

Biennial Narrative Report 2018-2020
Continued Accreditation
University of Kentucky
School of Information Science
February 15, 2021

CONTENTS:

Biennial Narrative Report in Standard Order Following the Sequence of the Standards

Attachments:

1. Names and Vitae for New Full-Time Faculty Members
 - a. Sarah Barriage
 - b. Daniela DiGiacomo
2. Names and Vitae for New Adjunct Faculty Members
 - a. Regina Lee Beach Bertin
 - b. Tae Hyun Baek
 - c. Jennifer Lee Gilbert
 - d. Christine Illichmann
 - e. Theodore Walter
3. Program Assessment Process
4. Curriculum Committee Reports
5. Planning Committee Reports
6. Employer Survey Data
7. Library & Information Science: Library & Info Science Research at UK (Libguide developed by Stacey Greenwell in consultation with the Curriculum Committee)
8. University Resources for Teaching, Pedagogy, and Online Instruction
9. Mentoring Program 2018 Data

The library science program had its ALA accreditation site visit in January 2018. In the letter dated June 25, 2018, our accreditation was renewed with no areas needing further discussion.

Standard I: Systematic Planning

- The LIS program conducted its biennial Alumni Survey in 2018. Alumni are asked to rate their experience in our program on several attributes. At the request of the Curriculum Committee, a particular question was explored – the likelihood of students selecting our program if there were a required internship/practicum. 38% of respondents indicated that they only would have attended if there were a waiver system in place. Due to this feedback, the faculty decided not to require a practicum at this time. However, the program and faculty do regularly promote the benefits of such activities.
- The responses from the alumni survey show that 64% of graduates before 2013 are currently employed full-time, while 85% of graduates after 2014 are employed full-time. Overall, 83% of respondents indicated that their MSLS degree is directly relevant to their employment.
- Several questions were asked relevant to program evaluation on a 5-point scale (with 1 being “Strongly Disagree” and 5 being “Strongly Agree”). The lowest scored item related to interacting with diverse populations is under ongoing review by the faculty and is an area marked for improvement.

	All responses
My MSLS degree led to a rewarding career path	4.3
The classes available allowed me to plan a coherent course of study that fit my professional goals	3.9
The advising I received for my course of study was helpful	3.6
The classes available allowed me to pursue a specialization that fit my professional goals	3.7
The MSLS program prepared me for my profession	3.8
The MSLS program prepared me to interact with diverse populations	3.0

- In 2018, the Planning Committee suggested revising formatting of program reports for consistency and ease of reading.

Standard II: Curriculum

- The Curriculum Committee explored the effects of requiring a practicum for all MSLS students. Ultimately, the decision was made to promote the benefits of the practicum, but not to require one. The Curriculum Committee also made a recommendation to the full faculty to include as many practical activities and exercises where possible.
- The Curriculum Committee revised the rubric used to assess the Exit Assessment. The revised rubric was first used with the Exit Assessments from Summer 2019.
- The Curriculum Committee released its regular report auditing how well topics related to diversity and technology are diffused across the four core required courses. This included looking at both readings and assignments in each of the courses.
- The Curriculum Committee also released its report on program learning outcomes, including assignments in the core courses mapped to specific outcomes, summarizing course level scores, and current rubrics for each outcome.
- No new courses were added during this time period.
- ICT master's level courses are open to LIS students and may be used to supplement LIS course offerings.

Standard III: Faculty

- Sean Burns (LIS) and Soohyung Joo (LIS) were both tenured during this reporting period.
- Robert Shapiro left the program to return to his home state.

- The School also hired one tenure-track ICT faculty member (Spencer Greenhalgh). This was an open position in ICT.
- The School appointed six new part-time instructors: Regina Bertin, Tae Hyun Baek, Jennifer Gilbert, Christine Illichmann, and Theodore Walter.
- The School approved a Policy for Mentoring Assistant Professors May 9, 2011. Under the policy, all junior faculty members are paired with a senior faculty member to help ensure their success at the University of Kentucky. This is a School-wide effort and includes faculty members from Library Science (LIS), Information Communication Technology (ICT), and Instructional Communication (ICR). Following is a list of current mentors/mentees:

Sean Burns (LIS/ICT) – Fatima Espinoza-Vasquez (ICT), Spencer Greenhalgh (ICT), Beth Block (LIS), Firaz Peer (ICT)

Maria Cahill (LIS) – Kody Frey (ICR/ICT)

Namjoo Choi (LIS) – Daniela Di Giacomo (LIS)

Jeff Huber (LIS/ICT/ICR) – Luke LeFebvre (ICT/ICR), Troy Copoer (ICR), Renee Kaufmann (ICT), Jessalyn Vallade (ICR)

Shannon Oltmann (LIS) – Sarah Barriage (LIS))

The School's Promotion and Tenure Committee conducted an evaluation of the mentoring program February 2018 (copy attached). Overall, responses indicated good or high mentee satisfaction with the mentor, their mentor's availability, and the quality of the mentoring interactions. The mentor program is scheduled to be evaluated AY 2020-2021.

- The LIS program faculty members continue to be recognized for their expertise. In 2019, Maria Cahill was awarded an IMLS grant to investigate children of all abilities in libraries. In 2019, Shannon Oltmann was awarded \$54,000 by IMLS to investigate internet filtering, digital literacy, and information poverty. In 2018, David Nemer (ICT) was awarded the College Faculty Research

Award. In 2018, Will Buntin received the College's Outstanding Staff award. Heather Burke received the same award in 2019. In 2018, Shannon Oltmann was recognized as Outstanding Advisor for the College.

Standard IV: Students

- At the faculty retreat in fall 2018, the faculty discussed the current requirement that all applicants submit GRE scores and achieve a minimum score in each section. Reviewing information from several peer institutions, and in light of concerns that standardized testing is not a reliable predictor of student success, the faculty voted to remove the GRE requirement effective with applications submitted for spring 2019.
- After experiencing an enrollment drop of approximately 14% in fall 2018, enrollment has rebounded strongly. Enrollment in Fall 2019 was up 40% compared to Fall 2018. Our current strategic plan calls for a target enrolment of 200-235 LIS master's students. The School is currently requesting additional resources to help manage the increased enrollment.
- The School continues its efforts in recruiting a more diverse student body. We publicize all relevant scholarship information in multiple venues. In addition, the Kentucky Library Association provides scholarship funds for minority students.
- The School continues to receive donations to existing scholarship and endowed funds. Each year, the College conducts email and direct mail solicitations targeting alumni and encouraging them to make donations to the School. Although not limited to minorities, these funds add substantially to the resources available for minority financial aid.
- All students with graduate assistantships are charged in-state tuition and receive paid health benefits.

Standard V: Administration, Finances, and Resources

- The School continues to be successful in obtaining funding to support faculty research initiatives. One LIS faculty member received funds from the Institute of Museum and Library Services to investigate children of all abilities in libraries.
- The College has started receiving funds from the University as part of a tuition sharing agreement, negotiated with the Provost. These funds are generated by an undergraduate online degree completion program track in Information Communication Technology, growth in the library science master's program, and growth in the information communication technology master's program. The funds are released to the College based on the College's overall performance. Going forward, all unit budgets will be centralized at the College level with the College providing a recurring budget to the School of Information Science as well as the other units in the College. So, for example, if LIS experiences significant growth (which it has) but other units experience declining enrollments, the College may receive no additional funds. Distribution of any funds received to individual programs or units is left to the discretion of the Dean. This funding system means the School no longer receives summer tuition which had been a critically important mechanism for the School and LIS.
- The School is at capacity as far as space is concerned.

Sarah Barriage, Ph.D.
School of Information Science
University of Kentucky
sarah.barriage@uky.edu

EDUCATION

- 2018 Ph.D., Communication, Information & Library Studies
Rutgers University, New Brunswick, NJ
Dissertation: Examining the red thread of information in young children's interests: A child-centered approach to understanding information practices
Committee: Ross Todd (Chair), Marie Radford, Vikki Katz, & Roger Hart (Graduate Center, City University of New York)
- 2011 Master of Library & Information Science
University of Western Ontario, London, ON
- 2009 Bachelor of Arts (Honours)
Queen's University, Kingston, ON

RESEARCH & TEACHING INTERESTS

Information, media, and technology practices of children & youth; Child-centered librarianship; Social justice in information institutions; Qualitative research methods

PROFESSIONAL & RESEARCH EXPERIENCE

- 2019 - Assistant Professor
School of Information Science, University of Kentucky
- 2018 - 2019 Research Associate
Rady Faculty of Health Sciences, University of Manitoba
- 2012 - 2013 Public Services Librarian
Augustana Campus Library, University of Alberta
- 2003 - 2005 General Assistant
Children's Department, Belleville (ON) Public Library

PUBLICATIONS

Refereed Journal Articles

Barriage, S. (forthcoming). Young children's information seeking practices in center-based child care. *Journal of Librarianship & Information Science*.

- Barriage, S., & Hicks, A.** (2020). Mobile apps for visual research: Affordances and challenges for participant-generated photography. *Library & Information Science Research, 42*(3), 1-13. doi:10.1016/j.lisr.2020.101033
- Woodgate, R. L., Tennent, P., & **Barriage, S.** (2020). Creating space for youth voice: Implications of youth disclosure experiences for youth-centered research. *International Journal of Qualitative Methods, 19*, 1-13. doi:10.1177/1609406920958974
- Woodgate, R. L., Tennent, P., **Barriage, S.**, & Legras, N. (2020). The lived experience of anxiety and the many facets of pain: A qualitative, arts-based approach. *Canadian Journal of Pain, 4*(1), 39-51. doi:10.1080/24740527.2020.1720501
- Barriage, S., & Searles, D. K.** (2019). "Okay okay okay, now the video is on": An analysis of young children's orientations to the video camera in recordings of family interactions. *Journal of Childhood Studies, 44*(3), 18-41. doi:10.18357/jcs00019172
- Ray, A. E., Greene, K., Hecht, M. L., **Barriage, S.**, Miller-Day, M., Glenn, S. D., & Banerjee, S. C. (2019). An e-learning adaptation of an evidence-based media literacy curriculum to prevent youth substance use in community groups: Development and feasibility of REAL media. *Journal of Medical Internet Research: Formative Research, 3*(2), 1-11. doi:10.2196/12132
- Woodgate, R. L., Gonzalez, M., Demczuk, L., Snow, W. M., **Barriage, S.**, & Kirk, S. (2019). How do peers promote social inclusion of children with disabilities? A mixed methods systematic review. *Disability & Rehabilitation*. Advance online publication. doi:10.1080/09638288.2018.1561955
- Barriage, S.** (2018). Task-centered activities as an approach to data collection in research with children and youth. *Library & Information Science Research, 40*(1), 1-8. doi:10.1016/j.lisr.2018.01.001
- Searles, D. K., & **Barriage, S.** (2018). "What does curious even mean do you know?": Orientations to word meanings in family interactions. *Journal of Pragmatics, 134*, 57-69. doi:10.1016/j.pragma.2018.06.013
- Barriage, S.** (2016). "Talk, talk and more talk": Parental perceptions of young children's information practices related to their hobbies and interests. *Information Research, 21*(3), paper 721. Available: <http://InformationR.net/ir/21-3/paper721.html>.

Book Chapters

- Barriage, S.** (2016). The role of the union in promoting social justice. In U. Gorham, N. G. Taylor, & P. T. Jaegar (Eds.), *Perspectives on libraries as institutions of human rights and social justice* (pp. 231-243). Bingley, UK: Emerald Group.
- McEachreon, P., & **Barriage, S.** (2016). Poverty and the public library: How Canadian libraries are serving the economically challenged. In E. S. Estep & N. F. Enright (Eds.), *Class and librarianship: Essays at the intersection of information, labor and capital* (pp. 129-152). Sacramento, CA: Library Juice Press.

Other Publications

- Barriage, S.**, Harger, E., & McCook, K. d. l. P. (2016/2017). Union Library Workers blog, 2016 review. *Progressive Librarian*, (45), 135-169.
- Barriage, S.** (2016). 'A seat at the table': 2015 union review. *Progressive Librarian*, (44), 111-119.
- Barriage, S.** (2015). Showing solidarity: 2014 union review. *Progressive Librarian*, (43), 102-114.
- Barriage, S.** (2014). 'The union can't sit idly by:': 2013 union review. *Progressive Librarian*, (42), 123-136.
- Barriage, S.** (2013). 'Library workers will not be shushed': 2012 union review. *Progressive Librarian*, (41), 86-97.
- McEachreon, P., & **Barriage, S.** (2012). Cultivating spaces for critical dialogue and collaborative action: The Progressive Librarians Guild - London, Ontario Chapter. *OLA Access*, 18(3), 17.
- McEachreon, P., & **Barriage, S.** (2012). Improving social justice at the University of Western Ontario: Special collections at the Pride Library. *OLA Access*, 18(3), 22-23.

CONFERENCE PROCEEDINGS & PRESENTATIONS

Refereed Conference Proceedings

- Barriage, S.**, & Searles, D. K. (2015, November). *Astronauts and sugar beets: Young girls' information seeking in family interactions*. Paper presented at the 78th Association for Information Science & Technology Annual Meeting, St Louis, MO. doi:10.1002/pr2.2015.145052010027

Conference Papers

- Barriage, S.**, Kitzie, V., Floegel, D., & Oltmann, S. (2021, April). *Public library staff perceptions of stakeholder support for drag queen storytimes*. Paper to be presented at the Libraries in the Digital Age Conference, Dubrovnik, Croatia.
- Barriage, S.**, Kitzie, V., Floegel, D., & Oltmann, S. (2020, October). *"It's hard to see how these would be harmful to kids:" Public library staff perceptions of child development and drag queen storytime*. Paper to be presented at the Canadian Association of Information Science Conference.
- Floegel, D., **Barriage, S.**, Kitzie, V., & Oltmann, S. (2020, October). *Values, risks, and power influencing librarians' decisions to host drag queen storytime*. Paper to be presented at the 83rd Association for Information Science & Technology Annual Meeting, Pittsburgh, PA.
- Barriage, S.**, Choi, H. J., Ray, A. E., Hecht, M. L., Greene, K., & Glenn, S. D. (2020, April). *Exploring the relationship between youth information behavior, substance use, and substance use expectancies*. Paper presented at Kentucky Conference on Health Communication, Lexington, KY.

- Radford, M., Floegel, D., **Barriage, S.**, & Houli, D. (2019, September). *"Alexa, where do babies come from?": Investigating children's practices with intelligent personal assistants*. Paper presented at the ALISE 2019 Annual Conference, Knoxville, TN.
- Barriage, S.**, & Searles, D. K. (2017, November). *"Okay okay okay, now the video is on": An analysis of young children's orientations to the video camera in recordings of family interactions*. Paper presented at the 103rd National Communication Association Conference, Dallas, TX.
- Barriage, S.**, & Searles, D. K. (2017, October). *"Just remember, we're on tape": When and how children orient to the video camera in recordings of family interactions*. Paper presented at Conceptualizing Children and Youth Conference, St. Catherine's, ON.
- Searles, D. K., & **Barriage, S.** (2017, May). *Understanding and (mis)understanding: Word definitions in family interactions*. Paper presented at the Intersubjectivity in Action Conference, Helsinki, Finland.
- Barriage, S.**, & Searles, D. K. (2016, April). *"Are you getting the video of me?": Examining children's orientations to the video camera in recordings of family interactions*. Paper presented at the Graduate Student Conference in Childhood Studies, Camden, NJ.
- Searles, D. K., & **Barriage, S.** (2015, November). *"What does that mean?": Repairing young children's word (non)understanding in family interactions*. Paper presented at the 101st National Communication Association Annual Conference, Las Vegas, NV.
- Searles, D. K., & **Barriage, S.** (2015, July). *"Daddy define inspired": Word definitions in family interactions*. Paper presented at the 14th International Pragmatics Conference, Antwerp, Belgium.
- Barriage, S.**, & McEachreon, P. (2014, June). *Advocacy our way: A look at how Canadian public libraries are serving the economically challenged*. Paper presented at the Atlantic Provinces Library Association Conference, Moncton, NB.
- Barriage, S.**, & McEachreon, P. (2014, June). *The Closet and Queer Graphica research collections*. Paper presented at the Atlantic Provinces Library Association Conference, Moncton, NB.
- Goebel, N., & **Barriage, S.** (2013, June). *Measuring impact: Considering qualitative and quantitative feedback from human library books and readers*. Paper presented at International Conference on Qualitative and Quantitative Methods in Libraries, Rome, Italy.
- Barriage, S.** (2012, February). *Comic books, graphic novels, and pride: Marginalized collections in the academic library*. OCUA Lightning Strikes presentation at Ontario Library Association Super Conference, Toronto, ON, February 2012.

Invited Talks

- Barriage, S.**, Floegel, D., Kitzie, V., & Oltmann, S. (2020, January). *Diversity research update*. American Library Association Midwinter Meeting, Philadelphia, PA.

Barriage, S., Chu, S. K. W., Magee, R. M., & Meyers, E. M. (2019, October). *Envisioning the future of research with youth across international contexts*. International Incubator Session presented at 82nd Association for Information Science & Technology Annual Meeting, Melbourne, Australia.

Panels & Workshops

- Oltmann, S. M., **Barriage, S.**, Greyson, D., & Vaughn, M. (2020, October). *Ideologically contentious research: Leaning on reflexivity and positionality to address uncomfortable disjunctures in information research*. Panel to be presented at the 83rd Association for Information Science & Technology Annual Meeting, Pittsburgh, PA.
- Agosto, D. E., Abbas, J., Salib, G., Willett, R., Wheeler, N. T., Feng, Y., **Barriage, S.**, DiGiacomo, D., Greenhalgh, S., Escobar, K., Evans, S. A., & Subramaniam, M. (2020, October). *What do youth service librarians need? Reassessing goals and curricula in the context of changing information needs and behaviors of youth*. Youth Services Special Interest Group panel to be presented at ALISE 2020 Annual Conference, Pittsburgh, PA.
- Barriage, S.**, Dalmer, N., Bowler, L., Greyson, D., Meyers, E. M., & Yip, J. C. (2019, April). *Family matters: Studying information phenomena within the context of the family*. Session for Interaction & Engagement presented at iConference 2019, Washington, DC.
- Cahill, M., Morris, R., Agosto, D., Gavigan, K., & **Barriage, S.** (2019, April). *Playing around: Informing, including, and inspiring youth-centered information researchers*. Session for Interaction & Engagement presented at iConference 2019, Washington, DC.
- Li, X., **Barriage, S.**, Todd, R., & Bowler, L. (2018, March). *Mini Maker Fest @ iConference '18*. Session for Interaction & Engagement presented at iConference 2018, Sheffield, United Kingdom.
- Barriage, S.**, Buente, W., Greifeneder, E., Greyson, D., Kitzie, V., Morales, M., & Todd, R. (2016, October). *Ethical tensions in research: The influence of metatheoretical orientation on research ethics*. Panel presented at the 79th Association for Information Science & Technology Annual Meeting, Copenhagen, Denmark.
- D'Elia, M.J., Oldham, R., & **Barriage, S.** (2011, April). *Innovation boot camp*. Workshop presented at Western New York/Ontario (WNY/O) ACRL Chapter Spring Conference, Jordan, ON.

Conference Posters & Visual Presentations

- Barriage, S.**, DiGiacomo, D., & Li, X. (2020, October). *Development, learning, and equity in child- and youth-focused courses in ALA-accredited master's programs*. Poster to be presented at the ALISE 2020 Annual Conference, Pittsburgh, PA.
- Barriage, S.** (2019, September). *Examining the red thread of information in young children's interests: A child-centered approach to understanding information practices*. Poster

- presented at the ALISE 2019 Annual Conference, Jean Tague-Sutcliffe Doctoral Student Poster Competition, Knoxville, TN.
- Barriage, S.** (2019, September). *"I asked my mom a hundred times to put it on YouTube": Unboxing videos in early childhood.* Poster presented at the ALISE 2019 Annual Conference, Knoxville, TN.
- Greene, K., Choi, H. J., Ray, A. E., Hecht, M. L., Glenn, S., **Barriage, S.**, Lyons, R., Miller-Day, M., & Banerjee, S. C. (2019, May). *Short term effects of the REAL media curriculum in a sample of 4-H youth.* Poster presented at the Society for Prevention Research 27th Annual Meeting, San Francisco, CA.
- Barriage, S.** (2018, February). *Young children's individual interests and information practices: Pilot study findings and lessons learned.* Poster presented at the ALISE 2018 Annual Conference, Denver, CO.
- Barriage, S.**, Li, X., Lopatovska, I., & Mabbot, C. (2017, October). *Visual research methods with children and youth: Opportunities and challenges.* Visual presentation at the 80th Association for Information Science & Technology Annual Meeting, Washington, DC.
- Barriage, S.** (2017, January). *Picture books & PixStoris: A methodology for investigating young children's information experience.* Poster presented at the ALISE 2017 Annual Conference, Atlanta, GA.
- Morales, M., & **Barriage, S.** (2016, June). *Readability of informed consent forms: Analysis and recommendations for development of consent forms for use with communities with limited or low literacy.* Poster presented at the Canadian Association of Information Science Conference, Calgary, AB.
- Barriage, S.** (2016, March). *Using child-centered methods to explore young children's information experience.* Poster presented at iConference 2016, Philadelphia, PA.
- Barriage, S.**, & Searles, D. K. (2015, October). *"What does that mean?": Repairing young children's word (non)understanding in family interactions.* Poster presented at International Max Planck Research School Workshop on Perspectives on the Ontogeny of Mutual Understanding, Nijmegen, The Netherlands.
- Barriage, S.** (2014, November). *Parental perceptions of young children's information behavior related to free-time activities.* Poster presented at the 77th Association for Information Science & Technology Annual Meeting, Seattle, WA.
- Goebel, N., & **Barriage, S.** (2013, July). *Considering the impact of a human library on lives and undergraduate research.* Poster presented at Evidence Based Library and Information Practice Conference, Saskatoon, SK.
- Barriage, S.**, & McEachreon, P. (2012, October). *Special collections at the Pride Library: The Closet Collection and The Queer Graphica Collection.* Poster presented at Progressive Librarians Guild Symposium: Organize and Assemble II, Edmonton, AB.
- Barriage, S.**, & McEachreon, P. (2012, June). *Special collections at the Pride Library: The Closet Collection and The Queer Graphica Collection.* Poster presented at Canadian Library Association National Conference and Trade Show, Ottawa, ON.

Doctoral Forums & Workshops

Barriage, S. (2017, June). Examining the red thread of information in young children's individual interests. Doctoral forum, Canadian Association of Information Science Conference, Toronto, ON.

Barriage, S. (2016, September). Examining the red thread of information in young children's hobbies and interests. Doctoral workshop, Information Seeking in Context: The Information Behaviour Conference, Zadar, Croatia.

Barriage, S. (2016, June). Examining the red thread of information in young children's hobbies and interests. Doctoral forum, 9th International Conference in Conceptions of Library & Information Science, Uppsala, Sweden.

Research Methods Workshops Attended

Qualitative Research Summer Intensive, July 26, 2017, ResearchTalk Inc.

Developing Innovative Research with Children & Young People, April 27-28, 2017, University of Edinburgh

Synthesizing Qualitative Data, January 11, 2017, ResearchTalk Inc.

Qualitative Research Summer Intensive, July 27-29, 2016, ResearchTalk Inc.

Studying Young Children's Social Interactions, August 17 & 18, 2015, Loughborough University

FUNDING & AWARDS

Grants

2020-2025 Woodgate, R. L. (principal investigator), **Barriage, S.**, Bennet, M., Brownell, M., Martin, D., Balshaw, R., Edwards, J., Koltek, M., McDougall, A., McDougall, G., McPherson, A., Rocke, C., Snow, W., Thomsom, M., Werner, P., Wilson, M., Witt, J., Fontaine, R., Harper, C., Harper, J., Mayer, T., Middendorp, L., & Taylor, E. *Abinoonjees Nikanenim: Delivering mental health services to youth living in Island Lake Anishinew Nations*. Canadian Institutes of Health Research Project Grant. \$1,296,676.

2020-2021 **Barriage, S.** (principal investigator), & Oltmann, S. *Messages and themes communicated during drag queen storytimes*. College of Communication & Information Research and Creative Activities Program, \$5,000.

2019-2020 Greenhalgh, S. (principal investigator), DiGiacomo, D., & **Barriage, S.** *Platforms, pedagogies, and privacy: A study into the landscape of digital platform use in Kentucky public schools*. College of Communication & Information Research Award. \$2,000

- 2019-2020 **Barriage, S.** (principal investigator), Floegel, D., Kitzie, V., & Oltmann, S. *Library staff and drag queen perspectives and decision-making about drag queen storytimes.* ALA Diversity Research Grant. \$2,500
- 2019-2023 Woodgate, R. L. (principal investigator), Ballantyne, M., **Barriage, S.**, Chartier, M., Edwards, M., Kirk, S., Keilty, K., Major, N., Rempel, G., Ripat, J., Stromquist, L., & Turnbull, L. *Designing a responsive and integrated model of respite care for families of children with complex care needs and conditions through patient-oriented research.* Canadian Institutes of Health Research project grant. \$458,999
- 2019-2022 Woodgate, R. L. (principal investigator), **Barriage, S.**, Kirk, S., Katz, L., Martin, D., Synyshyn, M., & Warren, M. *Non-suicidal self-injury among youth: Perspectives of youth who self-harm, their families and service providers.* Canadian Institutes of Health Research project grant. \$539,324
- 2016 **Barriage, S.** Department of Library & Information Science Dissertation Support Grant, School of Communication & Information, Rutgers University. \$1,000

Fellowships

- 2020 Summer Faculty Research Fellowship, College of Communication & Information, University of Kentucky \$5,000
- 2017-2018 Graduate Fellow (Principal Investigators: Kathryn Greene & Michael Hecht) *Interactive technology for media literacy drug prevention in community groups, Phase II.* National Institutes of Health's National Institute on Drug Abuse. \$25,000
- 2013 - 2014 Doctoral Fellow, School of Communication & Information, Rutgers University. \$25,000

Awards

- 2018 Outstanding Graduating Doctoral Student in the Area of Information Science, School of Communication & Information, Rutgers University
- 2017 Outstanding Continuing Doctoral Student in the Area of Information Science, School of Communication & Information, Rutgers University
- 2017 Association for Library & Information Science Education/ProQuest Methodology Paper Competition
- 2015 Outstanding Doctoral Practicum Poster Award, School of Communication & Information, Rutgers University

2012 Ontario College and University Library Association Student Award

Scholarships & Other Funding

2018 TA/GA Professional Development Fund (\$844)

2017 Graduate School New Brunswick Special Study Award (\$1,700)

2017 Association for Library & Information Science Education/University of Washington Information School Youth Services Graduate Student Travel Award (\$750)

2017 TA/GA Professional Development Fund (\$925)

2017 Graduate School New Brunswick Conference Travel Award (\$250)

2016 Graduate School New Brunswick Conference Travel Award (\$300)

2016 TA/GA Professional Development Fund (\$1,415)

2016 TA/GA Professional Development Fund (\$700)

2015 TA/GA Professional Development Fund (\$1,517)

2015 School of Communication & Information Research Methods Training Funding (\$1,995)

2014 - 2017 School of Communication & Information Teaching Assistantship (\$25,000/annum)

2009 Franklin G. T. Pickard Memorial International Award (\$5,030)

2009 Ontario International Education Opportunity Scholarship (\$2,500)

2005 - 2008 Queen Elizabeth II Aiming for the Top Scholarship (\$3,500/annum)

2006 Mildred K. Walters Award (\$1,000)

2005 Canadian Federation of University Women Belleville & District Scholarship (\$1,500)

TEACHING EXPERIENCE & TRAINING

Master of Science in Library Science Program, University of Kentucky

2019 - 2020 Instructor of Record
Knowledge Organization (Fall 2019, Spring 2020, Fall 2020)
Information Behavior of Children & Youth (Spring 2020)

Fall 2020 Independent Study (Katharine Grafelman)

Master of Information Program, Rutgers University

2017 Instructor of Record
Human Information Behavior (Spring 2017; online Fall 2017)

Bachelor of Arts in Information Technology & Informatics Program, Rutgers University

2016 Instructor of Record
Gender & Technology (Fall 2016)

2014 - 2016 Teaching Assistant
Information Technology & Informatics (Fall 2015, Spring 2016)
Retrieving & Evaluating Electronic Information (Spring 2015)
Gender & Technology (Fall 2014)

Professional Development, Rutgers University

2017 - 2018 Graduate Fellow, Rutgers Academy for the Scholarship of Teaching & Learning

