Today’s Agenda

- Outcome Measurement Guidelines
- Planning
- Alternative Methods
- Focus Groups
- Announcements / Q&A

Emily Plagman
Manager, Impact & Advocacy
Public Library Association

Holt Zaugg
Assessment Librarian
Harold B. Lee Library
Brigham Young University
Do you conduct surveys in your library?

Raise Hand
Why are you interested in alternative data collection methods?

Share in the chat
Project Outcome’s Outcome Measurement Guidelines

Emily Plagman
Manager, Impact & Advocacy
Public Library Association
What is Project Outcome?

It’s FREE!

Outcome Measurement Made Easy

Resources and Tools to Create Surveys and Analyze Outcome Data at Your Library

SIGN UP

144,074
Responses collected through our surveys

1,157
Libraries that have created surveys

www.ProjectOutcome.org
Project Outcome Toolkit

Access to:

▪ Quick & simple surveys
▪ Easy-to-use survey tool
▪ Custom data reports
▪ Interactive data dashboards
▪ Resources & training

It’s FREE!

www.ProjectOutcome.org
Training Resources

- Getting Started
- Surveys
- Data Collection
- Data Analysis
- Taking Action
- From the Field

www.ProjectOutcome.org
Training Resources

From the Field

- On-Demand Webinars
- Case Studies
- Outcome Measurement Guidelines
- Participating Libraries
- How We Compare
- Meet the Task Force
- Regional Training Opportunities
Outcome Measurement Guidelines

Additional support for outcome-focused data collection

Guidelines
The Outcome Measurement Guidelines are designed to help guide and support libraries with any of the following:

- Developing their own outcome measures;
- Implementing data collection methods other than the existing Project Outcome standardized surveys;
- Measuring outcome data over time; and,
- Developing strategies for working with partners on outcome measurement projects (e.g. contributions to community development goals).

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[www.ProjectOutcome.org](https://www.ProjectOutcome.org)
Outcome Measurement Guidelines

Designed to help guide & support libraries with:

- Developing their own outcome measures
- Implementing data collection methods
- Measuring outcome data over time
- Developing strategies for working with partners on outcome measurement projects

www.ProjectOutcome.org
Outcome Measurement Guidelines

Designed to help guide & support libraries with:

▪ Developing their own outcome measures
▪ Implementing data collection methods
▪ Measuring outcome data over time
▪ Developing strategies for working with partners on outcome measurement projects

Other Guidelines topics covered throughout 2018

www.ProjectOutcome.org
Alternative Data Collection Methods

When to use alternative methods

Using an alternative measurement type other than a survey to capture outcomes may be a better choice in certain instances. Examples include trying to capture patron knowledge or behavior change when using services that may not involve any kind of staff intervention, such as an interactive display or self-directed use of a 3-D printer. Or, library staff may want a more detailed account of the type of behavior change a patron has made. In these, and many other cases, library staff will have determined that a single survey will not provide enough information about the outcomes needed to be measured and that another method will be necessary.

With a vast number of ways to collect outcomes, it may be overwhelming to identify what type of measurement methodology to use. There are various types of data collection techniques that can be used for different learning goals, partnership objectives, time limitations, staff expertise, and a number of other variables that make the decision-making process complex. Fortunately, research already exists on many types of measurement, as outlined in the tables below. Please refer to the Developing Outcome Measures section of the Outcome Measurement Guidelines for additional support on developing the questions themselves.

What methods to use

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Cross-Sectional Surveys</td>
<td>A set of survey questions administered by paper/online/interview that are the same for all respondents. This is the Project Outcome survey model.</td>
</tr>
<tr>
<td>Pre-Post Survey</td>
<td>Two sequential surveys designed to assess outcomes by analyzing change in patron ratings of outcome levels conducted before and after they participate in a program or receive a service.</td>
</tr>
<tr>
<td>Skills Test</td>
<td>Exercises designed by experts to measure competency of patrons.</td>
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<tr>
<td>Behavior Observation</td>
<td>Staff or consultant watching progress made by patron.</td>
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Why Alternative Data Collection Methods?

