

# UTK SIS: INSC 554

## Syllabus Spring 2020

### COURSE INFORMATION

INSC 554: Public Library Management and Services, Spring 2020

University of Tennessee, Knoxville

Class Meetings: Friday, 6:30 pm ZOOM;

ZOOM Course ID/Link: <http://tennessee.zoom.us/j/4705159903>

iPhone: +16699006833, 456457070#, or +14086380896, 456457070#

### Faculty Contact Information

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- Blount County Public Library  
508 N. Cusick Street  
Maryville, TN 37804
- 865-599-9260 (mobile)
- Office hours by appointment or via Zoom, Facetime, Canvas chat  
Eastern Time Zone



### SIS Office Information

- 450 Communications Bldg.
- 1345 Circle Park Drive
- Knoxville, TN 37996-0341
- SIS Office: 865.974.2148
- Fax (SIS): 865.974.4667

### Welcome Statement

Welcome to INSC 554 Public Library Management and Services. Public libraries as information agencies can be enigmatic organizations. From the time the value of preserving and organizing the record of human existence was realized, the essential purpose of public libraries has remained relatively constant. The form and uses of this record, however, are subject to the contradictory nature of human needs and desires, as well as to the changing socio-cultural, socio-political, economic, and technological developments. Such conditions have required extreme adaptability from those who manage public libraries. In addition, public libraries have to continue focusing on the changing needs/wants of their patrons/users/clients/customers (as variously defined) and on developing ongoing user-centered service assessment and evaluation. This is to ensure that the public library as an institution is able to meet the changing needs and expectations of their local constituencies. User-centered assessment and evaluation of public library services is extremely important

since often the community's tax-base and tax investment help to support public libraries around the country.

In the context of depleting resources and limited funding, and in the face of changing expectations of public libraries and a need to further user-centered assessment of public library services, how can public librarians extend their collections, services, programs, and other activities in digitized and non-digitized environments?

In this course, we will explore answers to the above question based on collaborating experiences with public libraries while working on community-based projects in our local settings. We will analyze case-studies and real-life public library environments to study the development, roles, political environment, governance, organization, fiscal management, services, marketing, and performance evaluations of public libraries in the context of user-centered assessment and evaluation of its services in a changing socio-technical environment. We will explore both the human resource management dimensions and the technological dimensions to how public libraries may respond to contemporary conditions. We will briefly look at the history of public libraries and how their resources and services have responded to user-centered assessment in the context of traditional concerns of user needs and information access. In addition, students will prepare an resource webpage that pulls together resources and tools in support of public library management.

## **COURSE INFORMATION**

### **Catalog Description**

Development, roles, political environment, governance, organization, fiscal management, services, marketing, and performance evaluations.

Registration Restriction(s): Master of Science – Information Sciences major. Minimum student level – graduate. 3 Credit Hours

### **Student Learning Outcomes**

Students who complete this course will be capable of demonstrating awareness, knowledge, and/or understanding of public libraries as an essential service. There is the increasing possibility that graduates will be expected to assume responsibility for conducting user-centered assessment and evaluation of library services (across library settings) to elicit feedback from their patrons early in their careers. For that reason, ALA accredited programs offer courses like this one. One cannot learn to understand patrons' needs/wants and manage public libraries, however, by taking a single course. Some argue that management cannot be taught at all. A career in public library management demands a commitment to continuing education. The purpose of this course is to introduce students to what they will have to learn about management and user-centered services in libraries. Each subject addressed deserves an entire course.

Upon completion of this course, the student should be able to:

- Understand public libraries in their local context and in relation to user-centered services;
- Explore current management issues in public libraries and discuss public libraries as information agencies;
- Describe the role and authority of the public library in implementing and managing digital collections;
- Experience and critique various library settings and identify public library management issues in user assessment and evaluation;
- Describe methods of gauging public library effectiveness in different environments via case-study analysis;
- Describe and interpret user-centered services, collection development, policies and planning, library automation, and library governance in small libraries.
- Build a webpage that identifies and organizes resources and tools in support of public library management topics.

## **Course Design**

This course will provide students' opportunities to work on a project that applies public library (PL) management issues in the context of user-centered assessment and evaluation of selected PL services. Students will individually work on their project and build a collective electronic portfolio.

