**COMMUNITY ENGAGEMENT E-COURSE**

**Participant Surveys Analysis**

The following is an analysis of the data collected from the community engagement e-course surveys for Living Cities in Spring 2015. Living Cities had more than 2,700 individuals sign-up for the e-course and below is a chart of each survey and response count. Living Cities constructed this e-course to equip those involved in collective impact initiatives with tools for including and working with community members. The e-course is composed of five modules, designed to help collective impact initiatives better understand how to work with community members. Each module includes resources, discussion questions, and interactive exercises.

This e-course analysis highlights process learnings of creating and implementing Living Cities’ inaugural collective impact e-course and synthesizes feedback and behavior changes of participants through survey data. There are three components in this analysis; survey participants’ characteristics, process learnings, and behavior changes.

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| Name | Survey Responses |
| Pre-course survey | 1,615 |
| Module 1 | 240 |
| Module 2 | 161 |
| Module 3 | 133 |
| Module 4 | 117 |
| Module 5 | 105 |
| Post-course | 114 |
| 6-month | 27 |
| Beta 1 | 12 |
| Beta 2 | 4 |

**SURVEY PARTICIPANTS’ CHARACTERISTICS**

**The Collective Impact Forum (CIF) and United Way were key drivers**

The CIF was the main driver (91% of people heard about the e-course through the CIF) for people to sign up for the e-course and take the pre-survey. Additionally, even though United Way was not prompted as an option, it had a larger influence for people to register than any social media platform listed. This indicates a growth area for partnerships with agencies like the CIF and United Way and also a growth area for social media efforts to drive people to register for the e-course.

**Most people have a familiarity with collective impact concepts**

With nearly 85% of people familiar with the principles of collective impact, the majority of people enrolled in the e-course have herd of collective impact concepts before taking the pre-survey. More than half of participants have been involved with a collective impact initiative for 1 – 3 years (52%) and 23% were “on initiative staff”. Moreover, most initiatives are in the early planning stages or early implementation stage as almost half of collective impact initiatives are split between being in the planning or early stages with another quarter not involved in an initiative. Only 12% of initiatives are well into the implementation stage.

**Issue areas of where people work**

The main takeaway when looking at the issue areas from the survey results is that participants work on multiple issue areas with the majority issues being education, health, community development, and youth development. Nearly 70% of survey responses marked two or more issue areas that they work in. Even though collective impact initiatives focus on a specific social problem, there are multiple issues areas that are covered for one specific initiative. Additionally, 8 participants marked nearly all of the issue areas (marking 10 and 11 out of 10 offered with a choice to write-in an “other”). Most of these participants indicated that they work within local government and as local government tends to work in multiple social areas, this can explain why they marked almost all of the issue areas offered.

**PROCESS LEARNINGS**

**Videos were the least successful module recourse**

Videos are a great tool for reinforcing information and hearing from other voices. However, when examining the module survey results, three out of the five *least* helpful module resources were videos. Furthermore, in the comments, participants said that they enjoyed the variety of resource types, but wanted the videos to be more in-depth, content based, and have transcripts available. Living Cities should continue to explore using videos and be thoughtful of elements to create meaningful content and give more context of where the video clips are coming from.

**Technical difficulties and time-zone differences**

Several participants commented that the resources were not easily assessable (materials were too large to download, videos not downloading property) and people in other countries couldn’t participate fully due to time zone changes. Even though the course was designed for US participants, it could be helpful to keep in-mind international participants.

**BEHAVOIR CHANGE**

**Participants valued the e-course**

More than half of people rated the e-course as “very good” (58%), and 97% of people said it was good, very good, or excellent. The e-course was very easy to access as mentioned in the post-survey questions and when people wrote the strengths of the e-course. Additional strengths listed were, the readings and resources, encouraged discussion and reflection, and having the e-course be self paced, easy to access, and the flexible format.

On average, people rated the first module, “Analyzing community engagement goals and strategies” the most helpful with a rating of 4.31 out of 5 and the least helpful module was “Learning from the private sector” with a rating of 3.88 out of 5 (see table below, data from post-course survey).

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| **Course module topic** | **Description** | **Helpfulness ranking**from 1 to 5 |
| Analyzing community engagement goals and strategies  | Provided participants with resources on how to determine community engagement goals and strategies for their collect impact (CI) initiative  | 4.31 |
| Amplifying the voice of community members  | Provided participants with resources and readings about investing in the capacity of community members to contribute to CI initiatives  | 4.25 |
| Creating feedback loops with community members  | Provided participants with resources and readings on the importance of developing integrated feedback loops between CI initiatives and community members  | 4.13 |
| Learning from the private sector  | Provided participants with readings and insights about what can be transferred from the private sector to improve community engagement practices  | 3.87 |
| Advancing racial equity through community engagement  | Provided readings and tools focused on racial equity and how to incorporate a racial equity lens into a CI initiative  | 3.96 |

**Increasing knowledge**

On the post-survey for the e-course, participants indicated a positive rating of 5.73 out of 7 that they were “able to apply the readings and materials in the e-course to my work” and a positive rating of 5.51 out of 7 that “the e-course changed the way I think about community engagement in collective impact”.

**Positive behavior changes are observed**

Nineteen individuals completed the pre-course survey and 6-month after the completion survey. Half of those individuals (50%) indicated that they are involving community members in their collective impact initiative in a deeper and better way (see chart below, data from pre-course survey and 6-month after completion survey).

**How are you currently involving community members in your**

**collective impact initiative?**

(comparing pre-course and 6-months after completion surveys)

Overall, the rate of community members *not* involved in collective impact initiatives decreased over time (16% of people reported community members were *not* involved in an initiative before the e-course, and after 6 months, only 5% were *not* involved). At the higher end on the community engagement spectrum, the categories, “Community members are involved in working groups and/or other programmatic functions” and “Community members fully share decision making power at all levels of work”, have increases over time from the pre-course survey to the 6-month after completion survey and “We collaborate with community members to design and develop strategies” stayed the same (see chart below, data from pre-course survey and 6-month after completion survey).

This positive behavior change is encouraging, however we acknowledge the small sample size for those who completed both the pre-course survey and the 6-month after completion survey (n = 19) and realize that further data collection is needed to increase the confidence and accuracy in the results.