

Evaluat|e

EVALUATION RESOURCE CENTER *for*
advanced technological education

Value & Impact Survey Baseline

Evaluation Resource Center for Advanced Technological Education
The Evaluation Center • Western Michigan University

Phillips Wyatt Knowlton, Inc.

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Table of Contents

Executive Summary	i
Introduction	1
Methodology	1
Process Findings	4
Outcome Findings	9
Recommendations	14
Appendix A. Logic Model	15
Appendix B. E-Survey	17
Appendix C. Addressing Non-response Bias	23
Appendix D. Open-ended Responses	25
Appendix E. Invitation and Reminders	35

Executive Summary

EvaluATE's mission is to promote the goals of the Advanced Technological Education (ATE) program by partnering with ATE projects and centers to strengthen the program's evaluation knowledge base, expand the use of exemplary evaluation practices, and support the continuous improvement of technician education throughout the nation.

EvaluATE services include—webinars (live and recorded), a newsletter, a website with a comprehensive resource library, a community of practice and annual survey of grantees. The main outcomes established for this project include improving the evaluation culture, knowledge, skills and practices among ATE stakeholders with an emphasis on serving Principal Investigators (PIs).

External evaluation, in this third year of EvaluATE operation, included an electronic survey of EvaluATE's constituency. The purpose of this survey was to build on the prior two years of primarily process information by gathering evidence to substantiate claims of the value and impact of EvaluATE services to date. The response rate was 40%.

Most survey respondents are PIs, staff and institutional administrators of current or expired ATE grants (82%). They represent primarily 2-year colleges (60%). Two-thirds of respondents report limited experience conducting evaluations of federally funded grants (66%, <3 years). Key findings follow below.

Claims & Evidence

INFORMATION ACCESS. *There is good market penetration from EvaluATE outreach and emerging access to date.* 90% of ATE constituents responding to the survey reported obtaining information from at least one of the six EvaluATE resources once or more in the last 12 months.

RESOURCE QUALITY & UTILITY. *ATE stakeholders are highly satisfied with the quality and utility of EvaluATE information resources.* Overall satisfaction¹ with the quality of EvaluATE information resources exceeds 80%, utility satisfaction exceeds 90%.

EVALUATION CULTURE. *EvaluATE has contributed to the emergence of more positive attitudes toward evaluation.* Overall, more than 80% of survey respondents report a strong positive attitude toward evaluation². These attitudes include believing that--evaluation: is worth the time and money, contributes to a

¹ Quality and/or utility ratings of good, very good or excellent.

² Attitude, knowledge, skill and behavior ratings of agree or strongly agree.

project's success, should be part of project planning, can be a positive experience and yields useful information.

EVALUATION BASIC KNOWLEDGE & SKILL. *EvaluATE has contributed to the development of improved basic evaluation knowledge specifically relevant to the goals of ATE evaluation.* 50% or more of survey respondents indicated that the information obtained from EvaluATE improved their understanding of—how to incorporate evaluation into project planning, general evaluation terms/concepts/purpose, NSF evaluation expectations and where to get information about evaluation.

EVALUATION ADVANCED KNOWLEDGE & SKILL. *EvaluATE has contributed to the development of improved advanced evaluation knowledge specifically relevant to the goals of ATE evaluation.* 50% or more of survey respondents reported that the information obtained from EvaluATE information resources has improved their understanding of advanced evaluation topics. These topics include—how to interpret results and draw conclusions, what to include in an evaluation report, how to use evaluation results to inform project decision making, how to capture evidence of project impact and how to develop an evaluation plan.

EVALUATION PRACTICES. *EvaluATE has contributed to the development of improved evaluation behaviors specifically relevant to the goals of ATE evaluation.* Roughly 50% of survey respondents noted that the information obtained from EvaluATE resources has prompted them to take action in ways that are highly likely to improve the quality and utility of ATE evaluations. These actions include—taking steps to learn more about evaluation, being more effective at facilitating evaluation use among project stakeholders and having more frequent conversations about evaluation issues with project stakeholders and with peers outside the project.

INFORMATION USE. *EvaluATE has contributed to the development of improved evaluation behaviors specifically targeting the improvement of evaluation and/or project practices.* The evaluation improvement uses described by survey respondents include—the sharing and exchange of evaluation knowledge, general improvements in evaluation, development of stronger evaluation plans and improvements in methods or metrics. Similarly, the project improvement uses offered include—grant proposal development, improved reporting/documentation, improved project performance and development of new projects.

Introduction

EvaluATE's mission is to promote the goals of the Advanced Technological Education (ATE) program by partnering with ATE projects and centers to strengthen the program's evaluation knowledge base, expand the use of exemplary evaluation practices, and support the continuous improvement of technician education throughout the nation. The main outcomes established for this grant include improving the evaluation culture, knowledge, skills and practices among ATE stakeholders with an emphasis on serving Principal Investigators (PIs).

External evaluation, in this third year of EvaluATE operation, focused on the design, administration and analysis of an electronic survey. The purpose of this survey was to build on the prior two years of primarily process information by gathering evidence to substantiate claims of the value and impact of EvaluATE services to date. This report offers a status snapshot of the audiences reached and progress toward desired outcomes. It serves primarily for internal use that will help improve the current and inform future work. Center staff and the National Visiting Committee (NVC) advising the grant participated in discussions that provided opportunity to reflect on the meaning and significance of these findings.

This report consists of five sections: (1) Introduction, (2) Methodology, (3) Process Findings, (4) Outcome Findings and (5) Recommendations. It includes graphic display of results and a brief narrative of key themes synthesized from findings. The quotes in the sidebar are representative excerpts of respondent comments provided in response to open-ended questions. Appendices A-C provide supplementary information.

Methodology

The logic model³ for the center's work defined the content areas explored by the *Value & Impact Survey*. The simplified model shown in Figure 1 below illustrates theory of change, number of items and general definitions for the survey. A copy of the survey instrument is available in Appendix B.

The external evaluators (PWK), the EvaluATE management team and the NVC closely collaborated on all aspects of survey design and construction. After five rounds of editing, a draft of the survey was field tested with three members of the newly formed EvaluATE Community of Practice. A sixth and final round of revision based on field test feedback occurred prior to administration.

³ See Appendix A.

EvaluATE has changed my understanding of how evaluation can be done.

PI

EvaluATE has done a wonderful job. I am pleased to be part of this community. It is great to see this focus on evaluation.

Evaluator

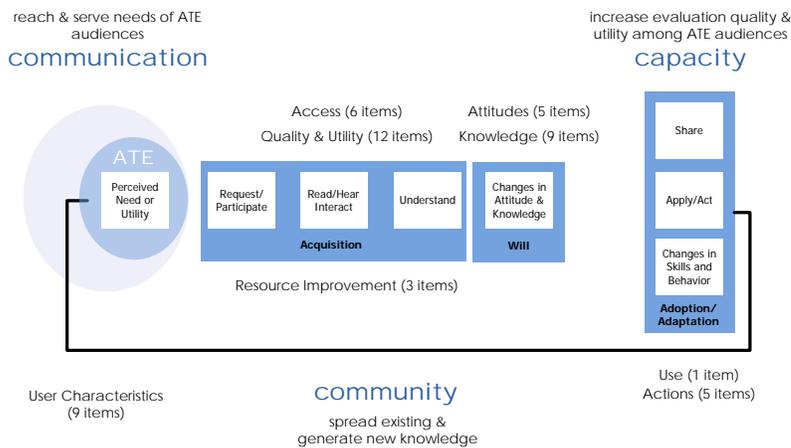


Figure 1. Survey Domains⁴.

EvaluATE maintains a spreadsheet (their “master list”) that includes all PIs that have been funded through the ATE program since 2008, all ATE evaluators that are known to EvaluATE and everyone who has participated in an EvaluATE workshop or webinar. In May 2011 there were 770 records in the list⁵.

All 676 individuals in EvaluATE’s master list with a valid email address received invitations to participate in the survey process. The recipient group included 424 individuals (63%) whose role within ATE was known to EvaluATE and 252 (37%) for who ATE affiliation was either unknown or known to be external to ATE. Two rounds of invitation by email included an overview of the process, its relevance and utility to the ATE community as well as explicit encouragement from the NSF program officer and the center Co-PIs to participate⁶. An email from the external evaluator with an embedded link to the survey followed two days later (see Appendix E).