The purpose of the project is for you to gain experience developing user-centered assessment and evaluation of specific public library services in your local community (contact me if you want to work in a library/information setting other than a PL). PL services selected for your project may include specific library services, programs, collections, facilities, and other activities. Any PL service is suitable. You will select a local PL that needs to evaluate its services by members from its user community. On-campus and DE students may choose to work with the Knox County Public Library System. Please be sensitive to how much time you demand from your local contacts. The interaction with the PL contact is an important part of this assignment since it simulates working with people in the PL information environment and it allows you to develop organizational and management skills that are necessary for your professional life.

Participating in the class project guides you through the process of developing user-centered assessment and evaluation of PL services by organizing your work into seven (7) different activities. These activities will help you assess the PL (and its users) you are working with, describe the scope and details of the project you are evaluating (or proposing), conduct a case-study analysis of other PL with similar services under study, develop research methods for user-centered assessment/evaluation based on an analytical rationale, conduct community analysis, share findings from community analysis and help improve select PL services, and examine user-centered issues in relation to PL management topics.

In order to assure that your work is evaluated properly, please be sure that the numbers used to identify your responses match the numbers in the assignment. Since each student is

working with a unique project, some variables in the assignments may not exactly match the situation. Be sure to identify as many relevant variables as possible, and relate them to your project. The variables chosen for this assignment typically are relevant in most situations. However, you may need to modify these specifications or you may find some variables are not applicable. If you have any questions, feel free to ask me!

**Key points:** Any PL is suitable. In certain instances, a non-PL may also be selected although you must first discuss your choice with me. Any kind of library service may be selected to assess/evaluate.

All parts of the project assignment will be graded using the guidelines noted in the syllabus.

The User-Centered Assessment/Evaluation of PL Services project accounts for 100% of your total grade in the class. Each part will be graded separately. Parts 1, 2, 4, 7, and 8 are each worth 10% of your total grade, part 5 is worth 20% of your total grade, and parts 3 and 6 are each worth 15% of your total grade.

## Required Texts

I will post copies of all reading materials on the course website

### Texts

- (Required) Matthews, J. R. (2017). *The Evaluation and Measurement of Library Services, 2nd edition*. Westport, CT: Libraries Unlimited. ISBN-10: 1440855366
- (Recommended) Weingand, D. E. (2001). *Administration of the Small Public Library (Fourth Edition)*. Chicago, IL: American Library Association.

### Online readings

- I will upload additional readings in the course modules as needed.

### Required Readings

- *ALA Mission and Priorities - Key Action Areas*: American Library Association. URL: <http://www.ala.org/aboutala/missionpriorities/keyactionareas>
- *Diversity, Culture, and its Impacts*. American Library Association, Office for Public Programs. Helps libraries excel as community cultural centers by providing librarians with leadership, resources, training, and networking opportunities. URL: <http://www.ala.org/publicprograms/>
- American Library Association, *Article 19: The Universal Right to Free Expression*. URL: <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/universalright>
- *Libraries Transform: An Initiative of the American Library Association*. URL: <http://www.ilovelibraries.org/librariestransform/>

## **Recommended Texts**

Style handbook of your choice (APA or Chicago Manual of Style). I prefer APA, but am okay with Chicago Manual of Style (author, date system)

The OWL Purdue Online Writing Lab provides information on the use of both styles along with the structure and writing for style. ([https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html))

## **COMMUNICATION**

### **Email**

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.

### **Instructor Availability**

I am available as needed by text – 865-599-9260. Please include your name when sending a text (at least the first time) If you send me an email, please also send me a text letting me know that you have reached out via email. Please also text me if you need to speak on the phone or chat online.

## **COMPUTING REQUIREMENTS AND RESOURCES**

### **Requirements**

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a UT email account and subscribe to the SIS student listserv to insure you're made aware of course-related information. In addition, you should have the PowerPoint Reader or the regular PowerPoint software installed on your computer and/or be able to view PDF files in order to download the lecture presentation and documents from Canvas.

### **Technical Support**

Please review the SIS Technology Introduction website for help getting started with the tools you'll need in the program: <https://sis.utk.edu/techintro/>

For assistance with technical and computing issues, contact the OIT HelpDesk by phone at (865) 974-9900, using the [Contact Form](#), or at the [Walk-in HelpDesk](#).

