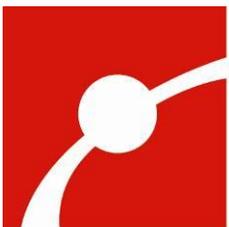


Guide to Conducting Formative Evaluation on Accessible Programming

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What is the purpose of this guide and these tools?

This guide and the accompanying formative evaluation tools are designed to assist museum educators in gathering information that will help their art and history museum programs become more accessible.

This guide is intended to help museum educators:

- Solicit feedback from program participants who are blind or have low vision (B/LV)
- Obtain feedback from general visitors who participate in your programs that are designed to be more inclusive
- Capture information regarding overall inclusion and accessibility from visitors who identify as having a disability other than vision loss

Since the main purpose of this guide is to help museums improve their programming for people who are blind or have low vision, being able to address issues regarding other groups who may be underrepresented at your museum, such as gauging visitors' feelings of cultural or linguistic inclusion, would require a different set of questions. For example, this guide will not help you to solicit the feedback you may need when making decisions about bilingual programming because it does not include questions regarding cultural awareness or bilingual communication.

Each section of this guide walks you through the various steps you should think about when collecting and analyzing feedback from attendees and museum professionals involved in your program's facilitation. These tools are part of a formative evaluation process (defined in more detail in the next section) and intended to be used during a program's development or when you are considering making changes. Since these tools are formative in nature, they focus on learning about how particular aspects of your museum program could be improved or made more inclusive for visitors who are B/LV. The questions in the accompanying Question Bank were created to help institutions better understand:

- How to increase visitors' interest or enjoyment around an activity or program;
- What you can do to make sure visitors who are B/LV feel comfortable and welcome during programs;
- Which types of materials could be helpful before, during, and after a program;
- How visitors who are B/LV react to the balance of content and engagement;
- How you can better market the program; and
- What staff members and/or docents think could be improved.

The Question Bank connected with this guide suggests several types of survey and interview questions and explains the different kinds of feedback you might get when asking these particular questions. Many of these questions have proven effective in gathering feedback from visitors who are B/LV in

science museums. Throughout this guide, look for instructions and tips on how to select the types of questions that will provide you with the most useful answers. Example instruments (e.g. surveys and interviews) near the end of this guide provide illustrations of what a complete instrument might look like, including useful introductory language. The hope is that this guide, accompanying questions, and example instruments will be useful for gathering feedback from visitors who are B/LV by the museums involved in Art Beyond Sights' Multi-Site Museum Programmatic Accessibility Project.

Resources

This is an abbreviated guide to conducting formative evaluation with B/LV visitors. In creating this guide, we drew upon the resources listed below. For more information about formative evaluation and how to analyze data, these would be helpful points of reference.

Diamond, J. (1999). *Practical evaluation guide: Tools for museums & other informal educational settings*. Lanham: AltaMira Press.

Grack Nelson, A. (2010). Survey Design Tips. Boston: Nanoscale Informal Science Education Network.

Pattison, S., Cohn, S., & Kollmann, L. (2013). *Team-based inquiry: practical guide for using evaluation to improve informal education experiences*. Retrieved from:
http://www.nisenet.org/catalog/tools_guides/team-based_inquiry_guide

Defining formative evaluation

The first step in using formative evaluation to make your programs more accessible for visitors who are blind or have low vision (B/LV) is to understand how engaging in the evaluation process can help you accomplish this goal. So, what is formative evaluation? Formative evaluation is a way to gather timely information that can inform and improve your work. In museums, formative evaluation often involves visitor feedback about specific exhibits or programs.

- At the core of formative evaluation is the desire to better understand how well particular aspects of a program are working in order to improve them.
- Since formative evaluation tries to answer questions for programs you are working on, it is best suited for new offerings or programs that are still evolving. Not only can formative evaluation help identify areas to improve, it can also hone in on aspects of a program that are especially strong and should be preserved in later iterations.
- Formative evaluation is not summative in nature because it does not aim to measure the overall effectiveness of a specific program, exhibit, or practice. Summative evaluation helps you understand the impact of a final product, while formative evaluation can assist you in developing and iteratively improving that product. Formative evaluation is often performed while a program is still being developed. Typically, a small number of individuals provide feedback so that you can identify any improvements that are needed or design elements that work well.

The steps of formative evaluation: From choosing your method to analyzing your data

Identifying what you want to learn

One of the early steps in the formative evaluation process is identifying what you or your team wants to know. Provided below are several approaches and potential overarching questions that are useful to think about when navigating through the beginning step of the formative evaluation process.

- **What do I want to happen?** When identifying areas where you may have questions, often a good place to start is reviewing your intended goals for the project. These might include both outputs and outcomes related to your project. The Institute of Museum and Library Services (IMLS) defines outputs as the quantity or measure of quality associated with an activity or service. This may refer to the number of participants who attended your workshop. They define outcomes as gains or changes in an individual's skill, knowledge, behavior, condition or life status related to the purpose of a program (<http://www.ims.gov/assets/1/AssetManager/Glossary.pdf>). For instance, your intended outcome may be to provide a meaningful art appreciation experience for visitors who are B/LV. This is something that could be accomplished through several programmatic avenues. After reviewing your goals, it is always good to step back and ask:
 - Do you have any questions about how well the program is achieving its stated outputs or outcomes?
 - How do visitors, especially those who are B/LV, experience your program, and does this experience match what you want?

- **What do people think?** Another avenue to consider is which types of information would be helpful to receive from both the audience attending these programs and the professionals who implement them. For instance, you might be wondering about broad questions pertaining to your program, such as:
 - Did visitors have any confusion during today's program?
 - Do visitors feel that all aspects of their experience are inclusive, or are changes needed to increase inclusion in any areas?
 - How prepared do the staff members and/or docents feel when facilitating this program with visitors who are blind or have low vision?

- **Am I on the right track?** When conducting formative evaluation, it is also important to think about the improvements or new directions you are already considering.
 - Are there any specific areas where feedback from visitors or staff members could help inform your final decision?

