



**EVALUATION**

Summer Seminars, 2008

Analysis of Ratings Data

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## Executive Summary

Program staff and the Evaluation Team at Facing History have continued to improve their systems and communication such that data collection for 2008 summer seminars has been the most complete ever. We achieved a 92% response rate with 826 respondents across 36 seminars, which took place between May and September 2008.

**99.6% of these 826 respondents would recommend Facing History's professional development to others.** This figure means that just three people did not recommend Facing History, one from each type of seminar, providing an overwhelmingly positive endorsement of the quality of Facing History's professional development.

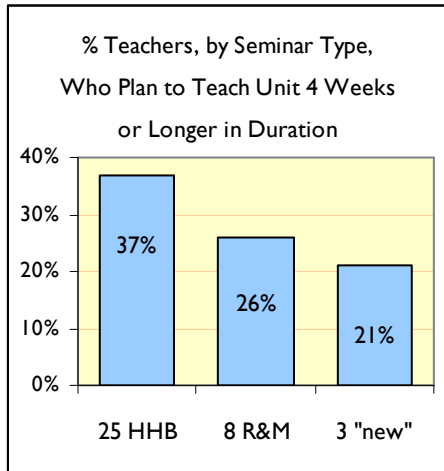
**Global professional impact continues to be very high** (4.62, weighted average), comparable with 2007. The two main types of seminars, Holocaust and Human Behavior (HHB) and Race and Membership (R & M) are comparable on this first global rating, at 4.66 and 4.62, respectively (on a 5-point scale of no impact to very high).

Respondents **rated the specific impacts of their seminar very highly**, with stronger overall average scores across the 7 prompts, than last year, in large part because of the revised wording of one of the prompts. Namely, "The seminar provided me with online tools and resources that are useful to my teaching and classroom" elicited stronger levels of agreement than the version used in previous years. For the 5 statements related to specific impact areas of the seminar that were asked of both HHB and R and M participants, mean scores ranged from 4.55 to 4.72, suggesting that, on average, Facing History seminars continue to offer high and meaningful value to participants.

**Respondents gave high marks, on average, to the questions about the functioning of the seminar.** Facilitator collaboration ("worked well together") was the prompt with the highest average (4.81), followed by the prompt about inclusive learner-centered methods at 4.74 ("provided a wide range of opportunities for my participation"). These very high averages, across all types of seminars, confirm the organization's reputation for skilled learner-centered facilitation. The prompt that received the lowest, *and the only* average score below 4.5, was for pacing at 4.30. We explored the pacing question with an additional opportunity to rate the pacing as "too fast," "just right" or "too slow." We found that on average, many HHB and all the R&M and new seminars hovered closer to the ideal pacing, but that participants rated a small number of HHB seminars as "too fast." Similarly, we tapped respondents' comfort in discussions on a three-point scale, where 3= comfortable, 2= mixed level of comfort, and 1= uncomfortable. Respondents rated the seminars on average from 2.5 to 3.0, with a modal response (the most frequent value, 5 seminars had this average) of 2.71. On average, respondents from the "new" seminars rated their comfort in discussions as slightly higher than those in other types of seminars, at 2.77, with the averages for HHB and R&M, close behind, at 2.74, and 2.72, respectively.

Only HHB and R&M respondents rated prompts re their capacity to teach their students particular skills, attitudes, or knowledge areas. The prompt with the strongest levels of agreement was "to relate history to own lives" at 4.63 and the lowest among the 5 prompts

common to both seminars, was “to understand roles and responsibilities in a democratic society” at 4.46. Each seminar had two prompts specific to their content, with the R & M prompts receiving slightly stronger levels of agreement at 4.57 and 4.64, and the HHB content-specific prompts averaging 4.44 and 4.54 across all of those seminars.



**Teachers plan to teach Facing History by infusion and by teaching distinct units.** More than a third of HHB respondents plan to teach in-depth units (4 weeks or longer), as do slightly more than a quarter of R&M teachers, and slightly more than a fifth of the teachers in “new” seminars.

This trend mirrors the age of each type of seminar and perhaps the accrued materials, resources and experience guiding teaching of this topic.

**Teachers appreciate follow-up support and resources.** Borrowing resources from Facing History’s library, and email from Program Associates are, on average, across all types of seminars perceived as most useful by most respondents. For HHB, the Educator Guide ranks second, after borrowing resources. Midway in the ranking are attending follow-up seminars and online resources, on average. The activity consistently ranked lowest (fewest respondents rank it as “most useful”) are phone calls.

## Summer Seminars 2008

### Introduction

Facing History and Ourselves offered 37 seminars over the course of the summer period (May through mid-September) in 2008. Of those, we collected and analyzed quantitative data from participants at 36 seminars, which are presented in this report. The one seminar from which we did not collect quantitative data was the Memphis Advanced Seminar, which conducts its own qualitative evaluation, but did not collect any ratings data this year.<sup>1</sup> This summer represents our most thorough data collection and analysis effort, to date. With ratings data from 36 out of 37 seminars, this report presents a discussion of our quantitative analysis of 97% of our professional development from the summer of 2008.

Program staff have been working closely with the Evaluation Team to collect completed surveys from participants, and to do so online as often as possible. This team effort has resulted in our highest response rates, ever.

2008: Sample Size and Response Rate			
36 seminars TOTAL	participants	respondents	response rate
25 HHB seminars	657	601	91%
8 R&M seminars	175	163	93%
3 "new" seminars	66	62	94%
total #s	898	826	92%

This table shows the breakdown by type of seminar for summer 2008, with 25 Holocaust and Human Behavior seminars, 8 Race & Membership seminars and 3 "new" seminars, which were: *Immigration in New York*, a *Middle School teacher HHB* seminar in San Francisco, and a *Choices in Little Rock* seminar offered for the first time in Denver. The overall response rate is excellent, at 92%.

### Rating Overall Professional Impact

The post seminar survey asks a first global rating question: "Please rate the overall impact of the seminar for you professionally." [scale: 1=None, 2= Little, 3= Moderate, 4= High, 5= Very High]

2008: Global Professional Impact by Type of Seminar and Overall					
36 seminars	participants	respondents	Response rate	weighted mean	
25 HHB seminars	657	601	91%	4.66	HHB
8 R&M seminars	175	163	93%	4.62	R&M
3 new seminars	66	62	94%	4.27	new
total #s	898	826	92%	4.62	all, weighted

<sup>1</sup> In the future Memphis plans to include a few ratings questions as part of that evaluation, so that we can include that seminar in our overall assessment.

We have calculated a mean score for each individual seminar for this first global professional impact question, and then by multiplying the number of respondents by that mean, calculated a total weighted mean/seminar, and a weighted mean across all types of seminars.

