FINAL EVALUATION PLAN
State of Utah Social Impact Study

Executive Summary

Program Description

The Utah Division of Arts & Museums seeks to advance the quality of life for all through arts and museums experiences and cultural opportunities. Individuals and families who participate in these activities eventually experience higher educational attainment, increased personal health and well-being, strengthened social and family relationships, and greater intercultural competence. This is accomplished through programs offered at many of the museums located throughout Utah.

The purpose of the evaluation is to determine the social impact that Utah museums have on the communities they serve. The results of this evaluation will supplement other studies on the economic impact that museums have on their communities and will give Utah museums a better idea of the overall impact they have on their visitors.

In order to determine the social impact, the evaluation plan seeks to answer the following evaluation questions:

1. *Do museum visitors achieve higher educational attainment as a result of attending Utah museums?*
2. *Do museum visitors have increased personal health and well-being as a result of attending Utah museums?*
3. *Are social and family relationships strengthened as a result of attending Utah museums?*
4. *Do museum visitors have greater intercultural competence as a result of attending Utah museums?*

Proposed Evaluation Plan

The proposed evaluation plan is a retrospective post-then-pre design and is experimental in nature. A stratified randomized sample of more than 380 individuals visiting eight museums throughout Utah will be gathered. Invitations to participate in the study will be sent via various digital media through channels owned by each of the eight museums. The first 40 qualified individuals will be selected to participate in the study. Participants will visit the specific museum they applied for at least three times with one guest of their choosing. Once they have visited three times, they will complete a post-then-pre survey. The survey provides participants with a set of statements from which respondents will gauge their level of agreement before and after attending the museum, as well as open-ended questions that will collect qualitative data.

Once data has been collected, the evaluation team will analyze the surveys with a paired t-test. The analysis will examine whether a statistically significant change occurred between the extent of participants' agreement with survey statements before and after visiting the museum. A p-value of less than 0.05 shows a significant difference between scores, which is a "good" result if the t-score is also positive. This would indicate that Utah museums are having a positive social impact.

Evaluation Budget and Resources

A partnership grant between the Utah Division of Arts & Museums and Thanksgiving Point was initiated to complete the project. A total budget of $29,032 includes Division staff time and $20,000 paid to Thanksgiving Point for two of their evaluation staff members to contribute to the study; part of the partnership grant included use of a pre-existing Qualtrics license, in addition to funds that covered the cost of securing the International Review Board approval (cost dependent on how many participating sites are involved).

Final resource estimation is likely higher than the above listed $29,032 as staff put in more hours than the anticipated percentages of 15% of their time. When budgeting for your project, assume your organization will require more time than initially anticipated to buffer your ultimate costs.

Limitations of the Proposed Evaluation Plan

The proposed evaluation plan poses some threats or limitations to the validity of the results. These limitations include recall, social desirability bias, cognitive dissonance, effort justification bias, attrition, and history. While many of these limitations cannot be avoided, they can be mitigated. The most significant threat overcome through the use of a post-then-pre survey is the treatment sensitive factorial structure. By overcoming this threat, the results of the evaluation are more likely to show a positive impact.

Purpose of the Evaluation

The purpose of the evaluation is to determine the social impact that Utah museums have on the communities they serve. The results of this evaluation will supplement other studies on the economic impact that museums have on their communities and will give Utah museums a better idea of the overall impact they have on their visitors.

In order to determine the social impact, the evaluation plan seeks to answer the following evaluation questions:

1. *Do museum visitors achieve higher educational attainment as a result of attending Utah museums?*
2. *Do museum visitors have increased personal health and well-being as a result of attending Utah museums?*

3. Are social and family relationships strengthened as a result of attending Utah museums?
4. Do museum visitors have greater intercultural competence as a result of attending Utah museums?

This evaluation is an outcome evaluation. This type of evaluation is appropriate for the Utah Division of Arts & Museums because they have a vested interest in supporting Utah museums on many different levels. The organization has yet to evaluate whether the museums in Utah are having the desired social effects on the community. Emily Johnson, Museum Services Specialist with the Utah Division of Arts & Museums, will carry out this evaluation with the assistance of David Wicai, Marketing & Communications Manager at the Utah Division of Arts & Museums, and the evaluation staff at Thanksgiving Point. Collection of data and analysis will be overseen by Emily Johnson and will be performed by the evaluation team at Thanksgiving Point.

Evaluation Stakeholders

The stakeholders in this evaluation are the State of Utah, and each of the eight participating museums (Clark Planetarium, Utah Museum of Fine Arts, Nora Eccles Harrison Museum of Art, Brigham City Museum of Art & History, Monte L. Bean Life Sciences Museum, Springville Museum of Art, Red Butte Garden, and Tracy Aviary).

Program Description

Outcome Goals and Objectives

According to the Utah Division of Arts & Museums Strategic Plan, the mission of the division is to connect people and communities of Utah through arts and museums. The division does so by engaging in its community of stakeholders to:
- Promote the value and impact of Utah's cultural community
- Serve as a statewide resource hub
- Foster sustainable organizations that support community needs

Program Logic Model

The following section explains each section of the logic model in detail, including the inputs, activities, short-term outcomes, intermediate outcomes, and long-term outcomes.

Inputs
Inputs for this project include each of the eight participating museums in this study.

Activities
There are many process-oriented activities provided at the eight museums. Visitors experience unexpected physical, personal, and socio-cultural contexts at each of the museums. Since each

of the participating museums has a different mission statement and area of focus, the overall activity of this evaluation is for each of the participating museums to provide access to:
- Lifelong learning opportunities
- Arts
- History
- STEM topics
- Culture

Outcomes
The logic model outlines three types of outcomes. In theory, the activities will lead to the short-term outcomes, which will lead to intermediate outcomes, which will then lead to the ultimate goal and long-term outcome.

Short-term Outcomes
The activities of the program lead to 13 groups of outcomes. By engaging in the activities that take place in each of the participating museums, visitors reach the following short-term outcomes: content knowledge, school success, making interpretations, personal application; feeling restored, self-esteem, participating in community activities; altruism, empathy, communication, perspective; positive time spent with others, care and concern for others.

Intermediate Outcomes
Each of the short-term outcomes leads to various intermediate outcomes, which include: stimulation of inquiry, wonder, curiosity, and interest, critical thinking, conservation; recharge, positive outlook, involvement in community; connection to community (belonging, perspective, place, sense, etc.), empathy, social success/competence; strengthened social relationships, strengthened family relationships.

Long-term Outcomes
The long-term outcomes for this study include continued learning and engagement; increased health and well-being; intercultural competence; and strengthened relationships. Stimulate inquiry, wonder, curiosity, and interest, critical thinking, and conservation lead to the long-term outcome of continued learning and engagement; recharge, positive outlook, and involvement in community lead to the long-term outcome of increased health/well-being; connection to community (belonging, perspective, place, sense, etc.), empathy, and social success/competence lead to the long-term outcome of intercultural competence; strengthened social relationships and strengthened family relationships lead to the long-term outcome of strengthened relationships.

Inputs	Activities	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impacts
Utah Museums	Provide Access to • Lifelong learning opportunities • Arts/History • STEM topics • Culture	Exhibits and programs for visitors to participate in	Content knowledge School success Making interpretations Personal application	Stimulate inquiry, wonder, curiosity, and interest Critical Thinking Conservation	Continued Learning and Engagement
			Restorative Self Esteem Participating in community activities	Recharge Positive Outlook Involvement in Community	Increased Health and Well Being
			Altruism Empathy Communication Perspective	Connection to Community (belonging, perspective, place, sense, etc.) Empathy Social Success / Competence	Intercultural Competence
			Positive time spent with others Care and concern for others	Strengthened Social Relationships Strengthened Family Relationships	Strengthened Relationships

Evidence in Support of Program Theory

While Utah Arts & Museums has not performed past social impact evaluations to assess the effects of their programs, the theory of these effects is based on research. This literature review conducted by Thanksgiving Point will highlight research on programs and activities that lead to the following long-term outcomes:

- Continued learning and engagement
- Increased health and well-being
- Intercultural competence
- Strengthened relationships

We expect that families who visit the participating museums will achieve these long-term outcomes. Research shows that both the short-term and intermediate outcomes that individuals experience have led to these long-term outcomes in similar situations.

Educational Attainment

By visiting Utah museums, individuals achieve multiple outcomes that eventually lead to higher educational attainment. One important outcome of individuals visiting Utah museums is the social interaction that occurs at the various venues. This interaction also provides a way for parents to be involved with their children, which can have positive effects on higher educational

attainment. A study shows that father and mother involvement at age 7 independently predicts educational attainment by age 20.[1]

Educational attainment is also an outcome due to learning that occurs when people visit a museum together. A report was produced based on research findings of the National Science Foundation; the study covered four institutions, including science museums, an aquarium, and zoological garden. The study measured family learning in science museums and found a relationship between learning levels and family conversations. They found that families do learn from exhibits and that family behaviors and conversations are performance indicators of exhibit learning.[2] This learning from museum exhibits leads to better performance in the classroom. A study was completed comparing responses of 416 fifth- and sixth-graders randomly assigned to four conditions: control, exhibit only, lesson only, and exhibit followed by lesson.[3] The study concluded that students who visit exhibits score higher on both visual and verbal tests than the control group. Students in the study found the exhibits much more enjoyable, interesting, and motivational than a classroom lesson. Exhibits as a supplement to school increase educational performance. Additional studies have been done on this topic and show that interactive learning experiences at museums lead to greater educational success.[4]

Not only do Utah museums provide individuals the opportunity to learn from exhibits, but also the opportunity to learn as a group with interactive exhibits. A study compared three exhibits, which varied in terms of the level of physical interaction demanded of the visitor. The study showed that children performing under a social condition at an interactive exhibit demonstrated significantly superior understanding compared to children in an individual condition.[5] This finding suggests that the exhibit was successful in stimulating constructive exchange between two individuals that led to a greater understanding.

Experiences in Utah museums create an unexpected physical context through which wonder is invoked. The "wish for knowledge" is wonder. Through wonder, individuals are motivated to increase knowledge and understanding, which influences educational attainment.

Increased Personal Health and Well-Being
Utah museums provide individuals and families with experiences that lead to increased personal health and well-being, including increased self-esteem, decreased morbidities, and recharging (mental, physical, and emotional). A study of over 36,000 seventh- to twelfth-grade students

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[1] Flouri, Eirini, and Ann Buchanan. "Early father's and mother's involvement and child's later educational outcomes." British Journal of Educational Psychology 74, no. 2 (2004): 141-153.

[2] Borun, Minda, Margaret Chambers, and Ann Cleghorn. "Families are learning in science museums." Curator: The Museum Journal 39, no. 2 (1996): 123-138.

[3] Flexer, Barbara K., and Minda Borun. "The impact of a class visit to a participatory science museum exhibit and a classroom science lesson." Journal of research in science teaching 21, no. 9 (1984): 863-873.

[4] Price, Sabra, and George E. Hein. "More than a field trip: Science programmes for elementary school groups at museums." *International Journal of science education* 13, no. 5 (1991): 505-519.

