anatomy of a user-friendly

EVALUATION REPORT

December 14, 2016 | 1-2 p.m. EST

While you wait, use the poll box to guess the height of the world's smallest dog.

Introductions

EvaluATE

Western Michigan University

THE EC EVALUATION CENTER

Behind the Scenes

EvaluATE NETWORKS

Western Michigan University THE EC EVALUATION CENTER MARICOPA COMMUNITY COLLEGES®

Disclaimer

This material is based upon work supported by the National Science Foundation under grant number 1600992.

Any opinions, findings, and conclusions or recommendations expressed in this material are those of the presenters and do not necessarily reflect the views of NSF.

Materials

Slides

Checklist

Recording

evalu-ate.org/webinars

Evaluation

1 Anatomy of a User-Friendly Evaluation Report
Question Break

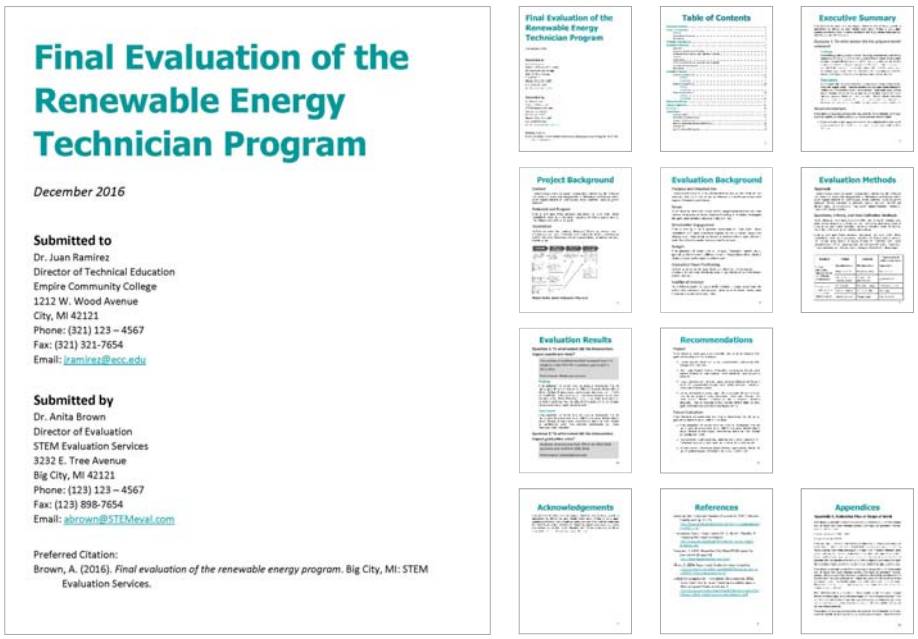
2 Practical Tips
Question Break

3 Checklist Overview
Question Break

1

Anatomy of a User-Friendly Evaluation Report

> “. . . available information is not **organized** and **communicated** effectively.”
>
> —Government Accountability Office



Final Evaluation of the Renewable Energy Technician Program

December 2016

Submitted to
Dr. Juan Ramirez
Director of Technical Education
Empire Community College
1212 W. Wood Avenue
City, MI 42121
Phone: (321) 123 – 4567
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Submitted by
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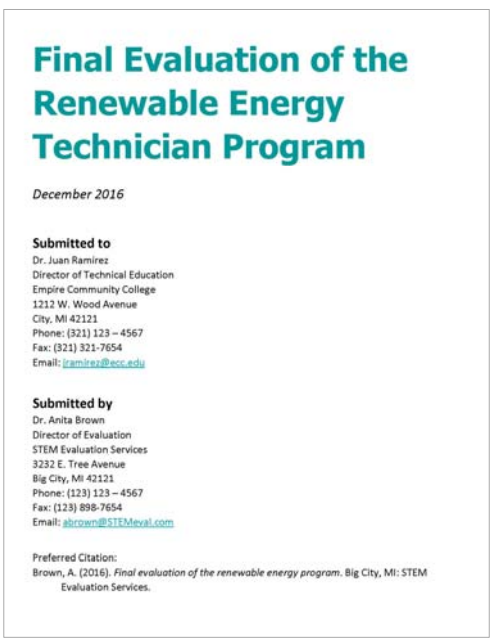
Preferred Citation:
Brown, A. (2016). *Final evaluation of the renewable energy program*. Big City, MI: STEM Evaluation Services.

Front Matter



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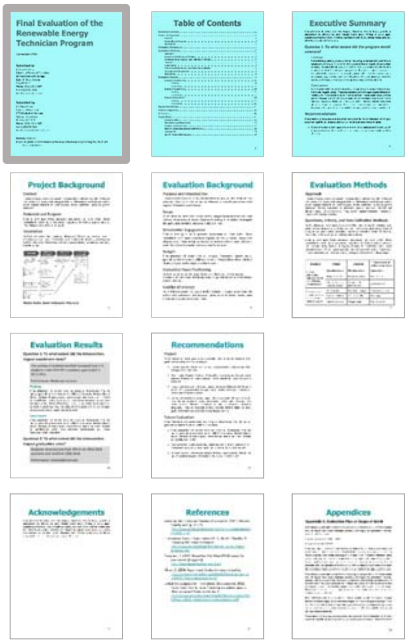

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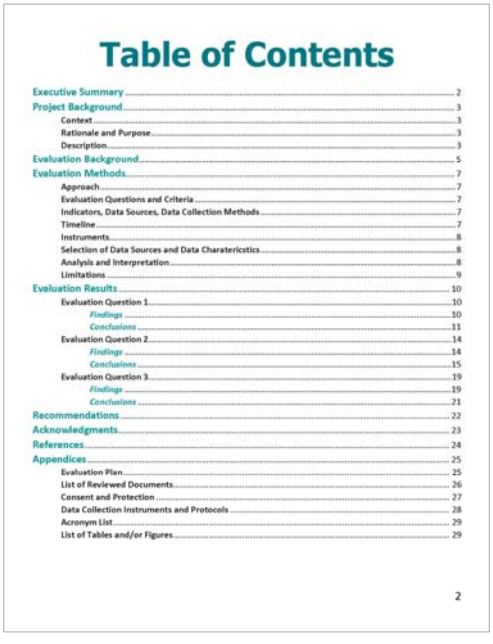

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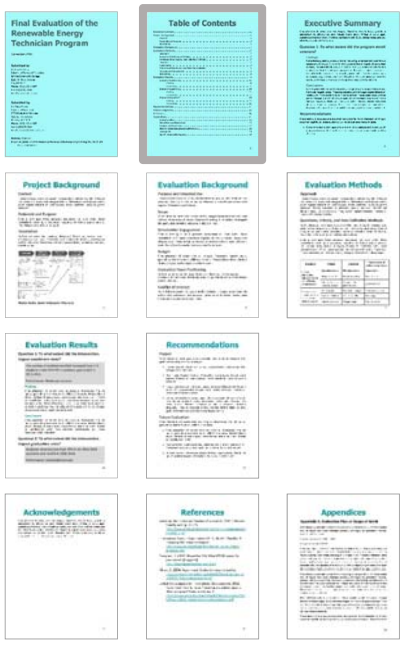

