

**Fall 2017**

**INSC 590: Planning and Assessment**

**The School of Information Sciences :: The University of Tennessee**

**Class Meetings: Tuesdays, 12-1:30 on ZOOM;**

**Additional asynchronous hour required weekly**

Instructor of Record:  
Rachel Fleming-May, Associate Professor  
Office Hours: By Appointment  
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Co-Instructor:  
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**NATURE OF THE COURSE**

**SCOPE AND PURPOSE**

This course will provide students with essential skills, regardless of professional placement.

This course will incorporate service, active, peer, and problem-based learning approaches.

**STUDENT OUTCOMES:**

Students who complete this course will be capable of demonstrating awareness, knowledge, and/or understanding of...

- the history of library/information center assessment,
- the planning and assessment cycle,
- common approaches to planning, including strategic planning;
- common assessment methods such as interviewing, observation, focus groups, usability testing, and data analysis, and
- planning and assessment tools, including Tableau, LibQUAL+, MINES, and MISO.

**REQUIRED AND RECOMMENDED TEXTS and READINGS**

**REQUIRED:**

There is no textbook to purchase for this course. Assigned readings are available through UTK's subscription electronic journals or on our class **Canvas** space in pdf format.

**SUGGESTED:**

Style handbook of your choice (APA or Chicago Manual of Style).

## **POLICIES**

### **COMMUNICATION AND TECHNOLOGY**

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.

Email is the most expedient way to get in touch with me. If I will be unable to check my email for a significant period (exceeding 24-hours) I will provide you with an alternative method of contact.

I will post most lecture notes on Canvas before the class meeting for you to download. Note that lecture notes do not substitute for the assigned readings. Read the class announcements posted on Canvas to stay current with course matters.

### **COMPUTING 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 Tmail account and subscribe to the SIS student listserv. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer to download the lecture notes from Canvas.

### **CLASS ATTENDANCE**

It is assumed that each student be present and speak in class. Missing multiple classes and/or failing to participate will lower your grade; frequent participation will raise the grade.

Regular attendance is required and necessary, and unexplained absences 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 the missed class period
- Listen to class recording
- Obtain notes, handouts, etc. from Canvas
- Check with classmates for notes, announcements, etc.
- Complete any assigned activity

*Acceptable reasons for absence from class include:*

- Illness
- Serious family emergencies,
- Special curricular or job requirements (e.g., judging trips, field trips, professional conferences),
- Military obligation,
- Severe weather conditions,
- Religious holidays and
- 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 University of Tennessee will remain open except in the most severe weather conditions. 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 reached, campus and local radio and TV stations will be notified and a UAlert will be issued. The notice will also be posted on the front page at [www.utk.edu](http://www.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.

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Students who may need course adaptations because of a disability are welcome to make an appointment to speak with me. Students with disabilities must register with the [Student Disability Services](#), 2227 Dunford Hall, Knoxville, TN 37996-4020, before accommodations can be made. If you require course accommodations but have not contacted the Office of Disability Services, please call (865) 974-6087 or email [sds@utk.edu](mailto:sds@utk.edu) to inquire about the registration procedure.

## **CIVILITY**

*“In 2011, the university adopted the Principles of Civility and Community. They are designed to work in concert with all existing codes of conduct. The principles encourage all members of the campus community to foster a learning environment where the differences of our diverse culture are valued, respected and celebrated. Civility is an act of showing regard and respect for others including: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness...”* (Hilltopics, p.10). This statement applies to communicating with the instructor, classmates, and other members of the UT community.

## **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.”*

## **ASSIGNMENTS AND GRADING**

Student work is assigned a grade based on 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.

## ACADEMIC INTEGRITY

Students should be familiar and maintain their *Academic Integrity* described in [Hilltopics](#) 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](#) described in the same Hilltopics: “*An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. 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 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.

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

## 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.

You must request an Incomplete; if you "disappear" without contacting me and/or without completing the required form, your semester grade will be based on your work to that point in the semester.

## COURSE EVALUATION

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I pay close attention to all comments, suggestions, and recommendations.

## EVALUATION

Semester grades will be assigned according to the following scale:

A	93-100	(4 quality points/ semester hour) superior performance.
A-	90-92.75	(3.7 quality points/ semester credit hour) intermediate grade performance.
B+	88-89.75	(3.5 quality points/semester hour) better than satisfactory performance.
B	83-87.75	(3 quality points/semester hour) satisfactory performance.
B-	80-82.75	(2.7 quality points/semester credit hour) intermediate grade performance.
C+	78-79.75	(2.5 quality points/semester hour) less than satisfactory performance.
C	70-77.75	(2 quality points/semester hour) performance well below the standard expected of graduate students.
D	60-69.75	(1 quality point/semester hour) clearly unsatisfactory performance; cannot be used to satisfy degree requirements.
F	59.75≥	(no quality points) extremely unsatisfactory performance; 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.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

## PREPARATION OF WRITTEN WORK

- Please use either APA or CMS documentation styles.
- You must cite all sources, format and attribute all quotations correctly. Not doing so constitutes plagiarism.
- Grades for assignment submissions that include incomplete in-text citations or reference lists will be lowered by one-half grade level (e.g., an assignment that would have received 17/20, or an 85/100: B, will be lowered to 16/20, 80/100: B-).
- All assignments must be word-processed and **include your name**, date, and course number.

