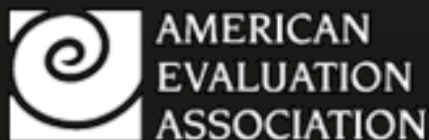




# POTENT

## PRESENTATIONS

MESSAGE • DESIGN • DELIVERY



#aeap2i



**MESSAGE • DESIGN • DELIVERY**



MESSAGE • DESIGN • DELIVERY

10

Differences

That Make

the

# Slide Design Guidelines

Audience members can't read your slides and listen to you speak at the same time. This checklist will help you design a slidedeck that supports your audience's desire to learn from your presentation. Thus, it will encourage you to use few words and engaging graphics to reinforce the message you deliver.

## Graphics

### **Pictures/graphic elements are present**

Multimode learning increases long-term memory retention. Visual content is necessary. Choose pictures or graphics related to your topic. Graphics include data displays.

### **Images are high-quality**

Purchase, take, or make high-quality images. Blurry or watermarked images decrease presentation quality. Consider drawing graphics. Stick figures are okay. Clip art is not okay. Review the quality of scanned or pasted images; often quality is low and print is too small to see on screen. If needed, recreate your graphs and diagrams in your slide software, making them as big as possible.

### **Graphics are free of clutter**

Eliminate gradation, textures, or images as backgrounds.

### **Graphics are large**

Expand images to touch slide border or edge.

### **Images direct toward text**

Eyes in a photo, for example, should look inward at text. Have a directionality implied in their positioning that should draw reader's attention from the image toward the text.

### **Some elements are repeated**

Repetition of some graphic elements adds unity to the piece and makes work more memorable. Careful not to overdo it – too many elements can add clutter or complication.

#### YOU SAID IT

"AN ENGAGING AND POTENT PRESENTATION IS ONE THAT INCLUDES A GOOD USE OF VISUALS (HIGH-QUALITY PICTURES, NO CLIP ART PLEASE) AND A MINIMAL USE OF TEXT."  
–AEA MEMBER



1. Bullets  
Kill



# What is Consulting About?

Consulting is about building relationships.

- Stop talking / Start listening
- Become part of the community you want to serve
- Create value-added for customers
- **Emphasize results, not activities and tasks**
- Recognize that you are in the *marketing business*, not the consulting business



