

Webinar Series: Evaluating and Sharing Your Library's Impact

Part 1:
April 24



Kara Reuter

*User-centered
Assessment:
Leveraging What
You Know and
Filling in the Gaps*

Part 2:
August 14



Linda
Hofschire

*Digging into
Assessment Data:
Tips, Tricks, and
Tools of the Trade*

Part 3:
October 3



Melissa
Bowles-Terry

*Take Action: Using
and Presenting
Research Findings
to Make Your Case*

For more information: <https://www.webjunction.org/news/webjunction/webinar-series-research-assessment.html>



Series Learner Guide

Webinar Series: Evaluating and Sharing Your Library's Impact Learner Guide

<https://www.webjunction.org/news/webjunction/webinar-series-research-assessment.html>

Series Description: Ensure your library is exceeding expectations by using evidence-based research series on user-centered assessment supported proof.

Bringing together research and practice of creating assessments that provide need for an effective assessment to teach you to evaluate your program evolving needs of your patrons and community.

What are your goals for participation?

Personal Goals

Team Goals

Part 1: User-centered Assessment

Whether you're trying to decide if space, formal assessment tools or assessments are more effective than learn how to use what you already still need, and how to formulate a

Reflections on Informal Assessment

Consider or discuss examples of research collections or programs that were observation. Did you feel there were changes with library users and potential available to support your decision

Part 2: Digging into Assessment Data: Tips, Tricks, and Tools of the Trade

You know what you want to know and how to ask the right questions. Now what? This session will delve into assessment tools and data collection best for your questions. You also will learn how library can use. Don't worry if using qualitative insight you need to use both with confidence

Assessment tools/data collection methods

Has your library used any of the following methods? List the benefits or drawbacks of each. Each method is described in the [Collection Method Resources](#) at the end of the

- [Surveys](#)
- [Individual Interviews](#)
- [Focus Group Interviews](#)
- [Structured Observations](#)
- [Ethnographic Research](#) (e.g. [mapping](#))
- [Analytics](#)
- [Experimental Design](#) (with control group)
- [Usability Testing](#)
- Other

Determine the methods

For your research question(s), identify the methods best suited to collect the data needed for your research and identify potential advantages and disadvantages of each. Remember that certain methods allow you to *focus on the research question and the purpose of your research*.

Part 3: Take Action: Using and Presenting Research Findings to Make Your Case

You've formulated the hard question/s. You've collected your data. What stories do your findings tell, and what do they suggest? This final session explores how to present findings to your library's key stakeholders and decision-makers in a compelling way, and how to turn those findings into action that benefits your patrons.

Developing Strategic Initiatives

Now that you have user-centered data to inform your decisions, develop strategic initiatives and action plans to meet your users' needs. Check the boxes below for all the areas that could be impacted by changes made, using your meaningful research findings. Circle the areas to prioritize for your planning.

- ☐ instruction or program
- ☐ reference
- ☐ educational role
- ☐ space, physical
- ☐ discovery: institutional web, resource
- ☐ collections
- ☐ personnel
- ☐ scholarly communications
- ☐ other:

Stakeholder Priorities

List three of your library's stakeholders and their priorities, what measures do you think would best serve them? List the users, potential users, staff, the public, a board member

Stakeholder 1:

Priority:

Meaningful data:

Resources Section

[Collection Data Sources](#)

[Library in 2018](#)

[Library and State](#)

[Online](#)

[Library](#)

Use alone or with others to apply what you're learning between sessions. 13 pages of questions, activities, and resources. Customizable to meet your team's needs!

