Handouts for "Measuring What Matters" for the 2018 VAM Conference

Speakers:
Nancy Perry, Director of Museums for the City of Portsmouth
Stephanie Boyle, Education Manager at Dumbarton House, Washington, D.C.
Conny Graft, President, Research and Evaluation

Focus Group Interview Guide for The Children's Museum of Virginia 2nd Grade Teachers

Conny C. Graft, Research and Evaluation
March 7, 2016

As participants enter the room I will give them a hard copy of the online survey to fill out.

I will review the surveys before I begin the focus group to get a sense of their overall impressions. This will also help me determine if there are specific issues I need to probe them on.

4:30 pm   Introductions of Participants and Facilitator

4:35 pm   Purpose of Focus Group and Introduction

- Welcome and introduce myself
- Tape/Audio recording
- Confidential
- Be open and honest
- Not seeking consensus
- No wrong or right answers
- Feel free to help yourselves to refreshments

   Guidelines for Discussion

- Everyone has something to contribute – share the air time
- Each speaker will talk without interruption
- May agree to disagree
- Really need your HONEST opinions. If something does not appeal to you we need to know, so please speak up!

4:40   1) Thinking back about all the field trip experiences you have had to museums, what are three words you would use to describe a successful experience for your students. Take a few minutes to write them down and then we will discuss them.

   Neutral Probes:
   - Can you tell me more about that?
   - Can you give me an example of a program that illustrates that?

- Why is that important to you?

5:00   **2) Do you think the program you attended met any of those attributes we just talked about? Why or Why not?**

Neutral Probes:
- **What, if any, aspects of the program were successful?**
- **What, if any, aspects (including content and presentation/activities) were not successful and why?**
- **What suggestions do you have for making this program more successful?**

5:30   **3) Tell me about the type of information you received about the program before you came. Would it have been helpful to have more or different information before you came? If so, what? What is the best way to get this information to you?**

6:00   **4) Looking at the Pre and Post-Visit Activities information in front of you tell me if you think these meet your needs. What suggestions do you have for making them more useful?**

6:15   **5) This program and many other programs included in the handout I am passing out were developed over 10 years ago in response to the SOL scores of students at that time and what teachers said they needed the most help with.**

Looking at the handout with the list of program topics they are offering tell me if these are the type of topics you need help with NOW. Which are most appealing to you and why? Are there other types of programs they are not offering you would like them to develop?

Thank you so much for taking the time to talk about your experiences here and sharing your ideas and suggestions.

Materials Needed

- Surveys (I will supply)
- Pencils, pens
- Tent cards for names
- Tape recorder, batteries (I will supply)
- Beverages, , Napkins, Cups, Ice, Food (nothing that crunches and wipes out our sound such as potato chips or any bags to be opened, hard candy or cans of soda with pop tops)
- List of participants (I have the list Nancy sent me but often the names change after it is scheduled)
- Newsletters, Calendars of Events and any other promotional materials they can take back with them

Focus Group Interview Guide for Dumbarton House
Organizations that support underserved youth

Conny C. Graft, Research and Evaluation

Discussion Guide

5:15-5:30 Arrival and start mini tour of house

5:30 pm   Purpose of Focus Group and Introduction

- Welcome and introduce myself
- Tape/Audio recording
- Confidential
- Be open and honest
- Not seeking consensus
- No wrong or right answers
- Feel free to help yourselves to refreshments

   Guidelines for Discussion

- Everyone has something to contribute – share the air time
- Each speaker will talk without interruption
- May agree to disagree
- Really need your HONEST opinions tonight. If something does not appeal to you we need to know. If there is something we have not considered but does appeal to you please speak up!

The staff at Dumbarton House is creating a new interpretive plan for this site. They want to experiment with new exhibits and programs that will provide more accessible, relevant and interactive experiences for their target audiences.

They would like to find creative ways to become more involved with the members of their community and be a place where people feel as if this is "their place". They want people to feel as if they can come here to have fun, meet new people and enjoy learning about things that are interesting to them and link to the stories this site has to tell. In short, they want to find ways they can make a difference in their community.

They have identified three target audiences – young professionals, people interested in preservation such as yourselves and organizations that support underserved youth.