You  
Said It

The slides are an  
**inspiring visual.**



# Consulting is about building relationships.

Stop talking / Start listening

Become part of the community you want to serve

Create value-added for customers

**Emphasize results, not activities and tasks**

Recognize that you are in the *marketing business*, not the consulting business





You  
Said It

The best advice  
I've heard is  
**“one idea per slide.”**



# Building Relationships



**Stop  
talking /  
Start  
listening**

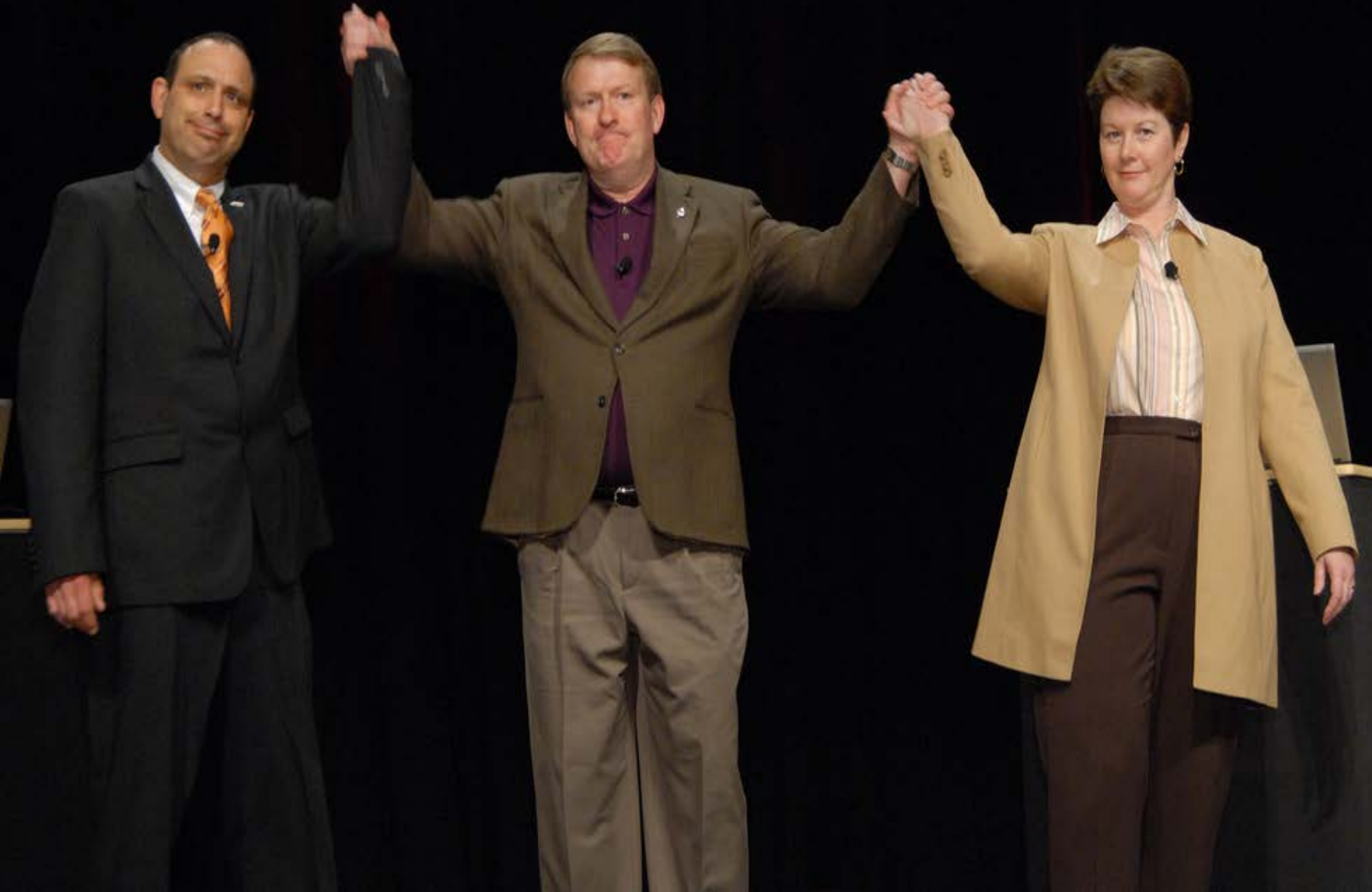




Serve  
your  
community

44  
NO HOT ASHES

# Collaborate





## 2. Bleed Images



# Cooperative Extension Evaluation





# Cooperative Extension Evaluation







# Cooperative Extension Evaluation



# Cooperative Extension Evaluation



# Capturing Indicators of E.T.

Thinking



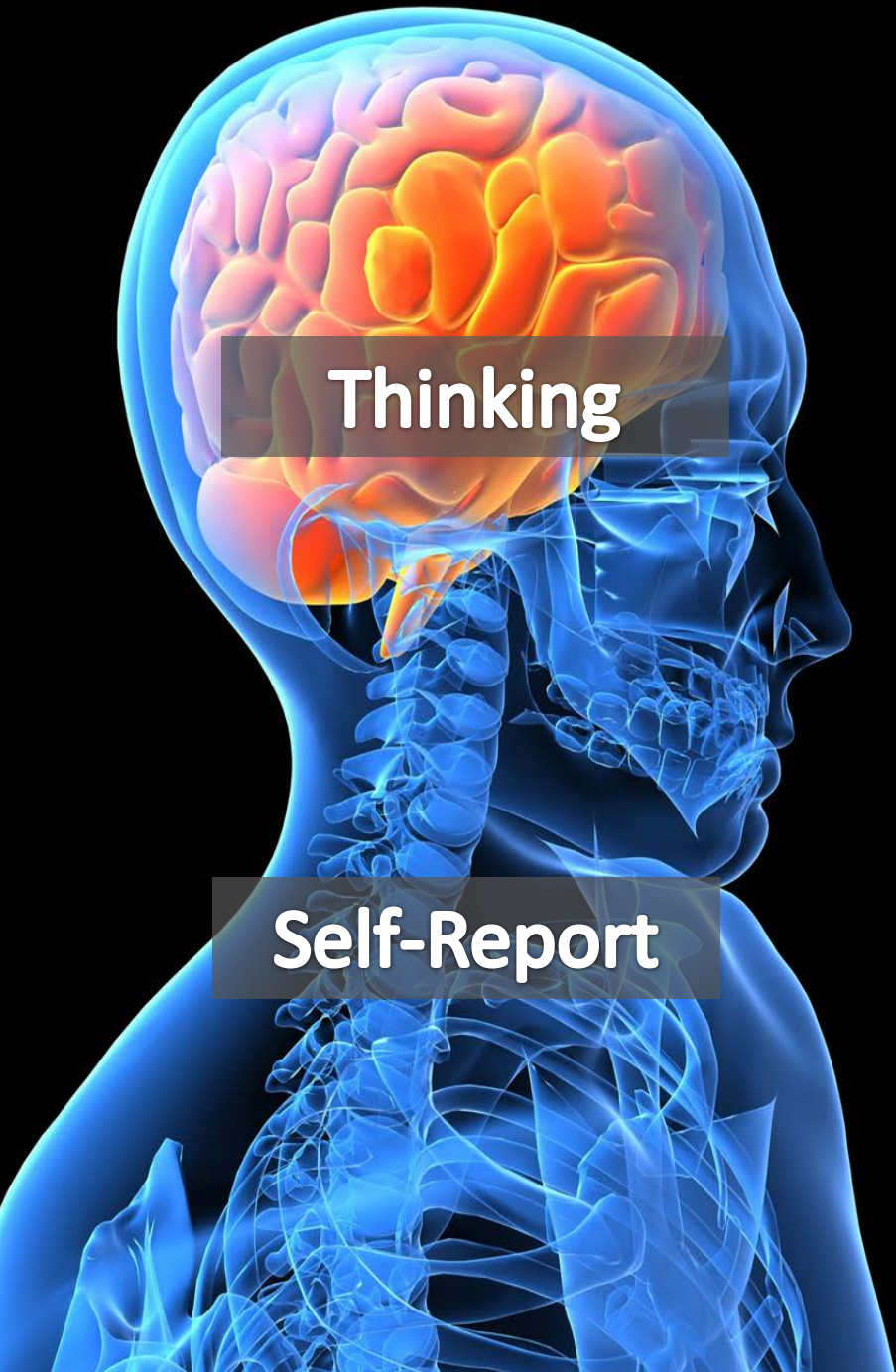
Self Report

Doing



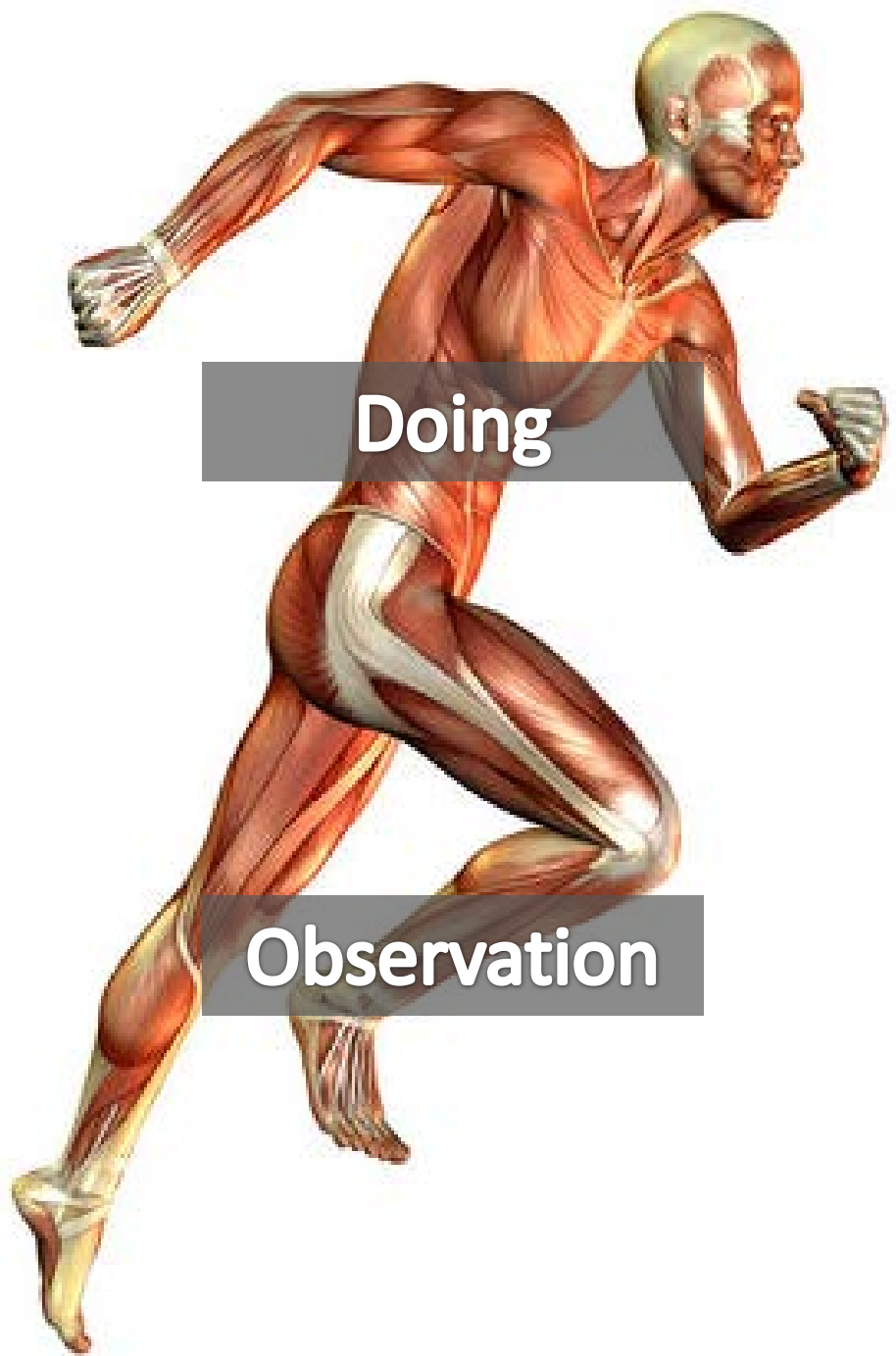
Observation





**Thinking**

**Self-Report**



**Doing**

**Observation**



# 3. Get Graphics



You  
Said It

**High quality visuals  
are needed.**

# Our Insights



Little girls  
don't like  
focus  
groups.





# Our Insights



Candy  
helped.



**Kids loved it.  
Parents complained.  
Get permission.**



# Search

About 189,000,000 results (0.44 seconds)

Everything

Images

Maps

Videos

News

Shopping

More

### Any time

Past 24 hours

Past week

Custom range...

### All results

By subject

Personal

### Any size

Large

Medium

Icon

Larger than...

Exactly...