We can see that HHB and R&M are both very high and virtually identical at 4.66 and 4.62, respectively. The “new,” first time offered seminars are, perhaps not surprisingly, somewhat lower. These global mean scores are particularly meaningful because the response rates are so high, 92% across all 36 seminars, 91% for the 25 HHB seminars, 93% for the 8 R&M seminars and 94% for the three new seminars. We can be extremely proud of these numbers, as it means that program teams have been diligent in making time to do evaluations in the seminars, to get participants online, for the most part, to make every effort that participants who leave early complete paper evaluations that are then entered into the system, and to communicate all of this information accurately back to the Evaluation Team.

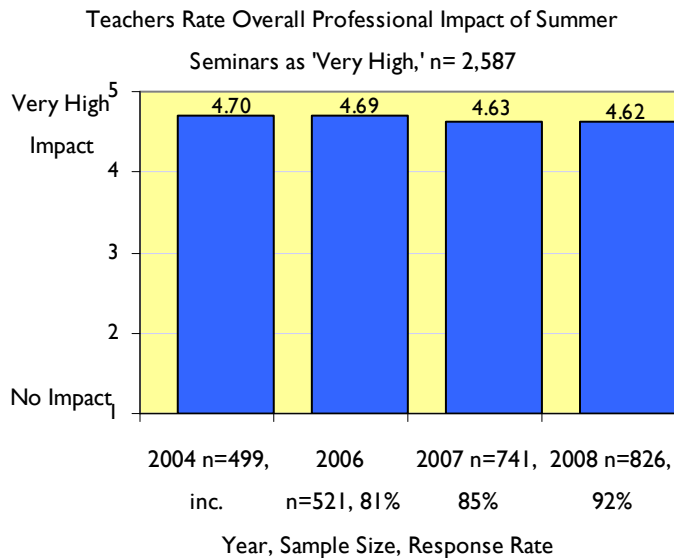
These numbers represent a net improvement over last year. Many more people were canvassed this year (741 respondents in '07 vs. 826 respondents in '08) because a much higher proportion of those who participated completed surveys about their experience.

Comparing Overall Global Professional Impact, by year and type of seminar, with response rates					
year	Seminar Type & #	participants	respondents	resp. rate	weighted mean
<b>2008</b>	25 HHB	657	601	91%	4.66
	8 R&M	175	163	93%	4.62
	3 "other"	66	62	94%	4.27
	overall	898	826	92%	4.62
<b>2007</b>	26 HHB	647	548	85%	4.65
	7 R&M	176	154	88%	4.53
	2 "other"	47	39	83%	4.75
	overall	870	741	85%	4.63

Although, an initial glance of the two years’ data suggests that they are roughly comparable, both with strong results, there are some important differences. This table indicates that we’ve done a better job overall in 2008. In 2007, although we analyzed data from 35 seminars, there were four additional seminars offered that summer for which we had no quantitative data. Furthermore, the response rates across all types of seminars in 2007 ranged from 83% to 88%, with an overall rate of 85%. This year, in 2008, the overall response rate was 92%, a full 7 percentage points higher. This year, R&M and HHB had roughly the same high level of global impact. The overarching trend we have seen in the past is that scores tend to be higher for the core professional development, i.e. the Holocaust and Human Behavior seminars, and slightly lower for Race & Membership. This year, the first rating on global professional impact was so close as to be equivalent for these two main professional development offerings. The only area where last year’s results appear stronger is in the global mean scores for the “other” seminars, which in both years are quite small and idiosyncratic samples. This year, these were seminars being offered for the first time, either at all, or in that particular region. Last year, the “other”

seminars were Armenian Genocide and Transitional Justice, with the later having only 15 respondents and a 68% response rate, making that mean somewhat weaker as a gauge of impact.

## Overall Professional Impact over Time

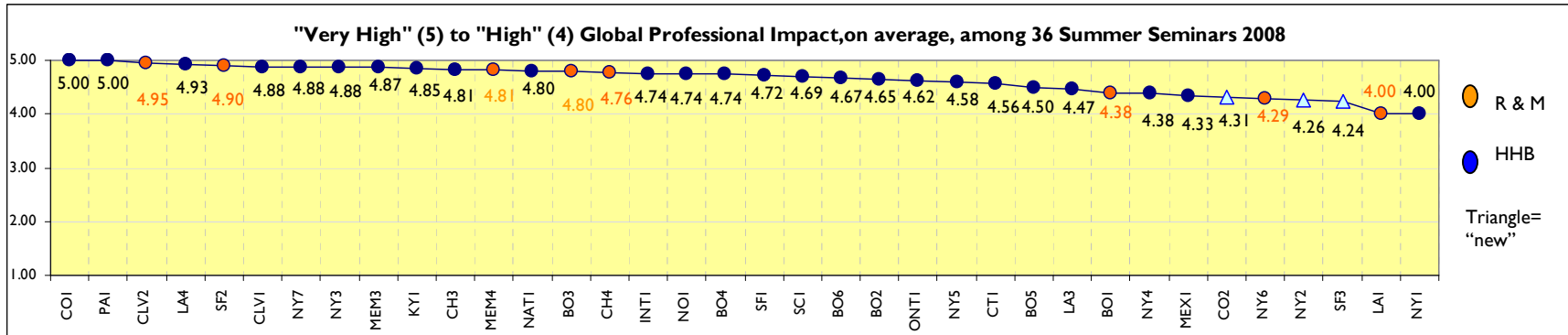


This chart gives a global view, over time, of the consistently high professional impact of Facing History's summer seminars, as well as showing that our response rates have continued to improve over time. In this chart, at the base of each column, we see the year, the sample size (n), and the response rate for that sample. In the past three years it has increased from 81% to 85% and this year to 92%. This trend of sampling a much higher proportion of our participants makes the mean scores even more robust and meaningful. The trend is promising, even as we have captured a greater proportion of the participants, the

mean score for impact remains close to 'very high.'

Next, we display this same data, broken down by individual seminar to show the range of values for the "global professional impact rating," in addition to the mean, and to show that HHB and R&M seminars were both fully represented across that range of responses, as their similar means would suggest.

### Global Ratings of Professional Impact, by Seminar



This chart shows that all 36 seminars had relatively high global impacts, ranging on average from “high” at 4.0 on the “low” end, to “very high” at 5.0 with a full range in between. The mean of all the means was 4.62, and the most frequently occurring response or mode, was at two points, or bimodal: the values of 4.88 and 4.74 each had three instances. Race & Membership (R&M) seminar means are color-coded in a lighter color, both the point and the actual value, and we can see that they occur across the full range of values from 4.95 to 4.00. The light triangular points represent the “new” seminars, which had lower mean scores.

## Recommendation of seminars

Among the 741 respondents who participated in the 36 seminars analyzed, only three people reported that they would not recommend the seminar to others. This means that 99.6% of our respondents would recommend the seminar, which if you round to zero decimals becomes 100%. These three people were evenly divided: one had taken the HHB seminar, one Race & Membership, and one had taken one of the “new/other” seminars. 99.6% of 741 people is a very strong vote of confidence in the quality of the professional development Facing History offers across the US and internationally. It is especially meaningful given the very high response rate, overall, of 92%.

