What Gets Measured Gets Done:
Exploring ATE Evaluator’s and PI’s Attention to Diversity, Equity, and Inclusion

What Gets Measured Gets Done
Exploring ATE Evaluators’ and Principal Investigators’ Attention to Diversity, Equity, and Inclusion

STARTING AT 1 P.M. EASTERN

www.evalu-ate.org

Slides and Recording:
www.evalu-ate.org/webinar/may-21
What Gets Measured Gets Done:
Exploring ATE Evaluator’s and PI’s Attention to Diversity, Equity, and Inclusion

Materials

Slides
Additional Resources
Recording

Introductions

Ayesha
Boyce
Arizona State University

Tiffany
Smith

Emma
Leeburg
Wayne State University
The Evaluation Center

Slides and Recording:
www.evalu-ate.org/webinar/may-21
Behind the Scenes

Lyssa Wilson Becho
Ana Councell
Megan Zelinsky
Kelly Robertson
Lori Wingate
Valerie Marshall

Special Thank You

Yi-Jenn Wang
Candiya Mann
Adam McKee
Carolyn Williams-Noren
What Gets Measured Gets Done:
Exploring ATE Evaluator’s and PI’s Attention to
Diversity, Equity, and Inclusion

Advanced Technological Education Program
www.nsf.gov/ate

This material is based upon work supported by the National Science Foundation under Grants Nos. 1600992 and 1841783. The content reflects the views of the authors and not necessarily those of NSF.

Slides and Recording:
www.evalu-ate.org/webinar/may-21
What Gets Measured Gets Done:
Exploring ATE Evaluator’s and PI’s Attention to Diversity, Equity, and Inclusion

Webinar Outline

Introductions → Creation of a reflective space → Defining DEI and the importance of this work → Our empirical work → DEI in evaluation practice and research findings → What gets measured gets done → Q&A → Q&A

Introductions

Slides and Recording:
www.evalu-ate.org/webinar/may-21
Introductions

Ayesha
Associate Professor, ASU
Boyce

Tiffany
Clinical Assistant Professor, UNCG
Smith

Participant Introductions

Location
Institution
Position

Type answers in chat box!

Slides and Recording:
www.evalu-ate.org/webinar/may-21
"Reflective thinking is always more or less troublesome because it involves overcoming the inertia that inclines one to accept suggestions at their face value; it involves willingness to endure a condition of mental unrest and disturbance... judgment suspended during further inquiry... to maintain the state of doubt and to carry on systematic and protracted inquiry — these are the essentials of thinking."  

Grounding us in this time...

Creating a Reflective Space

What is happening in our practice? Where are we headed, and why?

What is going well? What is not going well?

What could be improved or modified going forward?

Who gains and who loses, and by which mechanisms of power?
What is our responsibility as evaluators?

How can we further facilitate the assessment of success and value of programs through our efforts?

Reflective Practice

An iterative process of thinking and questioning, self and contextual awareness, focused on learning and improvement for both the evaluator and those involved in the evaluation.

-Smith & Skolits, 2021, pp. 16-17

This webinar is an opportunity to (further) incorporate ourselves into the mirror of our evaluative practice.
Reflective Practice Requires

- Active Listening
- Evaluative & Critical Thinking
- Authentic & Effective Communication
- Intentionality
- Self & Contextual Awareness
- Articulating Positionality & Values
- Interest in Taking Action
- Mindset toward Change & Growth

Your Reflections Today

1. Who are you as an evaluator and how do you incorporate DEI into your evaluation efforts?
2. What does your practice look like? How are peoples’ voices incorporated?
3. What is going well in your practice, around DEI?
4. What could be going better?
5. Within your context, who gains and who loses? By which mechanisms of power?
6. What do diversity, equity, and inclusion look like, and how could they be further envisioned, in your own evaluation projects?
7. What can be done to improve your evaluation practice moving forward?

Slides and Recording:
www.evalu-ate.org/webinar/may-21
Iterative Nature of this Work

Reflective practice is an iterative and constant process.

So too is the practice of humility.

And cultural responsiveness.

Bonus Question(s)

How will you incorporate deliberate, intentional reflection, into your practice and the practices of the programs you evaluate?

What data sources can provide evidence about and increase the richness of your practices related to diversity, equity, and inclusion issues?

How can you capture both process and product?
Questions

Ayesha

Tiffany

Webinar Outline

Introductions
Creation of a reflective space
Defining DEI and the importance of this work
Our empirical work
DEI in evaluation practice and research findings
What gets measured gets done
Q&A
Q&A

Slides and Recording:
www.evalu-ate.org/webinar/may-21
Chat Question:
What comes to mind when you think about...

Diversity?

Chat Question:
What comes to mind when you think about...

Equity?
Chat Question:
What comes to mind when you think about…

Inclusion?

Defining Diversity

Variety in traditional sociodemographic markers such as class, gender, and race, as well as other ways people are different from one another.

Differences among individuals, including demographic differences such as gender, race, ethnicity, and country of origin (NAS, 2018).
**Defining Equity**

Parity in program access, participation, and accomplishment for all program participants, especially those least well-served in the context (Greene, Boyce, & Ahn, 2011).

