

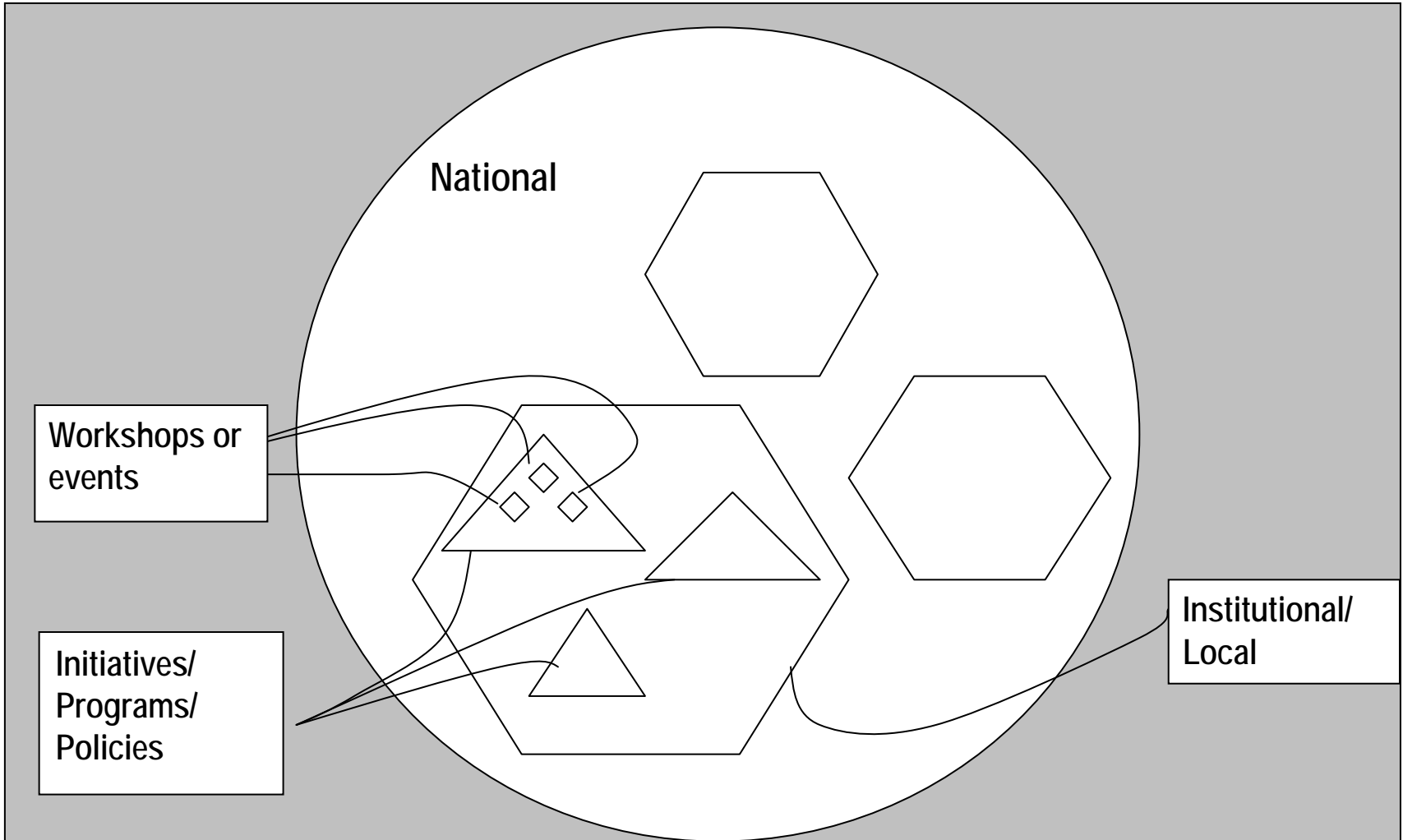
ADVANCE Program Evaluation Toolkit

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13 Individuals from 9 ADVANCE Projects Participated During 2005 with the Working Group

- New Mexico State University (Lisa Frehill & Cecily Jeser-Cannavale)
- University of Alabama, Birmingham (Helena Sviglin)
- University of California, Irvine (Priscilla Kehoe)
- University of Michigan (Abby Stewart, Jan Malley, & Ellen Meader)
- University of Puerto Rico, Humacao (Elena Batiste)
- University of Texas at El Paso (Susan Gonzales-Baker)
- Utah State University (Kim Sullivan)
- University of Wisconsin (Jenn Sheridan)
- University of Washington (Sheila Edwards Lange)
- National Science Foundation (Alice Hogan)

Evaluation occurs at different levels



Purposes of evaluation

- Accountability
- Program improvement
- Knowledge generation
- Hidden agendas

Different Types of Evaluation

- Impact evaluation
 - *Did the program (intervention) have the desired effect?*
 - *What have been the program's impacts?*
- Cost/Benefit analysis
 - *Was the impact of the program worth the expenditure of funds?*
- Formative evaluation
 - *Is the program operating as you wanted it to?*
 - *Are you reaching the people you want to?*
 - *How satisfied are people with the programming?*
- Participatory evaluation
- Process evaluation
- Policy analysis

USING EVALUATION DATA AS EVIDENCE OF PROGRAM EFFECTIVENESS

- Identify the audience – appropriate analysis and presentation modes.
- Determine what issues are of most interest to the audience -- proper frame for presentation.
- Determine the amount of time you will have with the audience.
- Have a credible presenter.
- Have multiple reviewers of your presentations prior to any public display to catch small but potentially problematic errors.

