Evaluation of EvaluATE

Evaluation Support Center for Advanced Technological Education

2012–17

April 2018

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INTRODUCTION

EvaluATE is the evaluation support center for the National Science Foundation's (NSF) Advanced Technological Education (ATE) program. EvaluATE is located within The Evaluation Center at Western Michigan University (WMU). This report addresses EvaluATE's performance in 2012–17, the funding period for its second NSF grant.

The report has six main sections:

1. **ABOUT EVALUATE**: Includes key information about EvaluATE, including its history; mission, vision, and goals; audience; and logic model.
2. **EVALUATION BACKGROUND**: Describes the purpose and scope of the evaluation, as well as the respective roles of those involved in conducting the evaluation and reporting the results.
3. **EVALUATION DESIGN**: Describes the evaluation's organizing framework; evaluation questions; and key aspects of data sources, methods, analysis, and interpretation.
4. **EVALUATION RESULTS**: Presents quantitative and qualitative findings, as well as conclusions and judgments that correspond to the evaluation questions.
5. **SUMMARY**: Identifies and elaborates on key themes and patterns across the evaluation results and their implications.
6. **RECOMMENDATIONS**: Suggests actions for EvaluATE to take based on the evaluation results.

The main audiences for this report include EvaluATE's staff, ATE program officers at NSF, and EvaluATE's National Visiting Committee (NVC). Additional audiences include EvaluATE's partners and contributors, and ATE community members generally. The information is intended to be used by EvaluATE and NSF personnel to guide decision making related to EvaluATE's continuous improvement.

The Rucks Group and EvaluATE personnel collaborated closely on the development of this evaluation report. Bios for all authors of this report are in Appendix A.

ABOUT EVALUATE

As context for the evaluation results, this section of the report describes EvaluATE's history; mission, vision, and goals; audience; and logic model. A description of EvaluATE's resources, activities, products, and intended outcomes elaborates on the logic model.

HISTORY

EvaluATE is the culmination of a long history of the Western Michigan University Evaluation Center's engagement with the ATE program. From 1996 until 2005, The Evaluation Center conducted an evaluation capacity-building project called Project MTS (Meta-evaluation, Training, and Support), which was funded by NSF. In addition to a summer evaluation institute, project components included mentored evaluation internships, with most interns assisting ATE projects and centers with specific evaluation tasks. Beginning in 1999, The Evaluation Center served as the external evaluator for the ATE program. A central feature of the evaluation was an annual survey of ATE grantees. The program evaluation officially ended in 2006, but The Evaluation Center continued to serve the program by conducting the annual ATE survey. In 2008, The Evaluation Center received a grant to develop an evaluation resource center (EvaluATE) for the ATE program. In August 2016, EvaluATE received a third grant to continue pursuing its mission. EvaluATE's funding history is shown in Table 1.

Table 1. EvaluATE's funding history

Period	Total Budget	Operating Budget[a]
2016–20	$1,599,872	$1,026,733
2012–17 [b]	$2,186,660	$1,491,006
2008–13 [b]	$2,069,415	$1,406,367

[a] Operating budget = Total budget minus WMU's federally negotiated facilities and administrative cost rate of 51 percent.
[b] EvaluATE's first two grants each included one-year no-cost extensions.

MISSION, VISION, AND GOALS

The fundamental nature of EvaluATE's work is that of evaluation capacity building, which is "work to continuously create and sustain overall organizational processes that make quality evaluation and its use routine" (Stockdill, Baizerman, & Compton, 2002). EvaluATE aims to develop evaluation capacity not within a single organization, however, but among 250 individual projects and centers involving about 240 principal investigators (PIs), 130 evaluators, and numerous co-PIs, staff members, grant writers, program officers, and others involved in developing, administering, and overseeing ATE-funded work.

EvaluATE's *mission* is to promote the goals of the ATE program by partnering with 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's *vision* is an ATE community in which (1) project and center personnel regularly use accurate and timely evaluation information to improve projects; (2) there is a high degree of consistency and rigor in evaluation practices, enabling the identification of effective approaches for improving technician education; and (3) anyone with a question about project evaluation is no more than one person or one click away from a practical and relevant answer.

EvaluATE's *goals are* to

- ○ Educate ATE PIs and evaluators about evaluation
- ○ Strengthen and expand the network of ATE evaluation stakeholders
- ○ Gather, synthesize, and disseminate data about ATE program activities to advance knowledge about the ATE program and technician education

These goals are about what EvaluATE seeks to *do*. The intended *outcomes* of these activities are discussed in the description of EvaluATE's logic model.

AUDIENCE

EvaluATE's primary target audience includes ATE PIs, co-PIs, and evaluators. EvaluATE proactively identifies members of these groups and adds them to its contact database. The secondary target audience includes other members of the ATE community, such as project staff, grants specialists, college faculty and administrators, and NSF personnel. Because EvaluATE's webinars and website are available to everyone, EvaluATE's audience has grown substantially to include individuals funded by other NSF programs, evaluators from outside the ATE program, and personnel from a broad range of nonprofit organizations, education institutions, and governmental agencies. This broader group is an unintended, yet welcome, segment of EvaluATE's audience. Specific findings about EvaluATE's audience are included in the Results section of this report.

LOGIC MODEL

EvaluATE's logic model (Figure 1) summarizes its key inputs, activities and products, and intended short-, mid- and long-term outcomes. These aspects of EvaluATE are described in more detail below.
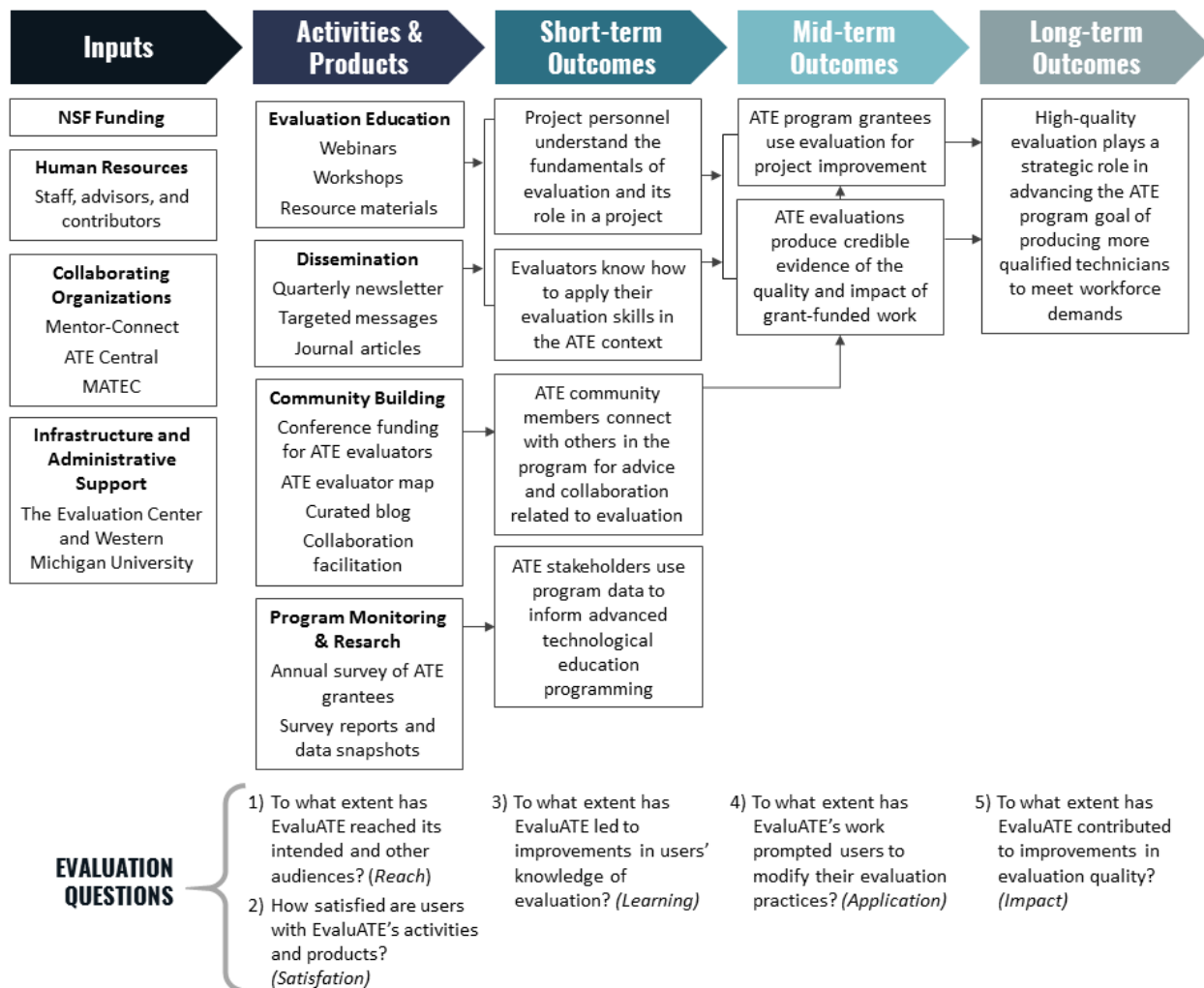
Figure 1. EvaluATE logic model and evaluation questions

Inputs

The center's key resources comprise EvaluATE's external funding, human resources, collaborating organizations, and WMU-provided infrastructure and administrative support.

EvaluATE's total *funding* from NSF is $5.86 million, the cumulative amount from its first award in 2008 through the final year of the current award in 2020 (see Table 1). Its average annual operating budget (not including WMU's federal negotiated cost rate of 51 percent) between 2012 and 2017 was $298,201.

EvaluATE's *human resources* include its staff, advisors, consultants, and contributors. EvaluATE's staffing levels have fluctuated between four and seven people. In 2015–16, the team included seven individuals who collectively dedicated about 2.5 FTE (full-time equivalent) to center activities.

Two advisory groups inform EvaluATE's work. These include an NVC, which NSF requires for all ATE centers, and a Community College Liaison Panel (CCLP). EvaluATE's current NVC has five members, who meet in person once a year and twice virtually. Their role is to advise the center, assess its progress, and enhance dissemination of its products. The CCLP is composed of four ATE PIs who are based at community

colleges. They meet quarterly via conference call, review draft resource materials, and inform EvaluATE staff about evaluation-related issues faced by ATE PIs at community colleges.

Three collaborating organizations have played key roles in enhancing and amplifying EvaluATE's work: Mentor-Connect, ATE Central, and the Maricopa Advanced Technology Education Center (MATEC)—all ATE-funded entities.

- MATEC served as the technical host for EvaluATE's webinars from 2009 to 2017. Although this was a paid service, EvaluATE staff considered MATEC a partner because its involvement exceeded technical support. Until MATEC closed in 2017, its staff provided valuable advice on webinar development and shared data related to ATE webinars. Additionally, Michael Lesiecki, PI for MATEC, serves on EvaluATE's CCLP.
- Mentor-Connect and EvaluATE have collaborated on an annual webinar on small project evaluation since 2014. Mentor-Connect has been instrumental in helping EvaluATE reach prospective ATE grantees. Mentor-Connect's PI, Elaine Craft, has provided valuable guidance and feedback on an array of EvaluATE materials. Mentor-Connect's co-PI, Dennis Faber, serves on EvaluATE's NVC. In turn, EvaluATE has assisted Mentor-Connect by adding questions about PI demographics to the annual ATE survey (to inform their evaluation) and preparing a video for Mentor-Connect's 2017 cohort of mentees.
- ATE Central and EvaluATE collaborated to create a map of ATE evaluators, which is located on ATE Central's website. EvaluATE has included items of interest to ATE Central personnel on the annual ATE survey since 2015 (to inform ATE Central's work, as well as that of an associated research project, Working Partners).

Several *individual contributors* have shared their time and expertise to advance EvaluATE's work. Their contributions include leading webinar and workshop segments; authoring newsletter articles and blogs; and presenting conference papers, posters, and roundtables. Contributors include ATE evaluators, PIs, and researchers; current and former NSF program officers; and non-ATE evaluators and scholars. All contributors are listed on EvaluATE's vita, located at http://www.evalu-ate.org/about/vita/.

The WMU Evaluation Center and the University provide essential *infrastructure and administrative support*. The Evaluation Center, which reports to WMU's vice president for research, is the physical and administrative home of EvaluATE. EvaluATE relies on its technology, support staff, and office space to operate. University services and resources are essential to EvaluATE's work, including its survey software (Qualtrics) license and the administrative services provided by the Grants and Contracts Office and Office of the Vice President for Research.

Activities

EvaluATE's main activities and products fall into four main areas: evaluation education, dissemination, community building, and program monitoring and research. Each domain of activity and related products are described below.

EvaluATE's activities related to *evaluation education* include four hour-long webinars and one half-day workshop per year, along with the development and distribution of resource materials to support the application of each webinar's content by attendees.

EvaluATE's *dissemination* activities include publishing a quarterly electronic newsletter, which is emailed to everyone in the EvaluATE contact database. Targeted messages are directed to segments of the contact database. The timing, content, and audience for these targeted messages depend on the nature of the communication. For example, in the months leading up to the ATE proposal submission deadline, PIs and evaluators are sent links to materials related to developing evaluation plans for proposals. Everyone in EvaluATE's contact database receives webinar invitations, and webinar registrants receive a follow-up message that includes a link to the webinar recording, handouts, and slides. As opportunities arise, EvaluATE publishes articles in academic journals. Between 2012 and 2016, EvaluATE personnel published three articles based on grant-funded work.

Community building includes activities that EvaluATE undertakes to connect members of the ATE evaluation community with one another. For example, since 2012, EvaluATE has provided financial support to 52 evaluators to enable them to attend ATE PI conferences, where they participate in evaluation workshops and connect with other ATE evaluators and project and center staff. The ATE evaluator map, which is hosted on ATE Central's website, launched in 2016. The map enables PIs and grant writers to locate prospective evaluators who are already involved in the ATE program. The blog that EvaluATE curates is a venue for a variety of voices and perspectives from across the ATE program to share their ideas and lessons learned regarding evaluation. The blog is a way for evaluators to become known within the ATE community and highlight their experience. (The blog also supports EvaluATE's education function.) On an ad hoc basis, EvaluATE assists others in connecting with potential collaborators for specific purposes, such conference presentations, ATE research, and funding proposals.

EvaluATE conducts an annual survey of ATE grantees, which supports its *program monitoring and research* activities. Full reports of survey results as well as more focused data snapshots are the primary means of disseminating results. On occasion, survey data are used in scholarly publications. An important aspect of this area of EvaluATE's work is the opportunity it provides for the ATE community to include questions in the "special topics" section of the survey questionnaire. This option has been used by ATE community members to identify gaps in technological education, inform project evaluation efforts, assess ATE community needs, and inform research efforts.

Short-term outcomes

In the short-term, EvaluATE's education and dissemination activities are intended to ensure that ATE project personnel understand the fundamentals of evaluation and its role in their projects, and that evaluators understand how to apply their knowledge and skills in the ATE context. EvaluATE's efforts related to community building are intended to enable ATE community members to connect with one another for guidance and collaboration, including establishing and maintaining effective evaluator-client relationships. Administration and reporting of the annual survey of ATE grantees provide ATE stakeholders with information they can use to inform their work locally and advance technician education nationally.

Mid-term outcomes

As project personnel and evaluators increase their general and ATE-specific knowledge of evaluation, the expectation is that they will apply their enhanced knowledge in their work. Project personnel and their evaluators should work together to produce credible evidence of the quality and impact of their ATE projects. In turn, project personnel should use what they have learned through their evaluations to improve their projects and inform future work. To support application of knowledge in practice, EvaluATE has created an array of resource materials to guide practice, including checklists, templates, and how-to guides. For example, EvaluATE's webinar on developing ATE evaluation plans educates attendees about how to enhance their proposals with sound evaluation plans. To help participants apply what they learned, EvaluATE provides related resource materials, such as the ATE evaluation planning checklist, guide for selecting an evaluator, logic model template, and data collection matrix. Thus, resource materials are designed to bridge intended short-term outcomes related to learning and mid-term outcomes related to practice.

Long-term outcomes

The ultimate aim of EvaluATE's work is for high-quality evaluation to play a strategic role in advancing the ATE's program goal of producing more qualified science and engineering technicians to meet workforce demands. While EvaluATE's intended short- and mid-term outcomes focus on individual knowledge and practice, the desired long-term outcome relates to the overall ATE program, which is impacted by many factors and individuals beyond EvaluATE's scope of influence. For example, congressional demands for impact evidence, NSF evaluation policy, college administrator interest in evaluation, and fluctuations in workforce conditions are likely to affect the program's demand for, and use of, evaluation.

EVALUATION BACKGROUND

This section includes information about factors that influenced the evaluation's planning and implementation.

PURPOSE

NSF requires all ATE projects and centers to be evaluated. Although the reasons are not explicitly stated by NSF, the purposes of grant-level evaluation are to enhance grantees' accountability to NSF, provide evidence of quality and impact, and provide actionable information for project and center personnel that can be used for improvement. EvaluATE's evaluation serves these three main purposes.

RESOURCES

EvaluATE has been continuously evaluated since it began in 2008, through both internal and external evaluation. The Rucks Group has been working with EvaluATE since 2012 and conducted surveys of EvaluATE's audience in 2012, 2014, and 2016. The Rucks Group and EvaluATE personnel worked closely to revise the 2016 external evaluation survey. In terms of evaluation responsibilities, The Rucks Group administered and analyzed the external evaluation survey, while EvaluATE personnel tracked EvaluATE's reach and obtained immediate feedback on webinars and workshops.

The budget for EvaluATE's external evaluation in 2016–17 was approximately 9 percent of EvaluATE's direct operating costs. Internal evaluation costs are not tracked by EvaluATE.

FRAMEWORK

The framework for EvaluATE's evaluation is based on the Kirkpatrick Model for training evaluation (Kirkpatrick & Kirkpatrick, 2006). The model calls for measuring participants' satisfaction with an intervention (Satisfaction), what they learned from it (Learning), whether and how they applied what they learned or changed their behavior (Application), and the resulting impact (Impact).[1] We added an additional level to measure the extent to which the intended and other audiences were reached (Reach).

The Kirkpatrick Model was adapted by Guskey (1999) for the evaluation of teacher professional development; by Wenger, Trayner, and de Laat (2011) for the Value Creation Model for evaluating communities of practice; and by Phillips and Phillips (2012) for their return-on-investment approach to evaluation. In short, the Kirkpatrick Model offers a practical framework for organizing data collection and analysis for evaluating interventions designed to change what people know and do.

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[1] In the Kirkpatrick Model, the levels are labeled *Reaction, Learning, Behavior*, and *Impact*. We used different terms that are more consistent with the language we use in our work.

EVALUATION DESIGN

This section presents the evaluation questions that align with the evaluation framework, as well as the indicators and data sources associated with each question, methodological and procedural details related to data collection and analysis, and the interpretive framework used to translate findings into evaluative conclusions.

EVALUATION QUESTIONS

EvaluATE's evaluation is oriented to answer the following five evaluation questions, which align with the framework described in the previous section:

1. *Reach:* To what extent has EvaluATE reached its intended and other audiences?
2. *Satisfaction*: How satisfied are EvaluATE's users with its activities and products?
3. *Learning*: To what extent has EvaluATE led to improvements in users' knowledge of evaluation?
4. *Application*: To what extent has EvaluATE's work prompted users to modify their evaluation practices?
5. *Impact*: To what extent has EvaluATE contributed to improvements in evaluation quality?

INDICATORS

Each evaluation question is addressed by multiple indicators, which include a mix of qualitative and quantitative data. EvaluATE and The Rucks Group developed and validated the indicators using an approach described by Bourdgeois and Cousins (2013). The process involved conducting an extensive literature search, gaining feedback on draft indicators from ATE stakeholders and the broader evaluation community, and incorporating the feedback to finalize the indicators.

The data described in this report came from three main sources: EvaluATE's contact database, the 2016 external evaluation survey, and 2016–17 webinar and workshop feedback surveys. These sources and related data collection methods are described in the next section.

Table 2 includes details about which indicators were used to address each of the evaluation questions, as well as the sources of and collection methods for these indicators. Some indicators comprise multiple data points, such as those related to satisfaction and learning.

Table 2. Key evaluation questions, indicators, and data sources

Evaluation Question	Key Indicators	Data Sources		
		Contact Database	Event Feedback Survey	External Evaluation Survey
REACH	Number of webinar participants and their characteristics	✓		
	Percentage of participants who attended more than one event	✓		
	Percentage of active grants represented among webinar participants	✓		
	Users' frequency of engagement with EvaluATE resources	✓		✓
	Respondents' reports of sharing information from EvaluATE with others		✓	✓
SATISFACTION	Respondents' ratings of their satisfaction with specific events		✓	
	Respondents' descriptions of the strengths and weaknesses of events		✓	
	Ratings of EvaluATE's overall quality			✓
LEARNING	Respondents' self-assessments of how much they learned from EvaluATE		✓	✓
APPLICATION	Respondents' ratings of their intent to apply what they learned from webinars and workshops		✓	
	Respondents' ratings of the extent to which information they obtained from EvaluATE prompted them to take actions related to their evaluation practice			✓
IMPACT	Respondents' ratings of the extent to which information they obtained from EvaluATE led to improvements in the quality of their evaluations			✓
	Respondents' descriptions of how information they obtained from EvaluATE helped them improve their evaluations			✓

DATA COLLECTION

Below, we provide technical details regarding the collection of the data associated with the three main sources for the evaluation.

Data source: Contact database

EvaluATE's contact database is populated in two ways. Each year, all new ATE PIs and co-PIs are added to the database. EvaluATE then reaches out to PIs to find out who their projects' evaluators are, so they can also be added. These individuals make up EvaluATE's primary intended audience. Additionally, all individuals who register for a workshop or webinar are added to the database. At the close of EvaluaTE's 2016-17 fiscal there were 2,906 individuals in its contact database. It includes information about their organizational affiliations, roles within the ATE program, and attendance at EvaluATE events.

In an effort to track participation by people affiliated with an ATE grant, EvaluATE annually emails individuals in the database for whom an ATE role has not been identified. It is EvaluATE's aim to have an ATE role assigned to each person. Roles include PI, co-PI, evaluator, project staff, grants specialist, college administrator, other ATE role, or non-ATE. The ATE roles of 85 percent if the individuals in the database have been identified.

Data source: Event feedback survey

At the end of each EvaluATE webinar and workshop session, participants are asked to complete a brief survey that asks about their satisfaction with the event, if they intend to use what they learned and how, and their opinions of the event's strengths and weaknesses (see Appendix B for an example of a webinar survey). Additionally, respondents are asked to rate their knowledge of webinar or workshop topics in a retrospective pretest format (Lamb, 2005). That is, they are asked to indicate what their knowledge was before the webinar and what it is after the webinar. The feedback survey link is also included in a follow-up email to participants, to allow those who may have left the webinar before it ended to complete the survey. For the four 2016–17 webinar feedback surveys, the overall response rate was 45 percent (n=613). A similar procedure is followed for workshop feedback surveys. Because these are completed in person before participants leave the workshop space, the response rate is much higher—consistently more than 90 percent of workshop attendees complete the feedback survey.

Data source: External evaluation survey

The 2016 external evaluation survey instrument has 32 questions about the respondents' (e.g., employment area and role on ATE project), their use and opinions of EvaluATE's resources, what they learned from EvaluATE, actions they attribute to information received from EvaluATE, and EvaluATE's influence on the quality of their evaluations. These topics align with EvaluATE's evaluation questions.

The 2016 questionnaire constituted a complete revision of the external evaluation survey questionnaire used in prior years. It was revised to better capture changes in respondents' knowledge, behavior, and

evaluation quality that were attributable to EvaluATE. The revision process included three phases: First, The Rucks Group and EvaluATE personnel discussed what evaluation knowledge users should obtain, what actions they should take, and what impacts could realistically be realized. These discussions were informed by the draft evaluator competencies put forth by the American Evaluation Association (AEA, 2016), EvaluATE's logic model, and interviews The Rucks Group conducted with a range of evaluation experts. Next, The Rucks Group and EvaluATE personnel collaborated to develop and refine survey items. The Rucks Group developed the online version of the questionnaire, with appropriate branching based on how respondents identified their roles in relation to evaluation. For the final phase of the revision, The Rucks Group conducted cognitive interviews and usability testing with seven individuals with differing roles within and outside the ATE program. These interviews were essentially "think-aloud" sessions in which respondents verbally expressed how they were interpreting and answering survey questions (McDonald, Edwards, & Zhao, 2012). Based on these interviews, a few additional minor modifications were made to enhance question clarity and ease of completion. The survey instrument is in Appendix C.

The Rucks Group administered the web-based survey over a four-week period starting September 13, 2016. Survey recipients included everyone in EvaluATE's contact database who were characterized as "active" at some point over the prior four years (i.e., all individuals who were associated with an active ATE grant and/or had attended an EvaluATE workshop or webinar during that time frame). Each of these 1,963 individuals received a survey invitation that included the survey link, a brief description of the survey's purpose, assurances of confidentiality, and notification that data would be shared only with EvaluATE personnel in aggregate form.

Respondents' data were included in the results if they answered any questions beyond the initial demographic-type questions. Based on this criterion, the response rate was 33 percent (n=656). **The characteristics of these survey respondents are noted below as context for the findings that are presented in the Results section.**

EvaluATE's primary target audience are individuals who have been involved in an ATE project or proposal. Sixty-six percent of survey respondents (n=436) reported that they have been involved in the ATE program in these ways (Figure 2). About half of this group are PIs or co-PIs on ATE projects. The primary roles of all ATE respondents are shown in Table 3. (Respondents involved in multiple ATE projects were asked to identify their role on the project on which they spend the most time).

Of the 220 respondents who said they were not involved in the ATE program, most (n=191, 87%) were involved in evaluation outside of the ATE program. Those not involved in the ATE program were asked if they planned to submit an ATE proposal in the future. In response, 21 respondents (10% of non-ATE respondents) said yes, and 64 (29% of non-ATE respondents) said they were not sure. Information about the sectors in which respondents work is in Appendix D.

