



Maximizing Evaluation Impact

May 19, 2010



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Introductions



Stephanie Evergreen

Lori Wingate

Peggie Weeks

Mark Viquesney

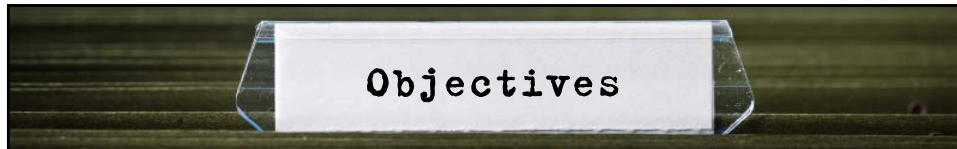


@ WESTERN MICHIGAN UNIVERSITY



MARICOPA COMMUNITY COLLEGES

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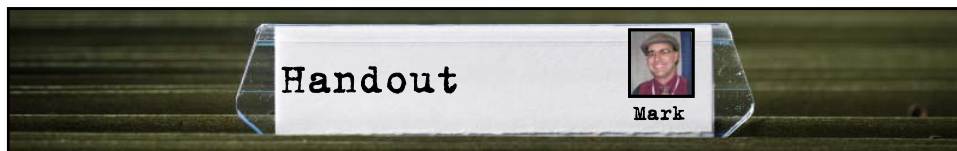


Objectives


By the end of this webinar, you will be able to:

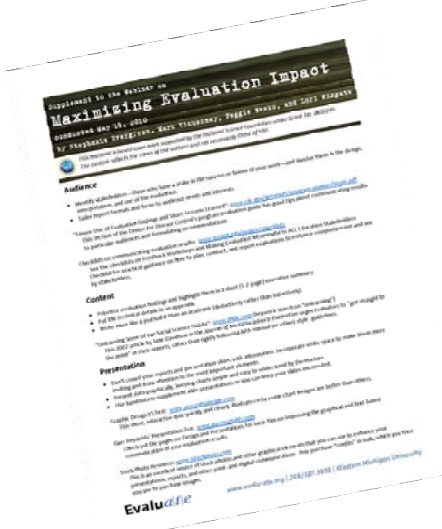
1. Take steps to facilitate the use of evaluation results by a target audience
2. Organize evaluation reports according to a hierarchy of interest
3. Apply design principles to enhance comprehension and use of reports

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Handout


Mark




Available from resources.evaluate.org

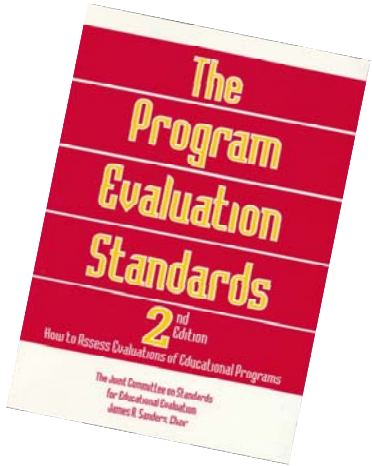
Keyword search: **maximizing**

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Planning for Use  Lori

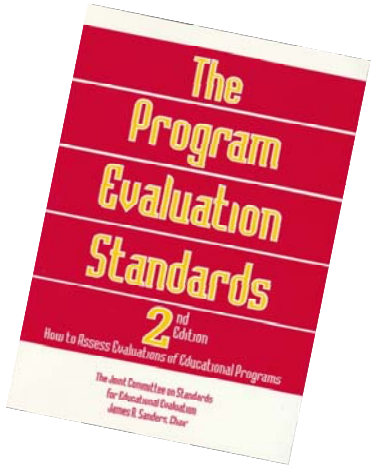
Utility
Propriety
Feasibility
Accuracy



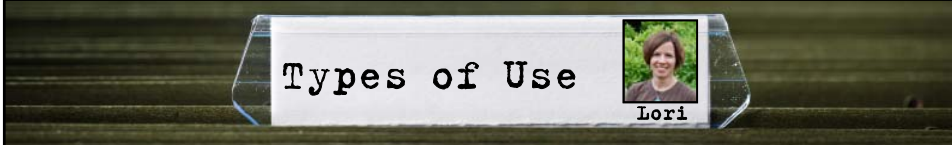
www.jcsee.org 7

Planning for Impact  Lori


Utility Standard #7
Evaluation Impact
Evaluations should be planned, conducted, and reported in ways that encourage follow-through by stakeholders, ***so that the likelihood that the evaluation will be used is increased.***



www.jcsee.org 8



Types of Use



Lori

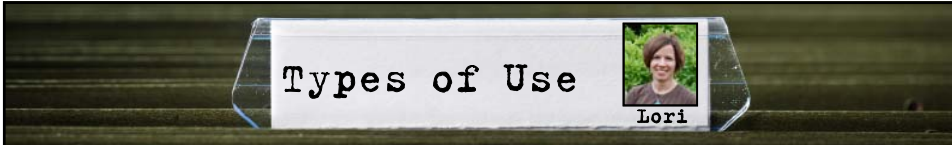
Instrumental Use

Conceptual Use


Process Use

and others...