## Specific Seminar Impacts: 2008

### Measurement Change Changes Results

The first ratings matrix question has seven prompts about specific kinds of impacts we hope the seminar has on teachers. This past summer we changed the wording of the prompt that had been eliciting the lowest scores for years. That prompt was:

The seminar... **“deepened my understanding of how Internet technology can enrich my teaching”** [mean score in 2007=4.02 for HHB; 3.94 for R&M]

Our hope had been to tap whether participants felt a broadened sense of the ways they can use of the Internet, online tools, resources, materials to enhance their teaching both in terms of primary sources, as well as, in terms of teaching strategies for making the class more learner centered, and engaging—for example, creating an individualized “path” through the Facing History online resources re Weimar. We changed this prompt to:

The seminar....**“provided me with online tools and resources that are useful to my teaching and classroom,”** [mean score across all 36 seminars in 2008 = 4.72]

This change in wording has resulted in much higher mean scores for that particular prompt—even though seminar leaders did not change the emphasis of their work in this area. This change in wording is a closer approximation of what we were trying to tap, and so, we believe that these improved responses reflect an improvement in measurement rather than a change in practice.

The six other prompts in this matrix group (which did not change) are listed in descending order by mean score across all 36 seminars (n= 826):

The seminar...

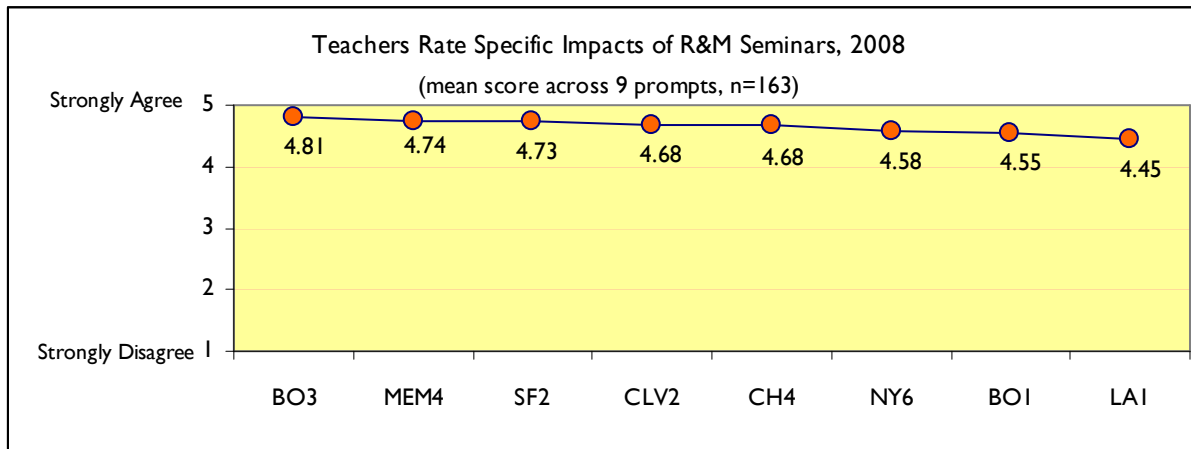
- “increased my interest in teaching more about the topics,” 4.69
- “included new content and methods that I can use in my teaching,” 4.67
- “deepened my understanding of the topics,” 4.67
- “had an impact on me personally,” 4.63
- “positively affected my feelings about being a teacher,” 4.58
- “provided me with a thorough understanding of FH content & methods,” 4.55

The two highlighted prompts are tied, both having a mean rating of **4.67**, leaning toward “strongly agree,” on average.

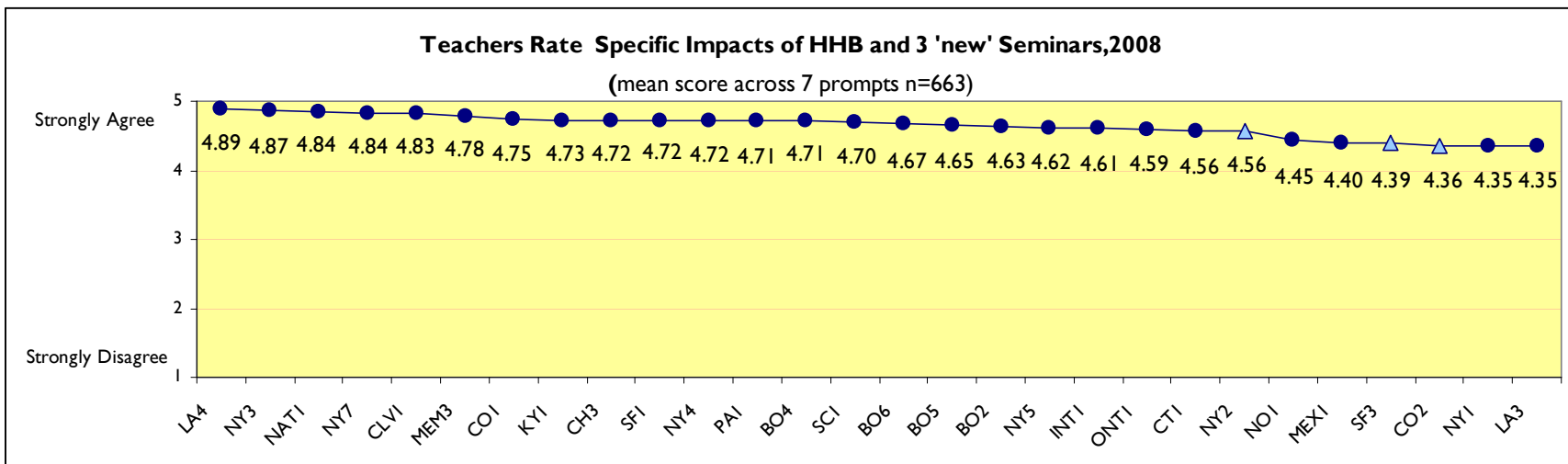
HHB and R&M seminars included these seven prompts, however, R&M seminar evaluations included two additional prompts particular to that content. These particular prompts follow, with their mean scores across the 8 R&M seminars (n=163):

- Provided investigative tools to examine issues of race and difference within an historical context, **4.65**
- Provided me with new ways to think about traditional topics in American History (i.e., Early Republic, Immigration, Progressive Age), **4.53**

In addition to calculating means for each prompt, we calculated a mean of all seven prompts for that general section “specific impacts of the seminar” for each HHB and “new” seminar. The two charts below present these seminar means, in descending order. The R&M scores are means of nine prompts, and range from 4.81 (Boston03) to 4.45 (LA1).