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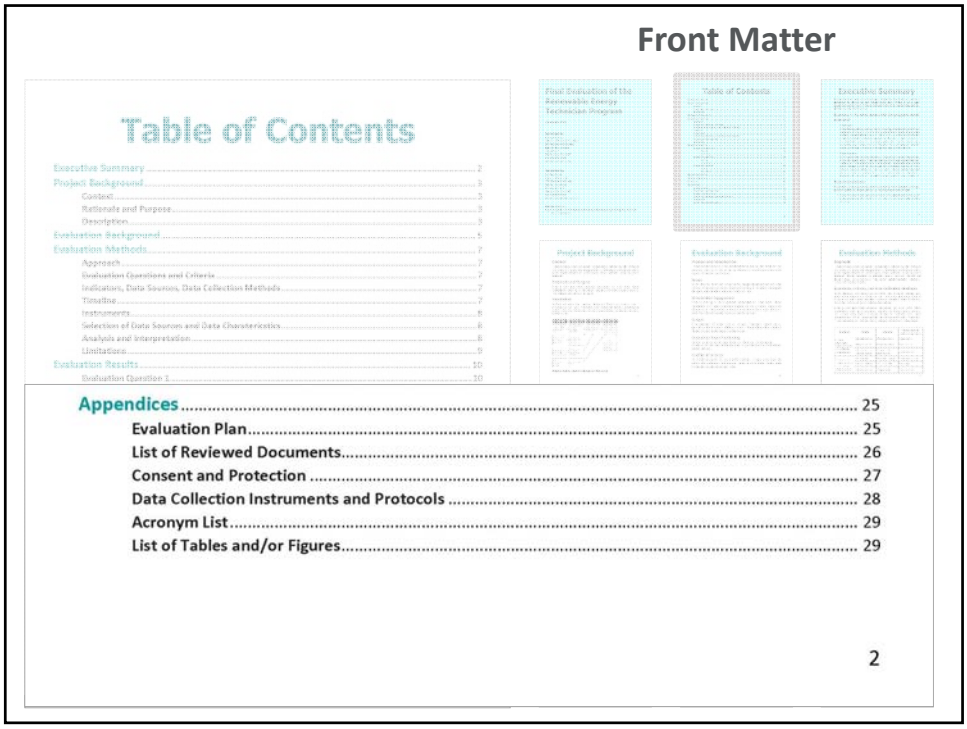

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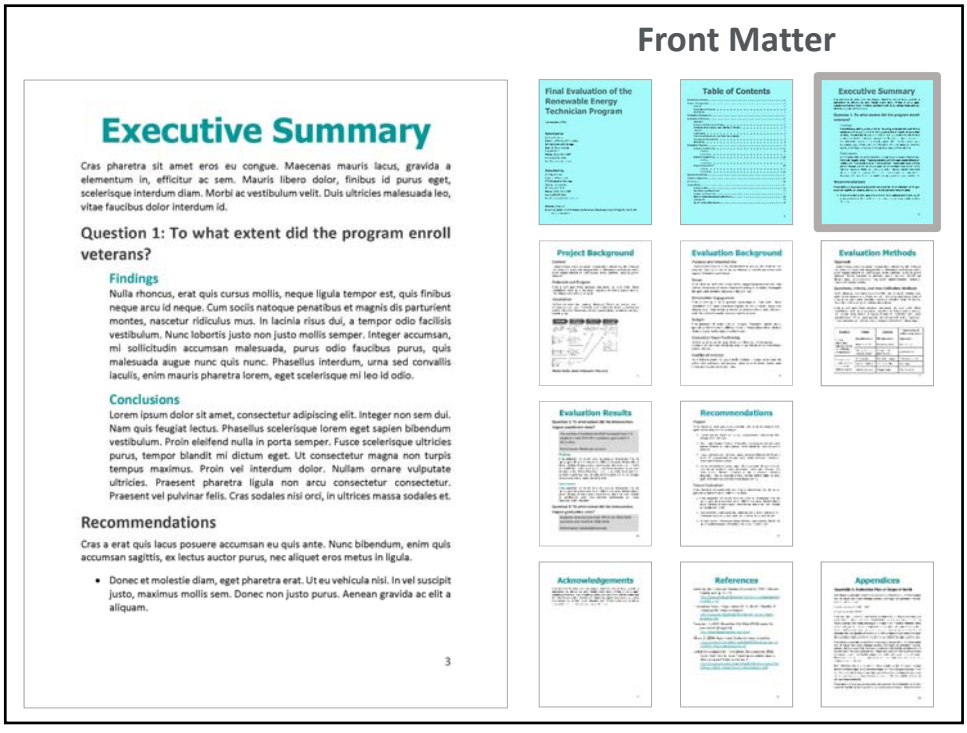

