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Center for International Studies

Cornell University's Collaborative Engagement Evaluation Tool: Development, Use, and Impacts

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I. Development of the CERIS Outreach Evaluation Tool



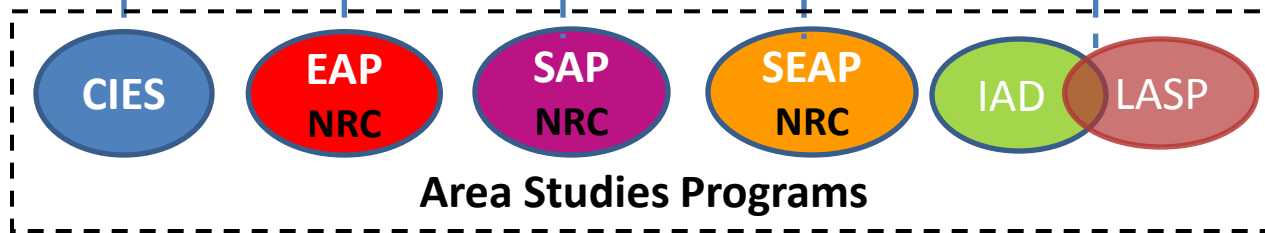
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Einaudi Center--Administrative Unit Umbrella*

***CERIS Outreach Coordinator**--Einaudi Staff , works with all Area Studies Programs



EAP - East Asia Program

SAP - South Asia Program

SEAP - Southeast Asia

CIES-Cornell Institute of European Studies

IAD-Institute for African Development

LASP-Latin America Studies Program



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Who is CERIS?

C E R I S (**C**ornell **E**ducational **R**esources for **I**nternational **S**tudies)

All joint outreach efforts by the 6 area studies programs within the Mario Einaudi Center for International Studies.



In the years prior to new NRC cycle CERIS decided:

- To be able to intentionally and systematically track and evaluate our six individual outreach activities and programs (**disaggregated data** by area program).
- To be able to evaluate CERIS member activities using comparable data across the six programs (**ability to aggregate data across** all area programs).
- That any new system should be **Online**.
- System should work for **both NRC & non-NRC Area Studies Programs**



Why create this system?

CERIS goals for the evaluation data were to:

- promote continual **program improvement**;
- improve our information base so as to better demonstrate impact for both Cornell internal and NRC external **reporting; including providing information to the independent evaluation consultants each of the NRC programs.**
- maintain a database of information useful for future **funding applications.**



The Steps to design and implement the CERIS Evaluation Tool:

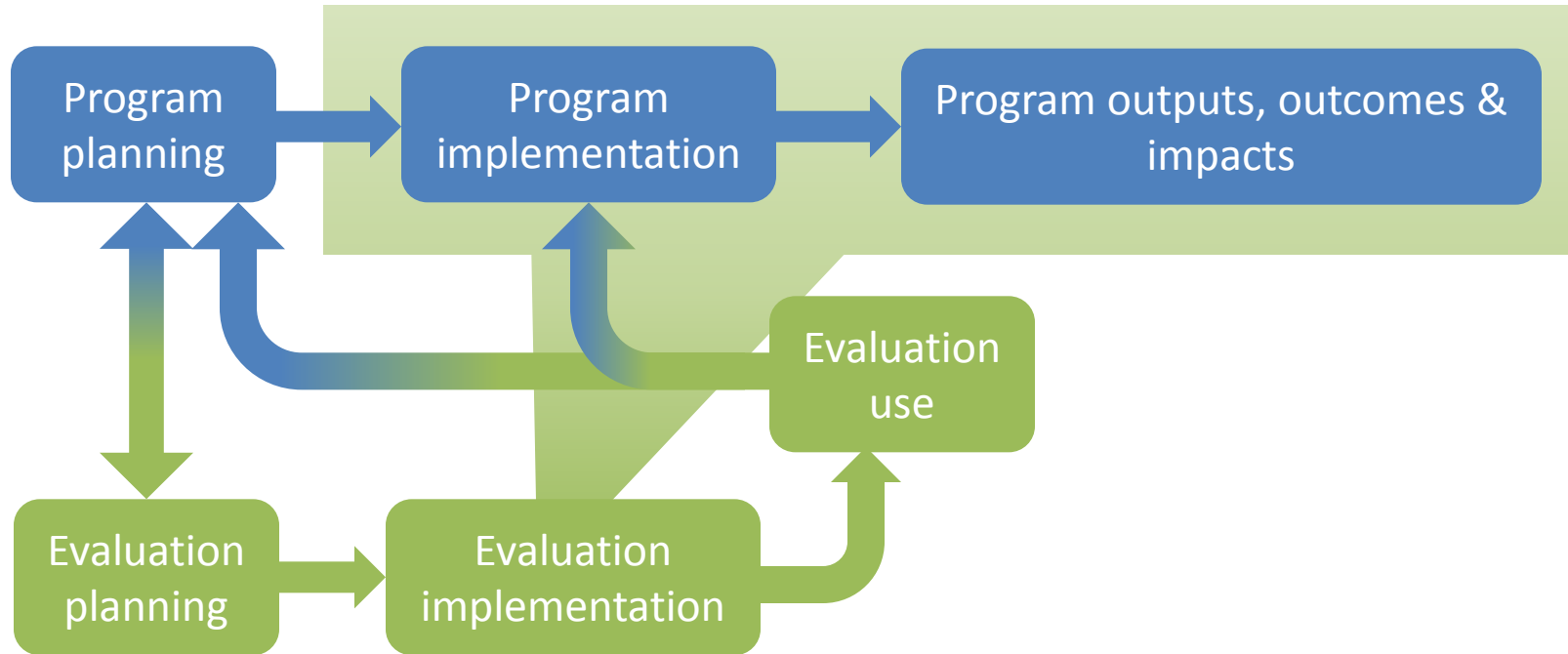
- 1. Develop a cross-program process model and Logic Model**
This responded to the standardization that would allow cross-program comparison and the local specificity which would allow individual programs to “find” themselves within the tool without it seeming too constraining and/or not adapted to their needs.
- 2. Identified the desired outcomes**
We identified as a group what were the outcomes that were common across all CERIS programs.
- 3. Linking data collection to those outcomes.**
Design of surveys and other tools that bring additional elements to the observations recorded.