Spring 2017 Introduction to Online and Hybrid Teaching non-credit course

Fall 2016 Designing Your Own Course non-credit course

Spring 2016 Introduction to College Teaching non-credit course

2016 Certificate of participation, Preparing for the Professoriate workshop series

2016 Certificate of participation, Teaching with Technology workshop series

SERVICE

Service to the Profession

2020-2021 ALISE 2021 Conference Works in Progress Showcase Co-Chair

2020 Peer reviewer, ALISE & ASIS&T

2020 Peer reviewer, *Journal of Children & Media*, *Journal of the Association for Information Science & Technology*, *Information and Learning Sciences*, *Journal of Librarianship & Information Science*

2019-2021 Guest editor (with Nicole Dalmer), *Library Trends* "Family Matters: Mapping Information Phenomena Within the Context of the Family" special issue

2019 Peer reviewer, iConference

- 2019 **Barriage, S., & Hicks, A.** (2019, May 2). “App’lying mobile technology to visual research methods: Mobile apps for participant-generated photography.” ASIS&T Webinar.
- 2019 - Peer reviewer, *Children & Libraries*
- 2016 - Peer reviewer, *New Media & Society*
- 2017 - 2018 Co-organizer, Canadian Association of Information Science conference doctoral forum
- 2017 Peer reviewer, *Library Trends* “Information and the Body” special issue

Service to the University of Kentucky

- 2020-2021 C&I Diversity Committee
- 2020-2021 SIS Executive Committee
- 2019-2021 LIS Planning Committee
- Spring 2020 LIS Final Exam Committee
- 2019 Co-organized screening of *Change the Subject* documentary with Robert Shapiro and University of Kentucky Libraries’ Equity, Diversity, & Inclusion Committee

Service to Rutgers University

- 2018 Session Leader, Classroom Pace
Rutgers Academy for the Scholarship of Teaching & Learning, School of Graduate Studies, Rutgers University
- 2018 Workshop Leader, Strategies for Dealing with Controversial Topics
Teaching Assistant Project, School of Graduate Studies, Rutgers University
- 2017 Session Leader, Social Sciences Teaching Assistant Orientation
School of Graduate Studies, Rutgers University
- 2015 - 2017 Discussion Group Facilitator, International Teaching Assistant Orientation
School of Graduate Studies, Rutgers University
- 2014 - 2017 Doctoral Student Peer Mentor
School of Communication & Information, Rutgers University
- 2014 - 2015 Treasurer, Doctoral Student Association
School of Communication & Information, Rutgers University

Service to University of Alberta

- 2012 - 2013 Annual Theme Committee
Augustana Campus, University of Alberta
- 2012, 2013 Library Student Award for Library Research Committee
Augustana Campus, University of Alberta
- 2012 Teaching Faculty Award for Support of Information Literacy Committee
Augustana Campus, University of Alberta

PROFESSIONAL MEMBERSHIPS & ACTIVITY

American Library Association

Association for Library Service to Children

Young Adult Library Services Association

Encouraging LIS and iSchools to Include Equity, Diversity, and Inclusion Plan
Elements in Curricula Task Force Member, 2019 - present

Association for Information Science & Technology

Information and Learning Sciences Special Interest Group

Information Needs, Seeking and Use Special Interest Group

Awards Committee Co-Chair, 2018 - present

Awards Committee Member, 2017 - 2018

Visualization, Images and Sound Special Interest Group

Membership Officer, 2016 - 2019

Association for Library & Information Science Education

Excellence in Teaching Award Committee Member, 2019 - 2020

Youth Services Special Interest Group

Daniela Kruel DiGiacomo, PhD

Assistant Professor
School of Information Science
University of Kentucky

EDUCATION

University of Colorado Boulder, School of Education

PhD, Education: Learning Sciences and Human Development (May 2017)

Graduate Certificate: Comparative Ethnic Studies

Dissertation Title: Organizing for Relational Equity in Teaching and Learning: An Investigation of the Potential of Adult-Youth Relationships

Dissertation Committee: Dr. Kris Gutiérrez (chair); Dr. Ben Kirshner (co-chair); Dr. Susan Jurow; Dr. Bill Penuel; Dr. Bianca Williams

Cambridge University, United Kingdom

Master of Philosophy: Development Studies

Member of St. Edmund's College

University of California, Berkeley

Bachelor of Arts: Latin American Studies

College and Major Honors

G.P.A. 3.82

APPOINTMENTS & PROFESSIONAL EXPERIENCE

Assistant Professor, School of Information Science August 2019-present
College of Communication and Information
University of Kentucky

Faculty Affiliate, Social Theory Group August 2019-present
Faculty Affiliate, Center for Equality and Social Justice
Faculty Affiliate, P20 Motivation and Learning Lab
University of Kentucky

Affiliated Researcher, Civic Engagement Research Group 2017-present
Leveraging Equity and Access in Democratic Education Initiative, UC Riverside

Postdoctoral Researcher, Educational Policy & School Improvement 2017-2019
University of California, Riverside

Graduate Instructor 2016-2017
Measuring Youth Policy Arguments Initiative, CU Boulder

Graduate Facilitator 2015
Design Based Research Course, CU Boulder

Graduate Instructor 2014-2015
Educational Psychology for Elementary Age, CU Boulder

Graduate Instructor Educational Psychology and Adolescent Development, CU Boulder	2013-2015
Academic Administrator; Teacher; School Growth Coordinator San Francisco Flex Academy	2011-2012
Social Worker, Family Finder, and Emergency Child Response Worker Seneca Center	2010-2011

PUBLICATONS

Refereed Publications

- DiGiacomo, D.**, Hodgin, E., Kahne, J. & Trapp, S. (2021, in press). Civic Education in the Trump Era: The Complexities of Civic Reform in a Politically Diverse School District. *Peabody Journal of Education*.
- Campos, F., Ahn, J., **DiGiacomo, D.**, Nguyen, H., & Hays, M. (2020, in press). Making Sense of Sensemaking in Learning Analytics Dashboard Design. *The Journal of Learning Analytics*.
- Kirshner, B., Zion, S., **DiGiacomo, D.** & Logan, G. (2020, in press). The Measure of Youth Policy Arguments: An Approach to Supporting Democratic Participation and Student Voice. *Democracy & Education*.
- DiGiacomo, D.** (2020, in press). Supporting interests and sharing power: Insights from a Scottish youth program. *Journal of Youth Development*.
- Esteban-Guitart, M., **DiGiacomo, D.**, Penuel, W.R. & M. Ito. (2020). Principios, Aplicaciones, y Retos del Aprendizaje. (Some challenges, principles and applications of the connected learning approach. *Contextos Educativos*, 26, 157-176. <https://doi.org/10.18172/con.3966>
- DiGiacomo, D.**, Van Horne, K. & Penuel, W.R. (2020). Choice and interest in designed learning environments: The case of FUSE Studios. *Information and Learning Sciences*, 121 (3/4), 137-154.
- Ahn, J., Campos, F., Hays, M., & **DiGiacomo, D.** (2019). Designing in context: Reaching beyond usability in learning analytics dashboard design. *The Journal of Learning Analytics*, 6 (2), pp. 70-85.
- DiGiacomo, D.**, Van Horne, K., Van Steenis, E., & Penuel, W.R. (2018). The material and social constitution of interest. *Learning, Culture & Social Interaction*, 19, 51-60. <https://doi.org/10.1016/j.lcsi.2018.04.010>
- DiGiacomo, D.**, Allen, C., Van Horne, K., & Penuel, W.R. (2018). Pursuing interests and getting involved: Exploring the conditions of sponsorship in youth learning. *Digital Education Review*, 33, 120-129. <http://greav.ub.edu/der/>
- Gutiérrez, K.D., **DiGiacomo, D.** Cortez, K., Cortez, A., Higgs, J., Johnson, P. Lizárraga, J., Mendoza, E., Tien, J., & Vakil, S. (2017). Replacing representation with imagination: Finding ingenuity in everyday practices. *Review of Research in Education*, 41, (1), pp. 30-60. <https://doi.org/10.3102/0091732X16687523>
- DiGiacomo, D.**, & Gutiérrez, K. D. (2017). Seven *chilis*: Making visible the complexities in leveraging cultural repertoires of practice in a designed teaching and learning environment. *Pedagogies: An International Journal*, 12, (1). *Also, published in March 2018 as a chapter in Routledge's Special Issues as Books programme, entitled "The Art and Craft of Literacy Pedagogy: Profiling Community Arts Zone." <https://doi.org/10.1080/1554480X.2017.1283992>
- Penuel, W. R., **DiGiacomo, D.**, Van Horne, K. & Kirshner, B. (2016). A social practice theory of learning and becoming across contexts and time. *Frontline Learning Research*, 4 (4), pp. 30-38. <http://dx.doi.org/10.14786/flr.v4i4.205>
- DiGiacomo, D.**, Prudhomme, J., Kirshner, B., Welner, K., & Jones, H. (2016). Why theory matters: A critical examination of learning time reforms. *Educational Policy Analysis Archives*, 24 (44), 1-26.

<http://dx.doi.org/10.14507/epaa.24.2334>

DiGiacomo, D. & Gutiérrez, K. D. (2015). Relational equity as a design tool within making and tinkering activities. *Mind, Culture, and Activity*, 22 (1), pp. 1-15.

<https://doi.org/10.1080/10749039.2015.1058398>

Schwartz, L. H., **DiGiacomo, D.**, & Gutiérrez, K. D. (2015). Designing “contexts for tinkering” with undergraduates and children within the El Pueblo Mágico social design experiment. *International Journal for Research on Extended Education*, 3(1), pp. 94-113.

<http://dx.doi.org/10.3224/ijree.v3i1.19583>

Book Chapters, Book Reviews, and Scholarly Journal Essays/Commentaries

DiGiacomo, D., Hall, C. & Oltmann, S. (2021, in press). Reimagining Libraries in the (Re)building of The American Democracy. *Advances in Librarianship*.

DiGiacomo, D., Barriage, S. & Greenhalgh, S. (2021, in press). How principals and students understand and use ClassDojo: Emerging insights from a Kentucky case study. *Learning to Live with Datafication: Educational Case Studies and Initiatives from around the World*. Routledge.

DiGiacomo, D., Pandya, J.Z. & Sefton-Green, J. (2019, Nov. 14). Research on educational platforms in public school classrooms: A call to action. *Teachers College Record*. Commentary ID Number: 23134.

DiGiacomo, D. & Penuel, W. R. (2018). Organizing learning environments for relational equity with new digital media. In (Eds.) P. Resta & T. Laferrière, *International handbook of information technology in primary and secondary education, 2nd edition*. Springer International Publishing.
https://doi.org/10.1007/978-3-319-53803-7_75-1

Penuel, W.R. & **DiGiacomo, D.** (2017). Connected Learning. In (Ed. K. Peppler), *The Sage encyclopedia of out-of-school learning*. (Vol. 2, pp. 132-136). Thousand Oaks, CA: Sage Reference.

DiGiacomo, D. (2016). (Dis)connection: Toward a more nuanced understanding of young people’s learning and new media practices in 2016. A review of *The class: Learning and living in the digital age*. Livingstone, S. and Sefton-Green, J. *International Journal for Research on Extended Education*, 4 (2), pp. 143-144.

Evaluation and Technical Reports

Prichard Committee Student Voice Team, **DiGiacomo, D.** et al. (August, 2020). *Coping with Covid-19 Student-to-Student Study*. Presented at the Kentucky Board of Education.

Van Horne, K., **DiGiacomo, D.**, Van Steenis, E., Varsha, & Penuel, W.R. (2016-2017). FUSE Studios Evaluation Report. University of Colorado Boulder.

McLauchlan, R., **DiGiacomo, D.**, & Read, J. (2017). Light Up Learning Funder’s Report 2016/2017. Edinburgh, UK.

DiGiacomo, D. (2017). This Political Moment: Resources for Educators in the Trump Era. June 26, 2017 Collaborative Blog for the *Digital Media and Learning Central Hub*, available:
<https://dmlcentral.net/political-moment-resources-educators-trump-era/>

Kirshner, B., Zion, S. & **DiGiacomo, D.** (2017). Introducing the Measure of Youth Policy Arguments: An Assessment Tool to Support Action Civics. *Newsletter for the National Social Studies Supervisors Association*. 31 (1).

DiGiacomo, D., Mian, S. & Kirshner, B. (2016). Project Voice Summer Academy Evaluation Report. University of Colorado Boulder.

DiGiacomo, D., Van Horne, K. & Penuel, W.R. (2015-2016). FUSE Studios Evaluation Report. University of Colorado Boulder.

DiGiacomo, D. & Penuel, W.R. (2014-2015). FUSE Studios Evaluation Report. University of Colorado Boulder.

Kirshner, B. & **DiGiacomo, D.** (2015). Padres y Jovenes Unidos: More and Better Learning Time Report. University of Colorado Boulder.

Public Scholarship/Media

- “Students have their own demands for schools re-opening.” Public Broadcasting Service PBS (KQED). Article discusses the Coping with Covid-19 study, including quote from DiGiacomo. <https://www.pbs.org/newshour/education/students-have-their-own-demands-for-school-reopening>
- “Survey: Students mental health majorly impacted by COVID-19. LEX18 NBC News. Article discusses the Coping with Covid-19 study, including live appearance from DiGiacomo. <https://www.lex18.com/news/covering-kentucky/survey-students-mental-health-majorly-impacted-by-covid-19>
- “Getting Back to School: Is there Promise or Peril in Online Learning?” *In the Public Interest*. Invited panelist for Webinar Discussion. June 2020.

Refereed Conference Papers

- DiGiacomo, D.** (2020, August). Learning and youth development in a market-driven educational era: A Scottish case in Symposium entitled “Alternatives for 21st century models of education: A critical evaluation of the legitimacy and normativity of ‘new’ models for learning. *International Society of Cultural-Historical Activity Theory Research*. Natal, Brazil.
- Griffiths, C. G., Abell, V. A., Hargis, L. E., **DiGiacomo, D. K.**, Usher, E. L. (2020, March 7). First-year undergraduates’ perceptions of learning preferences. [Paper presentation]. Spring Research Conference, Cincinnati, OH.
- DiGiacomo, D.** (2020, June). “Centering youth voices in civic engagement school efforts: A case study from southern California” in symposium entitled “The legitimization of young people’s digital media practices within neoliberal contexts and ecologies.” Child and Teen Consumption Conference. Philadelphia, PA.
- DiGiacomo, D.**, Hodgins, E. & Kahne, J. E. (2020, Apr 17 - 21) *Civic Education in the Trump Era: Teachers' Perspectives on Civics Reform in a Politically Diverse District Context* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vlxxcg6> (Conference Canceled)
- Ahn, J., Campos, F., Hays, M., & **DiGiacomo, D.** (2019). One chart, many meanings: Understanding the variability of teacher interpretation of dashboards for classroom practice. American Educational Research Association Annual Meeting, Toronto, Canada.
- DiGiacomo, D.**, Allen, C., Van Horne, K. & Penuel, W.R. (2019). Pursuing Interests and Getting Involved: Exploring the Conditions of Sponsorship in Youth Learning. American Educational Research Association Annual Meeting, Toronto, Canada.
- DiGiacomo, D.**, Kahne, J. & Hodgins, E. (2019). Pursuing Systematic Civics Reform in the 21st Century: Tensions and Possibilities from an Emerging Research-Practice Partnership. American Educational Research Association Annual Meeting, Toronto, Canada.
- Jackson, K., Nieman, H., Kochmanski, N., & **DiGiacomo, D.** (2019). Making sense of teachers’ varied responses to representations of practice. Paper session presented at the National Council of Teachers of Mathematics Research Conference, San Diego, CA.
- DiGiacomo, D.**, Zion, S., & Gonzalez, M. (2018). Using the master’s tools: The politics of pragmatism. American Educational Research Association Annual Meeting, NY, NY.
- Logan, G., Gonzalez, M., **DiGiacomo, D.** & Kirshner, B. (2018). Establishing politicized trust in research-practice partnerships: Three cases outlining outcomes, successes, and challenges. American Educational Research Association Annual Meeting, NY, NY.
- Kirshner, B., Zion, S., **DiGiacomo, D.** & Logan, G. (2018). Dilemmas in assessment development for youth civic learning. American Educational Research Association Annual Meeting, NY, NY.
- Ing, M., Jackson, K., Cobb, P., Henrick, E., Kochmanski, N., Nieman, H., Smith, T., Ahn, J., Gruendler,

- A., **DiGiacomo, D.**, & Hays, M. Design and implementation of a practical measure focused on the quality of discussion in mathematical classrooms. American Educational Research Association Annual Meeting, NY, NY.
- DiGiacomo, D.** (2017). "An investigation of learning and youth development in a market-driven educational era." World Education Research Association Conference on Extended Education from an International Comparative Point of View. Bamberg, Germany.
- Kirshner, B. **DiGiacomo, D.**, Gonzalez, M., Logan, G. (2017). "Youth Policy Presentations: Co-creating, Collaborating, and Intergenerational Learning as an Approach to Action Civics" & "Three Approaches to Supporting Powerful Student Voice in School Districts: A Dialogue with Practitioners." University Council for Education Administration annual conference, Denver, USA, November 2017.
- DiGiacomo, D.**, Van Horne, K. Penuel, W. R. (2017). "Equity of engagement in STEAM learning environments: The case of FUSE Studios." European Association for Research on Learning and Instruction Annual Meeting, Tampere, Finland.
- DiGiacomo, D.**, Van Horne, K. Penuel, W. R. (2017). "Designing and supporting productive adaptation: Cross-context teacher perspectives on using FUSE in classrooms." American Educational Research Association Annual Meeting, San Antonio, Texas.
- DiGiacomo, D.** (2017): "Not everything that counts can be counted: The perplexing viability of a non-instrumental youth program." American Educational Research Association Annual Meeting, San Antonio, Texas.
- DiGiacomo, D.** & Van Horne, K. (2016). "Supporting interest discovery in a free-choice making and tinkering environment: Not what you might expect!" Digital Media and Learning Conference, UC Irvine.
- DiGiacomo, D.** & Van Horne, K., Van Steenis, E. & Penuel, W.R. (2016). "I'm just not that into it!: Interest and Learning in 2016." Digital Media and Learning Conference, UC Irvine.
- Van Horne, K., Penuel, B. Van Steenis, E. & **DiGiacomo, D.** (2016). "Disruptions to practice: Understanding suspensions of youths' interest-related activities." International Conference of the Learning Sciences, Singapore.
- DiGiacomo, D.** & Gutiérrez, K.D. (April, 2016). "Seven chilis: Expanding 'Repertoires of Practice' through documenting and designing for 'third space' in a multicultural learning environment." American Educational Research Association, Washington, D.C.
- Schwartz, L. & **DiGiacomo, D.** (2016). "Toward connected learning: Addressing divergent digital media repertoires and interests with Latino families." American Educational Research Association, Washington, D.C.
- Prudhomme, J. & **DiGiacomo, D.** (2016). "Learning to resist: Foregrounding the political funds of knowledge rooted in organizing in communities of color." American Educational Research Association, Washington, D.C.
- DiGiacomo, D.**, Gutiérrez, K.D. (2015). "The Affordances of immediate feedback in Making and Tinkering activity: Shifting the social organization of teaching and learning." American Educational Research Association, Chicago, IL.
- Schwartz, L., & **DiGiacomo, D.**, & Gutiérrez, K. (2015). "Attending to Latino parents' discourses of health and family time." American Educational Research Association, Chicago, IL.
- Schwartz, L., & **DiGiacomo, D.** (2015). "Public / private divides and the appropriation of new media in classrooms and digital domains." American Educational Research Association, Chicago, IL.
- DiGiacomo, D.**, & Gutiérrez, K.D. (2014). "Learning and Becoming in an Afterschool Program: The Relationship as a Tool for Equity within the practices of Making and Tinkering." International Conference of the Learning Sciences, Boulder, CO.
- Schwartz, L., **DiGiacomo, D.** & Gutierrez, K. (2014). "Diving Into practice with children and undergraduates: A cultural historical approach to instantiating Making and Tinkering

activity in a designed learning ecology.” International Conference of the Learning Sciences, Boulder, CO.

Jones, H. & **DiGiacomo, D.** (2014). “Equity Reform in Action: How teachers and working-class families fight for expanded opportunities to learn.” American Educational Research Association, Philadelphia, PA.

Refereed Conference Presentations

Power, C. & **DiGiacomo, D.** (November 2019). Civic Education Reform in a Politically Diverse District: A Case Study from Southern California. National Council for the Social Studies, Austin, TX.

DiGiacomo, D., Pandya, J.Z. & Sefton-Green, J. (October, 2019). Platforms, pedagogies, and privacy: How the “platformization” of education is pedagogicizing home-school relations *Connected Learning Summit Proceedings*. University of California Irvine

DiGiacomo, D., Gruendler, A., Ing, M. & Smith, T. (2017). Using web-based practical measures to support the improvement of mathematical instructional practice at scale: Insights from a Research-Practice Partnership. Digital Media & Learning Conference, University of California Irvine.

Van Steenis, E., Chang-Order, J., Harris, M., Van Horne, K., & **DiGiacomo, D.** (2017). The need for mixed methods in the study of youth pathways: the case of the longitudinal study of Connected Learning. American Educational Research Association Annual Meeting, San Antonio, Texas.

DiGiacomo, D., Mendoza, E., Tien, J. (2017). An ecological approach to social design. American Educational Research Association Annual Meeting, San Antonio, Texas.

DiGiacomo, D., Lizágarra, J., Martinez, S. & Gutiérrez, K.D. (2016). Joint activity within everyday practices: Sites for investigation that attend to expansive notions of learning. American Educational Research Association, Washington, D.C.

Lizágarra, J., **DiGiacomo, D.**, Higgs, J., Mendoza, L., Cortez, A. & Gutiérrez, K.D. (2016). Ideologically informed orchestration: Perceptions of technology, family life, and mediation of digital practices. American Educational Research Association, Washington, D.C.

DiGiacomo, D., Van Steenis, E., Prudhomme, J., and Kirshner, B. (2016). When policy collides with practice. American Anthropology Association. Denver, CO.

Van Horne, K., Chang-Order, J., **DiGiacomo, D.**, Van Steenis, E. (2016). Examining brokering for future learning opportunities over time. American Educational Research Association, Washington, D.C.

Jurow, A., **DiGiacomo, D.**, Hotchkiss, J., & Schiffer, J. (2016). Design-revise-repeat: The continuing development of a university-community partnership. American Educational Research Association, Washington, D.C.

DiGiacomo, D., Gutiérrez, K.D., & Gutiérrez, J. (2015). Documenting ingenuity in the practices of Latino families. Digital Media and Learning Conference, Los Angeles, CA.

DiGiacomo, D., Gutiérrez, K.D. (2015). Reimagining relationships and the division of labor in designed joint activity: The affordances of Making and Tinkering activities in a culturally diverse, hybrid learning ecology. American Educational Research Association Annual, Chicago, IL.

Gutiérrez, K, Schwartz, L, **DiGiacomo, D.**, and Vossoughi, S. (2014). Making and Tinkering: Creativity, Imagination, and Ingenuity as a Fundamental Human Practice. Paper presentation at the American Educational Research Association, Philadelphia, PA.

DiGiacomo, D. (2014). The intersection of privilege, power, and fear: A juxtaposition of two (dis)similar lives. Poster presentation at the American Educational Research Association Annual Meeting. Philadelphia, PA.

Schwartz, L., & **DiGiacomo, D.** & Gutiérrez, K. (2014). Expanding the Potential for Connected Learning Through Attending to Latino Parents' Discourses of Health and Family Time. Digital Media and Learning Conference, Boston, MA.

Gutiérrez, K, Schwartz, L, **DiGiacomo, D.** (2014). Making and Tinkering: Creativity, Imagination, and Ingenuity as a Fundamental Human Practice. Digital Media and

Learning Conference, Boston, MA.

DiGiacomo, D. (2013). Learning and identity processes in an afterschool program: The Affordances and constraints of Making and Tinkering. American Anthropology Association, Chicago, IL.

Dominguez, M. and **DiGiacomo, D.** (2013). Photographing values: Family photography, dialogue, and agency in Connected Learning. Literacy Research Association, Houston, TX.

GRADUATE RESEARCH EXPERIENCE

Graduate Research Assistant for the Measuring Youth Policy Argument Initiative 2015- 2017
Spencer Foundation, PI Ben Kirshner

- Served as senior member of an interdisciplinary research team whose purpose was to develop an assessment protocol for action civics presentations that supports educators in supporting youth to make high quality public policy arguments. Utilized mixed-methods throughout all phases of data collection and analysis, including Berkeley Evaluation and Assessment Research (BEAR) Assessment system and the Rasch modeling approach.
- As part of a design-based research effort with the Measuring Youth Policy Argument Initiative, I co-facilitated a 6-week long summer institute in 2016 on leadership and action civics for a Denver youth voice community-based organization where the civic assessment protocol was formatively tested.

Program Evaluator for Connected Learning Research Network Project FUSE Studios 2015 - 2016
MacArthur Foundation, PI Bill Penuel

- Led a large scale mixed-methods program evaluation for FUSE Studios: an interest-driven learning experience developed by researchers and educators in the School of Education and Social Policy at Northwestern University. Evaluation duties included both the formative and summative aspects of a collaborative evaluation, such as survey design and analysis, interview protocol design and analysis, analysis of computer-generated activity log data, and generation of yearly reports.

Graduate Research Assistant, Connected Learning Research Network 2012 - 2016
MacArthur Foundation, PI Kris Gutiérrez

- Investigated new-media supported practices of learning and ingenuity among everyday routines in the home and school environments of elementary age Latino children.

Graduate Research Assistant, More and Better Learning Time Initiative 2013 - 2015
Ford Foundation, PI Ben Kirshner

- Investigated the role of community organizations in the instantiation and (in)equitable implementation of the extended/expanded learning time reforms in the greater Denver Metro area

PROFESSIONAL ASSOCIATIONS/SCHOLARY AND PUBLIC SERVICE

- Invited senior reviewer for the 2020 *International Conference of the Learning Sciences*.
- Invited Member of the “Research Advisory Dream Team” for the Student Voice Team of Kentucky, the student group of the Prichard Committee for Academic Excellence, 2019-2020
- Co-lead of the Data & Evaluation Working Group for CivicLex’s *On the Table*, 2020
- Early Career Mentoring Session Participant, American Educational Research Association, 2019
- American Educational Research Association, member
- International Society of the Learning Sciences, member
- Connected Learning Digital Media & Learning Junior Scholar Research Network, member
- World Education Research Association (WERA-IRN Extended Education)
- Field Report Editor for the Journal *Children, Youth & Environments*
- Peer Reviewer, *Democracy and Education, Cognition & Instruction, International Journal of Research on Extended Education, Language, Culture & Social Interaction*

- Volunteer Refugee Biographer, Translator, and Political Asylum Advocate (2005-2009), East Bay Sanctuary Covenant

LANGUAGES

- **Languages:** Spanish & Portuguese Fluency; French & Italian Proficiency

SKILLS

- **Data Analysis software:** SPSS; Dedoose, NVIVO, Transana

EXTERNAL INVITATIONS TO PRESENT/LECTURE

- Invited guest lecture at University of Colorado Boulder School of Education. Class: Critical Digital Pedagogies. Spring 2020.
- Invited special panelist presentation for *California Educational Association Conference*. Conference theme: Equity and Anti-Racism. Title of talk: “Community-Based Research.” November 2020.

RECOGNITIONS

- International Conference of the Learning Sciences, Early Career Scholar. (June, 2020). *The constitutive features of relational equity: A cross-cultural investigation of adult-youth relationships in diverse teaching and learning contexts*.
- Nominated as the junior faculty candidate for the Andrew Carnegie Fellows Program by the College of Communication and Information, University of Kentucky, Fall 2019
- Ford Foundation Dissertation Fellowship 2016, Honorable Mention
- International Conference of the Learning Sciences 2014, Top 5 Best Student Papers Award
- Top Student Award in Latin American Studies, UC Berkeley 2007
- Top Scholar Athlete Award for Women's Water Polo, UC Berkeley 2004, 2005

AWARDS/GRANTS

- Wallace Foundation. Out-of-School Learning Initiative. (2020-201). \$165,000. (CO-PI, funded as sponsored research).
- Jefferson County Public Schools. Lived Civics Initiative. (2020-201). \$20,000. (PI, funded as independent contractor).
- Woodrow Wilson Foundation (2020). Civic Spring. \$96,000. *Coping with Covid: A Student-to-Student Study of Learning from Home*. (PI, funded as summer salary)
- Spencer Foundation COVID-19 Special Funding Cycle. \$50k. (2020). *Coping with Covid: A Student-to-Student Study of Learning from Home*. (PI, not funded)
- Center for Equality and Social Justice. University of Kentucky. *Bringing together schools, community, and information place and spaces to (re)build our democracy: An evidence-based approach to school reform*. Summer 2020 Research Faculty Grant for \$5k (PI, funded).
- Mikva Challenge/Bezos Foundation. Action Civics Site Initiative. \$300k over 3 years, with Jefferson County Public Schools. (PI, funded).
- Susan Crown Exchange. “Youth Voice in the Digital Age Challenge”. Submitted LOI with Student Voice Team of Lexington for \$160,000 in January 2020. (PI, not funded).
- College of Communication and Information. (2020). Summer Research Faculty Award: \$5,000. PI: DiGiacomo, D. Project: *Platforms, Pedagogy, and Perceptions: A study of undergraduate perceptions of former schooling experiences with ClassDojo*. (PI, funded)

- College of Communication and Information. Faculty Research Award for \$2k. *Bringing together schools, community, and information place and spaces to (re)build our democracy: An evidence-based approach to school reform.* (PI, not funded)
- College of Communication and Information. (2019). Research Faculty Award: \$2,000. Project: *Platforms, Pedagogy, and Privacy: A Study into the Landscape of Digital Platform Use in Kentucky Schools.* (Co-I, funded)
- Haynes Foundation. (2017) \$150,000. *Preparing All Youth for Democracy: A Research-Practice Partnership between UC Riverside and Riverside Unified Public Schools.* (Co-I, funded)

Regina Beach-Bertin
1715 Cedar Lane
Knoxville, Tennessee 37918
Phone: (865) 309-5558
rlbb@utk.edu

SUMMARY

Motivated and energetic academic professional with more than twenty-five years of experience that includes progressive growth, accomplishment, and supervisory responsibilities. Am flexible and adaptable with experience in most library functional areas.