## COURSE ATTENDANCE AND PARTICIPATION POLICIES

### Attendance and Participation

In-class and online communication develop skills that are an essential part of the professional and academic environment. There is no separate grade for class participation/attendance though both are highly encouraged. Expect a minimum of two opportunities lectures to earn extra points through in-class activities. Additionally, here are some ideas to help encourage online conversation:

- You can post questions to the list based on what we have read, your project experiences, or on related topics that you observe at work or in your community.
- You can continue conversation that we have had during class sessions.
- You can outline controversies surrounding theories or PL management and encourage others to assess the different perspectives

It is assumed that each student will be present and speak in class—the equivalent of a “B” grade for “participation.” Missing more classes or failing to participate will lower your grade; frequent participation will raise the grade. Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class work and participation. Unexplained absence will affect your grade. Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:

- Inform me in advance or as soon as possible after class
- Submit any work due from missed class period
- Listen to class recording
- Obtain notes, handout, etc. from CANVAS
- Check with classmates for notes, announcements, etc.

Acceptable reasons for absence from class include:

- Illness
- Serious family emergencies
- Special curricular or job requirements
- Military obligations
- Severe weather conditions
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Obligations for court imposed legal obligations (i.e. jury duty, subpoena)
- Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade.

### Inclement Weather

“The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close

is made, information is distributed to the campus community, shared with local media, and posted on the front page at <http://utk.edu>. SIS will cancel classes when UT is closed. Please check the SIS student listserv ([UTKSIS-L@LISTSERV.UTK.EDU](mailto:UTKSIS-L@LISTSERV.UTK.EDU)) for messages about closing.

## ADDITIONAL POLICIES AND POINTS OF INFORMATION

### **Disabilities that may Impede Learning**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact [Student Disability Services](#) in 2227 Dunford Hall at 865-974-6087, or by video relay at 865-622-6566 to coordinate reasonable academic accommodations.

### **Civility**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

### **CCI Diversity Statement**

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

### **Instructor Status as a Title IX Mandatory Reporter**

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources.

For additional resources and information, visit [titleix.utk.edu](http://titleix.utk.edu).

## ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS

### Academic Integrity

Students should be familiar and maintain their *Academic Integrity* described in <https://hilltopics.utk.edu/academics/>, p. 15 as: “*Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.*”

Students should abide by the **Honor Statement** (<https://hilltopics.utk.edu/student-code-of-conduct/> Section X. Honor Statement)

*“As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”*

### Plagiarism

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

*Specific examples of plagiarism are:*

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor’s approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at <http://www.lib.utk.edu/instruction/plagiarism.>)

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."

### Assignments and Grading

Student work is assigned a grade based on the quality of thought and writing style, thoroughness of research and of references, appropriateness of length, and originality. Only exceptional work will receive an “A” grade. Papers that are received after the due date will be assigned a lower grade than would otherwise be received. All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.



This course requires the completion of the following eight assignments. Assignments are assigned points with the total number of points being 100. The number of possible points is shown below next to each assignment. The assignments section in the syllabus outlines the different segments to be addressed in each assignment along with the possible points awarded for each segment. This breakdown constitutes a rubric to guide content needed to complete each assignment. The eight assignments are listed below.

1. The PL Context (10 Points)
2. Identification of the PL Users (10 Points)
3. Service to Assess/Evaluate (15 Points)
4. Case-Study Analysis (10 Points)
5. Developing an Evaluation Action Plan (20 Points)
6. Collecting and Analyzing Data (15 Points)
7. User-Centered Assessment/Evaluation in PL Services (10 Points)
8. Populr.me Public Library Management Resource Webpage (10 Points)

### **Preparation of Written Work**

Please follow APA or Chicago Style Manual when preparing assignments for this course. Please select one style and stay with it. If you choose to use the Chicago Style, please use the author, date version. Remember to cite sources and attribute quotations.

- Grades for assignment submission that include incomplete in-text citations or reference lists will be lowered by ½ a point.
- All assignments must be word-processed and include a title page and/or abstract as determined by the style chosen for assignment preparation. Please pay close attention to paper structures as outlined by APA or Chicago. Assignments submitted in an incorrect format will be lowered by ½ a point.

### **Due Dates and Late Assignments**

Assignments should be submitted to the “assignments” area of Canvas and are due officially at 11:59 p.m. EST on the due date listed on the syllabus. If your assignment is not ready by the deadline, please send me an email informing me that your assignment will be late.

Each assignment in this course builds on the previous one. Assignments must be completed in the order listed. Falling behind could make it difficult to complete all assignments by the end of the semester.

### **Incompletes**

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work.