The Zoomerang survey remained open between May 23 and June 3, 2011. Those not yet responding received reminder emails that reiterated the information included in the initial invitations as well as link to the survey on the fourth and eighth day. This survey did not offer incentive for participation. Overall, the response rate to the survey was 40% and 43% for those with ATE affiliation. General

...The quality and accessibility of their work...has improved dramatically. They are to be commended for listening to the needs and suggestions of their audience and making changes in their work.

PI

⁴ Following best practice in measurement, the psychometric properties of each section of the survey were tested. Internal consistency reliability (Cronbach’s α) for all sections was well above 0.8. This indicates that the items in each section measure a common underlying construct and that composite variables could be used. Although shared with EvaluATE, for simplicity of explanation, scale values for composite variables are not reported here.

⁵ Because a third party (MATEC) manages webinar registration, some information about participants is incomplete including role, contact and ATE affiliation. There are some differences between Master List role designation and that reported by respondents. EvaluATE staff report significant and enduring challenges in identifying the evaluators associated with each ATE grant.

⁶ ATE refers to those respondents indicating ATE affiliation. Non-ATE are those who are not affiliated with ATE but participated in EvaluATE events.

rule of thumb for electronic surveys indicates that this is well above the 15-20% average for volunteer participation in customer satisfaction/impact inquiries⁷ and the overall average for online surveys of 30%⁸. It is below the 60% response rate possible for online surveys with incentives⁹ and 85% response rate benchmark for incentivized paper surveys desired by the center.

The next administration of this survey will include incentives to improve response rate. Follow-up with selected respondents and non-respondents will take place in September 2011 to increase the applicability of these findings¹⁰. See Appendix C for additional information comparing respondents with non-respondents.

Although the EvaluATE team has had access to information from the survey about both ATE and non-ATE perceptions and actions, this report at their request, focuses only on ATE specific results. EvaluATE outreach has focused extensively on ATE PIs and their evaluators but has also drawn project/center and evaluation staff as well. It is noteworthy that the center has attracted participants from outside the ATE community¹¹. Table 1 below shows the distribution of roles for survey respondents reporting ATE affiliation.

Table 1. ATE E-survey Respondents (n=182).

ATE Roles	Survey Respondents
PIs/Co-PIs	121
Project/Center Staff	4
Evaluators and Staff	53
PI, Evaluator	3
College Administrators	0
NSF Program Officers	0
Unknown	1
TOTAL	182

⁷ WorldApp (n.d.) *Developing successful customer satisfaction surveys*. Retrieved September 3, 2011. http://docs.worldapp.com/collateral/KS/Developing_Successful_Customers_Satisfaction_Survey.pdf.

⁸ Division of Instructional Innovation and Assessment (2007), *Response Rates*. The University of Texas at Austin. Retrieved September 3, 2011. <http://www.utexas.edu/academic/ctl/assessment/iar/teaching/gather/method/survey-Response.php>

⁹ Millar, M. & Dillman, D. (2011) Improving response to web and mixed-mode surveys. *Public Opinion Quarterly* 75(2): 249-269.)

¹⁰ 36% overall indicated that they would be willing to participate in follow-up interviews and provide additional feedback. A representative but purposive sample of these respondents will be selected for further inquiry in December 2011.

¹¹ 252 non-ATE individuals were invited to participate in this survey (on the Master List with email addresses and no ATE affiliation), 88 responded (35%).

It is important to note that this first administration of this survey serves as a baseline to gauge improvement in following years. The EvaluATE team and the NVC reviewed preliminary results and shared construction of recommendations for future refinements and additions/deletions to the work plan for year 4.

Process Findings

Respondent Characteristics

Survey respondents are mostly ATE PIs and staff.

The majority of ATE respondents are PIs with some staff of current and/or expired grants ($n=159$, 82%). ATE evaluators made up 18% ($n=34$) of respondents. Based on comparison of the Master List with actual number of ATE grants, these survey results reflect the evaluation attitudes and practices of individuals influencing nearly all of the population of ATE grants targeted for service by EvaluATE¹².

Survey respondents are primarily from 2-year colleges.

60% of survey respondents with ATE affiliation are from 2-year colleges, 21% 4-year colleges/universities, 8% nonprofit organizations, 10% private firms/independent consultants. This is consistent with the findings from the *ATE Annual Survey* (see http://evalu-ate.org/annual_survey/reports/).

Most survey respondents have limited experience with conducting evaluation of federally funded grants.

49% of all survey respondents have no experience conducting evaluations of federally funded grants. 66% are classified for the purposes of reporting as "novices" (three years or less experience)¹³. The "experienced" classification is for those with four or more years of experience. Statistical comparisons (χ^2 -test) determined differences in access, satisfaction and outcomes for ATE stakeholders that are evaluation novice compared to those more experienced.

Nearly all survey respondents connect to NSF only through ATE and share few other professional associations.

85% of the PI and 72% of evaluator respondents indicated ATE is the only type of NSF grant that they are affiliated with. When asked about other professional associations and networks, respondents listed more than 50 organizations. The American

Wish I had something like this available much earlier in my career. This is fantastic for newish evaluators..
PI

¹² EvaluATE staff are updating their master list to fill in missing ATE role information for all individuals on the list.

¹³ It is important to note that ATE PIs are not expected to have experience as evaluators of federally funded grants. 81% of PI/Co-PIs and 26% of Evaluators are classified as evaluation novices.

Education Research Association (AERA, 14%), American Society for Engineering Education (ASEE, 12.5%) and American Evaluation Association (AEA, 10%) were the most frequently mentioned.

What do survey respondents indicate about the reach and dose of EvaluATE services¹⁴?

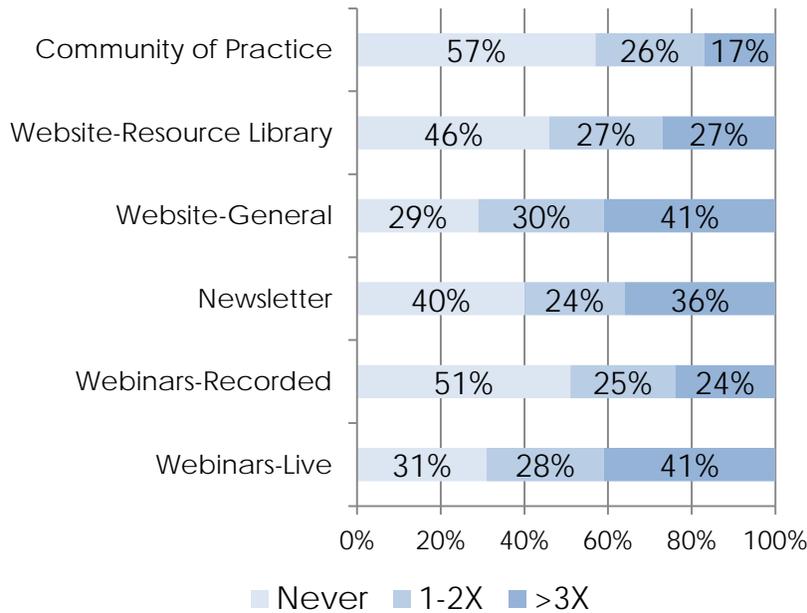


Figure 2. Resource Access (n=203).

Survey respondents indicated how often they had obtained information from EvaluATE resources listed above in the last 12 months. The response set includes--“Never,” “Infrequently (1-2 times)”, “Occasionally (3-5 times)”, “Frequently (6-10 times)” and “Very Frequently (>10 times)”.

“Less frequent access” is defined as obtaining information an average of less than 1-2 times per resource per year. “More frequent access” is defined as obtaining information an average of greater than 2 times per resource per year. Evaluation novices (regardless of role) report similar access frequency access (p>.05) to those with more experience.

Roughly, 90% of all respondents indicated having obtained information from at least one EvaluATE resource at least once during the last 12 months. However, nearly 60% or more reported less frequent access, as defined above, over the entire set of EvaluATE resources (see Figure 2 above).

¹⁴ “Reach” refers to the proportion of targeted audiences that access EvaluATE information resources at least once. “Dose” refers to the frequency with which ATE targeted audiences obtain information.

I appreciate the free and accessible resources shared on your website.

Evaluator

Distinguish between what PIs and Evaluators need to know.

PI

The General Website and the Live Webinars are the most frequently accessed resources.

Recorded Webinars and the Community of Practice (listserv and evaluator directory) are the least frequently accessed resources.

