Your Toolkit for Successful Evaluations

FORUM OF REGIONAL ASSOCIATIONS OF GRANTMAKERS

Introduction

The Forum of Regional Associations of Grantmakers has undertaken a national leadership project to strengthen the capacity of its member organizations for providing high quality learning opportunities to grantmakers. This project is funded by the William and Flora Hewlett Foundation and evaluated by Macro International.

Key efforts to lay the groundwork for a comprehensive system of grantmaker education have included the establishment of the Grantmaker Education Task Force, the development of a new conceptual framework, and a regranting process to support the repackaging of model education programs and the development of new programs. The project implementation experience has underscored that *there is a clear demand in the grantmaker education field for more consistent evaluation processes, where formative assessment is used to guide program improvements and outcomes evaluations gauge program successes.*

The following resources have been designed and assembled by the Macro evaluation team as a "starter kit" to promote the integration of effective evaluation into grantmaker education programs. This core set of tools includes general tips for conducting successful evaluations, guidance and examples for defining and understanding a program's logic, how-to instructions for designing participant questionnaires, and an annotated guide to existing evaluation resources to support good practice.

Each of the components in this toolkit has been developed in direct response to input from representatives of regional associations on what would be most useful. The evaluators elicited information on current practices and needs regarding the evaluation of grantmaker education through baseline interviews with regional associations, a survey of grantmaker education providers, and discussions with representatives of each project supported through the regranting initiative. Ideally, these guidelines and tools will serve as a starting point for sharing evaluation materials across the network, with regional associations and other grantmaker education providers adding to the collection as evaluation approaches and instruments are designed and tested.

Toolkit produced by
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Contents

10 Steps *to* Successful Evaluations

CLARITY—Be clear about the purposes of your evaluation

LOGIC MODEL—Use a logic model to sort out inputs, activities, outputs, and outcomes and how they are linked. Differentiate clearly between outputs (learning activities or resources) and outcomes (the application of these products or services by participants)

SIMPLICITY—Design a simple instrument—ask only what you need

QUESTION MIX—Consider where you want closed-ended questions for purposes of tallying and comparing and where you want open-ended questions for more wide-ranging feedback (the latter should probably be limited)

TESTING— If this is a newly constructed questionnaire, pilot the instrument or at least get input from others

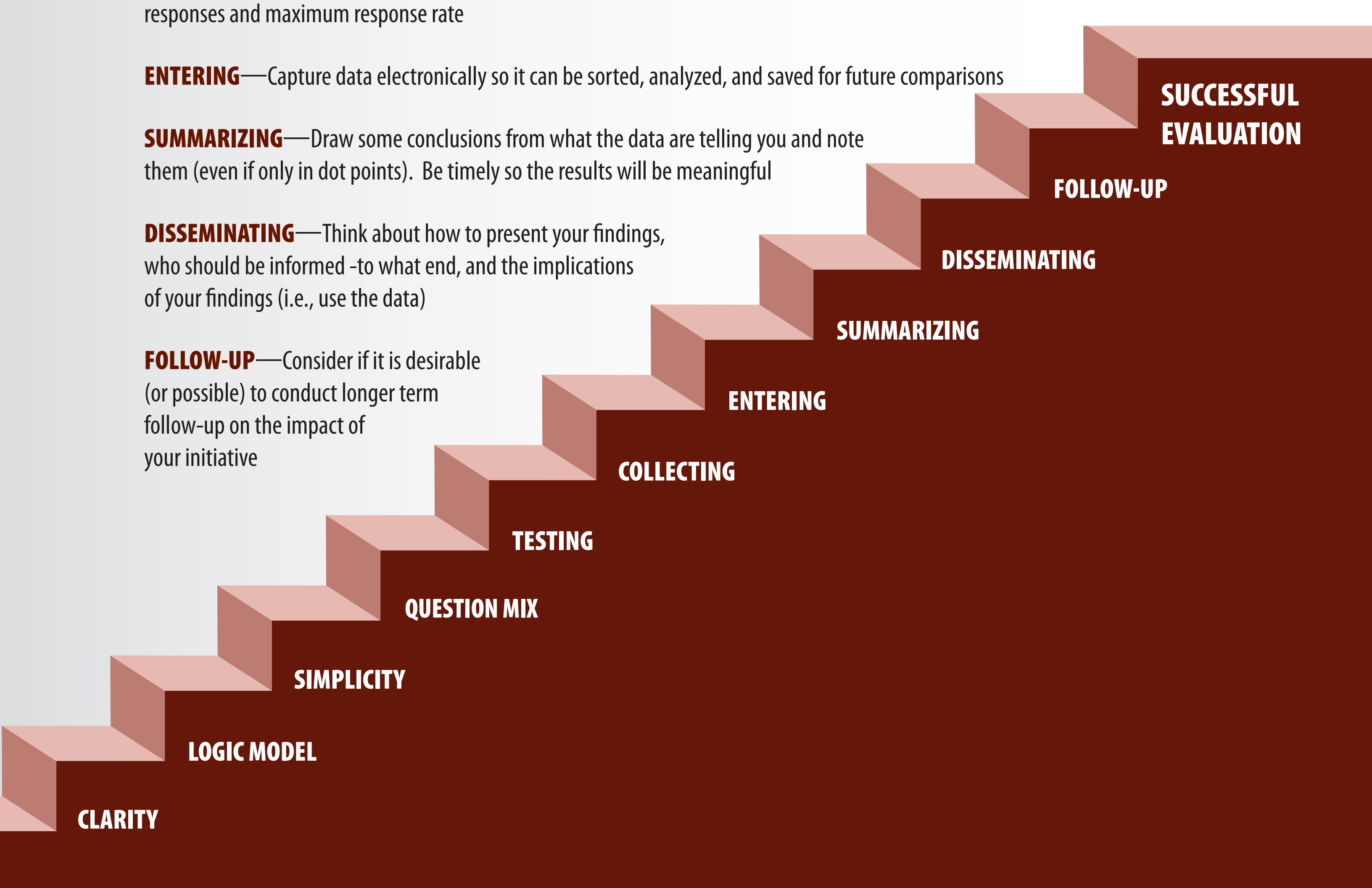
COLLECTING—Consider how you will collect the feedback--it needs to be administered in a way to get best responses and maximum response rate

ENTERING—Capture data electronically so it can be sorted, analyzed, and saved for future comparisons

SUMMARIZING—Draw some conclusions from what the data are telling you and note them (even if only in dot points). Be timely so the results will be meaningful

DISSEMINATING—Think about how to present your findings, who should be informed -to what end, and the implications of your findings (i.e., use the data)

FOLLOW-UP—Consider if it is desirable (or possible) to conduct longer term follow-up on the impact of your initiative



Being Clear about Purposes When Evaluating Grantmaker Education

As we learn from Alice in *Alice in Wonderland:*
"Would you tell me, please, which way I ought to go from here?"
"That depends a good deal on where you want to get to," replied the Cheshire Cat

You should be clear what you **want** to know and **to whom** you want to convey this information. The end goals of evaluation can either be formative or summative.