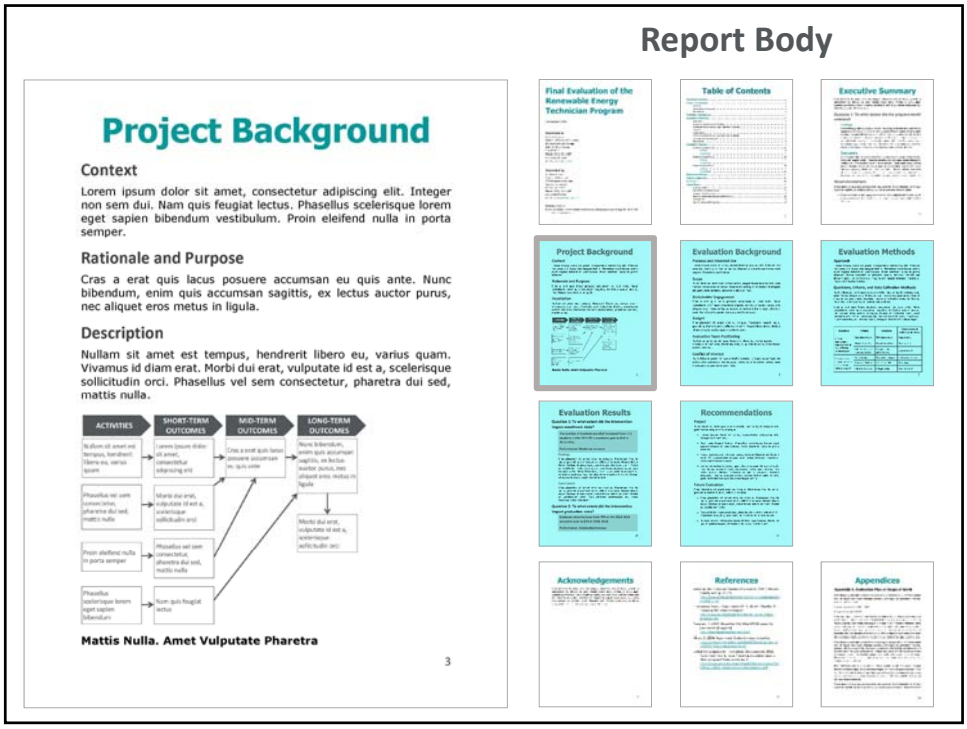
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Rationale and Purpose
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Description
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ACTIVITIES
SHORT-TERM OUTCOMES
MID-TERM OUTCOMES
LONG-TERM OUTCOMES
Mattis Nulla. Amet Vulputate Pharetra
3
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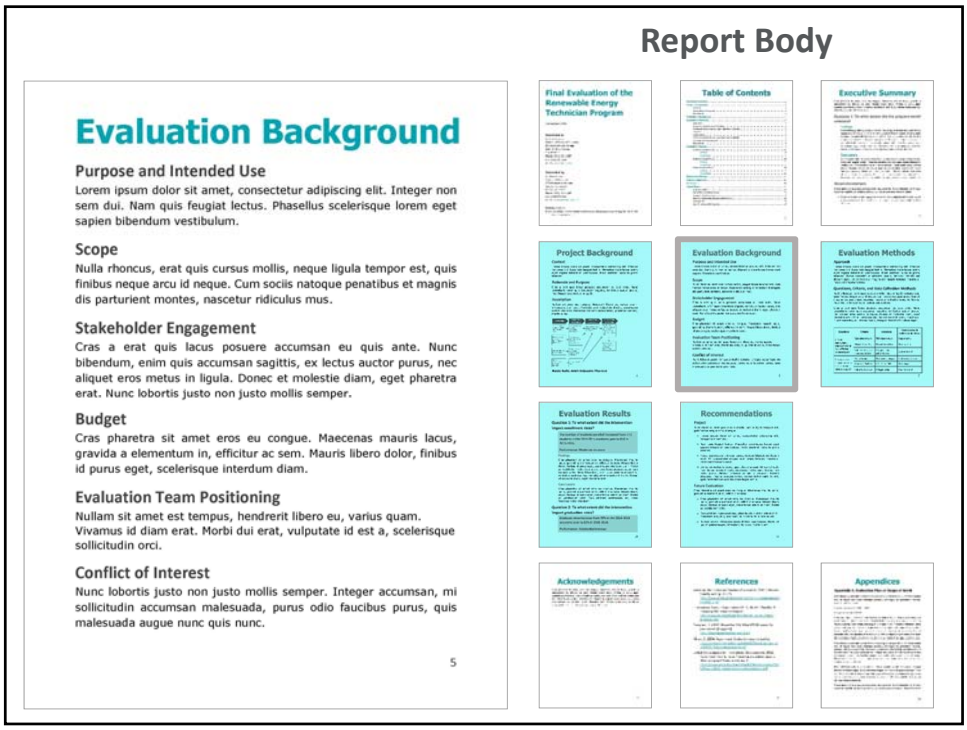
Report Body
Evaluation Background
Purpose and Intended Use
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Scope
Nulla rhoncus, erat quis cursus mollis, neque ligula tempor est, quis finibus neque arcu id neque. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus.
Stakeholder Engagement
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Budget
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Evaluation Team Positioning
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Conflict of Interest
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5
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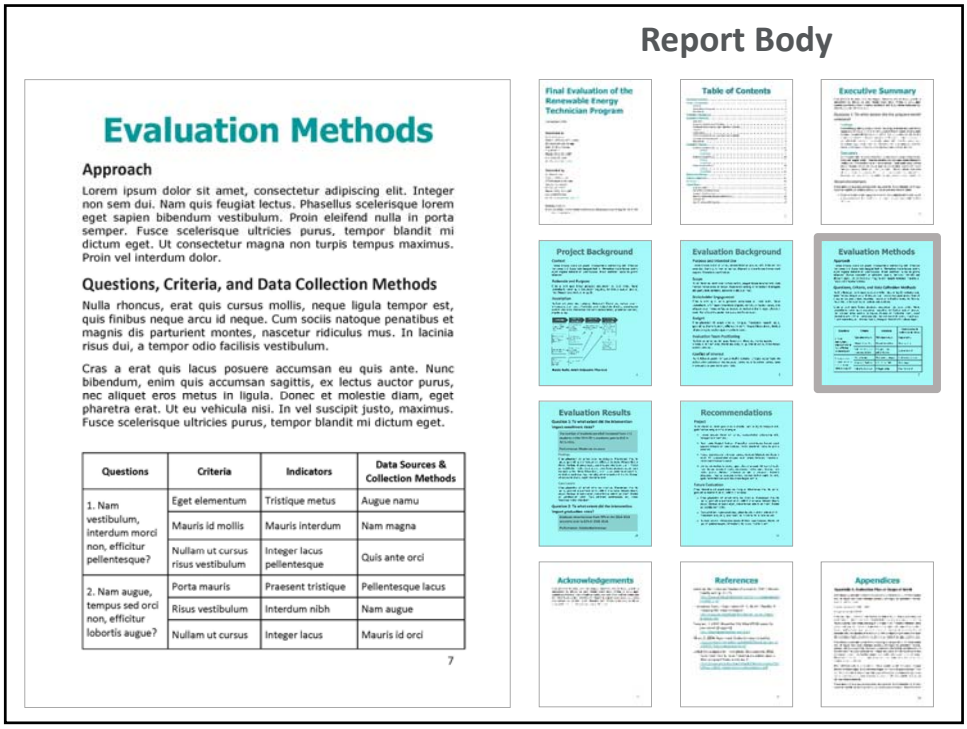
Report Body
Evaluation Methods
Approach
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Questions, Criteria, and Data Collection Methods
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Questions
Criteria
Indicators
Data Sources & Collection Methods
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7
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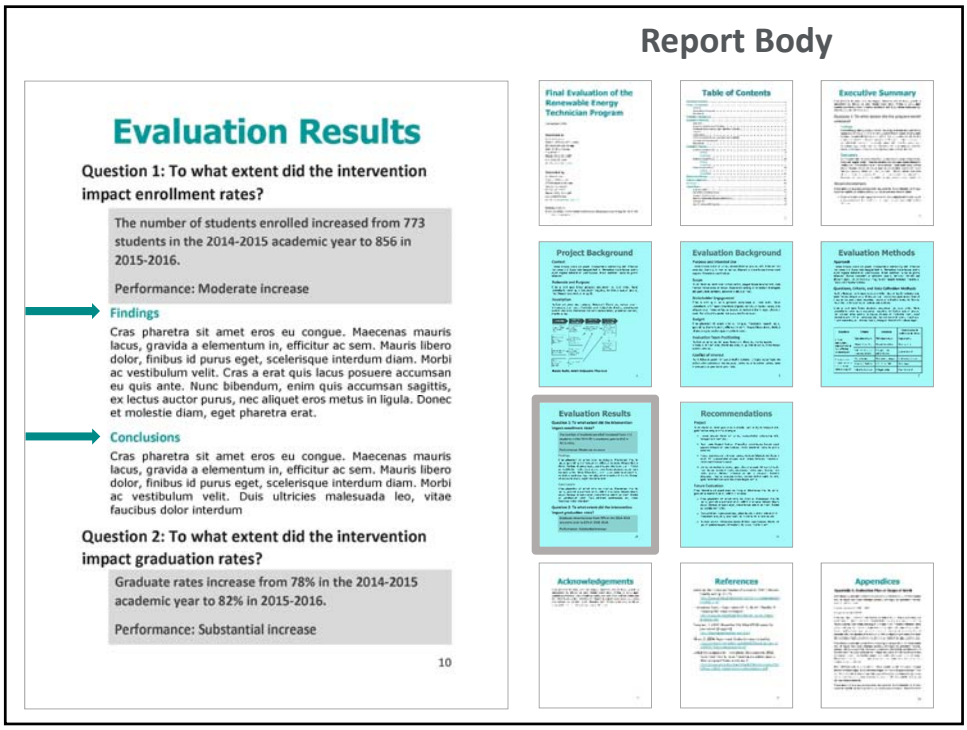
Report Body
Evaluation Results
Question 1: To what extent did the intervention impact enrollment rates?
The number of students enrolled increased from 773 students in the 2014-2015 academic year to 856 in 2015-2016.
Performance: Moderate increase
Findings
Cras pharetra sit amet eros eu congue. Maecenas mauris lacus, gravida a elementum in, efficitur ac sem. Mauris libero dolor, finibus id purus eget, scelerisque interdum diam. Morbi ac vestibulum velit. Cras a erat quis lacus posuere accumsan eu quis ante. Nunc bibendum, enim quis accumsan sagittis, ex lectus auctor purus, nec aliquet eros metus in ligula. Donec et molestie diam, eget pharetra erat.
Conclusions
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Question 2: To what extent did the intervention impact graduation rates?
Graduate rates increase from 78% in the 2014-2015 academic year to 82% in 2015-2016.
Performance: Substantial increase
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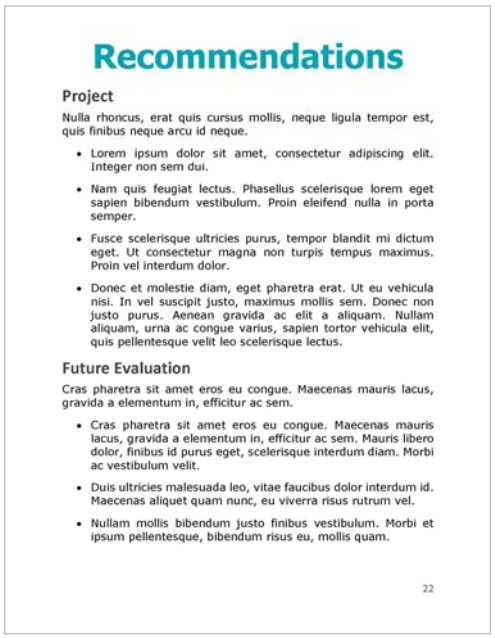