[5] Blud, Linda M. "Social interaction and learning among family groups visiting a museum." *Museum Management and Curatorship* 9, no. 1 (1990): 43-51.

found that a sense of connectedness to family functions is a protective factor against high-risk behaviors that lead to "morbidities of adolescents" (illnesses, injuries, diseases, etc.).[6]

Utah museums provide individuals access to restorative experiences. One study, of 581 museum guests, indicates that museum experiences and natural environments are restorative and facilitate experiences that have the potential to contribute to the visitors' well-being and satisfaction.[7] This idea of restorative experiences is explored in more detail in an additional study that researched individuals' access to nature and improvement in physical and emotional health. In the last few hundred years, there has been an extraordinary disengagement of humans from the natural environment and more interaction with artificial stimulation. Some research has shown that too much artificial stimulation and an existence spent in purely human environments may cause exhaustion and produce a loss of vitality and health.[8] Due to this disconnect from nature, parks and public nature reserves are built as a means of accessing nature. These are beneficial because 'people with access to nearby natural settings have been found to be healthier overall than other individuals. The longer-term, indirect impacts (of 'nearby nature') also include increased levels of satisfaction with one's home, one's job, and with life in general.[9]

Some of the participating museums provide access to nature settings that improve an individual's health. The recharging visitors get through the interaction with nature is explained in a study that examined human health benefits of observing plants and animals and being in nature. Early research found that in the act of contemplating nature, the brain is relieved of 'excess' circulation (or activity) and nervous system activity is reduced.[10] Additionally, an experience of nature can help strengthen the activities of the right hemisphere of the brain, and restore harmony to the functions of the brain as a whole.[11] Interacting with nature increases mental health. According to Kaplan, nature constitutes a restorative environment if the following four elements are present:[12]

- Fascination—an involuntary form of attention requiring effortless interest or curiosity
- A sense of being away—temporary escape from one's usual setting or situation
- Extent or scope—a sense of being part of a larger whole
- Compatibility with an individual's inclinations—opportunities provided by the setting and whether they satisfy the individual's purposes

[6] Resnick, Michael D., L. J. HARRIS, and Robert W. Blum. "The impact of caring and connectedness on adolescent health and well-being." Journal of Paediatrics and Child Health 29, no. s1 (1993): S3-S9.

[7] Packer, Jan, and Nigel Bond. "Museums as restorative environments." Curator: The Museum *Journal* 53, no. 4 (2010): 421-436.

[8] Katcher, A. and Beck, A. "Health and Caring for Living Things." Anthrozoos. (1987). 1, 175–183.

[9] Kaplan, R. and Kaplan, S. The Experience of Nature: A Psychological Perspective. Cambridge University Press, Cambridge, New York. (1989). 73

[10] Yogendra, S. "Hatha Yoga Simplified." The Yoga Institute, Santa Cruz, Bombay. (1958)

[11] Furnass, B. Health values. In: Messer, J. and Mosley, J. G. (eds) The Value of National Parks to the Community: Values and Ways of Improving the Contribution of Australian National Parks to the Community. University of Sydney, Australian Conservation Foundation. (1979). 60-69

[12] Kaplan, R. and Kaplan, S. The Experience of Nature: A Psychological Perspective. Cambridge University Press, Cambridge, New York. (1989). 73

As families enter these venues, they are able to experience all four of these elements. Restorative experiences not only improve mental health by relieving mental fatigue, they also positively impact physical health. Empirical, theoretical, and anecdotal evidence demonstrates contact with nature positively impacts blood pressure, cholesterol, outlook on life, and stress reduction.[13]

A study completed on the effects of nature—specifically experiences with animals—proposes that nature not only offers restorative experiences, it also provides experiences that encourage empathy, justice, and self-esteem.

Strengthened Relationships

Social interaction is an important part of the experience visitors have in Utah museums and is especially crucial to strengthening families. Family interaction in museums has been the focus of many studies, and it has been suggested that museums are ideal locations in which to test socioculturally framed research questions.[14] The term sociocultural means:

- There is a social group or ensemble engaged in an activity.
- The social group is engaged in a collaborative activity. This activity is informed by the individuals who compose the social group; yet the activity reciprocally informs the individuals/group.
- The social activity is mediated by tools, signs, people, symbols, and language, and by actions.

The unexpected sociocultural experience in the logic model includes the aspects listed above. From this sociocultural experience, the individuals visiting the museums begin to interact with members of their social circles.

This social interaction leads to inquiry, which is the act of asking for information. Once inquiry is invoked by an unexpected physical context, individuals use inquiry skills to make sense of the content.

Learning as a family is part of the sociocultural perspective. This perspective varies from a traditional child-directed, constructivist approach in museum learning research (Hein, 1998), which emphasizes the individual learner interacting and constructing meaning with phenomena. [15] Rather, in the sociocultural view,

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[13] Moore, E. O. A prison environment's effect on health care service demands. Journal of Environmental Systems. (1981). 11, 17–34.

[14] Matusov, E. & Rogoff, B. Evidence of development from people's participation in communities of learners. In Falk J. & Dierking L. (Eds.), Public institutions for personal learning: Establishing a research agenda (1995) 97–104. Washington, DC: American Association of Museums.

[15] Hein, G. *Learning in the Museum.* (1998) New York: Routledge

> The family works collectively to build a family perception of the communications
> from the museum. ... These perceptions are inevitably mediated and adjusted by
> the social fiber of the family "forage, broadcast and comment" activity.[16]

The author argued that social experience is at the heart of the museum experience, rather than peripheral.[17] The social interaction that results from this sociocultural context eventually leads to social bonding. The "forage, broadcast and comment" activity creates an opportunity for individuals to have discussion and bond with others in the same activity.

Intercultural Competence

Intercultural engagement includes learning opportunities, events, and programs that invite individuals to step into new cultural contexts with the intent of developing greater intercultural competence.[18] Museums play a significant role in teaching us about people and cultures that are different than our own.

The museum field would serve its most beneficial role if it would maximize opportunities to illuminate positive human qualities.[19] The experiences visitors have in museums in Utah can expose them to collections and exhibitions that foster those types of positive impacts.

Proposed Project Plan

Project Description

Based on the research in the literature review, the vast majority of the existing studies on museums, aquariums, botanical gardens, and zoos fall into one or more of the following categories: observations, interviews, focus groups, and exit surveys. Very few longitudinal studies have been completed that result in positive conclusive evidence. After carefully reviewing each of the existing methods, we concluded that a combination of interviews and surveys would be most appropriate. However, these methods are heavily qualitative. In order to mitigate the limitations inherent in these methods, we propose the use of a retrospective post-then-pre survey to gauge the change in knowledge, skills, attitudes, and behavior in participants. A more detailed description of the limitations inherent in the retrospective post-then-pre survey is found in the limitations section below. The qualitative interviews will complement the more quantitative data gathered through the post-then-pre survey.

Proposed Project Structure

A stratified, randomized sample of 382 individuals in Utah will be sent invitations to participate in

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[16] McManus, P. Families in museums. In Miks L. & Zavala A. (Eds.), Towards the museum of the future (1994). 91. London: Routledge

[17] McManus, P. "What people say and how they think in a science museum In Uzzell D.L. (Ed.)." *Heritage Interpretation*, Vol 2: The visitor experience (1989): 43-44. London: Bellhaven.

[18] Utah Office of Multicultural Affairs. *Participant Course Journal*. 2018

[19] "Empathy vs. Sympathy," *Grammarist,* http://grammarist.com/usage/empathy-sympathy/;

the study. Each of the eight museums will contact their own constituents via their communications channels to ask for interest and participation. Interested participants will be required to fill out an initial application that includes their contact information, which museum they are interested in visiting for the purposes of the study, and their current relationship with that museum.

Participation will be limited to a minimum of 40 and a maximum of 100 qualified applicants at each museum. Selected participants will be required to visit their desired museum three separate times over the course of three months. Once participants have visited their respective museums, the post-then-pre survey will be made available to them online. The post-then-pre survey will also include open-ended qualitative questions that may be used to supplement the quantitative questions.

Analysis and Interpretation

The purpose of the proposed evaluation is to (1) provide impact data to the participating museums and (2) develop a scalable tool that can be used by other museums in Utah regardless of their size and capacity. The data collected using the methods outlined above will be analyzed using the following procedures:

1. For each statement, code "Strongly Disagree"=-3, "Neutral"=0, "Strongly Agree"=3, etc.
2. Use a paired t-test to compare post-test scores with pre-test scores.
3. Find the statements that have a p-value less than 0.05, which means there is a statistically significant difference between the scores.

The post-then-pre survey will be analyzed using a paired t-test. The extent of participants' agreement about each statement in the survey will be coded from "-3" to "3", with "Strongly Disagree"=-3, "Neutral"=0, and "Strongly Agree"=3. The data is quantitative after coding. This analysis simply examines whether or not there was a statistically significant change between the extent of participants' agreement before and after visiting a Utah museum. Specifically, a p-value greater than 0.05 indicates no statistical difference in scores, thus a "neutral" result, while the p-value less than 0.05 indicates there is a significant difference between the scores, and it would be a "good" result. For t-statistics, a positive t-score indicates that the second instance of the measure is higher than the first instance. A negative t-score indicates that the second instance of the measure is lower than the first instance. It gives statistical results to the Social Impact Study team and helps them decide what changes to make based on the findings.

At the end of each post-then-pre survey will be a list of 13 open-ended questions. Responses to past exit interviews and these questions will be compiled into meaningful qualitative data. Comments will be analyzed for common themes. This will be done through the use of an open-coding system. Trained coders will read through the comments and categorize or code them into common themes that are created as the comments are analyzed. Conclusions will be

made about the social impact of the participating museums, drawing upon these comments for qualitative data to back up the more quantitative data generated from the post-then-pre survey.

Project Procedures

This following section contains a detailed description of 1) evaluation activities, 2) timeline, 3) responsibilities of each role, and 4) expected budget. The purpose of the evaluation plan is to determine the social impacts of Utah museums on the communities they serve.

