Documenting the Community Impact of Your Humanities Program:
A Toolkit

National Humanities Alliance Foundation

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The National Humanities Alliance (NHA) is a nationwide coalition of organizations advocating for the humanities on campuses, in communities, and on Capitol Hill. Founded in 1981, NHA is supported by over 250 member organizations, including: colleges, universities, libraries, museums, cultural organizations, state humanities councils, and scholarly, professional, and higher education associations. It is the only organization that brings together the U.S. humanities community as a whole.

The NHA is a 501(c)(4) non-profit association and is strictly nonpartisan. The National Humanities Alliance Foundation is the 501(c)(3) supporting foundation of the National Humanities Alliance. It works to research and communicate the value of the humanities to a range of audiences including elected officials and the general public.

Impact-Driven Surveys

Since 2017, the National Humanities Alliance has been working with project directors from organizations throughout the United States to document the impact of work funded by the National Endowment for the Humanities (NEH). With these partners, we have surveyed a range of program participants, learning more about why people value humanities programs, organizations, and funders, as well as about the broad impacts these programs have on their communities.

We have surveyed cultural heritage festivals, community preservation programs, professional development programs for K-12 educators, a summer bridge program for first generation college students, college and university faculty professional development programs, and reading and discussion groups for veterans and associated public programs. In the process, we have learned a great deal about how the humanities support American communities and why communities value the humanities.

This data is helping us educate policymakers about the humanities' broad public value and supporting our communications and outreach efforts. For our partners undertaking humanities work in a variety of organizations, this data is powerful in fundraising, applying for and reporting on grants, and communicating the impact of the humanities to a range of audiences.

For example, over the course of 2017–2018, we surveyed four *Dialogues on the Experience of War* programs, reading and discussion programs for veterans and their communities that are funded by the NEH. Across those programs:

- Ninety-three percent of survey respondents indicated that the humanities materials they discussed helped them understand their experiences.

- One-hundred percent reported a desire to "keep in touch with some of the people [they] met through the program."

- And 73 percent agreed that their *Dialogues* program made them "more likely to ask for help if [they] need it."

This evidence, backed up by rich qualitative survey responses, demonstrates that *Dialogues* programs are making a significant intervention for veteran participants, introducing them to much-needed sources of support and helping them combat isolation and build community.

With The Mastheads, a cultural organization in Pittsfield, Massachusetts, we surveyed a series of summer programs aimed at helping Pittsfield residents feel more pride in their community and connect with their cultural heritage. In response to our surveys:

- One-hundred percent of respondents agreed that they "take pride in the fact that this program is being held in Pittsfield."

- Ninety-seven percent felt that "participating in this event enhanced [their] sense of connection" to Pittsfield.

- And 97 percent said that the program "enhanced [their] appreciation of Pittsfield's history." Ninety-one percent were motivated to "learn more about Pittsfield's history."

These results indicate that The Mastheads is succeeding in its goal of fostering community pride and connection, at the same time that it is motivating participants to seek further education about the region. These outcomes are especially significant to Pittsfield, which has seen a decline in employment and local pride since its major employer—General Electric—pulled out of the region in 2007.

Why Survey

Surveying your programs can help you better understand your organization's social impact and convey that impact to funders, policymakers, and the broader public. After all, humanities organizations have significant impacts of public interest: they support childhood and adult literacy, encourage community pride, help veterans, improve K–12 education, preserve our heritage, foster dialogue across differences, and offer opportunities for self expression and education for some of our most vulnerable community members. Humanities programs do a great deal of good in the world and surveying programs helps us demonstrate and articulate that good.

The data you gather and interpret can open doors for communicating to a range of stakeholders. Through surveying, you can link the specific goals you have for your program with goals that are important to the stakeholders you want to reach:

> **Policymakers** at the local, state, and federal level all have an interest in supporting programs that serve the public good.

> **Grantmakers** are invested in funding programs that can make a strong case for investment and demonstrate the efficacy of their work.

> **Donors** can form stronger connections to your programs through strong qualitative testimonials as well as quantitative data.

> **Media agencies** can make use of strong quantitative and qualitative data, whether published in a story or an editorial.