### Any color

Full color

Black and white



[sjn-2011938.jpg](#) +1

[flicxya.com](#)

500 × 368 - Girl In Nature Photo

[Similar](#) [More sizes](#)





You  
Said It

Good quality  
photography for  
slides **cost money.**



## Find images with...

all these words:

girl nature

this exact word or phrase:

any of these words:

none of these words:

## Then narrow your results by...

image size:

Larger than 640×480

aspect ratio:

any aspect ratio

colors in image:

any color

full color

black & white

this color:



type of image:

any type

region:

any region

site or domain:

not filtered by license

free to use or share

[SafeSearch:](#)

free to use or share, even commercially

free to use share or modify

file type:

free to use, share or modify, even commercially

[usage rights:](#)

free to use or share

Advanced Search

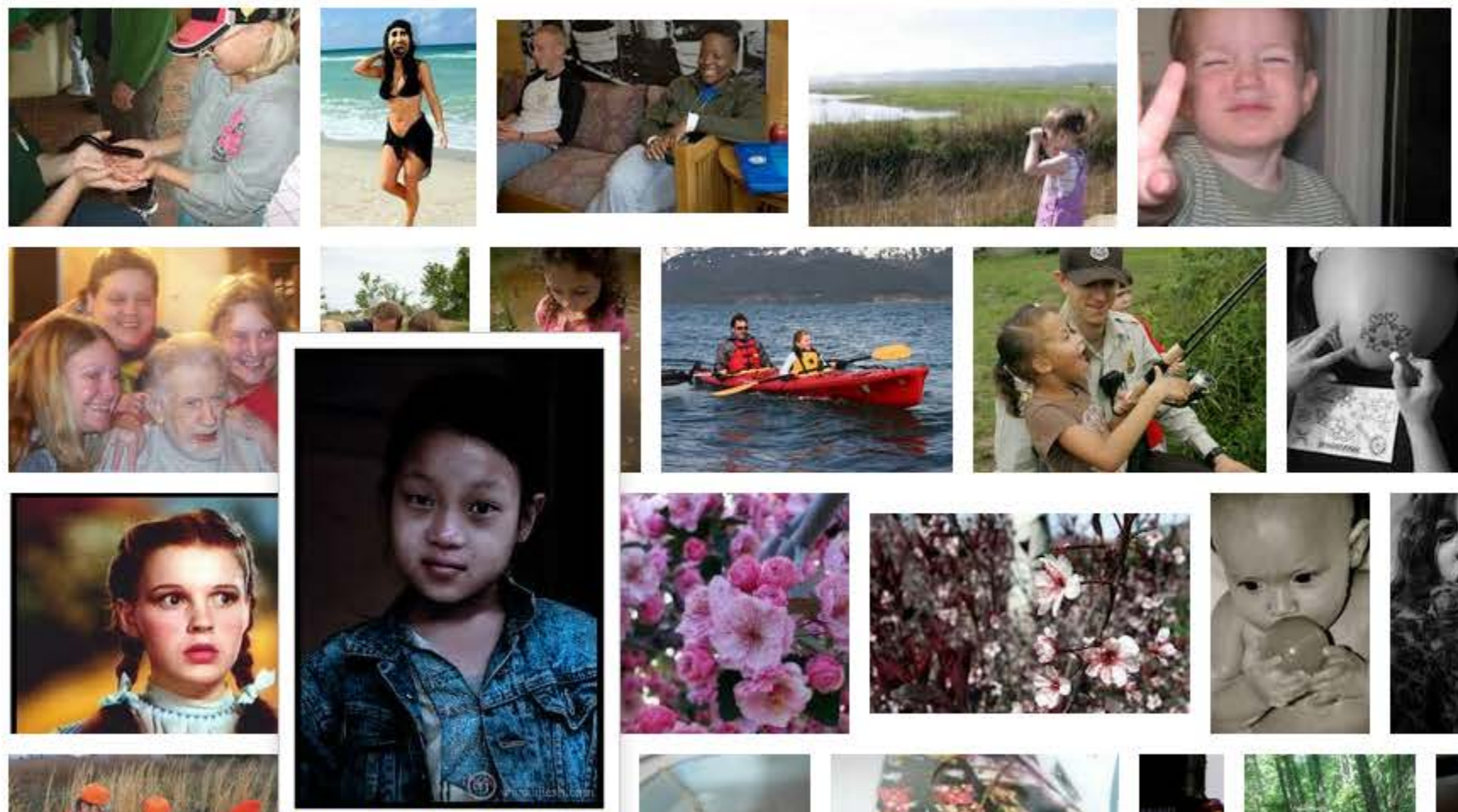


girl nature



About 562 results (0.28 seconds)

[Larger than 640x480](#) , labeled for reuse



# Our Insights



**Young girls  
don't like  
focus  
groups.**

# Our Insights



We asked questions while engaged in program activity.



# Our Insights



They didn't  
notice.  
We still got  
parent  
permission.

## Current Search ⓘ

## Search Results (45876)

**Keywords**

girl ?

nature

**File Types**

Photos

Clear All

## Narrow Your Results

**Keyword(s)**

Enter Keyword(s)

 Photos (>999) Illustrations (>999) Video (>999) Audio (10) Flash (7)**Price Range**

Sort by Best Match ▾ Per Page 50 ▾



#1921014



#16516174



#16210902



#19562162



#5617265



#19086502



#16857929



#19257071



#16924730



#18301221



#20324172



#16444031



#20233189



#18522630



#17012972



#18681393



#18301891



#17012916



# 4. Build Concepts

## TIMELINE - YEAR 1

- 1/11/10 – Met with co-PI and faculty member
- 1/29/10 – Evaluation proposal submitted
- 3/30/10 – Contract secured (3/1/10 to 3/30/10)
- 4/30/10 – Present to National Review Committee



You  
Said It

Create visuals that  
support participants  
in **processing**  
**the information.**





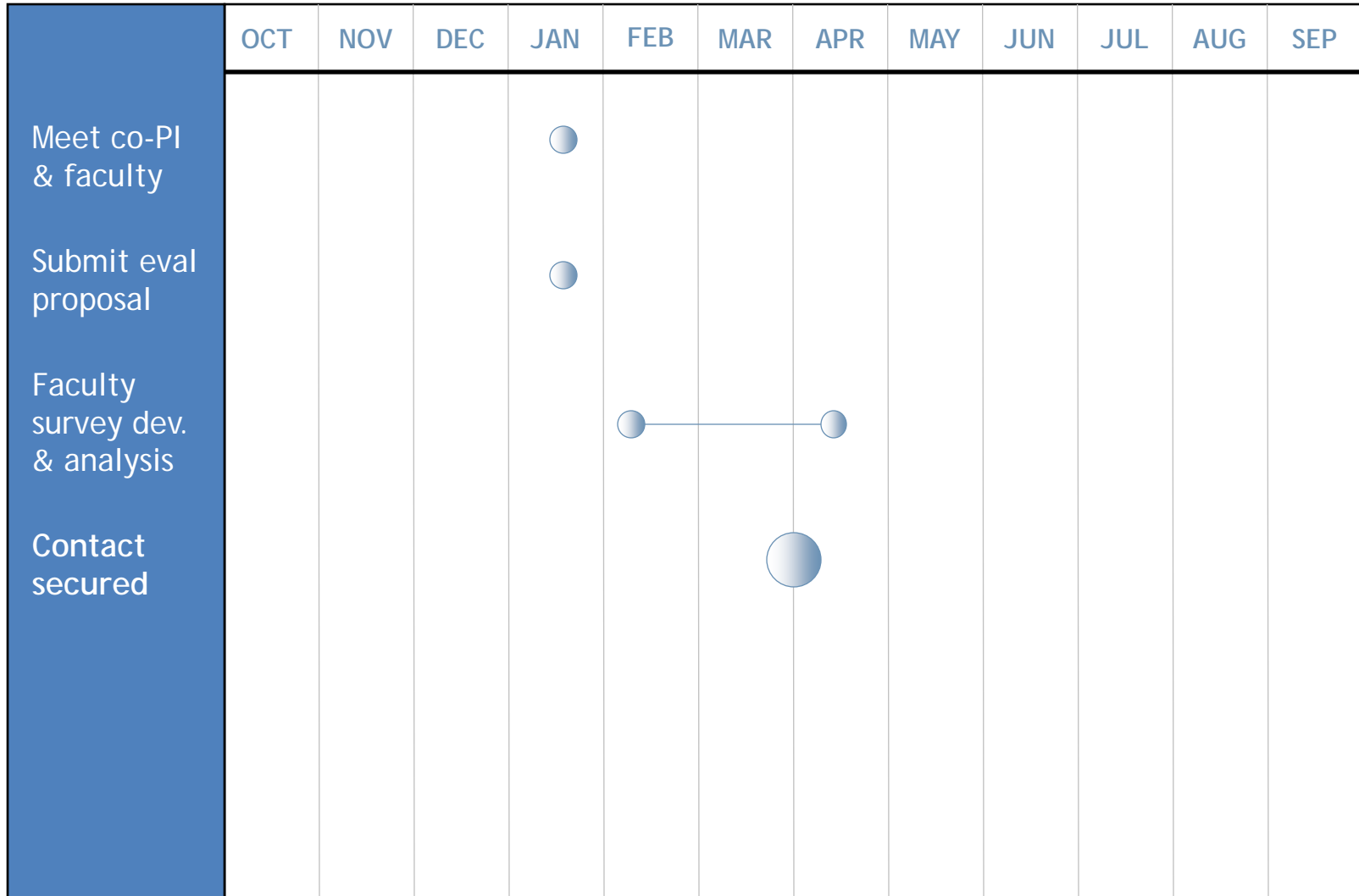


# Year 1: 2009-10

	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
Meet co-PI & faculty				●								
Submit eval proposal				●								
Faculty survey dev. & analysis					●		●					