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References

Canadian Health Services Research Foundation. (2001). Reader-friendly writing - 1:3:25. http://www.chsrf.ca/Migrated/PDF/CommunicationNotes/cn-1325_e.pdf

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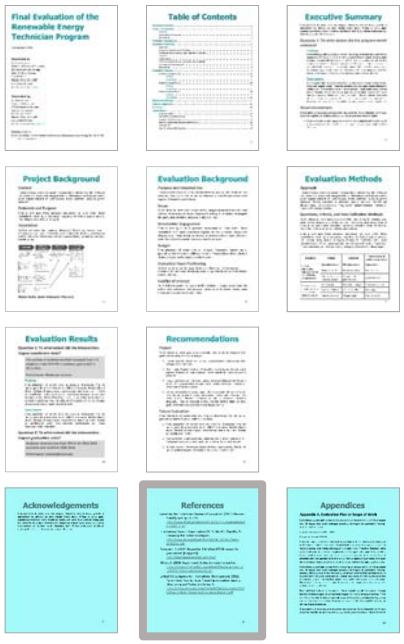

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Appendices

Appendix A. Evaluation Plan or Scope of Work

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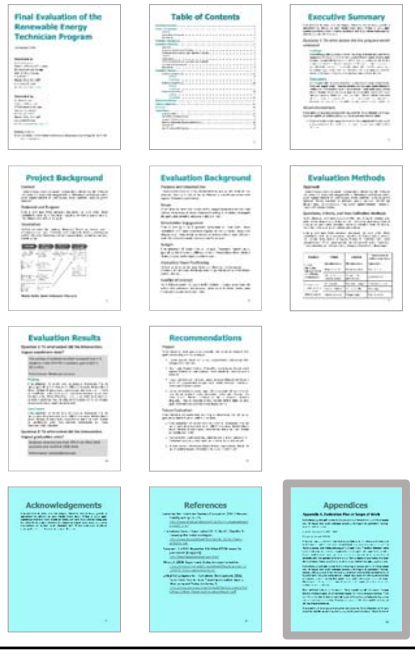
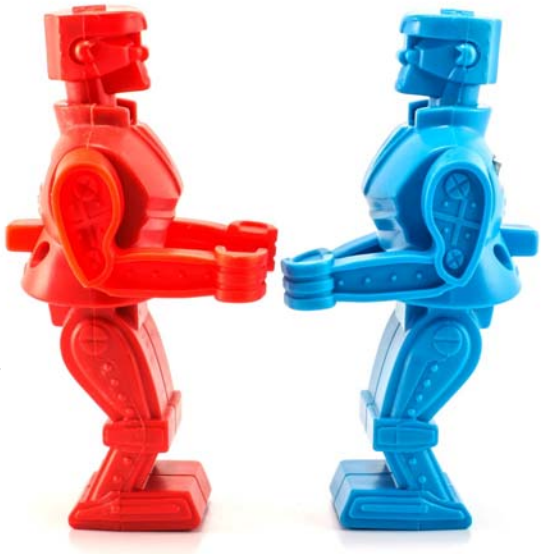


Transparency
Credibility
Accuracy
Accountability



Feasibility
Readability
Usefulness
Brevity

Identify Competing Demands

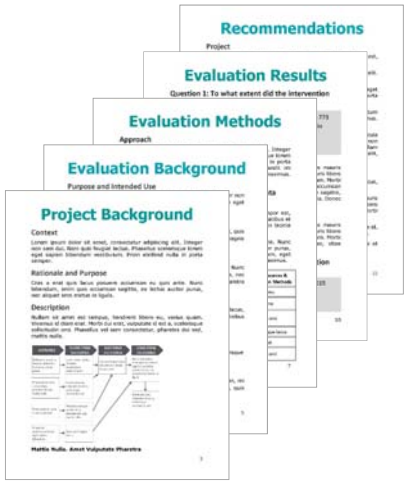
Organize Based on Interest

Identify Interests

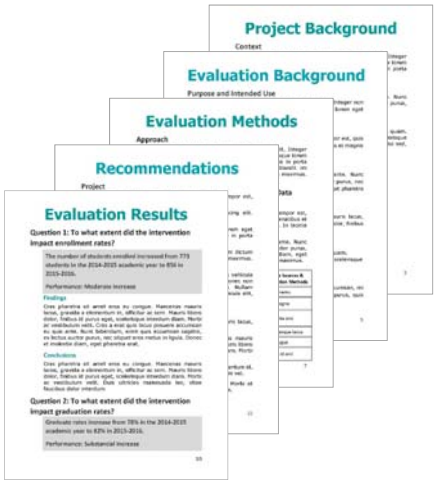
- ☑ Who is the audience?
- ☑ How familiar is the audience with the project?
- ☑ How involved has the audience been in planning the evaluation?
- ☑ How much detail is needed for the report to be credible to the audience?

