

ASSESSMENT PLAN

Library Field Trips



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EXECUTIVE SUMMARY

1.1 INTRODUCTION

In 2009 Chicago Public Library (CPL) opened YOUmedia, their first dedicated space for high school teens at Harold Washington Library. YOUmedia is an afterschool drop in space where teens develop digital skills, explore STEM concepts and maker activities. YOUmedia is known for bringing teens social and learning worlds together. Currently there are 12 YOUmedia spaces catering programs and services that reflect the interests of teens in their communities. Field trips in the library for teens are YOUmedia programs that provide experiential learning opportunities, different levels of discovery and high engagement in various topics. It's important to conduct an assessment plan for field trips in the library to provide a better understanding of the impacts these programs provide for teens. The assessment plan will focus on field trips in the library to find if teens are developing new skills and creating educational connections. In hopes of aligning CPL mission and values to the overall success of field trip programs in the library.

1.2 LIBRARY MISSION

The Chicago Public Library mission reflects their continued dedication to serving patrons from diverse neighborhoods in Chicago. Their emphasis on discovery is necessary because there are many ways to provide pathways for new ideas and places.

“We welcome and support all people in their enjoyment of reading and lifelong learning. Working together, we strive to provide equal access to information, ideas and knowledge through books, programs and other resources. We believe in the freedom to read, to learn, to discover” (Chicago Public Library).

1.3 LIBRARY VALUES

Chicago Public Library values Nurture Learning, Supporting Economic Advancement and Strengthen Communities. These three areas of work are part of CPL strategic vision that goes beyond the surface level and serves to provide teens with programs and services. Below are 5 areas CPL is dedicated in bringing to teen patrons:

- Provide staff that is knowledgeable and support teens social development, interest and learning.
- Dedicate spaces for teens to be themselves.
- Offer interest-based projects, activities and mentorship to develop teens 21st century skills, support academic needs and foster personal growth.
- Provide equipment that will assist in their learning and interests.
- Provide connections to college and career pathways.

DESCRIPTION OF SERVICE

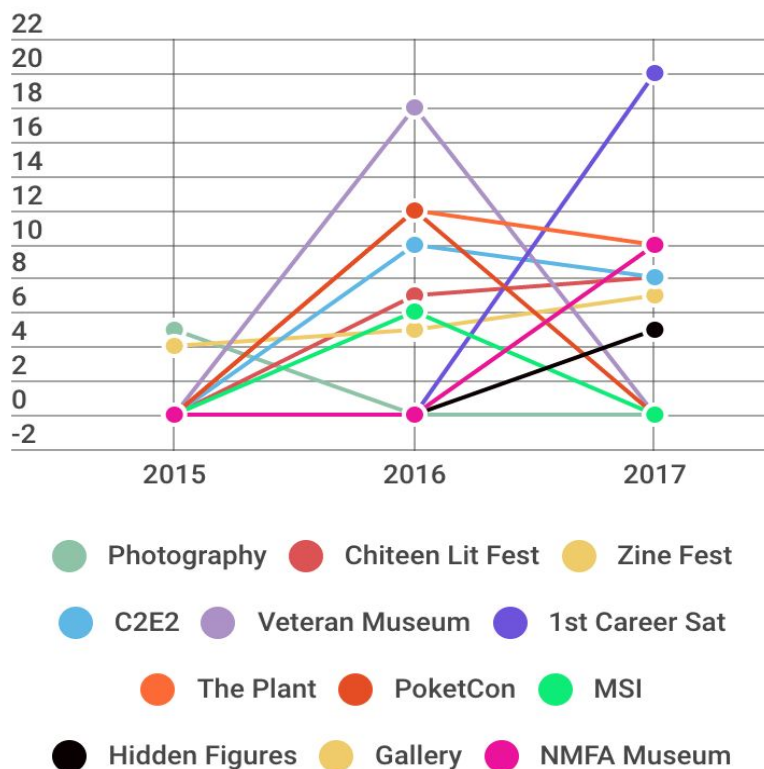
2.1 FIELD TRIPS IN YOUMEDIA

For the past 3 years YOUmedia at Back of the Yards Branch has provided teens with field trips that extend programs in the library. The field trips also engage teens to experience learning outside of the library and connect topics they covered or explored to real world professionals and institutions. Field tips with one staff member usually only have about 6 teens participating. Two staff members in a field trip allow a group of about 12 teens to participate.