- **Formative** = Evaluation designed and used to improve your program.
- **Summative** = Evaluation designed to present conclusions about the merit or worth of an activity or program and recommendations about whether it should be retained, modified, or eliminated.

As Robert Stake described it: "When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative."

Both kinds of evaluations can generate information that determines the extent to which your activity or program has had the results you expected and provide a basis for sharing with others the successes and lessons learned.

Here are some purposes of evaluating grantmaker education.

- ❒ To assess the quality and appropriateness in the education content you are offering
- ❒ To gauge the satisfaction of your audience
- ❒ To assess the engagement of your audience
- ❒ To test the delivery of your course material
- ❒ To determine the nature of the program improvements you need to make
- ❒ To decide if you need additional content or content at a different level
- ❒ To consider whether you need to involve new partners or consultants
- ❒ To determine the next steps in your education programming
- ❒ To learn about what types of follow-up activities you need to conduct with these participants
- ❒ To compare audience reactions to different offerings (based on format, content, or other aspects of a professional development activity)
- ❒ To determine the *results* of your training. Possible areas of change:
  - ❍ Knowledge
  - ❍ Skills
  - ❍ Attitudes
  - ❍ Behaviors
- ❒ Besides measuring results, to learn how to improve them
- ❒ To use the data internally for changes or future programming
- ❒ To report to your board
- ❒ To report to partners
- ❒ To report to funders

These are common reasons to evaluate your education programs. You may have others to add.

Using Logic Models to Plan, Implement, and Evaluate Grantmaker Education Programs

A logic model is a graphic representation of a program, initiative, or intervention developed in response to a given situation. It shows the logical relationships among the resources that are invested, the activities that take place and the benefits or changes that result. Logic models serve as tools for program planning, evaluation, management, and communications:

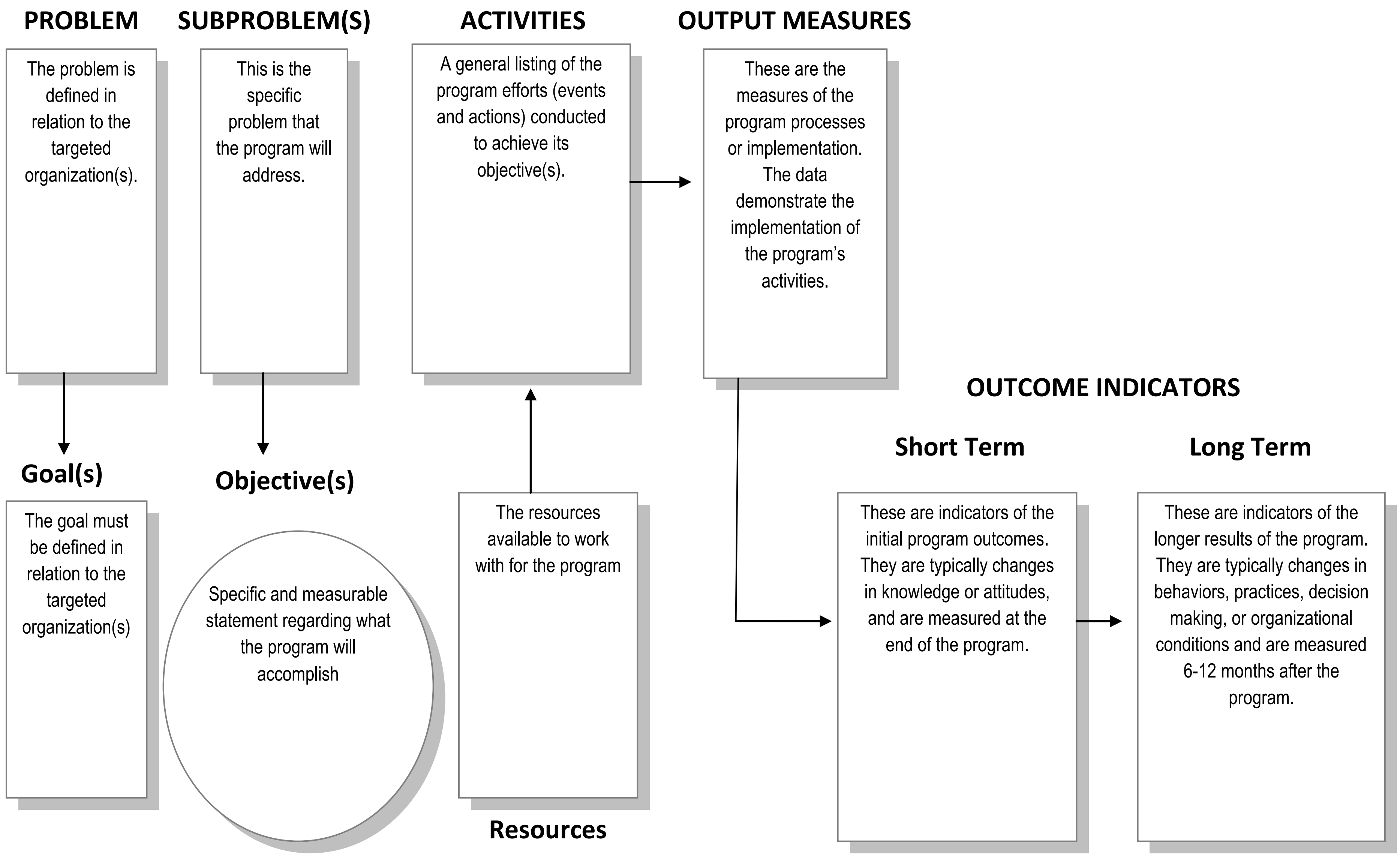
- Planning. A logic model serves as a framework to bridge the gap between where you are and where you want to be. This structure facilitates the process of identifying program goals, objectives, activities, and desired results and clarifies assumptions and relationships between program efforts and expected outcomes.
- Evaluation. Developing a logic model should be a first step in evaluation to help determine what to evaluate when. Specifying the process and outcome indicators to be tracked and their data sources ensures that evaluation resources are used effectively and efficiently.
- Management. By tracing the connections between resources, activities, and outcomes, a logic model provides the basis for a more detailed management plan. During implementation, a logic model can help to explain, track, and monitor program design and delivery to support an adaptive management approach.
- Communications. A logic model portrays the underlying rationale of the program and provides a vehicle for communicating about the resources, activities and outcomes with program staff, funders, or other stakeholders.