Using an alternative measurement method (other than a survey) to capture outcomes may be a better choice in certain instances.
Emily Plagman
Manager, Impact & Advocacy
Public Library Association
Planning

- Community needs
- Library goals
- Learning goals
- Desired outcomes
- Time limitations
- Staff expertise
- Partnership objectives
Desired Outcomes

**Outcome Questions Ask:**
- Changes?
- Effects?
- Impacts?

**In/On:**
- Knowledge/Understanding
- Confidence
- Skills
- Attitudes/Opinions
- Behaviors/Actions
- Status/Condition
## Online Resources

### Getting Started
- Project Outcome 101
- Tutorial Videos
- Instructional Guides for States & Groups
- Outcome Measurement Process
- What is Outcome Measurement?
- Outcome Measurement Continuum
- Successful Implementation

### Surveys
- Preview Surveys
- Additional Survey Questions
- Choosing the Right Survey
- Survey Background
- Writing Open-Ended Survey Questions

### Data Collection
- Data Collection Roadmap
- Data Collection Team
- Building Internal Support
- Survey Best Practices
- How to Talk to Patrons
- Following Up with Patrons
- Informed Consent
- Sample Size
- Terminology List

### Data Analysis
- Maximize Your Results
- Analyzing Qualitative Data
- Framing Survey Results

### Taking Action
- Good Practices for Communicating Data
- Creating a Message Framework
- Advocacy Tips
- Advocacy Resources

### From the Field
- Feedback Form
- On-Demand Webinars
- Case Studies
- Outcome Measurement Guidelines
- Speaker Wall of Fame
- Participating Libraries
- How We Compare
- Meet the Task Force
- Regional Training Opportunities

[www.ProjectOutcome.org](http://www.ProjectOutcome.org)
Informed Consent

Guidelines for obtaining informed consent for evaluation and assessment

Guidelines

When it comes to protection of research subjects and informed consent, there is an important distinction made between evaluation/assessment and research. Evaluation/assessment data are used internally and often to improve the program which directly benefits participants, so the risks to participants are exceedingly minimal. Research data are intended to be shared widely (journal articles, thesis/dissertation publications, conference presentations, and theory building) and may or may not feed back into improving the program for participants. Therefore, research poses a slightly increased risk and requires more stringent protections.

For research projects, the researcher will be responsible for obtaining approval from their Institutional Review Board (IRB). The IRB requirements are almost always more stringent than what the library would have in place for evaluation/assessment, so a library is typically comfortable simply following the IRB requirements. The library will likely need to provide a letter as part of the IRB review process indicating that they are willing to participate and that the library doesn't have its own IRB in place. Many schools and some museums do have their own IRBs, so researchers and universities often think public libraries might have them as well, but this is rarely the case.

If working with an external evaluator for evaluation/assessment data, they might have their own IRB. This is common if the evaluator is affiliated with a university or does many federally-funded projects. If the evaluator is going to get approval from their IRB, the library can be confident in simply following those requirements.

If the library is gathering evaluation/assessment data itself or is working with an external evaluator who doesn't have an IRB, the following guidelines may be useful.
Emily Plagman
Manager, Impact & Advocacy
Public Library Association

Alternative Data Collection Methods
Alternative Methods

- Pre-Post
- Skills Test
- Behavior Observation
- In-person Interview
- Focus Group
Pre-Post Tests

What is a pre-post test?
Two sequential tests designed to assess outcomes by analyzing change in patron ratings of outcome levels conducted before and after they participate in a program or receive a service.

Ideal for:
- Programs designed to teach a shorter-term outcome
- Services with an intended learning component
Pre-Post Tests

Examples

- Measure basic computer competency before and after class
- To capture an increase or decrease in reading levels
- Understand attitudinal change that occurs during a community forum
Pre-Post Tests

Timeline
Just before and just after the program or service.

Quantitative Data
- Closed-ended questions
- Knowledge or skills
- Questions are repeated to assess change

Qualitative Data
- Open-ended comments to assess whether opinions or knowledge have changed
Pre-Post Tests

Benefits
- Isolate impact from external influences
- Concrete data demonstrating impact

Challenges
- Patrons have different starting points and different capacities for learning
- Patrons need to complete both tests for accuracy
**Alternative Methods**

- ✓ Pre-Post
- ❑ Skills Test
- ❑ Behavior Observation
- ❑ In-person Interview
- ❑ Focus Group
Skills Tests

What is a skills test?
Competency testing for patrons, usually designed by experts; pre-post testing may also be applied for skills to assess program impact.