- **Development of logic models:**
 - Evaluation consultant **met with each program's** outreach representative and listed with them the activities, objectives, and desired impacts for their program.
 - Nicky will show you the actual Logic Model we developed in her part of the presentation.



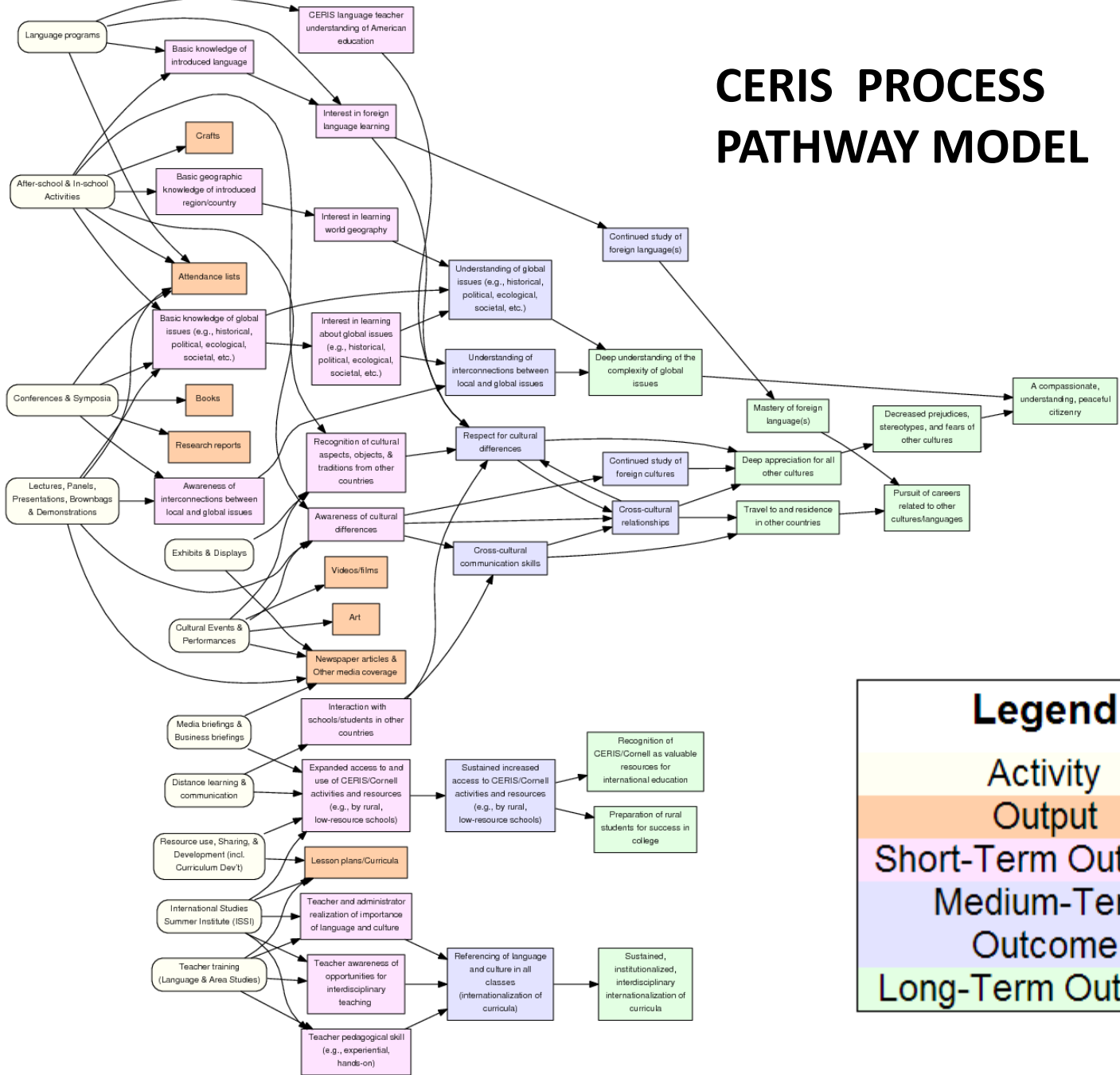
Key Logic of the Tool is the Assessment Process





- Creating a process model and then logic model helped us as a group of stakeholders to come to a clearer shared understanding of the CERIS program, helped point towards key outcomes and linkages that should be evaluated, and helps communicate about the program (when used in reports, publicity materials, etc.).