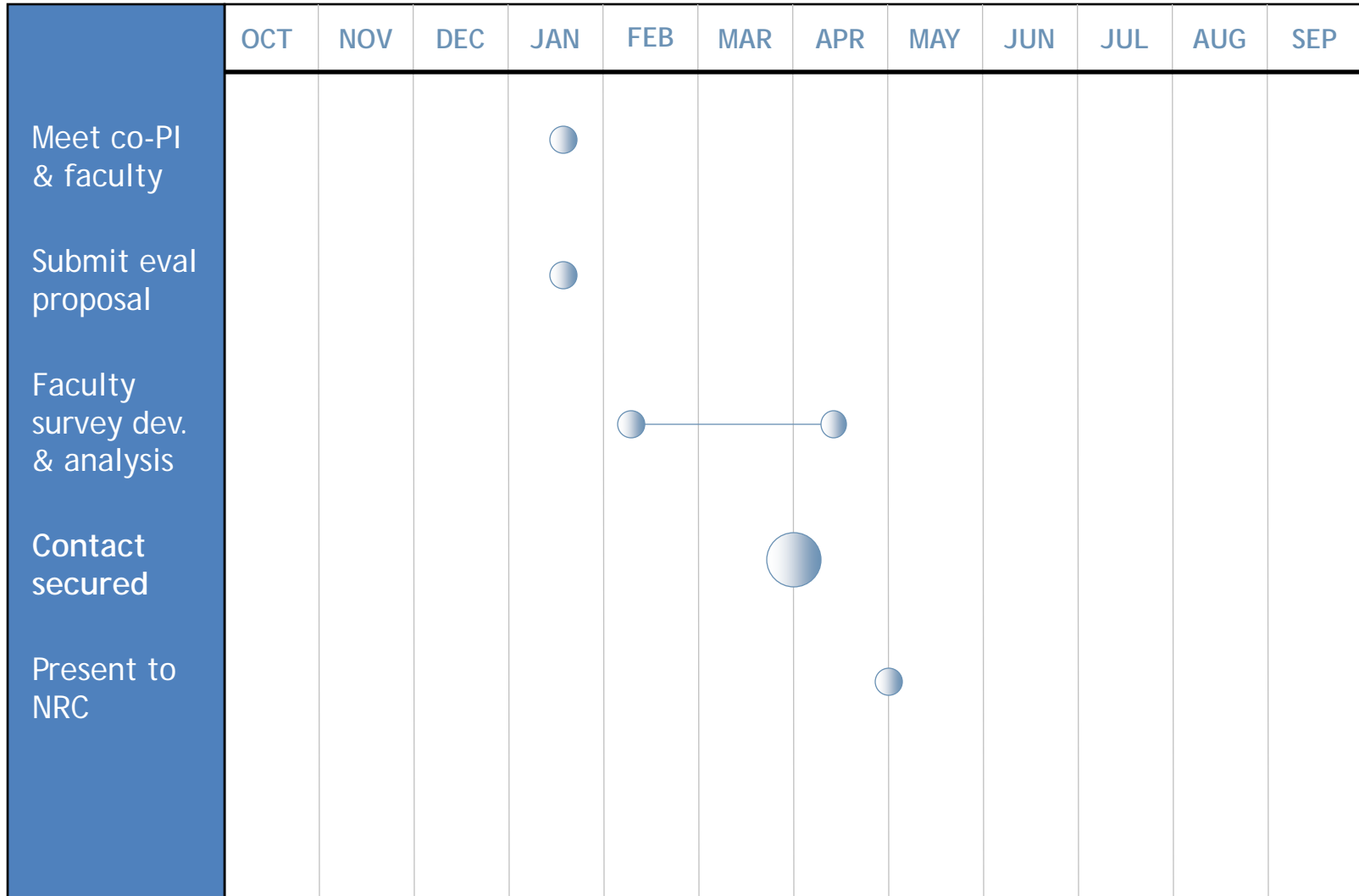


# Year 1: 2009-10



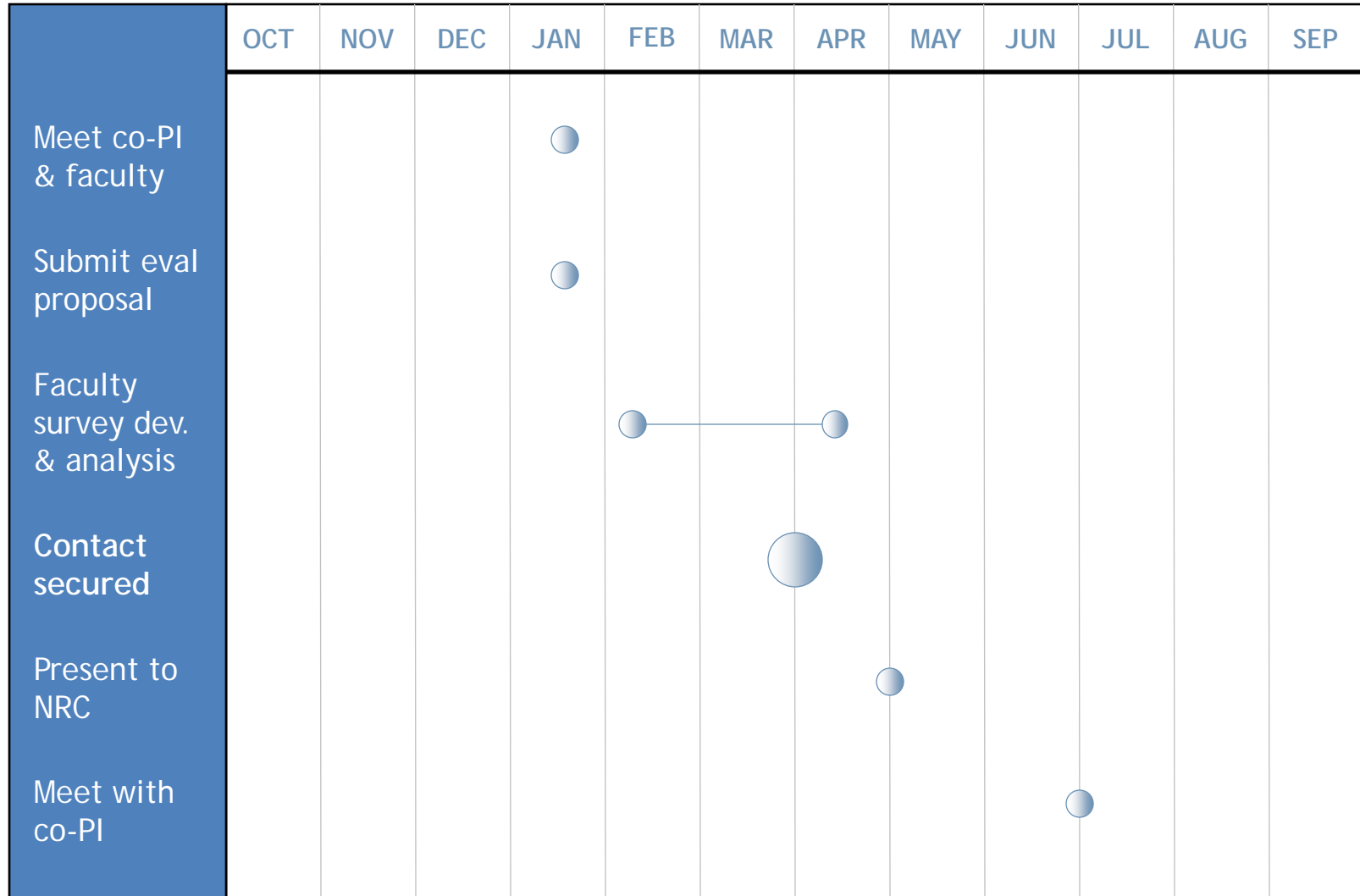


# Year 1: 2009-10





# Year 1: 2009-10





# Proposal Submission

**V. Peer-review Selection:** Which Topical Interest Group (TIG) or Committee would you prefer serve as the primary reviewing body for your proposal? Please note that AEA reserves the right to redirect proposals among reviewing bodies as needed.

