Z505: EVALUATION OF RESOURCES AND SERVICES
DR. DEVAN RAY DONALDSON
THURSDAYS, 9:30AM – 12:15PM, FALL 2015
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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Telephone: (812) 855-9723
Office: LI019
Office hours: By appointment

INDIANA PROMISE

Students are strongly encouraged to uphold the Indiana Promise regarding all aspects of this class. I promise that: I will be ethical in my academic work; I will take personal responsibility for what I say and what I do; I will respect the dignity of others, treating them with civility and understanding.

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.
ACKNOWLEDGEMENTS
This syllabus as well as the course presentation slides and assignments draw extensively from the work of past Z505 instructors, in particular Dr. Cassidy R. Sugimoto.

GRADES
Assignments and percentage of final grade:

- IRB modules: 4%
- Evaluating Evaluation: 11%
- Stats quizzes: 15%
- Participation: 10%
- Final paper: 60%

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) as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards at ILS.

<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>Unacceptable work.</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>.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 an 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.
Assignments

**IRB modules (4%)**

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 pdf of the Completion Report and submit it via the Z505 Canvas site under “Assignments > IRB Modules.” Take care to select the Social/Behavioral modules, rather than the biomedical modules. If you have completed your CITI training before this class, you do not need to redo it, but must upload a pdf of proof of completion.

**Evaluating Evaluation (11%)**

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. Readings are available from the Canvas course site under “Files > Readings.” You will be required to choose one article from each session and post comments on this article. Your comments should be posted to the Canvas discussion board (under “Discussions”) 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 5:00PM 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. Half-credit will be given for posts made after 5pm. 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” each session followed by a quiz due the following session. 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 Canvas 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 taken online via Canvas under “Quizzes.”

Quiz 1: Levels of measurement (2%)
Quiz 2: Central tendency and dispersion (2%)
Quiz 3: Probability, hypotheticals and significance (2%)
Quiz 4: Correlations (2%)
Quiz 5: Chi-square (2%)
Quiz 6: Interrater reliability (2%)
Quiz 7: z- and t-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 and discussions; 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 and discussions; 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 and discussions; 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 and discussions; shows respect for peers.</td>
</tr>
<tr>
<td>2</td>
<td>Missed or was late for more than five classes; does not display a knowledge of the readings and does not add to the discussion; no engagement in in-class activities and discussions; 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>

Final Project (60%)