The HHB and new seminars chart shows seminar means which are based on seven prompts. Among the HHB and ‘new’ seminars, the LA4 seminar had the highest average score for this matrix rating question at 4.89. The range of these means runs from 4.89 to 4.35. The new seminars are indicated by a triangular point, HHB by a circular point.



### 'Specific Impact' Means by type of seminar/year

Mean Specific Impacts by Year

type	# of sem	2008	# of sem	2007
<b>HHB</b>	25	4.67	26	4.60
<b>R&amp;M</b>	8	4.65	7	4.58
<b>Special</b>	3	4.44	2	4.68

HHB and R&M are, on average, so close as to be indistinguishable, even as they are measuring slightly different things, with R&M based on 9 prompts, and HHB based on 7 prompts. However, the 25 HHB extend across a broader range, and have a slightly higher modal response of 4.72, in comparison to the R&M mode of 4.68. The new seminars had lower means across all categories of responses, no doubt because they were new, piloting

material, with the exception of the Denver Choices, which is an established seminar, but given for the first time in Denver.

These averages are higher in general than the previous year, because of the one prompt that we changed the wording on, that on average brought up the overall average. Again, a reminder that the response rates are much higher this year, as well, giving these numbers even greater credibility.

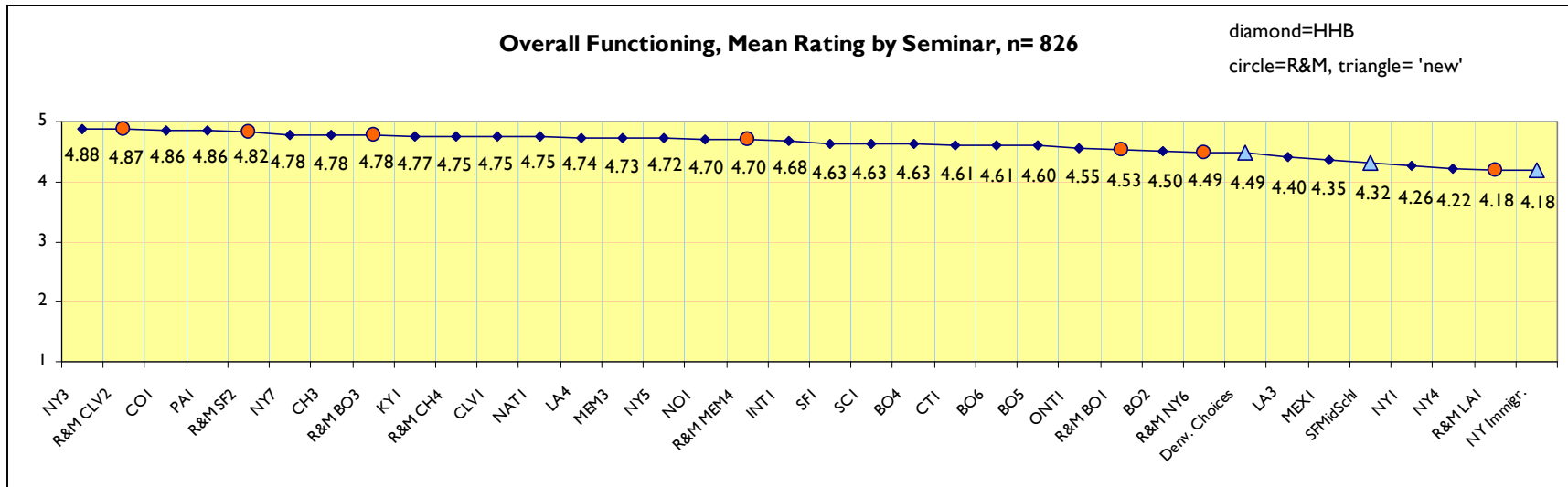
### Functioning of the seminar

There are six prompts which we ask respondents to rate about six different dimensions of the functioning of the seminar. Overall averages ranged from 4.88 to 4.22, with an average of 4.64. In addition, we asked them to rate pacing and comfort separately on a three-point scale.

The prompts that make up this matrix question are listed below in descending order by the mean rating of that prompt (strongly agree- strongly disagree) for that item across all three kinds of seminars (n= 826, from 36 seminars):

- Facilitators worked well together, **4.81**
- Provided a wide range of opportunities for my participation, **4.74**
- Discussions were well facilitated, **4.65**
- Topics were well connected to each other, **4.60**
- Objectives were clear, **4.58**
- Was well paced, **4.30**

This breakdown by prompt shows that, overall, respondents gave very strong marks to the quality of the facilitation at the seminars, with the structural issues (on which facilitation also has an impact), but which are shaped by curricular choices (connection of topics, clarity of objectives and pacing) were slightly lower.

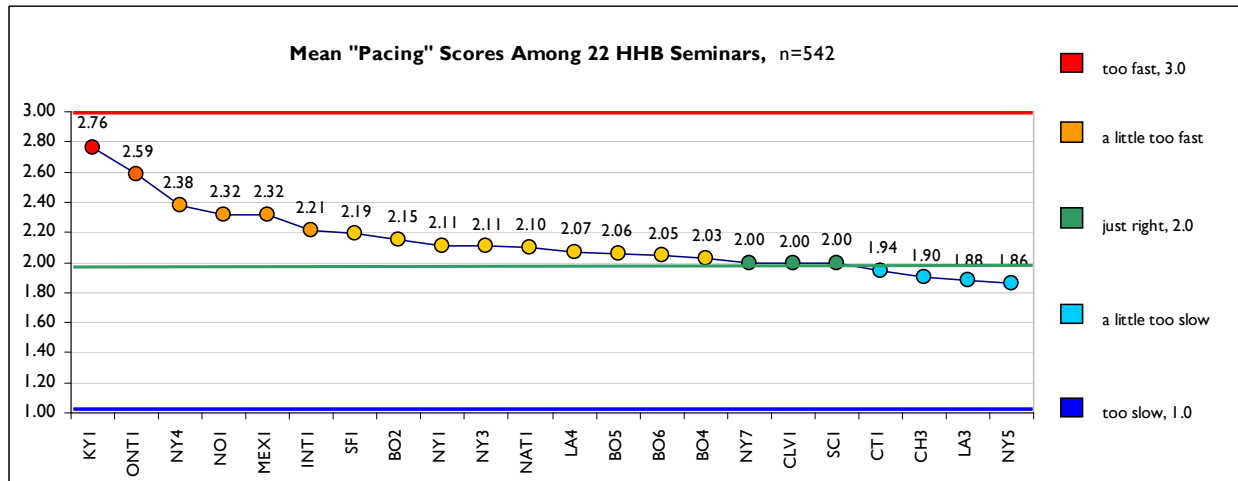


scale: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

This chart displays the mean ‘overall functioning’ score (based on the six prompts already presented) for each of the 36 seminars, in descending order. The dark diamond points are HHB seminars, the lighter circles represent R&M seminars, and the triangles are the 3 new seminars. It is clear that both HHB and R&M seminars cover very similar ranges, from the high of 4.88 for NY3, an HHB seminar, to the low of 4.18 a value represented by both R&M seminar LA1 and the NY Immigration seminar. It is worth noting that all of these values fall between an average rating of “agree” and “strongly agree” for these many domains of the functioning of the seminar.