For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

## Assigning Grades

Please note that I do not assign grades for individual assignments, but will mark your paper with my comments and provide a point score based on the possible points earned for that assignment. If you would like to compute a letter grade based on the points earned, divide your score by the total points possible for the assignment and refer to the scale below for the corresponding letter grade. Your final grade will be based on total points earned/possible over the course of the semester

## Evaluation

Semester grades will be assigned according to the following scale:

A	93≤	(4 quality points per semester hour) superior performance.
A-	90-92.99	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88-89.99	(3.5 quality points per semester hour) better than satisfactory performance.
B	83-87.99	(3 quality points per semester hour) satisfactory performance.
B-	80-82.99	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78-79.99	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.99	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.99	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.99≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
S/NC		(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the <i>Graduate Catalog</i> . The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

## Course Evaluation

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

## MSIS Program Outcomes

It is our vision to provide a quality educational program, and for students to have the very best educational experience possible. By the end of their time in the MSIS program, each student should be able to:

1. Describe and discuss the processes of creation, organization, distribution, storage, access, retrieval, management, use, and preservation of information.
2. Describe and discuss the nature of leadership and management in the information professions and the importance of participation in the global information society.
3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.
4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society.
5. Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts.
6. Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use or preservation of information.
7. Explain the changing nature of information, information needs, and information behavior.
8. Assess and implement information technologies, systems, sources, and services that serve users effectively and efficiently.
9. Analyze research and apply it to information practice.

## Assignments: Descriptions, Due Dates, and Program Outcomes for SLC

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

Assignment One	MSIS Program Outcome
<b>The Public Library Context</b>	<b>Outcome 4 Outcome 6 Outcome 8</b>
<b>Assess the Public Library Agency and its setting by answering the seven questions outlined in the Assignment One - Segments Table below.</b>	

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

Assignment One – Segments	Value	Due Date
1. Identify your PL agency. Characterize the nature of the agency, its setting (size, system/branch, location, library governance, etc.), and the people who are employed in it. What kind of	<b>2 Points</b>	<b>31 January</b>

<b>Assignment One - Segments</b>	<b>Value</b>	<b>Due Date</b>
organization is it? What are its members like? What are its strengths and weaknesses?		
<b>2.</b> Summarize the PL organization's mission, goals, and objectives	<b>1 Point</b>	
<b>3.</b> Provide an analysis of the PL in terms of its rationale, vision, market, offerings, and capabilities (see Ch. 3, Matthews 2004, p. 29)	<b>2 Points</b>	
<b>4.</b> Describe the vision statement of the PL. What are the various roles that it performs? What are the PL's various service responses (see ASPL, p. 8-9).	<b>1 Point</b>	
<b>5.</b> Develop a sample PL Values Statement (see Ch. 3. Matthews 2004, p. 34-35)	<b>1 Point</b>	
<b>6.</b> List various strategic aims of the PL and at least three specific library strategies in relation to potential services to improve.	<b>1 Point</b>	
<b>7.</b> If you could develop/extend one PL service to help this organization to be more helpful, what would it be? Why?	<b>2 Points</b>	
<b>TOTAL</b>	<b>10 Points</b>	

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

<b>Assignment Two</b>	<b>MSIS Program Outcome</b>
<b>Identification of the Public Library Users</b>	<b>Outcome 9</b>

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

<b>Assignment Two - Segments</b>	<b>Value</b>	<b>Due Date</b>
<b>1.</b> Being specific, identify <b>three</b> segments of the user community interacting or likely to be interacting with the PL and its services. Rank and label these segments as primary, secondary, and tertiary according to the intensity of use as well as the number of actual and potential users. If possible, do this separately for various services that the PL offers. To do this you must <b>estimate</b> the number of likely users in each segment for each service.	<b>2 Points</b>	<b>21 February</b>

<b>Assignment Two - Segments</b>	<b>Value</b>	<b>Due Date</b>
2. Identify at least one contact person (more is better) in the PL who is knowledgeable about <b>both</b> your library setting and those people likely to be interested in the PL. Identify at least two (more is better) contact persons who represent users or potential users of the PL.	<b>1 Point</b>	
3. Provide a demographic analysis of the PL users and community in terms of: educational level, household income, racial/ethnic make-up, occupation, age levels and groups, gender, community habits, cultural opportunities, civic interests and problems, religious institutions, clubs and organizations, etc. How does each of these variables impact the PL and its services?	<b>1.5 Points</b>	
4. Provide a "SWOT" analysis of the community/users in terms of how they shape the nature of services in the PL?	<b>1.5 Points</b>	
5. How does the PL measure success? How successful is the PL in its mission and in providing services to its user community? What works (and does not work) in providing services to various users? Please be specific.	<b>2.5 Points</b>	
6. How might user-centered assessment/evaluation from its users help the PL organization be more successful in regard to specific services?	<b>1.5 Points</b>	
<b>TOTAL</b>	<b>10 Points</b>	

