LIS S505
Evaluation of Information Sources and Services
Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Spring 2019 (January 7 – April 29)

Section No. 24209
Credit Hours: 3
Instructor: Daniel Callison (Google for bio)
Email: callison@indiana.edu
Prerequisites: LIS S401/S500, S501, S502, and S503
Instruction mode: This course is offered online only. There are no specific office hours, however the instructor usually returns email requests within 24 to 48 hours, including week-ends and holidays.

COURSE DESCRIPTION

Theory and practice of the design, collection, and analysis of systematic data for managerial decision-making covering information resources, services, facilities, and organizations. Covers techniques of social science and information science qualitative and quantitative methods; includes communicating to internal and external audiences.

EXTENDED COURSE DESCRIPTION

Notes about libraries and information, and about evaluation and research: This course is designed to serve the general range of "information" agencies, organizations, resources, and functions. The first section focuses on people oriented tools that are important in the social sciences: surveys, interviews, focus groups, and observation. The second section deals with application of methods as documented in peer-reviewed literature. Evaluation methods are emphasized over research methods. A comparison and contrasting of evaluation to research is outlined in detail, with examples in Appendices A and B. Library assessment is a process undertaken by professional librarians to learn about the needs of library users (and non-users) and to evaluate how well they support these needs in order to improve library facilities, services and resource assess.

Required Readings/Resources

Applegate, Rachel. Practical Evaluation Techniques for Librarians, Libraries Unlimited, 2013. This course is based on field and academic content as outlined in this book. It is available through the IUPUI Bookstore and most online book sellers. Two introductory assignments are based on this text and are due January 31 and February 14. Therefore, this text should be obtained as soon as possible. In addition to the academic exercises for this course, Dr. Applegate's text provides useful definition of terms and study questions that will serve to clarify many practical issues pertaining to the techniques of evaluation. The text can be cited as (Applegate 2013).

Recommended Readings/Resources

Students should already have mastered basic technology skills. For students lacking entry skills, existing

online resources can be valuable. IUPUI provides access to excellent online tutorials. The following resources are recommended for course assignments, exercises, and projects:

- For self-instructional modules focusing on a wide range of basic technology skills, go to UITS IT Training (ittraining.iu.edu/explore-topics/show-all/index.html)
- For additional software training materials, go to UITS IT Training: Skillsoft (ittraining.iu.edu/skillsoft/)

Because of the access to a rich amount of excellent literature associated with this course, students are expected to cite relevant literature frequently. Discussions and assignments should not be limited to simply referencing the textbook.

Supplemental EBook Online Texts Accessible through the IUPUI Library

These publications may be accessed as full text documents. They are authored by prominent professors in the field of library resource and program evaluation. These texts should be read in order to obtain information that will serve to support assignments and contributions to online postings. They are also key sources to use in working through your final project.

Dando, P. Say It with Data: a concise guide to making your case and getting results. ALA, 2014. (ALA 2014). Content includes:
Methods in Measurement: Surveys
Methods in Measurement: Focus Groups
Presenting Data to Get Results

Dobbs, Aaron W. The Library Assessment Cookbook. Association of College and Research Libraries, 2017. Can be cited as (Dobbs 2017). Provides up-to-date and practiced in-house evaluation techniques that can be followed in any type of library based on simple "cooking directions" and many of these can be useful for the final plan in this course. Content includes:
Data Preparation for Assessment
Creating a Statistics Report
Online Collections Assessment
Mapping Collection Use
Database Evaluation
Citation Analysis Evaluation
Rubrics as a Method for Assessing & Improving Library Instruction

Gordon, Valerie S. Marketing for Special and Academic Libraries: a planning and best practices sourcebook. Rowman & Littlefield, 2016. (Gordon 2016). Content includes:
Strategic Planning
Evaluation
Social Media
Digital Publications
Visual and Print Marketing Materials

Gross, Melissa, Cincy Mediavilla, and Virginia A. Walker. Five Steps of Outcome-Based Planning and Evaluation for Public Libraries, ALA, 2016. May be cited as (Gross 2016). Content includes:
Determining Outcomes
Public Library Designing Programs and Services

Evaluating Public Library Programs and Services
Community Assessment
Interview and Focus Group Questions

Harvey, Carl A. The 21st Century Elementary School Library Program: managing for results. Libraries Unlimited, 2017. (Harvey 2017). Content includes:
Curriculum and Instruction
Technology
Program and Personnel Evaluation

Hernon, P., R. E. Dugan, and J. R. Matthews. Getting Started with Evaluation. ALA, 2014. May be cited as (Hernon 2014). Content includes:
Library Metrics
Internal Evaluation for Planning
External Evaluation to Inform Stakeholders
Measuring Return on Investment ROI
Measuring the Value of the Library and Its Services
Using and Communicating the Results

Hernon, Peter, Ellen Altman, and Robert E. Dugan. Assessing Service Quality: satisfying the expectations of library customers. ALA, 2015. May be cited as (Hernon 2015). Content includes:
Measuring and Evaluating the Components of High-Quality Service
Listening Through Surveys
Listening Through Focus Group Interviews
Customer-Related Metrics and Requirements
Interpreting Findings to Improve Customer Service

Kohn, Karen C. Collection Evaluation in Academic Libraries: a practical guide for librarians. Rowman & Littlefield, 2015. (Kohn 2015). Content includes:
Approaches to Evaluating Your Collection
List-checking: Interpreting and Acting on the Data
Citation Analysis: Interpreting and Acting on the Data
Usage Statistics

Meaningful Metrics: a 21st Century Librarian's Guide to Bibliometrics, Altmetrics, and Research Impact. Association of College and Research Libraries, a division of ALA, 2015. (ACRL 2015). Content includes:
Understanding Bibliometrics
Bibliometrics in Practice
Understanding Altmetrics
Impact and the Role of the Librarian

Mardis, Marcia A. The Collection Program in Schools: concepts and practices. Libraries Unlimited, 2016. (Mardis 2016). Content includes:
Community Analysis
Environmental Scanning
Needs Assessment
Evaluation of the Collection

Diversity and the Collection

Matthews, Joseph R. Library Assessment in Higher Education. Libraries Unlimited, 2015. Cite as (Matthews 2015). Now revised as a second edition (Matthews 2018). Content includes:
Evaluation of Operations
Evaluation of Technical Services
Analysis of Data
Quantitative Tools
Evaluation of Interlibrary Loan
Evaluation of Automated Systems
Evaluation of Electronic Resources
Evaluation of Reference Services
Evaluation of Information Literacy
Evaluation of Summer Reading Programs
Evaluation of Social Media
Evaluation of Customer Service
Evaluation of Physical Space
Communicating the Library's Story

Matthews, Joseph R. Evaluation and Measurement of Library Services. Libraries Unlimited, 2017. Cite as (Matthews 2017). Content is a full range of issues pertaining to current evaluation methods. Covers public as well as academic library settings.

Roberts, Ann. Designing Adult Services: strategies for better serving your community. Libraries Unlimited, 2018. (Roberts 2018). Content includes:
Planning for Library Service to Adults
Evaluating Programs and Services
Family Literacy
Libraries Caring for Caregivers
Financial Planning for Retirement

Taylor, Nick D. Raising the Tech Bar at Your Library: improving services to meet user needs. Libraries Unlimited, 2017. (Taylor 2017). Content includes:
Space Design and Marketing
Teaching Technology
Evaluating Tech Services
Libraries and the Internet

Electronic Anchor Sources Available Through the IUPUI Library
These are full text online documents that may be skimmed for data and professional positions. They are long and detailed and are not offered as documents that should be read in their entirety, but as reference only if they pertain to online discussions, or to your final report.

Marquez, J. J. Library Service Design: a LITA Guide to Holistic Assessment, Insight, and Improvement. Rowman & Littlefield, 2016. Cite as (Marquez 2016).

Matthews, Joseph R. Evaluation and Measurement of Library Services. Libraries Unlimited, 2017. Cite as

(Matthews 2017). Content is a full range of issues pertaining to current evaluation methods. Covers public as well as academic library settings. Content includes:
Assessment of the library's contribution to student learning outcomes
Institutional assessment of teaching effectiveness
Planning Assessment
Implementing Assessment

Michie, Joan. Fifty Years of Supporting Children's Learning: a history of public school libraries and federal legislation from 1953 – 2000. National Center for Education Statics, 2005. Cite as (Michie 2005).

Oakleaf, Megan J. The Value of Academic Libraries: a comprehensive research review and report. Association of College and Research Libraries, 2010. (Cite as Oakleaf 2010).

Yu and Brelvold, eds. Electronic Resource Management in Libraries: research and practice. Information Science References, 2008. Cite as (Yu 2008).

Online Fulltext, Peer-Reviewed Journal Articles through IUPUI Virtual Library

Access to over 400 peer-reviewed journals is the most valuable, up-to-date resource you have for graduate studies. Through the online academic databases, especially Library and Information Science Source, enrollment as a graduate student at IUPUI provides access to these documents to support your studies. This will be an important set of resources to demonstrate that you have read and critically reviewed the most recent scholarly publications in our field.