PROFESSIONAL EXPERIENCE

UNIVERSITY OF TENNESSEE, KNOXVILLE **2015-**

Ph.D. Student, Information Science, August 2015-

JOB SEARCH **2012-2015**

Challenging search for a position complicated by a recovering economy and a change in personal circumstances.

GEORGIA PERIMETER COLLEGE (Decatur Campus) **2008-2012**

Director of Library Services/Assistant Professor, July 2008-August 2012 (reduction in force)

- Served as the principal public relations spokesperson and as the primary advocate for the promotion of library services among the members of the College community.
- Involved of all library faculty and staff in a broad-based understanding of the mission of the library and assures the communication to staff of necessary and appropriate information.
- Initiated and guided all planning procedures pertaining to the library, as well as received and considered input from stakeholders.
- Provided guidance and assistance to library staff regarding the delivery of the library services and sets policy for the same.
- Managed the Decatur Campus library staff, consisting of 3 full-time librarians, 2 full time staff, 5 part time librarians, and 1 part time staff person.
- Hired, trained, motivated and evaluated librarians and staff to provide professional, user-focused services.
- Provided support for information literacy, including training and program design.
- Met with faculty regularly to discuss and understand their requirements, enabling the library to serve their needs in the best possible manner.
- Encouraged faculty to help students improve information literacy skills and to use the library resources to the maximum advantage.

- Ensured that technology was used as an appropriate tool for information access and was leveraged by the library to provide wide access in a cost-effective fashion.
- Represented the library to visitors and the internal campus community and external local community.
- Lead collection development initiatives and encouraged faculty and staff involvement.
- Oversaw the maintenance of the library facility and remodeled on a piecemeal basis to utilize precious space to the maximum advantage.
- Managed budget, resources and infrastructure required for the library to provide the best services to students and faculty.
- Maintained professional awareness and maintains close links with other college campus libraries, academic libraries in the Atlanta area, region, and state.

TEXAS A & M UNIVERSITY (Kingsville)

2001 to 2008

Head, Technical Services /Assistant Professor, Oct. 2001-May 2008

- Managed, coordinated, and evaluated cataloging, acquisitions, serials, serials checkin, and bindery activities. Provided leadership for 2 professionals and 5 paraprofessionals.
- Coordinated the library's collection development effort which includes a liaison program with teaching faculty and librarians and selected staff.
- Worked with library budgeting and accounting. For FY 2007-2008, \$1,000,000+ budgeted for all materials. Includes approximately 2,500 current paper subscriptions, over 25,000 electronic journal subscriptions, and managing 50 fund accounts.
- Advised the library director on technical services issues. Includes generating many statistical reports on the collections, acquisitions budgets, and serials particularly.
- Trained new serials librarian, was acting serials librarian for 3 years.
- Worked at the reference desk 2-6+ hours per week and serve on the night and weekend rotation.
- Taught Microsoft Excel and Access classes to the campus and community and provided instruction in the area of business as needed.

UNIVERSITY OF ARKANSAS (Little Rock)

1999 to 2001

Head, Library Information Technology/Assistant Professor, Sept. 1999-Sept. 2001

- Managed the activities and personnel of the department to achieve a computing environment that served the libraries' current needs and ensured the development of new services and resources to meet patron and staff needs.
- Was responsible for designing, maintaining, and enhancing the libraries' computing networks and workstations, including the selection and tracking of software and equipment.
- Planned, budgeted, developed, and implemented innovative strategies for complex systems.
- Provided collaborative leadership in the ongoing development and implementation of the library's technology plans.
- Provided leadership in developing instructional programs to strengthen the technology expertise of library staff.
- Supervised a staff of 1 FTE and 1 student.
- Completed \$225,000 library automation system migration from Data Research Associates

(DRA) to Innovative Interfaces, Inc. (Nov. 2000). Project deadlines were met early or on time.

MISSISSIPPI STATE UNIVERSITY LIBRARIES (Main Campus) 1994 to 1999

Serials Cataloger/Assistant Professor, July 1996-Aug. 1999; Instructor, June 1994-June 1996

- Cataloged serial material by creating original MARC records and by editing complex copy records following CONSER guidelines. Used OCLC and DRA automated local system. Developed special strengths in archival/special collections cataloging, cataloging electronic resources, and authority work.
- Solved a variety of database maintenance types of problems that involve: classification, reclassification, title change problems, holdings, updating and correcting authority records, barcoding and linking, binding and labeling, and other problems as they arose.
- Shared managerial duties of serials unit with cataloging dept. head. Unit was composed of 1 professional, 2 paraprofessionals and 4 students.
- Committee membership and leadership within the university, state, regional, national, and at the international level; presentations at the state and international level; was particularly active in North American Serials Interest Group (NASIG); book reviews in *Library Journal*.

ALLEN CORRECTIONAL INSTITUTION (Lima, Ohio) 1993-1994

Librarian, February 1993-May 1994

- Was responsible for managing all library services for approximately 1,400 inmates. Duties included: supervising 20 inmate workers, reference, bibliographic instruction, interlibrary loan, collection development, database administration, cataloging, library programming, grant writing, and inmate discipline.

UNIVERSITY OF MICHIGAN LIBRARIES (Ann Arbor) 1990-1992

Serials Cataloger/Assistant Librarian, July 1990-December 1992.

- Cataloged serial material by creating original MARC records and by editing complex copy records following participating CONSER library guidelines. Used OCLC, RLIN and NOTIS automated local system. Became proficient in cataloging in all Western European Languages, particularly German, Spanish, and French.

EDUCATION

M.S.B.A. Mississippi State University, 1999
Major: Management Information Systems
Minor: Educational Technology

M.L.S. Kent State University, 1990
Major: Library Science

B.S.B.A. Ohio Northern University, 1987
Major: Management
B.A. Ohio Northern University, 1987
Major: Music
Concentrations: German and History

TAE HYUN BAEK

Associate Professor
Department of Integrated Strategic Communication
College of Communication and Information
University of Kentucky
Lexington, KY 40506
Email: tae.baek@uky.edu
Website: www.tbaek.com

EDUCATION

- Ph.D. in Mass Communication (Advertising), University of Georgia, 2011
- M.A. in Journalism and Mass Communication (Advertising), University of Georgia, 2007
- B.A. in Advertising and Public Relations, Hanyang University, Korea, 2005

ACADEMIC POSITIONS

- Associate Professor (Tenured), University of Kentucky, Department of Integrated Strategic Communication, Fall 2018 – Present
- Assistant Professor (Tenure-Track), University of Kentucky, Department of Integrated Strategic Communication, Fall 2014 – Spring 2018
- Assistant Professor of Advertising (Tenure-Track), Indiana University-Southeast, Department of Communication Studies, Fall 2011 – Spring 2014.

HONORS AND AWARDS

- Runners-up for the 2018 Best Article Award, Journal of Advertising
- Finalist for the 2017 Best Article Award, Journal of Advertising
- Faculty Research Award, College of Communication and Information, University of Kentucky, 2017
- Best Conference Paper Award, American Collegiate Retailing Association, Secaucus, NJ, 2016
- Best Conference Paper Award, American Academy of Advertising, Chicago, IL, 2015
- Best Conference Paper Award, American Academy of Advertising, Minneapolis, MN, 2010
- ‘Research You Can Use’ Paper Award, Association for Education in Journalism and Mass Communication, 2010
- Dana M. Blackmar III Memorial Scholarship, University of Georgia, 2008
- UGA’s Amazing Student (University-wide acknowledgement), University of Georgia, July, 2010. <http://www.uga.edu/amazing/profile/baek-tae-hyun/>

- Graduate Assistantship, University of Georgia, 2006 – 2011
- Study Abroad Scholarship, Hanyang University, Korea, 2005 – 2007
- Academic Achievement Scholarship, Hanyang University, Korea, 2003

PUBLICATIONS

Summary of Published Scholarship

- 40 peer-reviewed journal articles and book chapters
- 1847 total citations; h-index of 18 (as of January 21, 2021)
- <https://scholar.google.com/citations?user=xI8W2xIAAAAJ&hl=en>

PEER-REVIEWED JOURNAL ARTICLES

Impact factor: 2019 Journal Citation Reports (Clarivate Analytics, Thomson Reuters)

CiteScore: 2019 Scopus citation database (Elsevier)

1. Bang, H., Choi, D., Yoon, S., **Baek, T. H.**, & Kim, Y. (forthcoming). Message assertiveness and price discount in prosocial advertising: Differences between Americans and Koreans. *European Journal of Marketing*. [Impact Factor = 2.135, CiteScore = 3.6]
2. **Baek, T. H.**, & Yoon, S. (2020). Death imagery in anti-poaching advertising. *Psychology & Marketing*, 37 (12), 1684-1695.
<https://doi.org/10.1002/mar.21430> [Impact Factor = 2.370]
3. Kim, S., Yoon, S., **Baek, T. H.**, Kim, Y., & Choi, Y. K. (2020). Temporal and social scarcities: Effects on ad evaluations. *International Journal of Advertising*.
<https://doi.org/10.1080/02650487.2020.1837486> [Impact Factor = 3.606]
4. Bakpayev, M., **Baek, T. H.**, Van Each, P., & Yoon, S., (2020). Programmatic creative: AI can think but it cannot feel. *Australasian Marketing Journal*.
<https://doi.org/10.1016/j.ausmj.2020.04.002> [CiteScore = 2.7]
5. Lim, D., **Baek, T. H.**, Yoon, S., & Kim, Y. (2020). Colour effects in green advertising. *International Journal of Consumer Studies*. 44(6), 552-562.
<https://doi.org/10.1111/ijcs.12589> [Impact Factor = 1.538]

6. **Baek, T. H., & Yoon, S.** (2020). Looking forward, looking back: The impact of goal progress and time urgency on consumer responses to mobile reward apps. *Journal of Retailing and Consumer Services*. 54, 1-11.
<https://doi.org/10.1016/j.jretconser.2020.102046> [Impact Factor = 4.219, CiteScore = 7.4]
7. Kim, S., **Baek, T. H., & Yoon, S.** (2020). The effect of 360-degree rotatable product images on purchase intention. *Journal of Retailing and Consumer Service*, 55, 1-10.
<https://doi.org/10.1016/j.jretconser.2020.102062> [Impact Factor = 4.219, CiteScore = 7.4]
8. **Baek, T. H.,** Yoon, S., Kim, S., & Kim, Y. (2019). Social exclusion influences on the effectiveness of altruistic versus egoistic appeals in charitable advertising. *Marketing Letters*, 30(1), 75-90.
<https://doi.org/10.1007/s11002-019-09481-z> [Impact Factor = 1.277]
9. Bang, H., Choi, D., **Baek, T. H.,** Oh, S., & Kim, Y. (2019). Leveraged brand evaluations in branded entertainment: Effects of alliance exclusivity and presentation style. *International Journal of Advertising*, 1-20.
<https://doi.org/10.1080/02650487.2019.1672328> [Impact Factor = 3.606]
10. Mayer, J. M. **Baek, T. H.,** Mayer, A., & Peev, P. (2019). A retrospective examination of female model portrayals in male youth-targeted cigarette advertising through the lens of objectification theory. *Journal of Business Diversity*, 19(4), 41-52.
<https://doi.org/10.33423/jbd.v19i4.2359>
11. Han, N. R., **Baek, T. H.,** Yoon, S., & Kim, Y. (2019). Is that coffee mug smiling at me? How anthropomorphism impacts the effectiveness of desirability vs. feasibility appeals in sustainability advertising. *Journal of Retailing and Consumer Services*, 51, 352-361.
<https://doi.org/10.1016/j.jretconser.2019.06.020> [Impact Factor = 4.219, CiteScore = 7.4]
12. **Baek, T. H., & Yoo, C. Y.** (2018). Branded app usability: Conceptualization, measurement, and prediction of consumer loyalty. *Journal of Advertising*, 47 (1), 70-82.
<https://doi.org/10.1080/00913367.2017.1405755> [Impact Factor = 6.302]
***Runners-up for the 2018 Journal of Advertising's Best Article Award.**
13. **Baek, T. H.,** Yoo, C. Y., & Yoon, S. (2018). Augment yourself through virtual mirror: The impact of self-viewing and narcissism on consumer responses. *International Journal of*

Advertising. 37 (3), 421-439.

<https://doi.org/10.1080/02650487.2016.1244887> [Impact Factor = 3.606]

14. Yim, M. Y., **Baek, T. H.**, & Sauer, P. (2018). I see myself in service and product consumptions: Measuring self-transformative consumption vision (SCV) evoked by static and rich media. *Journal of Interactive Marketing*, 44, 122-139.

<https://doi.org/10.1016/j.intmar.2018.07.001> [Impact Factor = 5.097, CiteScore = 9.5]

15. Kim, S., & **Baek, T. H.** (2018). Examining the antecedents and consequences of mobile app engagement. *Telematics and Informatics*, 35 (1), 148-158.

<https://doi.org/10.1016/j.tele.2017.10.008> [Impact Factor = 4.139, CiteScore = 9.7]

16. Joo, S., Choi, N., & **Baek, T. H.** (2018). Library marketing via social media: The relationships between Facebook content and user engagement in public libraries. *Online Information Review*, 42 (6), 940-955.

<https://doi.org/10.1108/OIR-10-2017-0288> [Impact Factor = 1.805, CiteScore = 3.5]

17. **Baek, T. H.** & Yoon, S. (2017). Guilt and shame: Environmental message framing effects. *Journal of Advertising*. 46 (3), 440-453.

<https://doi.org/10.1080/00913367.2017.1321069> [Impact Factor = 6.302]

***Finalist for the 2017 Journal of Advertising's Best Article Award.**

18. Kim, Y., **Baek, T. H.**, Yoon, S., Oh, S., & Choi, Y. K. (2017). Assertive environmental advertising and reactance: Differences between Koreans and Americans. *Journal of Advertising*, 46 (4), 550-564.

<https://doi.org/10.1080/00913367.2017.1361878> [Impact Factor = 6.302]

***Finalist for the 2017 Journal of Advertising's Best Article Award.**

19. **Baek, T. H.** (2017). The value of the third-person effect in theory building. *Review of Communication*, 17 (2), 74-86.

<https://doi.org/10.1080/15358593.2017.1295164> [CiteScore = 1.00]

20. Mayer, J. M. & **Baek, T. H.** (2017). The moderating effect of appearance self-esteem on females' identification of and reaction to sexually-themed advertising. *Journal of Business Diversity*, 17(1), 10-20.

<https://articlegateway.com/index.php/JBD/article/view/1209>

21. Yoon, S., Kim, Y., & **Baek, T. H.** (2016). Effort investment in persuasiveness: A comparative study of environmental advertising in the United States and Korea. *International Journal of Advertising*, 35 (1), 93-105.
<https://doi.org/10.1080/02650487.2015.1061963> [Impact Factor = 3.606]
22. Kim, S., **Baek, T. H.**, Kim, Y-K., & Yoo, K. (2016). Factors affecting stickiness and word of mouth in mobile applications. *Journal of Research in Interactive Marketing*, 10 (3), 177-192.
<https://doi.org/10.1108/JRIM-06-2015-0046> [Impact Factor = 2.540, CiteScore = 4.4]
23. **Baek, T. H.**, Yoon, S., & Kim, S. (2015). When environmental messages should be assertive: Examining the moderating role of effort investment. *International Journal of Advertising*, 34 (1), 135-157.
<https://doi.org/10.1080/02650487.2014.993513> [Impact Factor = 3.606]
24. **Baek, T. H.**, & King, K. W. (2015). When comparative valence frame affects brand extension evaluations: The moderating role of parent-extension fit. *International Journal of Advertising*, 34 (2), 382-401.
<https://doi.org/10.1080/02650487.2014.996196> [Impact Factor = 3.606]
25. Kim, S., Lim, C. M., **Baek, T. H.**, & Kim, Y-K. (2015). The impact of image congruence on brand attachment and loyalty: The moderating role of product type. *Journal of Advertising and Promotion Research*, 4 (1), 43-76.
<https://doi.org/10.14377/JAPR.2015.3.31.43>
26. **Baek, T. H.**, & Reid, L. N. (2013). The interplay of mood and regulatory focus in influencing altruistic behavior. *Psychology & Marketing*, 30 (8), 635-646.
<https://doi.org/10.1002/mar.20634> [Impact Factor = 2.370]
27. **Baek, T. H.**, Shen, L., & Reid, L. N. (2013). Effects of message framing in anti-binge drinking PSAs: The moderating role of counterfactual thinking. *Journal of Health Communication*, 18 (4), 442-458.
<https://doi.org/10.1080/10810730.2012.743621> [Impact Factor = 1.596]
28. Choi, H., Yoo, K., **Baek, T. H.**, Reid, L. N., & Macias, W. (2013). Presence and effects of health and nutrition-related (HNR) claims with benefit-seeking and risk-avoidance appeals in female-orientated magazine food advertisements. *International Journal of Advertising*, 32 (4), 587-616.

<https://doi.org/10.2501/IJA-32-4-587-616> [Impact Factor = 3.606]

29. **Baek, T. H.**, & Morimoto, M. (2012) Stay away from me: Examining the determinants of consumer avoidance to personalized advertising. *Journal of Advertising*, 41 (1), 59-76.
<https://doi.org/10.2753/JOA0091-3367410105> [Impact Factor = 6.302]
30. Kim, J., **Baek, T. H.**, & Kim, D. (2011). Quality of work and team spirit as drivers of student peer evaluation on advertising group project performance. *Journal of Advertising Education*, 15 (2), 14-24.
<https://doi.org/10.1177/109804821101500204> [CiteScore = 0.2]
31. **Baek, T. H.**, & King, K. W. (2011). Exploring the consequences of brand credibility in services. *Journal of Services Marketing*, 25 (4), 260-272.
<https://doi.org/10.1108/08876041111143096> [Impact Factor = 3.195, CiteScore = 4.8]
32. **Baek, T. H.**, Kim, J., & Yu, H. (2010). The differential roles of brand credibility and brand prestige in consumer brand choice. *Psychology & Marketing*, 27 (7), 662-678.
<https://doi.org/10.1002/mar.20350> [Impact Factor = 2.370]
33. **Baek, T. H.**, Kim, J., & Martin, H. J. (2010). Dimensions of news media brand personality. *Journalism & Mass Communication Quarterly*, 87 (1), 119-136.
<https://doi.org/10.1177/107769901008700107> [Impact Factor = 2.121]
34. Macias, W., Lewis, L. S., & **Baek, T. H.** (2010). The changing face of direct-to-consumer print advertising. *Pharmaceutical Medicine*, 24 (3), 165-177.
<https://doi.org/10.1007/BF03256813> [CiteScore = 0.77]
35. **Baek, T. H.**, and Mayer, J. M. (2010). Sexual imagery in cigarette advertising before and after the Master Settlement Agreement. *Health Communication*, 25 (8), 747-757.
<https://doi.org/10.1080/10410236.2010.521917> [Impact Factor = 1.965]
36. Yu, H., Jeong, Y., **Baek, T. H.**, & Ju, I. (2010). How many plastic surgeons' websites contain information recommended by the ASPS advertising code of ethics? *The Internet Journal of Law, Healthcare and Ethics*, 6 (2).
<https://ispub.com/IJLHE/6/2/8023>

37. **Baek, T. H.**, & Yu, H. (2009). Online health promotion strategies and appeals in the United States and South Korea: A content analysis of weight-loss web sites. *Asian Journal of Communication*, 19 (1), 18-38.
<https://doi.org/10.1080/01292980802618064> [Impact Factor = 0.743]

BOOK CHAPTERS

38. Yoo, C. Y., & **Baek, T. H.** (2017). Assessing the financial value of digital advertising: An event study approach. In Rodgers, S. & Thorson, E. (3rd Eds.) *Digital Advertising: Theory and Research*. New York/London: Routledge, Taylor and Francis Group, 222-242.
39. Yoon, S., Kim, Y., & **Baek, T. H.** (2017). Effort investment in persuasiveness: A comparative study of environmental advertising in the United States and Korea. Reprinted in Yoon, S. & Oh, S. (Eds.) *Social and Environmental Issues in Advertising*. New York/London: Routledge, Taylor and Francis Group, 93-105.
40. Mayer, J. M., & **Baek, T. H.** (2016). The efficacy of sexualized female models in young adult-male oriented cigarette advertising. In Obal, M. W., Krey, N. & Bushardt, C. (Eds.), *Let's Get Engaged! Crossing the Threshold of Marketing's Engagement Era*. New York: Springer, 753-766.

MANUSCRIPTS UNDER REVIEW

41. **Baek, T. H.**, Kim, S., Yoon, S., Choi, Y. K., Choi, D., & Bang, H. (under the 2nd round of revise and resubmit). Emojis and assertive environmental messages in social media campaigns. *Internet Research*. [Impact Factor = 4.708, CiteScore = 7.9]
42. **Baek, T. H.** & Yoon, S. (under review). Pride and gratitude: Egoistic versus altruistic appeals in social media advertising. *Journal of Business Research* [Impact Factor = 4.874, CiteScore = 8.9]
43. Bang, H., Choi, D., Yoon, S., & **Baek, T. H.** (under review). How price discounts increase compliance with assertive messages for prosocial behavior. *International Journal of Consumer Studies*. [Impact Factor = 1.538]

GRANTS RECEIVED (TOTAL: \$204,885)

1. The action-oriented approach in environmentally responsible campaign: A cross-cultural comparison between Korea and the United States (2020), **\$27,070** (Role: **Co-Investigator**)
 - National Research Foundation of Korea
2. Online course development support (2020), **\$3,000**
 - School of Information Science, University of Kentucky
3. The persuasive effect of charitable appeals (2018), **\$5,000** (Role: **PI**)
 - Summer Faculty Research Fellowship, University of Kentucky
4. Culture and sustainability advertising (2017), **\$138,840** (Role: **Co-Investigator**)
 - Global Research Network Program, National Research Foundation of Korea
5. Go green in the digital environment (2017), **\$1,800** (Role: **PI**)
 - Research and Creative Activities Fund, University of Kentucky
6. The persuasive effects of health goal compatibility and mood (2016), **\$1,000** (Role: **PI**)
 - International Travel Support, University of Kentucky
7. A multi-method study of social media marketing in public libraries (2015), **\$5,765** (Role: **Co-PI**) Speed Dating for Researchers-V Collaborative Fund
 - College of Communication and Information, University of Kentucky

8. The influence of Facebook's brand pages (2013), **\$8,000 (Role: PI)**
 - Summer Faculty Fellowship for Research, Indiana University-Southeast
9. Green advertising persuasion (2012), **\$8,000 (Role: PI)**
 - Summer Faculty Fellowship for Research, Indiana University-Southeast
10. Toward an integrated model of regulatory fit for health behavioral outcomes: Implications for effective anti-obesity communication campaigns (2011), **\$5,550 (Role: PI)**
 - Research Support Grant, Indiana University-Southeast
11. When brand extension fit matters: Examining the persuasive impact of comparative advertising frame and self-regulatory goals on brand extension acceptance (2010), **\$860 (Role: PI)**
 - Broun Doctoral Dissertation Research, University of Georgia

REFEREED CONFERENCE PAPER PRESENTATIONS

1. Lim, D., **Baek, T. H.**, Yoon, S., & Kim, Y. (2021). How Kawai-style illustrations dampen the aversive effects of disgusting objects in advertising. Paper accepted for presentation at the *American Academy of Advertising*.
2. **Baek, T. H.** & Yoon, S. (2020). Pride and gratitude: Egoistic and altruistic appeals on social media. Paper presented at the *International Conference of Asian Marketing Associations*, Jeju, Korea.
3. **Baek, T. H.**, Kim, S., Yoon, S., & Choi, Y. K. (2020). Emojis and assertive environmental messages in social media campaigns. Paper presented at the *International Conference of Asian Marketing Associations*, Seoul, Korea.
4. Kim, S., Kim, K., Yoon, S., & **Baek, T. H.** (2020). Ad exposure sequence in scarcity marketing. Paper presented at the *Global Marketing Conference*, Seoul, Korea.
5. **Baek, T. H.**, & Yoon, S. (2020). Dead or alive: The effect of death imagery and regulatory focus messaging on wildlife conservation behavior. Paper presented at the *American Academy of Advertising*, San Diego, CA.
6. Lim, D., **Baek, T. H.**, Yoon, S., & Kim, Y. (2020). Color effects in green advertising: The role of

- color appropriateness and persuasion knowledge. Paper presented at the *American Academy of Advertising*, San Diego, CA.
7. Kim, S., Yoon, S., **Baek, T. H.**, Kim, Y., & Choi, Y. (2020). Temporal and social scarcities: Effects on ad evaluation. Paper presented at the *American Academy of Advertising*, San Diego, CA.
 8. Yoon, S., Bang, H., Choi, D., **Baek, T. H.**, Kim, Y., & Choi, Y. (2020). Price discount and message assertiveness in prosocial advertising: Differences between Americans and Koreans. Paper presented at the *American Academy of Advertising*, San Diego, CA.
 9. **Baek, T. H.**, & Yoon, S. (2019). How time urgency changes goal progress effects on consumer responses to mobile reward program. Paper presented at the *American Academy of Advertising*, Dallas, TX.
 10. Lim, D., **Baek, T. H.**, Yoon, S., & Kim, Y. (2019). The effect of carton on eco-friendly responses: The role of involvement and moral values. Paper presented at the *American Academy of Advertising*, Dallas, TX.
 11. Bang, H., Choi, D., Yoon, S., & **Baek, T. H.** (2019). How price discounts increase compliance with assertive messages for prosocial behavior. Paper presented at the *American Academy of Advertising*, Dallas, TX.
 12. Choi, D., Bang, H., Kim, Y., **Baek, T. H.**, & Yoon, S. (2019). Cross-cultural differences between Americans and Koreans in perception of message assertiveness and product discounts. Paper presented at the *American Marketing Association*, Austin, TX.
 13. **Baek, T. H.**, Yoon, S., Kim, Y., Kim, S., & Choi, Y. K. (2018). My guilt versus our shame: The effect of culture-relevant emotion on advertising concreteness effect in sustainability persuasion. Paper presented at the *Koreans Scholars of Marketing Science International Conference*, Seoul, Republic of Korea.
 14. Choi, D., Bang, H., **Baek, T. H.**, Kim, Y., & Oh, S. (2018). You've got oysters? then, Guinness is the perfect match: The effect of product-to-brand paring strategy in branded content. Paper presented at the *Global Marketing Conference*, Tokyo, Japan.

