

# Measure your event's impact

Seeing your fellow leaders and students engage with your social media campaign and on-campus visual demonstration event is exciting, but how can your organization both document and measure the impact of your efforts? The short answer: evaluation.

Evaluation is a process to answer the questions: Was this event successful? Did this event make an impact? Why or why not?

Measuring your event's impact can provide several benefits:

- Discover the strengths and weaknesses of the event to improve the event in the future.
- Discover the strengths and weakness of your organization's abilities to host this event and similar events.
- Demonstrates the impact of the event (e.g. number of people reached, knowledge gained).
- Provides results for requesting additional funding.

To evaluate your lupus presentation, social media campaign, and/or hands-on event, you will need to collect data from participants. Data are many things, including a collection of numbers, words, measurements, observations, or descriptions.

Sharing your evaluation results with your fellow leaders, national organization, student government association, school administration, and any funders is important to show the impact of your efforts. As you develop your evaluation plan, think about who you will share the data with, what that audience might want to know about your event, how you will analyze the data, and how you will present those results to your selected audience(s).

## Measure your lupus presentation:

Since your fellow leaders will be engaging students on social media and during the hands-on event, it is important to know the extent to which they understand the information in the [Lupus PowerPoint presentation](#). You can measure your fellow leaders' lupus awareness by using the [Lupus awareness questionnaire](#) based on the information in the [Lupus PowerPoint presentation](#). Handing out hardcopy questionnaires immediately before and after the presentation will give you the best data. However, you can also use electronic resources, such as Survey Gizmo or Survey Monkey, to create an online questionnaire - using the same methodology of taking the questionnaire before or after the presentation.



### Tip:

- If you ask your leaders to answer the same questions before the presentation and directly after, you can more accurately measure their knowledge gains (e.g. what they knew before and what they know after).
- The longer the time between the presentation and the survey, the less the participants will remember for the survey.

Use the [Lupus presentation evaluation checklist](#) (provided below) to help you plan and measure the impact of your lupus presentation.

Lupus presentation evaluation checklist		
Task		Notes
<input type="checkbox"/>	Define the goal of the evaluation.	
<input type="checkbox"/>	Identify what information from the <a href="#">Lupus PowerPoint presentation</a> you want to test. You can use questions provided in the <a href="#">Lupus awareness questionnaire</a> .	
<input type="checkbox"/>	Draft survey questions.	
<input type="checkbox"/>	Identify how you will administer the questionnaire to your leaders (hardcopy or online).	
<input type="checkbox"/>	Create and finalize the survey - either print hardcopies or program the online questionnaire.	
<input type="checkbox"/>	Identify when and where you will give the questionnaire to your leaders.	
<input type="checkbox"/>	Identify who will administer the questionnaire to your leaders.	
<input type="checkbox"/>	Determine how to analyze and report the results of the questionnaire.	
<input type="checkbox"/>	Identify who will analyze the results of the questionnaire.	
<input type="checkbox"/>	Use results to improve the event and/or secure additional funding.	

## Lupus awareness questionnaire

1. Men are affected by lupus \_\_\_\_\_ women.
  - a. More than
  - b. Equal to
  - c. None of the above
  - d. Don't know/unsure
  
2. Which of the following are TRUE?
  - a. African American women are at up to three times higher risk of developing lupus compared to White women
  - b. African American women and White women have equal risk of developing lupus
  - c. African American women are at up to three times higher risk of developing lupus compared to white men
  - d. None of the above
  - e. Don't know/unsure
  
3. At what age are patients usually diagnosed with lupus?
  - a. Between ages 0 to 14
  - b. Between ages 15 to 44
  - c. Between ages 45 to 75
  - d. None of the above
  - e. Don't know/unsure
  
4. The lupus "butterfly rash" appears:
  - a. On the chest or back
  - b. Across the nose and cheeks
  - c. Across the pelvis
  - d. Between the shoulder blades
  - e. All of the above
  - f. Don't know/unsure
  
5. What type of specialists focus especially on autoimmune diseases and treat lupus?
  - a. Nephrologists
  - b. Radiologists
  - c. Rheumatologists
  - d. Oncologists
  - e. Endocrinologists
  - f. None of the above
  - g. Don't know/unsure

## Lupus awareness questionnaire answer key

1. Men are affected by lupus \_\_\_\_\_ women.
  - a. More than
  - b. Equal to
  - c. None of the above**
  - d. Don't know/unsure
  
2. Which of the following are TRUE?
  - a. African American women are at up to three times higher risk of developing lupus compared to White women**
  - b. African American women and White women have equal risk of developing lupus
  - c. African American women are at up to three times higher risk of developing lupus compared to white men
  - d. None of the above
  - e. Don't know/unsure
  
3. At what age are patients usually diagnosed with lupus?
  - a. Between ages 0 to 14
  - b. Between ages 15 to 44**
  - c. Between ages 45 to 75
  - d. None of the above
  - e. Don't know/unsure
  