Fair distribution of opportunities to participate and succeed in education for all students (NAS, 2018).

**Defining Inclusion**

Fostering an environment in which participants are (and feel) embraced, included, valued.

Processes through which all students are made to feel welcome and are treated as motivated learners (NAS, 2018).
The world is becoming increasingly small, and the need to communicate and serve diverse contexts and communities is growing larger.
Current Research Questions

1. How are ATE external evaluators and principal investigators (PIs) defining and measuring diversity, equity, and inclusion (DEI) in their project and evaluation practices?

2. To what extent do definitions align with the NAS definitions?

Methodology: Data Collection

- **2019**: EvaluATE Principal Investigator Survey
- **2019**: EvaluATE Evaluator Survey
- **2020**: EvaluATE Evaluator Survey
- **2020**: PI and Evaluator Interviews
Methodology: Data Analysis

- Quantitative Survey Data Using Descriptive Statistics
- Qualitative Survey ATLAS.ti in Process of Thematic Analysis
- Inductive Thematic Analysis for Interviews (Current)

DEI in Evaluation Practice & Research Findings

- Overview research findings
- Provide practical examples
Poll Question

Which of the following demonstrates a good way to examine and measure diversity?

A. “Notes regarding the composition of groups of students interviewed about their experience of the advanced technology.”

B. “This is the focus of the [name redacted] University so the ATE classes were designed to be a general education course that would be available to the entire campus.”

C. “Demographic data on student & faculty participants in ATE activities.”

Answer in poll!
Diversity: Research Findings

A few findings

95.60%
Most participants reported that they collect data on diversity as a part of the evaluation of their ATE project

68.85%
Participants who noted that they collected data on diversity overwhelmingly reported that they collect demographic information to address this topic

13.11%
Participants sometimes explained specific project activities, the most common one being specific enrollment activities

Diversity: Research Findings

Evaluators: To what extent does the evaluation of this ATE project gather evidence related to diversity, equity, and inclusion?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Minimal Extent</th>
<th>Moderate Extent</th>
<th>Substantial Extent</th>
<th>Very Substantial Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>4.4%</td>
<td>13.2%</td>
<td>32.4%</td>
<td>35.3%</td>
</tr>
</tbody>
</table>
How to Measure Diversity

Diversity: Example Evaluation Questions

1. How and in what ways is project leadership attending to diversity? What opportunities and barriers exist? How might progress toward diversity be improved?

2. To what extent has this project increased diversity of participants?
Diversity: Example Indicators

Leadership/Representation

Initial URM # & %

Change in URM

Total # of Participants

Retention Rates

National Demographics/Representation

Demographics

Diversity: Example Indicators

- LGBTQ+ identities
- Disability status and physical accessibility needs
- Racial and ethnic identities
- Religious groups
- Learning and mental accessibility needs
- Gender identity
- Age
- Nationality
- School attended/no schooling
- Country/countries lived in
- Social/economic status
Diversity: Example Data Collection Methods

- Surveys
- Focus Groups & Interviews
- Institutional or Administrative Data
- Program Documentation

EQUITY
Poll Question

Which of the following demonstrates a good way to examine and measure equity?

A. “All materials that relate to the program are vetted by the college for equity.”

B. “Expansion of program to under-served populations. Specifically, females and people of color in STEM.”

C. “Increasing participation of autistic students in STEM/ATE programs.”

83.70% noted that they collected data on equity in the evaluation of their ATE project.

Equity: Research Finding

83.70%
Equity: Research Findings

Evaluators: To what extent does the evaluation of this ATE project gather evidence related to diversity, equity, and inclusion?

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Minimal Extent</th>
<th>Moderate Extent</th>
<th>Substantial Extent</th>
<th>Very Substantial Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>4.4%</td>
<td>13.2%</td>
<td>32.4%</td>
<td>35.3%</td>
<td>14.7%</td>
</tr>
<tr>
<td>Equity</td>
<td>16.4%</td>
<td>23.9%</td>
<td>28.4%</td>
<td>23.9%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>
How to Measure Equity

Equity: Example Evaluation Questions

1. How and in what ways are project leadership attending to equity? What opportunities and barriers exist? How might they be improved?
2. What is the quality of the program design, content, and pedagogy, as designed for various and diverse learners in the context?
3. To what extent is the project differentiating instruction based on need?
4. How and in what ways is the project ensuring that various populations have access to resources?
5. Are key project components operating effectively? What is working well and for whom?
Equity: Example Indicators

- External factors/threats
- Support in place (access)
- Diversification of services
- Trainings offered and taken
- Compensation
- Criteria for selection
- Recruitment vs selection rates
- Retention (disaggregated)
- Disciplinary actions
- Curriculum

Equity: Example Indicators

- GPA
- Mentoring type and amount
- Satisfaction
- % resource based on need
- Attendance
- Recruitment

Slides and Recording:
www.evalu-ate.org/webinar/may-21
**Equity: Example Indicators**

- GPA
- Mentoring type and amount
- Satisfaction
- % resource based on need
- Event Attendance

Recruitment

- LGBTQ+ identities
- Disability status and physical accessibility needs
- Racial and ethnic identities
- Religious groups

**Equity: Example Data Collection Methods**

- Surveys
- Focus Groups & Interviews
- Institutional or Administrative Data
- Program Documentation
- Observational Data
Poll Question

Which of the following demonstrates a good way to examine and measure inclusion?