Project activities

Partnership Grant Agreement between Utah Arts & Museums and Thanksgiving Point

Make Requests to Museums to Participate January - March, 2018

Finalize Agreements with Participating Museums

Meeting with Host Museums about Logic Model and Questions - June 2018

Create Application for Participant Recruitment

Individual Training Meetings for host museum front-of-house staff completed by Fall 2018

Prepare List of Participants as host museums meet minimum recruitment threshold

Study Period Opens for Host Sites varies based on participating museum schedules

Participants Visit Museums October, 2018 through April, 2019

Reminders Sent to Participants to access survey tool

Collect Post-Pre Surveys and Input Data completed by the end of June 2019

Analyze Results of Surveys and Interviews completed by the end of July 2019 by Thanksgiving Point

Compile Reports by the middle of August 2019

Present Findings to Participating Museums August 2019 through May 2020, per museum site's requests

Project Timeline

	Jan 18	Feb 18	Mar 18	April 18	May 18	Jun 18	Jul 18	Aug 18	Sep 18	Oct 18	Nov 18	Dec 18
Partnership Grant Submit, Board Approve	▓											
Recruit Host Museums	▓	▓	▓									
Finalize Agreements with Participating Museums				▓	▓							
Convene host museums to discuss logic model and question set						▓						
Meet and train museum front-of-house staff							▓	▓				
Recruit survey takers for all museums								▓	▓	▓		
Survey takers visit museums										▓	▓	▓
	Jan 19	Feb 19	Mar 19	April 19	May 19	Jun 19	Jul 19	Aug 19	Sep 19	Oct 19	Nov 19	Dec 19
Survey takers visit museums	▓	▓	▓	▓								
Survey data collected	▓	▓	▓	▓	▓	▓						
Data analyzed						▓	▓					
Reports created & shared with museums							▓	▓				
Meet with museums to discuss results (ongoing)										▓	▓	▓

Project Budget and Resources

Organization:

Month and day your fiscal year ends:

INCOME		
	FY18 (future, projected: the year grant funds will be spent	
Earned Income		
Program Service Revenue (admission, tuition, etc.)		
Concession/Merchandise		
Other		
Public Support		
Utah Arts & Museums Current Grant Request (FY18)	$24,000	$21,400 from WQD Museum Grants, $2,600 from WQD 6137 Museum Admin
Federal		
State (not including this grant request)		
Local (county, city - ZAP, RAP, etc.)		
Other (please itemize)		
Private Support		
Business/Corporate		
Foundation		
Individual		
Fundraising Events		
Applicant Cash*		
Other (please itemize)		
In-Kind Support		
In-kind services (x number of hours @ $/hr)	$12,161	David Wical and Jennifer Ortiz at 12% of their time over the next fiscal year
In kind goods (estimate at fair market value)		
TOTAL INCOME	$36,161	
EXPENSES		
	FY 2018	
Personnel Expenses (Salaries)		
Administrative Salaries		
Consultant or Project Contract	$21,400	expenses paid to Thankgiving Point
Technical Contracts (as paid on 1099)		
Other Expenses		
Program expenses (production, exhibition, materials)		
Royalites/licensing fees	$2,600	International Review board license
Concessions/merchandise (cost of goods sold)		
Advertising and promotion		
Facility rental/mortgage		
Facility operations and maintenance		
Office expenses and supplies		

Travel and lodging (include per diem)		
Accounting & legal fees		
Fundraising expenses		
Insurance (non-employment related)		
Grants & other amounts paid (re-granting)		
Other (please itemize)		
In-kind Support as Covered Expenses		
Please list the in-kind support from the income section below:		
In-kind services (x number of hours @ $/hour)		
	$5,940	David Wicai @ 12% of his time
	$6,221	Jennifer Ortiz @ 12% of her time
In-kind goods (Estimate at fair market value)		
	$200	Room rental for training all host sites
TOTAL EXPENSES	**$36,361**	

Budget Justification Narrative (optional)

$21,400 goes towards Thanksgiving Point's personnel expenses

$2,600 goes towards the International Review Board's review of human subject questions as part of the social impact survey

UDAM estimates approximately 12% of David Wicai and Jennifer Ortiz's staff time will be spent on this project over the course of the fiscal year. This is estimated by their hourly rate.

The room rental fee is nominal and will be covered in-kind for this training at the Zephyr room or another SLC based location.

Frequently Asked Questions

What is in-kind and how do we account for it?

In-kind contributions include any non-cash support your organization receives. Panelists want to know what kind of non-monetary support you receive. Volunteer time should be included in *in-kind services* and should be accounted for at minimum wage except for professional services (such as lawyers and accountants performing legal and accounting services) which can be counted at the professional's going rate. Materials and supplies such as waived rent and utilities should be included in *in-kind goods* estimating the value your organization would otherwise need to pay. Please refer to the guidelines for more information about the 1:1 match

What if we do not have a previous funding record?

If you are a new organization that does not have a previous budget, complete only the column for the projected year and explain it in the budget narrative.

How do we handle multiple-year projects?

If the project will occur over multiple years, UA&M grant funding must be spent in the fiscal year granted. The budget should show multiple years of the project in the budget columns (e.g. If this is the first of a three year project, you will only complete the third column; if this is the second of a three year project, you will complete the second and third columns.)

*What is applicant cash?

Applicant cash refers to the money that comes from the organization's general operating budget or reserves.

What if our income and expenses do not match?

Projected budgets should balance, while actuals probably won't. Projected budgets balance because you are providing a picture of what you think you will spend and where that funding will come from.

More questions?

Please call the grants manager, 801-236-7550.

Team Roles & Responsibilities

This program will be conducted under a participatory and collaborative partnership between the Utah Division of Arts & Museums and Thanksgiving Point. The roles and responsibilities for each member are listed below.

Role	Responsibilities
Jennifer Ortiz Museum Services Manager, Utah Division of Arts & Museums	Team administrator/participant Oversee budgetary needs for the scope of the project Assist in development and facilitation of host museum training Oversee strategic use of data for museum advocacy internally and externally (through Utah Arts & Museums)
Emily Johnson Museum Services Specialist, Utah Division of Arts & Museums	Provide the information and resources needed for the evaluation plan Give feedback of evaluation plan Recruit host museum sites Manage communication with host museums and Utah Arts & Museums staff & Department of Heritage & Arts staff Manage communications of museum staff and survey participants Create online post-pre surveys Create online applications Training of front-of-house museum staff Compile report Present findings to the board of directors and board of advisors Present findings to host museum sites

David Wicai Marketing & Communications Manager, Utah Division of Arts & Museums	Manage communications of museum staff and survey participants Prepare list of participants Develop marketing materials Create online post-pre surveys Create online applications Create/deliver acceptance letters Create/deliver post-pre surveys Compile report
Stephen Ashton Director of Audience Research & Development, Thanksgiving Point	Analyze results of surveys and interviews Develop logic model
Kari Ross Nelson Research and Evaluation Associate, Thanksgiving Point	Analyze results of surveys and interviews Compile/analyze qualitative responses Develop logic model

Limitations of the Proposed Evaluation Plan

The proposed evaluation plan poses some threats or limitations to the validity of the results. These limitations include recall, social desirability bias, cognitive dissonance, effort justification bias, attrition, and history.

Recall, social desirability bias, cognitive dissonance, and effort justification bias are specific to the post-then-pre survey.[20] Recall is simply the inability to remember what participant attitudes were before attending each of the museums. The best way to mitigate this threat is to shorten the time frame of the treatment. Three months is the shortest window that will also allow participants to realistically attend each of the museums three times.

Social desirability bias, cognitive dissonance, and effort justification bias relate to having a desire to improve to meet expectations or justify the time spent on the study. Social desirability occurs when participants desire to improve to meet program expectations and report improvement even if it has not occurred. Cognitive dissonance is the desire to improve to meet personal expectations and therefore, report improvement. Effort justification occurs when

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[20] Colosi, Laura, and Rachel Dunifon. "What's the Difference? "Post Then Pre" & "Pre Then Post"." *Cornell University Cooperative Extension*, 2006.

participants report improvement when no improvement has been made in order to justify energy and time invested. These are difficult to mitigate as the survey is clearly designed to assess changes in specific behaviors.

Attrition is a loss of participants over the course of the treatment. Attrition is more of a concern when comparing control and treatment groups, because the two groups may not be comparable when the study is completed. However, in this case, mitigating attrition is important in order to ensure sufficient data are collected. Understanding the reasons for attrition and why participants do not follow through should be considered.

Finally, the history validity threat occurs when some other extraneous event happens at the same time as the treatment, which causes the change. Mitigating this threat will require analyzing any other potential causes. Some additional questions could be included as part of the survey that may be helpful in identifying some of these events.

Although the post-then-pre survey study presents limitations, the design is valuable because it overcomes validity threats that would have a higher negative effect on the study. One threat this design overcomes is treatment-sensitive factorial structure. This occurs when the treatment may cause a difference in how participants react to a measure. Oftentimes, a pre-then-post survey design results in an altered perception as a result of the training. By doing a post-then-pre, this is overcome because the participants are not given a chance for altered perception of the measure.

Challenges to the Project

Staggered nature of the project

In order to meet the needs of each museum, the open period of the survey sometimes changed. For instance, our university-based museums wanted to capture a student audience, and their preference was to collect study data from September through November. However, the winter months were a challenging time period for our museums whose programming and interpretation depended on visitors being outdoors; they preferred a study period in the summer, from May through July. This individualized approach, we hope, created better experiences for the host museums, but it presented challenges across the spectrum of the project, from recruiting participants to analyzing data. The logistics in managing site communications through changing hours of operation, limited programming during off-seasons, and reduced visitorship was difficult, if necessary.

Communication with respondents

To account for respondent attrition, more than 100 participants were recruited for each site. Reminding participants of their outstanding required visits, as well as helping them to troubleshoot accessing the museums and to complete their end-of-experience surveys, resulted in thousands of emails sent and received by the project manager over the course of the study.

Additionally, communications from the project manager may have become less effective over the study period, as respondents required many reminders about the dates available for their visits. The volume of email communication was unanticipated and excessive. A dedicated email address for the project with multiple staff people monitoring for issues would have helped ease some of this challenge.

<u>Scalability</u>

Museums of various sizes had different experiences with the difficulty of recruiting museum visitors to their sites. Smaller museums were more likely to attract visitors who were already familiar with their organizations, and it took them longer to reach the recruitment threshold and the completed survey threshold required for statistical significance of the data. In working toward a survey process and instrument that scales to smaller organizations, it would be beneficial to keep in mind this disparity, and to invent ways of supplementing audience communication and engagement.

Conclusion

Museums, aquariums, zoos, and botanical gardens all have one thing in common. They have all had difficulty measuring the social impact of their venues on local, national, and global levels. Researchers have developed a number of economic metrics to measure the success of these programs, such as cost-benefit analysis, multiplier analysis, and social return on investment. Measuring the social impact is more challenging. Significant advances have been made in this field in recent years, but very few reliable, comprehensive, longitudinal studies have been done that provide quantitative evidence on the social impacts of these venues.

This evaluation will show whether museums in Utah are having a meaningful impact on continued learning and engagement, increased health and well-being, intercultural competence, and strengthened relationships.

It has been a significant challenge to develop a program evaluation plan to truly measure the social impact of Utah museums. However, this evaluation plan should produce the desired outcomes while maintaining a reasonable budget.

APPENDIX

- **Project Grant Application**
    - **Partnership Between Utah Arts & Museums and Thanksgiving Point**

- **Measurement Tools**
    - **Survey Questions & Tracks**
    - **Participant Application**
    - **Post-then-Pre End of Experience Survey**

- **List and contact info for participating museums**

- **Summary of Results**

FY18 Office Partnership Grant

Applicant	Stephen Ashton
Applicant ID	APP-009574
Company Name	Thanksgiving Point Institute, Inc.
Recipient Address	Thanksgiving Point Institute, Inc. 3003 N Thanksgiving Way Lehi, UT 84043
Phone	(801) 768-7426
Email	sashton@thanksgivingpoint.org
Funding Requested	$24,000.00
Award Amount	$24,000.00
Status	Contract Signed
Funded	✓

Application Title: Social Impact Study Partnership Grant

Description:
The proposed project is a partnership between the Utah Division of Arts and Museums and Thanksgiving Point Institute to conduct a pilot of a statewide Social Impact Study on museums. The purpose of a social impact study is to determine what, if any, social impact a cultural organization has on the communities they serve.

