



# DIY Evaluation

Annual Evaluation Lab Workshop

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You may already have a really great evaluation system in place

4 principles  
8 best practices

# Principle #1: Evaluation should serve the interests of your organization

- Address what is most important to organization: your core values, your guiding mission, what you really care about
- May be different from the interests of your funders

# BEST PRACTICE: measure what you care about

Goals and objectives from mission statements, logic models, and theories of change

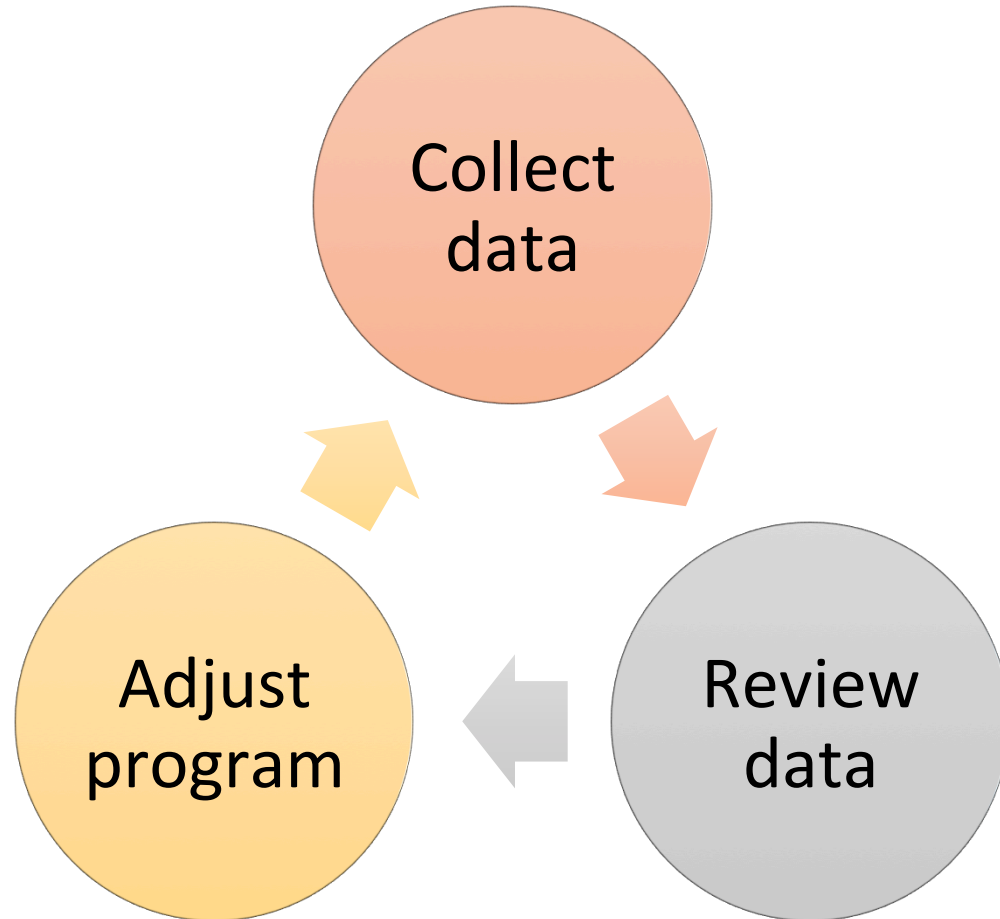
# Principle #2: Evaluation should be integrated into your day-to-day operations

- Data collection should be part of your routine operations – attendance, client satisfaction, discharge summaries
- With an evaluations process in place, you won't be going on a data hunt every time you need to write a grant report

# BEST PRACTICE: data collection should not be a burden

- Your data collection shouldn't pose an undue burden on staff or participants
- You really don't need more than two points in time for each participant. Intermediate data is often TMI.
- If your weekly participants have to fill out the same satisfaction survey every week, they are going to provide less thoughtful feedback

# Principle #3: Have a feedback loop



If you are collecting data, reviewing it and adjusting your program, you are doing evaluation right.