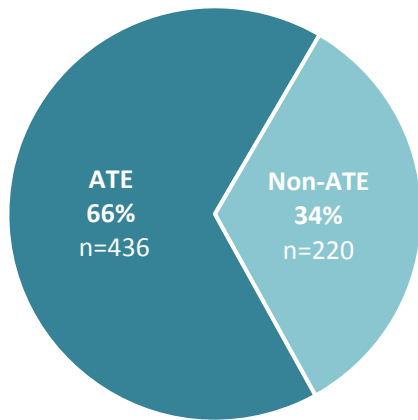**66%** of respondents are **involved in an ATE project or proposal** in some way.

Figure 2. Percentage of respondents who reported being involved in ATE

Table 3. Respondents' primary ATE roles

Role	ATE Respondents (n=436)
Principal investigator (PI)	23%
Co-PI	26%
Evaluator	19%
Grant specialist	15%
Project staff (e.g., manager/coordinator)	9%
Institutional researcher	1%
College administrator (e.g., department chair)	4%
Other	4%

ANALYSIS

Quantitative data from all three sources (external evaluation survey, event feedback surveys, contact database) were analyzed using descriptive statistics and, for the most part, are reported as percentage frequencies. Closed-ended questions from the external survey data were analyzed using inferential statistical procedures, including ANOVA and t-tests, to assess differences according to (1) whether respondents were involved in the ATE program and (2) their primary ATE roles. Statistically significant findings based on these analyses are described in the Results section. Details regarding the results of these bivariate and multivariate analyses are in Appendix E.

Content analyses of the responses to open-ended questions were conducted using an established technique for qualitative analysis described by Crabtree and Miller (1999), which involves two investigators independently coding and then discussing each response to reach a consensus on the thematic code—or codes—for each response.

The first open-ended question asked respondents to describe how information they obtained from EvaluATE improved their evaluation work. The first step for analyzing this information was to code the responses on two pre-specified dimensions. The first code indicated whether the statement or phrase referred to improved learning (e.g., new knowledge, increased confidence, new skill), a change in evaluation practice, or neither. The second code indicated if it was an explicit statement of learning or application or if it required some degree of inference on the part of the coders. In the second step, the two coders reviewed the coding they had done independently to confirm or reach agreement for each statement. The other open-ended questions on the survey asked respondents to identify EvaluATE's strengths and weaknesses. For these items, an emergent coding process was used, in which topics that appeared repeatedly across responses were assigned a code to identify cross-cutting themes.

INTERPRETATION

Interpretation is the process of translating evaluation findings into conclusions that answer overarching evaluation questions. The scale used for items on the external evaluation survey was purposefully aligned with the wording of the evaluation questions to minimize the degree of inference required to answer the evaluation questions. That is, most of the evaluation questions are about the "extent" of EvaluATE's influence, and survey respondents' ratings of EvaluATE's influence on them are also on a scale of "extent." Therefore, a low level of inference or translation is required to develop conclusions based on these items, which comprise the bulk of the indicators at the *Application* and *Impact* levels. For evaluation questions related to *Reach, Satisfaction,* and *Learning*, which are informed by a variety of data, The Rucks Group and EvaluATE personnel collaborated to develop a rubric to aid in interpreting quantitative results to reach conclusions. These rubrics are in Appendix F. However, these steps to facilitate interpretation do not take into account the rich qualitative data included in this evaluation or the differential importance of some of the indicators. Therefore, to reach conclusions for this evaluation, the external evaluation team also considered the qualitative data, took into account the relative importance and robustness of the various indicators, and brought to bear their own experience evaluating diverse programs, including other large-scale projects.

Interpretation is a complex process of meaning making that is difficult to make completely transparent to readers. To enhance transparency, this report includes complete quantitative and qualitative results in Appendices G and H, respectively.

LIMITATIONS

There are two important limitations regarding the generalization of the evaluation results to the broader target population (i.e., everyone involved in ATE projects and proposals). First, the external evaluation survey's response rate of 33 percent, while not unusually low for a web-based survey, does increase the chances that respondents differ from nonrespondents in some systematic way. For example, the one out of three who responded to the survey might have more favorable perceptions and experiences, on average, than those who didn't respond. Second, in terms of data validity, one should always be cautious with interpretations of self-reported data, which are particularly susceptible to validity threats related to recall limitations, social desirability bias (i.e., providing responses in a favorable direction).

Coverage error is the degree to which members from the target population are missing from the population list. For the external survey, the population list comprised all PIs for ATE projects who were active in 2012–17, most of the co-PIs and evaluators for those projects, and anyone who attended an EvaluATE workshop or webinar during this time frame. While coverage error is a limitation to consider in most evaluations, it is not a substantial concern for this evaluation because the list comprehensively included all individuals from the target population with ATE, as well as everyone who attended a live webinar.

RESULTS

The evaluation results are organized by the evaluation framework levels of *Reach, Satisfaction, Learning, Application,* and *Impact* and include findings from all three data sources: EvaluATE's contact database, event surveys, and the 2016 external evaluation survey.

REACH

Evaluation findings related to the *Reach* level concern the number of people who are engaging with EvaluATE and their characteristics.

Webinar attendance

The most active way for people to engage with EvaluATE is by participating in webinars. EvaluATE does not have a way of accurately counting and obtaining the contact information of people who use resources that are openly available on its website. Therefore, a key indicator of EvaluATE's reach is the webinar attendance ("attendance" means instances of attendance, not unique attendees). Figure 3 presents webinar attendance by year.

Webinar attendance **increased** by **900 participants** from 2014–15 to 2015–16.

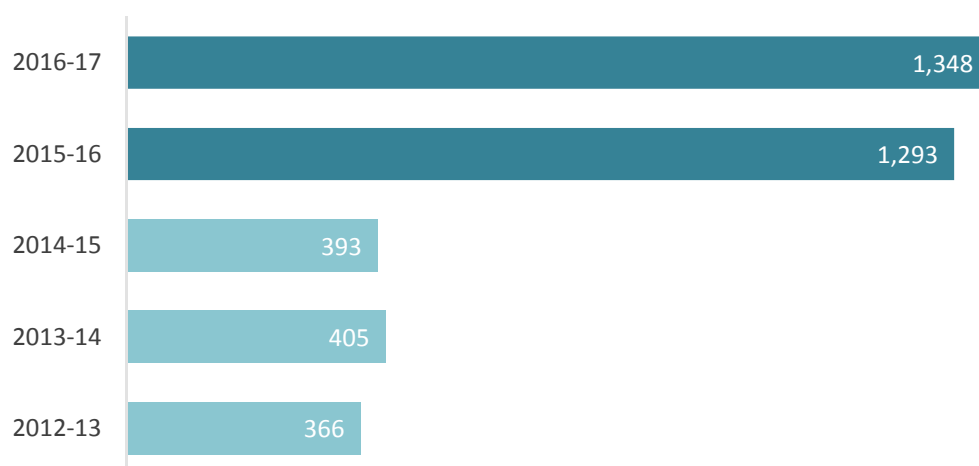| Year	Attendance
2016-17	1,348
2015-16	1,293
2014-15	393
2013-14	405
2012-13	366

Figure 3. Annual webinar attendance, 2012–17

Two things happened in 2015–16 to account for the dramatic increase in webinar attendance. First, EvaluATE aggressively marketed its December 2015 webinar on the retrospective pre-post method for training evaluation. In addition to advertising this webinar via email to individuals in its database, EvaluATE

promoted the event through the AEA event calendar and announced it on the AEA listserv, EvalTalk. In addition, the discussant for this webinar, Goldie MacDonald from the Centers for Disease Control and Prevention (CDC), promoted the webinar through her networks. The second factor contributing to the growth in webinar attendance is the fact that MATEC, the webinar host, upgraded its webinar software (Adobe Connect) license to increase the maximum number of participants from 100 to 500.

In 2016, EvaluATE began asking webinar survey respondents if they shared their computer screens with anyone while watching the webinar, and, if so, how many people. Forty-three webinar survey respondents said they had, indicating that an additional 101 people viewed the webinars in 2016–17. Because slightly less than half (45%) of webinar participants completed the webinar surveys, this is most likely a substantial undercount of the number of additional webinar participants.

Characteristics of webinar participants

EvaluATE webinars are open to anyone. As would be expected given EvaluATE's target audience, most participants came from higher education, with 35 percent of participants affiliated with technical or community colleges and 18 percent with four-year colleges and universities. Individuals from federal agencies made up 14 percent of webinar participants. Most of these were from the CDC. The nearly 300 individuals from consulting firms or sole proprietorships are predominantly evaluators (12% of participants). Figure 4 shows the breakdown of organizational affiliations of all webinar participants from 2012 to 2017. Note that the numbers represent unique individuals, not instances of attendance.

Most webinar participants worked in **higher education**,
followed by **government**.

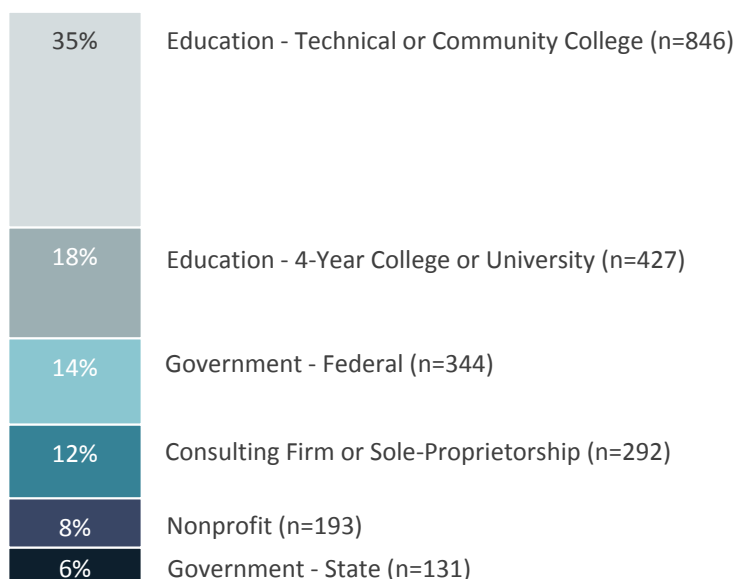|	
35%	Education - Technical or Community College (n=846)
18%	Education - 4-Year College or University (n=427)
14%	Government - Federal (n=344)
12%	Consulting Firm or Sole-Proprietorship (n=292)
8%	Nonprofit (n=193)
6%	Government - State (n=131)

Figure 4. Organizational affiliations of webinar participants, 2012–17

Figure 4 does not include types of organizations that accounted for 1 percent or less of webinar

participants, including national associations (n=33), K-12 schools (n=26), foreign governments (n=21), multilateral agencies (n=15), business and industry (n=12), and local government (n=7).

The vast majority of webinar participants (96%) are from the U.S. Every U.S. state and the District of Columbia, American Samoa, and Puerto Rico are represented among EvaluATE's webinar participants. In addition, 95 participants were from 35 foreign countries, mostly Canada (22), Brazil (14), and Switzerland (14). Other countries represented include Australia, Austria, Barbados, Belize, Cambodia, Cameroon, Colombia, Ethiopia, France, Germany, India, Indonesia, Israel, Ivory Coast, Japan, Kenya, Lebanon, Liberia, Malawi, Mozambique, Nigeria, Peru, Rwanda, Senegal, Sierra Leone, South Africa, Spain, Tanzania, Uganda, United Arab Emirates, United Kingdom, and Vietnam.

Figure 5. EvaluATE's global reach, 2012–17

Participation among target audience

EvaluATE's target audience includes individuals directly involved in the ATE program. Thus, an important indicator of EvaluATE's reach is how many ATE grants are represented among EvaluATE's webinar participants. In 2016–17, more than half (52%) of ATE grants had personnel who attended a webinar. However, this may be an underrepresentation, because there are 434 individuals in EvaluATE's contact database who have an ATE role that is classified as "unknown." Also, people who submit proposals to ATE are another important audience. If these individuals do not attend another webinar after receiving a grant, they are unlikely to be identified in the database as having an ATE role.

Frequency of engagement

In 2012–17, 756 (32%) of the 2,394 unique (i.e., unduplicated) workshop and webinar participants attended two or more webinars and/or workshops, which is the most direct way individuals can engage with EvaluATE. One hundred two people attended five or more events. However, webinar attendance is just one way of engaging with EvaluATE's content.

External evaluation survey respondents were asked, "In the past year, about how often did you seek out information from EvaluATE?" More than three-quarters of respondents said they sought information from

EvaluATE at least once in the past year. More than a third of ATE respondents said they did so five times or more in the past year. Table 4 shows the response frequencies separately for those who have been involved in an ATE project or proposal (i.e., the target audience) and those who have not.

Table 4. Frequency with which respondents sought information from EvaluATE in the past year

	Never	1-4 Times	5-10 Times	11+ Times
ATE respondents (n=435)	23%	41%	33%	3%
Non-ATE respondents (n=220)	24%	48%	25%	3%
All respondents (n=655)	24%	43%	31%	3%

Another aspect of EvaluATE's reach involves individuals who directly contribute to EvaluATE's work. From 2012 to 2017, 112 individual people contributed their time and expertise to advance EvaluATE's work. Their contributions include leading segments of webinars (n=18); authoring newsletter articles (n=24) and blog posts (n=78); leading workshop segments (n=5); and presenting papers, posters, and roundtables at conferences (n=7). (These numbers total more than 112 because several individuals contributed in more than one way.) This group includes ATE evaluators, PIs, and researchers; current and former NSF program officers; and evaluation experts who work outside of the ATE context.

Extended reach

EvaluATE's reach is extended when users share EvaluATE's resources with their networks and colleagues. Sixty-two percent of ATE respondents indicated that they had shared EvaluATE information with others in one or more ways, as did 53 percent of non-ATE respondents. These respondents were asked to identify the specific means they used for sharing the information. Table 5 shows their responses. (Percentages in each column sum to more than 100 percent because respondents could select more than one mode of sharing).

Table 5. Ways in which respondents shared information from EvaluATE

	ATE (N=436)	Non-ATE (N=220)	All (N=655)
Provided directly (e.g., email, hard copies)	54%	46%	51%
Shared info through a formal presentation	6%	4%	5%
Posted info on a website	4%	1%	3%
Shared info on social media	3%	2%	3%
Other (please explain)	7%	7%	7%

Respondents' examples of sharing that did not fit the predefined categories included posting materials in an online collaborative workspace (such as Google Drive), sharing information in project planning meetings, and talking informally with colleagues in both work and social settings.

The 33 respondents who indicated they shared information from EvaluATE in formal presentations were asked to elaborate on the location, purpose, and audiences of those presentations. Examples include using the content and materials in academic courses, webinars, conference presentations, professional development workshops, and ATE NVC meetings.

CONCLUSION

Overall, EvaluATE is clearly reaching its intended audience within the ATE program and is connecting directly with an audience outside the ATE community to a large extent. The number of webinar participants, which increased dramatically over the reporting period, is a particularly strong indicator of EvaluATE's reach. Individuals attending EvaluATE webinars represent a number of countries and are from a broad range of organizations. More than half of all external evaluation survey respondents reported sharing information they obtained from EvaluATE with others, mostly through one-to-one sharing with colleagues. A subset of users shared resources in ways that substantially amplified EvaluATE's reach, such as using content for instructional purposes and in conference presentations, as well as disseminating via websites and social media.

This strong evidence of direct reach is a conservative estimation of the number of individuals directly accessing and using EvaluATE's resources. EvaluATE's website certainly receives visits from individuals who have neither participated in a webinar nor worked on an ATE project. These visits are not captured among the *Reach* indicators.

Evidence of the depth of engagement by users is less compelling. Most users self-reported seeking out information only a few times in the prior year, and most webinar attendees participated in just a single webinar during the same time frame. Overall, personnel from just 52 percent of ATE projects and centers have attended a webinar over 2012–17, which is substantially less than EvaluATE's target of 75 percent. While this figure could indicate an area that needs to be addressed, it may be an underestimation, because EvaluATE's contact database does not have complete data regarding webinar participants' affiliations with ATE projects and centers.

SATISFACTION

Evaluation findings related to *Satisfaction* level pertain to the extent to which individuals are satisfied with EvaluATE's activities and products. It is important to know how EvaluATE's users perceive the quality and relevance of its resources, because those perceptions affect the likelihood that they will continue to engage with EvaluATE, apply the information to their evaluation practice, and encourage others to do the same.

Opinions of overall quality

All external evaluation survey respondents were asked to rate the overall quality of the information they have obtained from EvaluATE. Most respondents gave ratings of "very good" (41%) or "excellent" (39%), with ATE respondents providing slightly more positive ratings than non-ATE respondents, as shown in Figure 6.

Eighty percent of all respondents rated EvaluATE as excellent or very good.
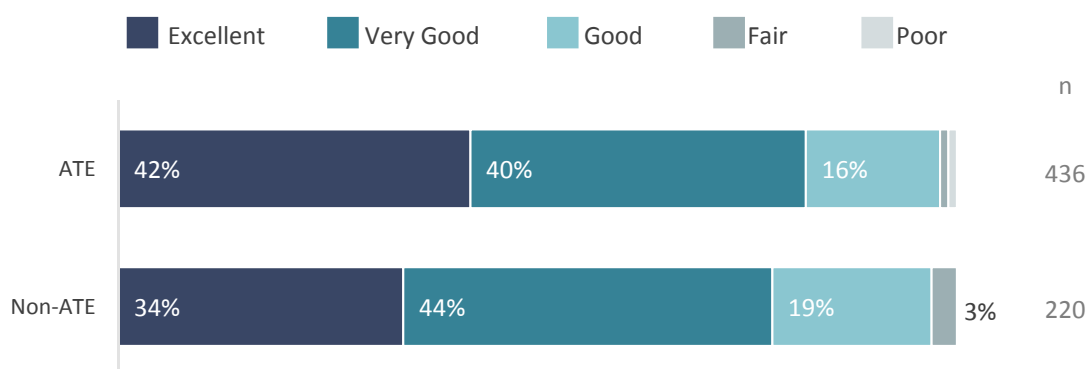
Figure 6. Opinions of EvaluATE's overall quality

The external evaluation survey included open-ended questions asking respondents to describe EvaluATE's strengths and weaknesses, which pertains to their satisfaction. Of the 656 respondents, 296 (45%) identified at least one strength, and 212 mentioned some aspect related to the *quality of the information provided by EvaluATE*. Twenty-nine respondents mentioned that simply providing information was a strength, with an additional 45 generally mentioning that EvaluATE provided high-quality information. Many respondents praised more specific characteristics of the information, as noted in the information quality subthemes listed below, with illustrative comments.

The overall practicality, relevance, and utility of the information provided by EvaluATE was noted by 44 respondents:

> I appreciate that the information is practical.
>
> Understanding the importance and relevance of evaluation that is applicable to more than ATE programs.
>
> The information sent to us is very informative for our current project.
>
> EvaluATE provides excellent information about the purpose of evaluation as well as the specifics of putting together a plan and using the data for improvement.

Several respondents (n=37) noted that they appreciated that the information was centralized and/or comprehensive:

> It is a great resource for ATE projects! Very comprehensive.
>
> The breadth of knowledge and resources provided.
>
> Clearinghouse and resource with useful content for the ATE community.
>
> Providing access to resources. If I need them, I know where to go!

Thirty-three respondents noted that EvaluATE's information is easily accessible and well organized:

> Resources, tools and products are accessible.
>
> Information was accessible and easy to locate on the website.
>
> Very professional and organized website.

Providing clear and easy-to-use information was highlighted as EvaluATE's strength by 25 respondents:

> The clear and practical way that they provide information about evaluation (e.g., real-world examples of how to conduct and use evaluation).
>
> Information provided is very easy to understand, gives great examples.
>
> Sharing evaluation information in a user-friendly way.

Several additional themes emerged from the responses to the question regarding EvaluATE's strengths. Sixty-one respondents included comments about the strength of *EvaluATE's staff* in terms of their knowledge, experience, helpfulness, and availability. A few illustrative comments are provided below:

> It puts a "human face" on a topic that can be very intimidating. The availability of the staff is very helpful. The information provided is very useful.
>
> Very professional and competent and know what is essential in good evaluation.
>
> Willingness to help, knowledge of evaluation—especially for NSF ATE requirements.

Other themes related to EvaluATE's strengths included *effectiveness of communication,* particularly in terms of responsiveness and keeping people informed (n=24); *provision of guidance and support* (n=13); and *facilitation of professional networks* and discussion (n=10). Strengths related to EvaluATE's webinars were also mentioned by 96 respondents. This theme is described in the next section on webinar and workshop quality. The full list of respondents' comments and corresponding thematic codes regarding EvaluATE's strengths is provided in Appendix H.

In response to the open-ended question regarding EvaluATE's weaknesses, 131 respondents said something similar to "none," "don't know," or "can't think of any." Among the 133 substantive responses to the question, the most common suggestion was to *increase awareness of EvaluATE's resources* (n=17), as illustrated by a few responses below.

> Awareness . . . there are so many other uses and advancements that EvaluATE could be used for. Beyond the NSF and grant evaluations, EvaluATE could be far more reaching if more people/organizations knew of your existence.
>
> Awareness of what you have to offer, especially to new grantees and those applying to ATE. Get your resources out there!

The next most frequently mentioned theme included suggestions that EvaluATE provide *more intermediate and advanced levels* of information for more experienced evaluators (n=15).

> Focus is very elementary, which is probably good for PIs that don't know anything about evaluation. For evaluators with experience, it's not very helpful.
>
> In my situation, I wish there were more materials for people who already know the basics of evaluation—more intermediate/advanced materials/webinars/workshops.

The full list of respondent comments and corresponding thematic codes regarding EvaluATE's weaknesses is provided in Appendix I.

Opinions of webinar and workshop quality

All webinar and workshop participants were asked to rate the overall quality of the specific events they attended. Following a similar pattern of ratings of overall quality, most event feedback survey respondents rated the events they attended as either "very good" (42%) or "excellent" (40%). More than half of the ATE respondents (56%) rated the events they attended as "excellent." Figure 7 compares ratings between ATE and non-ATE respondents.

EvaluATE's webinars and workshops were consistently rated as **excellent** or **very good**.
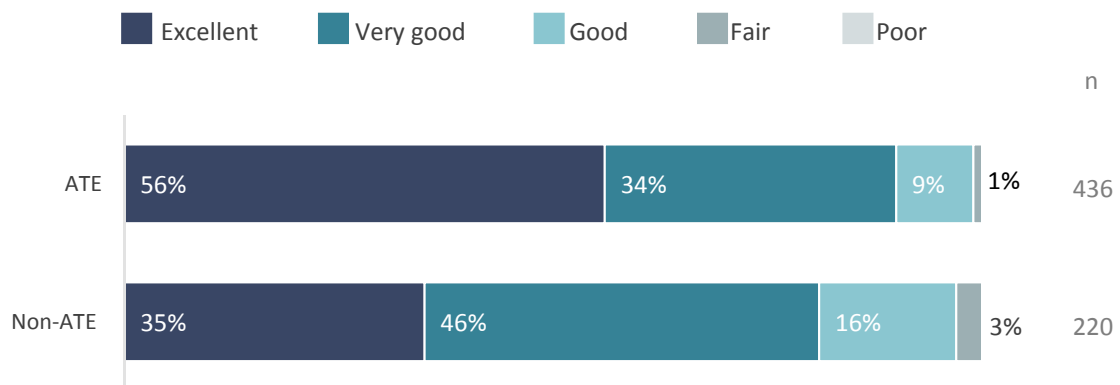
Figure 7. Opinions of EvaluATE's webinar and workshop quality, 2016–17

Workshops and webinar participants were also asked to indicate the extent to which they agreed or disagreed with a series of statements about the events they attended, which are indicators of satisfaction. More than half of ATE event feedback survey respondents "strongly agreed" that the session held their interest (53%), that the content was relevant to their work (70%), and that they would recommend the session to colleagues (67%). Ratings provided by non-ATE respondents were slightly less favorable. Overall, 96 percent of respondents either "agreed" or "strongly agreed" with each statement. Figure 8 shows results from each item for all 2016–17 events, comparing ATE and non-ATE respondents. (These data are for 2016–17 events only because survey items in prior years were slightly different.)

Participants expressed high satisfaction with EvaluATE's webinars and workshops.

Legend: Strongly agree | Agree | Disagree | Strongly disagree

This session held my interest.

n

	Strongly agree	Agree	Disagree	n
ATE	53%	43%	3%	192
Non-ATE	47%	50%	3%	481

This session's content is relevant to my work.

	Strongly agree	Agree	n
ATE	70%	29%	192
Non-ATE	58%	41%	479

I would recommend this session to colleagues.