To identify peer-reviewed journal articles in most of the online databases, limit the search to cover only such documents. Of course, as a LIS student who has completed LIS 401, you have proven online search skills and this course opens the opportunity to practice those skills. If you do not have these skills, contact the instructor or a member of the IUPUI Library reference team.

Citations will be given in assignments to selected journal articles which are relevant to the topic at hand. The student is encouraged to examine articles from those given. But even more important is the student's demonstration of searching for and identification of key literature through the utilization of these online databases. As you complete your assignments, you should build on new literature that you locate through this database and provide the full citation so that your classmates and instructor can access these documents as well. While short citations (Applegate 2012) may be used for the resources above, full citations should be given in the bibliography of the journal articles referenced. Any standard citation style is acceptable.

To emphasize the importance of access to these online journal resources:
- You enhance your grade by using recent and relevant journal articles to support your postings, written assignments, and final project.
- You need to look for peer-reviewed documents that are relevant and recent.
- You need to also consider journal articles that are sponsored by professional associations such as ALA, ACRL and others who are responsible for establishing standards in the field.
- You should examine the literature given to help you begin work on your assignments, but in all cases, you should strive to add new journals and documents to the content of this course.

- The journals and documents you select from the IUPUI databases should be accessible to students and instructors; the document will not be accepted as evidence unless all in class can access it.

Access to Internet Documents

Fulltext, peer-reviewed documents located on the Internet may be used to fulfill course assignments and postings. The full URL and date of access by the student should be given so that others in the course and the instructor can locate the document. If a journal reprint, the original full citation should be given as a part of the document submitted for the assignment.

YouTube
Occasionally a video clip from YouTube will serve to illustrate a method. Such are offered for practical purposes and not as peer-reviewed documents. Information drawn from such videos should be cited, however.

Required Software

All students have access to Office (IUWare) or Office 365 (IUAnywhere) for Word, Excel, PowerPoint, and Access. You also need the most recent version of your browser: Edge (PC only), Safari (Mac only), Firefox, or Chrome.

Teaching and Learning Methods

Active learning (AL), project-based learning (PBL), reading guides, and asynchronous use of Canvas.

ASSESSMENTS

Revised Bloom's Taxonomy (RBT)

1. Knowledge/Remembering: The ability to recall or recognize specific information or data.
2. Understanding: Understanding the meaning of informational materials, translation, interpolation and interpretation of instructions and problems.
3. Application: The use of previously learned information in new and concrete situations to solve problems that have single or best answers.
4. Analysis: Breaks down information/concepts into smaller components. Each component is identified and understood as is the relationship of these components to the whole.
5. Evaluation: The ability to apply a criterion or set of standards to conclude a value judgment.
6. Creation, Synthesis: The ability to merge knowledge into creating a new meaning or structure including demonstrating how and why various diverse elements work together.

Principles of Graduate and Professional Learning (PGPL)

Learning outcomes are assessed in the following areas:

1. Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree – **Major emphasis**
2. Communicate effectively with their peers, their clientele, and the public – **Moderate emphasis**
3. Think critically and creatively to improve practice in their field – **Some emphasis**
4. Meet all ethical standards established for the discipline

Assessments Details

Each student should not only read the assigned material but also arrive at a competent understanding of it prior to assessment. These measures will be used to assess student-learning outcomes:

1. *Essays/Discussions* are scheduled by the instructor on course materials.
2. *Final paper* affords the opportunity for students to apply concepts covered in the course.
3. ***Essays, feedback postings and final plans are archived for comparison against student work this semester.***

Grade Allocation

- Essays (6)   50%
- Discussions (2)   20%
- Final paper (1)   30%

Course Learning Outcomes

E: Essay -- D: Discussion -- F: Final paper

Upon completion of this course, students will	RBT	PGPL	Assessment
1. Analyze qualitative and quantitative methods for evaluating information collections, facilities, services, programs and staff.	4	1	E
2. Assess how to determine which methods are most appropriate for addressing different evaluation questions.	5	1	D
3. Determine basic elements for design and critical examination leading to the process to conduct an evaluation project.	5	1	F
4. Determine how to critically analyze peer-reviewed empirical literature in the graduate and professional field of library and information science.	5	1	E, F
5. Assess, as defined through professional standards, the role and value of evaluation in managing library and information organizations and programs.	5	1	D, F
6. Adapt the key elements for communication of evaluation results to different audiences, supported by meaningful graphic formats.	6	2	F

COURSE SCHEDULE

This online course is presented in its entirety through the Canvas delivery platform of the Indiana University system. The Spring 2019 session follows the academic calendar of IUPUI.

Classes begin January 7, meaning that access to the entire course is available on that date (if not before) and this course ends midnight April 29 which is the submission date for the final project. IUPUI 2019

Spring Break is March 10 - 17, and Martin Luther King, Jr. Day is January 21, and Good Friday is April 19, meaning that no assignments will be scheduled for completion on those dates. A complete calendar for the timeline of assignments and due dates is provided in the next few pages. Due dates are when the student is expected to submit by midnight either a post or written contribution to class discussion, or a written document to the instructor in order to meet the demands of the assignment. The student will need to determine when he or she begins work on a given assignment. Normally, two weeks are provided for the student to seek readings, analyze content of readings, and write a composition to meet the requirements of the assignment. In some assignments, students will be expected to provide feedback to classmates within a week after completing the assignment. Canvas is open 24/7, meaning that students can post at any time.

The course delivery is asynchronous, meaning that there are no lectures, no interactive online meetings, and no specific dates for actions other than the due dates for the assignments. Students may begin work on a given unit at any date that fits their calendar and workload. Usually, two weeks have been provided for the average student to meet the compilation of information to meet a given assignment. The time invested in this course will vary among students, but the normal expectation is that 15 to 20 hours are needed each week in order to complete the given assignments. The graduate student is expected to manage his or her time in order to meet assignment deadlines.

Usually the deadline for an assignment is by midnight on Thursday. Usually assignments submitted by the Thursday deadline will be graded by Monday of the following week. When student feedback is required for posting one week after the assignment deadline, assessment of that feedback and the student's written assignment will be completed by the instructor five days following the completion of student feedback. The responses to assignments can be submitted earlier than the date due, but will not be graded earlier. Early submissions may not be recalled for revisions prior to the date due. Assignments submitted late are subject to a ten percent reduction in the points awarded for every week the assignment is late.

It is the student's responsibility to check the course site on a regular (every 48 hours preferred; once a week essential) basis to see if there are course announcements. Announcements will be posted on the home page. Direct e-mail will be send to all class members in situations where assignment directions or grading criteria change.

The instructor welcomes questions concerning assignments, grades and deadlines. Such questions can be posed directly to Daniel Callison (callison@indiana.edu). The instructor usually responds within 48 hours.

Learning Disabilities

Students who need special accommodations to meet physical learning disabilities should contact the instructor of such needs within the first two weeks of the course. http://aes.iuipui.edu

COURSEWORK FORMAT

The length of assignment responses will be given in the assignment directions and usually in terms of the approximate number of words for an adequate response.

Any standard citation style is acceptable. APA, MLS, or Chicago are preferred.

Single space online postings.

Single space documents for other assignments, using Word (2010 or 2016) on standard 8 1/2 x 11 with traditional margins and pagination. 11 point Roman or Calibri is preferred, although legible processed documents will be accepted.

Students are encouraged to experiment with software that will allow production of graphs and tables and to borrow selected examples from the literature with credit given to the original source.

Some assignments will be completed by students posting responses that are accessible to the entire class. Students may respond to these postings with comments that are supported by the professional literature and course texts. Most assignment discussions will allow for student feedback up to one week after the due date. Other assignments will be completed by submitting individual documents to the instructor. With permission from the student, the instructor may post examples of exemplary student work for all members of the class to see.

Summary of Assignments, Due Dates and Point Values Spring 2019

Unit	Date	100 Total Points
Unit 1: Introductions: Why Evaluate?	January 17	10
Unit 2: Personal Techniques	January 31	15
Unit 3: Impersonal Techniques	February 14	15
Unit 4: Mixed Methods	February 21	10*
Unit 5: Initial Evaluation Plan	March 8	5
Unit 6: Evaluation of Instruction	March 21	10*
Unit 7: Standards	April 4	10*
Unit 8: First Feedback on Initial Plan	April 4 - 11 only	5*
Unit 9: Revision of Initial Plan & Second Feedback	April 18 - 25 only	5
Unit 10: Final Plan	April 29	15

*graded one week after due date to include evaluation of two constructive feedback postings

Assignment & Calendar of Due Dates

Assignment due dates are given with the expectation that individual students will manage their time and begin work on the given assignments well in advance of the date due. Notes in this timeline will encourage students to begin preparing their response to a given assignment usually a week or two in advance of the due date. Depending on their ability and available study time, some students may need to begin work on a given assignment earlier.