analysis tools. in coding,

data. If you have a

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Themes

Partnership

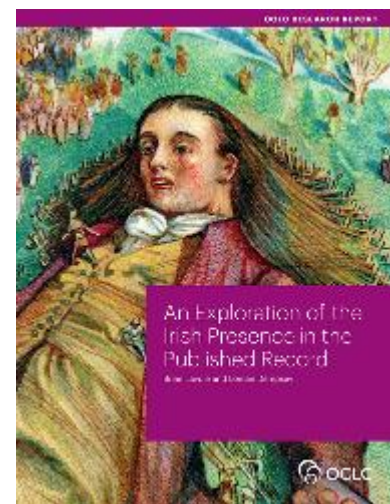
People

News & Events

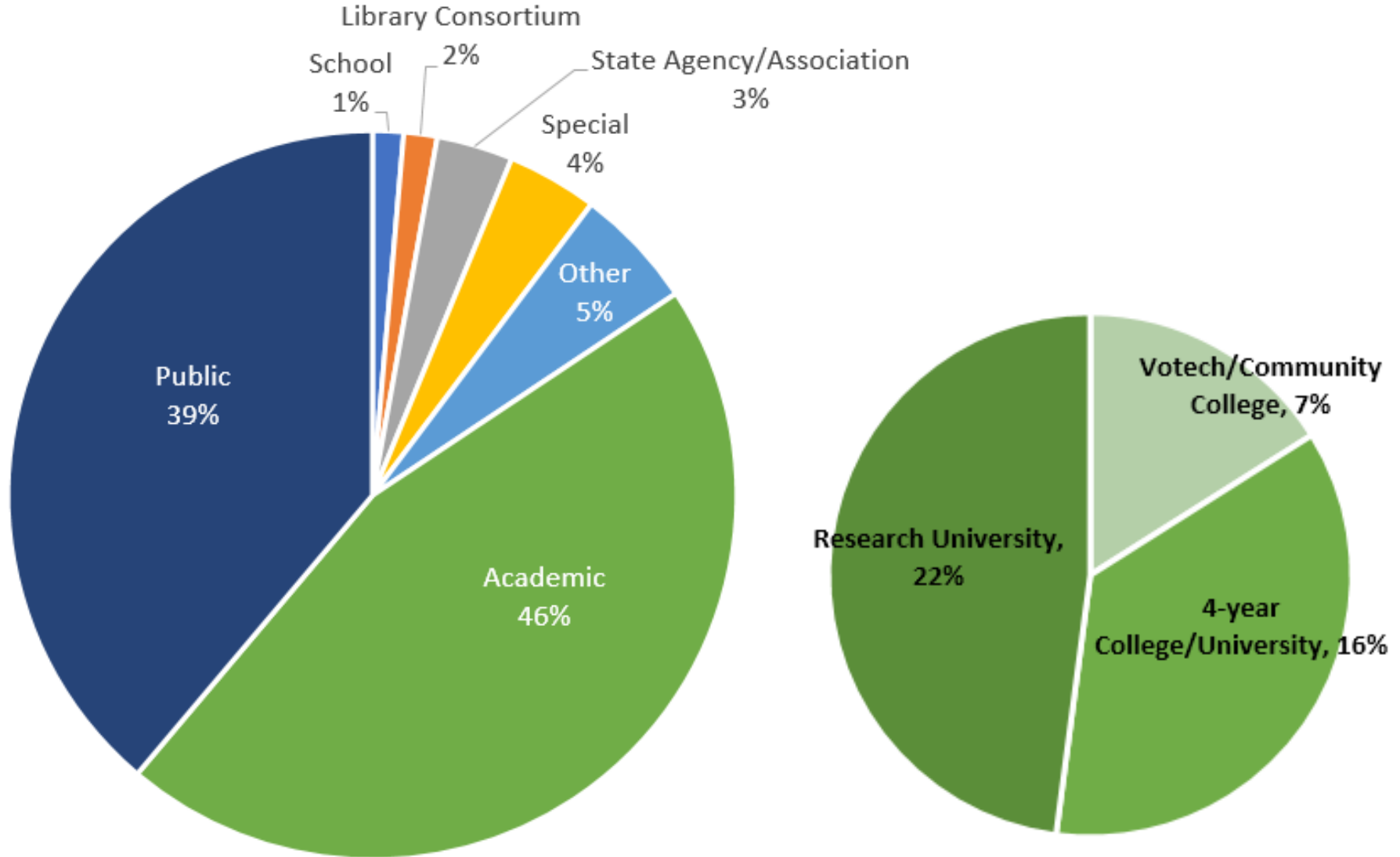
Publications

Grants & Awards

- **Research** devoted exclusively to the challenges facing libraries and archives
- **Research Library Partnership** includes working groups to **collaborate with institutions** on research and issues
- **Lifelong learning** from WebJunction, for all library staff and volunteers
- All connected through a **global network** of 16,000+ member libraries
- **Global and Regional Councils** bring worldwide viewpoints together, informing and guiding the cooperative from their unique perspective.



