



Evaluation Capacity Building Project 2013 Technical Assistance Workshops Final Report



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December 26, 2013

Background

One "Reporting 101" technical assistance workshop was offered on April 15, 2013. The two-hour session was designed and led by Kamella Tate, EdD, a consultant who has been involved with the Commission's Evaluation Capacity Building project from the beginning. Our fifth Reporting workshop since launching the project in 2011, the session materials and presentation reflected knowledge gained from previous outings, and incorporated a new process map created by Dr. Tate.

A PowerPoint slidepack and Activity Packet prepared by Dr. Tate, along with poster-sized examples of data collection, analysis, and presentation approaches, comprised the workshop materials. The Activity Packet (TOOLS, TASKS, AND TIPS: SUPPLEMENTAL EVALUATION RESOURCES FOR OGP GRANTEEES) included a map of the relationships between assessment, evaluation, and program implementation; a "step-by-step" worked example and case brief; a flow chart for QUANT and QUAL methods; six sample scenarios; a Resources page; and a blog post from GIA's Janet Brown about demonstrated need. Discussion/presentation, demonstration, and Q&A were alternated throughout the session; no group work was included due to time constraints.

Method

Participants

Although 50 individuals registered for the workshop, attendance was 13 – and two of those were not among the original 50. This deserves to be addressed in follow-up meetings: Was it the time (rush hour)? Was it the day/date (April 15, taxes due)? Should we have offered another session (we've offered two each year previously, with lower attendance at the first and double or triple attendance at the second)?

It is also possible that consideration should be given to "poking and prodding" during the contract period – regular contacts with grantees about evaluation, about reporting and data collection, about what they need to be working on as they implement their project. Perhaps a series of email blasts or a social media page (i.e., Google+) that serves as a "place to go when you need to know" about the whats and whys of measurement and evaluation during an OGP-funded project.

Of the 11 participating organizations, Figure 1 illustrates the attendance breakdown by OGP category, while Table 1 compares those numbers with category percentages for the 12-14 funding cycle.

Figure 1. 2013 Reporting 101 Participants by OGP Category
(N=11 Organizations)

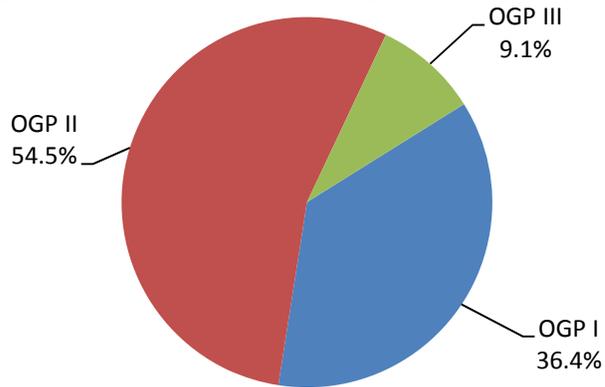


Table 1. 2013 Reporting 101 Participants by OGP Category Compared With 12-14 Grantee Population

OGP Category	Frequency Workshop	% Workshop Participants	% 12-14 OGP Grantees
OGP I	4	36.4%	38.9%
OGP II	6	54.5%	38.3%
OGP III	1	9.1%	11.4%

As we've seen in the past, larger budget organizations show some tendency to be over-represented in the attendee sample – more resources (time, personnel, readiness, etc.) would be our best guess as the main determinant of the lack of proportionality.

Figure 2. Reporting 101 2013 Participants by BOS District - Program
(N=11 Organizations)

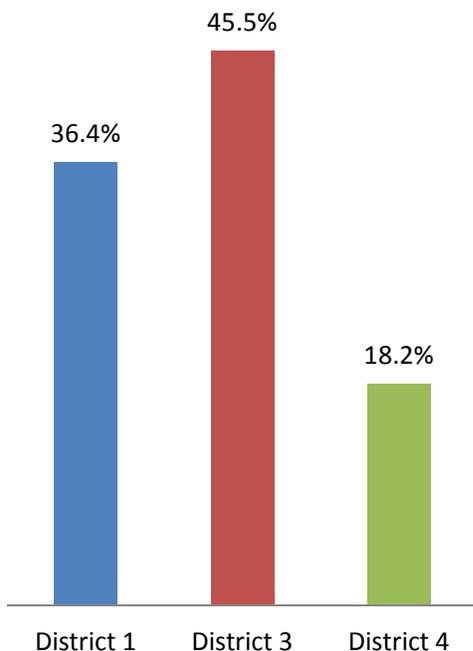


Figure 2 looks at the Supervisorial districts the participating organizations reported the location of grant-funded program activities. This is not always where the organization is located, nor does it always reflect its full geographical reach. Table 2 provides a comparison with the 12-14 grantee population. The latter is a characteristic we've not looked at before; however, it might be valuable for targeting workshop announcements and tracking penetration of Commission resources.

Table 2. 2013 Reporting 101 Participants by Program District Compared With 12-14 Grantee Population

Program District	Frequency	% Workshop Participants	% 12-14 OGP Grantees
1	4	36.4%	26.3%
2	0	NP	17.7%
3	5	45.5%	30.3%
4	2	18.2%	9.1%
5	0	NP	16.6%

Instrument

The OGP Workshop Assessment Form (WAF) is an 8-item, mixed-response format instrument with the following types of questions and answer categories (see Appendices A and B for items, responses, and descriptive statistics).

1. Short-answer "what worked/what didn't" – 4 items
2. Scaled "overall satisfaction" – 4 items
 - a. Very poor = 1; Poor = 2; Good = 3; Very Good = 4

We have used the WAF for multiple OGP workshops with some modifications to increase discrimination between responses and to simplify item language.

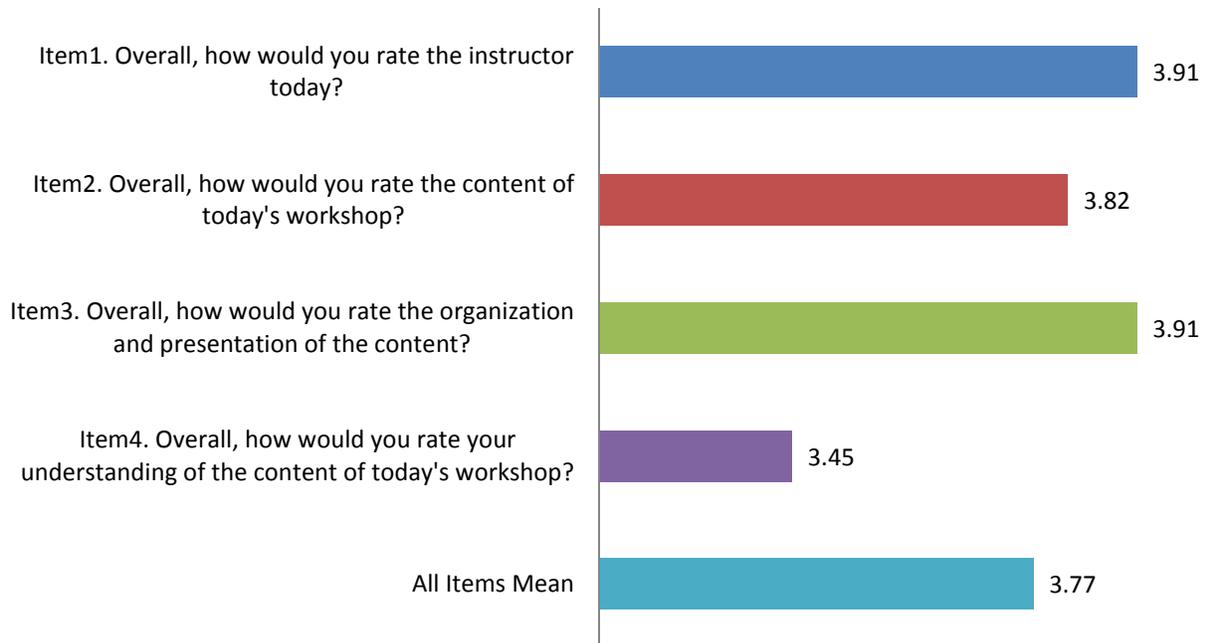
Findings and Discussion

Of the 13 attendees, 11 completed the WAF. We think it likely these are representative of all attending organizations, with two completing one form each as indicated by the use of "we" and "our" in the short-answer responses on two forms.