Assignments submitted late are subject to a ten percent reduction in possible points awarded for every week past the given due date. Requests for incompletes must go first to the department chair.

Grading Scale for 100 Points and Final Grade

Individual assignment grades can be figured based on the given percentages per points awarded

A (the grade of A+ is not awarded)
100 % to 96.0% Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.
A-
95.9 % to 90.0% Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+
89.9 % to 87.0% Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.
B
86.9 % to 84.0% Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.
B-
83.9 % to 80.0%Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+ through C-
79.9 % to 70.0% Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.
D through F
69.9 % >Student has failed the course. An incomplete is not an available option.
Note that to satisfy a core requirement, the grade must be B- or above. For electives, grade must be C or above (and overall GPA 3.0 or above).

All Assignments and Discussions for Credit are given in Canvas. Use the Canvas Discussion and Assignment Units to submit essays and postings.

January 17 Unit 1 Due 10 Points

Shared Postings.

Begin work toward completion of Unit 2, due January 31, if you have not already done so.

Unit 1 Assignment: Introductions & Proficiencies: Why Evaluate?

Your Introduction (100 words)
By midnight January 17, post an introduction of yourself and a greeting to your classmates. Feel free to exchange greetings with specific class members. This site will remain open for further friendly contacts during the semester. For your first posting provide general information concerning your academic and career experiences and plans.

Evaluation Proficiencies   (500 words)
Also, access the following documents which detail the 2017 ACRL proficiencies for assessment librarians. Select three proficiencies you believe will be especially important to you in your library and information science career and discuss briefly how you believe your academic program at LIS will help you meet those proficiencies. Elaborate on the value you place in the proficiencies you have selected. While these pertain specifically to academic libraries, they can easily apply to any type of library and information environment.

Resources

ACRL. Proficiencies for Assessment Librarians and Coordinators. College & Research Libraries News. 78.3 (2017): 160 – 167.
(Resources given for journals can be accessed through the IUPUI Library databases, especially Library and Information Science Source. Some may be available openly on the Internet and through the ERIC database. If not linked in this syllabus, the student is responsible for searching the IUPUI database for given articles and for searching for additional relevant literature.)

ACRL Proficiencies for Assessment Librarians and Coordinators. Accessed November 16, 2017.
http://www.ala.org/acrl/standards/assessment_proficiencies
(Resources accessible through the Internet will have a recent URL; or the student can search the Web.)

What & Why to Evaluate ? (600 words)

Conclude your opening essay with a brief discussion of the most important reasons we should evaluate library and information personnel, sources, systems and services. Base your essay on the following resources, plus two more of your own selection.

Powell, Ronald R. "Evaluation Research: An Overview." Library Trends. 55.1 (Summer 2006): 102 – 120.

Matthews, Joseph R. The Evaluation and Measurement of Library Services. Second Edition. Chapter 1 Evaluation Issues. Libraries Unlimited, (2017): 3 – 15. Ebook through IUPUI Library.

Rubric
This assignment is worth 10 points. Credit awarded will be based on
- The clarity of the student's discussion of evaluation proficiencies.
- The clarity of the student's discussion of what should be evaluated and why evaluation is of value.
- The quality of resources used to document the essay.

January 31 Unit 2 Due by midnight. Submit to instructor only. 15 points.

Begin work on Unit 3, if you have not already done so.

Unit 2 Assignment How to Evaluate: Personal Techniques.

Essay to Instructor only.

Rachel Applegate provides a nearly comprehensive overview of the methods that are used for evaluation of library and information services (Applegate 2013). Reading the first chapter will provide you with the basic knowledge on the advantages and challenges to methods used that target human behaviors. These are methods that require human interactions with other humans. To gain a good background in evaluation methods, read chapter one and list for yourself the main methods she outlines, noting why such methods would change based on such factors as audience, evaluation issues, financing and staff available to conduct the evaluation.

Compose an essay (800 - 1000 words) in which you discuss benefits and challenges beyond the content given by Applegate for three personal evaluation methods in Chapter 1 (Applegate 13). Add three methods based on personal techniques that Applegate does not discuss much at all. Discuss the additional methods and their likely uses, limitations and benefits. Resources for this exercise can come from the textbooks listed for the course, and from articles given below as well as journal articles you may locate on your own. Your completed essay should be submitted directly to me.

Resources

(Applegate 2013), Chapter 1
(Gross 2016)
(Hernon 2014)
(Hernon 2015)

(Matthews 2017)
(Matthews 2018)
Journal articles given in Appendix A for Chapter 1 in (Applegate 2013).

Azadbakht, Elena, et al. "Everyone's Invited: a website usability study involving multiple library stakeholders." Information Technology & Librarians. 36.4 (2017): 34 – 45.

Adkins, Denise, and Lisa Hussey. "The Library in the Lives of Latino College Students." Library Quarterly 76.4 (2006): 456 – 80.

Callison, Daniel. "Action Research." School Library Media Activities Monthly. 23.10 (2007): 40 – 43.

Dulock, Michael. "New Cataloger Preparedness: Interviews with new professionals in academic libraries." Cataloging and Classification Quarterly 49.2 (2011): 65-96.

Fear, Kathleen. "User Understanding of Metadata in Digital Image Collections: or what exactly do you mean by coverage?" American Archivist 73.1(2010): 26 – 60.

Galbreath, Blake Lee, Corey Johnson and Erin Hvizdak. "Primo New User Interface: usability Testing and local customizations implemented in response. Information Technology & Libraries. 37.2 (2018): 10 – 35.

Howard, Vivian. "What Do Young Teens Think About the Library?" Library Quarterly 81.3 (2011): 321 – 344.

Insua, Glenda M. et al. "In Their Own Words: Using first year student research journals to guide information literacy instruction." Portal: Librarians & the Academy. 18.1 (2018): 141 – 161.

Liebst, Anne. "Tools of Academic Library Assessment: the user survey." Journal of Library Administration. 56.6 (2016): 748 – 755.

M. Angel, Christine. "Using ePortfolios to Assess Student Achievement within an Online Library and Information Studies Program." Journal of Library & Information Services in Distance Learning. 11.3/4 (2017): 330 – 345.

Sobel, Karen, and Kenneth Wolfe. "Updating Your Tool Belt: Redesigning assessments of learning in the library." Reference & User Services Quarterly 50.3 (2011): 245 – 58.

The online supplemental texts (Gross 2016) or (Hernon 2014) are useful for drawing perspectives for all assignments in this course.

Journal articles such as the following and/or those peer-reviewed articles you find through the IUPUI Library databases:

Battley, Belinda and Alicia Wright. "Finding and Addressing the Gaps: Two evaluations of archival reference services. 10.2 (2012): 107 – 136.

Conrad, Suzanna and Nathasha Alvarez. "Conversations with Web Site Users: Using focus groups to open discussion and improve user experience." Journal of Web Librarianship 10.2 (2016): 53 – 82.

Dyden, Nancy H. and Shelley Goldstein. Regional Campus Learning Commons: assessing to meet student needs. Journal of Library Administration. 53.5-6 (2013): 293 – 322.

Fournier, Karine and Lindsey Sikora. "How Canadian Librarians Practice and Assess Individualized Research Consultations in Academic Libraries." Performance Measurement & Metrics. 18.2 (2017): 148 – 157.

Liebst, Anne and David Feinmark. "Tools of Academic Library Assessment: the user survey." Journal of Library Administration. 56.6 (2016): 748 – 755.

Miller, Jonathan. "A Method for Evaluating Library Liaison Activities in Small Academic Libraries." Journal of Library Administration 54.6 (2014): 483 – 500.

Oxford, Emma. "Survey Data: when what you see is not what you wanted to get." C&RL News (May 2014): 249 – 250.

Stefl-Mabry, Joette. "Documenting Evidence of Practice: the power of formative assessment." Knowledge Quest. 46.3. (2018): 50 – 57.

Stalmeijer, Rene E., et al. Using Focus Groups in Medical Education Research. AMEE Guide 91. 36.11 (2014): 923 – 938.

Zorica, Mihaela, et al. "Mystery Mapping in Libraries: are we ready?" Qualitative and Quantitative Methods in Libraries 2 (2014): 433 – 442.

Rubric

15 points are possible for this assignment. The grading distribution will be based on:
- Did the student identify an adequate number and type of techniques and elaborate on them beyond the text (Applegate 2013)?
- Did the student adequately discuss at least three additional techniques?
- Did the student document the essay with quality resources?
- Overall, did the student compose a meaningful comparison of techniques?

February 14 Unit 3 Due by midnight. Submit to Instructor only. 15 points.

Begin work on Unit 4, if you have not already done so.

Unit 3 Assignment How to Evaluate: Impersonal Techniques.

Essay to Instructor only.