> **Internal audiences** such as program staff and board members are motivated by seeing and reflecting on the product of their efforts. Constructing, administering, and analyzing a survey can help you clarify your programmatic goals and demonstrate that you are meeting those goals.

> **Those we serve** benefit from understanding what interventions humanities organizations are poised to make on their behalf.

Finally, in addition to providing you with important feedback that you can communicate to others, a well-crafted survey can be used as a pedagogical tool. Questions based on your program's mission can convey to participants what you hoped they would gain from it. At the same time, filling out the survey provides participants with the valuable opportunity to reflect on and make sense of their experiences, extending the impact of your program.

How to Construct a Survey

Pre- and Post-Program Surveys

Before considering what kinds of questions you want to ask, take some time to consider when you may be able to survey your program participants. For more extended engagements—say a reading and discussion program that takes place over several weeks where you will already have a set number of registered participants—you have the opportunity to survey your participants both before and after the program. In these situations, it is ideal to conduct a pre-survey, which should take place a week or so before the program, and a post-survey, which should take place as soon after the event as possible.

The benefit of conducting both pre- and post-program surveys is that you can more accurately track changes in attitudes and/or behavior over time and as a result of your program. For instance, if you are hosting a literature discussion program, in a pre-survey you might ask participants if they often use literature to find parallels between their experiences and those of others, and then ask if they were able to see parallels between their experiences and those in the readings in a post-survey. Here is an example from a veterans' dialogue program:

Pre-Survey:

How often do you use literature to find parallels between your experiences and those of others?

| Never | Rarely | Sometimes | Often | Very Often |

Post-Survey:

I was able to see parallels between my experiences and issues raised in the readings.

| Strongly disagree | Disagree | Unsure | Agree | Strongly agree |

Even when you are unable to conduct a pre-survey, you can still gain a great deal of information from a post-program survey. For many one-off events, such as film screenings, lectures, festivals, and tours, or in cases where you have walk-up rather than solely pre-registered participants, post-program surveys are likely the only option. To reference the above example, you could assess whether participants see parallels between their experiences and issues raised in the readings—you just wouldn't be able to make an argument about participants' experiences prior to your program.

Quantitative and Qualitative Questions

Quantitative and qualitative questions are complementary and essential components of your survey. Quantitative questions are structured and statistical, designed to provide numerical data on your program. Quantitative questions should be used to (1) collect demographic information and (2) measure whether your program met its stated goals. Start with the easiest to answer questions first: demographics. Make use of existing and trusted scales (more on this later) so that participants are able to quickly move through these questions and feel as though they are making progress.

Use trusted, standardized demographic questions (e.g., Census categories), and give the options to self-describe or refuse the question after the scales are presented (e.g., gender and race). This standardized approach is culturally sensitive and easy to fill out and interpret.

Then, move into quantitative scales for your program. You should identify the main purpose of your program and develop questions from there. For example, if you are running a book club for an educationally-underserved community, you might say the program's main goals are to: 1) expose underserved communities to new genres and authors, 2) develop a supportive cohort among participants, and 3) provide a space for these community members to discuss their own experiences. Take these 3 goals, then develop a series of 3–4 questions per goal that will demonstrate whether your program has met them. For example, a series of questions for the first goal could include:

> *To what degree do you agree with the following statement(s)?*
>
> This program has motivated me to read more widely.
>
> This program has improved my ability to reflect on what I read.
>
> I am motivated to learn more about X author as a result of this program.

As indicated above, questions are very often phrased as statements, with which the participants use a Likert scale to express their degree of agreement. A Likert scale is generally a five- or seven-point scale that assumes the strength of matters such as agreement, frequency, quality, or importance, are linear. For example:

Agreement:
Strongly disagree	Disagree	Neutral/don't know	Agree	Strongly Agree

Frequency:
Never	Rarely	Sometimes	Often	Always

Quality:
Very Poor	Poor	Fair	Good	Excellent

Importance:
Not at all important	Not too important	Important	Extremely important[1]

[1] Iowa State University provides a more thorough list of Likert scale examples for surveys at
https://www.extension.iastate.edu/Documents/ANR/LikertScaleExamplesforSurveys.pdf

Quantitative questions should ask one question at a time, so avoid conjunctions like "and." For example, rather than developing a Likert scale agree/disagree that states "I gained helpful skills and developed relationships with faculty as a result of this program," list this as two questions:

> 1) I gained helpful skills as a result of this program.
>
> 2) I developed relationships with faculty as a result of this program.