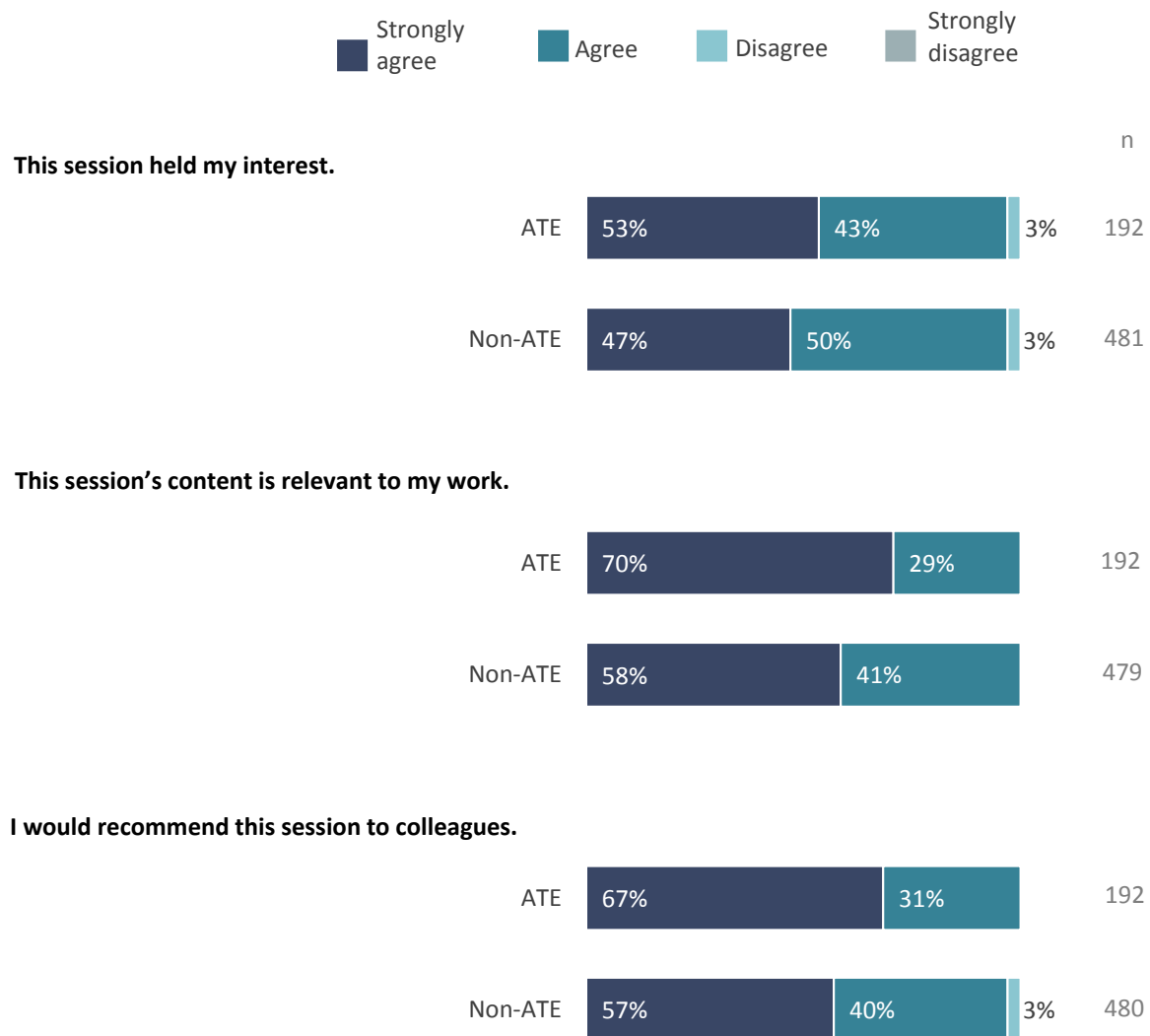|	Strongly agree	Agree	Disagree	n
ATE	67%	31%		192
Non-ATE	57%	40%	3%	480

Figure 8. Opinions of aspects of EvaluATE's 2016–17 webinars and workshops

Notes: (1) Thirty respondents who did not identify themselves as either ATE or non-ATE are not represented in this figure. (2) Percentages of ≤1% are not included in this figure.

The event feedback questionnaire includes three open-ended items that ask respondents to describe (1) what they learned from the webinar that they will use, (2) what aspect of the session needs the most improvement, and (3) what aspects were especially good. The latter two questions gauge respondents' satisfaction. (The first is about intent to apply learning, so those results are discussed in the *Application* section of this report.)

With regard to areas for improvement, respondents tended to comment on the pace or length of instruction. Among 656 respondents to surveys about *webinars* held in 2016–17, 25 people remarked on these topics—between six and 10 respondents per webinar (attended by 337 people, on average). The quotes below are illustrative of these respondents' feedback about the length and pacing of webinars:

> I have no experience in this area, so the webinar was very fast paced for me.
>
> Would like for the webinar to be a little longer so that the presenters could slow down, provide examples, and answer more questions.
>
> I think the time dedicated to the webinar could be extended at the end for more questions—there seemed to be a lot of engagement and that could have been opened wide at the end of the formal presentation.
>
> A lot to cover in one hour! Great information, but it went a little fast. You could probably offer three 30- to 45-minute discussions and incorporate knowledge checks.

Respondents identified some other areas for improvement, but they tended to be idiosyncratic. That is, there were no other recurring themes apparent in their responses.

When asked what was especially good about the webinars, event feedback respondents tended to comment on participant engagement, use of examples, slide design or other visual elements, and the webinars' overall structure or organization.

For all four 2016–17 webinars, *participant engagement* was noted as a strength. Of the 656 webinar respondents, 55 (between 13 and 16 per webinar) remarked on the interactive aspects of the webinars, including use of polls, chat window, and question-and-answer sessions. Comments related to participant engagement include the following:

> I love how interactive the webinar is between participants. This makes the webinar more responsive and relevant.
>
> I like the polls. They help to test my knowledge and determine whether I was understanding the information correctly.

For three of the four 2016–17 webinars, the *use of examples* was noted as especially helpful as an instructional strategy. Fifty-five of 656 respondents (between 14 and 21 per webinar) noted that the use of examples was a strength of the webinars. The quotes below are illustrative of the comments about the use of examples in webinars:

> The use of real-life examples that aren't too specific. For instance, the wind energy program used as a case example has educational goals that are similar to many projects.

> Walking through a real-world example helped to make the concepts clear.

For three of the four webinars, survey respondents noted that the *slide design or use of visuals* was a strength. Of the 656 respondents, 36 (between eight and 17 per webinar) commented on the visual aspects of the webinars when asked what was especially good about them.

> Really enjoyed the slides. They were attractive and helped emphasize the main points being made.

> The graphics and the way the information was presented in the [PowerPoint].

For two of the four webinars, respondents noted that the *overall structure* was especially good. Eight respondents noted this as a strength of the February 2017 webinar; 17 identified it as a strength of the December 2016 webinar. The comments below are examples of praise of webinar structure:

> Organization and structure (linear, easy to follow the concepts). Presenter tone, clarity, knowledge. Overall streamlined, comprehensive, and efficient presentation—well worth the time.

> It was well organized and succinct.

Event feedback respondents also identified other webinar strengths, but these tended to focus on specific components of the webinars they attended. Therefore, those responses are not applicable across webinars.

Responses from the 2016 external evaluation survey provided additional evidence of positive perceptions regarding the quality of EvaluATE's webinars. Ninety-six respondents mentioned something positive about the webinars. Of those, 46 individuals commented specifically about how informative and well designed the presentations are, and 25 pointed to the expertise and clarity of presenters and speakers. Another 19 generally mentioned webinars, workshops, and presentations as being a key strength of EvaluATE. Other positive comments from the external evaluation survey that are related to EvaluATE's webinars can be seen in Appendix H. A small number (n=7) of respondents mentioned improvement opportunities, with two referring to the feeling that there was too much content presented.

CONCLUSION

Users reported high levels of satisfaction with EvaluATE's activities and products, with more than three-fourths of external evaluation survey respondents rating EvaluATE's resources as "very good" or "excellent." Respondents affiliated with the ATE program expressed higher levels of satisfaction than those from outside of ATE. This difference also emerged in the *Learning*, *Application*, and *Impact* levels. The greater satisfaction among survey respondents from the ATE community compared with non-ATE community respondents suggests that EvaluATE is meeting the unique needs of the ATE community.

Themes that emerged from comments regarding EvaluATE's strengths provide evidence that EvaluATE's resources and staff are highly valued by users. Indeed, the most frequently cited weakness among users was the perception that awareness of EvaluATE's existence is too low. Other comments revealed a perception among some users that the information and resources that EvaluATE provides are too basic.

Data related specifically to webinars also indicate favorable opinions of EvaluATE's work, with 97 or more of respondents agreeing or strongly agreeing with statements associated with satisfaction. Webinar participants' comments regarding their impressions of the webinars revealed their particular appreciation for instructional design quality components that EvaluATE strives for, including high levels of engagement, relevant examples, effective graphic design, and coherent organization and flow. Comments also revealed that pacing might be improved by making appropriate adjustments to content and webinar length to achieve a good balance between the breadth and depth of material covered.

The results reported from this point forward provide evidence of EvaluATE's outcomes that extend beyond the initial Reach *and* Satisfaction *levels to levels related to* Learning, Application*, and* Impact*.* ***The remainder of the report focuses exclusively on respondents from the ATE community.*** *EvaluATE's resources are developed primarily for individuals involved in the ATE program, and the outcomes toward which it is working are focused on change within the ATE program. The use of EvaluATE materials outside of the ATE program is noteworthy in terms of the center's broader impacts, and results pertaining to non-ATE respondents are in Appendix G.*

LEARNING

Evaluation findings related to the *Learning* level concern the extent to which participants' involvement with EvaluATE and use of its resources have led to changes in their evaluation-related knowledge, skills, and attitudes.

Learning about specific webinar and workshop topics

At the end of each webinar and workshop, participants are asked to rate their knowledge of topics addressed in each event on a four-point scale: "no knowledge," "minimal knowledge," "moderate knowledge," and "advanced knowledge." For all but two of the 15 workshop or webinar topics, more than half of respondents reported at least a one-step knowledge gain, such as moving from minimal to moderate knowledge. Figure 9 shows results for each event (as with other results in this section, these findings reflect only those who identified themselves as being affiliated with the ATE program). (The data are for 2016–17 events only. EvaluATE started using the retrospective pretest in December 2015, but the data collected before 2016 are not comparable because a slightly different scale was used.)

As another way to analyze pre-post knowledge gains, we calculated the percentage of respondents who entered the sessions with no or minimal knowledge of topics and left with moderate to advanced knowledge. For all topics, three-quarters or more of respondents moved from one of the bottom two levels to one of the top two knowledge levels. Item-level results are not included here because respondent numbers are relatively small (n's range from six to 25) after removing non-ATE respondents and those entering the sessions with moderate or advanced knowledge.

Across workshop and webinar topics, an average of 59 percent of respondents reported a one-step gain in knowledge.
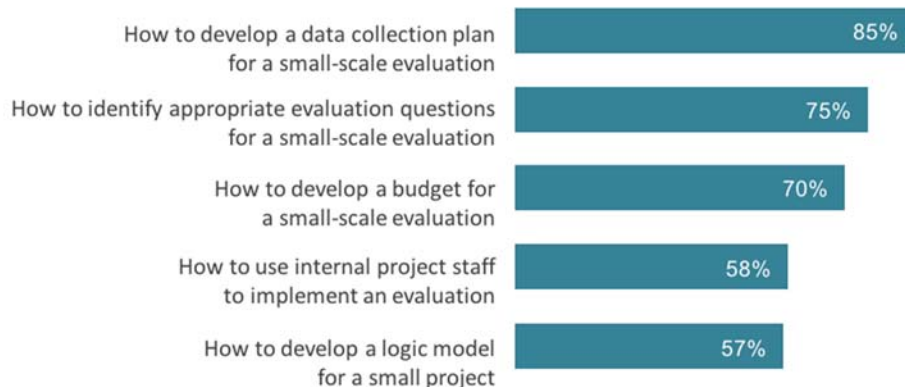
Workshop: A Practical Approach to Outcome Evaluation: Step by Step (Oct 2016)

Topic	Percentage
How to develop and apply decision rules to reach evaluative conclusions	59%
How to identify intended project outcomes as a basis for outcome evaluation	50%
How to plan data collection to ensure sufficient data quality and quantity	42%
How to determine how outcomes will be measured	35%

Webinar: Anatomy of a User-Friendly Evaluation Report (Dec 2016)

Topic	Percentage
How to present evaluation report content in a straightforward manner	68%
What types of content should be included in an evaluation report	50%

Webinar: Small-scale Project Evaluation (Feb 2017)

Topic	Percentage
How to develop a data collection plan for a small-scale evaluation	85%
How to identify appropriate evaluation questions for a small-scale evaluation	75%
How to develop a budget for a small-scale evaluation	70%
How to use internal project staff to implement an evaluation	58%
How to develop a logic model for a small project	57%

Webinar: A Practical Approach to Outcome Evaluation: Step by Step (Mar 2017)

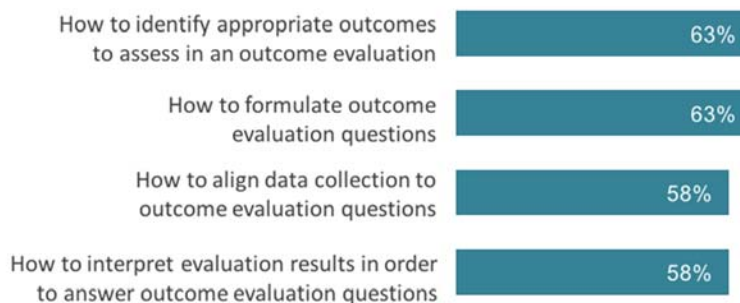| Topic	Percentage
How to identify appropriate outcomes to assess in an outcome evaluation	63%
How to formulate outcome evaluation questions	63%
How to align data collection to outcome evaluation questions	58%
How to interpret evaluation results in order to answer outcome evaluation questions	58%

Figure 9. Percentage of ATE participants who reported at least a one-step knowledge gain (n=129)

Learning about evaluation in general

External evaluation survey respondents were asked to indicate the extent to which the information they received from EvaluATE contributed to their knowledge of various aspects of evaluation. Figure 10 shows the results for each item.

The majority of respondents indicated EvaluATE has contributed to their knowledge to a **large** or **moderate extent**.
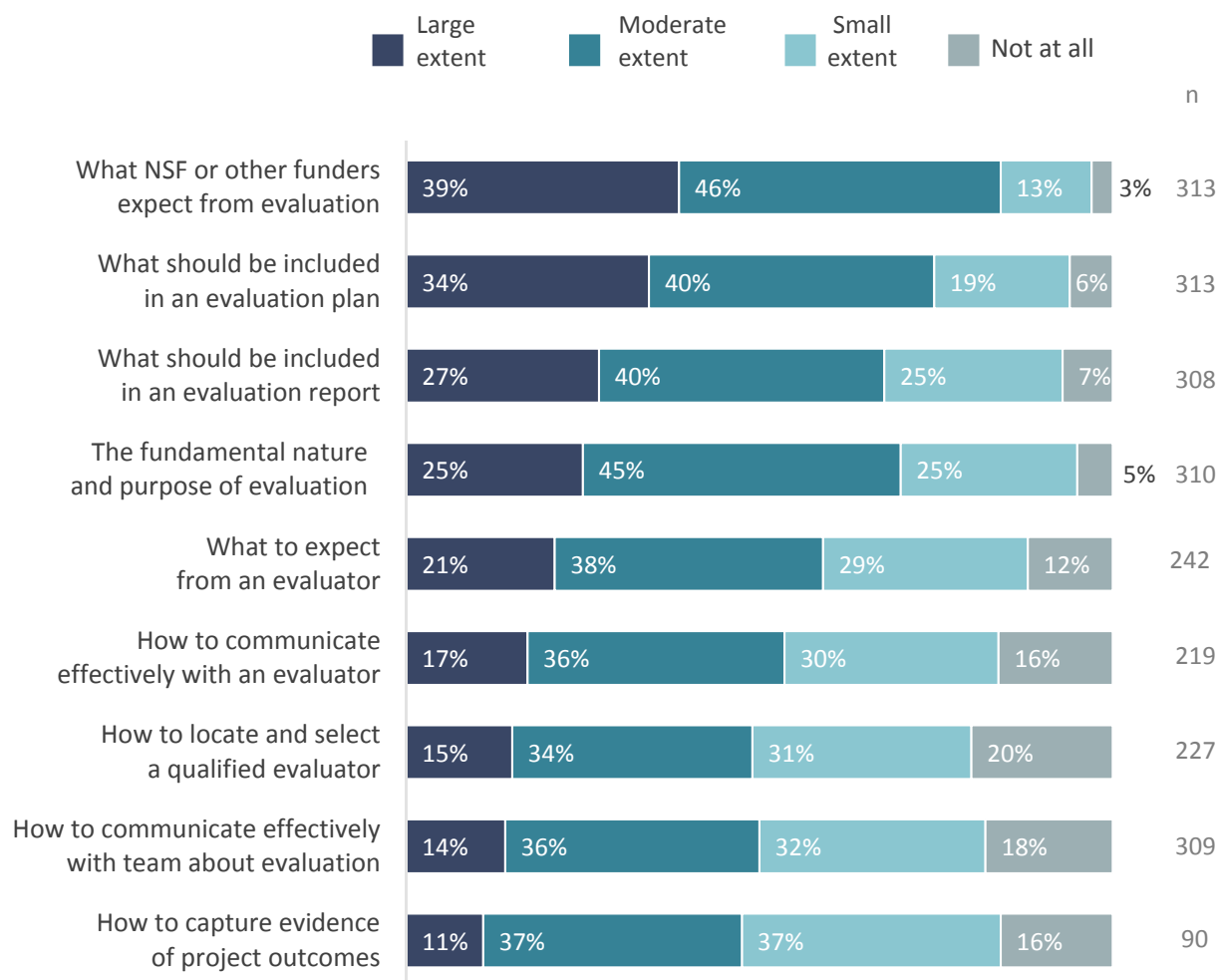

Figure 10. Respondents' reports of the extent to which EvaluATE contributed to their knowledge about various aspects of evaluation

Notes: (1) Respondents were able to view and rate only those items relevant to their primary ATE project role. (2) Percentages of ≤1% are not included in this figure.

An important audience for EvaluATE's resources are project personnel who don't specialize in evaluation. If the information is being presented at the appropriate level for this audience, one would expect their self-reported increases in knowledge to be greater than those of evaluators, who should already be

knowledgeable on these topics. To explore this issue, ANOVA analyses were conducted and Tukey post hoc tests were run to investigate differences across three groupings of ATE respondent roles: investigators (PIs and co-PIs), evaluators, and others. Responses were coded on a whole number ordinal scale from "Not at all"=1 to "To a large extent"=4. The mean responses from investigators and those in other roles were statistically significantly higher than those from evaluators on items that related to a broad body of evaluative knowledge. Topics included the *fundamental nature and purpose of evaluation*, *what should be included in evaluation plans and reports*, and *how to communicate about evaluation*. This finding provides some evidence that the information being provided by EvaluATE is at the appropriate level.

The external evaluation survey included an open-ended question that asked respondents to provide a specific example of how information they obtained from EvaluATE has improved their evaluation work.

This open-ended question was answered by 157 of the 445 ATE respondents, with 110 (70%) indicating knowledge gain, increased confidence, or skill development. Respondents most frequently commented on new knowledge and skills related to developing evaluation plans and writing evaluation reports. Some illustrative examples are provided below.

> I did not know, or even understand, how to start or end an evaluation. I have no previous experience with project management. EvaluATE gave me information to think on and learn about. I want to be proactive when the time comes for me to make this type of decision.
>
> The template for the program logic model and four-page document detailing how to create an evaluation plan made me think more thoroughly about the various aspects of the evaluation plan.
>
> I am more aware of how I present results in evaluation reports to communicate in a way that keeps the observers in mind.
>
> How to streamline evaluation reports and present the data in a useful way to the client. And how to convey if outcomes were met to the client.
>
> I did not understand project logic models and [EvaluATE's] webinar made the evaluation plan, reports, and logic models much clearer.
>
> I am still learning about evaluation, but I have learned how to develop an evaluation plan.
>
> I think I have a much better sense of how evaluation is connected deeply to all areas of a grant-funded project, including sustainability, and I have a much better sense of how to talk about evaluation in the context of the ATE program as a result of EvaluATE.
>
> Clarified areas to accentuate in reports.

All responses to this question are included in Appendix J, along with information about the topical theme of the responses and whether they are implicit or explicit expressions of learning or behavior.

CONCLUSION

Taking together the numerous data points related to learning, learning appears to have occurred to a "moderate" or "large" extent. Most participants in EvaluATE's webinars and workshops reported one-step gains in nearly all targeted areas of evaluation knowledge. These results, along with the overall perceptions of high quality reported previously, provide good evidence for the practical effectiveness of these relatively short sessions. Responses on the external evaluation survey provide additional evidence of EvaluATE's effectiveness in helping individuals build their knowledge regarding evaluation. The availability and amount of information available to anyone seeking to improve their knowledge and skills in evaluation is quite vast. Given this reality, in context with the moderate levels of engagement noted previously, it is striking that most respondents reported that the information and resources provided by EvaluATE contributed to their knowledge to a "moderate" or "large extent."

The open-ended comments from the external evaluation survey provide rich and detailed information regarding the specific concepts and insights that EvaluATE's users have added to their knowledge base. In addition to indicating gains in understanding the practical aspects of knowledge (e.g., elements of logic models), many respondents described affective changes, such as deeper appreciation of the importance of evaluation in the broader context of a program or project.

EvaluATE's contributions to users' understanding of what should be included in evaluation plans and reports, along with what NSF expects from evaluation, were particularly strong. Less strong were contributions to learning (regarding how to capture project outcomes, communicate with project teams about evaluation, and locate a qualified evaluator). These are potential areas to target for improvement.

APPLICATION

Evaluation findings related to the *Application* level are about (1) participants' intentions to use what they learned from EvaluATE webinars and workshops and (2) specific actions they actually have taken that they attribute to information obtained from EvaluATE.

Intended actions

As shown in Figure 11, nearly all ATE participants in EvaluATE webinars and workshops "agreed" (34%) or "strongly agreed" (64%) that they would use what they learned from the sessions in their work.

Almost all of respondents indicated they will use what they learned in EvaluATE webinars and workshops.
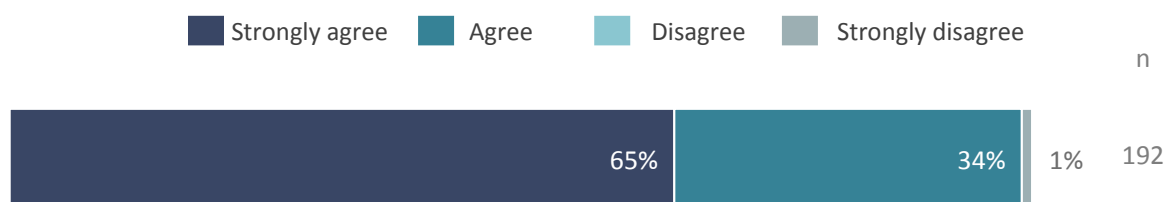
Figure 11. 2016–17 event feedback survey respondents' reports of intent to use content

Webinar survey respondents also were presented with the following open-ended item: "If you plan to use something in this webinar, please describe." About half of the respondents (49%) described how they would use what they learned. They tended to point to specific tools or strategies highlighted in the webinars: rubrics, checklists, data collection matrices, logic models, guidance on evaluation questions, and reporting guidance.

Actual actions

External evaluation survey respondents were presented with a list of various actions associated with their evaluation practice and asked to indicate the extent to which information they obtained from EvaluATE prompted them to take those actions. Results are shown in Figure 12.

The majority of respondents indicated that EvaluATE has prompted them to do something differently.
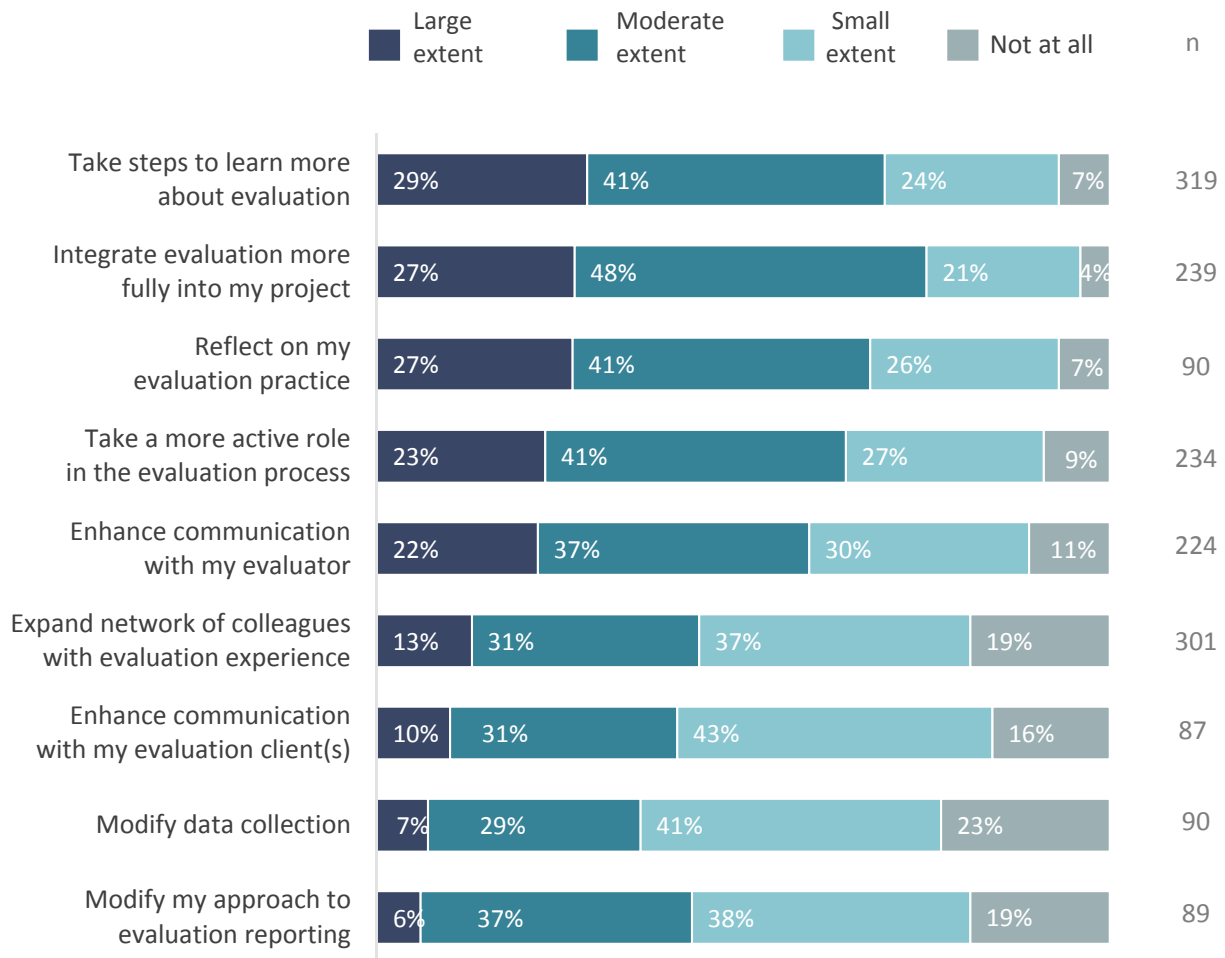

Figure 12. Respondents' reports of the extent to which EvaluATE prompted them to take various actions related to their evaluation work

Note: Respondents viewed and rated only those items relevant to their primary ATE role.

