



**Expert Bank: Evaluation Toolkit**

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## Core questions

The following ‘core questions’ should be used in the key questionnaires in this toolkit.

### Impact

Relevant for tool 1a, tool 2a and tool 3.

Q a-f are mandatory for every questionnaire. Q g-k are optional depending on the type of activity or project.

To what extent, if at all, do you agree or disagree with these statements about [X]?

Please tick one box for each statement.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Tend to disagree | Neither agree nor disagree | Tend to agree | Strongly agree | Don’t know |
| a. It gives me new skills or improves existing skills |  |  |  |  |  |  |
| b. It gives me more self-confidence |  |  |  |  |  |  |
| c. It improves my wellbeing |  |  |  |  |  |  |
| d. I meet new people |  |  |  |  |  |  |
| e. It helps me feel more connected to others |  |  |  |  |  |  |
| f. It makes me happier |  |  |  |  |  |  |
| g. It encourages me to read more or read more widely |  |  |  |  |  |  |
| h. It gives me new digital skills or improves existing digital skills |  |  |  |  |  |  |
| i. It makes heritage more relevant to me |  |  |  |  |  |  |
| j. It makes me feel part of a community |  |  |  |  |  |  |
| k. It makes me feel I am making a difference |  |  |  |  |  |  |

### Demographic

Relevant for tool 1a, tool 2a, tool 2b and tool 3. [These are based on questions used by Leicestershire County Council at a corporate level.}

What is your gender identity?

Please tick one box only.

Male

Female

Prefer to self-describe……………………..

Prefer not to say

What was your age on your last birthday?

Please tick one box only.

15-24

25-44

45-64

65-84

85 and over

Prefer not to say

Do you have a long-standing illness, disability or infirmity?

Please tick one box only.

Yes

No

Prefer not to say

What is your ethnic group?

Please tick one box only.

White

Mixed

Asian or Asian British

Black or Black British

Other ethnic group

Prefer not to say

What is your full postcode? This will help us understand who is using their library. It will not identify your house.

………………………….

Prefer not to say

## Tool 1. Surveys of adult library users

### Tool 1a: Adult library users survey

Background

An alternative to the residents’ survey (see tool 1b) to understand the impact of using libraries on adults.

Data collection

*Option 1*

A self-completion survey (completed on a tablet using Snap software) undertaken in libraries and run over a period of time (e.g. 2-4 weeks). The survey could be run as a pilot in one library and amended following feedback. An alternative would be to run the survey over the whole of the year, but at one library at a time.

* Libraries would run the survey as a sample where every fifth visitor is randomly surveyed.
* All libraries should also record the number of visitors that refuse to accept a survey.

Note – this approach will not capture library users who use digital services only.

The questionnaire can be found below.

*Option 2*

An email or postal survey circulated to ‘active members’ (those who have borrowed a book or used a PC in the last 12 months). There are some risks with this approach about response bias. For example, it will not capture users who use the library space without borrowing/using a PC or attend events. The questionnaire can be found below but would need revising slightly for an online questionnaire.

*Option 3*

Option 1 and an additional email survey for those who use digital services.

Data analysis

Descriptive analysis can be used to demonstrate what % of respondents agree with the statements in Q3.

The more detailed analysis could include understanding the relationship between the frequency of library use and demographic characteristics on impact.

|  |  |  |
| --- | --- | --- |
| Dependent variable | Independent variable | Method |
| Impact of using the library – Q3 (ordinal data) | Frequency of library use – Q2 (ordinal data) | Spearman rank-order correlation. |
| Impact of using the library – Q3 (ordinal data) | Demographic characteristics such as ethnicity, gender or disability (nominal data) | Ordinal logistic regression. |
| Impact of using the library – Q3 (ordinal data) | Demographic characteristics such as age (ordinal data) | Spearman rank-order correlation. |

**User survey**

X Council is carrying out this survey to help us learn more about the impact of libraries on people and communities.

The survey should take around five minutes to complete.

Personal data supplied on this form will be held by the [Named department in council] in accordance with the GDPR / Data Protection Act 2018. This will be held securely and confidentially. They will be accessed by authorised persons only. Anything you tell us will be kept confidential, is anonymous and will only be used for research purposes.

1. What is the purpose of your visit to the library today?

Please tick all boxes that apply.