A. “Questions relating to actions and outcomes related to making more people feel included, particularly by knowing what options are available to them and being able to see themselves in the roles they are learning about.”

B. “Survey responses related to a sense of belonging in program settings.”

C. “We really aren't collecting much other than demographic data.”

Answer in poll!
Inclusion: Research Findings

Evaluators: To what extent does the evaluation of this ATE project gather evidence related to diversity, equity, and inclusion?

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Minimal Extent</th>
<th>Moderate Extent</th>
<th>Substantial Extent</th>
<th>Very Substantial Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>4.4%</td>
<td>13.2%</td>
<td>32.4%</td>
<td>35.3%</td>
<td>14.7%</td>
</tr>
<tr>
<td>Equity</td>
<td>16.4%</td>
<td>23.9%</td>
<td>28.4%</td>
<td>23.9%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Inclusion</td>
<td>14.7%</td>
<td>22.1%</td>
<td>26.5%</td>
<td>26.5%</td>
<td>10.3%</td>
</tr>
</tbody>
</table>

85.40% participants reported having collected data on inclusion in their evaluations of ATE projects.
Inclusion: Research Finding

- Program Documentation
- Surveys
- Demographic Information
- Focus Groups & Interviews
- Recruitment
- Marketing & Outreach
- Population served

How to Measure Inclusion
Inclusion: Example Evaluation Questions

1. How and in what ways are project leadership attending to inclusion and cultural issues across components? What opportunities and barriers exist? How might they be improved?

2. What is the project culture and climate? What are participant experiences and sense of belonging? Are there differences in experience across groups?

Inclusion: Example Indicators

- Support in place (access)
- Curriculum
- Leadership
- Programmatic training
- Project goals
- Stakeholder voice/lived experience/authenticity
- Climate
- Satisfaction
- Participant experience
- Attendance
Inclusion: Example Indicators

- Support in place (access)
- Curriculum
- Leadership
- Programmatic training
- Project goals
- Stakeholder voice/lived experience/authenticity
- Climate
- Satisfaction
- Participant experience
- Attendance

Inclusion: Example Indicators

- Sense of belonging
- Understanding of role/responsibility
- Self-efficacy
- Relationship with leadership
- STEM identity

Slides and Recording:
www.evalu-ate.org/webinar/may-21
Inclusion: Example Data Collection Methods

- Surveys
- Focus Groups & Interviews
- Program Documentation
- Observational Data

Poll Question

Within your own context what will be the most difficult to measure?

Answer in poll!
Chat Questions

Within your own context what will be the most difficult to measure?

Follow-up questions

1. Why did you choose that answer?
2. What makes it difficult?

Project Engagement in DEI

Comparative descriptive statistics for the extent to which evaluators and PIs believe their projects engage in Diversity, Equity, and Inclusion (range 1–5).

<table>
<thead>
<tr>
<th></th>
<th>Evaluators</th>
<th>Principal Investigators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>3.7</td>
<td>3.8</td>
</tr>
<tr>
<td>Equity</td>
<td>3.4</td>
<td>3.8</td>
</tr>
<tr>
<td>Inclusion</td>
<td>3.6</td>
<td>3.8</td>
</tr>
</tbody>
</table>
**Chat Question**

What efforts does your program make toward DEI?

---

**What gets measured gets done**

- Diversity traditionally gets the spotlight and is measured. How can we place the spotlight on equity and inclusion?
- How can we build capacity for focusing on and measuring equitable and inclusive practices in our programs?
- Importance of informal and formal engagement with DEI

---

Slides and Recording:  
www.evalu-ate.org/webinar/may-21
Chat Question

How could you further integrate reflection activities to understand the incorporation of DEI in your program’s efforts?

What gets measured gets done

- Need for reflective practice
- Measures are only as descriptive as the activity they are designed to focus on
- What activities are your programs engaged in that can contribute to your "measurement" of DEI efforts/outcomes?

Slides and Recording:
www.evalu-ate.org/webinar/may-21
What Gets Measured Gets Done:
Exploring ATE Evaluator’s and PI’s Attention to Diversity, Equity, and Inclusion

Questions

Ayesha

Tiffany

May 25
WEBCHAT

Slides and Recording:
www.evalu-ate.org/webinar/may-21
What Gets Measured Gets Done:
Exploring ATE Evaluator’s and PI’s Attention to
Diversity, Equity, and Inclusion

ATEE Evaluation
COACHING

EvaluATE Slack
COMMUNITY

Slides and Recording:
www.evalu-ate.org/webinar/may-21
Post Webinar Survey

What Gets Measured Gets Done:
Exploring ATE Evaluator’s and PI’s Attention to Diversity, Equity, and Inclusion