Rachel Applegate provides a nearly comprehensive overview of the methods that are used for evaluation of library and information services (Applegate 2013). Reading the second chapter will provide you with the basic knowledge on the advantages and challenges to methods used that target material and physical items. These are methods that require an understanding of the physical information items that are managed by professional information and library staff. To gain a good background in evaluation methods, read chapter two and list for yourself the main methods Applegate outlines, noting to yourself why such methods would change based on such factors as audience, evaluation issues, financing and staff available to conduct the evaluation and changes in the physical items of the collection itself.

Compose an essay (800 to 1000 words) in which you discuss benefits and challenges beyond the content given by Applegate for three impersonal methods in (Applegate 2013) Chapter 2. And add two impersonal methods Applegate does not discuss much at all. Discuss the additional methods and their likely uses, limitations and benefits. Resources for this exercise can come from the textbooks listed for the course, and from articles given below as well as journal articles you may locate on your own. Your completed essay should be submitted directly to me.

Resources

(Applegate 2013) Chapter 2
(Gross 2016)
(Hernon 2014)
(Hernon 2015)
(Matthews 2017)
(Matthews 2018)
Journal articles given in Appendix A for Chapter 2 (Applegate 2013). Some examples include those below, but any in the text can be considered:

Cook, Rachel, and Danielle Rosenthal. "Students Use More Books after Library Instruction: an analysis of undergraduate paper citations." College & Research Libraries 72.4 (2011): 332 – 343.

Crawley-Low, Jill V. "Collection Analysis Techniques Used to Evaluate a Graduate Level Toxicology Collection." Journal of the Medical Library Association 90.2 (2002): 310 – 316.

Dewland, Jason C. "A Local Citation Analysis of a Business School Faculty: a comparison of the who, what, where, and when of their citations." Journal of Business & Finance Librarianship 16.2 (145 – 58.

Jones, D. Yvonne, et al. "Simple Marketing Techniques and Space Planning to Increase Circulation." Collection Management 36.2 (2011): 107 – 118.

Nisonger, Thomas E. "A Review and Analysis of Library Availability Studies." Library Resources and Technical Services 51.1 (2007): 30 – 49.

Senkevitch, Judith J., and James H. Sweetland. "Evaluating Adult Fiction in the Smaller Public Library." RQ 34.1 (1994): 78 – 98.

Weissinger, Thomas. "The Core Journal Concept in Black Studies." Journal of Academic Librarianship 36.2 (2010): 119 – 124.

Wallace, Rick, et al. "Using Checklists to Rethink Library Resources and Services Training." Journal of Hospital Librarianship. 17.2 (2017): 125 – 136.

Walters, William H. "Beyond Use Statistics." Journal of Librarianship & Information Science. 48.4 (2016): 340 – 352.

The online supplemental texts (Gross 2016) or (Hernon 2014) are useful for drawing perspectives for all assignments in this course.

Journal articles such as the following and/or those peer-reviewed articles you find through the IUPUI Library databases:

Bolton, Brooke A. "Women's Studies Collections: a checklist evaluation." The Journal of Academic Librarianship. 35.3 (2009): 221 – 226

Callison, Daniel. "Expanding Exemplary Information Sources for the High School History Curriculum." School Library Monthly. 30.4 (2014): 23 – 26.

Colom, Heidi. "Juvenile Science Nonfiction: a comparison of the collections of a rural, a suburban, and urban public library." Current Studies in Librarianship. 30.1 & 2 (2011): 79 – 94.

Comer, Cynthia. "List-Checking as a Method for Evaluating Library Collections." Collection Building. 3.3 (1981): 26 – 34.

Nisonger, Thomas E. Nisonger. "Use of the Checklist Method for Content Evaluation of Full-text Databases." Library Resources & Technical Services. 52.1 (2008): 4 – 17.

Potter, Ian. "Beyond the Impact Factor: taking a wider view of journal evaluation." Insights: the UKSG Journal. 29.1 (2016): 70 – 77.

Rubric

15 points are possible for this assignment. The grading distribution will be based on:
• Did the student identify an adequate number and type of techniques and elaborate on them beyond (Applegate 2013)?
• Did the student adequately discuss at least three additional techniques?
• Did the student document the essay with quality resources?
• Overall, did the student compose a meaningful comparison of techniques?

February 21 Unit 4 Discussion Assignment Due by midnight. Post for all class access. 10 points.

Begin work on Unit 5, if you have not already done so.

Unit 4 Discussion Assignment How to Broaden Evaluation: Mixed Methods.

Most of the evaluation projects conducted to address local issues are based on the data gathered through one specific method. That method will be chosen because it provides the techniques that can be managed locally. Financial, staff, and time resource factors all impact the ability to gather data personally OR impersonally. Substantial evaluation studies, if resources allow and the need is apparent, may be conducted through mixed methods – implementing both qualitative and quantitative data derived from personal and impersonal techniques.

Below is a citation that will lead to a fulltext mixed evaluation project and report. This report and others are freely available to you through the Library and Information Science Source database, online through the IUPUI Library.

Fitzpatrick, Elizabeth B., et al. "Reference Librarians at the Reference Desk in a Learning Commons: a mixed methods evaluation." Journal of Academic Librarianship 34.3 (2008): 231 – 238.

Obtain this document and one additional mixed-methods evaluation report of your choice. Within 600 to 800 words, review the documents in terms of what you view as useful application of various evaluation methods. What methods applied in the reports seem most reasonable? What methods would you change or add in order to improve both evaluation projects, and in what manner would you make these changes?

NOTE: Within one week following the date due for the essay, send two feedback postings of 200 words each to one or two classmates offering constructive observations related to their initial posting. Document your feedback citing the textbooks journal articles, or other professional literature.

Resources

Examine the LIS505 course EBook texts given early in the syllabus for content that may serve to clarify different methods.

Search the IUPUI Library databases for supportive and accessible journal articles that are relevant. Recent examples are:

Balbi, Simona. "Combining different evaluation systems on social media for measuring user satisfaction." Information Processing and Management. 54.4 (2018): 674 – 685.

Conerton, Kate and Cheryl Goldenstein. "Making LibGuides Work. Student Interviews and Usability Tests." Internet Reference Services Quarterly. 22.1 (2017): 43 – 54.

Melo, Luiza Baptista. "New Instruments for Impact Assessment Study of an Academic Library." Qualitative & Quantitative Methods in Libraries 5.1 (2016): 251 – 262.

Potnis, Devendra, et al. "Factors influencing undergraduate use of e-books: a mixed methods study." Library & Information Science Research. 40.2 (2018): 106 – 117.

Sanchez-Rodriguez, Nilda Alexandra. "Mixed Methods of Assessment: measures of enhancing library services in academia." Collection Building. 37.3 (2018). 111 – 118.

Savage, Devin. "Academic Librarians Engage with Assessment Methods and Tools." Portal Libraries & the Academy. 17.2 (2017): 403 – 417.

YouTube may be useful in defining basic terms. Examples are:
>How Do Focus Groups Work? 2017
>Moderating Focus Groups. 2015
>How to Analyze Satisfaction Survey Data in Excel. 2012
>Analysing Questionnaires. 2012
>What is Mixed Methods Research? 2013

Rubric

10 points are possible for this assignment. The student's response should be posted and open for general comments from members of the class. The grading distribution will be based on:
   • Has the student selected a substantial mixed methods evaluation report suitable for comparison with a given mixed methods report?
   • Has the student critically evaluated both reports and identified correct application of evaluation methods?
   • Has the student identified and described other methods which might add to the value of the reports?
   • Has the student identified questions which must be addressed before a more extensive review of the documents can take place?
   • Has the student provided reasonable citations to supportive resources?
   • NOTE: Has the student offered two postings that provide constructive feedback to classmates within one week following the due date for the assignment? The instructor's assessment will come within five days of the one week deadline for student feedback.

March 8 Discussion Unit 5 Draft of Initial Ideas for Planning Project Due by midnight. 5 points

The Initial Mock Plan, Revision, Feedback and Final Report

Each student will complete a mock plan for an evaluation project. Development of this plan will begin with a draft which includes brief notes from the student on the plan elements given below. This draft plan will be posted by the student so that all class members have access and can offer comments, resources, and other ideas. The overall project is worth 25 points, of which ten possible points are based on the frequency and quality of the student's postings concerning the classmate's individual drafts and accumulation of ideas.

Each member of the class will post revisions of their initial plan for feedback. The first revision is March 28 and the second revision is April 11.

Each class member will post two constructive feedback posting of 200 - 300 words each. Student feedback should be documented (referenced from a professional source). Two feedback postings should

be made during March 28 to April 4, to two different classmates; and two more to two other classmates April 11 – 18. In total, four constructive feedback postings to four different classmates.

Summary Calendar for Mock Evaluation Plan Deadlines

March 8 Unit 5 Each student submits their selection of a topic from the given list and completes a first, brief draft of the likely plan. This initial plan is submitted to the instructor only for early feedback and assessment (5 points).

March 28 Unit 8 Each student submits a first revision of their plan. This revised draft will be open to class members for constructive feedback April 4 - 11. After April 11 the first set of feedback postings will be assessed by the instructor (5 points).