Borrow or return one or more books

Use a library computer

To find something out

Just sit and read, study, or watch or listen to media

Attend an event or activity

Attend a meeting of a group you belong to

Other (please state)…………………………………

2. How often in the last 12 months have you used the library?

Please include today’s visit.

Please tick one box only.

Once in the past year

Twice in the past year

At least 3/4 times/year

Longer than weekly but at least monthly

At least once a week

3. To what extent, if at all, do you agree or disagree with these statements about using a public library service?

Please tick one box for each statement.

Use impact core questions.

Q4-Q8

Use demographic core questions.

STAFF USE

Day and date of survey:…………………………………

Time:…………………………………

Name of the library:…………………………………

### Tool 1b: Residents’ survey

Background

Leicestershire County Council commissions an annual Community Insights Survey of c.1600 residents to understand public perceptions across areas important to the council. However, it currently does not include any questions about public libraries. The survey could offer the opportunity for Leicestershire Libraries to evidence its impact.

**Data collection**

The following questions could be added to the Community Insights Survey.

**1. How often in the last 12 months have you used a public library service? (please select one option)**

|  |  |
| --- | --- |
| Once in the past year | 1 |
| Twice in the past year | 2 |
| At least 3/4 times/year | 3 |
| Longer than weekly but at least monthly | 4 |
| At least once a week | 5 |
| Not used a public library service in the past 12 months [GO TO Q4] | 0 |

**2. Overall, how satisfied or dissatisfied are you with your local public library service?**

|  |  |
| --- | --- |
| Very dissatisfied | 1 |
| Fairly dissatisfied | 2 |
| Neither satisfied | 3 |
| Fairly satisfied | 4 |
| Very satisfied | 5 |

**3. [only ask if ‘Not used a public library service’ was answered in Q1] Why do you not use your local library service? (open question)**

It would also be good to include these measures in the Community Survey for all respondents. This would allow some analysis to understand whether there is an association between using libraries and wellbeing and loneliness.

* The ‘direct measure of loneliness’ question from the Office of National Statistics (note – this is already included in the ‘Proposed Survey Questions – Q15’). Further information: <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/methodologies/measuringlonelinessguidanceforuseofthenationalindicatorsonsurveys#recommended-measures-for-adults>
* The four questions about subjective wellbeing from the Office of National Statistics (known as ONS4). Further information: <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/methodologies/surveysusingthe4officefornationalstatisticspersonalwellbeingquestions>

**Data analysis**

*Questions 1-3*

Create descriptive statistics.

*Question 4*

Use thematic analysis of the qualitative data from the open questions.

*Wellbeing and loneliness measures*

If these are included, it may be possible to undertake some more advanced data analysis to understand whether there is an association between using libraries and wellbeing.

|  |  |  |
| --- | --- | --- |
| Dependent variable | Independent variable | Test |
| Subjective wellbeing  (Life satisfaction, Worthwhile, Happiness, Anxiety)  Ordinal data (scale of 0 to 10, where 0 is “not at all” and 10 is “completely”). Note – some do treat this type of data as continuous. | Library user in part 12 months– Yes/No  Categorical data - 2 groups | Regression analysis, e.g. ordinal logistic  regression |
| Direct measure of loneliness  Ordinal data (often/always, Some of the time, Occasionally, Hardly ever, Never) | Library user in part 12 months– Yes/No  Categorical data - 2 groups | Regression analysis, e.g. ordinal logistic  regression |

## Tool 2. Activity and project questionnaires

### Tool 2a Post activity and project questionnaire

Background

A questionnaire to be used with library and cultural events, activities and projects.

Data collection

A self-completion questionnaire completed by participants following an activity or completion of a project. In some cases, staff may need to help participants complete the form. The questionnaire could be paper-based or completed on a tablet using Snap software. If completed in paper, staff should input the results onto Snap themselves.

* For activities where participant regularly attends an event, they should only complete a form once per year, e.g. rhyme times, reading groups.
* You may wish to add open-ended questions to the questionnaire for certain projects or activities (see tool 4b).
* The questionnaire could be piloted with one type of activity to start with and then amended, e.g. heritage projects.

Data analysis

Descriptive analysis can be used to demonstrate what % of respondents agree with the statements in Q1 and Q2.