Scaled Items

The small sample population is a challenge to generalizations we may want to make about this workshop or these participants – especially related to the scaled items. The scores on the latter were so undifferentiated that (as seen at last October's Applying workshop) they likely reflect enjoyment rather than learning or quality. In Figure 3 we report means of Items 5-8 (see Appendix A for all data), which reflect ratings seen in the past: Enjoyment combined with some doubt if they "got it" and trepidation over doing "it" themselves (theoretical scale mean = 2.5).

Figure 3. Reporting 101 2013: Scaled Items Means
(N=11 Organizations)



Short Answer Items

Overall positive observations (see Appendix B for all responses), with emphasis on clarity and simplicity in presentation and appreciation for the takeaways – scenarios, flow-chart, examples, etc. Favorable comments include ones such as:

- Most: Sample scenarios and flow chart of evaluation! Least- everything was helpful! Went by super-fast.
- I've been to the evaluation presentations before and they have been extremely helpful but this presentation gave a better overall picture of the reporting process.
- I enjoyed the clear examples for reporting. Honestly, the worst part is hitting 5:00 rush hour traffic. It's a good workshop.
- Learning from previous workshops, we've been keeping statistical information and that has been helpful.

On the "least effective" and "would have liked more of" side we find:

- I thought the QUANT/QUAL conversation was a bit too long -- I would have been able to understand it in much briefer terms.
- I would have liked to see additional examples of project- and program-based evaluations. Are there other organizations/reports that are rich and successful that we can model our evals after?
- Discussion or small group work would have been useful.
- A single-page handout with resources (online) and examples of what is available or how you would use the info available.

Up Next

The Arts Commission's Evaluation Capacity Building project started with Reporting 101 workshops, following an in-depth assessment of grantee needs, a full re-design of the reporting process and materials, and many hours of conversation with stakeholders and staff. The introduction of a long-awaited online reporting process in 2014 will bring both challenges and opportunities – with some re-thinking of how to bring grantees on board outweighed by the improved facility for comprehensive data collection and robust analyses made possible by an electronic data management system. When linked with other research projects having mature datasets (i.e., CDP, Art Census, HealthyCities, as well as new efforts led by Commission staff), information from and about OGP grantees and applicants has the potential to offer an invaluable practice-based viewpoint on the region's creative economy.

Appendix A
ASSESSING, REFLECTING, LEARNING:
Reporting 101 for OGP Grantees
OGP WAF Scaled Items
Item Scores by Participant ID and Notes
Descriptive Statistics

OGP WAF: Scaled Items

- **Item1.** Overall, how would you rate the instructor today?
- **Item2.** Overall, how would you rate the content of today's workshop?
- **Item3.** Overall, how would you rate the organization and presentation of the content?
- **Item4.** Overall, how would you rate your understanding of the content of today's workshop?

Item Scores by Participant ID and Notes (N=19)

ID	Item1	Item2	Item3	Item4	Mean	Notes
1	4	4	4	3	3.75	
2	4	4	4	3	3.75	Let you know if I can apply it!
3	4	4	4	4	4	All went by fast but great content and notes!! I love the tool kit and samples!
4	4	4	4	3	3.75	
5	4	4	4	4	4	
6	4	4	4	4	4	
7	3	3	3	3	3	
8	4	4	4	4	4	
9	4	4	4	3	3.75	
10	4	3	4	4	3.75	
11	4	4	4	3	3.75	

Descriptive Statistics (Scale Mean 2.5; N=11)	Item1	Item2	Item3	Item4	Mean
Mean	3.909	3.818	3.909	3.455	3.773
Median	4.000	4.000	4.000	3.000	3.750
Mode	4.000	4.000	4.000	3.000	3.750
Standard Deviation	.302	.405	.302	.522	.284

Appendix B
ASSESSING, REFLECTING, LEARNING:
Reporting 101 for OGP Grantees
Short Answer Items

ID	Item1. What aspects of today's workshop interested you the most? The least?
1	I enjoyed the clear examples for reporting. Honestly, the worst part is hitting 5:00 rush hour traffic. It's a good workshop.
2	Entire time had info that was valuable. Questions at the end seem to help narrow case by case. Maybe more time for that.
3	Sample scenarios and flow chart of evaluation! Least- everything was helpful! Went by super-fast.
4	The reporting of proper information and gather the information to accomplish this. All was interesting/useful.
5	All of the info was helpful.
6	Down to earth, practical information and attitude.
7	I liked the case studies and scenarios presented, since they allowed me to better understand the application of the themes addressed in the workshop. I thought the QUANT/QUAL conversation was a bit too long -- I would have been able to understand it in much briefer terms.
8	I was equally interesting in everything!
9	I've been to the evaluation presentations before and they have been extremely helpful but this presentation gave a better overall picture of the reporting process.
10	Additional ideas about how and where to pull data was helpful and interesting. Specificity of sample project was not as helpful.
11	"Best practices" of evaluation and defining terms (formative vs. summative, QUAL or QUANT) to clarify and drill down to techniques for acquiring data. VERY helpful -- about needing testing results to show learning.

ID	Item2. Was there anything we did or talked about that particularly helped you understand what you'll need to do to report on your OGP project?
1	Online resources.
2	Data crunching/gathering.
3	How to create qualitative, meaningful surveys to evaluate impact.
4	Don't know until we start the reports.
5	
6	A single-page handout with resources (online) and examples of what is available or how you would use the info available.
7	I would have liked to see additional examples of project- and program-based evaluations. Are there other organizations/reports that are rich and successful that we can model our evals after?
8	Maybe more specifics about how different staff positions could be evaluated for OGP purposes (marketing, development). How to code data.
9	Learning from previous workshops, we've been keeping statistical information and that has been helpful.
10	Definition of more connotative words such as "impact" and "organizational accomplishments."
11	Specific QUAL criteria that should be collected. Maybe not applicable to all grant categories . . .

ID	Item3. Was there anything mentioned during the workshop that you'd like to know more about or that would help you with your OGP project?
1	More examples of evaluation techniques and methods that are easy to implement.
2	Some concepts that are new -- but nothing confusing.
3	School education and impact. We would still like to know more about that in the future. Our organization would like to expand our outreach to high schools.
4	We are Year 2 so Year 1 was not useful or informative.
5	
6	
7	I wonder if these tactics are better suited for orgs with larger capacities -- what tips would you give to orgs that may have less capacity to study data in-depth?
8	No
9	
10	The additional detail of World City not related to OGP grant was confusing. [KT - did not understand WC is TMC's OGP funded project?]
11	Lack of direct reporting experience = deer in the headlights a little re nuances of formative and summative reporting; finding ways to collect data based on outputs and outcomes.

ID	Item4. What would you change about today's workshop to make it more satisfying and/or useful?
1	Overall I think it's pretty effective
2	
3	As someone very new to grant writing the workshop was EXTREMELY helpful!
4	Liked the format but not the time of day!
5	The pacing felt a little rushed; maybe extend the session just a bit (even 30 extra minutes).
6	
7	Discussion or small group work would have been useful.
8	Nothing
9	
10	Highlights of any change to reporting requirement between years (Year 1/Year2 or Year 2 last cycle/Year 2 this cycle). Trends seen in reports that are good or bad.
11	So much data! But great. Hard to balance unpacking all the topics while keeping the discussion moving forward. The takeaways are/will be crucial.

Background

A 1.5-hour "Evaluation Made Eas[ier]" technical assistance workshop for OGP applicants was designed and led at the Lankershim Arts Center October 15 by Kamella Tate, EdD, a consultant involved in the Commission's Evaluation Capacity Building project since 2011. The session curriculum and instructional design incorporated both new and previously presented materials and approaches.

