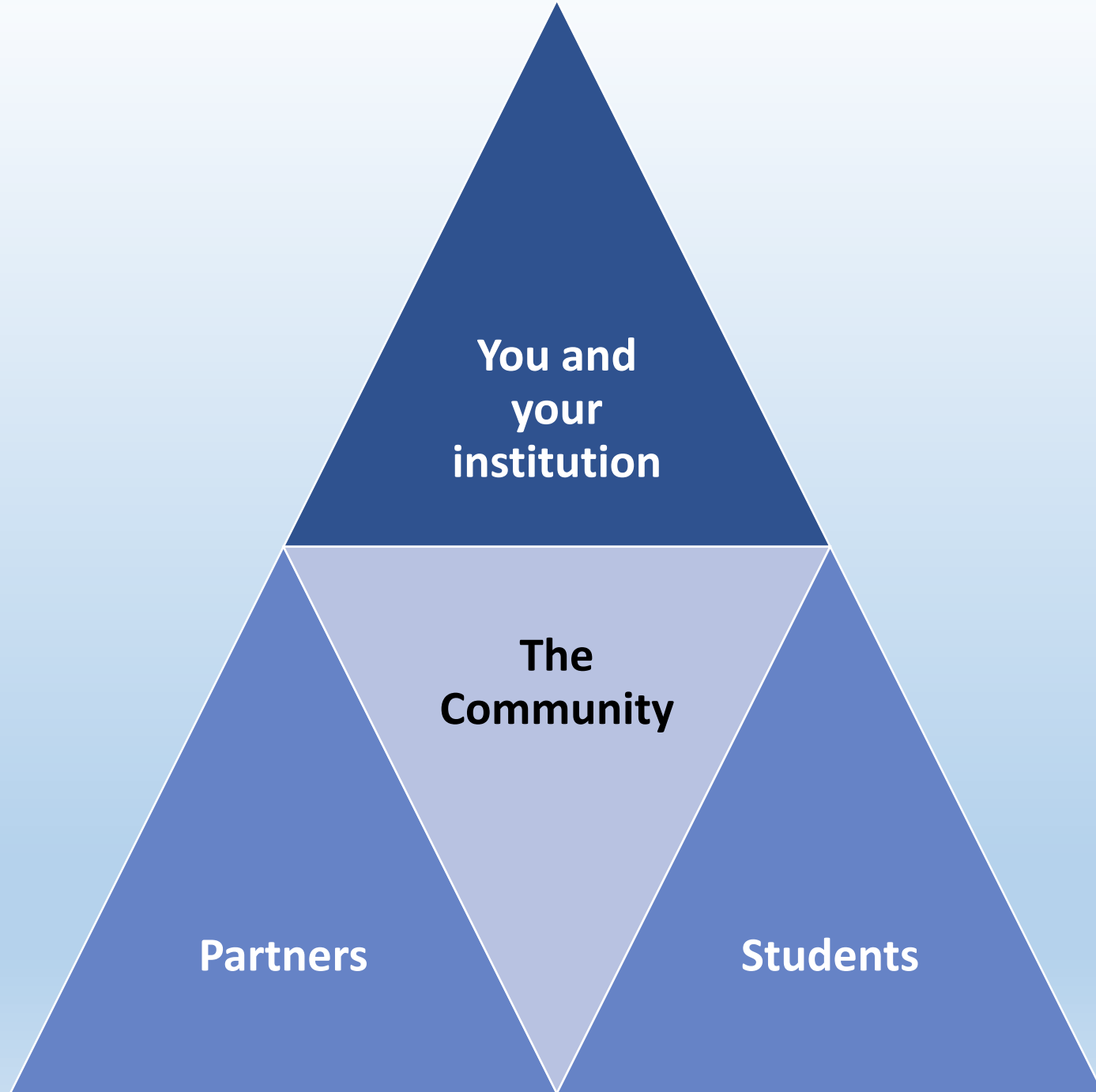


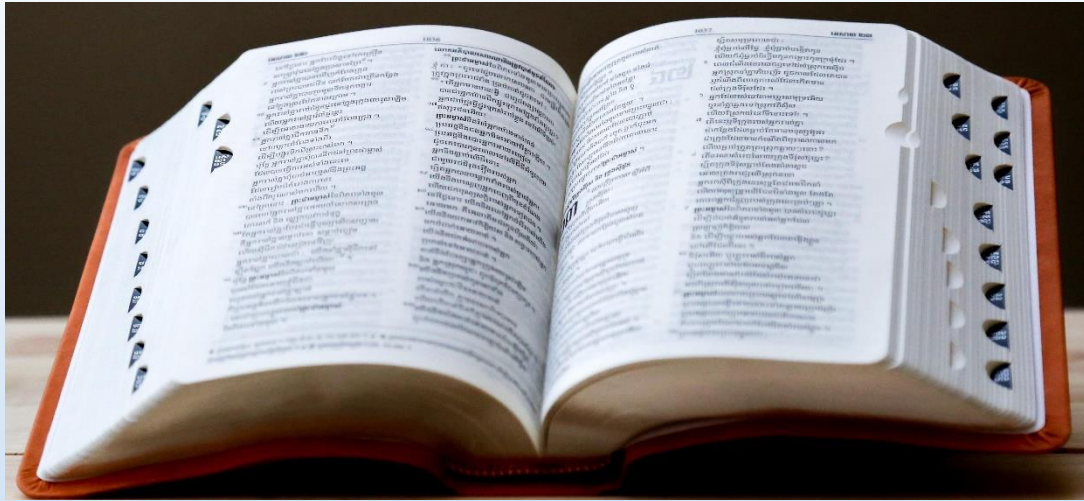


# Best Practices for Evaluating Public Programs in the Humanities

Humanities Research for the Public Good: Connecting Independent Colleges with Their Communities through Undergraduate Research