Tonight, I will be sharing some ideas they have about ways to accomplish that. These are beginning concepts and may change considerably between now and when they are implemented. They are eager to hear your feedback – the good, the bad and the ugly!

5:35 Question #1 – Feedback on Ideas for Exhibits in the House
Now that you have had a chance to go through the house and see the collection and hear about some of the ideas being considered for the future, what are some of your impressions? Do you think some of the new ideas under consideration are interesting, not so interesting or even boring? Please be honest! I will go around the table so everyone has a chance to share their thoughts.
               Probes:

- o Can you say more about this? Or, give me an example of what you mean when you say…
- o Why do you feel that way?
- o Do you have any suggestions for how we can make either the content and/or the presentation more engaging and meaningful?
- o What other ideas do you have for exhibits here?

5:55   Question #2 – Feedback on Outcome #1 and Activities

Now, we are going to talk about some of the outcomes for programs. These are statements about what they hope you will know, feel and do as a result of participating in special programs here. I am going to pass out a handout with the first outcome statement as well as some of the activities and programs they are considering offering. Take a few minutes to read through this and then we will discuss each one.

- Looking at this outcome, do you think this is something that you might be interested in? If so, why? If not, why not? Are there other outcomes you would like them to consider?
- Looking at the list of possible experiences, tell me what your top 3 experiences would be (or let me know if none are appealing) and why they are appealing. When you see this list are you thinking "I would love to do this" or "Maybe, if I had nothing else to do" or "I would rather have my teeth pulled than do that!"
- Probes:
  - o Why do you feel this way?
  - o Do you have any suggestions for how we can make either the content and/or the presentation more engaging and meaningful?
  - o What types of experiences are not listed here that you would like the site to offer and why?

6:15 Question #3 – Feedback on Outcome #2 and Activities

Now, I am going to share another outcome as well as a list of possible experiences related to that outcome.

- Looking at the outcome here do you think this is something that you might be interested in? If so, why? If not, why not?

- Looking at the list of possible experiences, tell me what your top 3 experiences would be (or let me know if none are appealing) and why they are appealing. When you see this list are you thinking "I would love to do this" or "Maybe, if I had nothing else to do" or "That sounds so boring!"

- Probes:

  - o Why do you feel this way?

  - o Do you have any suggestions for how we can make either the content and/or the presentation more engaging and meaningful?

  - o If this is not something you are dying to see is there anything we can do to make it more appealing TO YOU?

- What types of experiences are not listed here that you would like the site to offer and why?

6:35 pm   Question #4 – Feedback on Outcome #2 and Activities

Now, I am going to share another outcome as well as a list of possible experiences related to that outcome.

- Looking at the outcome here do you think this is something that you might be interested in? If so, why? If not, why not?

- Looking at the list of possible experiences, tell me what your top 3 experiences would be (or let me know if none are appealing) and why they are appealing. When you see this list are you thinking "I would love to do this" or "Maybe, if I had nothing else to do" or "That sounds so boring!"

- Probes:

  o Why do you feel this way?

  o Do you have any suggestions for how we can make either the content and/or the presentation more engaging and meaningful?

  o If this is not something you are dying to see is there anything we can do to make it more appealing TO YOU?

- What types of experiences are not listed here that you would like the site to offer and why?

7:00   Thank you so much for giving up your valuable time to be with us, and sharing your feedback. If you would like to receive our newsletter please sign up here.

If you are interested in being a part of a Young Professionals Group in the future please let us know on the sign-up sheet.

<u>Materials Needed</u>

- Sign-Up Sheet to get newsletter and/or participate in an advisory group
- Tables and Chairs – 8 - 10 for participants and myself; 2 for staff if you would like to observe
- Tent Cards for names
- Handouts
- Beverages, , Napkins, Cups, Ice, Food (nothing that crunches and wipes out our sound such as potato chips or any bags to be opened, hard candy or cans of soda with pop tops)
- Video and audio equipment and cords

- List of participants
- Incentive and form for people to sign after they get gift to prove that they got it!

Dumbarton House Evaluation Toolkit

June 2017

Conny C. Graft

Research and Evaluation

Dumbarton House Evaluation Toolkit for The Formative Evaluation

Purpose

The purpose of this toolkit is to assist the staff of the Dumbarton House in conducting a formative evaluation. This evaluation will collect feedback from visitors about the new interpretation of the house. The data from this evaluation will be compared to the data collected from the front-end evaluation that was conducted in 2016. The data will also assist staff in determining if they need to make changes to achieve their intended outcomes.

