S505: EVALUATION OF RESOURCES AND SERVICES
CASSIDY R. SUGIMOTO, PH.D.
THURSDAY, 10:15 AM-1PM & 12:15PM-3PM, FALL 2013
LI030

Examines the applied evaluation of library resources and services, including collections, document delivery, technical services, reference services, and overall library performance. Emphasis is placed on the available methods and methodological issues. The checklist method, availability studies, document delivery tests, use studies, applied bibliometrics, and the use of automation are covered.

GOALS AND OBJECTIVES
Upon successful completion of this course, students should be able to:

- Demonstrate knowledge of available methods for evaluating library collections and services;
- Determine which methods are most appropriate for particular evaluation questions;
- Critically analyze current empirical literature;
- Understand and apply basic descriptive and inferential statistics to data;
- Design and implement evaluation projects; and
- Understand the need for and benefits of library evaluation.

FACULTY CONTACT INFORMATION
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Office: LI013
Office hours: By appointment

HONOR CODE
This class, as all classes at Indiana University, requires that students abide by the “Code of Student Rights, Responsibilities and Conduct.” Please familiarize yourself with this document:

http://www.iu.edu/~code/

Students found to be engaging in plagiarism, cheating, or other types of dishonesty may receive a grade of an F on the assignment in question and may be reported to the Dean's Office for appropriate action. In particular, please understand the various nuances of plagiarism and avoid engaging in this type of behavior. If you have any questions, it is your responsibility to meet with me in advance.
**Grades**

Assignments and percentage of final grade:
- IRB modules: 5%
- Evaluating evaluation: 10%
- Stats quizzes: 15%
- Participation: 10%
- Survey research project: 10%
- Informetric analysis and presentation: 15%
- Class paper: 35%

Grades will be assigned on an A, B, C, D, F scale. The following definitions of letter grades have been defined by student and faculty members of the Committee on Improvement of Instruction and have been approved by the faculty (November 11, 1996).

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>%</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>96-100</td>
<td>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.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-95</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84-86</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials and is at an acceptable level.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. Coursework performed at this level or below will not count toward the MLS or MIS degree. For the course to count towards the degree, the student must repeat the course with a passing grade.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>71-73</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>69-70</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>67-68</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>65-66</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>&lt;65</td>
<td>Failing. Student may continue in program only with permission of the Dean.</td>
</tr>
</tbody>
</table>

**Due Dates**

All assignments must be handed in on their due dates. If you cannot deliver an assignment or a project on the date it is due, it is your responsibility to discuss your situation with the instructor in advance of the due date and request and extension. If the extension is granted, late assignments will automatically lose one letter grade from the grade they would have received had they been turned in on time. For all due dates, see the schedule.

**Incompletes**

This class will follow the Academic Guide’s policy on Incompletes: “The grade of Incomplete may be given 1) only when the completed work for the course is of passing quality, and 2) only upon a showing of such hardship to a student as would render it unjust to hold a student to the normal time limits. A student's desire to avoid a low grade is not a legitimate reason to award an Incomplete.”
ASSIGNMENTS

IRB modules (5%)

To be a responsible consumer and producer of research products, it is important to understand not only the conceptual and pragmatic impacts of research projects, but also the human effects of both the application of methods during the investigation itself, and the subsequent findings. In order to provide an ethical grounding for the course, students are required to complete the Human Subject Research (Social/Behavioral Researcher) course via the CITI module provided by the Office of Research Administration (http://researchadmin.iu.edu/EO/eo_citi.html). Once the course is completed with passing scores (defined as at least 80%), students must save a copy of the Completion Report and submit it via the Oncourse dropbox. If you have trouble saving, please do a print screen of the report screen. Take care to select the Social/Behavioral modules, rather than the biomedical modules. You must identify yourself as a “Social and Behavioral” scientists in your CITI PROFILE in order to “unlock” the Basic Course. This is NOT the same as the Chair course (the Chair course is for those chairing IRB review committees).

Evaluating Evaluation (10%)

One of the objectives of this class is to enable you to become critical consumers of Library and Information Science research. To this end, you will be asked to make comments on the empirical articles from the class reading list. You will be required to choose ONE article from each session and post comments on this article (not every work will have a post—see the assignment schedule for details). Your comments should be posted to the Oncourse discussion board and should consist of the following components:

1. A short (one or two-sentence) statement summarizing the goal(s) or objective(s) of the study and the methods used in the study;
2. Two strengths of the study (focus in particular on the method and how it facilitated the objective(s));
3. Two weaknesses of the study (focus in particular on some of the limitations of the method); and
4. A short (one or two-sentence) statement describing the potential implications and audience of the study.

