

Alternative Methods & Tools

If providing a program evaluation for users is ineffective, not possible, or otherwise unsuccessful, responsible parties may acquire the data by conducting a short written or verbal survey at each event, or by having participants providing their school status at sign-in. However, a verbal survey or sign-in sheet compromises the privacy rights of library users, so these courses of action should only be utilized if there is no other viable option.

Analysis of Evidence (Data Plan)

The data from this assessment can be considered after each TAB activity, but it will be most effective at the end of the school year, at which time the data from all of the events can be organized into one all-encompassing data package. The data will be quantitative, so the responsible parties will compile the data into a spreadsheet using Microsoft Excel or a similar program. They will then prepare the information for presentation in the form of a chart. The responsible parties, with the assistance of the Library Director, will analyze the information and deem the outcome met or determine further action to be taken until the outcome has been met. Files containing data will be housed on the PCL server, and responsible parties and/or the Library Director may house print copies of data reports.

How Assessors Will Know the Outcome Has Been Met

This outcome will be fulfilled when events and activities coordinated by the TAB are attended by an equal distribution of middle school, high school, and homeschooled students. There should be a more prominent amount of students from the two area

public schools, Pittsford Mendon and Pittsford Sutherland. It is acceptable to have a lower representation of area private school and homeschooled students.

Result Scenarios and Decision-Making Indicators

If this outcome is met or exceeds expectations, responsible parties will continue to foster the connection with students from each educational institution. If the outcome is not met, responsible parties will increase efforts to connect to underrepresented groups through teachers from those institutions, appeal to students through social media applications, and consider alternative methods for attracting students from the appropriate schools. Alternative methods may include print marketing campaigns or other tools deemed appropriate by responsible parties.

Recommendations for Reporting

Responsible parties will report data collected from this assessment in a document that illustrates the data, which should be largely quantitative. This data should be presented within one month of assessment to the Library Director, who will determine what additional action, if any, should be taken as a result of the data.

If the outcome is met or its success exceeds expectations, the Young Adult and Special Projects Librarians will report the assessment data to library stakeholders. This information should be presented after the assessment period, to demonstrate the success in meeting the objective. Creating a sense of community for teenagers that extends beyond school divisions is important to the continued livelihood of the Pittsford community, and should be reported to library stakeholders if the outcome is successfully met.

Responsible Parties

The evaluations will be developed, distributed, and analyzed by the Young Adult Librarian and the Special Projects Librarian. The Young Adult Librarian will lead the assessment, and the Special Projects Librarian will assist. The Library Director will oversee all operations of this assessment, analyze data, and, when appropriate, assist with execution.

Timeline

All time estimates are represented in collective hours of librarian work. Responsible parties must complete each week's tasks before moving on to the following week's tasks. The timeline for this outcome assumes that there will be three TAB events at PCL in the first school year of TAB deployment. For purposes of specificity, this timeline will assume that the events are in December, February, and April. This timeline indicates the first year of TAB deployment; beyond this period, responsible parties may add events and/or hold them at different times.

December

- Week Two:
 - Prepare evaluation and make copies for distribution at December event (2 hours)
 - Distribute evaluations to participants of December event (1 hour)

January

- Week One:
 - Input evaluation data and analyze findings (3 hours)
 - Report findings to Library Director (1 hour)
 - Adjust evaluation and event planning based on analysis (2 hours)

February

- Week Two:
 - Prepare evaluation and make copies for distribution at February event (2 hours)
 - Distribute evaluations to participants of February event (1 hour)

March

- Week One:
 - Input evaluation data and analyze findings (3 hours)
 - Report findings to Library Director (1 hour)
 - Adjust evaluation and event planning based on analysis (2 hours)

April

- Week Two:
 - Prepare evaluation and make copies for distribution at February event (2 hours)
 - Distribute evaluations to participants of February event (1 hour)
- Week Three:
 - Input evaluation data and analyze findings (3 hours)
 - Report findings to Library Director (1 hour)
 - Adjust evaluation and event planning based on analysis (2 hours)

Outcome

YA events at PCL will have at least 35 participants aged 13-18 within the first year of TAB activity.

Target Audience

The target audience of this assessment is the young adult community of Pittsford, specifically library users and nonusers aged 13-18. This demographic is particularly important to assess for this outcome because they are the group most impacted by the TAB. Additionally, PCL hopes to engage this audience in library services to create lifelong library users.

