CREATING EFFECTIVE ONE-PAGERS

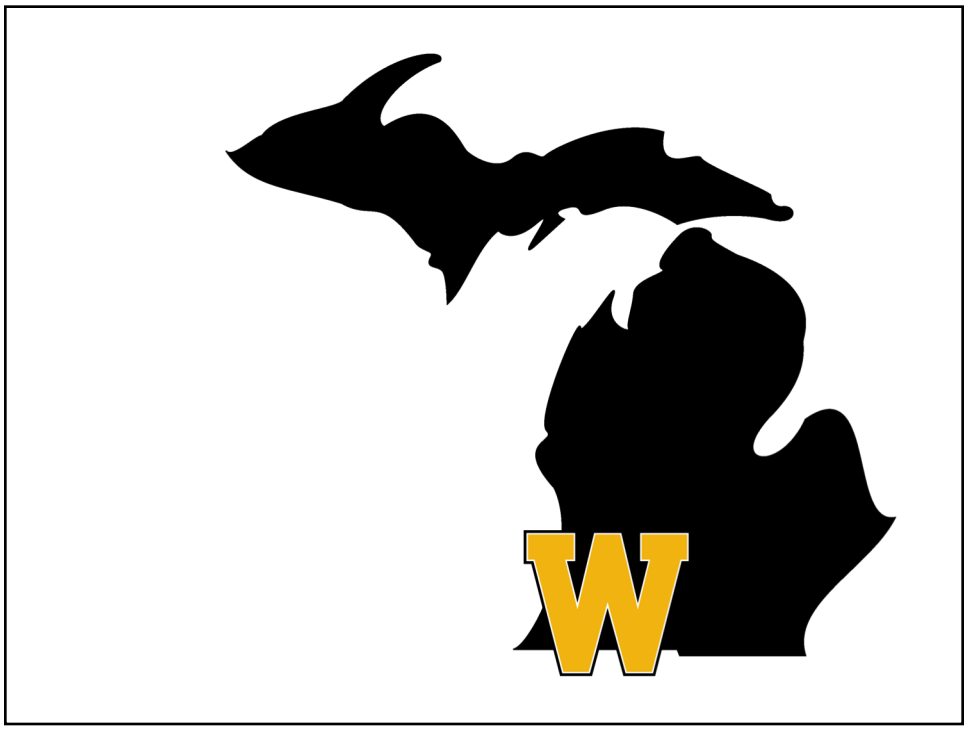
A HANDS ON WORKSHOP

Michigan Association for Evaluation Conference | 2018

INTRODUCTIONS

EMMA
Perk

LYSSA
Wilson Becho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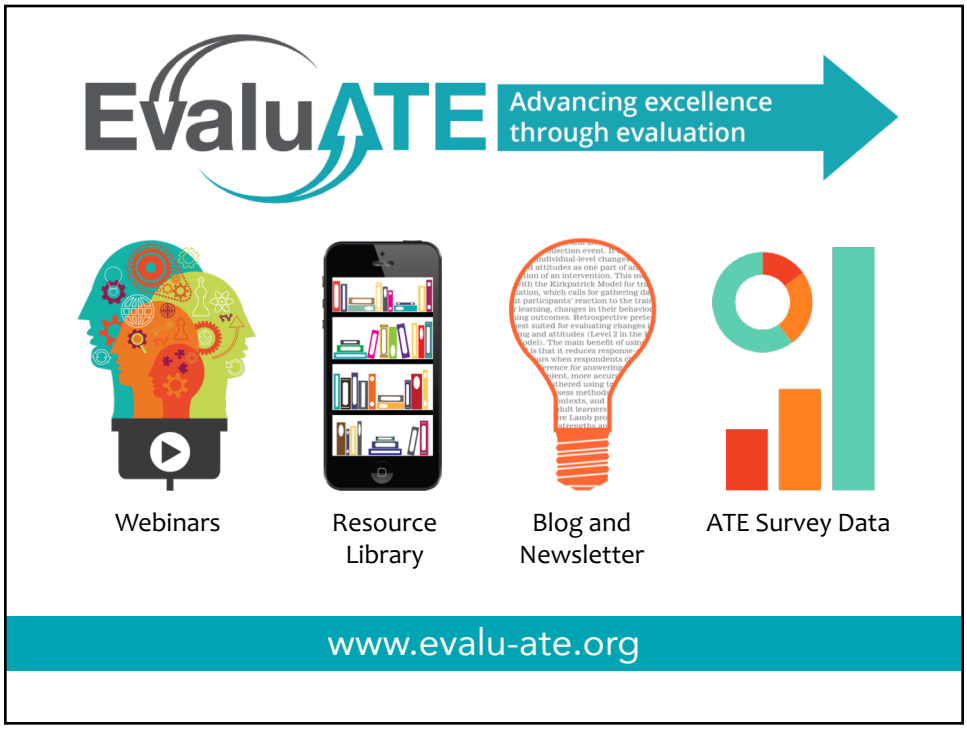
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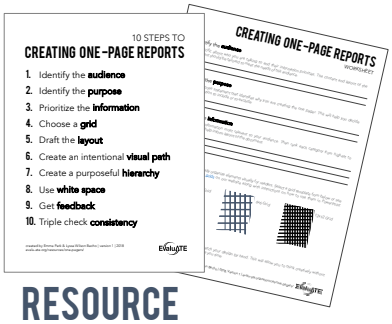
MATERIALS

SLIDES



RESOURCE HANDOUTS

evalu-ate.org/resources/one-pagers

WHAT?

is a one-page report

ONE-PAGE REPORT

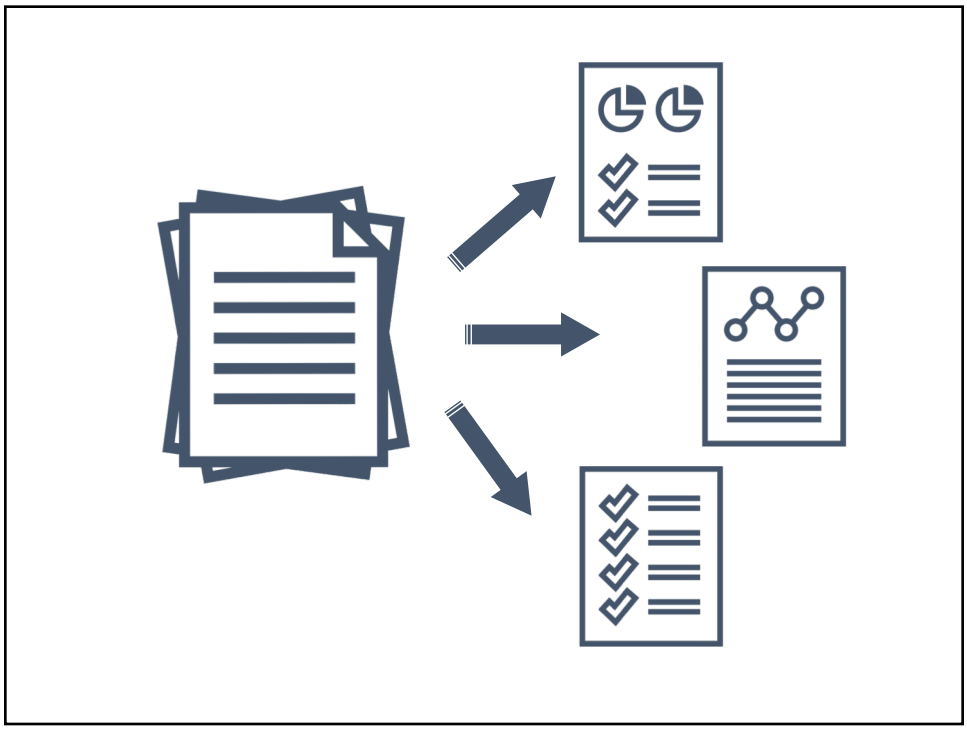
- Single page
- Summarize key information
- Audience specific
- Engaging and accessible

WHY?

a one-page report


YOUR
EVALUATION
REPORT


FULL
EVALUATION
REPORT
ACCOMPANYING
ONE-PAGE
REPORT



HOW?

to create a
one-page report

10 STEPS TO
CREATING ONE-PAGE REPORTS

1. Identify the **audience**
2. Identify the **purpose**
3. Prioritize the **information**
4. Choose a **grid**
5. Draft the **layout**
6. Create an intentional **visual path**
7. Create a purposeful **hierarchy**
8. Use **white space**
9. Get **feedback**
10. Triple check **consistency**

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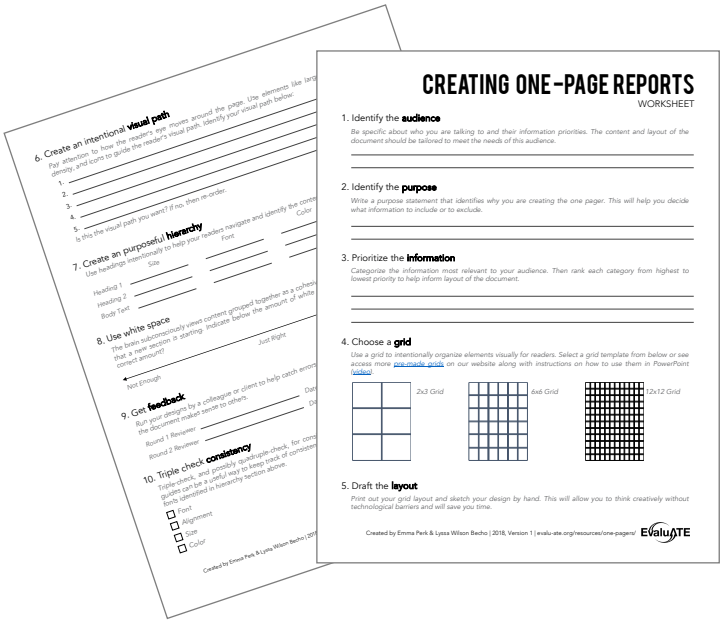
EVALUATE



CREATING ONE-PAGE REPORTS
WORKSHEET

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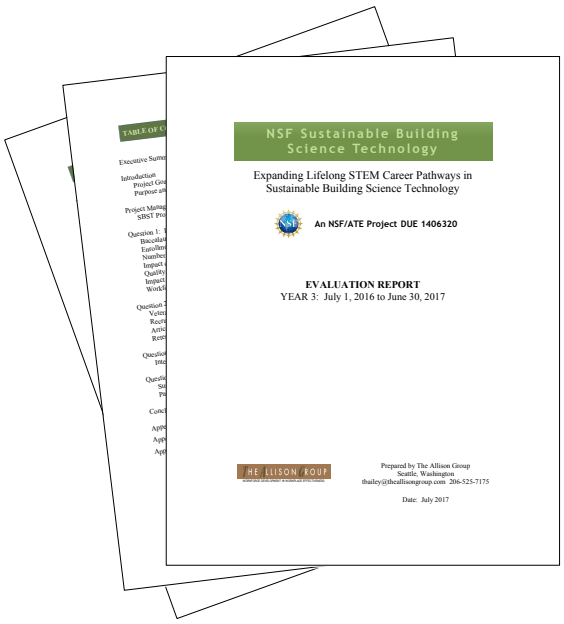
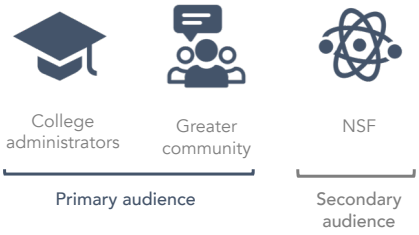
South Seattle College



10 STEPS
to create a one-page report

1. Identify the **audience**

Identify the AUDIENCE 1



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South Seattle College Campus & Greater Community
↳ need to provide project level info (basic background)

MAKE NOTE ON WORKSHEET!

10 STEPS
to create a one-page report

1. Identify the **audience**
2. Identify the **purpose**

Identify the PURPOSE 2

Original Purpose Statement:

Provide a visual executive summary.

Identify the PURPOSE 2

Purpose Statement:

To present an evaluative summary of what activities the project is doing and the strengths and achievements the project has made.

Identify the PURPOSE 2

Purpose Statement Scope:

Identify the
PURPOSE 2

Purpose Statement Scope:

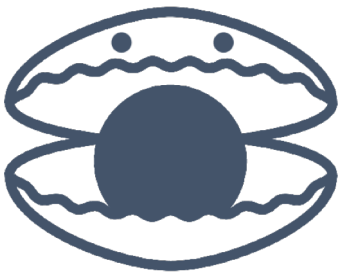
Identify the
PURPOSE 2

Purpose Statement Scope:

10 STEPS
to create a one-page report

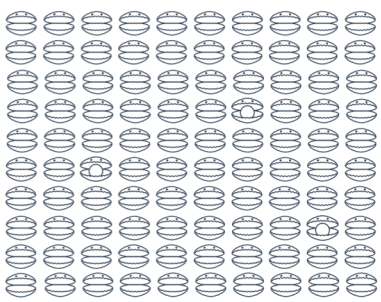
1. Identify the **audience**
2. Identify the **purpose**
3. Prioritize the **information**

Prioritize the
INFORMATION 3



THE OYSTER
Cole Knaflic
Storytelling with Data

Prioritize the
INFORMATION 3



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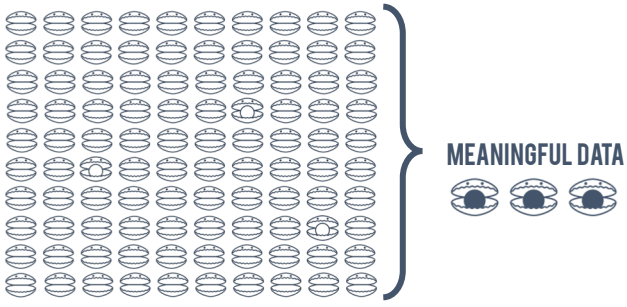

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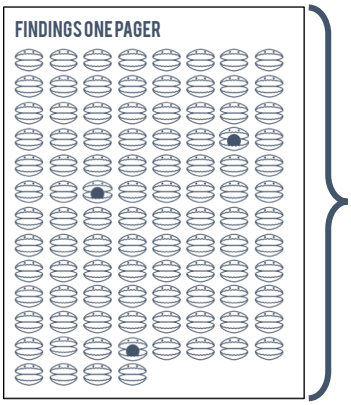

PROVIDING CALL OUTS ON MEANINGFUL DATA

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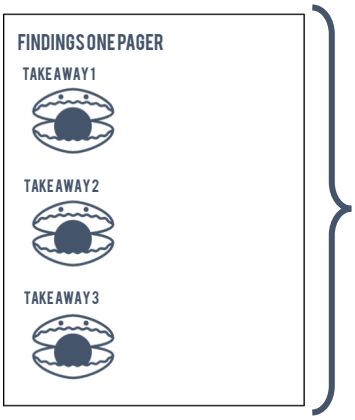
Storytelling with Data

Prioritize the
INFORMATION 3



USE ONE PAGER TO REPORT ON ONLY MEANINGFUL DATA

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Storytelling with Data

Prioritize the
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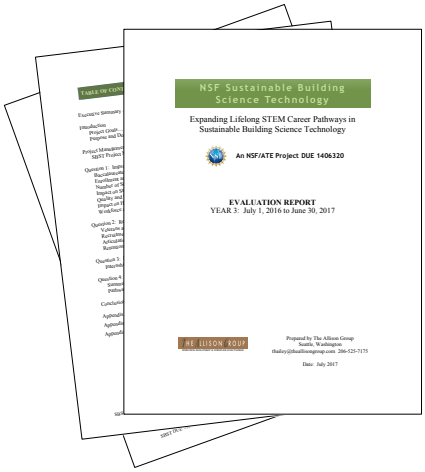

NSF Sustainable Building Science Technology

Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology

An NSF/ATE Project DUE 1406320

EVALUATION REPORT
YEAR 3: July 1, 2016 to June 30, 2017

THE ALLISON GROUP

Prepared by The Allison Group
Seattle, Washington
thailey@theallisongroup.com 206-525-7175

Date: July 2017

South Seattle College

Prioritize the
INFORMATION 3


EXECUTIVE SUMMARY

The Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SBST) Project received a three-year award from NSF ATE (DUE 1406320) in July 2014, with the grant ending on June 30, 2017. A no-cost extension will add another year to the grant, ending June 30, 2018. South Seattle College in Seattle, WA is the SBST Project fiscal agent.