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Types of Use



Lori

Instrumental Use

“Evaluation findings are used to directly inform a decision, improve a program, develop new directions, or contribute to solving a problem.”


- Michael Quinn Patton

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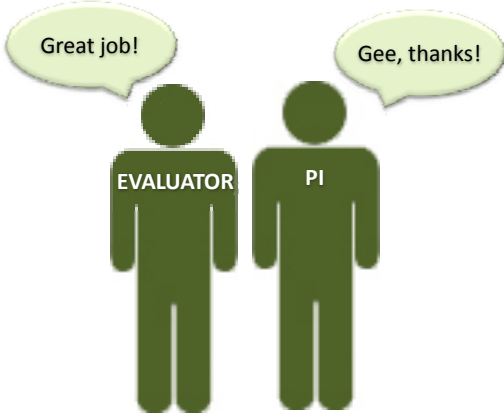
Defining the Audience  Lori

ATE Intellectual Merit Criterion

Is the evaluation likely to provide useful information to *the project and others?*



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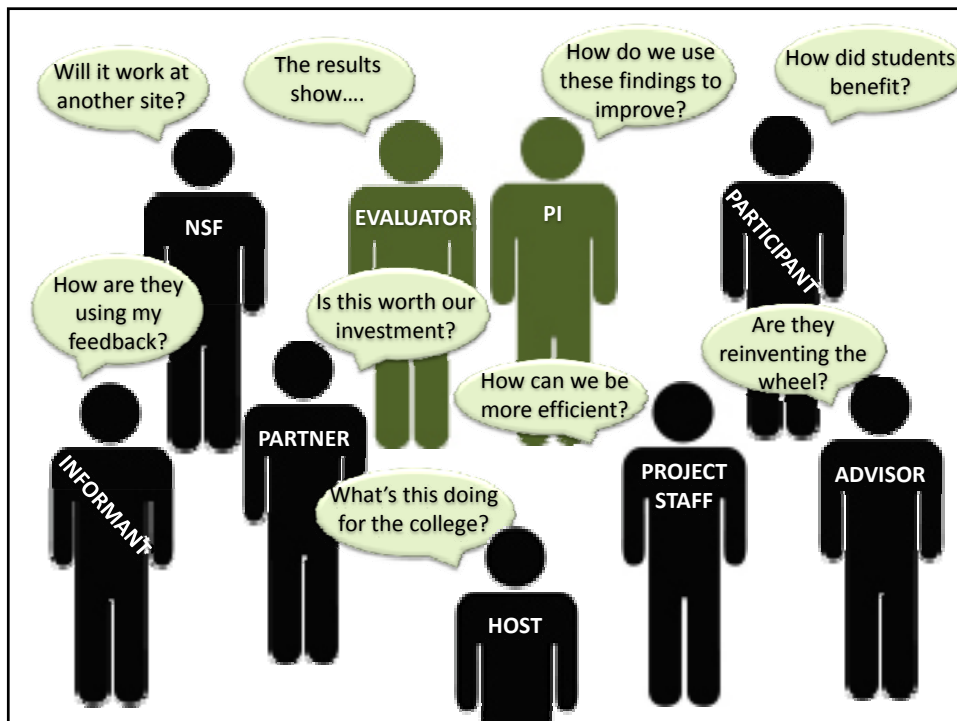
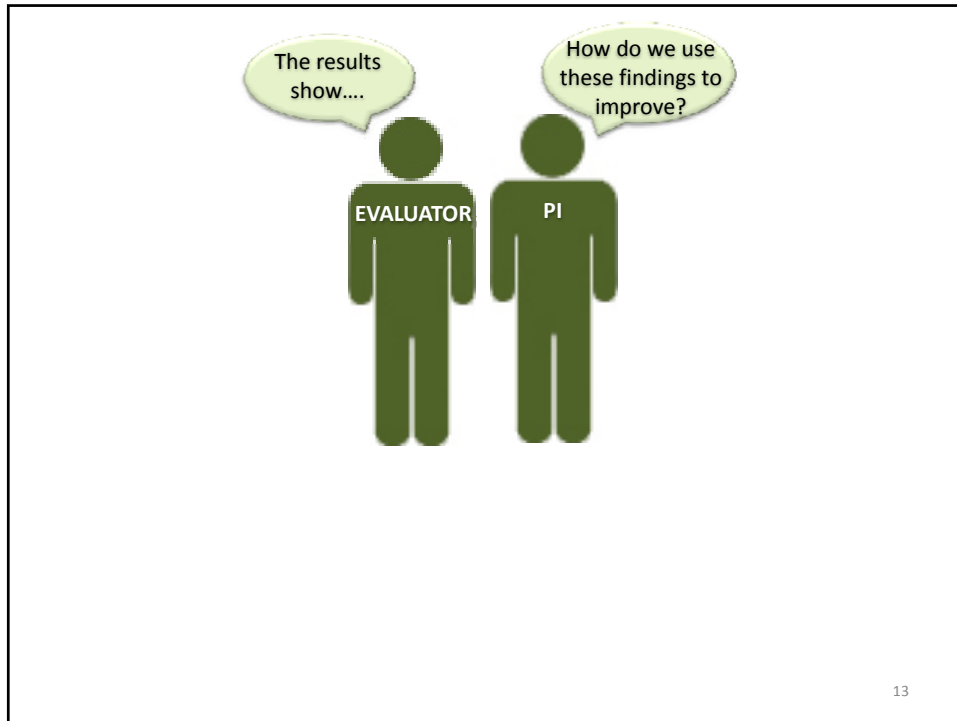
Great job!