Contents

This toolkit includes the following:
- A list of tips for how to conduct an exit survey
- An exit survey
- A template for an invitation to be emailed to visitors to participate in an online survey

Process
- Staff will be trained on how to invite people to take a brief exit survey
- Staff will also be trained on how to ask neutral follow up questions to the questions on the survey so that they capture more in-depth answers
- Staff will be trained on how to enter the data from the exit survey on to Survey Monkey
- One week after visitors have taken an exit survey they will email an invitation to visitors to participate in an online survey using the template provided in this toolkit
- A reminder email will be sent to visitors four days later
- Staff will need to create a Gold account on Survey Monkey
- Staff will need to purchase a $50 Amazon Gift Card and select a visitor to receive the gift card once the survey period has ended.

Exit Interview Tips

- Pick a location and a number to select the individual in the travel party that you will invite to do the survey.

- Make eye contact with that person who has completed a self-guided tour or guided tour and introduce yourself.

- Tell them you work at Dumbarton House and ask them if they have any questions about anything they have seen or heard. The idea here is to establish a relationship, and offer them something before you ask them for their feedback.

- Once you have answered their questions, begin with the introduction to the survey.

- If you notice you have been getting more females than males to talk with you OR more males than females, make eye contact with the gender that is underrepresented in your sample.

- If they say yes, then let them know that you only need one person to answer the survey

- Listen very carefully to what they are saying and seek to understand what they are saying.

- Follow-up their answers with some of the neutral probes listed on the survey so you can get them to be more specific with their answers.

- Very often, the most interesting comments will come out after you have ended the interview.

- Be prepared to pick your clipboard back up and take notes on what they are saying after the interview has ended.

- As soon as they have left, find a quiet place to review your survey, clarify your notes and add any other comments you think will help the reader understand what was being said.

Dumbarton House Exit Interview

Date: _____   Time: _____ Interviewer: _____

"Good morning/afternoon. Do you have any questions about some of the things you saw or heard here today?

Before you leave would you mind answering just a few questions about your visit here? It will only take 10 minutes. We are experimenting with some new things, and we want to get your feedback.

If they say yes, then follow up with:

It is very important that you are honest with me about your opinions of this experience. You will not hurt my feelings if there are aspects of the tour that you did not like or aspects that you did not understand".

1. **Did you take at Guided Tour or a Self-Guided Tour?**
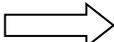
___ Guided Tour ⟹ **GO TO QUESTION #5**

___ Self-Guided Tour

2. **If they took the Self-Guided Tour ask: Thinking about the text panels you saw in the rooms on the first floor please rate the statements below:**

	Strongly Agree				Strongly Disagree
The content was interesting	1	2	3	4	5
The content was easy to understand	1	2	3	4	5
I learned something new	1	2	3	4	5

3. **If they took the Self-Guided Tour ask: Did you listen to the audio on the text panels?**
____ YES ____ NO

If not, why not?

4. **For those who listened to the audio on the text panels, please rate the following:**

	Strongly Disagree				Strongly Agree
The content was interesting	1	2	3	4	5
The content was the right length	1	2	3	4	5
I learned something new	1	2	3	4	5

5. **Did you use the touch screens?**

_____ YES   _____ NO

If not, why not?

6. **For those who used the touch screens please rate the statements below:**

	Strongly Disagree				Strongly Agree
They were easy to use	1	2	3	4	5
The content was interesting	1	2	3	4	5
I learned something new	1	2	3	4	5

Comments about the touch screens:

7. **On a scale of 1 to 5, with "1" being not engaging and "5" being very engaging, to what degree do you think this experience was engaging?**

Not Engaging   **Very Engaging**

    1   2   3   4   5

If they select a "3" or below, ask what can we do to make it more engaging?

8. **On a scale of "1" to "5" where "1" is poor and "5" is excellent, please rate your overall experience.**

    Poor   **Excellent**

    1   2   3   4   5

If they select a "3" or below, ask what can we do to make it a "5"?