What do survey respondents indicate about the quality of EvaluATE information resources?

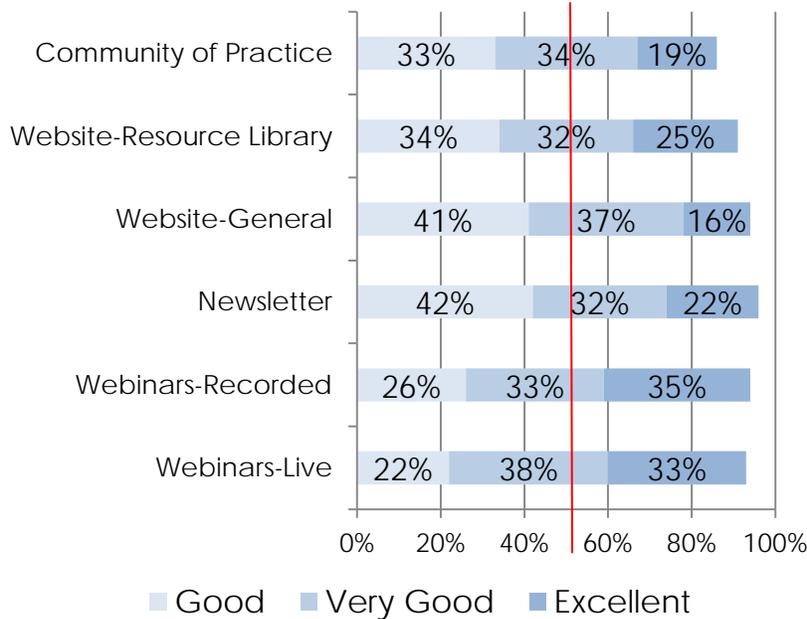


Figure 3. Service Quality (n=203¹⁵).

The survey provided a definition of quality that includes---content, rigor, presentation, style, format and expertise of the presenter or author.

Survey respondents rated the overall quality of the EvaluATE services listed above accessed in the past 12 months. The response set includes--"Poor," "Fair", "Good", "Very Good" and "Excellent."

With quality satisfaction overall at greater than 80%, survey respondents indicated better than the 50% satisfaction threshold for quality established by the center’s performance metrics (good or better) for all services listed (see Figure 3 above). Those with higher levels of access perceive quality highest (p<.05). Both novices and those more experienced with evaluation report similar levels of quality (p>.05).

The resources are very good but the reason to use them can be more compelling.
Project Staff

¹⁵ Overall n=203, those reported N/A and those who left an item blank are excluded. Resource n varies. The red line indicates the 50% threshold.

Fewer than 15% of ATE respondents ranked quality on any service as “fair” or “poor.” Some of these respondents (5% of ATE respondents, 10 individuals, 15 suggestions) offered suggestions to improve service quality. Each category is followed by the number of mentions in parentheses.

- Clarify expectations for use, increase relevance (4)
- Improve access and navigation (4)
- Offer more advanced topics and in-depth examples (3)
- Address issues related to the diversity of experience and role among ATE audiences (2).
- Limited time audiences have to participate (1)
- Improve delivery (1)

What do survey respondents indicate about the utility of EvaluATE information resources?

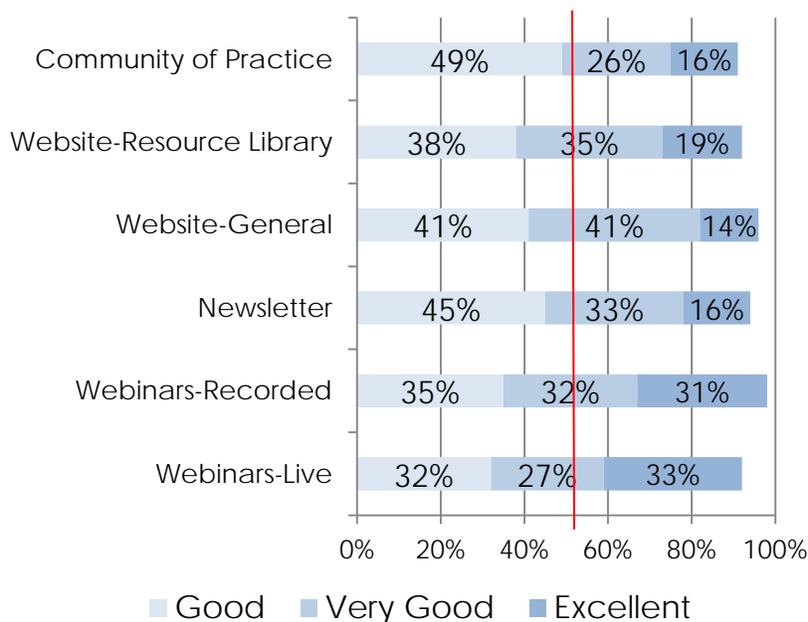


Figure 4. Service Utility¹⁶.

The survey provided a definition of utility that includes—relevance of information, potential for adoption/adaptation, practicality. Survey respondents rated the overall utility of the EvaluATE services listed above accessed in the past 12 months. The response set includes--“Poor,” “Fair”, “Good”, “Very Good” and “Excellent.”

With utility satisfaction overall at greater than 90%, survey respondents indicate better than the 50% satisfaction threshold established by the center’s performance metrics for utility

¹⁶ Overall n=203, those reported N/A and those who left an item blank are excluded. Resource n varies. The red line indicates the 50% threshold.

The information has been my primary resource and has provided me with a better sense of what evaluators need to do their work. Also, what a PI should be thinking about early in project work.
PI

Have open forums on specific topics (follow-up) to allow people to ask questions.
PI

satisfaction (good or better) for all services listed (see Figure 4 above). Those with higher levels of access perceive utility highest ($p < .05$). Both novices and those more experienced with evaluation report similar levels of utility ($p > .05$).

Fewer than 10% of ATE respondents ranked utility on any service as “fair” or “poor.” Some of these respondents (5% of ATE respondents, 10 individuals, 12 suggestions) suggested ways to improve service quality. Each category is followed by the number of mentions in parentheses:

- More advanced topics and in-depth examples (6).
- Clarify expectations for use, increase relevance (3)
- Improve access and navigation (3)

What other comments and suggestions do survey respondents provide?

Relatively few ATE respondents (<20%, 34 individuals, 42 suggestions) offered additional comments or suggestions when asked.

A large proportion (18, 42%) of comments from this small group of survey respondents were expressions of gratitude and kudos to the EvaluATE staff for the support and services provided to the ATE community. Each category is followed by the number of mentions in parentheses:

- Clarify expectations and focus on most relevant topics (6)
- Offer more advanced topics for experienced users (3)
- Honor the limited time ATE grantees have to access information and/or participate in knowledge exchange (2)
- More interaction (2)
- More follow-up (2)
- More focus on support for achieving outcomes (2)
- Improved access/navigation (1)

Outcome Findings

What do survey respondents report about the effectiveness of EvaluATE resources and services?

Overall, we can infer that EvaluATE products and services have fostered the development of a more evaluation “friendly” culture across the ATE community as measured by attitudes toward evaluation. In addition, they can infer that they have demonstrated progress in securing key precursors to improved evaluation quality as measured by the development of relevant knowledge, skills and evidence of information use among grantees to improve either ATE programs or their evaluation. These assertions follow as four claims with substantiating evidence.

Evaluation Attitudes

CLAIM 1: EvaluATE has contributed to the emergence of more positive attitudes toward evaluation expressed by ATE audiences.

More than 80% of all respondents report a strong positive attitude toward evaluation on each of the attributes tested. See Figure 4 below. High evaluation relevance (saliency) and value (valence) holds consistent across level of access and evaluation expertise ($p > .05$).