Sheri Levinsky-Raskin, MAT  
Intrepid Sea, Air & Space Museum  
SJLR Solutions  
June 28, 2019





## Evaluation:

the systematic collection of information about the activities, characteristics, and results of programs to:

- make judgments about the program
- improve or further develop program effectiveness
- inform decisions
- increase understanding

*Definition credited to Michael Quinn Patton, Utilization-focused evaluation (4th ed.) Newbury Park, CA: Sage*



# Defining success

## - Indicators of success

## Developing a set of questions to answer

What?	So What?	Now What?
<ul style="list-style-type: none"><li>• What do we want to know?</li><li>• What information do we need?</li><li>• What did we observe or find out?</li></ul>	<ul style="list-style-type: none"><li>• What sense (or implications) can we make from the data?</li><li>• What meaning can be constructed?</li></ul>	<ul style="list-style-type: none"><li>• How can we act on the results?</li><li>• What resources do we have available to take action?</li></ul>



Which methods  
and tools to  
choose?

It depends on  
what you want  
to know or  
understand.

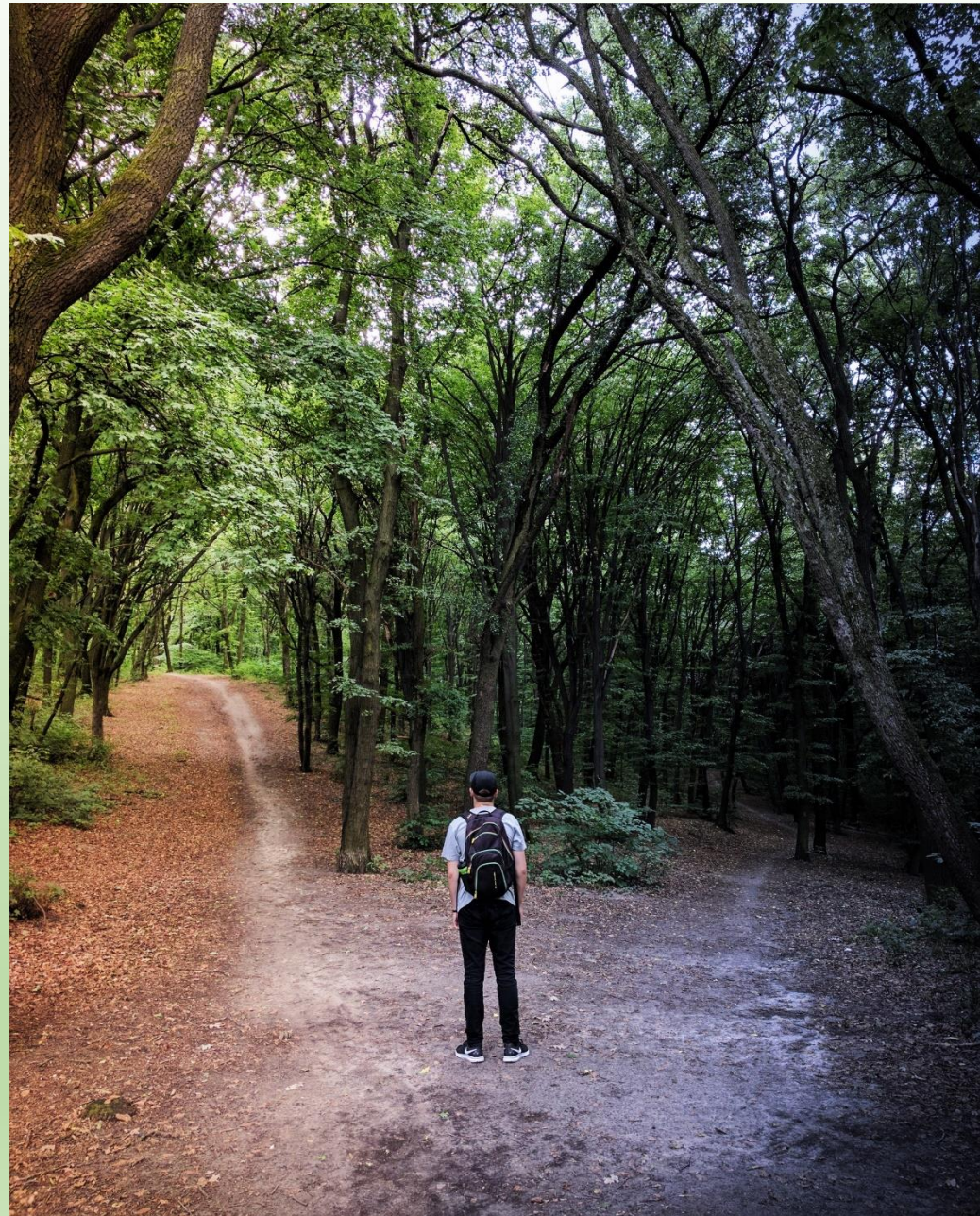


Photo by [Vladislav Babienko](#) on [Unsplash](#)







# The data collection toolbox





**ADULTS: Tell us what you think!**

	 Not at all	 Only a little	 Quite a lot	 A whole lot!
To what degree did you, or others in your group, learn content and/or skills from this program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To what degree did you enjoy this program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To what degree did this program make you want to try another experience with science or technology?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To what degree did this program reinforce or increase any positive attitudes you have towards science or technology?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe what you got out of this program:

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How could we improve this program?