- A PowerPoint slidepack: Whats, whys, and hows of project evaluation
- A Supplemental Resources packet: Evaluation basics; program design and assessment flowchart and infographic; and five Sample Scenarios

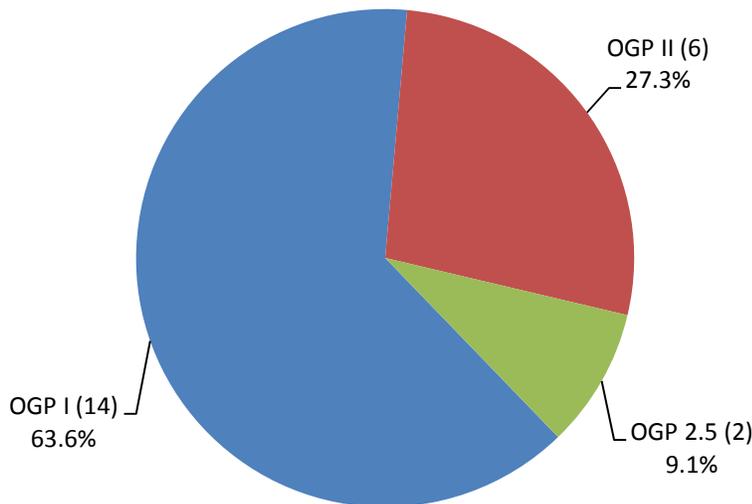
As in the past, the presentation consisted primarily of lecture, demonstration, and Q&A, and concluded with Eval Speed Zone – a freeform discussion period during which Dr. Tate "designs" assessment and evaluation activities based on participants' budget categories, disciplines, and project ideas.

Method

Participants

Data at applicant workshops were gathered using a sign-in sheet; however, attendance was not restricted and people came and went throughout depending on their needs and interests.

**Evaluation Made Eas[ier] 2013:
 Participants by OGP Budget Category**
 (N=22 Organizations)



Some organizations were start-ups, some more mature; some have applied before; some have never applied for a grant from any funder. There were 25 people in attendance from 22 organizations when the workshop began – Figure 1 illustrates the OGP Budget Categories in attendance measured by a show of hands. (Note: some participants may not have been entirely clear in which Category they belong.)

Furthermore, another show of hands revealed that 12 to 13 participants were returning applicants or past grantees.

Table 1 compares workshop participant OGP Categories with those of current OGP grantees (2012-2014 funding cycles).

Table 1. Evaluation Made Eas[ier] 2013 Participants by OGP Budget Category Compared With 12-14 Grantee Population

OGP Category	Frequency	% Workshop Participants	% 12-14 OGP Grantees
OGP I	14	63.6%	38.9%
OGP II	6	27.3%	38.3%
OGP 2.5	2	9.1%	11.4%

As expected, workshops for prospective applicants are attended avidly by first-timers and smaller organizations. Consideration for lack of organizational and managerial maturity is "baked into" the session discussed in this report, but more knowledge and understanding of the particular needs of these agencies might be incorporated into the workshop design.

Instrument

The OGP Workshop Assessment Form (WAF) is an 8-item, mixed-response format instrument with the following types of item and answer categories (see Appendices C and D for items, responses, and descriptive statistics).

3. Short-answer "what worked/what didn't" – 4 items
4. Scaled "overall satisfaction" – 4 items
 - a. Very poor = 1; Poor = 2; Good = 3; Very Good = 4

We have used the WAF for multiple OGP workshops with some modifications to increase discrimination between responses and to simplify item language.

Findings and Discussion

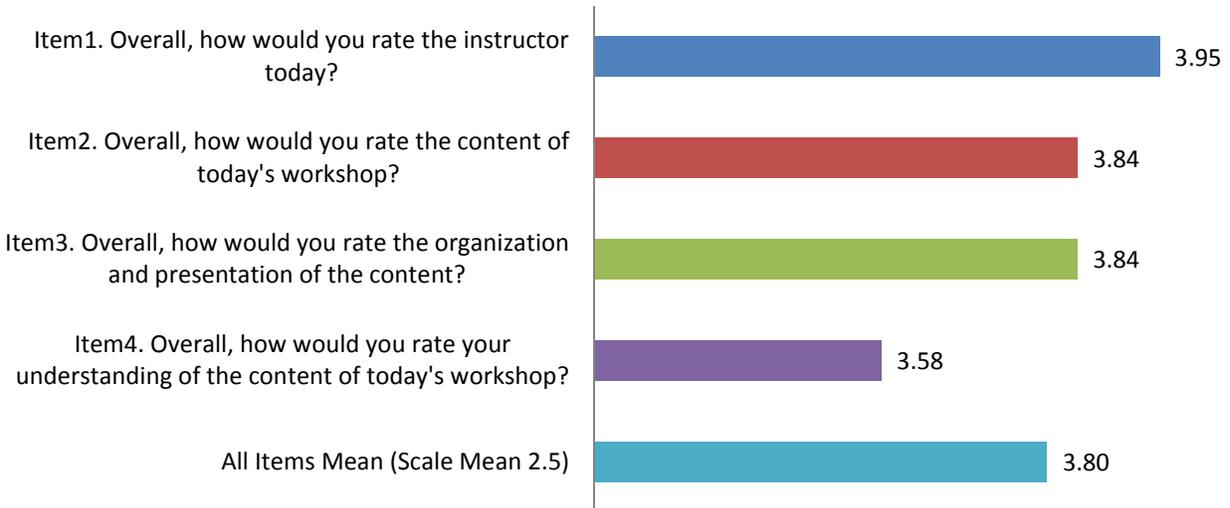
Of the 25 attendees, 19 completed the WAF. This is an excellent response rate (76 percent), especially considering the amount of information provided (another workshop preceded **Evaluation Made Eas[ier]**) and the time committed by participants.

Scaled Items

In Figure 2 we show the means of Items 5-8 – all greater than the theoretical scale mean of 2.5, with the lowest score recorded for Item 4: "*Overall, how would you rate your understanding of the content of today's workshop?*" (scores for all items by ID and descriptive statistics can be found in Appendix C). As we've seen in the past, participants recognize that they need to try out the strategies and apply what they've learned to their own situation(s) before really "getting it."

There is always a tug-of-war between depth and breadth for designers and presenters of training sessions: Does one expose and model as much as possible or does one select one or two tasks for attendees to practice and in which they can gain only basic proficiency during a workshop? In most of our LACAC sessions but especially in those for prospective grantees (i.e., ready and willing beginners), we have aimed for the middle ground: Demonstration and "taste of" activities combined with substantial take-home materials and resources.

**Figure 2. Evaluation Made Eas[ier] 2013:
Scaled Items Means
(N=19 Respondents)**



Short Answer Items

Reflecting the knowledge level of participants, many of the positive comments were made about the *whats, whys, and hows*: **What's evaluation all about? Why does this matter? How can we do this well? How do we get started?** (see Appendix D for all responses).

Representative comments focused on enjoyment, new ideas, self-efficacy, and appreciation.

- Most: Evaluation! Emphasis on what is measurable.
- The expert information presented -- wow!
- So wonderful to be walked through the whole process -- it held my attention the whole time.
- It was helpful to have certain things clarified -- especially where to start, what to focus on, and to keep things simple.
- How to do this correctly so we are successful?
- More time on Eval Speed Zone -- VERY HELPFUL and translational.

There are always suggestions and challenges identified by attendees – in this instance, comments regarding amount of information, lack of targeting individual organizational needs, and (as seen in the past) parking, snacks (!), and the chill in the room.

- Least: So much info in a small amount of time -- talked too fast at times.
- Least -- info regarding arts education.
- It was all useful -- but at times I think Kamella was speaking more broadly about evaluation instead of directly to the OGP. **[KT: Good point – I think I do!]**
- Cookies at break?
- More snacks. Especially given the time it starts and length of presentation. Better parking situations.
- Warmer space! Shiver!!

- It was hard at times to take in all the information given because it was presented very quickly.

Although possibly beyond the scope of these beginner-level sessions, three suggestions we think worth noting would be:

- If the organizations in attendance could be broken out into their disciplines and the workshop could then delve into more applicable discussions. **[KT: Probably unrealistic for Applying workshops, but has been raised by participants at other evaluation sessions.]**
- I wish I had taken the time to look through what the application actually looks like, and knew what the specific questions were in advance – maybe have a special workshop JUST for beginners.
- Nothing the presenters have done – I would suggest to others attending to have a "more narrow" focus on what I'm going to ask the grant to support.

Next Steps

Without belaboring the quality management process for these Applying workshops, we can conclude they achieve several desired outcomes.

- **Improved knowledge and understanding** of the whats and hows of applying for an OGP grant – not just how to complete the Evaluation section but more generally how to submit a reasonably competitive application packet.
- **Greater awareness of tasks and strategies** associated with assessing, monitoring, and evaluating a grant-funded project (OGP and others).
- **Improved attitudes** regarding measurement and evaluation: Not (so much of) a chore; necessary for program improvement and advancement of mission/vision; challenging and stimulating for those inclined to marry art with science.

