



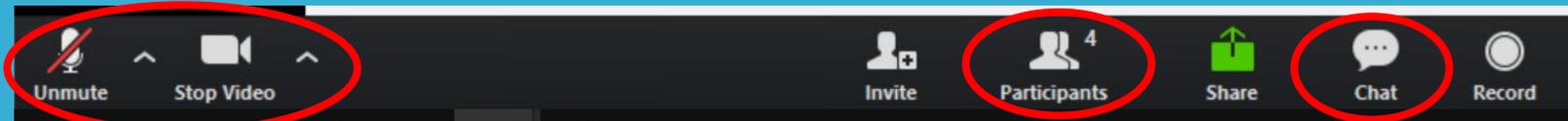
This webinar is being recorded

# THE ROLE OF DATA IN WRITING EVALUATION REPORTS: WHAT'S THE STORY?

## An AGEP ECBC Webinar

September 9, 2021

- ### Suggested Webinar Etiquette
1. Make sure your screen name has your name and alliance
  2. Mute yourself unless you are talking
  3. Turn on video when talking
  4. Use the chat to share thoughts, comments, questions at any time
  5. Use side by side mode for easy viewing





# Welcome and Agenda



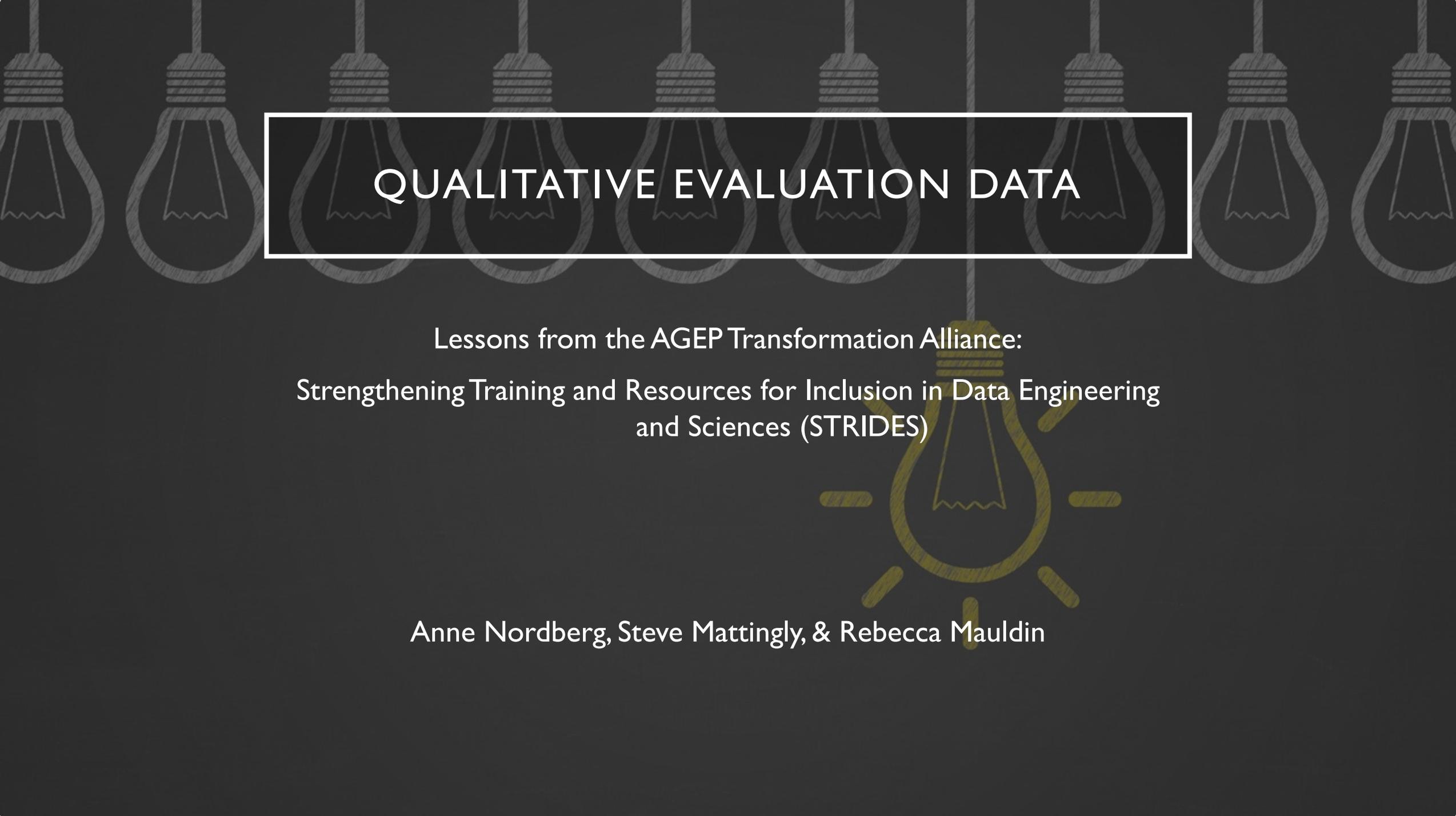
- Updates and announcements
- Presentation by AGEP STRIDES
- Q&A
- Presentation by AGEP HBU PATHs
- Q&A
- Wrap up and next steps

