

INF 385T: Program Evaluation in Libraries

Spring 2023

CLASS DAY & TIME: Mondays, 3pm – 6pm

LOCATION: UTA 1.204

Instructor: Kim(berly) Silk, MLS

Office: UTA 5.448

Pronouns: she/her

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Office hours: Tuesdays

and by appointment

LAND ACKNOWLEDGEMENT

We acknowledge that the iSchool sits on indigenous land. We would like to acknowledge that we are meeting on Indigenous land. Moreover, we would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

UNIVERSITY CATALOG COURSE DESCRIPTION

Foundations of program evaluation, including using the logic model, establishing metrics, data gathering, analysis and reporting. Examples of evaluation and assessment are explored, with an emphasis on how libraries use data and evaluation to inform decision-making and support advocacy.

LEARNING OUTCOMES

This course is intended to help prepare students for successful careers in the information professions where evaluation is increasingly being adopted to measure and evaluate internal professional practices as well as to demonstrate the value of activities to stakeholders. The course is designed to help students understand the underlying theories related to evaluation, the historical and technical context in which evaluation takes place, and why how evaluation is a useful tool for understanding what organizations do, why they do it, how they can do it. Upon successful completion of this course, students will be able to:

- Describe the uses and benefits of evaluation across information management sectors
- Understand the history and underlying theories related to evaluation
- Prepare an evaluation plan
- Evaluate the range of evaluative practices and techniques and know how to choose among them to suit different situations.
- Understand the role of evaluation in organizational decision making
- Describe some cultural and ethical considerations in conducting evaluations
- Understand the value of developing and supporting a culture of evaluation in information management environments.

CLASS FORMAT

This is a lecture/discussion format course that meets in person on Mondays from 3pm to 6pm for 14 weeks. Slides for each session will be posted to Canvas prior to class. Sessions will not be recorded. Assignments are turned in via Canvas.

COURSE SCHEDULE

Week	Date	Topic	In-Class	Assignments Due
1	January 9	Course Introduction & Overview	Overview of A1 & A2	
2	January 16	Evaluation in Libraries	Overview of A3	A1 & A2
3	January 23	The Evaluation Process, Step-by-Step	Overview of A4	
4	January 30	Understanding the Program	Work on A3	
5	February 6	A3 Presentations, Group A		A3 Presentations
6	February 13	A3 Presentations, Group B		A3 Presentations
7	February 20	Types of Evaluation	Work on A4	A3 Written Review
8	February 27	Evaluation Purpose	Work on A4	
9	March 6	Evaluation Methodologies	Work on A4	
	March 13	Spring Break!		
10	March 20	Data Analysis and Interpreting Results	Work on A4	
11	March 27	Reporting Findings & Encouraging Use	Work on A4	
12	April 3	A4 Presentations: Group B		A4 Presentations
13	April 10	A4 Presentations, Group A		A4 Presentations
14	April 17	Professional Standards & Principles		A4 Evaluation Plan

PARTICIPATION

Students are expected to attend each class, show up on time and be ready to actively engage with the in-class discussions and activities. If you have to miss a class, please let me know as far in advance as possible; I understand that stuff happens and you might need to miss a class. If you miss more than two classes, we will need to discuss it since missing more than two classes might jeopardize your course performance. Also, it is important that students demonstrate respect for the opinions of others, both by listening first to understand, and by carefully and thoughtfully explaining your own ideas.

TECHNOLOGY USE DURING CLASS

Please be respectful with your use of technology during class. Having a computer in class is useful, but please be diligent about avoiding distraction. If you need to take a phone call or send a text, please wait until break if possible.

COMMUNICATION

The course Canvas site can be found at utexas.instructure.com. Please email me through Canvas. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses.

DIVERSITY, EQUITY AND INCLUSION

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

DISABILITY & ACCESS (D&A)

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A). Please refer to the D&A website for more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Course Assignments and Grading

Students will submit all assignments via the Canvas course site.

