

699-009 Library and Archives Assessment

University of Michigan School of Information Winter 2019

Last updated 1/13/2019

(This syllabus may be updated throughout the course of the semester. You will be informed when I make changes)

Class Meets: Monday 2:30-5:30 PM in North Quad 2185

Class Email list: 699LAA2019@umich.edu

Instructor: Soo Young Rieh (rieh@umich.edu), North Quad 4373

Office Hours: Monday 1-2 pm or by appointment

COURSE OVERVIEW

This is a mastery course in which students are expected to synthesize their previous coursework and relevant experience while accomplishing a student-directed project in a real-world professional setting. Information professionals are increasingly required to demonstrate the value and impact of libraries and archives to their stakeholders, users, decision makers, and communities to which they serve. To become evidence-based practitioners, future librarians and archivists need to develop skills and knowledge to be able to collect, analyze, and interpret empirical data that will help them build a strong argument when proposing new initiatives.

This course provides opportunities to gain mastery in assessment activities in libraries, archives and cultural institutions. Students will assess how existing services, collections, programs, and space/facility contribute to the mission/purpose of the organization. Project tasks will typically include developing an assessment plan, creating a literature review, developing or deploying assessment tools, collecting empirical data or utilizing existing data set, and analyzing/interpreting the evidence. The final report and presentation should show the current value and impact status of a library/archives as well as recommendations to communicate the new value and impact of the library/archives by creating, expanding, changing library services, collections, programs, and space/facility. Students will work closely with one partner librarian or archivist in a professional organization. Although the project will be conducted in collaboration with a partner librarian or archivist, students (alone or as a pair) will be responsible for planning, carrying out, adjusting, and completing the project.

LEARNING OBJECTIVES

Upon completion of this course, students will be able to:

- Develop partnership with information professionals and negotiate agreements as needed
- Design and execute an assessment project for decision making
- Create and deploy assessment tools
- Compare different types of assessment data
- Collect, analyze, and interpret empirical data
- Articulate the current status of library/archives as well as the new impact and value of recommended programs, services, space/facility based on evidence

- Give a presentation of professional quality
- Write a business-style report to communicate with “the suit behind the suit” (stakeholders and decision-makers who you’d not have a chance to meet in person).

COURSE MATERIALS

The readings are available on our SI 699 Canvas site (see Files – Course Readings). There is no textbook for this course. Case studies selected by students, updated course syllabus, project descriptions are available in 699 Winter 2019 Library and Archives Assessment Google Folder. This 699 Winter 2019 Library and Archives Assessment Google Folder includes various course-related sub-folders, files, and the questions-reflections forum.

ACADEMIC INTEGRITY

Unless otherwise specified in an assignment all submitted work must be your own, original work. Any excerpts, statements, or phrases from the work of others must be clearly identified as a quotation, and a proper citation must be provided. Any violation of the School’s policy on Academic and Professional Integrity (stated in the Master’s and Doctoral Student Handbooks) will result in serious penalties, which may range from failing an assignment, to failing the course, to being expelled from the program. Violations of academic and professional integrity will be reported to UMSI Student Affairs. Consequences impacting assignment or course grades are determined by the faculty instructor; additional sanctions may be imposed by the assistant dean for academic and student affairs.

Student Mental Health and Wellbeing

The University of Michigan is committed to advancing the mental health and wellbeing of its students, while acknowledging that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students’ academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (732) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs> ([Links to an external site.](https://www.uhs.umich.edu/mentalhealthsvcs))[Links to an external site.](https://www.uhs.umich.edu/mentalhealthsvcs), or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a more comprehensive listing of the broad range of mental health services available on campus, please visit: <http://umich.edu/~mhealth/> ([Links to an external site.](http://umich.edu/~mhealth/))[Links to an external site.](http://umich.edu/~mhealth/).