Evaluation:

- Is worth the time and money
- Contributes to a project's success
- Should be a part of project planning
- Can be a positive experience
- Yields useful information

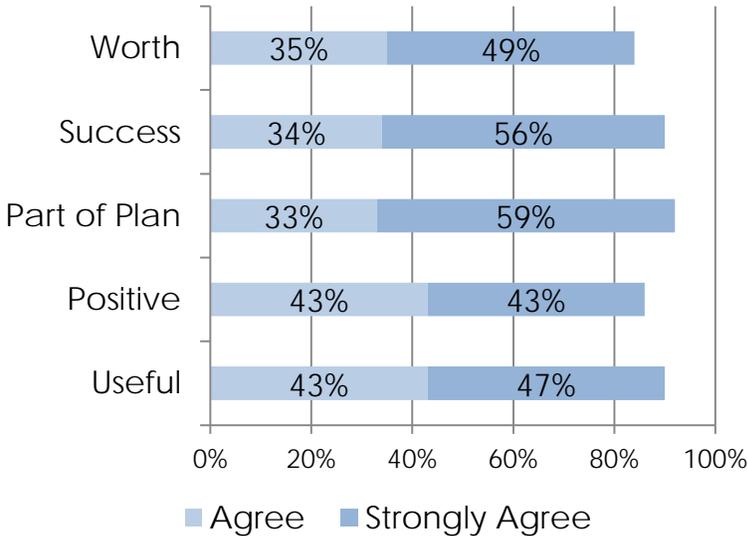


Figure 4. Service Utility (n=203).

EvaluATE staff and members of the NVC expressed during the preliminary discussion of these findings that this is good evidence of the presence of an evaluation "choir." This is an essential precondition for improving the quality of evaluations.

Basic Evaluation Knowledge

CLAIM 2: EvaluATE has contributed to the development of improved basic evaluation knowledge specifically relevant to the goals of ATE evaluation as reported by ATE audiences.

More than 60% of all respondents reported that the information obtained from EvaluATE has improved their understanding on each of the basic attributes listed below (see Figure 5).

We certainly have improved our data gathering and interpretation. I am inspired to learn much more about evaluation.

PI

- How to incorporate evaluation into project¹⁷ planning
- Evaluation in general (e.g., terms, concepts, purposes)
- What NSF program officers expect from an evaluation
- Where to get information about evaluation

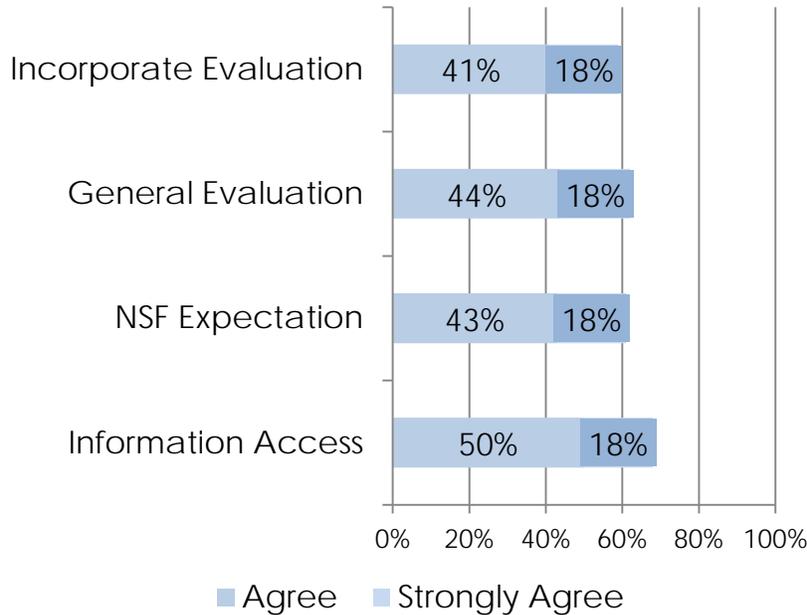


Figure 5. Basic Evaluation Knowledge (n=194).

Those with least evaluation experience report highest levels of basic knowledge improvement ($p < .05$). Access level did not show difference ($p > .05$).

EvaluATE staff and members of the NVC expressed during the preliminary discussion of these findings that this is strong evidence that EvaluATE has contributed to improvements in the knowledge base about evaluation specific to ATE and in general. Coupled with the positive attitudes reported in the previous section, this supports development of the stakeholder “will and capacity” required to make progress toward improving the quality of ATE evaluations. Respondents see EvaluATE as a source of information, they know where to go, know NSF expectations and can incorporate evaluation into planning. Together these attributes establish an awareness of what this set of relatively “novice” grantees, with respect to federal-level program evaluation, need to do more of, less of and/or change to improve evaluation quality. After embracing evaluation as a key management tool, knowing where change required/desired is the next step for movement away from the status quo.

¹⁷ Although the word “project” is used here in a generic sense to represent any grant-funded effort large or small, we do not intend to exclude “centers.”

...prompted internal discussions about evaluation within my department about our need for external evaluation services and expertise
PI

I used materials in designing evaluation protocols and I have recommended the resources to aspiring PIs.
PI

Advanced Evaluation Knowledge

CLAIM 3: EvaluATE has contributed to the development of improved advanced evaluation knowledge specifically relevant to the goals of ATE evaluation.

Approximately 50% or more of all respondents reported that the information obtained from EvaluATE has improved their understanding on each of the following more advanced attributes (see Figure 6 below). Respondents with the higher levels of access ($p < .05$) and the least evaluation experience ($p < .05$) reported the highest levels of advanced knowledge improvement.

- How to interpret results and draw conclusions
- What should be included in an evaluation report
- How to use evaluation results to inform project decision making
- How to capture evidence of project impact
- How to develop an evaluation plan

EvaluATE staff and members of the NVC expressed during the preliminary discussion of these findings that this is evidence that EvaluATE has contributed to improvements in the knowledge base about how to improve evaluation quality. Coupled with the positive attitudes and basic knowledge gains reported in the previous sections, this supports movement well forward in making progress toward improving the quality of ATE evaluations.

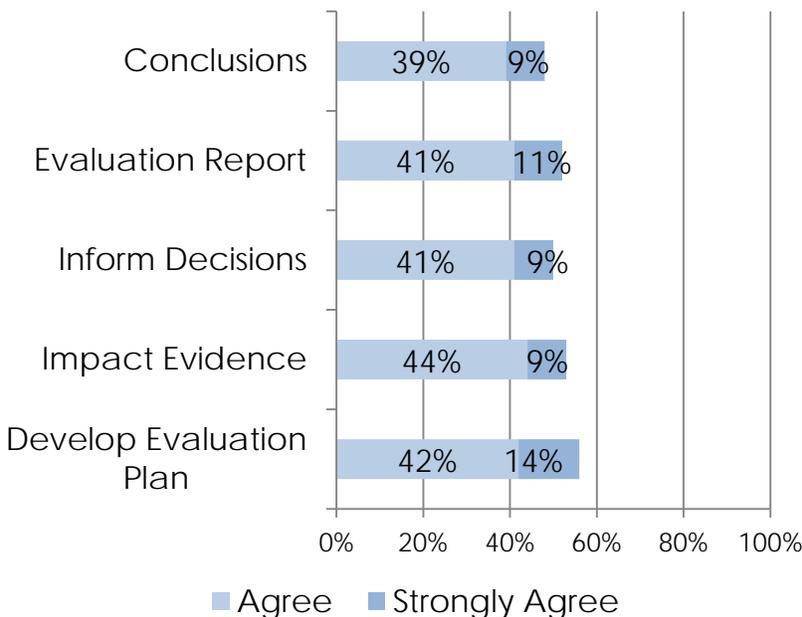


Figure 6. Advanced Evaluation Knowledge ($n=194$).

Respondents have the knowledge and inferred skill to develop evaluation plans, capture and report on essential impact

I make sure we start planning with evaluation as we are planning the projects. In other words, writing it in early instead of as an afterthought.

Project Staff

evidence and use results to inform decisions. Given the large proportion of relative federal-level grant evaluation “novices” in the ATE community these skills represent a notable leap forward from those anecdotally reported prior to the inception of the EvaluATE center. Together these attributes establish the practices that over time lead to improvements in evaluation quality.

Influence on Evaluation Behavior

CLAIM 4: EvaluATE has contributed to the development of improved evaluation behaviors specifically relevant to the goals of ATE evaluation as reported by ATE audiences.

Approximately half of all respondents report that the information obtained from EvaluATE has prompted them to take action in the following ways (see Figure 7 below). Respondents with the higher levels of access ($p < .05$) and the least evaluation experience ($p < .05$) reported the highest levels of improvement.

- Take steps to learn more about evaluation on my own
- Be more effective at facilitating evaluation use among project stakeholders
- Have more frequent conversations about evaluation issues with peers outside my project
- Have more frequent conversations about evaluation issues with project stakeholders

Half of all ATE respondents provided a short description of the ways they have used information obtained from EvaluATE resources (89 individuals, 90 suggestions).