Ideal for: Groups of patrons who participate in a program designed to improve a skill
Skills Tests

Examples

▪ Measure ability to use a database
▪ Determine if teens are able to use a 3D printer
▪ How well someone can speak English following an ESL class
Skills Tests

Timeline
Measuring immediately following the class or program designed to improve the skill is important for assessing the impact of the curriculum. Longer-term follow-ups can be designed to measure retention of materials presented during a program.

Quantitative Data
- Closed-ended questions to establish competency on specific tasks

Qualitative Data
- Open-ended questions asking for ways to improve for future groups
Skills Tests

Benefits
- Less time & data storage
- Can be pass/fail

Challenges
- Not collecting whole picture
- Difficult to gather context for deficiencies or future improvements
Alternative Methods

✓ Pre-Post
✓ Skills Test
❑ Behavior Observation
❑ In-person Interview
❑ Focus Group
Behavior Observation

What is behavior observation?
Staff or consultant watching progress made by patron.

Ideal for:
- Groups who seem unlikely to complete surveys or spend time giving other kinds of feedback
- Interactive library displays that do not require staff interaction
Behavior Observation

Examples

▪ Caregiver singing with child(ren) during Storytime
▪ A patron’s interaction with passive library display
▪ Patron-to-patron conversation during a community program
Behavior Observation

Timeline
Performed during the program or, if appropriate permission has been obtained, from recordings or videos of the program as soon as possible after the event is held.

Quantitative Data
- Core items to be observed

Qualitative Data
- Patron comments
Behavior Observation

**Benefits**
- Minimal cooperation from patrons

**Challenges**
- Training & preparation
- Avoiding interpretation & opinions
- Staying neutral
- Consistency across observers, programs
Alternative Methods

- ✓ Pre-Post
- ✓ Skills Test
- ✓ Behavior Observation
- ❑ In-person Interview
- ❑ Focus Group
In-person Interview

What is an in-person interview?
Set of pre-set questions asked to a patron, follow-up questions may vary by person according to response.

Ideal for: Groups of people who provide high-value information needed to revise and evaluate programs.
In-person Interview

Examples

- After a patron completes a job search seminar
- To ask attendees about the effectiveness of a small business series
- Following the conclusion of a teen mentoring program
In-person Interview

Timeline
Due to the considerable time and resources needed to conduct in-person interviews, this methodology should be reserved for data that needs infrequent updates, for example, annual assessments or evaluations.

Quantitative Data
- Closed-ended question types
- Skip logic can be used to minimize burden & stay relevant

Qualitative Data
- Open-ended comments; often recorded for transcription
In-person Interview

Benefits
- Increase response rates
- Establish trust
- Improve data quality
- Can use multiple techniques

Challenges
- Training
- Time consuming
- Sensitivity
- Privacy
Why a Focus Group

<table>
<thead>
<tr>
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<th>For NOT Using</th>
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<tr>
<td>o Collecting general background</td>
<td>o Seeking consensus</td>
</tr>
<tr>
<td>o Stimulating ideas &amp; comments</td>
<td>o Discussing sensitive information</td>
</tr>
<tr>
<td>o Evaluation (program, product or service)</td>
<td>• Confidentiality concerns</td>
</tr>
<tr>
<td>• Identifying problems</td>
<td>o Emotionally charged environment or conflict in group</td>
</tr>
<tr>
<td>• Generate impressions</td>
<td>• Strong vs weak participants</td>
</tr>
<tr>
<td>• Design or modification</td>
<td>• Bias/Comments influences others</td>
</tr>
<tr>
<td>o Help understand previous results</td>
<td>o Moderator does not have locus of control</td>
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<tr>
<td>o More input in shorter time</td>
<td>o Other methods produce better data</td>
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Planning for a Focus Group

- Scope
- Questions
- Participants
- Consent
- Interview Methods
- Analysis
- Utility Triangle
Scope

- Define the issue
  - What do you want answered?

- Understand and define the study’s parameters
  - time limits
  - geographic limits (e.g., all vs. part of the library)
  - focus of the study: people (who) or things (what)

- Will you provide broad descriptions or group comparisons?

- What are the past trends and patterns?
Questions

- What do you want to know after data is collected?
  - Ask the question – be specific
  - One question per question

- Secondary Questions
  - Tell me more about X?
  - Where else has this happened?
  - When did this happen?
  - What is a specific example?