One of the keys to an effective logic model is to involve key stakeholders early in the program design process and to address stakeholder concerns as they arise. Involvement of stakeholders can increase the credibility of the program and its evaluation; promote ownership and commitment; and establish advocates for change to institutionalize evaluation findings. When identifying who to involve and how to involve them, it is best to ask:

- Who is affected by the program?
- Who is involved in program operations?
- Who will use evaluation results?
- What activities and/or programs matters most to them?

The following pages provide examples of basic logic models, using one of many possible approaches. These examples are followed by a template to help you get started creating your own logic model. As you fill in the logic model template, start by filling in the “problem” that the program addresses and the goal that the program has set relative to that problem, as well as corresponding sub-problems and sub-goals. Next, note any resources that are available to the program. Work from right-to-left to fill in long-term outcomes (e.g., changed behaviors among grantmakers), short-term outcomes (e.g., new awareness, skills, or knowledge), output measures (e.g., number of people to participate in program), and finally program activities. Finally, the guide includes a check-list to help ensure that the logic model is complete and accurate.

General Logic Model



Example Logic Model: Grantmaker Education Program on Communications

PROBLEM

The economic crisis has decreased the assets of foundations while increasing the need for funding among nonprofits and other grantees.

SUBPROBLEM(S)

Foundations face increased pressure to articulate their role and value in communities. Foundation CEOs and trustees struggle with what to say to grantees as assets decline.

ACTIVITIES

- Develop set of tools to help foundation leaders develop communication strategies
- Develop and pilot ½ day workshop for 5 RAs
- After piloting, produce set of turnkey resources for all RAs

OUTPUT MEASURES

- # of pilot workshops delivered
- # of foundations participating
- # of foundation CEOs attending
- Tools and resources available for grantmakers and RA staff

Goal(s)

To achieve maximum benefit from reduced grant dollars by engaging communities to resolve issues together.

Objective(s)

Foundations will develop and execute communications strategy for 2010 to increase the understanding of foundation's role and value among grantees and local leaders.

Resources

- Tools from existing Webinar
- Investments from [partners], including stakeholder research and message development
- Funding from [organization]

OUTCOME INDICATORS

Short Term

- Increased awareness among CEOs and foundation trustees of importance of outreach and relationship building for grantmaking effectiveness
- Increased awareness of importance of collaborating with other area foundations to build relationships with community leaders
- Communications action plan for 2010 for each participating foundation

Long Term

- New / Revised communication strategy, approved by board
- Network established with other area grantmakers to build relationship with community leader(s)
- Dialogue / relationship established with community leader(s) to address critical issue
- Changed attitudes / awareness among community leaders regarding foundation(s)

Example Logic Model: Grantmaker Education on Nonprofit Financial Sustainability

PROBLEM

Because grantmakers want their funding to support effective programs, they often place counterproductive restrictions on funding for nonprofits to ensure grants are not used for general operations.

SUBPROBLEM(S)

Nonprofit organizations struggle to achieve and sustain program results when they must cobble together funds for general operation and infrastructure and plan programming based on one-year grants.

ACTIVITIES

- Develop and pilot 2-hour face-to-face workshop
- Design and deliver Webinar based on pilot experience
- Produce materials to replicate Webinar, including facilitator's agenda, discussion guide and PowerPoint

OUTPUT MEASURES

- # of face-to-face workshops
- # Webinars
- # of foundations participating
- # of foundation CEOs attending
- Taped Webinar and marketing template available to RAs

Goal(s)

To develop effective grantmaking practices that will support financial sustainability among nonprofits

Objective(s)

Grantmakers will develop an understanding of what they can do in their grantmaking practices to better support the potential of nonprofits for achieving results.

Resources

- Publications and relevant curricula provided by partners
- Facilities provided by hosting RAs
- Funding from [grantmaker]

OUTCOME INDICATORS

Short Term

- Increased awareness of the unique financial structures of nonprofit organizations
- Knowledge (concrete examples) of how grantmakers can support nonprofit sustainability
- On-demand programming (tested webinar) for different audiences targeted by RAs

Long Term

- Changes in grant requirements for nonprofits
- Streamlined reporting processes for nonprofits
- Improved conditions reported by nonprofits regarding financial sustainability

Logic Model Template

PROBLEM: SUBPROBLEM(S):

Goal(s): Objective(s):

Resources:

Activities	Output	Short Term Outcomes	Long Term Outcomes

Logic Model Self-Check

GENERAL ISSUES:

- Logic model process
  - Did key stakeholders contribute to the development of the logic model?
  - Does the model represent a consensus in understanding about how the program works?
  - Can the completed logic model be used as a tool to help communicate the program to stakeholders or the general public?
- Is it logical?
  - Do the relationships/links make sense?
    - ✓ Is every cell linked to at least one other cell?
    - ✓ Are any of the links missing a connection?
  - Are there any additional steps not included in the logic model that need to happen?
  - Does the model provide an accurate representation of the program (not the management of the program or the evaluation of the program)?
  - Is the scope of the program realistic in the context of the timeframe of the program?