66% of all uses mentioned are about improving evaluation. Each category is followed by the number of mentions in parentheses:

- General evaluation knowledge improvement (16)
- Sharing and exchange of evaluation knowledge (14)
- General improvements in evaluation (10)
- Development of evaluation plans (9)
- Improvements in methods and/or metrics (7)
- Finding an evaluator (2)

They provided excellent, practical advice on how to best interact with the PI and project team. How to provide feedback which would help them address key issues to improve the project outcomes.

Evaluator

I used resources to reorganize prior knowledge and plan improvements for current proposed ATE project. I look forward to more of these excellent resources.

PI

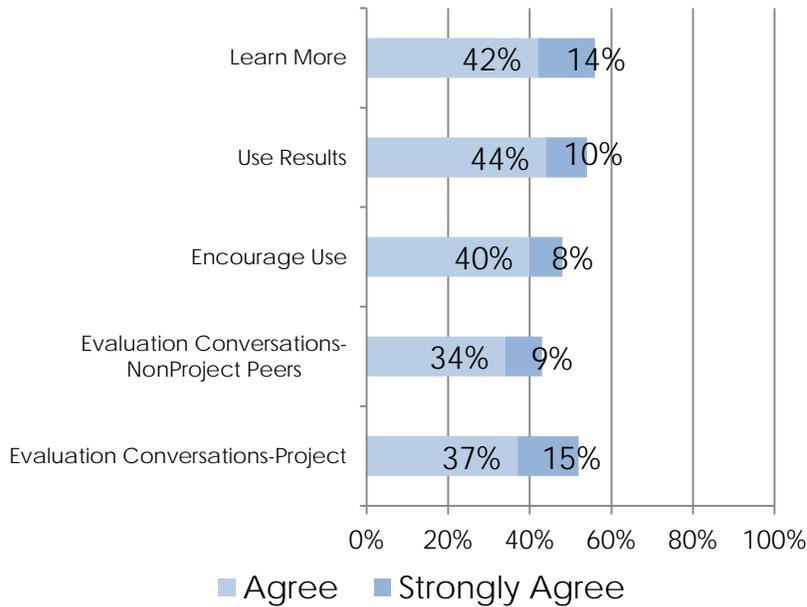


Figure 7. Influence on Behavior (n=194).

18% of all uses mentioned are about improving projects/centers. Each category is followed by the number of mentions in parentheses:

- Grant proposal development (4)
- Improve reporting, documenting success (7)
- Improve project performance (5)
- Develop new projects (3)

17% of all uses mentioned are about confirming and/or validating currently accepted best practices or explaining why information isn't being used. A number of individuals answering this question did not provide examples of use in their response. Each category is followed by the number of mentions in parentheses:

- No use reported or no recall (9)
- Confirm best practices already in place (5)
- Other (2)

EvaluATE's services clearly have served the ATE community as indicated by the large proportion of uses cited to improve evaluation as well as the use of information and/or evaluation to improve grant proposals.

Just to corroborate my own understanding of relevant evaluation methods
Evaluator

I use it mainly to see who is doing things in the ATE community. I am an expert evaluator and I don't necessarily need help with evaluation.
Evaluator

Recommendations

What should EvaluATE do to improve the effectiveness of its services as indicated from the survey respondents?

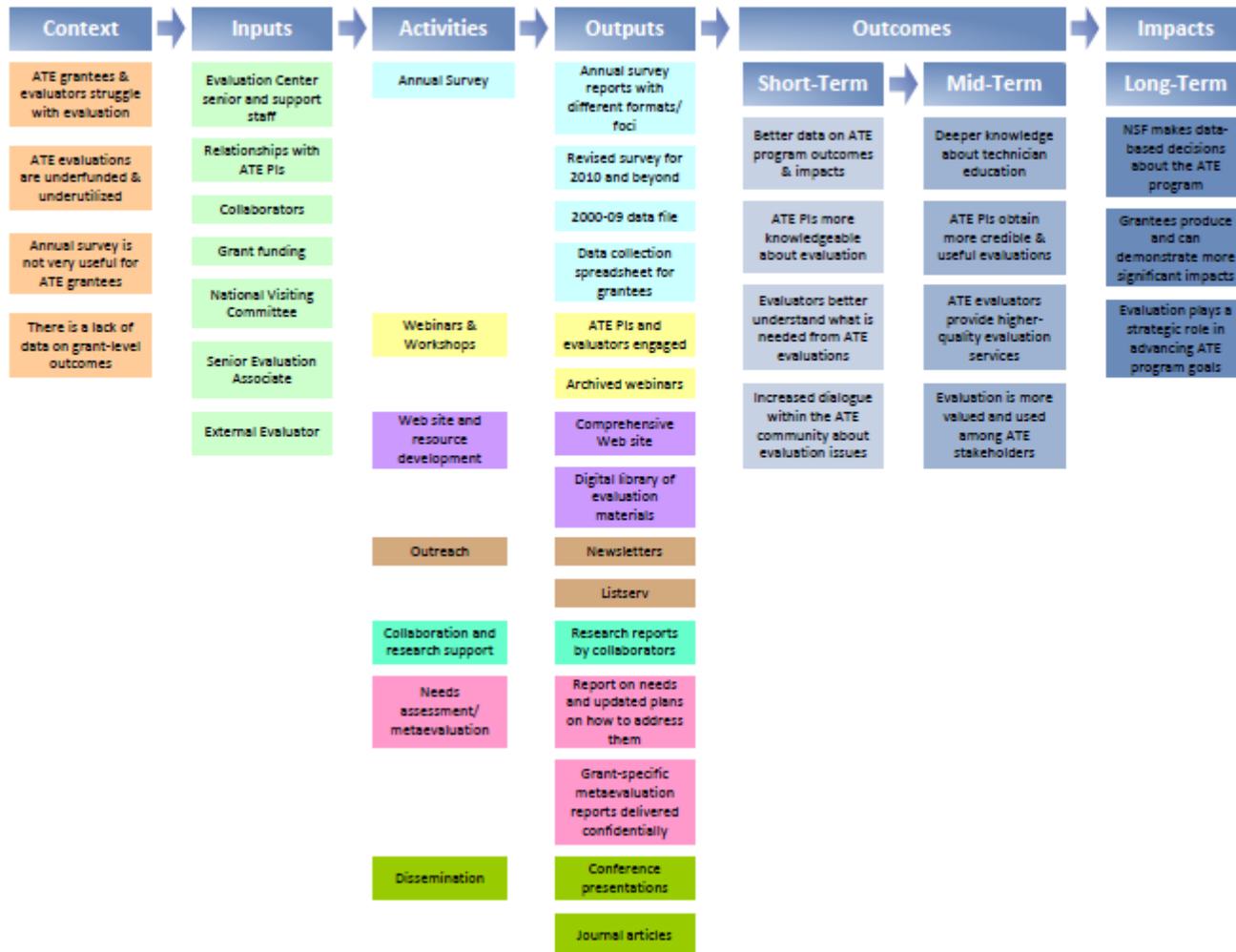
A summary of key process/outcome findings and action recommendations follow below. The findings are a summary of the results reported in the body of the report. These recommendations are a distillation of those suggested by external evaluation and confirmed by the EvaluATE staff and NVC.

Table 1. Action Recommendations.

Key Findings	Actions to Consider
There is a large potential market among ATE grantees (PIs and Evaluators) with a range of evaluation experience.	Further define and segment market niche, develop marketing/outreach plan. Promote and expand reach.
ATE audiences are isolated but when asked how to improve EvaluATE many mention increased interaction.	Continue to build evaluation will, capacity and community.
Audience is relatively novice relative to evaluation but has strong positive attitude toward evaluation.	Refine services to continue to reach and serve this largest audience segment.
Those with the highest reported access perceive quality/utility highest. Equal quality/utility are reported by those novice and experienced with evaluation.	Promote access among those yet to participate, particularly to those with less evaluation experience.
Basic/advanced evaluation knowledge and those practices essential to the improvement of evaluation quality have increased because of EvaluATE. Those with most access and least evaluation experience report the greatest impact.	Differentiate or prioritize services, novice/experienced users have different needs. Communicate success to date.