The majority of respondents said EvaluATE influenced them to a moderate or large extent to *integrate evaluation more fully into their projects* (75%), *take steps to learn more about evaluation* (70%), *reflect on their evaluation practice* (68%), *take a more active role in the evaluation process* (64%), and *enhance communication with their evaluators* (59%). Together, these findings suggest EvaluATE is enhancing the evaluative culture within the ATE program.

Investigators' mean responses were statistically significantly higher than evaluators' responses on the item about *expanding networks of colleagues with evaluation experience.* This is also indicative of evaluation gaining prominence among non-evaluators in the ATE program. Details regarding these statistical analyses are in Appendix E.

All respondents who indicated EvaluATE's information prompted them, at least to a small extent, to *take steps to learn more about evaluation* were asked about what steps they had taken. Respondents were able to select up to four closed-ended response options and an "other" option. Responses are shown in Table 6.

Table 6. Actions taken by respondents to learn more about evaluation (N=436)

69% **Read evaluation materials** or engaged in other forms of self-study

58% Participated in **professional development activities** focused on evaluation (e.g., workshops, institutes, webinars)

5% Enrolled in **graduate-level course(s)** on evaluation

2% Sought a **degree or certificate** in evaluation

9% **Other** (most referred to more active engagement with evaluators and researchers)

As mentioned in the previous section describing EvaluATE's impact on learning, the external evaluation survey included an open-ended question that asked respondents to provide a specific example of how information they obtained from EvaluATE has improved their evaluation. Of the 157 ATE respondents who answered this question, 67 percent noted that they did something new or used an EvaluATE resource. In terms of the types of actions, respondents most frequently cited applying what they learned from EvaluATE in developing evaluation plans for grant proposals or applying evaluation concepts in practice. Some illustrative quotes are provided below. Appendix J contains the percentage breakdown of respondents' explicit and implicit expressions about their application of EvaluATE's content in practice, along with all quotations.

> The incorporation of logic models with all evaluation plans has become standard practice when we craft evaluation plans for grant proposals.
>
> EvaluATE information/webinar on logic models has informed [use of them] in grant proposals.
>
> Feedback from discussions has been implemented into our evaluation plan.
>
> Helped the grant team to understand and prepare for the annual evaluation process.
>
> I now include "impact evaluation"—and its components—in all aspects of my technology training, instructional design training, and train-the-trainer training.

Information from EvaluATE provided me with a better understanding of NSF expectations for evaluation that guided us in the development of our evaluation plan.

CONCLUSION

Responses to the external evaluation survey suggest that users' application of what they learn from EvaluATE is occurring to a "moderate" extent, but the reported behavior changes were not consistent across data points. Self-reported behavior changes occurred to a large extent when they were related to developing an evaluative culture, but to a lesser extent when the behaviors were related to expanding one's network, enhancing communication with clients, modifying data collection, and reporting.

It is encouraging that nearly all respondents (93%) reported that they took steps to learn more about evaluation because of EvaluATE. This suggests that EvaluATE helped them to recognize the importance of evaluation and inspired them to further develop their evaluation knowledge and skills. (The negative interpretation that they sought information elsewhere because EvaluATE's resources are inadequate is not viable, given respondents' favorable feedback about the quality and utility of EvaluATE's instruction and materials.) For the outcomes in EvaluATE's logic model to be achieved, ATE evaluation stakeholders cannot rely solely on EvaluATE for their evaluation education. The finding that most are taking steps to learn on their own indicates that they are indeed leveraging other mechanisms to develop their competence in evaluation.

The extensive open-ended comments regarding behavior changes indicate that behavior changes were centered around changes in planning evaluations, increasing the prominence of evaluation within projects, and ensuring communication about the evaluation with team members.

IMPACT

The ultimate aim of EvaluATE is to improve the quality of ATE evaluations so that evaluation plays an ongoing strategic role in advancing the goals of the ATE program. Therefore, evaluation findings related to the *Impact* level pertain to the extent to which EvaluATE has influenced users to improve key aspects of their evaluations. Figure 13 shows external evaluation survey respondents' estimates of the extent to which information they received from EvaluATE led to improvements in various aspects of their evaluations.

The majority of respondents indicated that information they received from EvaluATE improved aspects of their evaluations.

	Large extent	Moderate extent	Small extent	Not at all	n
Project logic models	30%	27%	29%	14%	301
Evaluation plans	22%	43%	27%	8%	299
Use of results for project improvement or expansion	22%	37%	32%	10%	231
Evaluation reports	13%	42%	34%	11%	303
Data collection instruments	13%	34%	36%	17%	303
Data collection methods	12%	39%	32%	17%	302
Evaluation budgets	11%	28%	29%	31%	210
Data analysis or interpretation	9%	30%	40%	21%	297
Data visualization	7%	29%	35%	29%	288

Figure 13. Respondents' reports of the extent to which information they obtained from EvaluATE led to improvements in aspects of their evaluations

Notes: (1) Respondents viewed and rated only those items relevant to their primary ATE project role. (2) Some items total more than 100 percent due to rounding.

In terms of differences across the three groupings of ATE respondent roles (i.e., investigators, evaluators, and others), the mean responses from both investigators and others were statistically significantly higher than the mean from evaluators regarding the extent to which information from EvaluATE has led to improvements in their *evaluation plans, project logic models,* and *data collection methods.* Details regarding these statistical analyses are in Appendix E.

As noted previously, external evaluation survey respondents were asked to describe how information they obtained from EvaluATE has improved their evaluations. While respondents often indicated specific changes in knowledge and practice, or both, some also highlighted improvements in the quality or effectiveness of their work. Illustrative examples are provided below.

> I have been successful in using EvaluATE resources to convince my college's administration and grant teams to focus more on the evaluation component during proposal development, rather than seeing it as an afterthought.

> Even though I'm no longer a part of [an] NSF grant, I continue to find value in EvaluATE webinars. Specifically, I have improved our department's use of surveys from information I've gained from EvaluATE.

> As a grant writer, I feel more confident that I am effectively advising faculty on project evaluation planning and expectations. I am now engaging external evaluators during the grant writing process, and I am more confident that the evaluation component of my proposals is addressing the requirements and desires of the funding agency in a thorough and meaningful way.

> The information provided by EvaluATE helped immensely [to] focus our initial plan to collect meaningful data that was able to communicate the value of the project to the project advisors, evaluator, and other faculty involved in the curriculum changes.

> I now use a logic model early in the development of a proposal which helps with assessing need, implementation plan, determining objectives, and long-term outcomes. The evaluation component of the proposal is much easier to write. When working with an evaluator during the proposal stage it becomes a lot easier to communicate, get input and an evaluation plan back quickly.

CONCLUSION

The findings indicate that users generally believe EvaluATE's impact on the quality of their work has been moderate to large. Impacts are perceived to be especially strong regarding logic models, evaluation plans, and use of evaluation results for project improvement. In three stand-out areas, users reported notably less impact: evaluation budgeting, data analysis and interpretation, and data visualization.

An impact evaluation of EvaluATE's influence on the characteristics and qualities of ATE proposal evaluation plans is underway. The results of that study will complement the self-reported estimates of EvaluATE's impact on the quality of ATE evaluations noted in this report.

SUMMARY

The findings cited in this report provide good evidence that EvaluATE is effectively reaching its intended audience of ATE PIs, co-PIs, and evaluators, as well as a broader audience both within and outside the ATE community. EvaluATE's users rate the information they have received as high quality and are likely to share the information through a variety of means. In addition, the findings provide evidence that EvaluATE's resources are enhancing users' evaluation knowledge, prompting them to take new actions and contributing to improvements in their evaluation practices.

Across the report, four overarching themes emerged. First, there was variability across the data points within a dimension. For instance, in the *Reach* category, the number of unique individuals attending a webinar is high, while the percentage of individuals who attend multiple webinars is low.

Second, across all findings, users within the ATE community were more influenced by EvaluATE resources than those outside of it. This is an encouraging finding because it demonstrates that EvaluATE resources are meeting the unique needs of the ATE community.

Third, evaluators—compared with PIs, co-PIs, and other users—reported more frequent use of EvaluATE's resources, but lower influence of EvaluATE on knowledge, practice, and the quality of their work. This finding is not surprising, given that evaluators would have more evaluation expertise than non-evaluators.

Finally, users' ratings of EvaluATE's influence on their learning correspond closely with their ratings of EvaluATE's influence on their work. For instance, users reported high levels of learning on what to include in an evaluation plan and also reported high levels of impact on evaluation plans. Similarly, users reported low levels of learning on measuring project outcomes and also reported low levels of impact on data analyses and interpretation. There was not a clear one-to-one mapping of the pattern of findings on the reported levels of learning to reported levels of impact. However, the general pattern is nonetheless noteworthy, suggesting that EvaluATE's efforts are effectively targeting knowledge and skills and having a positive effect on evaluation practice and quality.

RECOMMENDATIONS

The external evaluation team offers the following six recommendations. Three relate to EvaluATE's efforts to build evaluation capacity within the ATE program, and three relate to EvaluATE's evaluation.

For improvement of EvaluATE's work

1. A theme that has emerged for some time involves the differing needs among EvaluATE's intended audience. In general, evaluators come to EvaluATE with greater evaluative expertise than do PIs, co-PIs, and users with other roles. And while EvaluATE appears to be an important resource to evaluators based on their frequency of use, compared with these other groups, evaluators attributed less change to EvaluATE. Evaluative findings over time suggest that evaluators are seeking more advanced resources from EvaluATE. For EvaluATE to improve its performance in the area of *Learning,* more targeted resources for evaluators will be needed. That effort is being advanced by the center staff by exploring establishing a "convening" for evaluators. These findings support an initiative of that nature.

2. A large number of EvaluATE's resources and learning opportunities target specific concepts and practices related to evaluation planning and integration. The evaluation findings indicate these efforts have effectively contributed to users' knowledge and practices in the corresponding areas. EvaluATE should continue to target resources and learning opportunities to areas with identified needs, such as those related to evaluation reporting, communicating about evaluation, and finding an evaluator.

3. Evidence reported in this document suggests that reach is strong, but engagement is weak. EvaluATE should seek additional strategies to increase the percentage of active grants represented at webinars and the percentage of webinar participants who attend multiple events. Additional follow-up with participants and focused outreach may help encourage repeat attendance.

For improvement of EvaluATE's internal evaluation

4. Currently, the data points used to measure reach are indicative only of direct engagement in EvaluATE events. Other ways that users may engage with EvaluATE's content are not being captured. EvaluATE's internal evaluation should be enhanced to include web analytics to capture the number of EvaluATE's website users and what they are accessing on the website. These data may produce an even more positive picture of the direct reach of EvaluATE.

5. The instrument that EvaluATE uses for participants to self-assess their changes in knowledge uses a four-point scale. Elongating the scale may introduce more sensitivity and allow for detection of smaller changes in learning.

6. It is difficult to draw strong conclusions about improvements in evaluation quality based on self-reported estimates of improvement. All that can be discerned from these type of data is users' *perceptions* of the extent to which EvaluATE has impacted the quality of their work. Evaluation efforts that include observation-based data are recommended. The current effort to assess changes in the quality of evaluation plans in ATE proposals over time is a good step in that direction.

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APPENDICES

A. Author Biographies

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J. Coded Responses to Open-ended External Evaluation Survey Item, "Please provide a specific example of how information you have obtained from EvaluATE has improved your evaluation."

Appendix A: Author Biographies

Michael FitzGerald, Ph.D., is a senior research and evaluation associate with The Rucks Group. Prior to joining The Rucks Group, he spent nearly 15 years at the Cincinnati Children's Hospital Medical Center as a field service associate professor. Dr. FitzGerald is an applied social psychologist with extensive experience developing and applying quantitative and qualitative methods to assess and evaluate knowledge, skills, behaviors, opinions, and attitudes. He managed multiple concurrent evaluation projects for a range of purposes, including individual performance evaluation, program evaluation, curriculum design, and organizational development. Dr. FitzGerald completed his undergraduate work at Miami University (of Ohio) and his doctoral work in social psychology at the University of Cincinnati.

For this report, Mike collaborated with his colleagues at The Rucks Group to conduct univariate and bivariate quantitative analyses on the external evaluation data; thematically code external survey qualitative data; and write the Design and Results sections. He also participated in conference calls with EvaluATE to discuss the interpretation of the analyses and the reporting of the results.

Lana Rucks, Ph.D., is principal consultant of The Rucks Group, a six-person research and evaluation firm that gathers, analyzes, and interprets data to enable clients to measure the impact of their work. Dr. Rucks has more than 15 years of research and evaluation experience and has led dozens of evaluation initiatives funded by various federal and state agencies and private foundations. Dr. Rucks serves as president of the state-level affiliate of the American Evaluation Association, the Ohio Program Evaluators' Group. She holds a Ph.D. and M.A. in social psychology, with a concentration in quantitative methods, from The Ohio State University, as well as an M.A. in experimental psychology from the University of Dayton.

In preparing this report, Lana led the writing of the Design section and contributed to various other portions of the report, including the findings from the external evaluation survey presented in the Results section and the Summary and Recommendations sections. Through the report development process, Lana and her team held conference calls with EvaluATE to share ideas about how best to present and discuss the combined results.

Jeremy Schwob, M.A., is a research and evaluation associate with The Rucks Group. In that capacity, he provides research and evaluation support on a number of projects. His primary tasks involve managing survey dissemination, analyzing data, optimizing best practices in data visualization, and providing assistance in writing reports. Mr. Schwob received his bachelor's and master's degrees in psychology from the University of Dayton.

In this report, Jeremy assisted with interpreting the quantitative analyses and thematically coded the external survey qualitative data. He also assisted with the interpretation and writing of the Results section. Additionally, he participated in conference calls with EvaluATE to discuss the interpretation of the analyses and the reporting of the results.

Lori Wingate, Ph.D., is the principal investigator for EvaluATE and director of research at The Evaluation Center at Western Michigan University (WMU). She has a Ph.D. in interdisciplinary evaluation from WMU and 25 years of experience in the field of program evaluation. She has led a range of evaluation projects in the areas of STEM education, public health, and higher education. Since 2011, she has served as a subject matter expert in evaluation for the Centers for Disease Control and Prevention. Dr. Wingate has led more than 50 webinars and workshops on evaluation in a variety of contexts and is an associate member of the graduate faculty at WMU.

In preparing this report, Lori led the writing of the About EvaluATE and Background sections. She shared responsibility with The Rucks Group authors for developing the Design section. She also summarized findings from EvaluATE's internal data sources that are presented in the Results sections. Through the report development process, Lori and The Rucks Group team held conference calls to share ideas about how best to present and discuss the results.

Emma Perk is a project manager at The Evaluation Center at Western Michigan University. Her main roles at the Center are co-principal investigator and project manager for EvaluATE. She has five years of evaluation experience, which include conducting evaluations; presenting in webinars and workshops for national and international audiences; and developing resources, newsletters, and reports. She has a degree in anthropology and specializes in graphic design, data visualization, and project coordination.

For this report, Emma worked in collaboration with Lyssa Wilson Becho on the overall style of the report. She created the report's style guide, including fonts and colors, and developed data visualization elements, including charts and tables.

Lyssa Wilson Becho is a project manager at The Evaluation Center at Western Michigan University. In this position, she works on planning, conducting, and reporting for various evaluation projects. On the EvaluATE team, Lyssa is responsible for managing the ATE annual survey, which collects information from ATE grantees and communicates data about the ATE program as a whole. Lyssa is also a doctoral candidate in the interdisciplinary Ph.D. in evaluation at Western Michigan University. Her dissertation examines the role of evaluation theory in practicing contextually responsive evaluations.

In preparing this report, Lyssa built data visualizations, and created the visual hierarchy and overall report design. Working closely with Emma Perk, she was responsible for finalizing the visual elements and formatting of this report.

Appendix B: Webinar Feedback Survey Example

Webinar: Evaluation: All the Funded ATE Proposals Are Doing It
August 16, 2017

1. Are you involved with the National Science Foundation's Advanced Technological Education program?

   - ○ Yes
   - ○ No
   - ○ Not yet - planning to submit a proposal
   - ○ Not sure

1a. What is your primary role within the ATE program?

   - ○ ATE PI or Co-PI
   - ○ ATE evaluator
   - ○ Grants specialists
   - ○ Other ATE project staff
   - ○ Other ATE role (e.g., industry partner, advisor, program officer)--please explain

2. Did you share your screen with anyone else while you participated in this webinar?

   - Yes
   - No

2a. How many other people, not including yourself, were sharing your screen? _____

3. Indicate the extent to which you disagree or agree with the following statements:

	Strongly Disagree	Disagree	Agree	Strongly Agree
The webinar held my interest.	○	○	○	○
The webinar's content is relevant to my work.	○	○	○	○
I would recommend this webinar to colleagues engaged in similar work.	○	○	○	○
I will use what I learned from this webinar in my work.	○	○	○	○

4. What is your overall opinion of the quality of this webinar?

- ○ Poor
- ○ Fair
- ○ Good
- ○ Very Good
- ○ Excellent

*The questions below ask you to rate your level of knowledge of the webinar topics both **before** the webinar and now, **after** the webinar.*

5. What evaluation information should be included in an ATE proposal:

	No knowledge	Minimal knowledge	Moderate knowledge	Advanced knowledge
Before the webinar	○	○	○	○
After the webinar	○	○	○	○

6. Where to include evaluation information in an ATE proposal:

	No knowledge	Minimal knowledge	Moderate knowledge	Advanced knowledge
Before the webinar	○	○	○	○
After the webinar	○	○	○	○

7. If you plan to use something you learned in this webinar, please describe.

8. What aspect of this webinar needs the most improvement? Please explain.

9. What aspect of this webinar was especially good? Please explain.

Appendix C: 2016 External Evaluation Survey

You very likely understand the importance of evaluation. EvaluATE needs your input to gather evidence of the quality and impact of its work. This survey is distributed by The Rucks Group, LLC as the external evaluator for EvaluATE, the National Science Foundation (NSF) - funded Evaluation Support Center for Advanced Technological Education (ATE).

 It takes less than 15 minutes to complete.

 All responses will be kept confidential. No one outside of The Rucks Group will have information that will identify individual respondents. The Rucks Group will share aggregate findings from the survey with EvaluATE personnel to help the center assess and improve its work. A public report will be made available on EvaluATE's website.

 If you have any questions or comments, please contact Dr. Lana Rucks by phone at (937) 242-7024 or by email at lrucks@therucksgroup.com.

 Thank you for your time.

Which of the following best describes your place of employment?

- o   Education
- o   Government
- o   Community agency/Nonprofit
- o   Independent consulting practice
- o   Consulting, research, or evaluation firm
- o   Other

Education

- o   4-year college/university
- o   Technical or community college
- o   K-12 school/system

Note: Question was only asked of those who indicated that education best describes their place of employment.

Government

- o   Federal
- o   State
- o   County
- o   Tribal
- o   Municipal

Note: Question was only asked of those who indicated that education best describes their place of employment.

Community agency/Nonprofit

- o   Research or evaluation firm
- o   Foundation
- o   Service or advocacy organization

Note: Question was only asked of those who indicated that education best describes their place of employment.

Have you ever been involved in any way in an Advanced Technological Education (ATE) project or proposal?

- o   Yes
- o   No
- o   Not sure

What is/was your primary role with an ATE project/proposal? If you work with multiple ATE projects/proposals, then answer based on the one you have spent the most time on.

- o   Principal investigator (PI)
- o   Co-PI
- o   Evaluator
- o   Project staff (e.g., manager/coordinator or other role)
- o   Grant specialist (e.g., grant writer, grant manager, institutional development officer)
- o   Institutional researcher
- o   College administrator (e.g., department chair, associate dean, dean, vice-president, president)
- o   Other, please specify _____

Note: Question was only asked of those who indicated that they were involved in any way in an ATE project or proposal.

For the most recent ATE proposal you worked on, to what extent were you involved in the development of the evaluation section?

- o   Led the development
- o   Provided substantial input
- o   Provided minimal input
- o   Not at all

Note: Question was only asked of those who indicated that they were involved in any way in an ATE project or proposal.

Regardless of your primary role, have you served as an evaluator on an ATE project?

- o   Yes
- o   No

Note: Question was only asked of those who indicated that they were involved in any way in an ATE project or proposal AND were did not indicate their role was evaluator.

Are you planning to submit an ATE proposal in the future?

- o   Yes

- o   No

- o   Not sure

Note: Question was only asked of those who indicated that they were NOT involved in any way in an ATE project or proposal, or they were not sure.

Is conducting evaluation a portion of your work responsibilities?

- o   Yes
- o   No
- o   No, but it was in the past

Note: Question was only asked of those who indicated that they were NOT involved in any way in an ATE project or proposal, or they were not sure.

Overall, indicate the number of years of experience you have with project evaluation:

Conducting evaluation:

[Not Applicable, Less than 1, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, More than 20]

Being a member of a project being evaluated:

[Not Applicable, Less than 1, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, More than 20]

In the past year, about how often did you seek out information from EvaluATE?

- o   Frequently (11 times or more)
- o   Occasionally (5 – 10 times)
- o   Rarely (1 – 4 times)
- o   Never

Rate the overall quality of the information you have obtained from EvaluATE.

- o Excellent
- o Very good
- o Good
- o Fair
- o Poor

Have you shared information you obtained from EvaluATE with others?

- o Yes
- o No
- o Not sure

How did you share the information from EvaluATE? Select all that apply.

- o Shared information through a formal presentation
- o Provided information to one or more people directly (e.g., via email, hard copies)
- o Posted information on a website
- o Shared information on social media
- o Other (please explain): _____

Note: Question was only asked of those who indicated that they shared information they obtained from EvaluATE with others.

What was the context of the formal presentation in which you shared EvaluATE's content? Please indicate the location, purpose, and audience.

Note: Question was only asked of those who indicated that they shared information they obtained from EvaluATE with others through a formal presentation.

Indicate the extent to which information you have obtained from EvaluATE has contributed to your knowledge of the following aspects of evaluation:					
	Not applicable to my role	Not at all	To a small extent	To a moderate extent	To a large extent
The fundamental nature and purpose of evaluation[1]	○	○	○	○	○

What NSF or other funders expect from evaluation[1]	○	○	○	○	○
What should be included in an evaluation plan[1]	○	○	○	○	○
What should be included in an evaluation report[1]	○	○	○	○	○
How to locate and select a qualified evaluator[2]	○	○	○	○	○
What to expect from an evaluator[2]	○	○	○	○	○
How to capture evidence of project outcomes[3]	○	○	○	○	○
How to communicate effectively with team members about evaluation[3]	○	○	○	○	○
How to communicate effectively with and evaluator[4]	○	○	○	○	○

Note: Question was only asked of those who indicated they had sought out information from EvaluATE at least on time in the past year.

1= Includes all respondents who had sought out information from EvaluATE in the past year
2 = Includes ATE respondents if "evaluator" NOT primary role on largest project regardless of whether they have OR have not served as an evaluator on an ATE project ATE project; includes Non-ATE respondent if evaluator is NOT part of work responsibilities)
3 = Includes ATE respondents if "evaluator" primary role on largest project OR served as an evaluator on an ATE project; includes non-ATE respondents if evaluation is part of work responsibilities
4 = Includes ATE respondents if "evaluator" NOT primary role on largest project AND have NOT served as an evaluator on any project; includes non-ATE respondents if evaluation is NOT part of work responsibilities

Indicate the extent to which information you have obtained from EvaluATE has prompted you to take the following actions:					
	Not applicable to my role	Not at all	To a small extent	To a moderate extent	To a large extent
Expand network of colleagues with evaluation experience or expertise[1]	○	○	○	○	○
Take steps to learn more about evaluation[1]	○	○	○	○	○
Take a more active role in the evaluation process[2]	○	○	○	○	○
Integrate evaluation more fully into my project[2]	○	○	○	○	○
Enhance communication with my evaluator[2]	○	○	○	○	○
Modify data collection[3]	○	○	○	○	○
Modify my approach to evaluation reporting[3]	○	○	○	○	○
Reflect on my evaluation practice[3]	○	○	○	○	○
Enhance communication with my evaluation client(s)[4]	○	○	○	○	○

Note: Question was only asked of those who indicated they had sought out information from EvaluATE at least on time in the past year.
1= Includes all respondents who had sought out information from EvaluATE in the past year.
2 = Includes ATE respondents if "evaluator" NOT primary role on largest project regardless of whether they have OR have not served as an evaluator on an ATE project; includes non-ATE respondent if evaluator is NOT part of work responsibilities
3 = Includes ATE respondents if "evaluator" primary role on largest project OR served as an evaluator on an ATE project; includes non-ATE respondents if evaluation is part of work responsibilities
4 = Includes ATE respondents if "evaluator" primary role on largest project; includes non-ATE respondents if evaluation is part of work responsibilities

What steps have you taken to learn more about evaluation? Select all that apply.

- o   Read evaluation materials or engaged in other forms of self-study
- o   Participated in professional development activities focused on evaluation (e.g., workshops, institutes, webinars, etc.)
- o   Enrolled in graduate-level course(s) on evaluation
- o   Sought a degree or certificate in evaluation
- o   Other (please explain): _____

Note: Question was only asked of those who indicated that the information they obtained from EvaluATE prompted them to learn more about evaluation either "to a small extent," "to a moderate extent," or "to a large extent."

Indicate the extent to which information you have obtained from EvaluATE has prompted you to take the following actions:					
	Not applicable to my role	Not at all	To a small extent	To a moderate extent	To a large extent
Evaluation plans[1]	○	○	○	○	○
Project logic models[1]	○	○	○	○	○
Data collection instruments[1]	○	○	○	○	○
Data collection methods[1]	○	○	○	○	○
Data analysis or interpretation[1]	○	○	○	○	○
Data visualization[1]	○	○	○	○	○
Evaluation reports[1]	○	○	○	○	○
Evaluation budgets[2]	○	○	○	○	○
Use of evaluation results for project improvement or expansion[2]	○	○	○	○	○

Note: Question was only asked of those who indicated they had sought out information from EvaluATE at least on time in the past year.

