

Evaluation Research Crash Course

ALA

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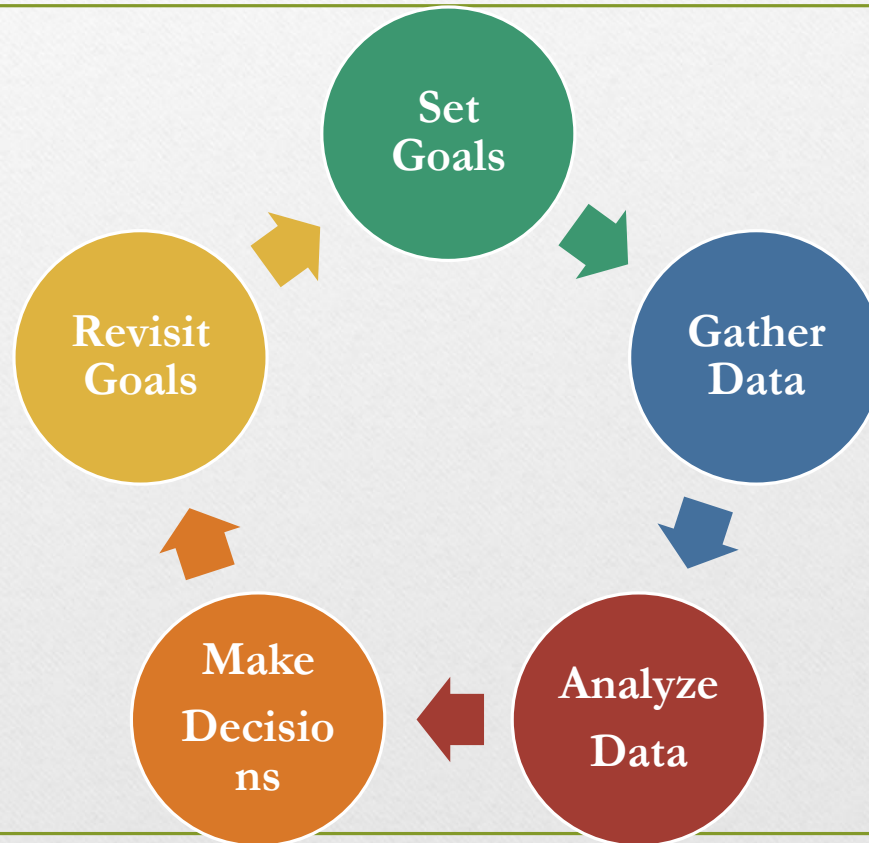
Laura Saunders

Today's Goals

- Understand the role of assessment, evaluation, and data in decision making and communicating value
- Develop a basic understanding of how to create and implement research methods such as surveys and focus groups for data collection, and how to use existing data sources
- Learn how to analyze data and present it for maximum impact

What Is Evaluation Research?

Assessment for Action



Why Evaluate?

- Continuous improvement
- Informed decision-making
- Accountability
- Demonstrating value

Setting Up a Study

What Do You Want to Know?

The Research Question

Quality

Efficiency

Satisfaction

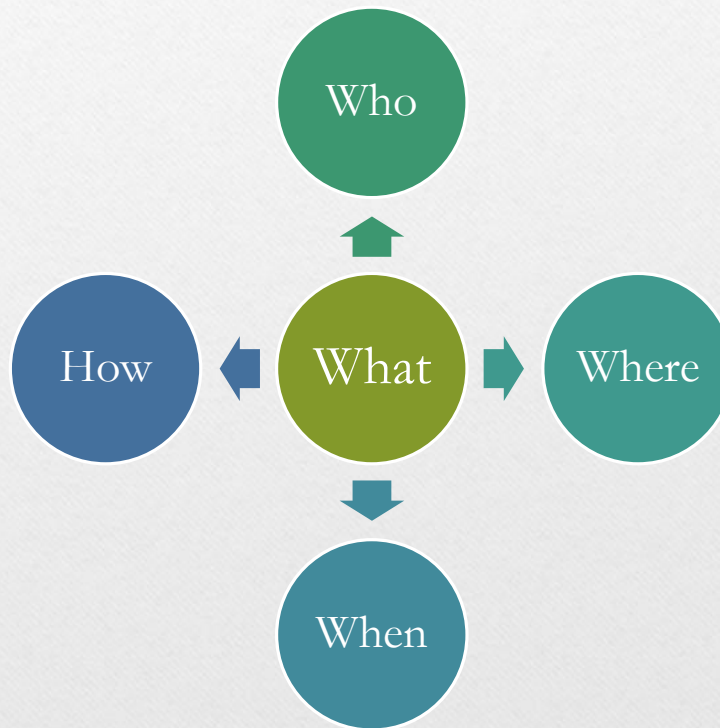
- What Do You Want to Know?