File Attachments

Attachment Name	Upload Date
State Grant Contract (Thanksgiving Point) APP-009574.pdf	Fri Dec 08 23:50:08 GMT 2017
State Grant Contract (Thanksgiving Point) APP-009574.pdf	Fri Dec 08 23:50:08 GMT 2017

General Information

Question: Name of the Organization

Thanksgiving Point

Question: Project Coordinator's Name

Stephen Ashton, Ph.D.

Question: Project Coordinator's Title

Director of Audience Research and Development

Question: Project Coordinator's Phone Number

(801)376-2333

Question: Project Coordinator's Email Address

sashton@thanksgivingpoint.org

Question: Organization Street Address

3003 N Thanksgiving Way

Question: City

Lehi

Question: State

UT

Question: Zip Code

84043

Question: County

Utah

Question: Organization Director's Name

Mike Washburn

Question: Director's Work Phone Number

8017684992

Question: Director's Email Address

mwashburn@thanksgivingpoint.org

Question: Organization Website

www.thanksgivingpoint.org

Question: Federal Tax ID Number or EIN

84-1416158

Question: DUNS Number

6278017360000

Question: Please upload a copy of your Charitable Solicitation or document explaining your exemption.

Charitable Sol. permit 2017.pdf (10/18/2017 2:38 PM)

Question: What will the source of funding be (to be completed by UA&M staff)

The funding for this partnership will come from WQD-5302--Museum Grants ($21,400) and WQD-5301--6137--Museum Program ($2,600)

Project Significance and Merit

Question: Describe the proposed partnership in detail. Include definition of partner roles, major milestones and/or timeline.

The proposed project is a partnership between the Utah Division of Arts and Museums and Thanksgiving Point Institute to conduct a pilot of a statewide Social Impact Study on museums. The purpose of a social impact study is to determine what, if any, impact a cultural organization has on the communities they serve. The goal is to measure how attending a cultural organization can (1) improve family/personal well-being, health, knowledge and understanding of others and your community; (2) lead to higher educational attainment; and (3) promote less drug use and other destructive behaviors.

While an economic impact study may help one determine how museums are impacting the larger community through increases in tourism, goods purchased, employees and external staff engaged, a social impact study looks at how museums are impacting the social fabric of their community. Do museums strengthen families? Do museums build empathy of others? Do museums lead visitors to obtain higher education? Do museums discourage visitors from participating in destructive behaviors? These and other questions will be posed to selected visitors at each of the participating museum sites. The museums will gather feedback on how they may be affecting these changes or impacts on their constituents and communities.

The goal of this partnership is twofold: (1) conduct this study with 10 participating museums to measure social impact, and (2) use this pilot study to determine the best ways to expand this project throughout the rest of the state. Together with Thanksgiving Point, UDAM Museum Staff will conduct and be provided an analysis of 10 participating museum's visitor data and their reactions to how the participating museums may have impacted them socially. In 2016 Thanksgiving Point conducted this study at their institution and saw positive results that indicate the work that their museum does has a positive social impact on their visitors. If this newest project is funded and successfully measures positive social impact, the Utah Division of Arts and Museums will have a data-driven advocacy tool that will assist participating museums and lay the groundwork for future expanded social impact projects with museums and cultural institutions across the state.

Partner Roles:

Thanksgiving Point will serve in an advisory role and provide the following:
- Stephen Ashton, Ph.D., Director of Audience Research and Evaluation, and Kari Nelson, M.S., M.A., Program Administrator at Thanksgiving Point, will support UDAM staff throughout the process and provide insight and feedback.
- Refine the evaluation instrument that was used in the Thanksgiving Point Social Impact study to include new measures and adjust old ones.
- Update the logic model used to define outcomes and specific indicators.
- Support organizing the implementation plan on the front end.
- Provide UDAM evaluation materials and tools.
- Obtain and maintain Institutional Review Board (IRB) approval.
- Analyze all participant data in conjunction with UDAM staff.

Utah Division of Arts and Museums will lead and manage the project and provide the following:
- Jennifer Ortiz, Museum Services Manager, will serve as project lead and coordinate with the 10 participating museums throughout the course of this project. David Wicai, Public Information and Data Program Specialist, will oversee data analysis and reporting and serve as a coordinator for this project.
- Refine the logic model with Thanksgiving Point's assistance.
- Contact and recruit museums for the pilot study.
- Train the staff of the museums that will be participating in the study, with assistance from Thanksgiving Point staff.
- Help participating museums recruit participants.
- Assist the participating museums in collection the data from participants
- Generate final reports.

Timeline/Major Milestones
- Grant approval in the fall (November 2017).
- Jennifer and David to get museum participant commitment through winter (December 2017, January & February 2018).
- Thanksgiving Point team and UDAM team will meet to revise logic model and questions (January-March 2018).
- Obtain IRB approval (February-March 2018).
- Training of participating museums (April 2018).
- UDAM to identify lists of participating visitors with participating museums (April-May 2018).
- Site surveying at 10 locations (May-July 2018).

- Analysis by UDAM staff (August, September 2018)
- Final reports to UDAM and participating museums on results (September 2018).

Question: Describe how this partnership will benefit the constituents of the UA&M community.

Although this study is geared towards 10 participating museums, UDAM staff intends to publicize and share the reporting statewide, regionally, and nationally. Unlike other fields, the museum field currently does not have a standardized means of collecting and analyzing data on how museums impact their communities socially. This study is the first step in providing (1) a means to better analyze the work that museums are doing in their communities and (2) an advocacy tool to the museum and larger cultural community in Utah that illustrates the significance of their work.

When Thanksgiving Point conducted this social impact study at their institution, 71% of the indicators measured showed statistically significant positive change in areas related to increased health and well-being, strengthened families, and higher educational attainment. Thanksgiving Point has since been able to use the results of this study, in conjunction with an economic study, to provide a more complete story of the true impact of the work that they are doing and to communicate this story to stakeholders and legislators.

By starting with a pilot program, UDAM staff are laying the groundwork for providing museums and cultural institutions throughout Utah the mechanisms to evaluate their own work and illustrate that, in fact, what we've suspected is true: that our state's museums have a larger social impact on their communities and overall, strengthen communities in significant ways.

Our participating audience will be 10 selected museums, encompassing a wide-swath of specialities, areas focus, and geographic regions throughout the state. The museums below are options of cultural institutions to approach for this first round:
- Utah Museum of Fine Arts (Art)
- Springville Museum of Art (Art)
- Clark Planetarium (Science)
- The Leonardo (Art/Science)
- Brigham City Museum of Art and History (Art/History)
- Red Butte Gardens (Arboretum)
- Ogden Railroad Station Foundation (History)
- Park City Museum (History)
- Tracy Aviary (Zoological)
- Uintah County Heritage Museum (History)

By targeting a representative group of museums and larger cultural institutions, the UDAM office will have a better understanding of how different types of museums impact their local communities and can use the data and reports to help museums serve their respective audiences better.

Question: Describe why the applicant organization is uniquely poised to deliver the service.

Thanksgiving Point is uniquely poised to deliver this service for several reasons. As mentioned previously, Thanksgiving Point designed and conducted this study on their campus in 2016, which includes two museums, a farm, and a garden. The team at Thanksgiving Point discovered, through rigorous surveying of first-time visitors, that they had a large social impact on their audience. Thanksgiving Point's staff who led this project are professional evaluative

researchers by trade and study. They worked closely with BYU's Masters of Public Administration program to design the questions and logic model used throughout the study. Their study's questions were approved by an independent Internal Review Board (IRB) and vetted prior to use. By utilizing the logic model previously created by Thanksgiving Point, and working under their guidance, UDAM can create a statewide pilot study with fairly little overhead.

Question: How will the project be evaluated? Include specific evaluation methods, expected outcomes, etc.

Evaluative methods are the root of this project; evaluation of each of the participating sites is built into this study. All data will be collected by staff from the Utah Division of Arts and Museums, and in conjunction with Thanksgiving Point's staff, will be compiled into comparative reports for each site and for the Office of Museum Services. From the raw data, we will be able to gather the participation rate from each site (how many visitors participated in the study to provide results) and how robust the data is as a result of participation rates.

Comparative reports and individual site reports will be created for UDAM as a direct result of this work, allowing us to see the success at each site in addition to seeing how each museum compared with each other.

Question: Upload the Project Budget Form which can be found on the Utah Arts & Museums website: www.artsandmuseums.utah.gov/grants-forms.

TP Social Impact Study UDAM budget.xls.xlsx (10/18/2017 2:06 PM)

Question: Description of partnership written by UA&M staff member outlining the structure of the partnership from the perspective of UA&M.

This is a true partnership between Thanksgiving Point and UDAM staff. Thanksgiving Point will provide us the model they have developed internally to work with us to create a statewide pilot model of a social impact study; our staff (identified above) will work alongside each other to edit the logic model and develop additional targeted questions for the participant surveys. Additionally, Thanksgiving Point's staff will work alongside UDAM staff to provide training to our participating 10 museums to get them trained on how to conduct their work.

This pilot survey provides UDAM a service that we cannot create on our own nor have access to the funding to create from scratch with another third party institute. By partnering with Thanksgiving Point, we will have access to a professionally designed and implemented social impact study that will allow our office to more effectively provide services statewide. Moreover, by utilizing Thanksgiving Point's expertise and services, we are developing museum data gathering methods in-house, as opposed to contracting this service to a 3rd party provider; this supports developing standardized ways of gathering museum data from within the field, which benefits museums statewide.