1= Includes all respondents who had sought out information from EvaluATE in the past year
2 = Includes ATE respondents if "evaluator" is NOT primary role on largest; includes non-ATE respondents if evaluation is NOT part of work responsibilities

Please provide a specific example of how information you have obtained from EvaluATE has improved your evaluation.

What are EvaluATE's strengths?

What are EvaluATE's weaknesses?

What additional ATE evaluation issues would you like more guidance on?

Would you be willing to provide further feedback to EvaluATE's external evaluator?

- o Yes
- o No

Thank you for completing this survey. If you are finished responding to the questions, click Submit below.

Appendix D: Employment Areas of External Evaluation Survey Respondents

Employment area	ATE respondents (n=332)	Non-ATE Respondents (n=167)	All respondents (n=499)
Education	52%	11%	62%
Technical or community college	41%	5%	46%
4-year college/university	10%	5%	15%
K-12 school/system	<1%	<1%	<1%
Government	<1%	10%	10%
Federal	<1%	6%	6%
State	<1%	3%	3%
County	0%	<1%	<1%
Community Agency/Non-profit	1%	4%	6%
Service or advocacy organization	<1%	3%	4%
Research or evaluation firm	<1%	<1%	1%
Foundation	<1%	<1%	<1%
Consulting, Research, or Evaluation Firm	8%	5%	12%
Independent Consulting Practice	4%	2%	5%
Other	1%	2%	4%
TOTALS	66%	34%	100%

Appendix E: Results of Bivariate and Multivariate Analyses

Contributions of EvaluATE to evaluation knowledge

Item differences between ATE and non-ATE respondents
- The fundamental nature and purpose of evaluation: Mean for ATE respondents .36 points higher than Non-ATE respondents. t(526)=4.26, p < .001
- What should be included in an evaluation plan: Mean for ATE respondents .36 points higher than Non-ATE respondents. t(531)=4.08, p < .001
- What NSF or other funders expect from evaluation: Mean for ATE respondents .55 points higher than Non-ATE respondents. t(503)=5.87, p < .001
- What should be included in an evaluation report: Mean for ATE respondents .36 points higher than Non-ATE respondents. t(520)=4.00, p < .001
- How to capture evidence of project outcomes: Mean for Non- ATE respondents .30 points higher than ATE respondents. t(253)=2.61, p < .01

Item differences among ATE respondents by primary role (i.e., Evaluators, Investigators, Others)
- The fundamental nature and purpose of evaluation: ANOVA sig [F(2,354) = 13.61, p < .001]
  - The mean score for Investigators was a statistically significant .58 points higher than for Evaluators (p < .001) based on the Tukey HSD post hoc test.
  - The mean score for those in Other primary roles was a statistically significant .62 points higher than it was for Evaluators (p < .001).
- What should be included in an evaluation plan: ANOVA sig [F(2,357) = 13.99, p < .001]
  - The mean score for Investigators was a statistically significant .59 points higher than it was for Evaluators (p < .001).
  - The mean score for those in Other primary roles was a statistically significant .68 points higher than it was for Evaluators (p < .001).
- What should be included in an evaluation report: ANOVA sig [F(2,352) = 5.53, p = .004]
  - The mean score for Investigators was a statistically significant .43 points higher than it was for Evaluators (p= .003).
  - The mean score for those in Other primary roles was a statistically significant .37 points higher than it was for Evaluators (p = .029).
- How to communicate effectively with team members about evaluation: ANOVA sig [F(2,354) = 3.35, p = .036]
  - The mean score for Investigators was a statistically significant .34 points higher than it was for Evaluators (p= .03).
  -

Extent to which information obtained from EvaluATE has prompted various actions

Item differences between ATE and non-ATE respondents
- Expand network of colleagues with evaluation experience or expertise: Mean for ATE respondents .38 points higher than Non-ATE respondents. [t(506)=4.21, p < .001]
- Integrate evaluation more fully into my project: Mean for ATE respondents .68 points higher than Non-ATE respondents. [t(296)=3.29, p < .001]
- Take a more active role in the evaluation process: Mean for ATE respondents .63 points higher than Non-ATE respondents. [t(291)=2.79, p < .001]

Item differences among ATE respondents by primary role (i.e., Evaluators, Investigators, Others)
- Expand network of colleagues with evaluation experience or expertise: ANOVA sig [$F(2,337)$ = 3.26, p = .039]
    - The mean score for Investigators was a statistically significant .34 points higher than for Evaluators (p=.031) based on the Tukey HSD post hoc test.
- Take steps to learn more about evaluation: ANOVA sig [$F(2,365)$ = 3.53, p = .030]
    - The mean score for those in Other primary roles was a statistically significant .37 points higher than it was for Evaluators (p=.022).

Extent to which information obtained from EvaluATE has led to improvements in evaluation
 (NOTE: Not statistically significant differences to report)

Appendix F: Interpretive Rubrics for Quantitative Reach, Reaction, and Learning Data Points

REACH: To what extent has EvaluATE reached its intended and other audiences?

Indicator	2016-17 Data Point	Large Extent	Moderate Extent	Small Extent	Minimal Extent
Percentage of ATE grants represented among webinar and workshop participants.	**52%**	75% or more	51%-74%	26% -50%	25% or less
Overall webinar attendance in the past 12 months*	**1,293**	400 or more (100 per webinar)	251-399	101-250	100 or fewer
Percentage of webinar attendees who have attended more than 1 event	**32%**	75% or more	51%-74%	26% -50%	25% or less
Percentage of respondents who report sharing information from EvaluATE with others	**81%**	75% or more	51%-74%	26% -50%	25% or less
Percentage of ATE users who reported seeking information from EvaluATE five or more times per year	**50%**	75% or more	51%-74%	26% -50%	25% or less

*When EvaluATE first started offering webinars, its target was at least 50 per webinar.

SATISFACTION: How satisfied are EvaluATE's users satisfied with its activities and products?

Indicator	2016-17 Finding	Large Extent	Interpretation Moderate Extent	Small Extent	Minimal Extent
Percentage of event survey respondents who agreed that the session held their interest	**96%**	75% or more	51%-74%	26% -50%	25% or less
Percentage of event survey respondents who agree that the session was relevant to their work	**99%**	400 or more (100 per webinar)	251-399	101-250	100 or fewer
Percentage of event survey respondents who agree that they would recommend the session	**97%**	75% or more	51%-74%	26% -50%	25% or less
Percentage of event survey respondents who rate events as "Very Good" or Excellent"	**82%**	75% or more	51%-74%	26% -50%	25% or less
Percentage of external evaluation survey event survey respondents who rate EvaluATE's overall quality as "Very Good" or Excellent"	**80%**	75% or more	51%-74%	26% -50%	25% or less

LEARNING: To what extent has EvaluATE led to improvements in users' knowledge of evaluation?

Indicator[a]	2016-17 Finding	Large Extent	Moderate Extent	Small Extent	Minimal Extent
Percentage event survey respondents who reported at least a one-step gain in knowledge (ATE only)	**59%**	75% or more	51%-74%	26% -50%	25% or less

All other learning indicators are from the external evaluation survey, which asked respondents to report their learning from EvaluATE on the following four-point scale: Not at all – Small extent – Moderate Extent – Large Extent. Therefore, minimal inference is required to reach answer the evaluation question about extent of learning.

APPLICATION: To what extent has EvaluATE's work prompted users to modify their evaluation practices?

Indicatorᵇ	2016-17 Finding	Large Extent	Moderate Extent	Small Extent	Minimal Extent
Percentage of event survey respondents who agreed that they would use what they learned from the sessions (ATE only)	**98%**	75% or more	51%-74%	26% -50%	25% or less

ᵇ All other *Application* indicators are from the external evaluation survey. These items asked respondents to rate the extent to which EvaluATE prompted them to take specific actions on the following four-point scale: Not at all – Small extent – Moderate Extent – Large Extent. Therefore, minimal inference is required to answer the evaluation question about extent of learning.

IMPACT: To what extent has EvaluATE contributed to improvements in evaluation quality?

All impact indicators are from the external evaluation survey. These items asked respondents to rate the extent to which information they received from EvaluATE led to improvements in key aspects of their evaluations on the following four-point scale: Not at all – Small extent – Moderate Extent – Large Extent. Therefore, minimal inference is required to answer the evaluation question about extent of impact.

Appendix G: Response Frequencies Split by ATE and Non-ATE respondents

SATISFACTION

Rate the overall quality of the information you have obtained from EvaluATE						
	No response	Poor	Fair	Good	Very Good	Excellent
ATE (n=436)	17%	1%	1%	14%	33%	35%
Non-ATE (n=220)	14%	0%	3%	16%	38%	30%
All respondents (n=656)	16%	<1%	1%	14%	35%	33%

LEARNING

Indicate the extent to which information you have obtained from EvaluATE has contributed to your knowledge of the following aspects of evaluation:		Not at all	To a small extent	To a moderate extent	To a large extent
The fundamental nature and purpose of evaluation[1]	ATE respondents (n=357)	11%	24%	42%	23%
	Non-ATE (n=171)	18%	35%	36%	11%
What NSF or other funders expect from evaluation[1]	ATE respondents (n=362)	7%	15%	42%	35%
	Non-ATE (n=143)	21%	29%	29%	21%
What should be included in an evaluation plan[1]	ATE respondents (n=360)	11%	21%	37%	31%
	Non-ATE (n=173)	15%	36%	31%	18%
What should be included in an evaluation report[1]	ATE respondents (n=355)	12%	28%	37%	24%
	Non-ATE (n=167)	19%	37%	32%	12%
How to locate and select a qualified evaluator[2]	ATE respondents (n=265)	25%	31%	30%	14%
	Non-ATE (n=20)	20%	55%	10%	15%
What to expect from an evaluator[2]	ATE respondents (n=280)	16%	31%	35%	18%
	Non-ATE (n=22)	23%	41%	23%	14%
How to capture evidence of project outcomes[3]	ATE respondents (n=103)	20%	36%	33%	11%
	Non-ATE (n=152)	12%	30%	41%	18%
How to communicate effectively with team members about evaluation[3]	ATE respondents (n=357)	23%	32%	33%	12%
	Non-ATE (n=170)	19%	32%	38%	11%
How to communicate effectively with and evaluator[4]	ATE respondents (n=99)	20%	41%	29%	9%
	Non-ATE (n=139)	27%	37%	29%	6%

Note: Question was only asked of those who indicated they had sought out information from EvaluATE at least on time in the past year.
Frequencies are divided between ATE respondents (i.e., those who have participated in some way on an ATE project or proposal) and Non-ATE respondents (i.e., those who have never participated on and ATE project or proposal in any way)
1= Includes all respondents who had sought out information from EvaluATE in the past year.

APPLICATION

Indicate the extent to which information you have obtained from EvaluATE has prompted you to take the following actions:					
		Not at all	To a small extent	To a moderate extent	To a large extent
Expand network of colleagues with evaluation experience or expertise[1]	ATE respondents (n=340)	24%	36%	29%	12%
	Non-ATE (n=168)	44%	29%	20%	7%
Take steps to learn more about evaluation[1]	ATE respondents (n=368)	12%	24%	38%	26%
	Non-ATE (n=173)	16%	28%	36%	20%
Take a more active role in the evaluation process[2]	ATE respondents (n=273)	15%	26%	38%	21%
	Non-ATE (n=20)	40%	30%	20%	10%
Integrate evaluation more fully into my project[2]	ATE respondents (n=276)	11%	21%	45%	24%
	Non-ATE (n=22)	32%	36%	18%	14%
Enhance communication with my evaluator[2]	ATE respondents (n=262)	17%	28%	35%	20%
	Non-ATE (n=19)	42%	21%	21%	16%
Modify data collection[3]	ATE respondents (n=102)	29%	39%	25%	6%
	Non-ATE (n=150)	27%	37%	29%	7%
Modify my approach to evaluation reporting[3]	ATE respondents (n=101)	27%	36%	33%	5%
	Non-ATE (n=148)	22%	43%	28%	8%
Reflect on my evaluation practice[3]	ATE respondents (n=102)	10%	28%	37%	25%
	Non-ATE (n=155)	11%	24%	44%	21%
Enhance communication with my evaluation client(s)[4]	ATE respondents (n=99)	20%	41%	29%	9%
	Non-ATE (n=139)	27%	37%	29%	6%

Indicate the extent to which information you have obtained from EvaluATE has led to improvement in your evaluation with regard to the following:		Not at all	To a small extent	To a moderate extent	To a large extent
Evaluation plans[1]	ATE respondents (n=337)	14%	27%	39%	20%
	Non-ATE (n=151)	23%	43%	25%	9%
Project logic models[1]	ATE respondents (n=339)	19%	28%	26%	27%
	Non-ATE (n=155)	23%	30%	32%	15%
Data collection instruments[1]	ATE respondents (n=340)	22%	35%	31%	12%
	Non-ATE (n=155)	26%	37%	26%	11%
Data collection methods[1]	ATE respondents (n=340)	22%	32%	36%	11%
	Non-ATE (n=155)	28%	34%	28%	10%
Data analysis or interpretation[1]	ATE respondents (n=335)	25%	39%	27%	9%
	Non-ATE (n=152)	28%	41%	22%	8%
Data visualization[1]	ATE respondents (n=326)	33%	34%	25%	7%
	Non-ATE (n=155)	26%	41%	25%	8%
Evaluation reports[1]	ATE respondents (n=333)	16%	33%	39%	13%
	Non-ATE (n=149)	28%	40%	26%	7%
Evaluation budgets[2]	ATE respondents (n=240)	36%	27%	26%	11%
	Non-ATE (n=15)	60%	7%	20%	13%
Use of evaluation results for project improvement or expansion[2]	ATE respondents (n=267)	16%	30%	34%	19%
	Non-ATE (n=18)	39%	28%	17%	17%

Appendix H: Coded Responses to Open-ended External Evaluation Survey Question, "What are EvaluATE's strengths?"

What are EvaluATE's strengths?	Code(s)
1) Competence; 2) disposition to teach and assist in preparation of proposals to ATE	• Provide guidance and support (on NSF expectations) • Staff who are (knowledgeable/experienced/ helpful/available)
1) Overview presentations at the PI Conferences, 2) Webinars aligned with project proposal development models., 3) Web and reference resources. 4) Logic model examples and overall evaluation modeling in evaluation.	• Webinars, presentations, workshops (good/high quality/informative/well-designed) • Webinars, presentations, workshops (non-specific) • Information is (practical/applicable/relevant/useful)
1. It's NVC Panel --- insightful, articulate, high expectations 2. It's PI and support staff at WMU--- exacting, knowledgeable, reflective 3. The quality of the information produced --- practical, to the point, high quality	• Information is (clear/easy to use) • Information is (practical/applicable/relevant/useful) • MISC - NVC Panel - insightful, articulate, high expectations • Staff who are (knowledgeable/experienced/ helpful/available)
A lot of information in one place	• Information is (centralized and comprehensive)
ability to assemble experts in a variety of areas	• MISC - Assembling experts from a variety of areas
Ability to quickly provide and guide individuals to a significant evaluation that provides extensive feedback for future planning	• Staff who are (knowledgeable/experienced/ helpful/available)
Absolutely fabulous presentations and interactive webinars. I recommend these to anyone considering becoming a PI on an NSF grant.	• Webinars, presentations, workshops (good/high quality/informative/well-designed)
Access to information	• Information is (easily accessible, well-organized)
Access to information and knowledgeable people.	• Information is (easily accessible, well-organized) • Staff who are (knowledgeable/experienced/ helpful/available)
Accessibility	• Information is (easily accessible, well-organized)
accessibility of information; competent use of webinars; engaging presenters	• Information is (easily accessible, well-organized) • Webinars - Presenters and speakers (have expertise/experience, are clear/concise • Webinars, presentations, workshops (good/high quality/informative/well-designed)
Accessibility to information through webinars.	• Information is (easily accessible, well-organized) • Information is (centralized and comprehensive) • Recognized brand, has a history, well-known • Information is (easily accessible, well-organized)
Accessible online resources - User friendliness - Good examples - Helpful templates (such as for logic models) - Workshops, such as at NSF ATE - Increased presence with the ATE community through more frequent communications	• Information is (clear/easy to use) • Information is (easily accessible, well-organized) • Information is (practical/applicable/relevant/useful) • MISC - Increased presence within the ATE community • Webinars, presentations, workshops (non-specific)
Aggregation of resources	• Information is (centralized and comprehensive)

What are EvaluATE's strengths?	Code(s)
All NSF ATE compiled	• Information is (centralized and comprehensive)
All of their assistance throughout every stage of the process thus far.	• Staff who are (knowledgeable/experienced/ helpful/available)
Always willing to help in all aspects of NSF Funding.	• Staff who are (knowledgeable/experienced/ helpful/available)
Approachability of the team, concise & useful resources, easy to use website and find said resources.	• Information is (clear/easy to use) • Information is (practical/applicable/relevant/useful) • Staff who are (knowledgeable/experienced/ helpful/available)
archived webinars and subject matter experts	• Staff who are (knowledgeable/experienced/ helpful/available) • Webinars, presentations, workshops (non-specific)
At a time of budget cuts, access to webinars that offer quality training without the expense of travel is extremely valuable. Having free access to resources is also of great benefit.	• Information is provided (generally stated) • Webinars (low cost or free)
availability of resources	• Information is provided (generally stated)
Background	• Unclear
being a clearing house of general information on evaluation processes	• Information is (centralized and comprehensive)
Brand recognition and tools to strengthen ATE community evaluation practices. Particularly for colleges new to ATE.	• Recognized brand, has a history, well-known
Breadth of experience and ability to convey information	• Staff who are (knowledgeable/experienced/ helpful/available)
Breadth of knowledge and resources provided.	• Information is (centralized and comprehensive) • Staff who are (knowledgeable/experienced/ helpful/available)
Broad range of topics; depth of expertise	• Information is (centralized and comprehensive) • Staff who are (knowledgeable/experienced/ helpful/available)
Central repository for evaluation information, responsive to requests for technical assistance on a case by case basis, provides way for projects to solicit evaluators appropriate for NSF projects	• Communication (responsiveness) • Information is (centralized and comprehensive) • MISC - Help in finding evaluators
Clarity	• MISC - Clarity (not clear what it refers to)
Clarity and succinct communication	• Communication (is good/clear)
Clarity of the presentations, and enthusiasm of presenters.	• Webinars - Presenters and speakers (have expertise/experience, are clear/concise) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
CLARITY! Respect for the time of those who attend the webinars. Presenters are knowledgeable and have a good presentation style.	• MISC - Respect for the time of those who attend webinars • Webinars - Presenters and speakers (have expertise/experience, are clear/concise) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
clarity, systematic presentation of contents	• Information is (clear/easy to use)

What are EvaluATE's strengths?	Code(s)
	• Webinars, presentations, workshops (good/high quality/informative/well-designed)
Clear and accessible content.	• Information is (clear/easy to use)
	• Information is (easily accessible, well-organized)
Clear and practical presentations by experts	• Information is (clear/easy to use)
	• Information is (practical/applicable/relevant/useful)
	• Webinars - Presenters and speakers (have expertise/experience, are clear/concise)
Clear communication and experience	• Communication (is good/clear)
	• Staff who are (knowledgeable/experienced/ helpful/available)
Clear presentations of complex information; specifically related to NSF	• Information is (clear/easy to use)
	• Provide guidance and support (on NSF expectations)
Clearing house for evaluation information. Creates opportunities for people involved in grants to come together and learn (haven't attended any of these events but assume they are likely important and useful for those involved.	• Information is (centralized and comprehensive)
	• Provide and facilitate professional networks and discussion
Clearinghouse and resource with useful content for ATE community	• Information is (centralized and comprehensive)
	• Information is (practical/applicable/relevant/useful)
Communicating with current and past ATE grantees	• Communication (keeping people informed, updated)
Communication, expertise	• Communication (non-specific)
	• Staff who are (knowledgeable/experienced/ helpful/available)
Communication, support, and presence	• Communication (non-specific)
	• MISC - Presence
	• Staff who are (knowledgeable/experienced/ helpful/available)
Concise webinars.	• Webinars, presentations, workshops (good/high quality/informative/well-designed)
Connectedness with both the Foundation and industry; technical understanding tempered with practical, utilization-focused values.	• Information is (practical/applicable/relevant/useful)
	• MISC - Connectedness between foundation and industry
	• Staff who are (knowledgeable/experienced/ helpful/available)
Consistency, Willingness to help, Knowledge of evaluation - especially for NSF ATE requirements	• Provide guidance and support (on NSF expectations)
	• Staff who are (knowledgeable/experienced/ helpful/available)
Consistent well organized material to guide work with evaluators	• Information is (easily accessible, well-organized)
Constantly providing new contact; responsive to the community's needs.	• Communication (responsiveness)
	• Unclear
Contains a lot of information	• Information is (centralized and comprehensive)
Continuous outreach to evaluators in the past year.	• Communication (keeping people informed, updated)
Data collection and dissemination.	• Information is provided (generally stated)
Database of resources.	• Information is provided (generally stated)

What are EvaluATE's strengths?	Code(s)
Depth and breadth of materials, easy to access and nice notices of key events sent via email	• Communication (keeping people informed, updated) • Information is (centralized and comprehensive) • Information is (easily accessible, well-organized)
depth of knowledge and willingness of team to help	• Staff who are (knowledgeable/experienced/helpful/available)
Desktop accessibility; direct experience shared by Project leaders	• Information is (easily accessible, well-organized) • Staff who are (knowledgeable/experienced/helpful/available)
Dissemination, Resources, and Network	• Information is provided (generally stated) • Provide and facilitate professional networks and discussion
Each speaker gives clear and concise information.	• Webinars - Presenters and speakers (have expertise/experience, are clear/concise)
ease of use, grab and go resources, availability of webinars.	• Information is (easily accessible, well-organized) • Webinars, presentations, workshops (non-specific)
Easily accessible and natural source for information. Known player in this area.	• Information is (easily accessible, well-organized) • Recognized brand, has a history, well-known
Engaging the community it serves.	• Good community outreach
Equips evaluators	• Information is (practical/applicable/relevant/useful)
EvaluATE continually presents the best webinars I have participated in. This is a format that can be quite tedious, but their's are always engaging and even if I know quite a bit about a topic there are usually one or two takeaways for me.	• Webinars, presentations, workshops (good/high quality/informative/well-designed)
EvaluATE gave a great overview session at the first ATE conference I attended. The webinars and online resources have been helpful to me.	• Webinars, presentations, workshops (good/high quality/informative/well-designed) • Webinars, presentations, workshops (non-specific)
EvaluATE provides excellent information about the purpose of evaluation as well as the specifics of putting together a plan and using the data for improvement.	• Information is (practical/applicable/relevant/useful)
EvaluATE represents and is funded to represent all of ATE projects.	• Unclear
Everything the organization does is well thought out - slides, handouts, and presenters are always excellent.	• Information is (clear/easy to use) • Webinars - Presenters and speakers (have expertise/experience, are clear/concise)
Excellent content	• Information is (good/high quality)
Excellent information and personnel	• Staff who are (knowledgeable/experienced/helpful/available) • Information is (good/high quality) • Staff who are (knowledgeable/experienced/helpful/available)
Excellent material and personnel.	• Information is (good/high quality)
Excellent materials.	• Information is (good/high quality)
Excellent repository for tons of information	• Information is (centralized and comprehensive)
excellent training materials and method of delivering info/teaching/providing technical assistance	• Information is (good/high quality) • Information is provided (generally stated)

What are EvaluATE's strengths?	Code(s)
Excellent training presenters.	• Webinars - Presenters and speakers (have expertise/experience, are clear/concise)
Excellent webinar with good, knowledgable presenter	• Webinars, presentations, workshops (good/high quality/informative/well-designed) • Staff who are (knowledgeable/experienced/ helpful/available)
Excellent website!	• Website (high quality)
Experience and the peer-to-peer nature of instruction from people on the front lines; specificity of topics covered; pleasant nature of presenters; having the "right people" in the room to discuss topics.	• Information is (practical/applicable/relevant/useful) • Provide and facilitate professional networks and discussion • Staff who are (knowledgeable/experienced/ helpful/available) • Webinars - Presenters and speakers (have expertise/experience, are clear/concise)
Experienced staff	• Staff who are (knowledgeable/experienced/ helpful/available)
Expertise	• Staff who are (knowledgeable/experienced/ helpful/available)
Facilitation of process	• Unclear
Following up on survey responses by contacting people personally and sharing dialogue about the project.	• Communication (responsiveness)
Free, open-access to anyone that is interested. Covers a lot of topics and starts at a very basic level.	• Information is (centralized and comprehensive) • Information is provided (generally stated)
Free, web-based training using actual examples. Presenter and content were outstanding!!!	• Information is (good/high quality) • Webinars - Presenters and speakers (have expertise/experience, are clear/concise) • Webinars (low cost or free)
Frequency of training opportunities and excellent supporting materials.	• Information is (good/high quality) • Webinars (good frequency)
Galvanizing and sustaining a network of practitioners, providing common message about program needs (e.g. NSF) and expectations; seems like a good asset for newcomers to the eval field.	• Provide and facilitate professional networks and discussion
good info	• Information is (good/high quality)
Good info.	• Information is (good/high quality)
Good network - collecting info from people who are interested and reaching out with info about resources and learning opportunities.	• Provide and facilitate professional networks and discussion
Good promotional materials. (I have EvaluATE bookmarks located throughout my house.) Good explanatory handouts.	• Information is (good/high quality)
Good quality menu of information provided in consistent and timely ways. Responsiveness to inquiry.	• Communication (responsiveness) • Information is (good/high quality) • Information is (practical/applicable/relevant/useful)
Good resource and is providing a framework for NSF grants universally.	• Information is (centralized and comprehensive)
good source of information	• Information is provided (generally stated)