Accommodations for Students with Disabilities

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD (734-763-3000; <http://ssd.umich.edu> ([Links to an external site.](http://ssd.umich.edu))[Links to an external site.](http://ssd.umich.edu)) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

COURSE REQUIREMENTS AND EVALUATION

Before-Class Questions and After-Class Reflections (10%)

Deliverable #1: Background Research (10%)
Deliverable #2: Project Plan and Timeline (10%)
Deliverable #3: Interim Report Presentation (10%)
Deliverable #4: Poster at ExpoSItion (15%)
Deliverable #5: Final Report to Partner library/archives (25%)
Deliverable #6: Final Presentation to Partner Library (5%)
Deliverable #7: Final Presentation in class (5%)
Attendance, class participation, and discuss facilitation (10%)

- I use a 100-point scale to grade papers, presentations, and participation. To be fair to students who have worked hard to meet the deadline, points will be deducted for late submissions (3 points per day, including weekends).
- In terms of turning in assignments late, exceptions may be made in some exceptional circumstances, but you must contact me in advance. Assignments will be accepted late without a penalty only with prior consent of the instructor and in situations where there is a legitimate reason.
- All deliverables should be handed in using Canvas.
- Every paper should include the course number, a project title, the submission date, your name, and your email address at the top of the first page (no cover page).
- Although I will try my best to answer your questions about assignments promptly, please give me 48 hours to reply to your email. If you do not hear from me within 48 hours, resend your email for my attention. Include “699” in the subject line to get my attention quickly.

POINTS AND LETTER GRADE

98-100 = A+	95-97.9 = A	90-94.9 = A-
88-89.9 = B+	85-87.9 = B	80-84.9 = B-
78-79.9 = C+	75-77.9 = C	70-74.9 = C-

ASSIGNMENT DESCRIPTIONS

After-Class Reflections “What I learned this week”: Once class is over each week, go back to [699 Before- and After-Class Questions and Reflections \(Links to an external site.\)](#)Links to an external site. and write up your reflections about class discussions, readings, and lectures. Alternatively, you can review questions raised by other students to see whether you can now answer any of those questions. Do not forget to include your name and the date at the beginning of your post.

Deliverable #1: Background Research (Due January 28)

You will need to conduct literature search using library databases, browsing recent issues of professional journals and conference proceedings, and chaining references of core publications. Select about 5-10 articles that are relevant to your project. This assignment is composed of two parts. The first part is an annotated bibliography in which you write an evaluative and critical annotation (100-200 words) for each article. The second part is the nomination of a best “case study” paper that you want to share and discuss with your classmates. Please submit a PDF file of your nominated paper in [Case Study Articles and Discussion Handouts Google Folder \(Links to an external site.\)](#)Links to an external site..

Deliverable #2: Project Plan and Timeline (Due February 4)

You will need to write up the scope of your project, work tasks, deliverables, and weekly work plan. Before you start writing, ask the following questions: what *problems* am I trying to address (problem statement)? What resources are available? What are all tasks/activities that need to happen? You will need to have a meeting with your partner librarian/archivist before you begin working on project planning. Consider this deliverable #2 as a starting point. You will have opportunities to revise it as you make progress.

Deliverable #3: Mid-Term Presentation (Due March 11)

Please note that this is a different kind of presentation that you will give to your partner librarian/archivist. This presentation should be prepared for the instructor and classmates with the purpose of reporting your progress, getting feedback, and discussing issues and challenges. You should present updates on the scope of your project, activities completed, major changes along with rationale, methods, measures, preliminary findings, lessons learned, and timeline.

Deliverable #4: Poster at ExpoSition (Due April 8)

Details of this poster will be provided later.

Deliverable #5: Final Report to Partner Organization (Due April 15)

At the end of the semester, you will develop a final report for your partner library. Specifically, pitch your report for “the suit behind the suit.” Required elements are listed below (these are not section titles).