We think the Applying workshops are not only a highly effective introduction to the world of public funding but to the LA arts ecosystem more broadly. The exposure to standard terminology and commonly used conceptual frames, the opportunity to connect with new colleagues and others confronting similar questions, the hands-on activities and real-life exemplars – all serve as entry points for a professional community that often labors in improvisatory isolation.

Appendix C
EVALUATION MADE EAS[IER]:
Applying for an OGP Grant
OGP WAF Scaled Items
Item Scores by Participant ID and Notes
Descriptive Statistics

OGP WAF: Scaled Items

- **Item1.** Overall, how would you rate the instructor today?
- **Item2.** Overall, how would you rate the content of today's workshop?
- **Item3.** Overall, how would you rate the organization and presentation of the content?
- **Item4.** Overall, how would you rate your understanding of the content of today's workshop?

Item Scores by Participant ID and Notes (N=19)

ID	Item1	Item2	Item3	Item4	Mean	Notes
1	4	3	3	3	3.25	
2	3	3	3	3	3	
3	4	4	4	4	4	
4	4	4	4	4	4	
5	4	4	3	4	3.75	To LACAC: Thank you! And thank you for funding organizational support. You're one of the few funders that do.
6	4	4	4	4	4	
7	4	4	4	4	4	
8	4	4	4	4	4	
9	4	3	4	3	3.5	
10	4	4	4	4	4	
11	4	4	4	4	4	
12	4	4	4	4	4	
13	4	4	4	3	3.75	I need to take a journey through the website, guidelines, and literature.
14	4	4	4	4	4	
15	4	4	4	4	4	
16	4	4	4	3	3.75	
17	4	4	4	3	3.75	Will evaluate after successful grant application!
18	4	4	4	3	3.75	Yes! Excellent!
19	4	4	4	3	3.75	

Descriptive Statistics (Scale Mean 2.5; N=19)	Item1	Item2	Item3	Item4	Mean
Mean	3.947	3.842	3.842	3.579	3.803
Median	4.000	4.000	4.000	4.000	4.000
Mode	4.000	4.000	4.000	4.000	4.000
Standard Deviation	.229	.375	.375	.507	.284

Appendix B
EVALUATION MADE EAS[IER]:
Applying for an OGP Grant
OGP WAF Short Answer Items

ID	Item1. What aspects of today's workshop interested you the most? The least?
1	Most: Method of evaluation and how to incorporate it in OGP application and reporting.
2	Methods and definitions of evaluation.
3	Application process and evaluation finer points.
4	Most: Evaluation! Emphasis on what is measurable.
5	Getting clarity on the application details. I liked the evaluation talk -- it was stimulating but might have made things more confusing.
6	I've attended Kamella's evaluation presentations in the past -- so this was a review for me. Her presentations are always very strong.
7	Evaluation!
8	The expert information presented -- wow!
9	Most -- evaluation work and considerations. Least -- info regarding arts education.
10	So wonderful to be walked through the whole process -- it held my attention the whole time.
11	Assessing -- What does this mean when we want to hire a specific staff member for our organization.
12	Clarifying how organizational sustainability relates to artistic improvement.
13	Most: Artistic documentation and evaluating methods. Least: Nothing, all quite interesting.
14	All the information was valuable.
15	* Evaluation of artistic salaries * How to submit music/DUDS as part of grant * Learning about CDP (time demands) * To think about "How are taxpayers served?"
16	I attended a workshop for grantees last year; only arrived for 2nd half, specifically to learn assessment protocols, methods
17	Evaluation of funding need.
18	Loved the use of real scenarios. Least: So much info in a small amount of time -- talked too fast at times.
19	It was helpful to have certain things clarified -- especially where to start, what to focus on, and to keep things simple.

ID	Item2. Was there anything we did or talked about that particularly helped you understand what you'll need to do to report on your OGP project?
1	
2	No.
3	Quite clear.
4	Survey design and methods.
5	How can we become part of the arts for all programs for students directly?
6	
7	
8	How to do this correctly so we are successful?
9	NA.
10	The learning curve is huge, as this is my first time, but I'm sure there will be more once I've absorbed all of this.
11	1. Assess need in community which on the surface seems to be an affluent zip code. 2. Reporting workshop.
12	Interested in HealthyCities and Arts for All and being able to be a presenting organization and an educational organization.
13	Arts education and Arts for All components in the grant application. These are vital to our future growth as an arts organization.
14	No.
15	Not at this time, but I am sure as I go forward, I'll have more questions.
16	
17	CDP continues to amaze and confound. But it's a learning curve that only hands-on works.
18	At the moment I'm not sure -- will become more apparent once I complete an application.
19	More info for new members/applicants especially for evaluation section. Although information given was great and helpful.

ID	Item3. Was there anything mentioned during the workshop that you'd like to know more about or that would help you with your OGP project?
1	No, it was all relevant.
2	No.
3	Not really, all pretty useful.
4	None.
5	No -- All useful!
6	
7	
8	No.
9	Arts education criteria and application procedure.
10	No.
11	
12	No -- it was all useful -- but at times I think Kamella was speaking more broadly about evaluation instead of directly to the OGP.
13	No.
14	No.
15	I knew some of the basics, as a repeat applicant. This was not wasted time, however.
16	No.
17	No.
18	Absolutely not! It's all useful for my future.
19	No.

ID	Item4. What would you change about today's workshop to make it more satisfying and/or useful?
1	If the organizations in attendance could be broken out into their disciplines and the workshop could then delve into more applicable discussions.
2	Shorter.
3	Cookies at break?
4	Nothing -- thank you for the PowerPoint handouts.
5	I'd suggest that the exact slideshow for the evaluation talk should be part of the evaluation handout.
6	
7	Access to parking without having to feed the meter.
8	Nothing.
9	More snacks. Especially given the time it starts and length of presentation. Better parking situations.
10	I wish I had taken the time to look through what the application actually looks like, and knew what the specific questions were in advance -- maybe have a special workshop JUST for beginners.
11	More time on Eval Speed Zone -- VERY HELPFUL and translational.
12	30 minutes less.
13	Warmer space! Shiver!!
14	Nothing , it was very well presented.
15	I thought it was terrific -- full of good detail, well-organized, well-presented.
16	Room too cold! I would freeze though to hear anything Kamella has to say. Wow! What a razor-sharp mind.
17	Learn something every workshop.
18	Nothing the presenters have done -- I would suggest to others attending to have a "more narrow" focus on what I'm going to ask the grant to support.
19	It was hard at times to take in all the information given because it was presented very quickly.

Background

Building on lessons learned from two survey design and management workshops first offered in 2012, consultant Kamella Tate, EdD, worked with the Arts Commission to develop and present an expanded five-hour "**Asked and Answered**" session in early December, 2013. This report has two purposes: An assessment of the workshop itself, as well as a quick look at findings from an undeveloped yet suggestive pre-survey Dr. Tate administered to generate "dummy" data for demonstration purposes. Suggestive because the survey was conducted in a rather ad hoc manner, with subsequent data analyses unexpectedly revealing information that might be of use to Commission staff.

Method

Materials

As befitting a robust training schedule (vs. the "taste of" frame used in other evaluation sessions), there were more curricular components associated with **Asked and Answered 2013**, as well as more information collected from attendees prior to the session.