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

<b>Assignment Three</b>	<b>MSIS Program Outcome</b>
<b>Library Service to Assess/Evaluate</b>	<b>Outcome 3</b>
	<b>Outcome 8</b>

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

<b>Assignment Three - Segments</b>	<b>Value</b>	<b>Due Date</b>
1. Identify a specific service(s), program(s), collection(s), facilities, and/or other activities to assess/evaluate in your PL	<b>1 Point</b>	<b>6 March</b>

<b>Assignment Three - Segments</b>	<b>Value</b>	<b>Due Date</b>
2. Describe the selected PL service. Analyze the selected PL service in relation to user-centered issues (who and how many users use the service, how often is the service used, strengths/weaknesses of the PL service, etc.)	<b>2 Points</b>	
3. Discuss the relative importance of this PL service. How much difference does it make in the success of your PL organization or in the quality of life in the community served by the agency?	<b>2 Points</b>	
4. Define the selected PL service you are assessing/evaluating by listing keywords that are associated with it. Which word(s) would you use in searching for information about this service? Tag the most productive subject term.	<b>1 Point</b>	
5. What are the existing ways that the PL provides information about the selected PL service? (in the physical library environment and on the web). Is there effective advertising/marketing of the PL service? Rank the ways that users find information about the selected PL service?	<b>2.5 Points</b>	
6. Discuss the interest users of the PL or other members of the community might have in this PL service. How much actual and potential demand exists for it? What events or sources are likely to stimulate interest in this PL service? What is the likely life of this interest?	<b>2 Points</b>	
7. Identify, evaluate, and “come to a conclusion” on alternative resources/agencies that provide such services. Where might potential users go for this service <i>IF</i> your PL did not exist and did not provide this service? To what degree do alternative sources minimize the need for such a service? Using appropriate alternative resources (both offline and online), indicate the degree to which affordable, useful, and recent resources provide similar services.	<b>2.5 Points</b>	
8. Reviewing the variables mentioned above, does it seem reasonable to gather user-centered feedback to assess/evaluate the selected PL service? Provide a strong justification statement.	<b>2 Points</b>	
<b>TOTAL</b>	<b>15 Points</b>	

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

<b>Assignment Four</b>	<b>MSIS Program Outcome</b>
<b>Case Study Analysis</b>	<b>Outcome 6</b>
	<b>Outcome 9</b>

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

<b>Assignment Four - Segments</b>	<b>Value</b>	<b>Due Date</b>
1. Identify one other PL that provides similar services to the one you propose to assess/evaluate at your PL. Describe, analyze, and provide feedback about the efforts being made at the case-study PL with regard to the selected service and user-centered assessment/evaluation strategies.	<b>2 Points</b>	<b>23 March</b>
2. For the PL under case-study, describe how the library represents, manages, and provides services related to your selected service/program.	<b>1.5 Points</b>	
3. Discuss how your case-study PL represents elements about the service being studied in relation to its scope and objectives, activities, and resources. Also, examine the role of the users in assessing/evaluating the service.	<b>2 Points</b>	
4. Analyze the effectiveness of the case-study PL in providing the services under study.	<b>1 Point</b>	
5. Provide similarities and differences between the PL example in your case-study and your collaborating PL. You should find information about the available services at the case-study PL on the web and also contact (email, phone, visit) people working at the PL to gather information.	<b>2 Points</b>	
6. What did you learn about user-centered assessment/evaluation and services being studied at the case-study PL in the context of your collaborating PL?	<b>1.5 Points</b>	
<b>TOTAL</b>	<b>10 Points</b>	

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

<b>Assignment Five</b>	<b>MSIS Program Outcome</b>
<b>Developing an Evaluation Action Plan</b>	<b>Outcome 6</b>

<b>Assignment Five</b>	<b>MSIS Program Outcome</b>
This assignment will help you prepare an evaluation by discussing various discrete activities in your proposed plan. For this assignment refer directly to Ch. 1 and Ch. 3-6 EMLS.	