# BEST PRACTICE: integrate data into decision making

- Report and review data on a regular cycle
  - Staff meetings
  - Annual report
  - Board of Directors



# Principle #4: Evaluation should feel satisfying and validating

And maybe even fun.

# BEST PRACTICE: evaluation data is useful.

Evaluation provides supporting documentation for what you know you are doing right . . .

. . .and illuminates the way forward

# DATA COLLECTION & ANALYSIS

# Measure what you care about

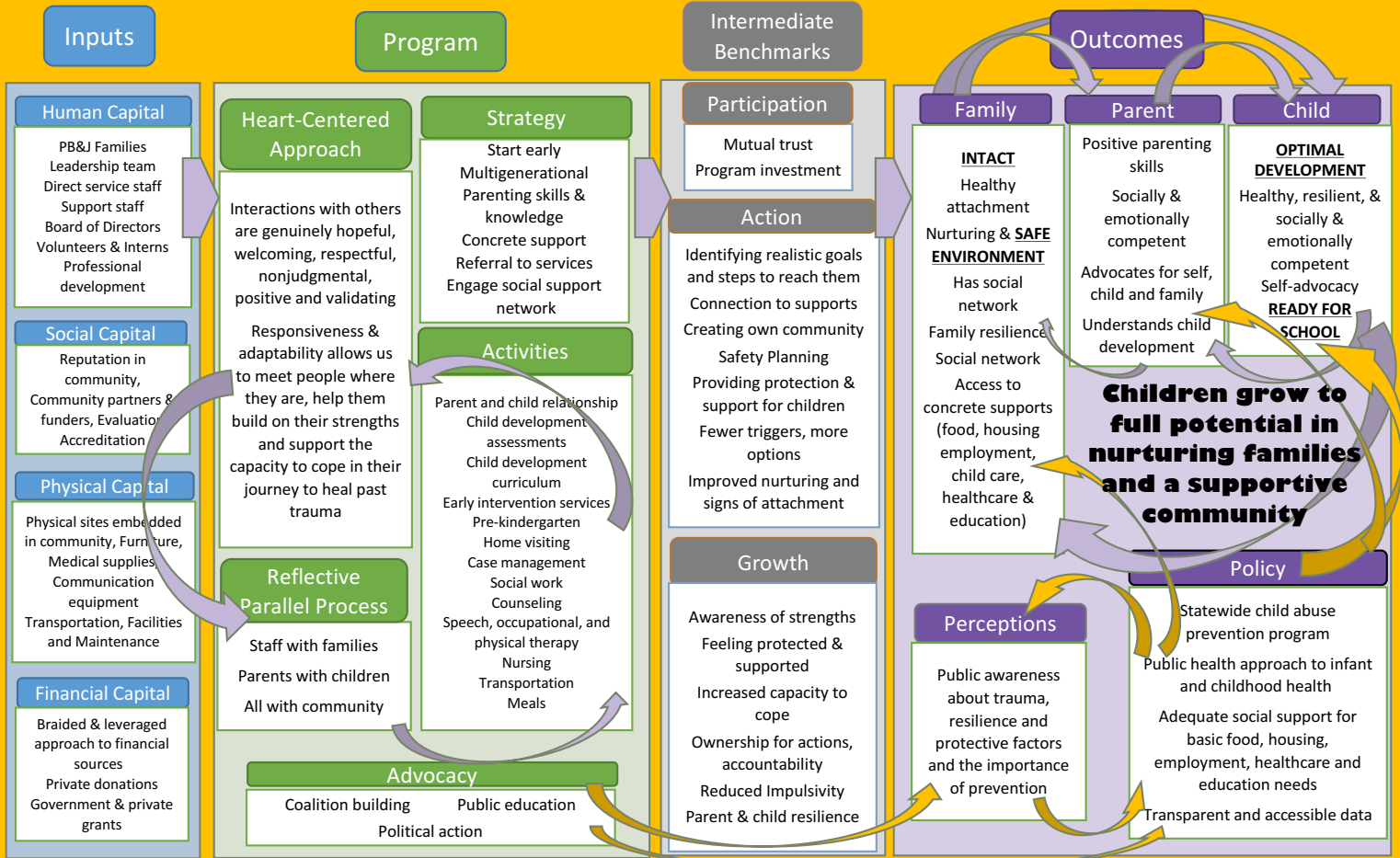
# Mission statement

ArtWorks seeks to fulfill the following outcomes:

- Teachers become engaged with the arts and learn to integrate art into classroom lessons and pedagogy.
- Using encounters with the arts, students:
  - Practice analysis, discussion and appreciation for a wide variety of art forms and cultural traditions,
  - Expand their vocabulary and practice literacy skills such as self-expression both verbally and in writing,
  - Develop new skills in reasoning, boost their confidence and stimulate their imagination.

# Logic model

## PB&J LOGIC MODEL



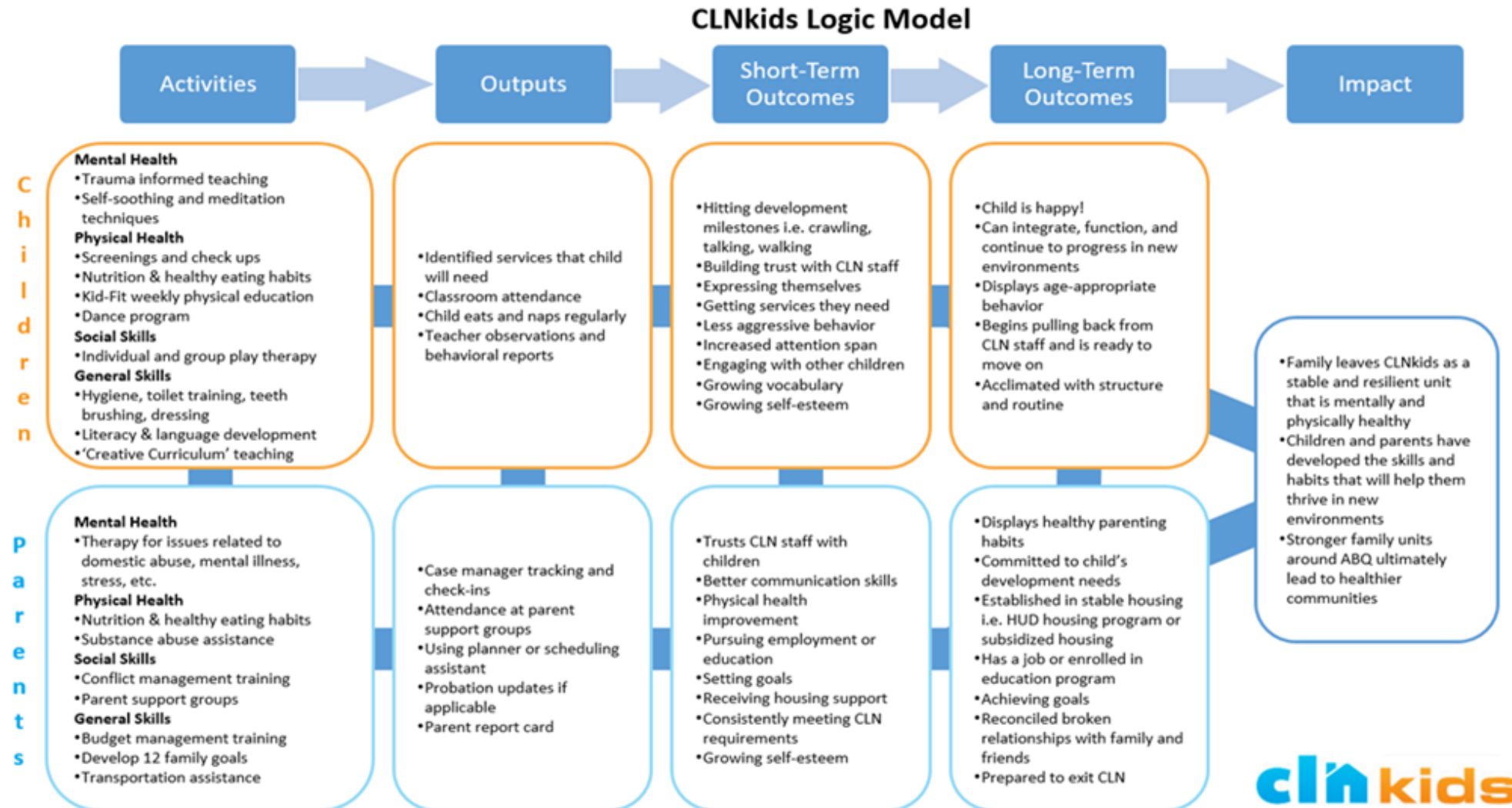
**Assumptions:** Regardless of background or history every family is worthy and deserves support, and the preservation of family serves children and community. Every family and culture has strengths, identifying them through early support and collaborative efforts makes all the difference and creates the greatest change and impact. We all can change, every individual is worthwhile and every child deserves support without labeling or stigma, our justice could be restorative and child abuse can be prevented.

