5-Week Webinar Series for Library Professionals from Infopeople

Makers in the Library: Developing and Sustaining a Community-Centered Makerspace

From the authors of the Makers in the Library Toolkit and The New Face of Library Makerspaces IMLS Grant makersinthelibrary.org
WEBINAR #4

Reflect & Refine: Using Evaluation to Strengthen Programs

APRIL 27, 2022,
12:00-1:00 PM PT
3:00-4:00 PM ET

makersintheLibrary.org
Makers in the Library: A Toolkit for Building a Community-Driven Makerspace

Are limited staff, space, and budget preventing your library from creating a makerspace? This toolkit provides a library-tested process for creating and sustaining a community-driven makerspace, no matter what your constraints.

Free toolkit download from makersinthelibrary.org

The New Face of Library Makerspaces builds on this 2 1/2 year California State Library project and seeks to develop additional content, and share these tools and processes nationally, in partnership with the nonprofit organization Nation of Makers.
Resources to create a makerspace with and for your community — on any budget.

makersintheibrary.org
Take the first step in creating your makerspace.

Download full toolkit pdf (185 pgs)
Download just one section at a time

makersintheLibrary.org/downloads
Our Toolkit Provides a Flexible, Non-Linear Process, Focused on the People You Serve

makersinthelibrary.org
Meet Our Presenters

Lisa Regalla, CEO
Regallium Consulting, LLC

Pamela Van Halsema
Maker - Librarian, P. Van Halsema Consulting

Lauren Fellers
Senior Librarian - Creative Services, Pikes Peak Library District

Becca Cruz
Director of Creative Services, Pikes Peak Library District

Scott Burg
Senior Researcher, Rockman et al

April Raya
Library Specialist 1, Corona Public Library

Martin Villegas
Library Specialist 2, Corona Public Library

makersinthelibrary.org
Let’s Chat

- Interact with us via polls, chat and Q&A, even though we are in a webinar format!
- Our panelists are here live during the session, so chat with us at any time during our session.
- Use the Q and A to ask questions anonymously for anyone on the panel and we will type our answers during the session.
Key takeaways for today:

✓ Evaluation doesn’t have to be a scary! There are lots of quick and easy ways to implement data collection into your maker programming.

✓ Only collect data if you plan to use it!

✓ A logic model can be a useful tool to examine where you are going, where you have been, and the outcomes you want to achieve.

✓ Evaluation can be used to support your library’s DEI (diversity, equity, inclusion) efforts.
Let's Chat

Multiple Choice Poll: Do you currently collect data to inform how programs are refined?

A. Always! We never do anything without data.
B. Often. We regularly reflect, listen or survey.
C. Sometimes. Only when we have time.
D. We are still working on this part!
Surveys

PROGRAM SURVEY

Lake County Library

makersinthelibrary.org

Date Name

E-mail or Phone

What have you created with our fabric stash this month?

Have you used Creativebug this month?

Have you learned or tried something new this month?

What would you like to create next?
The JFK Library used simplified “emoji” surveys to get feedback from children at their drop-in programs and outreach events.
Surveys

San Francisco Unified School District

Atascadero Library
MAKER ACTIVITY LOG EXAMPLE

Day: Tuesday  Date: 4-20-2021  Location: Flying in the Wild at Makers in the Library

Program Name: Virtual Tuesday
Program Start Time: 5:00 PM  End Time: 7:00 PM
Program Location: Teen Zone, 1st Floor of Webster Library

Name of Lead Facilitator: [Name]
Facilitator contact info: [Contact info]

Other helpers: [List]

Volunteers: [List]


What went well: [List]

The table is easy to set up. Room is spacious for the participants to use the kit and have plenty of space.
We had some other sign-in sheets for kids at our kit venue, a coloring activity, and a tie-dye kit for
the kids to choose what they wanted to do. There was also an end-of-activity survey for kids
participants.

How do you know? How long did they stay? Did they ask questions? What was the mood in the room? Did they
ask about returning for more programs?

(How often and if they do): [List]

What would you do differently next time?
We need to find ways to get the word out to people — using social media and library flyers is
just not working! The sign-up of library hours is still something new, and it’s dark here at that
time, keeping people from coming and after dark is hard. There is also the problem of the age
limitation, we will be reconsidering lowering the age for the next program's session.
Interviews

 PATRON INTERVIEW QUESTIONS

Use the following list of questions if you have 20 minutes or more to interview a patron. If you only have 10-15 minutes, try just the questions marked with a check mark. Feel free to mix, match, and add your own!

**Introductory Questions**
- Tell me a little about yourself. (Name, Age, Job, Retired?)
- How long have you been a resident of this community? (Where were you before that?)
- How often do you come to the library?
- What are your main reasons for using the library? (What services do you use? How do you learn about library services and events?)