SPECIFIC LOGIC MODEL COMPONENTS:

- Problem
  - Is the problem defined in relation to the targeted organization(s)?
  - Does it frame a particular challenge for the intended audience of the program?
  - Does it explain what needs to change and why there is a need for the program?
- Goals
  - Is there a broad, measurable statement that describes the desired long-term impact of the program in relation to the targeted organization(s)?
  - Do the goals include the intended results—in general terms—of the program?
  - Are the goals of greater size and scope than the objectives?
  - Are the goals more long-term than the objectives?
- Subproblem
  - Does it specify the problem the program is intended to address?
  - Does it specify the target population you intend to involve?
- Objectives
  - Are the objectives specific to the subproblem and what the program will address?
  - Are objectives all about the same size?
  - Is there only one concept addressed in each objective?
  - Are the objectives measurable?

- Resources
    - Do they encompass all resources needed to invest in the program to accomplish the work that must be done?
        - ✓ These may include staff, facilities, materials, or funds
    - Are the resources adequate for implementing the program?
- Activities
    - Are all events and actions of the program included?
    - Are activities all about the same size?
    - Is there only one concept addressed in each activity?
- Output measures
    - Do they measure the program process or implementation?
    - Do they quantifiably demonstrate the implementation of the program's activities?
        - ✓ These may include products of activities and indicators of services provided
- Outcome measures
    - Do they represent the actual change(s) in the target (e.g., grantmakers, practice) of the program that are directly related to the goal(s) and objectives?
        - ✓ Short term
            - ☐ Do they reflect the immediate results of a program?
        - ✓ Long term
            - ☐ Do they reflect the ultimate, desired impact of a program?

Tips for Post-Training Surveys of Participants

Collecting feedback from participants at the end of a learning activity can be an effective means for assessing how to improve the program or event and for identifying likely short-term outcomes. Ratings and suggestions from participants are particularly useful if they are confirmed by other perspectives (e.g., input from providers, observers, or other non-participant stakeholders present during the event) and if the participant questionnaire adheres to some basic principles of good practice. This guide provides five tips for designing post-training surveys and then offers modules of example survey questions that can be adapted for use with grantmaker education programs.

- Collect only data that you intend to use for guiding program improvements or assessing outcomes. Participants are often busy or tired at the end of an event, and surveys should impose no more than the minimal burden required. It is important to think through the purpose of each question asked:
  - Demographic data. Did you have the right audience in attendance? Was the satisfaction of or learning by participants influenced by their roles, level of existing knowledge, length of time at their organizations, or other factors? A small set of questions about the respondent could be included if they will inform future event design and marketing efforts.
  - *Design and delivery of learning activity*. There are many possible questions to ask participants about the instructors or presenters, the content, the format, the venue, and participants' overall satisfaction. How will you use this information? Providers planning to offer similar workshops in the future to similar groups of participants could benefit from detailed input on their instructional techniques and the activity design. Providers who plan to adapt their one-time in-person event into a webinar for a similar audience could ask tailored questions to help guide this adaptation.
  - *Possible short-term outcomes*. What kinds of outcomes are you targeting with your learning activity? Can post-event self-reported data from participants serve a useful role in determining whether these outcomes have been achieved or are likely to be achieved? Questions that might provide useful information include those focused on changes in awareness or knowledge and those exploring participants' predictions of changed behavior or specific actions related to their professional responsibilities occurring as a result of the learning experience.
- Ensure that questions are clear and specific enough to elicit useful information. Avoid questions that are too general or ambiguous or ask about more than one concept at a time.

Example—A Question That is Too General

WEAK: Please indicate your satisfaction with the course content.

→If a participant indicates a low level of satisfaction, the provider will have insufficient information for planning improvements.

BETTER: Please indicate your level of agreement with the following statements:

The course content was at an appropriate level for me.

The scope of the course was appropriate for the time allotted.

The course content was directly relevant for my professional responsibilities.

Example—A Double-Barreled Question

(asking about more than one topic)

WEAK: To what extent did today's training help you understand standard requirements and effective practices of grant management?

→It will not be clear whether a participant's rating relates to standard requirements, effective practices, or both.

BETTER: To what extent did today's training help you understand standard requirements of grant management?

- Rely mainly on closed-ended questions. Including rating scales or multiple choice response options will allow you to collect comparable data across respondents and sessions that can be aggregated and analyzed. In addition, participants with limited time or motivation might skip open-ended questions or provide only brief responses that do not account for all of the options. It is possible to include an "other" category to allow for unexpected responses.

Example—Trying to Compare and Group Open-Ended Responses

WEAK: Please comment on the use of small group discussions during the workshop.

→In-depth reflections can provide useful formative feedback to guide future program design. However, participants often enter cursory remarks such as "fine," "good," "needs improvement," or "great except one guy talked too much." It can be difficult (or impossible) and time-consuming to aggregate and analyze the responses from all participants in order to gain an overall sense of how well this component worked.

BETTER: Please rate the effectiveness of the small group discussion component of this workshop

❑Very effective ❑Effective ❑Somewhat effective ❑Not effective

(Note: If survey asks respondent to rate separate components of the learning event, a separate optional comment section could be included at the end of the table of ratings to elicit further explanations of ratings if desired.)

- Use rating scales that will promote consistent specific responses. Closed-ended response options should be non-overlapping, consistently understood by respondents, and specific enough to capture nuances in respondents' experiences and perspectives.

Example—Inconsistent Ratings

WEAK: ❑Very Frequently ❑Frequently ❑Occasionally ❑Rarely ❑Never

→Even though each point on the rating scale is labeled, the labels could be interpreted differently by respondents working in different contexts.

BETTER:	❑Very Frequently	❑Frequently	❑Occasionally	❑Rarely	❑Never
	(2-5 times per week)	(2-4 times per month)	(2-4 times per quarter)	(1-4 times per year)	(0 times)

- Provide the opportunity to learn unexpected feedback. Once you have designed closed-ended questions to systematically collect needed information from participants, consider adding a small number of open-ended questions to collect any additional comments or suggestions. This approach can yield useful data if participants are specific enough in their responses.

Example—Vague Request for Feedback from Participants

WEAK: Please enter any suggestions or comments here.

BETTER: What recommendations do you have to improve this seminar? Please be as specific as possible in suggesting improvements to the overall format, presenter style, content, facilities or other aspect of this learning event.