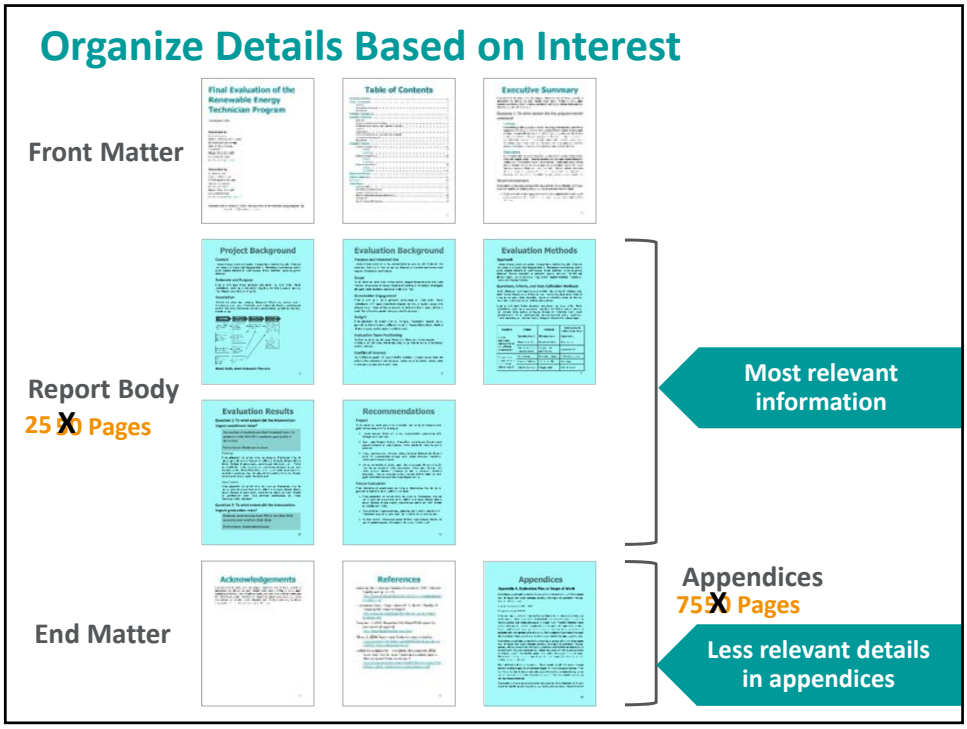
Organize Sections Based on Interest

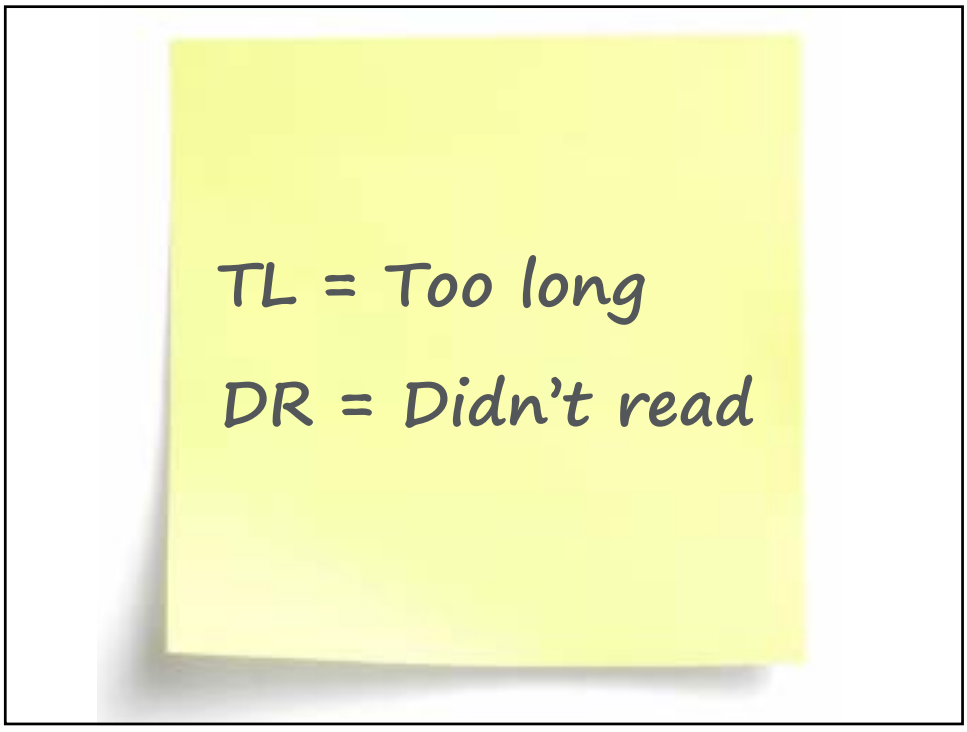
Traditional



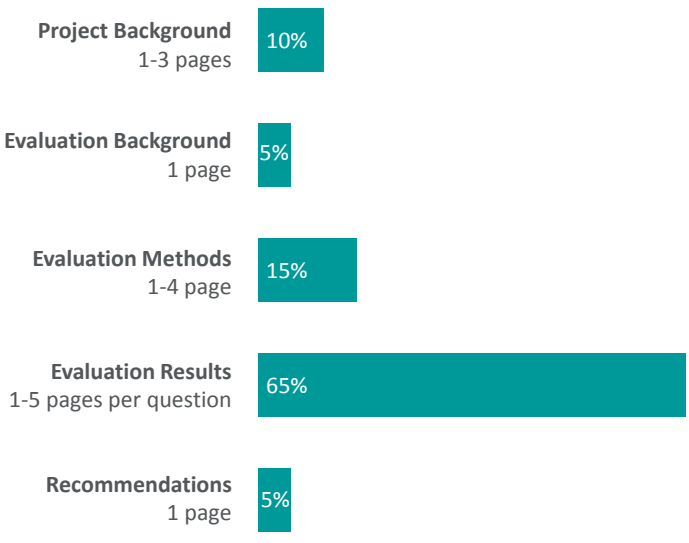
Alternative




Organize Details Based on Interest
Front Matter
Final Evaluation of the Renewable Energy Technician Program
Table of Contents
Executive Summary
Report Body
25 X 0 Pages
Project Background
Evaluation Background
Evaluation Methods
Evaluation Results
Recommendations
Most relevant information
End Matter
Acknowledgements
References
Appendices
Appendices
75 X 0 Pages
Less relevant details in appendices


TL = Too long
DR = Didn't read

Minimize Report Length



Summary

- ☑ Balance demands
- ☑ Organize based on audience interest
- ☑ Minimize report length

2

Pratical Tips

Easy to Find

Easy to Understand

Use Plain Language

The primary intended uses of the evaluation include instrumental uses for formative purposes; conceptual uses for capacity development; and symbolic uses for persuasive purposes.

The evaluation is intended to be used to improve the project, enhance staff understanding of the project, and demonstrate that the organization values accountability.

Use Short Sentences

Long sentences are problematic in reports because, even if they are punctuated correctly, they can be hard to read since readers often want to pause, and writers need to be aware this may be distracting to readers.

Long sentences are problematic in reports.

Even if they are punctuated correctly, they do not allow for proper pauses.

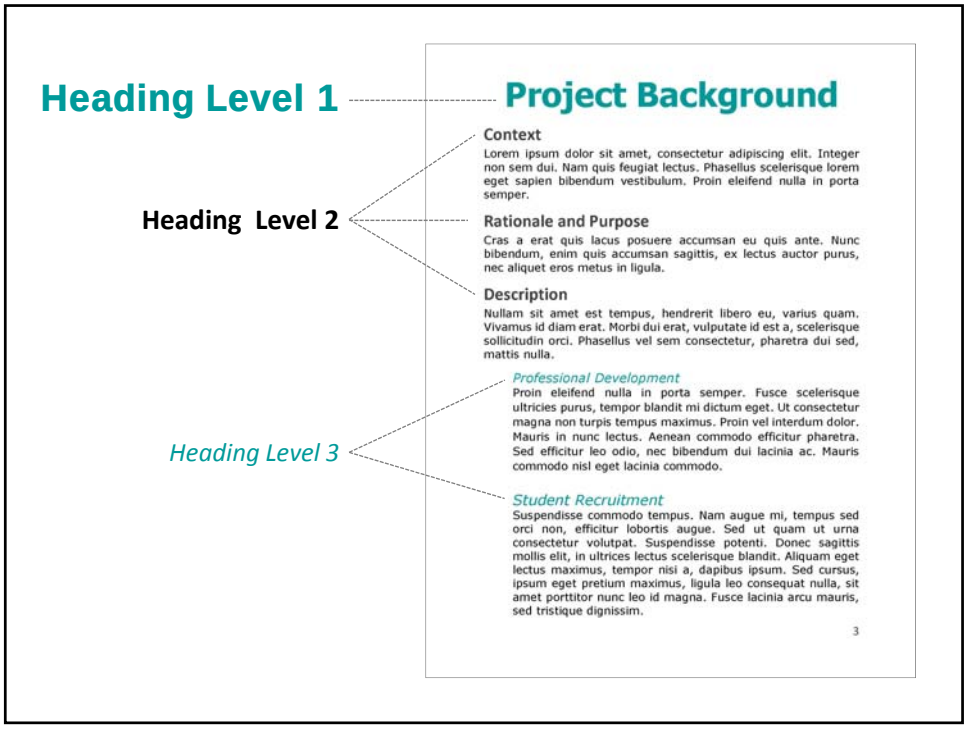
Thus, writers need to be aware that long sentences may be distracting to readers.

Simplify Messages

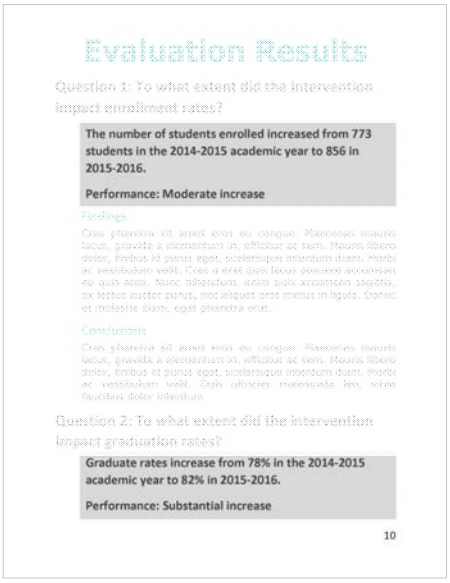
Long sentences are problematic in reports because, even if they are punctuated correctly, they can be hard to read since readers often want to pause, and writers need to be aware this may be distracting to readers.