CERIS PROCESS PATHWAY MODEL



Legend	
Activity	Output
Short-Term Outcome	Medium-Term Outcome
Medium-Term Outcome	Long-Term Outcome



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Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
<p>Staff time: scheduling, coordinating, presentations, media representation, public relations, reporting to funders</p> <p>Teacher, volunteer and presenter time and energy in planning, presenting, researching...</p> <p>Student time and effort in classes and during presentations</p>	<p>afterschool language and culture program</p> <p>rural schools initiative</p> <p>K-12 speakers bureau</p> <p>international gardens and foods</p> <p>teacher trainings</p> <p>community involvement</p> <p>curriculum units</p> <p>lending libraries</p> <p>explorer kits and culture boxes</p> <p>professional development</p>	<p>Increase in knowledge</p> <p>Crafts</p> <p>Art</p> <p>Performance</p> <p>Research</p> <p>Books</p> <p>NRC reports</p> <p>Annual reports</p> <p>Curriculums</p> <p>Lesson plans</p> <p>Partnerships</p> <p>Culture boxes</p> <p>Lending Libraries</p> <p>Newspaper articles</p> <p>Other media coverage</p> <p>Videos and films</p> <p>Audio resources</p>	<p>introductory language acquisition</p> <p>recognition of cultural aspects and objects (e.g., dress , music, etc.)</p> <p>recognition of tradition (e.g., how to greet, how to eat) from another culture</p> <p>geographic knowledge</p> <p>understanding that cultural differences exist</p> <p>rural schools access to CERIS activities</p> <p>student exposure to and interaction with schools and students in other countries</p> <p>development of replicable educational materials</p> <p>understanding of specific topics related to an area (e.g., political, ecological, societal issues)</p> <p>knowledge about regional foods and agricultures</p> <p>connections between local gardens and the world</p> <p>connections of rural teachers and non-Ithaca teachers to Cornell</p>	<p>a desire to learn foreign languages</p> <p>ability to distinguish better between different cultures</p> <p>participants share cultural knowledge and experience with others</p> <p>a desire to seek out more opportunities for cultural knowledge/information</p> <p>interest in and enthusiasm for cross-cultural learning</p> <p>understanding of how cross-cultural communication works</p> <p>understand the global relationships across cultures</p> <p>appreciation for the diversity that exists</p> <p>rural schools have more access to Cornell (other outreach programs and Cornell in general)</p> <p>internationalization of curricula across disciplines</p> <p>CERIS resources have greater reach (i.e., through web-based resourced)</p>	<p>more study of foreign languages</p> <p>students at Cornell from rural areas</p> <p>contribute to fostering more sustainable and just global food systems</p> <p>teachers will continue to take advantage of NRC's and higher education outreach</p> <p>teachers will form partnerships and networks that are sustained long term</p> <p>bridge the university – town gap</p> <p>curriculum units will be used by teachers</p> <p>lending libraries, explorer kits and culture boxes will be updated and therefore used frequently</p> <p>increase in public knowledge of CERIS activities – more presence on campus and off</p>
<p>Assumptions and Context:</p>	<p>Exposure to global cultures increases interest in global cultures, exposure to foreign languages increases interest in studying language and other cultures, interaction with people from other countries increases respect and understanding of other cultures and people in other countries, Cornell has resources and knowledge to offer school teachers and community, Cornell is obliged and committed to doing outreach, the NRC programs are required to do outreach but the other area studies programs want to do so as well , rural schools want our resources</p> <p>“town vs. gown” division, racial, ethnic and economic class divisions exist in Ithaca and the surrounding area, Cornell has a large international student population, Cornell has rich international studies and research to offer, limited funds to do outreach, current cuts to Cooperative Extension and other youth programming entities in the area, budget cuts to enrichment, art and foreign language at the K-12 school districts, rural schools serve mostly low-income populations, rural schools do not have as much access to higher education resources, Einaudi has a full time outreach coordinator, all area studies programs continue to cooperate around outreach</p>				



What We've Learned

1. We had to go through multiple iterations of the pathway model before we got one that was simple enough to use.
2. Just doing the pathway model produces “ah-ha” moments about management, goals, objectives, collaboration, etc. that are useful to the programs.
3. It takes a lot of time to develop!



Challenges

- What level of specificity do you need in the phrasing of the desired outcomes? (this is not unique to the CERIS program, the CORE group found that this occurred in almost all groups during their research).
- Boundary issues-what to include or not? Do we stick to the NRC context or go beyond it? Does one program want to include the lecture series in outreach since it is open to the public and we do get public from the area attending these lectures?
- Use of language that serves internal needs (such as learning purposes) while also corresponding with the NRC IRIS framework.



Process of thought we want outreach staff to go through as they enter data into the CERIS Tool.

you must identify...

program elements
(e.g., key outcomes)

Claims*

evaluation questions

key constructs

indicators

data collection and analysis strategy

to make claims*

about...

- implementation
- short-term outcomes
- impacts

***what you want to be able to say or to know more about at the end of the evaluation**



II. Current Uses

- The tool is currently being used regularly by the Einaudi Center and five of the six area studies programs.
- Each program has an identified staff member who is in charge of entering data.
- Three of the five area studies programs are National Resource Centers and have mandates to do evaluation.
- Two of them are not NRCs and do not have any mandate to evaluate their programs.
- The tool exists on the Einaudi center website for accessibility and management purposes.