Teens that wish to participate in a library field trip have:

- Registered with YOUmedia by filling out an Intake Form
- Attended STEM based, career exploration component or interest driven programs
- Bring a signed permission slip with guardian signature and contact information

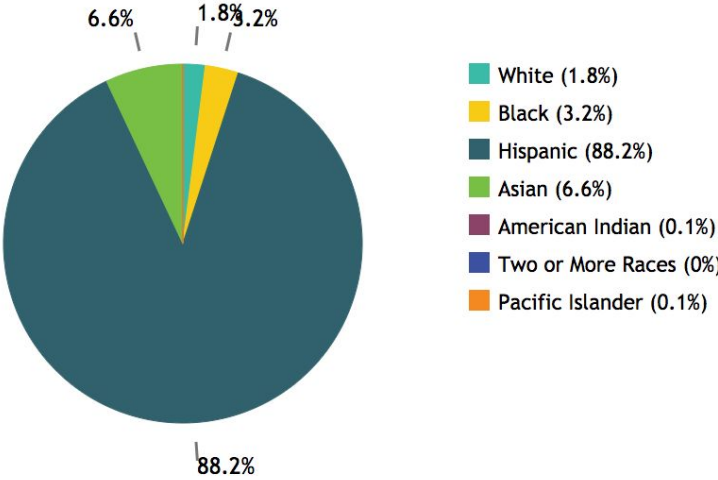
Table 1 Shows field trips taken by teens at Back of The Yards Library in a 3-year span.



<https://infogram.com/teen-field-trips-2015-17-1gv02g7q0kde21x>

2.2 DEMOGRAPHICS

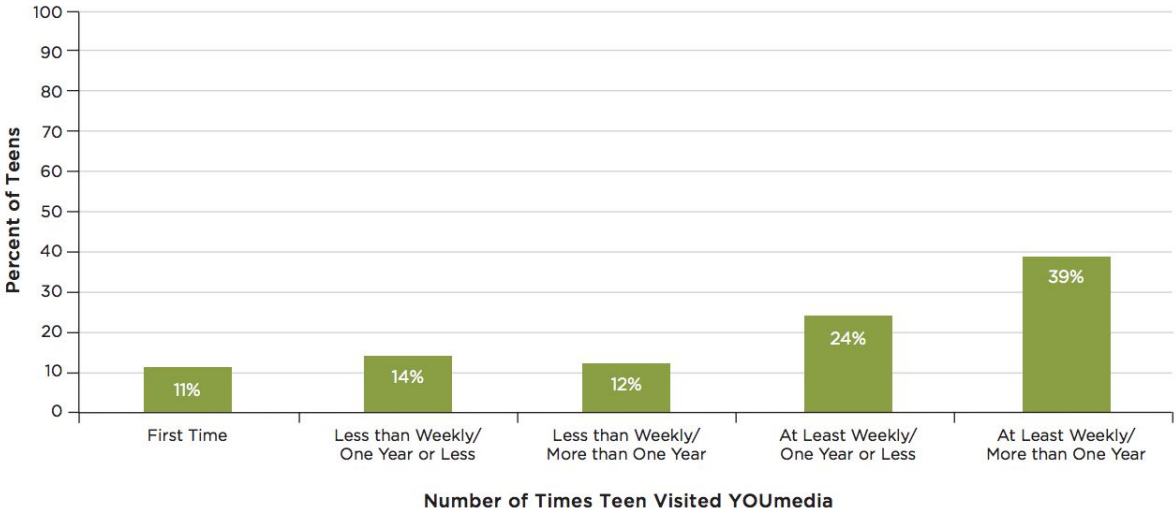
According to *YOUmedia Report* most of the teens coming to Harold Washington Library Center YOUmedia are African American 66% and 12% Latino. In Back of the Yards YOUmedia the majority of the teens are Latino and then African American. Back of the Yards YOUmedia is attached to a High School their demographics graph below provide a glimpse of the teen population serve in the library.



2.3 FREQUENCY OF ATTENDANCE

Figure 6 demonstrate a reflection of attendance for Back of the Yards YOUmedia.

FIGURE 6
Duration and frequency of teen attendance



Source: 2012 YOUmedia Survey

OUTCOMES OF SERVICE

VALUE OF FIELD TRIPS

According to studies school field trips have an impact on student learning by providing a high level of engagement, improved motivation and attitude towards a topic (DeWitt, 2008). Field trips provide teens the opportunity to explore educational spaces they might not be used to and learn at their own pace. Teens also gain knowledge and skill through both physical and cognitive interactions (Rohlf, 2015). Many of the teens that participate in fieldtrips have a desire to meet professionals in gaming, graphic design and STEM professions. Library field trips provide teens the opportunity to attend museums, career exploration events, and game developer conventions.