Appendix A

EvaluATE Logic Model



EvaluATE Logic Model February 2010

Appendix B

Value & Impact Survey

[SURVEY TEXT—actual survey was conducted online]

This being conducted by PWK, Inc. as part of its work as the independent evaluator for EvaluATE, the NSF-funded Evaluation Resource Center for Advanced Technological Education (ATE). The purpose of this survey is to gather evidence of the value and impact of the work of EvaluATE. All responses will be kept confidential. No EvaluATE staff member will have access to individual responses or to names of respondents. PWK will share findings from the survey with EvaluATE to help the Center assess and improve its work. Participants in the survey include ATE PI's and evaluators as well as individuals not associated with ATE that have accessed EvaluATE resources.

Section 1: Access & Use--EvaluATE Resources

1. About how often have you obtained information from the following EvaluATE resources in the last 12 months?

	Never	Infrequently (1-2 times)	Occasionally (3-5 times)	Frequently (6-10 times)	Very Frequently (11+ times)
Webinars, live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Webinars, recorded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newsletter (Conduit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website, General	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website, Resource Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community of Practice (e.g., listserv, directory)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Rate the overall quality (e.g., content rigor, presentation style/format, expertise of presenters/authors) of the EvaluATE resources you accessed in the past 12 months. For those resources you have not yet accessed, please select N/A.

	Poor	Fair	Good	Very Good	Excellent	N/A
Webinars, live	<input type="radio"/>					
Webinars, recorded	<input type="radio"/>					
Newsletter (Conduit)	<input type="radio"/>					
Website, General	<input type="radio"/>					
Website, Resource Library	<input type="radio"/>					
Community of Practice (e.g., listserv, directory)	<input type="radio"/>					

3. For those resources you rated as fair or poor quality, please suggest ways that EvaluATE could improve them.

4. Rate the overall utility (e.g., relevance of information, potential for adoption/adaptation, practicality) of the EvaluATE resources you accessed in the past 12 months. For those you have not yet accessed, please select N/A.

	Poor	Fair	Good	Very Good	Excellent	N/A
Webinars, live	<input type="radio"/>					
Webinars, recorded	<input type="radio"/>					
Newsletter (Conduit)	<input type="radio"/>					
Website, General	<input type="radio"/>					
Website, Resource Library	<input type="radio"/>					
Community of Practice (e.g., listserv, directory)	<input type="radio"/>					

Section 2: Outcomes & Impact

7. Please indicate the extent to which you agree or disagree with the following statements.

<i>The information I obtained from EvaluATE resources has improved my understanding of:</i>	Strongly Disagree	Disagree		Agree	Strongly Agree
Where to get information about evaluation.	<input type="radio"/>				
What NSF program officers expect from an evaluation	<input type="radio"/>				
Evaluation in general (e.g., terms, concepts, purposes).	<input type="radio"/>				
How to develop an evaluation plan (e.g., logic models, evaluation questions, data collection methods, design).	<input type="radio"/>				
How to incorporate evaluation into project planning.	<input type="radio"/>				
How to capture evidence of project impact.	<input type="radio"/>				
How to use evaluation results to inform project decision making.	<input type="radio"/>				
What should be included in an evaluation report.	<input type="radio"/>				
How to interpret evaluation results/draw conclusions.	<input type="radio"/>				

8. Please indicate the extent to which you agree or disagree with the following statements.

<i>The information I obtained from EvaluATE resources has helped me...</i>	Strongly Disagree	Disagree	Agree	Strongly Agree	
Have more frequent conversations about evaluation issues with project stakeholders	<input type="radio"/>				
Have more frequent conversations about evaluation issues with peers outside my project.	<input type="radio"/>				
Be more effective at facilitating evaluation use among project stakeholders.	<input type="radio"/>				
Be more effective in using evaluation results to improve a project.	<input type="radio"/>				
Take steps to learn more about evaluation on my own.	<input type="radio"/>				

9. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Evaluation yields useful information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation can be a positive experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation should be a part of project planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation contributes to a project's success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation is worth the time and money.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Would you be willing to provide further feedback to a member of the PWK evaluation team?

- Yes
- No

Section 3: User Characteristics

12. What type of organization do you work for?
- 4-year University/College
 - 2-year College or 2-year College System
 - K-12 School or School System/District
 - Nonprofit Organization
 - Government
 - Association/Society
 - Private Firm
 - Other, please specify
13. What role do you primarily serve in your organization (relative to all grant funded projects)?
- Principal Investigator or Co-PI
 - Project Staff
 - Principal Evaluator
 - Evaluation Staff
 - Institutional Administrator
 - Other, please specify
14. Are you currently working in any way with/on an ATE grant (e.g., PI, Co-PI, evaluator, researcher, staff, administrator)?
- Yes
 - No
15. What professional networks and associations are you currently a member of?
- ABET (Accreditation Board for Engineering & Technology)
 - AEA (American Evaluation Association)
 - AERA (American Educational Research Association)
 - ASEE (American Society for Engineering Education)
 - AMATYC (American Mathematical Association of Two Year Colleges)
 - SME (Society of Manufacturing Engineers)
 - BIO (Biotechnology Industry Organization)
 - ACS (American Chemical Society)
 - ACM (Association for Computing Machinery)
 - Other, please specify
16. Do you conduct evaluations for any NSF-funded grants?
- Yes
 - No

17. If yes, which programs?

- ATE (Advanced Technological Education)
- ITEST (Innovative Technology Experiences for Students and Teachers)
- DRK-12 (Discovery Research K-12)
- MSP (Math and Science Partnership)
- TUES (Transforming Undergraduate Education)
- STEP (Science, Technology, Engineering, Math Talent Expansion Program)
- ISE (Informal Science Education)
- RET (Research Experiences for Teachers in Engineering and Computer Science)
- Other, please specify

18. Are you a PI or Co-PI on any NSF-funded grants?

- Yes
- No

19. If yes, which programs?

- ATE (Advanced Technological Education)
- ITEST (Innovative Technology Experiences for Students and Teachers)
- DRK-12 (Discovery Research K-12)
- MSP (Math and Science Partnership)
- TUES (Transforming Undergraduate Education)
- STEP (Science, Technology, Engineering, Math Talent Expansion Program)
- ISE (Informal Science Education)
- RET (Research Experiences for Teachers in Engineering and Computer Science)
- Other, please specify

20. Please indicate your years of experience:

	None	Less than 1 year	1-3 years	4-6 years	7-10 years	11-15 years	16+ years
Principal Investigator or Co-PI of Federally Funded Grant(s)	<input type="radio"/>						
Evaluator of Federally Funded Grant(s)	<input type="radio"/>						

Appendix C

Addressing Non-response Bias

Preliminary Analysis for Non-response Bias

A Chi-square test determined if there were differences in response rates for ATE (current and expired) and non-ATE individuals. Within ATE group differences were also investigated--by role and by level of participation. This analysis relies on information included in the Master List about the population of individuals surveyed.

Table 1. Comparison of Respondents and Non-respondents.

Variable	Categories	Responders	Non-responders	Test and Value	p-value
Audience	ATE	182 (67%)	242 (60%)	X ² =4.221	.043
	Non-ATE	88 (33%)	164 (40%)		
ATE Grant	Current	162 (89%)	204 (84%)	X ² =2.574	.462
	Expired	21 (11%)	36 (15%)		
ATE Role	PI/Co-PI	121 (67%)	151 (63%)	X ² =1.537	.674
	Evaluator	52 (29%)	77 (32%)		
	Other	7 (4%)	12 (5%)		
Participation Level	None	114 (63%)	176 (73%)	X ² =5.774	.056
	1-2 X Average	50 (28%)	53 (22%)		
	3+ Average	18 (7%)	13 (7%)		

Those individuals surveyed with ATE affiliation (current or expired grants) have a higher response rate than those from outside the ATE community.

Individuals surveyed with current ATE grants have the same response rate as those with expired ATE grants.

PIs, Evaluators and Others with ATE affiliation surveyed (current or expired grants) have the same response rate.

Individuals surveyed who have not yet accessed EvaluATE resources have a lower response rate than those who have.

Appendix D

Open-ended Responses

Question 3: For those resources you rated as fair or poor quality, please suggest ways that EvaluATE could improve them.

Presenters tended to read from slides. I would have preferred less reading and more explaining.

More specifics; more actual scenarios

In general, I would like more advanced coverage of evaluation topics.

By making them more relevant to my grant.

Give more real examples of quality surveys...

The resources are very good, but the reason to use them can be more compelling.