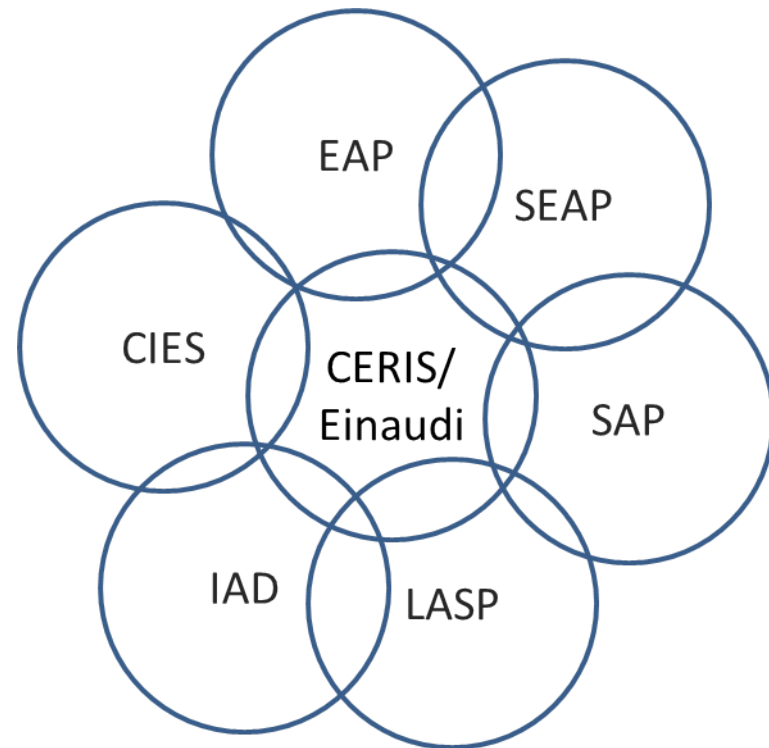
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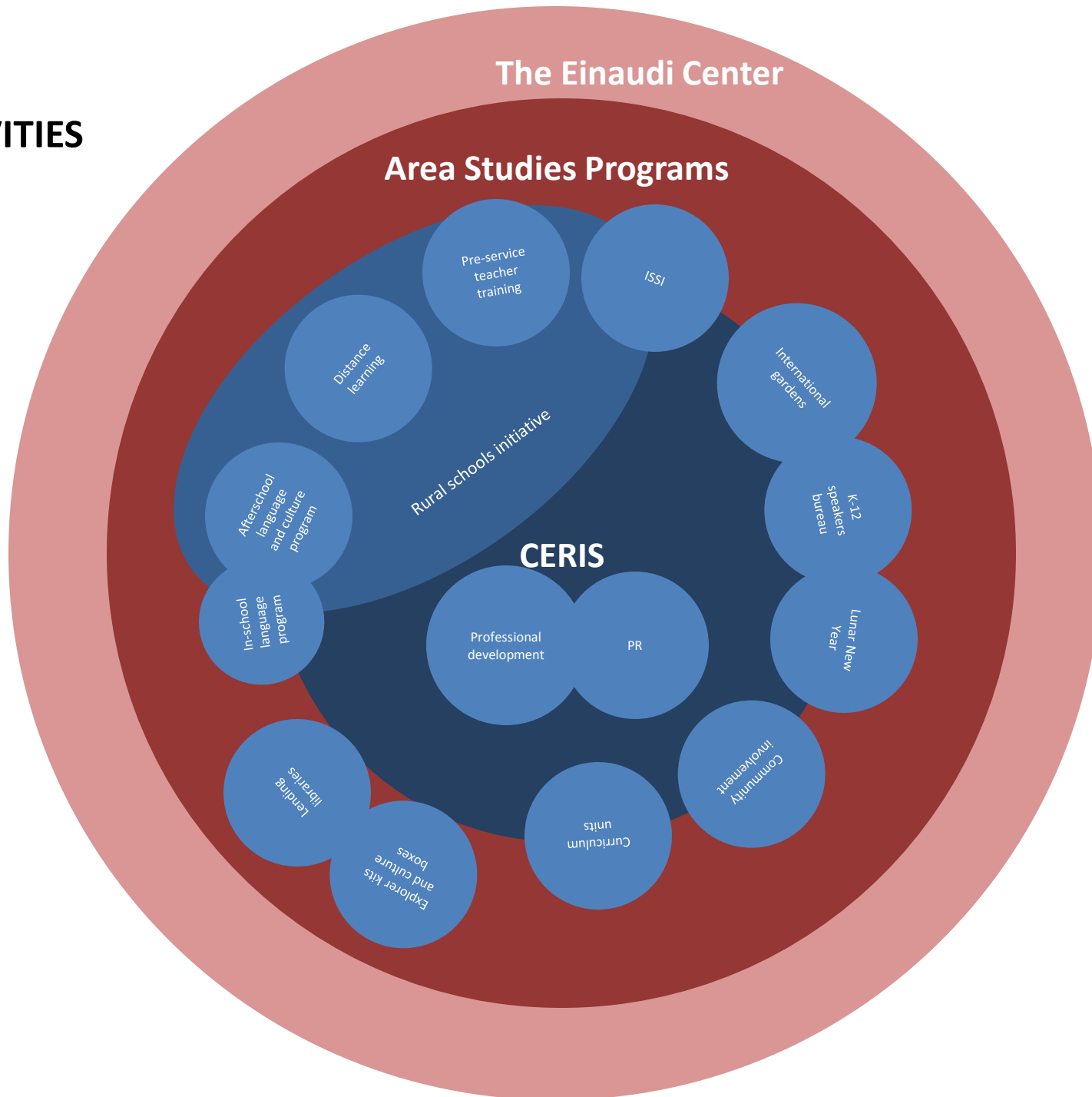
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Relationships between Area Studies Programs and CERIS/Einaudi Outreach