Gee, thanks!


EVALUATOR

PI

12




Defining the Audience



Lori

- Who has authority over the project?
- Who is responsible for carrying it out?
- Who is supposed to benefit from it?
- Who else has an interest in its effectiveness?



Identify by name!

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Setting the Stage for Use



Lori



Identify specific uses in advance

For example:

- Learn what others are doing so we can avoid duplication

**Setting the
Stage for Use**



Lori




Establish a time line for reporting

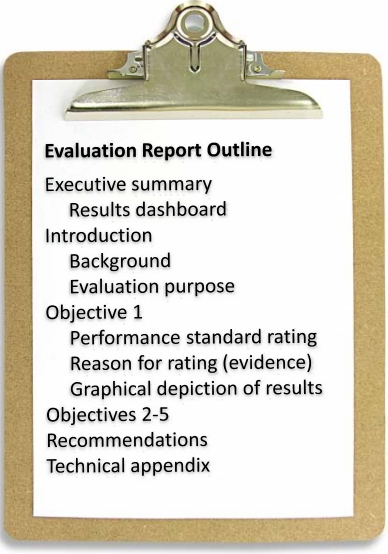
Consider ...

- Project improvement cycle
- Advisory panel meetings
- New proposals
- Annual NSF progress reports (April)
- Annual ATE grantee survey (February)

**Setting the
Stage for Use**

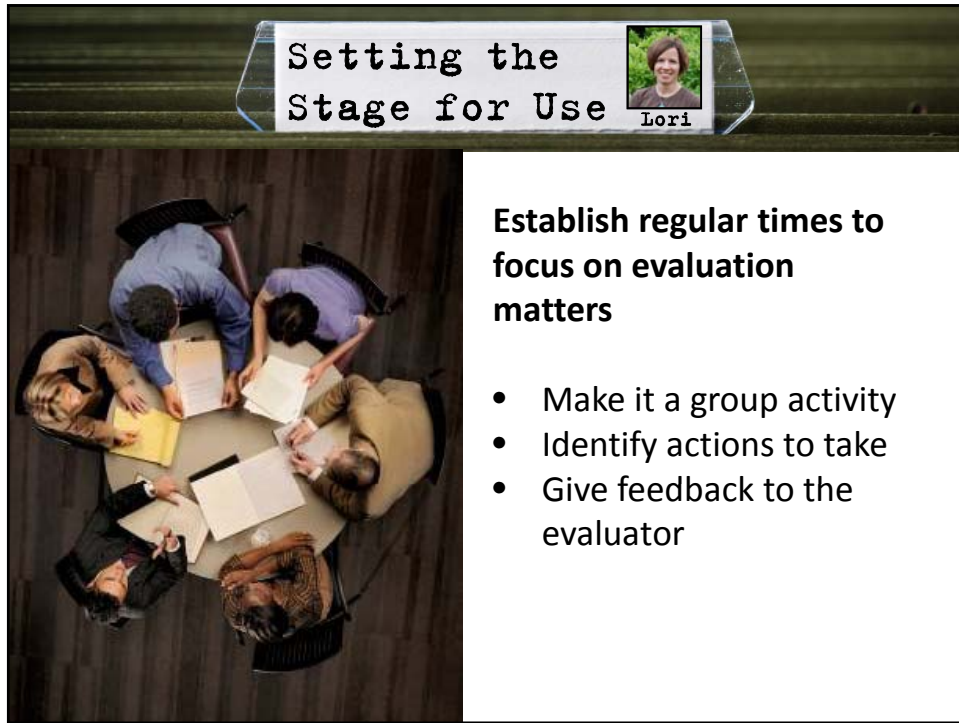


Lori



Provide a “skeleton report” in advance

- Alerts stakeholders about what to expect
- Can be negotiated before a full report is written



Setting the Stage for Use

Lori

Establish regular times to focus on evaluation matters

- Make it a group activity
- Identify actions to take
- Give feedback to the evaluator

The slide features a title 'Setting the Stage for Use' in a typewriter font. To the right of the title is a small portrait of a woman named Lori. Below the title is a photograph of a group of six people sitting around a table, looking at documents. To the right of the photograph is a white box containing the text 'Establish regular times to focus on evaluation matters' and a bulleted list of three points.