Tips for identifying what you want to learn

Remember that formative evaluation is meant to focus on immediate issues or concerns that you can act on using visitor and staff member feedback. You can always continue asking questions, but certain ones may be of higher priority at the moment or have a better chance of being addressed. When trying to figure out which questions are most important to answer right now, it will help to think about how you plan to use the information you are going to gather.

To get ideas about what to focus on, look at the questions from the Question Bank and think about which ones would help inform the specific areas where you can improve your program. The next section talks more about how to narrow down the actual questions you will ask participants.

Selecting questions for your evaluation

Now that you have identified what you aim to address through formative evaluation, the next step is selecting which questions from the Question Bank can best inform improvements for this program.

Formative evaluation is a process, so it's normal to focus on certain programmatic aspects in the beginning and alter the questions as you learn more about your program and start to make improvements. Your survey or interview can change over time, depending on what your team hopes to learn about and improve in a program.

Being thoughtful from the beginning about which questions to include can help you design an effective survey or interview. Remember:

- **Keep it brief.** Asking too many questions will likely make it more difficult for attendees to answer everything and they are less likely to provide thoughtful responses about what they're being asked. Ask only the questions that will provide data you intend to use to make improvements.
- **Mix it up.** There are pros and cons for selecting close-ended (multiple choice) and open-ended (free-response) questions. Incorporating a mix of these questions can help you create a more balanced evaluation tool.
- **Order matters.** When selecting and arranging questions for your instrument (i.e. survey or interview), it's important to think about the order of the questions. It may be helpful to start off with questions that are easier for the respondent to answer and then move into potentially more difficult or lengthy questions. The following chart describes some of the trade-offs of each type of question.

	Pros	Cons
Close-ended (multiple choice)	<ul style="list-style-type: none"> • Suggestions for programmatic changes can be difficult for visitors to formulate on their own, so having a selection of responses may help them articulate their thoughts. • Less time intensive for respondents • Respondents will answer from predefined categories, making the data simpler to compare and potentially easier to analyze. 	<ul style="list-style-type: none"> • Response choices are limited to those you identify as possible. This may prevent respondents from sharing helpful but unexpected ideas. • Attendees are not able to elaborate on their responses. It may be helpful to include an additional open-ended question or “please explain” option for some questions in this format.
Open-ended (free-response)	<ul style="list-style-type: none"> • Potentially richer data – respondents can provide feedback in their own words and greater detail about their answers. 	<ul style="list-style-type: none"> • More time intensive for respondents, so sometimes open-ended questions may be left blank. • Respondents will answer in their own words, which will entail identifying themes or patterns in the data. This takes longer to analyze.

Tips for selecting questions

Try to identify which of your questions are suitable for targeted close-ended responses and which ones your team may benefit from by hearing responses with greater open-ended detail.

It may be helpful to accompany some multiple choice questions with opened-ended questions to give attendees space to further explain their thoughts.

When selecting questions, try to consider how the questions play off each other, as well as the order in which they are being asked. During an interview or survey, start off with questions that are easy to answer and not those that are sensitive or demanding in nature. The sample instruments, located at the end of the Question Bank, are a helpful reference in thinking through these design elements.

Which instrument type (survey, interview, etc.) will best suit your needs?

When determining an instrument to use for data collection, there are pros and cons to consider for each technique. We've outlined some of the benefits of each method, as well as potential obstacles.

- In the next chart, both email and online surveys are referenced. These are two different electronic methods of gathering data from visitors after a program.
 - Online surveys use a survey tool or online software to collect responses. A link is typically sent to program attendees.
 - Email surveys consist of a list of questions sent by email to the attendees. Participants reply back to the evaluator via email with their responses.
- As you'll see in the chart on the next page, the technique of collecting observational data is also mentioned. Observing what visitors actually do during a program may be a useful method when capturing formative information about your program.

Instrument Type	Pros	Cons
Written Surveys	<ul style="list-style-type: none"> • They can be disseminated to multiple attendees at one time. • Dissemination directly following the program helps to ensure that his/her experience is still fresh in the attendee's mind. • These can be printed in large-print and Braille for participants who are B/LV. 	<ul style="list-style-type: none"> • There are few opportunities to ask participants to clarify their responses. • Dissemination after the program may impede the visitor's remaining time in the museum. • These will need to be read aloud for some participants who are B/LV.
Surveys through Email or Online Software	<ul style="list-style-type: none"> • Collecting an attendee's email address takes less time away from the museum program. • Participants may have the opportunity to dedicate more time to respond about their experience once they leave the museum. • Email surveys may be more accessible than online surveys for those who are less familiar with online software. • Online surveys make analyzing the data easier because the software can generate tables/ charts and because you don't have to read people's handwriting. 	<ul style="list-style-type: none"> • Participants may not respond to the survey once leaving the museum. • An attendee's program experience is no longer fresh in his/her mind. • Participants may not be computer savvy enough for online surveys. • Email surveys are not anonymous. • Whether creating a survey using online survey software or including questions in the text of an email, these need to be screen reader accessible.
Interviews	<ul style="list-style-type: none"> • Interviews can be done on an individual or small group basis. • Interviewing participants directly following the program ensures that their experiences are still fresh in minds. • You can ask for further clarification about any given response. 	<ul style="list-style-type: none"> • Interviews can take extra time to execute. It would be helpful to involve additional staff members to assist in interviewing as many participants as possible after the program. • Since data is being collected by hand and participants often speak quickly, it may be difficult to record everything verbatim in a legible manner. • A printed version of the interview will need to be available as well for visitors who need or prefer to receive information visually.