- CERIS:** Cornell Educational Resources for International Studies
- Einaudi:** Mario Einaudi Center for International Studies
- EAP:** East Asia Program
- SEAP:** Southeast Asia Program
- SAP:** South Asia Program
- LASP:** Latin American Studies Program
- IAD:** Institute for African Development
- CIES:** Cornell institute for European Studies



CERIS ACTIVITIES





Each program conducts their own outreach as well as outreach that is collaboratively programmed in CERIS. Example:

- 1) **East Asia Program outreach:** Korean drummers perform at a local elementary school
- 2) **CERIS outreach:** Global Islam workshop for Community College faculty



CERIS Logic Model, all programs

Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
Staff time: scheduling, coordinating, presentations, media representation, public relations, reporting to funders Teacher, volunteer and presenter time and energy in planning, presenting, researching...	afterschool language and culture program in-school language program rural schools initiative distance learning K-12 speakers bureau Lunar New Year international gardens	Increase in knowledge Crafts Art Performance Research Books NRC reports Annual reports Curriculum Lesson plans Partnerships	introductory language acquisition recognition of cultural aspects and objects (e.g., dress, music, etc.) recognition of tradition (e.g., how to greet, how to eat) from another culture geographic knowledge understanding that cultural differences exist rural schools access to CERIS activities more schools, farther away access CERIS activities	a desire to learn more of that language a desire to learn more foreign languages ability to distinguish better between different cultures participants share cultural knowledge and experience with others a desire to seek out more opportunities for cultural knowledge/information interest in and enthusiasm for cross-cultural learning	more study of foreign languages students at Cornell from rural areas rural students going to college understanding of global food systems contribute to fostering more sustainable and just global food systems teachers will continue to take advantage of NRC's and higher education outreach teachers will form partnerships and networks that are sustained long term

Input: resources needed to implement activity

Activity: outreach event

Output: tangible results from event

Outcome: measurable impact from activity



CERIS Evaluation Form

[View](#)

[Edit](#)

[Webform](#)

[Results](#)

http://einaudi.cornell.edu/ceris_evaluation_results

PART I. Pre-Activity Evaluation Planning

A. Activity Information

Activity Data

Program Area(s): *

- East Asia Program
- Einaudi Center for International Studies
- Institute for African Development
- Cornell Institute for European Studies
- Latin American Studies Program
- South Asia Program
- Southeast Asia Program
- CERIS

Title of Activity: *

Please limit your title to 255 characters or less.

Brief description of activity:

Please limit your description to one line.



Location:

Is this activity collaborative or individual ?:

- Collaborative
- Individual

A collaborative activity is one conducted with other CERIS programs, while an individual activity is undertaken by only your program.

Activity Type(s):

- After-school activities
- Cultural event
- In-school activities
- Lecture
- Teacher training
- Other (please specify below)

Other Activity Type:



Outcomes:

Outputs are tangible byproducts resulting from the activity.

Outcomes are results or changes from the activity such as changes in knowledge, awareness, skills, attitudes, opinions, aspirations, motivation, behavior, practice, decision-making, policies, social action, condition, or status. Outcomes may be intended and/or unintended: positive and negative. Outcomes fall along a continuum from immediate (**short-term**) to intermediate (**medium-term**) to **long-term** outcomes, often synonymous with impact.

For more information on logic models and their components, click [here](#) or [here](#).

These output and outcome options were identified through the creation of an overarching CERIS logic model and edited by CERIS staff.

Expected outputs:

- Art
- Crafts
- Lesson plans/Curricula
- Media coverage
- Other (please specify below)

Expected outputs are tangible byproducts, created by activity participants, resulting from the activity.

Other Output:



Desired Short Term Outcomes:

- Interest in and basic knowledge of foreign language learning
- Interest in and basic geographic knowledge of learning world geography
- Basic geographic knowledge of introduced region/country
- Awareness of interconnections between local and global issues
- Interest in and basic knowledge of global issues (e.g., historical, political, ecological, societal, etc.)
- Awareness of cultural differences
- Recognition of cultural aspects and objects (e.g., food, dress, music, etc.)
- Recognition of tradition(s) from other country/ies
- Expanded access to and use of CERIS/Cornell activities and resources (e.g., by rural, low-resource schools)
- Interaction with schools/students in other countries
- Teacher pedagogical skill (e.g., experiential, hands-on)
- Teacher and administrator realization of importance of language and culture
- Other (please specify below)

Desired short term outcomes occur for participants relatively shortly after the activity is completed.

Other Short Term Outcome:



Desired Long Term Outcomes:

- Sustained study of foreign language(s)
- Decreased prejudices, stereotypes, and fears of other cultures
- Deep understanding of the complexity of global issues
- Travel to and residence in other countries
- Pursuit of careers related to other cultures/languages
- Recognition of CERIS/Cornell as valuable resources for international education
- Sustained, institutionalized, interdisciplinary internationalization of curricula
- Other (please specify below)

Other Long Term Outcome:



Evaluation Scope

C. Evaluation Scope and Evaluation Approach

Please review the Key Outcomes you selected.

For these key output/outcome, describe how you will gather evaluation data :

- Using standard CERIS surveys to contribute to a broader evidence base built on shared CERIS data.
- Using activity-specific data collection tools (separately or in addition to standard CERIS surveys) to add context-specific depth to your evaluation.