**VI. Session Title:** Enter the TITLE for your proposed session into the following box. Please spell out abbreviations and acronyms:

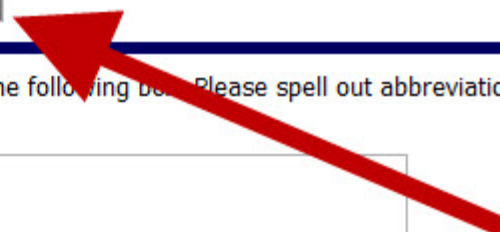
**VII. Session Abstract:** Cut and paste your session abstract of 150 words or fewer (including any and all references, footnotes, etc. - **do not exceed 150 words in this box**) into the following box. Your abstract will be sent to reviewers and read by the public as it is submitted, although it may be truncated if over 150 words. Thus, please create your abstract in a word processing program, check its spelling and grammar, and paste it into the box below.

**VIII. Relevance Statement:** Using 500 words or fewer (including any and all references, footnotes, etc. - **do not exceed 500 words in this box**), describe the relevance and importance of your proposal to the field of evaluation, specifying its implications for evaluation theory or practice, and value to the audience. State how the session described in the abstract adds to knowledge in the evaluation field and reflects relevant standards of quality in evaluation theory, methods, or practice.



# Pick a TIG

**V. Peer-review Selection:** Which Topical Interest Group (TIG) or Committee would you prefer serve as the primary reviewing body for your proposal? Please note that AEA reserves the right to redirect proposals among reviewing bodies as needed.



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**VII. Session Abstract:** Cut and paste your session abstract of 150 words or fewer (including any and all references, footnotes, etc. - **do not exceed 150 words in this box**) into the following box. Your abstract will be sent to reviewers and read by the public as it is submitted, although it may be truncated if over 150 words. Thus, please create your abstract in a word processing program, check its spelling and grammar, and paste it into the box below.

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# Enter Title

**V. Peer-review Selection:** Which Topical Interest Group (TIG) or Committee would you prefer serve as the primary reviewing body for your proposal? Please note that AEA reserves the right to redirect proposals among reviewing bodies as needed.

Please choose for me the best group or committee

**VI. Session Title:** Enter the TITLE for your proposed session into the following box. Please spell out abbreviations and acronyms:

Insert Charming Title Here

**VII. Session Abstract:** Cut and paste your session abstract of 150 words or fewer (including any and all references, footnotes, etc. - **do not exceed 150 words in this box**) into the following box. Your abstract will be sent to reviewers and read by the public as it is submitted, although it may be truncated if over 150 words. Thus, please create your abstract in a word processing program, check its spelling and grammar, and paste it into the box below.

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# Write Abstract

**V. Peer-review Selection:** Which Topical Interest Group (TIG) or Committee would you prefer serve as the primary reviewing body for your proposal? Please note that AEA reserves the right to redirect proposals among reviewing bodies as needed.

Please choose for me the best group or committee

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Be Descriptive  
and Concise  
Cut to the Chase

**VIII. Relevance Statement:** Using 500 words or fewer (including any and all references, footnotes, etc. - **do not exceed 500 words in this box**), describe the relevance and importance of your proposal to the field of evaluation, specifying its implications for evaluation theory or practice, and value to the audience. State how the session described in the abstract adds to knowledge in the evaluation field and reflects relevant standards of quality in evaluation theory, methods, or practice.



# 5. Use Guides



# The Role of Evaluation in Your ATE Grant



Peggie



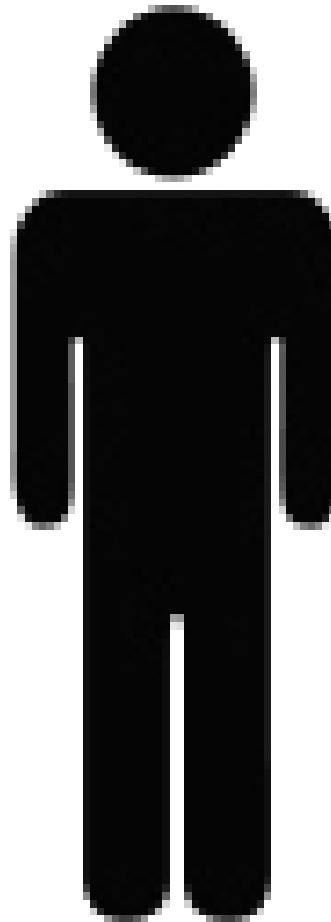


# How do you think about evaluation?



Peggie

How do you think about evaluation?





# Working with an Evaluator



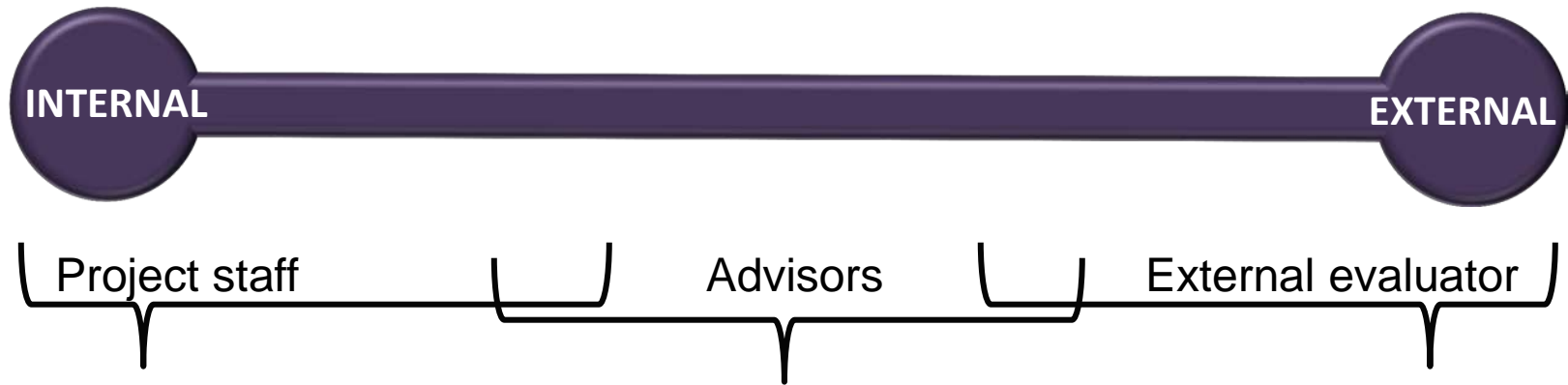
Lori



# Internal – External Evaluation



Lori



## Monitor ...

- Who is the project reaching/serving?
- How many?
- What is their satisfaction?

## Advise...

- Is the project on target in terms of addressing needs?
- Is the project taking advantage of known best practices?

## Assess

- What is the project's impact?
- What is the quality of the project's deliverables?



Peggie

**Evalu|a|t|e**  
EVALUATION RESOURCE CENTER *for*  
*advanced technological education*

[www.evalu-ate.org](http://www.evalu-ate.org)



# Using the ATE Evaluation Resource Center



# Visit Us Online



Peggie

Evaluate promotes the goals of the Advanced Technological Education program by partnering with ATE projects and centers to strengthen the program's evaluation knowledge base, expand the use of exemplary evaluation practices, and support the continuous improvement of technician education throughout the nation.

About Us

Annual Survey

Resource Library

Community

Events



## VISIT OUR RESOURCE LIBRARY

Evaluate's resource library contains materials related to evaluation theory, methodology, practice, and use. We have selected materials that are especially pertinent to the evaluation of ATE projects and centers. We invite you to help us expand the library by recommending or submitting evaluation resources you have found useful in your evaluation work.