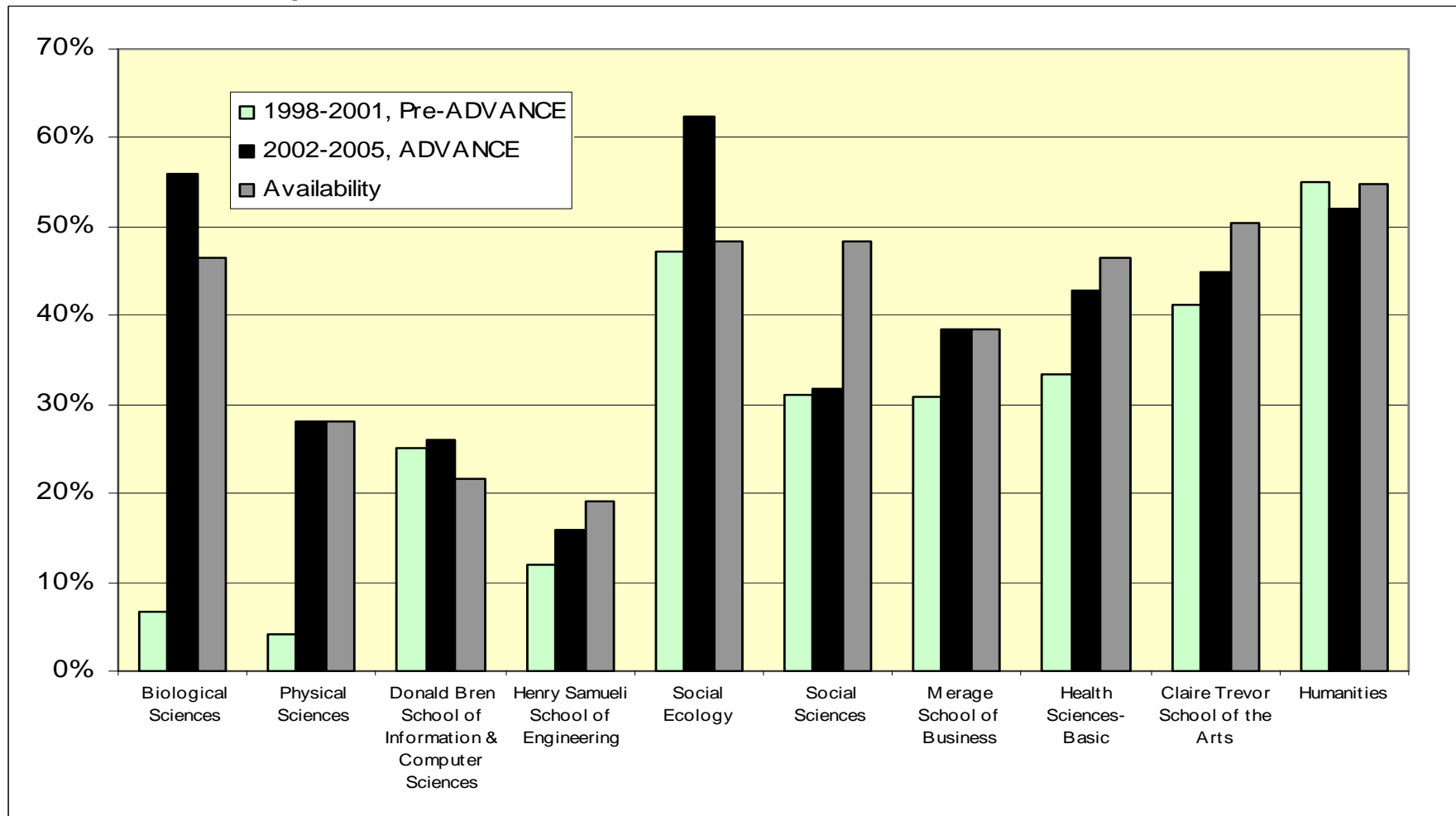
Each aspect of your program needs internal evaluation

Events	Goal	Involved Groups	Workshop Elements	Assessment of Outcomes	Possible sources of information
Promotion and tenure workshops	Provide faculty members with information on processes, policies	Faculty Deans Department chairs P&T committee members	Writing statement Identifying letter writers Compiling the package Do's and don'ts in process Understanding when "ready"	# of faculty attending workshops # of faculty who are promoted and tenured satisfaction with workshop elements perceptions about relevance and usefulness of information presented	Sign-in sheets Workshop eval forms Quick post-workshop phone calls
Chair training	Increase leaders awareness of gender equity Improve leaders ability to govern Improve leaders ability to manage faculty (conflict resolution, faculty development, etc.) Improve processes of implementing policies	Chairs Faculty Deans Provost EOO	Communication skills Managing difficult people Understanding policies and human resources regulations Leadership skills Self-reflection of management style Gender bias in ratings and evaluations Unconscious bias	Change in knowledge about issues Interviews with faculty about change Satisfaction with event elements Perceptions about relevance and usefulness of information presented Change in policy utilization and implementation Implementation of anti-bias processes Dissemination of information at faculty meetings	Workshop eval forms Quick post-workshop phone calls Departmental climate survey