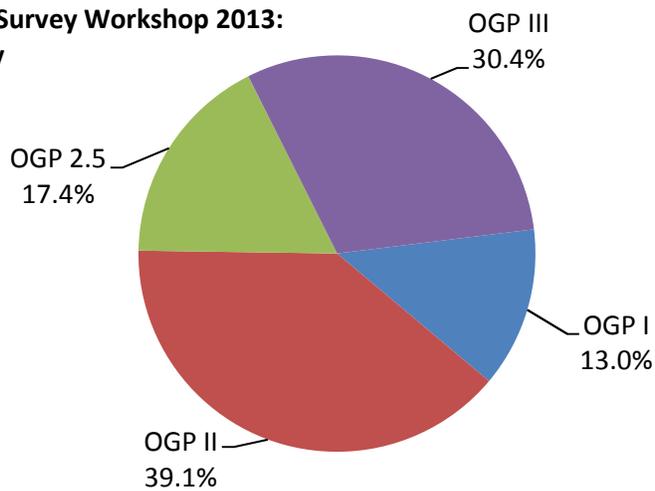
- A PowerPoint slidepack and Activity Packet with Self-Tests, Group Work, checklists, "toolbox" tips and resources, and data management demonstrations/examples using data from the pre-survey.
- A supplemental packet of existing surveys
 - *The Values Survey: Rediscovering the Meaning and Value of Arts Participation* (WolfBrown, 2004).
 - *Capturing the Audience Experience: A Handbook for Theatre*. (Commissioned by the Independent Theatre Council, the Society of London Theatre, and the Theatrical Management Association, 2005).
 - *Visitor Survey* (Aspen Art Museum, n.d.)
 - *Understanding the Intrinsic Impact of Live Theatre: Survey Design Template* (WolfBrown, 2012)
- RSVP data
 - Standard: First/Last Name, Title, Organization, Email Address, Telephone Number
 - New: OGP Budget Size Category
 - New: Issues of interest item - "What is your organization's most pressing evaluation or survey related question?" (responses can be found in Appendix G)
- Pre-survey administered online
- Solicitation of instruments (draft or in-use) for the **Survey Clinic** (new this year)

Participants

Twenty-nine individuals from 23 different organizations attended the workshop – our best showing to-date. Attrition can be high at OGP workshops (i.e., people registering but not showing up), and although we would like to believe the prospect of playing with data for five hours was too exciting for anyone to pass up, it is likely that reminder emails (including the pre-survey and email solicitation for instruments for the Survey Clinic) and a \$50, 48-hour cancellation penalty were more conducive to the excellent turn out.

Of the 23 participating organizations, Figure 1 illustrates attendance breakdown by OGP category. While interesting, these numbers are most valuable when seen in comparison to the complete OGP grantee population, as shown in Figure 2.

**Figure 1. Asked & Answered Survey Workshop 2013:
Participants by OGP Category**
(N=23 Organizations)



**Figure 2. Asked & Answered Survey Workshop 2013:
Participants and Grantee Pool Compared**
(N=23 Organizations)

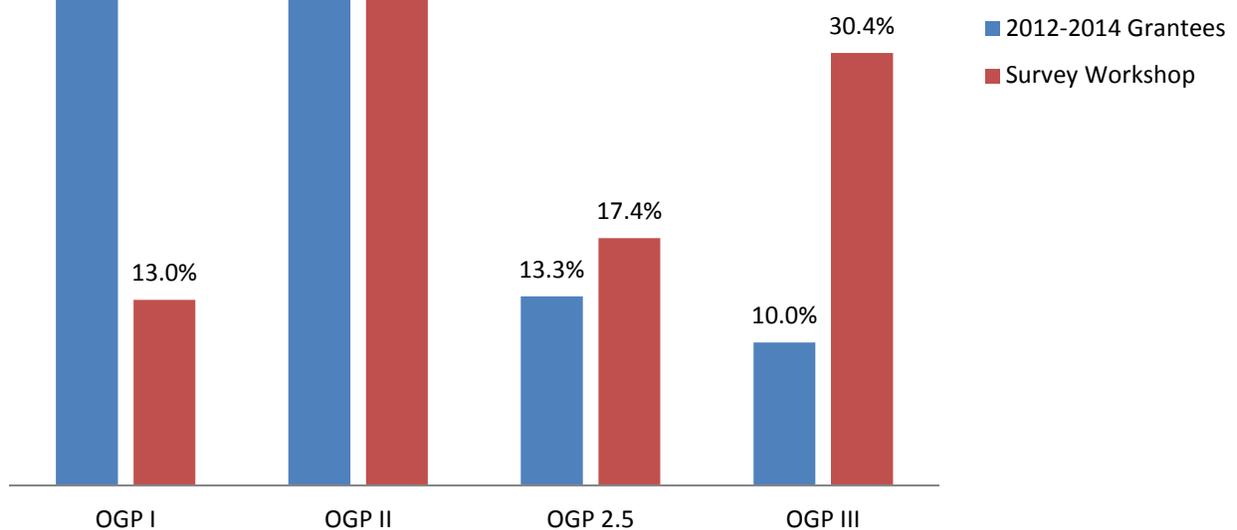
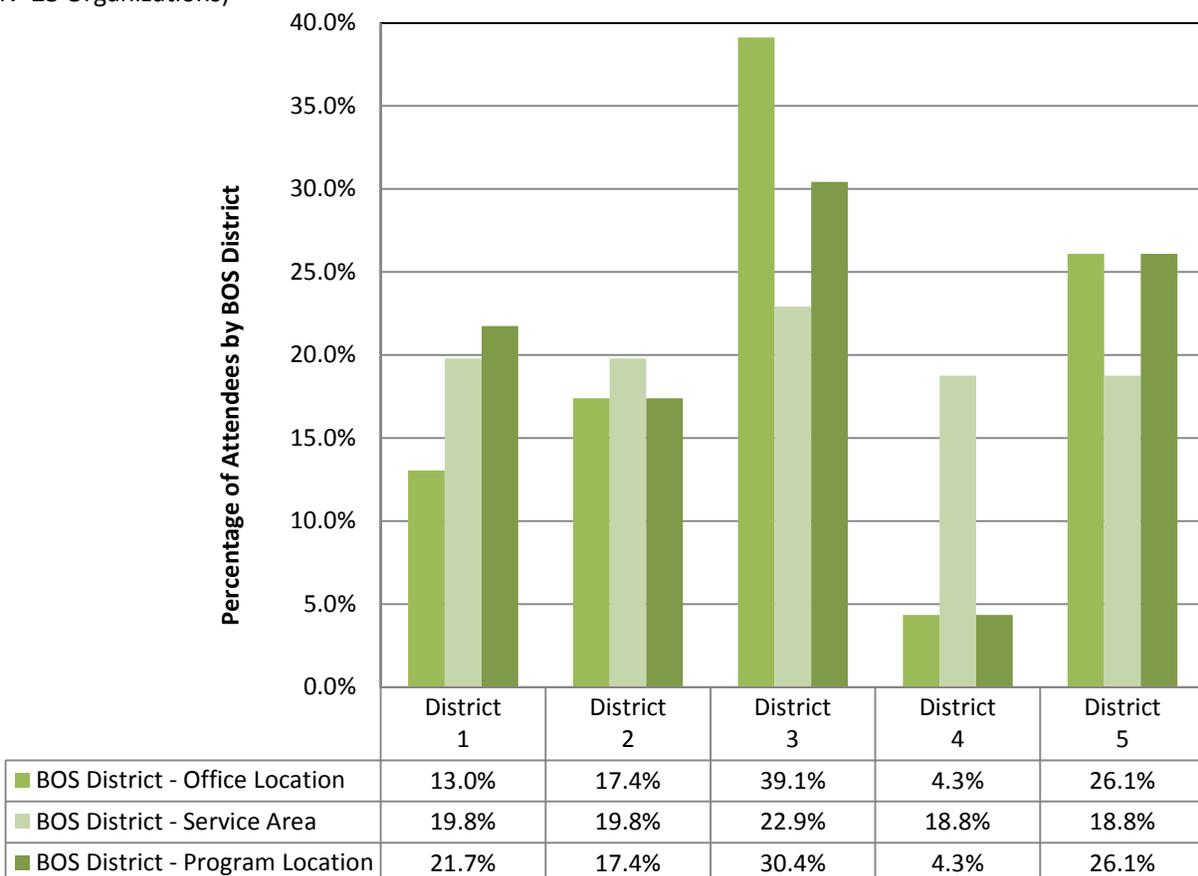


Figure 2 is precisely what we have seen in past intermediate/advanced evaluation workshops: the share of OGP II and OGP 2.5 grantees represents something close to their proportion of the complete grantee population, whereas OGP I and OGP III "flip" high-to-low and low-to-high relative to their shares of the population.

- Might this indicate a need or potential interest in technical assistance targeted to the smallest and the largest organizations? Not just in evaluation, but in planning, development, financial management, etc.?
 - Are the needs and interests of small and large budget organizations different enough to warrant targeted TA? If so, in what areas and activities?

