

## CLEARING MISCONCEPTIONS

- ✓ The NSF considers stories a form of data!
- ✓ You can include stories and qualitative data in your NSF annual reports and in your evaluation reports!
- ✓ Qualitative data can contribute to the generation of knowledge and evidence!

## BRIEF EXAMPLES

### Quantitative Oriented Evaluation Report

- Project served 23 first-generation college students
- 6 of whom were Black, 4 Hispanic
- 90% of students said they were satisfied with the program
- 50% of students remained in a STEM program after two years
- None of those students were Black or Hispanic

### Qualitative Oriented Evaluation Report

*"The program staff were supportive and friendly. I probably would have dropped out if it wasn't for them."*

*Jim, a first-generation college student who identifies as white, went on to graduate with a STEM degree.*

However, Aron – a Black student – didn't have the same connection to the project staff. *"I just never felt like I belonged there. I couldn't see myself working in the field. I wish there were more mentors like me."*

## BRIEF EXAMPLES

### Mixed Methods Evaluation Report

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- 90% of students said they were satisfied with the program
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*"The program staff were supportive and friendly. I probably would have dropped out if it wasn't for them."*

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## DATA COLLECTION METHODS

Observations

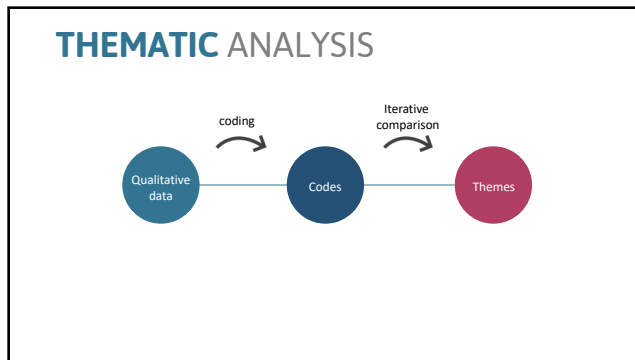
Interviews

Focus groups

Surveys

Document review

Media review



### CHAT QUESTION


## 2 TRUSTWORTHINESS & TRANSPARENCY

### TRUSTWORTHINESS CRITERIA

Quantitative Methodologies	Qualitative Methodologies
Internal validity	Credibility
External validity	Dependability
Reliability	Transferability
Objectivity	Confirmability




### DEMONSTRATING TRUSTWORTHINESS



**Credibility**  
Confidence in data accuracy

- Describe length and depth of site visits
- Detail methods such as member checking, triangulation, and interpretation process
- Give attention to deviant cases in the findings


### DEMONSTRATING TRUSTWORTHINESS



**Dependability**  
Stability of data over time and across conditions

- Justify how participants were identified and chosen (sampling strategy)


### DEMONSTRATING TRUSTWORTHINESS



**Transferability**  
Applicability of data to other contexts

- Describe the project context and background in detail
- Use thick descriptions in the findings section

### DEMONSTRATING TRUSTWORTHINESS



**Confirmability**  
Ability to follow the decision trail used by evaluator


- Use appendixes to leave a transparent audit trail of the evaluation process
- Declare evaluator biases and assumptions with a positionality statement

