

Naked Reporting: shedding the narrative

May 13, 2015

Introductions

Lori
Wingate



Emma
Perk



Jason
Burkhardt



EvaluATE
Evaluation Resource Center for
advanced technological education



WESTERN MICHIGAN
UNIVERSITY



This material is based upon work supported by the National Science Foundation under grant number 1204683. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the presenters and do not necessarily reflect the views of NSF.

Behind the scenes

Mike
Lesiecki



Janet
Pinhorn



Webinar materials

Naked Reporting:
shedding the narrative

May 13, 2015



Slides

Resources




Recording

Available from www.evalu-ate.org

Webinar overview



Jason

-  **Project Resume Basics**
Lori Wingate
-  **Project Resume Care & Feeding**
Lori Wingate
-  **Project Fact Sheets**
Emma Perk



Examples of narrative that could be shed in a “naked report”



Lori

1

“Three upper-level students are currently working with Professor Snow on a variety of research topics. Professor Stone has at least two active graduate students. On occasion, Professor Pyke has students working with him. A graduate student is working with Professor Hill.”

Examples of narrative that could be shed in a “naked report”



Lori

2

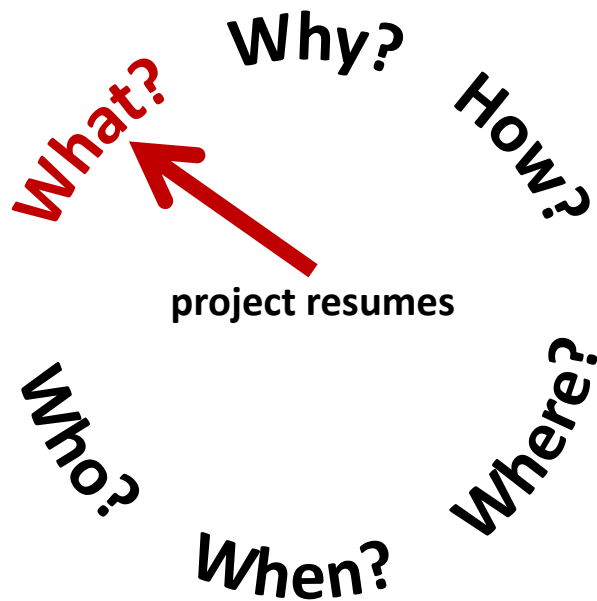
“Our largest planned event for the year is Tech Day. For the past three years, we have hosted this event with great success, and this year will be no exception. We have already identified several partners who will be key to making this year’s event full of entertainment and educational opportunities. Planning meetings are underway and more partners are currently being contacted for help with resources, planning, and funding.”

Examples of narrative that could be shed in a “naked report”



Lori


- 3 “The project director is currently in the process of connecting with community leaders as well as department chairs.”



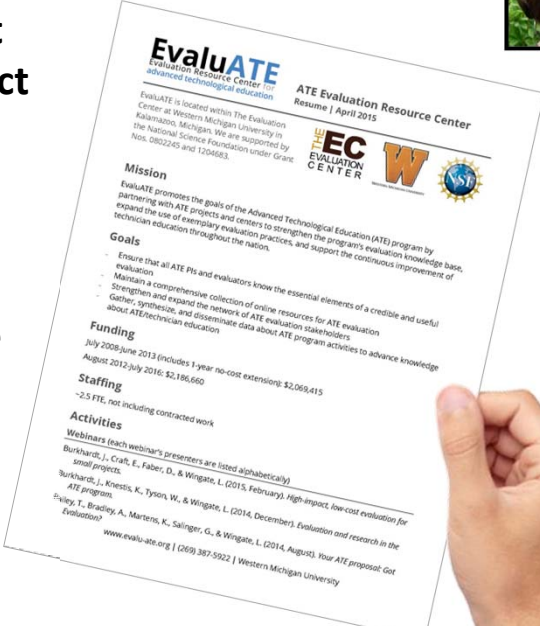
Lori



Factual account of what a project is and does


Succinct documentation of performance




Lori




<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>EvaluATE Evaluation Resource Center for advanced technological education</p> <p>ATE Evaluation Resource Center Resume April 2015</p> <p>EvaluATE is located within The Evaluation Center at Western Michigan University in Kalamazoo, Michigan. We are supported by the National Science Foundation under Grant Nos. 0802245 and 1204683.</p>  </div> <div style="width: 35%; text-align: right;">  <p>Lori</p> </div> </div>	
<p>Mission</p> <p>EvaluATE promotes 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.</p> <p>Goals</p> <ul style="list-style-type: none"> - Ensure that all ATE PIs and evaluators know the essential elements of a credible and useful evaluation - Maintain a comprehensive collection of online resources for ATE evaluation - Strengthen and expand the network of ATE evaluation stakeholders - Gather, synthesize, and disseminate data about ATE program activities to advance knowledge about ATE/technician education 	<p style="color: red; font-weight: bold; font-size: 1.2em;">What the project is all about</p> <ul style="list-style-type: none"> - Mission/Vision - Goals/Objectives
<p>Funding</p> <p>July 2008:june 2013 (includes 1-year no-cost extension): \$2,069,415 August 2012:july 2016: \$2,186,660</p> <p>Staffing</p> <p>~2.5 FTE, not including contracted work</p> <p>Activities</p> <p>Webinars (each webinar's presenters are listed alphabetically)</p> <p>Burkhardt, J., Craft, E., Faber, D., & Wingate, L. (2015, February). <i>High-impact, low-cost evaluation for small projects.</i></p> <p>Burkhardt, J., Knesits, K., Tyson, W., & Wingate, L. (2014, December). <i>Evaluation and research in the ATE program.</i></p> <p>Bailey, T., Bradley, A., Martens, K., Salinger, G., & Wingate, L. (2014, August). <i>Your ATE proposal: Got Evaluation?</i></p> <p style="text-align: center; font-size: 0.8em;">www.evaluate-ate.org (269) 387-5922 Western Michigan University</p>	

<p>EvaluATE Evaluation Resource Center for advanced technological education</p> <p>ATE Evaluation Resource Center Resume April 2015</p> <p>EvaluATE is located within The Evaluation Center at Western Michigan University in Kalamazoo, Michigan. We are supported by the National Science Foundation under Grant Nos. 0802245 and 1204683.</p> <p>THE EC EVALUATION CENTER W WESTERN MICHIGAN UNIVERSITY</p> <p>Mission EvaluATE promotes 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.</p> <p>Goals</p> <ul style="list-style-type: none"> - Ensure that all ATE PIs and evaluators know the essential elements of a credible and useful evaluation - Maintain a comprehensive collection of online resources for ATE evaluation - Strengthen and expand the network of ATE evaluation stakeholders - Gather, synthesize, and disseminate data about ATE program activities to advance knowledge about ATE/technician education 	 <p>Lori</p>
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<p>Activities Webinars (each webinar's presenters are listed alphabetically)</p> <p>Burkhardt, J., Craft, E., Faber, D., & Wingate, L. (2015, February). <i>High-impact, low-cost evaluation for small projects</i>.</p> <p>Burkhardt, J., Kneists, K., Tyson, W., & Wingate, L. (2014, December). <i>Evaluation and research in the ATE program</i>.</p> <p>Bailey, T., Bradley, A., Martens, K., Salinger, G., & Wingate, L. (2014, August). <i>Your ATE proposal: Got Evaluation?</i></p> <p>www.evalu-ate.org (269) 387-5922 Western Michigan University</p>	<p>Main Activities/ Products</p> <ul style="list-style-type: none"> - All tangible, verifiable project outputs