Also of interest to Commission staff is scope of service: As a government agency, understanding patterns of distribution of public monies is a critical area of concern. Data available at the Commission's website allows us to chart intriguing relationships between where in the County – by **Supervisorial District (BOS)** – an organization is **located**, where it provides **services**, and where its OGP-funded **project** is taking place. Figure 3 shows these data for workshop participants only – however, the relative ease with which desktop software can create information from data on the grantee population suggest this might be a useful exercise for Commission staff to undertake.

**Figure 3. Asked & Answered Survey Workshop 2013:
Participants Service Locations by BOS District**
(N=23 Organizations)



As discussed previously, comparing our sample of participants with the population of grantees gives the data another voice. In the case of BOS district, Table 1 tells the story of **proportionality** – did the workshop serve a representative group of grantees in regards to office location? (The same analysis was done for the **Reporting 101** workshop; see the first chapter of this report packet).

Table 1. Asked & Answered Survey Workshop 2013: Participants Service Locations by BOS District Compared With 12-14 Grantee Population

Program Location	Frequency	% Workshop Participants	% 12-14 OGP Grantees
District 1	5	21.7%	26.3%
District 2	4	17.4%	17.7%
District 3	7	30.4%	30.3%
District 4	1	4.3%	9.1%
District 5	6	26.1%	16.6%

Instruments

Workshop Assessment. The OGP Workshop Assessment Form (WAF) is an 8-item, mixed-response format instrument with the following types of questions and answer categories (see Appendices E and F for items, responses, and descriptive statistics).

5. Short-answer "what worked/what didn't" – 4 items
6. Scaled "overall satisfaction" – 4 items
 - a. Very poor = 1; Poor = 2; Good = 3; Very Good = 4

We have used the WAF for multiple OGP workshops with some modifications to increase discrimination between responses and to simplify item language.

Pre-Survey. The ad hoc pre-survey piloted for this project combined a number of demographic and descriptive questions along with scaled items measuring utility of and satisfaction with various Commission services and activities. The items were derived from articles and reports connected with the Center for Effective Philanthropy's (<http://www.effectivephilanthropy.org/index.php>) Grantee Perception Survey (<http://www.effectivephilanthropy.org/index.php?page=grantee-perception-report>). The GPR aims to answer four questions of interest to funders:

- How much impact do grantees believe you are having in the fields and communities in which you work? How can you have more?
- How do grantees experience their relationships with you and what suggestions do they have for improvement?
- What do grantees find most helpful and frustrating about your application and reporting processes?
- Are you communicating foundation goals and strategies effectively?

The full instrument – no respondent would complete every item, as we included several skip patterns – consisted of the following.

1. Multiple-choice – 10 items

2. Scaled items – 10 items
 - a. 2 items: Not At All Useful = 1; Somewhat Useful = 2; Moderately Useful = 3; Very Useful = 4
 - b. 7 items: A lot worse than others = 1; Somewhat worse than others = 2; About the same as others = 3; Somewhat better than others = 4; A lot better than others = 5
 - c. 1 item: Not At All Helpful = 1; Somewhat Helpful = 2; Moderately Helpful = 3; Very Helpful = 4
3. Short-answer – 4 items

We want to stress that the pre-survey was **not** intended to generate actionable information; rather, we were collecting data to use in demonstration activities. Furthermore, the response rate was very low (17 started the pre-survey, 12 completed it). Nonetheless, certain of the results proved so intriguing that we felt some discussion was in order – if not about the validity and reliability of this pilot, then about the potential for designing and conducting a fuller (and more scientific) grantee survey in the future.

Findings

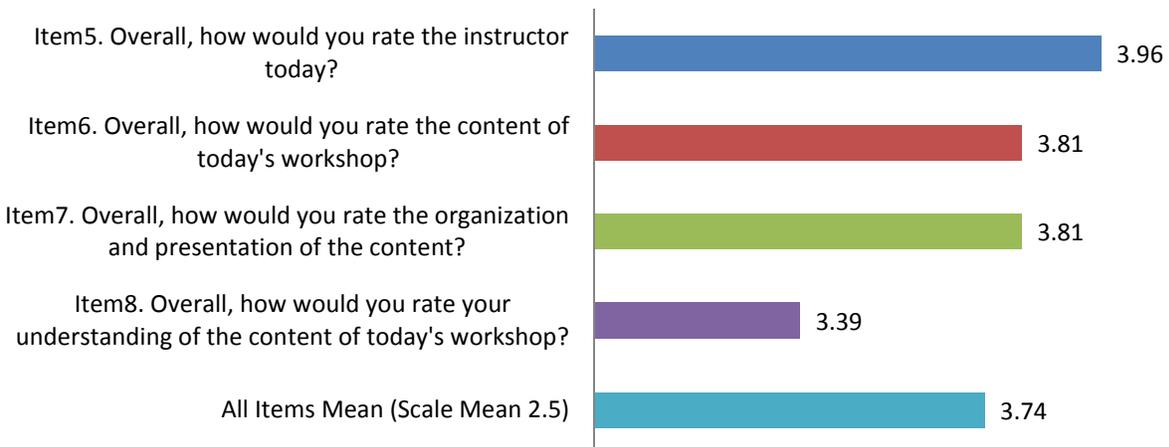
Of the 29 attendees, 26 completed the WAF – an excellent response rate of 89.7 percent.

Assessment: Scaled Items

Figure 4 illustrates item means for the instrument's four scaled items (theoretical scale mean of 2.5), as well as the *mean of means* for the instrument (see Appendix E for the complete dataset and descriptive statistics). We see a mirror of findings from previous workshops, with the lowest scores in *understanding* – something experience tells us is primarily associated with grantees needing to "try out" the tools and resources in their real-world context.

- It is also possible that the amount of information provided in an longer, expanded workshop creates cognitive overload. A reported feeling of *not understanding* in this case could mean just that – cramming has been shown to be significantly less effective than "distributed practice" in all kinds of learning situations.

**Figure 4. Asked & Answered Survey Workshop 2013:
Scaled Items Means
(N=26 Participants)**



Assessment: Short Answer Items

A tremendous variety of observations, suggestions, and comments was provided by workshop participants. On the whole they reported very positive experiences and an awareness of having learned much they believe will be useful and applicable. The expanded format was regarded as highly effective, enjoyable (sometimes surprisingly so), relevant, and well presented (see Appendix F for all responses).

Here we have organized representative short answers into several thematic groups. They are not entirely inclusive, though: We recommend reading through the entire dataset to glean additional insights and ideas.

- **Most Effective: Practical and useful tools and examples**
 - Learning helpful tips that I can apply to my work right away.
 - Concrete ideas and methodologies, clear and practical.
 - Focused my attention on "what are you trying to find out?" Useful response categories. Psychology of ranking; even vs. uneven; start with lowest (disagree) of the construct.
 - Data analysis and survey clinic.
 - Learning new tools to gather, analyze and present data, as well as reconfiguring the types and ways we ask questions.
 - Found it all fascinating and would love to know more about it all -- but realize that in this as all else, you need to focus. Take-away: simplify, focus on what you actually need to know, don't survey just to survey (resist that pressure), have a real purpose.
- **Least Effective: Some activities/demonstrations, use of screen shots and software**
 - I felt a lull during the very brief Excel portion of the workshop. **[KT: Me too!]**
 - Sample surveys, printed materials on screen hard to read. **[KT: Me too!]**
 - Going into QUANT/QUAL distinctions -- helpful but prolonged discussion.
 - I liked least the workshop portion. I couldn't understand the point. **[KT: I think writing items is most useful; the "Getting Started" doesn't work.]** However, the questions did allow my tablemates good conversations.
 - Pie charts and the different ways to show the data. **[KT: Thought that would be more interesting/useful than it was . . .]**
 - Too much information for our needs. **[KT: Wish I knew who this was – large or small? Discipline? Type of project?]**
 - The Activity Packet has a few questions that were compounded and a little wordy. This is especially true with the prompts under the questions in some categories. **[KT: Exactly right.]**
- **Particularly Helpful/Want More:** Excel all the way, along with more sample surveys/items, resources, and IT training
 - I want a workshop in using Excel for data management (so I can put the calculator away!)
 - How to use Excel for data analysis and formatting.
 - Excel use or refresher would be incredibly valuable.
 - EXCEL! I'm sure I could use it more effectively to analyze and present data.