SBST is a project whose mission is to advance technical education by developing a Baccalaureate of Applied Science in Sustainable Building Science Technology. SBST serves the students and faculty of South Seattle College, community colleges in the Puget Sound Region and other ATE projects and centers. Additionally, SBST will provide a model for Baccalaureate of Applied Science (BAS) degree programs in STEM for community colleges and universities across the U.S.

The external evaluator designed a focus group process that was conducted with six SBST students in the spring of 2017 to determine impact of the SBST program on their education and career goals, how the experience changed them personally, how it impacted their view on sustainability and climate change, the quality of support from advisors and faculty and identification of degree program components having the most perceived value. The feedback mechanism captured student impact in terms of lasting change and provided insight into the transformative experience of being a cohort group in the SBST program.

The project is behind in enrollments into the BAS program and on recruitment of veterans. In year three, there were 15 students in Cohort 1 (from Year One), and 18 students in Cohort 2 (Year Two) and 18 students in Cohort 3 (Year Three) of the BAS program in Sustainable Building Science Technology. This is 68 percent of the target total of 75 enrollees. To attain this goal, the no-cost extension group of Cohort 4 will have to have 24 participants. This is a stretch goal for the fourth year, but doable. The project is exceeding its goals with respect to recruiting females. Regarding veterans, the program is one short of its goal of 9 in three years, and the project anticipates that the target will be met in the no-cost extension year.

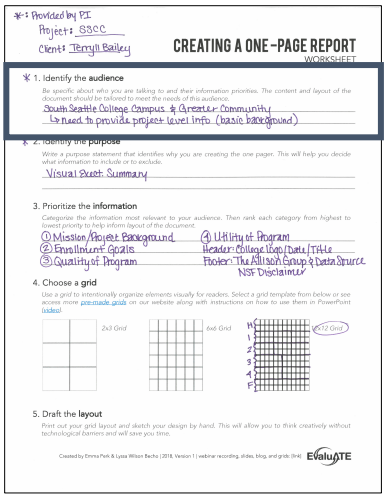
There were significant recruiting efforts by project partners and staff to address the enrollment shortfall. In year three, the project reached 4,020 individuals, significant increase over the 1393 individuals in Year 2. Over 2,200 incumbent workers were part of this outreach effort, and they would be prime candidates for this program. This is more than triple the number of workers reached in Year Two. In addition, the project did an outstanding job of developing 13 articulation agreements with community colleges in the state (and one in Oregon) for AS degree students to attend the SSC BAS program.

The persistence rate for the year 3 cohort in the BAS in Sustainable Building Science Technology dropped to 67% by the end of the first year, half of which were related to health/medical issues and military deployment. There are two scheduled returnees to the program in the fall and 1 that may return. Cumulatively, over the 3 years, the average persistence rate is 77%.

Based on review of project documentation, observation, interviews with staff and surveys of stakeholders, SBST is meeting or exceeding expectations, and the project is making progress toward its goals.

PI Holly Moore, Co-PI and /Director Alison Pugh and the SBST team are to be commended for their flexibility, innovation and persistence and for their commitment to sustainable building science technician education in the region and across the country.

SBST DUE 1406320 Evaluation Report: Year 3, July 2016-July 2017 *Page 3*


*: Provided by PI
Project: SSCC
Client: Terryll Bailey

CREATING A ONE-PAGE REPORT
WORKSHEET

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Visual Short Summary

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① Mission/Project Background
② Enrollment Goals
③ Quality of Program
④ Utility of Program
Header: College logo/Date/Title
Footer: The Allison Group & Data Source
NSF Disclaimer

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Created by Emma Perk & Lyssa Wilson Becho (2018, Version 1 | webinar recording, slides, blog, and grids (link)) EvaluATE

Prioritize the
INFORMATION 3

AUDIENCE

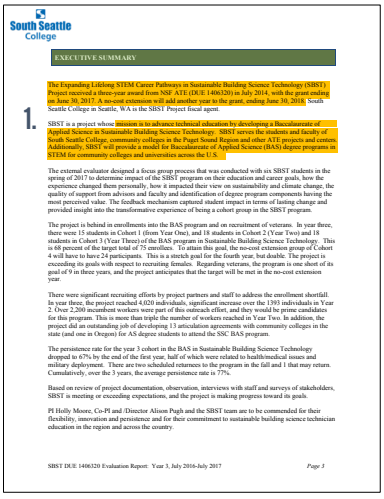
College administrators

Greater community

NSF

Primary audience

Secondary audience


South Seattle College

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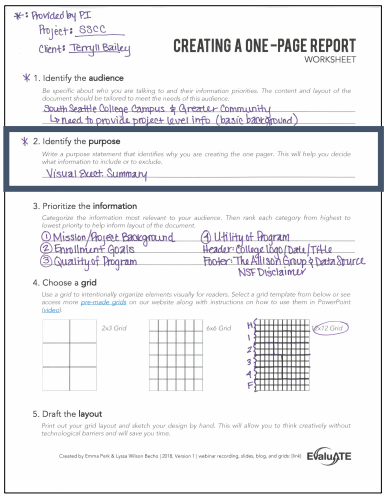
SBST DUE 1406320 Evaluation Report: Year 3, July 2016-July 2017 *Page 3*

Prioritize the
INFORMATION 3

1. Mission/project background



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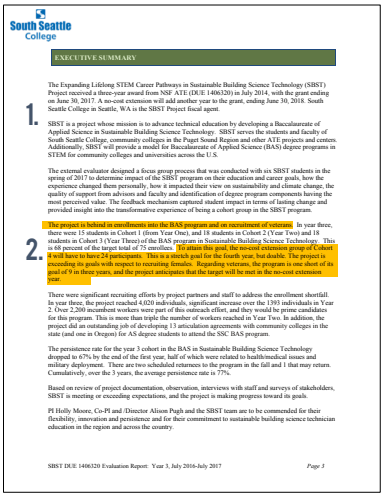
Prioritize the
INFORMATION 3

PURPOSE

To present an evaluative summary of what **activities** the project is doing and the **strengths** and **achievements** the project has made.



South Seattle College

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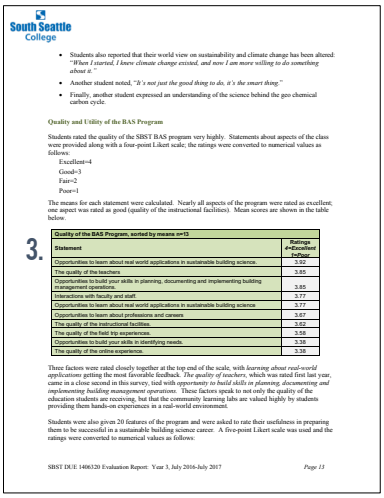
SBST DUE 1406320 Evaluation Report: Year 3, July 2016-July 2017 *Page 3*

Prioritize the
INFORMATION 3

1. Mission/project background
2. Enrollment goals



South Seattle College

- Students also reported that their world view on sustainability and climate change has been altered: *"When I started, I knew climate change existed, and now I am more willing to do something about it."*
- Another student noted, *"It's not just the good thing to do, it's the smart thing."*
- Finally, another student expressed an understanding of the science behind the geo chemical carbon cycle.

Quality and Utility of the BAS Program

Students rated the quality of the SBST BAS program very highly. Statements about aspects of the class were provided along with a four-point Likert scale; the ratings were converted to numerical values as follows:

Excellent=4
Good=3
Fair=2
Poor=1

The means for each statement were calculated. Nearly all aspects of the program were rated as excellent; one aspect was rated as good (quality of the instructional facilities). Mean scores are shown in the table below.

3.

Quality of the BAS Program, sorted by means n=13	
Statement	**Ratings 4=Excellent 1=Poor**
Opportunities to learn about real world applications in sustainable building science.	3.92
The quality of the teachers	3.85
Opportunities to build your skills in planning, documenting and implementing building management operations.	3.85
Interactions with faculty and staff.	3.77
Opportunities to learn about real world applications in sustainable building science	3.77
Opportunities to learn about professions and careers	3.67
The quality of the instructional facilities.	3.62
The quality of the field trip experiences.	3.56
Opportunities to build your skills in identifying needs.	3.38
The quality of the online experience.	3.38

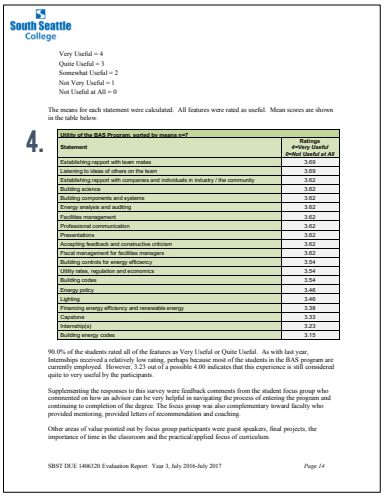
Three factors were rated closely together at the top end of the scale, with *learning about real-world applications* getting the most favorable feedback. *The quality of teachers*, which was rated first last year, came in a close second in this survey, tied with *opportunity to build skills in planning, documenting and implementing building management operations*. These factors speak to not only the quality of the education students are receiving, but that the community labs are valued highly by students providing them hands-on experiences in a real-world environment.

Students were also given 20 features of the program and were asked to rate their usefulness in preparing them to be successful in a sustainable building science career. A five-point Likert scale was used and the ratings were converted to numerical values as follows:

SBST DUE 1406320 Evaluation Report: Year 3, July 2016-July 2017 *Page 13*

Prioritize the
INFORMATION 3

1. Mission/project background
2. Enrollment goals
3. Quality of program



South Seattle College

Very Useful = 4
Quite Useful = 3
Somewhat Useful = 2
Not Very Useful = 1
Not Useful at All = 0

The means for each statement were calculated. All features were rated as useful. Mean scores are shown in the table below.

4.

Utility of the BAS Program, sorted by means n=7	
Statement	**Ratings 4=Very Useful 0=Not Useful at All**
Establishing rapport with team mates	3.69
Listening to ideas of others on the team	3.69
Establishing rapport with companies and individuals in industry / the community	3.62
Building science	3.62
Building components and systems	3.62
Energy analysis and auditing	3.62
Facilities management	3.62
Professional communication	3.62
Presentations	3.62
Accepting feedback and constructive criticism	3.62
Fiscal management for facilities managers	3.62
Building controls for energy efficiency	3.54
Utility rates, regulation and economics	3.54
Building codes	3.54
Energy policy	3.46
Lighting	3.46
Financing energy efficiency and renewable energy	3.38
Capstone	3.33
Internship(s)	3.23
Building energy codes	3.15

90.0% of the students rated all of the features as Very Useful or Quite Useful. As with last year, Internships received a relatively low rating, perhaps because most of the students in the BAS program are currently employed. However, 3.23 out of a possible 4.00 indicates that this experience is still considered quite to very useful by the participants.

Supplementing the responses to this survey were feedback comments from the student focus group who commented on how an advisor can be very helpful in navigating the process of entering the program and continuing to completion of the degree. The focus group was also complementary toward faculty who provided mentoring, provided letters of recommendation and coaching.

Other areas of value pointed out by focus group participants were guest speakers, final projects, the importance of time in the classroom and the practical/applied focus of curriculum.

SBST DUE 1406320 Evaluation Report: Year 3, July 2016-July 2017 *Page 14*

Prioritize the
INFORMATION 3

1. Mission/project background
2. Enrollment goals
3. Quality of program
4. Utility of program


Institution Logo
Date
Title
Prioritize the
INFORMATION 3
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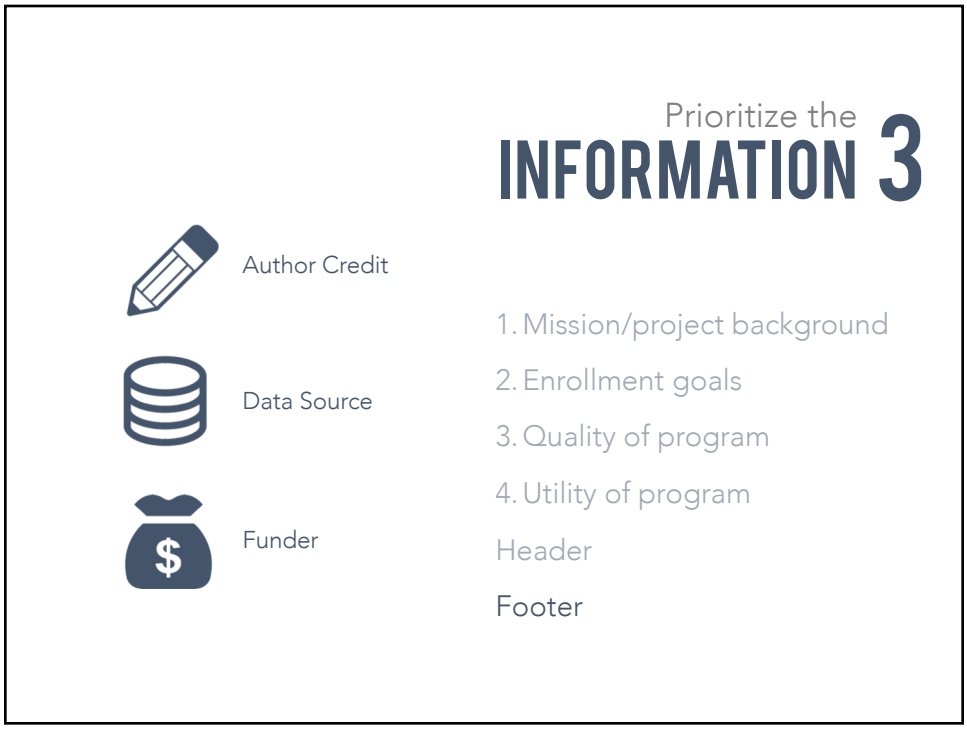
3. Quality of program
4. Utility of program
Header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Prioritize the
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Header
Footer