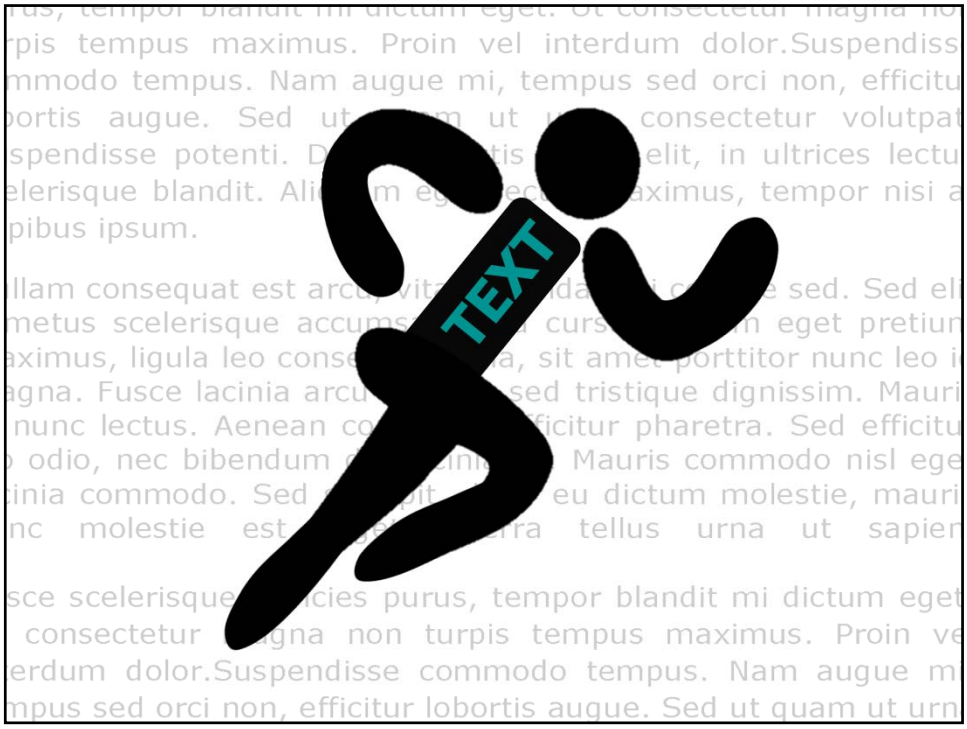
Do not use long sentences in reports because readers find them distracting.

Use Headings



Use Callouts




TEXT

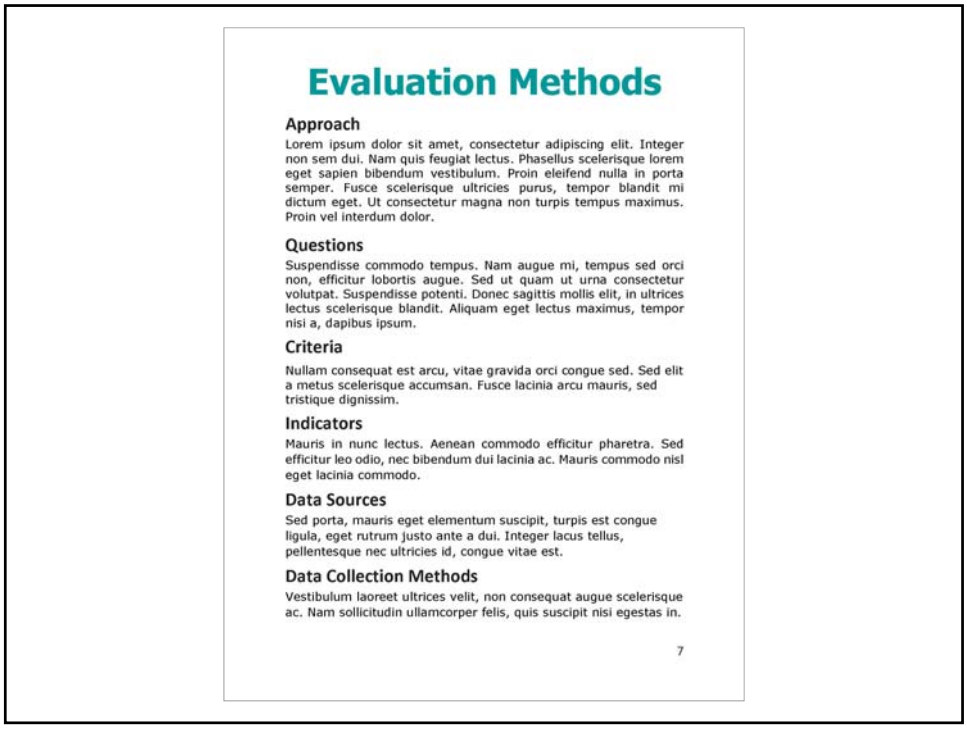
Bulleted Lists

Recommendations

The program should continue to offer scholarships for veterans and Latinos. Also consider trying to identify barriers to women's entry in the program and develop strategies to address these barriers. Further, faculty and administrators should continue to discuss how diversity improves the field with students in the program. Additionally, it would be a good ideas to continue to fund the cost for high school students to visit the college.

Recommendations

- Continue to offer scholarships for veterans and individuals from underrepresented racial and ethnic groups.
- Identify barriers to women's entry in the program and develop strategies to address these barriers.
- Continue to have administers and faculty discuss how diversity improves the field with students.
- Continue funding the cost for high school students to visit the college.



Evaluation Methods

Approach

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Questions

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Criteria

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Indicators

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Data Sources

Sed porta, mauris eget elementum suscipit, turpis est congue ligula, eget rutrum justo ante a dui. Integer lacus tellus, pellentesque nec ultricies id, congue vitae est.

Data Collection Methods

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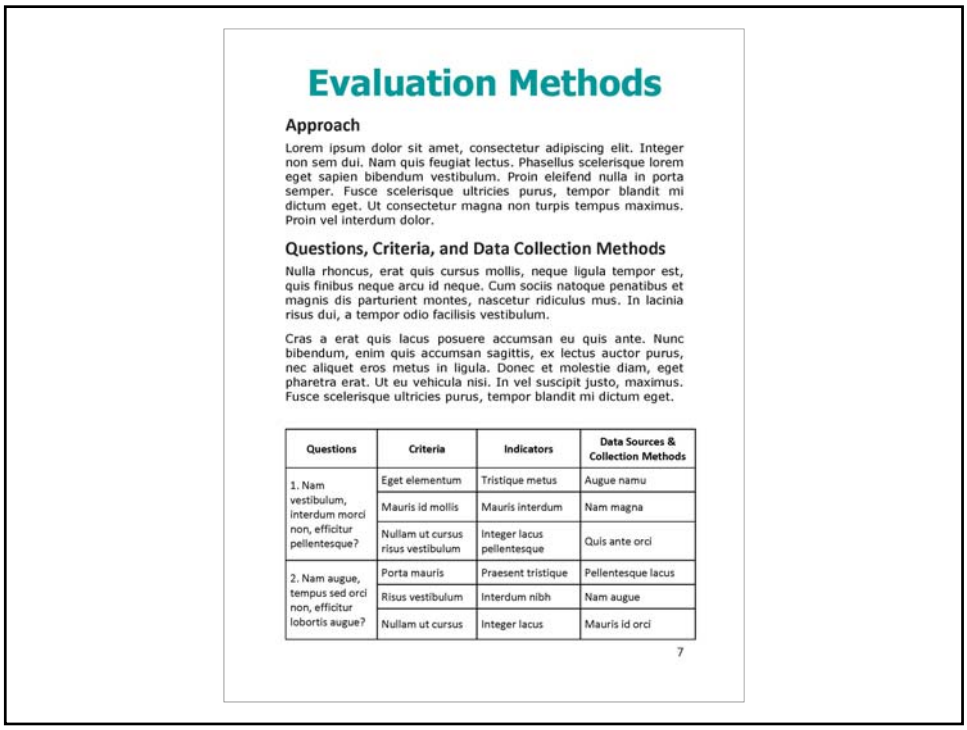