**External Factors:** Poverty, intergenerational violence, inadequate funding for social services, isolation, inadequate transportation, perceptions of single parent families, no comprehensive state wide child abuse prevention plan, fragmented health mental health system, lack of addiction services, lack of affordable housing, oppression towards marginalized groups because of systemic racism. No access to state data.

**Assets:** Diversity, culture, climate, natural beauty, intergenerational families, creative and progressive community, UNM, Medicaid.



# Another logic model



BEST PRACTICE: Collect both quantitative & qualitative data

ArtWorks Classroom Teacher Survey, administered via SurveyMonkey

- ✓ Ask directly (can be quantified)
- ✓ Include open-ended questions, which elicit participant experience (get useful qualitative data)

Enlace Comunitario: knowledge quiz & participant letters



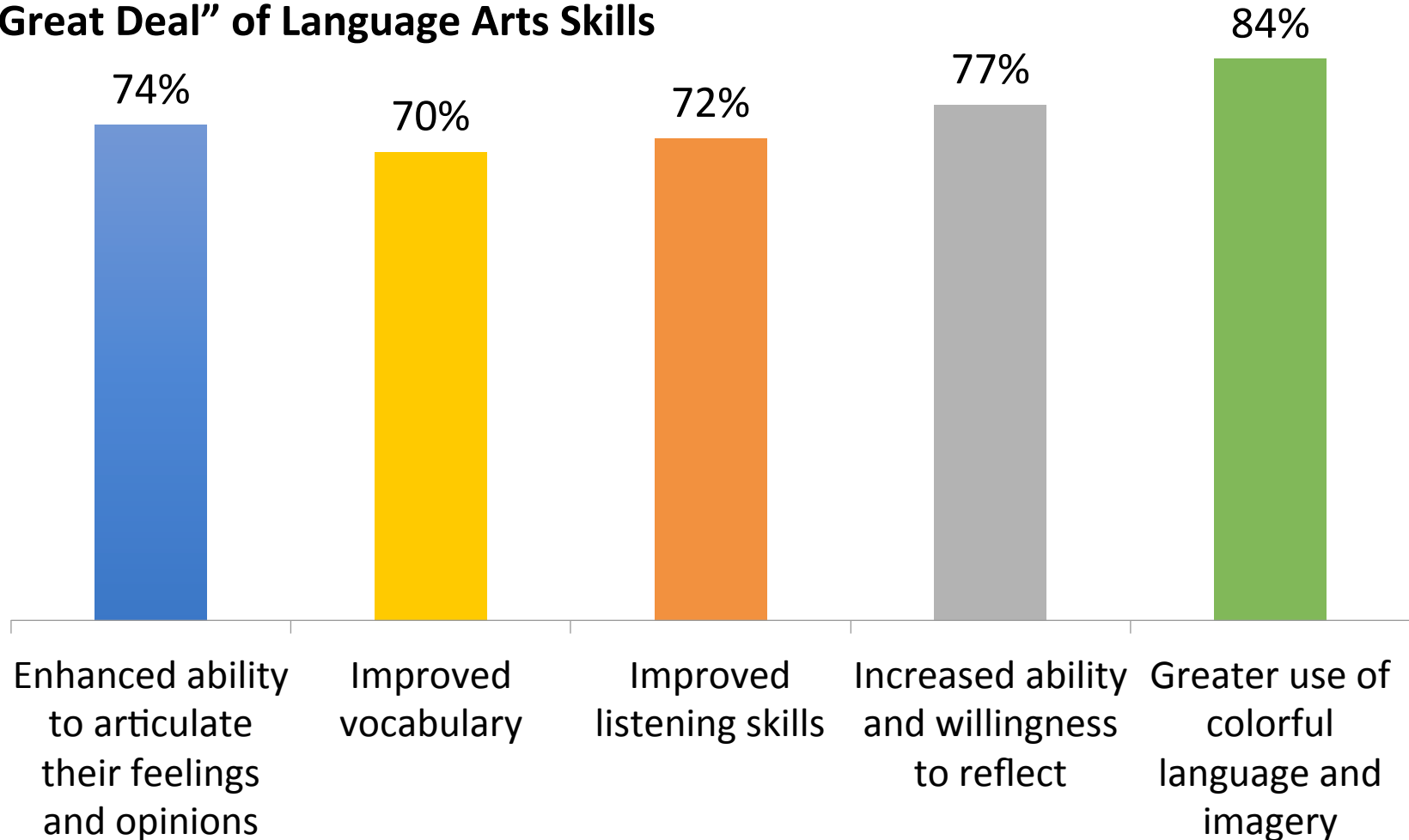
# Direct questions – easy to quantify

**14. Please rate how students demonstrated enhanced literacy and other skills as a result of ArtWorks:**

	Very Little	Limited	Some	A Lot	A Great Deal
Enhanced ability to articulate their feelings and opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# BEST PRACTICE: less is more for quantitative data

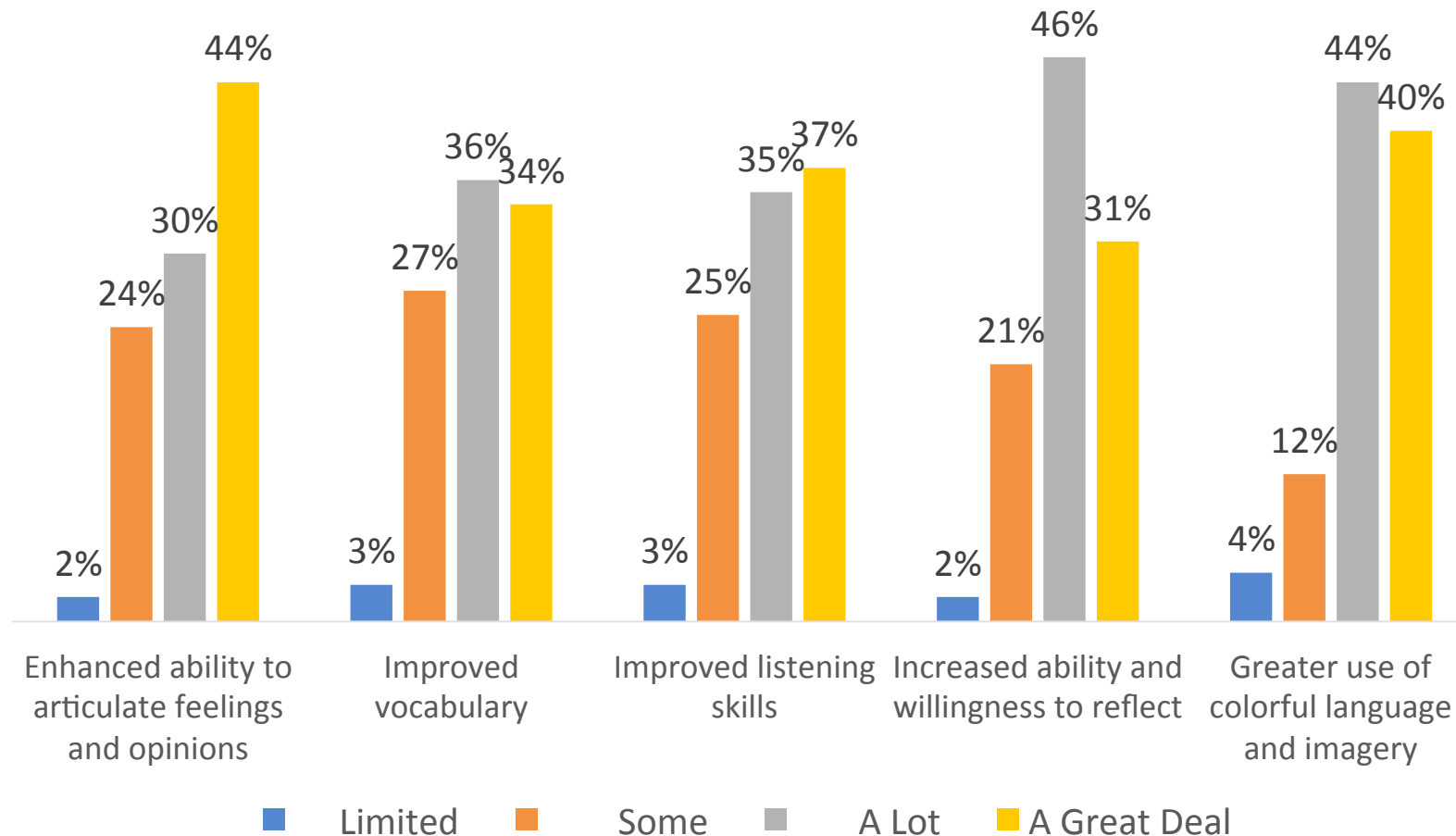
**Percent of Classroom Teachers Who Reported That Students Gained “A Lot” or “A Great Deal” of Language Arts Skills**