What are EvaluATE's strengths?	Code(s)
Good, clear information Beautiful presentation slides on webinars	• Information is (good/high quality)
Great communication, a variety of offerings. The personnel are friendly and helpful.	• Communication (non-specific) • Staff who are (knowledgeable/experienced/ helpful/available)
great communication; frequency of webinars; availability of resources	• Communication (non-specific) • Information is provided (generally stated) • Webinars (good frequency)
Great content and speakers	• Information is (good/high quality) • Webinars - Presenters and speakers (have expertise/experience, are clear/concise)
Great evaluation resources online, very high-quality webinars that are terrific for staff development (I'm director of professional development at a small evaluation firm).	• Information is (good/high quality) • Webinars, presentations, workshops (good/high quality/informative/well-designed) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
Great facilitators and materials... Materials are accessible.	• Information is (easily accessible, well-organized) • Information is (good/high quality) • Webinars - Presenters and speakers (have expertise/experience, are clear/concise)
Great information resource	• Information is (good/high quality) • Information is provided (generally stated)
Great instructors. Able to understand the material.	• Information is (clear/easy to use) • Staff who are (knowledgeable/experienced/ helpful/available)
Great knowledgeable staff.	• Staff who are (knowledgeable/experienced/ helpful/available)
Great presentation design and relevance of content	• Information is (practical/applicable/relevant/useful) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
Great presentation of information. I find it applicable to my work and is easy to follow.	• Information is (practical/applicable/relevant/useful) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
Great presentations & resources; expert speakers with credibility and experience	• Information is (good/high quality) • Webinars - Presenters and speakers (have expertise/experience, are clear/concise) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
great quality of webinars, regular newsletter	• MISC - Newsletter • Webinars, presentations, workshops (good/high quality/informative/well-designed)
Great resources well aligned with my philosophy of evaluation.	• Information is (good/high quality) • MISC - Alignment with own philosophy/approach
Great support network. Great conference and sessions.	• Provide and facilitate professional networks and discussion • Webinars, presentations, workshops (non-specific)
Great teaching strategy and outreach	• Good community outreach • Unclear
Great team of very passionate and dynamic people	• Staff who are (knowledgeable/experienced/ helpful/available)

What are EvaluATE's strengths?	Code(s)
Great webinar! The one webinar I attended is the only resource I have used from EvaluATE.	• Webinars, presentations, workshops (good/high quality/informative/well-designed)
Great webinars! Nice website set up! Good apparent use of other ate resources (ie presenters, technology platform).	• Webinars, presentations, workshops (good/high quality/informative/well-designed) • Website (high quality) • MISC - Contacts with federal program PO's • Webinars - Presenters and speakers (have expertise/experience, are clear/concise) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
Great, vital information to all participants	• Information is (good/high quality)
Guidance and training with what are good practices and what NSF wants/needs.	• Provide guidance and support (on NSF expectations)
Having and sharing information that is easily accessible - as well as understanding the importance and relevance of evaluation that is applicable to more than ATE programs.	• Information is (easily accessible, well-organized) • Information is (practical/applicable/relevant/useful)
Helping ATE project leaders and prospective project leaders understand the importance of evaluation in developing and implementing their project.	• MISC - Helping people understand the importance of evaluation
High quality materials and speakers, informative webinars.	• Information is (good/high quality) • Webinars - Presenters and speakers (have expertise/experience, are clear/concise) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
How well they communicate with the audience, organization, information is presented in a way that is easy to understand and implement. Very knowledgeable and committed to improving evaluation. All materials and presentations are available on their site.	• Information is (easily accessible, well-organized) • Webinars - Presenters and speakers (have expertise/experience, are clear/concise) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
I appreciate the materials they offer.	• Unclear
I appreciate the support that EvaluATE has offered. I had a fairly good understanding of evaluation prior to being part of EvaluATE, but EvaluATE helped me understand better what NSF wanted. I appreciated that insight.	• Provide guidance and support (on NSF expectations)
I have always viewed EvaluATE through the lens of our evaluator, and viewed the Center as a resource for Evaluators.	• Unclear
info in one place; experts coming together	• Information is (centralized and comprehensive) • Provide and facilitate professional networks and discussion
Information in all areas of evaluation. ATE has unusually strong support for evaluation that helps everyone including the PI. On other projects, there was much more compartmentalizations and separation with the evaluators.	• Information is (centralized and comprehensive) • Provide guidance and support (generally stated) • Staff who are (knowledgeable/experienced/ helpful/available)

What are EvaluATE's strengths?	Code(s)
information it provide through webinars	• Webinars, presentations, workshops (good/high quality/informative/well-designed)
information provided is very easy to understand, gives great examples	• Information is (clear/easy to use)
Information was accessible and easy to locate on the website. In addition, the webinars were also helpful.	• Information is (easily accessible, well-organized) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
Informative	• Information is (practical/applicable/relevant/useful)
Informative webinars and excellent presenters	• Webinars - Presenters and speakers (have expertise/experience, are clear/concise) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
informative webinars,, high quality information that links to reliable sources/references, most of the information that I have accessed can be applied to my evaluation context	• Information is (good/high quality) • Information is (practical/applicable/relevant/useful) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
informative website, webinars, newsletter	• Information is (good/high quality) • MISC - Newsletter • Webinars, presentations, workshops (good/high quality/informative/well-designed)
Inside and complete knowledge of content and climate of NSF ATE grants.	• Provide guidance and support (on NSF expectations)
Interactivity with participants, and opening resources to the public	• Information is provided (generally stated) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
Interpret what NSF wants and puts into layman terms. A great example is the annual report document they created.	• Provide guidance and support (on NSF expectations)
It has been a few years since the project but I recall EvaluATE's strong presence in keeping us updated and informed on TAACCCT grant evaluations.	• Communication (keeping people informed, updated)
It is a great resource for ATE projects! Very comprehensive. Helps to facilitate dialogue between the PI and me, an evaluator	• Information is (centralized and comprehensive) • Provide and facilitate professional networks and discussion
It is very good for new folks and evaluators and a good resource of reading materials.	• Information is (centralized and comprehensive)
It puts a "human face" on a topic that can be very intimidating. The availability of the staff is very helpful. The information provided is very useful.	• Information is (practical/applicable/relevant/useful) • Staff who are (knowledgeable/experienced/helpful/available)
It seems like good, practical and clear information for people who know nothing about evaluation, or are not bought into the idea or the importance.	• Information is (practical/applicable/relevant/useful)
Its persistent online presence. Its relevance to all Projects. The depth and breadth of information provided.	• Information is (centralized and comprehensive) • Information is (practical/applicable/relevant/useful) • MISC - Presence

What are EvaluATE's strengths?	Code(s)
know their stuff	• Staff who are (knowledgeable/experienced/ helpful/available)
Knowing there are resources available is helpful, so while I have very limited knowledge of what you do, I see you are good about getting the word out there. I'll come to the fall conference and get more acquainted with your role/strengths etc. Also, it was smart to email in advance saying you were going to email the online survey link. Usually we follow-up with reminders, but the "pre" email was helpful.	• Communication (keeping people informed, updated) • Information is provided (generally stated)
knowledge	• Staff who are (knowledgeable/experienced/ helpful/available)
Knowledge of evaluation and how it applies in the ATE world.	• Provide guidance and support (on NSF expectations) • Staff who are (knowledgeable/experienced/ helpful/available)
Knowledge of NSF proposals and preferences; Able to explain evaluation plans in an easy to understand way; Make webinar participants feel empowered to create their own plans and submit NSF proposals with confidence; Thorough knowledge of evaluation types and design	• Provide guidance and support (on NSF expectations) • Staff who are (knowledgeable/experienced/ helpful/available)
Knowledge of presenters and delivery method (webinars)	• Webinars - Presenters and speakers (have expertise/experience, are clear/concise) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
Knowledge of the Evaluation Process	• Staff who are (knowledgeable/experienced/ helpful/available)
Knowledgeable and expert evaluators. Ability to clearly present informative and relevant materials on program evaluation that helps improve the use and accuracy of evaluation results.	• Staff who are (knowledgeable/experienced/ helpful/available) • Webinars - Presenters and speakers (have expertise/experience, are clear/concise)
Knowledgeable staff and excellent resources.	• Information is (good/high quality) • Staff who are (knowledgeable/experienced/ helpful/available)
Lots of great materials and resources on evaluation.	• Information is (centralized and comprehensive)
Lots of information to review and consider.	• Information is (centralized and comprehensive)
Makes accurate information about the importance of well-planned evaluation to project's success.	• Information is (good/high quality)
Many online resources	• Information is (centralized and comprehensive)
Methods for better evaluation and data collection / presentation	• Unclear
Much excellent information presented in an effective manner	• Information is (clear/easy to use) • Information is (good/high quality)
Networking and data sharing	• Provide and facilitate professional networks and discussion
not many others providing the same service	• MISC - Not many others providing same service

What are EvaluATE's strengths?	Code(s)
Obtaining skilled professionals, reaching out by e-mail of upcoming events, hosting free webinars	• Communication (keeping people informed, updated) • Staff who are (knowledgeable/experienced/ helpful/available) • Webinars (low cost or free)
Offering resources	• Information is provided (generally stated)
Offers wealth of information	• Information is (centralized and comprehensive)
On line resource	• Information is provided (generally stated)
On-line, easy access	• Information is (easily accessible, well-organized)
Openness	• Unclear
openness to alternative approaches to evaluation	• MISC - Openness to alternative approaches to evaluation
Our organization has experience working with external evaluators and all of our projects are externally evaluated so we have a good network of partners but I see how this resource is invaluable to the ATE community. They have a good website, webinars, and are active at the ATE PI conf.	• Webinars, presentations, workshops (good/high quality/informative/well-designed) • Website (high quality)
Outreach - webinars are easily accessible with materials that can be downloaded. The website also has great information.	• Information is (easily accessible, well-organized) • Information is (easily accessible, well-organized) • Information is (good/high quality
Outreach & invitation to conference: I'm looking forward to learning more then/there	• Good community outreach
Outreach efforts and communication	• Good community outreach
Outstanding advice and support	• Provide guidance and support (generally stated)
Personnel	• Staff who are (knowledgeable/experienced/ helpful/available)
Positive outreach at all levels of post-secondary education. Effective follow-up and assistance to project personnel.	• Good community outreach
presentation materials are easy to understand and utilize - which decreases burden on those new to the process - non threatening	• Information is (practical/applicable/relevant/useful) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
presentation organization	• Webinars, presentations, workshops (good/high quality/informative/well-designed)
Presenting concise information in an accurate way	• Information is (clear/easy to use)
pretty good at PR	• MISC - Public relations
Professional development for core competencies.	• Provide professional development opportunities
Professional looking organizational products (newsletters and webinars) and helpful staff.	• Information is (good/high quality) • Staff who are (knowledgeable/experienced/ helpful/available)
Prominent lecturers	• Webinars - Presenters and speakers (have expertise/experience, are clear/concise)
Provide clear information that is useful to participants.	• Information is (clear/easy to use) • Information is (practical/applicable/relevant/useful)
provide easy to digest information	• Information is (clear/easy to use)

What are EvaluATE's strengths?	Code(s)
Provide information in a way that is easy to understand.	• Information is (clear/easy to use)
Provides access to lots of good information.	• Information is (centralized and comprehensive) • Information is provided (generally stated)
provides evaluation capacity building opportunities	• Provide professional development opportunities
Provides helpful information	• Information is (practical/applicable/relevant/useful)
Provides very understandable information to grant teams.	• Information is (clear/easy to use)
Providing access to resources. If I need them, I know where to go!	• Information is (centralized and comprehensive)
Providing accurate information	• Information is (good/high quality)
Providing assistance with all aspects of evaluation via webinars, the EvaluATE website, and conference workshops/presentations.	• Provide guidance and support (generally stated)
Providing basic overviews of evaluation to new PIs and evaluators.	• Information is (centralized and comprehensive)
Providing current examples and templates for logic models.	• Information is (practical/applicable/relevant/useful)
Providing guidance on how to evaluate effectively	• Provide guidance and support (generally stated)
Providing resources on evaluation	• Information is provided (generally stated)
Providing webinars, reading materials, workshops, etc.	• Information is provided (generally stated)
Quality material and presenters.	• Information is (good/high quality) • Webinars - Presenters and speakers (have expertise/experience, are clear/concise)
Quality material and presenters.	• • • • •
Quality of information both on-line and via webinars.	• Information is (good/high quality) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
Questions and answer choices help guide the participant in developing reports.	• Provide guidance and support (generally stated)
quickly find through search process valuable information that relates to area of study or project.	• Information is (easily accessible, well-organized)
reach and information dissemination	• Information is provided (generally stated) • MISC - Wide reach
Reaching out to the community.	• Good community outreach
Readily Available, Helpful, Good resource for information.	• Information is (easily accessible, well-organized) • Information is (practical/applicable/relevant/useful)
Really great, helpful, professional webinars and brief guides	• Information is (good/high quality) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
Relevance and approach - I appreciate that the information is practical	• Information is (practical/applicable/relevant/useful)
relevant topics and knowledgeable experts	• Information is (practical/applicable/relevant/useful) • Staff who are (knowledgeable/experienced/ helpful/available)

What are EvaluATE's strengths?	Code(s)
repository of knowledge	• Information is (centralized and comprehensive)
Resource Center	• Information is (centralized and comprehensive)
Resources available and expertise provided	• Information is provided (generally stated) • Staff who are (knowledgeable/experienced/ helpful/available)
Resources to collect information on evaluation	• Information is provided (generally stated)
Resources, tools and products are accessible and easy to use.	• Information is (clear/easy to use) • Information is (easily accessible, well-organized)
Responsive, evaluation focused, quality materials	• Communication (responsiveness)
Responsive, evaluation focused, quality materials	• Information is (good/high quality)
Responsiveness, excellent information source, knowledgeable and helpful staff, collaborative, well maintained website	• Communication (responsiveness) • Staff who are (knowledgeable/experienced/ helpful/available) • Website (high quality)
Seems to have a good number of strong education field evaluators	• Staff who are (knowledgeable/experienced/ helpful/available)
Seminar/workshops at conferences	• Webinars, presentations, workshops (non-specific)
Sharing evaluation information in a user-friendly way	• Information is (clear/easy to use)
Sharing knowledge about the process	• Information is provided (generally stated) • Information is (practical/applicable/relevant/useful)
Single site of resources; handy checklists; searchable site for easy retrieval of information.	• Information is (centralized and comprehensive) • Information is (easily accessible, well-organized)
Source of information and best practices on evaluations for new projects or centers.	• Information is provided (generally stated)
Source of material on evaluation	• Information is provided (generally stated)
Specialization and expertise	• Staff who are (knowledgeable/experienced/ helpful/available)
Strong presence, always available and accessible at the NSF ATE Conference. Great website, easy to find materials. Helpful workshops presented at the ATE Conference. Knowledgeable team, willing to answer my questions.	• MISC - Staff accessibility at ATE conference • Staff who are (knowledgeable/experienced/ helpful/available) • Webinars, presentations, workshops (non-specific) • Website (high quality)
Strong resources and a clear perspective on evaluation practice	• Information is (clear/easy to use)
subject matter expertise readily available	• Information is (easily accessible, well-organized) • Staff who are (knowledgeable/experienced/ helpful/available)
Support for new projects & Centers.	• Provide guidance and support (generally stated)
That you exist at all is terrific. The informality is refreshing and helpful.	• MISC - Informality
The amount and quality of information.	• Information is (centralized and comprehensive)
The clear and practical way that they provide information about evaluation (e.g. real world	• Information is (clear/easy to use) • Information is (practical/applicable/relevant/useful)

What are EvaluATE's strengths?	Code(s)
examples of how to conduct and use evaluation)	
The content that they provide is relevant, succinct, yet detailed. It is tailored to all levels of experience, especially new people like me.	• Information is (clear/easy to use) • Information is (practical/applicable/relevant/useful)
The expertise in evaluation particularly as it applies to NSF proposal/projects.	• Provide guidance and support (on NSF expectations)
The expertise in evaluation particularly as it applies to NSF proposal/projects.	• Staff who are (knowledgeable/experienced/ helpful/available)
The focus on evaluation is absolutely a strength and unmatched by other organizations in terms of quality or quantity.	• Information is (centralized and comprehensive)
The information sent to us is very informative for our current project.	• Information is (practical/applicable/relevant/useful)
The information that is available.	• Information is provided (generally stated)
The one webinar seemed to be well organized and the materials were good quality. I thought the content was very good.	• Webinars, presentations, workshops (good/high quality/informative/well-designed)
The presenters demonstrated great knowledge of the NS logic model format.	• Webinars - Presenters and speakers (have expertise/experience, are clear/concise)
The quality of material. I can trust that it is vetted and that you explain things clearly.	• Information is (good/high quality)
The simplicity of the presentations they give.	• Webinars, presentations, workshops (good/high quality/informative/well-designed)
The topics are interesting and useful.	• Information is (practical/applicable/relevant/useful)
The variety of resources and formats (webinars, etc.).	• Information is (centralized and comprehensive)
The wealth of knowledge and resources.	• Information is (centralized and comprehensive)
The wealth of knowledge and resources.	• Staff who are (knowledgeable/experienced/ helpful/available)
The webinar topics are interesting and presented in a manner that is easy to follow and understand.	• Webinars, presentations, workshops (good/high quality/informative/well-designed)
The webinars and materials posted form those webinars are my only contact with EvaluATE... these are excellent and meet a wider need among program and evaluation personnel--this is evident in the number of participants and participation during the webinars.	• Webinars, presentations, workshops (good/high quality/informative/well-designed)
the webinars are excellent - easy to follow with just the right amount of time/visuals to explain. Their content is also immediately applicable and able to be infused into current practices	• Information is (practical/applicable/relevant/useful) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
The website is also very helpful.	• Website (high quality)
Their expertise, their valuable Subject Matter Experts, the resources they provide	• Information is provided (generally stated) • Staff who are (knowledgeable/experienced/ helpful/available)
Their webinars	• Webinars, presentations, workshops (non-specific)

What are EvaluATE's strengths?	Code(s)
There is a tremendous longevity and institutional history rare in just about any other program.	• MISC - Longevity
They are available at any time for questions	• Staff who are (knowledgeable/experienced/ helpful/available)
They clearly have a strong knowledge base, and present things very clearly. Their webinars are engaging. Definitely appropriate for a novice audience. I do not think that their target audience is or should be professional evaluators anyway.	• Staff who are (knowledgeable/experienced/ helpful/available) • Webinars - Presenters and speakers (have expertise/experience, are clear/concise) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
They have a solid understanding of the nature of NSF ATE projects and how evaluation fits into them, and are very good at communicating that information.	• Communication (is good/clear) • Provide guidance and support (on NSF expectations)
They have broad background in evaluation and keep up to date with what is needed. They are seen nationally as a major leader in evaluation.	• Information is (practical/applicable/relevant/useful) • Staff who are (knowledgeable/experienced/ helpful/available)
This group provides necessary support for organizations new to funded projects.	• Provide guidance and support (generally stated)
Thorough, knowledgeable.	• Information is provided (generally stated) • Staff who are (knowledgeable/experienced/ helpful/available)
Timely and focused information	• Information is (clear/easy to use) • Information is (practical/applicable/relevant/useful)
Timely presentations - well-organized - the technology always works!	• Information is (practical/applicable/relevant/useful) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
Understanding what knowledge needs to be shared.	• Information is (practical/applicable/relevant/useful)
Useful framework	• Information is (practical/applicable/relevant/useful)
User-friendly, clearly and very professionally prepared and shared information and materials. Attention to and focus on EvaluATE's primary audience of ATE grantees and evaluators (although many others tap and benefit from EvaluATE work).	• Information is (clear/easy to use) • Information is (good/high quality)
Valuable information that is easily accessible.	• Information is (easily accessible, well-organized)
variety and content of webinar offerings	• Webinars, presentations, workshops (good/high quality/informative/well-designed)
Very good presenters for webinars	• Webinars - Presenters and speakers (have expertise/experience, are clear/concise)
Very good webinars	• Webinars, presentations, workshops (good/high quality/informative/well-designed)
Very informative webinars and presentations.	• Webinars, presentations, workshops (good/high quality/informative/well-designed)
very knowledgeable instructors, providing timely, important information that they share with others.	• Information is (practical/applicable/relevant/useful) • Webinars - Presenters and speakers (have expertise/experience, are clear/concise)

What are EvaluATE's strengths?	Code(s)
Very practical information, very well presented.	• Information is (practical/applicable/relevant/useful)
Very professional and competent and know what is essential in good evaluation	• Information is (practical/applicable/relevant/useful) • Staff who are (knowledgeable/experienced/ helpful/available)
Very professional and organized website, high quality webinars and documents available online.	• Information is (easily accessible, well-organized) • Webinars, presentations, workshops (good/high quality/informative/well-designed)
Virtual availability and deliverability; consistency; expertise; friendly staff.	• Information is (easily accessible, well-organized) • MISC - Consistency • Staff who are (knowledgeable/experienced/ helpful/available)
web resources and professional development	• Information is provided (generally stated) • Provide professional development opportunities
Webinars	• Webinars, presentations, workshops (non-specific)
webinars	• Webinars, presentations, workshops (non-specific)
Webinars	• Webinars, presentations, workshops (non-specific)
Webinars - website materials - ATE conference sessions	• Webinars, presentations, workshops (non-specific)
Webinars - website materials - ATE conference sessions	• Webinars, presentations, workshops (non-specific)
Webinars and education	• Webinars, presentations, workshops (non-specific)
webinars and information resources for evaluation and logic models from project inception to project execution. Speakers at webinars provide really good examples.	• Information is (centralized and comprehensive)
webinars and information resources for evaluation and logic models from project inception to project execution. Speakers at webinars provide really good examples.	• Webinars - Presenters and speakers (have expertise/experience, are clear/concise) • Webinars, presentations, workshops (non-specific)
webinars are relevant and concise, so they impart useful information	• Information is (practical/applicable/relevant/useful) • Webinars, presentations, workshops (non-specific)
webinars, resources	• Information is provided (generally stated) • Webinars, presentations, workshops (non-specific)
webinars, website resources	• Information is provided (generally stated) • Webinars, presentations, workshops (non-specific)
Website, professional development and very knowledgeable team.	• Provide professional development opportunities • Staff who are (knowledgeable/experienced/ helpful/available) • Website (high quality)
Well known source of information on project evaluation.	• Recognized brand, has a history, well-known
Well organized	• Information is (easily accessible, well-organized)
well-qualified team and leadership	• MISC - Leadership • Staff who are (knowledgeable/experienced/ helpful/available)
Wide reach through webinars and associated materials	• MISC - Wide reach
working with the DOE ad DOD office.	• MISC - Working with DOE and DOD office

What are EvaluATE's strengths?	Code(s)
You all provide instruction from practitioners who have relevant experience	• Staff who are (knowledgeable/experienced/ helpful/available)
You have a comprehensive understanding about what's going on in projects all over the country. You can clearly explain the organizational structure of projects.	• Communication (is good/clear) • Staff who are (knowledgeable/experienced/ helpful/available)

Appendix I: Coded Responses to Open-ended External Evaluation Survey Question, "What are EvaluATE's weaknesses?"

What are EvaluATE's weaknesses?	Code(s)
1. Reluctance to adopt marketing strategies for its services 2. Staff turnover 3. Uncertainty reagrding its direction for research	• MISC - Staff turnover • Unclear direction, goals, purpose
A DOs and DONTs list would be helpful.	• To add - MISC - A do's and don'ts list would be helpful
Ability to integrate more of the individuals that should be part of this effort and create a collaborative effort among all grantees.	• More of - facilitation of networking, collaboration, building the evaluation community.
advertisement about services	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
Always hard to get the word out	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
Always have to start at the beginning, so maybe it would help to have a tiered process, for instance, this webinar is for intermediate to advanced, etc.	• More of - information for intermediated and experienced evaluators (too basic)
Annual survey. We don't get any value from the data.	• MISC - We don't get any value from the annual survey data.
Awareness of what you have to offer, especially to new grantees and those applying to ATE. Get your resources out there!	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
Awareness, there are so many other uses and advancements that EvaluATE could be used for. Beyond the NSF and grant evaluations, EvaluATE could be far more reaching if more people/organizations knew of your existence.	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
Concise instructions	• MISC - Concise instructions
confusing in terms of what are the goals and what it would like to achieve	• Unclear direction, goals, purpose
Connection to and understanding of two year colleges.	• More of - Connection with/understanding of two-year colleges
Could expanse services/consulting	• More of - MISC - Expand services/consulting
could have more specific examples of evaluation plans for different types of projects - how to present everything within the required page limits - qualifications evaluators should have	• More of - examples of plans, reports, visualizations • More of - MISC - Information regarding qualifications evaluators should have
Could improve upon promotion of its resources.	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
Could use more resources/electronic handouts	• More of - tools and resources
data analytics	• To add - MISC - data analytics
Distance from my campus	• MISC - Distance from my campus
Doesn't connect evaluators with PI's in need or in potential need of evaluation services.	• More of - help PI's find evaluators - esp in region
Doesn't serve start up projects well.	• MISC - Doesn't serve start-up projects well.
effectiveness in enabling the community of ATE evaluators to interact and benefit from each other	• More of - facilitation of networking, collaboration, building the evaluation community.
EvaluATE is one of the few organizations that I'd like to have send me MORE email updates about what's happening.	• More of - updates (via email) re upcoming events, new resources, etc.