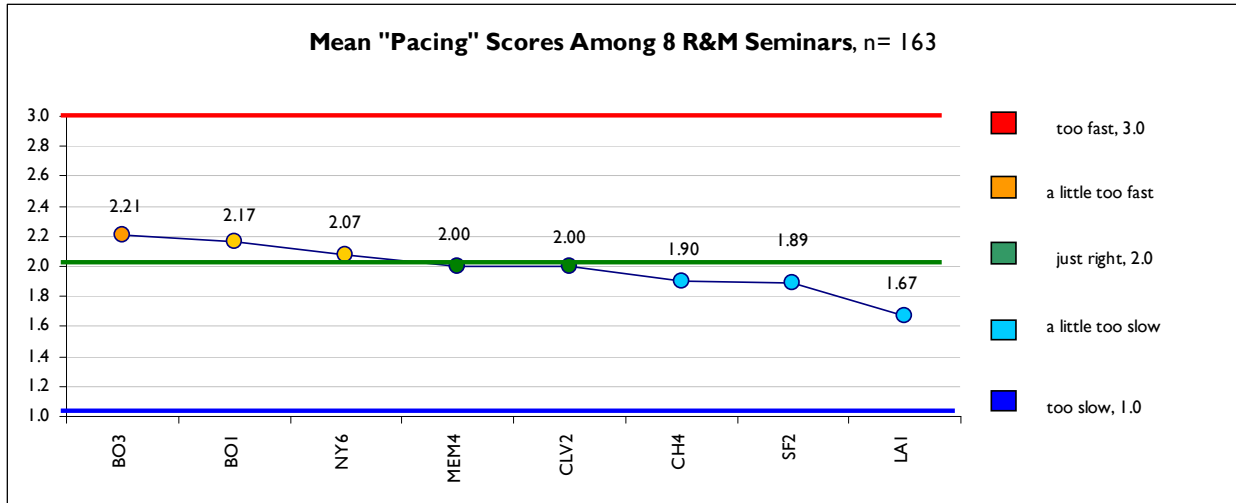
## Pacing

The pacing prompt has tended to be lower than others, so this year, we added a three point rating prompt, specifically about the pacing, so that respondents could clarify what it was about pacing that was problematic. Unlike most rating questions, the highest number is not the “best” response. The ideal response is “2” indicated here by the green line at the mid-point.

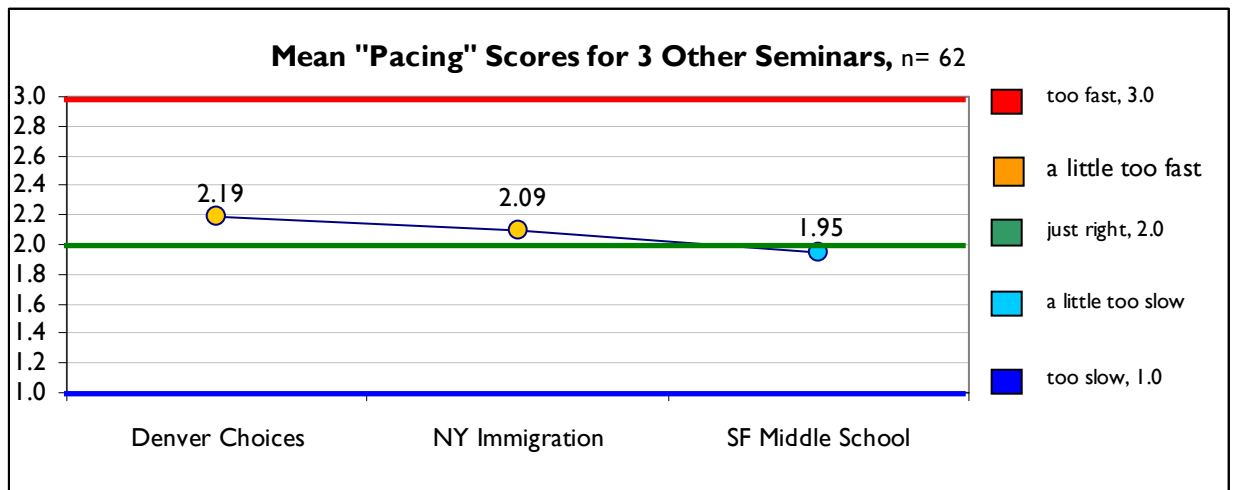


Please clarify your response about the “pacing” of the seminar, by rating it: [ 3= too fast, 2= just right, and 1= too slow].

This chart shows how many of the seminars cluster around the green line at 2.0, suggesting that many of the seminars had close to ideal pacing, on average. Below the green line, on the far right, are those seminars that were slightly too slow, but there are only four, and they are close to 2.0, with the lowest value at 1.86, just .14 points away from ideal. This chart shows that the tendency is toward too fast, rather than too slow, with a tail of seminars trailing up on the left, toward the “too fast” line at 3.0. Among these 22 seminars, there are several that seemed to go too fast, with the Kentucky seminar receiving a mean score of 2.76 at the highest end of the range. The seminars on the faster end of the continuum were international (Ontario, Mexico, and London), one New York seminar, and the New Orleans seminar. We added this probe about pacing toward the beginning of the summer season, but three of the very earliest seminars did not include it in their evaluations, so we were unable to collect this data from those seminars.



