Spring 2020  
LBSC 713: Planning and Evaluating Library Services

| Professor:          | Ms. Abbie Basile  
iSchool Lecturer  
ajbasile@umd.edu |
|---------------------|--------------------|
| Office Hours:       | Reachable by email. Phone meetings can be arranged  
Please allow for email responses within 24-hours Mon-Fri and  
48 hours on weekends and holidays. |

Students should check Announcements on ELMS regularly for updates.

This syllabus is subject to change. If that occurs, students will be notified via an ELMS Announcement.

A. Catalog Description of Course

This course provides an opportunity for an investigation of quantitative and qualitative methods used to plan and evaluate the effectiveness of library and information services. Planning and evaluation methodologies will be analyzed and critiqued. Selected methods will be demonstrated and/or utilized.

B. Course Goals and Learning Objectives

The course will introduce students to a variety of evaluation frameworks, and what is necessary to engage in the evaluation of a range of information services. More specifically, the course will:

1) Provide a critical assessment of selected evaluation approaches and frameworks;
2) Offer both quantitative and qualitative methodological techniques for engaging in evaluation efforts;
3) Assist in the development of evaluation planning and implementation;
4) Help students assess the strengths, weaknesses, and trade-offs involved in evaluation activities;
5) Provide a context for evaluation activities and the interpretation of evaluation results; and
6) Provide an understanding of organizational, staffing, and a range of other requirements for effective evaluation efforts.

At the completion of the course, students should be able to:

- Understand the context in which evaluation and assessment takes place;
- Understand issues associated with planning and implementing evaluation strategies;
- Identify the organizational, personnel, and other requirements for effective evaluation efforts;
- Develop appropriate research questions for evaluative measures in the resolution of real world problems.
- Develop an evaluation plan that draws upon their understanding of different research methodologies and evaluation frameworks.
This course is designed as an evaluation *primer*. Thus, the course will expose students to a number of evaluation strategies, literature, and methods. Given the breadth and depth of a number of these evaluation approaches, it will not be possible to cover all aspects throughout the course. Evaluation has a long history in the field of information. The class will offer both an historical and current perspective on the assessment of information services, with an emphasis on current practice in libraries and information organizations. The course will also introduce students to the context in which evaluation of information services transpire, which can affect the types of evaluation strategies, data, and analysis information organizations need.

**C. Course Approach and Expectations of Student Participation**

The course is taught asynchronously online using Canvas. The course content is online at http://elms.umd.edu. The course material will consist of readings, recorded lectures, discussion threads, and other forms of making content available and interaction possible. Your participation will take place via the discussion threads in Canvas. Participation means active involvement in class discussions. It is essential that every student contribute to our online discussions and demonstrate a clear knowledge of the course materials. Students are expected to question, challenge, argue, and discuss issues and topics related to each weekly session's readings. Failure to participate in the course will result in a letter grade of F for this component.

**D. Classroom Environment**

As a graduate level course, the classroom online environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Remember--your classmates may have different perspectives on class content than you, but they still deserve your respect.

**E. Students with Disabilities**

Students with disabilities who need academic accommodation should: (1) register with and provide documentation to the Disability Support Services office, and (2) discuss any necessary academic accommodation with their teachers. This should be done at the beginning of the semester. Please do let me know how I can be of help.

**F. Assignment Extensions**

Timeliness is an essential component of graduate work, and extensions will only be available during personal emergencies. Students who need to request an extension should discuss the matter in advance with the professor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Late submissions will receive an automatic half-letter grade deduction for every day late, e.g., A- changed to B+.

**G. Academic Honesty**

Work submitted in this course will be individual and original, in line with the University's Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all materials you use in writing your paper and make sure all ideas and quotations are properly acknowledged.

**H. Required Texts and Readings:**

There is no required text for the course. Links have been provided in the syllabus to a number of journal articles; additional assigned readings are available through our class Canvas site (in Course Reserves or in the “Readings”
folder in Files, as indicated in the syllabus). All journal articles should be accessible through UMD Libraries. At any point in the semester, please do not hesitate to contact me if you have any trouble locating assigned readings.

I. Assignments and Grading

- All assignments are due by 11:59 pm on the due date.
- All assignments should be submitted via Elms.

Your grades will be based on seven (7) items, as detailed below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>each module</td>
</tr>
<tr>
<td>Article Presentation</td>
<td>10%</td>
<td>varies</td>
</tr>
<tr>
<td>Article Presentation Responses</td>
<td>10%</td>
<td>varies</td>
</tr>
<tr>
<td>Problem Statement</td>
<td>15%</td>
<td>February 16, 2020</td>
</tr>
<tr>
<td>Literature Review</td>
<td>15%</td>
<td>March 8, 2020</td>
</tr>
<tr>
<td>Methodology Review</td>
<td>15%</td>
<td>April 12, 2020</td>
</tr>
<tr>
<td>Evaluation Proposal</td>
<td>25%</td>
<td>THURSDAY May 14, 2020</td>
</tr>
</tbody>
</table>

No late work accepted for evaluation proposal!

Grades are assigned as follows:

<table>
<thead>
<tr>
<th>Numeric Grade</th>
<th>Letter Grade</th>
<th>Numeric Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97.0 and above</td>
<td>A+</td>
<td>74.0-76.9</td>
<td>C</td>
</tr>
<tr>
<td>94.0-96.9</td>
<td>A</td>
<td>70.0-73.9</td>
<td>C-</td>
</tr>
<tr>
<td>90.0-93.9</td>
<td>A-</td>
<td>67.0-69.9</td>
<td>D+</td>
</tr>
<tr>
<td>87.0-89.9</td>
<td>B+</td>
<td>64.0-66.9</td>
<td>D</td>
</tr>
<tr>
<td>84.0-86.9</td>
<td>B</td>
<td>60.0-63.9</td>
<td>D-</td>
</tr>
<tr>
<td>80.0-83.9</td>
<td>B-</td>
<td>Below 60.0</td>
<td>F</td>
</tr>
<tr>
<td>77.0-79.9</td>
<td>C+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>