**Activity Questions**
- How did you learn about the makerspace?
- What motivated you to participate in this activity?
- Have you ever done this activity before? Is this your first time making ___? (If not, where did you do this before? Tell me more.)
- What were some positive takeaways from your experience in the makerspace? (Did anything excite you about what we did today? Is there anything you would like to do more of as a result?)
- How would the experience/activity have been improved? (Level of difficulty? Materials? Physical setup? Timing?)
- What other activities (low-tech, high-tech, arts, sciences) should the library consider?

**Access and Impact Questions**
- What impact has the programming had on you? Has participating helped you in any way outside of the library?
- What would make it easier for you to participate in more programs like this? (Time of day? Transportation? Physical setup?]
- Would you recommend the makerspace/maker activities to a friend or colleague?
- Do you know of other people or organizations that might be interested in partnering or working with this program? If yes, what can you tell me about them?
In what ways have you made evaluation a part of your day to day work at the library?

Martin Villegas
Library Specialist 2, Corona Public Library

April Raya
Library Specialist 1, Corona Public Library
Where is Corona?
48 miles southeast of Downtown LA
Suburban community of 160,000
One single branch!
MakerExchange
TeenZone, Hangout @ Your Library
Constant Communication

MAKER EXCHANGE C...  Chat  6 more  +

Yesterday 5:32 PM
I love talking with you all on our maker chat!
Don't you all love it too?😊

Yesterday 7:01 PM
Yes! BTW all of our Maker Sheets we put out today are gone!
We will be printing out more and have them ready for tomorrow. 😊

Yesterday 7:17 PM  Edited
Our Maker Chat is the best! It seriously helps keep track of just maker things. for when we need a quick search, or a maker question that really only we can answer 😊
Lattaring looks great April!

Yesterday 7:24 PM  💖
Thanks!

Yesterday 7:28 PM
THIS IS GOING TO BE THE BEST SUMMER EVER! The Maker Hallway Happenings, Maker Takeover, Summer Booth, Maker Open Hours, and now Dennis joining the team we can expand our offerings to a younger audience- not to mention Maker Team streamlining. Summer is going to make 2022 beautiful.
**Constant Evolution**

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**Maker Exchange Activity Log**

**Date:** / / Day of Week: __________ Weather: sunny cloudy raining windy hot cool cold

**Program Name:**

**Facilitators/Volunteers/Interns:**

**Target Audience Attendance:** 0-7 8-12 13-18 18+

**Audiences Interested/Turned Away:** 0-7 8-12 13-18 18+

**How many were newbies:**

**How many were regulars:**

**Average Length of Stay:** 30min or less 30min-45min 45min-1hr 1hr+

**How many in room at time:**

**Setbacks during set-up:**

**Session Successes:**

**Session Frustrations/Complications:**

**Level of engagement during session:** Fully Engaged Minimally Engaged Somewhat Engaged Not Engaged

**Requests:**

** Patron Age:** Adult/Teen/Tweens/Child Requested session:

** Patron Age:** Adult/Teen/Tweens/Child Requested session:

**Setbacks during break-down:**

**Notes:**

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**Requests for new sessions:**

**What went well:** Facilitation, content, set-up etc.
Constant Evolution

**Maker Exchange Kids**

**Symmetry**

1. Study the object and draw the rest of it using symmetry to the best of your ability.
2. Color the picture according to the chart.
3. See more and look for more examples of symmetry.

- Ivy leaf
- Oak leaf
- Maple leaf
- Sunflower

**Fun Fact**

How do trees affect the climate? Trees, including pines, firs, spruces, and cedars, absorb carbon dioxide from the air and store it as wood. Trees and plants will store this carbon dioxide throughout their lives, helping slow the gasses buildup in our atmosphere that has been rapidly warming our planet.

**Stocking Maze**

- Start
- Finish

**How to Draw a...**

- Reindeer

**Finish the Pattern**

- Coloring Challenge

- Only use primary colors
Constant Evaluation

Overview
- Accounts Reached: 162
- Content Interactions: 0
- Profile Activity: 1

Reach
- Accounts Reached: 162
- Impressions: 164

Reach
- Accounts Reached: 117
- Impressions: 119

Engagement
- Impressions: 101
Focus Groups

Listen & Discover

makersintheLibrary.org
Peer Observations

Use this form to record observations and potential program enhancements. Then, take time to meet and reflect on what you noted. If possible, arrange a reciprocal visit!

