

EVALUATION STRATEGIES FOR MEASURING THE BROADER IMPACTS (BI) IN NSF INCLUDES PROJECTS

Multi-Scale Evaluation in STEM Education



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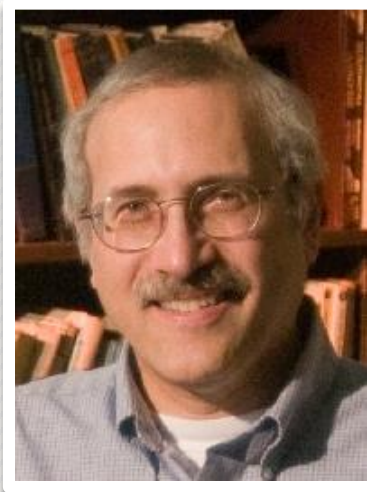
NIMBioS
National Institute for Mathematical
and Biological Synthesis



NISER
NATIONAL INSTITUTE FOR STEM
EVALUATION AND RESEARCH

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MEET YOUR MODERATOR



LOUIS J. GROSS, PHD

Founding Director, NIMBioS

*Professor of Ecology and Evolutionary Biology and
Mathematics, University of Tennessee, Knoxville*



WHO IS THIS PRESENTATION FOR?



**PRINCIPAL
INVESTIGATORS**
OF NSF INCLUDES PROJECTS



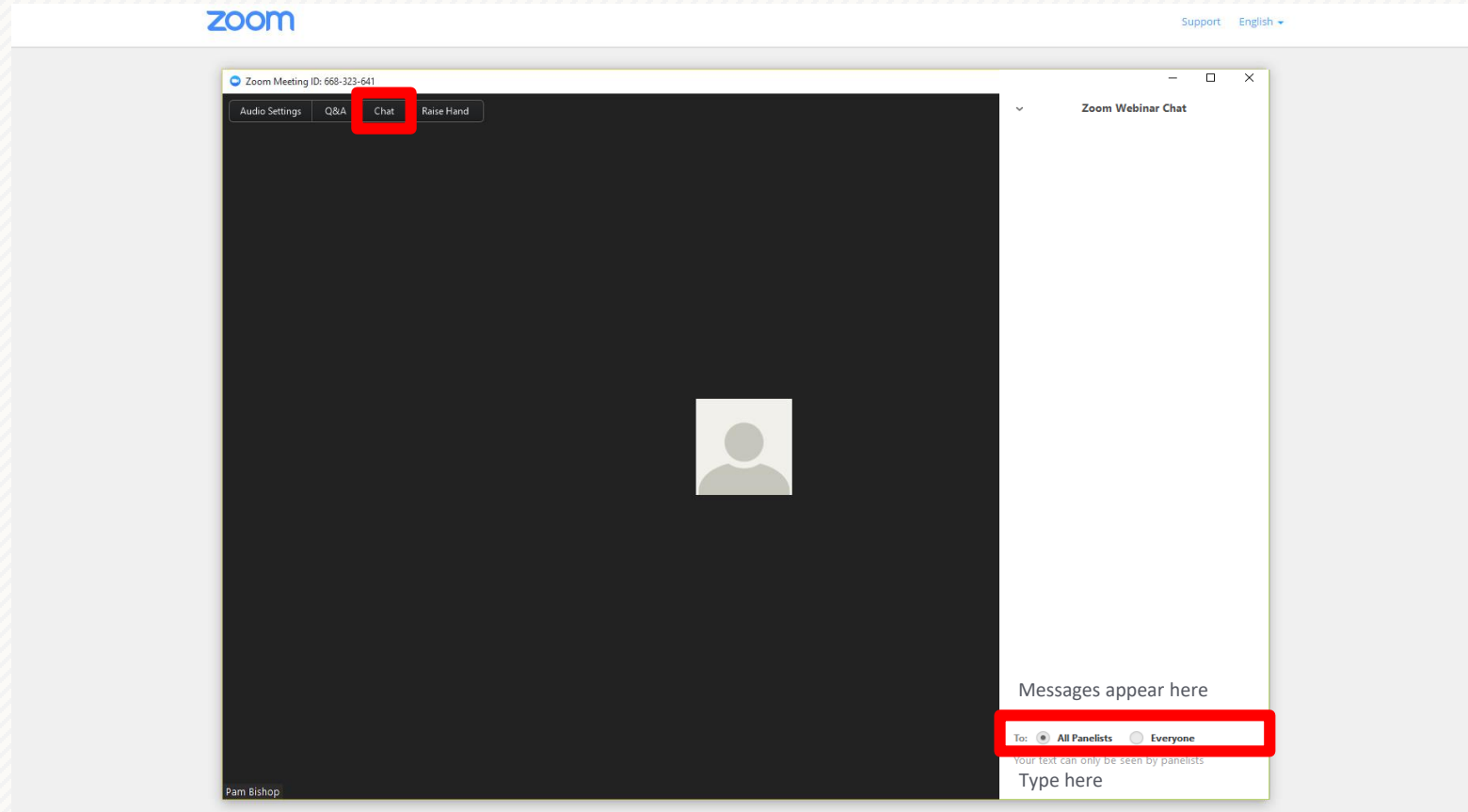
STEM EDUCATORS
PLANNING TO SUBMIT
BROADENING PARTICIPATION
PROPOSALS



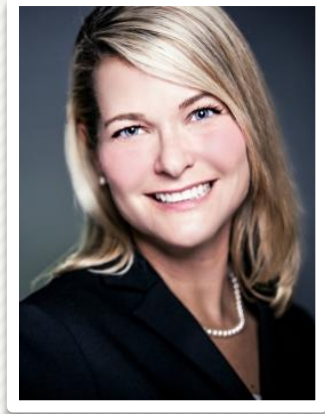
STEM EDUCATORS
INTERESTED IN LEARNING
MORE ABOUT EVALUATING
PROGRAM SUCCESS



HOW TO INTERACT TODAY



MEET YOUR PRESENTERS



PAM BISHOP, PHD

Director, National Institute for STEM Evaluation and Research (NISER)

Associate Director for STEM Evaluation, National Institute for Mathematical and Biological Synthesis (NIMBioS)



SONDRA LORE, EdS

Evaluation Manager, National Institute for STEM Evaluation and Research (NISER)





TODAY'S PRESENTATION

- ❖ What is NSF INCLUDES?
- ❖ What are broader impacts?
- ❖ Examples of broader impacts
- ❖ Evaluating broader impacts
- ❖ Evaluating BI and sustainability
- ❖ Questions and comments
- ❖ How to learn more

THE EVALUATION PROCESS



HOW MORE

WHAT IS NSF INCLUDES?

- ❖ Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science