Qualitative questions are open-ended, designed to provide details about the subject and capture the nuances of respondents' experiences that may not necessarily fit into pre-defined scales. Qualitative questions use prompts like "In your own words, tell us what you got out of this program?" or "What idea/theme/text stood out to you most?"

Qualitative questions can produce results that are particularly useful for advocacy, such as powerful individual quotations that provide depth to and explanation of quantitative results. Further, they can help you interpret your results, providing necessary context for understanding participants' experiences in and impressions of your program. Qualitative questions should be located after the scales so respondents are exposed to the purpose of the survey—the impacts you focus on in your quantitative questions will clue respondents in to your programmatic goals. Make sure you are giving your program participants the chance to tell you what the impact was on them, in their own words.

Assessing Participant Satisfaction

As you construct your survey, there may be places where you want to assess participant satisfaction. If you are using a new venue, you might want to understand how accessible your audience members found it. Participant satisfaction questions can help you understand what hidden barriers might keep people from accessing your programs; they can help you make sure you are meeting key internal goals; and they can help you get a quick, high-level perspective on how people view your program. For instance, in assessing professional development programs for K–12 teachers, we always include the following question:

> We understand that these workshops require a significant investment of time and energy.
> How did you feel about the return on your investment?
> Extremely Disappointed   Disappointed   Neutral   Satisfied   Extremely satisfied

Significantly, impact-driven questions can help you better understand questions of participant satisfaction. For instance, participants who are challenged by a humanities experience like a public lecture or discussion on a difficult topic might report low levels of satisfaction with the program. When asked to reflect more deeply upon the experience, however, participants might demonstrate that they appreciated the opportunity to encounter new narratives and different perspectives. The inverse, of course, is also true: participants might report high levels of satisfaction with a program that did not introduce them to new perspectives or ask them to think deeply about major questions, but this does not mean that the program's goals were met.

Survey Length

Respondents often become fatigued during long surveys and stop before they are finished. Try to limit quantitative questions to essential demographic questions and 3–4 scaled questions per goal of your program. Try to limit qualitative questions to 5 or fewer. To accomplish this, write as many questions as you can think of related to your goals and purpose, then edit down to essential questions that will produce data aligned with your needs and purpose. With that said, appropriate survey length can vary widely depending on the kind of program you are offering. For a one-off engagement, strive to limit your survey to a two-sided, one-page document. For an extended, six-month engagement, you could develop a considerably longer survey.

Other Kinds of Data

While this toolkit is designed primarily to help you survey your programs, other types of data will also help you document and communicate the impact of your work effectively.

Photographs and Video

Images and videos can make other kinds of data come alive for your audiences. Take the time to ensure your work is well documented in these forms. While we recommend budgeting for professional photographers and videographers to document your programs, if you are not able to do so interns and volunteers can prove to be savvy media makers when well instructed. Ensure that both images and video are taken in the highest resolution possible, which gives you broader options for using the media digitally or in print. Strive for pictures that show people engaged with one another or with a humanities project, emphasizing the human impact of your work. Short video clips can make wonderful social media posts.

Interviews

Interviews with stakeholders and/or participants are a great way to access deeper stories about your impact. If you are running a very small program, you might choose to conduct structured interviews with all participants instead of a survey. With larger programs, you might choose to interview a select group of participants to get a sense of impacts beyond those illuminated by the survey through follow-up questions.

Other Modes of Feedback

Have participants from your program sent you an email thanking you or expressing what they gained from participating? Has a journalist attended an event and written about it in your local paper? Think of the moments that illuminate your program's impact, then start to document those moments with field notes. This feedback can be used to showcase the impact of your program to external audiences and to support improvements on the program.