Observations	<ul style="list-style-type: none"> • Observations can focus on the behavior of individuals or small groups. • Data collection takes place during the activity and does not take time away from a participants' visit. • No direct visitor interaction is necessary. 	<ul style="list-style-type: none"> • Collecting observational data can be time-intensive for data collectors because it may be difficult to monitor more than one visitor or small group at a time. • Understanding the motivation or outcome of visitor behaviors can be difficult without complementary interviews.
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Tips for selecting an instrument type

It's important to think about how time intensive your survey, interview, or observation will be for visitors to complete and/or for museum professionals to facilitate. The length of time spent is likely to vary depending on instrument type and whether it is conducted after a program or through email. However, aiming for a response time under 15 minutes is encouraged. Testing your instrument with a colleague can help you determine if the included questions make sense and the length is appropriate.

Resources such as staff and post-program time may factor into which of these methods will work best for your institution. Try to gauge your capacity for collecting and analyzing data when selecting an instrument type.

Be sure to consider which aspects of an activity or program would be most important to observe in order to answer your overarching questions—perhaps there are certain areas you want to focus on more than others.

When thinking ahead to conducting interviews, keep in mind that it may be helpful to involve museum professionals who DID NOT facilitate the program since respondents might feel more comfortable providing honest feedback if the interviewer did not lead the program.

Data collection

Once you have selected questions and an instrument type, you are ready to gather feedback from visitors and/or museum professionals. As stated in the earlier section, there are several different ways to collect data from these groups: written surveys, online surveys, email responses, interviews, or observations. Depending on which method you have chosen, there are certain things to consider when interacting with your audience. The following section highlights these in more detail.

Accommodating the visitor or museum professional

- **Find a quiet spot.** If conducting an interview or administering a survey directly following the program, it's best to find a comfortable space for visitors or staff members to use while

providing feedback. This is ideally a quieter space that's separated from any busy pathways or galleries, and should include ample seating for all respondents. Again, if possible, have a staff member who was not involved in leading the program facilitate the interview or survey so visitors feel comfortable giving honest feedback.

- **Ask about visitors' format preferences.** Remember to ask the attendee if they prefer to answer questions through oral or written feedback.
 - Surveys (written or online) and interviews should be designed so that the questions make sense when read aloud. An interview implies a verbal dialogue between a museum professional and the attendee; however, some visitors may prefer or need to have a survey read aloud as well.
 - It is important to have written versions of the questions available for visitors, even if the tool is designed as an interview or online survey. Written tools should be made available in large-print, with a minimum 18-point font size.

- **Investigate online software capabilities.** Remember to ensure your online survey or email is accessible when used by screen reader technologies. Some online software has a built in accessibility function that can be activated. Below are just a few tips to keep in mind:
 - Keep the language and formatting simple. This will help ensure that the questions are easy to see and hear when read aloud, as well as help the user navigate the interface fluidly.
 - Additional instructional language may be useful, such as text identifying which type of question s/he is answering (ex: open-ended or multiple choice), as well as information about the answer options.
 - It may also be beneficial to avoid using tables or pictures.

Modifying instruments and collection protocols for visitors who are blind or have low vision

- **Introduce questions clearly.** If you are performing individual or group interviews immediately after a program with people who are blind or have low vision, they may need you to verbally introduce or read through the questions in a more descriptive manner. Here are two ways to ask a multiple choice question:
 - “The following question is multiple choice. I will first read the question in its entirety and then read each of the answer choices. A copy of the question and answer choices is also located on the handout provided. When I am done reading, please tell me which answer you choose.”
 - “Here is a multiple choice question. I will read through all of the options first, and then when I read through them again, I want you to raise your hand when I say the statement that best represents how you feel. The options are also located on your handout.”

- **Learn about who is in your group.** If you are performing an interview with a small group, it might be useful to capture the number of people with disabilities and the number of people without disabilities for each response. You can record data in a way that is tailored to your needs. An example can be seen below. Before starting the group interview, have everyone introduce themselves and provide a little bit of information about why they came today. This may include whether or not they identify as having a disability and will allow you to record this information in regards to later questions.
 - “This question aims to better understand your experience in today’s program and refers to how welcoming or accessible it was for you to learn and participate. Based on your experience here today, which of the following choices best describes how included you felt in today’s program?”
 - I felt included in all aspects of the program.
#_____ people with disabilities who answered, #_____ people with no disabilities who answered
 - I felt mostly included, but there were a few moments when I felt left out of what was going on.
#_____ people with disabilities who answered, #_____ people with no disabilities who answered
 - I felt left out of most of the time.
#_____ people with disabilities who answered, #_____ people with no disabilities who answered
 - I felt left out the entire time.
#_____ people with disabilities who answered, #_____ people with no disabilities who answered

Considering ethics about data collection

- **Comfort and consent is important.** When doing any type of evaluation, it is important to think about the participants’ rights and your responsibilities for ensuring their comfort and the security of the data. Remember that providing feedback about programming should be optional for both visitors and museum professionals. This is especially the case for the target audience of this guide—visitors with disabilities and museum professionals—as visitors with disabilities have been a historically marginalized audience and museum professionals are a sensitive group because of their connection to your institution. Below are some important things to keep in mind as you perform formative evaluation.
 - It is important to make respondents feel comfortable giving honest feedback about their experience. Let them know that any feedback they can offer is greatly appreciated and

would only be used to make programmatic improvements. Also mention that there will be no negative repercussions if they decide not to share their thoughts about a program or if their feedback is negative.

- Inform all participants that they do not have to answer any questions that they are not comfortable responding to, and that they can stop answering questions at any point during the interview or while taking the survey.
 - Explain that every reasonable effort will be made to ensure that their ideas and feedback are kept confidential. This means that any information provided by respondents should only be reviewed and analyzed by program staff to inform the development of accessible programming. Since data collected from formative evaluation is meant to aid program development, it should not be shared for marketing or recruitment purposes.
 - When gathering feedback from children under 18, parental consent is required. This pertains to all methods, be that handing them a survey, collecting an email address, or conducting an interview.
 - If collecting observational data during a program, have the museum educator explain that this is happening to program attendees. This allows program attendees to inform staff members during or after the program if they have any concerns.
- **Keep things anonymous.** If possible, do not collect identifying information such as names or email addresses from visitors. If you are collecting identifying information, any names or personal information about the participant should be removed from the data before analysis. Communicate with participants about whether or not their names will be associated with the data and any analysis or reporting.
 - **Look at examples.** Refer to the example instruments for ideas about what type of language to use when asking participants to take part in your evaluation.

