



University of New Mexico Evaluation Lab Fellows Skills Survey Analysis from 2018-2019

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May 21, 2019

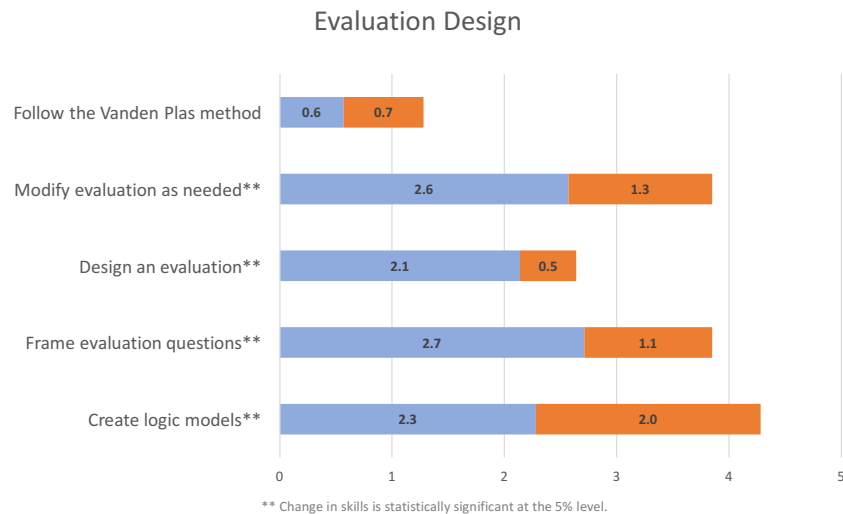
Of 10 students who started the Evaluation Lab Fellowship in the Fall of 2018, eight completed a survey during the first week of the Fall semester on their perceived skill level in numerous areas related to effective evaluations. All of the nine students who completed the Fellowship responded to the same survey at the end of the Spring semester. We were able to match seven complete Fall and Spring surveys based on mother’s month of birth, letters from mother’s name, and two numbers from the respondents’ social security number.¹

The following charts show the average initial skill level of Fellows in blue, while the follow-up growth in each skill is shown in orange. A 0-5 scale corresponds to the following response choices that students could select (students who selected two responses received an average of the two scores):

- 0 = I don’t know what that is
- 1 = Do not feel comfortable doing
- 2 = Can do with a lot of guidance
- 3 = Can do with light supervision
- 4 = Can do on my own
- 5 = Can teach someone else to do it

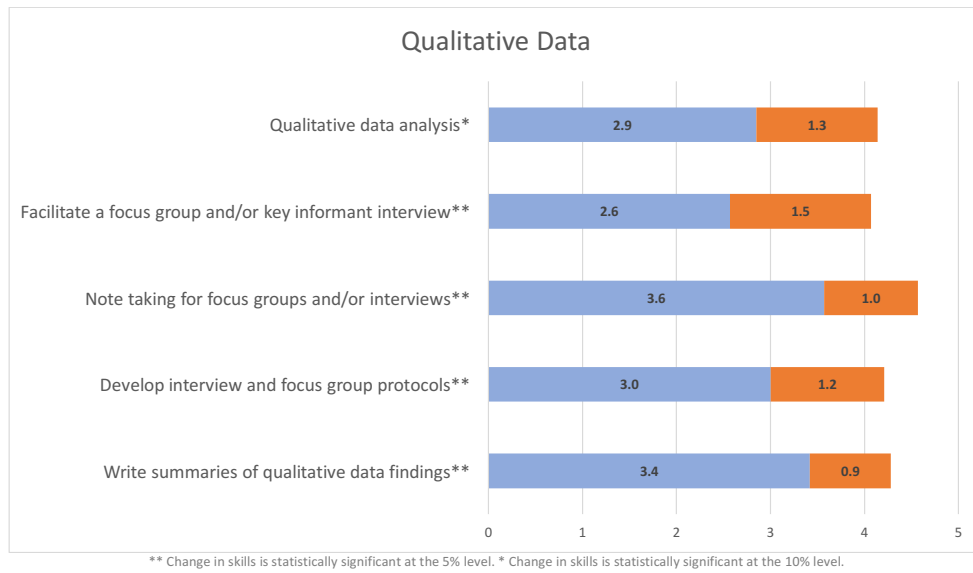
¹ This information allowed us to match individuals across surveys while preserving anonymity. One Spring survey matched an incomplete Fall survey, which meant there was no basis for comparison. Another Spring survey did not match any Fall survey, which suggests that the Fellow who left the program completed one of the Fall surveys, and that the unmatched Spring survey belonged to a person who did not respond to the Fall survey.