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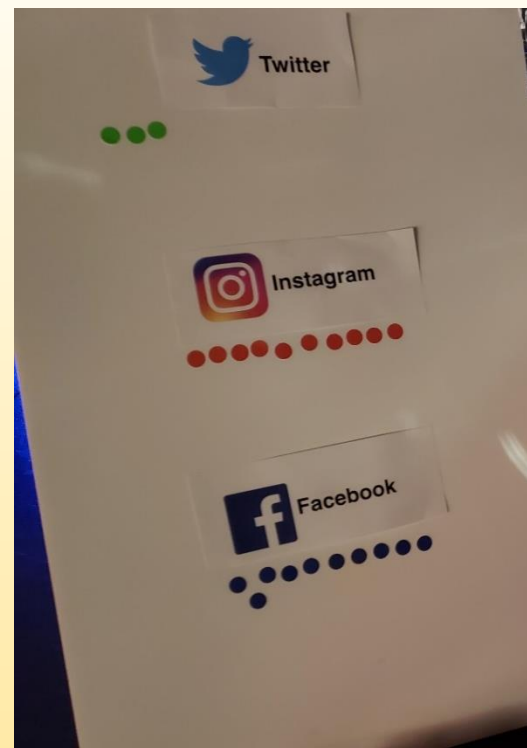
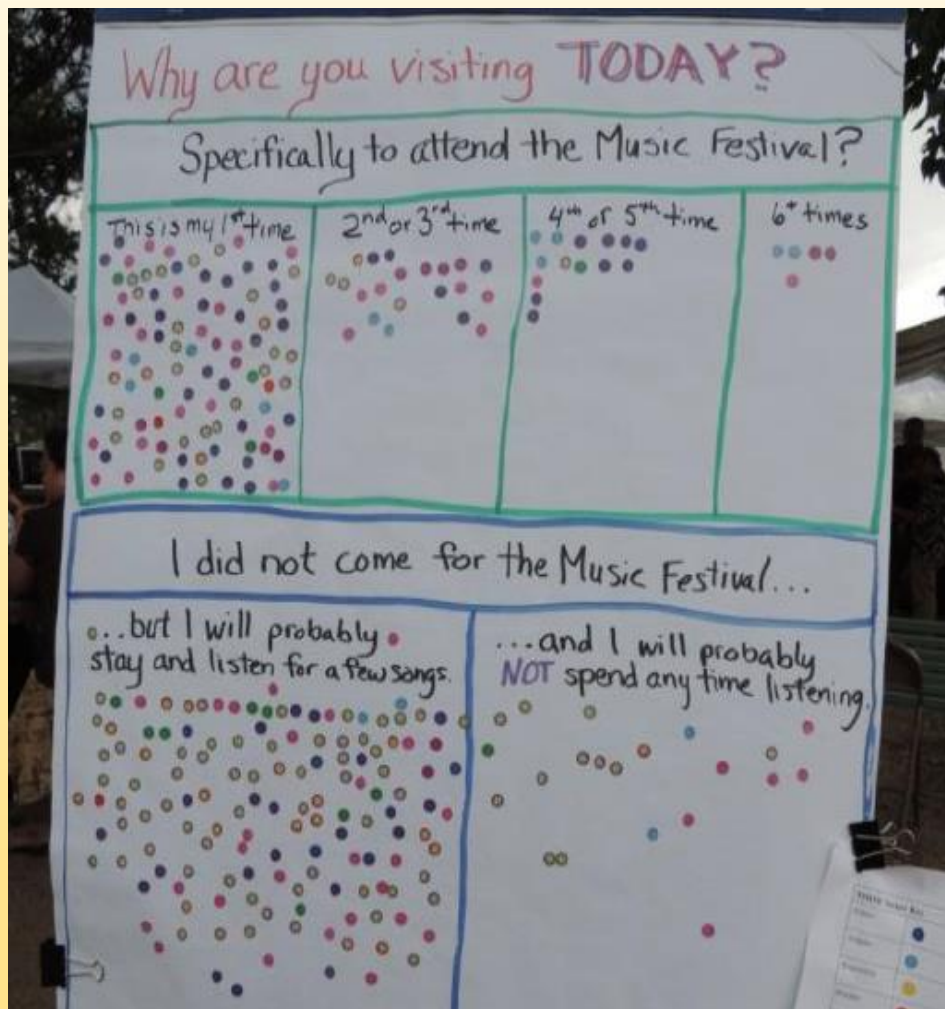
Your age: Under 5   6 – 10   11 – 13   14 – 17   18 – 24   25 – 34   35 – 44   45 – 54   55 – 64   65+

Including today, how often have you tried a Science Center program or visited the Science Center? (Check one.)