10 STEPS
to create a one-page report

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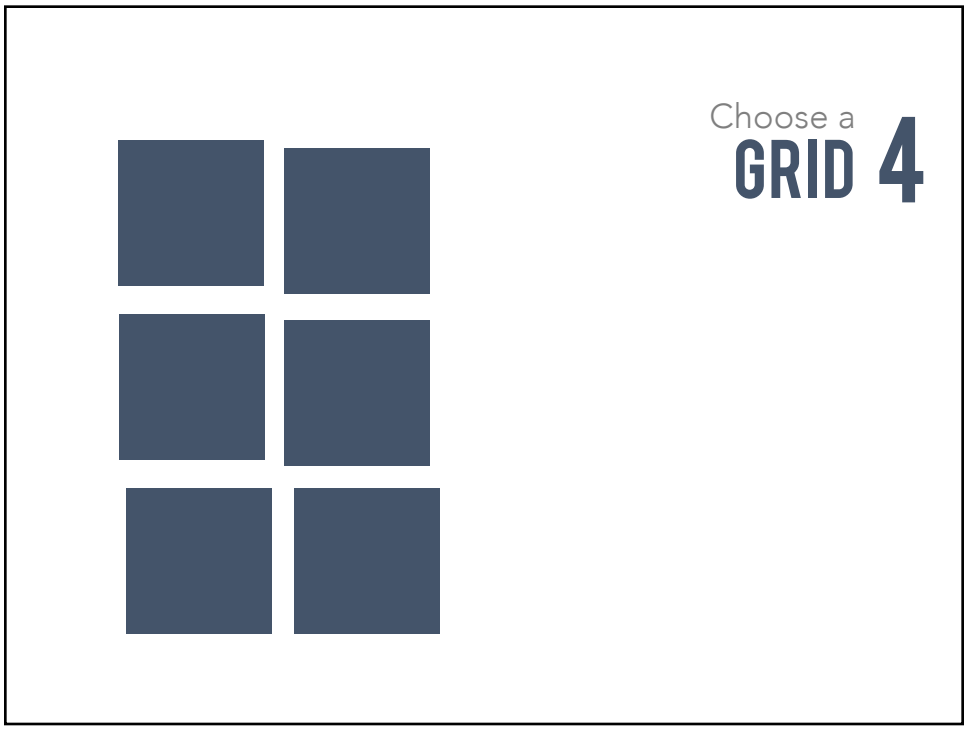
2. Identify the **purpose**
3. Prioritize the **information**
4. Choose a **grid**

Choose a
GRID 4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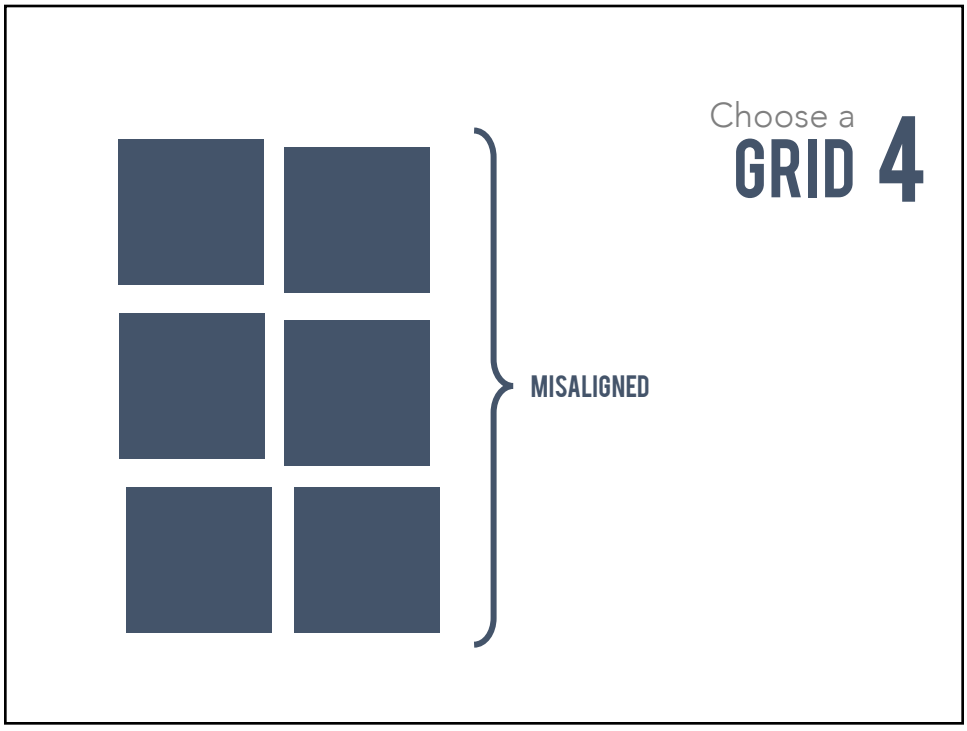
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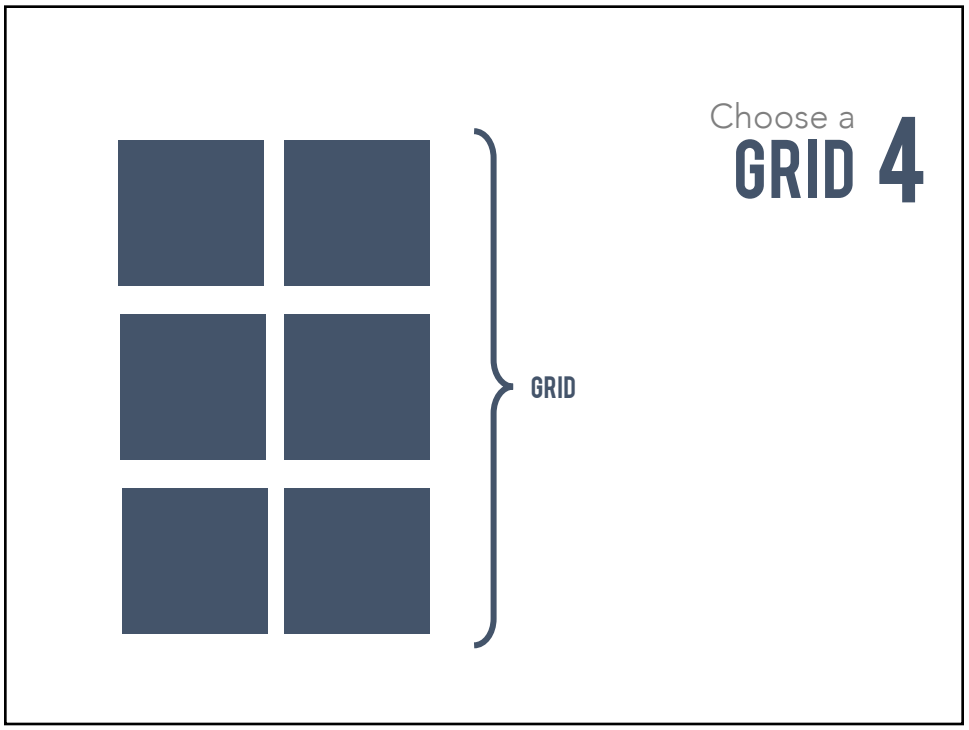
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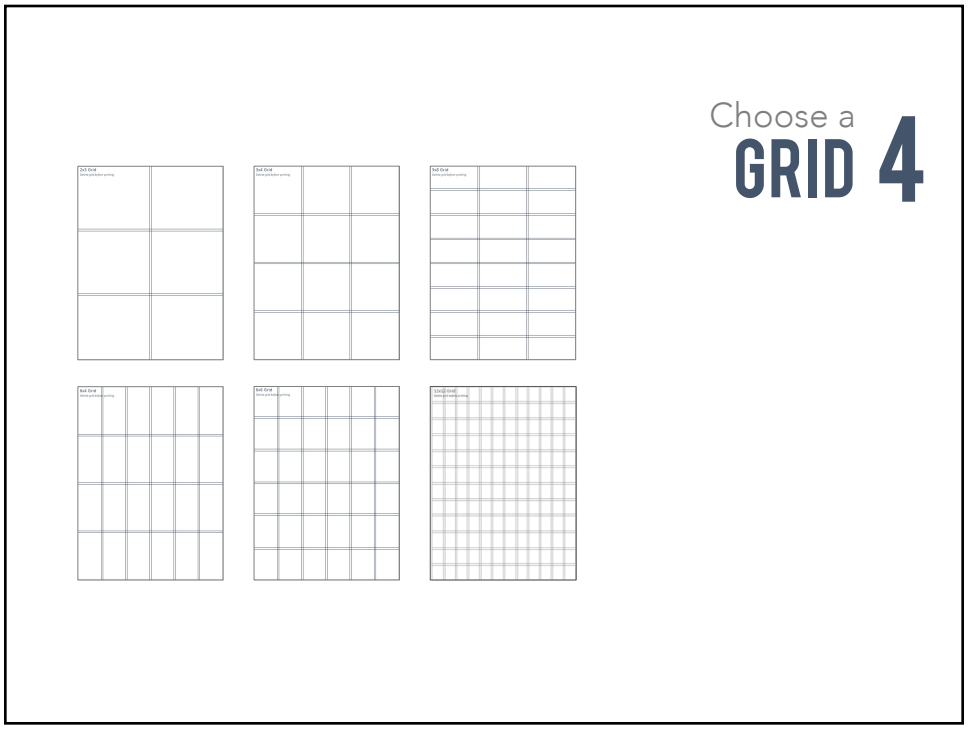
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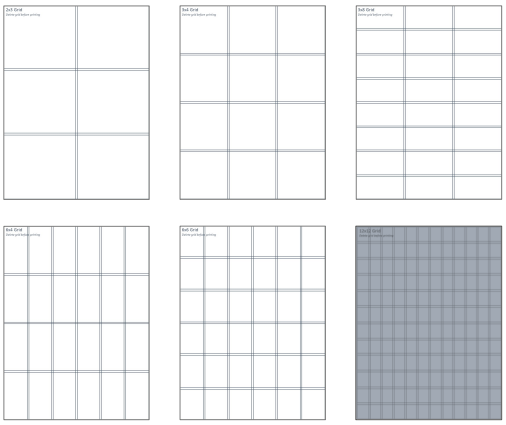

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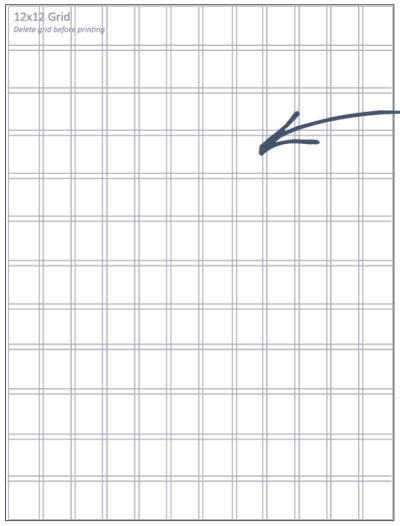

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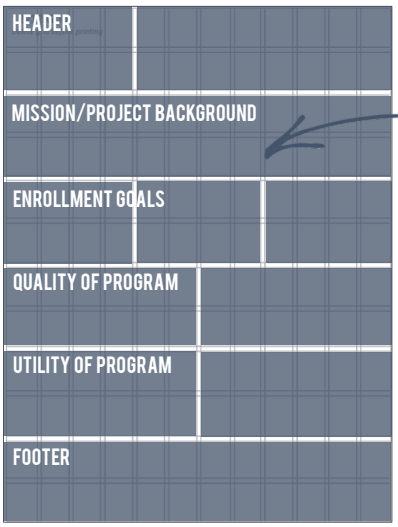

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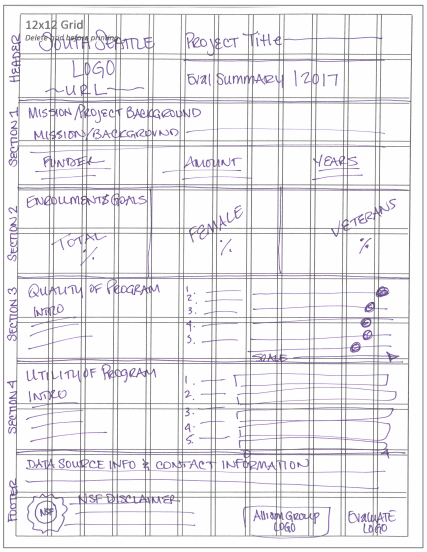
5. Draft the **layout**

Draft the
LAYOUT 5



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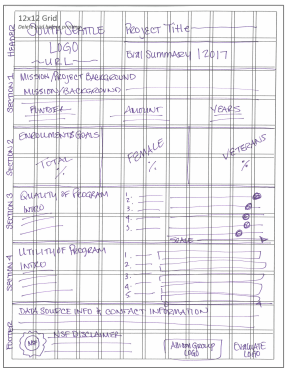
LAYOUT 5

Draft the LAYOUT 5



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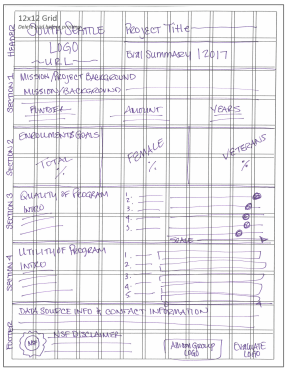

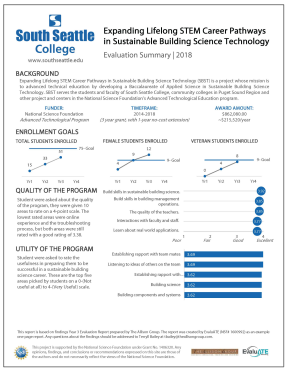
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Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology

Evaluation Summary | 2018

BACKGROUND

FUNDER:
National Science Foundation
Advanced Technological Program

TIMEFRAME:
2014-2018
(3 year grant, with 1 year no-cost extension)

AWARD AMOUNT:
$852,000.00
~$213,520/year

ENROLLMENT GOALS

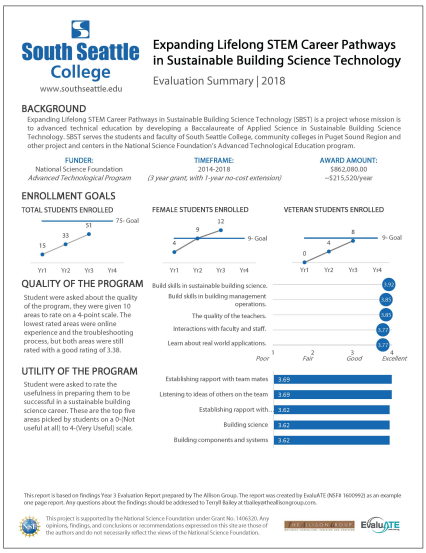
TOTAL STUDENTS ENROLLED

FEMALE STUDENTS ENROLLED

VETERAN STUDENTS ENROLLED

QUALITY OF THE PROGRAM

UTILITY OF THE PROGRAM



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FUNDER: National Science Foundation, *Advanced Technological Program*

TIMEFRAME: 2014-2018, *(3 year grant, with 1-year no-cost extension)*

AWARD AMOUNT: $862,080.00, ~$215,520/year

ENROLLMENT GOALS

TOTAL STUDENTS ENROLLED: 75- Goal; 15, 33, 51; Yr1 Yr2 Yr3 Yr4

FEMALE STUDENTS ENROLLED: 9- Goal; 4, 9, 12; Yr1 Yr2 Yr3 Yr4

VETERAN STUDENTS ENROLLED: 9- Goal; 0, 4, 8; Yr1 Yr2 Yr3 Yr4

QUALITY OF THE PROGRAM

Student were asked about the quality of the program, they were given 10 areas to rate on a 4-point scale. The lowest rated areas were online experience and the troubleshooting process, but both areas were still rated with a good rating of 3.38.

Build skills in sustainable building science. 3.70
Build skills in building management operations. 3.64
The quality of the teachers. 3.58
Interactions with faculty and staff. 3.57
Learn about real world applications. 3.57
1 Poor, 2 Fair, 3 Good, 4 Excellent

UTILITY OF THE PROGRAM

Student were asked to rate the usefulness in preparing them to be successful in a sustainable building science career. These are the top five areas picked by students on a 0-(Not useful at all) to 4-(Very Useful) scale.