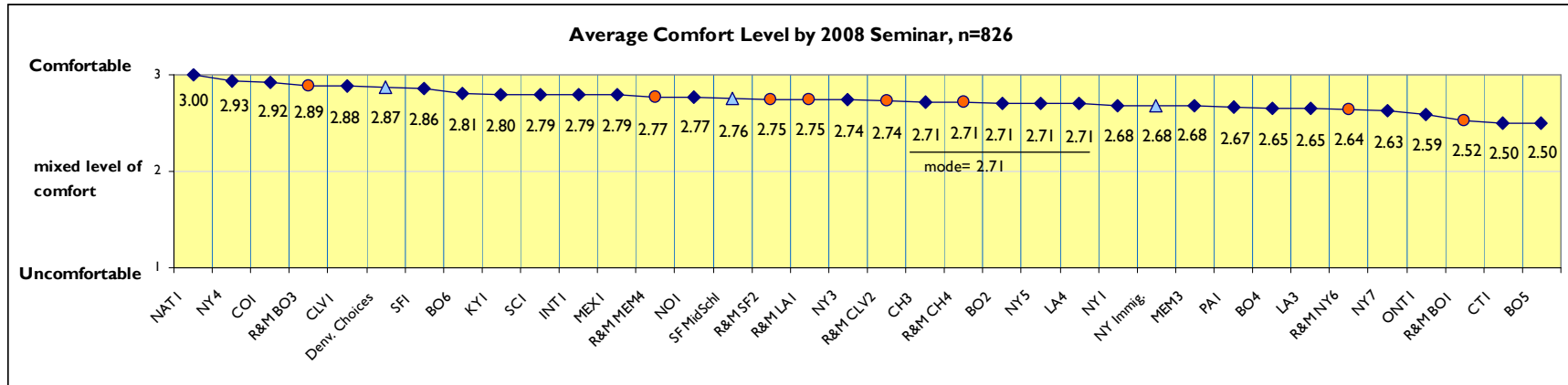
The Race and Membership seminars all stayed closer to the midpoint of ideal, with two seminars with means of exactly 2.0, three slightly above and three below, i.e. indicating the pace was too slow. The farthest from the mean of “just right” was LA1, .33 points lower at 1.67. Overall, the distribution was more equal, with no dramatic tail in either direction.



In terms of pacing, the three new seminars all clustered relatively closely to the just right midpoint of 2.0, with Denver Choices farthest out at 2.19, slightly too fast, on average.

### Comfort Speaking Up in Discussions

“In general, please rate how comfortable you felt sharing your point of view in discussions?” scale: 1= uncomfortable, 2= mixed level of comfort, 3= comfortable



This chart shows that seminar respondents varied in their comfort level, in terms of speaking up during discussions, but only within the range of, on average all agreeing that they were completely comfortable (3.0 for NAT1) to at the lowest end 2.50, or midway between “comfortable” and “mixed level of comfort.” The modal response, or the value which received the most frequent response was 2.71 with 5 seminars having that score, on average. It is worth noting, that even as many of the ratings questions for the new seminars had lower averages, here, the range is from 2.87 to 2.68 for the new seminars, showing that these respondents were, on average, as or more comfortable speaking up in discussions than their counterparts at other more established seminars. R&M and HHB respondents appear to cover the same ranges, with HHB with many more seminars, extending a bit farther on each end.

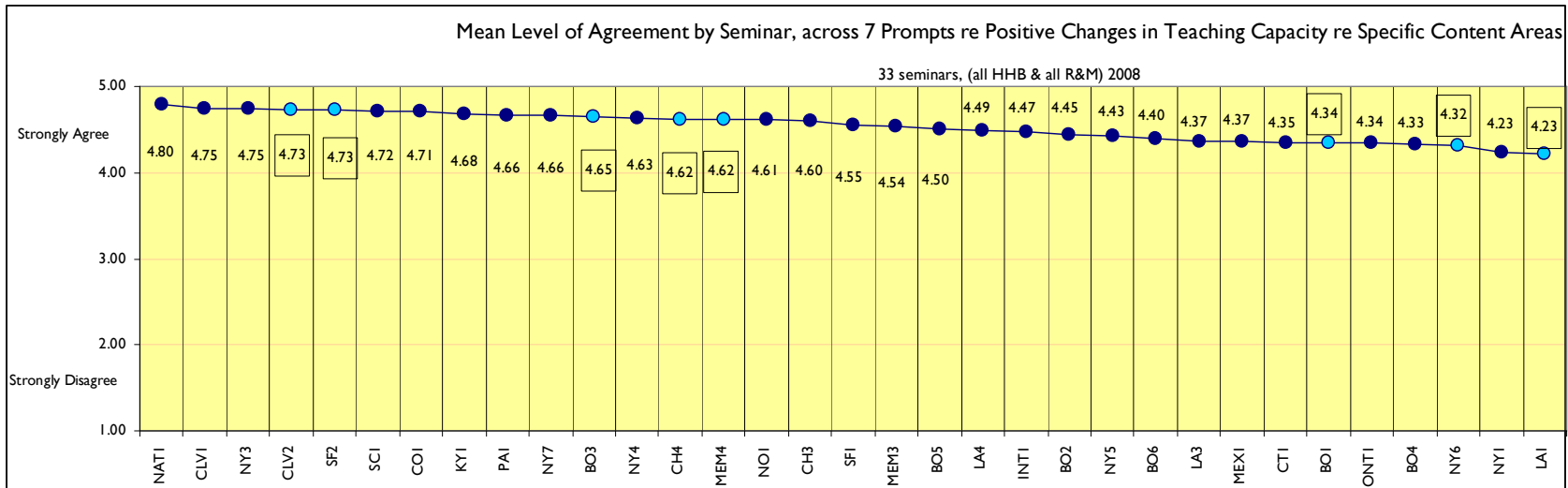
The mean scores by type of seminar follow:

3 'new'	2.77
25 HHB	2.74
8 R&M	2.72

The differences between HHB and R&M are negligible, and it’s unclear whether there would be any significant difference among any of them. The good news here is that respondents are relatively comfortable speaking up in discussions.

### Impact on Teachers' Capacity to Teach their Students: Specific Domains

There are seven specific prompts to tap distinct content areas in which Facing History hopes to have an impact on teachers' skills, knowledge and attitudes with regard to their capacity to teach their students. We then calculate an overall mean across those seven prompts for a general sense of each particular seminar's success at building teachers' teaching capacities. The chart below summarizes these seminar means, with the R&M seminar means boxed and the data points colored in a lighter tone. We did not collect complete data for this question in the three new seminars, so this summary reflects the 33 HHB and R&M seminar responses.