<p>Craft, E., Faber, D., Martens, K., & Wingate, L. (2014, March). <i>Right-sizing evaluation for ATE small grants</i>.</p> <p>Lesiecki, M., Martens, K., Smith, C., & Wingate, L. (2014, January). <i>Orientation to ATE Survey 2014</i>.</p> <p>MacDonald, G., Martens, K., & Wingate, L. (2013, November). <i>Questions, data, conclusions, and recommendations: Connecting the dots for an effective evaluation</i>.</p> <p>Bower, R., Craft, E., Martens, K., & Wingate, L. (2013, September). <i>ATE evaluation 101</i>.</p> <p>Bower, R., Della-Piana, C., Martens, K., & Wingate, L. (2013, August). <i>Evaluation: A key ingredient for a</i></p>	 <p>Lori</p>
<p>Burkhardt, J., Craft, E., Miller, M., & Wingate, L. (2012, September). <i>ATE evaluation 101</i>.</p> <p>Billman, P., Burkhardt, J., Della-Piana, C., Lesiecki, M., & Wingate, L. (2012, August). <i>Build a better ATE proposal with evaluation and logic models</i>.</p> <p>Burkhardt, J., Milgram, D., & Wingate, L. (2012, May). <i>How well are we serving our female students in STEM?</i></p>	
<p><i>approach to identify what to measure.</i></p> <p>Burkhardt, J., Campbell, D., Evergreen, S., Hull, D., & Wingate, L. (2012, January). <i>Orientation to ATE Survey 2012: What you need to know to get good information into and out of the survey</i>.</p> <p>Burkhardt, J., Evergreen, S., Kapp, K., & Wilson, K. (2011, November). <i>E-evaluation: Assessing webinars, social media, and website usage</i>.</p> <p>Burkhardt, J., Evergreen, S., Kmiec, J., Lewis, E., Ostrander, J., & Wingate, L. (2011, September). <i>Ready, set, evaluate!</i></p> <p>Badway, N., Evergreen, S., Lesiecki, M., Teles, E., & Wingate, L. (2011, July). <i>Strong evaluation plans = stronger proposals</i>.</p> <p>Evergreen, S., Gullickson, A., Mann, C., & Welch, W. (2011, May). <i>Developing & validating survey instruments</i>.</p> <p>Evergreen, S., Monsaas, J., Salinger, G., Viquesney, M., & Wingate, L. (2011, March). <i>Claims + evidence: Assessing ATE grant outcomes</i>.</p> <p>Butzen, S., Evergreen, S., Wilson, K., & Wingate, L. (2011, January). <i>Making sense of your evaluation data</i>.</p>	<p>(All items listed in a consistent reference style)</p>

<p>Posters</p> <p>Wingate, L., Smith, C., Perk, E., & Burkhardt, J. (2014, October). <i>NSF investment in advancing evaluation</i>. Poster presented at the annual meeting of the American Evaluation Association, Denver, CO.</p> <p>Wingate, L., Martens, K., & Burkhardt, J. (2014, February). <i>Meet them where they are: Web-based evaluation capacity building</i>. Poster presented at Teaching with Technology Symposium at Western Michigan University, Kalamazoo, MI.</p> <p>Wingate, L., Martens, K., & Burkhardt, J. (2013, October). <i>Meet them where they are: Web-based evaluation capacity building</i>. Poster presented at the annual meeting of the American Evaluation Association, Washington, DC.</p> <p>Weeks, P. (2011, March). <i>EvaluATE: The Evaluation Resource Center for Advanced Technological Education</i>. Poster presented at the ITES Principal Investigators Meeting, Washington, DC.</p> <p>Westine, C., Wingate, L., & Gullickson, A. R. (2010, November). <i>The importance of using multiple metrics to investigate a single program goal</i>. Poster presented at the annual meeting of the American Evaluation Association, San Antonio, TX.</p> <p>Weeks, P. (2010, February). <i>EvaluATE: The Evaluation Resource Center for Advanced Technological Education</i>. Poster presented at the ITES Principal Investigators Meeting, Washington, DC.</p> <p>Roundtables</p> <p>Martens, K., & Smith, C. (2013, October). <i>Do it better now: Resources to support evaluation practice in real time</i>. Roundtable session at the annual meeting of the American Evaluation Association, Washington, DC.</p> <p>Billman, P., Hata, D., Safund, P., Smith, L., & Wingate, L. (2012, October). <i>Beyond satisfaction and short-term self-reports: Evaluating the impact of your ATE grant</i>. Birds of a Feather session conducted at the Advanced Technological Education Principal Investigators Conference, Washington, DC.</p> <p>Burkhardt, J., & Wingate, L. (2011, October). <i>Evaluating ATE's impact on student outcomes</i>. Roundtable session at the Advanced Technological Education Principal Investigators Conference, Washington, DC.</p> <p>Evergreen, S., & Wingate, L. (2010, October). <i>ATE evaluation: Building a community of practice</i>. Roundtable session at the Advanced Technological Education Principal Investigators Conference, Washington, DC.</p> <p>Boisvert, D., & Wingate, L. (2009, October). <i>Learning and evaluation</i>. "Birds of a Feather" sessions conducted at the Advanced Technological Education Principal Investigators Conference, Washington, DC.</p> <p>Weeks, P., & Wingate, L. (2009, October). <i>Evaluation challenges and solutions</i>. Roundtable session at the Advanced Technological Education Principal Investigators Conference, Washington, DC.</p> <p>Wingate, L. (2008, November). <i>Identifying and serving the needs of evaluators in a federally-funded program context</i>. Roundtable session at the annual meeting of the American Evaluation Association, Denver, CO.</p>	 <p>Lori</p> <p>Posters</p> <p>Activities/products of the same type grouped together</p> <p>Roundtables</p>
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Personnel

Staff

2008-present Lori Wingate, Director/Principal Investigator (Co-Principal Investigator, 2008-10)

2008-present Arlen Gullickson, Co-Principal Investigator (Principal Investigator, 2008-10)