Evaluation Methods

Approach

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Questions, Criteria, and Data Collection Methods

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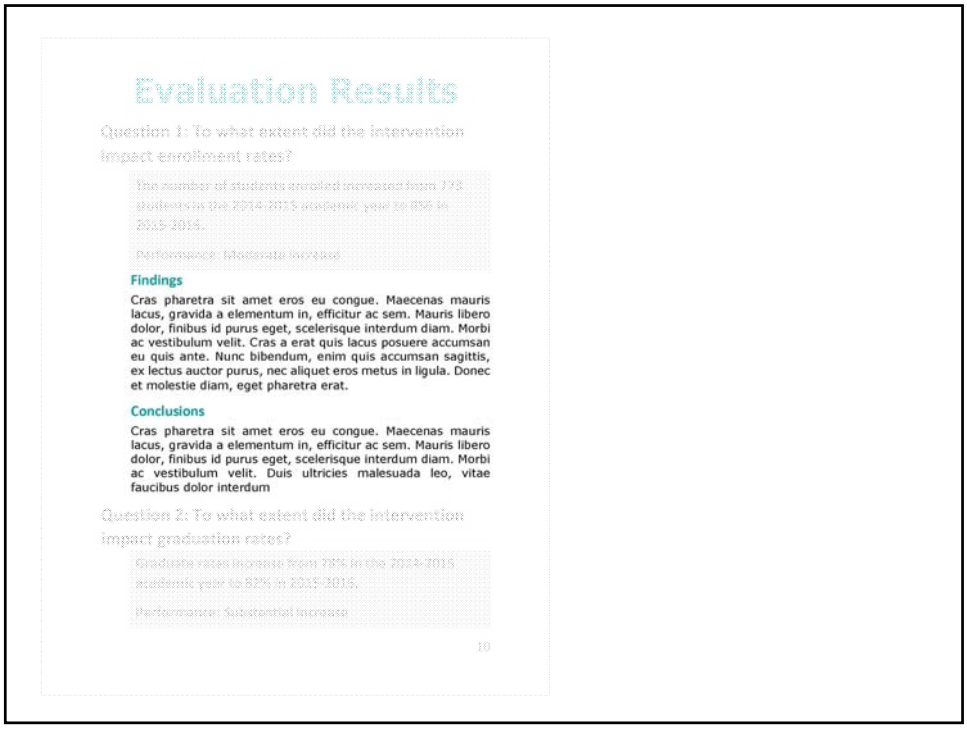
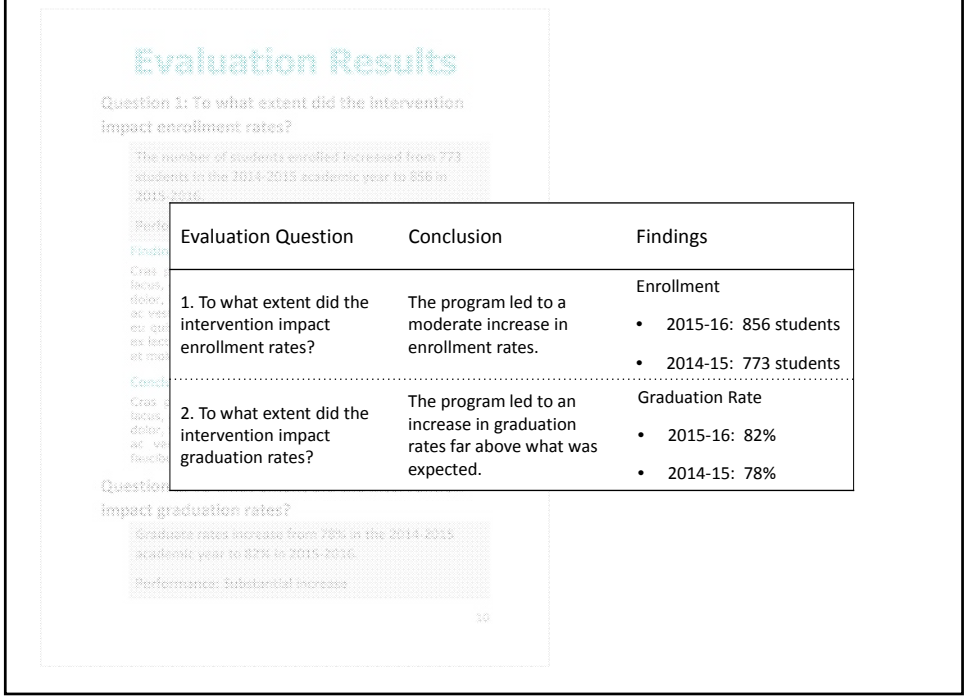
Cras a erat quis lacus posuere accumsan eu quis ante. Nunc bibendum, enim quis accumsan sagittis, ex lectus auctor purus, nec aliquet eros metus in ligula. Donec et molestie diam, eget pharetra erat. Ut eu vehicula nisi. In vel suscipit justo, maximus. Fusce scelerisque ultricies purus, tempor blandit mi dictum eget.

Questions	Criteria	Indicators	Data Sources & Collection Methods
1. Nam vestibulum, interdum morci non, efficitur pellentesque?	Eget elementum	Tristique metus	Augue namu
	Mauris id mollis	Mauris interdum	Nam magna
	Nullam ut cursus risus vestibulum	Integer lacus pellentesque	Quis ante orci
2. Nam augue, tempus sed orci non, efficitur lobortis augue?	Porta mauris	Praesent tristique	Pellentesque lacus
	Risus vestibulum	Interdum nibh	Nam augue
	Nullam ut cursus	Integer lacus	Mauris id orci

7





Evaluation Question	Conclusion	Findings
1. To what extent did the intervention impact enrollment rates?	The program led to a moderate increase in enrollment rates.	Enrollment • 2015-16: 856 students • 2014-15: 773 students
2. To what extent did the intervention impact graduation rates?	The program led to an increase in graduation rates far above what was expected.	Graduation Rate • 2015-16: 82% • 2014-15: 78%

In 2015, there were 266 veterans, as compared with 169 in 2014. In 2015, 170 individuals who identified as Latino were enrolled, which is an increase of 136 since 2014. The number of enrolled individuals who identified as women in 2015 was 124, which was a small increase from 115 women in 2014.

Enrollment of veterans and Latinos increased from 2014 to 2015, while enrollment for women remained almost unchanged.