The final project for this class can be fulfilled in one of two ways: 1) Research Proposal OR 2) Research Report. Instructions for these two forms and rubrics for how they will be graded are provided in Canvas. All students should assess their own papers using the rubrics provided and turn these rubrics in with the final submission (a completed rubric will count towards the final grade). Also included in the rubric is participation in the class workshops (Introduction, Methods, Literature Review, and Results/Discussion). Drafts of sections of research proposals or projects are due by 5:00PM the night before the start of the workshops pertaining to those sections. For example, submit a draft of your research proposal/project introduction at 5:00PM the night before the Introduction Workshop (on Week 4). During the workshops, you will peer review other students’ draft introductions, and in turn, receive feedback on your own work.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>DISCUSSION</th>
<th>WORKSHOP</th>
<th>STATS CHAT</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/27</td>
<td>Research design</td>
<td>Introductions</td>
<td>Levels of measurement; Reliability and validity</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/3</td>
<td>Research questions</td>
<td>APA/writing</td>
<td>Central tendency and dispersion</td>
<td>Post1 Quiz1</td>
</tr>
<tr>
<td>3</td>
<td>9/10</td>
<td>Sampling (Gary Arave)</td>
<td>Real-world examples of evaluation of services, collections, and users (Andrew Asher and Brian Winterman)</td>
<td>Probability, hypotheticals and significance (Gary Arave)</td>
<td>Post2 Quiz2</td>
</tr>
<tr>
<td>4</td>
<td>9/17</td>
<td>Collection analysis/Use statistics</td>
<td>Introduction</td>
<td></td>
<td>Post3 Quiz3</td>
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<tr>
<td>5</td>
<td>9/24</td>
<td>COMPLETE CITI TRAINING OUTSIDE OF CLASS</td>
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<td></td>
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<tr>
<td>6</td>
<td>10/1</td>
<td>Informetrics</td>
<td>Visualization</td>
<td>Correlations</td>
<td>Post4 CITI Training</td>
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<tr>
<td>7</td>
<td>10/8</td>
<td>Survey research (questionnaires, interviews, focus groups)</td>
<td>Literature Review</td>
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<td>Post5 Quiz4</td>
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<tr>
<td>8</td>
<td>10/15</td>
<td>Content analysis</td>
<td>Coding</td>
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<td>Post6</td>
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<tr>
<td>9</td>
<td>10/22</td>
<td>Evaluation at a public library (Marilyn Wood)</td>
<td>Information literacy assessment (Brian Winterman)</td>
<td></td>
<td>Post7</td>
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<tr>
<td>10</td>
<td>10/29</td>
<td></td>
<td>Methods</td>
<td>Chi-square</td>
<td>Post8</td>
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<tr>
<td>11</td>
<td>11/5</td>
<td>Observation and ethnography</td>
<td></td>
<td>Interrater reliability</td>
<td>Post9 Quiz5</td>
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<tr>
<td>12</td>
<td>11/12</td>
<td>Experimental/quasi-experimental design</td>
<td></td>
<td>z- and t-tests</td>
<td>Post10 Quiz6</td>
</tr>
<tr>
<td>13</td>
<td>11/19</td>
<td>ROIs and OBE</td>
<td>Results/Implications</td>
<td></td>
<td>Post11 Quiz7</td>
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<tr>
<td>14</td>
<td>11/26</td>
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<td>THANKSGIVING</td>
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<tr>
<td>15</td>
<td>12/3</td>
<td>Evaluation in context: Special Collections (Erika Dowell) and Library Spaces (Andrew Asher)</td>
<td></td>
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<tr>
<td>16</td>
<td>12/10</td>
<td></td>
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<td>FINAL PRESENTATIONS</td>
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</table>
OTHER DUE DATES:

- Final projects/proposals are due by 11:59PM on December 12, 2015.

READINGS
Readings are available from the Canvas course site under “Files > Readings.”

Week 1 – August 27, 2015

**Topic: Research Design**

**Required reading:**
- Syllabus

**Recommended reading:**

Week 2 – September 3, 2015

**Topic: Research Questions and Scholarly Writing**

**Required reading:**

Week 3 – September 10, 2015

**Topic: Sampling**

**Required reading:**

Week 4 – September 17, 2015

**Topic: Collection and use analysis**

**Required reading:**
**Recommended reading:**


**Week 5 – September 24, 2015**

COMPLETE CITI TRAINING OUTSIDE OF CLASS

**Week 6 – October 1, 2015**

**Topic: Informetrics**

**Required reading:**


**Week 7 – October 8, 2015**

**Topic: Questionnaires, interviews and focus groups**

**Required reading:**


**Recommended reading:**

**Week 8 – October 15, 2015**

**Topic:** Content analysis

**Required reading:**

**Recommended reading:**

**Week 9 – October 22, 2015**

**Topic:** Information literacy assessment

**Required reading:**

**Recommended reading:**

**Week 10 – October 29, 2015**

**Topic:** Chi-square

**Required reading:**
**Recommended reading:**

- Kumar, S. (2014). Relationship of OPAC users’ satisfaction with their demographic characteristics, computer skills, user education, user assistance and user-friendly OPAC. Electronic Library, 32(1), 106-123.

**Week 11 – November 5, 2015**

**Topic:** Observation and ethnography

**Required reading:**


**Recommended reading:**


**Week 12 – November 12, 2015**

**Topic:** Experimental and Quasi-experimental studies

**Required reading:**


**Week 13 – November 19, 2015**

**Topic:** Return on Investment and Outcomes-Based Evaluation

**Required reading:**


**Recommended reading:**


Week 14 – November 26, 2015
THANKSGIVING

Week 15 – December 3, 2015
EVALUATION IN PRACTICE – VISITS FROM ERIKA DOWELL (LILLY) AND ANDREW ASHER (WELLS)

Week 16 – December 10, 2015
FINAL PRESENTATIONS