How to Administer Your Survey

Timing

First, assess when the ideal time is for participants to complete the survey for your purposes. Is the survey designed to measure before/after? Is it designed to capture their reflections after a few days? Then, consider how long after the program participants will continue to be motivated to respond to the survey. You will want to strike a balance between participants being close enough to the program to be motivated while giving them enough time to reflect on the experience. There is no hard and fast rule here, so use your judgment.

Distributing Your Survey

We recommend using online platforms as they require less time for processing responses compared to paper surveys. Google Forms is a free platform that allows you to collect responses. You can collect email addresses and distribute the survey by email or set up computers at your event and ask for responses there.

If you have the resources, you can also consider using a paid platform. Platforms such as SurveyMonkey and Qualtrics allow you to distribute more sophisticated surveys and include analytic features that facilitate analysis of your results. If you are affiliated with a university, you can also look into whether your institution provides access to a survey platform.

Do some research into the features of various platforms, then weigh your options based on your resources and what type of analysis you would like to produce with the collected data. For example, is this a one time event? If so, free software like Google Forms will likely suffice. However, if you would like to compare answers across surveys, standardize questions for future use, and be able to tell a larger story about the impact of your programs, you might consider a paid platform. Try to think ahead about your needs so that you settle on a platform where all of your data remains in one place.

However, online surveying is not always possible, or you may have a good reason to believe that you will get more responses if you distribute a paper survey. For example, you might be hosting an open community event during which email collection might not be possible. For any number of reasons, those you serve might not have easy access to the internet or email. Or perhaps it just makes more sense to distribute and collect surveys during your program's final meeting than to follow up with busy people afterward. Strategize how to capture these responses. Can a volunteer stand at an exit and ask for responses? Can volunteers with clipboards capture responses during lulls in your program?

Whatever distribution strategy you use, make sure you advertise the survey to participants, reminding them often to take it. Include a statement that frames the survey as a mutually beneficial opportunity rather than a favor for the project director. For example: "Thank you for taking the time to complete our survey. It's an exciting opportunity to contribute to national conversations about the value of humanities education and to help the public understand the value of these programs."

Interpreting and Using Your Data

Looking for Patterns

First, give all qualitative responses an initial read through. This will tell you what your respondents prioritized in their responses. As you read, observe patterns and tally recurring responses. Did a large portion of respondents emphasize a particular moment in the program? Make note of these patterns, and use this process to identify themes that stand out.

Fleshing Out Quantitative With Qualitative

Find the averages for your quantitative results, and see where the qualitative responses can help give more context to your quantitative findings. For example, you might ask public program participants whether they feel more connected to their community as a result of your program. If you received high, positive scores and then found many qualitative testimonies themed around learning more about local history or feeling proud of their community, you could report these findings as positive reinforcements of one another.

Quantitative questions should be contextualized within the sample size. In reporting and in self-reflection, guard against over-privileging outlier responses. While you want to take negative feedback into consideration, you don't want to overemphasize it in the face of more substantial positive results.

Remember, the point of a survey is to provide a broad overview with opportunities to dig in deeper when appropriate. For example, if one participant was unhappy and gave a critical response, but was one of eleven respondents, their survey can skew your data. Demonstrating how many people took the survey (n=11, for example), can help readers make better sense of percentages. Alternatively, it might be simpler to state "10 out of 11 respondents." Most people understand that perfect uniformity in opinion is impossible and that a small percentage of negative responses is to be expected even in very strong programs. When reporting on small numbers of survey responses, it is especially important to provide your readers the context they need to understand your data. In this case, 90 percent might look more problematic than 10 out of 11—and in a very large program, it might *be* more problematic than in a small program.

Quantifying Qualitative Questions

When looking through the qualitative responses, did you find that a large majority wrote about a very particular moment? This can be quantified and reported as a quantified variable. For example, you can state "When asked to qualitatively describe the moment that stood out to them most, 45 percent of respondents wrote about Professor X's talk on XYZ topic." This statistic can be paired with qualitative feedback, allowing you to capitalize on both numbers and testimonies to strengthen the case that you achieved a particular program goal.

Mobilizing Compelling Data

Integrate your data into your publications. Strong quotations, numbers, and images can be used in social media posts, board books, annual reports, fundraising appeals, and newsletters. Consider creating visually-engaging case studies for particularly strong programs or on specific impacts.