Date: 
Time: 
My Name: 
Peer Name: 
Program Name: 
Location: 

**Environment**
- Entrance: Is the space visible? Is it clear where patrons need to go? Does it feel inviting?
- Furnishings: How is furniture and seating arranged? Is it adaptable to different ages and special needs?
- Signage: What type of signage is visible in the program area and the library? Does it?
- Decor: What is on the walls, shelves, and tables?
- Flow: Can participants move about within the space? Can they access materials easily?
- Storage: How much program materials stored? Is there a place for works in progress?
- Ambience: What's the quality of lighting? Is there music playing or a "buzz" in the room?
- Safety: Are there any safety requirements posted or announced verbally?

I noticed: 

I wonder: 

**Activity**
- Audience: Who is the program designed for? Did they show up? Were incentives provided?
- Length: How long was the program intended for? How long did people stay?
- Adaptability: Can the activity be modified for varied skill levels or ages?
- Collaboration: Are patrons working together or individually? Are they asking one another questions?
- Structure: Is the activity open-ended? Did it focus on the process or creation of a product? Are several activities going on at the same time?
- Tools/Materials: Are tools/materials easy to access? Are they age-appropriate? Are there any constraints? Can patrons take things home?
- Prep: What advance preparation was needed?

I noticed: 

I wonder: 

**Facilitation**
- Getting started: How do participants get started or invited to make?
- Staffing: What is the staff-to-participant ratio? How many staff/interns/volunteers are needed?
- Questions: Is the facilitator activity engaged with patrons or only available when asked? What types of questions are they asking the patrons?
- Getting stuck: If someone needs help or is confused, what happens?
- Repetition: What is the relationship between facilitator and patrons (e.g., received, friendly, frantic)?
- Finishing early: If someone finishes early, are there other ways they can engage?
- Continued learning: Does the facilitator suggest ideas to extend the learning (e.g., books, websites, other programs)?

I noticed: 

I wonder:
Talk-Back Boards

Atascadero Library
Suggestion Box or Feedback Journal

Contra Costa Library

KIDS! You have amazing ideas!

Bring your idea to the library

Write it down and fold it up

Snap it into a ball

Drop it into our crazy contraption

Together, we’re bringing your ideas to life!

Go to ccclib.org/ideabox
Tell us about how you use data to drive decision-making in your makerspace.

Lauren Fellers
Senior Librarian, Creative Services
Pikes Peak Library District

Becca Cruz
Director of Creative Services
Pikes Peak Library District
- El Paso County, CO
- Population of 669,874
- Over 2,000 sq. mi.
- 15 locations and mobile library services
- Urban, suburban, and rural service areas
Refining from Day One
Other Places to Find Data

Figure 15
Most Important Skills to Employers in 2021

<table>
<thead>
<tr>
<th>Most Important Skills to Employer Respondents</th>
<th>Very Important</th>
<th>Somewhat Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork/Collaboration</td>
<td>78%</td>
<td>19%</td>
</tr>
<tr>
<td>Communication</td>
<td>75%</td>
<td>21%</td>
</tr>
<tr>
<td>Orientation to detail</td>
<td>73%</td>
<td>24%</td>
</tr>
<tr>
<td>Service orientation</td>
<td>69%</td>
<td>22%</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>64%</td>
<td>29%</td>
</tr>
<tr>
<td>Organizing, planning, and prioritizing</td>
<td>53%</td>
<td>37%</td>
</tr>
<tr>
<td>Leadership</td>
<td>41%</td>
<td>40%</td>
</tr>
<tr>
<td>Digital/computer literacy</td>
<td>40%</td>
<td>45%</td>
</tr>
</tbody>
</table>

PPLD’s Community Needs Assessment: Residents’ Desired Areas of Improvement

- Improve physical and mental health / wellness: 84%
- Have more experiences / be more adventurous / travel: 72%
- Strengthen relationships with my immediate family /...: 62%
- Develop new hobbies / interests / creative arts: 60%
- Create new connections / relationships in the community: 53%
- Expand job skills, training, or professional development: 52%
- Make a difference in my community / volunteer: 51%
- Strengthen education for myself or my children: 49%
- Learn essential real-life skills (e.g. using technology,...): 43%
- Broaden my perspectives / increase diversity for myself...: 38%
- None of these: 2%

Source: 2021 Colorado Talent Pipeline
Internal Data Collection

- Equipment Statistics
  - Demand
  - Time Slots
  - Maintenance
- Staff “Makerspace Chats”
  - Targeted discussions
  - General feedback
  - Qualitative data
What’s Next?

- Data collection from patrons
  - Exit surveys for classes
  - More formal solicitation of patron feedback
  - Staff training
    - Engaging with patrons
    - Sharing stories
Logic Model

“The logic model forced us to examine the big picture, define steps, and see where we’ve been and where we’re going.” - Library Staff
LOGIC MODEL ELEMENTS

HOW

Process  What the program actually does

Resources
Includes human, financial, organizational, physical space, infrastructure, and community resources that are available to the project.