2008-present Patricia Negrevski, Budget Analyst/Administrative Assistant

2011-present Jason Burkhardt, Data Architect (Project Manager, 2011-12; Doctoral Associate, Summer 2011)

2012-present Emma Perik, Project Manager

2012-present Corey Smith, Doctoral Associate

2012-14 Krystin Martens, Curriculum & Instruction Specialist

2009-13 Carl Westine (Doctoral Associate, 2009-12; Data Analyst, 2012-13)

2009-11 Peggie Weeks, Senior Evaluation Associate

2008-12 Stephanie Evergreen, Senior Research Associate

2008-09 Kristi Cowhy, Undergraduate Research Assistant

National Visiting Committee

Nick Smith, Chair (2009-present) Peter Salfund (2009-14)
Syracuse University The Salfund Institute

Dennis Faber (2009-present) Elizabeth Teles (2009-present)
Community College of Baltimore County Teles Consulting
(retired) Peggie Weeks (2014-present)

Barbara Pellegrini (2009-present) Lamoka Educational Consulting
STEP Consulting

Contributors, Consultants, and Collaborators

Blog

Marilyn Barger, Hillsborough Community College (November 19, 2014)

Carolyn Brennan, University of Washington Bothell (February 4, 2015)

Russell Cannon, University of Washington Bothell (February 4, 2015)

Elaine Craft, Florence-Darlington Technical College (November 12, 2014)

Dea Douna, Pensacola State College (March 25, 2015)

David Hata, TEMPlate Educational Consulting (April 1, 2015)

Kirk Kneistis, Hezel Associates (December 3, 2014)

Mike Lesiecki, Maricopa Community Colleges (January 7, 2015)

Donna Milgram, Institute for Women in Trades, Technology, and Science (January 14, 2015)

Jane Ostrander, Truckee Meadows Community College (March 18, 2015)

Jacqueline Rearick, Virginia Western Community College (April 8, 2015)

Lana Rucks, The Rucks Group (February 25, 2015)

John Sener, Sener Knowledge, LLC (December 201, 2014)


Gordon Snyder, Springfield Technical Community College (October 28, 2014)

Will Tyson, University of South Florida (March 4, 2015)

Peggie Weeks, Lamoka Educational Consulting (March 11, 2015)

Wayne Welch, University of Minnesota (Emeritus) (December 17, 2014)

EvaluATE Resume 11



Lori

**Staff, advisors,
contributors,
collaborators,
and consultants**

- Grouped by
nature of
involvement

Roundtable Facilitation

Penny Blumstein, WISCONSIN

David Hata, Independence

Peter Salfund, The Salfund Institute

Marilyn Barger, Hillsborough Community College

Jane Ostrander, Truckee Meadows Community College

Gordon Snyder, Springfield Technical Community College

External Evaluation

Lana Rucks, The Rucks Group

Cynthia Phillips, Pensacola State College

Lisa Wyatt Knowlton, Indiana State University

Stephen Jurs, Indiana State University

Newsletter Articles

Adrienne Adams, Hillsborough Community College

Terry Bailey, The Alliance for Higher Education Research

Carolyn Brennan, University of Washington Bothell

Steven Budd, Indiana State University

Sarah Butzen, Indiana State University

Russell Cannon, University of Washington Bothell

Elaine Craft, Florence-Darlington Technical College

E. Jane Davidson, University of North Carolina

Amy Germuth, University of North Carolina

Leslie Goodyear, University of North Carolina

Amy Gullickson, University of North Carolina

Joellen Killion, National Science Foundation

James Kirkpatrick, University of North Carolina

Wendy Kayser, University of North Carolina

John Kneistis, Hezel Associates

Joyce LaTulipe, Third Star Consulting & Education

Michael Leslie, Maricopa Community Colleges

Donna Milgram, Institute for Women in Trades, Technology, and Science

Jane Ostrander, Truckee Meadows Community College

Gloria Rogers, University of North Carolina

Gerhard Salas, University of North Carolina

John Sener, Sener Knowledge, LLC

Lana Rucks, The Rucks Group

Gordon Snyder, Springfield Technical Community College


Helien Sullins, University of North Carolina

Elizabeth Teles, Teles Consulting

Wayne Welch, University of Minnesota (Emeritus)

Vera Zdravkovic, University of North Carolina

EvaluATE Resume EvaluATE



Lori

Webinar Hosting

MATEC Networks, Maricopa Community Colleges (2009-present)

Black Lab 5 (2014)

Brakentian Design (2009-11)

Compass Outreach Media (2012-present)

Workshop Development and Delivery

Terry Bailey, The Alliance for Higher Education Research (October 2011)

Marilyn Barger, Hillsborough Community College (October 2010)

Paul Cantozze, Post-Impact, LLC (October 2010)

Kevin Cooper, Indian River State College (October 2010)

Corrie Della-Piana, National Science Foundation (October 2010)

Karl Kapp, Bloomsburg University (October 2010)

Joellen Killion, National Science Foundation (October 2010)

Candya Mann, Washington State University (February 2010)

Bruce Nash, Morrill Solutions (October 2011)

Joshua Morrill, Morrill Solutions (October 2011)

Amy Nisselle, Cold Spring Harbor Laboratory (October 2011, October 2014)

Gloria Rogers, Cold Spring Harbor Laboratory (October 2011)

Peter Salfund, The Salfund Institute (October 2014)

John Sener, Sener Knowledge (October 2011)

Eboni Zamani-Gallaher, Eastern Michigan University (October 2011)

Workshop Hosting

Dennis Faber, Community College of Baltimore County (October 2009)

Mike Lesiecki, Maricopa Community Colleges (February 2010)

Special Projects

Pat Jensen, Institutes—Needs Assessment (2010-11)

Karl Kapp, Bloomsburg University—Webinar Development and Evaluation Criteria (2011)

Eileen Lewis, University of California Berkeley—Needs Assessment (2010-11)

Beverly Parsons, University of California Berkeley—Needs Assessment (2010-11)

Kurt Wilson, Compass Outreach Media—Using Google Analytics for Evaluation (2011)

Community of Practice, Advisors (2011)

Phil Cantozze, Post-Impact, LLC

Dan Davidchik, Central Community College

William Doherty, Third Star Consulting & Education

Joyce LaTulipe, Third Star Consulting & Education

Candya Mann, Washington State University

Jane Ostrander, DeAnza College

What FACTS could be highlighted in a project resume?

(use the chat box to answer)



Lori

1

“Three upper-level students are currently working with Professor Snow on a variety of research topics. Professor Stone has at least two active graduate students. On occasion, Professor Pyke has students working with him. A graduate student is working with Professor Hill.”