# AGEP and AGEP ECBC Updates

- The ECBC is planning on an all-AGEP (not just evaluators) webinar later this fall. Date TBA as we finalize presenters.
- Registration is open for the AEA annual conference (Virtual, Nov 8-12). Visit [www.eval.org](http://www.eval.org) for details.

Team member Evangeline Ambat welcomed her daughter Anushkah to the world last weekend!



A row of ten lightbulbs hanging from above. The background is dark grey. The lightbulbs are drawn in a simple, sketchy style. The one in the center-right is glowing yellow, while the others are dark grey. A white rectangular box is superimposed over the middle of the row, containing the title text.

# QUALITATIVE EVALUATION DATA

Lessons from the AGEP Transformation Alliance:  
Strengthening Training and Resources for Inclusion in Data Engineering  
and Sciences (STRIDES)

Anne Nordberg, Steve Mattingly, & Rebecca Mauldin

ABOUT US & OUR PROJECT...

# AGENDA

Why qualitative data?



Examples from our  
evaluation experience



Summarizes challenges and  
opportunities of qualitative  
approaches to evaluation



## LURE OF QUANTITATIVE DATA

- Metrics are increasingly important for rankings, funding, fundraising, etc.
- More time and personnel efficient data collection
  - Therefore, institutions rely on these
- Scientists are trained to value and understand these data and to be skeptical of 'soft' science, low sample sizes, and 'opinions'

# WHY QUALITATIVE EVALUATION APPROACHES?

- To explore **local** dynamics and **specific** impacts
- To include voices and perspectives of many different groups
- To build relationships between project team and constituents
- To deepen understanding of “why?” that arises with quantitative analyses

# PROJECT GROUP DYNAMICS

Observations of meetings



- Bird's eye view of project progress, barriers, even threats
- Can identify inequities in workload and help mitigate
- Can identify potentially helpful trainings for personnel
- Can help manage group dynamics as “outsiders”

# LIVED EXPERIENCES OF AGE POPULATIONS

Qualitative interviews



- Gather data impossible to capture with quantitative methods
- May help fill gaps in knowledge generated by quantitative approaches
  - Why are there differences in program completion rates?
  - If exit surveys are positive among AGEP populations, we can conclude culture is good, right?
- Connects project team with constituents
  - May generate interest among students as project scholars
- Listen to people who are historically marginalized

EXAMPLE: MENTORING  
MATTERS



*“I've been struggling the most in Research. It was picking a topic and conducting that and it's like waiting till I see them [mentor]. The cute little picture of a little dog, like with the leash of his own mouth. That's what it feels like.” (Graduate student)*

# SUGGESTIONS FOR CHANGE

Interviews and 'unfocus' groups with scholars

- Strive towards a faculty that reflects student diversity
- Recruit more students who identify as African American & Latinx
- Enhance faculty interactions with AGEP populations
- Build structure & responsibility for graduate students' sense of belonging



# CHALLENGES AND OPPORTUNITIES

### Observational data results took team by surprise

- Discuss purpose of observations and share a feedback plan to avoid surprises in reports
- Evaluation team should be prepared to speak up when necessary
  - Should define in advance what ‘necessary’ might entail

### Undervalued qualitative data

- Need to “sell” qualitative data to scientists
- Identify personnel who need more training/education

### Evaluation findings dismissed by some team members

- Discuss purpose and role of evaluation as part of the team
- Have a plan for differentials in understanding of anti-Black racism, sexism, etc.



