

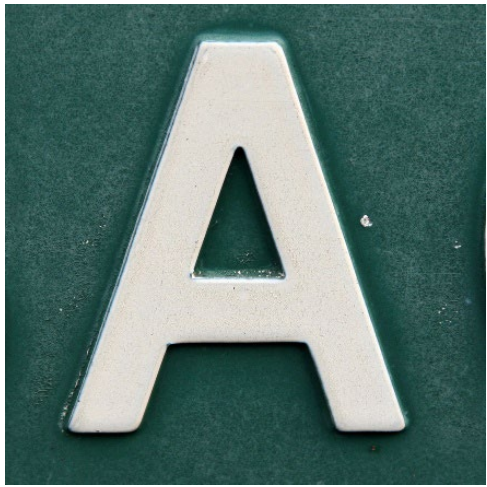
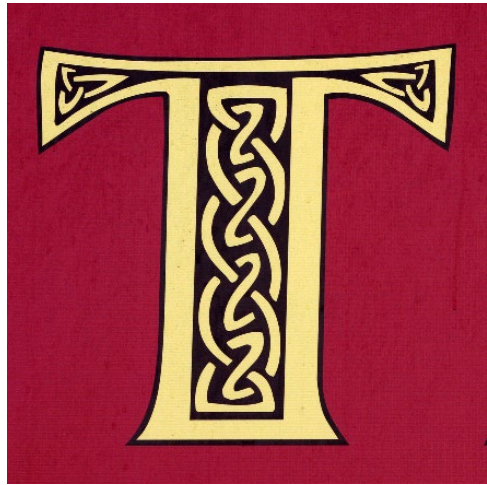
Don't judge a program by its cover:

**the when, why, and how of
evaluation in libraries**

Ginger Fitzhugh
Jennifer Jocz



What words come to mind when you think about evaluation?



cience of asking questions

echnology/tools for asking questions

ngineering equity into evaluation

rt of interpreting data

ath of interpreting data

S

science of asking questions



We are all scientists—
we all have questions!

Examples of questions

What programs would our community be interested in?

What did our patrons think of our recent STEAM programs?

How can we get more tweens to attend our programs?



What questions might you have?