- ❖ Three essential components:
 - ❖ Design and Development Launch Pilots (DDLPs)
 - ❖ National Network Coordination Hub
 - ❖ Alliances



WHAT ARE **BROADER IMPACTS**?

BRIEF HISTORY OF BROADER IMPACTS

Between 1981 and 1997 National Science Board had four “generic” criteria for agencies to use in reviewing proposals:

1. Research performer competence
2. Intrinsic merit of research
3. Utility or relevance of the research
4. Effect on the infrastructure of science and engineering

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NSF & NSB
Task Force



1. Intellectual merit
2. Broader Impacts



WHAT ARE **BROADER IMPACTS**?

NSF BROADER IMPACTS CRITERION

“**Broader Impacts:** The Broader Impacts criterion encompasses the potential to benefit society and contribute to the achievement of specific, desired societal outcomes” (PAPPG III.A.2)

“Broader impacts may be accomplished through the research itself, through the activities that are directly related to specific research projects, or through activities that are supported by, but are complementary to the project. NSF values the advancement of scientific knowledge and activities that contribute to the achievement of societally relevant outcomes.” (PAPPG Part II.2.d.(i))

WHAT ARE BROADER IMPACTS?

NATIONAL ALLIANCE FOR BROADER IMPACTS (NABI)



The Current State
of Broader Impacts:
*Advancing Science and
Benefiting Society*
January 2018



Broader Impacts
criterion is unclear

June 8, 2018

Source: The Current State of Broader Impacts: Advancing Science and Benefiting Society, NABI, January 2018

WHAT ARE BROADER IMPACTS?