15. **Baek, T. H.**, Yoon, S., Kim, Y., Kim, S., & Choi, Y. K. (2018). Just tell me how, not why: How cultural-relevant emotions activate the message concreteness effect in green advertising. Paper presented at the *Global Marketing Conference*, Tokyo, Japan.
16. Choi, D., Bang, H., Kim, Y., **Baek, T. H.**, & Yoon, S. (2018). Message assertiveness and product discounts in sustainability persuasion: Comparisons among Americans and Koreans. Paper presented at the *Global Marketing Conference*, Tokyo, Japan.
17. Kim, Y., **Baek, T. H.**, Yoon, S., Kim, S., & Choi, Y. K. (2018). The lonely Samaritan: Social exclusion influences on the effectiveness of self-benefit versus other-benefit appeals in charitable advertising. Paper presented at the *American Academy of Advertising*, New York, NY.
18. **Baek, T. H.**, & Yoo, C. Y. (2017). Branded app usability: Conceptualization, measurement, and prediction of consumer loyalty. Paper presented at the *American Academy of Advertising*, Boston, MA.
19. Yoo, C. Y., & **Baek, T. H.** (2017). The economic value of launching a Twitter channel: An event study analysis. Paper presented at the *American Academy of Advertising*, Boston, MA.
20. Yim, M. Y., Sauer, P., & **Baek, T. H.** (2017). I see myself in use: Measuring the strength of consumption vision. Paper presented at the *American Academy of Advertising*, Boston, MA.
21. Kim, S., & **Baek, T. H.** (2016). Perceived characteristics of innovation affecting mobile app engagement: Moderating role of mobile app types. Paper presented at the *American Collegiate Retailing Association*, Secaucus, NJ. ***Best Conference Paper Award**
22. **Baek, T. H.**, & Yoon, S. (2016). Going green with message framing: The moderating role of guilt and shame. Paper presented at the *American Academy of Advertising*, Seattle, WA.
23. Kim, Y., Yoon, S., **Baek, T. H.**, Oh, S., & Choi, Y. K. (2016). Assertive environmental advertising and reactance: Differences between Koreans and Americans. Paper presented at the *American Academy of Advertising*, Seattle, WA.
24. **Baek, T. H.**, Kim, S., & Yoo, C. Y. (2016). The persuasive effects of health goal compatibility and mood.” Paper presented at the *International Communication Association*, Fukuoka, Japan.
25. **Baek, T. H.**, Yoo, C. Y., & Yoon, S. (2015). The impact of augmented reality on self-brand

connections and purchase intentions. Paper presented at the *American Academy of Advertising*, Chicago, IL. ***Best Conference Paper Award**

26. **Baek, T. H.**, & Mayer, J. M. (2015). The moderating effect of appearance self-esteem on females' identification of and reaction to sexually-themed advertising. Paper presented at the *Society for Marketing Advances*, San Antonio, TX.
27. Yoon, S., Kim, Y., & **Baek, T. H.** (2014). My choice versus our obligation: Effort and culture in environmental persuasion. Paper presented at the *Korean Scholars of Marketing Science International Conference*, Seoul, Korea.
28. **Baek, T. H.**, Yoo, C. Y., & Kim, S. (2014). A social identity pathway of Facebook brand page: The antecedents and outcome of brand engagement. Paper presented at the *American Academy of Advertising*, Atlanta, GA.
29. Kim, Y., Yoon, S., & **Baek, T. H.** (2014). Effort investment in persuasiveness: A comparative study of environmental advertising in the United States and Korea. Paper presented at the *American Academy of Advertising*, Atlanta, GA.
30. Yoon, S., **Baek, T. H.**, Kim, K., & Yoo, J. (2014). Near-disaster experience and survivor bonding. Paper presented at the *Society for Personality and Social Psychology*, Austin, TX.
31. Yoon, S., Kim, Y., & **Baek, T. H.** (2014). Culture and effort in environmental persuasion: Does hard work always grow the mind? Paper presented at the *Global Marketing Conference*, Singapore.
32. Kim, Y., Yoon, S., & **Baek, T. H.** (2014). Culture and assertiveness in green advertising. Paper presented at the *Global Marketing Conference*, Singapore.
33. Mayer, J. M., & **Baek, T. H.** (2014). The efficacy of sexualized female models in young adult-male oriented cigarette advertising. Paper presented at the *Academy of Marketing Science*, Indianapolis, IN.
34. Kim, S., Lim, C. M., **Baek, T. H.**, & Kim, Y-K. (2014). The impact of image congruence on brand attachment and loyalty. Paper presented at the *American Collegiate Retailing Association*, Dallas, TX.

35. **Baek, T. H.,** & Kim, S. (2013). Leveraging Facebook's brand pages to strengthen consumer-brand relationships. Paper presented at the *American Collegiate Retailing Association*, Nashville, TN.
36. **Baek, T. H.,** Yoon, S., & Kim, S. (2013). When environmental messages should be assertive: The moderating effect of effort investment on consumers' recycling intentions. Paper presented at the *American Marketing Association*, Washington D. C.
37. **Baek, T. H.,** Yoon, S., & Kim, S. (2013). The effects of assertive language and effort investment in environmental advertising persuasion. Paper presented at the *American Academy of Advertising*, Albuquerque, NM.
38. **Baek, T. H.,** & King, K. W. (2012). The impact of comparative valence frame on brand extension acceptance. Paper presented at the *American Academy of Advertising*, Myrtle Beach, SC.
39. Mayer, J. M., & **Baek, T. H.** (2012). Less clothing, less dimension: Effects of the Master Settlement Agreement on female portrayals in cigarette advertising. Paper presented at the *Kelley School of Business Research Series*, Indianapolis, IN.
40. **Baek, T. H.,** & Reid, L. N. (2011). The impact of mood and regulatory focus frame on cause advertising persuasion. Paper presented at the *American Academy of Advertising*, Mesa, AZ.
41. **Baek, T. H.,** & Shen, L. (2010). The effects of message framing and counterfactual thinking in anti-binge drinking PSAs. Paper presented at the *American Academy of Advertising*, Minneapolis, MN. ***Best Conference Paper Award**
42. Yu, H., & **Baek, T. H.** (2010). What parental factors influence children's obesity? Paper presented at the *Association for Education in Journalism and Mass Communication*, Denver, CO.
43. **Baek, T. H.,** & Morimoto, M. (2009). A conceptual model of personalized advertising avoidance. Paper presented at the *Association for Education in Journalism and Mass Communication*, Boston, MA.
44. **Baek, T. H.,** Kim, J. & Martin, H. J. (2009). Dimensions of news media brand personality.

Paper presented at the *Association for Education in Journalism and Mass Communication*, Boston, MA.

45. Kim, J., **Baek, T. H.**, & Kim, D. (2009). Quality of work and team spirit as drivers of student peer evaluation on advertising group project performance. Paper presented at the *Association for Education in Journalism and Mass Communication*, Boston, MA.
46. **Baek, T. H.**, Kim, J., & Yu, H. (2008). Examining the dual effects of brand credibility and brand prestige on purchase intention. Paper presented at the *American Academy of Advertising*, San Mateo, CA.
47. **Baek, T. H.**, & King, K. W. (2008). Consequences of brand credibility in services. Paper presented at the *American Academy of Advertising*, San Mateo, CA.
48. Yu, H., & **Baek, T. H.** (2008). A cross-cultural comparison of interactivity on weight-loss websites in the U.S. and South Korea. Paper presented at the *American Academy of Advertising*, San Mateo, CA.
49. **Baek, T. H.** (2008). The value of the third-person effect: Evaluating the third-person effect in theory building. Paper presented at the *Association for Education in Journalism and Mass Communication*, Chicago, IL.
50. Yu, H., & **Baek, T. H.** (2008). The effects of body-esteem on consumer attitudes toward diet product advertising: The mediating role of social comparison. Paper presented at the *Association for Education in Journalism and Mass Communication*, Chicago, IL.
51. Yu, H., **Baek, T. H.**, Joo, I., & Jeong, Y. (2008). How much do they care about advertising ethics? A content analysis of plastic surgeons' websites. Paper presented at the *Association for Education in Journalism and Mass Communication*, Chicago, IL.
52. **Baek, T. H.**, & Yu, H. (2007). Understanding health promotion strategies and appeals. Paper presented at the *Association for Education in Journalism and Mass Communication*, Washington, D.C.

TEACHING

Graduate Courses Taught

University of Kentucky

- Digital Analytics and Strategies (online course)
- Quantitative Methods in Communication Research
- Master's Advisory Committee Chair: Ashley Murphy (2018)
- Master's Advisory Committee: Allie Thieneman (2017), Catherine Combs (2018), Blair Johnson (2019), Kelsey Rutheford (2019), Emily Fairchild (2020)

Undergraduate Courses Taught

University of Kentucky

- Digital Strategies in ISC
- Integrated Strategic Media Management
- Direct Response Targeting: Media and Database Management
- Research Methods for the ISC Professional

Indiana University-Southeast

- Digital Advertising
- Advertising Media Planning
- Strategic Brand Management
- Advertising Strategies
- Introduction to Advertising
- Media in the Global Context
- Empirical Research
- Communication Campaigns

University of Georgia

- Media Planning
- Advertising Research
- Advertising Management

CERTIFICATIONS

- Google Analytics
- Google AdWords + Mobile
- HubSpot Inbound Marketing

INVITED LECTURES

1. Stop Wildlife Crime: Death Imagery in Anti-Poaching Advertising
 - CI Research Seminar Series, College of Communication and Information, University of Kentucky, October 14, 2020
2. Digital Media Strategies in Consumer Psychology
 - School of Communication and Media, Ewha Womans University, Korea, April 22, 2016
3. Present and Future of Digital Advertising: Implications for Public Policy
 - International Public Policy and Management Institute (IPPMI), Martin School of Public Policy and Administration, University of Kentucky, March 2, 2016
4. Augment Yourself through Virtual Mirror: The Impact of Self-Viewing and Narcissism on Consumer Brand Responses.
 - CI Research Seminar Series, College of Communication and Information, University of Kentucky, December 9, 2015
5. Beyond Advertising: Understanding the Role of Digital Media
 - Korean Scholars Association at the University of Kentucky (KSAUK), October 23, 2015

SERVICE

Editorial Review Board

- Journal of Advertising, 2017 – Present
- International Journal of Advertising, 2018 – Present

Ad Hoc Journal Reviewer

- Journal of Interactive Marketing, 2016 – Present
- Journal of Business Research, 2017 – Present
- Psychology & Marketing, 2020 – Present
- Journal of Public Policy and Marketing, 2016 – Present
- European Journal of Marketing, 2013 – Present
- Personality and Social Psychology Bulletin, 2019 – Present
- Journal of Business Ethics, 2019 – Present
- Journal of Interactive Advertising, 2014 – Present
- Korean Advertising Research, 2015 – Present

Conference Paper Reviewer

- American Academy of Advertising, 2012 – Present
- Association for Education in Journalism and Mass Communication, 2017 – Present

Internal

- Faculty Council, College of Communication and Information, University of Kentucky, 2019 – Present
- Graduate Admission and Financial Aid Committee, University of Kentucky, 2018 – Present
- ISC Curriculum Committee, University of Kentucky, 2018 – Present
- ISC Promotion and Tenure Committee, University of Kentucky, 2018 – Present
- ISC Appeals and Grievances Committee, University of Kentucky, 2019 – Present
- ISC Program Assessment and Self Study Ad Hoc Committee, University of Kentucky, 2019 – Present
- Strategic Planning Council (Scholarship and Creativity Committee), College of Communication and Information, University of Kentucky, 2020
- ISC/ICT Online Master's Program Committee, University of Kentucky, 2019 – 2020
- Full Member of the Graduate Faculty, University of Kentucky, 2018 – Present
- Media Resource Contact Person (Gfk MRI), University of Kentucky, 2017 – Present
- Work Life Survey Ad Hoc Committee Chair, University of Kentucky, 2018 – 2019
- Search Committee for the Dean of the College of Communication and Information, University of Kentucky, 2018 – 2019
- ISC Finance and Physical Facilities Committee Chair, University of Kentucky, 2017 – 2018
- College Diversity Committee, University of Kentucky, 2015 – 2018
- ISC Department Chair Search Committee, University of Kentucky, 2017 – 2018
- ISC Faculty Search Committee, University of Kentucky, 2016 – 2017
- Associate Member of the Graduate Faculty, University of Kentucky, 2014 – 2018
- Ad Hoc Committee on the Graduate Program Promotional Materials, University of Kentucky, 2014 – 2017
- Advertising Program Coordinator, Indiana University-Southeast, 2013 – 2014
- Social Media Program Committee, Indiana University-Southeast, 2013 – 2014
- Faculty Advisor of the Ad Club, Indiana University-Southeast, 2013 – 2014
- President, Korean Student Association of the Grady College, University of Georgia, 2009 – 2010

External

- Chair of the Membership Committee, American Academy of Advertising, 2019 – Present
- Membership Committee, American Academy of Advertising, 2018 – 2019
- Research Committee, American Academy of Advertising, 2016 – 2017
- Secretary of the Board of Trustees, Lexington Korean School, 2016 – 2018

PROFESSIONAL EXPERIENCE

- Research Assistant, *Samsung Economic Research Institute*, Seoul, Korea, 2005
- Advertising Intern, *Franceschi Advertising & PR*, Tallahassee, FL, 2003 – 2004
- Marketing Intern, *Calson Marketing World Wide*, Seoul, Korea, 2003

MILITARY EXPERIENCE

- Army, Korean Defense Security Command, 1999 – 2001

Jen Gilbert

6308 Cherry Lane, Pewee Valley, KY 40056 | (502) 389-0061 | Jennifer.gilbert@eminence.kyschools.us jennifer.gilbert@uky.edu

Objective

- To obtain employment with the University of Kentucky as a part-time instructor, in which I can use my skills and talents to provide instruction, make course curriculum accessible, and support students.

Education

BA | APRIL 2002 | BRIGHAM YOUNG UNIVERSITY

- Major: English Teaching
- GPA: 3.36

MSLS | MAY 2017 | UNIVERSITY OF KENTUCKY

- Major: School Media Librarian
- GPA: 4.0

Skills & Abilities

COMMUNICATING

- As a former English teacher, I understand the importance of providing relevant feedback to student work. In my own MSLS coursework at UK, I gained an appreciation for insightful comments from both my instructor and my peers and worked hard to provide that same kind of feedback whenever possible. My passion for good communication is well-suited to an online class environment.

COLLABORATING

- I work well with others, and enjoy motivating and working on teams. As a classroom teacher, I successfully co-taught with both special education and ESOL teachers. I also enjoyed collaborating with teachers of other content areas to immerse students more fully in specific time periods or themes. As a school librarian, I collaborate with classroom teachers to improve information literacy, technology use, and support the curriculum.

INNOVATING

- I love using technology to meet educational goals, and as an educator I work to be a leader within the school in technology use. I work directly with students to help them learn and practice coding, 3D graphics and animation, 3D printing, and other STEM-related skills. I am very comfortable giving and receiving feedback via collaborative documents or in a forum like those within a Canvas shell.

Experience

SCHOOL LIBRARIAN | EMINENCE INDEPENDENT SCHOOLS | JULY 2016—PRESENT

- Instructs high-school level Genius Hour course and two elementary library/technology rotation classes. Works with individual students, small groups, and whole classes in the EdHub library and learning labs, using innovative tools like a laser cutter, CNC machine, drones, and robots. Collaborates with classroom teachers to provide information literacy support for research projects and lessons. Leads collection development activities to update and reorganize sections of the collection. Promotes literacy through engaging programming and displays.

ENGLISH TEACHER | ED-CO JUNIOR/SENIOR HIGH SCHOOL | AUGUST 2009—JUNE 2011

- Instructed 9th and 10th grade English/Language Arts classes and 11th American Literature. Effectively used fun technology like recording equipment for podcasts, students' phones for immediate feedback and polling, an interactive digital board (for custom-made interactive grammar practice), and a classroom response system to increase quality of instruction and engagement. Sat on

the Technology Leadership team to coordinate and prepare for the roll out of a one-to-one initiative. Advised the National Honor Society and coached the cheerleaders. Loved every minute of it.

Membership

AMERICAN LIBRARY ASSOCIATION | JULY 2016—PRESENT

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS | JULY 2016—PRESENT

Christine Ayar Illichmann

42-12 Dongchang-ri, Paengseong-eup, Pyeongtaek-si, Gyeonggi-do, South Korea 17973
PSC 333 Box #1806, APO, AP 96251-0019 | christine.ayar@gmail.com | 010-6938-7038

Employment History

ENGLISH TEACHER
EXPRESS IN ENGLISH
ASAN, SOUTH KOREA
MARCH 2019 – JULY 2019

- Taught English to children (ages six and up) and adults with multiple proficiency levels
- Developed curriculum for adult classes designed for beginner, intermediate, and advanced levels, with focus on English for business and general conversation

COMMUNICATIONS AND ENGAGEMENT COORDINATOR
WAYNE STATE UNIVERSITY, SCHOOL OF INFORMATION SCIENCES
DETROIT, MICHIGAN
JANUARY 2017 – FEBRUARY 2019

- Created promotional content including social media posts, blogging, and web copy
- Managed "Lunchtime Webinar" series including coordinating speakers, arranging for technology needs and marketing
- Coordinated with SIS staff and Wayne State Alumni relations to maintain open communication with alumni

ADJUNCT FACULTY
WAYNE STATE UNIVERSITY, SCHOOL OF INFORMATION SCIENCES
DETROIT, MICHIGAN
AUGUST 2012- FEBRUARY 2019

- Taught INF 6080 Information Technology and INF 7050 Introduction to Public Librarianship
- Created syllabi, lesson plans, and all associated coursework in addition to assessing student knowledge through assignments, tests, projects, and labs
- Recorded, and edited lectures using Camtasia
- Utilized Adobe Connect, Blackboard, and Canvas to present asynchronous courses

LIBRARIAN IV
HAWAII STATE PUBLIC LIBRARY SYSTEM MAIN LIBRARY
HONOLULU, HAWAII
JUNE 2014 – DECEMBER 2016

- Led a team of four full-time employees and five part-time employees
- Responsible for serials orders and database management for 51 library branches
- Managed serials and database web pages using HTML, CSS, and Adobe Dreamweaver
- Guided library users through research process using newspapers, microfilms and periodicals
- Assisted library users with computer use including accessing the internet and using research databases

**SUBSTITUTE LIBRARIAN III
HAWAII STATE PUBLIC LIBRARY SYSTEM
SALT LAKE/MOANALUA, HAWAII
SEPTEMBER 2013 – JUNE 2014**

- Assisted library users with reference questions and reading recommendations
- Taught basic computer skills in one-on-one sessions with library users
- Prepared and implemented library programming for children up to the age of 12
- Responsible for purchasing age-appropriate library materials in multiple formats

**CUSTOMER SUCCESS AND MARKETING MANAGER
EVANCED SOLUTIONS
INDIANAPOLIS, INDIANA
NOVEMBER 2008 – APRIL 2013**

- Managed state-wide software implementations, responsible for marketing including social media, blogging, website content, and print publications
- Served as “Level Two” support, providing assistance to high-risk customers at risk of cancellation

**DIRECTOR
ADAM CARDINAL MAIDA ALUMNI LIBRARY, SS CYRIL AND METHODIUS SEMINARY
ORCHARD LAKE, MICHIGAN
JULY 2007 – OCTOBER 2008**

- Managed budget of \$200,000 and led staff of three plus up to eight volunteers
- Coordinated with faculty to manage collection purchases and weeding
- Instituted strategic plan for library and rare books collection resulting in:
 - 150% increase in library usage by campus community
 - membership in a Detroit-area Library Consortium
 - migration to a new Integrated Library System
 - and the creation of a popular theological speaker series and book club
- Led website re-design projects for both the SS Cyril and Methodius Seminary and Library
- Responsible for information literacy coursework for high school and seminary students

DEAN OF STUDENTS, UPPER SCHOOL | ACADEMY OF THE SACRED HEART | BLOOMFIELD HILLS, MICHIGAN | AUGUST 2005 - JUNE 2007

- Held responsibility for extracurricular activities and discipline for over 150 students, ages 14-18
- Managed a student activities budget of \$15,000 and managed associated student fundraisers
- Planned one-week immersive travel learning experience for 150 students plus 25 teacher chaperones
- As part of the larger Sacred Heart administrative team, assisted in the development of student and staff policies to foster a structured and supportive learning environment

Education

TEFL CERTIFICATE | NOVEMBER 2018-FEBRUARY 2019 | INTERNATIONAL TEFL ACADEMY

- Teaching English as a Foreign Language certification program, with additional coursework in teaching English to young learners and English for business

MLIS | 2005-2007 | WAYNE STATE UNIVERSITY

- Master of Library and Information Science, Digital Librarianship Specialization – Magna Cum Laude
- Laura Bush 21st Century Digital Librarianship Scholar

BAA | 1998-2002 | CENTRAL MICHIGAN UNIVERSITY

- Majors: Entrepreneurship and Sport Studies - Cum Laude

Presentations and Publications

- Co-Presenter: *DemographicsNOW: Business and People*, Hawaii Library Association Annual Conference, December 2014
- Presenter: *Wrangle the Tech!*, Hawaii Library Association Annual Conference, December 2014
- *Librarians Outside the Box* Blog (Non-Traditional Careers for Library Professionals), March 2013 – 2014
- Presenter: *Doing More With Summer Reader: Hints, Tips, and Tricks*, Pennsylvania Library Association Annual Conference, October 2011
- “Making the Best of It: YA Librarians Share How They’re Coping in a Tough Economy”, *Young Adult Library Services*, Fall 2009, Vol. 8 Issue 1, p31
- Co-Founder and Presenter: Library Tech UnCamp, May 2009
- “Get Through Tough Times @ Your Library,” <http://www.ilovelibraries.org/article/get-through-tough-times-your-library>, Published in over 15 newspapers and library newsletters across the United States, May 2008
- “Tech Independence: What Teens Want Online” Article for *Teen Spaces* by Kim Bolan Cullin (ALA Editions), 2008
- Co-Founder and Presenter: New Librarian UnConference, June 2008
- Presenter: *Going Green: Strategies for Sustainable Libraries*, Michigan Library Association Annual Conference, November 2009
- Presenter: *Flying High: Bringing Michigan’s Aviation History To Life*, Association of Midwest Museums/Michigan Museum Association Annual Conference, September 2007
- Poster Session: *What Teens Think of Digital Libraries*, Michigan Library Association Annual Conference, October 2006

Technology Skills

Blackboard
Canvas
Wordpress
SquareSpace
MailChimp

PicMonkey
Canva
Techsmith Camtasia
HTML
CSS

Theodore B. Walter II

2983 Shirlee Dr. • Lexington, KY 40502 • (859) 333-0333 •
theodorewalter2@gmail.com

EDUCATION

University of Kentucky College of Law, Lexington, KY

Juris Doctor December 2013, Class of 2014

- *Kentucky Journal of Equine, Agriculture, & Natural Resources Law*
Staff, 2L and 3L years

University of Kentucky, Lexington, KY

Master of Science in Library and Information Science, 2010

- University of Kentucky Archives Internship, Summer 2010

University of Kentucky, Lexington, KY

Bachelor of Science in History, 2008

ADMISSIONS

Kentucky Bar, May 2014

CERTIFICATIONS

Certified Research Administrator (CRA)

Certified Financial Research Administrator (CFRA)

COURSES TAUGHT

LIS 603 Management in Information Organizations

EXPERIENCE

Sponsored Research Experience:

University of Kentucky, Office of Sponsored Projects Administration,
Lexington, KY

College Grants Officer, 2016 – present

- College of Communication and Information, July 2016 – present
- College of Engineering, July 2018 - present

- Review proposal guidelines and advise faculty
- Draft budgets for proposals and assemble the proposal package
 - Review proposals for Sponsor and University compliance and route Internal Approval Form
- Create Subawards and amendments between the University of Kentucky Research Foundation and Subawardees
- Negotiate Awards and Setup Accounts for both Federal and Non-Federal Sponsors
- Negotiate and finalize Clinical Trial Agreements

Legal Experience:

Fayette Circuit Courthouse, Second Division, Lexington, KY

Staff Attorney, October 2014 to May 2016

- Research and write Opinions
- Preparation necessary for Motion Hour
- Prepare and call the docket for DNA Court
- Review divorces to confirm the case is ready to be finalized

Walter & Associates, Lexington, KY

Attorney, May 2014 to October 2014

- Primarily contracts, debt collection, and Wills/Estates
- Also some experience with Family law and Personal Injury

Clerk, March 2014 to May 2014

- Drafted Complaints, Interrogatories, Motions and Orders
- Researched many different areas of the law
- Answered phones and assisted clients

University of Kentucky College of Law Legal Clinic, Lexington, KY

Limited Practice Attorney, August 2013 to December 2013

- Gained invaluable experience working one-on-one with clients
- Drafted and Executed Wills
- Successfully settled a landlord/tenant dispute in my client's favor

Fayette Commonwealth Attorney's Office, Lexington, KY

Externship, May 2013 to August 2013

- Attended Court with various Commonwealth Attorneys
- Drafted a Motion to Reconsider

Fayette Circuit Court, Judge James Ishmael, Lexington, KY

Judicial Externship, August 2012 to December 2012

- Observed Court
- Gained significant insight from a Judge's perspective regarding the many different types of cases that appear before him

Library and Archives Experience:

Keeneland Association, Inc., Lexington, KY

Staff Member, June 2010 to May 2013

- Collate Midwest Edition and Western Edition of the *Daily Racing Form* as a pilot project
- Inventoried gifts and created spreadsheets for accession
- Managed incoming supplies inventory
- Performed basic processing and intellectual control of materials
- Rehoused glass plate negatives, identified problems, and created inventory control index for the Robert McClure Photographic Collection (1885-1928) and the Charles Cook Photographic Collection (1900-1952)
- Created *Winners Circle* spreadsheet to improve access to the archive of weekly videos of national stakes races

LIS Program Assessment Process

(10/22/2017)

The following plan outlines an iterative program review process that involves gathering and analyzing multiple sources of data; using that data to set annual goals; and, assessing how well those goals were met. Note that the program is in the midst of transitioning out one assessment program and instituting a new one (this document) which includes new items such as course level assessment and a revised exit assessment. This document reflects the assessment process that will be instituted beginning fall 2017. The end of the document includes a timeline of past assessment activities through summer 2017 as well as a new timeline that reflects assessment activities effective fall 2017.

Data to inform continuous program review will come from the following sources. They are:

- I. Program Review
 - A. Course Data
 - B. Exit Assessment Data
 - C. Assessment Reporting
- II. Student Exit Surveys
- III. Alumni and Employer Surveys
- IV. Technology and Diversity Audits
- V. Advisory Board Feedback

I. Program Review

Program review is an annual and ongoing process coordinated by the Curriculum and Planning Committees. These committees hold a planning meeting at the beginning of each academic year. Program level outcomes are assessed using data obtained at the course level and from students' exit assessments. The course assignments (from core courses, including the technology requirement course) used in assessment were selected because they best measure how well students have addressed program outcomes (See Appendix A for program learning outcomes). Assignments include projects, papers, hand-on exercises, or other products of student work (See Appendix B for list of assignments).

A. Course Data

Standardized rubrics have been developed for required assignment assessment (See Appendix C for list of rubrics). These rubrics are used to assess how well assignments demonstrate the acquisition of program learning outcomes. Every core course instructor obtains the appropriate rubrics through Canvas. Each

student's assignment will be scored by the course instructor during the regular grading process.

At the end of the academic year, the Assistant Director will collect the rubric data in a shared spreadsheet. Data will be compiled and stored for all courses every year. The Curriculum Committee will analyze the data in September and communicate findings and recommendations back to the faculty at the October faculty meeting.

Comprehensive data analysis occurs on a three-year rolling review: one outcome during the first year, one during the second year, and two during the third year. This process provides a measure of how well students are meeting program outcomes as demonstrated through the aggregated rubric scores.

B. Exit Assessment Data

The Exit Assessment review is an annual and ongoing process that the Planning Committee coordinates. Students complete the Exit Assessment, which includes a learning outcome essay and resume, to satisfy University of Kentucky Graduate School requirements.

The learning outcomes essay is the major component of the Exit Assessment. Students organize this narrative around each of the four learning outcomes. The goal of the learning outcomes essay is for students to reflect holistically on their education across the program. It demonstrates the extent to which students are able to articulate and demonstrate their accomplishments in each of the major areas. It also requires the student to discuss their competency related to each learning outcome prior to the program, after completing the required course courses, and after completing the remaining coursework in the program.

Learning outcome essays will be assessed as they are read for grading purposes. The data from all Exit Assessments for the three previous semesters will be reviewed by the Planning Committee during the fall of each academic year. A report will be given at the October faculty meeting. Annual composite scores will help determine how well students are able to demonstrate that they are meeting program objectives and identify those learning outcomes that are not met consistently.

C. Assessment Reporting

The Planning Committee creates a comprehensive report, based on exit requirement data from the previous academic year, describing the extent to which students demonstrate mastery of the program learning outcomes, and identifying areas of strength and weakness in the program. The Planning Committee will

submit the report at the October faculty meeting after discussing the assessment data with the Curriculum Committee in September.

The Curriculum Committee studies the Planning Committee's report and makes recommendations for revisions to the core curriculum. Such revisions will address outcomes that are not demonstrated or demonstrated weakly by student work. The Curriculum Committee will submit the report in October after discussing the results of the exit requirement assessment, as well as the course-level data for selected core course assignments, with the Planning Committee.

Instructional teams for core courses are responsible for planning and implementing improvements to course curricula based on goals set at retreats and the results of the Curriculum and Planning Committees analysis of program learning outcome assessment data. Curricular revisions are implemented as expediently as possible, however significant changes, like rewriting a course description, must go through the University course change approval process. The Curriculum Committee submits a summary of these activities as part of its final report, which is shared with the faculty at the final spring LIS faculty meeting.