Tips for data collection

One person's experience does not speak for everyone, therefore it's important to collect data from several individuals with varying degrees of vision loss, ages, and backgrounds so that different perspectives are likely to be represented. For example, a visitor with complete vision loss may experience your program differently than a visitor with partial vision loss. You can refer to the demographics section of the Question Bank for ways to help you identify this type of information about your audience.

You only have to collect enough data to answer your question. Formative evaluation, as opposed to summative, is not about using data to show impact or prove the overall effectiveness of a program. Therefore, data collection can cease once you have started to see trends or themes and you feel informed enough to start making changes to your program. In many cases, collecting data from 8-10 groups is sufficient for formative evaluation because testing with more individuals is unlikely to surface changes not already identified. Remember, data has to be analyzed following collection, so being efficient in terms of how much is gathered in the first place is in your best interest.

Data analysis

Data analysis is the final part of the formative evaluation process. In this step, you are ready to review your data in order to determine which improvements can be made and which aspects of the program are working well for visitors. The following steps outline one way to approach data analysis:

- **Step 1: Revisit your team’s initial questions or program goals** – Remind yourself of the questions that you hoped to answer from conducting this formative evaluation about inclusion and accessibility.
- **Step 2: Review the collected data** – Look over and discuss all of the data collected from program attendees or staff members.
- **Step 3: Identify potential themes or patterns** – For open-ended questions, clump the data into themes or patterns that relate to your initial questions or program goals. When thinking about these themes, it may be useful to count the number of data points contributing to each theme and think through possible explanations for what you are seeing. For close-ended questions, tally the number of responses for each answer choice.
- **Step 4: Reflect on and prioritize potential changes** – Keeping in mind what you have learned from these data, determine which changes can be made to the program. Which strong parts of the program should be preserved? Which parts are weaker and should be improved? What is the timeline for making these changes?
- **Step 5: Document what you’ve learned and a plan for making changes**– Documenting changes is helpful, especially if there are changes regarding accessibility that you may consider applying to other projects. This does not have to be a formal document. It could be shared through PowerPoint, a short memo, or sent in an email.

Tips for data analysis

Data analysis can also be performed as a group. Involving others in this process may lead to different interpretations of the data. Discussing any alternative themes or patterns can help to ensure that potential changes represent the ideas suggested by program attendees and/or facilitators.

Question Bank

This Question Bank contains questions to help you learn more about your programs that are designed to be more inclusive of people who are blind or have low vision (B/LV). It is broken down into nine sections, and we anticipate you mixing and matching questions from each of the different sections to answer your overarching formative evaluation questions. The nine sections focus on:

- Visitor Interest and Enjoyment
- Comfort and Inclusion
- Programmatic Materials
- Content and Learning
- Balancing Content and Engagement Techniques
- Marketing
- Broad Questions for General Feedback
- Demographics
- Feedback from Museum Professionals

To help guide you through the process of creating formative tools, we have created various questions that could work well in both survey or interview formats. Also included in this Question Bank are several wording options that will allow you to get the specific feedback you are hoping to collect. These questions may sound similar, but it is important to think about how a particular phrasing or dissemination style will provide you with the data that best suits your needs. For a quick reference, here's a reminder about formative evaluation:

- **Only collect data that you intend to use for program development**
- **Create a positive visitor experience** (i.e. questions should be optional, program facilitators might not be best person to perform interviews, make the visitor feel their feedback is valued)
- **Think about smart survey/interview design** (i.e. keep it short and clear)
- **Remember your audiences' preferences** (i.e. have large print or read-aloud options available, offer seating in a quiet space)

Additionally, we have identified a series of tips on the next page that will be useful as you are selecting different types of questions from this Question Bank for your surveys and interviews. You can refer to the section in this guide entitled "Selecting questions and an instrument type for your evaluation" for more information on how to choose which instrument style will best fit your feedback needs and how to figure out the type of questions to include.

Tips for using the Question Bank

Remember that modifications may need to be made to your instrument depending on how a participant prefers to give feedback. This may entail providing large-print copies or reading questions aloud. Phrasing about how to introduce or describe questions to visitors can be found in the “Data Collection” section of this guide.

In each section, there may be questions that use different wording to ask visitors about similar content. It will be useful to select the wording that best fits the feedback you aim to receive.

In each section of the Question Bank, some questions may be more useful for gathering general feedback about a topic area while others may be more useful for gathering targeted feedback. These will be indicated by the symbols below.

- ❖ General feedback (often allows for greater open-ended detail)
- Targeted feedback (often allows for more directed, close-ended responses)

There may be optional follow-up for certain questions. These can be used at your discretion and will depend on the amount of feedback you are hoping to receive and analyze about a particular question or topic.

Some questions may have the option of being asked as open-ended or as multiple choice. You can decide which type of feedback best suits your programmatic needs.

A list of multiple choice options is included in the beginning of certain topic sections. When indicated, these answer choices may be applied to several questions listed in that section of the Question Bank.

In some cases, all of the multiple choice options will not apply to your particular program. Only ask visitors about the aspects most related to your program or the feedback you’re hoping for.

TOPIC: Visitor Interest and Enjoyment

The following questions aim to better understand visitor interest or enjoyment regarding an activity or program offered at your institution.

- 1) On a scale of 1 to 4, how interesting did you find this program?
 1. I was so interested that I'd attend a program similar to this again.
 2. I was interested, but I wouldn't attend a program similar to this again.
 3. I wasn't really interested.
 4. I didn't find it interesting at all.

Optional interview follow-up question:

If the visitor chooses 1 or 2: Which part of the program did you find most interesting?

If the visitor chooses 3 or 4: Which part of the program did you find least interesting?

Optional survey follow-up question:

If you selected 1 or 2, please share which part of the program you found most interesting.