What are EvaluATE's weaknesses?	Code(s)
EvaluATE needs to be more visible, it would be great to have a table at evaluation conferences.	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
Even though I had heard that EvaluATE was the "go-to" resource for ATE evaluation, I feel like the amount of resources and what is available is under publicized and emphasized. Basically, sell yourself!	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
Failure to develop a "community-of-practice" around evaluation, especially in the ATE Program.	• More of - facilitation of networking, collaboration, building the evaluation community.
focus is very elementary - which is probably good for PIs that don't know anything about evaluation. For evaluators with experience, its not very helpful	• More of - information for intermediated and experienced evaluators (too basic)
For the novice, the whole enterprise of evaluation, program management, etc. is overwhelming. The strength of EvaluATE is to provide information--but newbies may feel overwhelmed by the sheer volume of information. Not sure how to avoid this or to have a link that says--here's the slow/easy onramp material to get you started first.	• Amount of information can be overwhelming
Getting the word out about what you provide.	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
Have not seen much on social determinants of health evaluation	• To add - MISC - Information on social determinants of health evaluations
Help college find suitable evaluators. Uniform list of recommended evaluators	• More of - help PI's find evaluators - esp in region
How many people know about EvaluATE's awesome webinars and resources? I only heard about them through word of mouth.	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
I am not sure if this is weakness of EvaluATE or of my use of EvaluATE, but we had difficulty identifying evaluators in our region. Due to limited funds, we could not include much in the way of a travel budget for an evaluator and were looking for someone within driving distance.	• More of - help PI's find evaluators - esp in region
I feel like you are so connected with the projects that any question I ask will be repeated to funded PIs or project personnel. I don't feel my questions about the ATE process are treated as confidential.	• MISC - Communication doesn't feel confidential
I find that I know a lot of what is being presented in the webinars. Would like to attend some webinars that have more advanced topics or develop a higher level of knowledge or skills.	• More of - information for intermediated and experienced evaluators (too basic)
I guess you could send me more emails about upcoming webinars and other resources.	• More of - updates (via email) re upcoming events, new resources, etc.
I hate to bring this up, but I never received an evaluation of "my evaluation" on any grant I had completed. Sure, I listened to others and what they did, I used Evaluate Input, read the grant evaluation but I would like to have received a general feedback on my evaluation, not a complicated one but maybe a one page evaluation so I could improve the next time.	• To add - MISC - Feedback on others' evaluation work
I haven't seen anything that was especially geared to an experienced evaluator.	• More of - information for intermediated and experienced evaluators (too basic)
I haven't seen anything that would help those of us who are researchers and also do some evaluation. It all seems too basic.	• More of - information for intermediated and experienced evaluators (too basic)

What are EvaluATE's weaknesses?	Code(s)
I really do not have information on evaluATE and had not heard of you before last time you tried to collect information on your performance. So I would say dissemination of your very existence would be a problem. How do I even find your website?	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
I was looking for a logic model template that was more aesthetic than the ones we were using. I immediately went to EvaluATE and found one. Unfortunately, it was not interactive and was therefore really unusable to me. If tools are posted as such, they need to be developed in a forms type of format.	• To add - MISC - Include templates using a "form" format not a static pdf
I wish there could be expansion of topics to include non-NSF/ATE projects, but I understand that's who funds the project.	• Too geared towards specific types of grants (e.g., ATE)
I wish there were webinars offered more frequently.	• Webinar improvement - More frequent offerings
I would have benefited from a seminar/workshop/conference session designed specifically for PIs/CoPIs and Staff. I was unaware of any such session.	• To add - MISC - A seminar or workshop geared specifically for PIs/CoPIs and staff.
I would like the pre-conference workshops at the ATE October conferences to have sessions for experienced evaluators. We have found them to be very good but mostly for new evaluators.	• More of - information for intermediated and experienced evaluators (too basic)
I would like to see offerings more frequently...	• Webinar improvement - More frequent offerings
If I have used your products, I have not recognized it comes from you, so maybe more branding that these products are from you	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
If possible, a way to provide more information during proposal development.	• More of - MISC - More information during proposal development
insufficient funds to support their vision and to meet the need of ATE projects for improved evaluation.	• MISC - Don't have sufficient funds to support the vision
Insufficient time to deal with specific situations and their complexities	• MISC - Don't have sufficient time to deal with specific situations and their complexities
It can feel overwhelming to a new PI	• Amount of information can be overwhelming
It is difficult to find an evaluator by location and discipline- it is not a very easy database to search.	• Difficult to navigate website - material poorly organized • More of - help PI's find evaluators - esp in region
It is focused only on certain types of grant applications.	• Too geared towards specific types of grants (e.g. ATE)
It seems like EvaluATE is trying to do too much. They are trying to cover everything from standardizing reporting on outcomes to specific training on analysis. I think about other communities of evaluators where i am involved - like Educause - the expertise that is leveraged is more decentralized. Consequently, that community of researchers and evaluators is closer, and is more relevant to different levels of expertise in Educause.	• MISC - Trying to cover too many topics
It would be worthwhile having some consistent, on-site connection with EvaluATE while a project is in its beginning stages.	• To add - MISC - Would like ability to have on-site connection with EvaluATE at beginning of project.

What are EvaluATE's weaknesses?	Code(s)
Lack of field experience working in two-year college environment. Every evaluation and project is unique and things never work out like "the book" says they should. This makes EvaluATE information the "idea," but there is little guidance with dealing with reality...poor project management, no data, poor data, changing personnel, local politics that hinder project work or partner input. etc. Also, strategies for helping projects that have poorly designed goals and objectives better define success for the project after funding is a topic that hasn't been addressed but one that many evaluators face.	• More of - Connection with/understanding of two-year colleges
lack of recognition	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
lots of surveys	• Too many surveys
Many of the webinars I've been aware of touch only on the basics of evaluation. I'd like more in specific topic areas that aren't focused on a specific grant. i.e. more on Data Visualization tools in general and how to do them. Something more interactive than watching slides	• Webinar improvement - MISC - Webinars that focus on a specific topic (e.g., Data Visualization) vs. a specific grant.
Marketing its resources	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
Materials is relatively low-level for my needs	• More of - information for intermediated and experienced evaluators (too basic)
MISC-Some presenters appeared to not have as extensive experience as was thought	• Webinar improvement - MISC - Some presenters not as experienced as was thought
More often schedule	• Webinar improvement - More frequent offerings
Need additional levels or tiers of information - for novice, to mid-level, to experienced, to highly experienced	• More of - information for intermediated and experienced evaluators (too basic)
Need more detailed information on instruments, visualization, etc. Grant writers are often the first to bring these issues to faculty, and we want to be able to present the information in useful detail.	• More of - MISC - Detailed information on instruments, visualizations, etc.
Need more numeric data interpretation & analysis, applied examples.	• More of - examples of plans, reports, visualizations
Need more tools	• More of - tools and resources
Need to include more citations to back up materials. The methods & statistics referred to in EvaluATE's materials all have solid citations that can be meaningfully noted.	• More of - MISC - More citations needed in EvaluATE materials
need to know more about longitudinal evaluation and project impact	• More of - MISC - Information about longitudinal evaluation and project impact
Needs broader applicability to multiple disciplines. It seemed this workshop was geared towards just a specific kind of grant.	• Too geared towards specific types of grants (e.g. ATE)
Needs to provide more specific how-tos.	• To add - MISC - more specific how-to's
no response when I have reached out for help.	• Non-responsive
Not as useful for people with evaluation background or that are evaluators themselves.	• More of - information for intermediated and experienced evaluators (too basic)
Not as well set up for small colleges with limited budgets as well as larger colleges and universities with more support staff.	• MISC - Not set up well for small colleges w limited budgets or larger colleges with support staff
Not being a requirement for PIs to use.	• MISC - Should be a requirement for PIs to use

What are EvaluATE's weaknesses?	Code(s)
not constantly in view, have to get in habit of using lack of personal contact	• More of - MISC - Personal contact
Nothing that I can really point to. Like all of us, we need to keep up on new technologies and strategies. For example, I might like more sessions on how to work in the context of R, since many of us are pretty much historically situated in SPSS, etc.	• More of - Information on new technologies and strategies - e.g., R as an alternative to SPSS
perhaps just more outreach to get projects to use before submitting the plans	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
Perhaps like alot of ate resources not enough awareness this high value resource exists.	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
promotion; i.e i think it is well known in the evaluation community and ATE community but i think many other professions could learn from EvaluATE and its resources.	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
Providing a copy of the webinar slides in advance	• Webinar improvement - MISC - Provide a copy of the webinar slides in advance
Reluctance to adopt marketing strategies for its services 2. Staff turnover 3. Uncertainty reagrding its direction for research	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
Responding to requests for information on broader impact and intellectual merit. I emailed months ago and never received a response.	• Non-responsive
Seems to be reactive rather than proactive.	• MISC - Too reactive vs proactive
Some of the webinars are on a surface/overview level and don't dig deeply enough into the practical aspects of the subject. I've attended 3 or 4 where the subject matter is of great interest and the webinar seems to promise the information I'm looking for, but I come away dissatisfied that the webinar only touched the bare basics - "grant development 101" - when I need "grant development 301"! (Also spend too much time at the beginning of webinars on the "who we are" stuff! Some is fine, but 5-10 minutes is too much!)	• More of - information for intermediated and experienced evaluators (too basic)
Some questions might not apply or fit for a particular grant.	• MISC - Some questions might not apply or fit for a particular grant.
Sometime the info is too basic for those of us with more experience - maybe tier the info (e.g. for beginning evaluators, intermediate, experienced)?	• More of - information for intermediated and experienced evaluators (too basic)
Sometimes I can get lost in the abstract theory of it all and all of the terms/lingo. Better when we can see concrete applications in the real world.	• More of - examples of plans, reports, visualizations
Sometimes I struggle to find things on the website... even things that I know exist. Thus, i would suggest more/better organization of the great products. I would also like to see a bit more on more advanced topics... See	• Difficult to navigate website - material poorly organized
Sometimes the examples given are too specific to a particular project, I need more help extrapolating the benefits to all projects	• MISC - Examples are too specific to a particular project
Sometimes the information is not very well organized making it difficult to locate the specific information	• Difficult to navigate website - material poorly organized

What are EvaluATE's weaknesses?	Code(s)
Sometimes the information is too basic and repetition of what is already available in the solicitations or guides for the evaluation plan to be included in a proposal. There are times I choose to not watch a Webinar because it is intended for ATE grantees - we are not a grantee and I pay attention to the EvaluATE offerings to gain greater insight into what NSF expects.	• More of - information for intermediated and experienced evaluators (too basic)
Sometimes the technology didn't work well	• Webinar improvement - MISC - Sometimes the technology didn't work well
Sometimes the webinars move too quickly. I am more familiar with Logic Models but my colleague is not. That particular webinar left both of our heads spinning a little bit. Also, sometimes the amount of information available is overwhelming. A more parsimonious approach or flow of information might be more helpful as it is easy to get lost in the sheer volume of information available.	• Amount of information can be overwhelming • Webinar improvement - Attempt to cover too much information
Sometimes their dissemination methods are too passive.	• More of - increase awareness/visibility of EvaluATE - expand reach beyond ATE
Sometimes with an on-line format it is somewhat difficult to get a question in the mix.	• Webinar improvement - MISC- Difficult to pose questions in webinar format
specific guidance on what the expectations are and the amount of assessment/evaluation is required for a project.	• To add - Specific guidance re appropriate rates and budgeting for evaluation services
Supporting networking and live learning opportunities	• More of - facilitation of networking, collarboration, building the evaluation community.
Surveying people who do not use their products?	• Too many surveys
The afternoon schedules happen just after lunch time. Sometimes, a morning schedule can be appreciated. I have faculty meetings in the afternoons.	• Webinar improvement - MISC- Morning offerings of webinars - can't usually attend afternoon
The basic logic model courses should be offered more often.	• Webinar improvement - MISC - Offerings of logic model courses
The calendar year annual report makes data collection crossing fiscal years difficult	• MISC - The calendar year annual report makes data collection crossing fiscal years difficult
The issue of naming NSF evaluators in proposals versus requirements of Uniform Guidance around procurement and competition still feels like an unresolved issue. It would be a great service to colleges for ATE Central to provide guidance and strategies for proposal development that ensure they are in compliance and there is not an ongoing struggle between Grants Offices and PIs on how naming an evaluator needs to be represented in the proposal if a bid or quote process will be required to actually procure services if awarded. NSF program officers can't seem to figure out why this is still an unresolved issue for colleges and that it should be OK to go ahead and name someone, but colleges are not all experiencing the same interpretation from their understanding of Uniform Guidance. This is a major area of concern for many of us.	• To add - MISC - Need guidance on unresolved issue of naming NSF evaluators vs requirements of uniform guidance
The presentation included a lot of information but the presentation was done very quickly.	• Webinar improvement - Attempt to cover too much information
The survey that goes out after the coffee break webinars is beyond embarrassing! Please please please revise it. Seeing it	• Webinar improvement - MISC - Coffee break webinar survey needs to be improved

What are EvaluATE's weaknesses?	Code(s)
after a really useful webinar about crafting good questions and scales makes it especially unfortunate.	
There are no weaknesses that I know of except that for those of us who are veterans of evaluating and being evaluated, the material is a entry level.	• More of - information for intermediated and experienced evaluators (too basic)
There is just too much to try to communicate in a reasonable time for a webinar. To really educate people about evaluation design, etc., one really needs to commit to a sustained course.	• Webinar improvement - Attempt to cover too much information
There website is not the easiest to find basic information.	• Difficult to navigate website - material poorly organized
There's not as much information for more experienced evaluators.	• More of - information for intermediated and experienced evaluators (too basic)
There's so much there, can be overwhelming, hard to have an access point (esp if you don't need a 101 on what evaluations are)	• Amount of information can be overwhelming
they are not part of the evaluation performance feedback process	• To add - MISC - Feedback on others' evaluation work
They have a lot of great reference material, but it can be difficult to find. I know I have seen documents before, but when I search the website, often I can't find them again.	• Difficult to navigate website - material poorly organized
This isn't EvaluATE's weakness per se, but it is difficult to be all things to all parts of the evaluation community. In my situation, I wish there were more materials for people who already know the basics of evaluation - more intermediate/advanced materials/webinars/workshops.	• More of - information for intermediated and experienced evaluators (too basic)
Too many surveys.	• Too many surveys
Too much: feels uncurated - Like being in the Library of Congress with the lights turned off	• Difficult to navigate website - material poorly organized
Topics never seem to align 100% with what I need	• MISC - Topics don't align 100% with my needs
understand the meaning of a outcome of the program.	• MISC - understand the meaning program outcome
We could really use help on understanding the budgets for this. I have been quoted rates anywhere from $50 to $175 per hour for evaluation services. I have seen proposals include anywhere from 3% to 15% of their total budget on evaluation. It would be useful if ATE and NSF could provide some guidance here.	• To add - Specific guidance re appropriate rates and budgeting for evaluation services
Web site is robust, but complicated.	• Difficult to navigate website - material poorly organized
website sometimes harder to navigate when trying to find something in particular	• Difficult to navigate website - material poorly organized
When I get the emails, I'm not clear how it applies to me.	• MISC - When I get the emails, I'm not clear how it applies to me.
When new, it can be hard to join in the network. A list of evaluators familiar with ATE would be helpful.	• More of - facilitation of networking, collaboration, building the evaluation community. • More of - help PI's find evaluators - esp in region
Would also like to see more advanced level - ie a range of levels from novice on through to advanced	• More of - information for intermediated and experienced evaluators (too basic)
Would like to see more aps which can be downloaded and quick, short videos which can be accessed easily	• More of - MISC - Apps that can be downloaded

What are EvaluATE's weaknesses?	Code(s)
	• More of - MISC - Quick, short videos which can be accessed easily
Would like to see more examples of evaluation plans, reports, and visualizations.	• More of - examples of plans, reports, visualizations
Would like to see more templates and checklists in developing an evaluation program	• More of - MISC - templates and checklists

Appendix J: Coded Responses to Open-ended External Evaluation Survey Question, "Please provide a specific example of how information you have obtained from EvaluATE has improved your evaluation."

E=Reference to learning or behavior change is *explicit*

I =Reference to learning or behavior change was *inferred* by coders

Please provide a specific example of how information you have obtained from EvaluATE has improved your evaluation.	Resulting Improvement Theme	Learning		Behavior	
		E	I	E	I
Having a set of peers that work very hard on evaluation efforts, and seeing at conferences how people are addressing various evaluation challenges, and that they often share some of the same challenges.	Address challenges more effectively	0	1	0	0
providing a network of colleagues to help with questions	Address challenges more effectively	0	0	0	0
The team that I work with has been able to do a better job or preparing the reports and analyzing the results of our activities.	Analyzing results	0	1	1	1
Knowing what is expected from a sponsor, I am able to guide conversation about what to include (and what not to include, which is more relevant to my situation)	Applied in practice	0	1	0	1
Logic model webinar was excellent and I have a much better understanding of how to incorporate into proposal and how to use to ensure evaluation relates to project outcomes. Webinar was practical and information and templates provided had immediate application.	Applied in practice	1	1	1	1
Meeting regularly with evaluator has proved invaluable. Her guidance has helped immensely.	Applied in practice	0	1	0	1
One example is the use of logic models. I was introduced to logic models as a planning tool in the late 2000's. Using the logic model as a tool for evaluation was...well...logical! The EvaluATE module on logic models helped me to process the information with the grant team as well.	Applied in practice	1	1	1	1
Providing a project logic model, and evaluation of budgets lead me to provide a position for an Associate Department Head.	Applied in practice	0	0	1	1
Started doing NSF Grants about 1998, and the logic models that were required were a great help to formalize structure writ data gathering tools and making adjustments based on results. As I recall in the late 90s, evaluation was not a very important item and was very "loose" with what was required.	Applied in practice	0	1	0	1
Strengthened outcome measures and measurement strategy	Applied in practice	0	1	0	1
Survey methodology - editing existing templates to a more user-friendly and concise design that gets to the purpose of the evaluation	Applied in practice	0	1	0	1
The "Retrospective Pretest Method" webinar that was presented in December 2015 was wonderful and has drastically changed how our in-house evaluation team will be collecting data related to our professional development programs and learning initiatives. More webinars and trainings on how to apply specific evaluation data collection and analysis methods is needed and would be much appreciated.	Applied in practice	1	1	1	1
The EvaluATE Webinar on May 25, 2016, helped me better educate our grant Project Managers/PIs and Grants Development team on the importance of a strong evaluation plan in the initial application.	Applied in practice and Eval plan (or eval component)	0	1	1	1
The information provided by Evaluate helped immensely focus our initial plan to collect meaningful data that was able to communicate the value of the project to the project advisors, evaluator and other faculty involved in the curriculum changes.	Applied in practice	1	1	1	1

Please provide a specific example of how information you have obtained from EvaluATE has improved your evaluation.	Resulting Improvement Theme	Learning		Behavior	
The information provided has helped us coordinate with our evaluator more effectively.	Applied in practice	0	1	1	1
the pre-post test webinar has led us to revise our templates for pre-post tests. moreover, the logic model webinar will give us guidance for a presentation for colleagues on logframes.	Applied in practice	0	1	1	1
The session on the Retrospective Pretest approach was very useful and provided me with the confidence to both develop and use this approach on a few evaluations.	Applied in practice	1	1	1	1
The use of the data collection planning matrix to guide the development of the project evaluation.	Applied in practice	0	0	1	1
The webinar on different data sources, including what can be available through the college's IR department helped us think more creatively about data that we could request from our grantees.	Applied in practice	0	1	0	1
The webinar on retrospective surveys was excellent and has changed how I design almost all of my surveys.	Applied in practice	0	1	1	1
Use of different models for evaluation of ATE projects.	Applied in practice	0	1	0	1
Using a more specific measurement results according to specific goals	Applied in practice	0	1	0	0
Using the evaluation results to try to improve project goals.	Applied in practice	0	1	0	1
Utilization of a logic model to identify needed resources and then calculate the amount of funding necessary to provide those resources.	Applied in practice	0	1	0	1
We are definitely more focused on key questions related to Intellectual Merit and Broader Impact. We refined our logic model to color code activities, etc., to associate them with IM or BI, to help us keep a focus on why we are doing what we are doing and to help us hone in on the data we need to collect from our activities.	Applied in practice	0	1	1	1
We have begun to look at intellectual merit and broader impact on projects	Applied in practice and New (or improved) knowledge	0	1	1	1
We have developed a campus-wide data base that allows real-time input and access to academic records while advising students in our EdTrAc program for elementary education majors at Normandale.	Applied in practice	0	0	1	1
Workshops at national conference were helpful in gathering feedback and sharing results.	Applied in practice	0	1	0	1
Your Library Resources available via your site is a hidden gem. We have used and shared with people applying for ATE grants those resources, specifically the archived Webinars and PP slides.	Applied in practice	0	1	1	1
I have used the retrospective pre-post method in a couple different evaluations.	Applied in practice	0	0	1	1
I learned about the retrospective pre/post tests and started incorporating them with my clients.	Applied in practice	1	1	1	1
In the logic model training, we learned how to tie the logic model to the narrative. I have used this in applications.	Applied in practice	1	1	1	1
Put the pieces together in a logical sequence.	Applied in practice	0	0	0	1
The logic model webinar helped us guide our investigators through the process of creating a logic model for their individual projects, which had been an intimidating prospect for some.	Applied in practice	0	1	1	1
Use EvaluATE's Logic Model Template.	Applied in practice	0	0	1	1

Please provide a specific example of how information you have obtained from EvaluATE has improved your evaluation.	Resulting Improvement Theme	Learning		Behavior	
use of logic model articles. Often, I don't have time to do the webinars, but will read the articles/handouts on the website, so I consider the website a huge resource that is more current and shorter than journal articles which I appreciate. Most are very applied and I can use the info immediately.	Applied in practice	0	1	1	1
We have adapted the idea of a project resume that was presented on a previous webinar. That has been a successful resource for some of our projects.	Applied in practice	0	1	1	1
We use their Logic Model information extensively - have attended a session and have used the handouts. Make the Kellogg information very practical.	Applied in practice	0	0	1	1
While writing my grant proposal, knowing which sections required an evaluation component was invaluable and made me aware of how I had to phrase my goals and objectives so that they could be evaluated.	Applied in practice	1	1	1	1
Even though I'm no longer a part of a NSF grant, I continue to find value in EvaluATE webinars. Specifically, I have improved our department's use of surveys from information I've gained from EvaluATE.	Design/use of surveys	0	1	1	1
I attended the Retrospective Pretest Method for Evaluation Training webinar on 12/9/2015 and learned a great deal from the webinar. I refer back to slides from the webinar when drafting surveys, and the webinar has been instrumental in improving my survey design. Thank you!	Design/use of surveys	1	1	1	1
I have a binder behind my desk where I keep a variety of EvaluATE PowerPoints for quick reference - use it for crafting questions, for fine-tuning a logic model, for reminding myself of the key elements.	Design/use of surveys	0	0	1	1
I learned to do drill-down logic models to look more closely at certain grant elements. I asked "To what extent" questions rather than yes/no questions. I pushed myself to make judgments in the evaluation report, rather than just reporting results.	Design/use of surveys	1	1	1	1
Introduced benefits of retrospective pre/post and provided sample formats for survey questions. We used this information to develop part of a survey that we are using to collect feedback about a pilot project.	Design/use of surveys	0	1	1	1
As a grant writer, I feel more confident that I am effectively advising faculty on project evaluation planning and expectations, I am now engaging external evaluators during the grant writing process, and I am more confident that the evaluation component of my proposals is addressing the requirements and desires of the funding agency in a thorough and meaningful way.	Eval plan (or eval component) for grants/proposals/projects	1	1	1	1
As my primary role at the institution is a faculty member, I use and have used EvaluATE materials to advance the collection methods, questions asked, data/information gather techniques for projects as well as in the classroom for personal and departmental growth.	Eval plan (or eval component) for grants/proposals/projects	0	1	1	1
Better logic models and evaluation sections in grant applications; assistance in finding an external evaluator	Eval plan (or eval component) for grants/proposals/projects	0	1	0	0
Better use of logic models in the planning process leading to improved evaluation planning	Eval plan (or eval component) for grants/proposals/projects	0	1	1	1
Data Collection methods, instruments and survey's that Lana Rucks suggested to evaluate the effectiveness or our projects recruitment. In addition, Lori's Evaluate presentation at the Hi-Tec conference provided specific tools to utilize in review of evaluation plans, logic models and evaluation reports. CCBC uses this information when working with these tools.	Eval plan (or eval component) for grants/proposals/projects	0	1	1	1
EvaluATE has provided a Logic Model template and examples that have helped with our evaluation.	Eval plan (or eval component) for grants/proposals/projects	0	1	0	1

Please provide a specific example of how information you have obtained from EvaluATE has improved your evaluation.	Resulting Improvement Theme	Learning		Behavior	
EvaluATE has taught me to approach evaluation as answering a series of questions rather than attempting to prove objectives have been met. Now when I develop an evaluation plan, I begin by thinking about what questions need to be asked rather than what data needs to be collected.	Eval plan (or eval component) for grants/proposals/projects	1	1	1	1
EvaluATE has validated my approach to evaluations, enhanced the perception of the credibility of my approach to evaluations, and provided me with highly regarded, yet easily understood materials to use in encouraging higher quality evaluations.	Eval plan (or eval component) for grants/proposals/projects	0	1	0	1
EvaluATE information/webinar on logic models has informed their use in grant proposals	Eval plan (or eval component) for grants/proposals/projects	0	0	1	1
EvaluATE's information has helped me base my evaluation plan on the program logic model, which has made writing the evaluation sections easier.	Eval plan (or eval component) for grants/proposals/projects	1	1	0	0
Feedback from discussions has been implemented into our Evaluation Plan.	Eval plan (or eval component) for grants/proposals/projects	0	1	1	1
Having a concrete example provided an organizational framework which made conceptualizing how we could successfully approach and implement the evaluation of our work.	Eval plan (or eval component) for grants/proposals/projects	0	1	0	1
Help me to align the evaluation plan with our logic model	Eval plan (or eval component) for grants/proposals/projects	0	1	1	1
Helped the Grant Team to understand and prepare for the annual evaluation process.	Eval plan (or eval component) for grants/proposals/projects	1	1	1	1
I am hoping that by sharing what I have learned with our grant development team, we can write more effective evaluation sections of proposals when funding is not available to hire a professional evaluator (which is common).	Eval plan (or eval component) for grants/proposals/projects	1	1	0	1
I am not primarily an evaluator. I write grant proposals. So knowing about evaluation processes helps me. I like to sit in on webinars and read articles when I can. Also, we know Lana quite well, and her specific expertise has helped us quite a bit!	Eval plan (or eval component) for grants/proposals/projects	0	0	0	0
I believe it in an EvaluATE webinar that a discussion of pre-post surveys vs. the validity of self-reflection post-only surveys arose. I am working on a three-year program evaluation and based on this discussion we felt more confident switching to a post only survey with self-reflection.	Eval plan (or eval component) for grants/proposals/projects	1	1	1	1
I did not know, or even understand, how to start or end an evaluation. I have no previous experience with project management. Evaluate gave me information to think on and learn about. I want to be proactive when the time comes for me to make this type of decision.	Eval plan (or eval component) for grants/proposals/projects	1	1	0	0
I have been able to bring evaluation, as a requirement of proposal construction, to faculty. However, it would be wonderful to have a more concise and informative set of webinars that specifically offer information on data collection instruments, methods, analysis, and visualization. Faculty look to us to have these skills, which are really outside our area of expertise and we need to gain these skills in the SPO.	Eval plan (or eval component) for grants/proposals/projects	0	0	0	1