II. Graduate Surveys

The Assistant Director and Admissions Coordinator administer student exit surveys to graduating students each semester. The Assistant Director and the Planning Committee collate, analyze, and summarize the data annually and prepare a report for the faculty prior to the fall retreats. The Graduate survey is another assessment point to help the LIS faculty assess the program.

III. Alumni and Employer Surveys

The Planning Committee administers Alumni and Employer Surveys biennially during alternating years. The Planning Committee analyzes and summarizes data and prepares a report for the faculty in March. Like the Graduate Survey, results from the Alumni and Employer Surveys help the faculty assess how well the program prepares students to meet the demands of library and information organizations. Results inform planning and the faculty who, in turn, set annual goals.

IV. Technology and Diversity Audits

The Curriculum Committee conducts technology and diversity audits of the curricula biennially during alternating years. The Curriculum Committee summarizes the results of the audits and prepares a report for the faculty at the March faculty meeting. The committee's report informs planning and setting of annual goals.

V. External Advisory Council Feedback

The External Advisory Council meets during the fall semester, usually in October. The Director presents the results of the assessment and planning described above and

articulates the program goals for the coming year. Feedback from the Council is solicited and taken into account as the faculty further develop plans and assessment.

VI. The Planning Cycle

To ensure continuous review of the program's vision, missions, goals, objectives, and student learning outcomes, the faculty have developed a planning cycle that provides a clear timeline for assessment and review activities.

At the beginning of each academic year during the fall program and curriculum retreats, the LIS faculty utilize the data and reports from the previous year's Graduate Survey and Planning and Curriculum Committees to identify the School's priorities for curricular review and/or revision and to set goals for the coming academic year.

Monthly program faculty meetings provide opportunities for committees to report their progress toward meeting goals and to discuss issues that arise during the implementation of those goals.

At the May LIS faculty meeting, the Curriculum and Planning Committees submit final reports on their activities. These reports, in addition to the data reports generated throughout the year, allow the faculty to assess the progress the program has made on meeting the annual goals generated in the program and curriculum retreats held at the beginning of the year. These reports and the minutes of this meeting serve as the final report on the planning process and its outcomes for the year. Table 1 outlines the timeline of planning and assessment activities the program.

Table 1. Yearly Planning and Assessment Activities through Summer 2017

Month	Action	Entity Responsible
August	Hold program review and curriculum retreats	Faculty
	Discuss Graduate Survey results and previous year's Planning and Curriculum Committee reports	Faculty
	Conduct Graduate Survey (Summer graduates)	Assistant Director
September	Hold faculty meeting	Faculty
October	Hold faculty meeting	Faculty
	Launch Alumni or Employer Survey	Planning Committee
	Convene External Advisory Council	Director
November	Hold faculty meeting	Faculty
December	Hold faculty meeting	Faculty
	Conduct Graduate Survey (Fall graduates)	Assistant Director
January	Hold faculty meeting	Faculty
	Begin Technology and Diversity Audits (biennially)	Curriculum Committee
February	Hold faculty meeting	Faculty
March	Hold faculty meeting	Faculty
April	Hold faculty meeting	Faculty
	Share exit requirement assessment report (learning outcomes essays analysis for previous academic year)	Planning Committee
May	Hold final faculty meeting	Faculty

	Share Alumni or Employer Survey report	Planning Committee
	Share final reports	Curriculum and Planning Committees
	Conduct Graduate Survey (Spring graduates)	Assistant Director

Table 2 Yearly Planning and Assessment Activities Effective Fall 2017

Month	Action	Entity Responsible
August	Hold program review and curriculum retreats	Faculty
	Discuss Graduate Survey results and previous year's Planning and Curriculum Committee reports	Faculty
	Set and begin implementing course and exit requirement goals for current year	Faculty
	Conduct Graduate Survey (Summer graduates)	Assistant Director
	Export core course and exit requirement learning outcomes rubric data for previous academic year	Assistant Director
September	Hold faculty meeting	Faculty
	Hold meeting to discuss previous year's core course and exit requirement learning outcomes rubric data	Planning and Curriculum Committees
October	Hold faculty meeting	Faculty
	Share reports on core course and exit requirement learning outcomes assessment	Planning and Curriculum Committee
	Launch Alumni or Employer Survey	Planning Committee
	Convene External Advisory Council	Director
November	Hold faculty meeting	Faculty
December	Hold faculty meeting	Faculty
	Conduct Graduate Survey (Fall graduates)	Assistant Director
January	Hold faculty meeting	Faculty
	Begin Technology or Diversity Audits (biennially)	Curriculum Committee
February	Hold faculty meeting	Faculty

March	Hold faculty meeting	Faculty
	Share results of Technology or Diversity Audit (biennially)	Curriculum Committee
	Share Alumni or Employer Survey report	Planning Committee
April	Hold faculty meeting	Faculty
May	Hold final faculty meeting	Faculty
	Share final reports	Curriculum and Planning Committees
	Conduct Graduate Survey (Spring graduates)	Assistant Director

Appendix A: Program Learning Outcomes

Graduates can:

1. Describe how information ecosystems interact with communities/individuals
2. Analyze the major tenets of information practice and apply them in multiple contexts
3. Connect diverse communities/individuals with appropriate resources
4. Explain the dependence of information retrieval on the organization of information.

Appendix B: List of Artifacts

Course	Artifacts	Learning Outcomes
LIS 600	Information ecology paper	LO 1
	Community engagement activity	LO 2
	Elevator pitch	LO 2
LIS 601	Searching library online databases (1)	LO 4
	Searching library online databases (2)	LO 4
	Searching OPAC systems	LO 4
	Searching digital libraries	LO 4
LIS 602	Dublin Core/Metadata	LO 2 & 4
	MARC/RDA Record	LO 4
	Authority Control	LO 2 & 4
	Final Paper	LO 2
LIS 603	Final reflection	LO 1
	Strategic plan	LO 2 & 3

Appendix C: Artifact Rubrics

1. Describe how information ecosystems affect communities/individuals
 - a. Identify basic elements of information ecosystems.
 - b. Describe elements of information ecosystems
 - c. Analyze information ecosystems with little or no consideration of implications
 - d. Analyze information ecosystems with substantive consideration of implications
2. Analyze the major tenets of information practice and evaluate them within multiple contexts
 - a. identify and describe the major tenets
 - b. contextualize the major tenets within multiple contexts
 - c. analyze and extend the major tenets using evidence
 - d. critically evaluate the major tenets within multiple contexts and recognize resulting implications
3. Connect diverse communities and individuals with appropriate resources
 - a. Identify situational problem and relevant resources/factors
 - b. Only a single approach is considered and is used to address the problem

- c. Having selected from among alternatives, develops a logical, consistent plan to address simple problem.
 - d. Having selected from among alternatives, develops a logical, consistent plan to address complex problem.
- 4. Explain the relationship between information retrieval and the organization of information.
 - a. Identify basic concepts of information retrieval and the organization of information
 - b. Describe how information retrieval is related to the organization of information
 - c. Construct and apply retrieval strategies informed by an understanding of how information is organized
 - d. Critically evaluate retrieval systems based on different systems of organization

LIS Curriculum Committee Year-End Report
Academic Year 2018-2019

Convener: Ashley DeWitt
Members: Maria Cahill, Soohyung Joo
Student member: Ellen Dukes
Ex officio: Jeff Huber, Will Buntin

The Curriculum Committee met on an approximately monthly schedule in the 2018-2019 academic year. The committee reports the following activities and accomplishments:

- 1) In August 2018, the Curriculum Committee reviewed the work of the ad-hoc practicum committee and discussed a required practicum and option for a waiver for students who already have practical experience. The committee proposed removing the waiver option and instead instituting a self-directed practicum.

For the September 2018 faculty meeting, the committee developed an activity (See Appendix A) and survey to continue this discussion.

At the October 2018 faculty meeting, the committee shared a summary of results (See Appendix B) and raw data for the practicum survey (see Appendix C). Results included that faculty show more support for required practicum with instructor model (66.7%) than for advisor model (44.4%), a majority would prefer for a waiver to be included for students with practical experience if practicum is required, and there are consistent concerns about the impact on enrollment and timing of this requirement. There were also some suggestions about focusing attention on practical experience in courses rather than on a required practicum.

Based on these results and discussions amongst the members, the committee suggested tabling the discussion of the required practicum until the program surveyed students (through the Graduates and Alumni surveys) to gain their perspective and until the committee could survey FT faculty and review the syllabuses of PTIs to determine where practical/activities and assignments existed in the curriculum.

The Curriculum Committee worked with the Planning Committee to generate questions for the study surveys. The new questions were added to the 2018 Alumni Survey and the Fall 2018 and Spring 2019 Graduates Survey. The committee also developed a Google Sheet to capture information about practical activities and assignments in the current curriculum.

- 2) In November 2018, the committee routed the practical activities and assignments Google Sheet with all full-time and part-time faculty. At the February 2019 faculty meeting, the committee shared a summary (See Appendix D) and the raw data (See Appendix E) of the hands-on practical assignments survey.

Overall, the practical activity survey demonstrated that a variety of practical assignments and exercises exist across the curriculum. Examples of practical activities and exercises

LIS Curriculum Committee Year-End Report
Academic Year 2018-2019

include answering sample reference questions, creating instructional videos, developing lesson plans, and assessing collection development plans.

The Curriculum Committee also reviewed responses and qualitative analysis of select questions from the 2018 Alumni Survey, as provided by the Planning Committee. The responses indicate recent graduates (2014-2018) expressed a desire for additional practical activities less frequently than older graduates, possibly indicating that the current courses are providing more practical activities and exercises than they did previously.

- 3) At the February 2018 faculty meeting, the committee made the following recommendations to the faculty based on the results of the 2018 Alumni Survey results, in which respondents identified information technology/computer programming, organization of information/cataloging, and business aspects/nonprofit management as the skills they wished they had developed more in the program.

To provide students with additional opportunities to put their knowledge and skills into practice, the Curriculum Committee recommends that instructors continue to develop and update courses with additional practical activities and exercises where relevant.

To complement the data gathered from the Alumni Survey, the Curriculum Committee recommends adding a question to the Employer Survey asking current employers to identify the skills and knowledge they expect a new graduate from an LIS program to have.

The Curriculum Committee recommends that the LIS faculty discuss how to address potential gaps in the curriculum pertaining to information technology/computer programming, organization of information/cataloging, and business aspects/nonprofit management within existing or new courses.

- 4) In September 2018, the faculty charged the Curriculum Committee with updating the rubric for the Exit Assessment. In AY17-18, faculty noted that the rubric in its current form could not be used to assess the exit requirement. Students discuss their mastery in the essay, rather than demonstrate it directly.

At the November 2018 faculty meeting, the faculty voted to approve the new rubric, which focuses on evaluating how well students can articulate their progression toward mastery of the learning outcomes (see Appendix F). The faculty used the new rubric to evaluate the Fall 2018 and Spring 2019 Exit Assessment submissions.

At the April 5 faculty meeting, the faculty charged the committee with revising the language in the interconnections section of the rubric to clarify that students are expected to discuss connections between their core classes, elective course, and professional goals in that section (See Appendix G). The committee will present the proposed revision to the

LIS Curriculum Committee Year-End Report
Academic Year 2018-2019

faculty at the May 2019 faculty meeting, and, upon approval, use the updated rubric for the Summer 2019 Exit Assessment submissions.

- 5) In November 2018, the committee reviewed the syllabus for a new LIS 690 special topics course entitled Games, literacy, meaning and learning to be offered in the Spring 2019 semester.

In February 2019, the committee reviewed an updated version of the syllabus and suggested changes to the learning outcomes, which were all at the lower level of Bloom's taxonomy. At the February 2019 faculty meeting, the committee recommended the course for inclusion in the curriculum as a standalone course (rather than a special topics course).

Recommendations for future work:

Based on the work completed in the 2018-2019 academic year, the Curriculum Committee suggests the following areas of consideration for the 2019-2020 academic year.

1. Resume discussion of a required practicum using data gathered from the Graduates and Alumni Surveys, the Exit Assessment, and other relevant sources and constituents.
2. Develop question(s) for the Alumni Survey to capture employer expectations for skills and knowledge of recent graduates.
3. Conduct technology and diversity audit, with particular emphasis on the use of the diversity and technology symbols in the syllabuses of the elective courses.

Report submitted by
Ashley DeWitt
Maria Cahill
Soohyung Joo
Ellen Dukes
Jeff Huber
Will Buntin

Appendix A
Practicum Discussion Activity
September 2018

Description

Time required: 30 minutes

Materials required: 3 large post-it sheets, 3 markers, paper for groups (see next page)

Activity breakdown:

5 minutes: explain new proposal for practicum (i.e., no waiver) and outline activity

10 minutes: each group develops a list of at least 2 pros and 2 cons for the following aspects

1. Impact on enrollment
2. Faculty time (if responsibility remains with advisor)
3. Faculty time (if responsibility is moved to coordinator position)

5 minutes: a member of each group adds their pros and cons to the post-it sheet

10 minutes: discussion of pros and cons and explanation of follow up survey

Activity

To meet the practicum requirement, students must fulfill one of the options below:

School Librarian Students:

Complete LIS 676

Standard MSLS Students without practical experience*:

Complete Standard Practicum (ICT model)

OR

Complete Combination Practicum (Practicum + Professional Development)

Standard MSLS Students with practical experience*:

Complete Self-Designed Practicum

*Practical experience: student must have worked at least 20 hours a week for a period of no less than 6 months in a professional position at an information organization within the last 2 years.

Note: This option does not provide a waiver for any student. The idea is that we can use this required practicum as the foundation for the exit requirements, like the ICT program does.

Appendix A
Practicum Discussion Activity
September 2018

Given the description above, develop 2 pros and 2 cons for each of the following aspects.

1. Impact on enrollment
 - a. Pro 1:
 - b. Pro 2:
 - c. Con 1:
 - d. Con 2:
2. Faculty time (if advisors are in charge of the practicum)
 - a. Pro 1:
 - b. Pro 2:
 - c. Con 1:
 - d. Con 2:
3. Faculty time (if a coordinator is responsible for the practicum)
 - a. Pro 1:
 - b. Pro 2:
 - c. Con 1:
 - d. Con 2:

Follow up survey questions

To provide everyone with time to consider the option proposed and the discussion about pros and cons, a survey will be sent approximately 1 week after the activity. Everyone will provide anonymous feedback regarding this option for a required practicum.

Question 1: On a scale of 1-5, how much do you support this idea for a new required practicum based on our discussion at the faculty meeting?

1- I do not support this idea at all

3- I am indifferent

5- I think this is an excellent idea.

Question 2: If you have any reservations about this idea with respect to the program as a whole, please share them here.

Question 3: If you have any reservations about this idea personally, please share them here.

Question 4: If you have any other thoughts you would like to share, please do so here.

Appendix B
Curriculum Committee Report
Oct. 5, 2018

The Curriculum Committee met to discuss the results of the faculty survey about the practicum, the exit requirement, and some questions for the program's surveys.

Required Practicum and Survey

Given the concern about enrollment evident from this survey, the committee wants to pause discussions about a required practicum until we can poll incoming students, graduating students, and alumni about the impact of adding a required practicum.

The committee would like to add a question to surveys sent to each group asking them if they still would have chosen our program if a practicum had been required. Part of that question will also include asking them about their feelings if there were/were not a waiver for that requirement. This will allow us to have a better sense of the potential impact of this proposed requirement on enrollment.

We will reopen the discussion of a required practicum at next fall's retreat with a year's worth of data to help inform the decision.

Practical Activities in Non-core Classes

In the meantime, the committee will focus on identifying where practical/ hand-on activities already exist in the courses offered and where others could be incorporated. The committee is developing a survey to collect that information.

Exit Assessment Rubric

The committee also discussed the need to update the rubric for the exit requirement, which the faculty identified as having issues last year. The current rubric does not match what students are being asked to do in the learning outcomes essay.

The committee will be working on this during this month and will have an updated rubric to share and discuss for the November 2 faculty meeting. Ideally, the program will use the new rubric for this semester's Exit Assessment (due Nov. 6).

Survey Questions

The Curriculum Committee is also working with the Planning Committee on questions about the curriculum to add to various surveys the program already sends. When the committees have come to consensus, we will share those proposed questions with the full faculty.

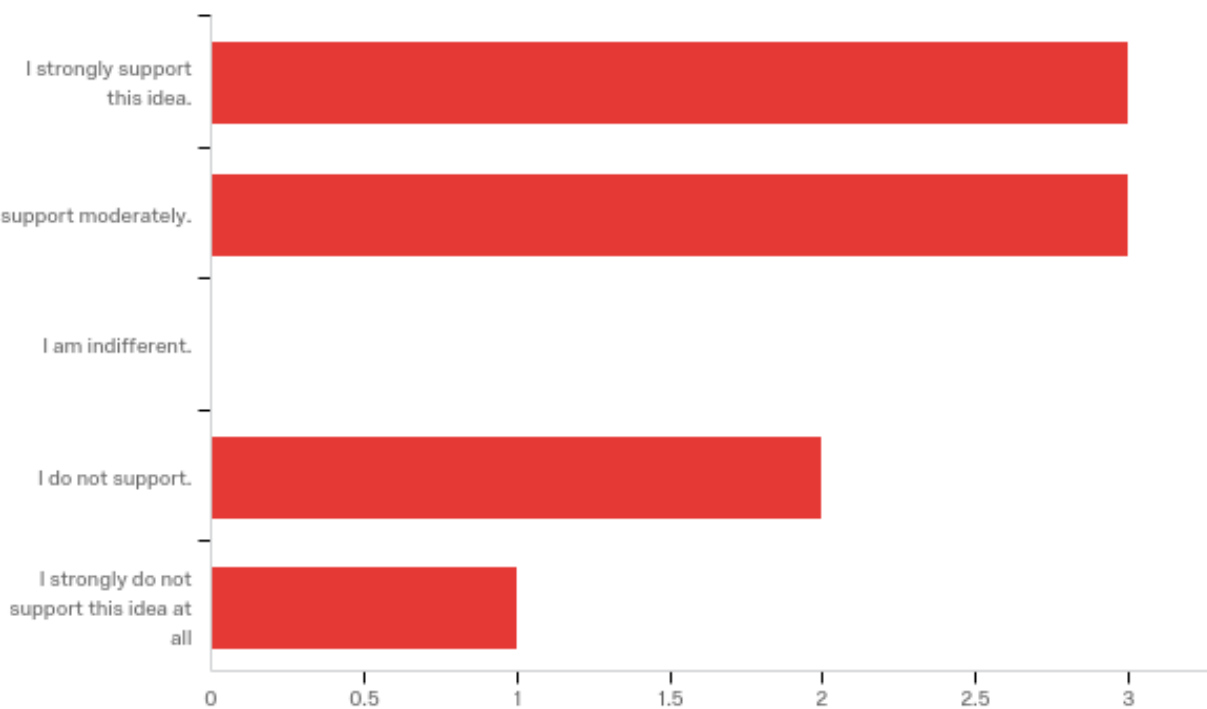
Appendix C
Practicum Survey Results

Default Report

LIS Practicum - Faculty Survey

April 20th 2019, 2:02 pm EDT

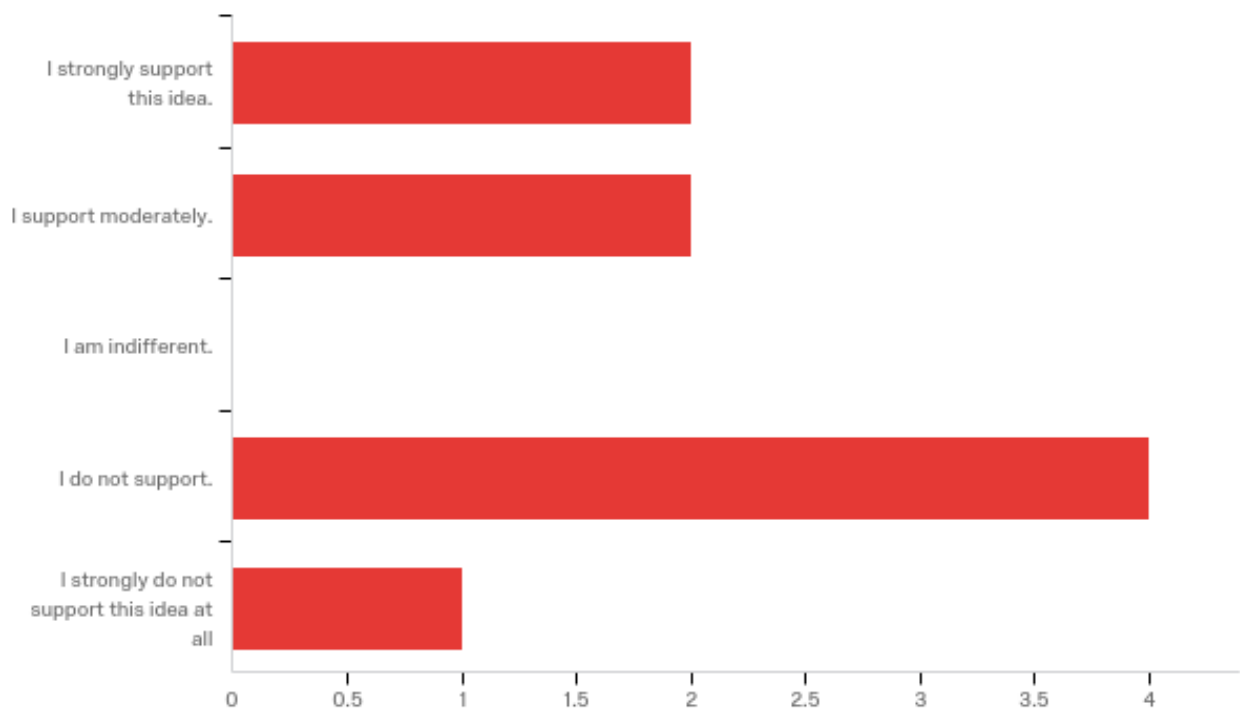
Q1 - Question 1: On a scale of 1-5, how much do you support the idea for a new required practicum if one faculty member is assigned the responsibility of instructing all practicum students for a given semester/year (instructor model)?



#	Answer	%	Count
1	I strongly support this idea.	33.33%	3
2	I support moderately.	33.33%	3
3	I am indifferent.	0.00%	0
4	I do not support.	22.22%	2
5	I strongly do not support this idea at all	11.11%	1
	Total	100%	9

Appendix C
Practicum Survey Results

Q2 - Question 2: On a scale of 1-5, how much do you support the idea for a new required practicum if responsibility for the practicum remains with advisors (advisor model)?



#	Answer	%	Count
1	I strongly support this idea.	22.22%	2
2	I support moderately.	22.22%	2
3	I am indifferent.	0.00%	0
4	I do not support.	44.44%	4
5	I strongly do not support this idea at all	11.11%	1
	Total	100%	9

Appendix C
Practicum Survey Results

Q3 - Question 3: What are your feelings about the removal of the waiver?

Question 3: What are your feelings about the removal of the waiver?

Two different question: if we just want students to have practical experience, then keep the waiver. If we want students to have a culminating experience, remove the waiver.

Not a good idea.

It is fine if we need to implement a required practicum.

It helps keep the requirements the same for everyone, so there is an advantage there, but it could have a negative impact on enrollment.

We should keep a waiver to offer students more flexibility (especially for those students who want to take additional electives).

I think we should have a waiver for the students who are already employed.

I think if we drop the waiver, we have a greater chance of losing potential students. However, if we tie the practicum to the exit assessment, I don't see how we can ensure all students complete it without dropping the waiver.

It depends on what the practicum looks like, but I'm against removing the waiver, aka, I'm for the waiver -- but students must have a good reason for waiving the practicum.

Appendix C
Practicum Survey Results

Q4 - Question 4: If you have any reservations about the idea of a required practicum with respect to the program as a whole, please share them here.

Question 4: If you have any reservations about the idea of a required practicum with respect to the program as a whole, please share them here.

Our current enrollment is very low compared to the previous years. Not a good time for the idea. We can revisit it when our enrollment goes back to normal, say over 200.

I would prefer to implement more practical components in our courses rather than a required practicum.

Requiring all students to do a practicum will probably have a negative impact on enrollment, and we need to be growing the program. If this is going to be required, the instructor model is better for students and faculty.

We haven't sufficiently discussed how much faculty time or other resources will be needed. Also, we need to further look into the impact on potential enrollment (for example, a survey of students).

We will need to monitor enrollment to see if a required practicum affects it.

We hear from employers and alumni that our students need practical experience.

I do think this has the potential to increase the quality of our program, and to some extent, how we market the program to potential students. Reframing the practicum as a way to gain experience, and to build relationships in an increasingly saturated job market might be attractive to students.

I don't have any reservations about having a required practicum.

Appendix C
Practicum Survey Results

Q5 - Question 5: If you have any reservations about the idea for a required practicum personally, please share them here.

Question 5: If you have any reservations about the idea for a required practicum personally, please share them here.

From a resource standpoint and potentially a recruitment standpoint I don't think a required practicum is necessarily the best thing to do right now.

Personally, I would not want to require our students to do any required practicum.

I'm not entirely sure the practicum will do what we (and other stakeholders advocating for practica) hope it does. In this respect, I would recommend any decision we make to include a practicum (required or not) includes an assessment of its impact.

No reservations.

Appendix C
Practicum Survey Results

Q6 - Question 6: If you have any other thoughts you would like to share, please do so here.

Question 6: If you have any other thoughts you would like to share, please do so here.

If possible, it would be great if we can implement the practical components in our classes rather than a required practicum.

I think we need to look at other ways of making sure students get practical experience.

Appendix D
LIS Curriculum Committee Report
February 6, 2019

Overview

At the end of the Fall 2018 semester, the Curriculum Committee asked full- and part-time instructors to complete a survey about the practical and/or hands-on activities present in their courses to identify areas of strength and potential gaps in the curriculum. The Committee reviewed those results and the results of questions from the 2018 Alumni Survey regarding the utility of particular classes and skills graduates wished they had learned. A summary of the results and recommendations from the Committee are presented below.

Practical Assignments and Exercises in LIS Courses

Overall, the practical activity survey demonstrates that a variety of practical assignments and exercises exist across the curriculum. Examples of practical activities and exercises include answering sample reference questions, creating instructional videos, developing lesson plans, and assessing collection development plans. The Curriculum Committee also reviewed responses and qualitative analysis of select questions from the 2018 Alumni Survey, as provided by the Planning Committee. The responses indicate recent graduates (2014-2018) expressed a desire for additional practical activities less frequently than older graduates, which may indicate that the current courses are providing more practical activities and exercises than they did previously.

Potential Gaps in the Curriculum

Based on the 2018 Alumni Survey results, the courses the graduates identified as most useful in their professional careers are largely spread out among the electives. Among the skills the recent graduates wish they had developed more in the program, the most frequently mentioned are information technology/computer programming, organization of information/cataloging, and business aspects/nonprofit management. While these areas are covered in the current curriculum, students in the program could benefit from additional coursework in these areas.

Recommendations

To provide students with additional opportunities to put their knowledge and skills into practice, the Curriculum Committee recommends that instructors continue to develop and update courses with additional practical activities and exercises where relevant.

To complement the data gathered from the Alumni Survey, the Curriculum Committee recommends adding a question to the Employer Survey asking current employers to identify the skills and knowledge they expect a new graduate from an LIS program to have.

The Curriculum Committee recommends that the LIS faculty discuss how to address potential gaps in the curriculum pertaining to information technology/computer programming, organization of information/cataloging, and business aspects/nonprofit management within existing or new courses.