The more detailed analysis could include understanding the relationship between demographic characteristics on impact.

|  |  |  |
| --- | --- | --- |
| Dependent variable | Independent variable | Method |
| Impact of participation Q1/2 (ordinal data) | Demographic characteristics such as ethnicity, gender or disability (nominal data) | Ordinal logistic regression. |
| Impact of participation – Q1/2 (ordinal data) | Demographic characteristics such as age (ordinal data) | Spearman rank-order correlation. |

**X Libraries. Tell us what you think…….**

Thank you for taking the time to fill in this form. The information you provide will be combined with responses from participants across the county and will be used to analyse the impact of our projects and activities. Anything you tell us will be kept confidential, is anonymous and will only be used for research purposes.

**1. Through being involved in this project or activity are you more likely to do this type of thing in the future?**

**Please tick one box only.**

Yes  No  Unsure

2. To what extent, if at all, do you agree or disagree with these statements about participating in this project or activity?

Please tick one box for each statement.

Use impact core questions.

Q3-Q7

Use demographic core questions.

**Thank you for filling in this questionnaire.**

Personal data supplied on this form will be held by the Communities and Wellbeing Team in accordance with the GDPR / Data Protection Act 2018. This will be held securely and confidentially. They will be accessed by authorised persons only.

**STAFF USE (PROJECT)**

**Project name**………………………………….. **Venue** ............................................. **Date**:…………………..

**Type of project or activity**

Heritage project Reading group Author eventLocal history activity Wriggly readers

Rhyme times Other categories to de developed by staff

X Libraries. Tell us what you think…….(Early years)

Thank you for taking the time to fill in this form. The information you provide will be combined with responses from participants across the county and will be used to analyse the impact of our projects and activities. Anything you tell us will be kept confidential, is anonymous and will only be used for research purposes.

**1. Through being involved in this project or activity are you more likely to do this type of thing in the future?**

**Please tick one box only.**

Yes  No  Unsure

2. To what extent, if at all, do you agree or disagree with these statements about participating in this project or activity?

Please tick one box for each statement.

The impact on you.

Use impact core questions.

The impact on the child or children you were with.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Tend to disagree | Neither agree nor disagree | Tend to agree | Strongly agree | Don’t know |
| It helps their language development |  |  |  |  |  |  |
| It helps improve their social skills |  |  |  |  |  |  |
| It helps their coordination or movement |  |  |  |  |  |  |
| It makes them feel curious and wants to play and learn |  |  |  |  |  |  |
| It gives them more self-confidence |  |  |  |  |  |  |

Q3-Q7

Use demographic core questions.

**Thank you for filling in this questionnaire.**

Personal data supplied on this form will be held by the Communities and Wellbeing Team in accordance with the GDPR / Data Protection Act 2018. This will be held securely and confidentially. They

**STAFF USE (PROJECT)**

**Project name**………………………………….. **Venue** ............................................. **Date**:…………………..

**Type of project or activity**

Heritage project Reading group Author eventLocal history activity Wriggly readers

Rhyme times Other categories to de developed by staff

### Tool 2b Before and after wellbeing questionnaires

**Background**

The UCL Museum’s ‘Positive Wellbeing Umbrella – Generic’ can be used for projects, activities or services where you have a cohort of participants and want to measure ‘before and after’. However, for most projects and activities, tool 2a will be used. This method would only be used if there was a specific requirement by a funder to do some more detailed research or evaluation.

<https://www.ucl.ac.uk/culture/sites/culture/files/ucl_museum_wellbeing_measures_toolkit_sept2013.pdf>

**Data collection**

Participants are required to rate the extent they feel the wellbeing word at that moment in time by circling the appropriate number, following the instructions provided.

The Wellbeing Umbrellas can be used after an activity or project, but ideally two measures should be taken, the first before the activity to act as a baseline measure and the second after the activity so that any changes in participant wellbeing can be compared. The ‘before’ and ‘after’ measures can also be taken over time, for example, at the start of a programme of activities, after several weeks and at the end.

Participants should be made aware that they do not have to complete the umbrella if they don’t want to. You may also wish to collect some basic demographic information alongside the scores, especially if you want to capture the differences between types of people (e.g. by age or ethnicity).

**Data analysis**

All the measures in the toolkit use a five-point rating scale. The ratings given by participants (i.e. 1, 2, 3, 4 or 5) can be described as ‘raw data’. Pages 23-25 of the toolkit describe several methods possible for converting this raw data into meaningful numeric data.

