Writing the Evaluation Plan for Your Grant Application

Presented by
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Center for Support of Teaching and Learning
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What is Evaluation?

- The process of determining the worth or merit of an activity, program, person, or product.

Joint Committee
An Evaluation Model

- Evaluation Focus
  - Object
  - Purpose
  - Audience(s)
  - Constraints
- Questions
- Information Collection
- Analysis & Interpretation
- Reporting
- Management

from Brinkerhoff et al, 1983
An Evaluation Model

Purpose/Rationale
Context
Audience
Focusing the Evaluation

Questions
Information Collection
Analysis and Interpretation
Reporting

Creating the Evaluation

Personnel
Costs
Timeline
Management of the Evaluation
Evaluation Focus

- Object - What will be evaluated?
- Purpose - Why? What’s the purpose for evaluating?
- Audience(s) - Who will be effected or involved in the evaluation?
- Constraints - What aspects of the setting are likely to influence the evaluation?
Purpose

- **Formative Evaluation:**
  - Use for improvement and development of ongoing activity (program, person, product)
  - Focus on content and design
  - Targets appropriate areas of change

- **Summative Evaluation:**
  - Use for accountability, certification, selection, continuation
  - Focus on value and worth and reflects the impact of changes
Possible Audiences

- Principal Investigators
- University administrators
- Students, faculty and staff
- Funding agencies – current and future
Writing Goals and Objectives

- These provide the evaluation questions
- Goals – more general outcome statements
- Objectives – specific outcome statements, usually several objectives for each goal
- Activities – how will you accomplish these objectives
- Objectives **MUST** be measurable
- Do not confuse objectives with activities
Writing Goals and Objectives

- Review RFP for language to use in writing goals and objectives. Your goals and objectives MUST match the goals and objectives of the RFP.

- Think about the program outcomes you want to achieve – what is the result of the program (goals and objectives) and how will you accomplish this.

- Ask the question – How will I know I have been successful? What will convince others?
Are These Goals, Objectives, or Activities?

- Establish networks of students and corporations
- Increase the number of minority students who graduate
- Form an Advisory Board and work with them to raise new scholarship funds
- Connect student organizations region-wide and fund service projects
- Develop a tutoring program where undergraduate and graduate students tutor community college students
Goals, Objectives, Activities

- **Goal**
  - Students will persist by steady and supported progress to graduation

- **Objective**
  - 90% of the participants will return for the sophomore year
  - 90% will meet degree progress requirements
Goals, Objectives, Activities

- **Goal**
  - Expand enrollment in Science and Math disciplines by stimulating interest of high school students

- **Objective**
  - Increase the number of students applying for college in these disciplines
  - Increase the number of high school students participating in project programs
Goals, Objectives, Activities

- Activities
  - Tutoring
  - Counseling Services
  - Programs to address student needs
  - Programs in the high school
Information Collection

- An information collection plan prescribes
  - What kinds of information should be collected in order to address each objective
  - Where you will get the information
  - How you will get the information

- The information collection plan also specifies how you will select or develop instruments to collect and record information
Designing the Evaluation: Methods

- Things to consider
  - What will convince the funders
  - Data currently being collected
  - Quantitative vs. qualitative data
  - Size of sample
  - Kinds of questions
  - Available resources
  - Longitudinal or short-term study
Designing the Evaluation: Methods

- Document analysis
- Record analysis
- Surveys – web-based, paper, scanned
- Telephone interviews
- Focus groups
- Student products
Designing the Evaluation: Sources

- Students
- Faculty
- Student Records
- Alumni
- Program documents
Analysis and Interpretation

- Analysis and interpretation is a process of determining:
  - What the information collected means
  - What, if any, conclusions may be supported

- Analysis and interpretation involves:
  - Organizing findings
  - Determining significance and implications
  - Looking for themes and patterns
Designing the Evaluation: Analysis

- Go with what you know
- Keep it simple
- Link to methods
- What's significant?
  - Statistical
  - Practical
- Costs
- Timeline
- Personnel
A Reporting Plan will specify:
- Who will get evaluation information
- What will be included in each report
- **How** the report will be delivered
- The style, format, and structure of reports
- How you will help audiences interpret and use reports
- When reports should be scheduled

Often “reporting” is embedded into the evaluation process as audiences are involved, consulted, or informed about the process and design of the evaluation.
Designing the Evaluation: Reporting

- Different reports for different audiences
  - Informal vs. formal
  - Internal vs. external
  - Interim vs. final

- Types of reports
  - Executive summary
  - Narrative
  - Graphs and Tables
Costs

- Rule of Thumb – 10% of yearly budget should be set aside for evaluation – negotiable based on the extent of the project
- Some RFPs establish a budget, others do not
- External consultant costs can range from $50 an hour to $100 or more an hour
- Categories to consider
  - Evaluation design
  - Instrument design
  - Data Collection (printing, mailing, hours of interviews)
  - Data entry, analysis and reporting
Costs - CSTL

- We can be considered external to the grant since we are not within a school or college or other department, but within SU
- Our costs run about $30 an hour for most activities, others (such as data entry) are less
- Design of evaluation for the proposal is a contributed cost – no cost to the applicant
- We rely on income to maintain our staff (some base budget)
- CSTL also can help with course/program development
Format of Evaluation Plan

- Narrative description (from a paragraph to a couple of pages depending on RFP)
  - Staff
  - Detailed information about methods, data sources, etc.
- Reporting
- Tables - samples follow
Objectives and Methods

- **Objectives**
  - Increase the number of students applying for college in these disciplines
  - Increase the number of high school students participating in project programs

- **Methods**
  - Document analysis
  - Program records
  - Formative evaluation of programs
Objectives and Methods

● Objectives
  ● 90% of the participants will return for the sophomore year
  ● 90% will meet degree progress requirements

● Methods
  ● Student records using GPA, credits earned, and enrollment information
  ● Formative evaluation of programs
<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Assessment methods</th>
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<tbody>
<tr>
<td>Develop a new integrated approach to doctoral studies</td>
<td>Multidisciplinary curriculum will be developed. Faculty will work in multi-disciplinary teams</td>
<td>Faculty across the university represented on the research committee of each trainee. Collaboration among disciplines quantified by participation in faculty seminar, and representation in each student-team's research proposal.</td>
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<tr>
<td>Objective</td>
<td>Activity</td>
<td>Staff</td>
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## Sample Table

- **Goal:**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Eval. Method</th>
<th>Data Source</th>
<th>Staff &amp; Timeline</th>
<th>Reporting</th>
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Contact information

- Call Barbara Yonai at 443-4572 to schedule a consultation or email at byonai@syr.edu.
- CSTL website
  - http://cstl.syr.edu
- Location
  - 400 Ostrom Ave. (corner of Ostrom and Adams St.) – some parking