(e.g., a standard CERIS survey, an activity-specific survey, interview, focus group, observation, etc.) For more on data collection approaches, click here: <http://www.uwex.edu/ces/pdande/resources/pdf/Tipsheet8.pdf> or here: <http://www.uwex.edu/ces/pdande/resources/pdf/Tipsheet11.pdf>.

Which of the standard on-line CERIS surveys are you using?:

- Afterschool Language & Culture class - Teacher/Student
- Afterschool Language & Culture class - Parent
- Afterschool Language & Culture class - Presenter
- ISSI Pre
- ISSI Immediate Post
- ISSI Follow-up Post
- Event survey form
- Other (please specify below)

Other Standard Survey:

Are you using an activity-specific survey? Please describe it briefly here.:



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What (if any) other data collection approaches are you using relative to each key output/outcome?:

- Observation
- Expert or peer review
- Testimonials (e.g., letters, emails, cards, verbal statements)
- Photographs/videos
- Art/performance
- Other (please specify below)



PART II. Post-Event Reporting

Number of attendees

Students:

Educators:

Other:

Total:

Evaluation Data

Languages Addressed:

Partners:



Evaluation Data

Languages Addressed:

Partners:

Actual activity inputs:

- Staff hours
- Volunteer hours
- Cornell resources
- Curricula used
- Lending library resources and kits used

Please summarize the results of your data collection for this activity.:

Survey Results:

Please upload any survey results you may have exported here.

Additional file:



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Evaluation tool online – actual examples

<http://einaudi.cornell.edu/>

<http://einaudi.cornell.edu/node/7954/submission/124>



Pre-Survey:

#	Question	1 none	2 weak	3 moderate	4 strong	5 very strong	Responses	Mean
1	Africa	0	20	18	8	1	47	2.79
2	South Asia (India, Pakistan, Nepal, Afghanistan, Bangladesh, Bhutan, Sri Lanka, Maldives)	1	23	18	5	0	47	2.57
3	Southeast Asia (Burma, Thailand, Laos, Cambodia, Vietnam, Malaysia, Indonesia, Philippines, Singapore)	3	26	14	4	0	47	2.40
4	East Asia (China, Japan, Korea, Mongolia, Taiwan)	1	19	17	8	2	47	2.81
5	Europe & the Mediterranean	0	8	16	20	2	46	3.35
6	Latin America & the Caribbean	1	16	18	8	3	46	2.91

Post-Survey:

#	Question	1 none	2 weak	3 moderate	4 strong	5 very strong	Responses	Mean
1	Africa	0	5	15	15	5	40	3.50
2	South Asia (India, Pakistan, Nepal, Afghanistan, Bangladesh, Bhutan, Sri Lanka, Maldives)	0	5	16	14	3	38	3.39
3	Southeast Asia (Burma, Thailand, Laos, Cambodia, Vietnam, Malaysia, Indonesia, Philippines, Singapore)	0	8	17	11	4	40	3.28
4	East Asia (China, Japan, Korea, Mongolia, Taiwan)	0	5	15	14	4	38	3.45
5	Europe & the Mediterranean	1	2	15	19	3	40	3.53
6	Latin America & the Caribbean	1	7	17	11	4	40	3.25



Evaluation Tool is used in conjunction with other assessment tools:

- Logic and Pathway Models
- Surveys in Qualtrics (Cornell Survey Tool)
- Surveys administered in-house (Einaudi)
- Letters, emails and cards sent by teachers and students
- Observation
- Area Program Event Calendars
- IRIS
- External Evaluators (SAP, SEAP and EAP)
- Sign In sheets at events
- Annual Reports



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Types of data that could be entered into the results field:

Survey results

Quotes from feedback emails

Firsthand observations



CERIS' Qualtrics surveys in the Cornell Survey Tool

★	Active	Name
★	<input checked="" type="checkbox"/>	ISSI 2012 immediate post-workshop Modified on: Feb 12, 2013
★	<input checked="" type="checkbox"/>	Global Islam - immediate post workshop 2012 Modified on: Feb 12, 2013
★	<input checked="" type="checkbox"/>	ICSD/CU Resource Fair Participant Survey Modified on: Sep 10, 2012
★	<input checked="" type="checkbox"/>	Global Islam 2012 Pre-survey Modified on: Feb 12, 2013
★	<input checked="" type="checkbox"/>	language programcoordinator_fall 2012 Modified on: Dec 12, 2012
★	<input checked="" type="checkbox"/>	Spanish at BJm _2011 Modified on: Feb 12, 2013
★	<input checked="" type="checkbox"/>	ISSI 2011 immediate post-workshop Modified on: Jun 29, 2011
★	<input checked="" type="checkbox"/>	ISSI 2011 post-post survey Modified on: Aug 23, 2012



Challenges we currently face:

- “Number crunching” or “data entry approach” vs. evaluative thinking
- Creating a center-wide culture around evaluation and assessment so it is viewed as an integral part of our programs’ planning and growth.
- Adding reflection to the statistical results
- Remembering to enter the post-event assessment
- Limited staff hours affects quality of data entry
- Requiring survey responses from community members and stakeholders
- Processing data so that it is helpful
- NRC Program needs vs. non-NRC program needs in term of assessment data
- Additional technical and theoretical training is needed



III. Evaluation Tool Results

- Part I - The technical aspects of the info the tool outputs
- Part II - The review processes of that info



Evaluation Tool Outputs: Results of Evaluated Events

- Part I - The technical aspects of the info the tool outputs
- Part II - The review processes of that info



Prologue: Two Key Ideas

- Tool outputs should be put to Multiple Uses
- Make transparent the logic model for reviewers as well as practitioners



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The means and formats for reviewing information gathered in the evaluation process.