Stephanie

Content

The slide shows a brown paper folder with a white sheet of paper inside. On the paper, there is a small photo of a woman named Stephanie, with her name written in blue ink below it. The word 'Content' is written in a large, bold, typewriter font across the middle of the page.



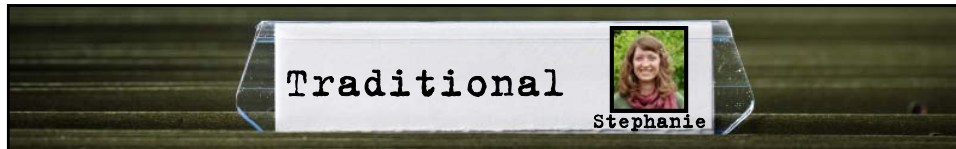
Lack of information does
not appear to be the main
problem...

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Rather, the problem
seems to be that
available information
is not **organized** and
communicated
effectively.



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Traditional

Stephanie

- **Executive Summary**
- **Background and Purpose**
 - Program background
 - Evaluation rationale
 - Stakeholder identification and engagement
 - Program description
 - Key evaluation questions/focus
- **Evaluation Methods**
 - Design
 - Sampling procedures
 - Measures or indicators
 - Data collection procedures
 - Data processing procedures
 - Analysis
 - Limitations
- **Results**
- **Discussion & Recommendations**

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Alternative

Stephanie

- **Executive Summary (1 page)**
- **Background and Purpose (2 pages)**
 - Program background
 - Evaluation rationale
 - Key evaluation questions/focus
 - Slight mention of measures & procedures
- **Results**
- **Discussion & Recommendations**
- **APPENDIX: Evaluation Methods**
 - Design
 - Sampling procedures
 - Measures or indicators
 - Data collection procedures
 - Data processing procedures
 - Analysis
 - Limitations

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Performance Standards




Stephanie

Program Outcome	Success Indicator	Data Source	Performance Standards			
			Excellent	Good	Fair	Poor
Regional Workforce Demands Met	# of job placements	Graduate Survey	95% or more of graduates placed regionally	75-94%	50-74%	Fewer than 50% of graduates placed regionally

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Standards Dashboard




Stephanie

Outcome	Rating
Regional Workforce Demands Met	Good
Community Colleges Adopt Curriculum	Excellent
Faculty Trained in Green Energy Tech	Fair

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Background




Stephanie

Program Outcome	Performance Standards			
	Excellent	Good	Fair	Poor
Regional Workforce Demands Met	95% or more of graduates placed regionally	75-94%	50-74%	Fewer than 50% of graduates placed regionally

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Results

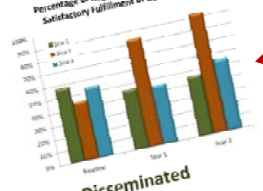


Stephanie

Regional Workforce Demands Met
Rating: Good

Dolor in hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu feugiat nulla facilisis at vero eros et accumsan et iusto odio dignissim qui blandit praesent luptatum zzril delenit augue duis dolore te feugait nulla facilis. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet ut dolore magna aliquam erat, sed diam.

Percentage of Regional Employers Reporting Satisfactory Fulfillment of Open Positions



Curriculum Disseminated
Rating: Excellent

Dolor in hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu feugiat nulla facilisis at vero eros et accumsan et iusto odio dignissim qui blandit praesent luptatum zzril delenit augue duis dolore te feugait nulla facilis.

