

**Arts Coordinator Professional Development, Session Three**  
**Program Evaluation**  
**January 14, 2010**

**Notes from the Workshop**

**Attendees:** Deb Joseph, Peggy Flynn, Melissa Bereal, Inez Bush, Jan Stone, Celena Turney, Connie Covert, Steven McCarthy, Leonard Narumi, Julie Beckman, Marshall Ayers, Tom Whaley, Peggy Burt, and staff: Jennifer Zakkai, Rebecca Borden, Kristen Engebretsen, Kimberleigh Aarn, Rosalyn Kawahira, Jeanne Hoel (MOCA), and Lynn Waldorf (presenter).

**Evaluation Process**

- Decide research questions
- Design the evaluation study
- Instrumentation
- Data collection
- Analyze/consolidate data
- Report findings

**When designing the evaluation study, keep these things in mind:**

- Reliability
- Validity
- Utility
- Generalization

**Why do Program Evaluation?**

- Program Improvement
- Accountability
- Advocacy

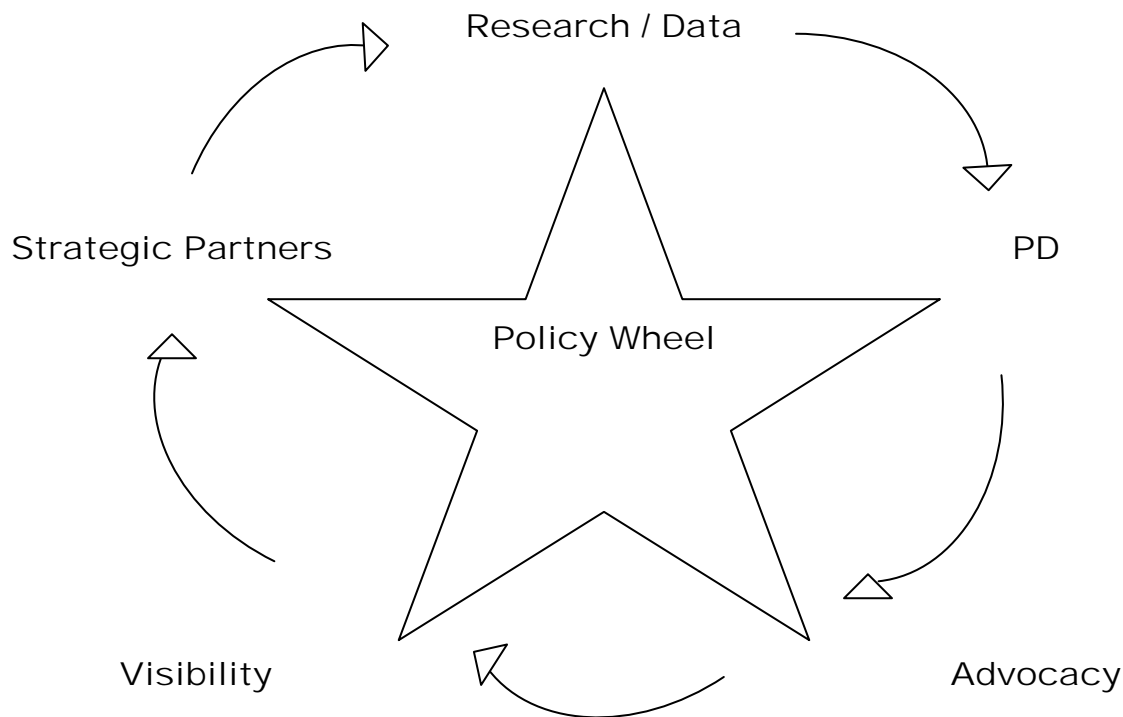
**Ways/things to track for Program Evaluation**

- Offering consistency of programs
  - o Quality
  - o Access
  - o Equity
- District mapping of arts education
- Course descriptions
  - o Content
  - o Alignment
- # of students enrolled in arts
  - o Across grades
  - o Across schools

**Participant Sharing (See Handouts on Website)**

- Tom Whaley from Santa Monica-Malibu USD shared evaluation surveys from his district.
- Connie Covert from LAUSD shared a capacity indicator rubric from her district.

**Policy Wheel:** Rebecca introduced this idea from Americans for the Arts. You can enter at any point in the cycle. The more points you include in your efforts, the more you can affect change.



### Participant questions that were answered during the session

- 1) How do we know if our questions are worded correctly and if they are the best questions to ask?
- 2) What are the elements of an effective data notebook?
- 3) What types of instrumentation are there?
- 4) What questions should we ask, and how do we phrase them?
- 5) How do we get the most responses from data collection?
- 6) Who is included in the evaluation process? Are key roles defined?
- 7) How do we become efficient in our data collection?
- 8) How do we gather information about all of the programs that are happening, especially about programs we're not really aware of?
- 9) What should we track district-wide? Should we track the arts alone or in conjunction with other subjects?
- 10) How specific should our evaluation be? (Causal vs. correlational)
- 11) Where do we begin?
- 12) How do we ask the right questions to glean the necessary info?
- 13) How do we efficiently synthesize results?
- 14) What are strategies to analyze qualitative data?