Share your data with your partners—including the National Humanities Alliance. Let people know that your programs are working and that they are having an impact, and see if they have ideas for spreading the word.

Consider contributing a letter to the editor or opinion piece to the local newspaper—especially if there is news that connects to your program. For instance, in response to a piece on declining trust in rural or urban areas, you might write about how your program has demonstrated increased trust among participants. If the humanities broadly or your field specifically comes under attack, you might pen a piece using this evidence to showcase its value.

In grant proposals, evidence from previous programs can help demonstrate the high probability of success in future ones. Use your data as evidence to ensure funders are aware that your work has been successful.

If your work has been supported by a government grant, make sure that policymakers are aware of the grant and its impact. Email federal, state, or local legislators to update them on the status of your work and the grant's outcome.

Sample Survey Questions

To help you get started, we've pulled together some of our most effective questions, many of which can be used to assess a wide range of programs. Some questions are repeated in multiple categories. In addition to being used in post-program surveys, many of the questions can be modified for paired pre- and post-program surveys. A full suite of surveys is additionally available at https://www.nhalliance.org/impact_survey_toolkit.

Knowledge Acquisition and Motivation to Continue Learning

While it is difficult to measure long-term engagement with materials or skills acquired through humanities programs, project directors can measure whether participants feel they acquired valuable skills and participants' enthusiasm for continuing to learn more about or use what they gained through the program.

Participating in this event has motivated me to learn more about [subject].

| Strongly disagree | Disagree | Neutral/Don't know | Agree | Strongly agree |

I am more confident about taking part in thoughtful discussions with others than before the program.

| Strongly disagree | Disagree | Neutral/Don't know | Agree | Strongly agree |

I knew a great deal about the cultural and historical background surrounding [X] before attending this [program].

| Strongly disagree | Disagree | Neutral/Don't know | Agree | Strongly agree |

I know more about the cultural and historical context surrounding [X] after attending [this program].

| Strongly disagree | Disagree | Neutral/Don't know | Agree | Strongly agree |

I am more likely to visit the [historic site] or other similar historic sites after attending this [program].

| Strongly disagree | Disagree | Neutral/Don't know | Agree | Strongly agree |

This program has motivated me to read more widely.

| Strongly disagree | Disagree | Neutral/Don't know | Agree | Strongly agree |

Self-Reflection Questions

These questions aim to measure if and how participants used the program to engage in critical self-reflection.

This program gave me opportunities to consider and share experiences from my life.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I was able to see parallels between my experiences and issues raised in the readings.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

This program invited me to think about issues related to
[military service/poverty/my experiences] I had not considered.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

This program helped me make sense of some of my more challenging experiences.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

This program encouraged me to take a closer look at my own habits of thinking.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

In your own words, please describe what you got out of
participating in this program. Do you recognize any changes in yourself
or your life as a result of participating in this program?

Appreciation for Local/Cultural Heritage

These questions aim to measure if and how the program encouraged appreciation for cultural heritage and preservation.

This project enhanced my appreciation of my heritage.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

Efforts to preserve cultural heritage (like this event) enrich our society.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

Efforts to preserve cultural heritage (like my community's stories) enrich our society.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

Community Appreciation and Connection

Beyond challenging participants to think critically and reflect on materials, many programs seek to enhance community connections. These questions measure how programs may potentially foster community appreciation and connection.

I learned more about [city/community's] local culture and history.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

Participating in this project enhanced my sense of connection to my community.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

This program enhanced my appreciation of [city's] history.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

Participating in this program enhanced my sense of connection to [local city/community's].
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

Community Pride

Similar to, yet distinct from, community connectedness is pride in community, specifically related to or as a result of programming. These questions are designed to measure how these programs may foster a sense of pride.

I take pride in the fact that this program is being held in [city].
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I take pride in the fact that this program is being held for [veterans/people] in my community.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

Connection to/Appreciation for Local Institutions

Many programs are designed to introduce new audiences to local cultural institutions or new students to their universities. These questions aim to measure whether these programs help to connect people to these institutions.