April 11 Unit 9 Each student submits a second revision of their plan on April 11 and by April 18 makes two constructive feedback postings on the revised plan of two different classmates not previously given feedback (four feedback postings to four different students in total). After April 18, the instructor will make an assessment of the second set of feedback postings (5 points).

April 29 Unit 10 Each student has submitted their final plan by midnight to the instructor only for assessment (15 points for a total of 30 points: First Draft, First Feedback, Second Feedback, Final Plan). April 29 is the last day of classes at IUPUI.

Resources for Initial and Final Plan

(Applegate 2013), Chapters 3, 4, 5
(Gross 2016)
(Hernon 2015)
(Matthews 2017)
(Matthews 2018)

Plus many of the recent EBook texts listed for this course early in the syllabus. Examine the content online and search for additional library evaluation texts that may be accessed through the IUPUI library collection. If not given in the LIS505 syllabus, a full citation should be given for the resource in your plan.

Each student should select one of the following scenarios on which to build the mock evaluation plan. The given topics and associated literature serve as a foundation. The student may select any topic from those listed. Plans will be similar and differ in many respects even when two or more students select the same topic.

Select One Topic.

The given literature serves to define the potential mock study in terms of audience and evaluation problem. Students may use, discard and add new literature as they explore the possibilities and develop their plan. These articles are, however, likely to provide the basis for a literature review along with new articles located by the student. Some articles may come to the student's attention based on recommendation of the instructor and class colleagues as feedback is given on initial plans. Students may draw on real life evaluation situations, provided they provide a literature review for their situation.

A.   Improving Information Literacy Instruction for Undergraduates

Zaugg Holt and Curtis Child. "Collaborating with Nonlibrary Faculty for Assessment and Improved Instruction." Journal of Library Administration 56.7 (2016): 823 – 844.

Rosenblatt, Stephanie. "They can Find it, but They don't know what to do with it: Describing the use of scholarly literature by undergraduate students." Journal of Information Literacy 4.2 (2010): 50 – 61.

Wilder Gammons, Rachel and Lindsay Taylor Inge. "Using the ACRL Framework to Develop a Student-Centered Model for Program-Level Assessment." Communications in Information Literacy. 11.1 (2017): 168 – 184.

B.   Application of Learning Theory Models to Information Use Instruction of School Students

Greenwell, Stacey. "Using the I-LEARN Model for Information Literacy Instruction." Journal of Information Literacy 10.1 (2016): 67 – 85.

Scott, Rebecca J. "Assessing the Impact of a Guided Inquiry Unit on Year 5 Pupils' Information Literacy: a case study." Journal of Information Literacy 11.1 (2017): 220 – 226.

Todd, Ross J. and Carol C. Kuhlthau. "Student Learning Through Ohio School Libraries: how effective school libraries help students." School Libraries Worldwide 11.1 (2005): 63 – 88.

C.   The Value of Storytelling

Agosto, Denise E. "Why Storytelling Matters: unveiling the literacy benefits of storytelling." Children and Libraries: The Journal of the Association for Library Service to Children. 14.2 (2016): 21 – 26.

Jug, Tjasa. "Focus Group Interview Through Storytelling." Journal of Documentation. 71.6 (2015): 1300 – 1316.

Lyons, Ray. "Overstating Summer Reading Impact: The Dominican Study." Public Library Quarterly. 30 (2011): 54 – 61,

D.   Usability Testing

Azadbakht, Elena, John Blair, and Lisa Jones. "Everyone's Invited: a website usability study involving multiple stakeholders." Information Technology & Libraries. 36.4 (2017): 34 – 45.

Chow, Anthony S., et al. How Usable are School Library Websites? A random sample from All Fifty States. Journal of Research on Libraries & Young Adults 7.3 (2016): 1 – 28.

Galbreath, Blake Lee, Corey Johnson, and Erin Hvizdak. "Primo New User Interface: Usability testing and local customizations implemented in response. Information Technology & Libraries. 37.2 (2018): 10 – 35.

E.   User Opinions and Input

Poggiali, Jennifer and Madeline Cohen. "A Low Hassle, Low Cost Method to Survey Student Attitudes about Library Space." Library Leadership & Management. 28.3 (2013): 1 – 8.

Rhinesmith, Colin, et al. "YouthStudio: Designing public library YA spaces with teens." Journal of Research on Libraries & Young Adults. 6.1 (2015): 1 – 24.

Subramaniam, Mega. "Designing the Library of the Future for and with Teens: Librarians as the connector to connected learning." Journal of Research on Libraries and Young Adults. 7.3 (2016): 1 – 18.

F.   Future Issues in Assessment of University Collections

Crosetto, Alice, et al. "Assessment in a Tight Time Frame: using readily available data to evaluate your collection." Collection Management. 33.1/2 (2008): 29 – 50.

Johnson, Qiana. "Moving from Analysis to Assessment: Strategic Assessment of Library Collections." Journal of Library Administration. 65.4 (2016): 488 – 498.

Kelly, Madeline. "Applying the Tiers of Assessment: A holistic and systematic approach to assessing library collections." Journal of Academic Librarianship. 40.6 (2014): 585 – 581.

G.   Video Tutorials

Fontane, Walter M. "Video Tutorials Revisited: the relationship between their use and library assessment quiz scores." College & Undergraduate Libraries. 24.1 (2017): 90 – 102.

Rapchak. Marcia E. "Is Your Tutorial Pretty or Pretty Useless? Creating effective tutorials with the principles of multimedia learning." Journal of Library &Information Services in Distance Learning. 11. ½ (2017): 68 – 76.

Weeks, Thomas and Jennifer Putnam Davis. "Evaluating Best Practices for Video Tutorials: a case study." Journal of Library & Information Services in Distance Learning. 11.1/2 (2017): 183 – 195.

H.   Library Space Assessment

Andrews, Camille, Sara E. Wright, and Howard Raskin. "Library Learning Spaces: Investigating Libraries and investing in student feedback." Journal of Library Administration. 56.6 (2016): 647 – 672.

Li Zhang and Tasha Maddison. "Involving Users in the Library Space Planning: a case study of a branch library and a research university." CALA Occasional Paper Series. 12 (2016): 1 – 11.

Prentice, Katherine A. and Erica Argyropoulos. "Library Space: Assessment and planning through a space utilization study. Medical Reference Services Quarterly. 37.2 (2018): 132 – 141.

I.   School Library Standards

Keller, Cynthia. "AASL Standards for Supporting Library Evaluation. Linking to building, district, and state levels." Teacher Librarian. 45.5 (2018): 17 – 21.

Stefl-Mabry, Joette. "Documenting Evidence of Practice: the power of formative assessment." Knowledge Quest. 46:3 (2018): 50 – 57.

Todd, Ross. "Evidence-based Practice and School Libraries." Knowledge Quest. 43.3 (2015): 8 – 15.

J.	College Student Information Use

Erlinger, Allison. "Outcomes Assessment in Undergraduate Information Literacy Instruction: a systematic review. " College & Research Libraries. 79.4 (2018): 442 – 479.

Blummer, Barbara and Jeffrey M. Kenton. "Academic Libraries and Student Learning Outcomes." Performance Measurements & Metrics. 19.1 (2018): 75 – 87.

Insua, Glenda M. , Catherine Lantz, and Annie Armstrong. "In Their Own Words: Using First-Year Student Research Journals to Guide Information Literacy Instruction." Portal: Libraries & the Academy. 18.1 (2018): 141 – 161.

Ka.	Summer Reading Programs - School

McGill-Franzen, A., et al. Summers: some are reading and some are not! It matters. The Reading Teacher. 69.6 (2016): 585 – 596.

Petty, T. M., et al. "Engaging Students Through a Summer Literacy Experience. " Delta Kappa Gamma Bulletin. 83.5 (2017): 49 – 54.

Arnone, M. P., et al. "Are Self-Perception Measures Used in School Library Research Transferable to the Context of Public Library Summer Reading Programs? School Library Research. 19 (2015): 1 – 22.

Kb.	Summer Reading Programs – Public Library

Dynia, Jaclyn M., Shayne B. Piasta. "Impact of Library-Based Summer Reading Clubs on Primary-Grade Children's Literacy Activities and Achievement. Library Quarterly. 85.4 (2015): 386-405.

Walter, Virginia A. "Documenting the Results of Good Intentions: applying outcomes evaluation to library services for children." Advances in Librarianship. 35. (2012): 47 – 82.

Ya Ling Lu. "Engaging Students with Summer Reading: An assessment of a collaborative high school summer reading program." Journal of Education for Library & Information Science 50.2 (2009): 90 – 106.

L.	Outreach Programming – Public or Academic

German, Elizabeth and Sarah LeMire. "Sharing the value and impact of outreach: taking a multifaceted approach for outreach assessment." Journal of Academic Librarianship. 44.1 (2018): 66-74.