Organization:

Month and day your fiscal year ends:

INCOME		
	FY18 (future, projected: the year grant funds will be spent	
Earned Income		
Program Service Revenue (admission, tuition, etc.)		
Concession/Merchandise		
Other		
Public Support		
Utah Arts & Museums Current Grant Request (FY18)	$24,000	$21,400 from WQD Museum Grants, $2,600 from WQD 6137 Museum Admin
Federal		
State (not including this grant request)		
Local (county, city - ZAP, RAP, etc.)		
Other (please itemize)		
Private Support		
Business/Corporate		
Foundation		
Individual		
Fundraising Events		
Applicant Cash*		
Other (please itemize)		
In-Kind Support		
In-kind services (x number of hours @ $/hr)	$12,161	David Wicai and Jennifer Ortiz at 12% of their time over the next fiscal year
In kind goods (estimate at fair market value)		
TOTAL INCOME	$36,161	
EXPENSES		
	FY 2018	
Personnel Expenses (Salaries)		
Administrative Salaries		
Consultant or Project Contract	$21,400	expenses paid to Thankgiving Point
Technical Contracts (as paid on 1099)		
Other Expenses		
Program expenses (production, exhibition, materials)		
Royalites/licensing fees	$2,600	International Review board license
Concessions/merchandise (cost of goods sold)		
Advertising and promotion		
Facility rental/mortgage		
Facility operations and maintenance		
Office expenses and supplies		

Travel and lodging (include per diem)		
Accounting & legal fees		
Fundraising expenses		
Insurance (non-employment related)		
Grants & other amounts paid (re-granting)		
Other (please itemize)		
In-kind Support as Covered Expenses		
Please list the in-kind support from the income section below:		
In-kind services (x number of hours @ $/hour)		
	$5,940	David Wicai @ 12% of his time
	$6,221	Jennifer Ortiz @ 12% of her time
In-kind goods (Estimate at fair market value)		
	$200	Room rental for training all host sites
TOTAL EXPENSES	$36,361	

Budget Justification Narrative (optional)

$21,400 goes towards Thanksgiving Point's personnel expenses

$2,600 goes towards the International Review Board's review of human subject questions as part of the social impact survey

UDAM estimates approximately 12% of David Wicai and Jennifer Ortiz's staff time will be spent on this project over the course of the fiscal year. This is estimated by their hourly rate.

The room rental fee is nominal and will be covered in-kind for this training at the Zephyr room or another SLC based location.

Frequently Asked Questions

What is in-kind and how do we account for it?

In-kind contributions include any non-cash support your organization receives. Panelists want to know what kind of non-monetary support you receive. Volunteer time should be included in *in-kind services* and should be accounted for at minimum wage except for professional services (such as lawyers and accountants performing legal and accounting services) which can be counted at the professional's going rate. Materials and supplies such as waived rent and utilities should be included in *in-kind goods* estimating the value your organization would otherwise need to pay. Please refer to the guidelines for more information about the 1:1 match

What if we do not have a previous funding record?

If you are a new organization that does not have a previous budget, complete only the column for the projected year and explain it in the budget narrative.

How do we handle multiple-year projects?

If the project will occur over multiple years, UA&M grant funding must be spent in the fiscal year granted. The budget should show multiple years of the project in the budget columns (e.g. if this is the first of a three year project, you will only complete the third column; if this is the second of a three year project, you will complete the second and third columns.)

*What is applicant cash?

Applicant cash refers to the money that comes from the organization's general operating budget or reserves.

What if our income and expenses do not match?

Projected budgets should balance, while actuals probably won't. Projected budgets balance because you are providing a picture of what you think you will spend and where that funding will come from.

More questions?

Please call the grants manager, 801-236-7550.

Survey Questions & Tracks

I wonder about how things work.	Higher Educational Attainment
I experiment to create new ways of doing things.	Higher Educational Attainment
I can see how exploration leads to learning.	Higher Educational Attainment
I regularly ask thought-provoking questions to get at the root of the problem.	Higher Educational Attainment
I ask insightful 'what if' questions that provoke exploration of new possibilities.	Higher Educational Attainment
My mind is actively engaged in new ideas.	Higher Educational Attainment
I challenge the way things are currently done.	Higher Educational Attainment
I regularly visit local museums (could also include zoos, gardens, and aquariums).	Higher Educational Attainment
I incorporate recently learned information into my day-to-day life.	Higher Educational Attainment
I appreciate the value of museums (could also include zoos, gardens, and aquariums).	Higher Educational Attainment
I understand my own strengths, limitations, and emotional status.	Increased Health and Well Being
I recognize my own emotions and manage them effectively.	Increased Health and Well Being
I weigh the consequences of my choices.	Increased Health and Well Being
I am flexible when facing uncertainties and challenges.	Increased Health and Well Being
I regularly volunteer in my community.	Increased Health and Well Being
I am adventurous, trying out new experiences.	Increased Health and Well Being
I am open to new ideas.	Increased Health and Well Being
I am content with my life.	Increased Health and Well Being
I have an excitement for living.	Increased Health and Well Being

I am able to bounce back from adversity.	Increased Health and Well Being
I have the flexibility to adapt to change.	Increased Health and Well Being
I often contemplate the positive aspects of my life.	Increased Health and Well Being
I have a positive perspective about how I interact with my community.	Increased Health and Well Being
I worry about the future.	Increased Health and Well Being
My life feels in control.	Increased Health and Well Being
I am motivated to maintain my physical health.	Increased Health and Well Being
I maintain a well-balanced diet.	Increased Health and Well Being
I exercise regularly.	Increased Health and Well Being
I take time to relax.	Increased Health and Well Being
I have the ability to deal with stress.	Increased Health and Well Being
I often feel the stress of life.	Increased Health and Well Being
I often feel fatigued.	Increased Health and Well Being
I have difficulty concentrating.	Increased Health and Well Being
I get irritable easily.	Increased Health and Well Being
I am confident in my ability to generate creative ideas.	Increased Health and Well Being
I am confident in my ability to be successful in the future.	Increased Health and Well Being
I worry about what people say about me.	Increased Health and Well Being
I often compare myself to others.	Increased Health and Well Being
I become defensive when others try to give me feedback.	Increased Health and Well Being
I often criticize others.	Increased Health and Well Being

I am confident contributing my opinion to a conversation.	Increased Health and Well Being
I am indecisive when making simple decisions.	Increased Health and Well Being
I have difficulty accepting compliments.	Increased Health and Well Being
I learn new things from people that are different than me.	Intercultural Competence
I am able to see things from the point of view of others.	Intercultural Competence
I have the ability to sympathize with the feelings of others.	Intercultural Competence
I have a selfless concern for the well-being of others.	Intercultural Competence
I get along well with others who are different from me.	Intercultural Competence
I recognize my deeply held beliefs when interacting with others.	Intercultural Competence
When interacting with others, I recognize their deeply held beliefs.	Intercultural Competence
My values are based on the collective well-being and not on my own gains.	Intercultural Competence
I understand the personal strengths, limitations, and emotional status of others.	Intercultural Competence
I recognize the emotions of others and respond appropriately.	Intercultural Competence
I am open to multiple perspectives.	Intercultural Competence
I understand how cultures are similar and different.	Intercultural Competence
I can adapt when working with others of different cultural backgrounds.	Intercultural Competence
I ask questions that challenge others' or my own fundamental assumptions.	Intercultural Competence
I am aware of the challenges faced by others with backgrounds different than my own.	Intercultural Competence

I am excited when something good happens to others.	Intercultural Competence
I have empathy for others.	Intercultural Competence
I enjoy meeting new people that are different than me.	Intercultural Competence
I build strong and supportive relationships with a variety of people.	Strengthened Relationships
I keep my commitments to others.	Strengthened Relationships
I regularly participate in bonding activities with my friends and/or family.	Strengthened Relationships
I make it a point to spend time with my friends and/or family.	Strengthened Relationships
I often engage in meaningful conversations with my friends and/or family members.	Strengthened Relationships
I reminisce on positive experiences I have had with my friends and/or family.	Strengthened Relationships
I know my friends and/or family members' life aspirations.	Strengthened Relationships
I help my friends and/or family members explore their hopes and dreams.	Strengthened Relationships
I am aware of the challenges my friends and/or family members face.	Strengthened Relationships
I help my friends and/or family members deal with difficult challenges.	Strengthened Relationships
I would rather spend time with my friends and/or family than alone.	Strengthened Relationships
I enjoy spending time with my friends and/or family.	Strengthened Relationships
I have strong bonds with my friends and/or family.	Strengthened Relationships
I turn to my friends and/or family when I face challenges.	Strengthened Relationships
I learn new things from my friends and/or family members.	Strengthened Relationships

I recognize the importance of my friends and/or family members in my life.	Strengthened Relationships
I am committed to my friends and/or family.	Strengthened Relationships
I get along with my friends and/or family members.	Strengthened Relationships
I am excited when something good happens to a friend and/or family member.	Strengthened Relationships
I get upset at friends and/or family members when they make mistakes.	Strengthened Relationships
I often argue with my friends and/or family members.	Strengthened Relationships
It is easy for me to develop social relationships.	Strengthened Relationships

SURVEY INSTRUCTION

Thank you for your interest in participating in this social impact study. This study is a partnership between the Utah Division of Arts & Museums, Thanksgiving Point, and several Utah museums to understand what social impacts museums in Utah have on those they serve.

If you are qualified and selected to participate, you will:

- receive free admission for you and a guest to one of the participating museums
- be asked to complete multiple visits to the museum (at least 2)
- be asked to complete a survey at the end of your visits
- be entered into an opportunity drawing at the completion of your survey

To complete this application, you must be 18 years of age or over. Data collected will only be used for purposes of conducting this study and will not be used in any other way.

Thank you,
Social Impact Study Team

Consent Block

Introduction

Please read the consent information below regarding participation in the social impact study and select yes or no at the end.

This research is being conducted by David Wicai, Public Information & Data Specialist at the Division of Arts & Museums and Emily Johnson, Museum Services Specialist at the Division of Arts & Museums in partnership with Thanksgiving Point. Our goal is to evaluate your museum experience after multiple visits and see if there is a positive social impact as a result.

Procedures

You will attend the museum with a friend or family member 3 different times. You will then complete a 30-60 minute survey to share how your experiences at the museum impacted various social outcomes. The survey must be completed within two weeks after attending the museum. If you do not have internet access, we can provide a computer and a space for you to take the survey.

Confidentiality

The Utah Division of Arts & Museums may use quotes or other responses from the impact study in the final report and in potential publications. Any personal information will be kept secret and stored on state protected networks.

Participation

Your participation in the study is completely voluntary. You may withdraw at any time or refuse to participate entirely. There will be no penalty if such actions are taken except that you will forfeit your opportunity to attend the museum for free.

Compensation

As part of your participation in this study, you will not receive any monetary compensation. However, you and a guest will be given free admission to the museum you choose to attend. Additionally, you will have the option of entering yourself into an opportunity drawing if you complete the end-of-experience survey at the conclusion of the study.

I am 18 years of age or older.

○ Yes

○ No

I have read, and agree to the above consent and desire to participate in the social impact study being conducted by the Utah Division of Arts & Museums.

○ Yes

○ No

Student Recruitment Block

Which museum are you hoping to attend and evaluate (this is the museum that contacted you about this opportunity)?

○ Brigham City Museum of Art & History   ○ Red Butte Garden

○ Clark Planetarium   ○ Springville Museum of Art

○ Monte L. Bean Life Science Museum   ○ Tracy Aviary

○ Nora Eccles Harrison Museum of Art   ○ Utah Museum of Fine Arts

Personal Information

The following information will only be used for the purpose of this study. We will not share or distribute any of the information collected.

What is your relationship to this museum?

○ I have never visited this museum

○ I have attended this museum a few times

○ I attend this museum regularly

Are you a member of the museum selected above?

○ Yes

○ No

Are you a current student at a college or university?

○ Yes

○ No

Which school do you attend?

[   ]

Personal Information

The following information will only be used for the purpose of this study. We will not share or distribute any of the information collected.