1

Same info in resume form



Lori

Students

Sarah Bolton—Sophomore, Biology
Kyasha Brandon—Ph.D. student, Chemistry
Kyle Flowers—Junior, Aviation
Catelyn Ramsay—Master’s student, Business
William Robb—Sophomore, Biology
John Sand—Master’s student, Business
Amy Stark—Junior, Engineering
Jane Waters—Senior, Engineering

Mentors

Robert Pyke
Asha Hill
Ella Snow
Judith Stone
Robert Pyke
Judith Stone
Ella Snow
Ella Snow

What FACTS could be highlighted in a project resume?

(use the chat box to answer)



Lori

2 “Our largest planned event for the year is Tech Day. For the past three years, we have hosted this event with great success, and this year will be no exception. We have already identified several partners who will be key to making this year’s event full of entertainment and educational opportunities. Planning meetings are underway and more partners are currently being contacted for help with resources, planning, and funding.”

2 Same info in resume form



Lori

Events

Tech Day: A one-day celebration of community innovators, including local inventors, technology companies, afterschool STEM programs, and postsecondary education programs

<i>Dates</i>	<i>Number of Attendees</i>
May 17, 2014	550
May 18, 2013	375
May 19, 2012	305

Contributors

Baratheon Technologies—Tech Day sponsor, 2014-15
Walker Institute—Tech Day sponsor, 2013-15; internship site, 2015
Pentos Public Schools—Tech Day sponsor, 2014
...

What FACTS could be highlighted in a project resume?

(use the chat box to answer)



Lori

3 “The project director is currently in the process of connecting with community leaders as well as department chairs.”

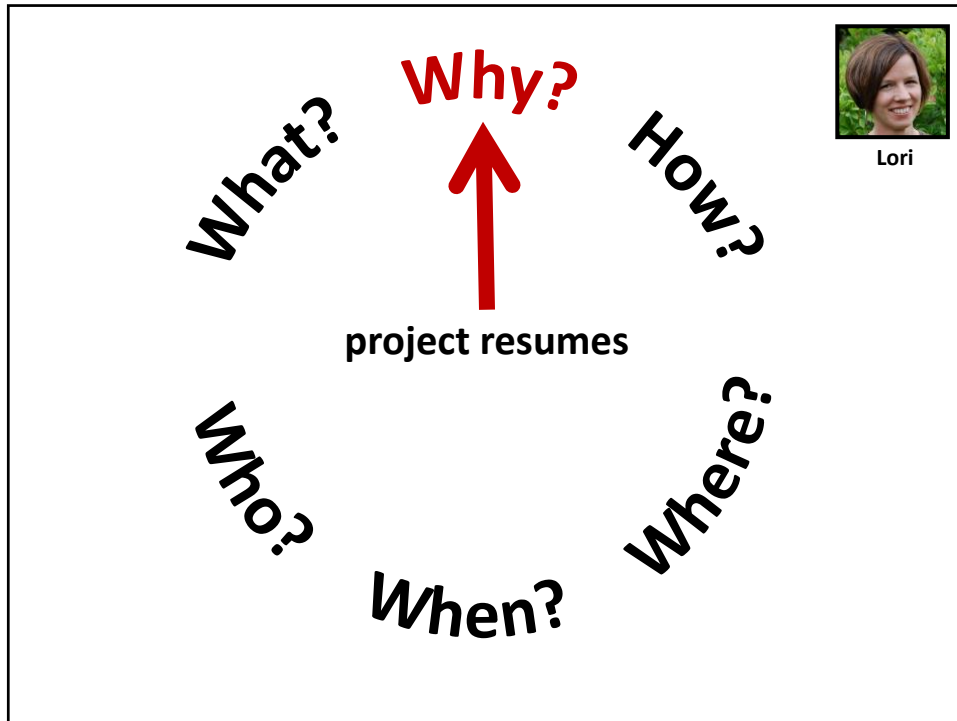
3 Same info in resume form?



Lori

“The project director is currently in the **process of connecting** with community leaders as well as department chairs.”

↳ *Not sufficiently concrete for inclusion in a resume (yet)*



Benefits of maintaining a project resume



Lori



Painless accountability



Convenient repository



Stakeholder updates



Complete historical record

Benefits of maintaining a project resume



Lori



**VERY HELPFUL
at annual
reporting time!**

Painless accountability Convenient repository

Stakeholder updates Complete historical record




Annual reporting




Lori



- ✓ Goals
- ✓ Objectives
- ✓ Activities



NSF Annual reporting



Lori

Research.gov Annual Report: Accomplishments **Products** Participants Impact Changes/Problems Special Requirements

- ✓ Publications
- ✓ Presentations
- ✓ Other products

This slide features the NSF logo and the title 'Annual reporting'. A navigation bar includes 'Research.gov Annual Report:' followed by tabs for 'Accomplishments', 'Products' (highlighted in red), 'Participants', 'Impact', 'Changes/Problems', and 'Special Requirements'. A list of items is shown with checkmarks: Publications, Presentations, and Other products. A small portrait of Lori is in the top right corner.



NSF Annual reporting




Lori

Research.gov Annual Report: Accomplishments Products **Participants** Impact Changes/Problems Special Requirements


- ✓ Everyone who worked at least one month on the project and their contributions
- ✓ Collaborators

This slide features the NSF logo and the title 'Annual reporting'. A navigation bar includes 'Research.gov Annual Report:' followed by tabs for 'Accomplishments', 'Products', 'Participants' (highlighted in red), 'Impact', 'Changes/Problems', and 'Special Requirements'. A list of items is shown with checkmarks: 'Everyone who worked at least one month on the project and their contributions' and 'Collaborators'. A small portrait of Lori is in the top right corner.

Benefits of maintaining a project resume



Lori



Painless accountability Convenient repository Stakeholder updates Complete historical record