Institutional change *requires* stories of exclusion and suffering to envision and implement mitigation, amends, and cultural change. Qualitative evaluation approaches ensure that project teams stay the course.



THANK YOU!  
QUESTIONS?



# Building Asset-Based Stories of **STEM** Success

AGEP Evaluation Capacity  
Building Conference  
September 9, 2021

A Personal Journey Towards Deconstructing  
Deficit-Based Narratives: Building Asset-Based  
Stories of STEM Success

Dr. Asa Hilliard

Dr. Edmund Gordon

Dr. Mary Atwater

Dr. James Banks

Dr. Gloria Ladson Billings

Dr. Julia Clark

Dr. Lisa Delpit

Dr. Michelle Foster

Dr. Geneva Gay

## On the shoulders of scholars

Dr. Stafford Hood

Dr. Rodney Hopson

Dr. Jackie Jordan Irvine

Dr. Joyce King

Dr. Yvonne S. Lincoln

Dr. Barbara Sizemore

Dr. Vanessa Siddle Walker



# Angelicque Tucker Blackmon, Ph.D.

23-years of research and evaluation experience and 18 years assessing the impact of STEM programs on faculty and students.

# STEM Education

is moving forward. It is  
changing even as its  
reach is widening





# Building Asset- Based Stories of STEM Success



INNOVATIVE  
LEARNING CENTER

Efforts to attract and keep skilled talent are flowing in the right direction.

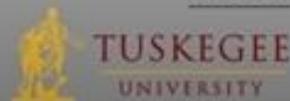
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22 External Mentors



The University of Georgia



A Model to Advance Early Career Minority  
Faculty in the STEM Professoriate  
**A NATIONAL COLLABORATIVE**