Repository of Possible Questions for Post-Training Surveys of Participants

FORMATIVE ASSESSMENT

The various questions and rating scales listed below can be adapted to collect useful formative feedback from participants in a broad range of grantmaker education programs.

TIP: Select questions carefully and sparingly to gain information you will use but limiting the burden on respondents.

Below are some examples of scales that can be used and various dimensions of a training program that you might want feedback on.

- The following items address adult learning theory—

To what extent do you agree with the following statements about your experience at the Institute?

	Strongly Disagree	Disagree	Agree	Strongly Agree
The learning experiences at the Institute were at the right level for me.	❑	❑	❑	❑
The topics of the Institute were of great interest to me.	❑	❑	❑	❑
The Institute was of the right length to cover the topics thoroughly.	❑	❑	❑	❑
The Institute employed approaches and methods that were compatible with my learning style and preferences.	❑	❑	❑	❑
The networking opportunities provided at the Institute were valuable to me.	❑	❑	❑	❑

- The following relates to the application of training—

Please rate each aspect of the training activity below.

	Low-1	2	3-Average	4	High-5
Extent to which the content of this activity matched the intended objectives	❑	❑	❑	❑	❑
Usefulness for you of the information you gained	❑	❑	❑	❑	❑
Extent to which you have acquired information that is new to you	❑	❑	❑	❑	❑
Relevance of this activity to your current work or functions	❑	❑	❑	❑	❑

Tell us about your experience with the *[content/ instructional design /community that was developed /etc.]* in this *[workshop / online course / etc.]*.

Note: A <u>subset</u> of the questions below could be used to explore selected aspects of learning design and delivery, or separate tables of questions could be presented for a more detailed formative assessment. ***Again be clear about how you will use the feedback you gather.***

	Strongly Disagree	**Disagree**	**No Opinion**	**Agree**	**Strongly Agree**
The objectives of the course were clearly stated.	❑	❑	❑	❑	❑
The course work was at an appropriate level for me.	❑	❑	❑	❑	❑
The course work provided adequate exploration of the subject matter.	❑	❑	❑	❑	❑
The scope of the course was appropriate for the time allotted.	❑	❑	❑	❑	❑
The course included learning experiences and resources to help me *[insert relevant responsibility]*	❑	❑	❑	❑	❑
The course encouraged me to implement new skills in my professional environment	❑	❑	❑	❑	❑
The topics addressed were relevant to my individual needs and learning goals	❑	❑	❑	❑	❑
The community that was established was valuable and contributed to the learning	❑	❑	❑	❑	❑
I felt comfortable contributing information and giving feedback.	❑	❑	❑	❑	❑
The instructor demonstrated background knowledge and mastery of the course content.	❑	❑	❑	❑	❑
The instructor was responsive to questions raised by me and others in the course.	❑	❑	❑	❑	❑
The instructor addressed any technical aspects appropriately.	❑	❑	❑	❑	❑
I believe I gained more knowledge by taking this course online than I would have in a traditional setting **OR** This course could be effectively offered in a Webinar format	❑	❑	❑	❑	❑
Comments (*optional*): Please provide any additional details or explanation related to your reactions to the statements above.					

*Note: A **comment box** such as the one above can be appended to tables of closed-ended questions to provide the opportunity for participants to explain their ratings (particularly very positive or very negative experiences).*

- The same general overall rating could be used for each event for comparison purposes. It could use a 4-point or 5-point scale.

Overall, the quality of the *[Institute/workshop/Webinar/seminar]*, etc. was:

❑ Excellent	❑ Good	❑ Fair	❑ Poor	
OR with a 5-point scale				
❑ Very Good	❑ Good	❑ Average	❑ Fair	❑ Poor

- For an overall sense of the flow of the training—

The pace of this workshop was:

❑ Just Right ❑ Too Fast ❑ Too Slow

The length of this workshop was:

❑ Just Right ❑ Too Fast ❑ Too Slow

The amount of work done in groups during this workshop was:

❑ Just Right ❑ Too Much ❑ Too Little

The amount of work done as individuals during this workshop was:

❑ Just Right ❑ Too Much ❑ Too Little

- To assess various components of a resource or aspect of a training—

How valuable have you found each of the following aspects of the Online Discussion Board, terms of the extent to which it will help you conduct your professional responsibilities more effectively?

	Very Valuable	**Valuable**	**Somewhat Valuable**	**Not At All Valuable**
Course assignments	❑	❑	❑	❑
Postings from other participants	❑	❑	❑	❑
Postings from facilitator	❑	❑	❑	❑
Overall value of online discussion	❑	❑	❑	❑

IMMEDIATE OR SHORT-TERM OUTCOMES

The questions below provide examples of formats and approaches that could be used to assess whether the intended immediate outcomes have occurred or are likely to occur following the learning event.

Possible topics: participants' perspectives about changes in awareness, attitudes, knowledge, skills, or predicted behavior related to their professional responsibilities.

TIP: It is desirable to use similar questions and categories from event to event to allow comparisons of different trainings over time.

- Link items to course topics/objectives—

How much do you feel you learned about the following topics during this workshop?

	Learned a Lot	Learned Some	Did Not Learn Anything	This Topic Was Not Covered in Workshop
How to design project plans that involve grantees and other stakeholders in appropriate ways	❑	❑	❑	❑
The benefits of grantee and other stakeholder involvement in grantmaking strategies	❑	❑	❑	❑
How to identify stakeholders	❑	❑	❑	❑
How to involve stakeholders in decision-making	❑	❑	❑	❑
What it means to be a collaborative change agent	❑	❑	❑	❑

- To collect feedback on a person's knowledge gains through a post and retrospective pre measure. Items could be written to address understanding, awareness, attitude, skills, as well.

For each of the following topic areas, please indicate your level of knowledge before and after taking this course.