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

<b>Assignment Five - Segments</b>	<b>Value</b>	<b>Due Date</b>
1. Develop a rationale to propose user-centered assessment/evaluation of the selected PL service. Assess the selected PL service carefully and explain your proposal in relation to participation of primary, secondary, and tertiary users identified in the earlier assignment.	<b>3 Points</b>	<b>3 April</b>
2. Identify the problem (related to your selected service) in terms of: production bottlenecks; tasks that are performed frequently; activities that require frequent movement; and declining budgets.	<b>2 Points</b>	
3. Determine the scope of analysis in terms of what specific information/aspects about the selected PL service do you hope to gain by eliciting feedback from the PL users. In other words, what is the purpose for doing the evaluation? Is the library attempting to improve its operational efficiencies (internal focus), or is the study being done to better understand the effectiveness of a library service? Explain in detail.	<b>2 Points</b>	
4. Determine the kinds of data that you hope to gather (be specific). What evaluation methodology and design will be used (quantitative and/or qualitative methods: be very specific in the types of tools that will be employed)? How will data be collected?	<b>3 Points</b>	
5. Describe the user-centered assessment/evaluation strategies that you are proposing to conduct community analysis and gather feedback from users about the selected service at your PL. Identify and analyze what methods you will use to gather feedback from various kinds of users as a part of your efforts. How do you propose getting access/permissions to select users? Provide a timeline for implementing your proposed methods.	<b>3 Points</b>	
6. Share the data collecting instrument that you propose to use. Identify the qualitative and/or	<b>2.5 Points</b>	



<b>Assignment Five - Segments</b>	<b>Value</b>	<b>Due Date</b>
quantitative measures you propose to use (what aspects are you trying to measure). Provide strategies to gather consent (consent forms, assent forms as appropriate) and your data-collecting tool(s) with listed questions/prompts, etc. You can explore multiple research methods to gather user-centered assessment/evaluation of the selected service.		
7. Provide strategies to maintain anonymity and confidentiality of users participating in your study (if appropriate).	<b>1 Point</b>	
8. Create a budget in terms of investment of resources (e.g., money, time, efforts, human input, etc.) to orchestrate user-centered assessment/evaluation of various kinds. Identify stages for orchestrating a plan for the PL (e.g., previous efforts made, current efforts, future efforts) and describe what will be feasible as part of your efforts in this course during this semester.	<b>2 Points</b>	
9. Determine the kinds of analysis you will do with the data collected. How do you plan to report the findings based on the data collected?	<b>1.5 Points</b>	
<b>TOTAL</b>	<b>20 Points</b>	

*NOTE: The research protocols will not actually be submitted to the Office of Research since the assignments are for class activities and participant feedback will not be individually reported. Yet the process for completing the research protocols will create awareness of expectations and requirements that need to be completed for conducting research involving human subjects.*

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

<b>Assignment Six</b>	<b>MSIS Program Outcome</b>
<b>Collecting and Analyzing Data</b>	<b>Outcome 9</b>
<p>Conduct community analysis and implement your evaluation action plan to gather feedback from users about your selected PL service under study. Report in terms of the following:</p> <p>Summarize and report findings (question-by-question) based on data gathered while conducting user-centered assessment/evaluation about your selected PL service. If applicable, provide transcription of data collected as an appendix. (Provide other forms of data collected).</p>	

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

<b>Assignment Six - Segments</b>	<b>Value</b>	<b>Due Date</b>
1. Critique and analyze data collected: Discuss and report user feedback about the PL service in terms of their needs and information experiences, availability and access, barriers/challenges faced in using the select service, kinds of benefits in using the service, suggestions for improving the service, etc.	<b>5 points</b>	<b>17 April</b>
2. Improvement strategies: Present a plan for improvement strategies to implement in relation to the selected service for the PL to follow based on the data that you collected during this study. Develop a categorization scheme for the improvement strategies under different headings as appropriate (e.g., web representation, training, marketing to users, etc.).	<b>3.5 Points</b>	
3. Report findings to your PL and provide feedback about their response to your findings.	<b>3 Points</b>	
4. Critique your process: Discuss and report your process while conducting user-centered assessment in your evaluation action plan and include your observations, what worked and did not work, obstacles and challenges, etc. Provide a discussion of the most interesting facts that emerged during the process.	<b>3.5 Points</b>	
<b>TOTAL</b>	<b>15 Points</b>	

D This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

<b>Assignment Seven</b>	<b>MSIS Program Outcome</b>
<b>User-Centered Assessment/Evaluation in Public Library Services</b>	<b>Outcome 7</b>
Based on your interactions and analysis of the collaboration with your PL throughout the semester, examine user-centered issues as they impact and were impacted by the following (at least 100-150 words for each bulleted point listed below)) (broadly in the context of your PL and in relation to the select service that you assessed/evaluated). Identify and justify each as liberating or limiting factor and provide evidence as justification of your response).	