9. **Were there one or two key ideas you got from this experience? If so, what are they?**

10. **Please rate the statements below:**

	Strongly Disagree				Strongly Agree
I learned about the uncertainty of Washington, D.C. as the capital city during this time period	1	2	3	4	5
I learned about the role women played in the preservation of buildings	1	2	3	4	5
I felt empathy for the enslaved workers and indentured servant who worked here	1	2	3	4	5

	Strongly Disagree				Strongly Agree
When I was on the first floor I felt like I was back in time	1	2	3	4	5
I want to learn more about this time period and about the history of the Capitol	1	2	3	4	5
I have a greater appreciation for the preservation work at Dumbarton House	1	2	3	4	5

Please share any comments you may have about the statements above:

11. Do you have any suggestions for how we can improve this experience?

HAND THEM THE SHEET WITH DEMOGRAPHICS

12. What is your age?

___ 17 or younger

___ 18 -21

___ 22-29

___ 30-39

___ 40-49

___50-59

___60 or older

13. With which racial identity do you identify?

___ White

___ Black or African American

___ American Indian

___ Alaskan Native

___ Asian

___ Native Ḥawaiian

__Pacific Islander

__From multiple races

__Prefer not to identify

__Some other race

14. What is your zip code or country?

_____

American Association for State and Local History

**Resource List
Audience Research and Evaluation in
History Museums and Related
Institutions**

To encourage more audience research and evaluation in history museums and related institutions, Visitors' Voices, an affinity group of the American Association for State and Local History (www.aaslh.org), has compiled the following annotated list of print and electronic resource materials.

Getting Started with Evaluation
Judy Diamond, Michael Horn, David H. Uttal.2016.*Practical Evaluation Guide: Tools for Museums and Other Informal Educational Settings, Third Edition.* Lanham, Maryland: Rowman & Littlefield Publishers.

The Practical Evaluation Guide is an all-in-one resource to guide professionals working in museums and other informal educational institutions. This new edition includes updates throughout and features a brand-new chapter on evaluating digital interactive exhibits. The section on observational tools includes a new section on using video recordings and the section on interviews includes recent studies from countries outside the U.S.

Dierking, Lynn D. and Pollock, Wendy. 1998. *Questioning Assumptions: An Introduction to Front---End Studies in Museum.* Washington, DC: Association of Science---Technology Centers. Dierking and Pollock offer an in---depth look at the purpose, planning, methods, interpretation, and application of front---end evaluation studies in informal settings. In addition, they offer practical tips on how to utilize front---end studies to involve staff and create a "learning organization," and provide dozens of examples of actual front---end studies, their goals, methods, and findings.

Hood, Marilyn G. 1986. "Getting Started in Audience Research." Museum News, 64(3), 25---31. A concise guide for practitioners just beginning to conduct audience research, this article outlines the basic questions to consider, how to develop a plan, and how to select appropriate methods (questionnaires, interviews, observations, and other

techniques). Hood also offers four examples and further reading on audience research.

Korn, Randi. (1994). Studying your visitors: Where to Begin. *History News* 49(2).
A useful overview of key evaluation terms and definitions. In addition to explaining the general background and purpose for evaluation in museums, Korn provides information on the range of potential types of evaluations a museum can use.

Lewis, Andrea. 2007. "Surveying Visitors, Plain and Simple." *History News*, 62(2), 17---19. Lewis explains to readers how to focus on small, in---house, DIY high---impact evaluations that provide efficient and applicable results.

Shettel, Harris. (2010). No visitor left behind. *Curator 51(4)*, 367--375.
Shettel makes the case for using evaluation as part of exhibit development and audience engagement. This thoughtful essay presents common arguments about conducting evaluation and how museums can overcome barriers and move toward implementation.

Stein, Jill, Adams, Marianna and Luke, Jessica. 2007. "Thinking Evaluatively: A Practical Guide to Integrating the Visitor Voice." *Technical Leaflet #238*. Nashville: American Association for State and Local History. The technical leaflet may be downloaded and purchased online by visiting the AASLH website.