	Low	Moderately Low	Average	Moderately High	High
What is your current level of knowledge about the typical steps in the proposal review process?	❑	❑	❑	❑	❑
Before this course, what was	❑	❑	❑	❑	❑

	Low	Moderately Low	Average	Moderately High	High
your level of knowledge about the typical steps in the proposal review process?					
What is your current level of knowledge about perspectives foundation leaders and trustees bring to funding decisions?	❑	❑	❑	❑	❑
Before this course, what was your level of knowledge about perspectives foundation leaders and trustees bring to funding decisions?	❑	❑	❑	❑	❑
What is your current level of knowledge about best practices used in delivering funding decisions to grantmakers?	❑	❑	❑	❑	❑
Before this course, what was your level of knowledge about best practices used in delivering funding decisions to grantmakers?	❑	❑	❑	❑	❑

- To ask about a change in understanding to assess learning.

To what extent did today's training help you better understand…

	Not at All	A Little	To Some Extent	A Great Deal
The role of philanthropy in society	❑	❑	❑	❑
Key events in the development of philanthropy	❑	❑	❑	❑
The infrastructure of philanthropy	❑	❑	❑	❑
Current issues and debates about philanthropy	❑	❑	❑	❑
Ethical issues common to grantmakers	❑	❑	❑	❑

Managing Evaluation Data

An important part of conducting an effective evaluation to assist in delivering grantmaker education or to assess the impact of philanthropic activities is to collect data effectively and use it in a thoughtful and timely manner. The following sections describe "best practices" in the several data steps that were depicted on the graphic in the front of this toolkit.

Some of the advice may seem very basic. On the other hand, these steps are documented in detail to allow someone who has never done this before to carry out the processing of data and turn it into valuable information. For personnel more experienced with dealing with data, this discussion will serve as a refresher or may provide a couple of tips of good practice. The objective is to collect the data efficiently and then to use it appropriately; we want to avoid having worthwhile data still sitting on the original instrument or residing in a file drawer.

COLLECTING DATA

The most efficient way to collect data is online, as then the data is in an electronic format. (Survey Monkey is an easy-to-use and inexpensive online survey application.) However, for evaluating grantmaker education, this might not be practical. Not everyone may have access to a computer at the end of an activity. When a learning event takes place, it is desirable to collect data from participants immediately after the activity. This has the advantages of hearing about their assessment while the experience is still fresh in their minds, being easier to administer, and yielding a much higher response rate. So, the best approach is usually to distribute questionnaires (perhaps with a mix of closed- and open-ended questions) at the end of activity and then to take measures to ensure that they are completed before participants leave. Some ways to ensure they are completed would be to set aside time for filling them out, collect them at the door from departing participants, offer an incentive for completed surveys, or exchange a completed survey for certificate of course completion.

ENTERING DATA

- Assign Variable names to each question on the questionnaire
    - Use meaningful variable names that allow you to refer back to the original data collection instrument.
    - On shorter surveys with only 5-10 items, the variables might be "Name," "Gender," "Age," "Workshop Rating," and "Other Comments."
    - On a longer survey, it's easiest to name questions after the numbers in the survey. For example: Q1Name, Q2Gender, Q3Age, Q4Usefulness, Q5Clarity, etc.
    - If you have more than 1 instrument (like a pre- and post-workshop survey), make sure the variable name includes information about which instrument the data are from. For example, Q1Pre and Q1Post refer to the same question that's been asked twice, first in

the pre-workshop questionnaire and again in the post-workshop questionnaire. Sometimes you can simplify variable names even more, for example, Q1R (for the pre-survey) and Q1T (for the post-survey).

  - Don't forget to keep track of other valuable information that isn't necessarily listed on the survey – like the date that each participant completed the survey.

- Code response options for close-ended questions.
  - For closed-ended items, don't forget to name each of the response options too.
  - For rating scales: Very Good=5, Good=4, Fair=3, Poor=2, Very Poor=1. The "better" choices will have higher numbers. This will be useful if you analyze or summarize the data by calculating averages (i.e., the higher numbers will reflect better response).

Keep track of your variable names on a "code sheet." This doesn't have to be fancy – you can even handwrite the names in the margins on a blank survey. Below is a sample of questions with variable names assigned and response options coded (both in red).

(Gender) Gender: ❍Male(M) ❍Female(F)

Variable Name		**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
Q1	The learning experiences at the Institute were at the right level for me.	❑ (1)	❑ (2)	✓(3)	❑ (4)
Q2	The topics of the Institute were of great interest to me.	❑ (1)	✓(2)	❑ (3)	❑ (4)

Variable Name		**Low-1**	**2**	**3-Average**	**4**	**High-5**
Q3	Extent to which the content of this activity matched the intended objectives	❑ (1)	❑ (2)	❑ (3)	✓(4)	❑ (5)
Q4	Usefulness for you of the information you gained	❑ (1)	❑ (2)	❑ (3)	❑ (4)	❑ (5)

(Q5) What recommendations do you have to improve this seminar? Please be as specific as possible in suggesting improvements to the overall format, presenter style, content, facilities or other aspect of this

- Prepare the table into which you will enter the collected data. Each row should be a single observation (a questionnaire completed by one person). Each column is a separate variable. Excel is a common spreadsheet application with which most people are familiar.

Variables →

Cases

↓

ID	Gender	Q1	Q2	Q3	Q4	Q5

- Assign a unique ID to each questionnaire.
  - Each participant needs an individual ID number. This will help you keep track of the information better.
  - Check for existing ID numbers before creating your own – can you use staff IDs, teacher IDs, etc. rather than creating IDs from scratch?
  - If you need to create brand new ID numbers, don't start your ID numbers with zero. Try adding a letter first – like "T001." You might be able to add valuable information to the ID numbers themselves, which is a great way to really keep track of your data. Different types of participants might have different designations—just looking at the ID will provide some idea of the nature of the respondent (e.g., board members vs. financial staff).

Write the ID on each paper copy of the questionnaire as well as in each record you enter into your database. This will make it easier to check any data entry errors later.

- Once you enter the data, your table should look like this (the first observation is the data shown above):

ID	Gender	Q1	Q2	Q3	Q4	Q5
G001	F	3	2	4		Comments

- Note, in this example, that the respondent did not pick any of the options in question 4. That means the data is missing.

It is a good idea to code the missing values. You can assign 99 to values that should have been entered but weren't and code 98 that were legitimately skipped (e.g., "Don't know"). When you assign a code, all cells in your database should have a value, this way you know whether data was entered in a cell or skipped accidentally.