### Tool 2c Reading initiatives

For reading initiatives such as Summer Reading Challenge and Reading Ahead, Leicestershire Libraries should use the evaluation tools provided by the Reading Agency. This includes:

**Summer Reading Challenge**

Use the Family Survey developed by the Reading Agency. This is completed by parents/carers at the end of the Summer Reading Challenge.

**Reading Ahead**

Use the ‘before’ and ‘after’ surveys developed by the Reading Agency. Participants complete the ‘before survey’ before they start Reading Ahead. The ‘after survey’ is completed by participants at the end of Reading Ahead.

### Tool 3. Volunteer questionnaire

**Background**

A questionnaire for volunteers to self-complete. It focuses on volunteer satisfaction and the impact of volunteering on volunteers.

**Data collection**

The questionnaire could be issued to all volunteers during Volunteer week in June. Before this, it could be piloted with a small group of volunteers, e.g. at a particular library or project.

**Data analysis**

Descriptive analysis can be used to demonstrate what % of respondents agree with the statements in Q3, Q4 and Q9.

The more detailed analysis could include understanding the relationship between the type of volunteers’ demographic characteristics on impact.

|  |  |  |
| --- | --- | --- |
| Dependent variable | Independent variable | Method |
| Impact of volunteering – Q9 (ordinal data) | Demographic characteristics such as ethnicity, gender or disability  (nominal data) | Ordinal logistic regression. |
| Impact of using the library – Q9 (ordinal data) | Demographic characteristics such as age (ordinal data) | Spearman rank-order correlation. |
| Impact of using the library – Q9 (ordinal data) | How long have they volunteered for (ordinal data) | Spearman rank-order correlation. |

**Volunteer survey**

Thank you for taking the time to complete this questionnaire on your volunteering with X Libraries. We will use the results to help us improve and understand the difference volunteering makes.

Please note that this questionnaire is optional and you don’t have to complete it if you don’t want to.

All responses to these questions are anonymous; responses are collated and no individuals are identified.

**BACKGROUND**

**1. How long have you been volunteering for?**

**Please tick one box.**

Less than 1 year

1–2 years

3-5 years

6-10 years

11+ years

**2. Where do you volunteer?**

*To be developed by library service*

**SATISFACTION**

**3. Are you satisfied with the training you have been offered as a volunteer in the last 12 months?**

**Please tick one box.**

Very satisfied

Satisfied

Neither satisfied or dissatisfied

Dissatisfied

Very dissatisfied

**4. Are you satisfied with the level of help and guidance you receive as a volunteer in the last 12 months?**

**Please tick one box.**

Very Satisfied

Satisfied

Neither satisfied nor dissatisfied

Dissatisfied

Very dissatisfied

**5. How likely are you to recommend volunteering here to a friend or colleague?**

**Please tick one box.**

Extremely likely

Somewhat Likely

Not likely

**6. What did you like about volunteering?**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**7. Is there anything you think that could be improved?**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**8. Is there any other feedback you would like to provide?**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**THE DIFFERENCE VOLUNTEERING HAS MADE TO YOU**

**9. Using the scale below, please indicate the amount of agreement or disagreement you personally feel with each statement about volunteering in the last 12 months. Please be as accurate and honest as possible.**

Use the core impact questions.

**10. How else have you benefitted from volunteering in the last 12 months? ………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**ABOUT YOU**

Q11-Q14 Use the core demographic questions.

## Tool 4. Qualitative data

### Tool 4a Story collection

Background

Libraries have developed a form for staff to complete of stories from users which show the impact of the service.

Data collection

Staff are encouraged to complete the form. It includes 800 characters on the user’s story. A copy of the form is below.

It may be possible to undertake follow up interviews with some of the library users by telephone. A consent form and an interview guide template can be found below.

Data analysis

The interviews can be used to create case studies. A case studies template can be found below.

Alternatively, if a lot of data is collected through the staff form, then thematic coding can be used to analyse it.

**Story collection template**

Use the existing form for Questions 1-6, but replace the ‘Impact and Outcomes’ section with the following:

**7. Which of the following outcomes/impact apply to this user story?**

**Please tick all that apply**

Wellbeing. Evidence of the impact the service/activity has on the personal wellbeing of users or participants

Connections. Evidence of the impact the service/activity has on improving interactions and connections between people. This could also include evidence of reducing isolation and loneliness.