☐ 1st time ever   ☐ 1st time in last 12 months   ☐ 1-2 times/year   ☐ 3-4 times/year   ☐ 5+ times/year

To receive Science Center information and invitations to participate in our surveys, please give us your e-mail:

I am...   Male   Female   Science Center Member?   Yes   No   ZIP \_\_\_\_\_





Participant Observation Rubric-- School Group Gallery Programs and Workshops

Date:	Observer:		Program Title:	Teacher's Name for Group/Class Observed:	# of participants in the group:	
Time of Gallery Program or Workshop:	Name of School/Group	Name of Educator:	Age(s) and/or grade(s) of students:	Teacher Contact - follow-up in 3-4 weeks:	# of students _____	
				Phone (preferred): _____	# of adults with the group _____	
				Email: _____	# of girls in the class _____	
					# of boys in the class _____	
Did School/Group Arrive on Time?	Yes	No	Special Needs?	Yes	No	Level of engagement by adults with the group:
Did School/Group Receive Full Program?	Yes	No	ELL?	Yes	No	
						1 not at all      2 little interaction      3 somewhat helpful      4 interested/helpful/engaged

circle one

\*Educator will present content and experiences that are engaging and develop interest; relate experiences to artifacts, activity(ies), historic spaces, and exhibits; create opportunities for active participation and multiple ways for interaction.\*

Stop #1	Location:	
Students will:	Examples = representative of the majority of the group	Evidence = Descriptions/Notes (**Please provide justification for checked off examples)
make observations  explore Museum artifacts and collections  gain knowledge about a specific topic or theme  engage in more than one experience or activity  construct their own ideas and opinions based on information provided	<p>A. Students demonstrate active learning and participation?</p> <ol style="list-style-type: none"><li>Looking and focused</li><li>Asking questions/making comments</li><li>Responding verbally/non-verbally/in movement</li><li>Discussing topics with peers/staff members</li><li>Trying multiple ways to solve problems</li></ol> <p>B. Students making connections between program themes and museum collection?</p> <ol style="list-style-type: none"><li>Making comparisons</li><li>Defining/using vocabulary</li><li>Recalling/building on information</li><li>Examining touch objects</li></ol> <p>* Were students distracted or losing focus at this stop? If so, please explain and note exact location.</p>	

Ad Lib Notes

IIB. CONTEXTUAL BACKGROUND AND ACTIVITIES: Observations of teacher's and students' words and actions.

Time	Description



## Animal Interaction & Practice | Our programs integrate experiences that enhance participants' ability to perceive, understand and care about the experiences or perspectives of others, including animals.

### FACILITATION ITEMS

### SUPPORTING EVIDENCE

<u>1</u> Staff do not include any messaging nor experience for the learners to care for animals.	2 Staff discuss ways to care for animals – feed, train, create enrichment, <u>etc</u> – but learners are not provided a hands-on opportunity to care for animals.	<u>3</u> Staff provide an appropriate opportunity for learners to care for animals – feed, train, create enrichment, and/or interact with animals in ways that require empathy.	<input type="checkbox"/>
<u>1</u> Staff do not have discussions with learners about how to know what different animals need.	2 When asked, staff answer questions about how to know what different animals need, but do not facilitate a discussion about the topic.	<u>3</u> In an appropriate amount, staff have discussions with learners about how to know what different animals need.	<input type="checkbox"/>
<u>1</u> Staff do not call out and positively acknowledge when desired empathetic statements, questions and resulting behaviors are displayed.	2 Staff occasionally call out and positively acknowledge when desired empathetic statements, questions and resulting behaviors are displayed, but some opportunity is missed.	<u>3</u> Staff consistently call out and positively acknowledge when desired empathetic statements, questions and resulting behaviors are displayed.	<input type="checkbox"/>
<u>1</u> Staff provide one experience with the same individual animal.	2 Staff provide more than one experience with the same individual animal.	<u>3</u> Staff provide multiple experiences with the same individual animal.	<input type="checkbox"/>



### Participant Post-Program Interviews

Thank you, \_\_\_\_\_ for talking with me today. I'm here to learn about your experiences in the Mission Inn Foundation's Hands on History program: what you liked, what you learned, how you have grown through this program. I have some questions for you that will be helpful to us so we can continue to make it the best it can be. Try to answer the question in full, complete sentences. There is no right or wrong answer. Share what feel. You can take as long or as little as you like to answer each question.

- Can you tell me a little bit about yourself: What is your name? How old are you?
- Can you tell me about your family? Where are you from?
- What do you like to do for fun on the weekends or after school?
- What is your favorite subject/class in school? Why?
- What is your least favorite subject/class in school? Why?
- What do you want to be when you grow up?
- How did you first hear about the Mission Inn Foundation's Hands on History program? What made you want to participate in the program?
- Can you describe to me what you did in the program?
- What was your favorite part of the program? Why?
- What was your least favorite part of the program? Why?
- Was there anything you did in the program that you've never done before? How did it make you feel?
- During the program we visited the Jensen Alvarado Ranch, the Louis Robidoux Library, and Flabob Airport – had you visited these sites before?
- Is there anything you learned or did in this program that has helped you in your other classes?
- You want to be \_\_\_\_\_ when you grow up. Did you learn anything in this program you think will help you to achieve this goal?
- If you had a friend who was thinking about participating in this program, what would you tell him or her?
- How has the Mission Inn Foundation's Hands on History program influenced your life?








