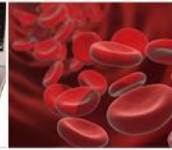




WHERE DISCOVERIES BEGIN



2015 HBCU-UP/CREST PI/PD Meeting

Evaluation 101

B. Jan Middendorf
February 19, 2015

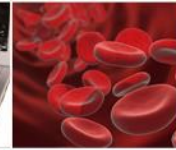
Division of Human Resource Development
Directorate for Education and Human Resources
National Science Foundation



Overview

- ▶ NSF Expectations for Evaluation
- ▶ Purpose and Use of Evaluation
- ▶ Lessons Learned and Advice from PIs



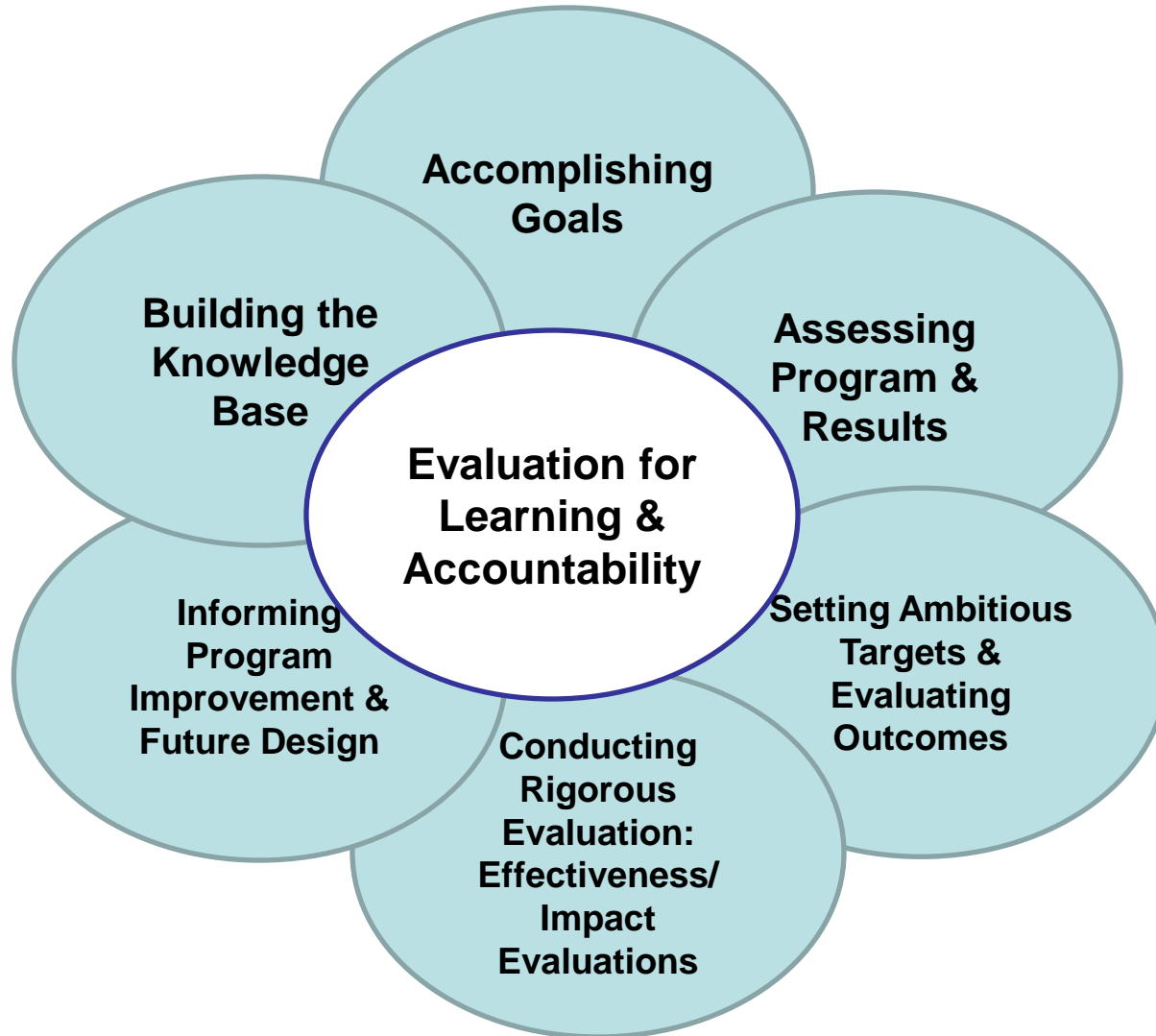


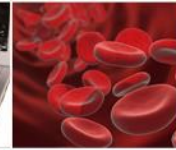
Why does it Matter?