# STEM Pipeline Metaphor

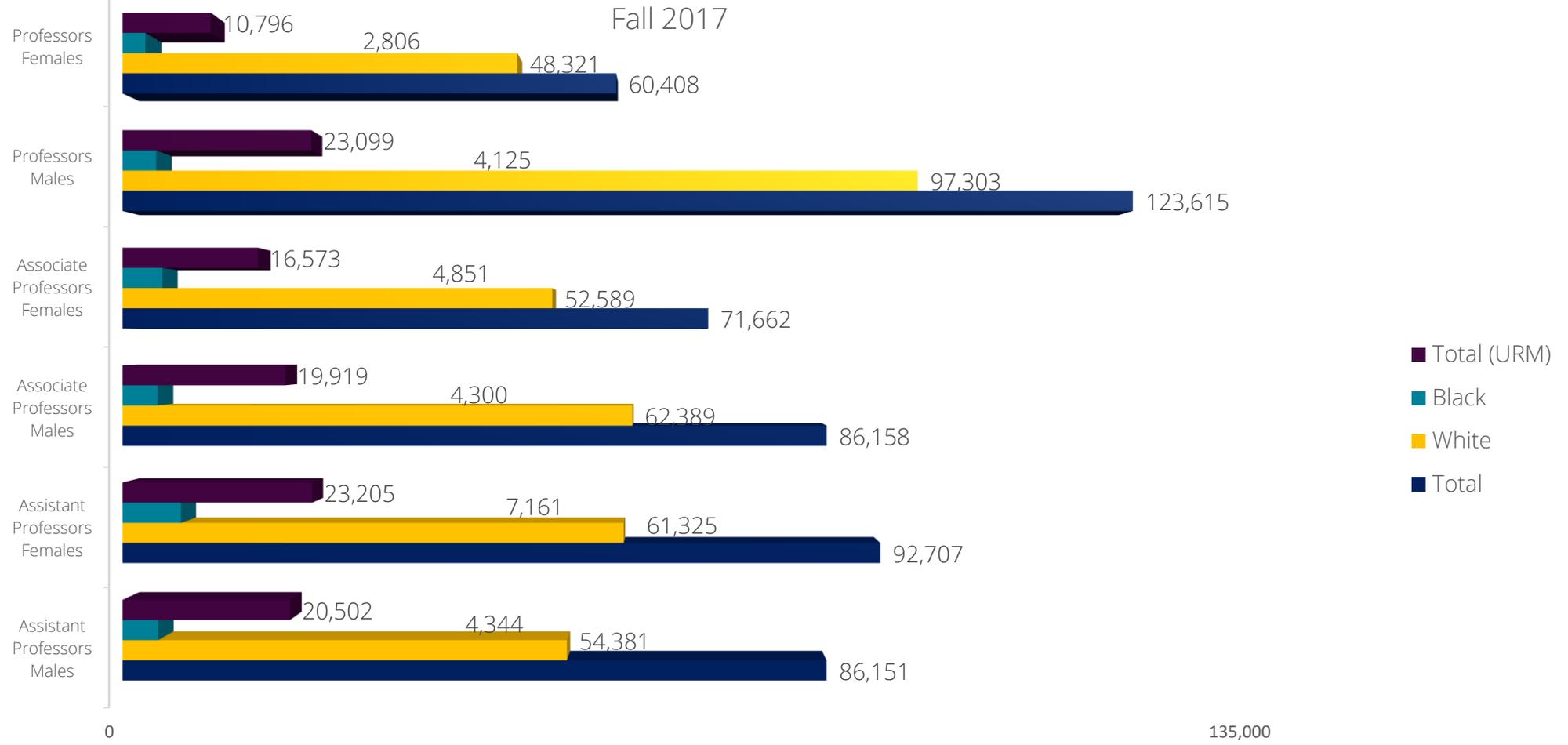


INNOVATIVE  
LEARNING CENTER



# Full-time Faculty

Full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, gender, and academic type



# The Gathering Narrative

[ilearningcenter.education](http://ilearningcenter.education)

- Compares
- Concludes
- Your success is mine. Your failure is yours.

# Promotion & Tenure

Faculty assessed for tenure and promotion readiness outside the context in which they actually find themselves.





# Narratives

Are important. They matter.

- Narratives frame thoughts
- Deficit-narratives work for some and cause harm for others.
- Asset-based narratives drive economic advancements for some.
- Deficit-based narratives restrict economic advancement for others.

## A crushing deficit refrain

Characterized the work of experienced academics who were trying to solve a problem or offer some type of evidence-based solution to an existing problem.





Pull forward assets because everyone has an opportunity to improve on something.

I could see the report preparer's perspectives.  
I decided to hold a different disposition.

There are first generation college students of color, in STEM, hanging in the balance of all our perspectives, actions, and decisions.



Use ethnography  
inquiry to co-create a  
complete narrative.

Learn the  
culture





## The Narrator

There is a benefit in *not having* a counter-narrative. Use evaluation research to create the counter narrative.

Coded as outflow in the STEM system pipeline and assigned to the 'slipped through the cracks' pile.



Coded out



The nomenclature STEM pipeline, even as a symbolic representation is severely restrictive and pulls forward a deficit narrative about others.

# The Distortion

Began with a central focus on comparing students using the same outcome measures, such as performance on standardized science and mathematics tests with some students attending resource rich schools while other students attend resource-poor schools and encounter teachers with less experience.





It is a difficult theory to avoid. There is a tendency to blame one group for their failures while ensuring the success of others.

As a student in Analytical Chemistry, I felt invisible.



When the  
narrator  
changes, so does  
the story.



Create counter experiences with others. I can be highly scientific, kind, and nurturing.

Count her



Catalyze the next generation of young changemakers. Measure those engaged in the STEM field by their whole narrative, not only parts of it.



# Let's Growth Together

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THANK YOU

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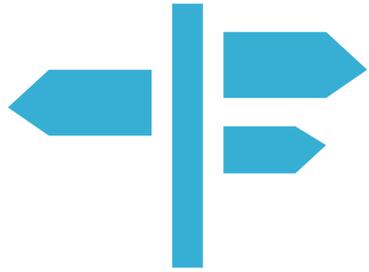
## Acknowledgements

ILC Evaluation Data Analyst

- Robin Baskin-McNulty

ILC Communications Team

- Tish Spaulding
- JoAnn Fisher



## Wrap-up and next steps

- This webinar will be posted on <https://agep-ecbc.edc.org/> next week.
- What topics would you like to see in an upcoming webinar?
- Do you want to share something about your AGEP evaluation with others? Let us know!



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# THANK YOU

Contact the AGEP ECBC team any time!

[AGEP\\_ECBC@edc.org](mailto:AGEP_ECBC@edc.org)