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Listening to ideas of others on the team 3.69
Establishing rapport with.. 3.62
Building science 3.62
Building components and systems 3.62

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Draft the
LAYOUT 5

10 STEPS
to create a one-page report

1. Identify the **audience**
2. Identify the **purpose**
3. Prioritize the **information**
4. Choose a **grid**
5. Draft the **layout**
6. Create an intentional **visual path**

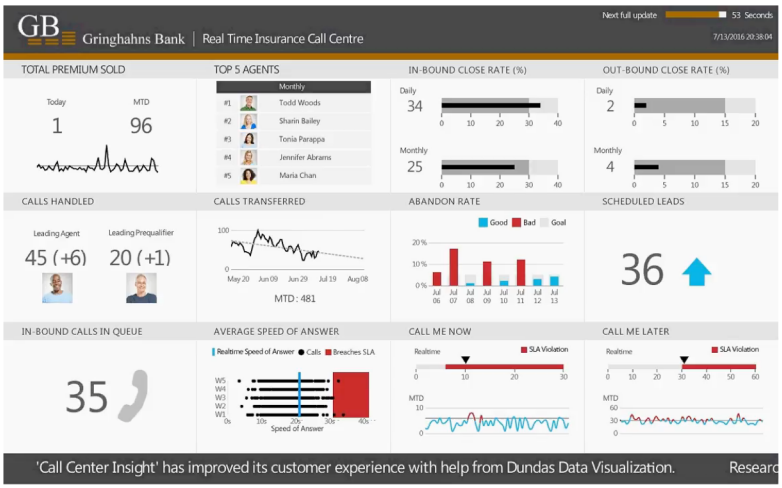


Tableau eye tracking study (2017)

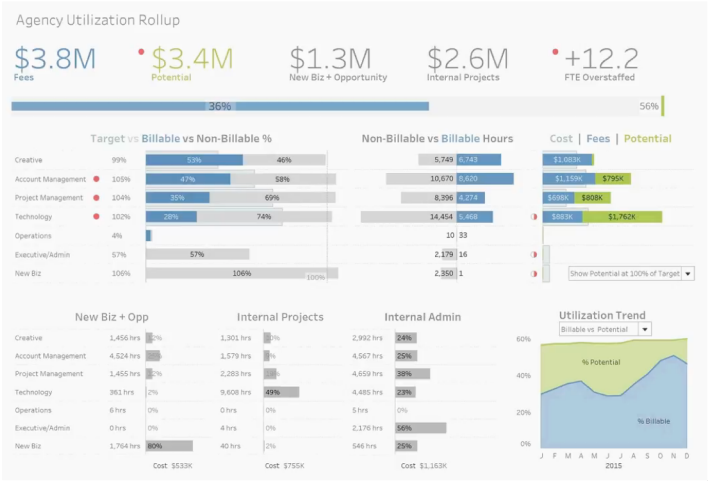


Tableau eye tracking study (2017)

Create an intentional
VISUAL PATH 6

SIZE COLOR INK DENSITY

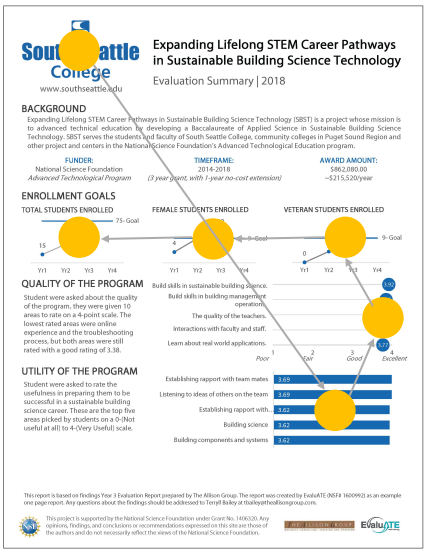
Create an intentional
VISUAL PATH 6

3. Prioritize the **information**

Categorize the information most relevant to your audience. Then rank each category from highest to lowest priority to help inform layout of the document.

① Mission/Project Background
② Enrollment Goals
③ Quality of Program
④ Utility of Program

Header: College logo/Date/Title
Footer: The Allison Group & Data Source
NSF Disclaimer



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Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology

Evaluation Summary | 2018

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FUNDER:	TIMEFRAME:	AWARD AMOUNT:
National Science Foundation *Advanced Technological Program*	2014-2018 *(3 year grant, with 1-year no-cost extension)*	$862,080.00 ~$215,520/year

ENROLLMENT GOALS

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Build skills in building management operations. 3.38
The quality of the teachers. 3.50
Interactions with faculty and staff. 3.77
Learn about real world applications. 3.77

1 Poor 2 Fair 3 Good 4 Excellent

UTILITY OF THE PROGRAM

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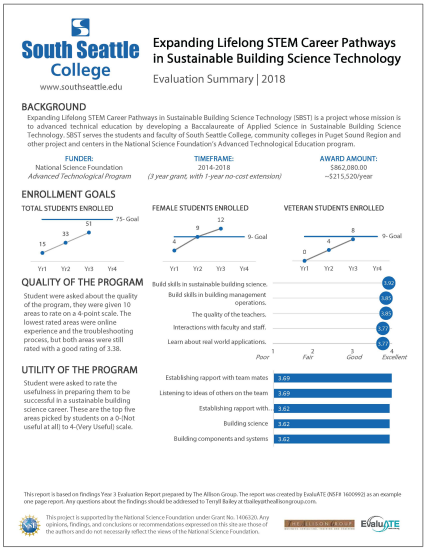
Create an intentional
VISUAL PATH 6



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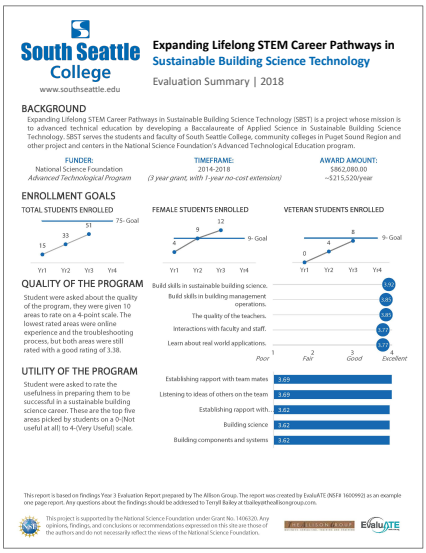

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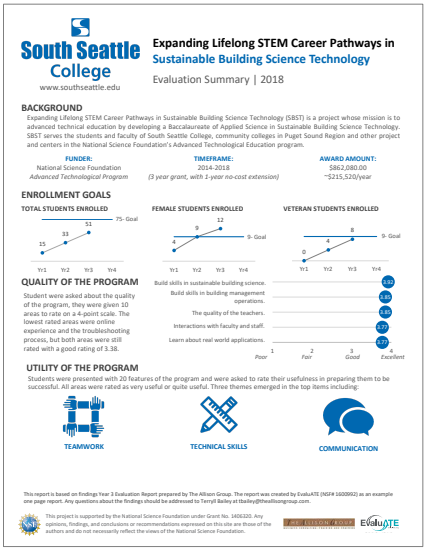

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UTILITY OF THE PROGRAM

Students were presented with 20 features of the program and were asked to rate their usefulness in preparing them to be successful. All areas were rated as very useful or quite useful. Three themes emerged in the top items including:

TEAMWORK
TECHNICAL SKILLS
COMMUNICATION

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Create an intentional
VISUAL PATH 6

10 STEPS
to create a one-page report

1. Identify the **audience**
2. Identify the **purpose**
3. Prioritize the **information**
4. Choose a **grid**
5. Draft the **layout**
6. Create an intentional **visual path**
7. Create a purposeful **hierarchy**

Your eyes go here first.

Then here. Using a hierarchy in your text can help readers skim information more effectively and can help you guide your reader to the information you decide is most important. It can even help readers remember and understand your information better!

This is seen as **most** important.

Not so much this.

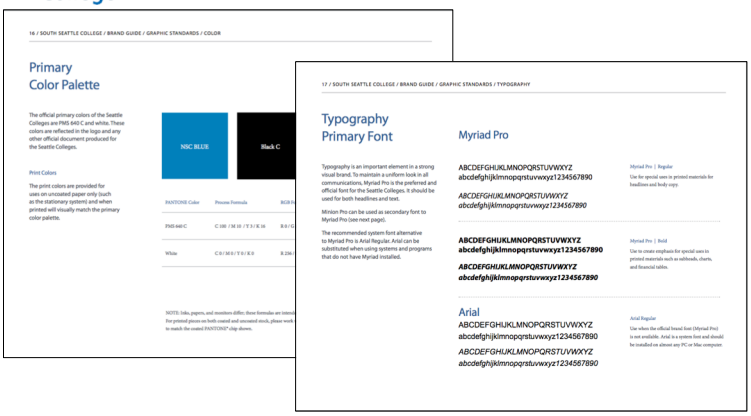
Or this.

OR EVEN THIS.

Create a purposeful
HIERARCHY 7

Create a purposeful
HIERARCHY 7

South Seattle College



Create a purposeful
HIERARCHY 7

7. Create an purposeful **hierarchy**

Use headings intentionally to help your readers navigate and identify the content.

	Size	Font	Color
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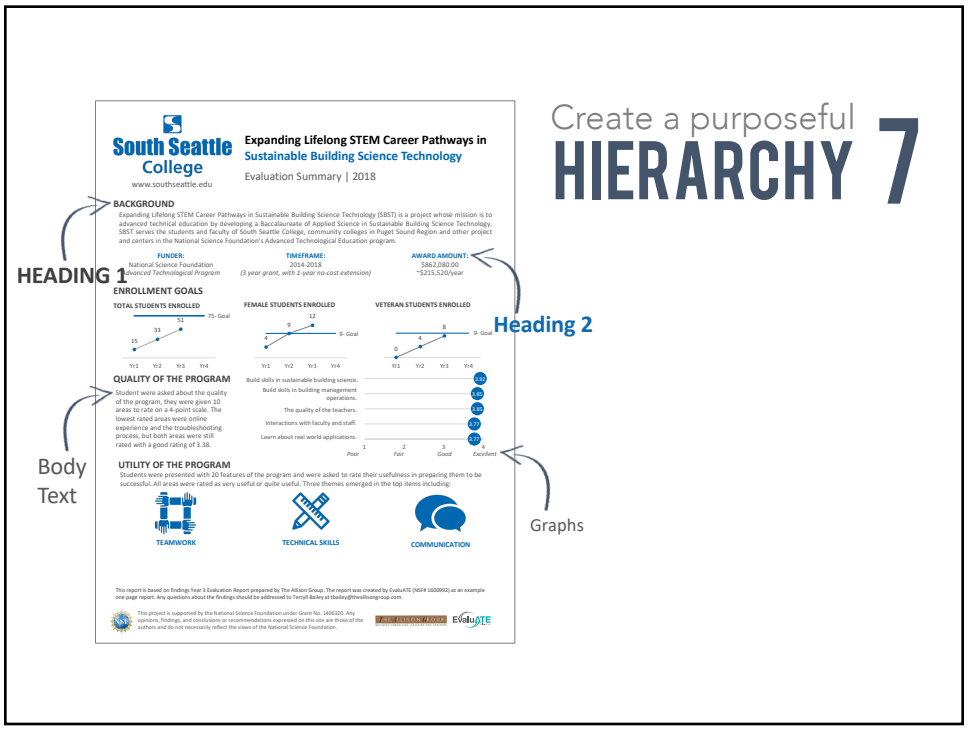
Heading 2	10pt (BOLD)		CC BLUE (008FCS)
Body Text	10pt		Lt Gray (595959)
Graphs	9pt		Lt Gray (595959)

HEADING 1	**14pt (bold)**	**Myriad Pro**	**Dk Gray (#404040)**
Heading 2	**10pt (bold)**	**Myriad Pro**	**CC Blue (#008FCS)**
Body Text	10pt	Myriad ProLt	Gray (#595959)
Graphs	9pt	Myriad Pro	Lt Gray (#595959)



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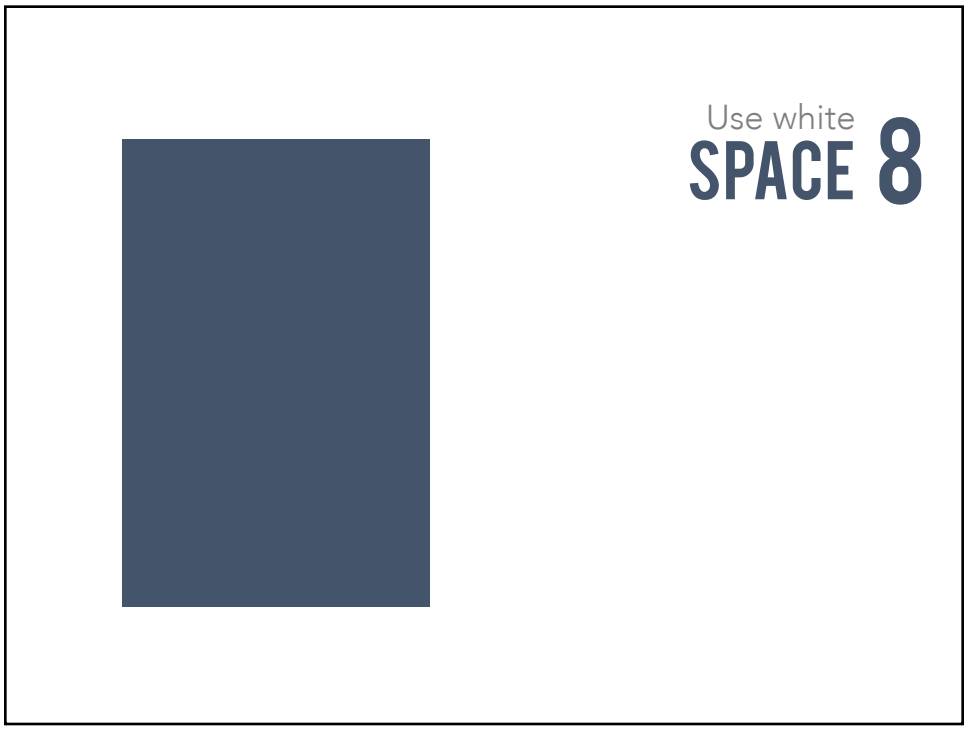
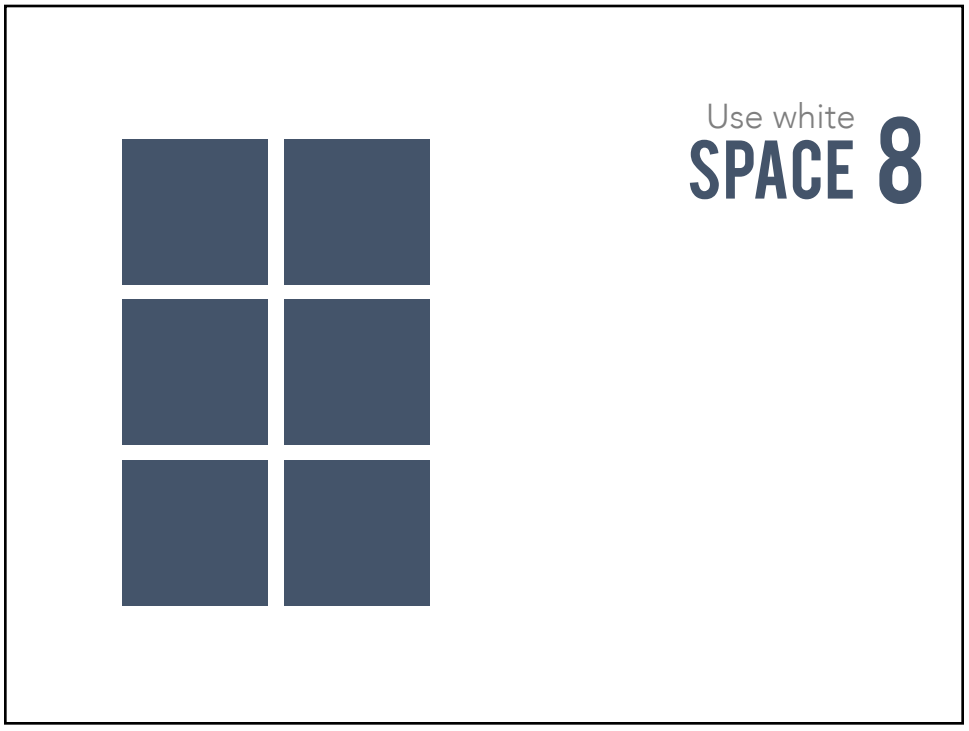
4. Choose a **grid**
5. Draft the **layout**
6. Create an intentional **visual path**
7. Create a purposeful **hierarchy**
8. Use **white space**