I feel more connected to [host institution] as a result of this project.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I feel more connected to [name of school] as a result of this workshop.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

Encountering New Perspectives and Fostering Empathy

Programs that seek to increase understanding across differences can directly ask participants if they are now better able to understand people as a result of the program. These questions can also reflect a program's effort to foster empathy among participants.

This program helped me to better understand people with different cultural/religious backgrounds.

Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I am comfortable discussing [veteran's] issues.

Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I am comfortable discussing issues such as [gender/race].

Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I learned more about the intricacies of [population/group's] experiences through this workshop.

Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

Participating in this workshop enhanced my confidence in working with new groups and populations.

Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

This event helped me feel more connected with [population/group].

Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I believe this program will increase trust and interaction among [populations/groups/members of] in my community.

Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

Did you encounter new perspectives in this program that you had not previously considered? If so, please describe.

Serving Others

These questions are designed to gauge if participants see these programs as a social good, and if that social good should be extended to serve others.

Offering this educational experience to [veterans] improves
the health of our society as a whole.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

Do you think it is important to offer programs like this one
to [veterans] in other communities? If so, why? What kinds of [veterans]
do you think would benefit most from such a program?

Social Support Networks

When implementing a program designed to support participants in their academic and/or professional pursuits in the humanities, these questions can help gauge the amount of support participants feel they have before and after the program.

I feel I am part of a community as a result of participating in this program.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I plan to keep in touch with people I met in this program.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

Strength of the Program

General questions that measure the strength of the program offer useful measures for reporting.

I gained valuable knowledge and/or skills through this program.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

We understand that these workshops require a significant investment
of time and energy. How did you feel about the return on your investment?
Disappointed   Neutral   Satisfied   Extremely satisfied

Understanding of the Humanities

These questions are designed to demonstrate the expansion of knowledge that programs provide participants in their understanding of the humanities.

This program has helped me understand how the humanities
(history, literary study, etc.) can help *make sense of* community challenges.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

This program has helped me understand how the humanities
(history, literary study, etc.) can help *make sense of* individual challenges.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

This program has helped me understand how the humanities
(history, literary study, etc.) can help *address* community challenges.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

This program has helped me understand how the humanities
(history, literary study, etc.) can help *address* individual challenges.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

This program helped me to recognize connections across disciplines in the humanities.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I am aware of the types of jobs available to humanities majors.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I am aware of how skills gained in the humanities are useful in jobs.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

Coming into this program, how do you currently understand the humanities?
Please jot down the first thoughts that come to mind.

After completing this program, how do you currently understand the humanities?
Please jot down the first thoughts that come to mind.

What kinds of career paths do you think are open to humanities majors?

Professional Development

Programs that aim to provide professional development opportunities to their participants can measure aspects of participants comfort with, proficiency in, and/or confidence doing specific skills the workshop aims to foster.

I know how to share my work with the public.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I am more comfortable working with community partners.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I am more comfortable reaching out to [community partners/members].
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I feel more connected to the larger intellectual
community of scholars in my field.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I am more comfortable trying new research methods.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I am more comfortable reaching out to other scholars inside
my university to network, ask for advice, and share resources.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I am more comfortable reaching out to other scholars
outside my university to network, ask for advice, and share resources.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I am more comfortable working with a team of
researchers/professionals toward a common goal.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I am more comfortable managing a team of
researchers/professionals toward a common goal.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

Helping Vulnerable Populations

Programs that are themed around or directly serve vulnerable populations can measure whether their program helped to boost support for or connect populations with services available to them.

This program has made me more likely to ask for help if I need it.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I have learned about other resources for [veterans] through participating in this program.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I am more confident reaching out to [my professors] for assistance/questions/advice when needed.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

I know where to go to find resources [on campus] that will help me succeed.
Strongly disagree   Disagree   Neutral/Don't know   Agree   Strongly agree

Value of Program

These questions have a dual purpose: to create direct responses that support individual program development and to contribute to broader conversations about financial and programmatic support for the humanities.

How important do you think it is that future generations be able to access [product] [preserved/created] through this project?
Not at all important   Somewhat important   Very important   Extremely important

Do you think it is important to offer programs like this one to other communities? If so, why? Whom do you think would benefit most from such a program?

These programs are funded by the [funding source]. Is that important to you? Why or why not?