

Impact Reporting Update

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2017 Q1 (January 1, 2017 – March 16, 2017)

Impact Statements

I am wrapping up work on Impact Statements for 2015-terminating projects:

- NC-1023 will be finalized this week.
- S-1050 will be finalized this week.
- I created a 2015 Impact Statement catalog (packet of all Impact Statements available for projects that terminated in 2015), which will be shared once NC-1023 and S-1050 are finalized and added.

I am working with kglobal on additional communications products for NC-1023, including social media “postcards” and a short video, for this project.

- We can use these designs as templates for products for other projects.

I began compiling a list of projects that terminated in 2016 to determine which projects to place in this year’s writing queue. This list briefly describes the project, highlights keywords, notes the amount and strength of information in NIMSS reports, and provides a list of participating institutions.

- This information will help kglobal and I identify priority projects that have high potential for earned media, so that we can begin coordinating our communications efforts for the year.
- I will contact participants on priority projects so they are prepared to review Impact Statements and other communication pieces. This will also give them the opportunity to provide additional impact material.
- I will contact participants on projects that do not have sufficient impact material in their NIMSS reports to encourage them to submit more material and improve their chances of having an Impact Statement developed.

Impact Writing Workshops

I developed and co-presented three two-hour Impact Writing Workshops with Sarah Lupis for USDA-NIFA staff in Washington, D.C. on January 25th and 26th. The complete feedback report is appended to this update. Key takeaways include:

- 100% of participants who responded to the post-workshop evaluation were satisfied with the workshop.
- Most respondents indicated that the workshop increased their knowledge level. The skills and knowledge participants gained matched the workshop goals.
- 100% of respondents were either satisfied with the presenters’ delivery of the material and found the presentation appearance were effective and engaging.

Sarah Lupis and I sent workshop proposals in response to requests we received from Desiree Rucker-Ross (Beginning Farmers and Ranchers/USDA-NIFA) and the Cindy Schuman (Office of Educational Innovation and Evaluation/K-State).

Meetings and Professional Development

Sarah Lupis and I met with the kglobal team in Washington, D.C. in January.

- We discussed a new plan for press releases and social media about multistate research projects and new formats for Impact Statements that will make them more useful for different platforms and audiences.

WORKSHOP EVALUATION SUMMARY

The following is a summary of feedback collected from evaluation forms submitted by the participants of the Impact Writing Workshops delivered by Sara Delheimer and Sarah Lupis at USDA-NIFA on January 25-26, 2017. For detailed response tallies and comments for specific questions, please see pages 2-6.

- **43% of the total 60 workshop participants submitted an evaluation form**
- **100% of respondents were either completely or mostly satisfied with the workshop.**

Key takeaways from participants' evaluation comments:

- The skills and knowledge that participants gained and the aspects of their work that they will do differently after attending match our intended goals for the workshop.
 - Most participants enjoyed the presentation style, format, and audio and visual aids
 - Most participants felt that presenters were knowledgeable and had good delivery
 - Many participants felt that the opening ice breaker exercise was a good way to pump up the group and get them thinking about communication, but lasted for too long
 - Many participants felt the workshop, particularly the practice exercises, needed more time
 - Many participants wanted more examples of good impact statements during the presentation and to take away
 - Participants felt that the worksheets should more exactly follow the presentation slide order
 - One participant noted that the definitions of output, outcome, and impact used in presentation differ from the definitions they've been given by NIFA leaders
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- **79% of respondents reported that the workshop increased their knowledge level.**
 - **68% of respondents expect to use the workshop information immediately.**
 - **88% of respondents were completely satisfied with the presenters' knowledge of the topic. No respondents were dissatisfied with the presenters' knowledge.**
 - **100% of respondents were either completely or mostly satisfied with the presenters' delivery of the material.**
 - **71% of respondents reported no vague or confusing material.**
 - **100% of respondents indicated that presentation visuals and overall appearance were effective and engaging.**

We did have a few participants mark "completely dissatisfied" or "mostly dissatisfied" on some questions; however, based on those participants' other positive responses throughout their evaluation forms, we believe they misread the answer choices and intended to mark "completely satisfied" or "mostly satisfied." They are included as such in the numbers above.