TYPES OF BROADER IMPACTS

Full participation of women, persons with disabilities, and underrepresented minorities in STEM

Improved STEM education and educator development at any level

Increased public scientific literacy and public engagement with science and technology

Improved well-being of individuals in society

Development of a diverse, globally competitive STEM workforce

Increased partnerships between academia, industry, and others

Improved national security

Increased economic competitiveness of the United States

Enhanced infrastructure for research and education

More at: <https://broaderimpacts.net/>

The image shows the cover of a document titled "Broader Impacts Guiding Principles and Questions for National Science Foundation Proposals" published by the National Alliance for Broader Impacts (NABI). The cover features a colorful, abstract graphic at the top. The text on the cover includes the NABI logo, the title, a brief introduction, and a list of members. The members listed are: CHAIRS: Oluokun Adesunji (Brown University) and Gail Scowcroft (University of Massachusetts Lowell); MEMBERS: Kristen Coakley (University of Illinois), Janice Davis (University of Alaska Fairbanks), Claire Dugan (Northwestern University), Jennifer Fields (University of Arizona), Sara Koblicka (University of Tennessee), Mary Jo Korylo (University of Florida), Holly Menninger (Saint Joseph's University), Susan Renne (University of Oregon), John Ritvey (University of California), Kate Spahr (University of California), Sriram Sundararajan (Case Western Reserve University), Michael Thompson (University of California), and Terrence Youngblood (Washington State University).



BROADENING PARTICIPATION IN STEM AND **BROADER IMPACTS**





WHY IS EVALUATION OF BI IMPORTANT?

PROGRAM EVALUATION

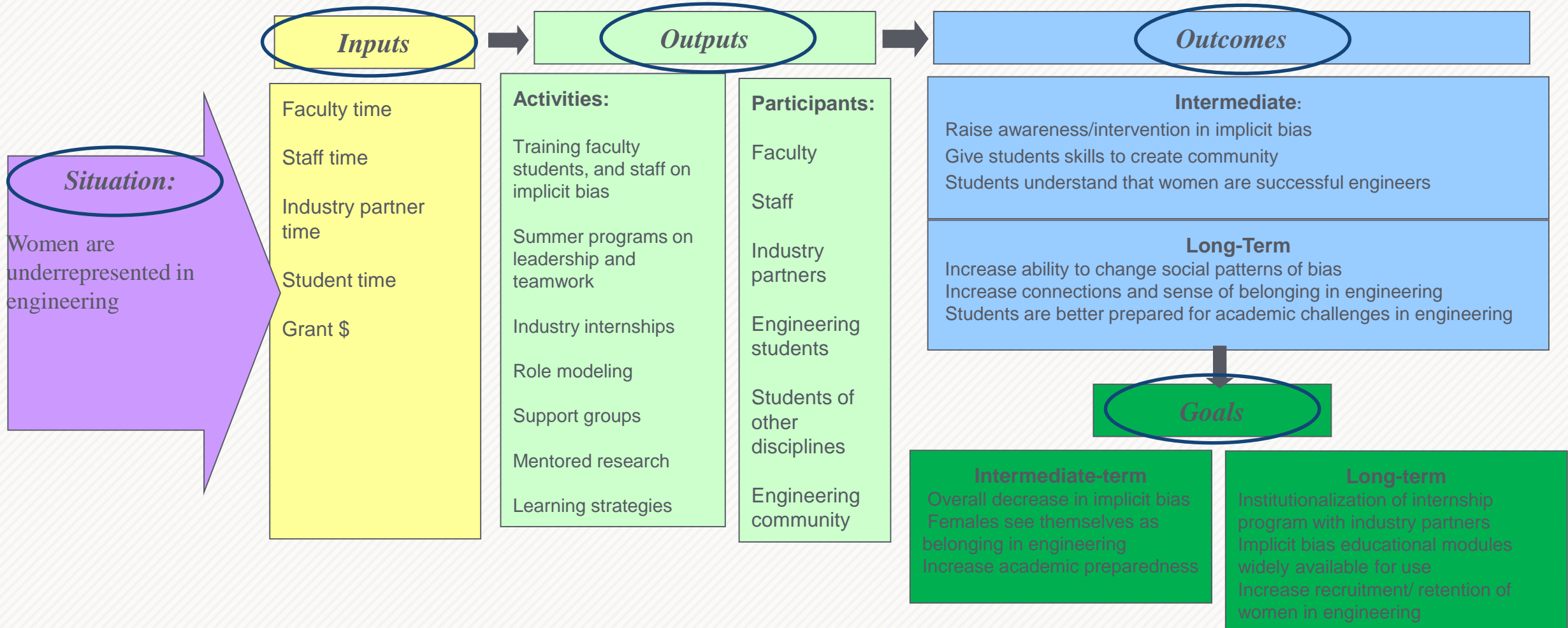
- ✓ Real-time information about your progress toward achieving your broader impacts
- ✓ Make data-based decisions about continuing, stopping, or modifying project activities to make progress towards your broader impacts
- ✓ Measure the reach of your broader impacts
- ✓ Supports plans for sustainability
- ✓ Provides evidence to support future funding