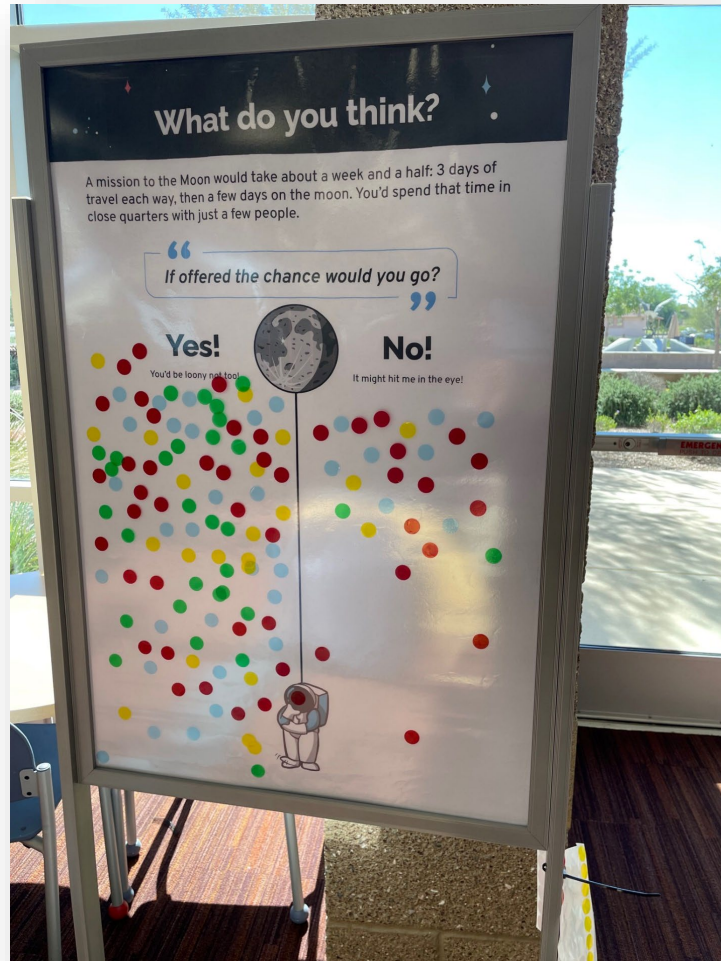


Technology/tools for answering questions

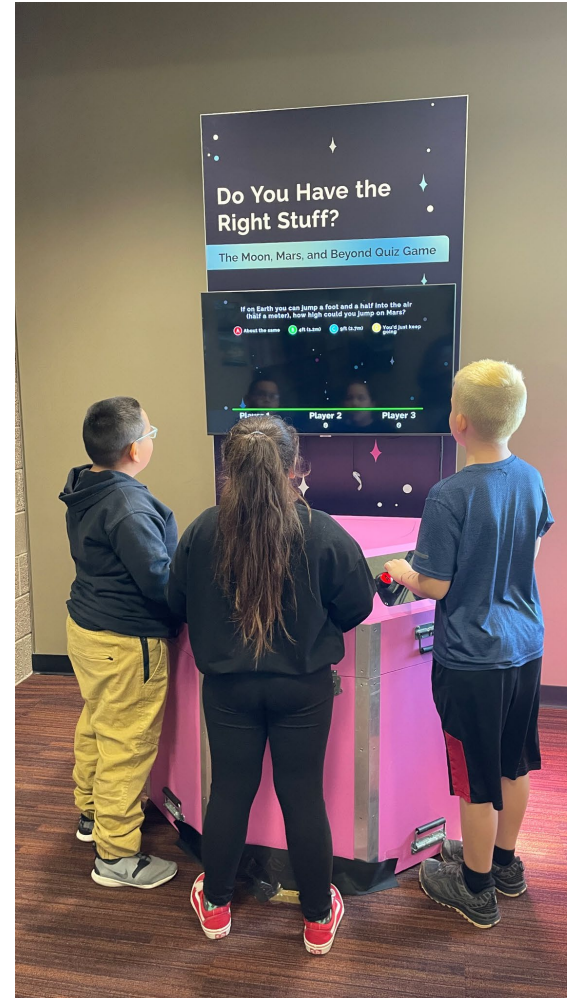
Tools for collecting information to answer questions

High tech/low tech


Dot voting



Observations (programs or patrons)



Community dialogues



**A Community Dialogue Guide
for Public Libraries**

Airne Holland (Space Science Institute) &
Paul Dusenbery (Space Science Institute)

