



BUILDING EVALUATION CAPACITY WORKSHOPS

Workshop 1: Planning for Evaluation

To assist staff in making decisions about what, when, and how to evaluate

Workshop 2: Clarifying Outcomes

To assist staff in clarifying a program's intended outcomes*

Workshop 3: Identifying Indicators to Measure Achievement of Outcomes

*To assist staff in identifying measurable indicators to evaluate a program's effectiveness**

Workshop 4: Instrument Design and Data Collection

To train staff to design useful and valid data collection instruments and collect reliable data

Workshop 5: Data Analysis and Reporting

To train staff to conduct content analysis of simple qualitative data sets and report findings

Workshop 6: Applying Results to Practice

To assist staff in turning evaluation results and recommendations into actions

* We broadly define “program” to include exhibitions, public events, school programs, etc.

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Workshop 1: **Planning for Evaluation**

PURPOSE

To clarify the fundamental purpose of evaluation for the institution

OVERVIEW

Evaluation is a systematic process of collecting and analyzing data and examining results against stated goals and outcomes. To collect reliable and useful data, one has to carefully plan the evaluation. Careful planning includes determining the purpose of the study; the best method for executing the study; and the analysis and reporting strategy—to name a few.

GOALS

- ◆ Discuss the fundamental purpose of evaluation for the institution
- ◆ Describe the process of planning an evaluation
- ◆ Identify evaluation stakeholders, including who is requesting the evaluation and how the collected information will be used

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Workshop 2: Clarifying Outcomes

PURPOSE

To address the question, “What is the desired effect of the program on participants?”

OVERVIEW

Evaluations are most useful when they are viewed in the context of outcomes (when study findings become evidence of what has [or has not] been achieved). That is, evaluations are neither interesting nor useful unless they exist within a purposeful context of intended outcomes. Outcomes describe in specific and concrete terms the desired results of a program on intended audiences. Clear program outcomes serve a dual purpose: they are planning guideposts as they help staff prioritize their actions to achieve specified results; and they are an evaluation gauge for success.

GOALS

- ◆ Define the purpose, value, and process of clarifying outcomes
- ◆ Clarify the program’s target population
- ◆ Identify the desired effects of the program on its specified audience
- ◆ Articulate specific and concrete program outcomes

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Workshop 3:

Identifying Indicators to Measure Achievement of Outcomes

PURPOSE

To identify indicators that can be used to measure the achievement of outcomes

OVERVIEW

Indicators support program outcomes and describe the evidence necessary to know whether a program has achieved success. Indicators are the gauge against which we analyze and interpret data. When indicators are specific, detailed, observable, and measurable, they leave little room for interpretations and strengthen the validity and reliability of an evaluation study.

GOALS

- ◆ Define the purpose, value, and process of identifying measurable indicators that align with outcomes
- ◆ Explore the question, “What must program participants do or say to demonstrate they have achieved the outcome?”
- ◆ Reach consensus on the description of indicators

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Workshop 4: Designing Instruments and Data Collection Procedures

PURPOSE

To train staff to design data collection instruments for a specific project currently underway and collect data using the instruments

OVERVIEW

Useful data is a powerful asset to any institution. Therefore, having the capacity to design instruments and procedures to harness that asset can be an indispensable skill for staff. For this workshop, we recommend training staff to design and collect data for a specific project currently underway so staff can immediately apply what they learn to a specific project. Approaching the workshop in this way has proven successful in helping staff maintain momentum generated from the workshop and promoting continued utilization of this new found capacity.

GOALS

- ◆ Identify data collection strategies that will fit staff's current needs and suit their capacity (e.g., in terms of time, skill, etc.)
- ◆ Design data collection instruments
- ◆ Train staff to systematically collect data, following strategies that produce valid and reliable data
- ◆ Provide staff with simple techniques for data analysis

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Workshop 5: Analyzing and Reporting Data

PURPOSE

To train staff to synthesize and report interview findings by searching for trends and patterns in the data so they can answer the question, “What do the data reveal about audiences and their experiences?”