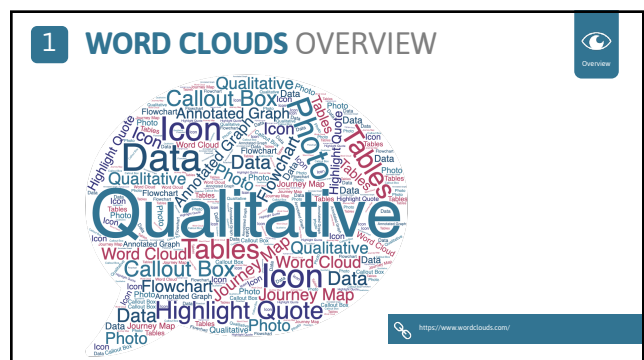
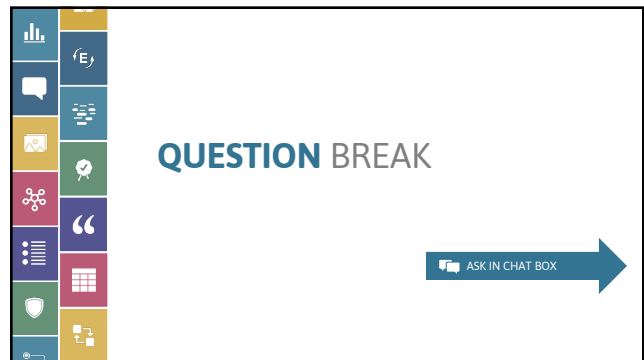
### DEMONSTRATING TRUSTWORTHINESS

 <b>Credibility</b> Confidence in data accuracy <ul style="list-style-type: none"> <li>• Describe length and depth of site visits</li> <li>• Detail methods such as member checking, triangulation, and interpretation process</li> <li>• Give attention to deviant cases in the findings</li> </ul>	 <b>Dependability</b> Stability of data over time and across conditions <ul style="list-style-type: none"> <li>• Justify how participants were identified and chosen (sampling strategy)</li> </ul>	 <b>Transferability</b> Applicability of data to other contexts <ul style="list-style-type: none"> <li>• Describe the project context and background in detail</li> <li>• Use thick descriptions in the findings section</li> </ul>	 <b>Confirmability</b> Ability to follow the evaluation decision trail <ul style="list-style-type: none"> <li>• Use appendixes to leave a transparent audit trail of the evaluation process</li> <li>• Declare evaluator biases and assumptions with a positionality statement</li> </ul>
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### CHAT QUESTION

If you could choose only one, which of these strategies would be the *most* important to you as a reader or author of an evaluation report?


RESPOND IN CHAT BOX



## 1 WORD CLOUDS EXAMPLES

**Figure 2. Word Cloud for Question:** In what ways did you act as a mentor this week to your team of high school students?

Interested Likes and Dislikes **Talked Fun Present**  
 Little Questions Observational Study  
**High School Students Ice Breakers**  
**Research High Schoolers Poster Field Day**

<https://www.informascience.org/project/eue/year-1/evaluation/report>

## 1 WORD CLOUDS EXAMPLES

**Figure 10-16. Word Clouds for Terms Learned in the Experience Archaeology Subteams**

<https://www.informascience.org/hands-heads-learning-impacts-and-outcomes/time-team-america-science-archeology-grant>

## 2 CALLOUT BOX OVERVIEW

“We only meet in person with students 4 days per week right now; the board wants to change that next quarter. If they do, it will mean (once again) having 1 week’s notice to rearrange our classrooms & schedules while simultaneously meeting usual obligations.”

- Survey Respondent

[Adapted from: https://www.informascience.org/teacher-innovator-institute-fall-2020/evaluation-highlights](https://www.informascience.org/teacher-innovator-institute-fall-2020/evaluation-highlights)

## 2 CALLOUT BOX EXAMPLES

[www.informascience.org/inclusive-scicomm-2019/knowledge-building-report](https://www.informascience.org/inclusive-scicomm-2019/knowledge-building-report)

## 2 CALLOUT BOX EXAMPLES

**Fall Check-in: Fall Teaching Environment**  
**Transition & Flux: Challenge Detail**

**The challenge of transitioning from one teaching environment to another is a major source of stress to many teachers. Teachers in science environments particular in inquiry were more able to find a routine that worked for them and students.**

“The school year began in August... [and] they were going to have to come back virtually for the summer. Science was... [and] they had to adjust to... [and] they had to adjust to... [and] they had to adjust to...”

“This year, I’ve had to adjust to... [and] they had to adjust to... [and] they had to adjust to...”

“The biggest challenge has been... [and] they had to adjust to... [and] they had to adjust to...”