**Principle #1:**  
Evaluation should serve the interests of your organization

# BEST PRACTICE: more is less for quantitative data

## Percent of Classroom Teachers Who Reported That Students Gained “Limited,” “Some,” “A Lot” or “A Great Deal” of Language Arts Skills



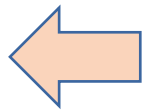
This is too much info!

# Combining quantitative and qualitative questions will make both more credible

**15. Has your participation in ArtWorks increased your integration of the arts into other classroom lessons?**

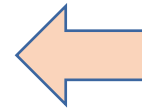
Yes

No



Quantifiable

**16. Briefly explain your answer above:**



Was it really integration?

**18. Can you share a story about how a student(s) was changed by their experience with the arts? A quote?**

# BEST PRACTICE: identify themes and provide examples for qualitative data

One of ArtWorks' goals is to build confidence. Teachers often see this in students who are quiet, shy or struggling. A few examples:

<b>Reaching Quiet, Shy and Struggling Students</b>	<b>Grade</b>
<b>I have a student who is at least 1 grade level behind class in reading and can feel far behind others. But after the post-performance workshop with Gregory, he was SO proud of his artwork and saw how he could keep up with his peers.</b>	<b>1</b>
<b>One of my students who struggles with reading was able to make wonderful observations about the paintings and back them up with reasons and evidence, truly "reading" the painting.</b>	<b>3</b>
<b>Isabela is a shy student who really loved the ice breaker activity of throwing an imaginary stone to others. At first she didn't want to get the stone thrown to her, but when she did, it made her feel ok to be a fool on stage. She said it "changed her".</b>	<b>6</b>

# Measuring what you care about can be tricky

Many outcomes are much harder to measure, and rarely do you have classroom teachers who can report on your clients!

What are you already collecting?

