**Motivation for evaluation: a roadmap for improving program efficacy**

In an effort to measure and maximize the impact of the IRIS educational products and activities the IRIS staff has undertaken a rigorous evaluation effort of the EPO program portfolio. The approach, based on the Collaborative Impact Analysis Method (IAM; Davis and Scalice, 2015), combines the EPO staff’s intimate knowledge of programs and products, audiences, and content, with the expertise of outside evaluation experts.

During initial consolations with an external evaluator each EPO project is reviewed and scored using a qualitative rubric. This benchmark score represents where that project’s evaluation currently stands in relation to best practices. Additionally, during each consult the staff and the evaluator jointly produce an informed pathway to improve each programs evaluation score as the project/program evolves through its lifecycle or increases in the sophistication of its evaluation. In this way, the process promotes improvement in evaluation no matter the initial state of a project, while delivering the formative and impact data to ensure project efficacy and efficiency. Periodically, each project prepares a technical report on the project’s evaluation to summarize the work that has been completed, the results of the evaluation, and the impact of the evaluation on the product going forward.

Here we share the stages of the evaluation process and show examples of projects in varying stages of development and with different initial rubric scores that are in different parts of the evaluation process, including projects that have successful completed this evaluation cycle, projects that are in the active data gathering stage and projects that are in the initial stages of development.

Davis, H. & Scalice, D. (2015). Evaluate the Impact of your Education and Outreach Program Using the Quantitative Collaborative Impact Analysis Method (Invited). Abstract ED53D-0871 presented at 2015 Fall Meeting, AGU, San Francisco, Calif., 14 - 18 Dec.