Your contact information:

First Name	[ ]
Last Name	[ ]
Email	[ ]
Phone	[ ]

Which museum did you visit?

Thank you for taking the time to complete this survey. Your responses will help us better understand the impact Utah museums have on the communities they serve. This survey will take approximately 30 minutes and will ask questions directly related to your experience before and after visiting the museum.

Your responses will be kept confidential and will only be used internally by the Utah Division of Arts & Museums. If at any time you have any questions, please feel free to contact Emily Johnson, Museum Services at 801-245-7289, or David Wicai, Marketing & Communications Manager at 801-236-7547.

Which museum did you visit for this study?

- ○ Brigham City Museum of Art and History
- ○ Clark Planetarium
- ○ Monte L. Bean Life Science Museum
- ○ Nora Eccles Harrison Museum of Art
- ○ Red Butte Gardens
- ○ Springville Museum of Art

○ Tracy Aviary

○ Utah Museum of Fine Arts

○ I did not visit any of these museums.

How many times did you visit the ${q://QID38/ChoiceGroup/SelectedChoices} within the time period of this study?

○ 0 visits.

○ 1 visit.

○ 2 visits.

○ 3 visits.

○ 4 or more visits.

Survey Questions

To help the organizers of this study better understand your experience, please read each statement below, and provide a response for each section.

In the section labeled "After attending the ${q://QID38/ChoiceGroup/SelectedChoices}," check the circle best describes your level of agreement *after* attending the ${q://QID38/ChoiceGroup/SelectedChoices}.

In the section labeled "Before attending the ${q://QID38/ChoiceGroup/SelectedChoices}," check the circle that best describes your level of agreement *before* attending the ${q://QID38/ChoiceGroup/SelectedChoices}.

Your responses will be kept confidential, so please answer frankly and honestly.

	After attending the ${q://QID38/ChoiceGroup/SelectedChoices}							*Bef* ${q://QID38/C}	
	Strongly Disagree 1	2	3	Neutral 4	5	6	Strongly Agree 7	Strongly Disagree 1	

	After attending the ${q://QID38/ChoiceGroup/SelectedChoices}						*Bef* ${q://QID38/C}
	Strongly Disagree 1	Neutral 2 3	4	5 6	Strongly Agree 7		Strongly Disagree 1
I wonder about how things work.	O	OO	O	OO	O		O
I experiment to create new ways of doing things.	O	OO	O	OO	O		O
I can see how exploration leads to learning.	O	OO	O	OO	O		O
I regularly ask thought-provoking questions to get at the root of the problem.	O	OO	O	OO	O		O
I ask insightful 'what if' questions that provoke exploration of new possibilities.	O	OO	O	OO	O		O
My mind is actively engaged in new ideas.	O	OO	O	OO	O		O
I challenge the way things are currently done.	O	OO	O	OO	O		O
I regularly visit local museums (could also include zoos, gardens, and aquariums).	O	OO	O	OO	O		O
I incorporate recently learned information into my day-to-day life.	O	OO	O	OO	O		O
I appreciate the value of museums (could also include zoos, gardens, and aquariums).	O	OO	O	OO	O		O

	After attending the ${q://QID38/ChoiceGroup/SelectedChoices}						*Bef* ${q://QID38/C}
	Strongly Disagree 1	Neutral 2 3	4	5 6	Strongly Agree 7		Strongly Disagree 1
I understand my own strengths, limitations, and emotional status.	O	OO	O	OO	O		O

	After attending the ${q://QID38/ChoiceGroup/SelectedChoices}							*Bef* ${q://QID38/C
	Strongly Disagree 1	Neutral 2 3	4	5 6	Strongly Agree 7			Strongly Disagree 1
I recognize my own emotions and manage them effectively.	O	OO	O	OO	O			O
I weigh the consequences of my choices.	O	OO	O	OO	O			O
I am flexible when facing uncertainties and challenges.	O	OO	O	OO	O			O
I regularly volunteer in my community.	O	OO	O	OO	O			O
I am adventurous, trying out new experiences.	O	OO	O	OO	O			O
I am open to new ideas.	O	OO	O	OO	O			O
I am content with my life.	O	OO	O	OO	O			O
I have an excitement for living.	O	OO	O	OO	O			O
I am able to bounce back from adversity.	O	OO	O	OO	O			O
I have the flexibility to adapt to change.	O	OO	O	OO	O			O
I often contemplate the positive aspects of my life.	O	OO	O	OO	O			O
I have a positive perspective about how I interact with community.	O	OO	O	OO	O			O
I worry about the future.	O	OO	O	OO	O			O
My life feels in control.	O	OO	O	OO	O			O
I am motivated to maintain my physical health.	O	OO	O	OO	O			O
I maintain a well-balanced diet.	O	OO	O	OO	O			O
I exercise regularly.	O	OO	O	OO	O			O
I take time to relax.	O	OO	O	OO	O			O
I have the ability to deal with stress.	O	OO	O	OO	O			O
I often feel the stress of life.	O	OO	O	OO	O			O
I often feel fatigued.	O	OO	O	OO	O			O
I have difficulty concentrating.	O	OO	O	OO	O			O
I get irritable easily.	O	OO	O	OO	O			O

	After attending the ${q://QID38/ChoiceGroup/SelectedChoices}						**Bef** ${q://QID38/C	
	Strongly Disagree 1	Neutral 2 3	4	5 6	Strongly Agree 7		Strongly Disagree 1	
I am confident in my ability to generate creative ideas.	○	○○	○	○○	○		○	○
I am confident in my ability to be successful in the future.	○	○○	○	○○	○		○	○
I worry about what people say about me.	○	○○	○	○○	○		○	○
I often compare myself to others.	○	○○	○	○○	○		○	○
I become defensive when others try to give me feedback.	○	○○	○	○○	○		○	○
I often criticize others.	○	○○	○	○○	○		○	○
I am confident contributing my opinion to a conversation.	○	○○	○	○○	○		○	○
I am indecisive when making simple decisions.	○	○○	○	○○	○		○	○
I have difficulty accepting compliments.	○	○○	○	○○	○		○	○

	After attending the ${q://QID38/ChoiceGroup/SelectedChoices}						**Bef** ${q://QID38/C	
	Strongly Disagree 1	Neutral 2 3	4	5 6	Strongly Agree 7		Strongly Disagree 1	
I learn new things from people that are different than me.	○	○○	○	○○	○		○	
I am able to see things from the point of view of others.	○	○○	○	○○	○		○	
I have the ability to sympathize with the feelings of others.	○	○○	○	○○	○		○	
I have a selfless concern for the well-being of others.	○	○○	○	○○	○		○	

	After attending the ${q://QID38/ChoiceGroup/SelectedChoices}						*Bef* ${q://QID38/C
	Strongly Disagree 1	2 3	Neutral 4	5 6	Strongly Agree 7		Strongly Disagree 1
I get along well with others who are different from me.	O	OO	O	OO	O		O
I recognize my deeply held beliefs when interacting with others.	O	OO	O	OO	O		O
When interacting with others, I recognize their deeply held beliefs.	O	OO	O	OO	O		O
My values are based on the collective well-being and not on my own gains.	O	OO	O	OO	O		O
I understand the personal strengths, limitations, and emotional status of others.	O	OO	O	OO	O		O
I recognize the emotions of others and respond appropriately.	O	OO	O	OO	O		O
I am open to multiple perspectives.	O	OO	O	OO	O		O
I understand how cultures are similar and different.	O	OO	O	OO	O		O
I can adapt when working with others of different cultural backgrounds.	O	OO	O	OO	O		O
I ask questions that challenge others' or my own fundamental assumptions.	O	OO	O	OO	O		O
I am aware of the challenges faced by others with backgrounds different than my own.	O	OO	O	OO	O		O
I am excited when something good happens to others.	O	OO	O	OO	O		O
I have empathy for others.	O	OO	O	OO	O		O
I enjoy meeting new people that are different than me.	O	OO	O	OO	O		O

	After attending the ${q://QID38/ChoiceGroup/SelectedChoices}						**Be** ${q://QID38/(
	Strongly Disagree 1	2 3	Neutral 4	5 6	Strongly Agree 7		Strongly Disagree 1
I build strong and supportive relationships with a variety of people.	O	OO	O	OO	O		O
I keep my commitments to others.	O	OO	O	OO	O		O
I regularly participate in bonding activities with my friends and/or family.	O	OO	O	OO	O		O
I make it a point to spend time with my friends and/or family.	O	OO	O	OO	O		O
I often engage in meaningful conversations with my friends and/or family members.	O	OO	O	OO	O		O
I reminisce on positive experiences I have had with my friends and/or family.	O	OO	O	OO	O		O
I know my friends and/or family members' life aspirations.	O	OO	O	OO	O		O
I help my friends and/or family members explore their hopes and dreams.	O	OO	O	OO	O		O
I am aware of the challenges my friends and/or family members face.	O	OO	O	OO	O		O
I help my friends and/or family members deal with difficult challenges.	O	OO	O	OO	O		O
I would rather spend time with my friends and/or family than alone.	O	OO	O	OO	O		O
I enjoy spending time with my friends and/or family.	O	OO	O	OO	O		O
I have strong bonds with my friends and/or family.	O	OO	O	OO	O		O
I turn to my friends and/or family when I face challenges.	O	OO	O	OO	O		O
I learn new things from my friends and/or family members.	O	OO	O	OO	O		O
I recognize the importance of my friends and/or family members in my life.	O	OO	O	OO	O		O

	After attending the ${q://QID38/ChoiceGroup/SelectedChoices}						*Be* ${q://QID38/(
	Strongly Disagree 1	2 3	Neutral 4	5 6	Strongly Agree 7		Strongly Disagree 1
I am committed to my friends and/or family.	O	OO	O	OO	O		O
I get along with my friends and/or family members.	O	OO	O	OO	O		O
I am excited when something good happens to a friend and/or family member.	O	OO	O	OO	O		O
I get upset at friends and/or family members when they make mistakes.	O	OO	O	OO	O		O
I often argue with my friends and/or family members.	O	OO	O	OO	O		O
It is easy for me to develop social relationships.	O	OO	O	OO	O		O

	After attending the ${q://QID38/ChoiceGroup/SelectedChoices}						*B* ${q://QID38/
	Strongly Disagree 1	2 3	Neutral 4	5 6	Strongly Agree 7		Strongly Disagree 1
I have regular conversations with others about art.	O	OO	O	OO	O		O
I have a strong understanding of art.	O	OO	O	OO	O		O
I research information about art.	O	OO	O	OO	O		O
I know a lot about art.	O	OO	O	OO	O		O
I am motivated to learn about art	O	OO	O	OO	O		O
I have an appreciation for art.	O	OO	O	OO	O		O
I regularly participate in art activities.	O	OO	O	OO	O		O