Stakeholder updates




Lori

Don't make them read long reports or sift through piles of information



Benefits of maintaining a project resume




Lori

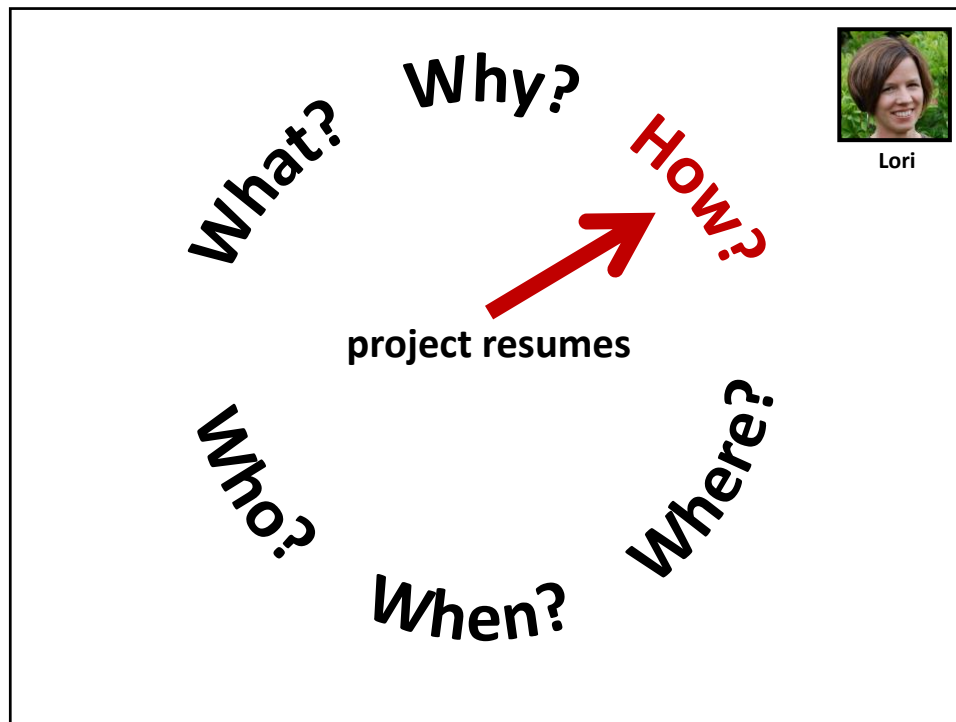
Painless accountability Convenient repository Stakeholder updates Complete historical record

Historical record

Helps keep track of project details over multiple **years** and **personnel**




Lori




Getting started

1. Follow EvaluATE's Project Resume Checklist
2. Share with a few key stakeholders for feedback, revise as necessary



<p>EvaluATE Evaluation Resource Center for advanced technological education</p> <p>Project Resume Checklist by Emma Perk May 2015 DRAFT</p> <p>This checklist is designed to help project staff create a project resume. A project resume is a list of all key project activities and products. Tracking this information over the life of a project will make it easier to complete annual reports, apply for future funding, and respond to information requests. Make the resume easy to find on the project's website, such as in the "About" section. For a more dynamic resume, include links to supporting documents, staff biographies, or personal Web pages; this will allow users to quickly locate items referenced on the project's resume. For an example of a project resume see bit.ly/EvaluATEResume.</p> <p>Front Matter This section should provide the basic details of the project at a glance.</p> <ul style="list-style-type: none"><input type="checkbox"/> Project name<input type="checkbox"/> Project logo<input type="checkbox"/> Website URL<input type="checkbox"/> Phone number<input type="checkbox"/> Institutional name (where project is housed)<input type="checkbox"/> Institutional logos<input type="checkbox"/> Grant number<input type="checkbox"/> Funder's logos (e.g., NSF) <p>Purpose Use this section to document the project's overall purpose. If available, include the following:</p> <ul style="list-style-type: none"><input type="checkbox"/> Purpose statement<input type="checkbox"/> Mission<input type="checkbox"/> Vision<input type="checkbox"/> Project goals/objectives <p>Funding Identify the project's funding source(s). Identify each grant, contract, or donation, including the following information:</p> <ul style="list-style-type: none"><input type="checkbox"/> Years funded (including any no-cost extensions)<input type="checkbox"/> Value of award<input type="checkbox"/> Sponsor/funder <p>Staffing Use this section as a quick reference point for staff time on the project. To make staff time on a project easy to digest, convert it into one number. You can do this by converting all staff time into full-time equivalent (FTE).</p> <ul style="list-style-type: none"><input type="checkbox"/> Total staff time on project (use FTE to report) <p>Facilities, Equipment, and Other Resources List any specialized facilities or equipment that were purchased/upgraded with project funds. This information helps demonstrate the project's capacity for teaching, research, and development.</p> <ul style="list-style-type: none"><input type="checkbox"/> Technical instruments<input type="checkbox"/> Lab facilities <p>www.evalu-ate.org (269) 387-5895 Western Michigan University</p>	 <p>Lori</p> <ul style="list-style-type: none">✓ Serves as a guide—not a template—so you can create a resume that fits your project✓ Explains each section✓ Lists elements to include
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Getting started

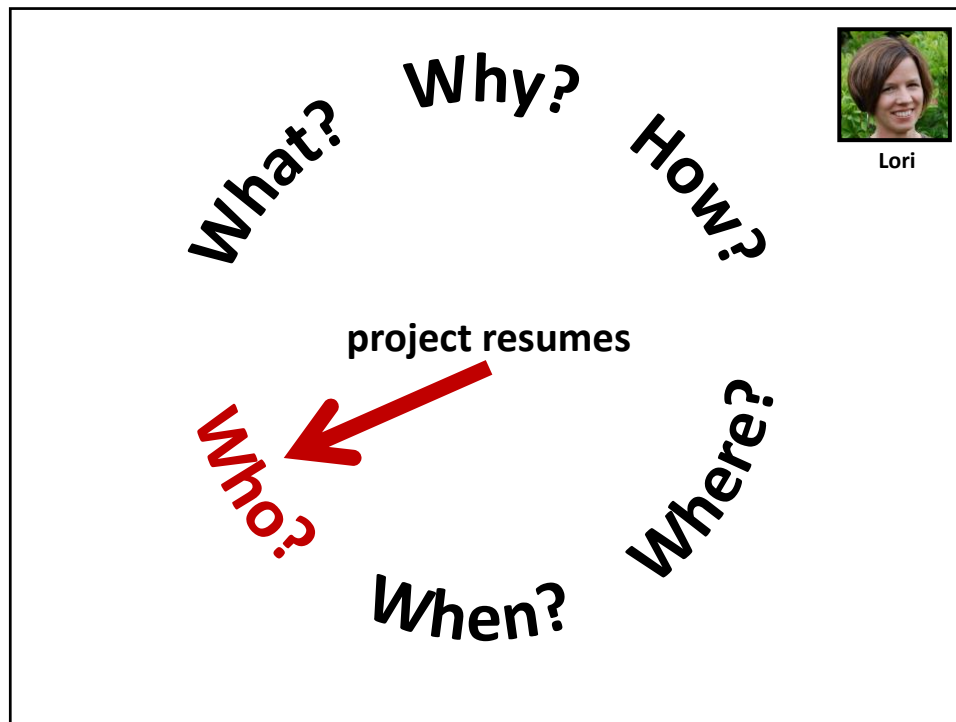
1. Follow EvaluATE's Project Resume Checklist
2. Share with a few key stakeholders for feedback, revise as necessary



Part 2
Care &
Feeding of
Project
Resumes



Lori


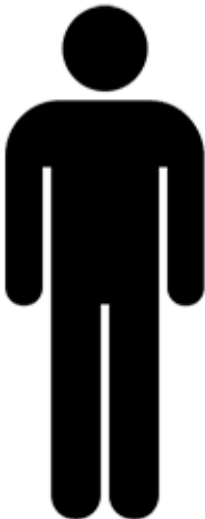


Project resume care and feeding:
WHO'S THE BEST PERSON FOR THE JOB?
(use your marker tool to answer)