Personal development. Evidence of the impact the service/activity has on developing skills, including literacy and digital skills.

Confidence and self-esteem. Evidence of the impact the service/activity has on increasing people’s confidence and self-esteem.

Inequality. Evidence of the impact the service/activity has on reducing inequalities in Leicestershire – in particular relating to access to information, culture and getting the best possible start in life.

**8. Please consider how you would rate the impact of this story?**

**Please tick one option only**

High impact. This story is very important should be seen by the A&C departmental management team, i.e. has the potential to be used in potential reports and presentations to highlight the impact of the library service.

Medium impact. This story is important and should be at least visible/seen by the Communities and Wellbeing management team where they can make a decision as to whether it should be seen by DMT.

Lower impact. This story should be seen by at least the Library Management Team. It is still an important story, but to a lesser degree than other stories.

**9. Do you have any other suggestions or comments?**

**Interview guide template**

|  |  |
| --- | --- |
| **Question** | **Follow up question(s) / prompts** |
| 1. Welcome | * Go through the consent form. * Do they have any questions? |
| 2. Tell me a bit about yourself? | * What is your name? * Where do you live? * What is your employment status? |
| 3. When did your involvement with (X) start / When did you start using the library? | * When did the (X) start? / When did you start using libraries? * Did you attend or visit with anyone else? e.g. family members |
| 4. What did (X) involve? How do you use the library? | * What did you do? * How often did you attend/visit? |
| 5. Since you got involved with x / started using the library, what, if anything, has changed about how you feel about yourself and your life? | * Prompt using examples of benefits, e.g. skills, confidence, wellbeing, making connections and * Why have things changed? * What is it about (X) that has helped this happen? * Have these changes impacted anyone else (e.g. family members)? If so, who has it affected and how? |
| 6. What would have happened if you hadn’t been involved with (X)? | * How would you feel about yourself? * What would you be doing? |
| 7. Debriefing and clarifications | - |

**Interview consent form template**

Taking part in this interview is voluntary. You can withdraw from it at any time if you wish. You don’t need to give a reason and there will be no penalty. Nevertheless, we hope you will continue to be involved and find the experiences worthwhile.

The only commitment on your part is to be interviewed about your experiences of using the library or being involved in (X). The interview will last about 30 minutes and we will make notes, so we get an accurate record of your views. The notes will be used to create a short case study showing how using the library or being involved in (X) has changed your life. If you wish, this case study can be anonymous.

Copies of the notes and the case study will be provided to you afterwards so that you can correct any misunderstandings or add further comments.

The notes will be held by the [Named department in council] in accordance with the GDPR / Data Protection Act 2018. This will be held securely and confidentially.

This case study will be used with staff, councillors and partners to show how libraries and heritage can change lives.

Thanks for agreeing to take part

Print name

I have read the information provided and agree to be interviewed.

Signed

Date

**Case study template**

Each case study should be one page of A4.

|  |
| --- |
| **Background** |
| **What did they do?** |
| **What difference did it to make to their lives?** |

### Tool 4b Open-ended questions

Background

Open-ended questions could be included in some of the questionnaires in this toolkit. They may help provide more depth and understanding of what is happening.

Data collection

The following are examples of some open-ended questions that could be included in the questionnaires (especially Tool 1b, Tool 2a and Tool 2b): The wellbeing questions are based on suggestions by [What Works Wellbeing](https://measure.whatworkswellbeing.org/homepage/open-questions/):

* Since you got involved with (X), what, if anything, has changed about how you feel about yourself and your life?
* Why have things changed? What is it about (X) that has helped this happen?
* What would have happened if you hadn’t been involved with (X)? (e.g. how would you feel about yourself? What would you be doing?)
* What type of skills, if any, did you develop as a result of (X)?
* What does your library mean to you?
* Since you got involved with (X), what type of skills have you developed?

Data analysis

Some type of thematic analysis and coding of the data would need to be undertaken. A simple approach to this would be to type up the answers into a spreadsheet and index/code them (see below). This is based on the [Happy Museum’s Narrative Evaluation](https://happymuseumproject.org/narrative-evaluation/) approach.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date of survey | Type of activity/project | Location | Survey question | Response | Code\* |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

\* To start with, use simple codes: Skills, confidence, wellbeing, meeting new people, feeling connected to others, happiness