4. The lupus "butterfly rash" appears:
  - a. On the chest or back
  - b. Across the nose and cheeks**
  - c. Across the pelvis
  - d. Between the shoulder blades
  - e. All of the above
  - f. Don't know/unsure
  
5. What type of specialists focus especially on autoimmune diseases and treat lupus?
  - a. Nephrologists
  - b. Radiologists
  - c. Rheumatologists**
  - d. Oncologists
  - e. Endocrinologists
  - f. None of the above
  - g. Don't know/unsure

## Measure your social media campaign:

One of the goals of your social media campaign is to increase lupus awareness, therefore it's important to know the extent to which your social media messages are (1) reaching students on your campus and (2) the extent to which students are engaging with the materials. You can measure how many students you are reaching by tracking the number of impressions or views of your posts (e.g. reach) and how many students engage with your posts by tracking the number of shares, favorites, retweets, comments, likes, etc. your posts receive. Use the [Social media campaign tracking table](#) (provided below) to help keep track and measure the impact of your social media campaign.

### Social media campaign tracking table

#### Social media platform: Facebook

Post content	Date of post	Number of views	Number of likes/reactions	Number of comments	Number of shares	Notes

#### Social media platform: Twitter

Post content	Date of post	Number of views	Number of likes/reactions	Number of comments	Number of shares	Notes

#### Social media platform: Instagram

Post content	Date of post	Number of views	Number of likes	Number of comments	Notes

## Measure your on-campus lupus event:

The goal of your on-campus lupus event is to get the attention of your school's student population, therefore it's important to know how many students participate in your event and their satisfaction with the event. For the *Be Fierce. Take Control.*<sup>TM</sup> hands-on event, you should keep track of how many students stop by your event and how many students participate in the event by chalking/painting the ways they take control of their health. You can measure your event attendees' satisfaction using the [Satisfaction questionnaire](#) (on the next page). You can hand out hardcopy questionnaires during the event or you can use an electronic resource, such as Survey Gizmo or Survey Monkey, to create an online questionnaire.

Use the [On-campus lupus event evaluation checklist](#) to help you plan and measure the impact of on-campus lupus event.



### Tip:

- If it's easier, you can collect your event attendees' email address and/or phone numbers. Then, you can send the online questionnaire to them after the event.



### Tip:

- Participants are more likely to complete questionnaires if they receive an incentive (e.g. T-shirts, water bottles, pens, totes).
- See [Appendix A. Fund your event](#) for suggestions on how to fundraise and budget for incentives for attendees who complete the survey.

## Satisfaction questionnaire

1. Overall, how satisfied were you with the *Be Fierce. Take Control.*<sup>TM</sup> hands-on event?
  - a. Strongly satisfied
  - b. Somewhat satisfied
  - c. Neither satisfied nor dissatisfied
  - d. Somewhat dissatisfied
  - e. Strongly dissatisfied
  
2. Overall, how satisfied were you with the lupus information shared during *Be Fierce. Take Control.*<sup>TM</sup> hands-on event?
  - a. Strongly satisfied
  - b. Somewhat satisfied
  - c. Neither satisfied nor dissatisfied
  - d. Somewhat dissatisfied
  - e. Strongly dissatisfied
  
3. Would you attend a similar event to the *Be Fierce. Take Control.*<sup>TM</sup> hands-on event again?
  - a. Definitely would
  - b. Probably would
  - c. Neither would nor would not
  - d. Probably would not
  - e. Definitely would not
  
4. Would you recommend the *Be Fierce. Take Control.*<sup>TM</sup> hands-on event to a friend?
  - a. Definitely would
  - b. Probably would
  - c. Neither would nor would not
  - d. Probably would not
  - e. Definitely would not
  
5. What is one aspect about the *Be Fierce. Take Control.*<sup>TM</sup> hands-on event that you liked?  

---
  
6. What is one aspect about the *Be Fierce. Take Control.*<sup>TM</sup> hands-on event that you would change?  

---

## On-campus lupus event evaluation checklist

Task	Notes
<input type="checkbox"/> Define the goal of the evaluation.	
<input type="checkbox"/> Identify how you will track the number of event attendees, participants, and their satisfaction. You can use questions provided in the <a href="#">Satisfaction questionnaire</a> .	
<input type="checkbox"/> Draft questionnaire.	
<input type="checkbox"/> Identify how you will administer the questionnaire to your event attendees (hardcopy or online).	
<input type="checkbox"/> Create and finalize the questionnaire – either print hardcopies or program the online questionnaire.	
<input type="checkbox"/> Identify when and where you will give the questionnaire to the event attendees.	
<input type="checkbox"/> Identify who will track the number of event attendees and participants.	
<input type="checkbox"/> Identify who will administer the questionnaire to event attendees.	
<input type="checkbox"/> Determine how to analyze and report the results of the questionnaire.	
<input type="checkbox"/> Identify who will analyze the results of the questionnaire.	
<input type="checkbox"/> Use results to improve the event and/or secure additional funding.	