Series Participants Come From:



Research Library Partnership: Library Assessment Interest Group

- The OCLC Research Library Partnership invited librarians at [partner](#) institutions to participate in a new Library Assessment Interest Group.
- This interest group is learning together as a part of the Webinar Series: Evaluating and Sharing Your Library's Impact



National Gallery of Art - Library

- Working through Learner Guide, collaborating on a brainstorming document
- Considering all players: users, potential users, community, institution stakeholders
- Exploring: hypotheses, potential outcomes, and ways to measure
- Research Questions:
 - Do we still need the reference desk at the NGA?
 - Why do several NGA departments meet their information needs internally instead of using the library?
 - Does the library catalog work for our users? How is it used effectively and how is it underused, used ineffectively, or used incorrectly?





Lynn Silipigni Connaway

**Director, Library Trends and User Research
OCLC Research**

connawal@oclc.org

@LynnConnaway

User Studies

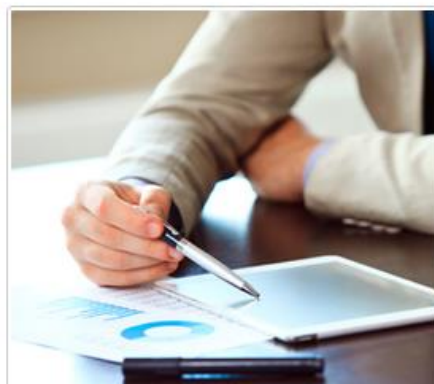
Libraries are impacted by the ways in which individuals engage with technology; how they seek, access, contribute, and use information; and how and why they demonstrate these behaviors and do what they do. We're collaborating with librarians to shape their services around a set of expectations that have been influenced by consumer technologies and modern research and learning environments. By providing the library community with behavioral evidence about individuals' perceptions, habits, and requirements, we can ensure that the design of future library services is all about the user. Our efforts are amplified by strategic partnerships and focus in these two areas:

[Overview](#)
[All Theme Projects](#)
[Recent Reports](#)


Embedding the library in community workflows

Understanding the needs of current and potential users, characterizing and evaluating the digital services libraries provide them, and proposing changes that will deliver library services where people do their work.

Recent work:

[Shaping the Library to the Life of the User: Adapting. Empowering. Partnering. Engaging](#)
[The Library in the Life of the User: Engaging with People Where They Live and Learn](#)
[E-Research and Data: Opportunities for Library Engagement](#)


Engaging individuals in context

Understanding what motivates individuals to engage in information environments, defining the expectations researchers have in these environments, and proposing library responses to connect them to library services.

Recent work:

[The Many Faces of Digital Visitors and Residents: Facets of Online Engagement](#)

Principles for Assessment

- Center on users
- Assess changes in programming/resource engagement and other initiatives
- Build on what your library already has done and what you already know
- Use variety of methods to corroborate conclusions
- Choose small number of outcomes
- Do NOT try to address every aspect of library offerings
- Adopt continuous process and make it a part of your daily activities



Image: <https://www.flickr.com/photos/113026679@N03/14720199210> by David Mulder / CC BY-SA 2.0

Steps in Assessment Process

1. Why?
 - Identify purpose
2. Who?
 - Identify team
3. How?
 - Choose model/approach/method
4. Commit!
 - Training/planning

Developing the Question/s

Problem statement

The problem to be resolved by this study is whether the frequency of library use of first-year undergraduate students given course-integrated information literacy instruction is different from the frequency of library use of first-year undergraduate students not given course-integrated information literacy instruction.

(Connaway & Radford, 2017, p. 36)



Developing the Question/s

Subproblems

- What is the frequency of library use of the first-year undergraduate **students who did receive** course-integrated information literacy instruction?
- What is the frequency of library use of the first-year undergraduate **students who did *not* receive** course-integrated information literacy instruction?
- What is the **difference in the frequency** of library use between the two groups of undergraduate students?

