Embedding Evaluation in Libraries

DATA ANALYSIS

EMBEDDING Evaluation

Preparing for data analysis

- Organize data
- Clean data
- Identify data types collected

Organize data

Indexing	Compile a list of every data source for your evaluation
Transcription	Convert audio recordings to text and handwritten notes to digital
Data entry	Enter handwritten surveys and observation rubrics into an online survey form
Storage	Store your list and all data in a shared folder

Clean data

Data entry	**Transcription**
Check data entry by verifying accuracy for 10% of surveys and rubrics	Check transcription by reviewing all audio transcripts and all handwritten notes

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Identify data types

Quantitative
- Numerical data
- Categorical data

Qualitative
- Open-ended responses
- Transcripts and notes

Library Evaluation 101:
Preparing for Data Analysis

www.libraryeval.org

Numerical data

25 31 𝍢 𝍢

12 42 𝍢 IIII

Categorical data

18-24 25-34 35-44 45-54 55-64 65-74 75-84 85+

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

Quantitative data analysis

Descriptive Statistics — Range, Frequency distribution, Mean, median, mode

Comparisons — Crosstabs, Subgroup analysis

Open-ended responses

Review — Read (and re-read) responses to identify key ideas

Code — Organize responses into categories that reflect key ideas

Open-ended responses

Review — Read (and re-read) responses to identify key ideas

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Open-ended responses

- **Review** — Read (and re-read) responses to identify key ideas
- **Document** — Record the definitions of the categories in a codebook
- **Code** — Organize responses into categories that reflect key ideas
- **Calculate** — Count responses in each category and analyze as categorical data

Transcripts and notes

- Read (and re-read) data to identify themes
- Label segments of text with thematic codes

Right, so this was my first time taking a class at the library…I didn't know what to expect, really…I mean, **I'm here a lot to check out books and for story time and all that. Mostly for kids' stuff, you know?** But the class was…for me. I even left my kids at home! And it was cool…because…actually…**I knew a couple of other people in the class. Well, I don't really KNOW them…but…you know, I see them in the children's area and we say hello. And so it was nice to be in class together too…because we'd talk and…help one another**. I mean, the instructor helped too, of course. Especially when I had to miss a session…**with the class starting at 5:30, I just couldn't always get the kids fed and set for the evening and all that…and still make it…to the library**. But, it was a great class and I learned…I learned so much. Yep. A lot.

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Using other library services

Knowing other students

Class scheduling

Transcripts and notes

- Read (and re-read) data to identify themes
- Label segments of text with thematic codes

Transcripts and notes

- Read (and re-read) data to identify themes
- Label segments of text with thematic codes
- Use a data display matrix to compare and contrast segments of data

Code: **Knowing other students**	
Data source	Excerpt

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Interview transcript: Participant 4	And it was cool…because…actually…**I knew a couple of other people in the class. Well, I don't really KNOW them…but…you know, I see them in the children's area and we say hello. And so it was nice to be in class together too…because we'd talk and…help one another**. I mean, the instructor helped too, of course.

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Interview transcript: Participant 4	And it was cool…because…actually…**I knew a couple of other people in the class. Well, I don't really KNOW them…but…you know, I see them in the children's area and we say hello. And so it was nice to be in class together too…because we'd talk and…help one another**. I mean, the instructor helped too, of course.
Interview transcript: Participant 7	It seemed like a lot of people in the class…well, I don't know about a lot…but. **It seemed like people sort of knew each other? I mean, I didn't know anyone. So, that was sort of…awkward**…I guess. I just mostly did my own thing.
Interview transcript: Instructor	I love teaching at the library, specifically…because of the…community aspect, I guess. You know? People here know each other…it's not like when I teach at [name of community college]. Not at all. There…everyone is…they're strangers, basically. But with the library…classes…it's great. **The students all know each other and they just, sort of, naturally work in groups…and help…work together and help each other.** It makes the class really good.

Thank You!

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RebeccaTeasdale & Associates LLC

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LIBRARY RESEARCH SERVICE

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COLORADO
Department of Education
Colorado State Library

SLNC State Library of North Carolina

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