Methods & Tools for Evidence Collection

This data for this assessment will be collected through evaluations that participants complete at the end of each event coordinated by the TAB at PCL. The one-page evaluation will provide feedback, demographic information, and a participant count, while preserving anonymity.

Recommendations for Pilot Assessment

The pilot assessment for this outcome will involve encouraging young adults to attend the event by any means devised by the responsible parties. This involves ensuring that each aspect of the marketing campaign is

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If it is not possible to ensure that each participant completes an evaluation, responsible parties may choose to personally perform a count of participants. Alternatively, responsible parties may have participants sign in upon arrival to each

event. However, this may compromise the privacy of library patrons, and should only be used when no other alternatives are feasible.

Analysis of Evidence (Data Plan)

The data for the assessment of this outcome should be quantitative, and thus organized in a spreadsheet and presented in the form of a chart, using Microsoft Excel or a similar program. Responsible parties can consider the data from each event in order to adequately plan for the following events, but it will also be assessed as a whole at the end of each school year. This assessment is a major indicator of the success of the TAB and its efforts, and should be considered on an individual scale as well as on a larger scale that includes the activities of the entire school year.

How Assessors Will Know the Outcome Has Been Met

This outcome will be met when the average attendance for young adult events developed by the TAB is at least 35 students aged 13-18. This average will be developed from attendance at all events from one school year.

Result Scenarios and Decision-Making Indicators

If the assessment reveals that the outcome is met or exceeds expectations, responsible parties will maintain connections through planning and marketing endeavors, such as print advertisements and social media applications.

If the assessment reveals that the outcome is not met, responsible parties will continue to pursue planned marketing strategies to an increased extent. If this yields no results, responsible parties will re-evaluate marketing strategies and consider alternative tools.

Recommendations for Reporting

Responsible parties will report data collected from this assessment in a document that illustrates the data, which should be largely quantitative. This data should be presented within one month of assessment to the Library Director, who will determine what additional action, if any, should be taken as a result of the data.

If the outcome is met or its success exceeds expectations, the Young Adult and Special Projects Librarians will report the assessment data to library stakeholders. This information should be presented after the assessment period, to demonstrate the success in meeting the objective. Demonstrating strong attendance at young adult activities will indicate to stakeholders that the TAB is an effective use of PCL resources, funding, and staff time.

Responsible Parties

The assessment of this outcome will be developed, conducted, and analyzed by the Young Adult Librarian and the Special Projects Librarian. The Young Adult Librarian will lead the assessment, and the Special Projects Librarian will assist. After the TAB is functioning, members may share in the responsibilities of making sure the outcome is met. The Library Director will oversee all operations of this assessment and analyze data.

Timeline

All time estimates are represented in collective hours of librarian work. Responsible parties must complete each task set before moving on to the following set. The timeline for this outcome assumes that there will be three TAB events at PCL in the first school year of TAB deployment. For purposes of specificity, this timeline will

assume that the events are in December, February, and April. This timeline indicates the first year of TAB deployment; beyond this period, responsible parties may add events and/or hold them at different times.

December

- Week Two:
 - Count evaluations and input attendance data (<1 hour)

February

- Week Two:
 - Count evaluations and input attendance data (<1 hour)

April

- Week Two:
 - Count evaluations and input attendance data (<1 hour)
 - Compile data into assesment report; present results to Library Director (2 hours)

Outcome

PCL will reach a substantial amount of community members through the library web page and social media applications.

Target Audience

The primary target audience for this outcome is the young adult community of Pittsford, specifically library users and nonusers aged 13-18. This demographic is targeted because their participation will determine whether the TAB is successful. Additionally, this group commonly uses the Internet and social media as a source of information and a method of communication. This target audience can discover PCL programs and resources if this outcome is successful, thus attracting them as library

users. Additionally, this group may become the progenitors of a PCL web presence, which can engage community members outside of the target audience.

Methods & Tools for Evidence Collection

To assess this outcome, responsible parties will monitor hits to the library web page, as well as connections made on social media applications.

To monitor hits to the library web page, responsible parties will implement a tracking software or application such as Alexa. On a weekly basis, responsible parties will record hits and unique visitors.

To determine the connections made through social media, responsible parties will record the amount of new associations in each application on a weekly basis. This may include fans on the PCL Facebook page, followers on Twitter, and connections on any social media application for which the TAB develops a library presence.

Data will be collected beginning with the rollout of an updated library web page and initial Facebook page. It will continue throughout the school year, and will include more information as the TAB dictates which social media outlets to pursue.