EXAMPLE PROJECT

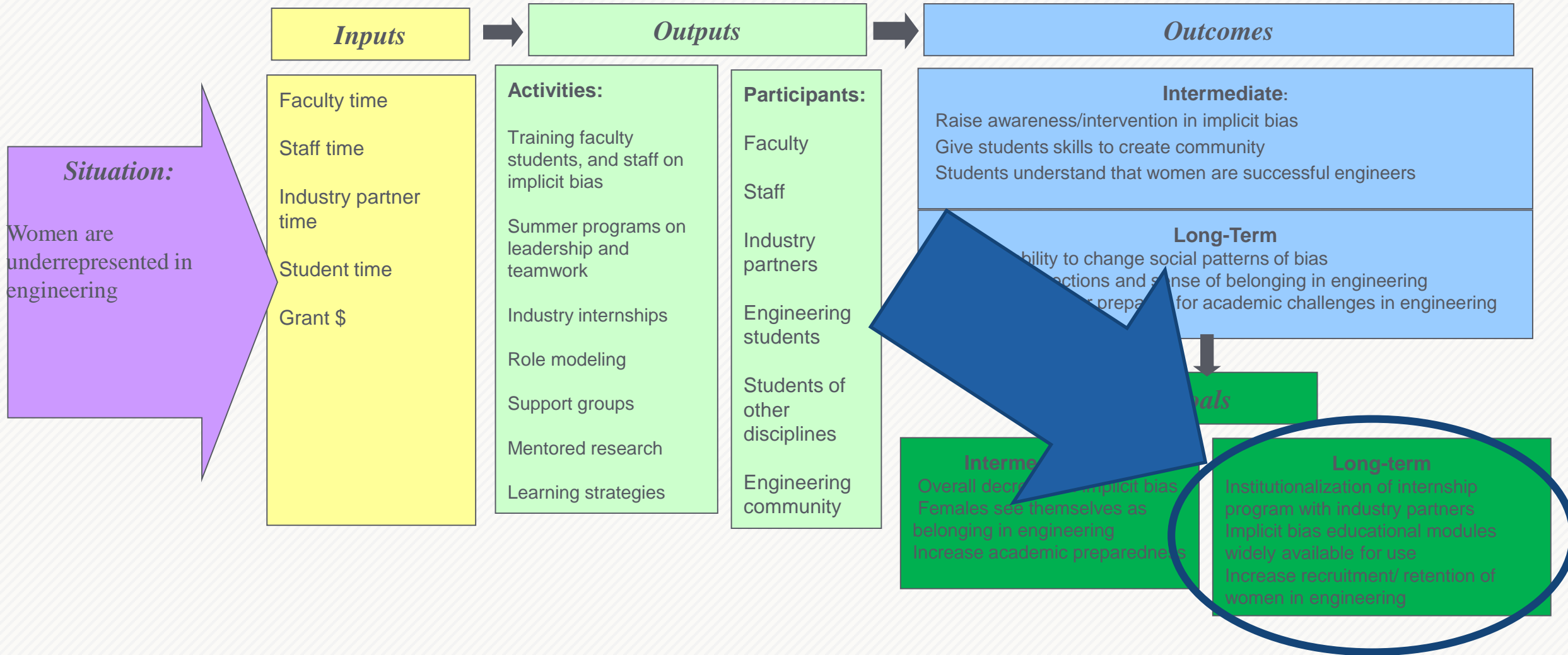
LOGIC MODEL





EXAMPLE PROJECT

LOGIC MODEL



STAKEHOLDER IDENTIFICATION

Participants:

Faculty

Staff

Industry partners

Engineering students

Students of other disciplines

Engineering community

Institutionalization of internship program with industry partners





DEVELOP EVALUATION QUESTIONS FOR BI

BI: INSTITUTIONALIZATION OF INTERNSHIP PROGRAM WITH INDUSTRY PARTNERS

Stakeholders	Evaluation Questions
Industry internship liaisons (Group: Industry partners)	<p>To what extent is their company participating?</p> <p>If they are not participating at the expected level, how could they be incentivized?</p> <p>What changes need to be made so that the industry partner finds the internship program useful?</p> <p>Does the partnering company feel there is a shared vision and purpose between themselves and the project?</p> <p>Does the partnering company feel the project has defined clear roles and responsibilities for the program?</p> <p>What supports does the partner require to continue the program?</p>



DETERMINE DATA COLLECTION PLAN

BI: INSTITUTIONALIZATION OF INTERNSHIP PROGRAM WITH INDUSTRY PARTNERS

Stakeholders	Evaluation Questions	Data Collection Plan
<p>Industry internship liaisons (Group: Industry partners)</p>	<p>To what extent is their company participating?</p> <p>How could they be incentivized to be more invested?</p> <p>What changes need to be made so that the industry partner finds the internship program useful?</p> <p>Does the partnering company feel there is a shared vision and purpose between themselves and the project?</p> <p>Does the partnering company feel the project has defined clear roles and responsibilities for the program?</p> <p>What supports does the partner require to continue the program?</p>	<p>Liaison pre/post survey (before and after orientation, before/after semester of internship)</p> <p>Industry liaison interviews (end of each semester)</p> <p>Industry mentor focus groups (annual)</p> <p>Partnership meeting minutes (annual)</p> <p>Student intern interviews (annual)</p>



DEVELOP EVALUATION QUESTIONS FOR BI

BI: INSTITUTIONALIZATION OF INTERNSHIP PROGRAM WITH INDUSTRY PARTNERS

Stakeholders	Evaluation Questions
<p>Students participating in internships (Group: Engineering students)</p>	<p>What is the quality of interaction with industry mentors and how does it relate to the students' sense of belonging in engineering?</p> <p>Do students feel their participation is valued by the company?</p> <p>To what extent did the student feel they gained technical skills in the internship?</p> <p>How satisfied are students overall with their experience with the internship program?</p> <p>What were the most useful/effective experiences with the internship? Do students feel the program could be of value to other females interested in engineering?</p> <p>Do students feel the internship program is worth continuing?</p>