Use white
SPACE 8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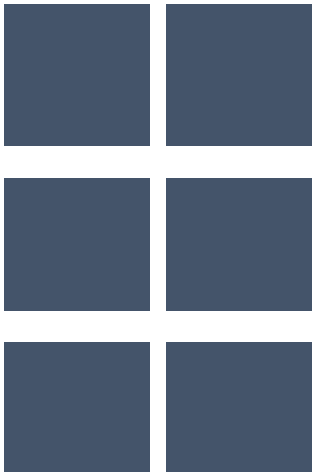
CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho



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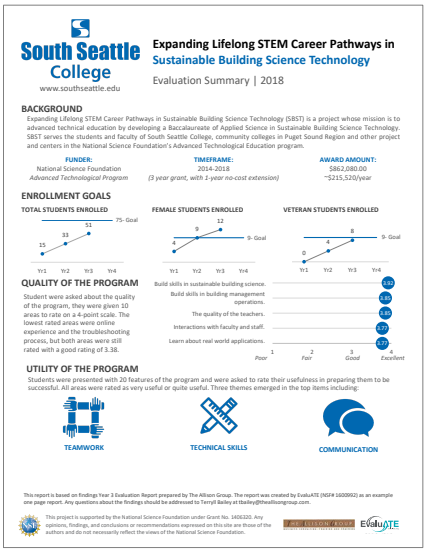

South Seattle College
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Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology

Evaluation Summary | 2018

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FUNDER: National Science Foundation, *Advanced Technological Program*

TIMEFRAME: 2014-2018, *(3 year grant, with 1-year no-cost extension)*

AWARD AMOUNT: $862,080.00, ~$215,520/year

ENROLLMENT GOALS

TOTAL STUDENTS ENROLLED — 75- Goal; 15, 33, 51; Yr1 Yr2 Yr3 Yr4

FEMALE STUDENTS ENROLLED — 9- Goal; 4, 9, 12; Yr1 Yr2 Yr3 Yr4

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QUALITY OF THE PROGRAM

Student were asked about the quality of the program, they were given 10 areas to rate on a 4-point scale. The lowest rated areas were online experience and the troubleshooting process, but both areas were still rated with a good rating of 3.38.

Build skills in sustainable building science. 3.52
Build skills in building management operations. 3.45
The quality of the teachers. 3.48
Interactions with faculty and staff. 3.77
Learn about real world applications. 3.71
1 Poor, 2 Fair, 3 Good, 4 Excellent

UTILITY OF THE PROGRAM

Students were presented with 20 features of the program and were asked to rate their usefulness in preparing them to be successful. All areas were rated as very useful or quite useful. Three themes emerged in the top items including:

TEAMWORK — TECHNICAL SKILLS — COMMUNICATION

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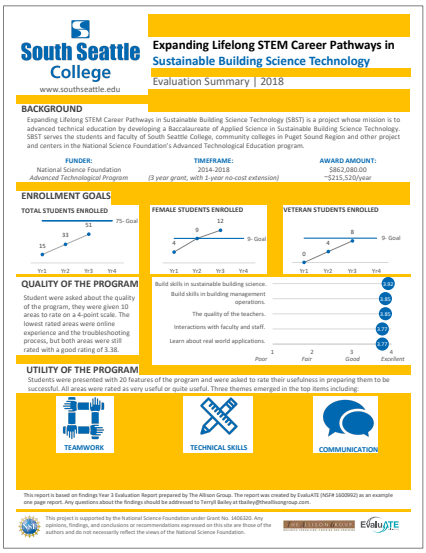

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Interactions with faculty and staff. 3.27
Learn about real world applications. 3.27

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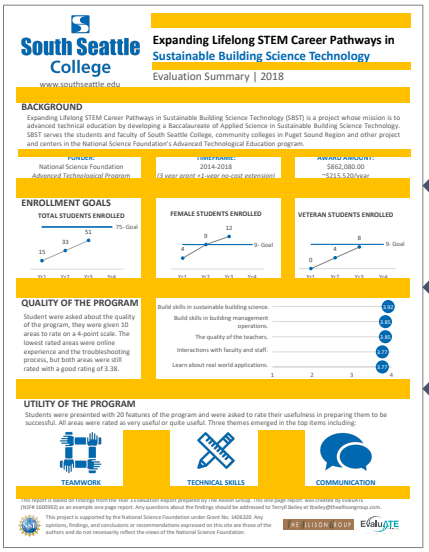

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Use white
SPACE 8

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Emma Perk & Lyssa Wilson Becho

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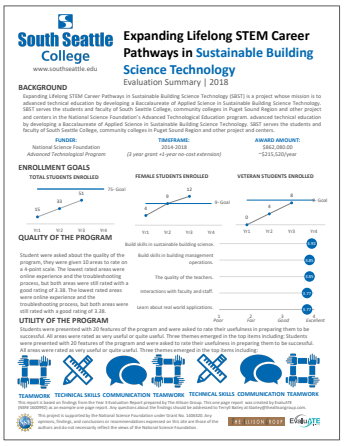

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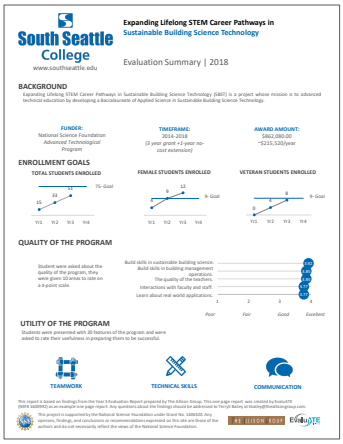

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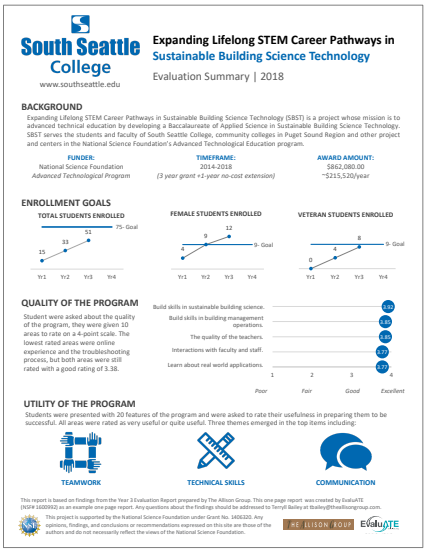

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SPACE 8

10 STEPS
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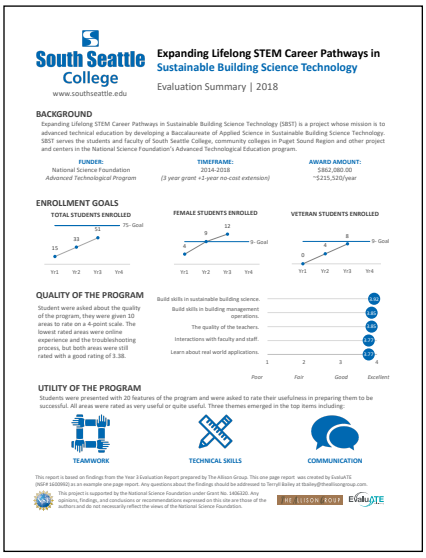
2. Identify the **purpose**
3. Prioritize the **information**
4. Choose a **grid**
5. Draft the **layout**
6. Create an intentional **visual path**
7. Create a purposeful **hierarchy**
8. Use **white space**
9. Get **feedback**



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Build skills in building management operations. 3.45
The quality of the teachers. 3.45
Interactions with faculty and staff. 3.27
Learn about real world applications. 3.27
1 Poor 2 Fair 3 Good 4 Excellent

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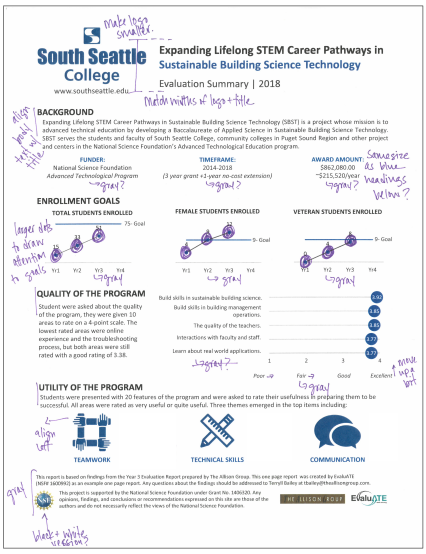
CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho



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Poor → Fair → Good → Excellent

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LYSSA'S REVIEW

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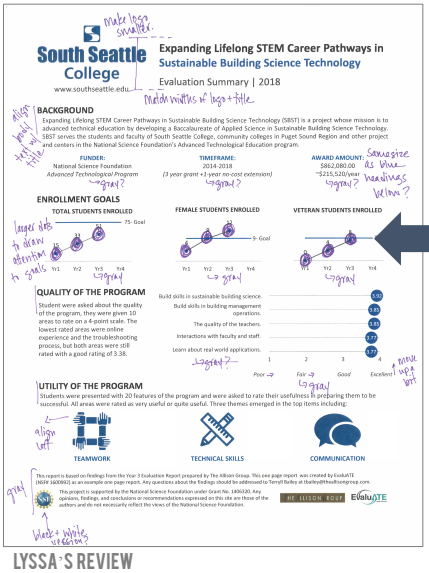

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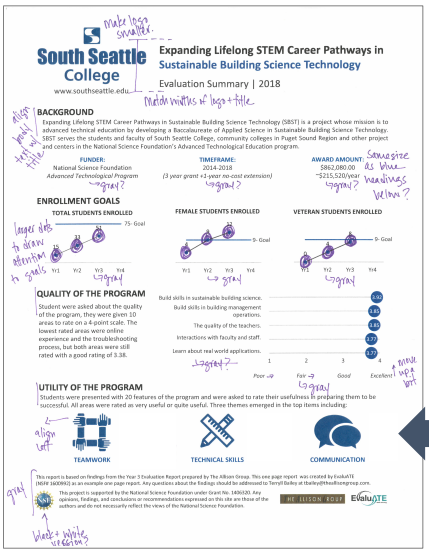

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Interactions with faculty and staff.
Learn about real world applications.

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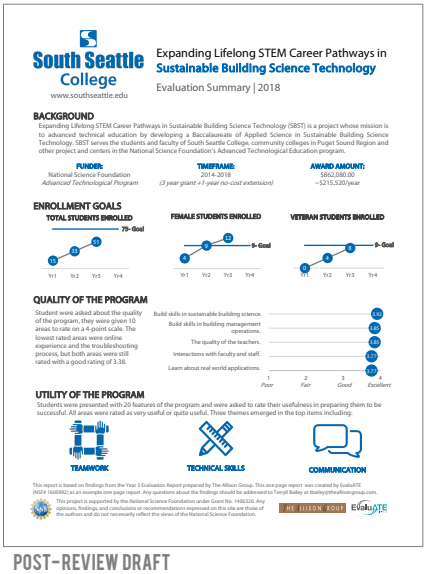

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POST-REVIEW DRAFT

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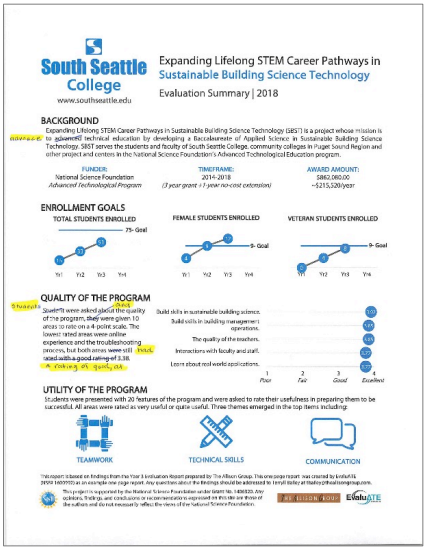

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VETERAN STUDENTS ENROLLED

QUALITY OF THE PROGRAM

UTILITY OF THE PROGRAM

TEAMWORK

TECHNICAL SKILLS

COMMUNICATION

TERRYLL'S REVIEW

Get FEEDBACK 9

"It's kind of amazing how you boil everything down so much and still convey the indicators of impact and the core conclusions."

10 STEPS

to create a one-page report

1. Identify the **audience**
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6. Create an intentional **visual path**
7. Create a purposeful **hierarchy**
8. Use **white space**
9. Get **feedback**
10. Triple check **consistency**

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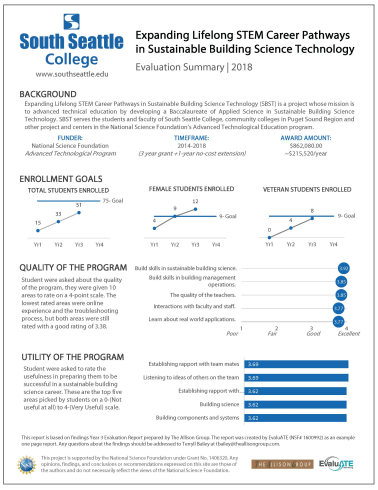

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Learn about real world applications.

Poor — Fair — Good — Excellent

UTILITY OF THE PROGRAM

Student were asked to rate the usefulness in preparing them to be successful in a sustainable building science career. These are the top five areas picked by students on a 0-(Not useful at all) to 4-(Very Useful) scale.

Establishing rapport with team mates
Listening to ideas of others on the team
Establishing rapport with..
Building science
Building components and systems

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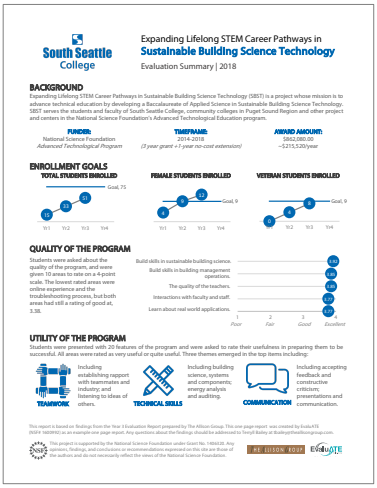
BE ILLISON ROUT

EvaluATE

first draft **prior** to feedback



South Seattle College

Expanding Lifelong STEM Career Pathways in **Sustainable Building Science Technology**

Evaluation Summary | 2018

BACKGROUND

Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SBST) is a project whose mission is to advance technical education by developing a Baccalaureate of Applied Science in Sustainable Building Science Technology. SBST serves the students and faculty of South Seattle College, community colleges in Puget Sound Region and other project and centers in the National Science Foundation's Advanced Technological Education program.