(Connaway & Radford, 2017, p. 36)

Image: <https://www.flickr.com/photos/benhosg/32627578042> by Benjamin Ho / CC BY-NC-ND 2.0

Advice from the Trenches:

You are NOT Alone

- “Techniques to conduct an effective assessment evaluation are **learnable**.”
- Always **start with a problem** – the question/s.
- “...**consult** the literature, **participate** in webinars, **attend** conferences, and **learn** what is already known about the evaluation problem.
- **Take the plunge** and just do an assessment evaluation and learn from the experience – the next one will be easier and better.
- Make the assessment evaluation a **part of your job**, not more work.
- **Plan** the process...and **share** your results.”

<http://hangingtogether.org/?p=6790>

(Nitecki, 2017, p. 356)

Image: https://www.flickr.com/photos/steve_way/38027571414 by steve_w / CC BY-NC-ND 2.0

Rust never sleeps – not for rockers, not for libraries



Photo credit: Darren Hauck/Getty Images Entertainment/Getty Images

<http://www.oclc.org/blog/main/rust-never-sleeps-not-for-rockers-not-for-libraries/>

Digging into Assessment Data: Tips, Tricks, and Tools of the Trade



Linda Hofschire, PhD

Director, Library Research Service,
Colorado State Library

TODAY'S PLAN

- Focus on why vs. how

TODAY'S PLAN

- Focus on why vs. how
- The how includes:
 - Research Ethics: consent, privacy, etc.
 - Sampling



WHAT METHOD DO I USE?

- Quantitative vs. Qualitative

WHAT METHOD DO I USE?

	Qualitative	Quantitative
Purpose	Help us understand how and why.	Help us understand what, how many, to what extent.
Sample	Smaller, purposive	Larger, can be purposive or random
Type of data collected	Words, images, objects	Numbers
How data are analyzed	Themes, patterns	Statistics
Results	Descriptive. Not generalizable.	Numeric. Can be generalized to a population depending on sampling.

WHAT METHOD DO I USE?

- Quantitative vs. Qualitative
- Self-report vs. direct observation/
demonstration



SELF-REPORT METHODS

INTERVIEWS

FOCUS GROUPS

SURVEYS

INTERVIEW



FOCUS GROUP



SURVEY



SELF-REPORT METHODS

Interviews	Focus Groups	Surveys
<ul style="list-style-type: none">• Individual, deep dive• Learn about unique experiences that can be investigated in detail• Open-ended responses• Ability to ask follow-up questions• Time-intensive for participant and researcher• Answer questions of how and why		

SELF-REPORT METHODS

Interviews	Focus Groups	Surveys
<ul style="list-style-type: none">• Individual, deep dive• Learn about unique experiences that can be investigated in detail• Open-ended responses• Ability to ask follow-up questions• Time-intensive for participant and researcher• Answer questions of how and why	<ul style="list-style-type: none">• Group perceptions, brainstorm and add to each other's thoughts• Gain varied perspectives• Quicker method than interviews to get multiple opinions/ perceptions• Open-ended responses• Ability to ask follow-up questions• Time-intensive for participant and researcher• Answer questions of how and why	

SELF-REPORT METHODS

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GETTING BEYOND THE SELF-REPORT

CONTENT ANALYSIS
OBSERVATION
DEMONSTRATION

CONTENT ANALYSIS

PIKES PEAK LIBRARY DISTRICT

RESEARCH CYBERSHELF FIND A GOOD BOOK PROGRAMS CLASSES SERVICES ABOUT US

  Catalog  My Account  Research

 Catalog  PPLD.org  eBooks

search

**Colorado Springs Mini
Maker Faire®**



coloradosprings.makerfaire.com

Saturday October 20
10 a.m. - 4 p.m.
Library 21c



**CALL FOR MAKERS,
ARTISTS, AND
MUSICIANS**

Hours / Locations 

Libraries Near You

Enter Zip Code **GO**

- Adult Education
- Business Center
- Creative Services
- Homeschool Hub
- Interlibrary Loan/Request It
- Job Search & Career Tools
- Jobs/Volunteer
- Library Cards
- PPLD Friends
- PPLD Kids
- PPLD Seniors
- PPLD Teens
- Regional History/Genealogy