OVERVIEW

In this workshop, we work with interview data that workshop participants have collected from their audiences. Interview data are qualitative and include descriptive language about people’s program experiences. We take staff through a series of basic steps that allow them to identify meaningful trends and patterns and report findings in ways that are easily digestible for their institutional colleagues. Analysis and reporting are guided by the outcomes and indicators previously articulated in earlier workshops. Throughout the process, we encourage staff to reflect as a group on their analyses and reporting, as the analysis process often reveals challenges and gives staff the opportunity to consider lessons learned from evaluation.

GOALS

- ◆ Identify trends and patterns in data
- ◆ Report findings in a concrete and easily digestible ways
- ◆ Reflect on lessons learned from the analysis and reporting process

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Workshop 6: **Applying Results to Practice**

PURPOSE

To support staff in reflecting on the implications of evaluation results so they can consider the question, “What have we learned and how can we do better?”

OVERVIEW

Reflecting on evaluation results enhances the value of the results and builds a shared understanding among staff of how evaluation supports professional learning and program improvement. In this workshop, we use a series of questions to facilitate large-group discussions about the meaning and implications of evaluation data. We ask staff to discuss what they learned about program participants’ experiences, including what worked and what did not work and hypothesize why. We facilitate exercises to help staff determine next steps and how to address program shortcomings. Interactive discussions result in a list of concrete recommendations based on a collective understanding of the evaluation results.

GOALS

- ◆ Reflect on the results of the evaluation
- ◆ Identify how participants’ experiences align with intended outcomes
- ◆ Identify strategies that will assist staff in strengthening a program
- ◆ List action steps moving forward

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WORKSHOP USE AND CONTEXT

Our workshops provide professional and organizational development toward the goal of building evaluation capacity. Using the workshops as our teaching platform, we develop a customized scope of work that responds to each organization's unique needs. We often integrate workshops with corresponding working sessions to dedicate time to apply workshop concepts to practice.

Each workshop includes a combination of presentations, facilitated discussions, and small- and large-group exercises. Our Building Evaluation Capacity workshops are available separately or as a series.

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UNDERLYING THEORY TO OUR WORKSHOPS

To achieve success in this century, we believe cultural organizations must be intentional in their practice by continually clarifying their impact, aligning all practices and resources to achieve their impact, measuring impact, and learning from practice to strengthen their ongoing planning and actions. As a result, leaders must strengthen their organization by continuously pursuing impact.

The foundation of our ideas is the cycle of intentional practice, which depicts an aspirational work cycle with four interconnected and continual steps that are guided by four related questions.



We have developed this series of workshops to help professionals become more intentional in their practice. These workshops inspire professionals to place the organization's impact at the center of daily work and decision making. They demonstrate ways to align practices and resources with impact. The workshops also encourage professionals to continually learn from their successes and failures, thus strengthening the organization and its ability to achieve its intended impact.

We designed these workshops to develop stronger, impact-driven organizations while supporting professionals as they pursue lifelong learning in their daily work.

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RK&A is a planning, evaluation, and research firm dedicated to guiding professionals in improving practice to achieve impact. Since 1989, we have learned from the hundreds of evaluations we have conducted for cultural organizations of all types and sizes. We have worked with children's museums; museums of science, art, and history; and botanical gardens, zoos, and aquaria. Underscoring our commitment to helping museums pursue intentional practice and evaluate their impact on the public, Randi Korn wrote an article published in *Curator: The Museum Journal* that states the case for holistic intentionality.

CONTACT US

For more information about the Pursuing Impact workshops or our Building Evaluation Capacity workshops, please contact us directly by phone or e-mail. A copy of Randi's article "The Case for Holistic Intentionality" is available here http://rka.com/docs/the_case%20for_holistic_intentionality_042007.pdf and on our Web site.

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