- Learning & Accountability at all levels
- Answers “what’s working, why, and under what circumstances?”
- Provides a course of action for modification, if necessary
- Provides critical evidence of results and impact, in both quantitative and qualitative terms



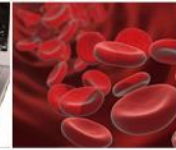
Expectation for NSF Evaluations





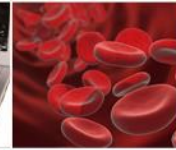
Expectations for Evaluation

- Independent, qualified evaluator
- Evaluation based on scope of project
- Well-articulated Evaluation Plan
 - Based on a logic model / program theory
 - Utilizes a robust, appropriate evaluation design
 - Includes formative and summative evaluations
 - Identifies measures that are tied to expected outcomes
- Demonstrates impact of program



Evaluation Considerations

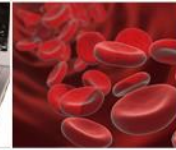
- HBCU-UP/CREST Annual Report Requirements
 - highlights and productivity
 - longitudinal data collection (CRESTweb data collections)
 - Impact Measures
- Evaluation Plan
 - internal and external components
 - reliability, validity, feasibility, and functionality
 - Cultural Competence - reduce implicit bias
- Advisory Boards/Committees
 - internal and external



Quick Exercise:

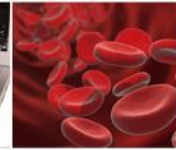
- ▶ Spend three minutes thinking about your best evaluation experience

- ▶ Next share your experience with the person next to you and then listen to their experience



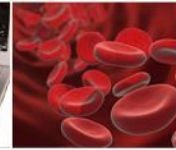
Evaluation Plan

- Should describe how the evaluation will determine the accomplishment of project goals and project impact.
- Should be based on a Logic Model or other tool that relates project goals to activities and to outputs, outcomes, and impact.
- Should include formative and summative components and both qualitative and quantitative methodology.



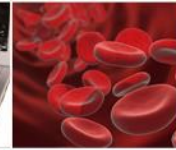
Vocabulary

- ▶ **Formative Evaluation**
 - Generating information to improve
- ▶ **Summative Evaluation**
 - Collecting data to judge ultimate success
- ▶ **Impact Evaluation**
 - Judging the overall worth and utility of the project results



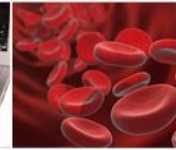
Effective Evaluation Planning

- Develop at the beginning of the project with the project team
- Involve stakeholders in the identification of relevant questions and indicators
- Need to determine how you are going to use the data to be collected
- Focus on outcomes of critical interest



Guiding Evaluation Questions

- *Awareness, Attitudes, knowledge and skills* - What did the target audience know before they participated? What do they know now? Did their knowledge and/or attitudes change as a result of participation in project?
- *Behavior, practices and policies* - What did the target audience do before they participated? Are they doing something different now?
- *Environmental, Social, Economic or Educational System* What were the attributes of the system? Did they change as a result of project?