STARnet
Science-Technology Activities &
Resources For Libraries

NCIL
National Center for
Interactive Learning

**NASA @
My Library**

NSF

SEPA SCIENCE EDUCATION
PARTNERSHIP AWARD
SUPPORTED BY THE NATIONAL INSTITUTES OF HEALTH

ALA American
Library
Association

EDC Education
Development
Center

AHE

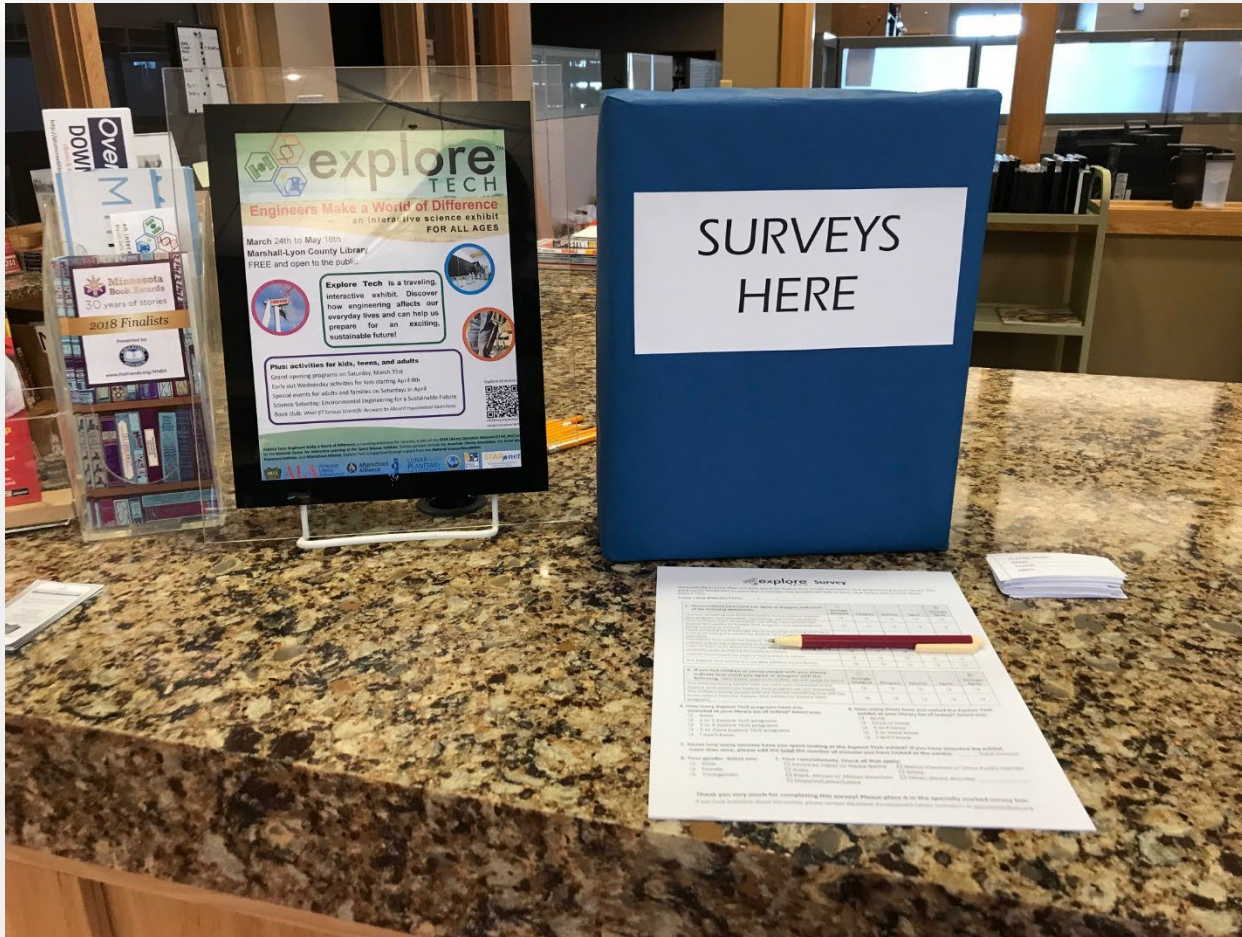
This work is supported by the National Science Foundation (NSF); STAR Net Phase 2 (DRL-1421427) and Project BUILD (DRL-1657593). Additional support came from NASA @ My Library funded under cooperative agreement No. NNX16AE30A and the National Institutes of Health (NIH) under Award Number 8R25GM129203-06. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Aeronautics and Space Administration, NSF, or NIH.

<https://www.starnetlibraries.org/deia/community-dialogues/>

Focus groups and interviews



Surveys (paper or online)



EDC Learning transforms lives.

English

NASA@ My Library

Thank you for attending this NASA@ My Library program!

We are interested in knowing what you thought about this library program/activity. Please help us by taking this short survey. When you are finished, please return your survey to library staff. Thank you!

Library Name

Today's Date

What was today's program about?

Name one thing (in a word or phrase) that you learned today:

Please tell how much you agree or disagree with each of the following statements:

	Disagree a lot	Disagree	Agree	Agree a lot
1. I thought this program was interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I learned a lot about Earth science, space science, and/or engineering from this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. This program makes me				

Survey in circulating kits/backpacks

NASA@ My Library **EDC** Education Development Center

NASA@ My Library Backpack Survey
Explore: 3, 2, 1, Go! (Pre-K/Early Elementary)

Thank you for checking out this NASA@ My Library backpack!
We are interested in learning what caretakers think about this backpack. Please contact NAML_eval@edc.org if you have any questions. Thank you!

1. How many people in your family used the activities in this backpack? # Adults ____ # Children: ____

2. How much time did your family spend using this backpack? # Hours (estimate) ____

3. Which activities from this backpack did you and/or your child use? Please add a brief note with your and/or your child's thoughts about each activity.