Recommendations for Pilot Assessment

Prior to launching updates to the PCL web page or creating a PCL profile on any social media website, responsible parties will seek the approval of the Library Director. They may also request feedback from an independent party, who will volunteer to review the information and provide input. Any such changes will also be immediately tested from a remote location to ensure adequate functionality. A PCL librarian or volunteer will conduct the remote access, preferably someone who is not responsible for this outcome.

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In the event that monitoring website hits and connections yields insufficient data, responsible parties can gather additional data from surveys and focus group findings. Ideally, the qualitative data from questionnaires and focus groups will supplement quantitative data from the primary assessment method, but it can also be used as a substitute for quantitative data.

Analysis of Evidence (Data Plan)

At the end of the first school year of deployment, responsible parties will compile data into a spreadsheet using Microsoft Excel or a similar program. Next, responsible parties will prepare the data for viewing by organizing it into a presentation program such as Keynote or PowerPoint. Responsible parties will analyze the data, and may present it to the Library Director for further analysis. Files containing data will be housed on the PCL server, and responsible parties and/or the Library Director may house print copies of data reports.

How Assessors Will Know the Outcome Has Been Met

Assessors will know that this outcome has been met if, at the end of the assessment period, hits and unique visitors to the library website have increased substantially from the baseline data.

Result Scenarios and Decision-Making Indicators

If the assessment reveals that the outcome has been met or has exceeded outcome expectations, responsible parties will continue to maintain the PCL web page and social media connections. This may include regular updates to the appearance of

web pages, sending out announcements and messages of upcoming events, or any other maintenance deemed appropriate by the responsible parties.

Recommendations for Reporting

Responsible parties will report data collected from this assessment in a document that illustrates the data, which should be largely quantitative. This data should be presented within one month of assessment to the Library Director, who will determine what additional action, if any, should be taken as a result of the data.

If the outcome is met or its success exceeds expectations, the Young Adult and Special Projects Librarians will report the assessment data to library stakeholders. This information should be presented after the assessment period, to demonstrate the effectiveness of these resources. Sharing this information with stakeholders will demonstrate that it is worthy of the librarians' time and effort.

Responsible Parties

The assessment of this outcome will be developed, conducted, and analyzed by the Young Adult Librarian and the Special Projects Librarian. The Young Adult Librarian will lead the assessment, and the Special Projects Librarian will assist. After the TAB is functioning, members may share in the responsibilities of this assessment to a small degree. TAB members may help collect and organize data. The Library Director will oversee all operations of this assessment and analyze data.

Timeline

All time estimates are represented in collective hours of librarian work.

Responsible parties must complete each week's tasks before moving on to the following week's tasks. The timeline represents one month of the school year, and each task set will be repeated for every month of TAB activity.

Week One

- Record hits and unique visitors to the library web page since baseline assessment or the previous week's assessment. Record number of new contacts made on any applicable social media applications (1 hour)

Week Two

- Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assessment (1 hour)

Week Three

- Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assessment (1 hour)

Week Four

- Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assessment (1 hour)
- Compile and analyze the month's Internet records. Add this data to existing records (2 hours)

Timeline for Continuous Assessment

All time estimates are represented in collective hours of librarian work.

Responsible parties must complete each week's tasks before moving on to the following week's tasks.

The timeline indicates time estimates and tasks based on the first year of TAB service only. In subsequent years, responsible parties will adjust tasks and time estimates based upon assessment findings from the first year of service.

After the first year of TAB activity, responsible parties may not conduct focus groups, if this assessment outcome was deemed met in its first execution. However, PCL may conduct focus groups

September

- Week One:
 - Meet with area teachers to discuss effective methods of attracting students to focus groups and TAB participation (4 hours)
 - Create preliminary web-based survey (3 hours)
 - Pilot test web-based survey (1 hour)
 - Record hits and unique visitors to the library web page since baseline assessment or the previous week's assessment. Record number of new contacts made on any applicable social media applications (1 hour)
- Week Two:
 - Deploy web-based survey (2 hours)
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
- Week Three:
 - Analyze initial data from web-based survey (1 hour)
 - Establish protocol for focus groups using inital survey findings (4 hours)
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
- Week Four:
 - Input and analyze data from web-based survey; adjust focus group protocol as necessary (4 hours)
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
 - Compile and analyze the month's Internet records. Add this data to existing records (2 hours)

October

- Week One:
 - Conduct 3-5 focus groups, depending on participation (12-20 hours)
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications (1 hour)
- Week Two:
 - Compile focus group findings and analyze data (6 hours)
 - Report data from web-based survey and focus groups to Library Director (1 hour)
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
- Week Three:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
- Week Four:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
 - Compile and analyze the month's Internet records. Add this data to existing records (2 hours)