	After attending the ${q://QID38/ChoiceGroup/SelectedChoices}							***B*** ${q://QID38/
	Strongly Disagree 1	Neutral					Strongly Agree	Strongly Disagree 1
		2	3	4	5	6	7	
I have regular conversations with others about history.	O	O	O	O	O	O	O	O
I have a strong understanding of history.	O	O	O	O	O	O	O	O
I research information about history.	O	O	O	O	O	O	O	O
I know a lot about history.	O	O	O	O	O	O	O	O
I am motivated to learn about history	O	O	O	O	O	O	O	O
I have an appreciation for history.	O	O	O	O	O	O	O	O
I regularly participate in history activities.	O	O	O	O	O	O	O	O

	After attending the ${q://QID38/ChoiceGroup/SelectedChoices}							***B*** ${q://QID38/
	Strongly Disagree 1	Neutral					Strongly Agree	Strongly Disagree 1
		2	3	4	5	6	7	
I have regular conversations with others about science and the natural world.	O	O	O	O	O	O	O	O
I have a strong understanding of science and the natural world.	O	O	O	O	O	O	O	O
I research information about science and the natural world.	O	O	O	O	O	O	O	O
I know a lot about science and the natural world.	O	O	O	O	O	O	O	O
I am motivated to learn about science and the natural world	O	O	O	O	O	O	O	O

	After attending the ${q://QID38/ChoiceGroup/SelectedChoices}						**B** ${q://QID38/	
	Strongly Disagree 1	2	3	Neutral 4	5	6	Strongly Agree 7	Strongly Disagree 1
I have an appreciation for science and the natural world.	O	O	O	O	O	O	O	O
I regularly participate in science activities.	O	O	O	O	O	O	O	O
I have regular conversations with others about conservation.	O	O	O	O	O	O	O	O
I have a strong understanding of conservation.	O	O	O	O	O	O	O	O
I research information about conservation.	O	O	O	O	O	O	O	O
I know a lot about conservation issues.	O	O	O	O	O	O	O	O
I am motivated to learn about conservation.	O	O	O	O	O	O	O	O
I have an appreciation for conservation.	O	O	O	O	O	O	O	O
I regularly participate in conservation activities.	O	O	O	O	O	O	O	O

What were the most positive aspects of your experience at the ${q://QID38/ChoiceGroup/SelectedChoices}?

What is your most memorable experience at the ${q://QID38/ChoiceGroup/SelectedChoices}?

What, if anything, did you dislike about your experience at the ${q://QID38/ChoiceGroup/SelectedChoices}?

Does the ${q://QID38/ChoiceGroup/SelectedChoices} cultivate creativity and innovation? If so, how did you see this play out in your visit?

Please complete the following sentence based on your visits to the ${q://QID38/ChoiceGroup/SelectedChoices}: "I never knew…"

What aspects of the ${q://QID38/ChoiceGroup/SelectedChoices} did you find most useful?

In what ways, if any, did the ${q://QID38/ChoiceGroup/SelectedChoices} change your perception about art?

In what ways, if any, did the ${q://QID38/ChoiceGroup/SelectedChoices} change your perception about history?

[   ]

In what ways, if any, did the ${q://QID38/ChoiceGroup/SelectedChoices} change your perception about science and the natural world?

[   ]

In what ways, if any, did the ${q://QID38/ChoiceGroup/SelectedChoices} change your perception about conservation?

[   ]

In what ways, if any, did the ${q://QID38/ChoiceGroup/SelectedChoices} change the way you interact with others?

[   ]

How was the ${q://QID38/ChoiceGroup/SelectedChoices} different from what you expected?

[   ]

Is there anything else you would like to share?

[   ]

Demographics

Your responses to the questions below will be kept confidential and will only be used for research purposes. Your responses will not be identifiable.

What is your gender?

○ Male

○ Female

○ [   ] Self Describe

What is your age?

○ 18 - 24

○ 25 - 34

○ 35 - 44

○ 45 - 54

○ 55 - 64

○ 65 - 74

○ 75 or older

What is your ethnic origin? (Select all that apply.)

☐ African-American

☐ Asian/Pacific Islander

☐ Caucasian

☐ Hispanic/Latino

☐ Native American

☐ [   ] Other

What is your current status?

○ Single

○ Married

What is your zip code?

[   ]

What is the highest level of education you have completed?

○ Less than high school

○ High school / GED

○ Some college

○ 2-year college degree

○ 4-year college degree

○ Master's degree

○ Doctoral degree

○ Professional degree (JD, MD)

What is your annual household income?

[⌄]

Prize Drawing

Would you like to have your name entered into a drawing to win a prize from the
museum you visited?

○ Yes

○ No

Please type in your contact information. Your contact information inserted here will only be used to contact you if you are selected as the winner of the drawing.

Name	[ ]
Email	[ ]
Phone	[ ]

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SOCIAL IMPACT STUDY
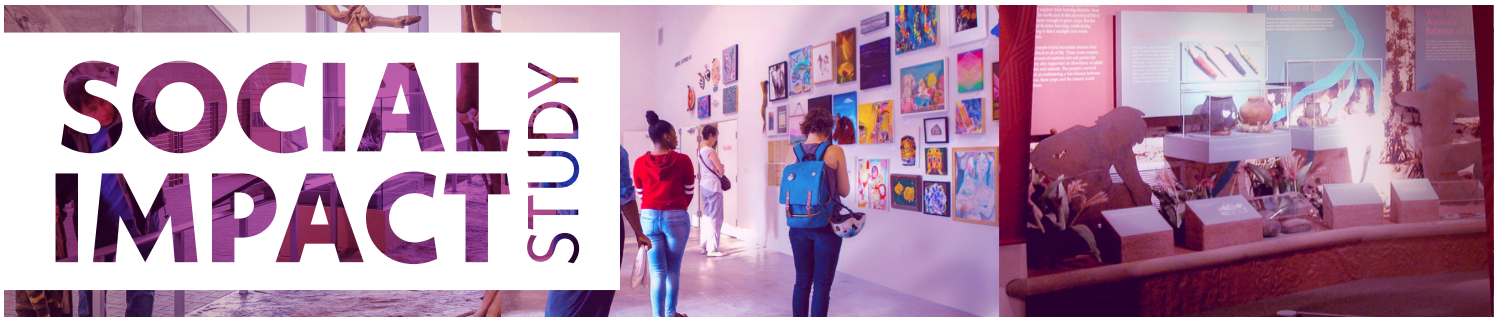
GENERAL FINDINGS

392 participants from the eight participating museums across Utah had completed the end-of-experience survey. Participants were asked to mark levels of change, if any, that occurred across 104 indicators using retrospective post-then-pre survey questions.

On the whole, participants who visited museums during the course of the study reported statistically significant increases in the four major outcomes that the study measured: 1. increased health and wellbeing, 2. increased intercultural competence, 3. continued education and engagement, and 4. strengthened relationships.

Of the 104 indicators measured, 100 of them (96%) had a statistically positive increase. Below are the findings:

INCREASED HEALTH AND WELL BEING

94%
Indicators
increased

INCREASED INTERCULTURAL COMPETENCE

100%
Indicators
increased

CONTINUED EDUCATION AND ENGAGEMENT

100%
Indicators
increased

STRENGTHENED RELATIONSHIPS

91%
Indicators
increased

THANKSGIVING POINT

Utah Division of
Arts & Museums
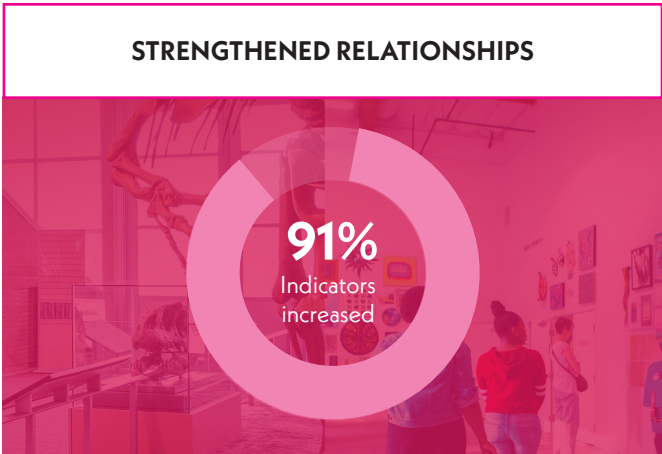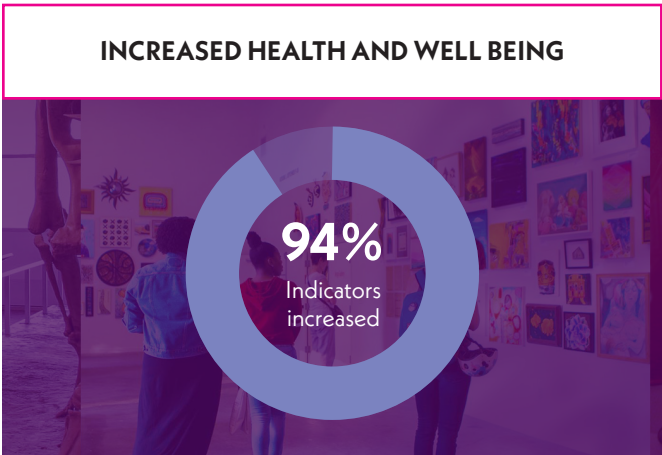
SAMPLE QUESTIONS

Continued Education and Engagement

- I wonder about how things work.
- I experiment to create new ways of doing things.
- I can see how exploration leads to learning.
- I regularly ask thought-provoking questions to get at the root of the problem.
- I ask insightful 'what if' questions that provoke exploration of new possibilities.
- My mind is actively engaged in new ideas.
- I challenge the way things are currently done.

Increased Health and Well Being

- I understand my own strengths, limitations, and emotional status.
- I recognize my own emotions and manage them effectively.
- I weigh the consequences of my choices.
- I am flexible when facing uncertainties and challenges.
- I regularly volunteer in my community.
- I am adventurous, trying out new things.
- I am open to new ideas.
- I am content with my life.
- I have an excitement for living.
- I have the flexibility to adapt to change.

Increased Cultural Competence

- I learn new things from people that are different than me.
- I am able to see things from the point of view of others.
- I have the ability to sympathize with the feelings of others.
- I get along well with others who are different from me.
- I recognize my deeply held beliefs when interacting with others.
- When interacting with others, I recognize their deeply held beliefs.
- I am open to multiple perspectives.

Strengthened Relationships

- I build strong and supportive relationships with a variety of people.
- I keep my commitments to others.
- I regularly participate in bonding activities with my friends and/or family.
- I often engage in meaningful conversations with my friends and/or family members.
- I reminisce on positive experiences I have had with my friends and/or family.
- I enjoy spending time with my friends and/or family.
- I turn to my friends and/or family when I face challenges.