ID	Gender	Q1	Q2	Q3	Q4	Q5
G001	F	3	2	4	99	Comments

DATA CLEANING

Suppose your final database looks like the table below. You have four respondents that answered four questions. Don't forget to check for mistakes - after you entered all the data, you need to clean the data in preparation for analysis.

ID	Gender	Q1	Q2	Q3	Q4	Q5
G001	F	3	2	4	99	Comments1
G002	M	5	2	2	1	Comments2
G003	M	1	4	2	3	Comments3
G004	F	2	99	99	99	Comments4
G005	F	3	3	1	3	Comments5
G006	M	4	2	4	5	Comments6
G007	F	2	2	1	5	Comments7
G008	F	1	4	3	5	Comments8
G009	F	1	2	1	5	Comments9
G010	M	2	1	5	4	Comments10
G011	M	3	4	5	5	Comments11
G012	F	3	4	5	3	Comments12
G013	F	3	1	2	4	Comments13
G014	M	2	2	3	2	Comments14
G015	F	1	2	4	1	Comments15

You can ask yourself several questions to check for mistakes:

- Are all of the values <u>valid</u>? Do the numbers fall in the correct range?
  - Notice that in the second row the value for Q1 is "5", which isn't within the correct range of values – this column should only have data ranging from "1" to "4.". At this point, you'll have to go back to the data and check what the correct response was. Look at the paper version of that person's survey and fix the mistake. The ID that we assigned comes in handy as it allows you to quickly locate the paper version of the survey.
- Are there any blank cells?
  - If there are blank cells where there shouldn't be blank cells, check the surveys to see if this is a data entry error.
- Can all the observations be used in the analysis?

- In row 4 (G004) the respondent answered only one question (Q1). The rest of the survey is blank. It is up to the researcher to decide which observations to use. If there are too many blanks, the entire survey may be discarded. The researcher needs to set up a "rule" that clarifies how much of the survey should be completed for the observation to be usable in the analysis. Choosing a rule will help the data stay as consistent as possible.

Your final data ready for analysis might look like this:

ID	Gender	Q1	Q2	Q3	Q4	Q5
G001	F	3	2	4	99	Comments1
G002	M	2	2	2	1	Comments2
G003	M	1	4	2	3	Comments3
G005	F	3	3	1	3	Comments5
G006	M	4	2	4	5	Comments6
G007	F	2	2	1	5	Comments7
G008	F	1	4	3	5	Comments8
G009	F	1	2	1	5	Comments9
G010	M	2	1	5	4	Comments10
G011	M	3	4	5	5	Comments11
G012	F	3	4	5	3	Comments12
G013	F	3	1	2	4	Comments13
G014	M	2	2	3	2	Comments14
G015	F	1	2	4	1	Comments15

ANALYZING DATA

To analyze your survey data, you could use statistical software packages like SPSS or you could use built-in functions in Excel.

- You will want your analysis to address the original research questions you had developed—i.e., the purpose of the evaluation.
- Frequencies: the first thing to do is to count how often the respondents picked each option on the survey. The counts are often reported as percent of total. Missing values should be excluded from calculation of the total. Note: question 4 had one missing value, thus total n=2.

	Total n	**Strongly Disagree (1)**	**Disagree (2)**	**Agree (3)**	**Strongly Agree (4)**
Q1	14	29%	29%	36%	7%
Q2	14	14%	50%	7%	29%

	Total n	Low (1)	2	Average (3)	4	High (5)
Q3	14	21%	21%	14%	21%	21%
Q4	13	15%	8%	23%	15%	38%

Missing values are often excluded from the total n. Total n is the number that is used as the denominator when percentages are calculated.

- Means/medians: Averages can also be calculated for ordinal data (that is, data where there is a logical ordering to the categories) as a way to summarize results and to compare responses to one another. The results for questions 3 and 4 would be the following.

	Mean	Median
Q3	3.0	3.0
Q4	3.54	4.0

While computation of a median is easily justified for ordinal data, some statisticians have reservations about computing a mean for ordinal data

- Cross-tabulations: Crosstabs can help figure out whether there were any differences in responses based on demographic characteristics of the respondents (e.g., gender).

		Total n	Strongly Disagree	Disagree	Agree	Strongly Agree
Q1	Male	6	17%	50%	17%	17%
	Female	8	38%	13%	50%	0%
Q2	Male	6	17%	50%	0%	33%
	Female	8	13%	50%	13%	25%

- Open-ended questions
  - When analyzing open-ended questions like Q5, the first step is to develop categories for the responses so that they can be grouped by theme. The categories can be developed using the first 10 to 15 responses.
  - Once you have developed the categories, you can assign them to the rest of the responses. For question 5, about areas for improvement, the potential categories could be overall format, presenter style, content, facilities or other aspect of this learning event.
  - After assigning one or more categories to each question, the frequency of different themes can be identified and the ideas of the respondents can be summarized.
  - When presenting the analysis of the open-ended questions, a few quotations can be very helpful.

Evaluation Resources

Although the evaluators of the Hewlett grant have put together a number of tools to assist in planning and conducting evaluation as part of grantmaker education (this starter toolkit), the Internet is filled with advice and materials to assist in conducting evaluations. Very few resources are specifically focused on grantmaker education, although such references as **Kirkpatrick**[1] and **Guskey**[2] discuss frameworks for evaluating education programs or professional development. Evaluation, as envisioned from many of the sources listed below, incorporates approaches that could be used in grantmaker education as well as evaluating the grants or programs themselves.

The following annotated listings cover some of the most notable and useful materials related to evaluation most applicable in the nonprofit world.

DEVELOPED SPECIFICALLY FOR PHILANTRHROPIC ORGANIZATIONS

- **James Irvine Foundation**
  http://foundationcenter.org/gainknowldedge/pubhub/pubhub_item.jhtml?id=fdc84000010
  The "Evaluation Toolkit for Trustees" is a 6-page overview of the purpose, method, and cost of evaluation. This is useful for communication with trustees. It also demonstrates a very simple and straightforward way to present evaluation.