Langer, Chris. "From the Ground Up: Creating a sustainable library outreach program for international students." Journal of Library Administration. 55.8 (2015): 605 – 621.

Mathuews, Katy and Zachary Lewis. "Collaborative Library Outreach: a key retention strategy at open access institutions. Collaborative Librarianship. 9.1 (2017): 20 – 29.

M.	Collection Evaluation – Academic Library

Dzurak, Ewa, et al. "Evaluating and planning for interdisciplinary collection development: a case study of an East Asian collection at the College of Staten Island library." Collection Building. 34.2 (2015): 51 – 58.

Johnson, Qiana. "Moving from Analyksis to Assessment: Strategic assessment of library collections." Journal of Library Administration. 56.4 (2016): 488 – 498.

Kelly, Madeline. "Applying the Tiers of Assessment: a holistic and systematic approach to assessing library collections." Journal of Academic Librarianship. 40.6 (2014): 585 – 592.

N.	E Books – Public or Academic

Chen-Gaffdfy, Aiping and Heather Getsay. "More E-Books, Less Print? What does usage data tell us?" Library Collections, Acquisitions, & Technical Services. " 39.3/4 (2015): 58 – 67.

Fry, Amy. "Factors Affecting the Use of Print and Electronic Books: a use study and discussion." College & Research Libraries. 79.1 (2018): 68 – 85.

Gray, Robyn and Vivian Howard. "Young Adult Use of Ebooks: an analysis of public library services and resources. "Public Library Quarterly. 36.3 (2017): 199 – 212.

O.	Apps

Chen, Juliana, et al. "The Most Popular Smartphone Apps for Weight Loss: a quality assessment." Journal of Medical Internet Research. 17.12 (2015): 1 – 17.

Jake-Schoffman, Danielle E., et al."Methods for Evaluating the Content, Usability, and Efficacy of Commerical Mobile Health Apps." Journal of Medical Internet Reseearch. 19.12 (2017): 1.

Laera, Elizabeth. "Is there an App for that?" Journal of Hospital Librarianship. 17.4 (2017): 339 – 348.

P. Annual Performance Review – Academic Library

Brannen, Michelle H., et al. "Assessment committees: good practices from ARL libraries." 17.3 (2016): 224 – 240.

Holcomb, Jean M. "The Annual Performance Evaluation: Necessary evil or golden opportunity?" Law Library Journal. 98: 3 (2006): 569 – 574.

Mills, Chloe. "The Librarianship Portfolio." New Library World. 116.9/10 (2015): 527 – 539.

Q.   Outreach Programs Public or Academic

German, E. and LeMire, S. "Sharing the value and impact of outreach: taking a multifaceted approach to outreach assessment." The Journal of Academic Librarianship. 44. (2018): 66 – 74.

Davis, D. and Plagman, E. "Project Outcome: helping librarians capture community impact." Public Libraries 54.4 (2015): 33 – 37.

Chester, M. "Public library evaluation: a retrospective on the evolution of measurement systems." Public Library Quarterly. 34.2 (2015): 107 – 123.

R. Research Guides

Jackson, Rebecca and Kristine E. Stacy-Bates. "The enduring landscapes of online subject research guides." Reference & User Services Quarterly. 55.3 (2016): 219 – 229.

Olshausen, Mattias. "A statistical approach to assessing research guide use at Central Washington University. 82.3/4 (2018): 23 – 34.

Conerton, Kate and Cheryl Goldenstein. "Making LibGuides Work: student interviews and usability tests." 22.1 (2017): 43 – 54.

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March 8 Unit 5 Elements of Initial Evaluation Planning 5 points

The initial draft of your evaluation plan should be based on one of the topics given above. By March 8, post an initial that can be shared with class colleagues and open to receive comments. Sharing your initial plan will give you a critical review and gain constructive ideas to fully develop the plan you will eventually submit to the instructor on April 29 as a final mock plan.

The initial plan should build on the following elements. These will evolve over the coming few weeks as you work on the plan and as you receive feedback from others. Your final plan for the class will be an extension on these same ten elements.

1. A **problem statement**. What can you envision now to be a situation in need of evaluation? What are the initial goals for the evaluation?

2. Likely **audience**. At this time, what audience is likely to be evaluated and for the needs of what group or stakeholders?

3. At this early point, what do you see as likely **logistics** that will challenge the process of conducting the evaluation? These barriers could involve finance, staff, information privacy and more.

4. Your topic has been defined initially by three articles accessible through the IUPUI Library databases, specifically Library and Information Science Source. Determine for your draft if any of these articles have potential value for your plan, and describe additional literature you believe you will seek in order to write a brief **literature review** for your final plan. Your final plan should include at least three new articles or documents that are discussed as a portion of your literature review. You will be given three journal articles with which to begin your plan. You are not expected to simply accept those three, but you are expected to build from them.

5. What initial ideas do you have for the **methods** you will employ for your evaluation and how it will be described and illustrated for your plan. This means that you will eventually build a sample evaluation instrument for a survey, questionnaire, observation, checklist, focus group or other methods you believe will be useful. You may show evidence that you tested and revised your instrument.

6. What **metrics or measures** will you pose to generate data? What data do you believe can be gathered for your evaluation and how do you believe it can be analyzed? Are there professional organization standards against which you would compare local data?

7. What graphics might be possible to **visualize** the results of the data and to clarify the findings for different audiences?

8. How, when and to whom will your conclusions be **presented**, if you were to present the results of this evaluation? Who are the likely internal and external audiences?

9. You may **interview professionals** of your choice who have expertise in program evaluation. Name two such individuals and describe their credentials. You may arrange for a review of your ideas at the mid-stages in the developing plan. Credit should be given to any input from these experts. The professional does not need to come from the library or information fields, but most will.

10. **Reflect** on the initial planning process and conclude with a brief discussion as to the relationship of this process to your career plans. Credit those who provided useful advice to you in working through the exercise.

Rubric

This final project is worth 30 points. The Initial Plan should be posted for class access by March 8. It will remain open for constructive comment and resource sharing until April 11. The plan should be revised and reposted on April 18. Following both postings, classmates are expected to send two constructive feedback postings to mock plans of their choice. The due date for the mock Final Plan is April 29.

The mock Final Evaluation Plan will be graded on the following:

- • Up to ten points will be awarded based on the student's contribution of constructive comments to other class members' plans
- • Up to 15 points will be awarded based on the student's development of a Final Evaluation Plan based on the ten elements given above.

The Initial Evaluation Plan can be written within two single spaced pages and is Due March 8 for 5 points.
Feedback to classmates posted in two sessions: April 4 - 11 for 5 points and April 18 - 25 for 5 points.
The Final Plan can be written within six, single-spaced pages. Due April 29 for 15 points.

Both the Initial and the Final Evaluation Plan should follow the same ten elements, and clearly show how the plan has progressed based on readings, interaction with class colleagues and instructor, and input from your professional experts.

March 21 Discussion Assignment Unit 6 Due by midnight. Instruction Evaluation. 10 points. Feedback postings should be made by March 28.

Instruction in the use of library resources has increased across all types of libraries and information centers. The central focus that has driven the expansion of instruction programs in academic settings has been the acceptance of the need for students and faculty to demonstrate skills in information literacy. Some instructional programs k-12 have moved beyond library orientations and skills, although the "one shot" session still dominates in many schools. Instruction tied to the curriculum and valued with an academic grade remain in the minority and are seldom graded for student academic credit. There are many instructional program models and some have grown to be very extensive even in professional graduate schools such as medicine.

Using the resources for this unit, and additional journal articles you locate through the IUPUI Library's database, discuss the various reasons and methods for instructional delivery found across academic environments, K – college and beyond. Note the different audiences who are involved, the attempts for the professional librarian to be accepted as a professional instructor, and the evaluation modes that are present.

You may also explore instruction beyond that of the student, to include the education of faculty in information literacy. Discuss any progress in gaining acceptance of information literacy as a part of the curriculum and the continuing challenges to accept the librarian on any level to serve as an instructor who is accepted as an evaluator of student performance for academic credit.

Write a 600 to 800 word essay and submit it to your classmates for their reactions and comments. Two feedback postings of 200 words each should be made within one week after the due date for the assignment.

Resources

(Applegate, 2013), pages 46 – 58
(Gross, 2016)
There are many journal articles which will provide documentation. Some examples are below:

Albarillo, Frans. "Is the Library's Online Orientation Program Effective with English Language Learners?" College & Research Libraries. 78.5 (2017): 652 – 674.

Bertot, John Carlo. "Outcomes Based Evaluation in Public Libraries: From online instruction to practice." Library Quarterly. 72.2 (2006): 241 – 245.

Blummer, Barbara and Jeffrey M. Kenton. "Academic Libraries and Student Learning Outcomes." Performance Measurement & Metrics. 19.1 (2018): 75 – 87.

Burkhardt, Andy and Sarah Faye Cohen. "Turn Your Cell Phones On: Mobile Phone Polling as a Tool for Teaching Information Literacy." Communications in Information Literacy. 6.2 (2012): 191 – 201.