WORKSHOP EVALUATION FORM RESPONSES

Below are all responses and comments from the evaluation forms received for the Impact Writing Workshops delivered by Sara Delheimer and Sarah Lupis at USDA-NIFA on January 25-26, 2017. Questions and answer choices are listed below as they appeared on the evaluation forms. Response tallies and participant comments are added in blue.

What was your knowledge level of this topic prior to this workshop?

- ☐ None 11 (2)
- ☐ Basic 1111111111111111 (16)
- ☐ Intermediate 11111 (5)
- ☐ Advanced 1 (1)

What is your knowledge level now as a result of this workshop?

- ☐ None (0)
- ☐ Basic 1 (1)
- ☐ Intermediate 111111111111111111 (20)
- ☐ Advanced 111 (3)

What were the most important skills or insights you learned during this workshop?

- I learned how to tap-out songs. Excellent teaching example. Overall—great coverage
- Answers the question who cares. What the difference is between an output vs. impact
- Impact story and the important steps to have/create an effective statement
- Gearing communication to address the desired specific audience
- The dos and donts and the circle diagram to keep in mind when writing
- How to write an impact statement and providing the correct amount of information based on your target audience
- Story telling
- I can practice my skills
- Learnt about prioritization of information to use in the impact statement; information about resource for impacts
- 4 aspects of good impact writing
- Structure and components of impact statements
- Difference between outcomes and impacts as well as how much of the issue-action-outcomes are appropriate for the statement
- Active voice; difference between impacts/outcomes/outputs
- Gain knowledge overall
- I loved the diagram and the hands on opportunity; the one pager with the circle of an impact was great
- Not getting too caught up in action and output. Always keep the end goal in mind (impact).
- Identifying the parts of the impact story
- The model of steps; the practice
- What an impact statement really is. Condition, behavior, knowledge
- Less focus on action when compared to issue/output/impact
- The recipe for good impact statements
- Structure and tips on what an impact covers

Is there any aspect of your work that you will do differently after attending this workshop?

- Yes, will start to implement it into the reporting of our competitive grant programs
- Yes, be aware of the jargon and catch phrase and to be more detailed
- Will focus more on making statement impactful
- Yes, the impact statement must requirements
- Refrain from jargon
- Critically examine impact statements before sharing them
- Try to write more impact statements
- Write more informative and effective impact statements
- Pay more attention to active voice and greater public impact
- I frequently look for impact statements sent in to us from our partners. This will help me filter out the best ones to share and promote our programs.
- Yes, when working on program's portfolio
- Division portfolio
- Yes—provide clearly ____ information in writing
- Yes-I will take time to work with stakeholders and staff. We are certainly interested in collecting impact stories
- Continuously ask myself the “why” and “who cares” and develop statements from this perspective
- Yes, this will be added to my writing skills portfolio
- More concise impact statements
- Yes! This is a huge part of Beginning Farmers
- Keep the focus on defining impacts
- Yes, I will expect this from colleagues after I share your materials
- Just increased mindfulness of the elements

How soon do you expect to be able to use this information?

- ☐ Immediately 111111111111111 (15)
- ☐ Within the next month 1111 (4)
- ☐ Within the next three months 11 (2)
- ☐ Within the next six months 1 (1)
- ☐ Within a year (0)
- ☐ Other 1 (1)
 - Explain:
 - N/A to my specific job. I attended for info purposes only.

Was there any material you found vague or confusing?

- ☐ No 11111111111111111 (17)
 - Clearly laid out narrative and visuals
 - No, but you need to change the slide because administration has changed
- ☐ Yes 1111111 (7; 2 responses did not indicate “Yes” but offered comments, so we reported them here as “Yes” responses)
 - Explain:
 - Writing exercise—not enough time
 - Need more examples by categories: finance, science, business, public, media
 - Definitions of output, outcome, and impact are different from the definitions

NIFA has given to staff

- It's not that anything was confusing but if an activity other than the songs can be used it would be better as even though they are common songs several people didn't know them
- Maybe use/elaborate more on the video. It is entertaining, but use it a tad more
- The initial lecturer was speaking but we didn't have anything to follow along—the first sheet (diagram) is good. But some were lost without it being a follow along
- The 2nd page of the handout should have followed order of comments

How satisfied were you with the presenters' delivery of the material?