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

<b>Assignment Seven - Segments</b>	<b>Value</b>	<b>Due Date</b>
1. Library Governance	<b>.67 Points</b>	<b>24 April</b>
2. Library Identity (Mission, Vision, Strategic Aims, etc.)	<b>.67 Points</b>	
3. Community Analysis and Needs Assessment	<b>.67 Points</b>	
4. Marketplace Dynamics/Advertising	<b>.67 Points</b>	
5. Evaluation Action Plan	<b>.67 Points</b>	
6. Assessment and Evaluation Methods	<b>.67 Points</b>	
7. Personnel Management	<b>.67 Points</b>	
8. Finances	<b>.67 Points</b>	
9. Policy Development	<b>.67 Points</b>	
10. Collections and Collection Management	<b>.67 Points</b>	
11. Electronic Resources and Technology Assessment	<b>.67 Points</b>	
12. Technical Services and Reference Services	<b>.67 Points</b>	
13. Library Systems and Library Networks	<b>.67 Points</b>	
14. User Instruction and Customer Services	<b>.67 Points</b>	
15. Adult and/or Youth Services	<b>.67 Points</b>	
<b>TOTAL</b>	<b>10 Points</b>	

i This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

<b>Assignment Eight</b>	<b>MSIS Program Outcome</b>
<b>Populr.me Public Library Management Resource Webpage</b>	<b>Outcome 2</b>
Based on class content, lectures, research, and discussions, create a Populr.me page ( <a href="https://populr.me/">https://populr.me/</a> ) that will serve as a reference/resource for a public library manager. This resource will be for your use and does not have to be built around a specific public library. Webpage should provide information and access to resources and tools on the public library management topics listed below.	

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

<b>Assignment</b>	<b>Value</b>	<b>Due Date</b>
<b>1. State Library Law</b>	<b>.56 Points</b>	<b>1 May</b>
<b>2. State/Regional Libraries</b>	<b>.56 Points</b>	
<b>3. Local Government</b>	<b>.56 Points</b>	
<b>4. Library Governance (Board, By-Laws, etc.)</b>	<b>.56 Points</b>	
<b>5. Library Support Groups (Friends, Foundation, Other)</b>	<b>.56 Points</b>	
<b>6. Library Partnerships</b>	<b>.56 Points</b>	
<b>7. Professional Organizations</b>	<b>.56 Points</b>	
<b>8. Policy Development/Management</b>	<b>.56 Points</b>	
<b>9. Library Budgets/Fiscal Management/Audit Rules</b>	<b>.56 Points</b>	
<b>10. Personnel Management (Employment Law, Evaluation, etc.)</b>	<b>.56 Points</b>	
<b>11. Liability Law/Facilities Assessment /Facilities Management</b>	<b>.56 Points</b>	
<b>12. Library Collections (print, non-print, digital, etc.)</b>	<b>.56 Points</b>	
<b>13. Community Analysis and Assessment Tools</b>	<b>.56 Points</b>	
<b>14. Library Services Assessment Tools</b>	<b>.56 Points</b>	
<b>15. Library Programming (Adult, Youth, Senior, Multigenerational, etc.)</b>	<b>.56 Points</b>	
<b>16. Library Instruction</b>	<b>.56 Points</b>	
<b>17. Customer Service</b>	<b>.56 Points</b>	
<b>18. Advocacy Tools</b>	<b>.56 Points</b>	
<b>TOTAL</b>	<b>10 Points</b>	

## **DISCLAIMER**

The instructor reserves to right to alter/edit class structure and resources as needed during the semester.

## SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS

Week	Class dates	Topics	Reading	Assignment due
<b>1</b>	<b>10 Jan</b>	Introduction to the course, instructor and review of course requirements.	Course Syllabus  Canvas Class Website ASPL Ch. 1 – Canvas – Under <i>Course Materials</i>	
<b>2</b>	<b>17 Jan</b>	<ul style="list-style-type: none"> <li>• PL and small librarianship</li> <li>• Library identity: Studying a community &amp; developing a strategic plan</li> </ul>	ASPL Ch. 3 – Canvas – Under <i>Course Materials</i>	Identify your PL & PL service you plan to evaluate
<b>3</b>	<b>24 Jan</b>	<ul style="list-style-type: none"> <li>• PL History</li> </ul>	<p>Book Review: <u>Enrichment: A History of the Public Library in the United States in the Twentieth Century</u>. By Lowell Arthur Martin. Lanham, Maryland: Scarecrow Press, 1998. URL: <a href="http://www.gslis.utexas.edu/~ssoy/researchwriting/l391d6c.htm">http://www.gslis.utexas.edu/~ssoy/researchwriting/l391d6c.htm</a></p> <p>Ch. 3, Kathleen de la Pena McCook. (2004). <i>Introduction to Public Librarianship</i>. [Canvas]</p> <p>Ch. 7, Lowell A. Martin, <i>Enrichment: A History of the Public Library in the United States in the Twentieth Century</i>. [Canvas]</p>	
<b>4</b>	<b>31 Jan</b>	Advertising & Marketing: PL users, uses, & measures <ul style="list-style-type: none"> <li>• Library users</li> <li>• Library products</li> <li>• Library measures</li> </ul>	EMLS Ch. 7 Ch. 5-6. Matthews, J. R. (2003). <i>Measuring for Results: The Dimensions of Public Library Effectiveness</i> . [Canvas]	DUE Assignment 1