Wilkening, Susie. *Understanding Audiences and Visitors.* AASLH StEPs Curriculum Packet. Nashville: American Association for State and Local History.
Curriculum materials for a workshop that helps participants understand how to collect visitor information, locate demographic research and overall trends, and explore using that information to make their organization more relevant to their visitors and audiences. The package includes an instructor's guide, PowerPoint slides, and handouts. The materials may be downloaded and purchased online by visiting the AASLH website.

Tools and Techniques
Bradburn, N. M., Sudman, S. & Wansink, B. (2004). *Asking questions: The definitive guide to questionnaire design*. San Francisco: Jossey---Bass.
This is a classic guide for developing effective questions and surveys focused on attitudes and behaviors. Includes information on conducting surveys in a variety of strategies and includes examples of actual survey questions.

Fischer, Daryl K. (1997). Visitor Panels: In House Evaluation of Exhibit Interpretation. In *Visitor Studies: Theory, Research and Practice*, Vol. 9.
This article describes the concept of visitor panels, small focus groups that serve as representatives of the audience and serve as "experts" on the visitor experience. It includes details on creating visitor panels including recruitment, role of the moderator, and experiences from staff.

Korn, Randi and Sowd, Laurie. 1990. *Visitor Surveys: A User's Guide*. Washington, DC: American Association of Museums.
An easy---to---understand guide to designing and conducting your own visitor survey from start to finish. With a computer, commitment to the project, and this manual, your staff can accurately measure your museum's performance in any area of operation. Two experienced evaluators outline a step---by---step format for assessing your programs in the public dimension and guide you around potential pitfalls in data collection and analysis.

Using Evaluation Results
Bubp, Ken and Allison, Dave. 2007. "Opening Doors to Great Guest Experiences." *History News,* 62(2), 20---23. An example of the decisions and process that led to a major visitor research effort at Conner Prairie, an outdoor immersion history museum, beginning in 2000 and changes in interpretation programming developed as a result (Opening Doors).

Graft, Conny. 2007. "Listen, Evaluate, Respond! The Colonial Williamsburg Visitor Research Story." *History News,* 62(2), 12---16. An example of the decisions and process that led to a major visitor research effort at Colonial Williamsburg in 2004 and the

educational programming developed as a result (The Revolutionary City).

Lewis, Andrea. 2007. "Surveying Visitors, Plain and Simple." *History News*, 62(2), 17-19. Lewis explains to readers how to focus on small, in-house, DIY high-impact evaluations that provide efficient and applicable results.

Tools and Techniques: On-line Resources

American Association for State and Local History
Webinar: Getting Your Feet Wet with Evaluation. 2013.
http://community.aaslh.org/small-museum-special-event-survey/Have you thought about doing a survey or gathering visitor information, but were overwhelmed by the prospect? Are you looking for a place to start? In this free, on-demand webinar, learn about a special event survey you can adapt in five minutes or less for your site. Hear from real people who have used this template to evaluate their special events. This link includes a webinar, a template for a Special Event Survey and several other handouts.

Indiana University and Institute for Museum and Library Services. 2010. *Shaping Outcomes.* http://shapingoutcomes.org/
Free, on-line tutorial and materials for developing logic models and outcome-based evaluation projects specifically targeted for museums and libraries. Developed in cooperation with the Institute for Museum and Library Services. Includes case studies, resources, and worksheets. Course also available for iPhone.

Museums, Libraries, and Archives Council. 2008. Inspiring Learning for All: An Improvement Framework for Museums, Libraries and Archives.
http://www.inspiringlearningforall.gov.uk/
Comprehensive website that provides tools and resources for planning and evaluation. Of particular interest are the "generic learning outcomes" and "generic social outcomes' to provide a quick start for defining visitor experiences across a range of settings. Includes downloadable templates, case studies and checklists for planning.

University of Wisconsin-Extension. *Program Development and Evaluation Publications.*
http://www.uwex.edu/ces/pdande/evaluation/evaldocs.html
Comprehensive website that includes information on evaluation, program development and logic models. Includes several worksheets and tips on planning evaluations, designing questionnaires, analyzing qualitative and quantitative data, and using excel for analysis of surveys.

W.K. Kellogg Foundation. (2004, January). *Logic model development guide.*
http://www.wkkf.org/~/media/36693510092544928c454b5778180d75/logicmodel.pdf
A comprehensive guide to developing a logic model for your program or exhibition, and includes a useful chapter on how to apply a logic model to plan for evaluation. The chapter offers exercises, activities, and templates that will help you pose appropriate evaluation questions and establish indicators of success.