- ☐ Completely dissatisfied 1 (1; *based on other responses from this participant, we believe they misread the answer choices and intended to mark "completely satisfied"*)
- ☐ Mostly dissatisfied 1 (1; *based on other responses from this participant, we believe they misread the answer choices and intended to mark "completely satisfied"*)
- ☐ Neither dissatisfied nor satisfied
- ☐ Mostly satisfied 111111 (6)
- ☐ Completely satisfied 1111111111111111 (16)

How satisfied were you with the presenters' knowledge of the topic?

- ☐ Completely dissatisfied 111 (3; *based on other responses from this participant, we believe they misread the answer choices and intended to mark "completely satisfied"*)
- ☐ Mostly dissatisfied 1 (1; *based on other responses from this participant, we believe they misread the answer choices and intended to mark "satisfied"*)
- ☐ Neither dissatisfied nor satisfied 1 (1)
- ☐ Mostly satisfied 1 (1)
- ☐ Completely satisfied 111111111111111111 (19)

Any other comments on the presenters' performance?

- n/a—GOOD!
- Thanks for making this fun and relevant
- Kudos, audience engaged for the entire period
- Well done presentation
- Less time spent on intro game. Jump right into how to do better with tons of examples
- Well done
- Good
- I was glad there was no vital information on the slides, but backup slides were shown and scrolled through as a visual
- They tag teamed well
- They did very well
- Their knowledge is great but one of them is very soft spoken and monotone
- If this session was taped, presenters could have been more mindful of walking in front of each other

Were the presentation visuals and overall appearance effective and engaging?

- ☐ Yes 11111111111111111111 (22)
- ☐ No (0)
- Explain:
 - Great video
 - Excellent mix of written materials, audio and visual aids
 - The slides were great. See video comments
 - Loved the video clips and graphics
 - Great

Any other comments about the workshop visuals and appearance?

- Lots of visuals 😊 good/excellent
- Good, I really liked the video played
- Appreciate the opening activity and video. Great to break it up.
- Good
- Engaging. A laser pointer during good/bad examples would be helpful

In what ways were the workshop exercises (“Name That Tune,” Good and Bad Impact Statement Examples, and Write Your Own Impact Statement) effective or ineffective?

- Ineffective but great warm-up!
- All effective and provided the information needed to write an effective/accurate impact statement
- The intro activity only needed 2-3 examples of songs. Six was far too many for such a short workshop. All effective except name that tune—overkill
- Effective
- Name that tune was very difficult for me as the listener, I did not like it but understood the purpose of it as a tool for the workshop. The other exercises were very good in showing examples of what to do and not to do
- Name that tune—waste time; examples—good
- Impact statement examples were extremely effective. Learn what to look for +/- and then apply to your own writing
- Provide more very good examples
- The 2nd and 3rd exercise were particularly nice
- Name that tune pumped up the group
- Name that tune was hard but understood the reasoning behind it
- It was a good way to illustrate making connection. It was a trifle tough to be a listener
- This exercise is probably better suited for a smaller group
- They were all effective and impacting
- Video was hard to understand connection or point
- They were good, but you could ask participants to bring something to critique instead of writing on the fly
- Effective
- Maybe more time on actual examples and dissecting these examples
- Name that tune—good opening and makes a good point but would consider shortening to maybe three songs; Examples—maybe take some bad ones and show possible improvements; write your own—good, more of that

Overall, how satisfied were you with this workshop?

- ☐ Completely dissatisfied 11 (2; *based on other responses from this participant, we believe they misread the answer choices and intended to mark “completely satisfied”*)
- ☐ Mostly dissatisfied 1 (1; *based on other responses from this participant, we believe they misread the answer choices and intended to mark “satisfied”*)
- ☐ Neither dissatisfied nor satisfied
- ☐ Mostly satisfied 11111111 (8)
- ☐ Completely satisfied 1111111111111 (13)

Please provide any additional comments regarding the workshop.

- Too short
- Request handout, *with examples*, which we can share with our implementing partners and grant recipients
- Should be repeated quarterly (not annual basis as per opening statement); include comments/input engaging online (telework/remote) participants; Ag learn should make training (in person or video) required/mandatory for all program specialists and Natl Program Leaders
- It would have been good to have more time
- This workshop was very good and informative. I learned a lot of valuable information in 2 hours.
- Print out examples/samples of good writing; give us more websites so we can research later without asking
- Well done
- Thank you-appreciated the opportunity
- Very useful presentation
- I think Sarah L's email address may be wrong. Doesn't match name
- Good presentation!