HOW DO YOU MEASURE LOVE?

Measuring what matters in the arts

November 16, 2021
Center for Research Evaluation
There is a dearth of research efforts focusing on public art and its impact. The evidence is mostly anecdotal. Some attempts have focused specifically on economic impact, but this doesn’t tell the whole story, or even the most important stories.

Jack Becker (2011) Public Art Review
We work with organizations to find out if their work is having a positive impact.
WHY WE DO IT

IF IT'S WORTH DOING...
...it's worth evaluating
Otherwise you’re crossing your fingers and hoping you’re doing something good.

CERE | Center for Research Evaluation
PURPOSE

We want you to leave today’s workshop with:

- Some new ways of thinking about evaluation
- Tools for further research
TODAY

1. What’s the purpose of evaluation? What really matters?
   Two evaluation scenarios

2. Two ideas
   Kirkpatrick framework for evaluation; 7 claims of public art

3. Brainstorming & tools
   Further resources for future evaluation work
WHAT’S THE STATUS OF YOUR EVALUATION PRACTICE?

It’s a check-the-box exercise. We do it because we have to.

We capture meaningful data.

We use it for learning, adaptation and decision making.

I’m underwhelmed by the data we collect.
THE BIG(GER) PICTURE

SIX STEPS TO PLANNING AN EVALUATION

1. Find your learning team
2. Map your program
3. Map your purpose and questions
4. Pick methods to match your questions
5. Collect & analyze your data
6. Embed time for reflection & learning
WHAT’S YOUR PURPOSE?

WHAT DO YOU WANT TO LEARN?
SCENARIO 1

We Love Art Museum
SCENARIO 2

We Love Ballet Dance Co.
## COMMON PURPOSES

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<th>Purpose</th>
<th>Description</th>
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<tr>
<td>Adaptation</td>
<td>Learning what works and doesn’t so you can adapt the program.</td>
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<td>Go/no go</td>
<td>Finding out if something “works” to decide if you should continue.</td>
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<td>Scale up</td>
<td>Figuring out whether and how to roll out a program to a new location.</td>
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<td>Monitoring</td>
<td>Keep an eye on how things are going so you know if they are off track.</td>
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<td>Design</td>
<td>Collect data to feed into ongoing program design and development.</td>
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<td>What do you want to learn?</td>
<td>Why? How do you want to use the findings?</td>
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| We want to know if our work makes a difference to the community. | ...so that we can decide whether to continue investing in the initiative. | An outcome or impact evaluation. | • What outcomes did the program achieve?  
• How valuable are these outcomes for participants and the community? |
| We want to know what’s happening on the ground. What’s working well and what should we change? | ...so that we can improve our program design and its implementation. | An implementation (process) evaluation. | Implementation evaluations address questions like:  
• What is the quality of the program design?  
• How well is the program being implemented?  
• What factors contribute to successful implementation?  
• What factors hinder successful implementation? |
| We want to know which parts of our program work best. | ...so that we can grow, expand, and scale up our offering. | An implementation evaluation PLUS an outcome evaluation. | Implementation + outcome evaluations address questions like:  
• What outcomes did the program achieve?  
• How valuable are these outcomes for participants and the community?  
• Which program components contributed most to successful outcomes?  
• Which program components contributed least to successful outcomes? |
| We’re dealing with a complex social issue that has no clear solution. We’re innovating and want to learn about how our innovation is working. | ...so that we can continuously adapt and improve, refining our design over time. | A developmental evaluation. | Developmental evaluations ask questions like:  
• What do we see on the ground as the initiative rolls out?  
• What do initial results suggest about progress towards goals?  
• How have contextual features influenced what we’re seeing? |
WHAT DO YOU WANT TO LEARN ABOUT?

Design  Marketing  Sales  Attendance & Experience  Outcomes
WHAT DO YOU WANT TO LEARN?

Four Levels of Learning Evaluation

- Level 4: Organisational performance
- Level 3: Behavioural Change
- Level 2: Learning
- Level 1: Reaction

Source: from Kirkpatrick, 1996
Applied to the Arts?

Four Levels of Learning Evaluation

- Level 4: Organisational performance
- Level 3: Behavioural Change
- Level 2: Learning
- Level 1: Reaction

What will your art event change? (e.g., knowledge, attitudes, beliefs?)

How are people reacting?

What will they do as a result?

What will that mean for your organization?

Source: from Kirkpatrick, 1996
WHAT QUESTIONS ARE YOU ASKING?
### WAYS OF COLLECTING DATA

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<td>Talk to people</td>
<td>Interviews, including 1-minute interviews</td>
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<td>Write things down</td>
<td>Surveys, post-it notes, letters, journals</td>
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<tr>
<td>Watch</td>
<td>Observe people and how they interact</td>
</tr>
<tr>
<td>Use existing data</td>
<td>Ticket sales, registration forms, financial data, existing research etc.</td>
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How can these be embedded into the art experience?
THE NUTCRACKER
Roberts (2017) defines *urban regeneration* as the: “Comprehensive and integrated vision and action which seeks to resolve urban problems and bring about a lasting improvement in the economic, physical, social and environmental condition of an area that has been subject to change or offers opportunities for improvement.” (p. 18)
7 CLAIMS OF PUBLIC ART

1. Developing a Sense of Community
2. Developing a Sense of Place
3. Developing a Civic Identity
4. Addressing Community Needs
5. Tackling Social Exclusion
6. Educational Value
7. Promoting Social Change
WHERE DOES YOUR WORK FIT?

1. Developing a Sense of Community
2. Developing a Sense of Place
3. Developing a Civic Identity
4. Addressing Community Needs
5. Tackling Social Exclusion
6. Educational Value
7. Promoting Social Change
WHERE DO YOU WANT IT TO FIT?

1. Developing a Sense of Community
2. Developing a Sense of Place
3. Developing a Civic Identity
4. Addressing Community Needs
5. Tackling Social Exclusion
6. Educational Value
7. Promoting Social Change
HOW DO YOU GET THERE?
RESOURCES

- Kirkpatrick model: https://www.kirkpatrickpartners.com/the-kirkpatrick-model/
REACH OUT

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