CONTENT ANALYSIS

Web Tech 2014—Public Libraries

1. Researcher's name:
2. What is the library's FSCS key?
3. Today's date:

Basic Website

4. Does this library have a web presence? Yes (go to #5) No (go to #14)
5. What is the library's web address? _____

Features

6. Does the library offer an email newsletter? Yes No
7. Does the library's website offer a sharing interface? Yes No
8. Does the library have at least one blog that you can find? Yes No
9. What is the date of the most recent blog post you can find?
10. What is the date of the most recent blog comment that you can find? Only go back as far as the 10 most recent posts. N/A—comments off

OBSERVATION



OBSERVATION

Level 1	Level 2 (CASEL)	Level 3
No SEL		
Self-Management	Impulse control/ Self-discipline	Dis-engagement
		Engagement (listening, responsive, on-task, follows directions)
	Self-motivation	Initiative/creativity
		Taking responsibility for self
		Not taking responsibility for self
Relationship Skills	Communication	Interpersonal conflicts
		Affirmation seeking
	Relationship building/ Teamwork	Kind comment
		Unkind comment
		Working together (peer/instructor)
		Friendly chatting or play (peers/instructor)
		Domineering

DEMONSTRATION



DEMONSTRATION

Article	Points	Criteria	Skillful	Developing
Article 1 (Web news article)	Point Distribution		2	1
	2	Choice of appropriate article based on directions	Selected a news article that is long enough and in the appropriate style.	Selected item similar to a news article, that is either too short or a different genre of writing.
	Point Distribution		2	1
	2	Article citation	Gave a complete and accurate citation	Gave a partial citation that pointed to an article, but not a complete citation
	Point Distribution		5 4	3 2
	5	Critically consider a variety of constructions of authority	Evaluates author authority from many perspectives and can fully explain how it applies to a specific context.	Describes author authority from more than 1 aspect, and has some grasp of how it applies.
	Point Distribution		2	1

DEMONSTRATION



METHODS BEYOND THE SELF-REPORT

Content Analysis	Observation	Demonstration
<ul style="list-style-type: none">•Objective, systematic coding of content•Unobtrusive•Uses available data•Time-consuming for researcher•Dependent on consistent interpretation of coding categories		

METHODS BEYOND THE SELF-REPORT

Content Analysis	Observation	Demonstration
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SCENARIO – SPACE REDESIGN



A public library received a grant to redesign the teen space in their main building. Currently the building has two spaces for teens separated by a wall: a YA book collection and a teen computer room. Both rooms are small, and the only place to sit is at the computer workstations. Library staff want to make the area more engaging and are considering adding a makerspace area, but are unsure what the teens in their community want.

SCENARIO – STAFF MORALE



Recently a library director has noticed that staff morale seems low. Staff complain often and lack enthusiasm when interacting with users. She asked a couple veteran staff members about what was going on, but neither staff member was forthcoming. The director is determined to address this problem, but doesn't know where to start.

A decorative graphic on the left side of the slide, consisting of two parallel, wavy vertical lines. The outer line is light blue and the inner line is white, creating a stylized, organic shape.

DATA ANALYSIS

WHAT METHOD DO I USE?

	Qualitative	Quantitative
Purpose	Help us understand how and why.	Help us understand what, how many, to what extent.
Sample	Smaller, purposive	Larger, can be purposive or random
Type of data collected	Words, images, objects	Numbers
How data are analyzed	Themes, patterns	Statistics
Results	Descriptive. Not generalizable.	Numeric. Can be generalized to a population depending on sampling.