<b>5</b>	<b>7 Feb</b>	Setting up your Populr.me Page Guest Instructor  Work in class with instructional support. Goal is to have basic page structure completed by end of class session.	Create account prior to class meeting and view YouTube videos with instructions for using Populr.me available on the Populr.me YouTube Channel  <a href="https://www.youtube.com/channel/UCVgCrPFMt4aN3tFaf-gVxLA">https://www.youtube.com/channel/UCVgCrPFMt4aN3tFaf-gVxLA</a>	
<b>6</b>	<b>14 Feb</b>	Assessment <ul style="list-style-type: none"> <li>• Evaluation process/models</li> <li>• The right tools for the job</li> </ul>	EMLS Ch. 1-3 Ch. 3, Matthews, J. R. (2003). <i>Measuring for Results: The Dimensions of Public Library Effectiveness</i> . [Canvas]	
<b>7</b>	<b>21 Feb</b>	Assessment & evaluation concerns <ul style="list-style-type: none"> <li>• Quantitative and qualitative tools</li> <li>• Data analysis</li> </ul>	EMLS Ch. 3-6	DUE Assignment 2
<b>8</b>	<b>28 Feb</b>	<ul style="list-style-type: none"> <li>• Policy</li> <li>• Finance</li> </ul>	ASPL Ch. 5-6-7 - Canvas – Under <i>Course Materials</i>	
<b>9</b>	<b>6 Mar</b>	<ul style="list-style-type: none"> <li>• Facilities Management</li> <li>• Personnel administration</li> </ul>		DUE Assignment 3
<b>10</b>	<b>13 Mar</b>	<ul style="list-style-type: none"> <li>• Acquisitions</li> <li>• Acquisitions management</li> </ul>	EMLS Ch. 8	
<b>11</b>	<b>20 Mar</b>	SPRING BREAK	No Class	
<b>12</b>	<b>27 Mar</b>	<ul style="list-style-type: none"> <li>• Electronic resources</li> <li>• Technology assessment</li> <li>• Technical services</li> </ul>	EMLS Ch. 9, 10 and Ch. 13 ASPL Ch. 9 – Canvas – Under <i>Course Materials</i>	DUE Assignment 4
<b>13</b>	<b>3 Apr</b>	<ul style="list-style-type: none"> <li>• Reference services</li> <li>• Library Systems Library networks</li> <li>• User instruction</li> </ul>	EMLS Ch. 12, 14-15 Guest Speaker – to be announced	DUE Assignment 5
<b>14</b>	<b>10 Apr</b>	SPRING RECESS	No Class	

<b>15</b>	<b>17 Apr</b>	<ul style="list-style-type: none"> <li>• Evaluating Customer Service</li> <li>• Evaluating the Library (Physical Space, Building Systems)</li> <li>• Evaluating Library Programs</li> <li>• Evaluating Library Services</li> </ul>	EMLS Ch. 16-18 Ch. 8-9, Kathleen de la Pena McCook. (2004). <i>Introduction to Public Librarianship</i> . [Canvas] Guest Speaker – to be announced Guest Speaker- To be announced	DUE Assignment 6
<b>16</b>	<b>24 April</b>	<ul style="list-style-type: none"> <li>• Library Trends in the 21<sup>st</sup> Century</li> <li>• Course Wrap-Up &amp; Evaluation</li> </ul>	EMLS Ch. 19-20 Ch. 12, Kathleen de la Pena McCook. (2004). <i>Introduction to Public Librarianship</i> . [Canvas]	DUE Assignment 7
<b>17</b>	<b>1 May</b>	EXAM DAY (this class has no exam)	(Class Only If Needed)	DUE Assignment 8