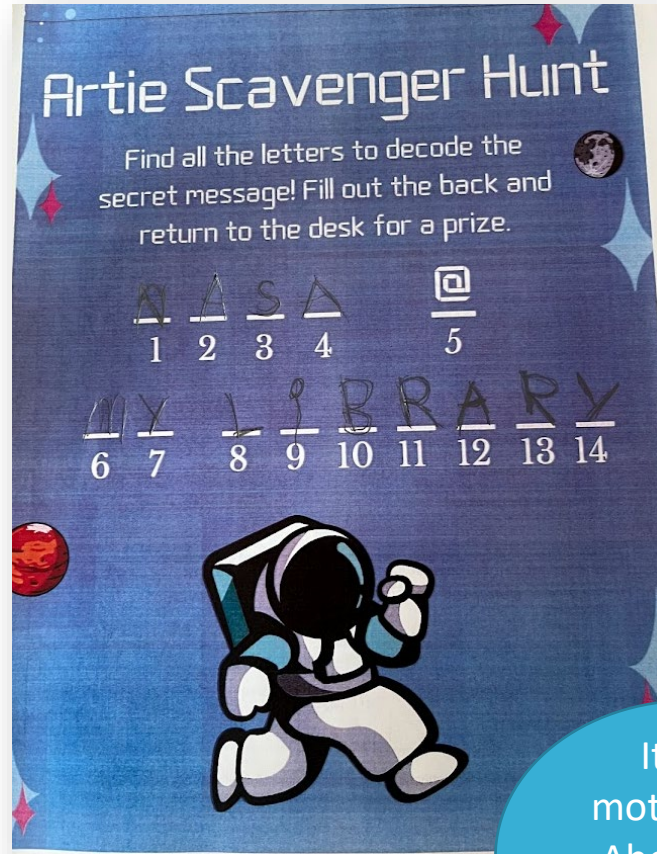
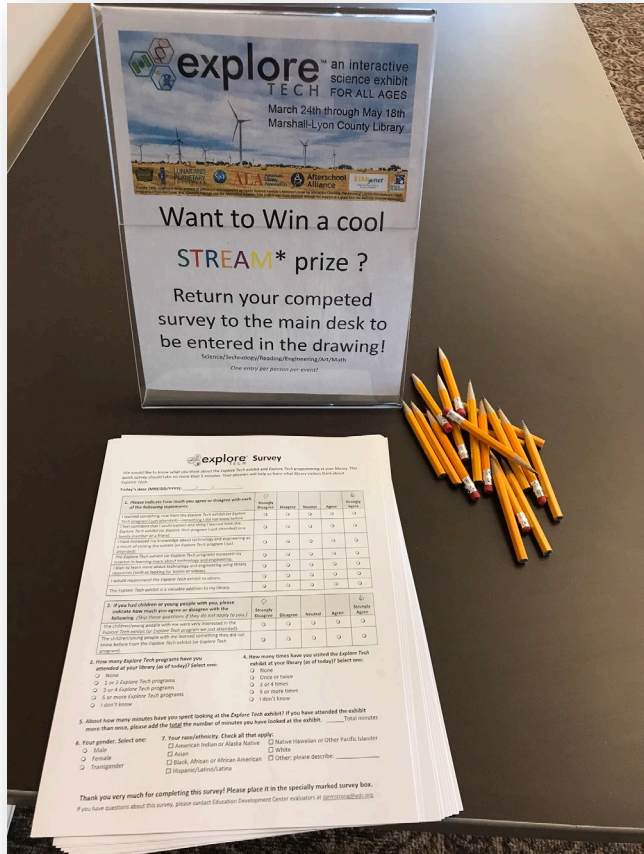
Activity/Item	Did you use it?	Your thoughts
Picker-Upper Vacuum Cleaner activity	<input type="radio"/> Yes <input type="radio"/> No	
Off We Go activity	<input type="radio"/> Yes <input type="radio"/> No	
Robot Retriever activity	<input type="radio"/> Yes <input type="radio"/> No	
Code & Go Robot Mouse game	<input type="radio"/> Yes <input type="radio"/> No	
Code-A-Pillar	<input type="radio"/> Yes <input type="radio"/> No	
Books: Astronaut Annie, Robots in Space, Life on Mars, Roaring Rockets	<input type="radio"/> Yes <input type="radio"/> No	

4. Did you use the activities in this backpack together with your child/ren?
 Yes - we did all or most of the activities together
 Yes - we did some of the activities together
 No - my child/ren did all of the activities by themselves