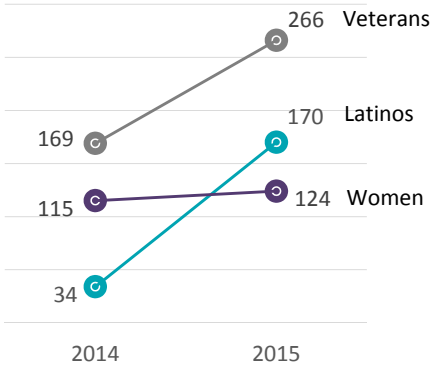
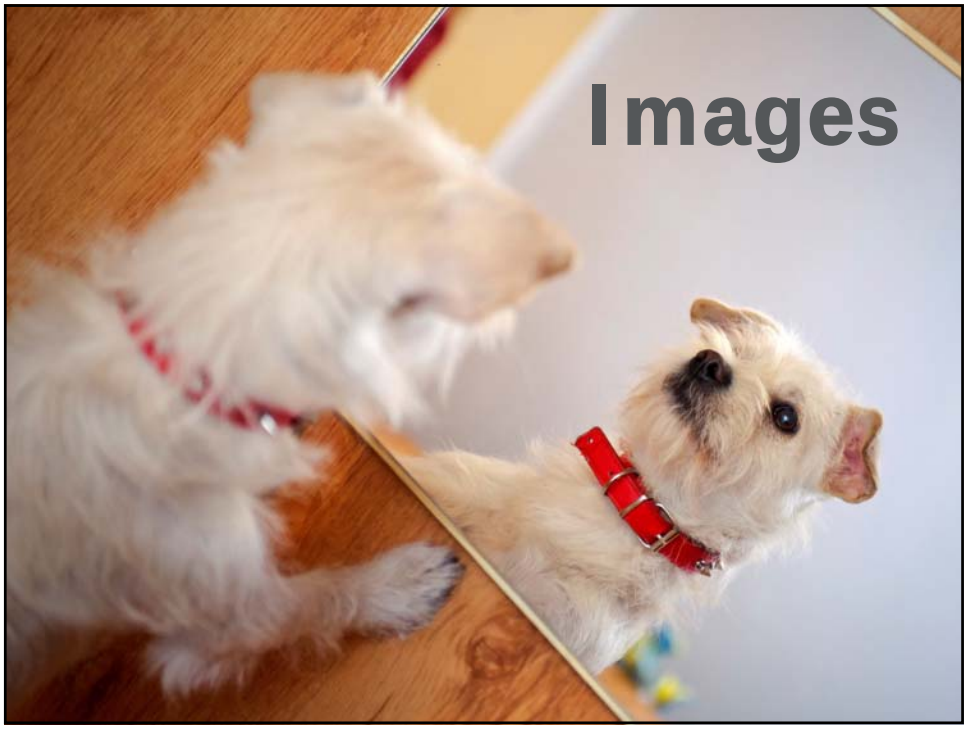


Figure 1. Enrollment of Veterans, Latinos, and Women



Inspiring the Next Generation at NSF's Take Our Daughters and Sons to Work Day

"Nearly 160 youngsters spent April 23, 2015, at the National Science Foundation where they participated in the agency's Take Our Daughters and Sons to Work Day . . . The afternoon was devoted to hands-on science, technology, engineering and mathematics (STEM) educational activities."

Photo Credit: Kathryn Sullivan, NSF

Source: NSF Flickr Site

Summary

- ☑ Use plain language
- ☑ Use short sentences
- ☑ Simplify messages
- ☑ Use headings
- ☑ Use call-outs
- ☑ Use alternatives to running text

3

Checklist Overview

Checklist Features

- Quick reference
- Content list
- Explanation of content
- Suggestions for application
- Recommended resources

Checklist for Straightforward Evaluation Reports

Quick Reference
Report Content

REPORT FRONT MATTER
Title Page
Table of Contents
Executive Summary

REPORT BODY
Project Background
Rationale and purpose
Description
Context
Evaluation Background
Purpose
Scope
Stakeholder engagement
Budget
Evaluation team positioning
Conflict of interest
Evaluation Methods
Approach
Evaluation questions
Criteria
Indicators
Data sources
Data collection methods
Timeline
Instruments
Selection of data sources
Data characteristics
Analysis
Interpretation
Limitations
Evaluation Results
Evaluation questions
Findings
Conclusions
Recommendations

REPORT END MATTER
Acknowledgements
References
Appendices

Quick Reference
Tips for Presenting Content

Straightforward evaluation reports are concise, easy to understand, and easy to navigate.

- Use short sentences, communicating one idea per sentence.
- Use plain language and avoid jargon.
- Use acronyms sparingly, and write the full phrase when first used.
- Use bulleted lists, tables, figures, and other alternatives to running text to draw readers' attention to key points and make complex information more digestible.
- Label each figure (graphs, charts, maps, pictures) with a title and separate takeaway message.
- Ensure report is readable by intended audiences—consider reading level, language, color, and visual accessibility.
- Use concise and descriptive headings and subheadings to clearly identify report sections.
- Differentiate headings levels consistently through variations in font size, bolding, italics, or indentation.
- Number all pages.
- Minimize report length as much as possible without compromising quality.
- Use callouts to highlight important information and takeaway messages.
- Place information critical for readers' understanding of the evaluation process and results in the report body and supporting details or documentation in the appendices.

In the main checklist, which begins on the next page, a paperclip symbol appears next to items that could be addressed partially or entirely in appendices.

EvaluATE

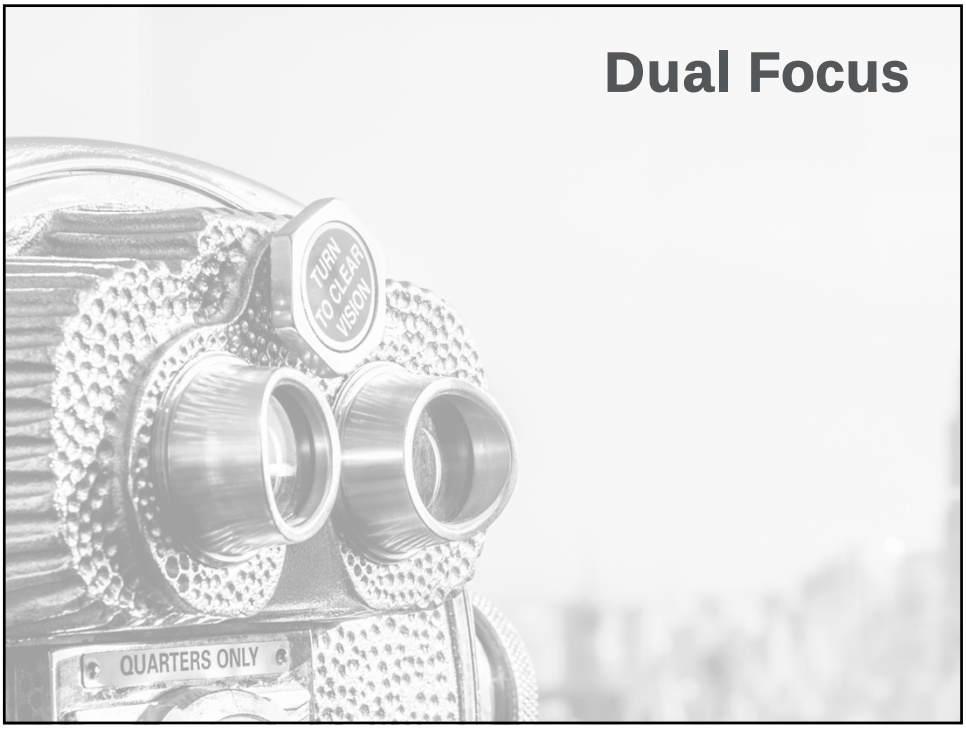
Checklist Features

In the main checklist, which begins on the next page, a paperclip symbol appears next to items that could be addressed partially or entirely in appendices.

How is this Checklist Different?

All Experience Levels

Dual Focus



Suggestions, not requirements
Always follow sponsor guidelines

LEARNING

Evaluation Menu
• Project Background
• Evaluation Background
• Methods
• Results
• Recommendations
• Appendices

Share Sample Reports

Call to Action

Try something new

Get report feedback

Share the checklist

Pilot the checklist

Kelly.Robertson@wmich.edu

Thank You