PART I - RESULTS VIEWS



Results for Multiple Purposes

- Grant Program Reports
- Annual Reports
- University Committees or Task Forces
- Funding Proposals
- Publicity

Why reinvent the wheel each time?

Navigation:

View of Events Evaluated

CERIS Evaluation Results

Please use the filter below to narrow down the results that are displayed on this page. You may select multiple filters.

110 records match your current filters below.

Event Title	Event Type	Program areas▲	Date	Collaborative?
Ithaca College Pre-Service Teacher Training in Using NRCs	Training	CERIS	2012-11-06	Collaborative
Ithaca City School District: Professional Learning Communities, The Global Politics of China and Tibet: Ithaca Classroom Implications	Training,Lecture	CERIS,EAP	2013-01-28	Collaborative
Afterschool Language and Culture Program - Japanese at GIAC	After-school	CERIS,EAP	2012-09-17	Collaborative
Afterschool Language and Culture Program - French at West Hill 4H Afterschool	After-school	CERIS,IAD	2012-10-15	Collaborative
Afterschool Language and Culture Program - Hindi at GIAC		CERIS,SAP		
Afterschool Language and Culture Program - Indonesian at GIAC	After-school	CERIS,SEAP	2012-11-05	Collaborative
Afterschool Language and Culture Program - Burmese at Beverly J. Martin Academic Plus	After-school	CERIS,SEAP	2012-09-25	Collaborative
Global Islam: a workshop for	Training	CERIS,SEAP,LASP,SAP,IAD,ECIS,EAP	2012-10-28	Collaborative

Output: Basic Statistics

Home » CERIS Evaluation Form

CERIS Evaluation Form

[View](#) [Results](#)

[Submissions](#) | [Analysis](#) | [Table](#) | [Download](#) |

Q responses

Program Area(s)	
East Asia Program	35
Einaudi Center for International Studies	4
Institute for African Development	6
1 Cornell Institute for European Studies	5
Latin American Studies Program	25
South Asia Program	39
Southeast Asia Program	28
CERIS	22
Title of Activity	
2 Left Blank	0
User entered value	110
Average submission length in words (ex blanks)	9.68
Brief description of activity	
3 Left Blank	12
User entered value	18
Average submission length in words (ex blanks)	21.33

Selected Results Download



Microsoft Excel
97-2003 Worksheet

- Select which question answers to export
- Work in Excel or other data manipulation program to present results

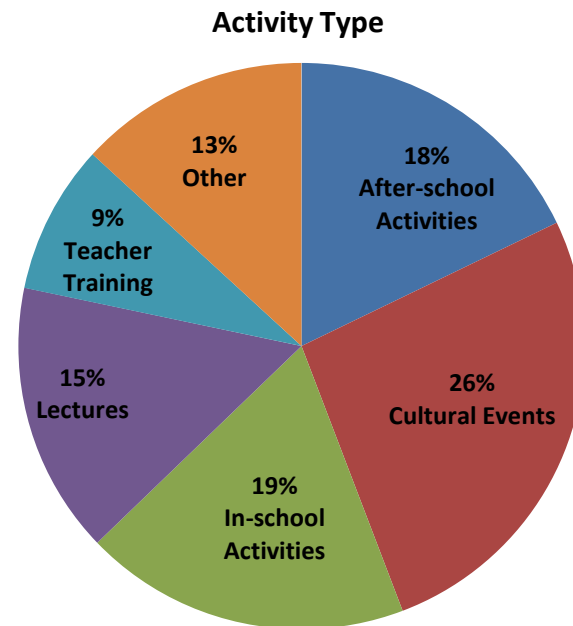
This download of 112 event evaluations shows the following items:

1. Program of the event – e.g. 35 of 112 included the East Asia Program;
2. Title and type of activity – e.g. 24 of 112 were in-school activities;
3. Target audience – e.g. 42 of 112 events targeted elementary education;
4. Presenter type – e.g. 15 of 112 presenters were PhD graduate students;
5. Total number of attendees and number of educators attending – e.g. for the 112 activities a total of 6141 people attended, and of those 1071 were educators;
6. Languages addressed – e.g. 11 of the 112 activities addressed Mandarin Chinese.

Graph Presentation of Downloaded Data

The results download can be easily presented as visuals using the normal features of Excel, GoogleDocs, or some other data manipulation program.