- The different online sites she mentioned for research. Yes, they will help.
- More information on Youth Development surveys.
- **Suggestions/Ideas: More doing, more/less time, more sharing/interactivity**
 - Possibly over 2 days, to allow enough time to go in-depth on more complicated subjects.
 - More time! (Another hour). Could the same group reassemble in 1 year to expand on the class after working with the information?
 - Very pleased. If workshop were longer - write a survey and have it critiqued. Defending what you are measuring, for what reason and questions chosen, what data being collected.
 - Half as long. Do not present so much info in first part, buzz words, definitions. Get right to more practical advice and define buzzwords etc. as they come up.
 - Appreciated the applied activities and real-life examples. Would have loved more (sharing items etc.).

Pre-Survey: Scaled and Short-Answer Items

Of the 10 scaled items on the pre-survey, we were most intrigued by the seven measuring grantee perceptions of the Arts Commission *relative to* unnamed/undefined "other funders." As shown in Figure 5, the Commission is viewed quite highly by the 12 respondents, and compares well with its peers in the funding community.

**Figure 5. Participant Pre-Survey:
Grantees Compare LACAC with Other Arts Funders**
(N=12 Participants)



The lowest-scored item, "Understand the administrative needs of applicants and/or grantees," may be best explained by a review of some of the short-answer data, provided in their entirety in Table 3. We have highlighted comments we think are closely related to administrative challenges – time, volume of reporting, scheduling of reporting processes, and staffing.

Table 2. Participant Pre-Survey: Short-Answer Items 14 and 15

ID	Item14. What is the single most helpful thing about the OGP's evaluation/reporting process?	Item15. What is the single most frustrating thing about the OGP's evaluation/reporting process?
1	Being encouraged to reflect on the program and look at real data	The time it takes.
2	Evaluation is the key to sustainability and growth	Unsureness and methodologies.
3	It prompts us to identify categories worth tracking, and that data reveals information about our organization that previously went unnoticed.	Several of the population categories they want information on seem excessive.
7	Preparing for the report by gathering data and anecdotes throughout our performance season.	Timing - we submit our Year 2 report at about the same time as the new OGP application and the Internship program application.
8	Ensuring organization/program-wide data collection.	No feedback from our annual reports to indicate if all is well/okay, etc. The reporting is necessary (accountability) but what becomes it?
11	Surveys are mostly by head count and ticket tracking. Surveys are often misleading.	Having to do evaluations that are not appropriate for our projects.
12		The fact that LACAC thinks of each grant as one two-year project, while we essentially present the same complete project each year.
13	It forces articulation of the process for the staff involved. We need to be able to explain this more and reporting helps	We need more staff to handle it.
15	Generating ideas on what to report on.	Gathering the data from several key instructors

Balancing those critiques are the truly excellent marks given to the Commission for responsiveness, communications, understanding of creative needs, level of support (resources), and perception of fairness. Research done by the CEP has shown these to be critical components of positive funder-grantee relationships. Clearly, at least for this very small sample, Commission staff are considered high performers – good stewards of both the financial commitment made by the County to the nonprofit arts community as well as of the trust and assets of the creative ecosystem they serve.

Discussion

The expanded survey workshop was, in nearly all respects, a success. There was a genuine sense of enjoyment (barring the aforementioned "lulls" during an exercise or two) and

community in the classroom, accompanied by a lot of talking, laughing, and (we hope) **learning**. The suggestions and observations made by participants were excellent, and reflect quite closely our own self-evaluation and debrief with Commission staff – the model works and will serve as an excellent foundation for further development and exploration.

However. "The proof of the recipe is in the eating of the pudding." For three years, we've received great feedback and strong recommendations from grantees attending workshops in assessment, evaluation, applying, and reporting. Over that period, we have adjusted everything from underlying concepts and instructional designs to curricular materials and participant communications (and snacks!). We believe continuous evolution and experimentation with new content and approaches have allowed us to drill ever closer to the "essence" of what grantees working at all levels of proficiency can be expected to learn and apply – and what the Commission can expect to discover and receive in return.

In the End

Aside from our ongoing focus on quality management and improvement – better presentations, materials, examples, activities, documentation, dissemination – we think a worthwhile, "value-added" task will be to find out if the Evaluation Capacity Building project is making a difference.

- **Big Question #1:** Are workshop participants (whether Reporting, Evaluation, Surveys, Applying) "better" at measuring, evaluating, and/or reporting on their projects?
- **Big Question #2:** If so, how and why?
- **Big Question #3:** How can we use our understanding of HOW and WHY to . . .
 - Attract more participants?
 - Establish and maintain regular communication with grantees about assessment and evaluation? Get them talking with each other about and sharing their assessment plans, instruments, and findings?
 - Help grantees use their data for improvement of both practice and policy?
 - Incorporate reporting data with other data from the Art Census, OGP applications, CDP, etc., thus making possible a regional "arts ecosystem" map?

Public agencies like the Arts Commission have both tremendous influence and substantial responsibility. Using evaluation and reporting processes to build good relationships with grantees can be an effective and rewarding approach to meeting the (rightly) high expectations of stakeholders looking to the Commission for guidance, leadership, and advocacy.

Appendix E
ASKED AND ANSWERED:
Tools, Tips, and Resources for Using Surveys
OGP WAF Scaled Items
Item Scores by Participant ID and Notes
Descriptive Statistics

OGP WAF: Scaled Items

- **Item1.** Overall, how would you rate the instructor today?
- **Item2.** Overall, how would you rate the content of today's workshop?
- **Item3.** Overall, how would you rate the organization and presentation of the content?
- **Item4.** Overall, how would you rate your understanding of the content of today's workshop?

Item Scores by Participant ID and Notes (N=26)

ID	Item1	Item2	Item3	Item4	Mean	Notes
1	4	4	4	3	3.75	
2	4	3	3	3	3.25	
3	4	3	3	3	3.25	
4	4	4	4	4	4	
5	4	3	4	3	3.5	Appreciated the Activity Packet take-aways!
6	4	4	3	4	3.75	Maybe a little fast, but I understood it all.
7	4	4	4	4	4	
8	4	4	4	4	4	
9	4	4	4	3	3.75	
10	4	4	4	4	4	
11	3	3	3	3	3	
12	4	3	3	3	3.25	
13	4	4	4	3	3.75	
14	4	4	4	3	3.75	
15	4	4	4	4	4	Brilliant
16	4	4	4	4	4	
17	4	4	4	3	3.75	
18	4	4	4	3	3.75	
19	4	4	4	4	4	
20	4	4	4	4	4	
21	4	4	4	3	3.75	
22	4	4	4	3	3.75	
23	4	4	4	3	3.75	
24	4	4	4	3	3.75	
25	4	4	4	3	3.75	
26	4	4	4	4	4	

Descriptive Statistics (Scale Mean 2.5; N=26)	Item1	Item2	Item3	Item4	Mean
Mean	3.962	3.808	3.808	3.385	3.740
Median	4.000	4.000	4.000	3.000	3.750
Mode	4.000	4.000	4.000	3.000	3.750
Standard Deviation	.196	.402	.402	.496	.278

Appendix F
ASKED AND ANSWERED:
Tools, Tips, and Resources for Using Surveys
OGP WAF Short Answer Items