- **The Urban Institute: Center for Nonprofits and Philanthropy**
  http://www.urban.org/UploadedPDF/411404_Nonprofit_Performance.pdf
  "Building a Common Outcome Framework to Measure Nonprofit Performance" is a 17-page document, last updated in 2006. This volume details the efforts of the "Common Framework Project" to create a standardized way of measuring outcomes for nonprofit organizations. It presents the process of developing the framework, excerpts of the framework and tips for evaluators using the framework. There are other materials on the site, including on guide geared to helping nonprofit organizations focus on outcome measures. This guide focuses on helping nonprofits use data to analyze, explain and improve on their programs. http://www.urban.org/UploadedPDF/310776_KeySteps.pdf

- **Northern California Grantmakers**
  http://www.ncg.org/s_ncg/sec_tsr.asp?CID=10968&DID=24674
  This site offers several online tools for grantmakers, including links to additional resources on the internet. Other resources include searchable databases of reports, various toolkits,

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[1] Daniel L. Kirkpatrick and James D. Kirkpatrick, Evaluating Training Programs: The Four Levels, 3rd edition, Berrett-Koehler Publishers, 2006. The four-levels of evaluation consist of Reaction - how the learners react to the learning process; Learning - the extent to which the learners gain knowledge and skills; Behavior - capability to perform the learned skills while on the job; Results - includes such items as monetary, efficiency, moral, etc.

[2] Thomas R. Guskey, Evaluating Professional Development, Corwin Press, Inc., 2000. His five increasing levels of sophistication: participants' reaction to professional development; how much participants learned; evaluating organizational support and change; how participants use their new knowledge and skills; and improvements in student learning.

instructions for the creative use of technology in evaluation, and maps displaying the spending patterns and social impact of many different projects. NCG tools are available for free with registration.

- **Annie E. Casey Foundation**
  http://www.aecf.org/OurApproach/DataAndEvaluation.aspx
  "Using data and evaluation" explains the importance of data-driven evaluations as a tool for change for the philanthropy. There are links to different projects and initiatives that utilize data-driven evaluation.

  - http://www.aecf.org/Home/KnowledgeCenter.aspx

  The Knowledge Center allows users to search for and download completed studies done by the Annie E. Casey Foundation or one of its grantees.

- **FSG-Social Impact Advisors**
  http://www.fsg-impact.org/ideas/item/Engaging_Stakeholders_in_Evaluation.html
  The "Practical Guide for Engaging Stakeholders in Developing Evaluation Questions" is a 48-page document (including references and appendices), that discusses the value of including stakeholders in developing evaluation questions, practical steps for engaging them in the process, and worksheets to help the evaluator identify and best utilize stakeholders throughout the evaluation process.

  http://www.fsg-impact.org/ideas/section/273
  There are many other evaluation materials available on the FSG-Social Impact Advisors website that are available for free with registration. These resources offer advice to those conducting evaluations and working with evaluators, as well as examples of evaluation studies in a variety of fields.

- **The Future of Philanthropy: Creating a Culture of Learning – Learning from Evaluation**
  http://www.futureofphilanthropy.org/us_phil_tour_culture_eval.asp
  This site has an annotated list of many resources that may be of interest to evaluators, including tools for measuring the social impact of grants, projects, and initiatives.

THE FOUNDATION PERSPECTIVE

Some foundations have converted their own experience in working with grantees into guidance for other foundations and the programs they undertake.

- **Kellogg Foundation**
  http://www.wkkf.org/Default.aspx?tabid=90&CID=281&ItemID=2810002&NID=2820002&LanguageID=0
  This "Evaluation Tool Kit" is intended to be a resource for anyone designing an internal or external evaluation. It includes the following sections: Where to start, Evaluation approaches (to help in designing the evaluation), Evaluation questions (to guide the evaluation work), Evaluation plan (details the major components), Budgeting, Hiring and

managing evaluators, and Additional resources. The Additional resources section contains several links to other online resources for more information on evaluation.

http://www.wkkf.org/knowledge-center/Resources-Page.aspx
The knowledge center tab opens to publications and resources, specifically, the PDF version of the "Evaluation Handbook" can be downloaded for free.

- **Bill and Melinda Gates Foundation**
  http://www.gatesfoundation.org/Pages/Search.aspx?meta=MDContentType:Research%20%26%20Evaluation
  This links to a list of evaluation studies funded by the Bill and Melinda Gates Foundation. Topic areas include: education, health, poverty, and development (among others). Links on the page typically download a PDF of the study or lead to another page of links to several studies in PDF format.

- **The Foundation Center**
  http://foundationcenter.org/gainknowledge/pubhub/
  PubHub is a searchable database of Foundation-sponsored reports. Type "evaluation" into the keyword search, and the user has access to thousands of published studies. Users can also browse by topic, publisher, funder, or related organization.

  http://cnl.foundationcenter.org/
  The Catalog of Nonprofit Literature is updated daily. It incorporates the contents of the Foundation Center's five libraries and contains approximately 28,000 full bibliographic citations, of which nearly 20,000 have descriptive abstracts.

OTHER NOTABLE SOURCES OF INFORMATION

- **The United Way**
  http://www.liveunited.org/Outcomes/Library/pgmomres.cfm
  The United Way became known as a nonprofit organization that encouraged and supported outcomes-based evaluations even among small groups they fund. Their manual (Measuring Program Outcomes: A Practical Approach, published in 1996), remains one of the best resources to understand logic models, develop indicators, collect data, and use outcome information. The website lists bibliographic information and includes some links to outcome measurement (i.e., evaluation) resources in two broad categories: (1) Concepts, Theories, Issues and Case Studies and (2) Strategies, Tools, Methods.

- **Western Michigan University**
  http://www.wmich.edu/evalctr/ess/
  The Evaluation Support Services website was created by the Evaluation Center to "increase the use and improve the quality of evaluations." The site includes links to checklists on a wide-range of topics related to designing and implementing an evaluation, glossaries, self-assessments for evaluators, bibliographies, directories of evaluators, and many other resources.

- **University of Wisconsin—Extension**
  http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html
  The Program Development and Evaluation Unit provides training and technical assistance to enable faculty and staff to plan, implement and evaluate high quality educational programs. This website presents a detailed guide for developing a logic model for an education program and instructions for using this tool to depict a theory of change and communicate a program's performance. Other resources are also shared to support the development of the evaluation plan, data collection, and the reporting of results.