- Is reverse of question implied or not?
  - Implied: don’t need to ask
  - Not implied: ask reverse question
    - i.e. In what ways are you able/unable to participate in this activity?
Questions

- **Open-Ended**

- **Avoid**
  - Questions starting with a verb (Is, Are, Will, Do, Have, etc.)
  - Leading/Biased
  - Slang
  - Organization-specific Terms

- **Three types of Formats**
  - Scripted – set questions in specific order
  - Modified Scripted – can paraphrase questions & change order
  - Free form – General topic & questions asked as conversation goes
Bias

- Cultural
  - Differences in use of words, descriptions, history, etc.
  - Requires sensitivity to potential participants

- Gender
  - Consider using gender neutral terms (one) or plural (their) unless there’s a specific reason

- Researcher
  - Includes personal & previous experience(s)
  - Pilot or co-researchers to identify unseen bias
Participants

1. Total number of participants
   - Smaller group = time for more in-depth responses (8-12)
   - Limited by time, cost, & willingness to participate

2. Point of saturation
   - Start hearing same experiences

3. Choice of participant
   - Homogeneous or heterogeneous group of interviewees
   - Selection method – volunteer, purposeful choice
Consent

○ How will consent be obtained?
  • verbal consent (record)
  • consent form (read & sign)
  • Parent/Guardian consent (under legal age)

○ Data Collection – e.g. video recording
  • Participant has right to say how & where special data be used
  • Video shows non-verbal & who is talking
Interview Methods

- Start with background questions
  - Ask about interviewee to ease into answering questions
- Allow time for thinking before responses
  - Be OK with silence
- Ask, don’t read questions
  - Eliminate if answered
- Use active listening
  - Posture, nods, & positive verbal comments
- Always record – sometimes twice
  - Camera focuses on interviewee, not researcher – note taker
- Comfortable, private, & quiet location
Analysis

- To transcribe or not
- Explore programs (i.e. Dedouse, AtlasTI, Spreadsheet)
- Setting codes
- Number of coders
- Review recordings may need more than one iteration
Utility Triangle

Interviewees
- Not all are equal
  - Experience or expertise differs
- Length of response may vary by question
- Recognize personalities of interviewees

Time
- How long to collect & analyze data
- Total time – depends on participants
- Remain within time limit
  - Stop asking questions if out of time
- Transition time for back to back
- Transcription time
  - 3 or 4 min. transcription to 1 min. recording

Questions
- Open-ended
- Ask instead of read questions
- Omit if response given or time is short
- Ask secondary question to clarify
Final Thoughts

- Learn from others
- Explore options
- Develop your skill/capacity
- Use pilots/prototypes/practice
- Review recordings
Emily Plagman
Manager, Impact & Advocacy
Public Library Association
Visit Outcome Measurement Guidelines

**Outcome Measurement Guidelines**

Additional support for outcome-focused data collection

**Guidelines**

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- Measuring Outcomes, Strengthening Nonprofits  
- Reading Outcomes Framework Toolkit: The Reading Agency | - Project Outcome Case Study: Combining Outcome Measures  
- Charlotte Mecklenburg Library’s |
Save the Date!

Outcome Measurement Guidelines Webinar Series

October 17, 2018, 1:00 PM Central Time

Benchmarking & Longitudinal Studies: How to Measure Outcome Data Over Time

www.ProjectOutcome.org
What’s Next: Ready, Set, Measure!

- Register for FREE at [www.projectoutcome.org](http://www.projectoutcome.org)
- Tutorial videos to help you get started
- Case studies to learn more about libraries taking action
Now Available! PLA Interest Groups

Find your niche. Groups, discussions and networks

Grow your career. Online education and resources

Share your expertise. Ways to give back and volunteer

https://connect.ala.org/pla/home
Become a Data Guru

DATA PATHWAYS

ABOUT
The EL Team, under the advisement of project leaders, created this resource guide of pathways for public library staff, administrators, and managers to gain the skills necessary for working with library assessment data.

Learn More

THE PURPOSE
As library professionals it has become increasingly important to be able to gather, analyze, and communicate data in order to navigate a data-rich world and make data-driven decisions related to funding, policies and other resources needed to support the communities we serve.

Learn More

THE AUDIENCE
This project is intended to serve the needs of all library staff including but not limited to librarians, assistants, clerks, aides, pages, managers and administrators.

Learn More

https://ripl.lrs.org/data-pathways
Book a Regional Training!

Includes:

- Full-day, in-person workshop (60 ppl max)
- Expert trainer
- Workshop materials
- Quarterly online forums exclusively for regional training participants
- Interested? Email: info@projectoutcome.org
Questions?

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