Outcome

Rating

Paragraph describing evidence

Graphic presentation of data

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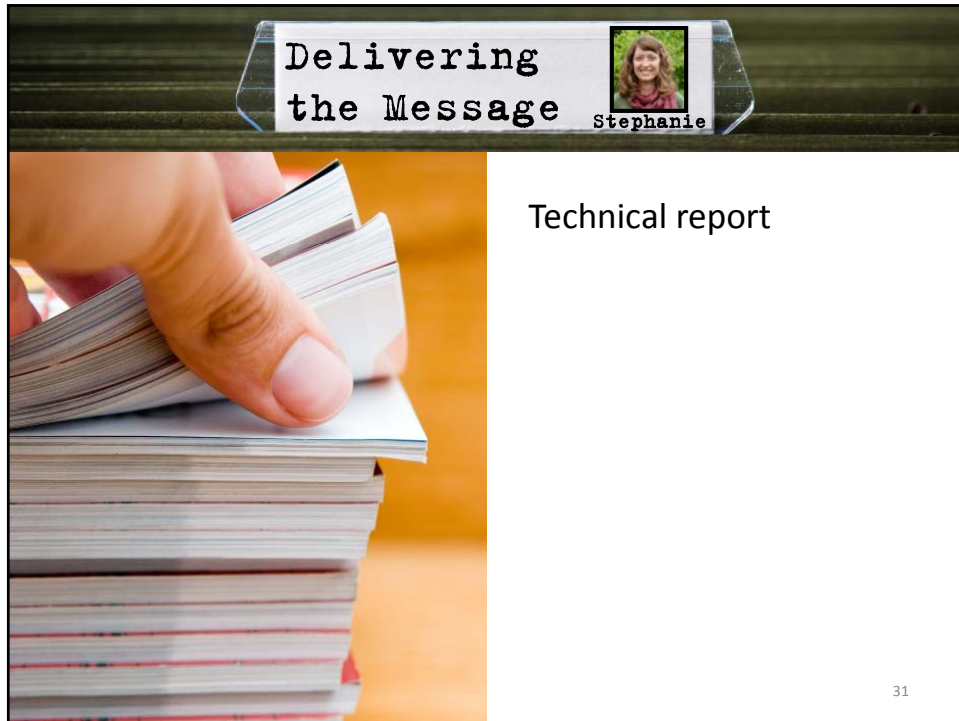
Recommendations

Stephanie


Remember!

- Based in evidence
- Provide options
- Prepare
 - Cost
 - Benefit
 - Challenges

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Delivering the Message Stephanie



Technical report

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Delivering the Message Stephanie



Technical report
Executive summary
Conference presentation
Poster
Web site
Press release
Newsletter article
Feedback workshop


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Delivering the Message  Stephanie

Staff	Technical report
NVC/Advisory Board	Executive summary
NSF	Conference presentation
Host	Poster
Collaborators	Web site
Peers	Press release
Participants	Newsletter article
	Feedback workshop

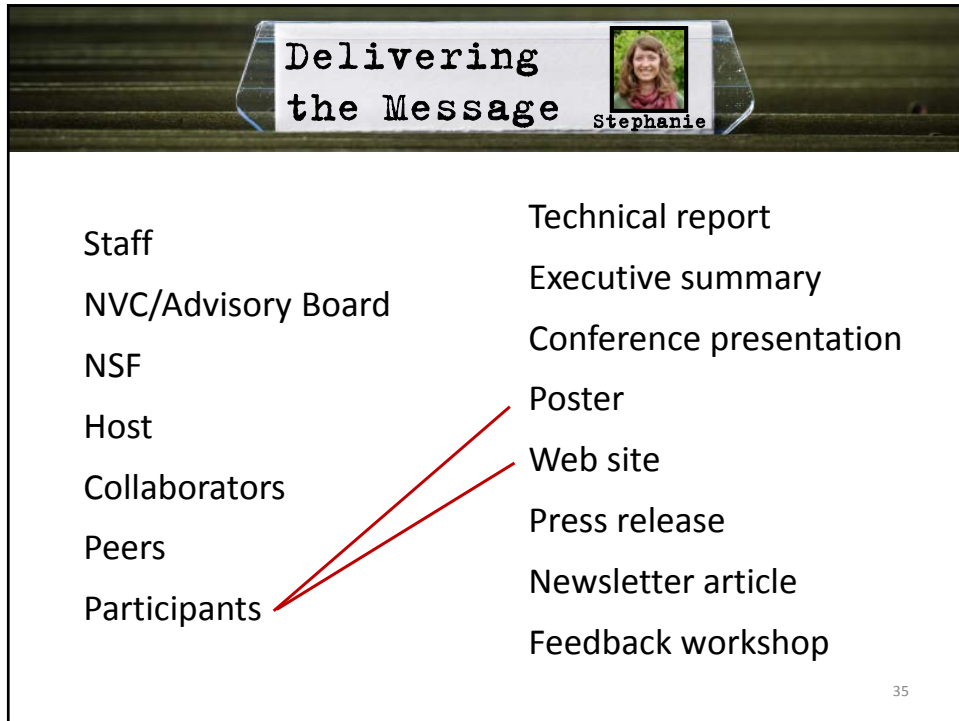
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Delivering the Message  Stephanie

Staff	Technical report
NVC/Advisory Board	Executive summary
NSF	Conference presentation
Host	Poster
Collaborators	Web site
Peers	Press release
Participants	Newsletter article
	Feedback workshop

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Delivering the Message  Stephanie

Staff	Technical report
NVC/Advisory Board	Executive summary
NSF	Conference presentation
Host	Poster
Collaborators	Web site
Peers	Press release
Participants	Newsletter article
	Feedback workshop

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Discussion



Peggie

Effective reporting:

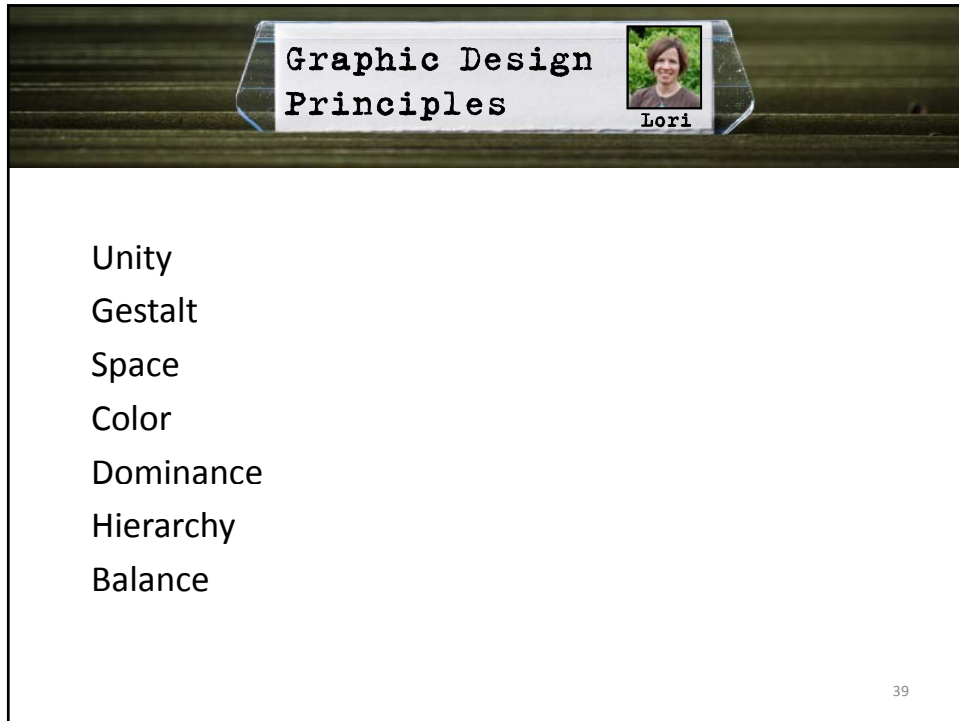
- Succinct reports
- Presentations at key meetings
- Shortened report to participants
- Summary in section of annual report to NSF




Lori

Presentation

- Graphic Design Principles
- Slide Presentations
- Chart Design



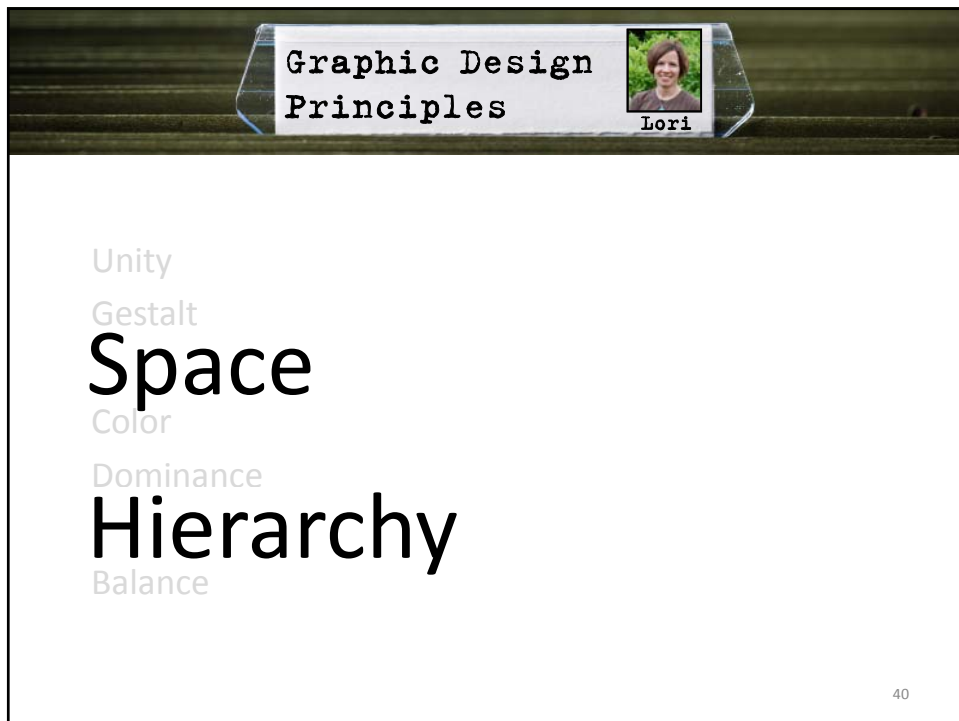
Graphic Design Principles



Lori

- Unity
- Gestalt
- Space
- Color
- Dominance
- Hierarchy
- Balance

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Graphic Design Principles




Lori

- Unity
- Gestalt
- Space**
- Color
- Dominance
- Hierarchy**
- Balance

40

Space & Hierarchy



Lori

First Level Heading

This section will contain the main heading for the slide. It should be centered and use a large, bold font. The text should be clear and concise, and should be easy to read. It should be the first thing that the audience sees when they look at the slide.