FUNDER: National Science Foundation — *Advanced Technological Program*

TIMEFRAME: 2014-2018 — *(3 year grant + 1-year no-cost extension)*

AWARD AMOUNT: $862,080.00 — ~$215,520/year

ENROLLMENT GOALS

TOTAL STUDENTS ENROLLED

FEMALE STUDENTS ENROLLED

VETERAN STUDENTS ENROLLED

QUALITY OF THE PROGRAM

Students were asked about the quality of the program, and were given 10 areas to rate on a 4-point scale. The lowest rated areas were online experience and the troubleshooting process, but both areas had still a rating of good at, 3.38.

Build skills in sustainable building science.
Build skills in building management operations.
The quality of the teachers.
Interactions with faculty and staff.
Learn about real world applications.

Poor — Fair — Good — Excellent

UTILITY OF THE PROGRAM

Students were presented with 20 features of the program and were asked to rate their usefulness in preparing them to be successful. All areas were rated as very useful or quite useful. Three themes emerged in the top items including:

TEAMWORK — Including establishing rapport with teammates and industry; and listening to ideas of others.

TECHNICAL SKILLS — Including building science, systems and components; energy analysis and auditing.

COMMUNICATION — Including accepting feedback and constructive criticism; presentations and communication.

This report is based on findings from the Year 3 Evaluation Report prepared by The Allison Group. This one page report was created by EvaluATE (NSF# 1800992) as an example one page report. Any questions about the findings should be addressed to Terryll Bailey at tbailey@thealliongroup.com.

This project is supported by the National Science Foundation under Grant No. 1400320. Any opinions, findings, and conclusions or recommendations expressed on this site are those of the authors and do not necessarily reflect the views of the National Science Foundation.

BE ILLISON ROUT

EvaluATE

final draft **after** feedback

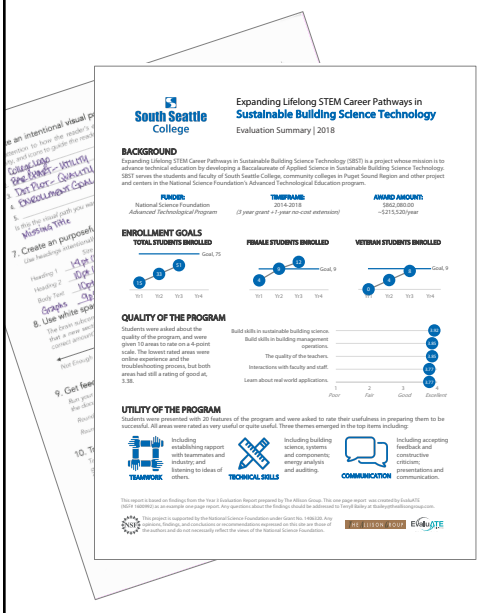
10 STEPS

to create a one-page report

1. Identify the **audience**
2. Identify the **purpose**
3. Prioritize the **information**
4. Choose a **grid**
5. Draft the **layout**
6. Create an intentional **visual path**
7. Create a purposeful **hierarchy**
8. Use **white space**
9. Get **feedback**
10. Triple check **consistency**

Triple check
CONSISTENCY 10

Fonts Alignment Size Colors



Triple check
CONSISTENCY 10

Fonts Alignment Size Colors

CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho

EXECUTIVE SUMMARY

The Expanding Lifelong STEM Career Pathways in Sustainable Building Science Technology (SBST) Project received a three-year award from NSF ATE (DUE 1406320) in July 2014, with the grant ending on June 30, 2017. A no-cost extension will add another year to the grant, ending June 30, 2018. South Seattle College in Seattle, WA is the SBST Project fiscal agent.

SBST is a project whose mission is to advance technical education by developing a Baccalaureate of Applied Science in Sustainable Building Science Technology. SBST serves the students and faculty of South Seattle College, community colleges in the Puget Sound Region and other ATE projects and centers. Additionally, SBST will provide a model for Baccalaureate of Applied Science (BAS) degree programs in STEM for community colleges and universities across the U.S.

The external evaluator designed a focus group process that was conducted with six SBST students in the spring of 2017 to determine impact of the SBST program on their education and career goals, how the experience changed them personally, how it impacted their view on sustainability and climate change, the quality of support from advisors and faculty and identification of degree program components having the most perceived value. The feedback mechanism captured student impact in terms of lasting change and provided insight into the transformative experience of being a cohort group in the SBST program.

The project is behind in enrollments into the BAS program and on recruitment of veterans. In year three, there were 15 students in Cohort 1 (from Year One), and 18 students in Cohort 2 (Year Two) and 18 students in Cohort 3 (Year Three) of the BAS program in Sustainable Building Science Technology. This is 68 percent of the target total of 75 enrollees. To attain this goal, the no-cost extension group of Cohort 4 will have to have 24 participants. This is a stretch goal for the fourth year, but doable. The project is exceeding its goals with respect to recruiting females. Regarding veterans, the program is one short of its goal of 9 in three years, and the project anticipates that the target will be met in the no-cost extension year.

There were significant recruiting efforts by project partners and staff to address the enrollment shortfall. In year three, the project reached 4,020 individuals, significant increase over the 1393 individuals in Year 2. Over 2,200 incumbent workers were part of this outreach effort, and they would be prime candidates for this program. This is more than triple the number of workers reached in Year Two. In addition, the project did an outstanding job of developing 13 articulation agreements with community colleges in the state (and one in Oregon) for AS degree students to attend the SSC BAS program.

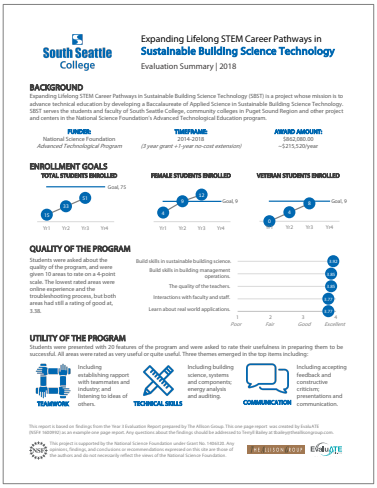
The persistence rate for the year 3 cohort in the BAS in Sustainable Building Science Technology dropped to 67% by the end of the first year, half of which were related to health/medical issues and military deployment. There are two scheduled returnees to the program in the fall and 1 that may return. Cumulatively, over the 3 years, the average persistence rate is 77%.

Based on review of project documentation, observation, interviews with staff and surveys of stakeholders, SBST is meeting or exceeding expectations, and the project is making progress toward its goals.

PI Holly Moore, Co-PI and /Director Alison Pugh and the SBST team are to be commended for their flexibility, innovation and persistence and for their commitment to sustainable building science technician education in the region and across the country.

SBST DUE 1406320 Evaluation Report: Year 3, July 2016-July 2017 *Page 3*

before



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Expanding Lifelong STEM Career Pathways in
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FUNDER: National Science Foundation *Advanced Technological Program*

TIMEFRAME: 2014-2018 *(3 year grant +1 year no-cost extension)*

AWARD AMOUNT: $862,080.00 ~$215,520/year

ENROLLMENT GOALS

TOTAL STUDENTS ENROLLED — Goal, 75 — 15, 18, 18 — Yr1 Yr2 Yr3 Yr4

FEMALE STUDENTS ENROLLED — Goal, 9 — 6, 8, 12 — Yr1 Yr2 Yr3 Yr4

VETERAN STUDENTS ENROLLED — Goal, 9 — 6, 8, 8 — Yr2 Yr3 Yr4

QUALITY OF THE PROGRAM

Students were asked about the quality of the program, and were given 10 areas to rate on a 4-point scale. The lowest rated areas were online experience and the troubleshooting process, but both areas had still a rating of good at, 3.38.

Build skills in sustainable building science. 3.63
Build skills in building management operations. 3.63
The quality of the teachers. 3.63
Interactions with faculty and staff. 3.63
Learn about real world applications. 3.50
1 Poor 2 Fair 3 Good 4 Excellent

UTILITY OF THE PROGRAM

Students were presented with 20 features of the program and were asked to rate their usefulness in preparing them to be successful. All areas were rated as very useful or quite useful. Three themes emerged in the top items including:

TEAMWORK Including establishing rapport with teammates and industry; and listening to ideas of others.

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This project is supported by the National Science Foundation under Grant No. 1406320. Any opinions, findings, and conclusions or recommendations expressed on this site are those of the authors and do not necessarily reflect the views of the National Science Foundation.

BE (ISON RUSH EvaluATE

after

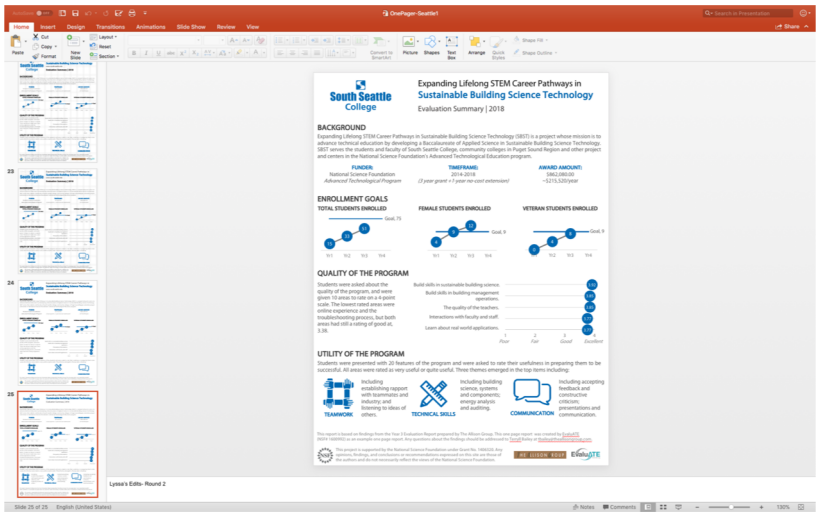
TIPS & TRICKS

for succeeding on your own

SOFTWARE

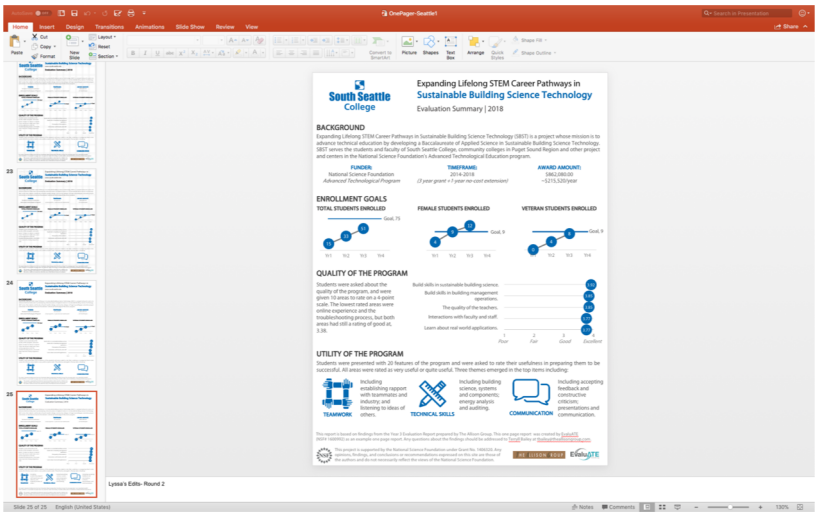
what do we use?

Microsoft PowerPoint



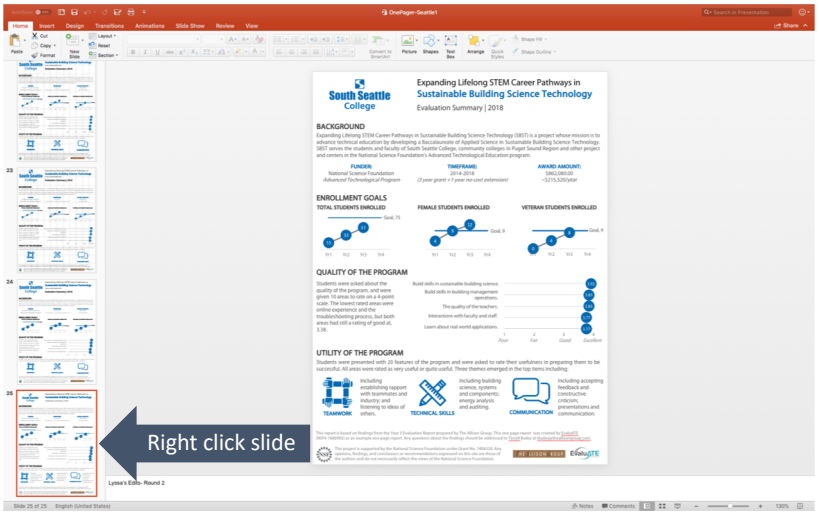
Create report in PowerPoint

Microsoft PowerPoint



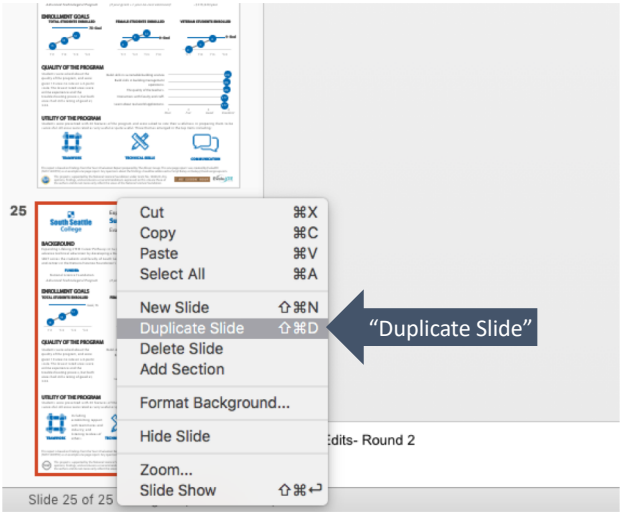
Create multiple "drafts" in one file

Microsoft PowerPoint



Duplicate slide for new draft

Microsoft PowerPoint



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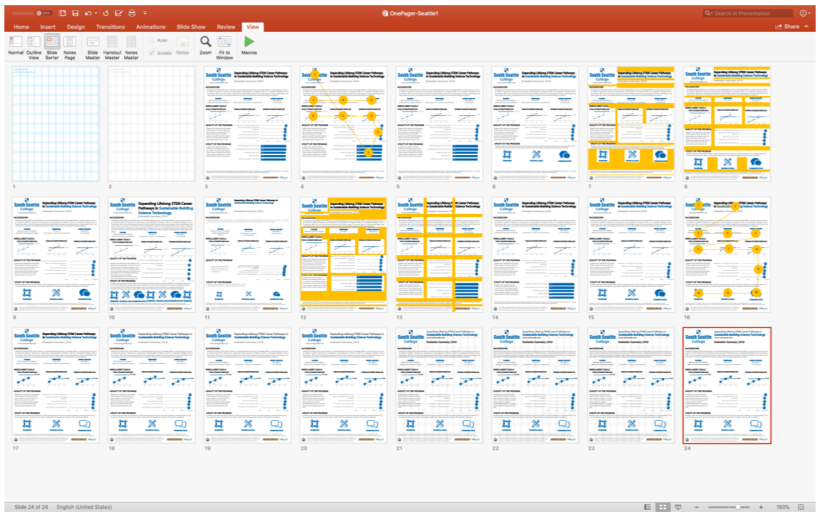
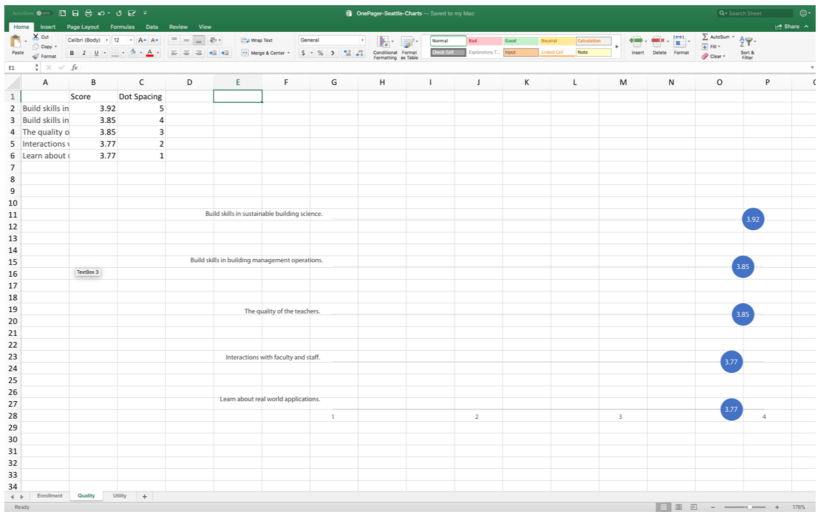
Microsoft PowerPoint