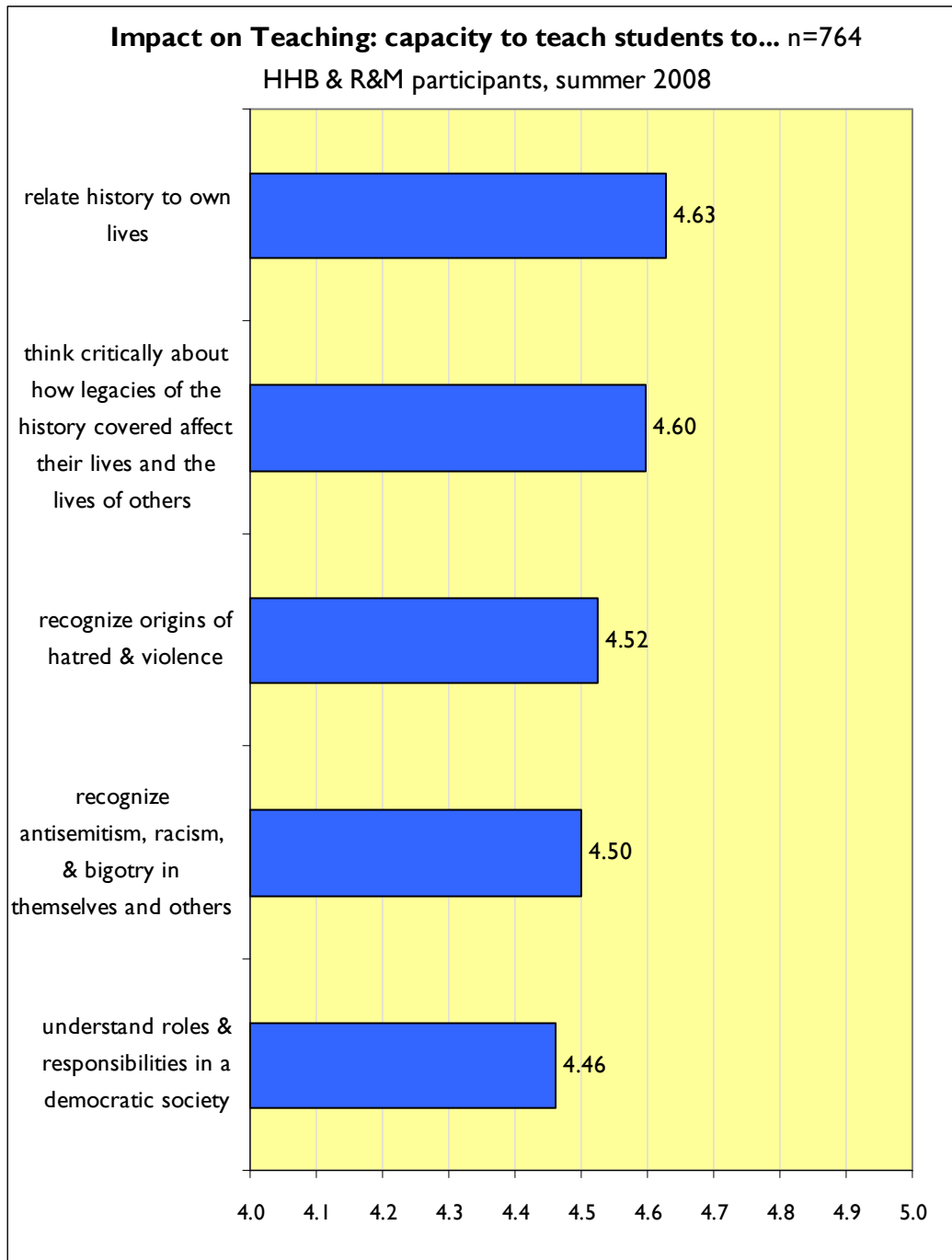


All of these values fall between “strongly agree” and “agree”, on average. Those seminars with averages of 4.5 or above list the value below the line, and those with a mean leaning toward “agree” i.e. between 4.0 and 4.5 are listed above the line. The R&M seminar values are boxed. This chart shows that they extend across the whole range with five above that point (CLV2, SF2, BO3, CH4, MEM4) and three (BO1, NY6, LAI) below the mid-point between “agree” and “strongly agree”.

Particular prompts

There are seven prompts in this matrix question, five of which are common across all the seminars. The first two prompts are tailored to the content of the seminar. Below is a chart which demonstrates the level of agreement among respondents who participated in HHB or R&M, to the five prompts in common to both groups. Teachers rated their level of agreement with the prompts below:

The Seminar promoted *my capacity to teach my students to....*



Scale= [5= strongly agree, 4=agree, 3=neutral, 2= disagree, 1=strongly disagree]

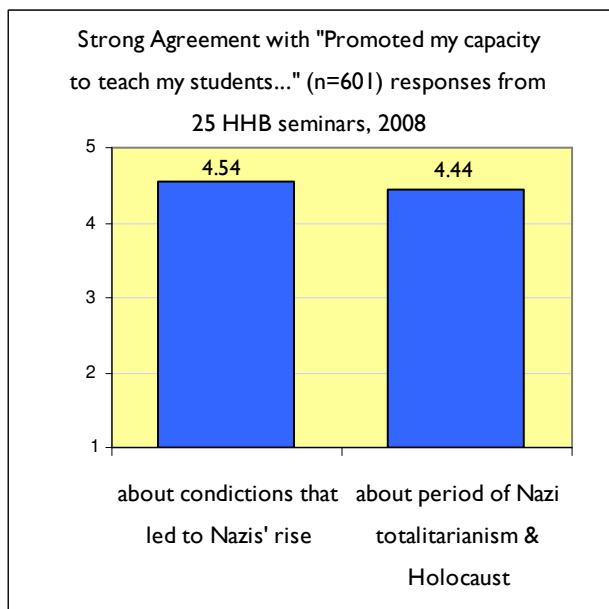
### Rating Five Prompts in Common both HHB and R&M Seminars

The chart on the previous page combines the HHB and R&M respondents into one group, even though these seminars have distinct foci. All but one of the prompts has an average level of agreement that is 4.5 or higher, i.e., half-way between “strongly agree” and “agree” or closer to “strongly agree” on average. Only one prompt, the capacity to teach student to understand their roles and responsibilities in a democracy had a mean of 4.46, slightly below the half-way point, but still substantially above “agree” at 4.0.

The first two prompts of this matrix question are distinct for these two groups, so they are presented separately for HHB and R&M.

### **Two Prompts Specific to Holocaust & Human Behavior Participants**

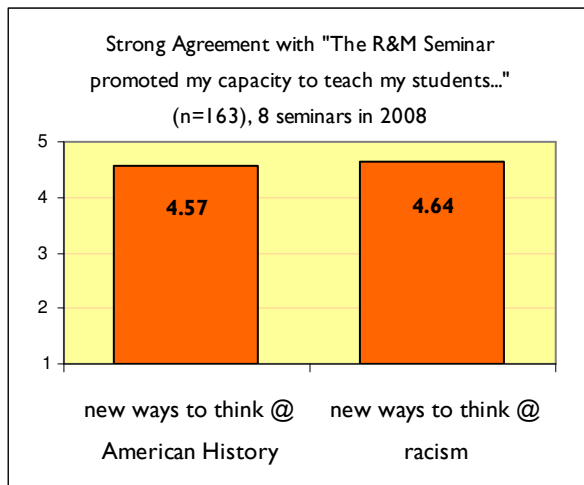
Scale: [5= strongly agree, 4= agree, 3= neutral, 2= disagree, 1= strongly disagree]



The two prompts about changed teaching capacity that related to the content of the HHB seminar are charted above. Teachers agree to a slightly stronger extent that the seminar promoted their capacity to teach students about the conditions that led to the rise of the Nazis, than about their capacity to teach about the Nazi period of totalitarianism and the Holocaust. However, both prompts about their capacity to teach this historical content received a substantial level of agreement.