Evaluation Case Studies, Reports and Planning Resources
Australian Museum Audience Research Unit Centre
http://www.australianmuseum.net.au/Audience---Research/
Shares resources, short papers defining visitor research, and evaluation reports.

Family Learning Forum
http://www.familylearningforum.org
Web site developed out of the IMLS‑funded family learning project at the USS Constitution

Museum. Offers a wealth of information and resources including short articles, examples of exhibit and interactive activities that promote family learning, evaluation, sample forms and videos from leaders in the field.

Informal Science
http://informalscience.org
While focused on informal science learning, the website has resources and examples of evaluation plans, logic models, evaluation studies and tips for working with outside evaluators that is useful for all kinds of informal learning and museum settings.

Museum Learning Collaborative
http://www.museumlearning.org/
A comprehensive database of publications related to museum studies, education, evaluation, and research. The database contains more than 2,300 citations (500 annotated and reviewed), which can be searched by type of museum, topic, author, and title. The collaborative project, funded by IMLS, NEA, NEH, and NSF, officially ended in 2003, but the website still serves as an invaluable resource for identifying key publications in the museum learning field. (Citations from 2003 and beyond can be found at www.informalscience.org)

Opening Doors to Great Guest Experiences
http://www.connerprairie.org/About---Us/Who---We---Are/Opening---Doors---to---Great---Guest---Experiences.aspx. This combined DVD and CD‑‑‑ROM training package includes video and other resources to support visitor‑‑‑centered experiences through live interpretation programs. The set includes tips and techniques for engaging audiences, more than 30 interpretive communication exercises, discussion questions and introduction to conducting guest research all based on Conner Prairie's award‑‑‑winning "Opening Doors" approach to experience development. Available through the Conner Prairie

Planning for Visitor Experiences

McLean, Kathleen. 1996. *Planning for People in Museum Exhibitions, 2nd edition.* Washington, DC: Association of Science‑‑‑Technology Centers. McLean provides an engaging, practical guide to incorporating visitor perspectives when planning for museum exhibitions. In a very user‑‑‑ friendly format, this book addresses the essential issues and questions to consider when planning, developing, evaluating, and implementing exhibitions—focusing on specific aspects such as creating participatory, interactive exhibits; writing effective labels; and reinforcing exhibition themes through physical design.

McRainey, D. Lynn and Russick, John. (2010). *Connecting Kids to History with Museum Exhibits*. Walnut Creek, CA: LeftCoast Press.

Edited volume with chapters from history museum professionals that present research and practice that integrates children into museum experiences. The work includes information and tools for audience research and evaluation for this particular audience.

Serrell, Beverly. 1998. *Paying Attention: Visitors and Museum Exhibitions*. Washington, DC: American Association of Museums. Looking across more than 100 evaluation studies, Serrell provides a meta-‐analysis of museum exhibitions that contributes several important pieces: (1) it establishes measures and methods for assessing the effectiveness of exhibitions defined by "thoroughness of use" (based on time spent and stops made); (2) it offers significant insights into visitor behavior in exhibitions based on a broad range of studies and learning contexts; and (3) it proposes a model for interpreting data and establishing parameters of relative success of exhibitions. While the book is clear and easy to follow, it is most relevant for practitioners with some evaluation background.

Taylor, Sam, editor. 1992. *Try It! Improving Exhibits Through Formative Evaluation*. Washington, DC: Association of Science-‐Technology Centers. This book demystifies the formative evaluation process by outlining step-‐by-‐step procedures, along with case studies from around the United States. The book contains contributions from some of the eminent leaders in the informal evaluation field, including Minda Borun, Alan Friedman, and Beverly Serrell.

Weaver, Stephanie. 2007. *Creating Great Visitor Experiences: A Guide for Museums, Parks, Zoos, Gardens, and Libraries.* Walnut Creek, CA: Left Coast Press. Cultural institutions today face the daunting task of attracting visitors who have almost limitless choices for education and entertainment. What gets them through your front door and coming back again and again? In the commercial world, some businesses stand apart from their competition and profit by providing sophisticated, meaningful, and memorable customer experiences. In this practical, user-‐friendly guide, Weaver translates these methods to non-‐profit organizations. She introduces readers to the latest thinking and research on consumer behavior, branding, leisure studies, and staff training. She offers an eight-‐step process to evaluate how visitors view you, from before they arrive at the front door until after they leave.