I found them hard to navigate when I was trying to sign on as an evaluator. I had to call for assistance.

be clearer about the level of the instruction provided. they have all been much more basic than the title/description would suggest.

Continue to be attentive to the needs/interests of both professional practitioners as well as researchers.

not expansive enough, limited depth and breadth of information in resource library and on web. Have not seen newsletter or recorded webinars

Edit and target for very busy participants. Remember that for many grantees, project evaluation is a "foreign language." Too much information and academic approaches are a turn off for them. A patient wants to know what a surgical procedure will do for him or her. The surgeon is the only one who needs the knowledge, skills, and training to perform the surgery. Evaluators and grantees are two very different audiences.

website - navigation efficiency (# of clicks to get to what you want) can be low; the help feature was not working (cannot submit on-line form)

be more economical of peoples' time--less transmission of info real time, people will do their homework and can read in advance

I find that the website is not organized intuitively -- in particular, I am having difficulty finding things as I used to on when the resources (i.e., past publications) were on the Evaluation Center's Web Site.

Perhaps there could be better direction from the Eval Center site?

Question 5: For those resources you rated as fair or poor utility, please suggest ways that EvaluATE could improve them.

Pertinent information specific to daily practices

In general, I would like more advanced coverage of evaluation topics.

They usually don't speak directly to my grant's goals

the lowered rating is not a reflection on the resources themselves but rather an indication of the match with my personal needs at the time.

Provide examples....

Without the chance to clarify through questions, recorded webinar is limited.

More intuitive

I enjoy having the listserv, however, the way it is currently structured participation has to be prompted. It would be preferable to integrate it into Evaluate's website where posts can be organized under topic headings.

Add more substance. There is plenty of empty technical statements.

I would like to see samples of what NSF ATE considers excellent evaluation reports, surveys, impact measures, evaluation plans, etc. Or at least a rubric.

The webinar I participated in was an intro level- very basic in terms of evaluation topics. It was helpful to validate that I am already on track

Question 6: Please provide a short description of how you have used information from an EvaluATE resource.

Applied to new projects on campus, in evaluation measures, etc.

I mainly used the resources (additional) such as rubrics, articles, surveys for use in the evaluations that I conduct.

I have prepared a successful proposal using some of the concepts presented in webinars.

I have participated in webinars that have assisted me in putting together an ATE proposal, both preliminary and full.

The materials we reviewed were directly applied to the approaches used to develop our annual report for both the National Visiting Committee AND the NSF annual report for the grant.

I really haven't. What I've seen has little direct applicability to my project.

Was an evaluator, but did not use the EvaluATE resource

Working with setting up evaluations of our own, this was a great help.

logic model overview

as background info to share with my ATE project team. I was not an evaluator

Develop an evaluation plan for an NSF grant proposal.

We have used it to reach out to specific individuals for research.

I shared some resources with another (non-ATE) PI, used other resources to share with other evaluators.

I have applied what I learned about assessments and evaluators to non-NSF applications. I have also scheduled the webinars in conference rooms and invited faculty and staff to attend.

Incorporate best practices and lessons learned to avoid making common mistakes. General review of ideas.

Took notes of important information and tried to incorporate into the ATE grant writing.

I am a new PI, so any information I receive about evaluations is being used and still learning.

Information used to develop quality grant evaluation plans.

General information. Have not been an ATE grant recipient yet but are planning to submit

As a resource (example) for evaluating an NSF-ATE grant. As an information background and strategic assessment and planning of the grant.

A source of information on evaluation practices and about expectations of evaluators within the ATE community.

In my setting, the assessment is not a major deficiency. Potential evaluators are not aligned to ATE objectives. EvaluATE provide resources to train my staff and external evaluator. we expect to increase the use of EvaluATE resources.

Using it in designing the evaluation for our current grant. Also using the information on a grant proposal.

I'm an evaluator on another (non-ATE) project, so I was interested in finding out what I'm supposed to be doing.

Have not used any

So far, my team's use of EvaluATE resources has been as a "check" to ensure that we are doing the right things, and following the right procedures. So far, so good!

The webinar info has been my primary resource and has provided me with a better sense of what evaluators need to do their work and what a PI should be thinking about early in project work.

To validate evaluation designs or tools; to collaborate/share best practices on critical issues

Resource helped me to revise the project objectives.

Really haven't

provided excellent, practical advice on how to best interact with the PI and project team and provide feedback/evaluation which would help them to address key issues to improve the project outcomes.

Just to corroborate my own understanding of relevant evaluation methods.

As background information; to compare my approach to Evaluation with others.

As one of the project evaluators for an NSF-funded project at an Oregon community college, I requested information from the PI about the EvaluATE resources.

I am not evaluating ATE programs at this time, so I have not used the resources.

Learn about expectations of evaluation.

Framing an evaluation plan, training grant writers in writing evaluation plans, review and comparison of evaluation plans.

Better able to choose data useful for evaluation

Refining our program

Used newsletter information to help in our evaluation process.

Information from a webinar helped me decide how to approach an evaluation.

To contact personnel to ask questions about how the evaluation study should be put together

To share information with stakeholders within our project team. To obtain guidance on survey completion.

In designing new evaluation instruments and getting ideas for workshops for faculty members.

Informed my evaluation of federally-funded project

To help formulate an evaluation plan for a proposal in development. To make a conference presentation on assessment to other non-NSF Project/Program Leaders.

I have taken the information to meetings in support of my research project and to discuss with upper management.

Develop better surveys for the department as well as share materials with faculty.

Read email exchanges and learn good practices.

Improve understanding related to evaluation

Connections to evaluation expertise

helped with assessment & reporting

I have not used it yet but will use it next time I work on an NSF-ATE project, proposal, or evaluation.

To complement our own evaluation efforts and those of other ATE Centers and/or projects

I have used resources to learn how to do evaluations and to look for external evaluators.

webinar information has been clarifying and timely for getting started

We seek to engage all our ATE team in webinars to learn more about evaluation practices and stimulate discussion.

I have only used EvaluATE at the DC conference and to become part of the community.

Improve my work.

constructing an evaluation plan

Generally, to stay apprised of the interests and needs expressed by programs and evaluators. Many of the initiatives planned appear to be for those who need support in methods of program evaluation and/or report writing and/or billing for services and/or statistical analysis. I would love to be part of a dialogue conducted by community of experienced evaluators in these respects.

Ideas for evaluating projects under development.

Other than the painfully obvious, and the self praise, there is little of use.

So far I used these to reorganize my prior knowledge and plan for my currently proposed ATE project improvement. I look forward to receiving more of these excellent resources.

We use EvaluATE to improve our own evaluation plan.

In preparation to select outside evaluation for grant.

My department is the Grants Dept. for our 10 college system so we are involved in the development of a lot of proposals, including those to NSF. We are better prepared for reviewing evaluation sections, for giving advice, and developing them ourselves. But we also are better prepared for working effectively with external professional evaluators, especially for NSF grants.

The issue has not really been one of utility or resources provided by EvaluATE, rather it has been one of time management. As the PI for my ATE project, I have had my hands full just keeping on top of all the various activities that we have going on, and have not been able to access much of the information made available by EvaluATE. I know that one of my Co-PIs and our external evaluator have been more closely involved with EvaluATE.

I have only listened to one or two webinars and have very little experience with "evaluation"...this is a new career path. Sorry I do not have more to offer.

It has made me think how I can improve by evaluation process, especially since my center is very large.

I have used the information I received to draft evaluation reports in the past and I expect to use similar models in the future, since they apparently serve the needs of the Co-PIs.

1. To identify the most critical issues and/or problems.
2. To learn of efforts that have been successfully funded to address the critical issues and/or problems.
3. To build upon efforts rather than duplicate them.

As background to help me in current evaluation projects, professional development, answer specific questions, new resources

Checklists, guidance on budgeting for evaluation, ways in which evaluation efforts can be strengthened

report writing tips

Development of an Evaluation Plan for various projects.

Using ideas in our project whenever possible

New measures of success

Help prepare annual NSF reports

We've passed along resources and information to our own users and used resources in creating our own evaluation plans

General Information

webinars used for external evaluation ideas

I have looked for examples of instruments and reports to get an idea of the approaches to evaluation that EvaluATE has done.