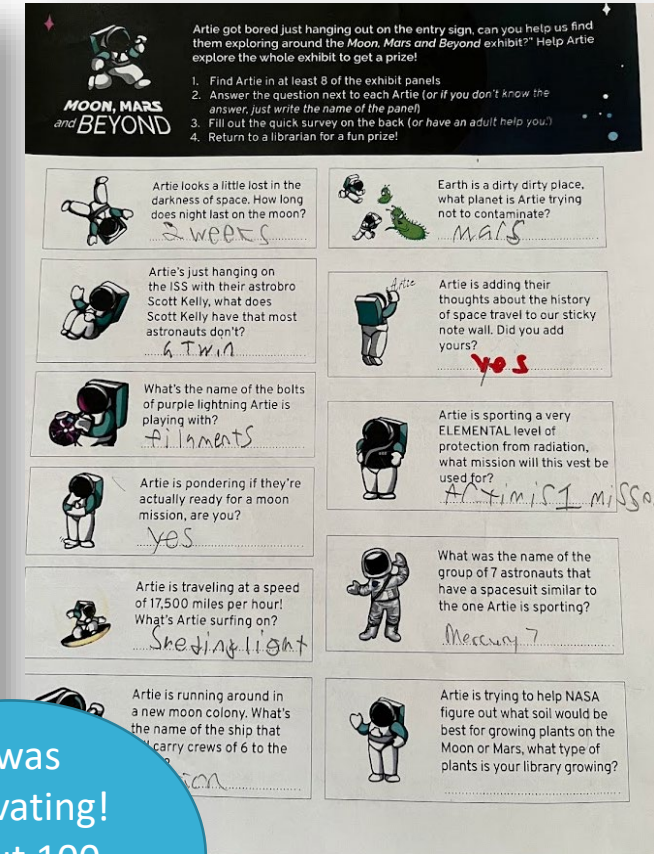
5. Did you feel there was enough information provided to complete the activities in this backpack?
 Yes
 No, please explain: _____

*Return a completed survey when you return the backpack to your library and receive a NASA sticker!

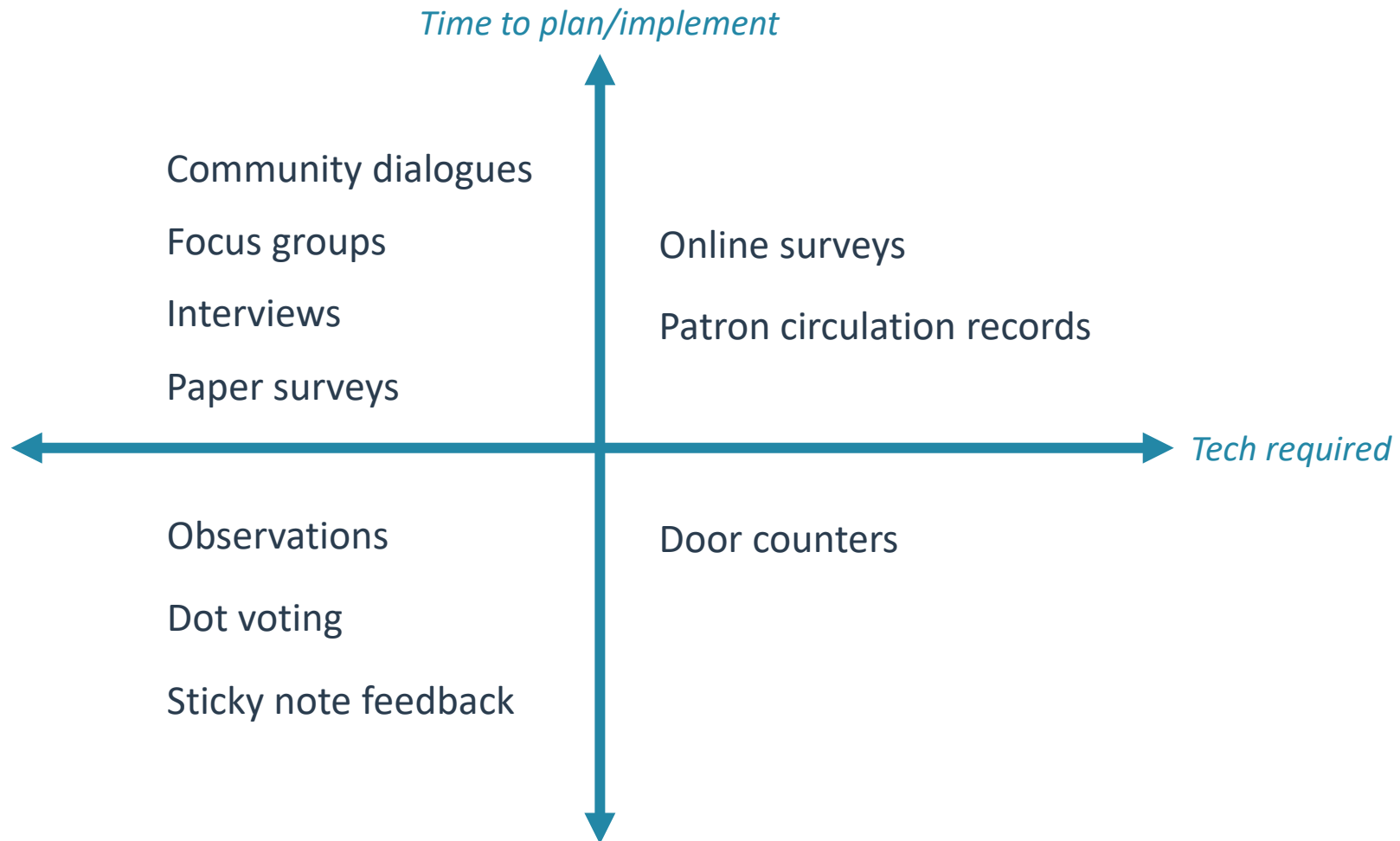
Tip: offer incentives!