## PRE-SUBMISSION FEEDBACK

I am happy to look at a **good draft** of assignments prior to final submission. I will not pre-grade assignments, just provide general feedback and tips. These pre-submissions should be sent via email attachment (i.e., not Canvas) no later than one week prior to final due date.

## DUE DATES AND LATE ASSIGNMENTS

Submit assignments to the “assignments” area of Canvas. Assignments are due (officially) at 11:59 p.m. EST on the due date listed on the syllabus. I will download the submissions from Canvas early the next morning. **I will ONLY download assignments from Canvas ONCE.** Therefore, if your assignment is not ready by the deadline...

- You must send me an email informing me that your assignment will be late. **Not doing so will result in a one-point deduction for each day I don't hear from you.**
- When it's ready, you must **submit it to me via email**, as an attachment (i.e., **NOT** using Canvas)
- One point will be deducted for each 24-hour hour period the assignment is not turned in.

## GRADING FORMAT

Please note that I do not assign letter 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'd like to compute a letter grade based on the score provided, divide your score by the total points possible for the assignment and refer to the "Evaluation" scale for the corresponding letter grade. For example, if you earned 23/25 points on an assignment, your percentage grade would be 92/100=A-. Your final grade will be based on total points earned/100 possible points over the course of the semester.

## ASSIGNMENTS: DESCRIPTION

This table summarizes assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table. *We will discuss all assignments in greater detail during the term.*

Assignment	Segment	I/G	Points	Deliverable	Due Date
Participation	n/a	I	10	Varies	ongoing
How They Did It (2)	n/a	I	10	WD	9/26
		I	10	WD	11/7
Group Agreement	n/a	G	5	WD	10/3
Planning and Assessment Tool	Evaluation	I	20	mp4, PPT, and WD	10/10
	View/Comment	I	10	Canvas DB Comments	10/10-30
Program Plan and Assessment	Plan and Presentation	G	25	WD (plan), PPT, mp4	11/14
	View/Comment	I	10	Canvas DB Comments	11/14-12/5
<b>TOTAL</b>			<b>100</b>		

*WD=Word Document; DB=Discussion Board (Canvas)*

## INDIVIDUAL:

### **PARTICIPATION (10%)**

Much of the course material will be presented in the readings and discussions. You are expected to do the reading assigned for class and come to class prepared to offer your opinions and insights. To participate in class you must be present (physically/online and mentally).

This class meets synchronously for 1.5 hours weekly. On some weeks we will have an out-of-class activity to account for the additional hour of class time and contribute to your participation grade. These may be independent or small group activities; some require a discussion board post or verbal summary.

### **"HOW THEY DID IT; HOW THEY SHOULD'VE DONE IT" (2@10%=20%)**

Find an assessment write up (journal, book chapter, conference paper) and write a summary. Also, discuss how the authors conducted the assessment. How should they have conducted the assessment? Does the data support their conclusions? Each entry should be at least 400 words. See "Evidence Summaries" in [Evidence Based Librarianship in Practice \(EBLIP\)](#) for examples.

## **PLANNING AND ASSESSMENT TOOLS (20% PRESENTATION, 10% COMMENTS)**

Choose a tool for planning, conducting assessment, and/or presenting data (list to be provided). Analyze the tool and create a presentation of your analysis.

How might this tool be used? By whom? What are its strengths and weaknesses?

Create a 7-10 minute visual presentation of your assessment and record it (as an mp4) using ZOOM, Camtasia, or other Screencasting software. You will post your mp4, then view and comment on classmates' presentations. You should submit a brief summary of your analysis as a word document.

***GROUP: (TO BE ASSIGNED BASED ON INTERESTS AND OTHER FACTORS)***

### **GROUP AGREEMENT (5%)**

Your group will need to create a group agreement (templates and examples available in Canvas) outlining the group's expectations and processes for completing and submitting work. This is not a graded assignment in that if your group's agreement displays evidence of an appropriate amount of effort, it will receive full credit.

## **PROJECT PLAN AND ASSESSMENT (25% PLAN, 10% COMMENTS)**

***Pt. I:*** Your group will create an imaginary new or revamped service or resource for an information agency of your choice. Plan should include:

- A description of the new/revamped service/resource, including how it relates to the larger plans, mission, vision, etc., of the parent organization; should include SWOT Analysis
- A brief review of external support for implementing such a service (from literature, interviews, survey of existing services);
- A detailed description of the monetary and other costs associated with implementing your plan;
- A timeline for implementation;
- Expected benefits of implementation.

***Pt. II:*** Your group will create a plan for assessing the effectiveness of the service. This should include:

- A brief review of external support for your approach
- How you will establish a "baseline" prior to implementing your new service
- At least three individual studies to assess your service
- Expected findings from these studies
- A plan for presenting your findings to two different stakeholder groups, one internal to the immediate organization, and one external (parent organization, professional association/society, funder, professional conference audience)
- At least one visual representation of the data

***Pt. III:*** Your group will present your program and assessment plan.

Record your presentation using ZOOM, Camtasia, or other Screencasting software. Your group should submit one copy of your written plan and presentation PPT (or other format) (11/14).

***Pt. IV*** (Individual): You will view and comment on classmates' presentations (schedule to be provided).