DETERMINE DATA COLLECTION PLAN

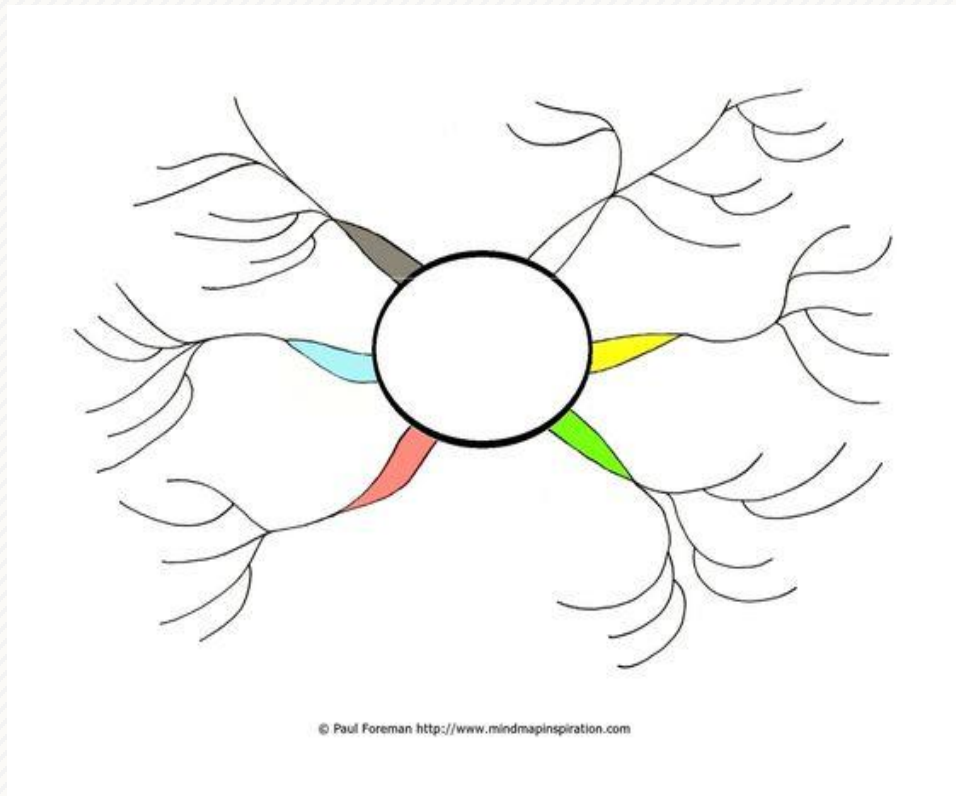
BI: INSTITUTIONALIZATION OF INTERNSHIP PROGRAM WITH INDUSTRY PARTNERS

Stakeholders	Evaluation Questions	Data Collection Plan
<p>Students participating in internships (Group: Engineering students)</p>	<p>What is the quality of interaction with industry mentors and how does it relate to the students' sense of belonging in engineering?</p> <p>Do students feel their participation is valued by the company?</p> <p>To what extent did the student feel they gained technical skills in the internship?</p> <p>How satisfied are students overall with their experience with the internship program?</p> <p>What were the most useful/effective experiences with the internship?</p> <p>Do students feel the program could be of value to other females interested in engineering?</p> <p>Do students feel the internship program is worth continuing?</p>	<p>Student Interviews (one month into the internship, end of internship)</p> <p>Student focus groups (bi-annual)</p> <p>Student surveys (before and after internship, one year follow-up)</p> <p>Review of student internship reports (end of internship)</p> <p>Case studies of student experiences</p>