Lori



EXTERNAL EVALUATOR PROJECT PI PROJECT MANAGER STUDENT INTERN



Lori

Best if ONE INTERNAL PERSON is responsible for resume upkeep:

- Part of regular work flow and accountabilities
- Follow a consistent style



Lori

What? Why? How? Where?

project resumes

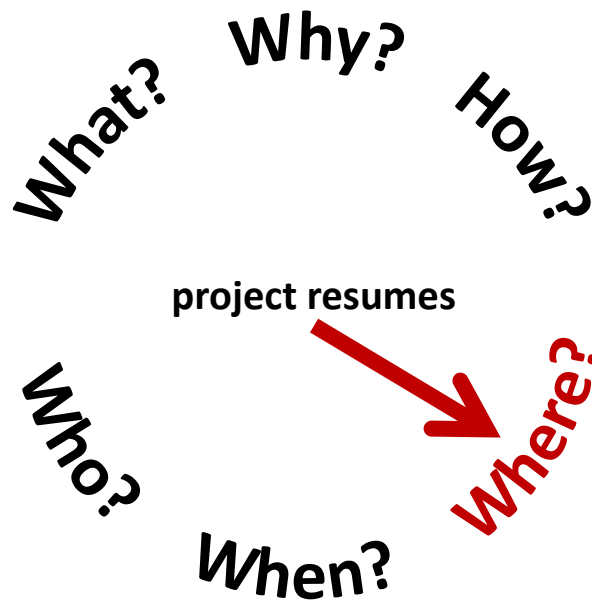
When?

POLL: When is the best time to update a project resume?



Lori

- a) Annual reporting time
- b) Quarterly
- c) Monthly
- d) Whenever there is anything new to add**




Lori


Make it easy to locate on the Web

Include link in your annual report


Send document or link to project advisors in advance of meetings



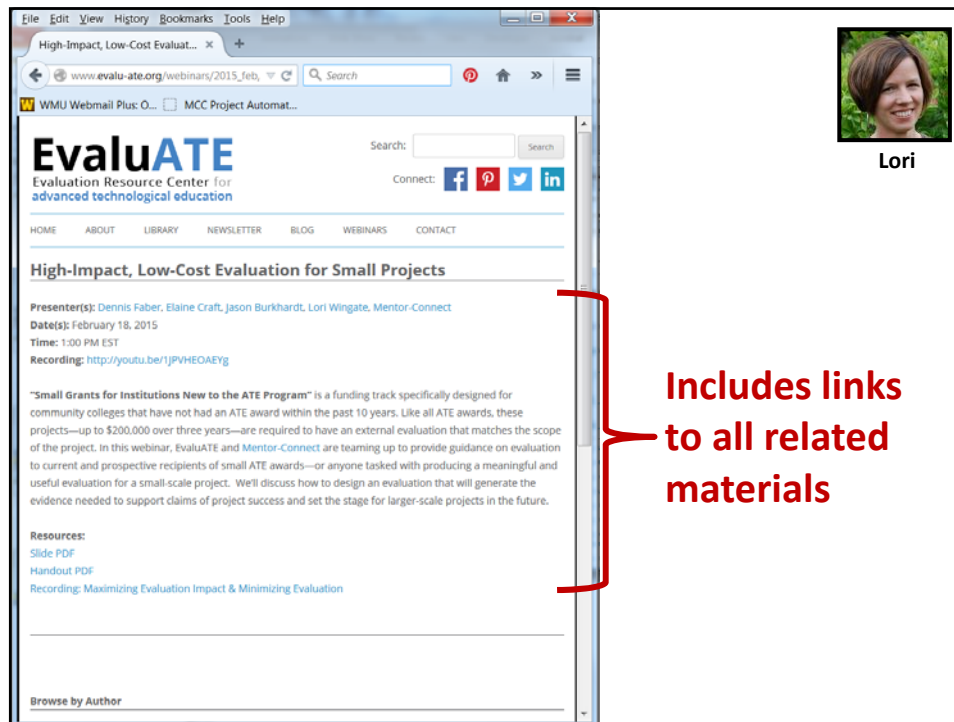
Where should a resume be located on a website? *If you've got it, flaunt it!*



Lori



Make it easy to find



High-Impact, Low-Cost Evaluation for Small Projects


Presenter(s): Dennis Faber, Elaine Craft, Jason Burkhardt, Lori Wingate, Mentor-Connect
Date(s): February 18, 2015
Time: 1:00 PM EST
Recording: <http://youtu.be/1jPVHEOAEYg>

"Small Grants for Institutions New to the ATE Program" is a funding track specifically designed for community colleges that have not had an ATE award within the past 10 years. Like all ATE awards, these projects—up to \$200,000 over three years—are required to have an external evaluation that matches the scope of the project. In this webinar, EvaluATE and Mentor-Connect are teaming up to provide guidance on evaluation to current and prospective recipients of small ATE awards—or anyone tasked with producing a meaningful and useful evaluation for a small-scale project. We'll discuss how to design an evaluation that will generate the evidence needed to support claims of project success and set the stage for larger-scale projects in the future.


Resources:
[Slide PDF](#)
[Handout PDF](#)
[Recording: Maximizing Evaluation Impact & Minimizing Evaluation](#)

Browse by Author

Includes links to all related materials




Referencing in NSF annual reports




Lori

Examples from EvaluATE's 2014 annual report:

"Since receiving our initial resource center grant in 2008, we have offered 28 webinars and 6 workshops, published 22 quarterly newsletters, conducted 6 annual surveys, issued 29 reports, and given 25 conference presentations. Brief descriptions of our 2013-14 activities (April 1, 2013-March 31, 2014) are provided below. Our Center resume, which is attached to this report, provides a comprehensive listing of our deliverables."



Referencing in NSF annual reports




Lori

Examples from EvaluATE's 2014 annual report:

“Individuals who contributed to our 2013-14 newsletters, webinars, and workshops are listed by name and affiliation throughout this report. Our resume, which is attached to this report, lists all of EvaluATE's contributors, collaborators, and consultants since our inception. Collectively, these contributors are affiliated with more than 50 different ATE grants. Engaging individuals who are associated with multiple grants further extends our reach into and relevance to the ATE community.”

Sharing with advisors



Lori

EvaluATE Evaluation Resource Center
advanced technological education

National Visiting Committee Meeting
April 13-14, 2015

PEOPLE

EvaluATE Staff

- Lori Singlette
- Arlan Guhlikson
- Jason Burkhardt
- Patricia Ingwersen
- Emma Park
- Carrey Smith

MATERIALS

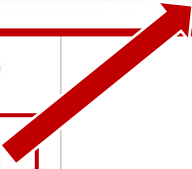
- Materials that relate to topics to be addressed in this year's meeting are appended to this agenda, with links to the materials embedded in the schedule.
- As always, we encourage you to review EvaluATE's resume at www.evalu-ate.org/about/resume/.

