Data-Driven Decision Making

Evaluation Made (Mostly) Painless

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Agenda

3:00 – 4:00 PM

Welcome!

Why (or when) should I collect data?

How do I collect the data?

Activating your data!

Looking at pretend data.

4:00 – 4:15 PM

Questions. Answers. Discussion.

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Because Data Can Always Help You.

Unbiased Opinion: Data is always useful, but especially...

At the **start** of a project.

As a project is **mid-development**.

At the **end** of a project.

When you're writing a grant **asking for (more) money**. **$$$$$**

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Project Start

You have an idea!

But... you're not sure how it will resonate.

What is **already known**?

What kinds of **knowledge is missing**?

What are particular **areas of interest**?

What kinds of **terms or images help convey the idea**?

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Mid-Development

You're trying some things out.

Is it working? Are you on the right track?

Figuring out **process**.

Understanding how the idea is actually **being conveyed**.

Learning **sticking points** and **aha! moments**.

Where to **refine**, **iterate**, and / or **improve**.

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Project End

You're done!

Sooo... let's see how we did.

In what ways is the project **resonating**?

How is the **community benefiting** from the project?

Has the project **achieved it's stated goals**?

What can be **learned** from this experience?

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Grant Writing Season

You want to do more great things.

Bolster your asks with by leveraging data to...

Identify a **need**.

Provide **proof** of concept.

Establish a **baseline** of experience or awareness.

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Honestly.
You're Already Collecting Data.

- Admissions Ticket Sales

- Comment Cards

- Visitor Feedback

- Rack Card Usage

- Newsletter Sign-Ups

Where else in your organization are you consistently gathering information?

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But if you wanted to collect more...

- Observations
- Interviews
- Surveys
- Talk-back boards
- Artifact Reviews
- Focus Groups

Can you see processes, places, or projects where quick information gathering methods like these can easily be added into your institution?

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Let's Get Consent-ual

Always communicate:

- Why you're collecting data.
- When data collection is happening.
- How you're collecting data.
- What you'll do with the data once you have it.
- Where the data goes afterwards.

And, that you always have the option to say no or stop participation at any time.

PS: Adults 18+ can give consent for themselves and youth in their group. Children can give assent.

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Make a Plan.

Figure out what you need your data to tell you.

Data should be able to tell you a story.

Have an idea of the plot beforehand.

The way the story ends shouldn't be a huge surprise (though it is okay if there are a few shocking twists).

Going for It.

What kind of stories can you tell?

What stories do you need to be able to tell?

What stories are you being asked to tell?

Data Framework

- Clarify the **purpose** of your assessment
- Identify the **tools and resources needed** to activate your data
- Consider how you'll **document, report, and share** what you learn

	Q1.	Q2.
Evaluation Questions	Is there a difference between multi-generational audiences on weekdays versus weekends?	What neighborhoods in our community are under-represented in our visitorship?
Methods	Admissions Data	Admissions Data; U.S Census Data
Sample Size	400 groups (200/weekday, 200/weekend)	500 visit groups
Measure	Quantitative	Quantitative
Resources Required (Software, Materials, Staff, Time)	Admissions tracking system; Ticket distribution by child/youth/adult; Admissions staff	Admissions tracking system; Zip Code Data

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Data Source	Maps to Which Eval. Q?	What Type of Measure?	How Will You Analyze?	Resources Needed	How Will You Report?	Why.
Admissions Ticket Sales	Is there a difference between multi-generational audiences on weekdays versus weekends?	Quantitative	Count for no. children, youth, adults per group. Establish min, max, median, and average. Compare weekday to weekend.	Admissions Data in Excel	Icons; Bar Graph; Narrative	Icons to showcase range of ages; Bar graph helps show variances between weekend/weekday; Narrative to provide additional context.
Zip Codes Collected at Admissions	What neighborhoods in our community are under-represented in our visitorship?	Quantiative	Counts for groups per zip code; Comperable data from U.S. Census or similar source.	Data cleaned and entered into Excel	Heatmap; Narrative	Heatmap will localize data in easy-to-recognize way; Narrative will help pull out and discuss trends, differences, and opportunities.

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Your Turn.

Here is Some Fake Data. Have Fun.

	Q1	Q2	Q3	Q4	2017 Totals
Weekend	30%	64%	65%	55%	**54%**
Weekday	70%	36%	35%	45%	**47%**
Seniors (65+)	27	41	36	29	**33**
Adults (18-64)	97	126	177	124	**131**
Youth (6-17)	121	157	173	121	**143**
Children (0-5)	134	188	225	158	**176**
Average	3.04	3.75	4.01	3.42	**3.56**
Median	3	4	4	3	**4**
Maximum	5	7	8	5	**6**
Minimum	2	2	2	2	**2**

Remember…

What kind of stories can you tell?

What stories do you need to be able to tell?

What stories are you being asked to tell?

Some Conclusions. Some Questions.

After the implementation of ECE programming on weekends there was an uptick in weekend attendance.
- Would be interesting to compare year-over-year to see how this aligns with traditional group behavior.
- Would be interesting to compare to general visitation trends during same time period.

Though programming declined in Q4, numbers still exceed Q1.
- Will this trend continue into the next FY?
- If so, what is the motivation? Are visitors still satisfied when programming decreases?

Group sizes grew in Q3, in general and across all ticket types.
- What prompted this increase? Were all participants satisfied with the experience available to them?