Second Level Heading

This section will contain the main heading for the slide. It should be centered and use a large, bold font. The text should be clear and concise, and should be easy to read. It should be the first thing that the audience sees when they look at the slide.

Third Level Heading

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Second Level Heading




Third Level Heading

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Slides




Lori

- Let your text breathe
- Having air around the text reduces the stress level
- White space enables readers to focus on the essence of the message
- You don't need to fill an entire slide

-- from informationarchitects.jp

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Slide Presentations  Lori

Our PresentationZen Makeover

Suggestions for Efficiency in Data Collection

- Review current survey form and identify which sections apply to your project.
- Review FastLane reporting requirements.
- Incorporate survey and FastLane information needs into your ongoing evaluation efforts.
- Use existing data (e.g., college data) where possible.
- Plan ongoing data collection as part of regular project work.
- PDF relevant sections of your survey and append to your FastLane report.
- Print your completed survey form for reference in the following year.

Evaluate|te


Women in Chemical Technology Programs

Year	Percentage
2006	~15%
2007	~10%
2008	~5%

Before After

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Chart Design



Lori

It's easier to judge length than area


Race	Percentage
White	37%
Hispanic/Latino	30%
Black/African American	15%
Asian	9%
Multiracial	5%
American Indian/Alaska Native	2%
Native Hawaiian/Pacific Islander	2%

Race	Count
White	14,400
Hispanic/Latino	11,600
Black/African American	5,900
Asian	3,500
Multiracial	2,000
Native Hawaiian/Pacific Islander	600
American Indian/Alaska Native	600

- American Indian/Alaska Native
- Native Hawaiian/Pacific Islander
- Multiracial
- Asian
- Black/African American
- Hispanic/Latino
- White

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Chart Design



Lori


Scale matters

ATE Survey Response Rates: 2000-09

ATE Survey Response Rates: 2000-09

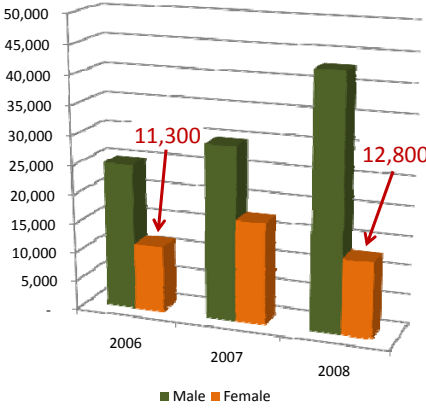
48

Chart Design

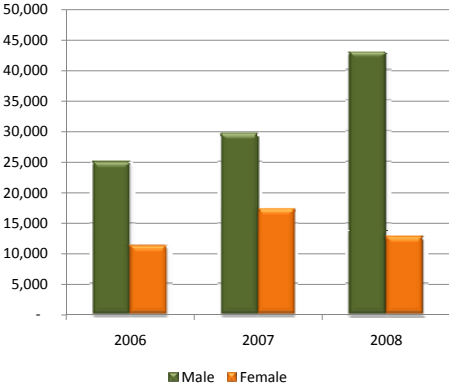


Lori

Leave 3-D to the movies




Year	Male	Female
2006	~25,000	11,300
2007	~30,000	~17,000
2008	~42,000	12,800



Year	Male	Female
2006	~25,000	~11,000
2007	~30,000	~17,000
2008	~42,000	~13,000

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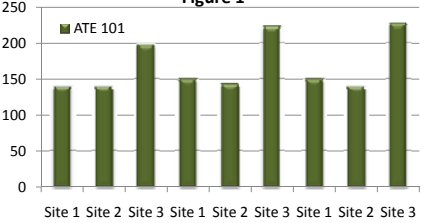
Chart Design



Lori

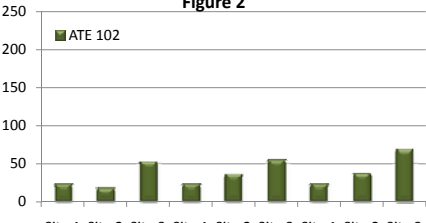
Charts need to speak for themselves

Figure 1



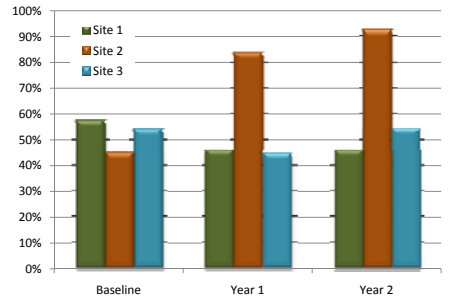
Group	Site 1	Site 2	Site 3
Group 1	~140	~140	~200
Group 2	~150	~145	~225
Group 3	~150	~140	~230