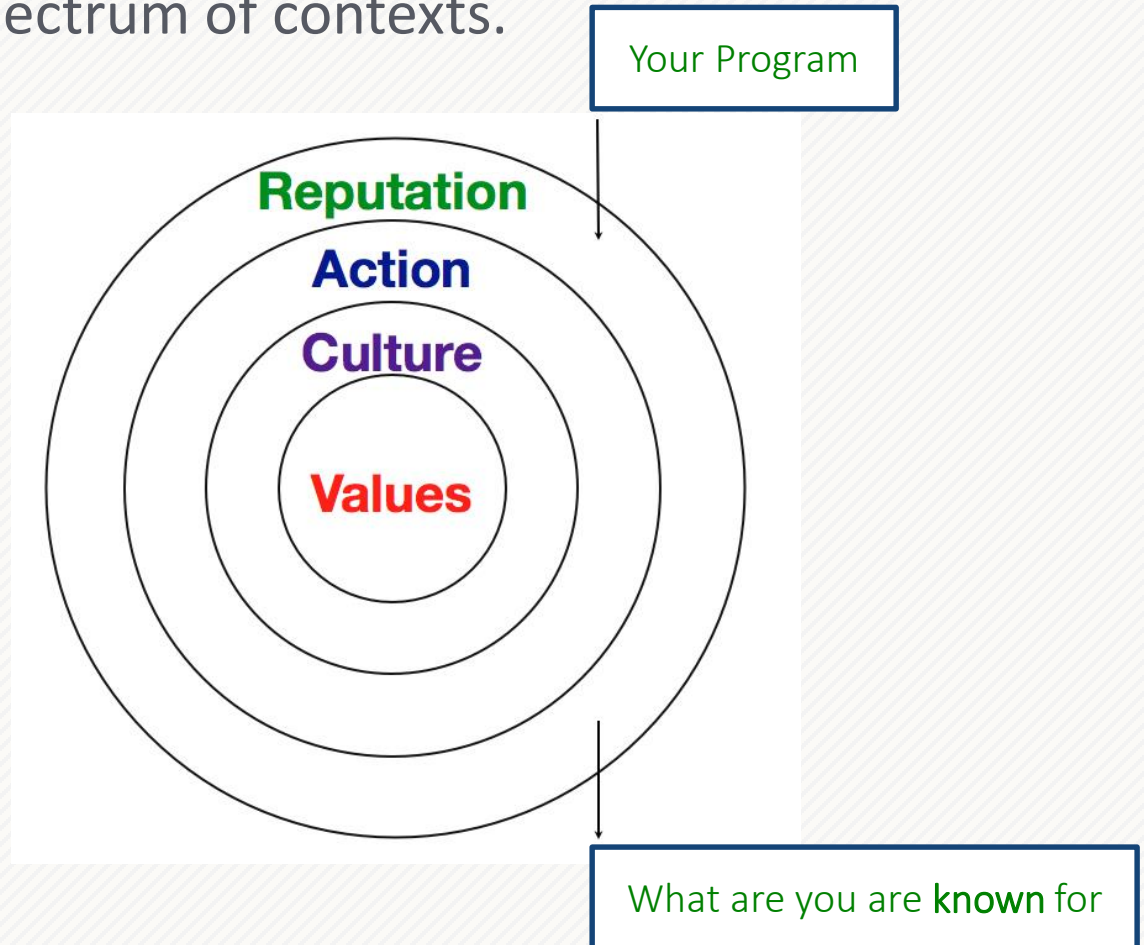


BI EVALUATION AND SUSTAINABILITY

Scalability: The potential of a broader impact activity to be useful in other locations, with diverse audiences, or across a wide spectrum of contexts.