DATA ANALYSIS – 3 TIPS

I. Your data analysis plan should guide the design of your data collection instrument.

DATA ANALYSIS – 3 TIPS

2. Clean your data

- Check accuracy of data entry/transcription
- Examine data for outliers, consistency with trends

DATA ANALYSIS – 3 TIPS

3. Documentation is critical.

CODEBOOK/DATA DICTIONARY

Web_Presence	Whether the library has a web presence or not	1=yes, 2=no
Web_Address	Library's website address	
Catalog_Search	Does the library have a catalog search box?	1=yes, 2=no, 0=other
Catalog_Search_Other	Open-ended comments to specify "other" catalog search box availability	
Sharing_Interface	Does the library offer a sharing interface?	1=yes, 2=no, 0=other
Sharing_Interface_Other	Open-ended comments to specify "other" sharing interface availability	
Email_Newsletter	Does the library offer an email newsletter?	1=1 newsletter for all, 2=focused/customizable newsletter, 3=no newsletter, 0=other
Email_Newsletter_Other	Open-ended comments to specify "other" email newsletter availability	
Virtual_Branch	Does the library have a virtual branch?	1=yes, 2=no, 0=other

QUANTITATIVE DATA ANALYSIS

- Frequencies
- Descriptives
- Crosstabs

QUANTITATIVE DATA ANALYSIS - FREQUENCIES

Summer Learning Survey – 500 Respondents

Age of Child Participating in Summer Learning	Frequency of Response	Percent of Response
4	126	25%
5	111	22%
6	98	20%
7	73	15%
8	92	18%

QUANTITATIVE DATA ANALYSIS – DESCRIPTIVE STATISTICS

Age of Child Participating in Summer Learning

Mean	Median	Mode	Maximum	Minimum
5.79	6	4	8	4

QUANTITATIVE DATA ANALYSIS – DESCRIPTIVE STATISTICS

Age of Child Participating in Summer Learning

Mean	Median	Mode	Maximum	Minimum
5.79	6	4	8	4



"Average" Response



Middle Response



Most Common Response

QUANTITATIVE DATA ANALYSIS – FREQUENCIES

After participating in summer learning, my child's...	All respondents
Enjoyment of reading increased.	49%
Reading skills increased.	49%
Reading by choice increased.	54%

QUANTITATIVE DATA ANALYSIS – CROSSTABS

After participating in summer learning, my child's...	All respondents	Families participating in SL for the first time	Families with children ages 4-6
Enjoyment of reading increased.	49%	61%	59%
Reading skills increased.	49%	59%	59%
Reading by choice increased.	54%	61%	60%

QUALITATIVE DATA ANALYSIS

1. Transcribe
2. Organize
3. Code for patterns/themes
4. Validate coding

QUALITATIVE DATA ANALYSIS - EXAMPLE

- Interviews – staff appreciation
- Coding categories:
 - Informal Thank You
 - Financial Reward
 - Formal Recognition from Director
 - Celebration

STAFF APPRECIATION INTERVIEWS - FREQUENCIES

Category	Number of responses
Informal Thank You	6
Financial Reward	3
Formal Recognition from Director	2
Celebration - Pro	3
Celebration - Meh	2
Celebration - Con	2

STAFF APPRECIATION INTERVIEWS - CROSSTABS

Position	Informal Thank You	Financial	Celebration	Formal Recognition from Director
Shelver				
Shelver				
Clerk				
Clerk				
Librarian				
Librarian				
Supervisor				
Supervisor				

STAFF APPRECIATION INTERVIEWS - CROSSTABS

Position	Informal Thank You	Financial	Celebration	Formal Recognition from Director
Shelver	X		Meh	
Shelver	X		Pro	X
Clerk	X		Con	
Clerk	X		Pro	
Librarian		X	Meh	
Librarian		X	Meh	
Supervisor	X	X	Con	
Supervisor	X		Pro	X

References

- Connaway, L. S., & Radford, M. L. (2016).
Research methods in library and information science (6th ed.). Santa Barbara: Libraries Unlimited.
- Nitecki, D. (2017). Assessment evaluations. In L. S. Connaway & M. Radford, *Research methods in library and information science* (6th ed.). Santa Barbara: Libraries Unlimited.

Thank you!

Questions and Discussion

#libdata4impact

Linda Hofschire

Director, Library Research Service,
Colorado State Library

Hofschire_L@cde.state.co.us

Lynn Silipigni Connaway

Director, Library Trends and User Research
OCLC Research

connawal@oclc.org

[@LynnConnaway](https://twitter.com/LynnConnaway)

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For more information: <https://www.webjunction.org/news/webjunction/webinar-series-research-assessment.html>



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