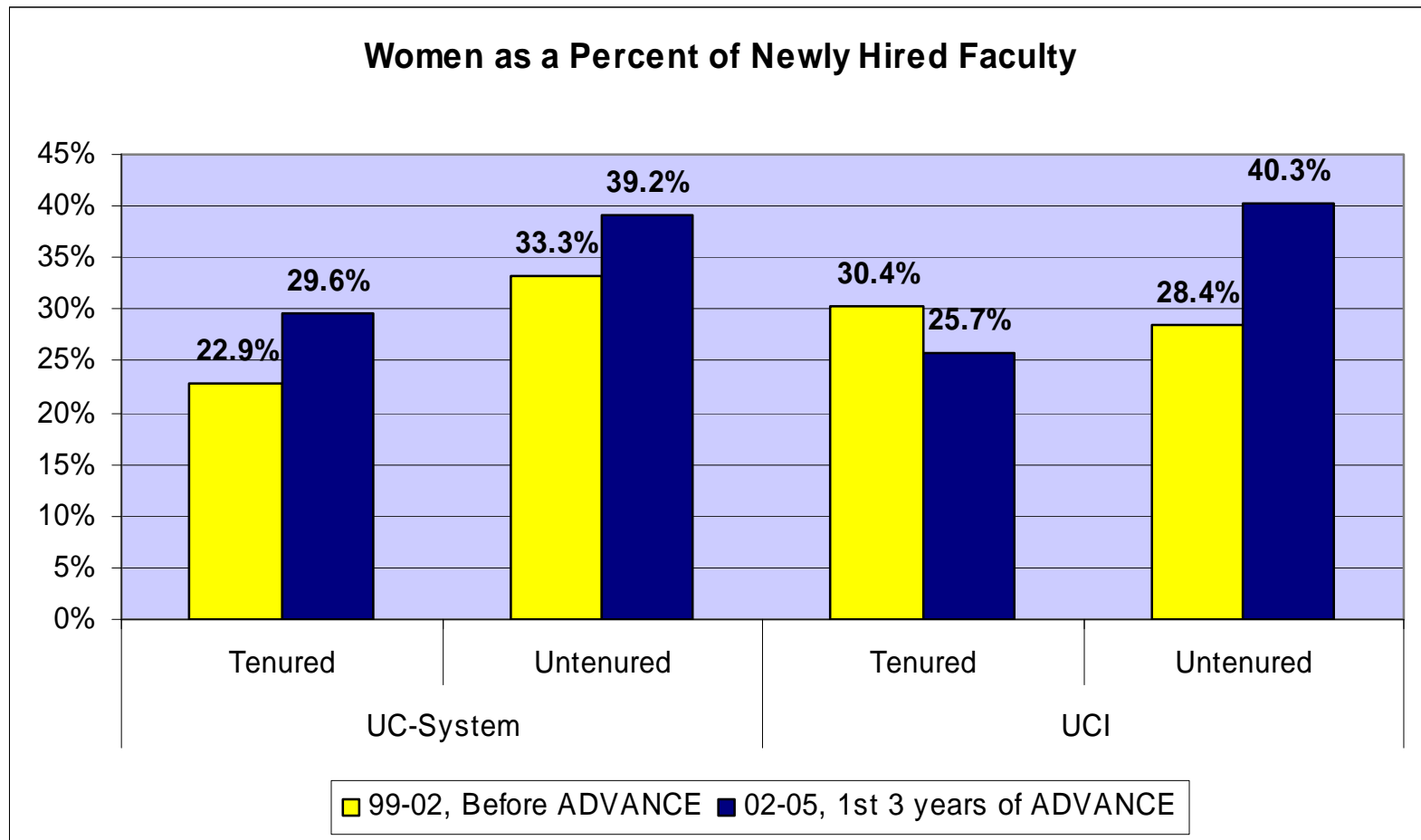
Some Issues in Assessing Impact

- Comparators.
- Time frame of impacts
 - Recruitment data: a “quick fix”.
 - Retention/advancement: longer term → need intermediate indicators.
 - Institutional transformation → literature says 8-10 years!
- Behavior versus beliefs.
 - What do people really DO vs. what they say they do?
- Institutions are far from sterile environments.

Women as a Percent of Newly-hired faculty, Pre-ADVANCE and during ADVANCE by School, with Availability Data



UC system had lots of great data that permitted comparisons



UCI had the greatest increase in under-represented minority faculty among newly hired untenured faculty during the ADVANCE period versus the period prior to ADVANCE