Callison, Daniel. "Effective Instruction Based on Evidence-Based Strategies." School Library Media Activities Monthly. 23.8 (2007): 45 – 47.

Callison, Daniel. "Rubrics that Evaluate the Teaching Performance of School Librarians." School Library Monthly. 31.7 (2015): 19 – 21.

Erlinger, Allison. "Outcomes Assment in Undergraduate Information Literacy Instruction: a systematic review." College & Research Libraries. 79.4 (2018): 442 – 479.

Luetkenhaus, Holly et al. "Measuring Library Impacts through First Year Course Assessment. Communications in Information Literacy. 11.2 (2017): 339 – 353.

Schilling, Katherine and Rachel Applegate. "Best Methods for Evaluating Educational Impact: a comparison of the efficacy of commonly used measures of library instruction." Journal of the Medical Library Association. 100.4 (2012): 258 – 269.

Sobel, Karen and Cassidy R. Sugimoto. "Assessment of Learning during Library Instruction: Practices, prevalence, and preparation." Journal of Academic Librarianship. 38.4 (2012): 191 – 204.

Wissinger, Christina L. et al. "Expert Teams in the Academic Library: going beyond subject expertise to create scaffolded instruction." Journal of Library Administration. 58.4 (2018): 313 – 333.

Ziegenfuss, Donna Harp and Stephen Borrelli. "Exploring the Complexity of Student Assessment Practices Across Multiple Libraries." Evidence Based Library & Information Practice. 11.2(2016): 9 – 27.

Rubric

This assignment is worth 10 points. The student's work will be evaluated based on these factors:
- The student has identified at least three modes of information instruction and described the need and instructional goals each of those modes attempts to address.
- The student as drawn on the peer-reviewed literature to illustrate the variety of audiences who receive instruction through the library, and how those programs and evaluated. Consider the evaluation of library instructors as well as evaluation of student performance.

- The student has summarized the standards developed by professional library associations to define the roles of instructional librarians and the goals of information instruction in various academic settings.
- NOTE: The student has sent constructive feedback in two, 200-word replies within one week following the due date of the exercise.

April 4 Discussion Assignment Unit 7 Due by midnight. Post for all class access and feedback. 10 points.

Begin work on Unit 8, if you have not already done so.
Continue work on final project.

April 4 Unit 7 Discussion Assignment Evaluation and Standards Due April 4 10 points

Begin work on Unit 8, if you have not already done so.

Continue work on final project.

Resources
(Applegate 2013), Chapter 4
Ebook texts provided in early pages of this syllabus.
Anchor online reports in early pages of the syllabus.
ALA Standards & Guidelines. Accessed November 18, 2017
http://www.ala.org/tools/guidelines/standardsguidelines

Dozens of guidelines and standards are developed, debated and adopted each year through the committees of the American Library Association. The URL given above will take you to a gateway page of the many policy statements held and serviced through ALA. Some are very long and require purchase, but there are many others that are available fulltext with just a click.

Read some of these documents and locate one that especially is of interest to you, perhaps because it deal with an audience that you have worked with in the past or today, or hope to work with that audience in the future. The anchor sources are not required reading, but may help to define some library patron audiences if you are new to the field of library service.

Often the evaluation process to measure standards is conducted by a Selected Panel or Expert Team. Often accreditation is granted but can be denied for at-risk academic programs. These evaluation visits will often employ a variety of methods, most often extensive interviews. They will follow a cycle, usually five to seven years between evaluations.

Write a 600 to 800 word scenario in which you discuss how the policy (standards, guidelines) would be used to evaluate a program. Enrich your scenario through the use of information from the professional literature that helps to illustrate how an evaluation process would involve use of the ALS Guideline.

Rubric

This Assignment is worth ten points. It will be evaluated based on the following:
- The student has selected a meaningful set of professional standards from ALA which are suitable for consideration as guidelines for an evaluation.
- The student has written a scenario in which he/she illustrates how the selected standards can be used to evaluate a service, program, or institution.
- The student has included professional literature information that is relevant to the scenario and helps to describe the potential use of the selected standards as a key instrument for evaluation.
- NOTE: The student has posted two 200 word documented replies to classmates providing constructive feedback within one week following the due date for this assignment.

April 4 – 11 Unit 8 Feedback on two Initial Plans 5 points

April 18 – 25 Unit 9 Feedback on two more Initial, but Revised Plans 5 points

April 29 Unit 10 Final Project Due by midnight 15 points.

Rubric

Overall the Evaluation Plan exercise is worth 25 points as outlined under March 8. Student work will be evaluated on these steps:
- Did the student outline an initial plan to address a valid evaluation or assessment need?
- Did the student share the initial plan with classmates for feedback?
- Did the student offer constructive feedback to classmates?
- Based on additional readings and ideas documented by classmates, did the student revise the initial evaluation plan?
- Did the student compose a final plan which reflects constructive efforts to improve the initial plan?

GRADING SCALE

Grade	Description
A 100 % to 96.0%	Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.
A- 95.9 % to 90.0%	Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+ 89.9 % to 87.0%	Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.
B 86.9 % to 84.0%	Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.
B- 83.9 % to 80.0%	Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+ through C- 79.9 % to 70.0%	Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.
D through F 69.9 % >	Student has failed the course. An incomplete is not an available option.

Note that to satisfy a core requirement, grade must be B- or above. For electives, grade must be C or above (and overall GPA 3.0 or above).

EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance

The course will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities.

This course assumes that students can work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, students are encouraged to e-mail or arrange an online chat with the instructor at any time.

A basic requirement of this course is that you will participate in all class activities and conscientiously complete all required course assignments. Students are expected to complete the assignments, quizzes,

and projects on time, which is your attendance.

Incompletes

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year. See: IUPUI Registrar: Grade of Incomplete (registrar.iupui.edu/incomp.html)

Deliverables

You are responsible for completing each deliverable (e.g., task, final project) by its deadline and submitting it by the specified method. Deadlines and submission instructions are outlined in the syllabus or in supplementary documents accessible through Canvas. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

Your Questions, Concerns, and Comments

Please do not hesitate to contact the instructor directly via Canvas mail with any questions. If needed, the instructor will also use Canvas Announcements to notify the entire group (e.g., syllabus change, instructor availability, etc.).

If you have problems accessing Canvas, please contact the University Information Technology Services (UITS) Support Center at 317-274-HELP. All course Announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

MLS PROGRAM OUTCOMES

The Master of Library Science (M.L.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.S. program, graduates are prepared to:

Approach professional issues with understanding

Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
Anticipate emerging trends and respond proactively

Assist and educate users

Analyze and identify the information needs of diverse communities of users
Educate users and potential users to locate, use, and evaluate information resources and tools
Analyze and evaluate information systems and services in a variety of settings

Develop and manage collections of information resources

Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users
Manage, evaluate, and preserve physical and virtual collections of information resources
Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources

Manage and lead libraries and other information organizations

Perform basic managerial functions, including planning, budgeting, and performance evaluation
Communicate effectively to a variety of audiences

Apply theories of organizational behavior and structure

Represent and organize information resources

Understand and apply principles of representation and organization

Use research effectively

Design, conduct, interpret, and take action based upon research and evaluation

Deploy information technologies in effective and innovative ways

Implement and evaluate information and communication technologies for efficiency, usability, and value to users

ALA MLS COMPETENCIES

A person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to employ:

Foundations of the Profession

1A. The ethics, values, and foundational principles of the library and information profession.
1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
1C. The history of libraries and librarianship.
1D. The history of human communication and its impact on libraries.
1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.
1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.
1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.
1I. The techniques used to analyze complex problems and create appropriate solutions. 1J. Effective communication techniques (verbal and written).
1K. Certification and/or licensure requirements of specialized areas of the profession.

Information Resources

2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de- selection.
2C. Concepts, issues, and methods related to the management of various collections.
2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

Organization of Recorded Knowledge and Information

3A. The principles involved in the organization and representation of recorded knowledge and information.
3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.

3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

Technological Knowledge and Skills

4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.

4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.

4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.

4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

Reference and User Services

5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.

5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.

5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.

5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.

5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

Research

6A. The fundamentals of quantitative and qualitative research methods. 6B. The central research findings and research literature of the field.

6C. The principles and methods used to assess the actual and potential value of new research.

Continuing Education and Lifelong Learning

7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.

7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.

7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.

7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Administration and Management

8A. The principles of planning and budgeting in libraries and other information agencies.

8B. The principles of effective personnel practices and human resource development.

8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.

8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.

CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to The Code of Student Rights (studentcode.iu.edu/)

All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorials and Tests (www.indiana.edu/~academy/firstPrinciples/)

You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else's words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors apply a range of methods.