Self-reported skill competencies **before** NM Evaluation Lab and subsequent **growth**



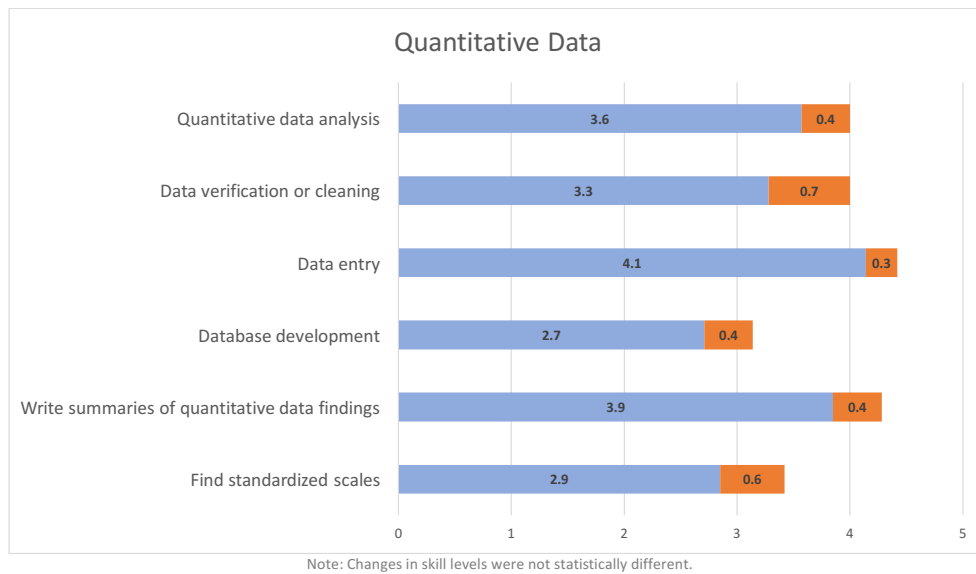
Evaluation design is a critical skill in performing a successful evaluation. Upon entering the Evaluation Lab, students felt somewhere between not knowing what an evaluation design entails and being able to do an evaluation design with light supervision. After completing the Evaluation Lab, students on average felt capable of performing an evaluation design on their own, with compelling evidence from match paired t-tests showing statistical significance of a change. The Vanden Plas method is fictional, so it is curious that at least one student reported that they could do it with a lot of guidance in the post test.

Self-reported skill competencies **before** NM Evaluation Lab and subsequent **growth**



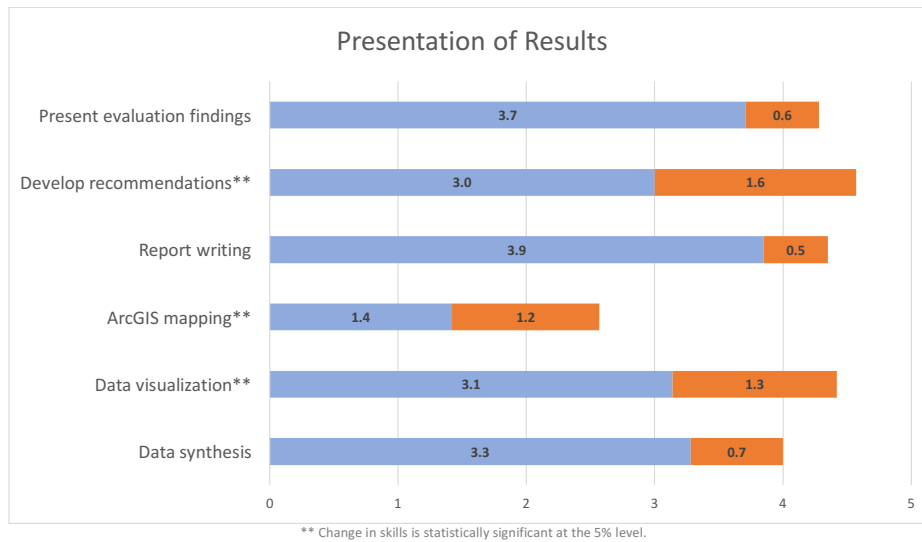
Fellows showed growth in skills relating to qualitative data over the course of the fellowship. Statistically significant increases occurred in all five skills surveyed. Qualitative data in the form of interviews and focus groups are regularly used in the evaluation process and was an evaluation tool used by many of the fellows in the 2018-2019 cohort.