2018 Curriculum Committee Course Practical Activity Survey

Course Prefix	Course Name	Instructor	Name of assignment or class activity	Assignment description with specific attention to "hands-on" activity	Relevant course-level outcomes	software/hardware	Notes
LIS 600	Information in Society	Oltmann	Elevator pitch	Students craft a 1.5-2.5 minute speech about the importance of information professionals in contemporary society, something they will often have to do in the real world.	Communicate the function and value of information professionals.	Students choose appropriate software/hardware to record their elevator pitch	
LIS 601	Information Search	Youngseek Kim, Shannon Crawford Barniskis, Soohyung Joo	Searching in Online Databases: Social Sciences and Humanities	Provide a comprehensive search log report (by using different search strategies) based on the research topic of interest in the research area of social sciences and humanities disciplines	Describe methods providing information services to diverse communities and individuals with appropriate resources Identify basic concepts of information retrieval and its relationship with information organization		
LIS 601	Information Search	Youngseek Kim, Shannon Crawford Barniskis, Soohyung Joo	Searching in Online Databases: Sciences and Medicine Disciplines	Provide a comprehensive search log report (by using different search strategies) based on the research topic of interest in the research area of sciences and medicine disciplines	Construct and apply information search strategies informed by an understanding of information organization Identify basic concepts of information retrieval and its relationship with information organization		
LIS 601	Information Search	Youngseek Kim, Shannon Crawford Barniskis, Soohyung Joo	Searching in OPACs: WorldCat	Conduct searches using "WorldCat" to respond to two search tasks and provide a search log report that reflect search processes and outcomes	Critically evaluate information retrieval systems based on different systems of organization, such as OPACs, online databases, and digital libraries		
LIS 601	Information Search	Youngseek Kim, Shannon Crawford Barniskis, Soohyung Joo	Searching in Digital Libraries: Library of Congress Digital Collections	Conduct searches using Library of Congress Digital Collections and provide a search report that reflect search process and search outcomes	Construct and apply information search strategies informed by an understanding of information organization.		
LIS 601	Information Search	Youngseek Kim, Shannon Crawford Barniskis, Soohyung Joo	weekly partnered search exercises	Students create targeted research questions in diverse database environments and take turns outlining their search strategies and challenges. They must explore each database, OPAC or digital library and respond to its strengths and weaknesses. In addition, creating a research question helps students become aware of how challenging it is to narrow down what is needed in a research interview.	Construct and apply information search strategies informed by an understanding of information organization.		
LIS 602	Knowledge Organization	Robert Shapiro	Crosswalk	Students are given bibliographic records in one format and are expected to map values and elements to another. MARC to MODS and MODS to MARC.	Define and explain the nature attributes, structures, and varieties of information resources and the various tools used to create descriptions and representations; Apply methods, techniques, and standards for organizing and retrieving information resources		
LIS 602	Knowledge Organization	Robert Shapiro	Omeka Digital Library	Students select two resources (e.g. images, postcards, etc.) and contribute records to a digital library. Students are required to provide content for Dublin Core elements, and to tag resources.	Examine and apply subject analysis, indexing, vocabulary control, categorization, and classification in information description and organization; Define and explain the nature attributes, structures, and varieties of information resources and the various tools used to create descriptions and representations	Omeka; Cisco VPN	
LIS 602	Knowledge Organization	Robert Shapiro	Authority Control	Students are required to fulfill two authority control assignments including: 1) completing a series of exercises based on authority control; and 2) writing an essay approximately 5 pages in length discussing the role controlled vocabularies play in information retrieval.	Examine and apply subject analysis, indexing, vocabulary control, categorization, and classification in information description and organization; Apply methods, techniques, and standards for organizing and retrieving information resources	Online literature databases and authority files	
LIS 603	Management in Information Organizations	Oltmann	Strategic plan	Simulate a real-world strategic plan with semester-long group project	Describe an information organization and its connection to its community; create a strategic plan for an information organization; plan an approach to engage with a diverse element in the community	Students choose appropriate software/hardware to communicate within their group and to develop and present marketing plan	Semester-long project with several deliverables
LIS 608	Methods of Research in Library and Information Science						
LIS 610	Library Materials and Literature for Children	Stephanie Reynolds	Story Time Lesson Plan with presentation in the field	Working with a host librarian (or educator), students prepare a lesson plan, which is then presented to children in the field.	To learn to meet the personal and intellectual requirements and interests of individual children through selection of appropriate materials. To develop competencies in selecting and presenting books and stories for the purpose of motivating children to enjoy literature and to become lifelong readers.	Students may use technology in the field, but it would be on a limited basis. They will use various online resources to locate, evaluate, and select materials.	

Course Prefix	Course Name	Instructor	Name of assignment or class activity	Assignment description with specific attention to "hands-on" activity	Relevant course-level outcomes	software/hardware	Notes
LIS 610	Library Materials and Literature for Children	Stephanie Reynolds	Book Evaluations	Based on the theme for each of 12 weeks, students complete extensive evaluations of a book they locate on their own. Evaluations are due on weekly basis and shared to a full-class discussion board.	To become aware of, and familiar with, a wide variety of authors, illustrators, and books in the field of children's literature. To develop competencies in the exploration and critical evaluation of materials for children. To learn to meet the personal and intellectual requirements and interests of individual children through selection of appropriate materials. To develop an understanding of the potential for using children's literature across the school	Students will use various online resources to locate, evaluate, and select materials.	
LIS 612	Youth Literature for a Diverse Society	Stephanie Reynolds	Librarian Interview	For this assignment you will interview a librarian (an MLS or the equivalent is required) who serves a population that primarily represents a specific demographic.	To develop competencies in the exploration and critical evaluation of multicultural materials for youth. To develop an understanding of literature written about a culture and literature written for a culture. To learn to meet the personal and intellectual requirements and interests of youth of various ethnic backgrounds and special populations. To develop competencies in selecting and presenting books and stories for the purpose of motivating young people from various backgrounds to enjoy literature and to become lifelong readers. To develop an understanding of the potential uses of multicultural books in public and school library programming.	The interviews for this course usually happen in person, but some students may use Skype or the like to conduct interviews.	
LIS 612	Youth Literature for a Diverse Society	Stephanie Reynolds	Collection Evaluation Project	Students evaluate a diverse collection at a library organization of their choice, working with a specific culture upon which to base their evaluation.	To become aware of and familiar with a wide variety of multicultural literature for youth. To develop competencies in the exploration and critical evaluation of multicultural materials for youth. To develop an understanding of literature written about a culture and literature written for a culture. To learn to meet the personal and intellectual requirements and interests of youth of various ethnic backgrounds and special populations. To develop competencies in selecting and presenting books and stories for the purpose of motivating young people from various backgrounds to enjoy literature and to become lifelong readers. To develop an understanding of the potential uses of multicultural books in public and school library programming. To become familiar with selection aids and other sources of information about multicultural books for youth.	Students will use various online resources to locate, evaluate, and select materials.	Other assignments pay also apply here, though they are not as hands-on as the assignments listed.
LIS 613	Information Resources and Services for Children	Stephanie Reynolds	Collection Evaluation Project	Students evaluate a specific part of a youth collection at the public library of their choosing.	To develop an awareness of community assessment and needs.	Students will primarily use the library's OPAC, but may use websites and online databases, as well.	Last offered Fall 2016. This course has traditionally been taken by those in the Youth Services Track only (even before it was officially a track). When someone in the School Media Program has taken the course, assignments have been modified to suit their needs.
LIS 613	Information Resources and Services for Children	Stephanie Reynolds	Outreach Librarian Interview	Students conduct an interview with a librarian located anywhere in the country who is involved regularly in youth-related outreach.	To become familiar with the types of programs appropriate for youth. To develop an awareness of community assessment and	Students may use Skype or the like to conduct interviews.	
LIS 613	Information Resources and Services for Children	Stephanie Reynolds	Program Development	Students compare the programming at two libraries of their choosing. The libraries must serve comparable communities.	To become familiar with the types of programs appropriate for youth. To become familiar with program design and grant application protocols. To learn to develop effective programs for youth and their families. To gain knowledge of program funding and how to find financing.		
LIS 613	Information Resources and Services for Children	Stephanie Reynolds	Grant Writing Project	Students complete a grant application to fund one of the programs that evaluated or learned about when completing the Program Assessment Project.	To develop an awareness of community assessment and needs. To gain knowledge of program funding and how to find financing.	Students will explore grants via various online portals.	

Course Prefix	Course Name	Instructor	Name of assignment or class activity	Assignment description with specific attention to "hands-on" activity	Relevant course-level outcomes	software/hardware	Notes
LIS 614	Library Materials and Literature for Young Adults	Stephanie Reynolds	Young Adult (Teen) Librarian Interview	Students interview a Young Adult Librarian who has earned an MLS (or similar) degree preferably from an ALA-accredited program and whose full-time position is working with young adults regardless of her/his title.	To gain an understanding of library service to young adults and what libraries are doing to engage them, as well as to gain perspective from a practicing librarian on the current status of young adult reading habits.	Students may use Skype or the like to conduct interviews.	Note that I am not teaching 614 in Spring '19.
LIS 614	Library Materials and Literature for Young Adults	Stephanie Reynolds	Teen Interviews	Students interview two teenagers and write a response reflecting upon the experience.	To gain an understanding of young adults' reading habits, the literature they choose, how they choose it, and how they relate to it, as well as how they engage with libraries and librarians.		
LIS 614	Library Materials and Literature for Young Adults	Stephanie Reynolds	Book Talk Video	Students record book talks for two of the books required for this class.	An understanding of another method of promoting reading materials to teens and development of video production skills.	Students select the appropriate technological tools with which to complete their videos.	
LIS 614	Library Materials and Literature for Young Adults	Stephanie Reynolds	Thematic Resource Guide	Students develop a web-based, thematic literature guide for teens using the web-based platform of their choosing.	The ability to develop a valuable web-based resource that will be suitable in all librarians who serve teens, as well as teens themselves.	Students select the appropriate technological tools with which to complete their guide.	
LIS 621	Information Resources and Services	Joe Kohlburn	Website Creation	Create website using wordpress or other website creation tool of choice. Upon completion of course, website serves as a portfolio for showcasing other student projects (see below).	Communicate effectively in writing (9.1)	Website creation tools (various); wordpress, wix, etc.	
LIS 621	Information Resources and Services	Joe Kohlburn	Reference Source Evaluations (1 & 2)	Students evaluate reference sources and write reviews in format of CHOICE submission criteria.	Describe the attributes of high quality, user-centered information services (5.2); Evaluate information services, particularly in light of the need to reach diverse and underserved populations (5.5); Communicate effectively in writing (9.1)		
LIS 621	Information Resources and Services	Joe Kohlburn	Database Analysis	Research, compare, and assess major database providers, and select two content-similar databases from separate providers to compare database provider interface features.	Communicate effectively in writing (9.1); Evaluate information services, particularly in light of the need to reach diverse and underserved populations (5.5)		
LIS 621	Information Resources and Services	Joe Kohlburn	Information Portal	Create collection of resources to serve an expressed need for specific patron constituency (pathfinder construction). Compile list of resources relevant to topic at an existing library or branch.	Communicate effectively in writing (9.1); Identify methods for assessing the needs of constituencies served by an information organization (5.1); Apply instructional strategies in the provision of information services (5.4)	LibApps/Libguides	
LIS 621	Information Resources and Services	Joe Kohlburn	Reference Services Evaluation	Students develop a short plan to evaluate a reference or information service.	Communicate effectively in writing (9.1); Evaluate information services, particularly in light of the need to reach diverse and underserved populations (5.5); Identify methods for assessing the needs of constituencies served by an information organization (5.1); Describe the attributes of high quality, user-centered information services (5.2)		
LIS 621	Information Resources and Services	Joe Kohlburn	Reference Services Plan	Students create plan to implement new service, or improve existing information service.	Communicate effectively in writing (9.1); Evaluate information services, particularly in light of the need to reach diverse and underserved populations (5.5); Identify methods for assessing the needs of constituencies served by an information organization (5.1); Describe the attributes of high quality, user-centered information services (5.2)		
LIS 621	Information Resources and Services	Joe Kohlburn	Practical Exercise	Answer fifteen sample reference questions utilizing reference sources discussed in class as "final" project, provide appropriate citations. Assignment assesses ability of students to locate relevant sources and provide information to patrons in appropriate format.	Communicate effectively in writing (9.1); Apply critical thinking to solve professional problems (9.3)		
LIS 621	foundations of Information Technology	Joe Kohlburn	Instructional Unit	Students create instructional videos on a topic relevant to their interests. These generally take the form of brief tutorials describing how to use specific databases or do specific types of searches within library collections.	Communicate effectively verbally (9.2); Apply critical thinking to solve professional problems (9.3); Apply instructional strategies in the provision of information services (5.4)	Screen capture software, video and audio editing software, video/audio capture hardware.	
LIS 625	Information Literacy Instruction						
LIS 626	Electronic Information Resources in the Health Sciences	Jeff Huber	Access Medicine Evaluation	Explore Access Medicine web site and write brief paper describing this resource (e.g., layout, functionality, content, etc)			
	Electronic Information Resources in the Health Sciences	Jeff Huber	Medical Subject Headings	Locate relevant MeSH heading and subheadings for select concepts			

Course Prefix	Course Name	Instructor	Name of assignment or class activity	Assignment description with specific attention to "hands-on" activity	Relevant course-level outcomes	software/hardware	Notes
	Electronic Information Resources in the Health Sciences	Jeff Huber	Search Strategies and Execution	Formulate and execute search strategies for select concepts			
	Electronic Information Resources in the Health Sciences	Jeff Huber	Medical Subject Headings	Identify relevant MeSH headings and subheadings for select concepts			
	Electronic Information Resources in the Health Sciences	Jeff Huber	Search Strategies	Develop search strategies for select concepts			
	Electronic Information Resources in the Health Sciences	Jeff Huber	Search Strategies				
LIS 627	Consumer Health Information Resources						
LIS 630	Information Retrieval	Soohyung Joo	Conceptual data design and structured query language	Students are asked to design a conceptual diagram of data structure for digital collections and exercise SQL to retrieve data from a relational database.	Understand the different types of data structures for information retrieval; Describe and critically compare fundamental characteristics of information retrieval systems, their interfaces, and other components		
LIS 630	Information Retrieval	Soohyung Joo	Searching XML databases	Students are asked to author XML/XSLT documents to store and access semi-structured data.	Understand the different types of data structures for information retrieval		
LIS 630	Information Retrieval	Soohyung Joo	RDF/Dublin Core	Students are asked to author RDF/XML documents to organize and store Dublin Core based bibliographic information.	Understand the different types of data structures for information retrieval		
LIS 634	Information Architecture	Youngseek Kim	IA Awareness	Students select one or more websites and write an essay about the IA issues of the websites in terms of organization, navigation, search, and metadata.	Identify principles of Information Architecture for Web design Create personas and scenarios describing the key aspects of a website as well as the interactions between the user and the functional modules in the solution		
LIS 634	Information Architecture	Youngseek Kim	IA Critique	Students are required to critique a website assigned by the instructor. The critique should include the description of the organization, goals of the website, identification and description of intended users, identification and description of problem areas of the website, and suggestions for improvement.	Evaluate a website's design from an Information Architecture perspective Use research methods to better understand user needs and behaviors		
LIS 634	Information Architecture	Youngseek Kim	IA Redesign Project	Students work on a website redesign of the existing informational website by providing project selection and analysis, design and documentation (i.e., blueprints and wireframes), and final prototype and IA strategy.	Create design details (i.e., blueprints and wireframes) depicting elements on the main page and other Web pages of a website Develop navigational systems, labeling systems, and taxonomies for websites Create a report describing or making recommendations for a website design		
LIS 636	Foundations of Information Technology	Matthew Noe	Operating Systems	Confirm listserv enrollment, learn to use Virtual Den, basics of using command menu		Virtual Den	
LIS 636	Foundations of Information Technology	Matthew Noe	Basic HTML	Create a valid HTML file and upload it onto a server		SWEB	The student web space provided by UK is becoming more-and-more difficult to make use of, as UKIT doesn't provide much support for it any longer.
LIS 636	Foundations of Information Technology	Matthew Noe	Script Programming	Create a batch file, write a PHPScript and upload it, write a Javascript and upload it		SWEB	
LIS 636	Foundations of Information Technology	Matthew Noe	Databases	Make use of Microsoft Access to write/modify a query and tables and run a report		Access	
LIS 638	Internet Technologies and Information Services	Youngseek Kim	Internet Exercise	Students need to conduct a series of exercises including Unix and FTP setups, and some Web server managements such as Proxy server, TCP, and IP tests.	To examine network topologies and models (OSI model); To develop an understanding of the technological foundations of the Internet and core Internet protocols (TCP/IP, SMTP, FTP, Telnet, ICMP, RSS, and HTTP); To understand client/server relationships in the context of the Internet and intranets;		
LIS 638	Internet Technologies and Information Services	Youngseek Kim	HTML Exercise	Students review knowledge of HTML by successfully creating a web page.	To develop advanced web publishing and design skills using the Hypertext Markup Language (HTML); To examine other markup beyond HTML, including DHTML, XHTML, and XML for information delivery and data structuring;		

Course Prefix	Course Name	Instructor	Name of assignment or class activity	Assignment description with specific attention to "hands-on" activity	Relevant course-level outcomes	software/hardware	Notes
LIS 638	Internet Technologies and Information Services	Youngseek Kim	CSS and Scripting Exercise	Students need to create CSS and JavaScripts and also use PHP scripting and Web applications for web page creations.	To examine web enhancements possible with web programming techniques (ASP, PHP and JavaScript);		
LIS 638	Internet Technologies and Information Services	Youngseek Kim	XML Exercise	Students need to create an XML instance document (with an external CSS file) and build an XML schema to document its rules.	To identify important Internet content and graphics formats and understand the access issues they present users and the software they require; To develop an understanding of the Internet in the context of information storage and retrieval models; IR issues, how searchable Internet indexes are constructed, the limitations of search engines, and future trends.		
LIS 638	Internet Technologies and Information Services	Youngseek Kim	Website Development Project	Students need to create a research paper presented as a website on a topic chosen from the list provided or on some other suggested topics submitted for approval. The website must be on the SWEB server and needs to incorporate technical requirements such as HTML, JavaScript, CSS, and PHP.	To develop a framework for evaluating web resources and designs; To examine Web 2.0, cloud computing, and the mobile web in the context of library services. To consider current and future web issues and trends, especially as they pertain to LIS.		
LIS 641	Law Librarianship						
LIS 643	Archives and Manuscripts Management						
LIS 644	Administration of School Library Media Centers	Maria	School Library Alignment	Students align the school library program mission and objectives with those of the larger school and identifies activities to accomplish the objectives and sources of evidence that can be used to measure the outcomes of those activities	Describe the roles and responsibilities of the school library media specialist in serving as a leader and change agent and providing for the integration of the library media program into the instructional program of the K-12 school. Develop administrative policies and short and long-range plans that focus on the collaborative assessment of teaching and diverse learning needs. Demonstrate knowledge of effective management principles in the administration of the school library media program through designing and developing policies and procedures to facilitate library operations, including: collecting, interpreting and using data to improve practice	students chose the appropriate presentation software	
LIS 644	Administration of School Library Media Centers	Maria	School Library Program Monthly Report	Students create an evidence based monthly report (or a mock evidence based monthly report) that could be used to showcase the school library program to one or more stakeholder groups.	Describe the roles and responsibilities of the school library media specialist in serving as a leader and change agent and providing for the integration of the library media program into the instructional program of the K-12 school. Demonstrate knowledge of effective management principles in the administration of the school library media program through designing and developing policies and procedures to facilitate library operations, including: collecting, interpreting and using data to improve practice	students chose the appropriate software to create their report	
LIS 644	Administration of School Library Media Centers	Maria	Collection Development Project	Four part project: identify a portion of the collection to develop based on curricular needs and collection condition; update the collection development policy for the school/district; evaluate the existing collection and develop the portion identified; write a grant proposal to seek funding for the developed collection.	Describe the roles and responsibilities of the school library media specialist in serving as a leader and change agent and providing for the integration of the library media program into the instructional program of the K-12 school. Demonstrate knowledge of effective management principles in the administration of the school library media program through designing and developing policies and procedures to facilitate library operations, including: collecting, interpreting and using data to improve practice		
LIS 644	Administration of School Library Media Centers	Maria	Professional Growth and Networking Reflection	Students reflect on their professional growth as a result of interactions and connections with other school librarians and engagement with a variety of professional resources.	Demonstrate familiarity with the literature of school librarianship and recognize the benefits of ongoing professional learning through professional organizations and publications and how both are related to continued professional growth.		
LIS 644	Administration of School Library Media Centers	Maria	Facilities and Access Evaluation	Students describe and evaluate the physical environment and the schedule of a school library facility and propose necessary changes.	Demonstrate knowledge of effective management principles in the administration of the school library media program through designing and developing policies and procedures to facilitate library operations, including: encouraging flexible access to the services of the library media program; designing facilities that provide an optimal learning environment; and determining appropriate supervisory methods of students to be used in the management of the school media program.		

Course Prefix	Course Name	Instructor	Name of assignment or class activity	Assignment description with specific attention to "hands-on" activity	Relevant course-level outcomes	software/hardware	Notes
LIS 645	Public Libraries	Oltmann	Public relations project	Students create a public relations campaign to save a library budget; campaign includes a slogan, a blog post, and a letter to the mayor; these are all things a librarian might do to influence the library budget	Communicate importance of the public library to the community; Explain the importance of community engagement	NA	
LIS 646	Academic Libraries						
LIS 647	Current Trends in School Media Centers	Maria	Current Trends Presentation	Using a guided inquiry process students work collaboratively with classmates to create a presentation to define a critical issue currently affecting education and explain the role of school librarians and/or the school library program in relation to the current trend.	Explore the reciprocal relationship between current trends in education and the school library program. Develop techniques to position the school librarian as an instructional partner with other educators.		
LIS 647	Current Trends in School Media Centers	Maria	National School Library Standards Assessment	Students work collaboratively to design an instrument to assess one or more Learner Competencies (AASL, 2017).	Demonstrate techniques for integrating information literacy standards, technology standards, and core content standards throughout the curriculum. Design instruction and assessments to support and measure student growth of twenty-first century skills and dispositions.		
LIS 647	Current Trends in School Media Centers	Maria	Collaborative Inquiry Unit Lesson Plan	Students develop a lesson plan for an inquiry-based unit of study that involves teacher librarian collaboration.	Demonstrate techniques for integrating information literacy standards, technology standards, and core content standards throughout the curriculum. Design instruction and assessments to support and measure student growth of twenty-first century skills and dispositions. Develop techniques to position the school librarian as an instructional partner with other educators.		
LIS 647	Current Trends in School Media Centers	Maria	Teach with Me Instructional Partnership Persuasive Presentation	Students present a short speech designed to persuade an individual teacher, group of teachers, or administrative team to allow you, as the school librarian, to serve as an instructional partner in a specific unit of instruction or across the curriculum.	Develop techniques to position the school librarian as an instructional partner with other educators. Advocate for school library and information programs, resources, and services.		
LIS 648	Technology in the School Media Center						
LIS 658	Knowledge Management	Sean Burns	Progress Report	Students use blogging throughout the semester and write summary report of this and other work.	Acquire the relevant theoretical and practical knowledge in order to implement and evaluate KM practices in an organization.	WordPress	
LIS 659	Collection Development	Stephanie Reynolds	Collection Development Policy Evaluation	Students select a collection development policy currently in use at their selected library and evaluate this policy against the American Library Association's collection/selection development policy criteria.	Define and successfully carry out the roles and responsibilities of a librarian in collection development and management. Understand historical, contemporary, and emerging trends and issues in society, education, and government to collection development practices. Locate and use appropriate research and professional resources in collection development and management.	This assignment may require the use of web-based resources.	These assignments will be reevaluated for Spring '19.
LIS 659	Collection Development	Stephanie Reynolds	Professional Development Resources	Students will locate and review websites, listservs, blogs, and other online professional communities to compile a list of 10 resources for professional development. For each, students will demonstrate the appropriateness of each resource for their chosen library.	Define and successfully carry out the roles and responsibilities of a librarian in collection development and management. Understand historical, contemporary, and emerging trends and issues in society, education, and government to collection development practices.	This assignment necessitates the use of significant web-based resources.	
LIS 659	Collection Development	Stephanie Reynolds	Challenge Response	Using the resources on the ALA Office of Intellectual Freedom website, students locate a recent book challenge and write a response using the OIF's Challenge Support resources.	Define and successfully carry out the roles and responsibilities of a librarian in collection development and management. Understand historical, contemporary, and emerging trends and issues in society, education, and government to collection development practices. Apply appropriate policies and procedures for collection development and management.	This assignment necessitates the use of significant web-based resources.	

Course Prefix	Course Name	Instructor	Name of assignment or class activity	Assignment description with specific attention to "hands-on" activity	Relevant course-level outcomes	software/hardware	Notes
LIS 659	Collection Development	Stephanie Reynolds	Weeding Assessment Project	Students identify and evaluate 10 items from the library collection of their choosing that they believe should be weeded. Using the library's collection development and weeding policy as well as the course text and other readings, students will write a justification for why each item should be weeded and for each, a replacement item. Students then submit an annotated bibliography that includes both the weeded items and the replacements.	Define and successfully carry out the roles and responsibilities of a librarian in collection development and management. Understand historical, contemporary, and emerging trends and issues in society, education, and government to collection development practices. Locate and use appropriate research and professional resources in collection development and management. Practice collaborative resource development and management within library and community. Develop a collection that meets the needs of learning and the needs and interests of patrons and learners.	This assignment necessitates the use of significant web-based resources, as well as their chosen library's OPAC and website.	
LIS 661	Introduction to Data Science	Youngseek Kim	Descriptive Statistics	Students need to (1) locate a dataset, (2) discuss a set of topics related to the dataset, and (3) finally provide some descriptive statistics about the dataset.	An understanding of how the nature of the data collection, the data itself, and the analysis processes relate to the kinds of inferences that can be drawn Understand the limitations of data sets based on their contents and provenance		
LIS 661	Introduction to Data Science	Youngseek Kim	Inferential Statistics	Students need to conduct some inferential statistical analyses including t-test and regression based on a large dataset they found.	Knowledge of what statistical analysis techniques to choose, given particular demands of inference and available data		
LIS 661	Introduction to Data Science	Youngseek Kim	Advanced Statistics	Students need to conduct some advanced statistical analyses including structural equation modeling and cluster analysis based on a large dataset they found.	Knowledge of general linear models and cluster analysis methods for statistical analysis		
LIS 661	Introduction to Data Science	Youngseek Kim	Final Data Analysis Report	Students need to create a data analysis report based on their own topic chosen by utilizing a large dataset for his/her project. They can use any data analysis tools such as R, SPSS, and SmartPLS.	Skills and knowledge in preparing data for analysis, including cleaning data, manipulating data, and dealing with missing data Skills in actually analyzing data using open source data analysis tools Skills in scripting for data manipulation, analysis, and visualization using R, R-Studio, and a variety of add on packages.		
LIS 662	Data Analysis and Visualization	Soohyung Joo	Textual analysis, sentiment analysis, and visualization	Students learn how to analyze unstructured text data using R and summarize the key concepts from text via visualization	Explain basic concepts and major methods in data analytics; Think critically about data and identify appropriate methods to solve given problems; Apply appropriate data analysis procedures and visualization techniques to draw conclusions from such analyses; Utilize graphical and numerical summaries to effectively represent analysis results; Identify appropriate visualization methods and apply them to different types of data; Implement a variety of R packages to analyze and visualize data.	R, Web APIs	
LIS 662	Data Analysis and Visualization	Soohyung Joo	Clustering/classification	Students learn a variety of machine learning techniques for data clustering and classification.	Explain basic concepts and major methods in data analytics; Think critically about data and identify appropriate methods to solve given problems; Apply appropriate data analysis procedures and visualization techniques to draw conclusions from such analyses; Utilize graphical and numerical summaries to effectively represent analysis results; Identify appropriate visualization methods and apply them to different types of data; Implement a variety of R packages to analyze and visualize data.	R	
LIS 662	Data Analysis and Visualization	Soohyung Joo	Network analysis and visualization	Students employ different visualization tools for network/linking data analysis.	Explain basic concepts and major methods in data analytics; Think critically about data and identify appropriate methods to solve given problems; Apply appropriate data analysis procedures and visualization techniques to draw conclusions from such analyses; Utilize graphical and numerical summaries to effectively represent analysis results; Identify appropriate visualization methods and apply them to different types of data; Implement a variety of R packages to analyze and visualize data.	R, Gephi, VOSviewer	

Course Prefix	Course Name	Instructor	Name of assignment or class activity	Assignment description with specific attention to "hands-on" activity	Relevant course-level outcomes	software/hardware	Notes
LIS 662	Data Analysis and Visualization	Soohyung Joo	Linear and nonlinear pattern modeling	Students are asked to visualize linear, curvilinear, and nonlinear patterns of data and make prediction models.	Explain basic concepts and major methods in data analytics; Think critically about data and identify appropriate methods to solve given problems; Apply appropriate data analysis procedures and visualization techniques to draw conclusions from such analyses; Utilize graphical and numerical summaries to effectively represent analysis results; Identify appropriate visualization methods and apply them to different types of data; Implement a variety of R packages to analyze and visualize data.	R	
LIS 665	Introduction to Digital Libraries	Soohyung Joo	Image processing	Students are asked to edit and transform raw master image files (.tiff) to display-format images tailored to digital collections.	Gain competencies with varied techniques for digital collection building,	Photoshop	
LIS 665	Introduction to Digital Libraries	Soohyung Joo	Metadata Exercise	Students are asked to use metadata generators to create different formats of metadata for building a digital collection.	Become familiar with the technologies for storing, delivering and disseminating digital materials in networked environment		
LIS 665	Introduction to Digital Libraries	Soohyung Joo	Final project - building a digital collection	Students are asked to build their own digital collection using a content management system.	Gain competencies with varied techniques for digital collection building; Become familiar with the technologies for storing, delivering and disseminating digital materials in networked environment	Omeka	
LIS 668	Database Management	Namjoo Choi	12 Access assignments	Every week, students are asked to do hands-on exercises using Access.	Design a database application using a relational DBMS; Understand SQL and use SQL to retrieve data from databases	Access	
LIS 668	Database Management	Namjoo Choi	12 Database concept assignments	Every week, students are asked to answer questions on key database concepts that will help them do their weekly Access assignments.	Demonstrate a clear understanding of the basic concepts and principles of database systems		
LIS 668	Database Management	Namjoo Choi	Final project - building a real-world database system	A semester long project - Students are asked to build a real-world database system of their choice using Access.	Design a database application using a relational DBMS; Understand SQL and use SQL to retrieve data from databases	Access	
LIS 690	Electronic Resource Development	Sean Burns	Short papers	Students write concise, highly edited papers that focus on a single topic.	Acquire familiarity with the technologies and standards used to manage electronic resources.		
LIS 690	Social Media	Namjoo Choi	Social Media Diary	Students are asked to conduct their own SM diary (research instrument).			
LIS 690	Social Media	Namjoo Choi	Social Network Analysis	Students are asked to perform two basic social network analyses using Gephi.		Gephi	
LIS 690	Social Media	Namjoo Choi	Effective Message	Students are asked to create a marketing message using their choice of social media.			
LIS 690	Social Media	Namjoo Choi	Social Media Analytics	Students are asked to interview a person who's in charge of social media in an organization in order to understand his/her use of a social media analytics tool(s)		Google Analytics, Facebook Insights, Twitter Analytics, etc.	
LIS 690	Social Media	Namjoo Choi	Final project - developing a social media strategy to address the practical needs of an organization	A semester long project - Students are asked to develop a social media strategy to address the practical needs (e.g., promotion, communication, leading/teaching, etc.) of an organization that they chose.		Social media analytics tool(s)	
LIS 690	Materials and Services for Adults						
LIS 690	Government Information Resources	Cheryl Knott	Search exercises	Students complete 3 search exercises requiring them to browse and search federal government websites and other information resources to locate specific information.	Demonstrate familiarity with Web-based government information resources; compare freely available and fee-based services for accessing government information; discuss effective strategies for identifying and locating federal government information		
LIS 690	Government Information Resources	Cheryl Knott	Subject guide to government information resources on a topic of the student's choice	Students use browsing and searching techniques as well as information learned from completing 3 search exercises to identify federal government information services and resources related to a topic. They create a bibliography listing and annotating the federal government information they recommend for people interested in the topic.	Demonstrate familiarity with Web-based government information resources; discuss effective strategies for identifying and locating federal government information; describe key government information resources related to at least one subject area.		