Academic Misconduct

1. **Cheating:** Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.

   a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

   b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.

   c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.

   d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.

   e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

   f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

   g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.

   h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. **Fabrication:** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. **Plagiarism:** Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

    a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

    b. A student must give credit to the originality of others and acknowledge indebtedness whenever:

        1. directly quoting another person's actual words, whether oral or written;
        2. using another person's ideas, opinions, or theories;
        3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
        4. borrowing facts, statistics, or illustrative material; or
        5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

4. **Interference:** A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

5. **Violation of Course Rules:** A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

6. **Facilitating Academic Dishonesty:** A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

OTHER POLICIES

1. **Administrative withdrawal:** A basic requirement of this course is that students complete all required course activities. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal. Learn more at IUPUI Administrative Withdrawal Policy (registrar.iupui.edu/withdrawal-policy.html)

2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in all course exercises. IUPUI nurtures and promotes "a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued" (IUPUI Strategic Initiative 9). IUPUI prohibits "discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status" (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary

action.

3. **Communication:** For online courses, the instructor or teaching assistant should respond to emails within two Indiana University working days, which excludes weekends and holidays. The instructor should accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.

4. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu. For more information visit the CAPS website (studentaffairs.iupui.edu/health-wellness/counseling-psychology/)

5. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed in Canvas (Course Questionnaire). Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.

6. **Disabilities policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: Adaptive Educational Services (AES) (aes.iupui.edu/) 317-274-3241.

7. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

8. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at Protect IU (protect.iu.edu/emergency)

9. **IUPUI course policies:** Several campus policies governing IUPUI courses may be found at IUPUI Course Policies (registrar.iupui.edu/course_policies.html)

10. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. See Administrative Policy: No Class Attendance without Official Enrollment (registrar.iupui.edu/official-enrollment-class-attendance.html)

11. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit IUPUI Policy on Religious Holidays (registrar.iupui.edu/religious.html).

12. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

13. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit Stop Sexual Violence (stopsexualviolence.iu.edu/)

14. **Student advocate:** The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit Division of Student Affairs (studentaffairs.iupui.edu/advocate)

IUPUI COURSE POLICIES

A number of campus policies governing IUPUI courses may be found at the following link: **Course Policies** (registrar.iupui.edu/course_policies.html)

See **the Important Supplement for IUPUI Syllabi** (.pdf). This link is also automatically inserted at the top of the Canvas Syllabus page. This supplement covers:
- IUPUI Policy on Disability Accommodations
- IUPUI Policy on Religious Holidays
- IUPUI Policy on Academic Integrity
- IUPUI Policy on Sexual Misconduct
- Education and Title VI
- Military Related Personnel Statement
- Two-Step Login (Duo)

MISSION STATEMENT

The Mission of IUPUI is to provide for its constituents excellence in
- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by
- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.

STATEMENT OF VALUES

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and

professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

APPENDIX A

Research (S506) and Evaluation (S505)

Investigation, Research, Evaluation, and Opinion

It is very important that you understand the differences between investigation, research, evaluation and opinion. They each have their place, and almost any topic or idea or question of yours can be framed within each of these. LIS has a course for research, a course for evaluation, several courses which encompass the skills of investigation (S501, S533, etc.), and you will encounter opinion all the time.

All of these exist in what is called "the literature:" articles and books and websites, both those specifically about library and information science, and those within other domains. (A "domain" is a knowledge area, such as business or psychology. Terms have different meanings depending on their domain: in business, a 'depression' is negative economic growth; in psychology 'depression' is an emotional state, in geology 'depression' is an area that is lower than the surrounding landscape.).

Investigation means finding out what is **already known** about a topic.

Research means the creation and analysis of **new knowledge** to address **generalizable questions**.

Evaluation is the gathering of data to address **managerial issues.**

Opinion is an individual's (or organization's) **thoughts** upon an issue.

Let's consider a topic:
> Personal finance skills, particularly for Millennials. It is said that young adults struggle to manage student debt, independent living, job demands, and other financial issues.

Investigation is the process of finding out *what is already known* on a topic.
- If I go to scholar.google.com and enter, "financial literacy millennials" I find a number of articles discussing this topic.
    - I will use my skills of assessing sources to distinguish between newspaper articles (USA Today), private reports (WorldPensionSummit.com) and scholarly studies (Journal of Management.)
- As a public services/programs librarian in a public library, I can get some ideas for programs from these materials.
- If I go to scholar.google.com, and enter "financial literacy millennials public libraries" to see what kinds of programs are offered….hummmm! I don't see much!

> The line between investigation and research comes when investigation shows there is a **gap in what is known.**

<u>Research questions</u> could be:
- Do people from age 18-30 lack specific skills in financial management?
    - Maybe people have studied what "people" in general (all ages) know about in terms of financial management. Or maybe there are studies of how older adults (preparing for retirement) act. But not of millennials.
    - This type of research would probably be conducted by experts in finance or in young adults: faculty in psychology, education, or in business schools.
    - Potential methods would be surveys of young adults, or tests administered to college student volunteers.

> In a research article, the **literature review** shows what is **already known** and demonstrates the need **for new knowledge = research**

> Proper **investigation** sets you up for a solid **literature review** and for the conclusion: Now that our research has shown THIS new information, THEN WHAT….

<u>Evaluation</u> questions could be:
- Does the Indiana University "MoneySmarts" program result in greater knowledge for IU students? http://moneysmarts.iu.edu
    - This could be evaluated by an end-of-course test. Other potential metrics are, how many students are accessing the website? Persisting throughout the whole series? Graduating with debt[1]?
    - The reason this is "evaluation" and not "research" is that it is local and specific: this program, this audience.
    - You can **change this to a research question** by generalizing it:
        - Can college students use an online tutorial to increase their money management skills?
        - Are public libraries offering money management programs?
- Evaluation is local, applied, and specific. You and your organization care about the results, probably few others do!

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[1] This is a current metric being used: the average debt of IU graduates has gone down since the program started.

- Sometimes people publish evaluation articles, in which case, they are providing generalized information about *how to use a particular evaluation tool.*

Opinion writing presents a point of view:
- To remain relevant, public libraries need to address literacy gaps in their users: financial literacy is a gap, so we *should* provide money management programs.
- I think that helicopter parenting has led to a decrease in millennials not being able to handle money—down deep, they know they will be rescued. Why, my own 21-year-old nephew still….
- Opinion pieces may *quote from* research. However, they are not systematic in their review of what is known about a topic, they include anecdotes and personal experiences, and do not intend to provide both sides of a question.
- Opinion pieces can demonstrate that a **topic is important**!

> Opinions are useful in the **introduction** and the **conclusion** to a research article: people should **care** about the topic you are researching!
> -SO WHAT-
> Be ready to explain why your research is important

Think about what you are interested in. Try to see it in each of these frameworks: as investigation, as research, as evaluation, as opinion.

The exact nature of a particular *research question* will depend heavily on what is ALREADY known. So, be prepared to adapt your question as you do your investigation. One of my spring Evaluation students is doing a research project this summer on 'floating collections[2]'…and I think it is very publishable because there is simply not much *research* published already: only a lot of opinions on why floating collections *should be* a good idea

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[2] A floating collection occurs in a multi-branch system where books are kept at the branch where they are returned, rather than having a permanent 'home.

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Appendix B

Investigation-Research-Evaluation-Opinion Examples

General topic: Teens and ebooks
- Investigation: What is known about reading format habits of teens?
- Research: Hypothesis[3]: People aged 13-18 will be able to read and remember texts presented on a kindle device better (reading speed, comprehension test) than in print.
- Evaluation: Are the YA ebooks at my library being used?
- Opinion: Screen time is evil!

General topic: Reference skills
- Investigation: What are the best practices in providing reference services?
- Research: Hypothesis: There is an age difference in satisfaction with chat reference: older patrons will be less satisfied than younger patrons.
- Evaluation: Are our patrons satisfied with our current methods of providing reference, which are in-person, telephone and email (but not chat)?
- Opinion: Chat can't substitute for real person-to-person communication!

General topic: Controlled vocabulary vs. keyword searching
- Investigation: In library cataloging searching, what methods of searching (subject heading vs. keyword) retrieve the greatest number of relevant books?
- Research: Hypothesis: A large majority of subject searching by college students uses keywords only, without any use of subject headings[4].
- Evaluation: How easy is it to navigate to subject heading searching in our OPAC? (usability study)
- Opinion: Don't confuse Google with cataloging!

General topic: Online privacy
- Investigation: What is the ALA stance on privacy?
- Research: For the most-popular online services, what elements of personal identification do they keep private by default[5]?
- Evaluation: After a workshop at the library, how many participants change their default settings on Facebook, Instagram, and LinkedIn?
- Opinion: No privacy, no democracy!

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[3] A hypothesis is a question that one tests through the gathering of relevant information.

[4] This is what is called a "prevalence" question—you aren't saying *why* this might happen, but are measuring *how much* it is happening.

[5] This is slightly lame. The division here between investigation and research is that in this example, there may be sources of information for these questions (e.g. finding laws) and there may not (compiling and analyzing private company policies). The first would be investigation, the second would be research.