Self-reported skill competencies **before** NM Evaluation Lab and subsequent **growth**



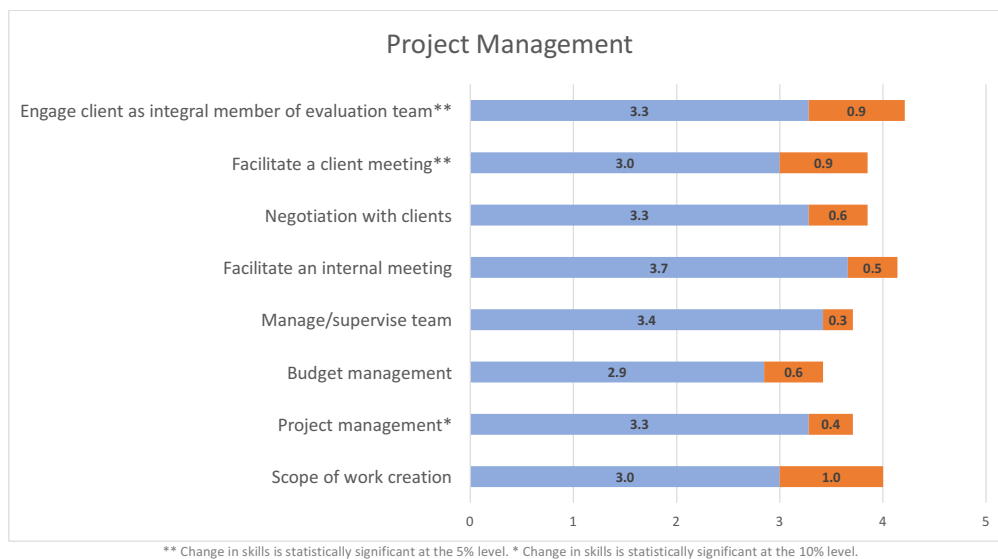
Fellows appeared comfortable with many skill areas in the quantitative data category before completing the Evaluation Lab fellowship. Although all skills still showed signs of development over the course of the fellowship, no change was statistically significant, and it cannot be ruled out that students also developed these skills while completing other academic coursework in their respective graduate programs.

Self-reported skill competencies **before** NM Evaluation Lab and subsequent **growth**



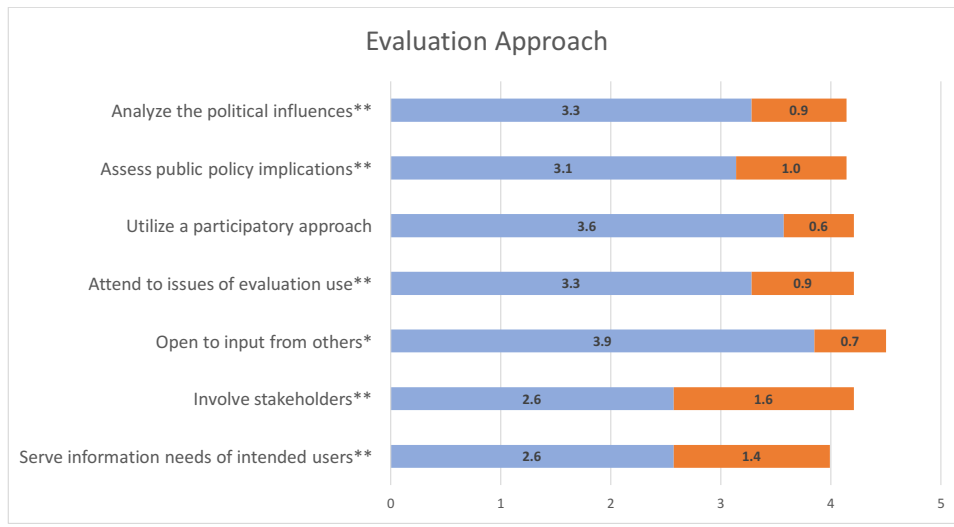
Fellows showed development in each area of the Presentation of Results category, with three of the six questions having statistically significant changes. Throughout the course, students regularly spoke in front of the class, and presented project updates to Senior Fellows, Team Leads, and Organizations.