It was motivating!
About 100 surveys completed.



Tools for evaluation



E

Engineering equity: the heart of evaluation



Integrating equity into evaluation

BEFORE

- Think about what you want to find out
 - WHO don't you know about?
 - WHAT don't you know?
 - What information would be useful in better serving your community and how would you use it?

DURING

- Use inclusive methods (e.g., translating surveys into other languages)
- Offer various ways to provide feedback (e.g., through writing, conversations)
- Ensure a broad range of perspectives are included, including those normally unheard or discounted

AFTER

- When analyzing results, consider differences among different groups
- Use the information you've collected
- Communicate what you found back to your community, including any actions you will take based on their feedback
- Ask new questions!

Examine your own assumptions and biases



What are ways that you have integrated/could integrate equity into evaluation?

How one library practiced self-examination

Are we generalizing audience groups? Can an audience be broken down into more specific groups?

Doing so can help you think about who you may not currently be serving or who you could be serving better

Example

There is not one generic definition of a “woman”

One library created an evening story time so that working mothers and mothers in school could attend

More than a Woman: Audience Mapping for More Diverse Programs. Blog post by Rebecca Starr, Information Services Librarian. <https://programminglibrarian.org/blog/more-woman-audience-mapping-more-diverse-programs>

A large, white, three-dimensional letter 'A' is positioned on the left side of the slide, set against a dark green, textured background.