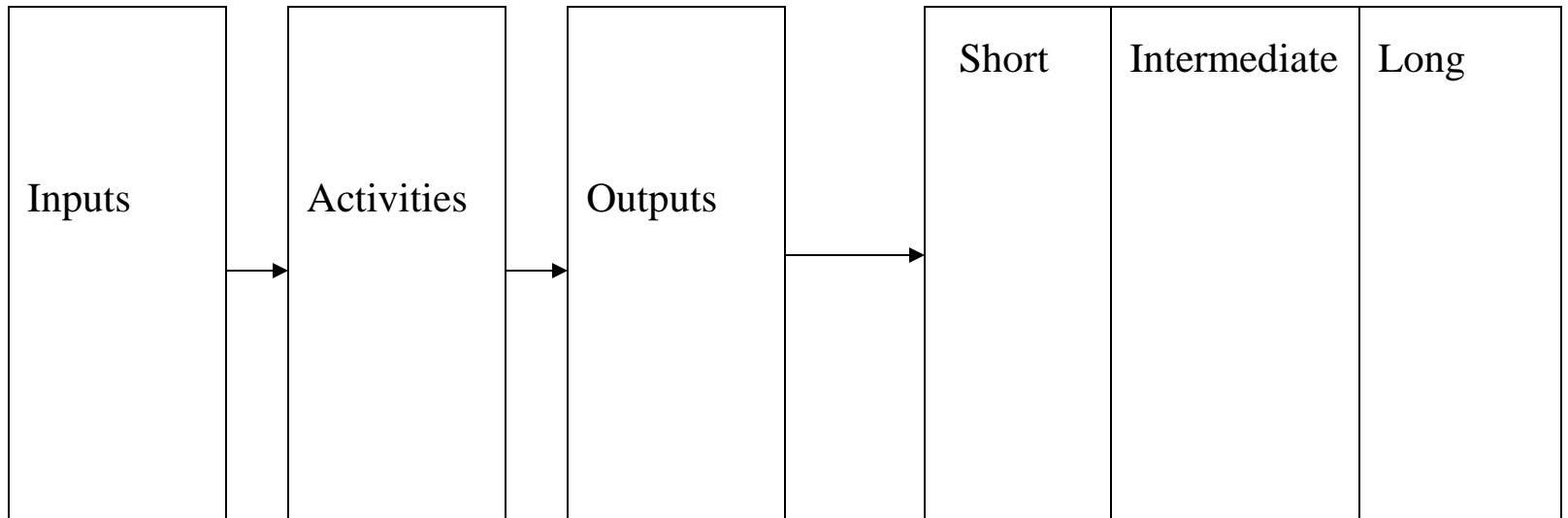
Advice from Veteran PIs

- Engage Evaluators at the beginning
- Understand the different types of evaluations to choose the best fit
- Develop a logic model, where appropriate
- Seek evaluation workshops (e.g. QEM) to inform you and your team
- Effectively engage your advisory committees and boards



Logic Model Framework

PLANNING

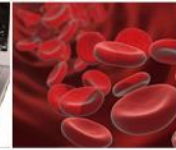


Environment/Context

Assumptions



EVALUATION

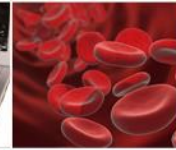


Quick Exercise:

- ▶ Spend two minutes thinking about how you found your evaluator and/or team
- ▶ Next share your experience with the person next to you and then listen to their experience

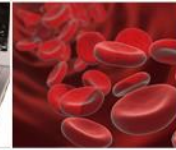


WHERE DISCOVERIES BEGIN



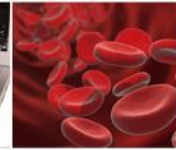
Finding an Evaluator

- Word of Mouth
- American Evaluation Association (AEA) Database
- Universities
- Grantee Networks
- Put out an RFP



Hiring an Evaluator

- Approaches and Experience
- Subject Matter Expertise
- Work Style – is this a good fit?
- Timeline and availability
- Scope of Work – map out the details
- Fees and Costs



NSF Evaluation Resources

- Common Guidelines for Research & Development

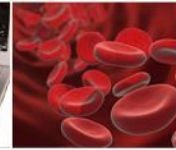
<http://www.nsf.gov/pubs/2013/nsf13126/nsf13126.pdf>

- The 2010 User-Friendly Handbook for Project Evaluation

<http://informalscience.org/documents/TheUserFriendlyGuide.pdf>

- User-Friendly Handbook for Mixed Method Evaluations,

<http://www.nsf.gov/pubs/1997/nsf97153/start.htm>

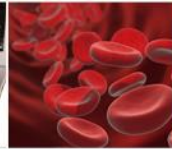


NSF Evaluation Resources

- Framework for Evaluating Impacts of Broadening Participation Projects
http://www.nsf.gov/od/broadeningparticipation/framework-evaluating-impacts-broadening-participation-projects_1101.pdf
- AAAS Measuring Diversity: An Evaluation Guide for STEM Graduate School Leaders
<http://www.nsfagep.org/files/2011/04/MeasuringDiversity-EvalGuide.pdf>



WHERE DISCOVERIES BEGIN



Thank You!

B. Jan Middendorf
bjmidden@nsf.gov

703-292-8954