Each post is worth 1% of your final grade. Each component of the post is equally weighted. Posts are due by 11:59p.m. the night before the start of the class in which the reading is assigned and should be made no earlier than the end of the preceding class. Only one post per class will be accepted for credit; however, you are welcome and encouraged to make comments on your classmates’ posts and to comment on more than 10 articles (such activity will likely enhance your participation grade).

Stats Quizzes (15%)

In order to critically consume and create library evaluation studies, one must have a basic knowledge of statistical tools and techniques. This class is not meant to be an in-depth study of statistics, but rather to provide you with an understanding of and an ability to conduct the statistical tests most often performed in library evaluation studies. Therefore, we will have a “stats chats” a few times during the semester followed by a quiz due the following session (or two sessions, in some cases). If you have any trouble completing the quizzes, please feel free to meet with me before the date on which they are due.
If you receive outside assistance, you must acknowledge this assistance on the bottom of the quiz. Any unacknowledged assistance will be seen as an act of academic dishonesty.

All stats quizzes are available in Oncourse and may be completed earlier than the date specified, but will receive a one letter grade deduction if turned in after the date specified. Quizzes will be graded for accuracy. The quiz topics are provided below, with corresponding percent values. Quizzes should be submitted to the Oncourse Drop Box.

Quiz1: Levels of measurement (2%)
Quiz2: Central tendency and dispersion (2%)
Quiz3: Correlations (2%)
Quiz4: z- and t-tests (3%)
Quiz5: Chi-square (3%)
Quiz6: Other statistical tests (3%)

**Participation (10%)**

This class contains a large discussion component. To get the most out of the class you need to be in attendance and be engaged. A general rubric for assessing your participation in this class is provided below.

<table>
<thead>
<tr>
<th>%</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Perfect attendance; displays knowledge of having read and synthesized all of the readings; engages in in-class activities; provides thoughtful discussion of the readings and provides respectful responses to classmates’ comments.</td>
</tr>
<tr>
<td>8</td>
<td>Missed or was late for one class; displays knowledge of the majority of the readings and provides thoughtful commentary in class; engages in in-class activities; shows respect for peers.</td>
</tr>
<tr>
<td>6</td>
<td>Missed or was late for two or three classes; reads some of the readings and makes at least one comment in class; some engagement in in-class activities; shows respect for peers.</td>
</tr>
<tr>
<td>4</td>
<td>Missed or was late for four or five classes; does not display a thorough knowledge of the readings and does not add to the discussion; little engagement in in-class activities; shows respect for peers.</td>
</tr>
<tr>
<td>2</td>
<td>Missed or was late for more than five classes; does not displays a knowledge of the readings and does not add to the discussion; no engagement in in-class activities; shows respect for peers.</td>
</tr>
<tr>
<td>0</td>
<td>Did not attend; does not discuss; shows no respect for peers.</td>
</tr>
</tbody>
</table>

**Survey research (10%)**

Library and information science research draws heavily from the social sciences and from survey research in particular. Librarians are often asked to do evaluations that involve questionnaire design. To that end, you will be asked to define a research question; identify a population, sampling frame, and sampling approach; and construct a questionnaire that would be implemented. Details on this project can be found in Oncourse.

**Informetric analysis and presentation (15%)**

We will investigate both obtrusive and unobtrusive methods in this class. One of the main unobtrusive methods employed in Library and Information Science research is informetrics. We will, therefore, learn about informetric methods and you will be asked to define a research question; gather unobtrusive
data; visualize this data; and then present your results to the class. Details on this project can be found in Oncourse.