Course Prefix	Course Name	Instructor	Name of assignment or class activity	Assignment description with specific attention to "hands-on" activity	Relevant course-level outcomes	software/hardware	Notes
LIS 690	Study Abroad	Ashley DeWitt	Access Report (Access Plan, Action Plan, Video Summary)	Three part final project- In the access analysis (Part 1), students assess a current information institution's spaces/services/collections/technology/policies with regard to a marginalized or minority population. In the action plan (Part 2), students develop suggestions and action plans (specific tasks, time horizon, resource allocation) to address two barriers to access for the population identified in the access analysis. Students also record a video summary of the report (Part 3).	Examine the role of information professionals and professional organizations in supporting empowerment through access to information; Analyze the impact of cultural context by comparing local, national, and international approaches to empowerment through access to information; Identify barriers affecting access to information for marginalized and/or minority populations and propose solutions to eliminate or mitigate those barriers; Analyze the role of technology in promoting or creating barriers for empowerment and access to information; Evaluate how well information institutions support empowerment for diverse communities through spaces, resources, technology, and policies that support access to information		

Appendix F
Exit Assessment Rubric
Presented November 2, 2018

Grading Notes: To pass the Exit Assessment, students must (A) have a category total ≥ 2 for each of the 5 overall categories (SLO 1, SLO 2, SLO 3, SLO 4, and Overall) **AND** (B) score an Unacceptable in no more than 1 sub-categories for each of the 5 overall categories.

Criteria		Exemplary (3)	Target (2)	Acceptable (1)	Unacceptable (0)	Score
SLO 1	<i>Analysis</i>	Exceeds target expectations	The reflection moves beyond simple description of the relevant coursework to an analysis of how the course work contributed to student understanding of self and the program learning outcome.	The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.	Reflection does not move beyond description of the learning experience(s).	
	<i>Interconnections</i>	Exceeds target expectations	The reflection demonstrates connections between the learning and coursework in the core course and that from other courses; past experience; and/or professional goals.	The reflection demonstrates few connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.	There is little to no attempt to demonstrate connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.	
	<i>Self-awareness</i>	Exceeds target expectations	The reflection demonstrates ability of the student to acknowledge own shortcomings, question their own biases, stereotypes, preconceptions, and/or assumptions and describe new ways of thinking as a result of program experiences.	There is some attempt at self-evaluation, but on a whole the reflection lacks depth.	There is little to no attempt to self-evaluate.	
SLO 2	<i>Analysis</i>	Exceeds target expectations	The reflection moves beyond simple description of the relevant coursework to an analysis of how the course work contributed to student understanding of self and the program learning outcome.	The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.	Reflection does not move beyond description of the learning experience(s).	

Appendix F
Exit Assessment Rubric
Presented November 2, 2018

	<i>Interconnections</i>	Exceeds target expectations	The reflection demonstrates connections between the learning and coursework in the core course and that from other courses; past experience; and/or professional goals.	The reflection demonstrates few connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.	There is little to no attempt to demonstrate connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.	
	<i>Self-awareness</i>	Exceeds target expectations	The reflection demonstrates ability of the student to acknowledge own shortcomings, question their own biases, stereotypes, preconceptions, and/or assumptions and describe new ways of thinking as a result of program experiences.	There is some attempt at self-evaluation, but on a whole the reflection lacks depth.	There is little to no attempt to self-evaluate.	
SLO 3	<i>Analysis</i>	Exceeds target expectations	The reflection moves beyond simple description of the relevant coursework to an analysis of how the course work contributed to student understanding of self and the program learning outcome.	The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.	Reflection does not move beyond description of the learning experience(s).	
	<i>Interconnections</i>	Exceeds target expectations	The reflection demonstrates connections between the learning and coursework in the core course and that from other courses; past experience; and/or professional goals.	The reflection demonstrates few connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.	There is little to no attempt to demonstrate connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.	

Appendix F
Exit Assessment Rubric
Presented November 2, 2018

	<i>Self-awareness</i>	Exceeds target expectations	The reflection demonstrates ability of the student to acknowledge own shortcomings, question their own biases, stereotypes, preconceptions, and/or assumptions and describe new ways of thinking as a result of program experiences.	There is some attempt at self-evaluation, but on a whole the reflection lacks depth.	There is little to no attempt to self-evaluate.	
SLO 4	<i>Analysis</i>	Exceeds target expectations	The reflection moves beyond simple description of the relevant coursework to an analysis of how the course work contributed to student understanding of self and the program learning outcome.	The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.	Reflection does not move beyond description of the learning experience(s).	
	<i>Interconnections</i>	Exceeds target expectations	The reflection demonstrates connections between the learning and coursework in the core course and that from other courses; past experience; and/or professional goals.	The reflection demonstrates few connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.	There is little to no attempt to demonstrate connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.	
	<i>Self-awareness</i>	Exceeds target expectations	The reflection demonstrates ability of the student to acknowledge own shortcomings, question their own biases, stereotypes, preconceptions, and/or assumptions and describe new ways of thinking as a result of program experiences.	There is some attempt at self-evaluation, but on a whole the reflection lacks depth.	There is little to no attempt to self-evaluate.	

Appendix F
Exit Assessment Rubric
Presented November 2, 2018

Overall	<i>Planned application to real-world practice</i>	Exceeds target expectations	Reflection statement provides evidence of student's anticipated use of knowledge gained from the program to appraise, compare, contrast, plan for new actions or response, or propose remedies within the context of library and information practice.	There is some attempt to explain how knowledge gained from the program will be applied to the context of library and information practice, but examples provided are shallow or unrealistic.	No attempt is made to explain how knowledge gained from the program will be applied to the context of library and information practice.	
	<i>Organization</i>	Exceeds target expectations	Reflection has a clear structure and few if any digressions or irrelevant discussion.	Reflection has a sense of structure, but also includes digressions or irrelevant discussion.	Reflection has no discernable structure and loses focus frequently.	
	<i>Clarity</i>	Exceeds target expectations	Ideas are expressed clearly and are easy to follow.	Ideas are usually expressed clearly but are sometimes difficult to follow.	Ideas are not expressed clearly and are difficult to follow.	

Appendix G
Exit Assessment Rubric
Presented May 1, 2019

Grading Notes: To pass the Exit Assessment, students must (A) have a category total ≥ 2 for each of the 5 overall categories (SLO 1, SLO 2, SLO 3, SLO 4, and Overall) **AND** (B) score an Unacceptable in no more than 1 sub-categories for each of the 5 overall categories.

Criteria		Exemplary (3)	Target (2)	Acceptable (1)	Unacceptable (0)	Score
SLO 1	<i>Analysis</i>	Exceeds target expectations	The reflection moves beyond simple description of the relevant coursework to an analysis of how the course work contributed to student understanding of self and the program learning outcome.	The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.	Reflection does not move beyond description of the learning experience(s).	
	<i>Interconnections</i>	Exceeds target expectations	The reflection explicitly discusses the connection between content learned in the core courses, in other courses, and professional goals. If relevant, the reflection includes connections to professional experience.	The reflection provides some discussion of the connection between content learned in the core courses, in other courses, and professional goals. If relevant, the reflection includes connections to professional experience.	There is little to no attempt to discuss the connection between content learned in the core courses, in other courses, and professional goals.	
	<i>Self-awareness</i>	Exceeds target expectations	The reflection demonstrates ability of the student to acknowledge own shortcomings, question their own biases, stereotypes, preconceptions, and/or assumptions and describe new ways of thinking as a result of program experiences.	There is some attempt at self-evaluation, but on a whole the reflection lacks depth.	There is little to no attempt to self-evaluate.	
SLO 2	<i>Analysis</i>	Exceeds target expectations	The reflection moves beyond simple description of the relevant coursework to an analysis of how the course work contributed to student understanding of self and the program learning outcome.	The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.	Reflection does not move beyond description of the learning experience(s).	

Appendix G
Exit Assessment Rubric
Presented May 1, 2019

	<i>Interconnections</i>	Exceeds target expectations	The reflection explicitly discusses the connection between content learned in the core courses, in other courses, and professional goals. If relevant, the reflection includes connections to professional experience.	The reflection provides some discussion of the connection between content learned in the core courses, in other courses, and professional goals. If relevant, the reflection includes connections to professional experience.	There is little to no attempt to discuss the connection between content learned in the core courses, in other courses, and professional goals.	
	<i>Self-awareness</i>	Exceeds target expectations	The reflection demonstrates ability of the student to acknowledge own shortcomings, question their own biases, stereotypes, preconceptions, and/or assumptions and describe new ways of thinking as a result of program experiences.	There is some attempt at self-evaluation, but on a whole the reflection lacks depth.	There is little to no attempt to self-evaluate.	
SLO 3	<i>Analysis</i>	Exceeds target expectations	The reflection moves beyond simple description of the relevant coursework to an analysis of how the course work contributed to student understanding of self and the program learning outcome.	The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.	Reflection does not move beyond description of the learning experience(s).	
	<i>Interconnections</i>	Exceeds target expectations	The reflection explicitly discusses the connection between content learned in the core courses, in other courses, and professional goals. If relevant, the reflection includes connections to professional experience.	The reflection provides some discussion of the connection between content learned in the core courses, in other courses, and professional goals. If relevant, the reflection includes connections to professional experience.	There is little to no attempt to discuss the connection between content learned in the core courses, in other courses, and professional goals.	

Appendix G
Exit Assessment Rubric
Presented May 1, 2019

	<i>Self-awareness</i>	Exceeds target expectations	The reflection demonstrates ability of the student to acknowledge own shortcomings, question their own biases, stereotypes, preconceptions, and/or assumptions and describe new ways of thinking as a result of program experiences.	There is some attempt at self-evaluation, but on a whole the reflection lacks depth.	There is little to no attempt to self-evaluate.	
SLO 4	<i>Analysis</i>	Exceeds target expectations	The reflection moves beyond simple description of the relevant coursework to an analysis of how the course work contributed to student understanding of self and the program learning outcome.	The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.	Reflection does not move beyond description of the learning experience(s).	
	<i>Interconnections</i>	Exceeds target expectations	The reflection explicitly discusses the connection between content learned in the core courses, in other courses, and professional goals. If relevant, the reflection includes connections to professional experience.	The reflection provides some discussion of the connection between content learned in the core courses, in other courses, and professional goals. If relevant, the reflection includes connections to professional experience.	There is little to no attempt to discuss the connection between content learned in the core courses, in other courses, and professional goals.	
	<i>Self-awareness</i>	Exceeds target expectations	The reflection demonstrates ability of the student to acknowledge own shortcomings, question their own biases, stereotypes, preconceptions, and/or assumptions and describe new ways of thinking as a result of program experiences.	There is some attempt at self-evaluation, but on a whole the reflection lacks depth.	There is little to no attempt to self-evaluate.	

Appendix G
Exit Assessment Rubric
Presented May 1, 2019

Overall	<i>Planned application to real-world practice</i>	Exceeds target expectations	Reflection statement provides evidence of student's anticipated use of knowledge gained from the program to appraise, compare, contrast, plan for new actions or response, or propose remedies within the context of library and information practice.	There is some attempt to explain how knowledge gained from the program will be applied to the context of library and information practice, but examples provided are shallow or unrealistic.	No attempt is made to explain how knowledge gained from the program will be applied to the context of library and information practice.	
	<i>Organization</i>	Exceeds target expectations	Reflection has a clear structure and few if any digressions or irrelevant discussion.	Reflection has a sense of structure, but also includes digressions or irrelevant discussion.	Reflection has no discernable structure and loses focus frequently.	
	<i>Clarity</i>	Exceeds target expectations	Ideas are expressed clearly and are easy to follow.	Ideas are usually expressed clearly but are sometimes difficult to follow.	Ideas are not expressed clearly and are difficult to follow.	

LIS Curriculum Committee Year-End Report

Academic Year 2019-2020

Convener: Maria Cahill

Members: Soohyung Joo, Daniela Digiacomo

Student member: Kelly Carrigan

Ex officio: Jeff Huber, Will Buntin

As anticipated, the LIS Curriculum Committee focused primarily on the Technology and Diversity Audit for the 2019-2020 academic year.

The Committee met on October 8, 2019 to review and discuss recommendations from the 2018-2019 LIS Curriculum Committee as conveyed in the LIS Curriculum Committee Year End Report: a) Resume discussion of a required practicum using data gathered from the Graduates and Alumni Surveys, the Exit Assessment, and other relevant sources and constituents; b) Develop question(s) for the Employer Survey to capture employer expectations for skills and knowledge of recent graduates; c) Conduct technology and diversity audit, with particular emphasis on the use of the diversity and technology symbols in the syllabuses of the elective courses.

- The LIS faculty had indicated at the LIS Curriculum Retreat on September 6, that we need not continue to explore a required practicum as most of the evidence collected thus far did not support such a decision.
- Because the Employer Survey was scheduled to launch in early October, additional questions could not be added.
- The Committee agreed to conduct a Diversity and Technology audit in Spring 2020.

At the November 1, 2019 LIS Faculty Meeting, the Committee recommended approval for the LIS 690 Social Media course to be offered as a regular elective.

In March 2020, the Committee conducted the Technology and Diversity Curriculum Audit (see Appendix A).

After sharing the report with the LIS faculty at the April 10 LIS Faculty Meeting, the Committee collected LIS faculty input (see Appendix B).

The Committee will spearhead a full discussion at the LIS Faculty Retreat in Fall 2020 about definitions of diversity and technology and the continuation of the technology and diversity audits.

Recommendations for 2020-2021 Curriculum Committee:

- Use faculty input gathered at the LIS Curriculum Retreat in Fall 2020 to make a decision about the curriculum audit;

- Develop question(s) for the Alumni Survey to capture perception of skills and knowledge of recent graduates;

Appendix A

LIS Curriculum Committee

Technology and Diversity Audit

Spring 2020

Background information: As part of the continual evaluation of the curriculum (required for the ALA accreditation), the LIS program conducts a biennial audit to determine the extent to which technology and diversity are integrated across the curriculum. The LIS faculty voted to approve using technology (☞) and diversity (☝) symbols for the four core courses in Fall 2017. At the recommendation of the 2018-2019 Curriculum Committee, as communicated in the Annual Report document, the 2019-2020 Curriculum Committee conducted the “technology and diversity audit, with particular emphasis on the use of the diversity and technology symbols in the syllabuses of the elective courses.”

Process: This review was delimited to syllabuses of LIS graduate-level courses taught between Spring 2018 and Spring 2020. For each course, one member of the Curriculum Committee reviewed the most recent syllabus of each instructor of each course to ascertain whether symbols were employed consistently across courses and across instructors, both regular faculty and part-time instructors. In addition to identifying the use of symbols, the Committee also examined the number of readings and assignments to which the symbols were applied.

Results:

Core Courses: As conveyed in Table 1, symbols were used on the syllabuses of three of the four core courses.

Course number	Syllabuses reviewed		Technology		Diversity	
			Range	Mean	Range	Mean
600	4	Assignments	0	0	0	0
		Readings	12—14	13	17—18	17.75
601	3	Assignments	0—5	1.67	0—2	0.67
		Readings	4—6	5	3—5	3.67
602	2	Assignments	0	0	0	0
		Readings	0	0	0	0
603	4	Assignments	0—2	0.75	0—2	0.75
		Readings	3	3	3—5	3.5

Elective courses: Symbols were not used on the syllabus(es) of any elective course.

Possible points of discussion:

- Are technology and diversity integration still of primary importance in terms of curriculum focus?
 - 2018 Alumni Survey Report:
 - In response to the question, “What technology skills do you wish you had learned in the program? The only skills that were listed multiple times were library systems (6 responses), cataloging (4 responses), database management systems (4 responses), OCLC (3 responses), infographics (3 responses), and reference management tools (3 responses).
 - We asked our graduates to indicate whether they agree or disagree with statements about how well the program prepares them for professional work. We used 5-point Likert scales ranging from “Strongly Disagree” (1) to “Strongly Agree” (5). The majority of our recent graduates agreed or strongly agreed on most of our questions (the average rating range from 3.6 to 4.2 out of 5) except our diversity training (3.3 out of 5).
 - 2019 Employer Survey Report:
 - Response rate insufficient to lead to useful findings.
- If technology and diversity integration are still of primary importance in terms of curriculum focus,
 - What do we mean by technology and diversity (i.e. are we confident that we have a shared understanding of the definition and practice of these terms)?
 - How do we best convey the importance to all instructors, both full-time faculty and part-time instructors?
 - Are symbols the best way to convey integration?
 - Is a count of readings and assignments a meaningful measure of integration?

Appendix B

LIS Curriculum Committee

Faculty Comments in Response to the Technology and Diversity Audit

Spring 2020

- Sean Burns: “Was there a use outside how the symbols were applied to readings and assignments?”
- Sean: Are the ranges a measure from year to year or a measure from instructor to instructor for multiple sections?
 - Maria: The ranges were calculated across all sections, instructors, and years.
- Robert Shapiro: It seems that the wingdings slipped off the 602 syllabus at some point recently and I’ve not paid close enough attention to put them back on. That is totally my responsibility and I don’t want that to reflect poorly on Sarah.

I don’t know if it would help or not, but the syllabus has not changed substantially (if at all) since, I believe, the last time the wingdings were on there.

- Shannon Oltmann: I understand the committee’s concern about simply counting icons—is this an effective way to demonstrate the infusion of technology and/or diversity across syllabi and the program as a whole? I think this approach was adopted because it was “countable” and quantifiable—something we could point to as data. I think it was somewhat useful for ALA accreditation, so if we want to drop the use of the symbols, we will probably need to think of another way to concretely demonstrate infusion of key principles like technology and diversity. I am certainly in favor of a more holistic approach, rather than this rudimentary way of looking at infusion—I just don’t know how to do it.

If I recall correctly, there was a bit of pushback against making the adoption of symbols in electives mandatory. Maybe I’m mis-remembering, but I think people didn’t want to add things to their syllabi.

- Sarah Barriage: As one of the instructors for 602, I felt like I should explain why I don't use the symbols in my syllabus. The first reason is that I did not make many changes to the syllabus provided to me when I started, and that syllabus did not use the symbols. And the second reason is that my understanding of the symbols appears to be the opposite of how they are actually used - I thought these were only for elective courses and not required courses.

I'm not sure that I understand what assignments/readings would qualify for the technology symbols. How is technology defined within this specific context? I know this is something brought up in the report - I just wanted to emphasize my agreement with that particular point. Thinking about the 602 context specifically, would this only be for

those assignments that require students to create cataloging records? Or would essays where students write about things like metadata, classification systems, and information retrieval also count? If the more expansive definition of technology is used, then every assignment and reading within 602 would be technology-related. And in that case, is the inclusion of symbols actually helpful or meaningful?

I'm also curious as to why technology is included as one of these two areas of focus within the syllabi.

As for the diversity symbols, I'm probably not 100% clear on what counts as a diversity reading or a diversity assignment. I also find the idea of the diversity symbols to be a bit of an othering activity, and in that sense problematic.

Another question I have about these symbols relates to who the intended audience is. If the purpose of these symbols is to make sure instructors are incorporating technology and diversity readings/assignments (however these may be defined) and to have some type of accounting of this for internal purposes, could this information not be communicated in another way, such as writing a brief description of how technology and diversity are addressed in each course? Or are we trying to signal to students that readings/assignments are focused on technology and/or diversity, and would that not be obvious to them when completing the reading/assignment?

2018-2019 Academic Year-End Report

April 26, 2019

Members

Youngseek Kim (Convener)
Shannon Oltmann (Member)
Robert Shapiro (Member)
Rebecca Fulton (Student Representative)
Will Buntin (ex-officio)
Jeff Huber (ex-officio)

Goals for 2018-2019 Academic Year

1. Alumni Survey Analysis
2. Curriculum Evaluation / Practicum Requirement (collaboration with the Curriculum Committee)
3. Learning Outcome Essays Assessment

Descriptions of Goals

Alumni Survey Analysis

In Fall 2018, the Planning Committee conducted the biennial alumni survey to acquire feedback from graduates from our MSLS program. We asked diverse questions to learn about their current employment status and their experience with our program in terms of curriculum and professional preparation under five categories including areas of study, employment status, program evaluation, post-graduate service, and technology.

Most of our recent graduates agreed that our MSLS program including classes and advising prepares them for professional work and to achieve professional goals. With regards to four new program learning outcomes, most of our recent graduates either “agreed” or “strongly agreed” that they can achieve those four program learning outcomes successfully. Also, most of our recent graduates were pleased with our program in terms of the qualities of classes, our virtual community, services, instructors, advisors, and program & practicum experience.

Based on our analysis of the survey responses, our suggestions for improvement include:

- (1) Although we have emphasized the diversity education in our existing curriculum, our recent graduates are not pleased with our diversity training in the program. We should continue to

implement and strengthen the diversity components in our curriculum.

- (2) Although we have tried to enhance student advising, our recent graduates' evaluation about advising remained the same. We should continue efforts and discussions to improve our advising services for our students.
- (3) We have developed new technology courses (e.g., social media and data science courses) and enhanced existing technology courses to address our students' needs in emerging technologies. We should address our students' emerging technology needs such as multimedia management, content management systems, and advanced script programming classes.

Curriculum Evaluation and Practicum Requirement

The planning committee also worked with the curriculum committee with regards to curriculum evaluation and practicum requirement. In the alumni survey, we incorporated questions to evaluate our current curriculum and investigate the practicum requirement option in our MSLS program. We specifically asked our graduates whether they would still have chosen our program if they had been required to complete a practicum as part of the program. About 44% of our recent graduates indicated that they would have chosen our program even with a required practicum and no waiver for students with professional experience in libraries, and about 38% of our recent graduates indicated that they would have chosen our program only if there had been a waiver for the required practicum for students with professional experience in libraries. A substantial number of respondents from our recent graduates (15.3%) indicated that they would not have chosen our program if there were a required practicum, regardless of whether a waiver for students with professional experience in libraries was offered. This result suggests that we should be cautious in implementing a required practicum and no waiver for students with professional experience in libraries.

Learning Outcome Essays Assessment

The planning committee assessed the program learning outcome essays submitted in Spring, Summer, and Fall 2018. Since we implemented the new learning outcomes for the graduation exit assessment starting in Fall 2017, we had developed new grading rubrics in Fall 2017 and modified them in Fall 2018. Therefore, we analyzed the program learning outcome essays in Spring and Summer 2018 based on the prior grading rubrics, and Fall 2018 based on the new grading rubrics respectively.

Using the prior grading rubrics, the faculty graded all four learning outcomes of the 40 and 16 learning outcome essays submitted as part of Spring 2018 and Summer 2018 Exit Assessment respectively. Beginning in Fall 2018, the Program began to use a modified grading rubric for evaluating the exit assessment essays. Using the modified grading rubrics, the faculty graded all four learning outcomes of the 26 learning outcome essays submitted as part of Fall 2018 Exit Assessment.

With the adoption of the new learning outcomes from Fall 2017, all faculty graders, including the advisor and secondary reviewer, were able to assess them for all outcomes using the rubrics attached to the essays. From this analysis, we can tentatively conclude that students seem to be displaying appropriate levels of mastery of the student learning outcomes. Furthermore, we do not see much significant variation between first and second reviewers in terms of the scores assigned to students.

Action Items for 2019-2020 Academic Year

1. Employer Survey (Need to ask survey participants about the state they currently work)
2. Learning Outcome Essays Assessment (Based on the updated grading rubrics)
3. LIS Program Assessment Process Review

Appendix

1. 2018 Alumni Survey Analysis Report
2. 2018 Program Learning Outcome Essays Analysis Report

2018 Alumni Survey Analysis Report

February 27, 2019

Members

Youngseek Kim (Convener)
Shannon Oltmann (Member)
Robert Shapiro (Member)
Rebecca Fulton (Student Representative)
Will Buntin (ex-officio)
Jeff Huber (ex-officio)

In Fall 2018, the Planning Committee conducted the biennial alumni survey to acquire feedback from graduates from our MSLS program. We asked a total of 22 questions to learn about their current employment status and their experience with our program in terms of curriculum and professional preparation. The online survey was hosted on the SurveyMonkey website, and the potential survey participants were contacted through the University's alumni office and the SIS office (for those who graduated after 2014). The survey was initially disseminated on October 31, 2018, and one reminder was sent on December 7, 2018 to those who graduated from 2014 to 2018. The survey was closed on January 5, 2019.

A total of 287 partial and full responses were received as of January 5, and among those 287 initial responses, any responses which had more than 50% of missing values were removed. This leads to a total of 230 valid responses, which were used for the final data analysis in this report. For the purpose of this survey, it is important to know our recent graduates' evaluation about the program and their current status. Therefore, each survey question was analyzed by "Graduates Before 2013", "Graduates After 2014", and "All Respondents", and we focused on the responses from our recent graduates who completed their MSLS degrees from 2014 to 2018. For some questions, an independent sample t-test was conducted to see whether there are any statistically significant differences between "Graduates Before 2013" and "Graduates After 2014".

The 22 questions that we asked fall under five categories: (1) Areas of Study, (2) Employment Status, (3) Curriculum, (4) Program Evaluation, (5) Post Graduate Service, and (6) Technology. Detailed analysis follows this section of our report. Summary results include:

(1) Area of Concentration

About half of our recent graduates specialized in Generalist (29.4%) and Academic Libraries (24.7%), followed by Public Libraries (12.9%), Children/Youth Services (11.8%), and School Library Media Certification (9.4%). There were no 'statistically' significant differences in the area of specializations between graduates before 2013 and after 2014.

(2) Employment Status

Most of our recent graduates are working full-time (84.7%), and their positions are described as professional (86.8%) and directly related to their MSLS degree (84.2%). A little more than half of our recent graduates (53.9%) work in East South Central (about 90% of them work in Kentucky), followed by

South Atlantic (14.5%), West North Central (10.5%), and East North Central (9.2%). About one third of our recent graduates work in Public Library (33.8%), followed by Academic Library (26.5%), School Library (K-12) (14.7%), and Special Library (7.4%). Interestingly, there is a significant decrease in academic library for the graduates after 2014 (26.5%) compared to the graduates before 2013 (46.7%).

(3) Curriculum

With regards to practicum requirement, our recent graduates indicated that they would have chosen our program (1) even with a required practicum and no waiver for students with professional experience in libraries (44%), and (2) only if there had been a waiver for the required practicum for students with professional experience in libraries (38%).