## Two Prompts Specific to Race & Membership Participants

The chart below illustrates the strong level of agreement on average, with the two prompts seeking to tap the content areas specific to Race and Membership (R&M) seminar, among the respondents from all 8 R&M seminars in the summer of 2008. It shows that, on average, respondents felt that the seminar was effective in teaching them the necessary skills to broach the teaching about race and racism in their classes (4.64 on a 5 point scale measuring agreement with this prompt) as well as new ways to think about American History.



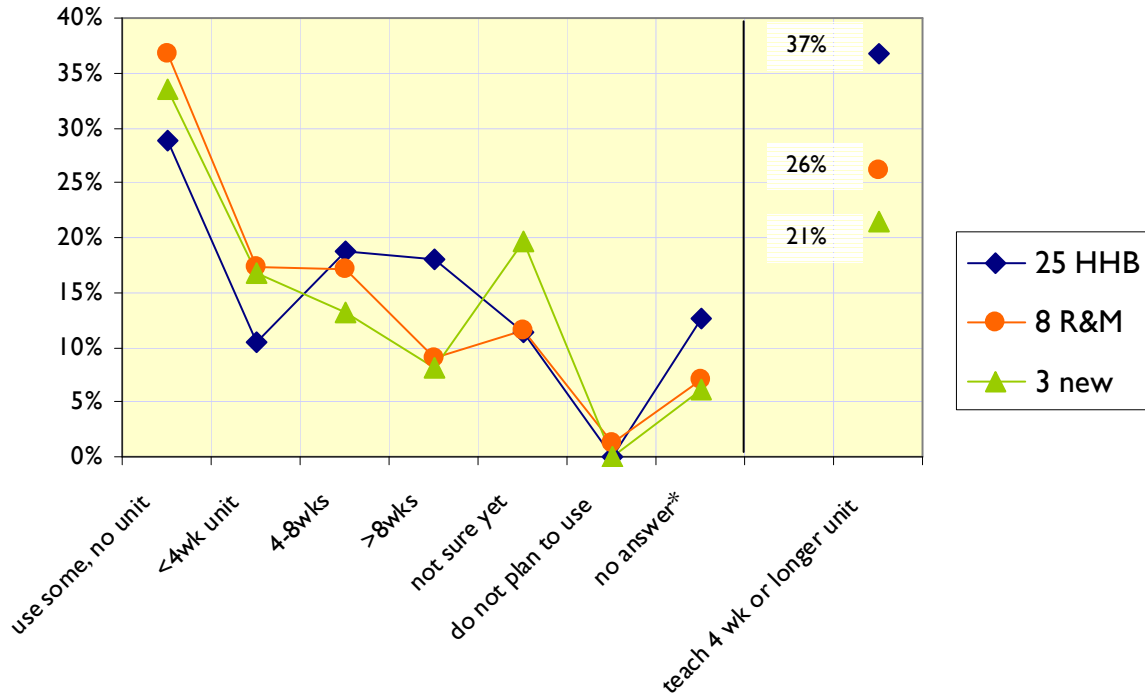
## Understanding and Use of Online Educator Resources

Participants in all seminars agreed in large numbers both that they gained a clear understanding of the online educator resources and that they were likely to use them.

- 95% of respondents gained a clear understanding
- 99% reported that they were likely to use the Online Educator Resources

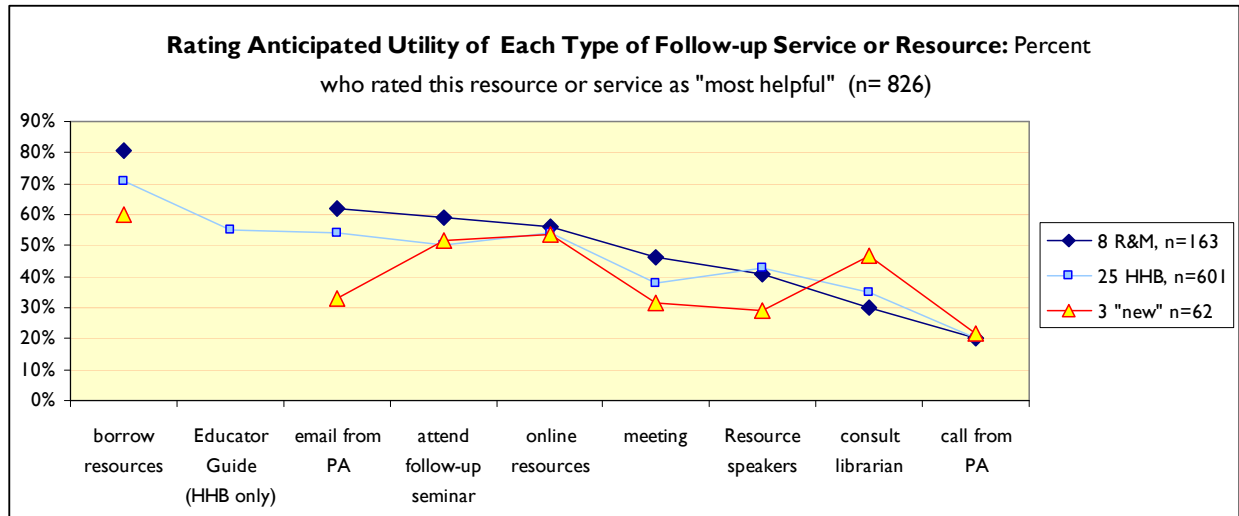
## Anticipated Use of Facing History: Length of Unit, or Infusion

**Teachers Anticipate Teaching FH: Percent who will Infuse FH or Teach Unit, by Seminar Type, n=826**



\*Respondents who are not teachers did not answer the question about length of unit, hence the 13% of HHB respondents, 7% of R&M, and 6% of new seminar respondents who did not answer. Overall we note that 37% of HHB seminar respondents, 26% of R & M respondents, and 21% of the new seminar respondents planned to teach a unit that was 4 weeks or longer in length.

## Types of Follow-up that Teachers Anticipate as “Most Useful”



The relative preference of the different types of support available, are almost identical. Respondents from all types of seminars valued “borrowing resources” as most helpful in greatest numbers. R&M and “new” seminar participants did not receive an Educator Guide, so that was not an option for them. Among HHB respondents, the Educator Guide was ranked most helpful by the second largest number of teachers, very close to “email from a PA” in terms of utility. Interestingly, a “call from a PA” was ranked as “most helpful” by the fewest respondents, regardless of type of seminar.

### In Sum

Facing History was highly successful in providing professional development to teachers over the course of the summer season of 2008. On every measure, teachers rated their experience in strong and positive terms. Pacing continues to be a challenge in some seminars, with the tendency toward too fast, most strong, among some HHB seminars. Overall, respondents gave high marks to the functioning of the seminars, especially the skills of our facilitators. Teachers appreciate the resources and follow-up and plan to teach Facing History in their classes. These results are very robust and valid, given the very high response rate (92%) overall.