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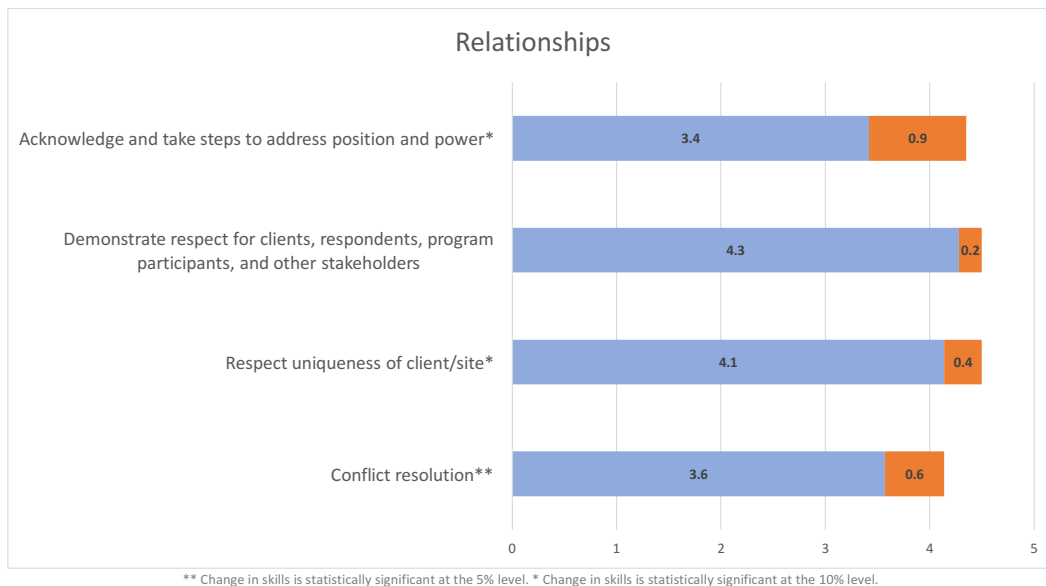
Fellows appeared comfortable in many areas of project management before completing the fellowship, but still showed signs of development in each skill area after completing the fellowship. Students showed the greatest development in “Engaging client as integral member of the evaluation team.” Communication with outside organizations is an important skill and can be intimidating at first for students acclimating to a new evaluation project with while developing relationships with clients who are new to them.

Self-reported skill competencies **before** NM Evaluation Lab and subsequent **growth**



Evaluation Lab Fellows showed strong evidence of development in their Evaluation Approach skills. Six of the seven questions in this category showed statistically significant improvement. The one question that did not show statistically significant change was most likely due to a lack of room for growth, as the average student was already midway between needing light supervision and being able to perform the task on their own and moved solidly into being able to utilize a participatory approach on their own after completing the fellowship.

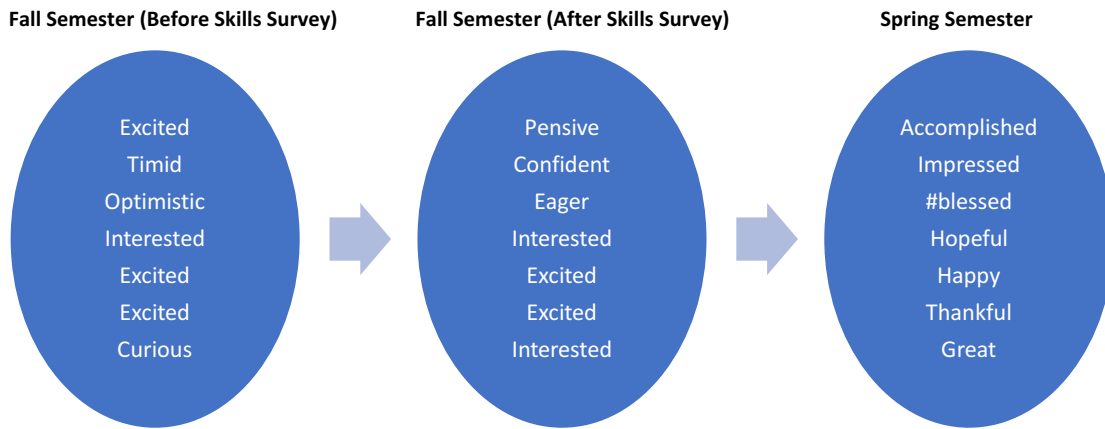
Self-reported skill competencies **before** NM Evaluation Lab and subsequent **growth**



Evaluation Lab Fellows reported high skill levels in each area of the Relationships category upon entering the fellowship in the fall semester. Some evidence shows that students further developed these skills during the course of the fellowship, as three of the four questions show statistically significant changes.

Open Ended Survey Questions

Students were asked at the beginning of the Fall Skills Survey, and again at the end of that survey, “What one word best describes how you are feeling about the Evaluation Lab Fellowship right now?” Fellows were then asked the same question again on the Spring Skills Survey.



Fellows generally report excitement and interest in the Evaluation Lab fellowship at the beginning of the Fall semester. This excitement and interest remains after completing the skills survey but with at least one fellow feeling pensive. After completing their evaluations and the course, Fellows report gratitude and general positivity.

Compared to the 2017-2018 cohort, the current Fellows rated themselves higher in the “before” survey, and reported slightly less skills growth.