Connect to our  
**Community.**



Take a look at  
our quarterly  
**Conduit  
Newsletter.**

# www.evaluate-ate.org



## Activities

Demonstrations

Checklists & guidelines

Supplementary media content  
Preconference trainings

## Short-Term

More informed presenters

Increased expectation for good presentations

## Intermediate

Better presentations

## Long-Term

Clearer decision-making

Stronger programs & policies



## Activities

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# Demonstrations

90-minutes each

Message

Design

Delivery



## Activities

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Checklists & guidelines

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## Short-Term

More informed presenters

Increased expectation for good presentations

## Intermediate

Better presentations

## Long-Term

Clearer decision-making

Stronger programs & policies



# 6. Scaffold Communication

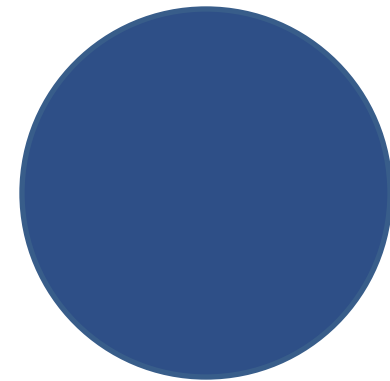


# Renal Vascular Access Program

Promotes an integrated system of renal vascular access services.

Primary goal - proactively plan for vascular access creation with arteriovenous fistula (AVF) as best practice standard & continuously improve towards 90% prevalent AVFs. Will markedly reduce urgent implementation of inferior vascular access methods (i.e. arteriovenous graft and/or central venous catheter) for dialysis.

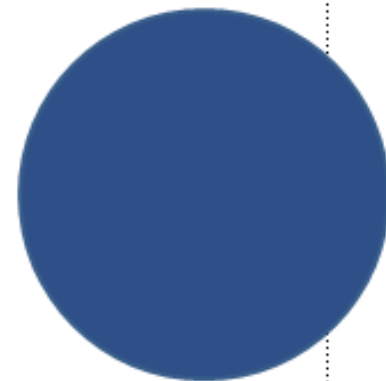
Secondary goal - timely access to surgical management for patient with failing accesses.





# Renal Vascular Access Program

- Click to add text





# Renal Vascular Access Program

- Click to add text



The Interior Health Authority Renal Vascular Access Program (RVAP) promotes an integrated system of renal vascular access services. The primary RVAP goal is to proactively plan for vascular access creation with arteriovenous fistula (AVF) as the best practice standard and continuously improve towards 90% prevalent AVFs. Achieving this goal will markedly reduce the urgent implementation of inferior vascular access methods (i.e. arterio-venous graft and/or central venous catheter) for dialysis. A secondary goal of the RVAP is the timely access to surgical management for patient with failing accesses.





- Renal Vascular
- Access Program
- 

Goal

1



# Renal Vascular Access Program

Goal

1



# EVALUATION SUMMARY

## Renal Vascular Access Program

June 2010

### Program Goals

The Interior Health Authority Renal Vascular Access Program (RVAP) promotes an integrated system of renal vascular access services. The **primary RVAP goal** is to proactively plan for vascular access creation with arteriovenous fistula (AVF) as the best practice standard and continuously improve towards 90% prevalent AVFs. Achieving this goal will markedly reduce the urgent implementation of inferior vascular access methods (i.e. arterio-venous graft and/or central venous catheter) for dialysis. A **secondary goal** of the RVAP is the timely access to surgical management for patient with failing accesses.

### Purpose of this Evaluation Summary

This summary is intended to provide an overview of the project's key findings and recommendations. Material in this summary is based directly upon the complete evaluation report prepared by Dr. Jennifer Miller and the IH Evaluation Support Team.

### EVALUATION PURPOSE & METHODS

- The **purpose** of this evaluation was to examine how the Renal Vascular Access Program has been implemented to date and identify opportunities for its continued improvement;
- **Evaluation Methods:**
  - A detailed evaluation plan was created by IH Evaluator Dr. Jennifer Miller and the RVAP team;
  - The evaluation used quantitative and qualitative data from a variety of sources to answer each of the evaluation questions; and
  - Data collection methods included document review, review of select PROMIS (external, Provincial Renal Agency) and OR Manager (internal) data and a clinical staff survey.

### EVALUATION QUESTIONS

- Three evaluation questions emerged over the course of, and collectively guided, the evaluation:
1. How did the Renal Vascular Access Program (RVAP) implement its program?
    - Linked to Program Goal 1: To proactively plan for best practices for individual patient vascular access and continuously improve towards 90% prevalent AVFs;
    - Linked to Program Goal 2: To provide timely access to surgical management for failing accesses.
  2. How well is the RVAP currently meeting its original program goals and desired outcomes?
    - Linked to Program Goal 1: To proactively plan for best practices for individual patient vascular access and continuously improve towards 90% prevalent AVFs;
    - Linked to Program Goal 2: To provide timely access to surgical management for failing accesses.
  3. What are the lessons learned (i.e. what's working well and what are the opportunities for improvement) by the RVAP thus far?

Find other IH Evaluation Reports and Resources at  
<http://inet/infoResources/evaluation/Pages/default.aspx>



# EVALUATION SUMMARY

## Renal Vascular Access Program

June 2010

### Program Goals

### Purpose of this Evaluation Summary

### EVALUATION PURPOSE & METHODS

### EVALUATION QUESTIONS

**Renal Vascular Access Program**  
**Evaluation Report**



**Interior Health**

Published: July 8, 2010

**Renal Vascular Access Program**  
**Evaluation Report**



**Interior Health**

Published: July 8, 2010

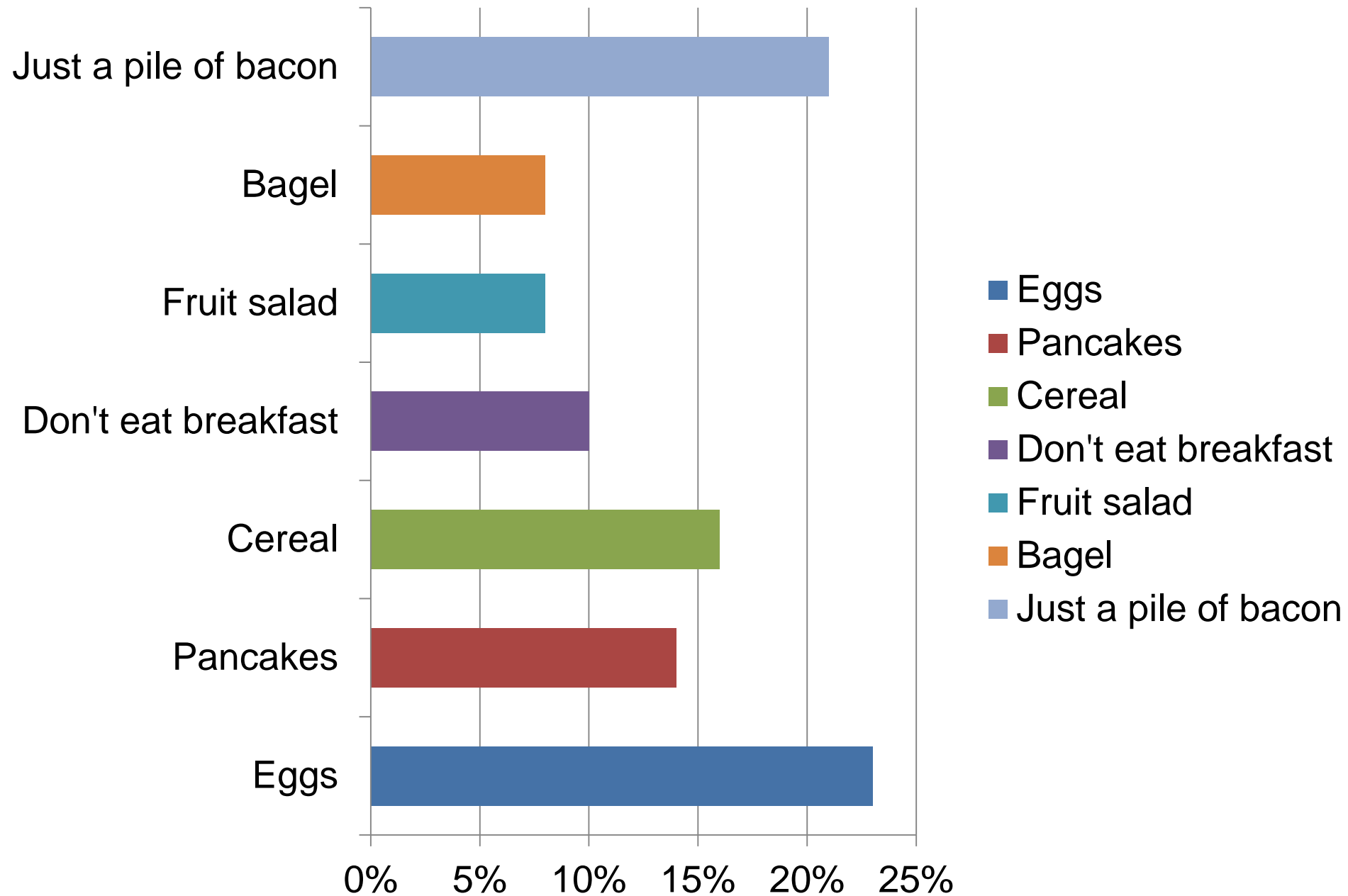
**Now with  
lengthy technical  
appendix!**