Ideas behind Evaluation Practices

American Association of Museums. 2002. *Mastering Civic Engagement: A Challenge to Museums.* Washington, DC: American Association of Museums. This call to action from AAM's Museums & Community Initiative challenges museums to pursue their potential as active, visible players in community life. An opening essay urges museums to reinvigorate their civic role and purposes and offers guideposts for inquiry and transformation. Other essays and reflections -‐from museum professionals and community practitioners ‐offer food for thought on the complex process of changing the terms of engagement between communities and museums.

American Association of Museums. 2002. *A Museums and Community Toolkit.* Washington, DC: American Association of Museums. This toolkit is designed to help museums plan successful museum-‐community dialogues. It includes helpful hints, logistical tips, and sample documents for organizing a structured and creative conversation among people involved in the day-‐to-‐day business of building community. A companion to Mastering Civic Engagement: A Challenge to Museums.

Falk, J.H. and Dierking, L.D. 2013. *The Museum Experience, Revisited*. In this new revision to their landmark work, Falk and Dierking explore why people go to museums, how and what they learn, and what roles museums can serve in facilitating more effective learning experiences and foster communities of learners. The authors discuss the "contextual model of learning," which includes the personal, sociocultural, and physical contexts of a museum experience.

Hein, George E. and Mary Alexander. 1990. *Museums: Places of Learning*. Washington, DC: American Association of Museums. The authors explore all aspects of educational theory, museum education practice, and visitor studies in a straightforward, concise, and readable manner. Useful in relating the educational contributions of museums to the wider educational issues of society and to public service, this book is a must---read for every museum board and staff member.

Sheppard, Beverly. 2007. "The Need to Know." *History News*, 62(2), 7---11. An introduction to the importance of evaluation in history museums with an emphasis on evaluation as a resource for R&D, accountability, sound business practice, and as institutional learning tools.

Weil, Stephen E. (2003). Beyond Big & Awesome: Outcome---Based Evaluation. *Museum News* Nov---Dec. A discussion on outcome---based evaluation and a rationale for measuring learning in museums. Includes examples of museum use of outcome---based evaluation practices in developing successful visitor experiences.

Visitor Services

Adams, Roxanna. 2001. *Museum Visitor Services Manual*. Washington, DC: American Association of Museums. Are you concerned about providing visitors with the best overall experience possible? This manual can help museum staff make a case for visitor services, understand and meet the needs of visitors, plan and staff visitor services, train staff, and evaluate services. More than 25 museum leaders contributed their knowledge and experience to make this manual the most complete resource for museum visitor services today. Includes professional standards, a sample staff handbook, and position descriptions.

Runyard, Sue and Yiva French. 1999. *Marketing and Public Relations Handbook for Museums, Galleries and Heritage Attractions*. Lanham, MD: AltaMira Press. Marketing and public relations have become central to the success of a museum institution. Without effective use of both, museums of all kinds will fail to maximize their potential and fulfill their financial and cultural missions. This definitive guide describes the role of marketing and effective marketing and public relations techniques any museum or heritage site can utilize.

Where can I find more help?
American Evaluation Association (AEA)
http://www.eval.org
The premier organization for evaluators, the AEA website provides a wide range of resources, information, and publications related to evaluation in both formal and informal settings. It includes a comprehensive bibliography of printed publications, collection of links to evaluation--- related websites professional groups, training opportunities, and listservs. Also includes a directory to find an evaluator in your area.

Committee on Audience Research and Evaluation (CARE)
Open to members of the American Alliance of Museums. CARE offers webinars, skills labs and other professional development opportunities throughout the year and annually at the AAM annual meeting.

Visitor Studies Association (VSA)
http://www.visitorstudies.org
The VSA website offers resources related to visitor learning in informal contexts, including a list of VSA publications, recommended reading, and other related websites. The VSA also publishes a quarterly, peer---reviewed journal titled Visitor Studies Today. Includes a visitor studies professional evaluator database.

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