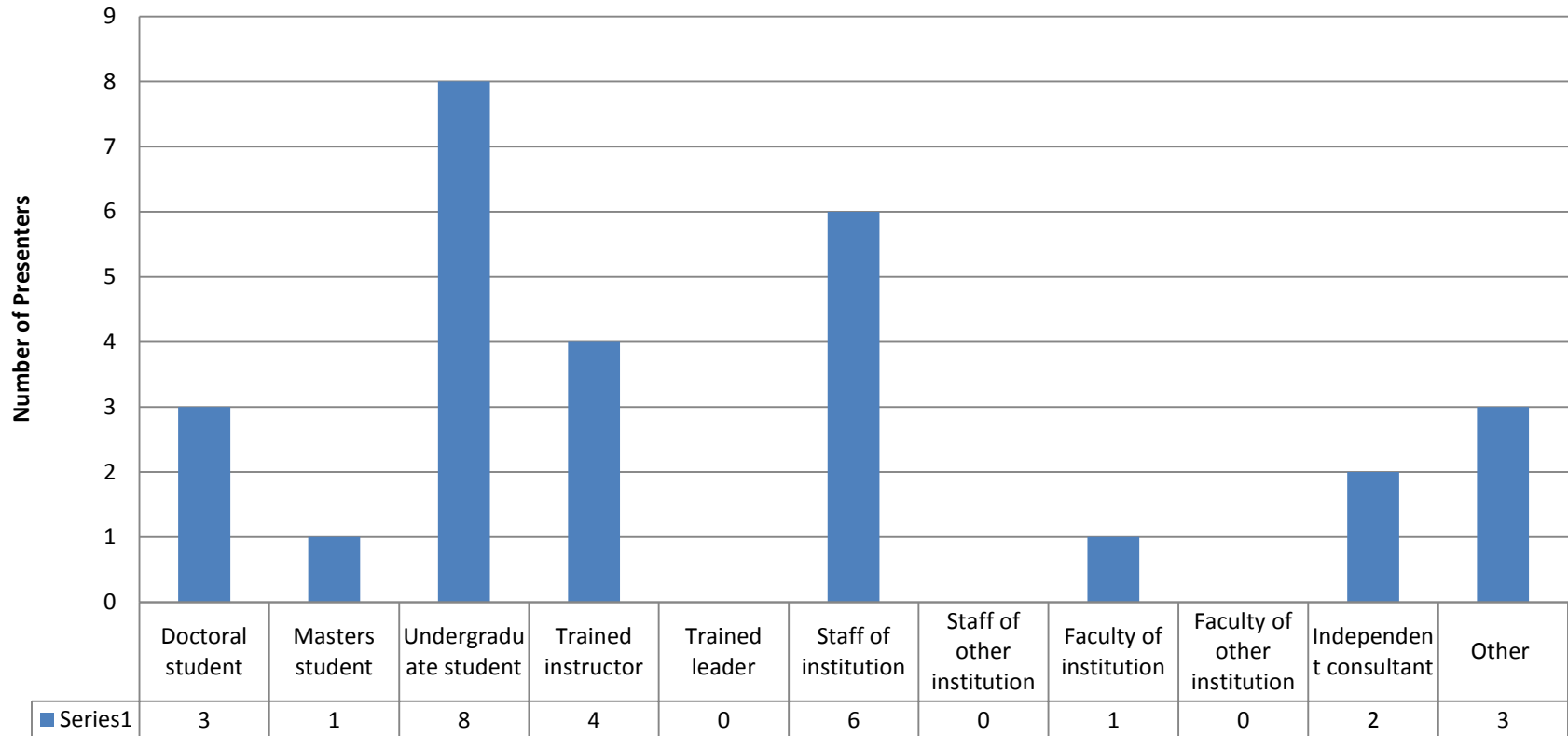
E.G. A simple result of percentages of certain types of activities from the whole set events evaluated.



Combined Data Chart:

Numbers of types of presenters for one category of activity

Presenter Types for After-school Activities



Selected Results Download II



Microsoft Excel
97-2003 Worksheet

- Select which question answers to export – beyond the numbers.

This download of 112 event evaluations also included:

1. Expected outputs – e.g. 19 of 112 activities expected to produce lesson plans or curricula;
2. Desired short-term, medium-term, and long-term outcomes – e.g. 32 of 112 looked to produce “Awareness of interconnections between local and global issues” as short-term outcomes;

Did those events produce those outcomes?

Event outputs

1. Total number of attendees and number of educators attending – e.g. for the 112 activities a total of 6141 people attended, and of those 1071 were educators;
2. Languages addressed – e.g. 11 of the 112 activities addressed Mandarin Chinese.



Multiple Presentations of Results Data

- The tool is designed to collect data and the output of that data to be tailored to answer various questions in various situations.
- The work of structuring the questions to be answered should not be overlooked and demands an investment of time and energy.



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The institutional uses of evaluation information: the stakeholders and outcomes of the review processes.

PART II - REVIEWING PROCESS



Stakeholders

- Distant reviewers: University administrators, grant reviewers, program evaluators
- Direct administrators: program Directors, Center administrators, faculty and other committees
- Immediate coordinators: outreach coordinators, event participants

Transparency of Logic Model Process

The logic model process is integral to the use of the tool by outreach staff. The process should also be a part of what is understood in the evaluation results.

Outcomes Data

B. Desired Outputs/Outcomes

Whether or not you have a written logic model for this activity, it is important to clearly state the outputs and outcomes that you hope or expect will result from the activity. This will help you focus your evaluation on key outcomes.

Outputs are tangible byproducts resulting from the activity.

Outcomes are results or changes from the activity such as changes in knowledge, awareness, skills, attitudes, opinions, aspirations, motivation, behavior, practice, decision-making, policies, social action, condition, or status. Outcomes may be intended and/or unintended: positive and negative. Outcomes fall along a continuum from immediate (**short-term**) to intermediate (**medium-term**) to **long-term** outcomes, often synonymous with impact.

For more information on logic models and their components, click [here](#) or [here](#).

These output and outcome options were identified through the creation of an overarching CERIS logic model and edited by CERIS staff.



How to make reviewers see the whole process?

- Reviews of statistical data miss the productive process of asking what an event is doing.



Issues and Challenges

- Instituting the logic model in evaluation results review
- Sustaining the process – when much depends on training staff that hold precariously funded positions
- Finding the right forums for review
- Crafting useful, and persistent, views/presentations of results data



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Questions or Comments?

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