If you selected 3 or 4, please share which part of the program you found least interesting.

- 2) On a scale of 1 to 4, how enjoyable did you find this program?
 1. It was so enjoyable that I'd attend a program similar to this again.
 2. It was enjoyable, but I wouldn't attend a program similar to this again.
 3. It wasn't really enjoyable.
 4. I didn't find it enjoyable at all.

Optional interview follow-up question:

If the visitor chooses 1 or 2: Which part of the program did you find most enjoyable?

If the visitor chooses 3 or 4: Which part of the program did you find least enjoyable?

Optional survey follow-up question:

If you selected 1 or 2, please share which part of the program you found most enjoyable.

If you selected 3 or 4, please share which part of the program you found least enjoyable.

TOPIC: Comfort and Inclusion

The following questions explore how comfortable, welcomed, or safe the visitor feels when experiencing this program.

❖ **General feedback:** The first two questions in this section are useful for gathering *general feedback* about comfort and inclusion.

- 1) This question aims to better understand your experience in today's program and refers to how welcoming or accessible it was for you to learn and participate. Based on your experience here today, which of the following choices best describes how included you felt in today's program?
 1. I felt included in all aspects of the program.
 2. I felt mostly included, but there were a few moments when I felt left out of what was going on.
 3. I felt left out most of the time.
 4. I felt left out the entire time.

Optional interview follow-up question:

If the visitor chooses 1 or 2: Which parts of the program were particularly welcoming or accessible for you and why?

If the visitor chooses 3 or 4: Which parts of the program were particularly uncomfortable or inaccessible?

Optional survey follow-up question:

If you selected 1 or 2, please share which parts of the program were particularly welcoming or accessible for you, and why.

If you selected 3 or 4, please share which parts of the program were particularly uncomfortable or inaccessible.

- 2) What can the museum do to make you feel more comfortable in this program? In this museum?

Instruction: Select the wording "in this program" or "in this museum" (but not both) to help focus visitor feedback.

- **Targeted feedback:** Questions 3-7 are useful for gathering *targeted feedback* about comfort and inclusion.

The following list of multiple choice options is applicable to questions 3-5 in this section. For each question, please select only the options that relate to your program.

- a. The facilitator’s presentation style
- b. The choice of art, museum object, or historical artifact
- c. The program’s content
- d. The physical space
- e. The group interactions
- f. The multisensory or tactile options
- g. Art-making
- h. The discussion
- i. Other [Please explain _____]
- j. I did not find any parts of the program accessible.

- 3) Please describe what, if anything, was particularly welcoming or accessible about _____?

Instruction: This question is designed for an interview. When asking it, select an option from the list above and fill in the blank. Repeat for up to 3 programmatic aspects that you are interested in hearing targeted feedback about.

- 4) Which of the following parts of the program did you find particularly welcoming or accessible?

Instructions:

- For a survey, see the list above for multiple choice options. Please include only the options that are related to your program.
- Indicate to visitors that they can select all that apply. Be sure to include the option: “I did not find any parts of the program accessible.”
- This question can also be asked open-ended.
- If you are using this question, you do not want to ask question 1 (from the general section on Comfort and Inclusion) due to repetition.

Optional interview or survey follow-up question:

If the visitor selects an option from your list: “What about this part or these parts of the program was welcoming or accessible?”

5) Which, if any, parts of the program did you find particularly uncomfortable or inaccessible?

Instructions:

- For a survey, see the list above for multiple choice options. Please include only the options that are related to your program.
- Indicate to visitors that they can select all that apply. Be sure to include the option: "I found all parts of this program accessible."
- This question can also be asked open-ended.
- If you are using this question, you do not want to ask question 1 (from the general section on Comfort and Inclusion) due to repetition.

Optional interview or survey follow-up question:

If the visitor selects an option from your list: What about this part or these parts was problematic?

6) Were there any moments where you struggled in any way to interact with the program or facilitator? Please describe what these were.

Instruction: Please select the follow-up question (below) you are most interested in learning about.

Additional Optional Interview Follow-up questions:

Did you feel as though you could ask a question if you wanted to?

Did you feel as though you could comfortably interact with the presenter and/or the program materials?

7) In this program, did the staff support meet your needs?

Interview or survey follow-up question:

If no, please describe how you could have been better supported by staff during this program.

TOPIC: Programmatic Materials

The following questions explore the use of additional or supplementary materials (including, but not limited to different technologies) used in this program. It also aims to identify the information that is potentially helpful to visitors who are B/LV when planning a museum visit.

- ❖ **General feedback:** This first question is useful for gathering *general feedback* about supplementary materials that are inclusive of visitors who are blind or have low vision.

- 1) At other museums or cultural institutions, which materials have you enjoyed using that enhanced your experience and why?

Instruction: You can also ask this question about a particular time period— Which materials have visitors enjoyed using *before* a program, *during* a program, or *after* a program.

- **Targeted feedback:** Questions 2-5 in this section are useful for gathering *targeted feedback* about materials used during the program.

Materials used during the program

- 2) Which of the following materials used during today’s program were most helpful?

Instructions:

- For a survey, indicate to visitors that they can select all that apply. Be sure to include this additional option: “None were helpful”
- Generate your own list of different types of materials that were used during the program. For instance, fabric swatches, bird calls, or scented examples.

Optional interview or survey follow-up question:

If the visitor selects an option from your list: What about these materials was helpful?

- 3) Which of the following materials used during today’s program detracted from your experience? Why?

Instruction: Generate your own list of different types of materials that were used during the program. For instance, fabric swatches, bird calls, or scented examples. If you are

generating your own list of materials, be sure to include this additional option: “None were detracting.”

- 4) Which materials would make this program more accessible to you?
- a. Tactile/hands-on materials
 - b. Multi-sensory materials other than tactile, such as scents or sounds
 - c. Assistive technology components such as audio guides, iPads, other digital devices
 - d. Additional “low tech” tools such as a flashlight or magnifying glass
 - e. Other: _____
 - f. It seemed like a good balance of materials already.