THANKSGIVING POINT

Utah Division of
Arts & Museums

Statement	P-Value	Difference Between Averages	Average After Visiting	Average Before Visiting	Short/Intermediate Outcome	% of Indicators in Each Section that are Significantly Better
Continued Education and Engagement						**100.0%**
I wonder about how things work.	0.00004	0.320	5.679	5.359	Making Interpretations, Stimulated Inquiry	
I experiment to create new ways of doing things.	0.00000	0.372	5.355	4.983	Personal Application, Stimulated Inquiry	
I can see how exploration leads to learning.	0.00000	0.547	6.479	5.933	Making Interpretations, Stimulated Inquiry	
I regularly ask thought-provoking questions to get at the root of the problem.	0.00000	0.328	5.835	5.506	Personal Application, Critical Thinking	
I ask insightful 'what if' questions that provoke exploration of new possibilities.	0.00000	0.401	5.653	5.252	Personal Application, Stimulated Inquiry	
My mind is actively engaged in new ideas.	0.00000	0.498	6.145	5.647	Making Interpretations, Stimulated Inquiry	
I challenge the way things are currently done.	0.00000	0.441	5.603	5.162	Personal Application, Critical Thinking	
I regularly visit local museums (could also include zoos, gardens, and aquariums).	0.00000	0.429	6.071	5.641	Personal Application, Stimulated Inquiry	
I incorporate recently learned information into my day-to-day life.	0.00000	0.391	5.983	5.592	Personal Application	
I appreciate the value of museums (could also include zoos, gardens, and aquariums).	0.00000	0.350	6.780	6.430	Personal Application	
Increased Health and Well Being						**93.9%**
I understand my own strengths, limitations, and emotional status.	0.00000	0.287	5.734	5.447	Self-Esteem	
I recognize my own emotions and manage them effectively.	0.00001	0.212	5.668	5.456	Self-Esteem	
I weigh the consequences of my choices.	0.00205	0.126	6.050	5.924	Self-Esteem	
I am flexible when facing uncertainties and challenges.	0.00001	0.219	5.504	5.285	Positive Outlook	
I regularly volunteer in my community.	0.00001	0.196	5.204	5.008	Self-Esteem, Alturism	
I am adventurous, trying out new things.	0.00000	0.376	5.830	5.453	Self-Esteem	
I am open to new ideas.	0.00000	0.294	6.180	5.886	Self-Esteem, Positive Outlook	

I am content with my life.	0.00000	0.269	5.779	5.511	Self-Esteem, Positive Outlook
I have an excitement for living.	0.00000	0.349	6.117	5.768	Positive Outlook
I am able to bounce back from adversity.	0.00000	0.218	5.808	5.590	Self-Esteem, Positive Outlook
I have the flexibility to adapt to change.	0.00008	0.212	5.895	5.684	Self-Esteem, Positive Outlook
I often contemplate the positive aspects of my life.	0.00000	0.371	6.021	5.650	Positive Outlook
I have a positive perspective about how I interact with community.	0.00000	0.313	5.858	5.545	Positive Outlook, Community Outlook
I worry about the future.	0.85314	0.004	4.996	4.991	Postive Outlook
My life feels in control.	0.00000	0.197	5.311	5.114	Positive Outlook
I am motivated to maintain my physical health.	0.00000	0.382	5.813	5.430	Self-Esteem
I maintain a well-balanced diet.	0.00000	0.199	5.283	5.084	Restore, Recharge
I exercise regularly.	0.00000	0.252	5.083	4.831	Restore, Recharge
I take time to relax.	0.00000	0.410	5.397	4.987	Restore, Recharge
I have the ability to deal with stress.	0.00000	0.265	5.567	5.302	Self-Esteem, Positive Outlook
I often feel the stress of life.	0.03886	-0.071	4.958	5.030	Self-Esteem, Positive Outlook
I often feel fatigued.	0.00157	-0.159	4.487	4.647	Restore, Recharge
I have difficulty concentrating.	0.00620	-0.123	3.400	3.523	Restore, Recharge
I get irritable easily.	0.00001	-0.224	3.370	3.594	Restore, Recharge
I am confident in my ability to generate creative ideas.	0.00000	0.395	5.556	5.162	Self-Esteem
I am confident in my ability to be successful in the future.	0.00000	0.353	5.700	5.347	Positive Outlook
I worry about what people say about me.	0.00085	-0.153	3.750	3.903	Self-Esteem
I often compare myself to others.	0.00401	-0.136	3.954	4.090	Self-Esteem
I become defensive when others try to give me feedback.	0.02879	-0.094	3.414	3.508	Self-Esteem
I often criticize others.	0.08740	-0.065	3.092	3.157	Self-Esteem
I am confident contributing my opinion to a conversation.	0.00016	0.186	5.331	5.145	Self-Esteem
I am indecisive when making simple decisions.	0.02312	-0.084	3.325	3.409	Self-Esteem
I have difficulty accepting compliments.	0.00144	-0.117	3.921	4.038	Self-Esteem

Intercultural Competence					**100.0%**
I learn new things from people that are different than me.	0.00000	0.364	6.340	5.976	Social Success
I am able to see things from the point of view of others.	0.00000	0.347	6.142	5.794	Empathy
I have the ability to sympathize with the feelings of others.	0.00000	0.188	6.264	6.077	Empathy
I have a selfless concern for the well-being of others.	0.00000	0.170	5.792	5.622	Altruism
I get along well with others who are different from me.	0.00002	0.167	6.024	5.856	Social Success
I recognize my deeply held beliefs when interacting with others.	0.00001	0.144	5.962	5.818	Social Success
When interacting with others, I recognize their deeply held beliefs.	0.00000	0.186	5.749	5.563	Social Success, Empathy

My values are based on the collective well-being and not on my own gains.	0.00003	0.179	5.891	5.712	Altruism
I understand the personal strengths, limitations, and emotional status of others.	0.00000	0.211	5.673	5.462	Social Success, Empathy
I recognize the emotions of others and respond appropriately.	0.00001	0.165	5.882	5.716	Empathy
I am open to multiple perspectives.	0.00000	0.279	6.158	5.879	Social Success
I understand how cultures are similar and different.	0.00000	0.242	6.276	6.034	Social Success
I can adapt when working with others of different cultural backgrounds.	0.00000	0.157	6.142	5.986	Social Success
I ask questions that challenge others' or my own fundamental assumptions.	0.00000	0.171	5.412	5.242	Social Success
I am aware of the challenges faced by others with backgrounds different than my own.	0.00000	0.226	5.837	5.612	Empathy
I am excited when something good happens to others.	0.00136	0.101	6.308	6.207	Altruism
I have empathy for others.	0.00020	0.114	6.360	6.246	Empathy
I enjoy meeting new people that are different than me.	0.00005	0.131	6.246	6.115	Social Success

Strengthened Relationships 90.9%

I build strong and supportive relationships with a variety of people.	0.00000	0.210	5.670	5.460	Social Success
I keep my commitments to others.	0.00179	0.114	6.269	6.154	Social Success
I regularly participate in bonding activities with my friends and/or family.	0.00000	0.235	6.009	5.775	Positive Time Spent with Others
I make it a point to spend time with my friends and/or family.	0.00000	0.226	6.333	6.107	Positive Time Spent with Others
I often engage in meaningful conversations with my friends and/or family members.	0.00000	0.200	6.111	5.911	Care and Concern for Others
I reminisce on positive experiences I have had with my friends and/or family.	0.00000	0.199	6.250	6.051	Positive Time Spent with Others
I know my friends and/or family members' life aspirations.	0.00015	0.139	5.740	5.601	Care and Concern for Others
I help my friends and/or family members explore their hopes and dreams.	0.00001	0.154	5.718	5.563	Care and Concern for Others
I am aware of the challenges my friends and/or family members face.	0.00000	0.154	5.856	5.701	Care and Concern for Others
I help my friends and/or family members deal with difficult challenges.	0.00000	0.145	5.935	5.790	Care and Concern for Others
I would rather spend time with my friends and/or family than alone.	0.00000	0.213	5.312	5.099	Positive Time Spent with Others
I enjoy spending time with my friends and/or family.	0.00028	0.117	6.421	6.305	Care and concern for Others
I have strong bonds with my friends and/or family.	0.00001	0.142	6.264	6.122	Care and concern for Others
I turn to my friends and/or family when I face challenges.	0.00001	0.152	5.856	5.704	Care and Concern for Others, Positive Time Spent with Others

Statement					
I learn new things from my friends and/or family members.	0.00003	0.158	6.130	5.972	Positive Time Spent with Others
I recognize the importance of my friends and/or family members in my life.	0.00000	0.185	6.537	6.352	Care and Concern for Others
I am committed to my friends and/or family.	0.00039	0.110	6.537	6.427	Care and Concern for Others
I get along with my friends and/or family members.	0.00012	0.119	6.222	6.103	Care and Concern for Others
I am excited when something good happens to a friend and/or family member.	0.00066	0.111	6.611	6.500	Care and Concern for Others
I get upset at friends and/or family members when they make mistakes.	0.33747	-0.023	3.828	3.850	Positive Time Spent with Others, Social Success
I often argue with my friends and/or family members.	0.05917	0.062	2.690	2.627	Positive Time Spent with Others, Social Success
It is easy for me to develop social relationships.	0.00004	0.168	5.056	4.888	Social Success

Content - Art Track				**100.0%**	
I have regular conversations with others about art.	0.00000	0.921	5.438	4.517	Content
I have a strong understanding of art.	0.00002	0.458	5.222	4.764	Content
I research information about art.	0.00000	0.526	5.178	4.652	Content
I know a lot about art.	0.00022	0.329	4.722	4.393	Content
I am motivated to learn about art.	0.00000	0.608	5.922	5.315	Content
I have an appreciation for art.	0.00015	0.354	6.522	6.169	Postive Outlook
I regularly participate in art activities.	0.00001	0.449	5.528	5.079	Personal Application

Content - History Track				**#DIV/0!**	
I have regular conversations with others about history.		0.000			Content
I have a strong understanding of history.		0.000			Content
I research information about history.		0.000			Content
I know a lot about history.		0.000			Content
I am motivated to learn about history		0.000			Content
I have an appreciation for history.		0.000			Postive Outlook
I regularly participate in history activities.		0.000			Personal Application

Content - Science Track				**100.0%**	
I have regular conversations with others about science and the natural world.	0.00000	0.543	5.591	5.048	Content
I have a strong understanding of science and the natural world.	0.00000	0.416	5.551	5.135	Content
I research information about science and the natural world.	0.00000	0.440	5.504	5.063	Content
I know a lot about science and the natural world.	0.00000	0.387	5.331	4.944	Content

I am motivated to learn about science and the natural world	0.00000	0.554	5.882	5.328	Content
I have an appreciation for science and the natural world.	0.00000	0.466	6.402	5.936	Postive Outlook Personal
I regularly participate in science activities.	0.00000	0.436	5.118	4.683	Application

Content - Conservation Track					**100.0%**
I have regular conversations with others about conservation.	0.00000	0.452	5.071	4.619	Content
I have a strong understanding of conservation.	0.00000	0.427	5.323	4.896	Content
I research information about conservation.	0.00000	0.390	4.850	4.460	Content
I know a lot about conservation issues.	0.00000	0.422	4.858	4.437	Content
I am motivated to learn about conservation.	0.00000	0.564	5.460	4.896	Content
I have an appreciation for conservation.	0.00000	0.539	6.047	5.508	Postive Outlook Personal
I regularly participate in conservation activities.	0.00000	0.351	4.795	4.444	Application