ASSIGNMENTS

The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

Assignment	Due Date	% of Total Grade
A1: Get To Know Me Survey	January 16	5%
A2: Evaluation Competency Self-Assessment	January 16	5%
A3: Impact Study Review		
Written Component	February 20	25%
Presentation Component	February 6 / 13	10%
Participation	February 6 / 13	5%
A4: Evaluation Plan		
Written Component	April 17	35%
Presentation Component	April 3 / 10	10%
Participation	April 3 / 10	5%
TOTAL		100%

A1: RESPOND TO THE GET-TO-KNOW-ME SURVEY (5%)

1. Complete the survey on Canvas.

Due January 16 (week 2).

A2: COMPLETE THE EVALUATION COMPETENCY SELF-ASSESSMENT (5%)

1. Download the assessment from Canvas, fill it in, then upload your results to Canvas.

Due January 16 (week 2).

A3: REVIEW AN IMPACT STUDY (35%)

This assignment has **three** parts.

PART 1: REVIEW AN IMPACT STUDY (25%)

1. Review Poll's Bibliography "Impact and Outcomes of Libraries" (2018)
2. Based on your interests, read two to three studies that have been published within the last ten years (2013 to present).
3. Choose one study to review, The review will have the following components:
 - a. Describe what is being evaluated, and the purpose of the evaluation

- b. Identify the evaluation stakeholders
 - c. Summarize the methodology and findings
 - d. Discuss your view as to whether the evaluation was effective, or not, and why.
 - e. If this evaluation was conducted in the future, what changes (if any) would you recommend?
4. Submit your review to Canvas.

Due February 20.

PART 2: PRESENT YOUR REVIEW OF AN IMPACT STUDY (10%)

1. Create a summary of your review to present to your colleagues in class.
 - a. Your presentation should be about 10 minutes in length
 - b. You may use any technology or platform for your presentation (PPT, Keynote, Google Slides, Canvas, Miro, Prezi, etc)
 - c. Be prepared to answer questions from colleagues following your presentation.

Presentations are scheduled for February 6 and February 13.

PART 3: PARTICIPATE IN THE DISCUSSION DURING PRESENTATIONS (5%)

1. At the end of each presentation pose a question or comment to the presenter to gain clarification or learn more about the study. The instructor will grade student contributions in class.

Presentations are scheduled for February 6 and February 13.

A4: CREATE AN EVALUATION PLAN (50%)

This assignment has **three** parts and requires students to work in groups.

PART 1: WRITTEN EVALUATION PLAN (45%)

1. In teams of 3 or 4, create an evaluation plan in response to a request for proposal (RFP).
2. Students will be provided with a request for proposals (RFP) based on a real-world program. Each team will create a comprehensive evaluation plan in response to the RFP. The evaluation plan must include the following components:
 - a. Program overview & context
 - b. Evaluation purpose
 - c. Stakeholders
 - d. Logic model: inputs, outputs, outcomes
 - e. Evaluation type and approach
 - f. Evaluation methodology: quantitative, qualitative, mixed
 - g. Evaluation Matrix: questions, indicators, instruments, data sources
 - h. Evaluation Schedule
 - i. Communication & Dissemination Plan
3. Teams may explore any public information that would be accessible by a consulting group (such as websites, articles, etc.).

4. Submit your evaluation plan to Canvas.

Due April 17th.

PART 2: PRESENT YOUR EVALUATION PLAN (10%)

1. Create a summary of your evaluation plan to present to your colleagues in class.
 - a. Your presentation should be about 20 minutes in length
 - b. You may use any technology or platform for your presentation (PPT, Keynote, Google Slides, Canvas, Miro, Prezi, etc)
 - c. Be prepared to answer questions from colleagues following your presentation.

Presentations are scheduled for April 3 and April 10.

PART 3: PARTICIPATE IN THE DISCUSSION DURING PRESENTATIONS (5%)

1. At the end of each presentation pose a question or comment to the presenter to gain clarification or learn more about the study. The instructor will grade student contributions in class.

Presentations are scheduled for April 3 and April 10.