Instruction: This question could also be open-ended.

Optional survey or interview follow-up question for options a-d:

Please describe any specific materials you have in mind.

- 5) How easy was it to understand which museum objects you were able to touch during the program?
1. It was very easy to understand what was appropriate to touch.
 2. It was somewhat easy to understand what was appropriate to touch.
 3. It was somewhat confusing to know what we could touch.
 4. It was very confusing to understand what we could touch.

Optional interview follow-up question:

If the visitor chooses 1 or 2: What cues or directions made it easy to understand which museum objects you were able to touch?

If the visitor chooses 3 or 4: What other cues or directions would have helped you better understand what you could handle/touch?

Optional survey follow-up question-

If you selected 1 or 2, please share which cues or directions made it easy to understand what museum objects you were able to touch.

If you selected 3 or 4, please share which other cues or directions would have helped you better understand what you could handle/touch.

Pre/Post- museum visit materials

The following list of multiple choice options is applicable to questions 6 & 7 in this section.

- a. Information about the physical space
- b. Information about the program such as content or inclusive features
- c. Operating and program hours
- d. Admission prices
- e. Transportation options- including directions to and from transit stations and the museum
- f. Other [participant can identify]
- g. I do not plan before visiting the museum.

➤ **Targeted Questions-** Questions 6-9 below are useful for gathering *targeted feedback* about materials used before or after a museum visit.

- 6) Which resources, if any, could the museum provide that might assist you in planning your trip to the Museum?

Instruction: See list above for multiple choice options.

Optional survey or interview follow-up question:

Where would you look to find out this information?

- 7) Before visiting the museum (participating in this program), which information would be most useful to you?

Instruction: See list above for multiple choice options.

Optional survey or interview follow-up question:

Where would you prefer to get information about the museum?

- 8) After participating in this program, which materials can the museum provide for you that may help you remember your experience and/or encourage you to return to the museum?

Instruction: There are two different wording options in the question above. You can select the wording that best fits your needs.

9) Did the time and day of this program work well for you?

Survey or Interview follow-up question:

If no, please suggest alternative times or days of the week to offer this program and indicate why they work better for you.

TOPIC: Content and Learning

The following questions are designed to better understand what visitors are learning through the program offered at your institution. This may apply to specific content knowledge or skills.

- 1) What do you think the Museum is trying to have you learn about here?
- 2) What did you think the main ideas of this program were?
- 3) What, if anything, did you learn from this program that you didn't know before?
- 4) Were there moments where you struggled in any way to understand information during the program? Please describe what these were.

Additional Optional Interview Follow-up questions:

- Were there any words or vocabulary used that were unfamiliar to you?
Were there times when you were unsure what was going on?
- 5) After attending this program, is there anything about this topic that you would like to know more about?
 - 6) After attending this program, how likely are you to visit the museum again to further explore this topic?
 1. I am extremely likely to visit again.
 2. I am somewhat likely to visit again.
 3. I am not very likely to visit again.
 4. I am not at all likely to visit again.
 - 7) After attending this program, are there other topics that you would like to explore through similar programming at the museum?
 - 8) Please rate how much your knowledge of the following areas increased as a result of attending this program.
 - a. General understanding of art
 1. My general understanding of art significantly increased.
 2. My general understanding of art moderately increased.
 3. My general understanding of art slightly increased.
 4. My general understanding of art did not increase at all.

- b. General understanding of history
 - 1. My general understanding of history significantly increased.
 - 2. My general understanding of history moderately increased.
 - 3. My general understanding of history slightly increased
 - 4. My general understanding of history did not increase at all.

- c. Familiarity with the artistic process
 - 1. My familiarity with the artistic process significantly increased.
 - 2. My familiarity with the artistic process moderately increased.
 - 3. My familiarity with the artistic process slightly increased.
 - 4. My familiarity with the artistic process did not increase at all.

- d. Knowledge of [insert a specific concept or skill that is applicable to your program]
 - 1. My knowledge of [XXX] significantly increased.
 - 2. My knowledge of [XXX] moderately increased.
 - 3. My knowledge of [XXX] slightly increased.
 - 4. My knowledge of [XXX] did not increase at all.

Instruction: For the series of these questions above, select the topic(s) that you are most interested in learning about.

TOPIC: Balancing Content and Engagement Techniques

The following questions are designed to better understand how visitors felt about the balance of content and engagement techniques included in the program.

❖ **General feedback:** This first question is useful for gathering *general feedback* about content and engagement techniques.

1) Was there something you wanted to do, hear about, or experience during this program that you were unable to?

➤ **Targeted feedback:** Questions 2-5 in this section are useful for gathering *targeted feedback* about the balance of content and engagement techniques.

2) How did the length of this program work for you?

- a. Too short
- b. Just right
- c. Too long

3) Please rate the amount of art-related content presented. The amount of art-related content presented by facilitators was:

- a. I wish there had been less.
- b. Just right.
- c. I wish there had been more.

4) Please rate the amount of discussion. The amount of discussion in this program was:

- a. I wish there had been less.
- b. Just right.
- c. I wish there had been more.

5) Please rate the amount of hands-on participation. The amount of hands-on participation (art-making/tactile elements) in this program was:

- a. I wish there had been less.
- b. Just right.
- c. I wish there had been more.

TOPIC: Marketing

The following questions are designed to better understand how visitors hear about accessible programming through marketing efforts.

The following list of multiple choice options is applicable to questions 1-3 in this section.

- a. Mailing
- b. Email
- c. Website
- d. Social media (Facebook, Twitter etc.)
- e. Word-of-mouth/recommendation from a local organization
- f. Word-of-mouth/recommendation from a friend or family member
- g. Museum staff member prior to visit
- h. During today's visit
- i. Other

1) How did you find out about this program?

Instruction: See list above for multiple choice options.

Optional interview follow-up question for visitors who select options 1-5:

What organization produced this information?