<https://www.informascience.org/teacher-innovator-institute-fall-2020/evaluation-highlights>

## 3 HIGHLIGHT QUOTE OVERVIEW

Science News staff commented that given the project’s accelerated start up and implementation timelines, they didn’t have an opportunity to properly prepare for RAPID. An overriding sentiment among the reporters was that with the myriad demands on their time, more time should have been allocated for them to understand and reflect on the work at hand.

*They (news staff) may have been more engaged if they had been better prepared. The project was just sort of dropped in their lap. It took months for them to settle on what they were going to study. They didn’t have the time to plan because they weren’t given the information.*

— KQED Science team

*I think a longer ramp-up time for a research project is a better idea. I also think more reflection time needs to be built in. It’s really hard to get reporters to attend meetings, especially when they’ve got multiple deadlines.*

— KQED Science News team

[www.kqed.org/about/16200/rapid-process-evaluation](https://www.kqed.org/about/16200/rapid-process-evaluation)

### 3 HIGHLIGHT QUOTE EXAMPLES

#### COMMUNICATION & SHARED LEARNING

Quote 1: "I really enjoy networking with my peers and the opportunity to connect."

Quote 2: "The live workshops and other trainings are excellent."

#### TENSIONS & EXPECTATIONS

Quote 3: "...the array of resources available."

[www.kqed.org/about/16200/rpid-process-evaluation](https://www.kqed.org/about/16200/rpid-process-evaluation)

### 3 HIGHLIGHT QUOTE EXAMPLES

#### PROFESSIONAL DEVELOPMENT

Quote 4: "I joined to access more professional development opportunities."

#### RESOURCES

Quote 5: "The live workshops and other trainings are excellent."

<https://www.informalscience.org/national-livest-laboratory-creating-communities-learners-informal-cognitive-science-education>

### 4 TABLE OVERVIEW

Area	Quote
Training	"The live workshops and other trainings are excellent."
Professional Development	"I joined to access more professional development opportunities."
Networking	"I really enjoy networking with my peers and the opportunity to connect."
Resources	"...the array of resources available."

### 4 TABLE EXAMPLES

Area	Quote
Professional Development	"I joined to access more professional development opportunities."
Resources	"...the array of resources available."
Training	"The live workshops and other trainings are excellent."
Networking	"I really enjoy networking with my peers and the opportunity to connect."

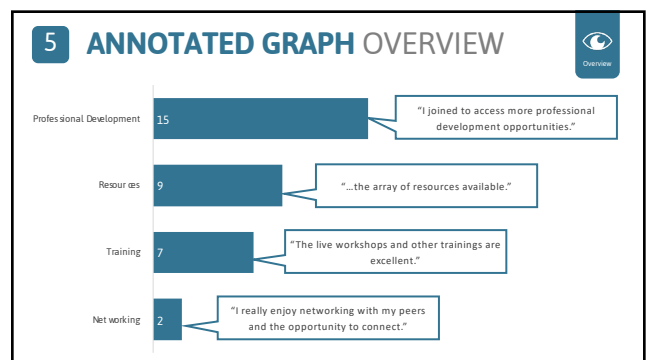
### 4 TABLE EXAMPLES

Quote 6: "I really enjoy networking with my peers and the opportunity to connect."

Quote 7: "The live workshops and other trainings are excellent."

Quote 8: "...the array of resources available."