Art of interpreting data

Analysis, Part 1

Qualitative data analysis examples

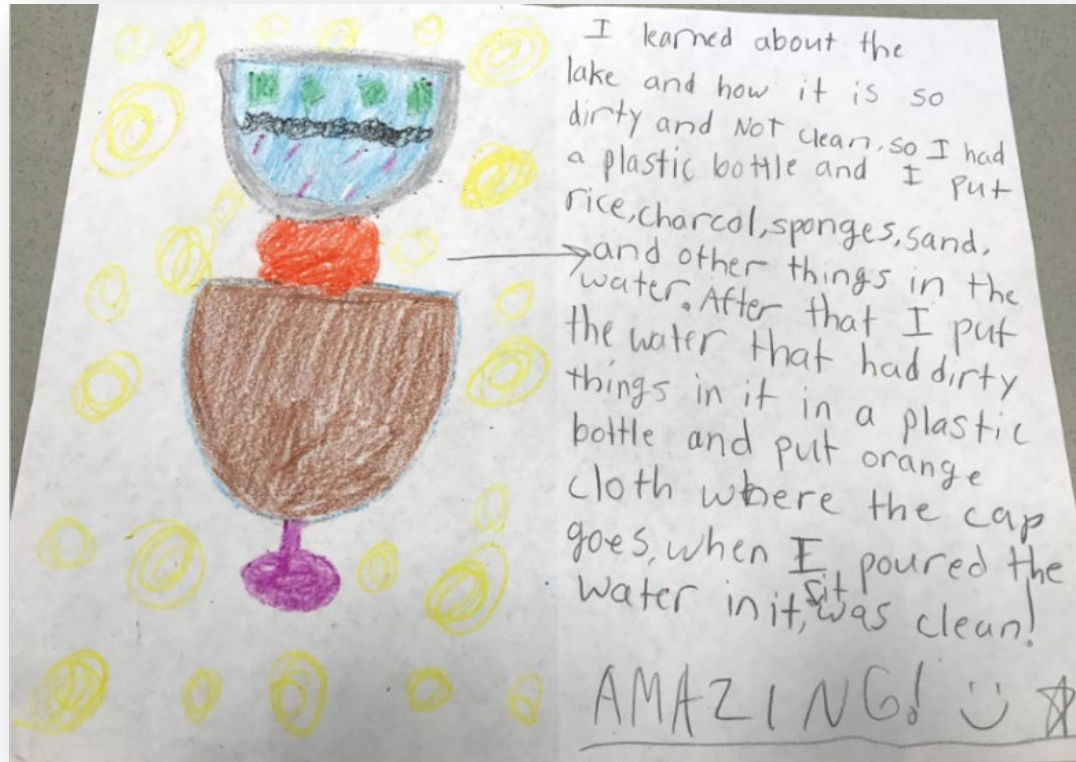
Example of qualitative findings



“My daughter has learned about Snap Circuits. Her first time was not so good—she couldn’t make it work, but then she came back and learned to read the cards. Then she was successful. She does it every time we come to the library.”

“I’ve been interested to hear conversations that have started because of this. I think it’s been a **really positive experience for our patrons**....There was a debate between some teens looking at Post-It notes about what the next conversation we should have [as part of a teen program]. The interactive has been positive for a lot of people. It makes them feel part of the conversation, too.”

Example of qualitative findings



“I learned about the lake and how it is so dirty and not clean. So I had a plastic bottle and I put rice, charcoal, sponges, sand, and other things in the water. After that I put the water that had dirty things in it in a plastic bottle and put orange cloth where the cap goes. When I poured the water in it was clean. AMAZING!”



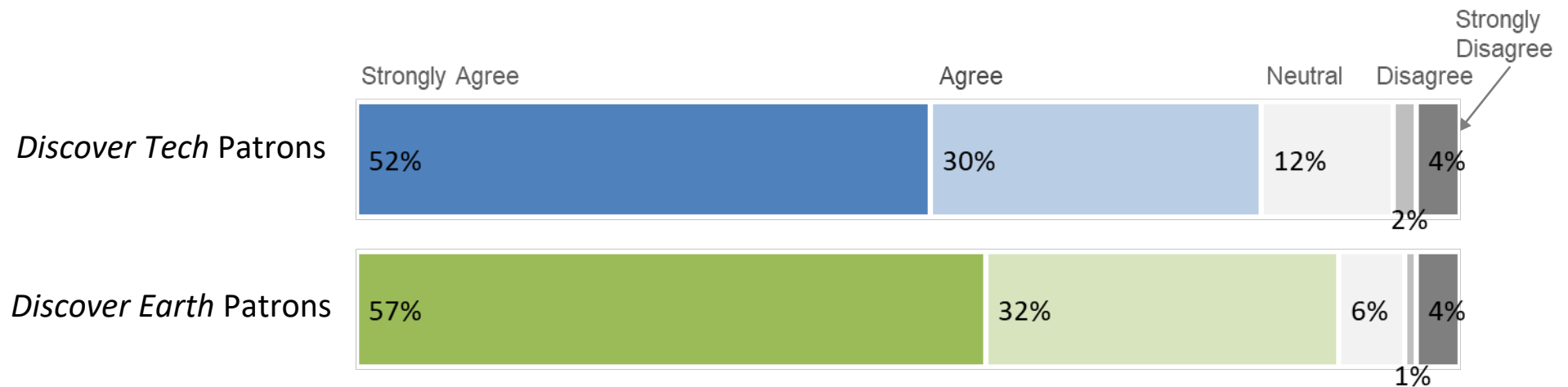
mathematics of interpreting data

Analysis, Part 2

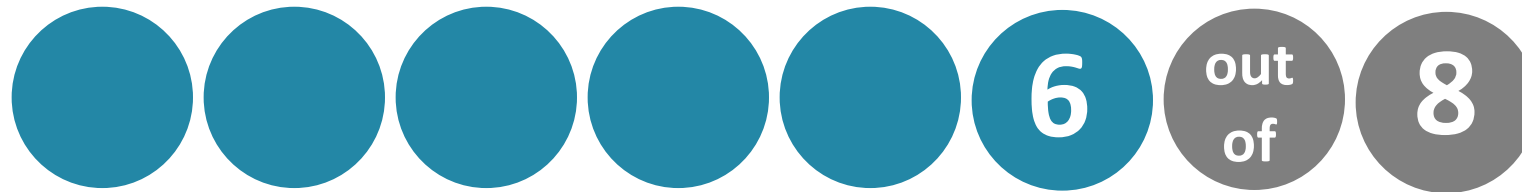
Quantitative data analysis examples

Example of quantitative findings

“My library is a good place to learn about earth science/engineering.”

