

Resume

Deborah L. Wasserman, Ph.D.

COSI Center for Research and Evaluation
333 W. Broad Street Columbus,
Ohio 43215
dwasserman@cosi.org
614.629.3123

Summary

Seasoned evaluator specializing in self-determination theory as applied to youth programming, particularly within informal STEM education. Extensive experience in designing, implementing, and assessing long-term impact studies on youth development programs, especially for underserved populations. Proven track record in leading multi-year evaluations and contributing to strategic educational outcomes for informal learning programming.

Education

Ph.D. in Human Development and Family Science (Program Evaluation Emphasis)
The Ohio State University, 2002. Thesis: Family-functioning variables as indicators of latent variables in structural equation models.

B.A. Capital University, Philosophy and Religion major

Relevant experience

Senior Researcher
COSI Center for Research and Evaluation
2021 – Present

Leads evaluation initiatives for youth-focused, informal STEM programs to enhance educational outreach and long-term learning impact.

Develops tools and frameworks, such as the CRaTE questionnaires and the Strategic Outcomes Framework, to assess participants' cultural relationships and topical exploration in STEM learning environments.

Conducts self-determination theory-based evaluations and develops systems for equitable evaluation practices, aiming for culturally responsive youth program design.

Owner and Principal Consultant,
PERSolutions Program Evaluation and Research Solutions
1999-Present

Evaluation Area Leader
National Rites of Passage Institute
2010 – 2020

Funded projects

Strategic Outcome Progressions Conference: Exploring a Framework for Measuring Informal Education Outcomes and Institutional Impact. NSF-AISL # 2039209. Wasserman, PI. 2021.

Roads Taken: A Retrospective Study of Program Strategies and Long-term Impacts of Intensive, Multi-year, STEM Youth Program. NSF-AISL # 1906396, Wasserman, PI. 2019-2025.

2018-2022. Snow: Museum Exhibit, Educational Outreach, and Learning Research subward, National Science Foundation. NSF-AISL # 1810778 Wasserman, Co-PI.

Selected Closely Related Products

Weiss, E. L., Mulvey, K. L., Wasserman, D. L., Chi, B., Klein, C., & Abouelkheir, M. (Submitted for publication). Growing STEMs in informal spaces: A collaborative network fostering equitable STEM pathways. *Journal of Applied Developmental Psychology*.

Weiss, L., & Wasserman, D. L. (2023). *ISEE System Pilot at the National Museum of Natural History Office of Education, Outreach, and Visitor Experience: Lessons learned and implications for future use*. Report. COSI Center for Research & Evaluation. Columbus, OH

Wasserman, D. L., Popson, C., & Weiss, L. (2022). *An Informal STEM Outcomes Framework to Drive Creative and Culturally Inclusive Planning, Design, and Evaluation* | informalscience.org. Inofrmalscience.Org News & Views Blg. <https://www.informalscience.org/news-views/informal-stem-outcomes-framework-drive-creative-and-culturally-inclusive-planning-design>

Wasserman, D.L., Tisdal, C., Mohabir, P., & Klein, C. (2022). Planning today for evaluations that follow: A think tank to enhance structures for enabling co-creation of long-term follow-up evaluation of museum-based youth development programs. American Evaluation Association annual conference. November, New Orleans.

Wasserman, D. L., & Popson, C. (2021). ISEE Strategic outcomes framework for measuring informal education outcomes and institutional impact: Revisions and additions in response to expert explorations. [informalscience.org/ISEE Strategic Outcomes Framework](https://www.informalscience.org/ISEE-Strategic-Outcomes-Framework)

Wasserman, D. L., Ragan, M., Blanton, L., & Jaysing, A. (2020). *YES! At 10: A Long-Term Follow-Up Impact Study Final Report*. [https://www.informalscience.org/sites/default/files/2019 NMNH YES at 10 report 20200220.pdf](https://www.informalscience.org/sites/default/files/2019%20NMNH%20YES%20at%2010%20report%20200220.pdf)

Other Significant Products

Heimlich, J. E., Wasserman, D., Tingley, K., Roberts, S. J., & Aloisio, J. (2022). An influence among influences: The Perceived Influence Contribution Scale development and use. *Evaluation and Program Planning*, 102091.

Hwalek M, Solomon-Filer C, Wasserman D. (2022). Retrospective Pretests: Recent Use in Visitor Studies Research and Ways to Make Them More Informative. *Visitor Studies*. 2021 October 07; :1-21. Available from: <https://www.tandfonline.com/doi/full/10.1080/10645578.2021.1977084> DOI:

10.1080/10645578.2021.1977084

Wasserman, D. L., & Sabater, A. (2018). Toward authentic family engagement with counter-narrative, and self-determination. *Journal of Underrepresented and Minority Progress*, 2(1).

Wasserman, D. L. (2010). Using a systems perspective and foundational theory to enhance theory-driven evaluations of human service programs. *Evaluation and Program Planning*, 33, 67-80.

Relevant Synergistic Activity

American Evaluation Association since 1998, STEM Education and Training TIG program chair; 2023 to present; Non-profit and Foundations TIG program chair 2002-4, Graduate Student and New Evaluators TIG founder and program chair 1999-2001; Systems TIG founding advisor, 2004.