

**INLS 782**  
**Spring 2015 – Tues, 2:00 -4:45 PM. Manning, 014**

**INSTRUCTOR**

Ericka Patillo, Lecturer. [patillo@unc.edu](mailto:patillo@unc.edu). 962.6729.

Office hours: Tuesdays, 11-12 and by appointment, in Manning, rm 306

**COURSE DESCRIPTION**

Prerequisite: INLS 581 or 780 recommended. Addresses evaluation and assessment activities in libraries. Existing tools for evaluating library operations will be considered. Students will design and conduct their own evaluation of one or more library systems.

**COURSE OBJECTIVES**

This course will (a) expose students to the concept of a culture of assessment for library and information services, (b) review the current state of the art in library and information service planning and evaluation, and (c) provide the student with the tools necessary to plan and conduct evaluations of library and information services.

By the end of the course, students will be able to:

- Identify library functions and services that must be assessed.
- Plan, design, and implement an assessment program in a library.
- Analyze and interpret the data from an assessment, and present that data for diverse audiences.

**INSTRUCTIONAL METHODS**

This course will be conducted primarily as a seminar, with a mix of

- general discussion and assignments of library evaluation based on readings from the textbook and the literature with
- a hands-on evaluation of a library-related space, collection or service, including periodic reports

Most classes will combine coverage of a particular evaluation topic with activities related to library evaluation.

**TEXTBOOK(S)**

It is recommended that you purchase all of the following, as much of the reading comes out of these three books. Copies are available through an online vendor of your choice, and are also on reserve in the SILS library.

Matthews, Joseph R. (2007). *The Evaluation and Measurement of Library Services*. Libraries Unlimited, 2007. ISBN-13: 978-1-59158-532-9.

Davidson, E. Jane. *Evaluation methodology basics: the nuts and bolts of sound evaluation*. Free ebook available through UNC libraries:

<http://srmo.sagepub.com.libproxy.lib.unc.edu/view/evaluation-methodology-basics/SAGE.xml>  
or <http://dx.doi.org.libproxy.lib.unc.edu/10.4135/9781452230115>

## ASSIGNMENTS AND EVALUATION:

#	Assignments	Due Date	Total Possible Points
1	Library visit report	Feb. 10	10
2	What's the problem	Feb. 24	10
3	Article identification and review	various	20
4	Individual plan	March 3	15
5	Develop an assessment project	Several; present April 14 or 21	35
	Class participation (attendance, class activities, and contribution to large/small group discussions)	Throughout the semester	10
	Total possible points		100

Failure to complete any of the work will result in a zero for that assignment.

### Grading Policy

Final course grade will be assigned based on the following definitions (from [registrar.unc.edu](http://registrar.unc.edu)):

A	Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
B	Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
C	A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

D	A marginal performance in the required exercises demonstrating a minimal passing level of attainment. A student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.
F	For whatever reason, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an advisor's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

The following scale is a close interpretation of the definitions above:

For undergraduate courses:

A = 97-100

A- = 90-96

B+ = 87-89

B = 83-86

B- = 80-82

C = 70-79, with + and - ranges the same as for B

D = 60-69, with + and - ranges the same as for B

F = 59 and below

For graduate courses:

H = A

P = A-, B+, B, B-

L = C+, C, C-

F = D+, D, F

## **EXPECTATIONS OF PROFESSIONALISM**

### Ethics

- You are expected to abide by the Honor Code of the University, and violations are subject to severe penalties.
- Study groups are encouraged, but all formal written assignments must be your individual work.

### Model these behaviors

- Attendance is expected, but also be intellectually present (not just in body)
- Arrive on time for class
- Display preparedness for class by completing reading assignments
- Respect yourself, classmates and the instructor
- Take responsibility for your own learning

- Participate! (Involve yourself in the subject in your own way – don't tune out)

Avoid these disruptive behaviors

- Cellphones are disruptive - put them on "silent" while in class
- Laptops and smartphones can be disruptive; while in class, use them to supplement your learning, not distract you from learning
- Avoid side conversations

Due dates. All work is due at class time on the day assigned unless an extension is arranged in consultation with the instructor before that date. **PAPERS AND MAJOR ASSIGNMENTS TURNED IN LATE WITHOUT PRIOR PERMISSION WILL AUTOMATICALLY RECEIVE A LOWERED GRADE.**

If you miss a class, it is your responsibility to obtain materials and information covered during your absence.

### **Statement Regarding Accessibility-Related Accommodations**

If you feel you may need an accommodation based on the impact of a disability, please contact us privately to discuss your specific needs. Also, please contact UNC Accessibility Resources & Service at (919) 962-8300 or [accessibility@unc.edu](mailto:accessibility@unc.edu) at the Student and Academic Services Buildings, located in Suite 2126, 450 Ridge Road, to formally coordinate accommodations and services.

### **Diversity Statement**

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

In addition, Professor Patillo is a Safe Zone Ally. The Safe Zone program is a symbol of this University's commitment to diversity and inclusiveness. The purpose of Safe Zone is to create a network of allies for lesbian, gay, bisexual, transgender, intersex, queer, and allied (LGBTQIA) students.

### **Communicating with the instructor:**

Sending a message via Sakai is preferred; even then do not expect an immediate response. I will do my best to get back to you within 48 hours, but you should plan for longer. Sometimes the fastest, most effective way to reach me is to simply come by my office.