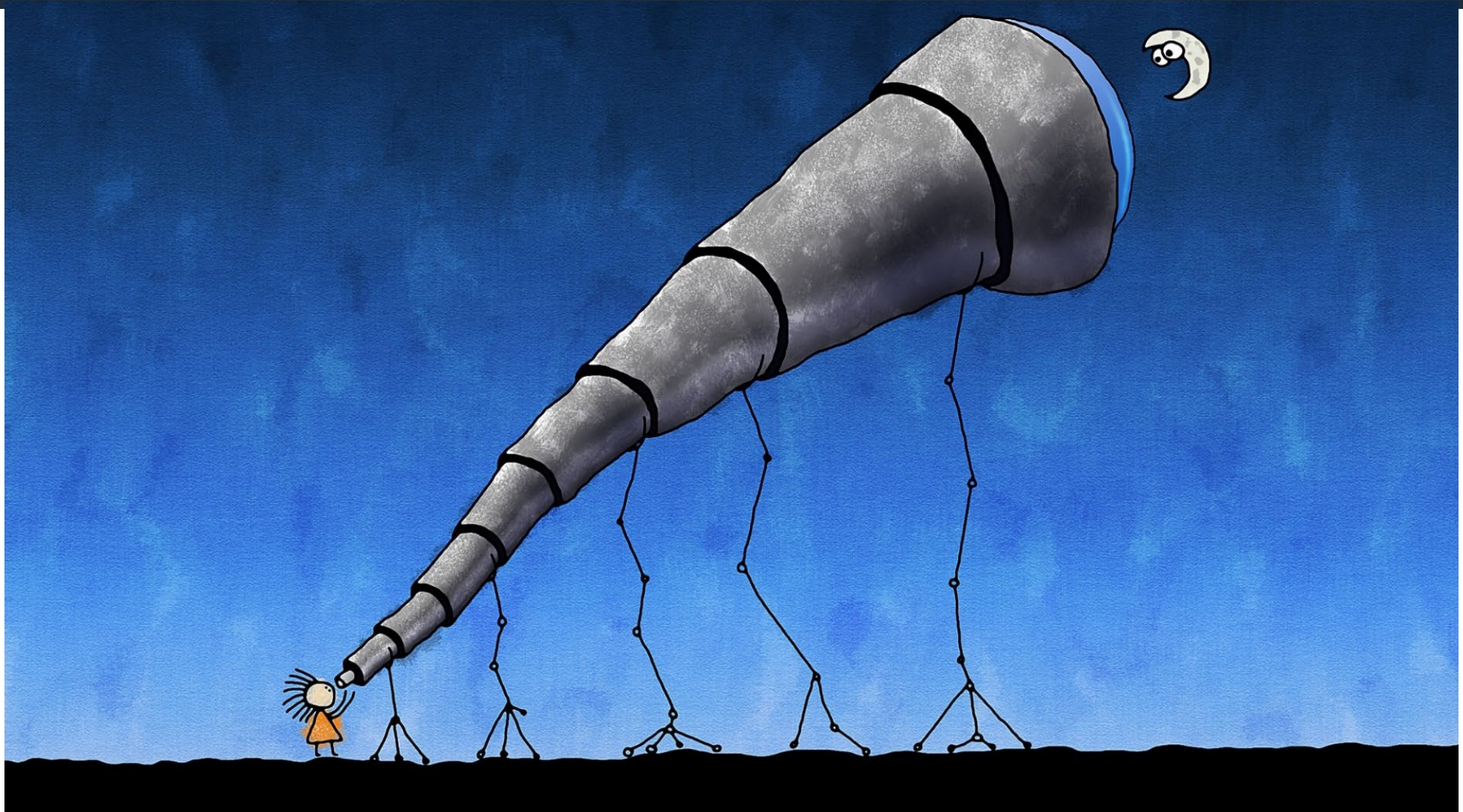


Example of quantitative findings



libraries had **increased exhibit-related circulation**
while they hosted the exhibits
(compared to one year prior)

Questions?



Now it's your turn



Emily, a librarian at Pine Meadows Public Library, was interested in creating new STEAM-based programs at her library. She had observed dwindling attendance at library programs and believed that new programs could reignite patrons' interest. With support from her colleagues and library director, Emily brainstormed a number of ideas. But she'd also like to hear from patrons to help her programs be a success.

1. What types of questions might Emily ask? What would she do with the answers?
2. How might Emily go about getting answers to her questions?
3. What challenges might Emily face and how might she overcome those challenges?

Contact us with questions



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