# 7. Detail Data



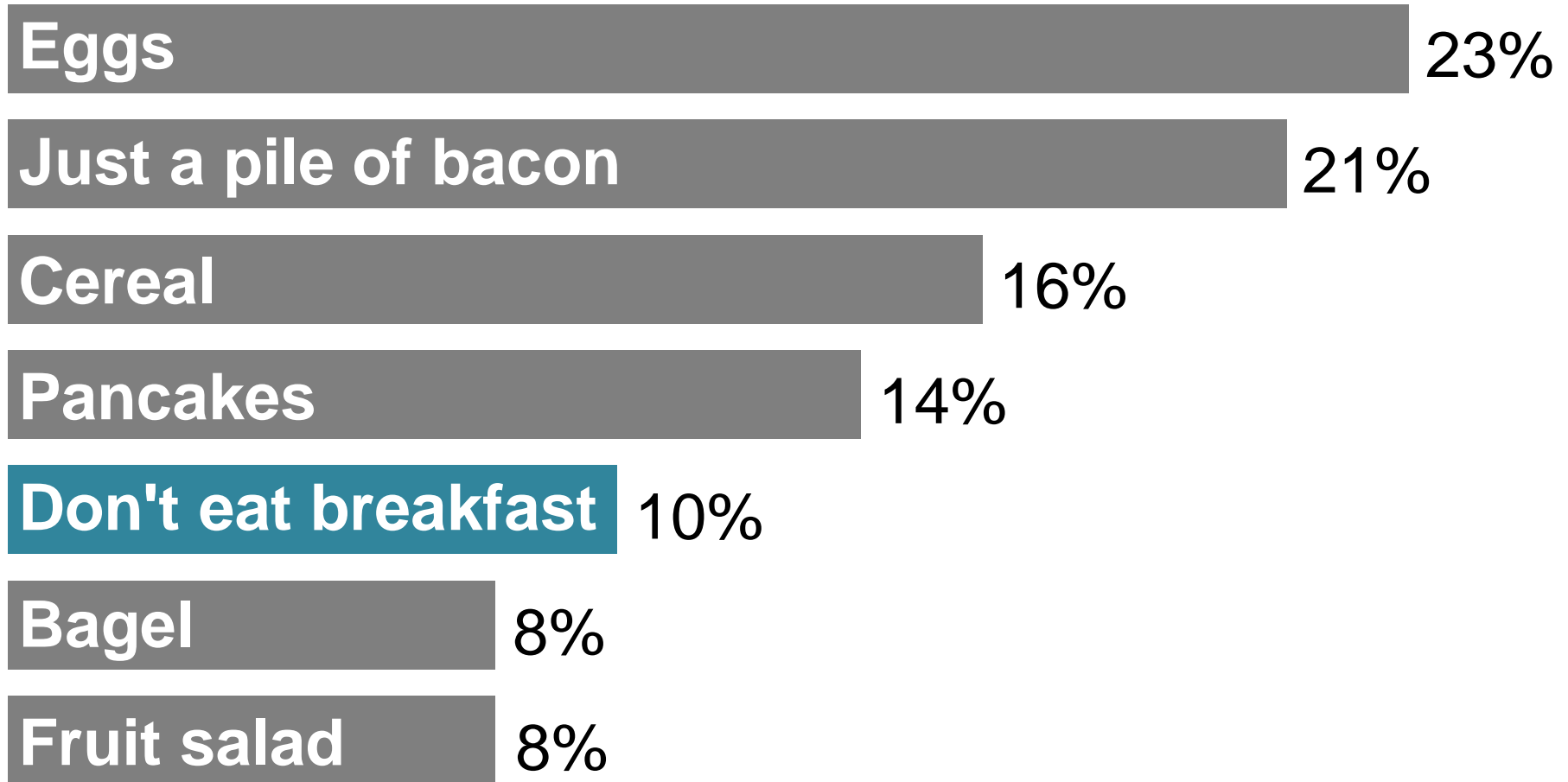
# Evaluator Breakfast Preferences





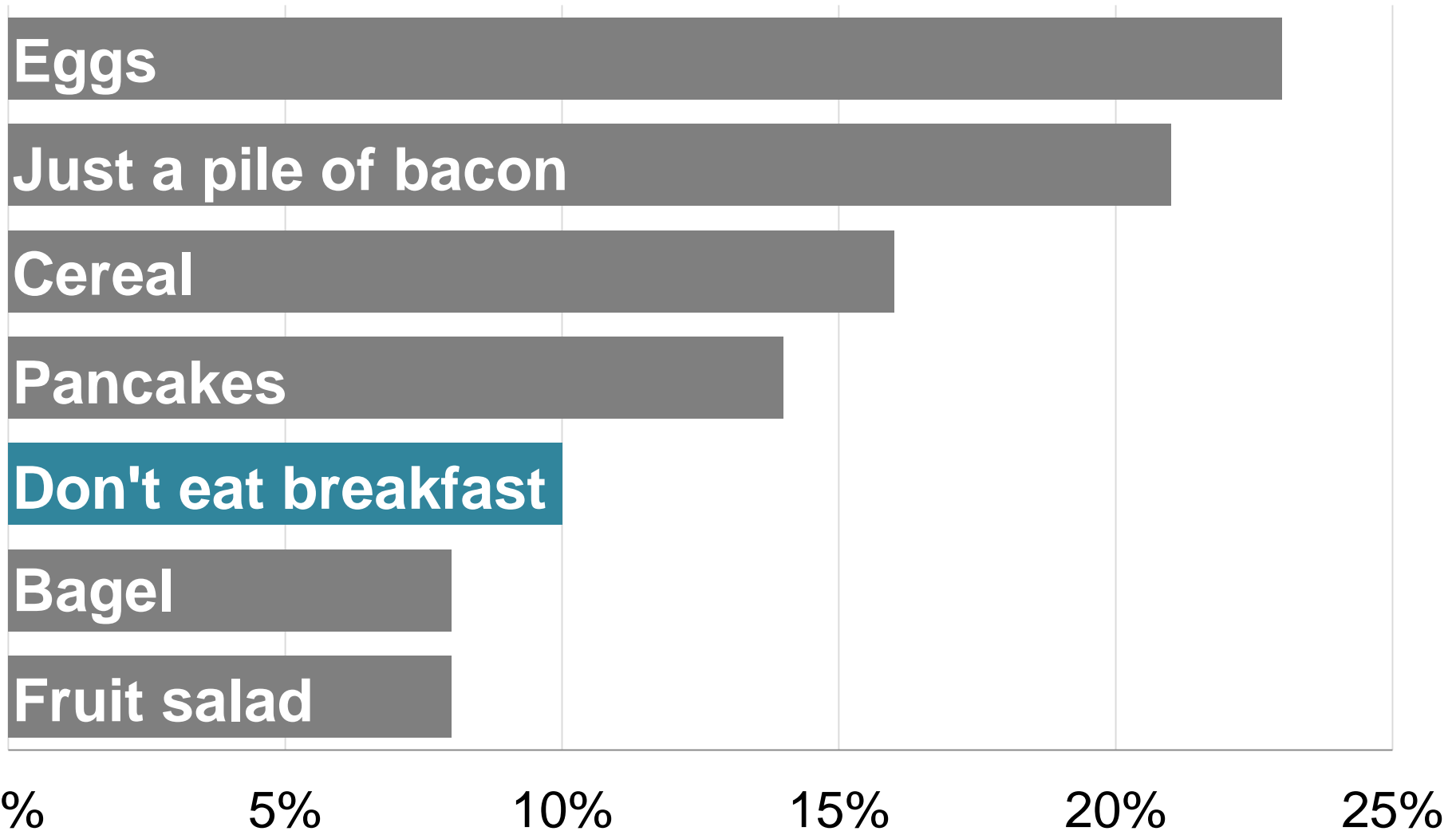
# Evaluator Breakfast Preferences

One in ten fellow evaluators do not consume adequate energy for their first meal of the day.