- Title page including student name, email address, date, organization name, and statement: “Project completed as a requirement of SI 699 Library and Archives Assessment in University of Michigan School of Information
- Table of contents with page numbers
- Executive summary (no more than 2 pages)
- Relationship to the mission, vision, values, or strategic planning documents of the library/archives
- Project outcomes
- Target audience (identify stakeholders and/or users impacted by the decision(s))
- Methods and tools for evidence collection
- Analysis of evidence
- Assessment results demonstrating achievement of the outcomes
- Alternative or additional methods and tools for collecting assessment data
- Possible action plan based on the assessment results
- Benefits, opportunities, costs, and risks that your recommendations would create for stakeholders and users
- Reference (if applicable)
- Appendices
- Thank you note for your partner librarian and other people who were involved in your project

Deliverable #6 and #7: Final Presentation (Due April 22)

Your final presentation to partner library/archives should be scheduled before April 22. You will convey the presentation in person (or via other synchronous mode) to your partner librarian/archivist. You will give the same presentation in class on April 22.

After you deliver your final report and presentation, your partner librarian/archivist will evaluate your work and submit his/her evaluation to the instructor via email by April 25. The actual form will be provided later in the semester, but the general content of the evaluation form include: total hours spent with student; professional behavior during the meetings; professional communication skills (written and oral); evaluation of the usefulness of the student's report; evaluation of the quality of the student's presentation; willingness to recommend the student to your colleagues in the future.

Deliverable #8: Leading Class Discussion about one case study (Feb 4 – April 15)

When you submit Background Research (Deliverable #1), you need to nominate ONE BEST case study paper that you think worth discussing in class. Based on the topic of nominated papers, I will assign each paper and discussion leader to one of classes. You are responsible for [uploading a PDF file of the case study \(Links to an external site.\)](#)[Links to an external site.](#) that you are responsible for leading discussion at least one week in advance. Needless to say, a case study should include assessment practices.

You will have up to 45 minutes for class discussion. Please DO NOT present a paper. I encourage you to come up with questions and/or creative activities to generate discussion that are interactive and engaging. You cannot always assume that your classmates already read the paper carefully (although it is expected), so you'll need highlight most important points of the paper and explain why you nominated it as a best case study.

CORE PUBLICATIONS IN LIBRARY AND ARCHIVES ASSESSMENT

These publications and tools should be useful for your Background Research assignment and your project in general.

- Connaway, L. S., et al. (2017). *Academic library impact: Improving practice and essential areas to research*. Chicago, Illinois : Association of College & Research Libraries, a division of the American Library Association. Appendix E. [**Available on Canvas**]
- Oakleaf, M. (2010). *The value of academic libraries: A comprehensive research review and report*. Chicago, American Library Association [**Available on Canvas**]
- Britto, M. and Kinsley, K. (2018). *Academic Libraries and the Academy: Strategies and Approaches to Demonstrate Your Value, Impact, and Return on Investment. Volume 1 and Volume 2*. Chicago : Association of College and Research Libraries, a division of the American Library Association, 2018 [**You can borrow this book from me for 24 hours**]
- Proceedings of Library Assessment Conference 2006-2018 (biennial) <https://libraryassessment.org/past-conferences/>
- Project Outline: Measuring the true impact of public libraries: projectoutcome.org ([Links to an external site.](#))[Links to an external site.](#)
- LibQUAL+ is a web-based survey offered by the Association of Research Libraries that helps libraries assess and improve library services, change organizational culture, and market the library. <https://www.libqual.org> ([Links to an external site.](#))[Links to an external site.](#)
- Ithaka S+R is provides services including surveys for higher education and academic libraries: <https://sr.ithaka.org/our-work/surveys/> ([Links to an external site.](#))[Links to an external site.](#)
- <https://www.lib.umich.edu/> ([Links to an external site.](#))[Links to an external site.](#) à Search Tools à search “Library Literature and Information Science Index.”