It helped me to confirm the general approach of my project evaluator

I shared what I gleaned from one webinar with fellow grant writers at my university.

used during planning projects and proposal preparation; used to develop evaluation plans, to revise practice

We do not use EvaluATE. We have a small ATE 1st time grant and at the direction of our program officer we use our advisory committee as a surrogate for the EvaluATE process.

To research background on various evaluation methods including qualitative analysis and ex post facto control groups; to work with logic models in a more effective manner.

Information of EvaluATE resources has been used to reconceptualize in process project evaluation. Have recommended information to colleagues in other non ATE projects.

Background for additional projects and to refresh knowledge base for current projects

The information assisted us in identifying an evaluator for our project and helped us identify the items needed in the contract.

to provide additional information on how to improve the value of our ATE project

Information from webinars and website have been helpful to myself and our external evaluator in implementing our plan. The pre-conf session at the PI conference was particularly helpful.

In planning for my project's external review. Reviewing best practices.

I use it mainly to see who is doing things in the ATE community. I am an expert evaluator and so I don't necessarily need help with evaluation.

I generally incorporate them into my future planning as well as pass the information on to some of the schools that participated in my grant.

I use the newsletter to learn about the work of my External Evaluator. In this way I could provide him with better information to perform his work.

I used materials from EvaluATE primarily in designing evaluation protocols for my work under the ATE grant and in advising aspiring PIs. I also recommend the resources to aspiring PIs. I have also learned a great deal from listening to EvaluATE staff talking about evaluation and observing their work.

Question 10: If you have other comments about EvaluATE that you would like to share, please write them in the space below.

Two areas remain challenging: (1) What to choose to evaluate (mostly due to changing emphasis at ATE - e.g., impacts vs. outcomes, complicated by the "so what" factor requiring information only obtainable from very early design, and (2) How to factor information into the NSF annual report for the grant, which doesn't match the goals of the grant per se. The format for the NSF reporting system is fixed, making it very difficult to emphasize certain areas of achievement that do not fit the prescribed categories.

Wish I had something like this available much earlier in my career! My "learning" and "impact" responses would have been much higher 15 years ago. This is fantastic for newish evaluators.

EvaluATE has done a wonderful job - I am pleased to part of the community. It is great to see this focus on evaluation

I will use the website and other resources in the future.

Evaluation can have positive effects if it is done correctly.

In general, I would like more advanced coverage of evaluation topics.

EvaluATE needs to prompt NSF program officers to clearly delineate expectations.

The resources and community are outstanding!

Need to do a good job distinguishing between what evaluators need to know and what PI's need to know.

I appreciate the free and accessible resources shared on your website.

Great resource and service.

I have been very satisfied with my EvaluATE experiences. Thank you!

Appreciate the EvaluATE staff's accessibility and willingness to help

I think evaluation is very important. The reason for low-ish rating in Section 2 is that I already knew a lot about it. Evalu-ATE just adds to my knowledge. I have not been able to put specific learning into practice yet.

Great job so far!

There could be more interaction among experienced evaluators.

i am an evaluator of numerous nsf projects, and have been confused by the interactions with evaluate, wondering...are most of the evaluators you work with novices? are they not professional evaluators? what is it about ate grants that attracts nonprofessional evaluators?

While project evaluation is a useful and valuable tool, I view the work I do with EvaluATE as another very time consuming report that duplicates, to some degree, the work that is done for the Fastlane reports. This report is not helpful to me in improving my project and merely takes me away from the project to do another report. It would be really helpful if EvaluATE and the NSF would find a way to capture all the material and information they require to do their individual work in one comprehensive report so that PI's didn't have to redo or reconfigure information at two different times of the year when projects are most busy.

However, for programs with pre-college students, the timeline for evaluating program effectiveness is too short.

We also recognize more readily, earlier in project planning when a professional external evaluator is really needed and have started to develop a pool of them for project directors and PIs to draw upon. It has also prompted internal discussions about evaluation within my department and with my supervisor and other college administrators about our need for external evaluation services and expertise.

One suggestion for EvaluATE to consider is to also post the webinar powerpoints (or whatever format the info is be presented in) for each webinar. I'm suggesting this because I'm limited (by time) to listening to all the webinars I'm interested in and having the presentation outline of main points would help get me the main ideas quicker, and also help me decide which webinars I should plan listening to fully.

Very approachable team. They always seem happy to help.

We tried 2X and could not access the webinars. I haven't received any publication.

There should be less emphasis on process and products and more on student outcomes.

Great resource!

There have been a number of webinar topics that I was interested in and had planned to sit in on, but I've been so overloaded this year, I ended up having to skip them. I hope to see them in the future.

is there a way to have an open forum on specific topics (like the ones that webinars have focused on) to allow people to ask questions of a panel? I sometimes have questions, but the webinar format (type your question) is not conducive to asking questions without risking loss of some content (can't type and listen well at the same time)

EvaluATE has changed my understanding of how evaluation can be done, what should be included in proposal impact statements, and inspired me to learn much more about evaluation. I now want to expand my project's internal evaluation work. The quality and accessibility of their work and the expertise in their heads has improved dramatically in the course of the last few years. They are to be commended for listening to the needs and suggestions of their audience and making changes in their work.

For #8--I was doing those things already and EvaluATE did not prompt me to do so. However, I think I've learned some things from EvaluATE that help me do them better.

For #7--I do agree that EvaluATE has helped increase my understanding. But what I really need is practical application. I am a practitioner, not a theorist. I want to know enough theory to have a foundation, but then I'm off to apply it and that's where I think EvaluATE could make a huge difference in the quality of evaluation for NSF. For example, I need specifics on what NSF is looking for in eval plans submitted in proposals -- how much detail? And how do we tackle the thorny issue of impact data when our projects tend to be short? (I have ideas for that). Given the practicalities, what suffices for impact data for NSF? And many more.

You do inspire enthusiasm to develop good assessment protocols, and the importance of doing evaluation.

More than 12 months ago, EvaluATE assisted our project through the information provided about evaluation. We certainly improved our data gathering and our understanding of the interpretation of data and always return to EvaluATE for evaluation resources even though our project funding period has concluded!

Thanks for your excellent work. The most valuable resource you provide is your staff.

Appendix E

Invitations & Reminder

Text of Invitation sent by ATE Program Officer, Gerhard Salinger.

Shortly you will receive a brief electronic survey asking about your use and perceptions of the work of EvaluATE, the NSF-funded Evaluation Resource Center for Advanced Technological Education. This survey is being conducted by EvaluATE's external evaluators at PWK, Inc.

As an ATE program director at NSF, I strongly encourage you to complete this survey. If you're an evaluator, recipient of federal funds, or any way involved in obtaining, conducting, or assessing grant work, I am sure you are keenly aware of how important it is for grantees and their funders to find out how that work is going.

You have been selected to receive this survey either because of your connection to NSF's ATE program or because of your participation in an EvaluATE event. The EvaluATE staff and we at NSF highly value your opinion and will appreciate your candid feedback. PWK will keep your responses confidential—NSF and EvaluATE personnel will receive only aggregate results.

Please keep an eye out for PWK's survey invitation—it won't take more than 10 minutes of your time to complete.

Screenshot of Zoomerang Survey Invitation sent by Phillips Wyatt Knowlton, Inc.

Evaluat|e

Value & Impact Survey

This survey is being conducted by PWK, Inc. as part of its work as the independent evaluator for EvaluATE, the NSF-funded Evaluation Resource Center for Advanced Technological Education.

The purpose of this survey is to gather evidence of EvaluATE's value and impact. All responses will be kept confidential. Neither EvaluATE nor NSF staff members will have access to individual responses or to names of respondents; only aggregate results will be shared. Participants in the survey include ATE PI's, evaluators and others as well as individuals not associated with ATE who have participated in EvaluATE's webinars or workshops.

It takes less than 10 minutes to fill out this simple survey. We'll appreciate your feedback by Thursday June 2, 2011.

If you have questions/concerns please call Cynthia Phillips at  269-441-1940  or contact her by email: cynthiap@pwkinc.com

Thank you



Text of e-reminder sent by EvaluATE

Thank you very much to everyone who has already completed the online survey about EvaluATE, the NSF-funded Evaluation Resource Center for Advanced Technological Education.

If you haven't already completed the survey, EvaluATE's external evaluators at PWK, Inc. will send you the link again later today. It takes less than 10 minutes to answer the questions. We at EvaluATE highly value your opinion and will appreciate your candid feedback to help us determine our effectiveness and improve our work.

Sincerely,

Lori