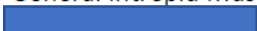

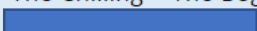

The following questions are designed to measure your perceptions regarding your knowledge, skills, confidence, and application of varied focus areas throughout this Institute. Please read the statements carefully and **circle** the appropriate number (1, 2 or 3) for each. Below are the definitions for each numbers.

Please be honest. This helps to evaluate the Institute and our offerings to make sure we are meeting the needs of everyone.

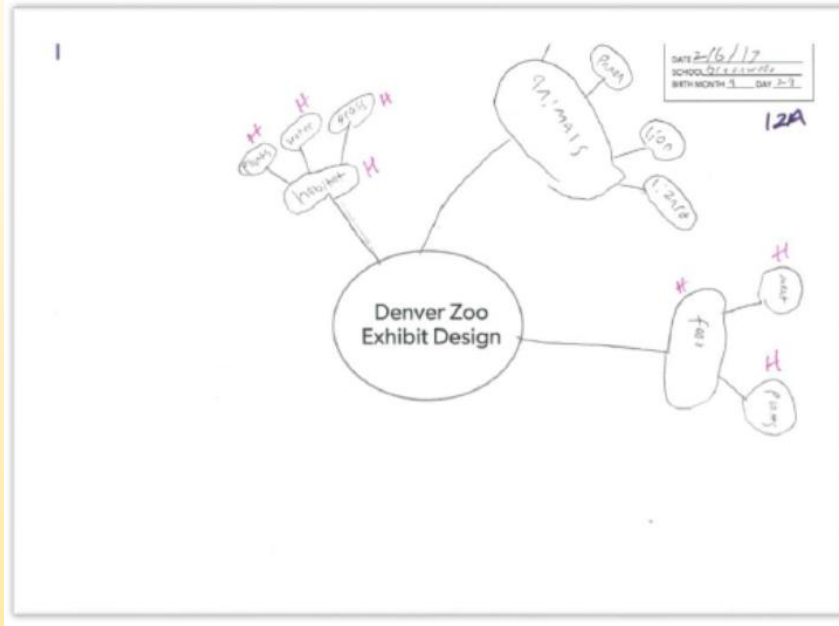
1 = Beginning	2 = Developing	3 = Accomplished
<i>I have a lot to learn, or improve upon in this area.</i>	<i>I have previous experience, but still seek more information or practice.</i>	<i>I have a lot of experience in this area already.</i>

Target Goals	Beginning	Developing	Accomplished	Comments
1) Increased knowledge of the intersections of historical forces and technological developments during the Cold War era.	1	2	3	
2) Increased skills and knowledge regarding archival research.	1	2	3	
3) Increased use of primary source documents, artifacts, and ephemera in the classroom to promote historical thinking.	1	2	3	
4) Increased confidence in teaching relatively recent and controversial history with respect and accuracy.	1	2	3	

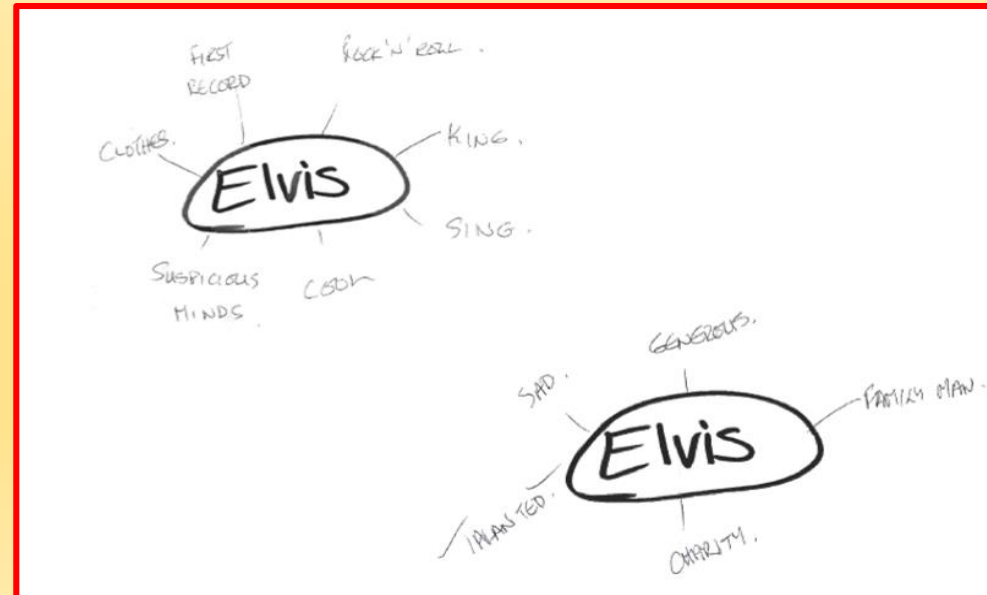
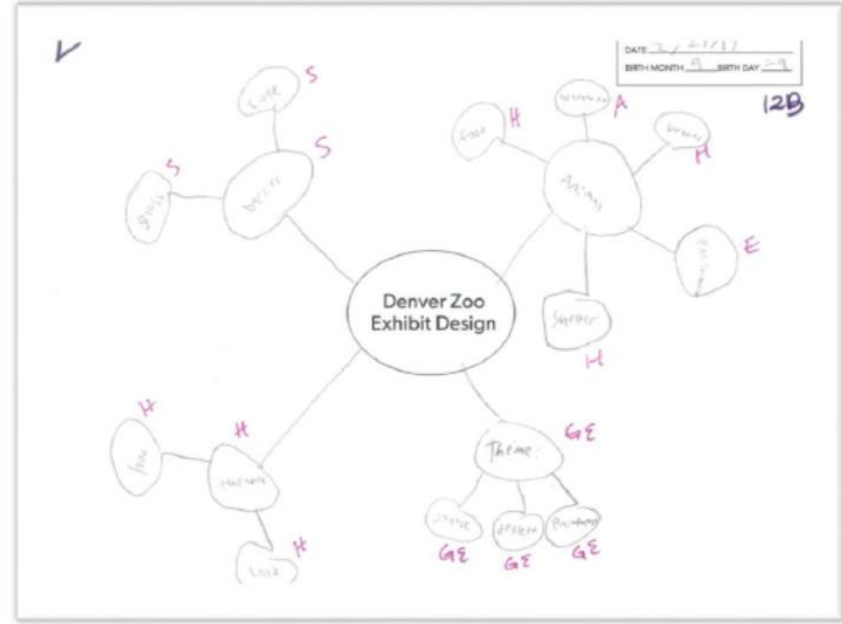
Friday, July 27, 2018: Intrepid Sea, Air & Space Museum  
The Cold War through the Collections of the Intrepid Museum: NEH Summer Institute, Summer 2018