**Class paper (35%)**

The final product for this class will be a journal article authored by all members of the class. Your grade on this will be based on discrete units of contribution:

- Annotation of 5 articles on the class wiki (5%)
- Coding work and assessment of intercoder reliability (10%)
- Analysis and visualization of results (9%)
- Narrative of results and implications (with at least five references) (10%)
- Identification and description of at least one publication venue (1%)

Details about these contributions can be found in the project description in Oncourse.
<table>
<thead>
<tr>
<th>DATE</th>
<th>DISCUSSION</th>
<th>OVERLAP</th>
<th>STATS / WORKSHOP</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>Research design and ethics</td>
<td>Introductions</td>
<td>Levels of measurement; Reliability and validity</td>
<td></td>
</tr>
<tr>
<td>9/5</td>
<td>Research questions and sampling</td>
<td>Research questions</td>
<td>Sampling</td>
<td>Quiz1 Post1</td>
</tr>
<tr>
<td>9/12</td>
<td>Use statistics and collection analysis</td>
<td>Reading discussion</td>
<td>Central tendency and dispersion</td>
<td>IRB Post2</td>
</tr>
<tr>
<td>9/19</td>
<td>Informetrics</td>
<td>Web of Science  (bring laptops)</td>
<td>Correlations</td>
<td>Post3 Quiz2</td>
</tr>
<tr>
<td>9/26</td>
<td>Visualization</td>
<td>Scott Weingart, NSF Fellow, ILS</td>
<td>BRING LAPTOPS</td>
<td>Annotations</td>
</tr>
<tr>
<td>10/3</td>
<td>Content analysis</td>
<td>Coding</td>
<td>Interrater reliability</td>
<td>Quiz3 Post4</td>
</tr>
<tr>
<td>10/10</td>
<td>Coding work [in-class]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/17</td>
<td>Observation and ethnography</td>
<td>Reading discussion</td>
<td>Informetric presentations</td>
<td>Post5 Informetric</td>
</tr>
<tr>
<td>10/24</td>
<td>Survey research</td>
<td>Alice Robbin, Assoc. Professor, ILS</td>
<td></td>
<td>Post6 Coding</td>
</tr>
<tr>
<td>10/31</td>
<td>Interviews and focus groups</td>
<td>Reading discussion</td>
<td>Chi-square</td>
<td>Post7 Survey</td>
</tr>
<tr>
<td>11/7</td>
<td>Information literacy assessment</td>
<td>Brian Winterman, Information Fluency and Assessment Librarian</td>
<td>Discussion of initial results</td>
<td>Post8 Quiz4</td>
</tr>
<tr>
<td>11/14</td>
<td>Experimental and quasi-experimental design</td>
<td>z- and t-tests (Thomas Sugimoto, Center for Evaluation and Education Policy)</td>
<td>Discussion of initial results</td>
<td>Post9</td>
</tr>
<tr>
<td>11/21</td>
<td>Results work [out-of-class]</td>
<td></td>
<td></td>
<td>Quiz5</td>
</tr>
<tr>
<td>12/5</td>
<td>ROIs and OBEs</td>
<td>Sara Laughlin, Director, MCPL</td>
<td>Discussion of results</td>
<td>Post10 Visualization</td>
</tr>
<tr>
<td>12/12</td>
<td>Scholarly publishing</td>
<td>Stacy Konkiel</td>
<td>In-class quiz6 ; Discussion of results</td>
<td>Narrative Venue</td>
</tr>
</tbody>
</table>
**READINGS**

**August 29**

Topic: Research Design and Ethics

Required reading:

- Syllabus

Recommended reading:


**September 5**

Topic: Research Questions and Sampling

Required reading:


Recommended reading:


September 12

Topic: Use statistics and collection analysis

Required reading:


Recommended reading:

• Checklist method
• Collection mapping
• Use analysis
• Availability analysis

September 19

Topic: Informetrics

Required reading:


September 26
Topic: Visualization

Guest lecturer: Scott Weingart

- Please bring laptops!

October 3

Topic: Content analysis

Required reading:


October 10

Topic: Coding work [in-class]

October 17

Topic: Observation and ethnography

Required reading:


Recommended reading:


October 24

Topic: Survey Research

Guest lecturer: Dr. Alice Robbin

Required readings:

- TBD
October 31

Topic: Interviews and focus groups

Required reading:


November 7

Topic: Information literacy assessment

Required reading:


Recommended reading:


November 14

Topic: Experimental and Quasi-experimental design

Required reading:


Recommended reading:


November 21

Topic: Results work [out-of-class]

December 5

Topic: ROIs and OBEs

Required readings:


December 12

Topic: Scholarly publishing

Recommended reading:

• Beyond Gatekeepers of Knowledge (class paper from Scholarly Communication): http://crl.acrl.org/content/early/2012/09/10/crl12-398.short