Create multiple "drafts" in one file

Microsoft Excel



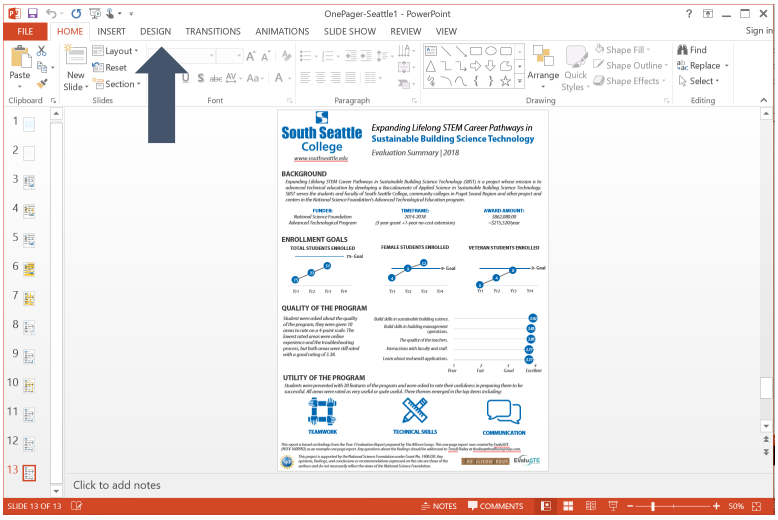
Use Excel for charts and graphs

SLIDE SIZE

changing your slide size

CREATING EFFECTIVE ONE-PAGERS

Emma Perk & Lyssa Wilson Becho



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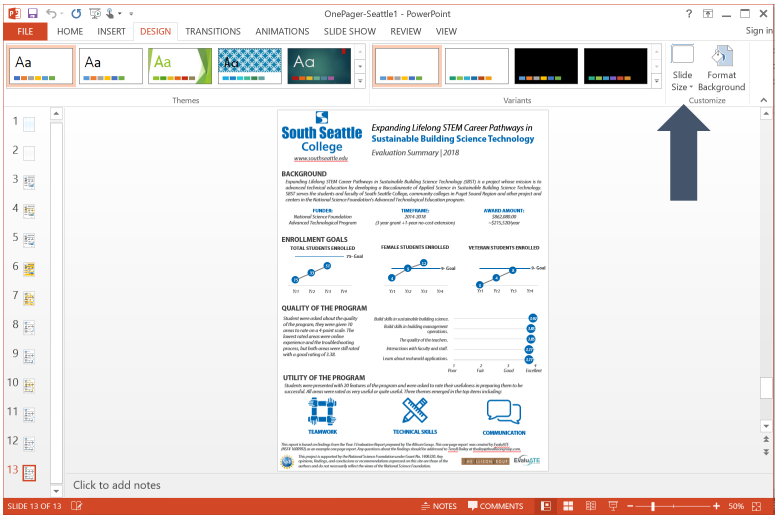
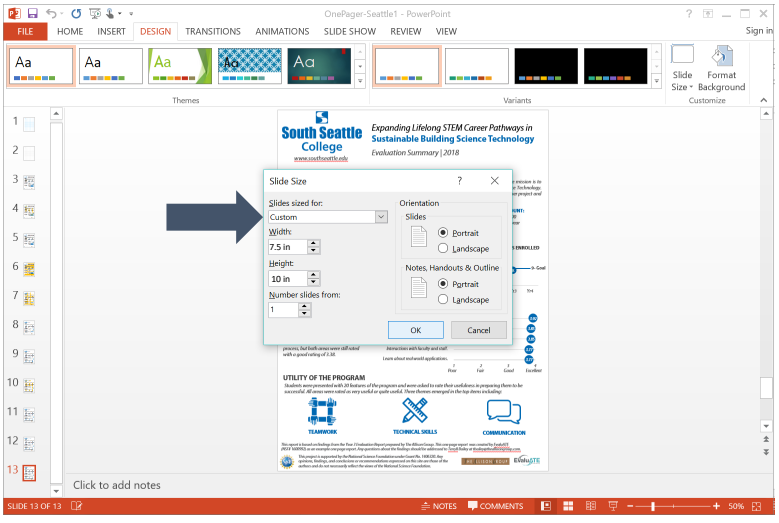


Select "Slide Size" icon

Select "Custom Slide Size…"



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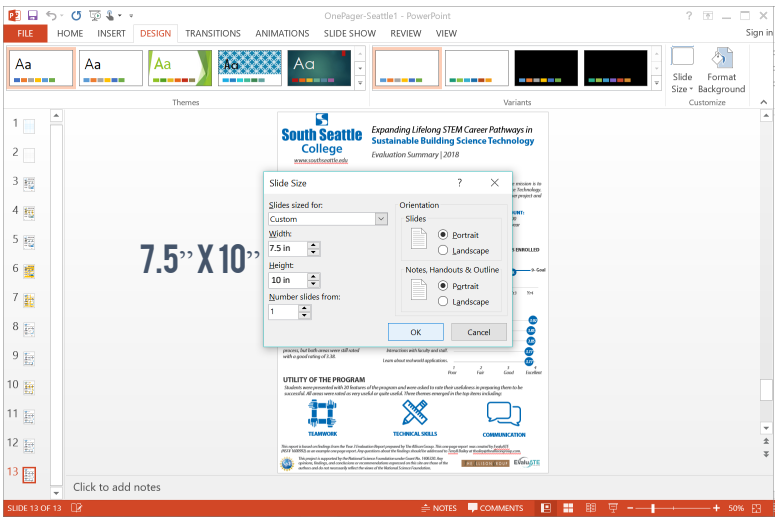


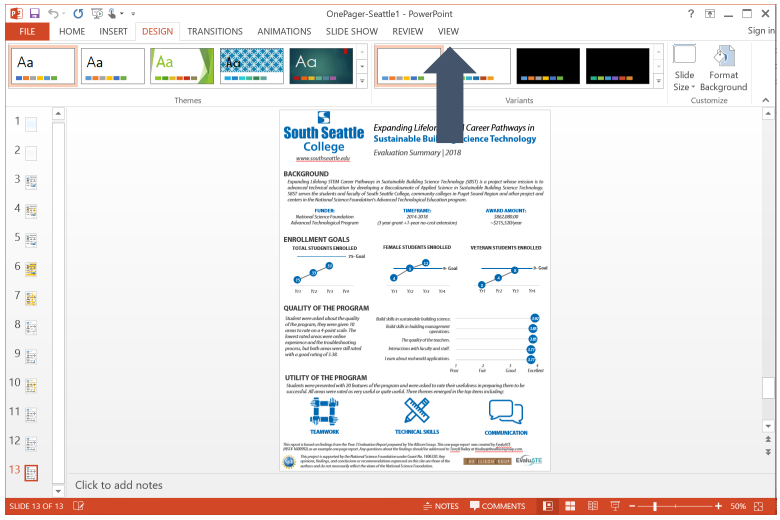
Change the slide size to 7.5" x 10"

RULERS & GUIDES

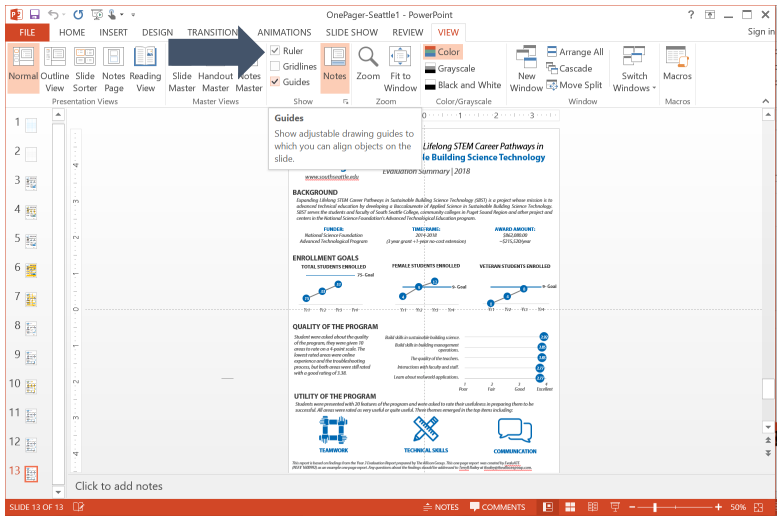
how to make them visible

CREATING EFFECTIVE ONE-PAGERS

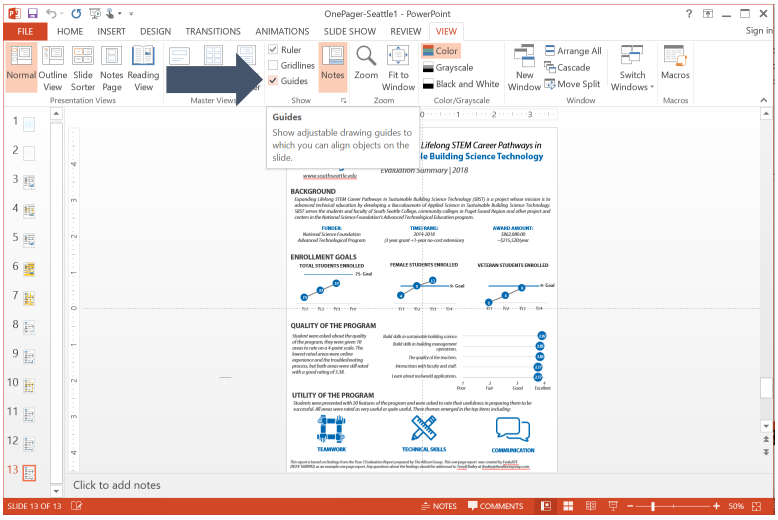
Emma Perk & Lyssa Wilson Becho



Click on the "View" tab



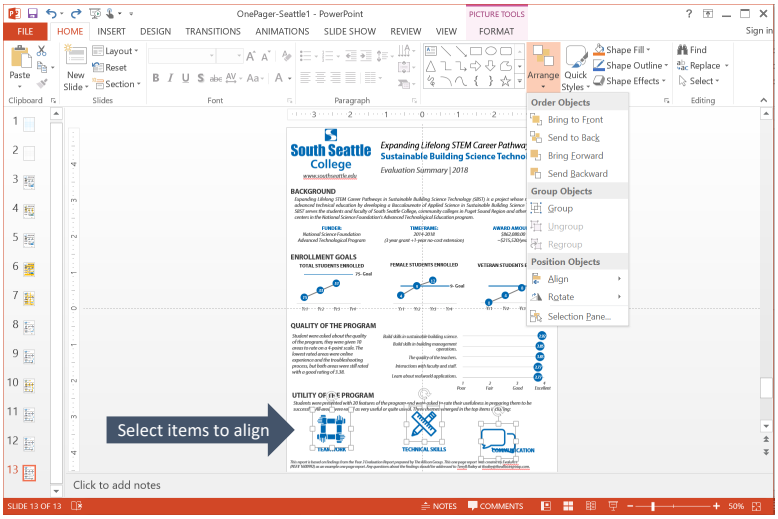
Check the box next to "Ruler"



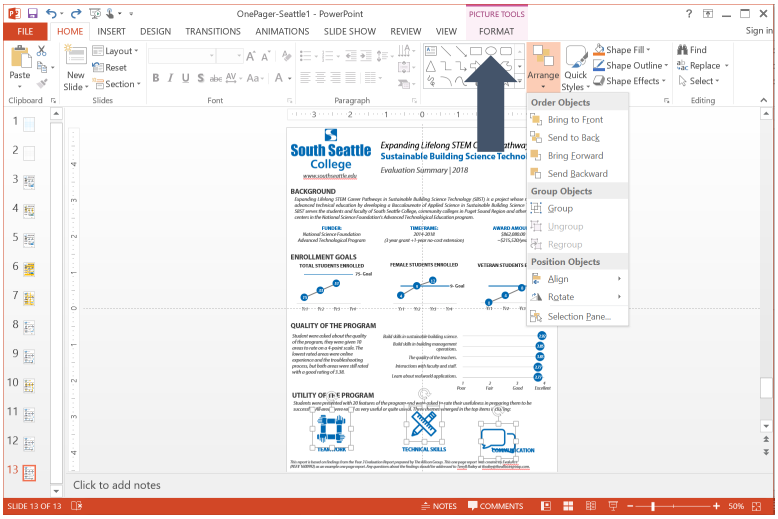
Check the box next to "Guides"

ALIGN OBJECTS

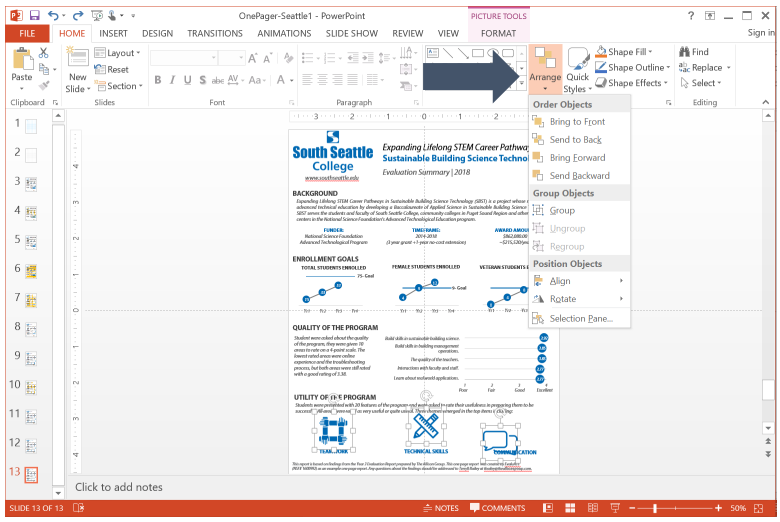
how to make them visible



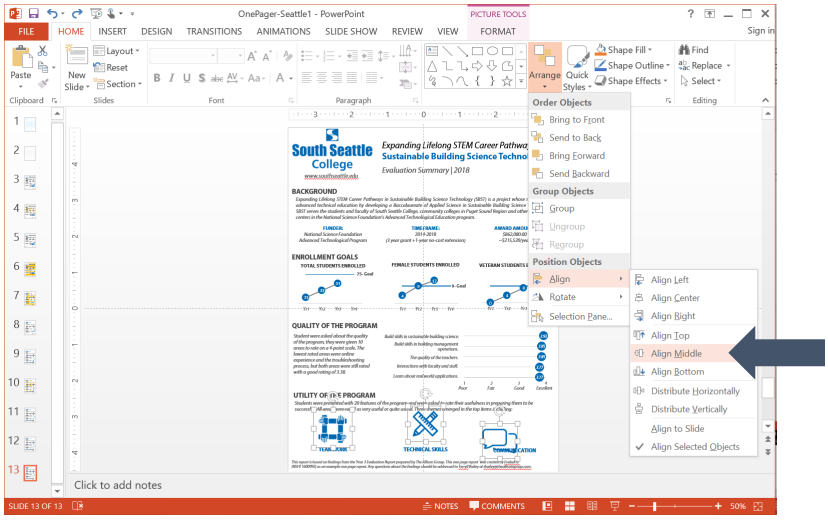
First select the items you want to align