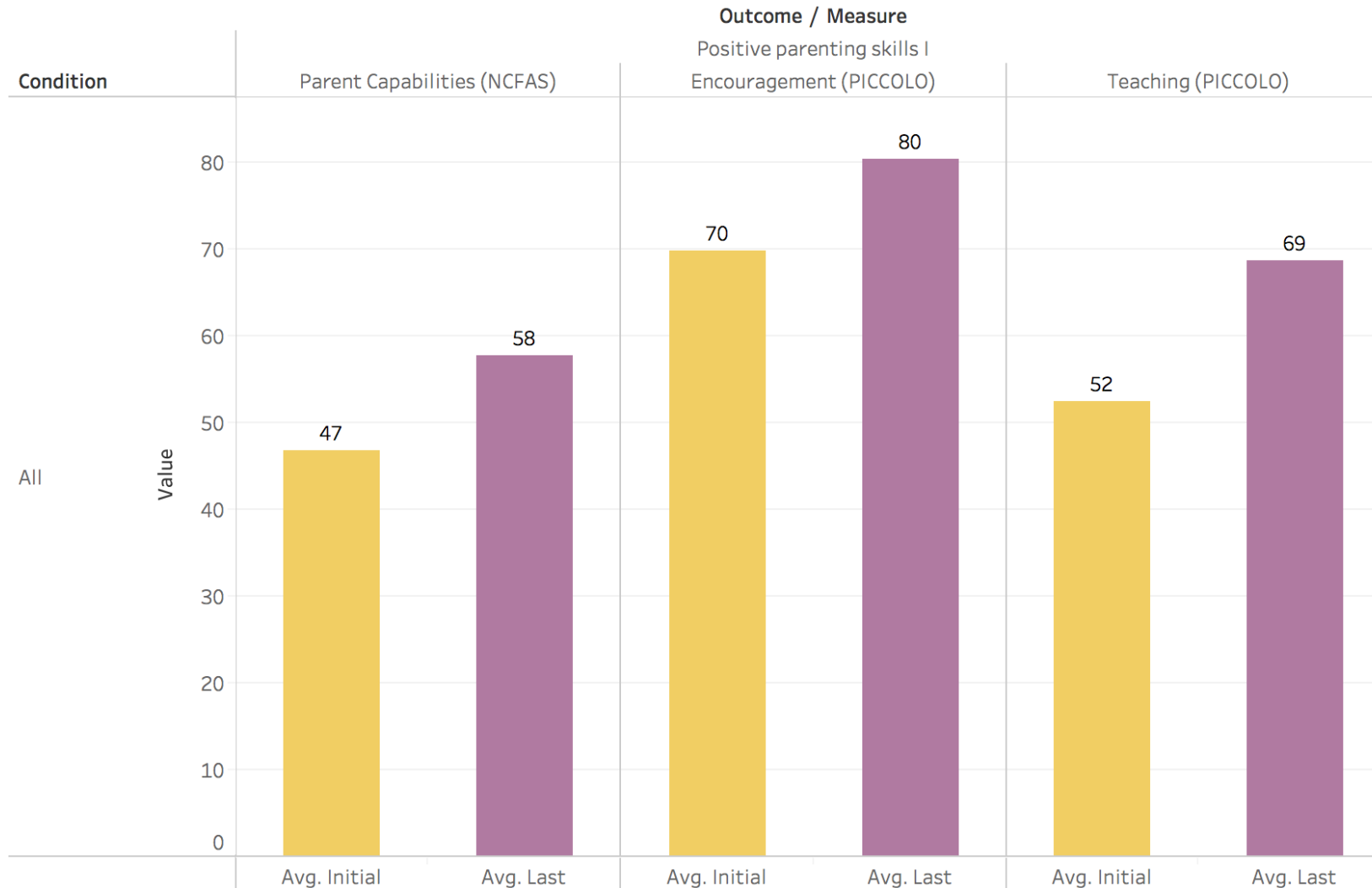
- Assignments
- Screenings
- Needs assessments
- Intake and discharge forms
- Participant satisfaction forms

# Useful comparisons

- Pre-Post
- Comparison group (but beware of sample selection\*)
- Participant's own assessment of change or transformation (even more convincing when coupled with quantitative outcomes)

\*Sample selection is when participants are different from non-participants. Participants may be more motivated or more desperate than non-participants. In the first case, you will overstate your program effects. In the second case, you will understate your program effects

# PB&J families compared at intake and discharge





# BEST PRACTICE: collect representative data

- Do you have data for all or almost all participants?
  - 80% or more is good
- Do you have data from a random sample?
  - You don't need all participants if you are collect a representative sample. You could survey all participants two weeks per year.

# Great evaluation at Enlace Comunitario