<https://www.informalscience.org/techbridge-broad-implementation-2015-2016-evaluation-findings-grater-seattle-and-washington-dc>



## 5 ANNOTATED GRAPH EXAMPLES

**Figure 26: Researchers' benefits from Living Laboratory participation**

What, if anything, do you get out of the experience of running research studies and talking with family members? (n=35)

Developing communication skills	74%	"Able to discuss my research without jargon and convey its importance to people outside of academia"
Gaining research skills	40%	"Practical knowledge of how to run environmental field research"
Learning from the public	29%	"I get informed about what parents care about"
Meeting people	11%	"Meeting people from different backgrounds"
Exploring career options	9%	"Enabled me to figure out whether or not research was something I wanted to pursue"
Spreading excitement for science	6%	"I like to think that some of them get more excited about research"

<https://www.informalscience.org/national-living-laboratory-creating-communities-learners-informal-cognitive-science-education>

## 5 ANNOTATED GRAPH EXAMPLES

**17. If your organization worked with an external evaluator in 2011, what was your experience?**

**18/19. Why do you think the experience was/wasn't positive?**

Excellent, 33%	"[The external evaluator] was very involved, great listener, knowledgeable about evaluations, very willing to change and edit evaluation tool so that it worked for our programs. She met with us whenever necessary."
Good, 36%	"Our external evaluators increased our capacity to do in-depth case studies on strategies and provided a valuable independent perspective."
Mixed, 27%	"While we knew we needed a 'makeover' and major staff changes, it was stressful to open up to outsiders and admit the need."
Poor, 2%	"Backed out because of the amount of work involved as compared to the payment."
Poor, 2%	"Need more \$ to pay them."

[www.depicdatastudio.com/how-to-visualize-qualitative-data](http://www.depicdatastudio.com/how-to-visualize-qualitative-data)

## 6 PHOTOS OVERVIEW

<https://www.informalscience.org/summative-evaluation-making-natural-connections-authentic-field-research-collaboration>

## 6 PHOTOS EXAMPLES

**Interpreters' Perspectives**

The complex task of science communication is best by design across the field setting. With those who already have the technical and contextual knowledge to connect between science and the public, we can leverage their expertise to create a more effective communication strategy. This is especially true for the field setting where the communication is often done in a more informal setting.

**Findings**

84%

Sum of all respondents reported finding 84% of the time.

<https://www.informalscience.org/awoop-implementation-national-parks-perspectives-leaders-interpreters-visitors-and-scientists>

## 6 PHOTOS EXAMPLES

<https://www.informalscience.org/summative-evaluation-making-natural-connections-authentic-field-research-collaboration>

## 7 ICONS OVERVIEW

- Training
- Professional Development
- Networking
- Resources

## 7 ICONS EXAMPLES

www.informaticscare.org/nasa-my-library-phase-1-summative-evaluation-report

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www.informaticscare.org/nasa-my-library-phase-1-summative-evaluation-report

## 7 ICONS EXAMPLES

https://evalu.ate.org/oea-recipients/

## 8 JOURNEY MAPS OVERVIEW

SPECIFIC USER + SCENARIO + GOALS		
PHASE 1	PHASE 2	PHASE 3
1. _____	3. _____	7. _____
2. _____	4. _____	8. _____
	5. _____	9. _____
	6. _____	

OPPORTUNITIES + INTERNAL OWNERSHIP

https://www.rmgroupp.com/articles/journey-mapping-101/

## 8 JOURNEY MAPS EXAMPLES

https://evalu.ate.org/oea-recipients/

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## 8 JOURNEY MAPS EXAMPLES

Anderson Family's Journey in Life Goals

www.goodwillswm.org/impact/

## 8 JOURNEY MAPS EXAMPLES

www.goodwillswm.org/impact/

## DATA COLLECTION FOR STRATEGIES

#	STRATEGY	DATA COLLECTION METHOD					
		Observations	Interviews	Focus Groups	Surveys	Document Review	Media Review
1	Word Clouds				X	X	X
2	Callout Boxes		X	X	X		
3	Highlight Quotes		X	X	X		
4	Tables	X	X	X	X	X	X
5	Annotated Graphs		X	X	X		
6	Photos	X				X	X
7	Icons	X	X	X	X	X	X
8	Journey Maps	X	X	X		X	