Click on the "Format" Tab



Then click on the "Arrange" Icon



Click "Align," then "Align Middle"

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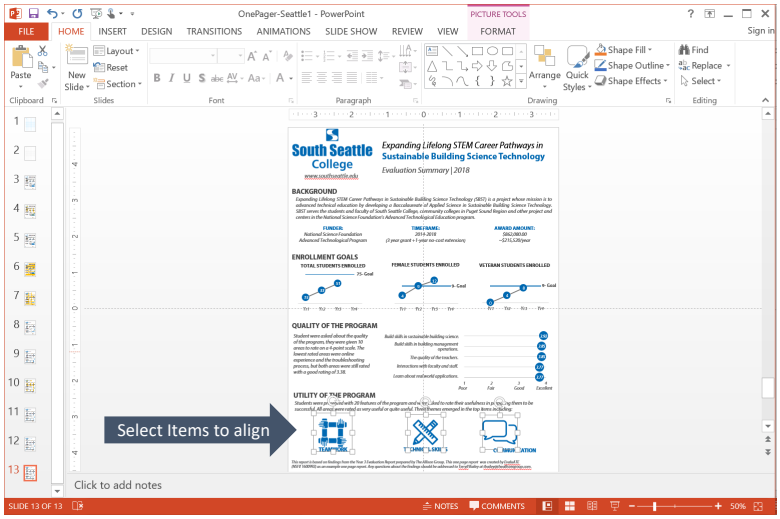
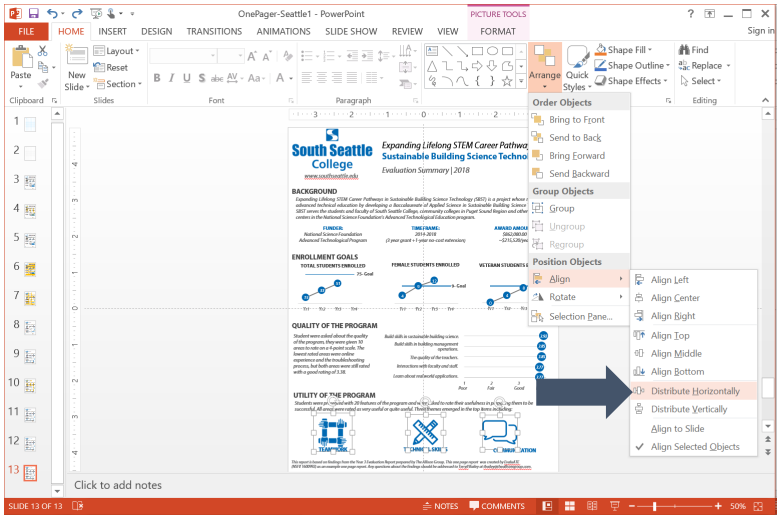
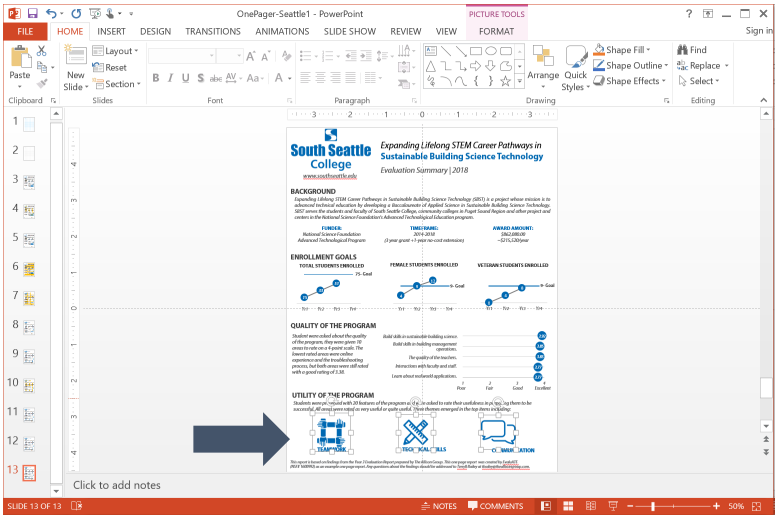


Another great feature



"Distribute Horizontally"

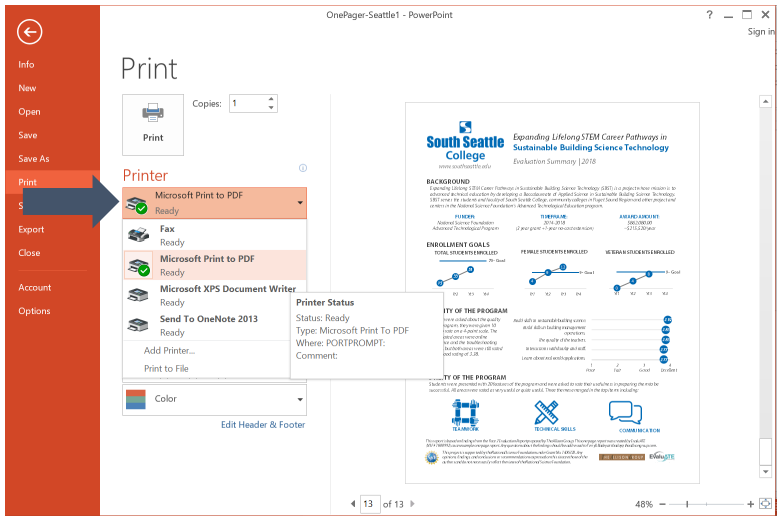


"Distribute Horizontally"

SAVING TO A PDF

how do I save this

Go to "Print" menu



Select "Print to PDF"

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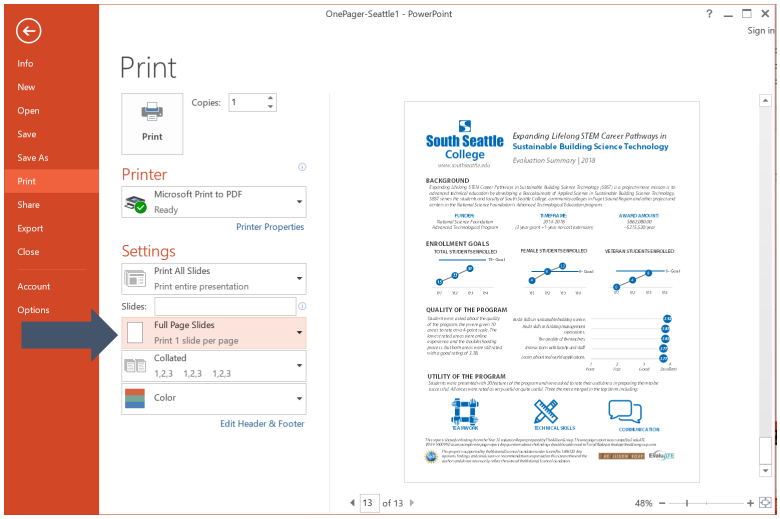
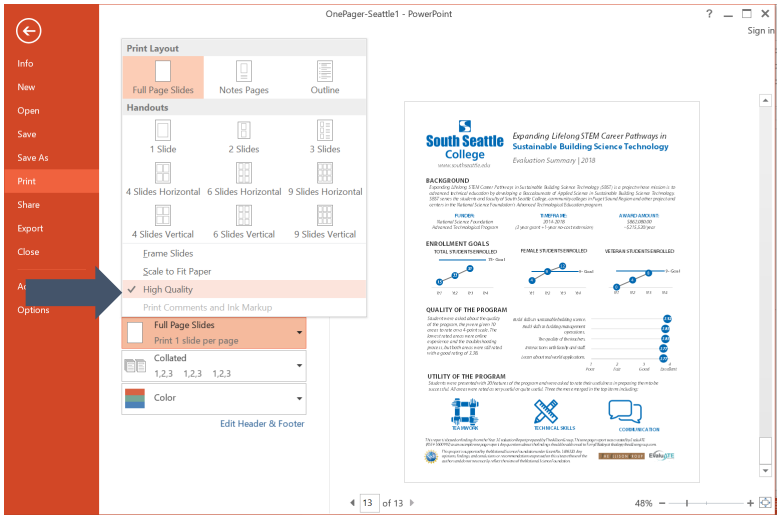


Adjust to "High Quality"



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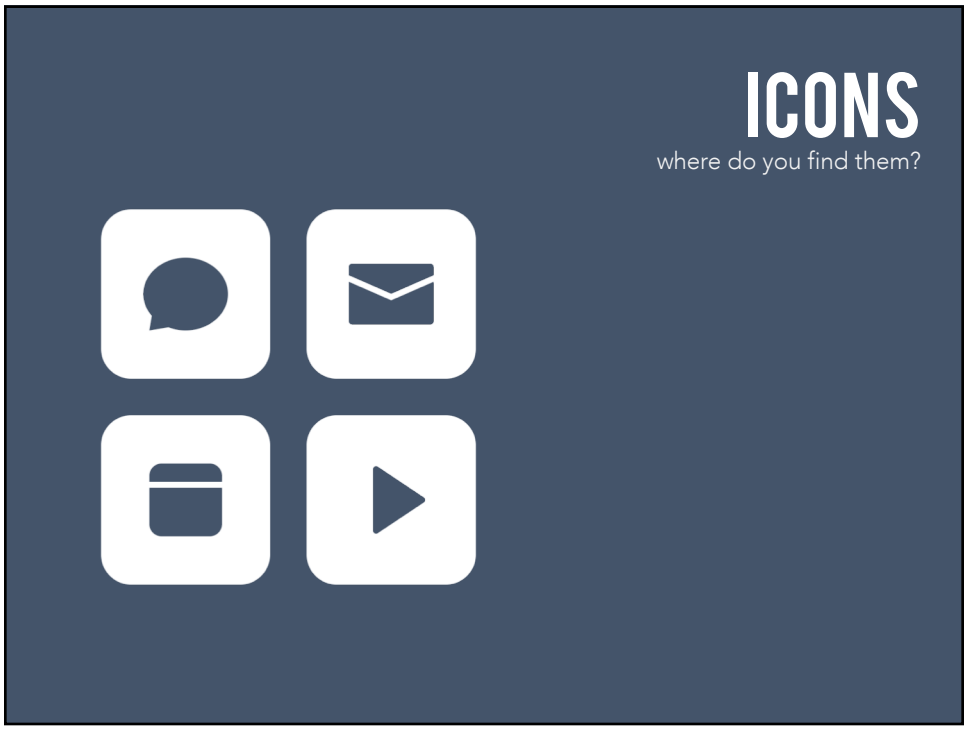
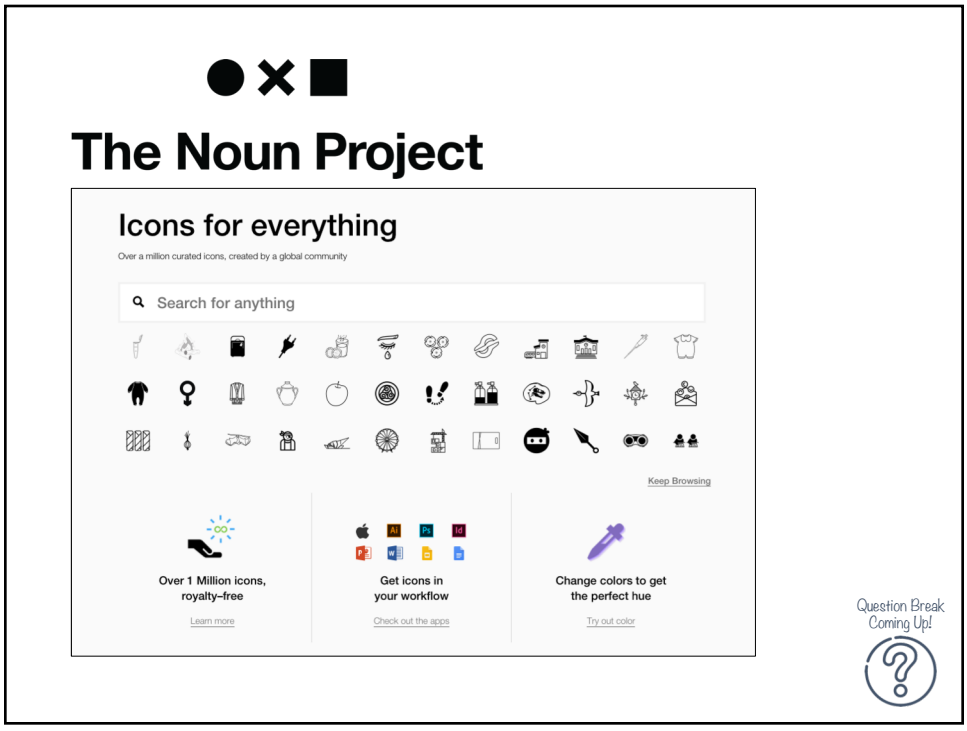
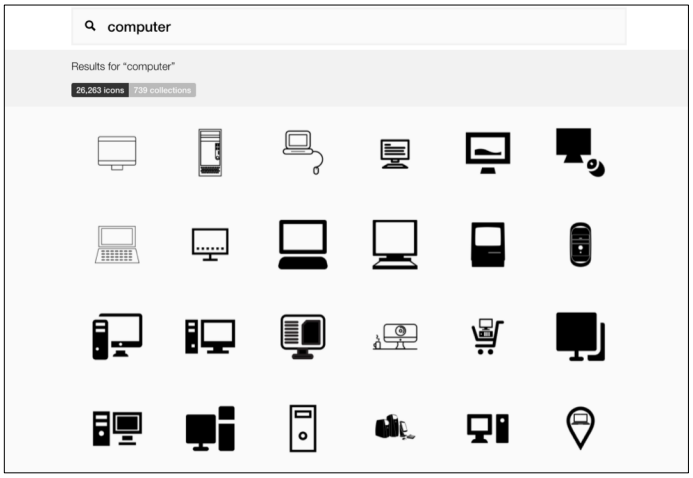

ICONS
where do you find them?


The Noun Project
Icons for everything
Over a million curated icons, created by a global community
Search for anything
Keep Browsing
Over 1 Million icons, royalty-free
Learn more
Get icons in your workflow
Check out the apps
Change colors to get the perfect hue
Try out color
Question Break Coming Up!

The Noun Project



Question Break Coming Up!

THANK YOU

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lyssa.becho@wmich.edu
@ly_wilson

EvaluATE

Western Michigan University