Please provide a specific example of how information you have obtained from EvaluATE has improved your evaluation.	Resulting Improvement Theme	Learning		Behavior	
I have been successful in using EvaluATE resources to convince my college's administration and grant teams to focus more on the evaluation component during proposal development, rather than seeing it as an afterthought.	Eval plan (or eval component) for grants/proposals/ projects	0	0	1	1
I have been working on making sure the team has asked the "right questions" before developing data collection instruments or methods.	Eval plan (or eval component) for grants/proposals/ projects	0	0	1	1
I have encouraged proposer to the ATE program to use a logic model to organize their proposal.	Eval plan (or eval component) for grants/proposals/ projects	0	0	1	1
I have obtained data collection instruments from the web site and then shared them with PI's writing a NSF proposal.	Eval plan (or eval component) for grants/proposals/ projects	0	0	0	1
I incorporated the logic model design into proposals I wrote	Eval plan (or eval component) for grants/proposals/ projects	0	0	1	1
I now include "Impact Evaluation" - and its components - in all aspects of my technology training, instructional design training, and Train-the-Trainer training.	Eval plan (or eval component) for grants/proposals/ projects	0	1	1	1
I now use a logic model early in the development of a proposal which helps with assessing need, implementation plan, determining objectives and long term outcomes. The evaluation component of the proposal is much easier to write. When working with and evaluator during the proposal stage it becomes a lot easier to communicate, get input and an evaluation plan back quickly.	Eval plan (or eval component) for grants/proposals/ projects	0	1	1	1
I'm (not) *accidently included "not"?* more specific when listing the data collection instruments and methods I will use.	Eval plan (or eval component) for grants/proposals/ projects	0	1	0	1
Incremental strengthening of all aspects from design to reporting.	Eval plan (or eval component) for grants/proposals/ projects	0	1	0	0
Saved my bacon as they say on developing a logic model for proposal	Eval plan (or eval component) for grants/proposals/ projects	0	1	1	1
The incorporation of logic models with all evaluation plans has become standard practice when we craft evaluation plans for grant proposals.	Eval plan (or eval component) for grants/proposals/ projects	0	1	1	1
The template for the program logic model and four-page document detailing how to create an evaluation plan made me think more thoroughly about the various aspects of the evaluation plan.	Eval plan (or eval component) for grants/proposals/ projects	1	1	0	1
When doing our piece of the evaluation for a TAAACT grant.	Eval plan (or eval component) for grants/proposals/ projects	0	0	0	1
In preparation of the Evaluation budget for an ATE proposal and in designing the Logic Model for our Project.	Eval plan (or eval component) for grants/proposals/	0	1	0	1

Please provide a specific example of how information you have obtained from EvaluATE has improved your evaluation.	Resulting Improvement Theme	Learning		Behavior	
	projects				
information from EvaluATE provided me with a better understanding of NSF expectations for evaluation that guided us in the development of our evaluation plan.	Eval plan (or eval component) for grants/proposals/ projects	1	1	1	1
Material was helpful in Process and impact evaluation of the project I was working on last year	Eval plan (or eval component) for grants/proposals/ projects	0	0	0	1
Review and modify current logic model, work plan, and evaluation plan	Eval plan (or eval component) for grants/proposals/ projects	0	0	0	1
The design and flow of an evaluation component.	Eval plan (or eval component) for grants/proposals/ projects	0	1	0	0
The information helped me during the Mentor program and during the time of writing our NSF grant application.	Eval plan (or eval component) for grants/proposals/ projects	0	1	0	1
There were items discussed in the retrospective pre/post seminar that I applied immediately in my own work: formatting of pre/post questions, range of responses. I also adjusted the wording of overarching evaluation questions to be clearly evaluative (e.g., to what extent...).	Eval plan (or eval component) for grants/proposals/ projects	0	1	1	1
We have taken the framework presented for logic modeling and used it in a number of contexts to make our evaluation plan more clear and concise	Eval plan (or eval component) for grants/proposals/ projects	0	0	1	1
We were able to create a logic model for our project that helped us better understand its evaluation.	Eval plan (or eval component) for grants/proposals/ projects and Applied in practice	0	1	1	1
Webinar training was used to develop a model for presentation to a regional consortium developing a DOL America's Promise proposal	Eval plan (or eval component) for grants/proposals/ projects and Applied in practice	0	1	1	1
clarified areas to accentuate in reports	Eval reports (e.g., enhance readability and utility)	1	1	0	0
For another NSF project, I refined the logic model and gathered evidence to address the claims that were made for the project in the original proposal. I structured the evaluation report accordingly.	Eval reports (e.g., enhance readability and utility)	0	1	1	1
Helped me prepare more succinct evaluation reports	Eval reports (e.g., enhance readability and utility)	0	1	1	1
How to streamline evaluation reports and present the data in a useful way to the client. And how to convey if outcomes were met to the client.	Eval reports (e.g., enhance readability and utility)	1	1	0	0
I am more aware of how I present results in evaluation reports to communicate in a way that keeps the observer in mind.	Eval reports (e.g., enhance readability and utility)	1	1	0	0

Please provide a specific example of how information you have obtained from EvaluATE has improved your evaluation.	Resulting Improvement Theme	Learning		Behavior	
I attended a webinar on project resumes that fascinated me. I haven't tried to do a resume of my own, but now I try to think more about the most essential information I'd want to share in a research brief.	Eval reports (e.g., enhance readability and utility)	1	1	0	1
I guess that I would say I added some things to my reports that I had not considered including before; or presented things slightly differently (e.g., in a different order, in table instead of narrative in some instances, etc.).	Eval reports (e.g., enhance readability and utility)	1	1	1	1
I saw how other projects reported their data and came up with an idea for our own presentation	Eval reports (e.g., enhance readability and utility)	1	1	0	1
Improving clear concise communication in evaluation reports	Eval reports (e.g., enhance readability and utility)	0	1	0	0
It has helped improve the reporting out of the project at all levels.	Eval reports (e.g., enhance readability and utility)	0	0	0	1
more comprehensive reporting	Eval reports (e.g., enhance readability and utility)	0	0	0	0
reports were more visual, fewer words	Eval reports (e.g., enhance readability and utility)	0	0	0	0
Revised the presentation of reporting findings from before - after self-assessments.	Eval reports (e.g., enhance readability and utility)	0	1	1	1
Used data visualization other than just reports	Eval reports (e.g., enhance readability and utility)	0	1	1	1
We went to a session at a NSF ATE conference and brought back to the team to assist in our report.	Eval reports (e.g., enhance readability and utility)	0	0	0	1
Specific questions were asked to report numbers of participants or percentages of completers. the questions were an important reminder to help me focus for reporting. Organizing the information helped in later reports.	Eval reports (e.g., enhance readability and utility)	0	1	0	1
Used information from retrospective pretest webinar to update data collection survey instrument to measure knowledge gains and information use	Implemented better eval methods	0	0	1	1
Used the models and tools available from EvaluATE to improve evaluation methods and outcomes-based reporting for all evaluation clients.	Implemented better eval methods	0	0	1	1
Better understanding of logic models and communicating their purpose to a group of coworkers when writing a proposal. EvaluATE uses very friendly visuals that are very useful for teaching others.	Communicating, teaching, advising re eval	1	1	1	1
All items above have allowed optimal communication with executive leadership and PI's	Communication re project among team (or w stakeholders)	0	0	1	1
Clarity obtained from webinars on logic models have helped provide information to external evaluators in an easy to understand format.	Communication re project among team (or w stakeholders)	1	1	1	1
Conceptualizing evaluation project formation, data collection and reporting with the TAACCCT grant.	Communication re project among team (or w stakeholders)	0	1	0	1
data collection re dissemination activities has become much more specific. Improved logic models	Communication re project among team (or w stakeholders)	0	1	0	1
Have discussed issues raised by evaluate with my evaluator	Communication re project among team (or w stakeholders)	0	0	1	1

Please provide a specific example of how information you have obtained from EvaluATE has improved your evaluation.	Resulting Improvement Theme	Learning		Behavior	
I have able to improve the presentation and simplification of the project evaluation not only for the reviewers, but for the project management as well.	Communication re project among team (or w stakeholders)	0	1	1	1
Visualizing data more effectively.	Eval reports (e.g., enhance readability and utility)	0	1	0	1
After attending the 2015 pre-conference workshop at the ATE Conference, I realized we were not doing a good job with evaluation and needed to address the situation. We discuss and implemented better evaluation methods.	Implemented better eval methods	1	1	1	1
Attended webinar on NSF proposal evaluations.	Meeting NSF grant requirements/ expectations	0	0	0	0
I have a pretty big background in evaluation, so I have only used You all to help me understand what NSF was looking for	Meeting NSF grant requirements/ expectations	1	1	0	1
I learned a bit about what NSF expects from ATE projects that is somewhat different from other programs. On the whole however, I already knew most of this, but it was good to know the different culture of the program. All NSF programs have somewhat different expectations.	Meeting NSF grant requirements/ expectations	1	1	0	0
I was able to help produce / help others with better logic models specific to NSF grants.	Meeting NSF grant requirements/ expectations	0	1	1	1
What I have learned has been from attending evaluation sessions at ATE meetings. Learning about NSF's expectations and sample reports has been very useful.	Meeting NSF grant requirements/ expectations	1	1	0	1
The logic model examples were very helpful.	Helpful info	0	1	0	1
The templates of logic models and their functional role was most helpful. The online checklists provide a good overview as well. The webinar I participated in on evaluation presented good information as well--but really targeted the pre-stages of proposal writing (as was its intention) versus the on-going efforts.	Helpful info	0	1	0	1
The webinar on creating an evaluation checklist for clients was extremely helpful.	Helpful info	0	1	0	0
The website includes helpful info on logic models and evaluation plans.	Helpful info	0	0	0	0
There was a helpful webinar on preparation of Evaluation Plan for proposal.	Helpful info	0	1	0	0
Webinars on logic models have been particularly influential	Helpful info	0	0	0	1
% of underrepresented in classroom should align with % of population	New (or improved) knowledge	0	1	0	0
Developing logic models as a tool for pre-award and post-award evaluation.	New (or improved) knowledge	0	0	0	1
Difference between external evaluators and project researchers, amount to budget for evaluation, role of the evaluator.	New (or improved) knowledge	0	1	0	0
How evaluation pertains to the logic model	New (or improved) knowledge	0	1	0	0
I am still learning about evaluation, but I have learned how to develop an evaluation plan.	New (or improved) knowledge	1	1	0	0
I did not understand project logic models and your webinar made the evaluation plan, reports, and logic models much clearer	New (or improved) knowledge	1	1	0	0
I really don't know. I participate in all of the EvaluATE webinars, and I always find them very helpful and informative, but then I can't remember what I learned! I do, however, take lots of notes so that I can back and review them for help with future evaluations.	New (or improved) knowledge	1	1	0	0
Learned more about logic models, which are becoming increasingly required for many proposals.	New (or improved) knowledge	1	1	0	0

Please provide a specific example of how information you have obtained from EvaluATE has improved your evaluation.	Resulting Improvement Theme	Learning		Behavior	
logic model examples	New (or improved) knowledge	0	1	0	1
Logic model examples	New (or improved) knowledge	0	1	0	1
Logic model understanding and development	New (or improved) knowledge	0	1	0	0
The webinar on logic models was very informative.	New (or improved) knowledge	0	1	0	0
The webinar on post then pre-retrospective	New (or improved) knowledge	0	1	0	0
Understanding the scope of evaluation and the need for evaluator input early in the proposal preparation process	New (or improved) knowledge	1	1	0	0
Use of logic models	New (or improved) knowledge	0	1	0	1
I think I have a much better sense of how evaluation is connected deeply to all areas of a grant funded project including sustainability and I have a much better sense of how to talk about evaluation in the context of the ATE program as a result of EvaluATE.	New (or improved) knowledge	1	1	0	0
Information I've obtained from EvaluATE has mostly helped shape my thinking at the proposal writing stage. I look forward to participating in more EvaluATE webinars.	New (or improved) knowledge	1	1	0	0
It has made me more aware of the importance of a credible and practical evaluation strategy for specific projects.	New (or improved) knowledge	1	1	0	0
It has made me more aware of the various aspects that are important and how to reflect that importance in program design.	New (or improved) knowledge	1	1	0	0
I've reconceived how I think about - and plan for - program theory, research of STEM education innovations, and dissemination (particularly as the latter contributes to knowledge generation from research).	New (or improved) knowledge	1	1	0	0
Logic model webinar laid logic models out in a lucid, clear way that enhanced our staff's understanding -- this should improve our practice around developing logic models and facilitating client logic models in the future.	New (or improved) knowledge	1	1	0	0
Made more aware of what is expected and how it should be collected and presented	New (or improved) knowledge	1	1	0	0
Materials I have had time to read on evaluation come directly from EvaluATE, specifically on the importance of evaluation to the overall improvement of a project currently being conducted or for those being conceived or proposed. The evaluator has lead the process and I believe EvaluATE assisted with my understanding of that process.	New (or improved) knowledge	1	1	0	0
More a general awareness of the process and importance of engagement with the evaluator	New (or improved) knowledge	1	1	0	0
My primary role in the Mentor-Connect grant is cataloger of resources and communications assistant. I use the EvaluATE website to see what resources are available to help grantees understand the evaluation part of grant management. We also coordinate with EvaluATE on webinars.	New (or improved) knowledge	0	0	1	1
Not on this project, but over the years I have learned about the process of project evaluation, as distinct from research performed on a project.	New (or improved) knowledge	1	1	0	0
Our mentor helped us select an evaluator and write the budget.	New (or improved) knowledge	0	1	0	1
Participating in webinars has helped me be better prepared to interact with our evaluator and to ask better questions of them.	New (or improved) knowledge	0	1	1	1
post test surveys and how to include pre/post questions (wording examples)	New (or improved) knowledge	1	1	0	0
Provided clear examples to share with clients around the value of framing good evaluation questions, and matching data collection strategies with evaluation questions and outcomes.	New (or improved) knowledge	0	1	1	1

Please provide a specific example of how information you have obtained from EvaluATE has improved your evaluation.	Resulting Improvement Theme	Learning		Behavior	
reassurance that I am on the right path with regard to logic models, and dealing with donors	New (or improved) knowledge	0	1	0	0
refresh and refine - which was very important due to multiyear gap between NSF specific grants. I was also involved with NSF prior to finding out EvaluATE. EvaluATE has also expanded perspective as it pertains to other federal grants - which has been even more helpful since my current institution has not pursued NSF grants at the same level as prior institutions.	New (or improved) knowledge	1	1	0	0
The site has allowed me to make the distinction between quantitative metrics and qualitative metrics. For example, many of my students succeed after participation in a few of my courses rather than after a full degree. I've also learned the value of impacting the lives of high school students through mentoring in my office. Things like this are often unique, brief, but highly influential events.	New (or improved) knowledge	1	1	0	1
webinar on collecting data on students highlighted for me the problems inherent in collecting this data while protecting privacy	New (or improved) knowledge	0	1	0	0
When collaborating with non-NSF organizations, how to integrate multiple evaluation methods. Better handle on logic models.	New (or improved) knowledge	1	1	0	0
Basically, I learned enough that we need to collaborate with an evaluator or evaluating business who will write the evaluation portion of the grant for us, in return for them getting the contract to do the evaluation should we get the grant. Just too much to do for our grants office to also become evaluation savvy. Know enough to pinpoint in our project proposal what we want or should get evaluated, but in terms of actually knowing enough to write an evaluation...we are at the mercy of the quality of the evaluator we collaborate with during the grant proposal. Try to gain a little knowledge each time, but just not able to devote time to keep learning about that portion of the proposal, there is just too much to do and take care of. We do desire to reach out to find a pool of evaluators we can select from to work with, but in an isolated area, there are not a lot of choices.	Understand the need for professional evaluators for grants/projects	1	1	0	0
To quote Steven Covey, EvaluATE's information has helped me to focus on beginning a project with the end in mind.	Better project planning	0	0	1	1
after taking the logic model webinar, I was able to give better feedback on the logic model that my supervisor created.	Better teaching and advising re eval	0	1	1	1
I am not involved directly in a project or evaluation of that project. But, based on a session I went to with EvaluATE, I was able to lend some very practical advice to a colleague who is writing a proposal. I also gave some feedback on the original draft before it was submitted.	Better teaching and advising re eval	0	1	1	1
Developing more accurate logic models	Can build better logic models	0	1	0	1
I have enhanced my use of logic models.	Can build better logic models	0	0	1	1
Improve logic models	Can build better logic models	0	1	0	1
Improved and streamlined our logic model	Can build better logic models	0	0	0	1
In designing the logic models and evaluation plans for proposals.	Can build better logic models	0	0	0	1
Refine logic models	Can build better logic models	0	1	1	1
Regarding Project Logic Models: improved my ability to provide a more detailed logic model and communicate to project leadership the importance of ensuring that project implementation remains connected to the logic model.	Can build better logic models	1	1	1	1
The webinars I have attended have been helpful in refining the logic models I have developed.	Can build better logic models	0	0	1	1

Please provide a specific example of how information you have obtained from EvaluATE has improved your evaluation.	Resulting Improvement Theme	Learning		Behavior	
Information shared from EvaluATE confirmed the approach I use is consistent with what is typically expected.	Confirmation of own eval approach	0	0	0	0
Overall reinforcement of the evaluation methods I already use; really confirmation of the most effective methods of data collection	Confirmation of own eval approach	0	0	0	0
Help us know where to find an external evaluator and what to look for when reviewing applications.	Finding/locating an external evaluator	1	1	0	0
After building a detailed logic model for a proposal, the evaluation budget model was developed to address the scope of the activities needed for data gathering and analysis. This process step significantly enhanced the budget creation to be included in the project proposal that was more realistic and aligned with the project scope.	More accurate eval budget	0	0	0	1
gave me a rationale for applying for an evaluation budget that could meet ate expectations. My ATE client had never budgeted more than $5000 for an evaluation previously.	More accurate eval budget	0	1	0	1
I am new to NSF proposals (having primarily written proposals for foundation funding in the past), so I had no clue how much to budget for outside evaluation. Also, I've been out of the field a while and having a refresher on logic models (though the recent webinar) was tremendously valuable.	More accurate eval budget	0	1	0	0
I have used such information to work more effectively with our evaluator	Work more effectively with an evaluator	0	1	0	1
Attended Evaluate Webinar on logic models, applied information from this to proposal development. Also used information from ATE to help community college clients understand NSF expectations for evaluation.	Improved proposal dev process	0	1	1	1
I have used EvaluATE info for project development	Improved proposal dev process	0	0	1	1
Candiya and I have had many conversations on how to improve our materials using information gathered.	Improved materials(?)	0	1	0	1
Creating a logic model helped with the initial organization of the project proposal	Improved quality of proposal	0	0	1	1
logic modelling course helped to sharpen my existing knowledge and skills in that area.	Improved skills	1	1	0	0
Evaluation data has allowed us to identify baseline values from which to compare impact for anticipated grant activities.	Increased chances of grant funding	0	0	1	1
Helped us secure an NSF Grant.	Increased chances of grant funding	0	0	0	1
I am also a PhD Student specializing in evaluation, through my interaction with EvaluATE I have improved the conceptualization of my thesis.	MISC - improved conceptualization of thesis (different from eval component of project)	0	1	1	1
EvaluATE's resources have prompted us to attempt to connect as many of our evaluation efforts across the campus, so that we are encouraging all PIs to include a paragraph on "assessment" before their evaluation section. The paragraph on assessment orients their efforts to institutional initiatives and data sources, linking it to the larger goals and mission of the campus.	MISC - improved connection/communication among various eval efforts & linkage w larger goals and mission	0	0	1	1
In addition to the above, I am using evaluation (in concert with sustainability goals) *not sure what that means* - and deliverables dissemination.	MISC - improved connection/communication among various eval efforts & linkage w larger goals and mission	0	0	1	1

Please provide a specific example of how information you have obtained from EvaluATE has improved your evaluation.	Resulting Improvement Theme	Learning		Behavior	
I only viewed the materials recently and intend to apply them in the future. We are in the first year of an ATE evaluation. Since I'm a seasoned evaluator, I tend to read eval materials often (i.e., journals that come to my house or are online).	MISC-Didn't apply (yet)	0	0	0	0
I obtained the slides from one webinar on logic models, it is good to have a variety of materials like this available.	MISC-Good resource	0	0	0	0
data dashboards, creative visual displays	Unspecified	0	1	0	0
face-to-face fact gathering on-site extremely valuable	Unspecified	0	1	0	0
I have gone to their website for information and webinars.	Unspecified	0	1	0	0
I have only watched the webinar on Logic Model and sent the rest of the webinar links to our evaluators.	Unspecified	0	0	0	0
I have use logic models for projects.	Unspecified	0	0	1	1
I just located EvaluATE so I am just beginning to learn what information is available. I find it a valuable resource in general for evaluation concepts and processes. I participated in an excellent webinar on logic models. I provide encourage my graduate students to review the website to gain a better understanding and improve their skills in developing and conducting program evaluations.	Unspecified	1	1	0	0
Kirkpatrick and Kirkpatrick	Unspecified	0	1	0	0
Project Logic Models	Unspecified	0	1	0	0
Reading a mailed newsletter.	Unspecified	0	0	0	0
I've talked with them and also listened to their webinars.	Unspecified	0	0	0	0
My only participation has been through Webinars - it's hard to measure specific impacts or pinpoint specific examples where my work has been influenced, but any worthwhile experience leaves its mark and is likely to have an influence on someone's work in subtle ways (if not overt/easy-to-identify ways).	Unspecified	0	1	0	1
When I initially became an evaluator on an NSF grant, I read something that was I think called the Evaluation Bible; it was helpful to have concepts and language laid out in one place and spelled out in terms of their meanings/significance for NSF.	Unspecified	0	1	0	0
Working with an Urban American Indian group, wherein most members believe that evaluation of their youth suicide prevention programs violates sacred norms, objectifies and otherwise degrades their deceased teens, in effect becoming just another "paper cut" for them to deal with.	Unspecified	0	0	0	0
I've really had no involvement in EvaluATE in any meaningful way, I just ended up on this e-mail list somehow and decided that if this organization wanted me to take this survey so much I would just do it, although I suspect that my response will be of little value.	Z-Didn't use/not familiar with EvaluATE	0	0	0	0
Most of my project's evaluation work has been in the hands of my external evaluator since 2007, before I knew about EvaluATE, which is the reason for the low ratings above. In developing and managing future projects I will definitely rely more on your services.	Z-Didn't use/not familiar with EvaluATE	0	0	0	0
We are a newer project and I am co-PI. I am not as involved as the PI in the planning of the evaluation. I provide some feedback and I follow my marching orders. My responses are not as useful to you, probably.	Z-Didn't use/not familiar with EvaluATE	0	0	0	0
didn't use EvaluATE	Z-Didn't use/not familiar with EvaluATE	0	0	0	0
I can't recall how I have been involved in Evaluate but the name sounds familiar	Z-Didn't use/not familiar with EvaluATE	0	0	0	0
I have never heard of EvaluATE	Z-Didn't use/not familiar with EvaluATE	0	0	0	0

Please provide a specific example of how information you have obtained from EvaluATE has improved your evaluation.	Resulting Improvement Theme	Learning		Behavior	
I have not taken advantage of this support at this time.	Z-Didn't use/not familiar with EvaluATE	0	0	0	0
I haven't used EvaluATE	Z-Didn't use/not familiar with EvaluATE	0	0	0	0
I need to look at EvaluATE more closely because I need information and knowledge about evaluations.	Z-Didn't use/not familiar with EvaluATE	0	0	0	0
I was unable to attend	Z-Didn't use/not familiar with EvaluATE	0	0	0	0
My colleagues use it by I do not.	Z-Didn't use/not familiar with EvaluATE	0	0	0	0
n/a	Z-Didn't use/not familiar with EvaluATE	0	0	0	0
N/A	Z-Didn't use/not familiar with EvaluATE	0	0	0	0
na	Z-Didn't use/not familiar with EvaluATE	0	0	0	0
NA	Z-Didn't use/not familiar with EvaluATE	0	0	0	0
Our evaluator needs to answer this question.	Z-Didn't use/not familiar with EvaluATE	0	0	0	0
Unfortunately, I don't remember what information I have obtained from EvaluATE. I subscribe to and watch webinars each week. I knew those by their name, but not by the company hosting them. I understand that you can't let people know which webinar they watched, but unfortunately, I am completely clueless about what EvaluATE is and what I watched/learned. If I knew, I would love to provide feedback, but I don't, so I can't.	Z-Didn't use/not familiar with EvaluATE	0	0	0	0
I have no specific example	ZZ-No response	0	0	0	0
x	ZZ-No response	0	0	0	0
I learned ways to do things that have improved my work.	ZZZ-UNCLEAR?/GENERAL	1	1	1	1
Have not obtained materials	ZZZZ-Misunderstood Q	0	0	0	0
I rely on the external evaluator to guide our evaluation plan/logic model and keep us informed on NSF desires. In terms of internal analysis, I work with our team to understand the need of our stakeholders and adjust our methods accordingly. I have designed our own methods for capturing specific data of interest to us and to make projections of probable impact. I interact with industry often to ensure we provide the best educational materials and professional development with our constraints.	ZZZ-UNCLEAR?/GENERAL	0	0	0	0
Integrating evaluation planning with project planning is the key to alignment, credible data and analysis of results.	ZZZ-UNCLEAR?/GENERAL	0	0	0	0
Our evaluation group was asked to participate in our National Troubleshooting Competition event. They were asked to attend and to focus on the project delivery in order to enhance or improve the next annual competition event.	ZZZ-UNCLEAR?/GENERAL	0	0	0	0
Using applicable information in non-ATE projects.	ZZZ-UNCLEAR?/GENERAL	0	0	0	1
We evaluate energy efficiency technologies and we always want to attribute savings in energy to work we do	ZZZ-UNCLEAR?/GENERAL	0	0	0	0
Webinar on how to create a logic model.	ZZZ-UNCLEAR?/GENERAL	0	1	0	0