STAKEHOLDERS

The value of a needs assessment plan can benefit all of the library stakeholders who have a connection with the library.

- Students: Finding out the best approach for having a fun and educational field trip is important. Needs assessment plan can identify if a structured field trip provides students with the tools necessary to
- Parents/guardians: The most invested in the education and enrichment of activities for children are their caregivers. Providing parents with concrete information on field trip outcomes will keep them invested in attending programs in the library.
- Library Staff: Librarians can share the value of field trips to other institutions and provide a context to the importance of their work.
- Library Directors: Budget and staffing can be a setback when it comes to planning for library field trips. By providing value to field tips and aligning them with strategic planning goals, field tips can be prioritized as a program offered in YOUmedia
- Grant prospects: Many foundations have funds to allocate for educational programs that align with their specific mission and values. Providing a context that explain value of field trips is beneficial for receiving additional funding.

NEEDS ASSESSMENT

STRUCTURE AND EFFECTIVENESS

There is currently a lack of assessment plans in library field trips for YOUmedia. There are field trip programs in the library systems but there is little research in that area including assessment tools to assess library field trip programs. For the past 3 years librarians and library associates have created programs from listening to teens about their interests and aspirations. But there is always room for improvement when it comes to program development and evaluation. Little information is known about the impact library field trips have on teens, career planning, long term goals, civic engagement, social and emotional learning.

Teens represent a large number of branch attendance as a whole and request field trip programs regularly. Many of the teens attending YOUmedia are low-income and spend most of their day in the library. Transportation to and from field trips are through public transportation, where Ventra (bus pass) cards are provided at no cost for teens. Teens have reported never taking public transportation before or even visiting other neighborhoods in Chicago.

OUTPUTS

YOUmedia locations that provide field trip programs to teens have measured:

- Teen attendance
- Ventra cards handed out
- Time spent planning field trips
- Partnerships created
- Number of field trips provided per branch

OUTCOMES

A needs assessment plan can provide librarians and staff with the necessary tools to:

- Provide teens experience with navigating the city
- Connect concepts and topics from programs in the library to field trip experience
- Build interest in career exploration
- Provide social and emotional outlets within educational spaces
- Build relationships between library mentors and teens

- Improve field trip experiences for teens

EXISTING MODELS OF ASSESSING LIBRARY FIELD TRIPS

MEMORABLE, STRUCTURED AND LONGTERM IMPACTS

Qualitative and quantitative surveys demonstrate the best option for students in school to report their experiences and learning outcomes. A study that looked to evaluate field trips long-term impacts on learning found field trips provide fun and educational options outside of the classroom (Rohlf, 2015). This study provided a 14-question online survey to students in a History of East Asian Civilization class. About 1/3 of students responded with qualitative answers on the long-term impact and memorability the field trip had in their life choices and education (Rohlf, 2015). A survey that provides students with quantitative and qualitative questions can demonstrate memorability, gained skills and career exploration outcomes of library field trips.

Demonstrating if teens made connection to content explored in library programs or sparked new ideas during a field trip is an essential component in questioners. In *The Field trip as an Experiential Strategy to Promote Reflective Learning* by Erica Barte and Kevin Jones, students were asked to complete multiple elements such as surveys, debrief and written papers to assess field trip goals. Survey was used to test student's thoughts about the field trip. Debriefs served as a tool for instructors to identify on the spot connections and feedback of the students. Lastly written papers by students reflecting their observations and ideas covered in class served as a tool to demonstrate reflective learning. This 3-part assessment model served as an ideal assessment of reflective learning and students overall thoughts about field trips as experiential option for learning.

Qualitative feedback from teen who participated in field trips would have an in-depth value for librarians to address while field trip planning. In a study that interviewed 8 people to seek a better understating of longitudinal impacts field trips have found positive experience with field trips whether social or educational in the data (Pace. 2004). Majority of the participants believed the social benefits outweigh the educational benefits of the school field trip (Pace. 2004). This observation can be relatable to library field trips since school field trips differ in the context of social and emotional aspects. Teens coming into the library build relationships with mentors and peers they meet in the space. Learning becomes different when school expectations drop and teens are free to explore what they are interested in personally.

PROPOSED PLAN AND RATIONALE

PART 1-ONLINE SURVEY

Teen librarians and associates will be responsible for collecting data during and after field trips. Data collected will be compiled into a tracking system where it can be interpreted and analyzed. Best method for sending online surveys is through social media, emails and during field trips. Librarians and library associates should dedicate time to complete online surveys after a field trip. Best incentive for completing surveys if budget allows are extra service learning hours, computer sessions, gift cards, or conducting a raffle for participants.