Activities
Specific actions that are undertaken to achieve goals and make progress toward the outcomes.

Outputs
The direct products of program activities usually described in terms of the size and/or scope of services and products that are delivered or produced (e.g., number of classes taught, participation rates).

WHY

Outcomes  Who/what will change?

Short-term Outcomes (1–2 years)
The changes in knowledge, skills, or awareness that show movement toward achieving your goals.

Long-term Outcomes (3–5 years)
The changes in behaviors, practices, and policies that show movement toward achieving your goals.

PROGRAM

RESULTS FROM PROGRAM
**Logic Model Example**

**Framing Question:** How might we design a maker program for teens that addresses the need for free education and training and fosters the development of community and new personal and professional skills?

<table>
<thead>
<tr>
<th><strong>Resources</strong></th>
<th><strong>Activities</strong></th>
<th><strong>Outputs</strong></th>
<th><strong>Short-Term Outcomes</strong></th>
<th><strong>Long-Term Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Money</td>
<td>Conduct evaluation</td>
<td>Completed needs assessment</td>
<td>Teens more involved in library programs</td>
<td>Makerspace is seen as an essential library service</td>
</tr>
<tr>
<td>Time</td>
<td>Space identification</td>
<td>Individual space selected</td>
<td>Community excited to have access to tools</td>
<td>Makerspace has ongoing funding allowing for both growth and sustainability</td>
</tr>
<tr>
<td>Space</td>
<td>Select furniture and storage</td>
<td>IT department has relocated items</td>
<td>Makers are connected</td>
<td>Members are their membership to create partnerships, diversity, social networks, and increase their lifelong skills</td>
</tr>
<tr>
<td>Tools and equipment</td>
<td>Purchase new technologies</td>
<td>Grant funds expended to purchase appropriate tools for maker activities</td>
<td>Library seen as a valuable partner for the community</td>
<td>Local business engaged as active community partners</td>
</tr>
<tr>
<td>Staff</td>
<td>Seek alternative funding</td>
<td>Funding possible to originate and expand inclusive live programming</td>
<td>Greater awareness of library and library programs for community partners and businesses</td>
<td>Access to maker programs and tools, inspires career opportunities and skills</td>
</tr>
<tr>
<td>Volunteers</td>
<td>Recruit and train volunteers</td>
<td>Schedule volunteers for maker programs</td>
<td>Staff participate in I.S.U. Maker Symposium, maker faire, Adobe boot camp</td>
<td></td>
</tr>
<tr>
<td>Social support</td>
<td>Create formal activities and events</td>
<td>Assign skilled staff for maker activities</td>
<td>Makerspace is seen as a safe environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintain and establish new partners</td>
<td>Laser cutting, vinyl design, 3D printing programs offered</td>
<td>Staff enthusiastic and involved in makerspace</td>
<td></td>
</tr>
</tbody>
</table>

Local private business
Local schools and academies
Information technology
Local nonprofits

How can evaluation support diversity, equity, access and inclusion?

Scott Burg,
Senior Researcher
Rockman et al
Makerspaces and DEI

- Many makerspaces struggle to overcome a narrow economic view of who makers are and what makers do (women, diverse language/cultural groups)
- Data indicates that the percentage of non-white youth in makerspaces has declined.
- Makerspaces are often designed without input from patrons or community members
- Makerspace design more about the activity than the experience (inclusion, safety, representation)
Bias and space

- People of non-male gender/color not equally able to lead or participate
- Gender bias is pervasive
  - Selection of topics or activities
- How a makerspace is designed can impact types and levels of use
  - Are men more comfortable in makerspaces than women? (safety)
- Issues heightened in online makerspace activities and/or communities
- Freedom and choice does not always mean equity
Evaluation and DEI: Benefits

- Better understand the community and the system to engage/partner with program recipients
- Learn about social and cultural contexts that shape perceptions and expectations
- Provides a voice to those who might usually be silent
- Offers platform for inclusivity
- Learning, access, and professional development
Strategies

- Don’t design in a vacuum
- Apply mixed methods
- Look at process as well as product
- Incentivize participation
- Be transparent. Share the findings.
- Ongoing activity
What’s Next?

May 4: Amplify & Grow: Marketing, Fundraising and Professional Growth
Professional Network of Support

Join our Makers in the Library Facebook Group

Contact Us!

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makersinthelibrary.org
Help us spread the word about our COVID-Innovations Survey
makersinthelibrary.org/covidsurvey
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