November

- Week One:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications (1 hour)
- Week Two:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
- Week Three:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
- Week Four:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
 - Compile and analyze the month's Internet records. Add this data to existing records (2 hours)

December

- Week One:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications (1 hour)
- Week Two:
 - Prepare evaluation and make copies for distribution at December event (2 hours)
 - Distribute evaluations to participants of December event (1 hour)
 - Count evaluations and input attendance data (<1 hour)
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
- Week Three:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
- Week Four:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
 - Compile and analyze the month's Internet records. Add this data to existing records (2 hours)

January

- Week One:
 - Input evaluation data and analyze findings (3 hours)
 - Report findings to Library Director (1 hour)
 - Adjust evaluation and event planning based on analysis (2 hours)
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications (1 hour)
- Week Two:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
- Week Three:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
- Week Four:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
 - Compile and analyze the month's Internet records. Add this data to existing records (2 hours)

February

- Week One:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications (1 hour)
- Week Two:
 - Prepare evaluation and make copies for distribution at February event (2 hours)
 - Distribute evaluations to participants of February event (1 hour)
 - Count evaluations and input attendance data (<1 hour)
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
- Week Three:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
- Week Four:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
 - Compile and analyze the month's Internet records. Add this data to existing records (2 hours)

March

- Week One:
 - Input evaluation data and analyze findings (3 hours)
 - Report findings to Library Director (1 hour)
 - Adjust evaluation and event planning based on analysis (2 hours)
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications (1 hour)
- Week Two:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
- Week Three:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
- Week Four:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
 - Compile and analyze the month's Internet records. Add this data to existing records (2 hours)

April

- Week One:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications (1 hour)
- Week Two:
 - Prepare evaluation and make copies for distribution at February event (2 hours)
 - Distribute evaluations to participants of February event (1 hour)
 - Count evaluations and input attendance data (<1 hour)
 - Compile data into assesment report; present results to Library Director (2 hours)
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
- Week Three:
 - Input evaluation data and analyze findings (3 hours)
 - Report findings to Library Director (1 hour)
 - Adjust evaluation and event planning based on analysis (2 hours)
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
- Week Four:
 - Record hits and unique visitors to the library web page since the previous week's assessment. Record number of new contacts made on any applicable social media applications since last assesment (1 hour)
 - Compile and analyze the month's Internet records. Add this data to existing records (2 hours)

Impact Rubric

Indicators	Beginning	Developing	Exemplary	Data Source
Attendance	TAB events draw little or no participants	TAB events draw 10-25 participants	TAB events draw 35 or more participants	Participant Evaluations
User Satisfaction	Users are highly unsatisfied with overall experience	Users are indifferent to overall experience	Users are highly satisfied with overall experience	Participant Evaluations & Focus Groups
Community Engagement	Users represent students from one area school	Users represent students from two or three area schools	Users represent a broad range of area schools and homeschooled students	Participant Evaluations
Strong Internet Presence	Web page hits and social media contacts show decreases or no increases	Web page hits and social media contacts show little increases	Web page hits and social media contacts show increases of at least 100%	Usage Statistics

Sample Evaluation

The following page displays a sample evaluation for completion by participants of young adult events that were coordinated by the TAB with the aid of the Young Adult and Special Project Librarians. At the end of each activity or program, participants will complete the evaluation. The resulting data will contribute to the assessment of several outcomes.

**Pittsford Community Library
Young Adult Programming Evaluation**

Activity/Event: _____

Date: _____

Age _____ **Gender** _____

School Name or Homeschooled _____

Grade Level _____

How did you learn about today's activity? (circle one)

From a teacher

From a friend

I saw a poster or other promotional material

I received a message or invitation from
Facebook or other social media application

Is this the first Young Adult event that you have attended at PCL?

Yes _____ **No** _____

How often do you visit PCL? (circle one)

At least once a week

Once a year

At least once a month

This is my first time at PCL

A few times a year

Please rate the following statements on a scale of 1-5. 1 indicates strong disagreement, 5 indicates strong agreement, and 3 indicates that you neither agree or disagree with the statements.

I found this activity to be very informative: 1 2 3 4 5

I found this activity to be stimulating and enjoyable: 1 2 3 4 5

I would attend future activities at PCL: 1 2 3 4 5

Please add any additional comments below:

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