WRITING AN EVALUATION PLAN FOR YOUR NSF CAREER GRANT BROADER IMPACTS SECTION

Your proposal should contain the following:

(1) Goals

- These are 1-3 overarching statements about what you hope to achieve through the grant. With the various components of the CAREER grant, you may have research goals, teaching goals, and outreach goals, but in the broader impacts section, there should be some interrelationship between them.
- Your goals should address the Merit Review criteria, e.g., improved STEM education. (For goals, see https://broaderimpacts.net/wp-content/uploads/2016/05/nabi_guiding_principles.pdf)

(2) Objectives (sometimes also called expected outcomes)

- These are *measurable* outcomes that follow from your goals. For example, if your goal is "Increase students' interest in neuroscience," then an objective might be, "Students in the new course-based research experience will report heightened interest in pursuing a neuroscience career, comparing beginning and end-of-term responses. Further, disaggregated analyses will suggest similar gains for historically underrepresented groups."

(3) Implementation (sometimes also called Project Activities)

- This is what you are going to do to achieve your goals and objectives, e.g., teaching a new course on social systems to Brown undergraduates. (If you need other ideas, there are several on the NSF resource, "Broader Impacts": https://www.nsf.gov/od/oia/special/broaderimpacts/.) These activities should be described with enough detail that the reader will understand the feasibility of their implementation.
- You should indicate milestones for your broader impact implementation, such as when new materials will be developed or the extent of participation from underrepresented groups you expect in Years 1, 2, etc.
- Be sure to signal the resources available to carry out the evaluation, including budget and personnel.

(4) Evaluation (including plans for formative and summative evaluation)

- Formative evaluation involves frequently monitoring and improving the project as it evolves, in reference to your key objectives. For example, for a new course about your research topic, you could propose, "Each year, the Sheridan Center for Teaching and Learning will conduct a 20-minute focused discussion with students to gather their perspectives on what features of the course are helping them to learn and what aspects of the course could be changed to help them learn better."
- Summative evaluation identifies how you can document that your objectives were achieved, i.e., key accomplishments. For example, in a new course that seeks to develop knowledge, skills, and interest in the field, you could propose to use student concept inventories (i.e., a survey about key concepts in your field) and pre-/post-surveys to measure attitudinal shifts in students' educational and career plans. Student work –i.e., tests, papers, projects-- can also be productively dual-purposed to measure student learning, but ideally, any research instruments named should be validated, by others or by you. If there is the intention to disseminate findings, please also consider IRB approval.

Please contact the Sheridan Center for Teaching and Learning (Sheridan_Center@brown.edu) for assistance with evaluation plans for broader impacts sections addressing new courses or teaching innovations at Brown.