ID	Item1. What aspects of today's workshop interested you the most? The least?
1	The concept of IMPACT as not concrete information, dismissive of progress. Very helpful!
2	The instructor is engaging and makes a subject matter that isn't that captivating very interesting. I felt a lull during the very brief excel portion of the workshop.
3	Programs, add-ons, and internet applications used to analyze data are the sections I found most interesting.
4	Learning helpful tips that I can apply to my work right away. It was all interesting to me.
5	Survey clinic and tips for writing items.
6	Most: How data can be manipulated and converted into graphs! (I've been using mostly text descriptions.) Least: Quant/Qual, already have a good understanding.
7	Most - Concrete ideas and methodologies, clear and practical. Least - None.
8	Most: That my co-worker is excited about surveys. Least: I don't eat cookies or brownies.
9	Refining my organization's [xxx] through targeting survey questions was extremely inspiring and useful.
10	
11	Sample surveys, printed materials on screen hard to read -- thanks for increasing size at the end. Your passion for your subject.
12	Most: Wording/specificity of responses to get useful data. Least: Going into QUANT/QUAL distinctions -- helpful but prolonged discussion.
13	Focused my attention on "what are you trying to find out?" Useful response categories. Psychology of ranking; even vs. uneven; start with lowest (disagree) of the construct.
14	The nitty-gritty of creating surveys -- deciding whom to survey and how best to ask the questions. Survey clinic -- great to get feedback and peek at others' methods.
15	"How to" aspects and resource citations.
16	Toolkit and example surveys.
17	In general I liked the workshop. It made me think about getting information and particularly ways of maintaining and comparing information. I liked least the workshop portion. I couldn't understand the point. However, the questions did allow my tablemates good conversations.
18	I enjoyed the activities we were able to do with our colleagues. The sample materials and references to links, books, etc. were very helpful. I appreciated the amount of material covered, but it did seem rushed at times.
19	Survey activities. Writing constructs. Comments on surveys from the Hammer and other organizations that sent in surveys for comments.
20	Most: Understanding that it's science (both quant and qual); seeing the example items; hands-on practice; knowledge of presenter; constructs. Least: Nothing!
21	Clarification of step-by-step process -- i.e., start with PURPOSE -- which leads to strategy for conducting process. Useful to determine that one size fits all cannot be applied.
22	Most: The different ways to phrase/write items. Least: Pie charts and the different ways to show the data.
23	Learning new tools to gather, analyze and present data, as well as reconfiguring the types and ways we ask questions.
24	Data analysis and survey clinic.
25	Making a better survey!
26	The workshop was fabulous -- the best learning experience. Very rich in content, lots to think about. Rethinking the questions based on the information that one is likely to get.

ID	Item2. Was there anything we did or talked about that particularly helped you understand what you'll need to do to report on your OGP project?
1	Excel use or refresher would be incredibly valuable.
2	More information on Youth Development surveys.
3	I would like to know more about the psychology behind structuring items that will maximize response rates and avoid confusion.
4	I'd like more skills in the evaluation and reporting of data. I want a workshop in using Excel for data management (so I can put the calculator away!)
5	In general as it relates to OGP - more connections between surveys and what LACAC is looking for.
6	We are primarily serving minors, so any additional info on surveying younger kids would be helpful. Many surveys talked about today were oriented for adults.
7	Each funder requests different information. One survey for everything? Or do we real need to create multiples?
8	Setting up online surveys.
9	How to use Excel for data analysis and formatting.
10	Existing research on a variety of topics referenced by Kamella -- example, USAID surveys, Isaacs & Michael, etc.
11	What kinds of survey data are the most useful for OGP reporting? As opposed to areas that would just be of interest to us internally.
12	I would like to know more about perhaps some services to create digital data from paper surveys (other than transcription services -- is there one? Scanning? Newer version of Scantron?)
13	
14	EXCEL! I'm sure I could use it more effectively to analyze and present data.
15	
16	Sampling and response rates.
17	How to better compile information and use the programs discussed. Second part of question -- again, more intensive or practical use of programs.
18	Collect and manage data.
19	This workshop was thorough and answered many questions. I'd like to do more, maybe a workshop in only writing surveys, not that I have these tools.
20	How to build a construct.
21	How to measure impact -- direct and indirect.
22	The different online sites she mentioned for research. Yes, they will help.
23	Formulas for adequate samples; aesthetics and functionalities of actual surveys.
24	Data analysis and Excel
25	Excel workshop!
26	Use of Excel for recording data. Data interpretation.

ID	Item3. Was there anything mentioned during the workshop that you'd like to know more about or that would help you with your OGP project?
1	
2	The Activity Packet has a few questions that were compounded and a little wordy. This is especially true with the prompts under the questions in some categories.
3	Some of the group activities were a bit confusing at first.
4	It was a lot of info that I have to digest. I appreciate all the resources provided.
5	Activity #3
6	None
7	Very clear.
8	No.
9	There was a little jargon, but I found it interesting to learn about a whole new world of data collection.
10	No.
11	Couldn't read spreadsheets manipulated on the screen, nor some of the samples, so just watched with detachment, not very useful. Too much information for our needs.
12	No.
13	Found it all fascinating and would love to know more about it all -- but realize that in this as all else, you need to focus. Take-away: simplify, focus on what you actually need to know, don't survey just to survey (resist that pressure), have a real purpose.
14	I'm glad to have learned how to format a dataset, but our surveys are mostly online and that program automatically spits out the results. I was a bit lost in some of the more technical discussion.
15	
16	
17	Much was said very quickly. I have to digest information and review printed materials.
18	How to improve programs based on data findings?
19	I'd need to play with Excel graphs. I'm glad it was demonstrated, but moving data around quickly is something I'd have to sit with.
20	No
21	The limits on organizational capacity dictate what is useful (immediate and pressing) and also rules out some ideas that are just not possible -- data management, the finer points of Excel :(
22	Some of the language of the field was new to me. I'm sure it will be useful.
23	Nothing.
24	No.
25	No.
26	Lots of content -- great exercises -- need time to process or practice creating survey questions.

ID	Item4. What would you change about today's workshop to make it more satisfying and/or useful?
1	
2	Possibly over 2 days, to allow enough time to go in-depth on more complicated subjects.
3	Adding a section on how to more effectively execute surveys. This includes how to increase participant response percentages.
4	It was fantastic. Kamella is a force of nature!
5	Handout with a list of resources mentioned/referenced
6	I was afraid it was going to be too long, but it wasn't at all.
7	Excellent and well-presented.
8	No.
9	More Q&A -- after each section. Although this would take more time -- but perhaps useful? Whole thing was great!
10	Very pleased. If workshop were longer - write a survey and have it critiqued. Defending what you are measuring, for what reason and questions chosen, what data being collected.
11	Half as long. Do not present so much info in first part, buzz words, definitions. Get right to more practical advice and define buzzwords etc. as they come up.
12	I would have like to have all the information condensed. It felt like a lot of buzzwords in lists at the beginning -- could have been more concisely communicated. Appreciated the applied activities and real-life examples. Would have loved more (sharing items etc.). Plus, make things larger on screen.
13	Nothing.
14	Nothing.
15	More time! (Another hour). Could the same group re-assemble in 1 year to expand on the class after working with the information?
16	Nothing -- fantastically helpful! Useful handouts!
17	Should be broken up into two days.
18	Nothing.
19	It was perfect.
20	Nothing.
21	Extent the time by 1 hour -- delivery was "fast and furious" and a challenge for some learning styles. Important was the application time and projects which gave time to think and see ways to apply.
22	I thought Kamella was great. I wouldn't change anything.
23	Perhaps expanding on presenting and following up on data. The workshop felt rushed, however necessary, and some of the segments could be discussed at a slower pace.
24	It could be longer.
25	Nothing.
26	Nothing.

Appendix G
ASKED AND ANSWERED:
Tools, Tips, and Resources for Using Surveys
RSVP Data

RSVP Data. What is your organization's most pressing evaluation or survey related question?
How to make a short survey that covers all the data we need after a patron sees one of our shows? Can we do it in 5 questions or less?
To parents: How important do you believe the arts are to your child's academic growth and performance?
Creating quantitative questions to quantify qualitative growth.
Writing better qualitative surveys that are easily digestible for our audience members to fill out.
How do we evaluate the progress (personal, educational and professional) being made by the youth in our school programs.
Asking the right questions, getting the right data, and how- format, length, time, etc. How to get people to do/take them Audience surveys - what to ask for, format. Best ways to compile, keep and asses evaluations and surveys
What is their most common source for learning about performing arts events: newspapers, internet, word of mouth.
Understanding who our audience is and how it affects audience engagement and retention
How did you hear about PAFF?
To build internal capacity to do quality evaluations? How to build excellent evaluation tools?
Finding the best way to survey classroom teachers to gauge program effectiveness.
How to measure effects of programs on senior communities in general, as well as individuals.
How to build surveys that give us the results we're looking for/are most helpful for our understanding of our impact/most helpful to our marketing/fundraising efforts.
How to create a survey that's short enough/easy to administer/easy for participants to take, yet provides useful information about program impact.
What data is most important to track?
Besides access to the arts, how do ASD workshops meet the needs of the institutions and organizations we serve through art and music workshops?
Are there any ways to measure impact via surveys?
Audience feedback from our events
How do we get the most useful information from surveying patrons?
Are we asking the right questions?
We want to find the best way to craft questions to determine our program impact on for individuals and in communities to be able to document better.
How to create a useful data set.
Why do you want to be a member of the organization? What benefits or reasons compel you to give?
How much are you willing to contribute towards the future operations of this organization?
Not sure.