Effectiveness

Value

Success

Logical Structure



Populations & Samples

- Population
 - The entire community under study
- Sample
 - A purposeful selection of that population
 - Random
 - Stratified Random
 - Quota
 - Snowball
 - Convenience





Surveys

Surveys

Characterized by:
consistency of
format and
delivery

- Elicits information
 - Factual,
 - Opinion,
 - Knowledge,
 - Awareness
 - A mix

Types of Questions: Content

- Demographics
- Facts/knowledge
- Opinion/ Attitude
- Self-perception
- Standards of action
- Past or present behavior



Survey Creation

- Four Rules
 - Be Clear
 - Be Concise
 - Be Objective
 - Be Specific
- Three Steps
 - Identify your objectives
 - Develop relevant questions
 - Test your instrument

Types of Questions: Structure

- **Dichotomous**
 - Two possible responses (yes/no; true/false)
- **Multiple Responses**
 - Choose one
 - Choose all that apply
- **Level of Measurement**
 - Rank order
 - Scale questions
- **Open Ended**
 - Free response

Survey Questions: Common Pitfalls

- Double-barreled questions
 - Are you satisfied with resources and services?
- Loaded/leadings questions
 - Do you think the new library has better resources than the old one?
 - How do you feel about the new library compared to the old one?

Survey Questions: Common Pitfalls

- Use of jargon/technical language
 - If you must use technical language, offer a definition
- Making assumptions
 - How often do you use the library?
- Not providing context/background information
 - Is public funding adequate?
- Biased Questions
- Ambivalent Language

Surveys

Advantages

- Can take larger samples
- Faster analysis
- Consistent
- Lends itself to sampling and statistics

Disadvantages

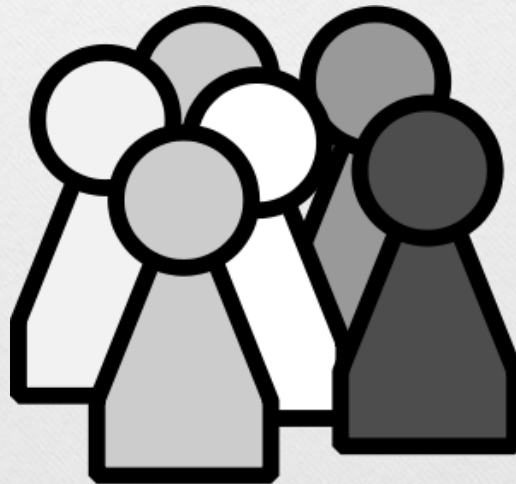
- Low response rates
- Survey burnout
- Can't probe deeper/follow-up
- Misinterpretation of questions

Surveys: Tell Us *What* But Not *Why*

(surveys) are like bikinis. What they reveal is interesting, but what they conceal is essential.

-Kenneth Boulding

Focus Groups



Planning & Preparation

- Defining purpose
- Guiding questions
 - Open-ended
- Recruitment/sampling

Planning & Preparation

Roles

- Facilitator
- Recorders, & observers
- Participants

Logistics

- Dates & times
- Space
- Recording

Setting the Tone

- Expectations
- Respect
- Participation
- Appreciation



Post-Group

- Debrief
- Write up notes/impressions immediately



Analysis

Making Sense of Data

Quantitative Analysis (Close-ended Surveys)

Descriptive Stats

- Frequency counts
- Percentages
- Proportions
- Ratios
- Cross-tabs

Inferential Stats

- Correlations
- Differences in groups
- Significant differences
- Hypotheses

Qualitative Analysis (Open-Ended Questions)

- Multiple readings
- Coding
- Patterns and Themes

2 Classe 5.2

A.B.C.		A.B.C.	
4.1	4.1	5.2	4.1
+	4.2 Es soll telegraphiert werden.	+	4.2
+	4.3	+	4.3 Hier ist nichts mehr zu berichten.
+	5.1	+	5.1
+	5.2	+	5.2 Was Neues?
+	5.3	+	5.3
4.2	4.1	5.3	4.1
+	4.2 Die Depesche soll aufgenommen werden.	+	4.2
+	4.3	+	4.3 Die Leitern sollen geteilt werden, um (den) ...
+	5.1 Der nächste Telegraph nimmt jetzt eine Depesche auf.	+	5.1
+	5.2	+	5.2
+	5.3	+	5.3
4.3	4.1	4.1	4.1
+	4.2	+	4.2 Es arbeiten beide Telegraphen.
+	4.3	+	4.3 Es arbeitet der Obertelegraph.
+	5.1	+	5.1 Es arbeitet der Untertelegraph.
+	5.2	+	5.2 Es arbeitet der Probil. (Bist du bereit?)
+	5.3	+	5.3
5.1	4.1	4.2	4.1
+	4.2	+	4.2 Den beiden ist unendlich.
+	4.3	+	4.3
+	5.1	+	5.1
+	5.2	+	5.2
+	5.3	+	5.3

* Mittele der Zentrale wurde der Zweite telegraphiert. Bei 1) im 20. im Zweite.
** wurde der Zweite aufgenommen bei.

Conclusions & Feedback

- What does it all mean?
- What have we learned?
- What action can we take?
- Who needs to know?

Thank you!

Questions???