GRADING POLICIES

LATE WORK AND MAKING UP MISSED WORK

The instructor expects that all assignments will be submitted by their posted due date. It is expected that arrangements for an alternate due date, if required, will be made directly with the instructor no later than three (3) days before the assignment is due. Decisions regarding accepting of late assignments will be made at the discretion of the instructor.

GRADING SCALE

The standard grading scale will be used to evaluate student work:

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	<60%

COURSE POLICIES AND DISCLOSURES

ACADEMIC INTEGRITY EXPECTATIONS

Students who violate University rules on academic misconduct are subject to the student conduct process and potential disciplinary action. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can range from probation, deferred suspension and/or dismissal from the University. To learn more about the academic integrity standards, tips for avoiding a potential academic misconduct violation and the overall conduct process, please visit the Student Conduct and Academic Integrity website at:

<http://deanofstudents.utexas.edu/conduct>.

GETTING HELP WITH TECHNOLOGY

Students needing help with technology in this course should contact the [ITS Service Desk](#).

CONTENT WARNING

Our classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

BASIC NEEDS SECURITY

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to visit UT Outpost for support. UT Outpost, is a free on-campus food pantry and career closet for all currently enrolled UT students. Furthermore, if you are comfortable notifying me, please do so, as I may have additional resources I can share.

SHARING OF COURSE MATERIALS IS PROHIBITED

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

RELIGIOUS HOLY DAYS

By UT Austin policy, you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a

religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

NAMES AND PRONOUNS

Class rosters are provided to the instructor with the student's legal name, unless they have added a "chosen name" with the registrar's office, which you can do so [here](#). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the pronouns you have asked to be used for you (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit [this site](#). Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity & expression, and nationalities. More resources available on the Gender and Sexuality Center's website, www.utgsc.org.

University Resources for Students

DISABILITY & ACCESS (D&A)

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A). Please refer to the D&A website for more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

COUNSELING AND MENTAL HEALTH CENTER (CMHC)

We all benefit from support during times of struggle. Know you are not alone. If you are experiencing signs of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your well-being – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center is located on campus and provides a wide variety of mental health services to UT students including crisis services, counseling services with immediate support and well-being resources. Additionally, CARE Counselors are located within each of the academic schools and colleges. These counselors are familiar with the concerns that are unique to their unit's students. For more information on CMHC, visit cmhc.utexas.edu or call 512-471-3515.

UNIVERSITY HEALTH SERVICES (UHS)

Your physical health and well-being are a priority. University Health Services is the on-campus medical facility providing high quality medical care and patient education to UT students. Services offered include general medicine, specialty clinics including the gynecology clinic, sports medicine, nutrition services, allergy, immunization and travel health and physical therapy, an urgent care, a 24/7 nurse advice line, and a lab and radiology services. For additional information, visit healthyhorns.utexas.edu or call 512-471-4955.

SANGER LEARNING CENTER

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc> or call 512-471-3614 (JES A332).

STUDENT EMERGENCY SERVICES (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

CLASSROOM SAFETY AND COVID-19

- For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to prioritize their personal well-being.
- UHS provides [symptomatic COVID-19 testing](#) for students. Schedule your appointment by calling 512-471-4955 or online within the [MyUHS patient portal](#). Learn more about [symptomatic COVID-19 testing here](#).
- Disposable masks are available for students at the William C. Powers, Jr. Student Activity Center and Texas Union hospitality desks.
- The [exposure action chart](#) offers guidance on what to do if you have been exposed to someone who has COVID-19 or if you test positive. If you experience symptoms, stay home and isolate and follow the instructions for symptomatic in the chart.
- Stay up to date on [COVID-19 vaccinations](#) by getting all available boosters when eligible. Vaccines are available through University Health Services.
- Additionally, UHS maintains up to date resources on COVID-19, which can be found here:
- [COVID-19 Information and Resources](#)

CARRYING OF HANDGUNS ON CAMPUS

Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the

campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a “legally effective” means of notification in its own right.

TITLE IX DISCLOSURE

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

CAMPUS SAFETY

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety](#), 512-471-5767,

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

For more information, please visit the [Office of Emergency Management](#).