www.mindmapinspiration.com



www.pinsdaddy.com/the-ripple-effect-2020



BI EVALUATION AND SUSTAINABILITY

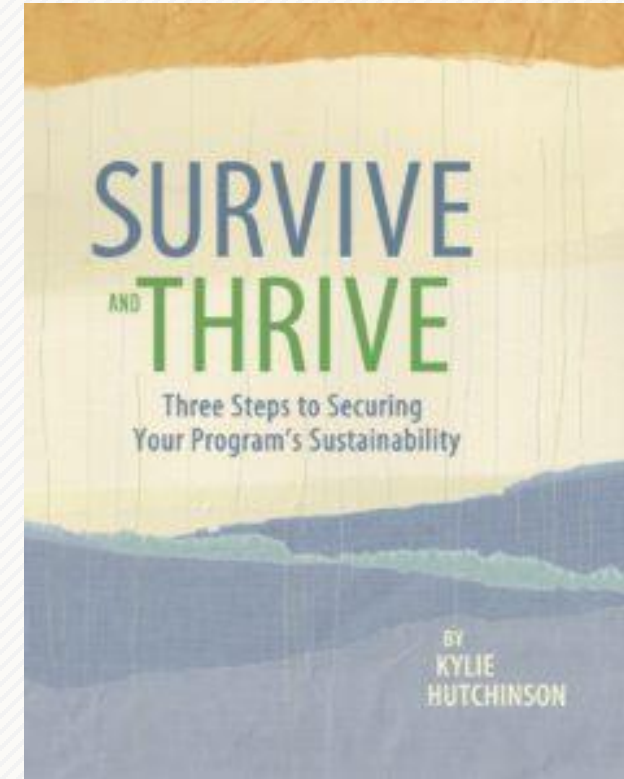
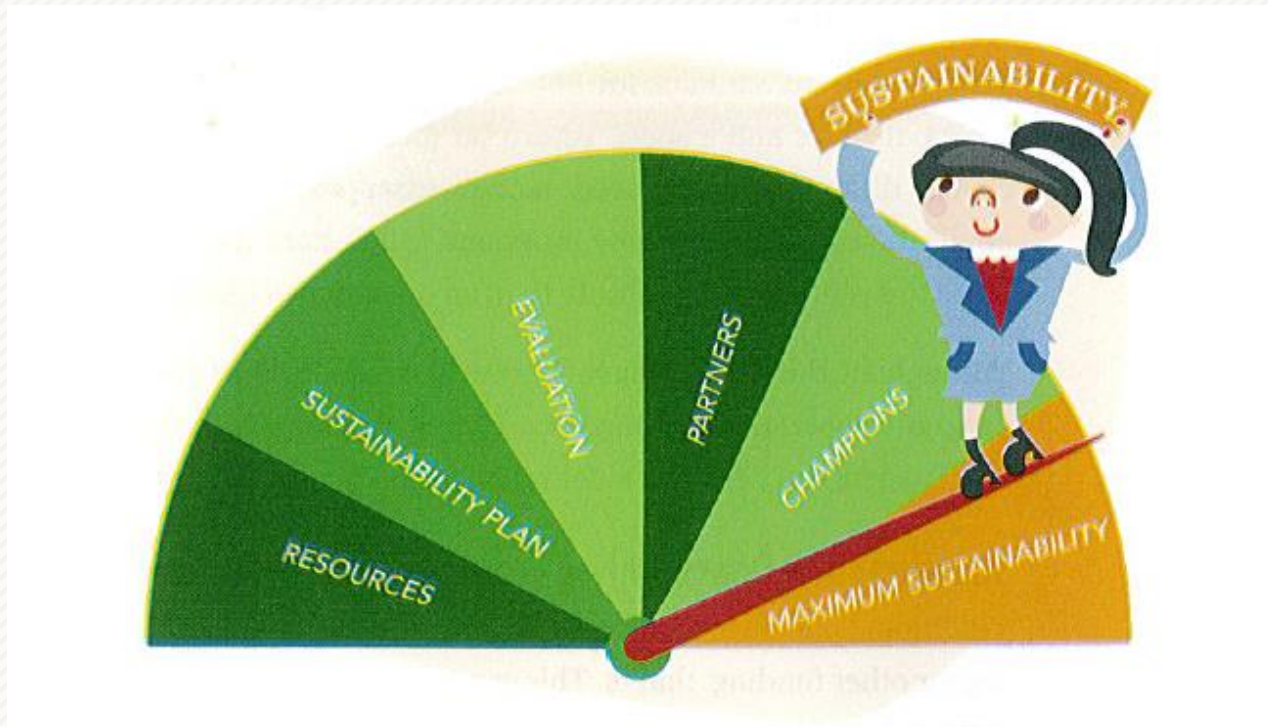


Image source: Hutchinson, K. (2016). *Survive and thrive: Three steps to securing your program's sustainability*. Gibsons, BC: Kylie Hutchinson.



ADDITIONAL RESOURCES FOR BROADER IMPACTS

General Information

National Alliance for Broader Impacts: <https://broaderimpacts.net/>

Perspective on Broader Impacts: https://www.nsf.gov/od/oia/publications/Broader_Impacts.pdf

NSF Proposal and Award Policies and Procedure Guide (PAPPG):

https://www.nsf.gov/pubs/policydocs/pappg18_1/index.jsp

COSEE Broader Impacts Wizard: <http://www.cosee.net/about/highlights/broaderimpacts/biwizard/>

Evaluation Resources

Betterevaluation.org

Informalscience.org

STEM Learning and Research Center: stellar.edc.org

Other Broader Impacts Offices & Centers

The Connector – University of Missouri: <http://theconnector.missouri.edu/>

Broader Impacts in Research – University of Oklahoma: <http://bir.ou.edu/>

The Science Center – Brown University: <https://www.brown.edu/academics/science-center/outreach/support-faculty/broader-impacts/broader-impacts>

Broader Impacts Resource Center – Penn State University: <http://broaderimpacts.psu.edu/>



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THE EVALUATION PROCESS



HOW TO LEARN MORE



HOW TO LEARN MORE

VISIT OUR INCLUDES CONFERENCE WEBSITE:

[WWW.NIMBIOS.ORG/INCLUDESCONF](http://www.nimbios.org/includesconf)

NISER RESOURCES



stemeval.org



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twitter.com/NISERevaluation
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CONTACT US!



pbaird@utk.edu



sondra@utk.edu



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EVALUATION AND RESEARCH

THANK YOU!



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