OBJECTIVES

1. Share and discuss EvaluATE's work to date to enable NVC members to (a) reach conclusions about the quality of work and progress to date and (b) make recommendations for continuous improvement.
2. Obtain NVC members' input about new ideas under development.

MATERIALS

- Materials that relate to topics to be addressed in this year's meeting are appended to this agenda, with links to the materials embedded in the schedule.
- As always, we encourage you to review EvaluATE's resume at www.evalu-ate.org/about/resume/.



To learn more, read this:



Lori



“The Project Vita as a Documentation and Evaluation Tool for Large-Scale Research and Development Projects”

by Nick L. Smith and Barbara M. Florini

bit.ly/project-resume



Part 3
Fact Sheets

Emma Perk



Emma

a document containing **detailed information**
about a **product or service**

Fact sheet - definition in the Business English Dictionary - Cambridge Dictionaries Online (US). Retrieved April 21, 2015, from <http://dictionary.cambridge.org/us/dictionary/business-english/fact-sheet>



Emma



Which one would you read?

Sales Agent Fact Sheet 1

Selling Units & Lots

TRANSBOUNDARY WATERS

There are 276 TRANSBOUNDARY RIVER BASINS IN THE WORLD AND 200 TRANSBOUNDARY AQUIFERS HAVE ALSO BEEN IDENTIFIED

Region	Count
Africa	64
North America	46
Asia	80
Europe	68
South America	38

Global Figures on Transboundary Waters

- 148 countries include territory within one or more transboundary river basins
- 39 countries have more than 90% of their territory within one or more transboundary river basins
- 21 lie entirely within one or more of these watersheds

There are numerous examples where transboundary waters have proved to be a source of cooperation rather than conflict

Almost 450 on international waters were signed between 1820 and 2007

UN WATER.ORG

Shed the narrative

Before

We stated that where the regolith meets the atmosphere, the worlds of air, rock, water, and living things are intermingled. In fact, the four major components of soil are *air*, *water*, *mineral matter*, and *organic matter*. The relative proportions of these four components greatly influence the behavior and productivity of soils. In a soil, the four components are mixed in complex patterns; however, the proportion of soil volume occupied by each component can be represented in a simple pie chart (Figure 1.17).

only about half the soil volume consists of solid material (mineral and organic) the other half is air and water.

The spaces between the particles of solid material are just as important to the nature of a soil as are the solids themselves. It is in these pore spaces that air and water circulate, roots grow, and microscopic creatures live. Plant roots need both air and water. In an optimum condition for most plants, the pore space will be divided roughly equally among the two, with 25% of the soil volume consisting of water and 25% consisting of air. If there is much more water than this, the soil will be waterlogged. If much less water is present, plants will suffer from drought. The relative proportions of water and air in a soil typically fluctuate greatly as water is added or lost. Soils with much more than 50% of their volume in solids are likely to be too compacted for good plant growth. Compared to surface soil layers, subsols tend to contain less organic matter, less total pore space, and a larger proportion of small pores (**micropores**) which tend to be filled with water rather than with air.

After

USDA-NRCS SOIL HEALTH INFOGRAPHIC SERIES #001

science of healthy soil

unlock the SECRETS of SOIL

healthy soil is made of about 45% minerals, 25% water, 5% organic matter, 25% air

Source: The Nature & Properties of Soils page 17 (Nyle Brady, Ray R Weil)


USDA United States Department of Agriculture

Want more soil secrets? Check out www.nrcs.usda.gov

USDA is an equal opportunity provider and employer.


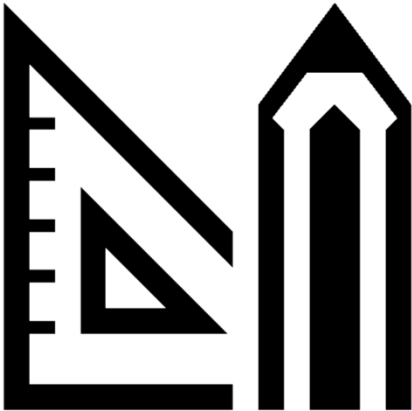
Emma

Brady, Nyle C, Weil, Ray R. (2000). *Elements of the nature and properties of soils*. Upper Saddle River, N.J.: Prentice Hall.



Emma

Creating a project fact sheet



Emma

CREATING A PROJECT FACT SHEET

Emma Park


- 1 Choose topic and title**
A fact sheet can be a full project overview or a look at a specific aspect of your project. If you aren't sure about what content to include, refer to the content idea section at the bottom of this page.
- 2 Identify sections**
Think about your consumer. If you are targeting students, what information is relevant to them? If you have multiple audiences, consider making multiple versions of a similar fact sheet rather than combining into one.
- 3 Select 2-3 elements per section**
Keep the information clear and concise. Don't try to force information onto one page. Rather, select the most vital information and include that on the fact sheet.
- 4 Sketch out the fact sheet**
Take a few minutes to sketch out your fact sheet, then share with colleagues to make sure the information makes sense.
DO NOT SKIP THIS STEP, IT WILL SAVE YOU TIME WHEN CREATING THE DOCUMENT ELECTRONICALLY!
- 5 Create the fact sheet**
Choose a software program that you are familiar with, adding in graphic elements and graphs where appropriate. Use project or institutional colors if applicable.

Content ideas: (pick one)

- Project Information
- Evaluation Results
- Project Area

For more content and design ideas, view our fact sheet board on [Pinterest](#).


Available at evalu-ate.org/webinar/2015-may



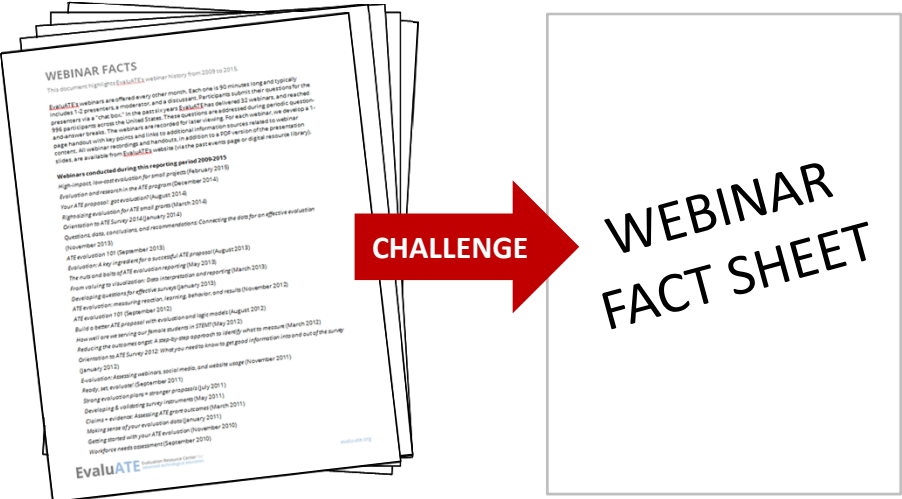
For additional information on fact sheets, be sure to view our webinar *Naked Reporting: Shedding the Narrative* evalu-ate.org/webinars/2015-may, Part 3. Also see the fact sheet board on our Pinterest page (bit.ly/Pinfacts). If you have additional questions, contact Emma Park (emma.park@umass.edu).