Figure 2



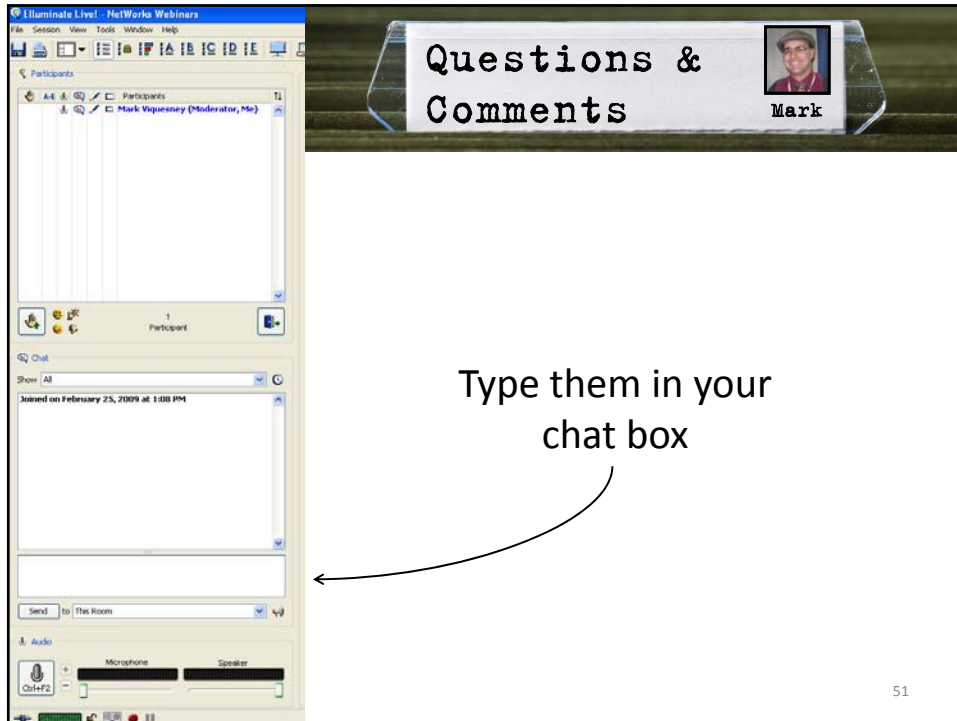
Group	Site 1	Site 2	Site 3
Group 1	~25	~20	~50
Group 2	~25	~35	~55
Group 3	~25	~35	~65

Percentage of Students Continuing from ATE 101 to ATE 102



Year	Site 1	Site 2	Site 3
Baseline	~55%	~45%	~55%
Year 1	~45%	~85%	~45%
Year 2	~45%	~95%	~55%

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The screenshot shows a webinar interface. At the top, a header reads "Questions & Comments" next to a profile picture of a man named "Mark". On the left, there is a sidebar with a "Participants" list showing "Mark Viqueaney (Moderator, Me)" and a "Chat" window with a "Send" button. The main area is a large white space. An arrow points from the text "Type them in your chat box" to the chat input area.

Questions & Comments

Mark

Type them in your chat box

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The screenshot shows a webinar interface. At the top, a header reads "Archive" next to a profile picture of a man named "Mark". The main area contains text instructions for finding resources.

Archive

Mark

Visit *resources.evalu-ate.org*
Keyword search:
maximizing

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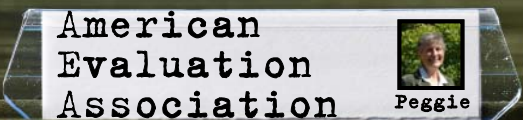
Community
of Practice

Peggie

**Continue
the
conversation....**

peggie.weeks@wmich.edu


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American
Evaluation
Association

Peggie

**AMERICAN
EVALUATION
ASSOCIATION**



Coffee Break Webinar Series
June 3: *Using GIS in Evaluation*
June 10: *SurveyMonkey v. Zoomerang*
Annual Conference
November 10-13 in San Antonio, TX

Join/register at www.eval.org

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A slide titled "Upcoming Events" with a photo of a man named Mark. The slide lists three events: a webinar on July 21, a webinar on September 15, and a workshop on October 27. It includes a registration link: www.evalu-ate.org/events.

Upcoming Events



Mark

Webinar: July 21
Thinking Like an Evaluator During Proposal Writing

Webinar: September 15
Needs Assessment

Workshop: October 27
ATE Conference – Washington DC
Designing Practical & Useful Evaluations

Register at www.evalu-ate.org/events