Optional survey follow-up question for visitors who select options 1-5:

If you selected any options between 1-5, please share what organization produced this information.

2) How would you prefer to receive information about this type of program?

Instructions:

- See list above for multiple choice options.
- Allow respondents to select up to two options from the provided list.

3) Where do you typically go to find out information about programs such as this?

Instruction: This question can be open-ended or you can use the list of multiple choice options above.

Optional interview follow-up question:

Please name the specific organizations or mailing lists where you go to learn about programs such as this.

Optional survey follow-up question:

If an option was selected, please share the specific name of the organization or mailing list.

- 4) Do you know of any local organizations or mailing lists with members who might be interested in learning about or participating in this program? Please list.

TOPIC: Broad Questions for General Feedback

The following two questions are intended to gather general feedback about accessible programming. Questions in other sections of this guide focus on feedback directly related to specific topics. These questions are to be used *only* if you are not interested in asking any form of targeted feedback. They may be useful in a comment card format.

- ❖ **General feedback:** This first question is useful for gathering *general feedback* about the accessibility of your program.

Instruction: The first two questions in this section should be used in conjunction with one another, otherwise they could be considered leading.

- 1) Overall, which aspects of this program positively contributed to your experience?
- 2) Overall, which aspects of this program negatively contributed to your experience?
- 3) What aspects of this program would you change and why?
- 4) What, if anything, would have made this more interesting or enjoyable to you?

TOPIC: Demographics

These questions are intended to help you gather general demographic information that can better inform you about the program's audience. We recommend asking the following questions of visitors whether you are conducting an interview or a survey. For an interview, it may be useful to hand a copy of these questions to the visitor directly so s/he can quickly fill it out on his or her own.

Instruction: Select the several demographic questions from below that you are most interested in hearing about. Please note, in order to be sensitive to the visitor, **DO NOT** ask any of the disability questions on their own.

- 1) Have you visited the museum before?
 - a. Yes
 - b. No

- 2) Are you a member of the museum?
 - a. Yes
 - b. No

- 3) What is your age?

- 4) What is your gender?
 - a. Male
 - b. Female

- 5) Including yourself, how many kids and adults were in your group today?
 - a. Number of adults (including yourself) _____
 - b. Number of kids _____

- 6) Please select the statements that best describe **you**. (Select all that apply.)
 - a. I have a permanent or temporary disability.
 - b. I do not have a permanent or temporary disability.
 - c. I am with someone today who has a permanent or temporary disability.
 - d. I prefer not to answer.

Optional open-ended follow-up question if visitors select option a or c:

How would you describe the disability represented in your group?

7) Do you or someone you came with to the museum today have a temporary or permanent disability? Yes No I prefer not to answer

If yes, how would you describe the disability? (CHECK ALL THAT APPLY)

- | | | |
|---------------------------------------|-----------------------------|--|
| <input type="checkbox"/> Mobility | <input type="checkbox"/> Me | <input type="checkbox"/> Someone I came with |
| <input type="checkbox"/> Visual | <input type="checkbox"/> Me | <input type="checkbox"/> Someone I came with |
| <input type="checkbox"/> Auditory | <input type="checkbox"/> Me | <input type="checkbox"/> Someone I came with |
| <input type="checkbox"/> Learning | <input type="checkbox"/> Me | <input type="checkbox"/> Someone I came with |
| <input type="checkbox"/> Intellectual | <input type="checkbox"/> Me | <input type="checkbox"/> Someone I came with |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Me | <input type="checkbox"/> Someone I came with |

Optional close-ended follow-up question if visitors select option- Visual:

Please describe in more detail: _____.

Instructions:

You should not ask both Question 6 and 7 from this section due to repetition.

If your institution has a museum-wide method of capturing information about visitors, such as a broad audience survey, we encourage you to add one of these demographic questions. By gathering data on people's abilities, you will have a better sense of who is coming to your museum.

TOPIC: Feedback from Museum Professionals

The following questions are designed to gather feedback from staff members implementing your program. These questions are phrased in a different manner and not intended for gathering feedback from visitors.

- 1) How did facilitating the program work for you during this session?

Additional optional survey or interview follow-up questions:

What went well?

What would you want to improve?

- 2) How comfortable did you feel facilitating this program?

Additional optional survey or interview follow-up questions:

What about facilitating felt most comfortable?

What about facilitation felt most uncomfortable or did you feel less prepared for?

- 3) What part of the program did participants appear to respond to most enthusiastically?
- 4) What part of the program did participants seem less interested in?
- 6) How did the amount of preparation you had for facilitating this program work for you?
 - a. I wish there had been less.
 - b. Just right.
 - c. I wish there had been more.
- 5) Is there any additional information that would have been useful for you to know prior to facilitating today's program? This may pertain to general training or specifics relating to today's audience.
- 6) Are there skills or information that you've learned by preparing for this program that you have been able to adapt to other work you do in the museum?
- 7) Did your experience today with the program raise any questions you may have about its design or facilitation?
- 8) Were you surprised by anything that happened during this facilitation?
- 9) What recommendations would you make to improve the design of this program?

Sample tools

Below are three sample scenarios to help you see what a complete formative evaluation instrument might look like. Each scenario demonstrates how mixing and matching questions from the Question Bank can help you gather useful data to inform programming. Each sample scenario 1) describes each program; 2) identifies broader questions the museum is hoping to learn through formative evaluation; and 3) outlines the specific feedback the museum hope to hear. These sample surveys and interviews may also be useful for considering best practices in instrument design. Referencing these instruments when determining how to select, order, and introduce your questions may be helpful when you are creating surveys and interviews of your own.

Scenario #1

Your institution is starting a new touch tour related to your historic doll collection. During the tour, visitors were given a brief history of doll production and were able to hold several different types of dolls, various doll outfits from around the world, and the actual tools that artisans use in different countries to create these toys. This is the first touch tour at your institution and you are hoping to offer more in the future. This initial formative evaluation is being done to gauge visitors' general reactions to the tour and what types of suggestions they had for other materials that could be added to it.