The Session Instructors conveyed information effectively.		Very Effective	Moderately Effective	Slightly Effective	Not at all Effective
10:15am-noon	General Intrepid Museum Tour –  				
1:00-3:00pm	The Chilling – The Beginning of the Cold War --  				
3:45-4:45pm	Introduction to Literature Circles – 				

PRE



POST







### Icon Matching Collector

Food & Drink

Gift Shop

Information Desk

Film

Souvenir Photos

Elevator

Vending Machines

Stairs



Place word(s) here



Directory

Movie

Theater

Viewpoint

Café

Exit

Information

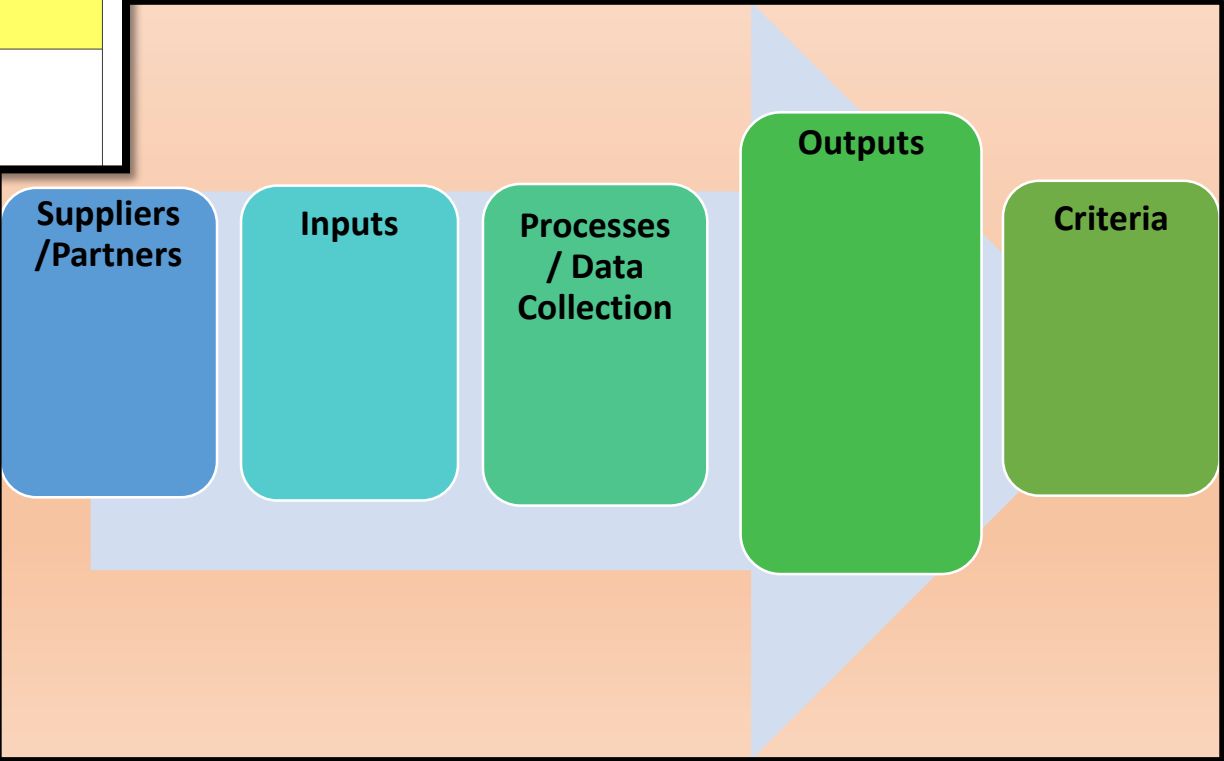


Indicator(s)	Applied to	Output	Information needed to determine if outcome is being attained	Data Source	Data Interval	Target
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Problem:

Assumption:

Resources/Inputs	Activities	Outputs	Outcomes	Impact
In order to accomplish our set of activities, we will need the following:	In order to address the problem, we will accomplish the following activities:	We expect that once accomplished, these activities will produce the following evidence or service delivery:	We expect that if accomplished, these activities will lead to the following changes in 1-3 years, then 4-6 years:	We expect that if accomplished, these activities will lead to the following changes in 7-10 years:





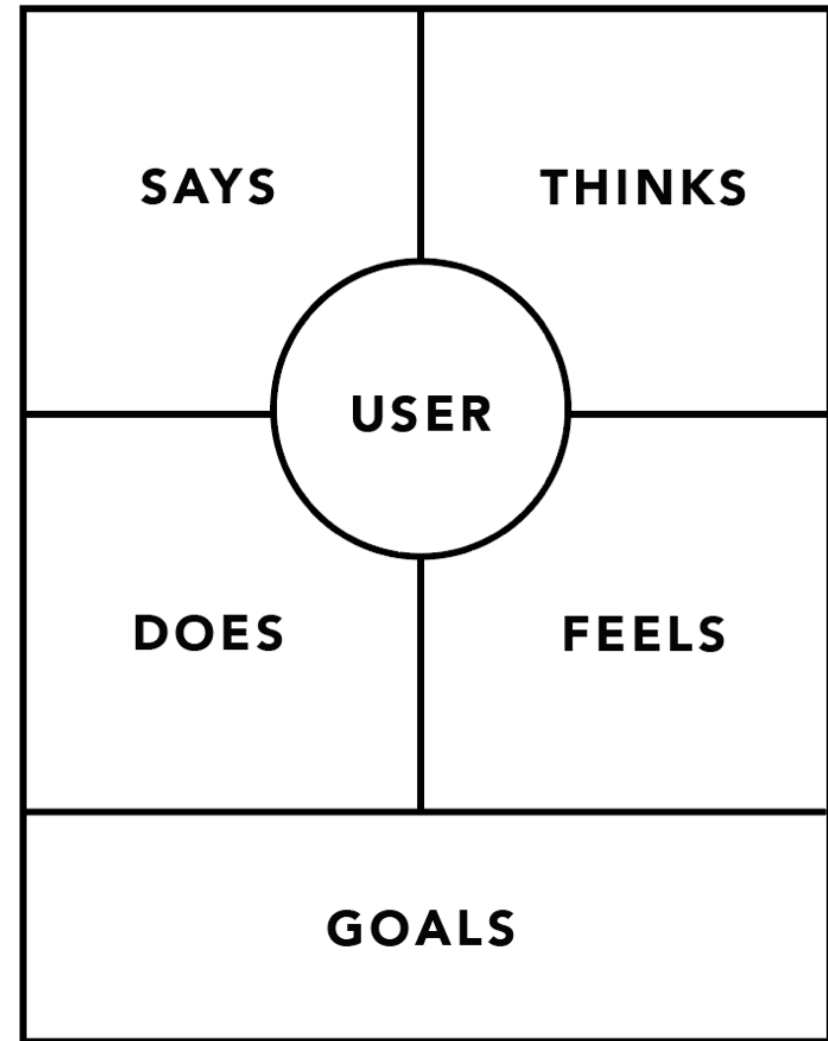
# Empathy Mapping

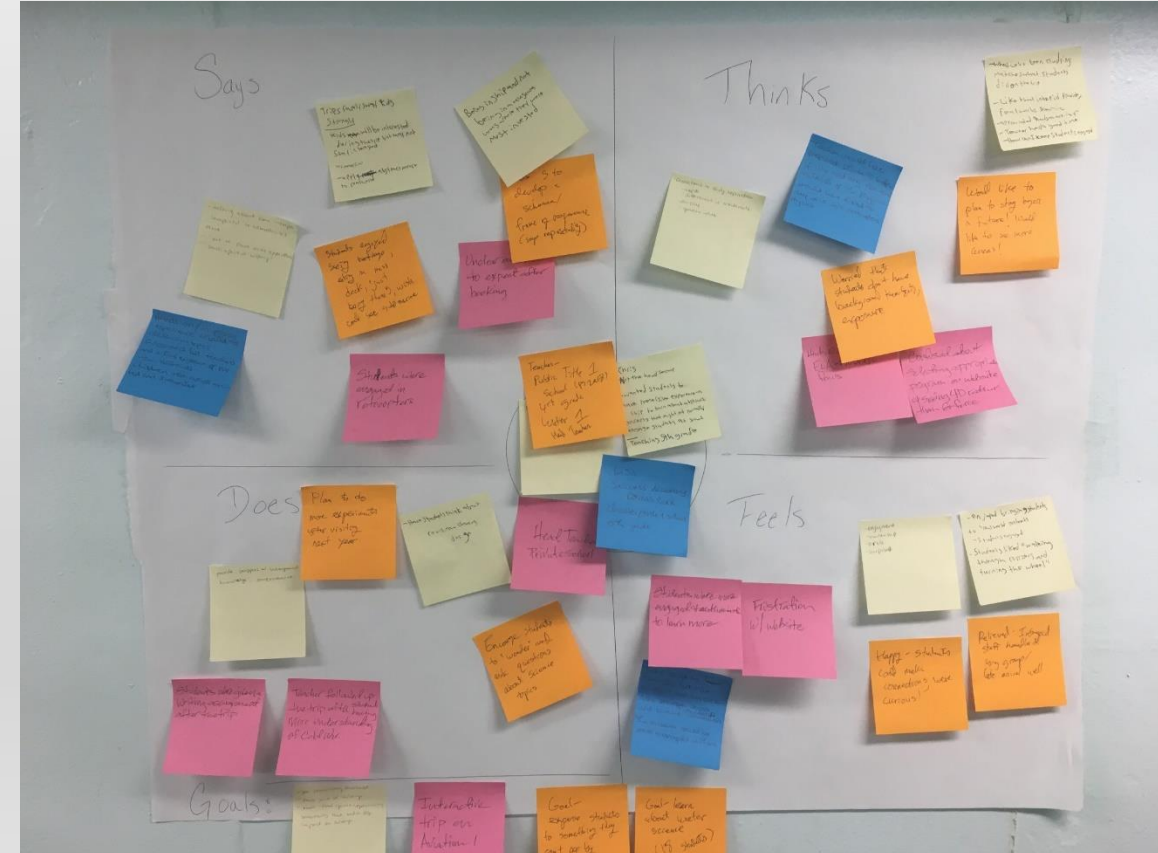
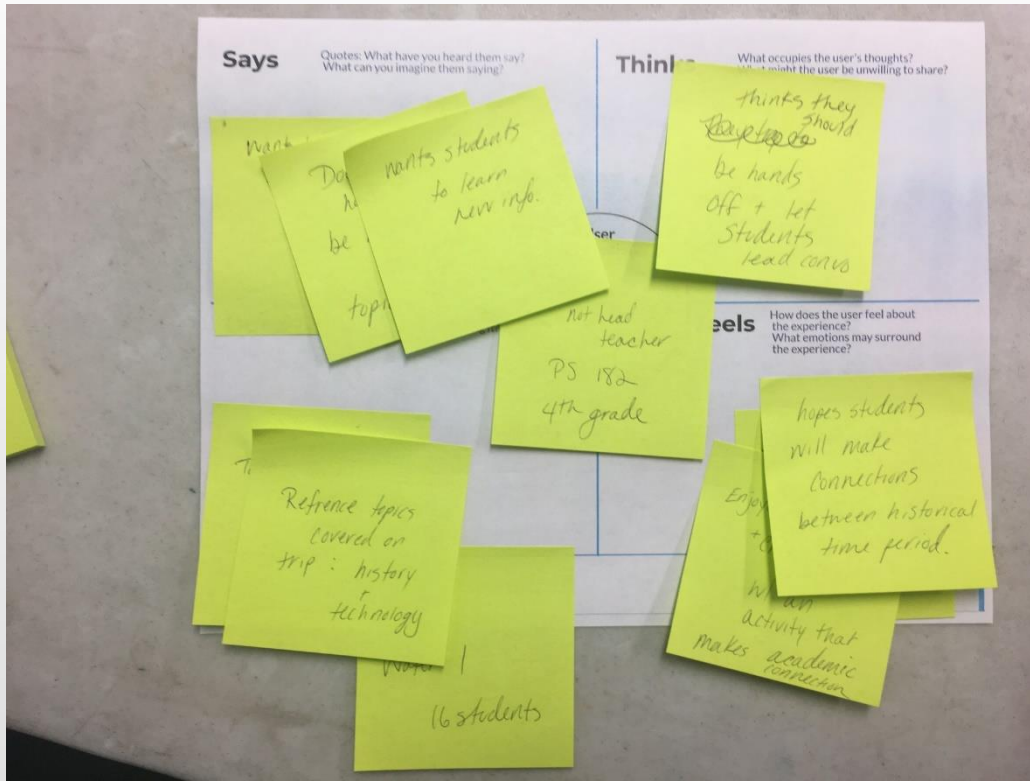
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A map that uses qualitative & quantitative data from participants.

A tool to gain deeper insights about participants.

A diagram that externally describes the needs of participants.







- Record activities
- Test your methods
- Gather evidence
- Be iterative and use your data
- Review and analyze evidence
- Question the data
- Involve others in the process
- Evaluate evidence against key question
- Summarize and share findings





- Consider who will review and use the findings and ways findings can be acted upon
  - Internal / external
  - Lessons learned
  - ‘Dos and don'ts’
- Select format
  - Oral presentations with notes
  - Posters
  - Deck or visualization
  - Written report, article, newsletter, blog
- Maintain participant anonymity



**Shared Google Folder: Evaluation – Humanities Research for the Public Good**

**Link -** <https://drive.google.com/open?id=1Zfx0Z2WX1av12i3OKPf5vQ9glzoA5-jg>

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