# 1 in 10 don't eat breakfast.







# 8. Match Fonts

# CULTURAL RESPONSIVENESS



- Fluid
- Ethical imperative
- Essential for validity



# Sans serif

Screen reading, headings

# Serif

Narrative reading on paper

# Cultural Responsiveness



Fluid

Ethical imperative

Essential for validity



# Cultural Responsiveness



Fluid  
Ethical imperative  
Essential for validity

## Same Header Font as Slideshow

### Fluid

Same “narrative” text as that which was used in the slideshow.  
Baskerville, to be exact. It is a serif font – better for reading at length on paper. Not so good for reading on screen.

This narrative font does not appear in the slideshow.

### Ethical imperative

Same “narrative” text as that which was used in the slideshow.  
Baskerville, to be exact. It is a serif font – better for reading at length on paper. Not so good for reading on screen.

This narrative font does not appear in the slideshow.

### Essential for validity

Same “narrative” text as that which was used in the slideshow.  
Baskerville, to be exact. It is a serif font – better for reading at length on paper. Not so good for reading on screen.

This narrative font does not appear in the slideshow.



This would be a good area for contact information and the next steps you'd like to see audience members take as a result of their interaction with you.

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This would be a good area for contact information and the next steps you'd like to see audience members take as a result of their interaction with you.



# CULTURAL RESPONSIVENESS



- Fluid
- Ethical imperative
- Essential for validity

## Same Header Font as Slideshow

### Fluid

Same "narrative" text as that which was used in the slideshow. Century Gothic, to be exact.

Notice the very round letter shapes. The lowercase o is a perfect circle.

### Ethical imperative

Same "narrative" text as that which was used in the slideshow. Century Gothic, to be exact.

Notice the very round letter shapes. The lowercase o is a perfect circle.

### Essential for validity

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# 9. Combine Color



## ***A Story of Impact***

***“MICASA: Farm Worker Family Cohort”***

***Agricultural Research Center***

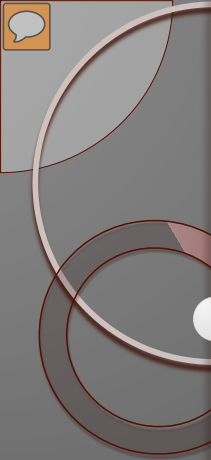




# A Story of Impact

## MI CASA: Farm Worker Family Cohort





**Welcome to the 2011  
Disabilities and Other Vulnerable  
Populations TIG Business Meeting**

American Evaluation Association: Values and  
Valuing

November 4, 2011

# Universal Design for Evaluation

**June Gothberg**

National Secondary Technical Assistance Center  
Western Michigan University

**Jennifer Sullivan Sulewski**

Institute for Community Inclusion  
University of Massachusetts, Boston





[how to use](#) | [updates](#) | [credits](#)

# COLORBREWER 2.0

color advice for cartography

number of data classes on your map  
 [learn more >](#)

the nature of your data  
 [learn more >](#)

pick a color scheme: BuGn

multihue

single hue

(optional) only show schemes that are:

colorblind safe     print friendly  
 photocopy-able    [learn more >](#)

pick a color system

RGB     CMYK     HEX

adjust map context

roads   

cities   

borders   

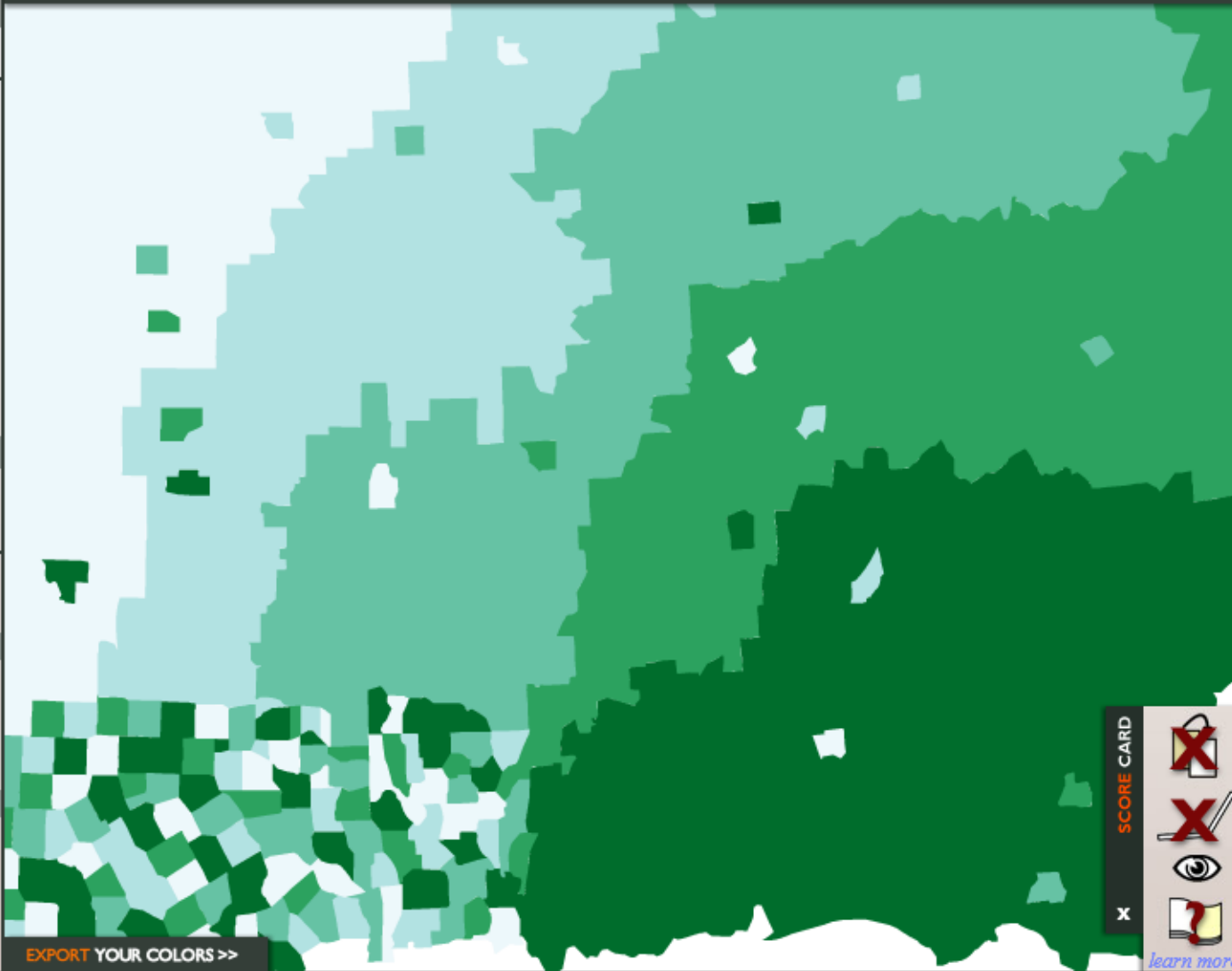
select a background

solid color   

terrain

color transparency

[learn more >](#)



[learn more](#)



Your Results:

Original Image

Deuteranope Simulation

**A Story of Impact**  
**MICASA: Farm Worker Family Cohort**

**A Story of Impact**  
**MICASA: Farm Worker Family Cohort**





10. Close  
Down



# Thank You!

**POTENT**

**PRESENTATIONS**

**MESSAGE • DESIGN • DELIVERY**