This is intended to be an interview immediately after the program.

Thank you for coming on this tour today. This tour is a new offering for us and I was wondering if I could ask you few questions about your experience so the museum can think about ways to improve this program. Your response is anonymous and you can stop answering questions at any time. Any feedback you have to offer is greatly appreciated.

I am going to read aloud several questions for you to answer. Would you prefer to have a large-print version for reference or to provide written feedback during the interview?

- 1) On a scale of 1 to 4, how enjoyable did you find this program?
 1. It was so enjoyable that I'd attend a program similar to this again.
 2. It was enjoyable, but I wouldn't attend a program similar to this again.
 3. It wasn't really enjoyable.
 4. I didn't find it enjoyable at all.

Optional interview follow-up question:

If the visitor chooses 1 or 2: What part of the program did you find most enjoyable?

If the visitor chooses 3 or 4: What part of the program did you find the least enjoyable?

- 2) Please rate the amount of hands-on participation. The amount of hands-on participation (tactile elements) in this program was:
 - a. I wish there had been less.
 - b. Just right
 - c. I wish there had been more.

- 3) Which of the following materials used during today's program were most helpful? Please select all that apply.
 - a. Touchable figurines and dolls
 - b. Examples of doll outfits from around the world
 - c. Actual tools and machines that are used to create the figurines and dolls
 - d. None were helpful

If the visitor chooses 1-3: What about these materials was helpful?

- 4) What, if any, materials would make this program more accessible for you? Why?

 - 5) Were there moments where you struggled in any way to understand information during the program? Please describe what these were.
- Optional Interview follow-up question:
Were there any words or vocabulary used that were unfamiliar to you?
- 6) At other museums or cultural institutions, what materials have you enjoyed using during a program that enhanced your experience and why?

[Hand the visitor a copy of demographic questions that they can fill out after the interview]

Tell us about yourself....

- 8) Have you visited the museum before?
 - a. Yes
 - b. No

- 9) Are you a member of the museum?
 - a. Yes
 - b. No

- 10) Including yourself, how many kids and adults were in your group today?
 - a. Number of adults (including yourself) _____
 - b. Number of kids _____

11) Please select the statements that best describe **you**. (Select all that apply.)

- a. I have a permanent or temporary disability.
- b. I do not have a permanent or temporary disability.
- c. I am with someone today who has a permanent or temporary disability.
- d. I prefer not to answer.

Thank You for speaking with me today!

Scenario #2:

Your institution has recently created a new art-making program that's specifically designed to better engage visitors who are blind or have low vision. This is the first time that your museum has created any type of programming along these lines and you are not sure the direction that would be best for making changes. It would be great to hear in a broad manner how participants are reacting to this program, so you can better gauge which areas to focus on.

To gather this data, you are going to email the participants after the program with several questions about their experience.

Thank you for participating in our art-making program. We would appreciate hearing any feedback you may have regarding how you found out about us, as well as your interest and ability to participate in this program. The questions listed below are designed to help us improve the experience for upcoming sessions. Your response is anonymous and these questions will only take a few moments of your time. Thank you so much for your help!

- 1) How did you find out about this program? [Please write out or make **bold** to indicate the response that best applies.]
 - a. Mailing
 - b. Email
 - c. Website
 - d. Social media (Facebook, Twitter etc.)
 - e. Word-of-mouth/recommendation from a local organization
 - f. Word-of-mouth/recommendation from a friend or family member
 - g. Museum staff member prior to visit
 - h. During today's visit
 - i. Other
- 2) Overall, which aspects of this program positively contributed to your experience?
- 3) Overall, which aspects of this program negatively contributed to your experience?
- 4) Which aspects of this program would you change and why?
- 5) Did the time and day of this program work well for you? If no, please suggest alternative times or days of the week to offer this program and indicate why they work better for you.

Thank You for answering these questions. We hope you visit again soon.

Scenario #3:

You have recently adapted the technique of verbal description into your general gallery tours. You've heard informally that these are going well and visitors are learning, but more specifically, you want to hear whether or not visitors who are blind or have low vision have felt included in these tours. If feedback is positive, you plan to incorporate verbal description into your more specific gallery tours.

Formative evaluation will take place in the form of an online survey. You hope to ask people who participate on three different weekends in April to provide their email address and respond to this survey.

See next page for a sample online survey.

Thank you for recently attending our gallery tour. Please complete a brief survey about your experience to help us improve the quality and accessibility of the tour. Your response is anonymous and you can skip any questions that you do not feel comfortable answering. We appreciate your time and feedback!

1) The following question aims to better understand your experience in today's program and refers to how welcoming or accessible it was for you to learn and participate. Based on your experience here today, which of the following choices best describes how included you felt in today's program?

- 1. I felt included in all aspects of the program.
- 2. I felt mostly included, but there were a few moments when I felt left out of what was going on.
- 3. I felt left out most of time.
- 4. I felt left out the entire time.

If you selected 1 or 2, please share which parts of the program were particularly welcoming or accessible for you and why.

If you selected 3 or 4, please share which parts of the program were particularly uncomfortable or inaccessible.

2) Please rate the amount of art-related content presented. The amount of art-related content in this program was:

- I wish there had been less.
- Just right
- I wish there had been more.

3) Were there moments where you struggled in any way to understand information during the program? Please describe what these were.

4) In this program, did the staff support meet your needs?

- Yes
- No

If no, please describe how you could have been better supported by staff during this program

5) What can the museum do to make you feel more comfortable in this program?

6) Is there anything else you would like to add?

Next

Please answer a few demographic questions so we learn more about our audience.

1) Have you visited the museum before?

- Yes
- No

2) What is your gender?

- Male
- Female

3) What is your age?

4. Please select the statements that best describe you. (Select all that apply.)

- I have a permanent or temporary disability.
- I do not have a permanent or temporary disability.
- I am with someone today who has a permanent or temporary disability.
- I prefer not to answer.

Thank you for completing the survey! Please press "submit" to finish.

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Submit

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