Part of the field trip planning process is also identifying the main objectives of the field trips these can be broken into 3 categories (educational, career exploration and social and emotional learning). It is important to be able to identify the field trips focus areas since data collected will need to be categorized and matched to teen survey responses.

Digital learning and access to technology is a primary function of YOUmedia. Asking teens to complete online surveys during or after field trips is applicable since tablets, laptops and personal phones are available in the library.

PART 2-VIDEO QUESTIONNAIRE

Using technology as a tool to assist librarians and associates in data collection is the best way for optimization. Librarians and associates may utilize this tool when staff and teen engagement is compromised due to time restrictions and lack of staffing. Flipgrid is an online application that compiles video responses into a personal grid. Librarians and associates will manage the account and share links with the teens. The video request can be set to a limited time to 2- 3minutes and questions will be posted on the top of the screen for efficiency and accuracy.

Librarians can review these videos at their convenience to evaluate answers teens posted online. In addition, video responses can serve as narratives to share with stakeholders about the impact field trips have on teen development.

It is important for teens to share their experience and answers to questions in a medium they feel comfortable in sharing. With the increase in social media use by teens video narratives provide teens with the familiarity of posting videos and sharing their stories. Administering questionnaires for the last six months of field trips

TIMELINE

Breaking online surveys and video questionnaires evenly across the three types of field trip experiences (e.g. education, career exploration, and social and emotional development) will balance the data collection methods. Further, it will provide teens platforms to give both quantitative and qualitative feedback. It also provides an opportunity for a look into longitudinal outcomes in learning, career planning, social and emotional development.

QUANTATITATIVE/QUALITATIVE-JANUARY TO JUNE

MONTH	FIELD TRIP	METHOD
JAN	Educational	Survey
FEB	Career Exploration	Video Questionnaire
MAR	Social and Emotional	Survey
APR	Educational	Video Questionnaire
MAY	Career Exploration	Survey
JUN	Social and Emotional	Video

QUANTATATIVE/QUALITATIVE-JULY TO DECEMBER

MONTH	FIELD TRIP	METHOD
JUL	Educational	Survey
AUG	Career Exploration	Video Questionnaire
SEP	Social and Emotional	Survey
OCT	Educational	Video Questionnaire
NOV	Career Exploration	Survey
DEC	Social and Emotional	Video

SURVEY

ONLINE SURVEY

Share online survey though social media or have it up on library computers when returning from field trip. Answers will be in a Likert scale format with responses including: Completely agree, Agree, Neutral, Disagree, Completely Disagree.

Name

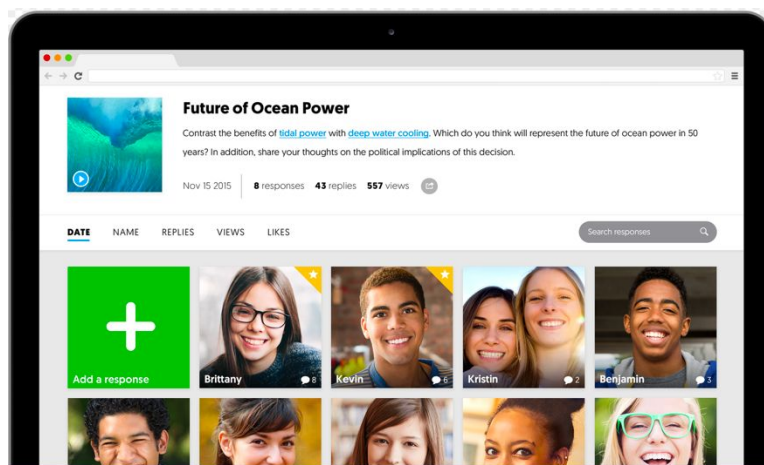
1. This was my first time taking public transportation.
2. I would feel comfortable taking Public transportation on my own.
3. This was my first time visiting the _____.
4. I met new friends during this trip.
5. I connected with professionals during the field trip.
6. I plan to attend the next field trip.
7. I would say todays field trip was fun.
8. I discovered something interesting
9. I felt safe and comfortable during the field trip.
10. I learned new things at the field trip.
11. The field trip was related to programs in the library.
12. It was easy for me to complete this survey.
13. I was able to talk to the librarian during the field trip.

VIDEO QUESTIONNAIRE

FLIPGRID

Please respond to these 3 questions you have about 3 minutes to complete this video and we will only share your responses if you agree.

1. Where did you go today?
2. Describe something meaningful you experienced during the field trip?
3. What was your favorite and least favorite part of the field trip?



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