## TOOLS AND RESOURCES FOR STRATEGIES

#	STRATEGY	PROGRAMS						
		Microsoft Word	Microsoft PowerPoint	Microsoft Excel	Canva	Noun Project	Word Cloud Generator	Word Cloud Maker
1	Word Clouds						X	X
2	Callout Boxes	X	X					
3	Highlight Quotes	X	X					
4	Tables	X	X	X				
5	Annotated Graphs	X	X	X				
6	Photos	X	X		X			
7	Icons	X	X	X	X	X		
8	Journey Maps	X	X		X			

## 8 Strategies for Reporting Qualitative Data

This guide outlines eight qualitative evaluation reporting strategies, including an overview, relevant data collection methods, tools and resources. We also include links to examples of documents that use each strategy. To learn more, watch the webinar video and review all resources that accompany this guide.

#	STRATEGY	DEFINITION	EXAMPLE LINKS	DATA COLLECTION METHOD						TOOLS & RESOURCES							
				Observations	Interviews	Focus Groups	Surveys	Document Review	Media Review	Microsoft Word	Microsoft PowerPoint	Microsoft Excel	Canva	Noun Project	Word Cloud Generator	Word Cloud Maker	
1	Word Clouds	A visual representation of text data. Typically used to visualize text from text.	<a href="#">http://www.wordclouds.com/</a>				X	X	X							X	X
2	Callout Boxes	A type of text box that also includes a line pointing to any location within a document.	<a href="#">http://calloutboxes.com/</a> <a href="#">http://calloutboxes.com/</a>	X	X	X				X	X						
3	Highlight Quotes	A section of colored, bolded, or larger text within a document to call attention.	<a href="#">http://highlightquotes.com/</a> <a href="#">http://highlightquotes.com/</a>	X	X	X	X	X	X	X	X						
4	Tables	A grid that helps organize large amounts of data.	<a href="#">http://tablemaker.com/</a> <a href="#">http://tablemaker.com/</a>	X	X	X	X	X	X	X	X						
5	Annotated Graphs	A graph that has annotations to add context.	<a href="#">http://annotatedgraphs.com/</a> <a href="#">http://annotatedgraphs.com/</a>	X	X	X				X	X	X					
6	Photos	A visual that provides context that words may not be able to describe.	<a href="#">http://photos.com/</a> <a href="#">http://photos.com/</a>	X						X	X	X	X	X			
7	Icons	Symbols that represent key words or phrases in order to provide simpler responses.	<a href="#">http://icons.com/</a> <a href="#">http://icons.com/</a>	X	X	X	X	X	X	X	X	X	X	X			
8	Journey Map	A visualization of the process that a person goes through in order to accomplish a goal.	<a href="#">http://journey.com/</a> <a href="#">http://journey.com/</a>	X	X	X	X	X	X	X	X						

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## ACTIVITY

### Evaluation Scenario

How would you display the data in this scenario?

### ACTIVITY

XYZ evaluation team has conducted **interviews** with 28 undergraduate students at Lockland Community College to gain an understanding of advising for their biological sciences program.

1 WORD CLOUDS

2 CALLOUT BOXES

3 HIGHLIGHT QUOTES

4 TABLES

5 ANNOTATED GRAPHS

6 PHOTOS

7 ICONS

8 JOURNEY MAPS

RESPOND IN CHAT BOX

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RESPOND IN CHAT BOX

How would you display the data in this scenario?

### ACTIVITY

ABC evaluation team has collected **one-word responses** during an undergraduate lecture of 1,000 undergraduate students. The report will inform the science coordinator of student's reactions to the lecture.

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RESPOND IN CHAT BOX

How would you display the data in this scenario?

### ACTIVITY

JKL evaluation team evaluated the **process** for Williams College's development of their Automotive Manufacturing 101 course. They need to produce a report for administration to understand the process.

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## OUTSTANDING ATE EVALUATION AWARD

2021 Recipients

Peery & Willerson, 2019

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

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## QUESTION BREAK

ASK IN CHAT BOX

## Feedback Survey