EvaluATE
Evaluation Research Center for
advanced technological education

1 Choose topic and title



Emma



WEBINAR FACTS
This document is part of the EvaluATE webinar history from 2009 to 2015.

EvaluATE webinars are offered every other month. Each one is 60 minutes long and typically involves 1-2 presenters, a moderator, and a discussion. Participants submit their questions for the presenter via a "chat box" in the past or year. EvaluATE has received 52 webinars and reached 956 participants during the various cycles. These questions are posted during each webinar and answer sheets. The webinars are recorded for later viewing. For each webinar, we develop a 1-2 page fact sheet with key points and links to additional information sources related to webinar content. All webinar reporting and handouts, in addition to a PDF version of the presentation slides, are available from EvaluATE website on the past events page or digital resource library.

Webinars conducted during this reporting period 2009-2015

- High impact, low cost evaluation for small projects (February 2010)
- Evaluation and research in the ATB program (December 2014)
- Your ATB proposal: get evaluated (February 2014)
- Aligning evaluation for ATB small grants (March 2014)
- Challenges to ATB Survey 2014 (January 2014)
- Questions, issues, controversies, and recommendations: Connecting the dots for an effective evaluation (November 2013)
- ATB evaluation 101 (September 2013)
- Evaluation: A key ingredient for a successful ATB proposal (August 2013)
- The nuts and bolts of ATB evaluation: reporting (May 2013)
- From writing to evaluation: Data interpretation and reporting (March 2013)
- Developing & evaluating the choice survey (January 2013)
- ATB evaluation: measuring reaction, learning, behavior and results (November 2012)
- ATB evaluation 101 (September 2012)
- Build better ATB proposals with evaluation and high impact (August 2012)
- How well are we serving our diverse students in ATB (July 2012)
- Reducing the evaluation cycle: a step-by-step approach to identify what to measure (March 2012)
- Orientation to ATB Survey 2012: What you need to know to get good information out of the survey (January 2012)
- Evaluation: Applying methods, best practices, and website usage (November 2011)
- ATB evaluation: Reporting (September 2011)
- Apply and evaluate survey responses (July 2011)
- Strong evaluation plans: a manager's perspective (May 2011)
- Developing & evaluating survey responses (May 2011)
- Classroom evidence: assessing ATB program outcomes (March 2011)
- Classroom evidence: assessing ATB program outcomes (March 2011)
- Making sense of your evaluation data (January 2011)
- Getting started with your ATB evaluation (November 2010)
- Developing needs assessment (September 2010)

WEBINAR FACT SHEET

2 Identify sections



Emma



REACH

WEBINAR TOPICS

FEEDBACK

3 Select 2-3 elements per section

Number of...

Webinars
Delivered

Guest
Presenters


Participants
Reached


4 Sketch out the fact sheet


Don't skip this step!

Webinar Fact Sheet 2011-2014

Reach

Number of Webinars 

Guest Presenters 

Number of Participants 

Topics

Word Cloud of Topics

Feedback

Qualitative

Question

Quantitative

Logo
URL

5 Create the fact sheet



Emma

Choose your software...


Word

PowerPoint

Publisher


Illustrator


Webinar Fact Sheet 2011-2014

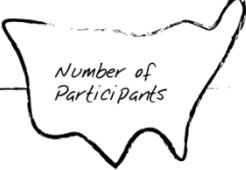


Emma

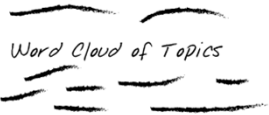
Reach

Number of Webinars 


Guest Presenters 

Number of Participants 

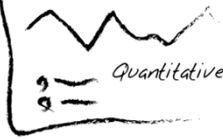
Topics

Word Cloud of Topics 

Feedback

Qualitative 

Question

Quantitative 

Logo
URL

EvaluATE WEBINAR FACTS

April 2015

REACH

delivered **32** webinars



presenters **36**

guest

TOPICS

996

participants*



*total number of unique webinar participants.

PARTICIPANT FEEDBACK

What was the most useful aspect of the webinar? (webinar from participants)

A good overview of what to expect for new PIs.

Clear, concise, straightforward information on how to proceed.

Practical, fast paced, broad enough to apply but focused as well.

Good interaction and use of the [webinar] tools.

EvaluATE

Find more information on EvaluATE's webinars:
evalu-ate.org/category/webinars

"I would recommend this webinar to a colleague."

(Percentage of respondents who agree or strongly agree)



Year	Per Webinar (%)	Annual Average (%)
2011	95%	85%
2012	97%	87%
2013	95%	95%
2014	87%	95%

created by Emma Perk



Emma



Project Information



Let's make healthy choices easier for Southwest Florida.

What are the benefits of Blue Zones Project?

Blue Zones Project® is a well-being improvement initiative designed to help make healthier choices easier in Southwest Florida. Blue Zones Project encourages changes to our community that lead to healthier options. When our entire community participates – from our workites and schools to our restaurants and grocery stores – the small changes contribute to huge benefits for all of us: lowered healthcare costs, improved productivity, and ultimately, a higher quality of life.

A community-wide approach.

Workites: We help your workers feel better and more connected to their colleagues, so they're more productive, miss less work, and have lower healthcare costs.

Grocery Stores: By helping you provide easier access to healthful and tasty foods, you can better educate families on improving nutrition.

Schools: By encouraging better eating habits, implementing tobacco-free policies, and increasing physical activity, we create healthy habits for life.

Community Policy: Sidewalks, community gardens, farmers' markets, and other community infrastructures affect your ability to move naturally, connect socially, and access healthy food.

Restaurants: We work with you to add healthier foods, so you can improve customer satisfaction and increase traffic.

Individuals: From moving naturally more often to finding individual purpose in our lives, making small changes in your daily routines can lead to living happier and healthier lives.

To find out more about this exciting well-being initiative, email bluezonesprojectsouthwestfl@healthways.com, or visit us at: southwestflorida.bluezonesproject.com

[f](#) /BlueZonesProjectSouthwestFlorida



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evalu-ate.org

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