(4) Program Evaluation

Most of our recent graduates agreed that our MSLS program including classes and advising prepares them for professional work and achieve professional goals. However, the rating of the diversity training still remained the same compared to our 2016 alumni survey. Also, with regards to four new program learning outcomes, most of our recent graduates either agreed or strongly agreed that they can achieve those four program learning outcomes successfully. Lastly, most of our recent graduates were pleased with our program in terms of the qualities of classes, our virtual community, services, instructors, advisors, and program & practicum experience.

(5) Post Graduate Service

Most of our recent graduates actively participated in lifelong learning activities such as attending workshops and conferences (75.3%), and about half of the respondents indicated that they joined the American Library Association (52.9%) and state library associations (51.8%) including Kentucky Library Association (27.1%).

(6) Technology

Most of our recent graduates primarily use Office Productivity (92.9%), followed by Social Media (60.0%), Content Management System (48.2%), Database Management Systems (42.4%), Multimedia Management (41.2%), Web Development Skills (31.8%), and Reference Management Tools (30.6%). There are significant increases for the technology skills including “Office Productivity”, “Social Media”, and “Multimedia Management” by the graduates after 2014 compared to the graduates before 2013.

Suggestions

Based on our analysis of the survey responses, our suggestions for improvement include:

- (1) With regards to practicum requirement, although about 44% of our recent graduates indicated that they would have chosen our program even with a required practicum and no waiver for students with professional experience in libraries, a significant number of our recent graduates (38%) indicated that they would have chosen our program only if there had been a waiver for the required practicum for students with professional experience in libraries. Therefore, we should be cautious in implementing a required practicum and no waiver for students with professional experience in libraries.
- (2) Although we have emphasized the diversity education in our existing curriculum, our recent graduates are not pleased with our diversity training in the program. We should continue to

implement and strengthen the diversity components in our curriculum.

- (3) Although we have tried to enhance student advising (especially incredible work done by student affairs and the Canvas advising shells), our recent graduates' evaluation about advising remained the same. We should continue efforts and discussions to improve our advising services for our students.
- (4) We have developed new technology courses (e.g., social media and data science courses) and enhanced existing technology courses to address our students' needs in emerging technologies. We should address our students emerging technology needs such as multimedia management, content management system, and advanced script programming classes.

Responses and Analysis

The following sections expand and provide more detail about the feedback received from the alumni survey. Especially, there were four questions that allowed for open-ended responses. The responses were gathered and analyzed with iterative coding; as with the quantitative data, we split the qualitative data into “graduates of the past five years” and “graduates prior to 2014.” Blank responses and “no answer” or “n/a” responses were removed from the data set so we could focus on the substantive answers.

Graduation Year

The graduation year of the 230 respondents widely distributed from 1980s to 2010s, and we received a total of 85 responses from those who graduated last five years (from 2014 to 2018).

Year	# of Respondents	Percentage
Before 1980	30	13.0%
1981-1985	12	5.2%
1986-1990	13	5.7%
1991-1995	16	7.0%
1996-2000	20	8.7%
2001-2005	23	10.0%
2006-2010	20	8.7%
2011-2015	41	17.8%
2016-2018	55	23.9%
Total	230	100.0%

Year	# of Respondents	Percentage
2014	13	15.3%
2015	17	20.0%
2016	18	21.2%
2017	17	20.0%
2018	20	23.5%
Total	85	100.0%

(1) Area of Concentration

Graduate students in our program can choose their areas of concentration. We asked our graduates their areas of concentration during the program. About half of our recent graduates specialized in Generalist (29.4%) and Academic Libraries (24.7%), and the rest of respondents include Public Libraries (12.9%), Children/Youth Services (11.8%), School Library Media Certification (9.4%), Heather Information (4.7%), Information Technology (3.5%), and Information Organization (2.4%). There were no ‘statistically’ significant differences in the area of specializations between graduates before 2013 and after 2014.

Area of Concentration	Graduates Before 2013		Graduates After 2014		All Respondents	
Generalist/No concentration in a special area	42	29.0%	25	29.4%	67	29.1%
Academic Libraries	25	17.2%	21	24.7%	46	20.0%
Public Libraries	20	13.8%	11	12.9%	31	13.5%
School Library Media Certification	19	13.1%	8	9.4%	27	11.7%
Children/Youth Services	7	4.8%	10	11.8%	17	7.4%
Information Technology	7	4.8%	3	3.5%	10	4.3%
Health Information	5	3.4%	4	4.7%	9	3.9%
Information Organization	2	1.4%	2	2.4%	4	1.7%
Other	15	10.3%	1	1.2%	16	7.0%
Non-Response	3	2.1%	0	0.0%	3	1.3%
Total	145	100.0%	85	100.0%	230	100.0%

(2) Employment Status

In terms of employment status, the majority of our recent graduates indicated that they were working full-time (84.7%), but a substantial number of respondents indicated that they were not employed (10.6%) and working only part-time (less than 35 hours per week) (4.7%).

Employment Status	Graduates Before 2013		Graduates After 2014		All Respondents	
Full-Time	93	64.1%	72	84.7%	165	71.7%
Part-Time (Consider Part-time to be less than 35 hours per week)	10	6.9%	4	4.7%	14	6.1%
Not Employed	5	3.4%	9	10.6%	14	6.1%
Retired	37	25.5%	0	0.0%	37	16.1%
Total	145	100.0%	85	100.0%	230	100.0%

Employment Period of the Current Employer

The majority of our recent graduates have been working at their current positions in less than 5 years (69.7%), followed by 6-10 years (21.1%), 11-15 years (3.9%), 16-20 years (3.9%), and 21-25 years (1.3%).

Employment Period of the Current Employer	Graduates Before 2013		Graduates After 2014		All Respondents	
Less than 5 Years	30	29.1%	53	69.7%	83	46.4%
6-10 Years	13	12.6%	16	21.1%	29	16.2%
11-15 Years	18	17.5%	3	3.9%	21	11.7%
16-20 Years	13	12.6%	3	3.9%	16	8.9%
21-25 Years	10	9.7%	1	1.3%	11	6.1%
26-30 Years	5	4.9%	0	0.0%	5	2.8%

More than 31 Years	13	12.6%	0	0.0%	13	7.3%
Non-Response	1	1.0%		0.0%	1	0.6%
Total	103	100.0%	76	100.0%	179	100.0%

Type of Current Position

The majority of their current positions are described as professional (86.8%), followed by paraprofessional (9.2%) and other (3.9%).

Type of Current Position	Graduates Before 2013		Graduates After 2014		All Respondents	
Professional	86	83.5%	66	86.8%	152	84.9%
Paraprofessional	8	7.8%	7	9.2%	15	8.4%
Other	9	8.7%	3	3.9%	12	6.7%
Total	103	100.0%	76	100.0%	179	100.0%

State where You Work Currently

We asked our graduates about the state they currently work. A little more than half of our recent graduates (53.9%) work in East South Central (about 90% of them work in Kentucky), followed by South Atlantic (14.5%), West North Central (10.5%), East North Central (9.2%), and West South Central (3.9%). We have one response from each of Pacific, Mountain, Middle Atlantic, and New England (1.3% per each category). Interestingly, two of our recent graduates (2.6%) indicated that they work outside the United States.

Region		Graduates Before 2013		Graduates After 2014		All Respondents	
West	Pacific	3	2.9%	1	1.3%	4	2.2%
	Mountain	3	2.9%	1	1.3%	4	2.2%
Midwest	West North Central	4	3.9%	8	10.5%	12	6.7%
	East North Central	15	14.6%	7	9.2%	22	12.3%
Northeast	Middle Atlantic	6	5.8%	1	1.3%	7	3.9%
	New England	0	0.0%	1	1.3%	1	0.6%
South	West South Central	1	1.0%	3	3.9%	4	2.2%
	East South Central	56	54.4%	41	53.9%	97	54.2%
	South Atlantic	14	13.6%	11	14.5%	25	14.0%
International		0	0.0%	2	2.6%	2	1.1%
Non-Response		1	1.0%	0	0.0%	1	0.6%
Total		103	100.0%	76	100.0%	179	100.0%

Relevance to MSLS Degree

The most of our recent graduates' positions are directly related to their MSLS degree (84.2%) versus no relevance to their MSLS degree (15.8%). There were no 'statistically' significant differences in the relevance to MSLS degree between graduates before 2013 and after 2014.

Relevance to MSLS Degree	Graduates Before 2013		Graduates After 2014		All Respondents	
Yes	85	82.5%	64	84.2%	149	83.2%
No	18	17.5%	12	15.8%	30	16.8%
Total	103	100.0%	76	100.0%	179	100.0%

Type of Information Organization

We asked our graduates about the types of information organization where they work currently. About one third of our recent graduates work in Public Library (33.8%), followed by Academic Library (26.5%), School Library (K-12) (14.7%), and Special Library (7.4%). Interestingly, there is a significant decrease in academic library for the graduates after 2014 (26.5%) compared to the graduates before 2013 (46.7%) ($p < 0.01$).

Type of Information Organization	Graduates Before 2013		Graduates After 2014		All Respondents	
Academic Library	42	46.7%**	18	26.5%**	60	38.0%
Public Library	22	24.4%	23	33.8%	45	28.5%
School Library (K-12)	5	5.6%	10	14.7%	15	9.5%
Special Library	9	10.0%	5	7.4%	14	8.9%
Community-based Organization	1	1.1%	1	1.5%	2	1.3%
Other	11	12.2%	11	16.2%	22	13.9%
Total	90	100.0%	68	100.0%	158	100.0%

Employment History (For those who are currently unemployed)

There were nine recent graduates who had been not employed at the point of this survey; most of them were employed before (88.9%) while only one person had no prior employment record (11.1%).

Employment History	Graduates Before 2013		Graduates After 2014		All Respondents	
Yes	40	95.2%	8	88.9%	48	94.1%
No	1	2.4%	1	11.1%	2	3.9%
Non-Response	1	2.4%	0	0.0%	1	2.0%
Total	42	100.0%	9	100.0%	51	100.0%

Recent Employment Period

Those who had been not employed at the point of this survey were employed less than 5 years in their recent employment (77.8%).

Recent Employment Period	Graduates Before 2013		Graduates After 2014		All Respondents	
Less than 5 Years	5	11.9%	7	77.8%	13	25.5%
6-10 Years	8	19.0%	1	11.1%	9	17.6%
11-15 Years	8	19.0%	0	0.0%	8	15.7%

16-20 Years	3	7.1%	0	0.0%	3	5.9%
21-25 Years	4	9.5%	0	0.0%	4	7.8%
26-30 Years	4	9.5%	0	0.0%	4	7.8%
More than 30 Years	7	16.7%	0	0.0%	7	13.7%
Never Employed (who indicated "0")	2	4.8%	1	11.1%	2	3.9%
Non-Response	1	2.4%	0	0.0%	1	2.0%
Total	42	100.0%	9	100.0%	51	100.0%

(3) Curriculum

Which LIS class has been the most useful to you in your professional career? How has that class been useful?

Graduates of the past five years:

Answers were grouped into common categories, as shown below:

Most useful course	Number of responses
Electives	21
Youth/children's lit	14
Management	7
Practicum	5
Technology course	4
Core (other than mgmt.)	4
Information architecture	4
School library course	2

The electives that were most commonly mentioned include reference, academic libraries, and public libraries. The core courses were not mentioned often, other than management. Youth and children's literature courses were all combined into one category, as were technology and school library courses.

From this, we can tentatively conclude that our recent graduates report the most utility from elective courses they take that likely contain specialized information pertaining to their jobs. As discussed below, the youth/children's lit, management courses, and practicum were rated useful because they contained practical information.

Overall, three common themes emerged from the second part of this question (How has that course been useful?). The first, most common theme was the importance of practical assignments and applications, which gave students good preparation for their jobs. The second theme was that the valued courses instill knowledge and understanding that students found useful. Third, students reported valuing the passion and opportunity that courses either encouraged, created, or grew.

Graduates prior to 2014:

Again, answers were grouped into common categories, as shown below:

Most useful course	Number of responses
Electives	75
Youth/children's lit	15
Management	9
Practicum	3
Technology course	4
Core (other than mgmt.)	14
Information architecture	0
School library course	1

The data from the older graduates shows that, again, electives were the most useful courses to our students, followed by youth/children's lit. Next was the core courses (other than management), which is a variation from our more recent graduates.

When answering why these courses were valuable, older graduates echoed the same themes as newer graduates: practical applications and assignments, knowledge and understanding, and passion and opportunity.

What skills or knowledge do you wish you had learned in the LIS program at UK and why?

Again, answers were grouped together. Many respondents gave multiple answers and each answer was counted separately. Below, we report all answers that garnered at least two responses (from all alumni).

Skills or knowledge	Number of responses (total)	Number of responses (graduates of past 5 years)
Info tech/ computer programming	26	13
Practical learning/ practical assignments	21	5
Organization of information/ cataloging	19	13
Business aspects/ nonprofit management	17	7
Outreach/ advocacy	12	4
Archives/preservation	11	6
CV/job advancement skills	10	6
Lesson planning/ school library skills	10	5
Information literacy	10	4
Responses to front-line situations	10	3
Human resources	9	0
How to get a job	9	3
Hands-on management	9	1
Teaching/ pedagogy	8	3
Collection development	6	3
Open access/ copyright	5	3
Special libraries/ digital libraries	4	1
Information science/ informatics	3	0
Library literature/ history of libraries	2	1
Programs/ services for youth	2	1
Data/ research management	2	2
Law librarianship	2	1
Project management	2	1

A few things are worth noting when we focus on our more recent graduates. The skills and knowledge that were most wished for by recent graduates include information technology/ computer programming, organization of information/ cataloging, business/ nonprofit management, archives/preservation, and c.v./ job advancement skills.

Second, some of the topics named frequently by older graduates were of less concern to our more recent graduates (including practical learning/ practical assignments, outreach/ advocacy, lesson planning/ school library skills, information literacy, responses to front-line situations, human resources, how to get a job, and hands-on management). We can take this as an indication that we are addressing these topics better in recent times than we did prior to 2014 (though more can be done).

Practicum Requirement

We asked our graduates whether they would still have chosen our program if they had been required to complete a practicum as part of the program. About 44% of our recent graduates indicated that they would have chosen our program even with a required practicum and no waiver for students with professional experience in libraries, and about 38% of our recent graduates indicated that they would have chosen our program only if there had been a waiver for the required practicum for students with professional experience in libraries. A substantial number of respondents from our recent graduates (15.3%) indicated that they would not have chosen our program if there were a required practicum, regardless of whether or not a waiver for students with professional experience in libraries, was offered. Interestingly, there is a significant objection to a required practicum by the recent graduates compared to the graduates before 2013 ($p < 0.05$).

If you had been required to complete a practicum as part of the LIS program at UK, would you still have chosen this program?

Practicum Requirement	Graduates Before 2013		Graduates After 2014		All Respondents	
	Count	Percentage	Count	Percentage	Count	Percentage
Yes, I would have chosen to complete my MSLS at UK even with a required practicum and no waiver for students with professional experience in libraries.	70	48.3%	37	43.5%	107	46.5%
Yes, I would have chosen to complete my MSLS at UK, but only if there had been a waiver for the required practicum for students with professional experience in libraries.	63	43.4%	32	37.6%	95	41.3%
No, I would NOT have chosen to complete my MSLS at UK if there were a required practicum, regardless of whether or not a waiver for students with professional experience in libraries was offered.*	8	5.5%*	13	15.3%*	21	9.1%
Non-Response	4	2.8%	3	3.5%	7	3.0%
Total	145	100.0%	85	100.0%	230	100.0%

(4) Program Evaluation

We asked our graduates to indicate whether they agree or disagree with statements about how well the program prepares them for professional work. We used 5-point Likert scales ranging from “Strongly Disagree” (1) to “Strongly Agree” (5). The majority of our recent graduates agreed or strongly agreed on most of our questions (the average rating range from 3.6 to 4.2 out of 5) except our diversity training (3.3 out of 5). Although this rating by our recent graduates (3.3 out of 5) has been significantly increased compared to the graduates before 2013 (2.8 out of 5) ($p < 0.01$), it remained the same compared to our 2016 alumni survey (from those who graduated after 2010).

- About 77% of the respondents either agree or strongly agree the state of “My MSLS degree lead to a rewarding career path.”
- About 62% of the respondents either agree or strongly agree the state of “The classes available allowed me to plan a coherent course of study that fit my professional goals.”
- About 55% of the respondents either agree or strongly agree the state of “The advising I received for my course of study was helpful.”
- About 59% of the respondents either agree or strongly agree the state of “The classes available allowed me to pursue a specialization that fit my professional goals.”
- About 57% of the respondents either agree or strongly agree the state of “The MSLS program prepared me for my profession.”
- About 42% of the respondents either agree or strongly agree the state of “The MSLS program prepared me to interact with diverse populations.”

	Graduates Before 2013	Graduates After 2014	All Respondents
My MSLS degree lead to a rewarding career path.	4.4	4.2	4.3
The classes available allowed me to plan a coherent course of study that fit my professional goals.	3.9	3.8	3.9
The advising I received for my course of study was helpful.	3.6	3.6	3.6
The classes available allowed me to pursue a specialization that fit my professional goals.	3.7	3.7	3.7
The MSLS program prepared me for my profession.	3.9	3.7	3.8
The MSLS program prepared me to interact with diverse populations (e.g., non-native English speakers, people with disabilities, people suffering from addiction or mental illness)	2.8**	3.3**	3.0

We asked our graduates to indicate whether they agree or disagree with statements about how well the program trains them in general areas of professional work. Based on the 5-point Likert scales ranging from “Strongly Disagree” (1) to “Strongly Agree” (5), the average rating by our recent graduates range from 4.1 to 4.3 out of 5. In addition, there are significant increases for the questions “able to describe how communities & individuals interact with/in information ecosystems” and “able to connect diverse communities & individuals with appropriate resources” by the graduates after 2014 compared to the graduates before 2013 ($p < 0.01$). The majority of the recent graduates agreed or strongly agreed that the MSLS program enabled them to:

- "Describe how communities & individuals interact with/in information ecosystems": 81%
- "Analyze the major tenets of information practice and apply them in multiple contexts": 84%
- "Connect diverse communities & individuals with appropriate resources": 79%
- "Explain the dependence of information retrieval on the organization of information": 88%

	Graduates Before 2013	Graduates After 2014	All Respondents
After completing the master's program, do you believe that you were able to describe how communities & individuals interact with/in information ecosystems.	3.8**	4.2**	4.0
. . . able to analyze the major tenets of information practice and apply them in multiple contexts.	4.1	4.2	4.1
. . . able to connect diverse communities & individuals with appropriate resources.	3.7**	4.1**	3.8
. . . able to explain the dependence of information retrieval on the organization of information.	4.1	4.3	4.2

We also asked our graduates to indicate whether they agree or disagree with statements about the courses, teaching, advising, and community of the MSLS program. Based on the 5-point Likert scales ranging from “Low” (1) to “High” (5), the average rating by our recent graduates range from 3.7 to 4.3 out of 5. The majority of respondents agreed or strongly agreed on most of our questions. In addition, there are significant increases for the questions “the quality of the virtual community of the school” ($p < 0.01$) and “the quality of MSLS support services (a diverse learning community)” ($p < 0.05$) by the graduates after 2014 compared to the graduates before 2013.

- About 75% of the respondents were pleased in the quality of my classes.
- About 59% of the respondents were pleased in the quality of the virtual community of the school.
- About 55% of the respondents were pleased in the quality of MSLS support services in a diverse learning community.
- About 61% of the respondents were pleased in the quality of MSLS support services in admissions.
- About 57% of the respondents were pleased in the quality of MSLS support services in academic advising.
- About 86% of the respondents were pleased in the quality of my instructors
- About 64% of the respondents were pleased in the quality of my faculty advisor
- About 71% of the respondents were pleased in the quality of my program experience

With regards to the quality of practicum experience, 35 out of 85 recent graduates answered the question, and 50 out of 85 respondents (non-responses) might not take the practicum during the program. Among those who did take the practicum, 80% of the respondents were pleased with the quality of their practicum experience.

	Graduates Before 2013	Graduates After 2014	All Respondents
The quality of my classes	4.1	4.2	4.1
The quality of the virtual community of the school (opportunities facilitated by MSLS for interaction with peers, such as social media and learning management systems)	3.2**	3.7**	3.5

The quality of MSLS support services (a diverse learning community)	3.4*	3.7*	3.5
The quality of MSLS support services (admissions)	3.8	3.9	3.8
The quality of MSLS support services (academic advising)	3.5	3.7	3.6
The quality of my instructors	4.3	4.3	4.3
The quality of my faculty advisor	3.8	3.9	3.8
The quality of my program experience	4.1	4.0	4.1
The quality of my practicum experience	4.4	4.3	4.4

(5) Post Graduate Service

We asked our graduates (1) whether they are participating in any lifelong learning activities, and (2) what kinds of professional associations they join currently. We found that 75.3 % of the respondents participate in lifelong learning activities such as attending workshops and conferences. We also found that most of the respondents are engaged in diverse professional associations. About half of the respondents indicated that they join American Library Association (52.9%) and state library associations (51.8%) such as Kentucky Library Association (27.1%) and Other State Library Association (24.7%). Also, a small number of graduates are engaged in other professional associations such as Medical Library Association (9.4%), Special Library Association (7.1%), and Society of American Archivists (7.1%). In addition, there were no ‘statistically’ significant differences in the participation in lifelong learning activities and the professional associations involved between graduates before 2013 and after 2014.

Participation in Lifelong Learning Activities

Participation in Lifelong Learning Activities	Graduates Before 2013		Graduates After 2014		All Respondents	
	Count	Percentage	Count	Percentage	Count	Percentage
Yes (If so, please describe it)	108	74.5%	64	75.3%	172	74.8%
No	34	23.4%	20	23.5%	54	23.5%
Non-Response	3	2.1%	1	1.2%	4	1.7%
Total	145	100.0%	85	100.0%	230	100.0%

Professional Associations

If you belong to professional associations, to which professional associations do you belong? (Multiple Selection)

Professional Associations	Graduates Before 2013		Graduates After 2014		All Respondents	
	Count	Percentage	Count	Percentage	Count	Percentage
American Library Association	60	41.4%	45	52.9%	105	45.7%
Professional Associations-Other	55	37.9%	30	35.3%	85	37.0%
Other State Library Association	44	30.3%	21	24.7%	65	28.3%
Kentucky Library Association	24	16.6%	23	27.1%	47	20.4%
Special Library Association	11	7.6%	6	7.1%	17	7.4%
Medical Library Association	5	3.4%	8	9.4%	13	5.7%

Society of American Archivists	4	2.8%	6	7.1%	10	4.3%
Association for Information Science and Technology	1	0.7%	0	0.0%	1	0.4%

*Out of 145/85/230 Respondents

(6) Technology

We asked our graduates about (1) the technology skills used on their current job, and (2) the technology skills which they wished they had learned in the program. Most respondents indicated that they primarily use Office Productivity (92.9%), followed by Social Media (60.0%), Content Management System (48.2%), Database Management Systems (42.4%), Multimedia Management (41.2%), Web Development Skills (31.8%), and Reference Management Tools (30.6%). There are significant increases for the technology skills including “Office Productivity”, “Social Media”, and “Multimedia Management” ($p < 0.05$) by the graduates after 2014 compared to the graduates before 2013.

Technology Skills Used on the Job

Technology Skills Used on the Job	Graduates Before 2013		Graduates After 2014		All Respondents	
Office Productivity (e.g., MS-Office, Google Docs, LibreOffice)	120	82.8%*	79	92.9%*	199	86.5%
Social media (e.g., Facebook, Twitter, Instagram)	63	43.4%*	51	60.0%*	114	49.6%
Content management system (e.g., LibGuide, WordPress)	51	35.2%	41	48.2%	92	40.0%
Database management systems (e.g., Omeka or other digital library software)	48	33.1%	36	42.4%	84	36.5%
Multimedia management (e.g., audio and video editing)	37	25.5%*	35	41.2%*	72	31.3%
Reference management tools (e.g., EndNote, RefWorks)	34	23.4%	26	30.6%	60	26.1%
Web development skills (e.g., HTML, CSS, JavaScript)	31	21.4%	27	31.8%	58	25.2%
Other	44	30.3%	13	15.3%	57	24.8%

*Out of 145/85/230 Respondents

What technology skills do you wish you had learned in the program?

This section focuses on responses from our most recent graduates (of the past five years). The technology skills listed by older graduates were often technologies that did not exist or were just becoming mainstream when they were in school. As technology changes rapidly, it does not seem worthwhile to focus on these technological deficiencies.

Our more recent graduates listed a wide variety of technology skills, most just once or twice. The only skills that were listed multiple times were library systems (6 responses), cataloging (4 responses), database management systems (4 responses), OCLC (3 responses), infographics (3 responses), and reference management tools (3 responses).

We are uncertain how to interpret these results. It could mean that students get their basic technology skill needs met in our program and just discover/ realize idiosyncratic needs (unique to each position) as they perform their jobs. It may be worthwhile to explore this topic in more detail with recently graduated alumni in the future.

Do you have any other comments about your program of study or your subsequent career path?

Again, this section focuses on the graduates of the past five years, primarily because many of the faculty members who were here prior to 2014 are no longer teaching here; in addition, the program has changed significantly in that time. Overall, comments were positive, with 16 individuals remarking they loved the program and their experiences within the program. In four comments, respondents noted they were having trouble finding jobs (implicitly calling the value of the degree into question). While three respondents noted they felt alone or self-taught in the program, three different individuals named specific professors who were outstanding in their minds; the admissions and advising staff also merited a specific mention.

The remaining comments were all suggestions about how to improve the program. Three students suggested more focus on cataloging and two wanted an in-person archives course. All other suggestions received just a single mention; those include more health informatics, more intersection between business and library science, more inclusion of teaching, and thinking more broadly about what an “information organization” is.

2018 Program Learning Outcome Essays Analysis

April 5, 2019

Members

Youngseek Kim (Convener)
Shannon Oltmann (Member)
Robert Shapiro (Member)
Rebecca Fulton (Student Representative)
Will Buntin (ex-officio)
Jeff Huber (ex-officio)

The planning committee assessed the program learning outcome essays submitted in Spring, Summer, and Fall 2018. Since we implemented the new learning outcomes for the graduation exit assessment starting in Fall 2017, we had developed new grading rubrics in Fall 2017 and modified them in Fall 2018. Therefore, we analyzed the program learning outcome essays in Spring and Summer 2018 based on the prior grading rubrics, and Fall 2018 based on the new grading rubrics respectively. With the adoption of the new learning outcomes from Fall 2017, all faculty graders, including the advisor and secondary reviewer, were able to assess them for all outcomes using the rubrics attached to the essays (See Appendix A and B). From this analysis, we can tentatively conclude that students seem to be displaying appropriate levels of mastery of the student learning outcomes. Furthermore, we do not see much significant variation between first and second reviewers in terms of the scores assigned to students.

Spring and Summer 2018

Using the prior grading rubrics, the faculty graded all four learning outcomes of the 40 and 16 learning outcome essays submitted as part of Spring 2018 and Summer 2018 Exit Assessment respectively. See the learning outcomes and prior corresponding grading scales in Appendix A.

First, we analyzed the means and standard deviations of the scores for individual learning outcomes, as shown in Table 1 (Spring 2018) and Table 2 (Summer 2018). Overall, the grand mean for all four Student Learning Outcomes (SLOs) turned out to be 3.33 (Spring 2018) and 3.67 (Summer 2018), which indicates a high mastery level. For all learning outcomes, the average scores were above 3 points. For Spring 2018, the mean score of SLO1 (3.40) was slightly higher than the other three outcomes while that of SLO2 was slightly lower (3.22). For Summer 2018, the mean score of SLO2 (3.75) was slightly higher than the other three outcomes. There were slight increases in learning outcome scores from Spring to Summer 2018, and an independent t-test shows only SLO2 has been significantly increased ($t=2.511$, $p<0.05$). The one-way ANOVA result confirmed no significant difference among the means of SLOs, $F=0.710$ (3; 304), $p>0.05$ for Spring 2018, and $F=0.310$ (3; 124), $p>0.05$ for Summer 2018. This implies that students showed high mastery levels across the four learning outcomes, and there was no significant weak area in the four program learning outcomes in Spring and Summer 2018.

Table 1. Scores for Learning Outcomes – Spring 2018.

	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
				Lower Bound	Upper Bound
SLO1	3.40	0.82	0.09	3.22	3.59
SLO2	3.22	0.91	0.10	3.01	3.43
SLO3	3.38	0.73	0.08	3.21	3.54
SLO4	3.31	0.91	0.10	3.11	3.52
Total	3.33	0.84	0.05	3.23	3.42

Table 1. Scores for Learning Outcomes – Summer 2018.

	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
				Lower Bound	Upper Bound
SLO1	3.63	.66	.12	3.39	3.86
SLO2	3.75	.51	.09	3.57	3.93
SLO3	3.69	.64	.11	3.46	3.92
SLO4	3.63	.61	.11	3.41	3.84
Total	3.67	.60	.05	3.57	3.78

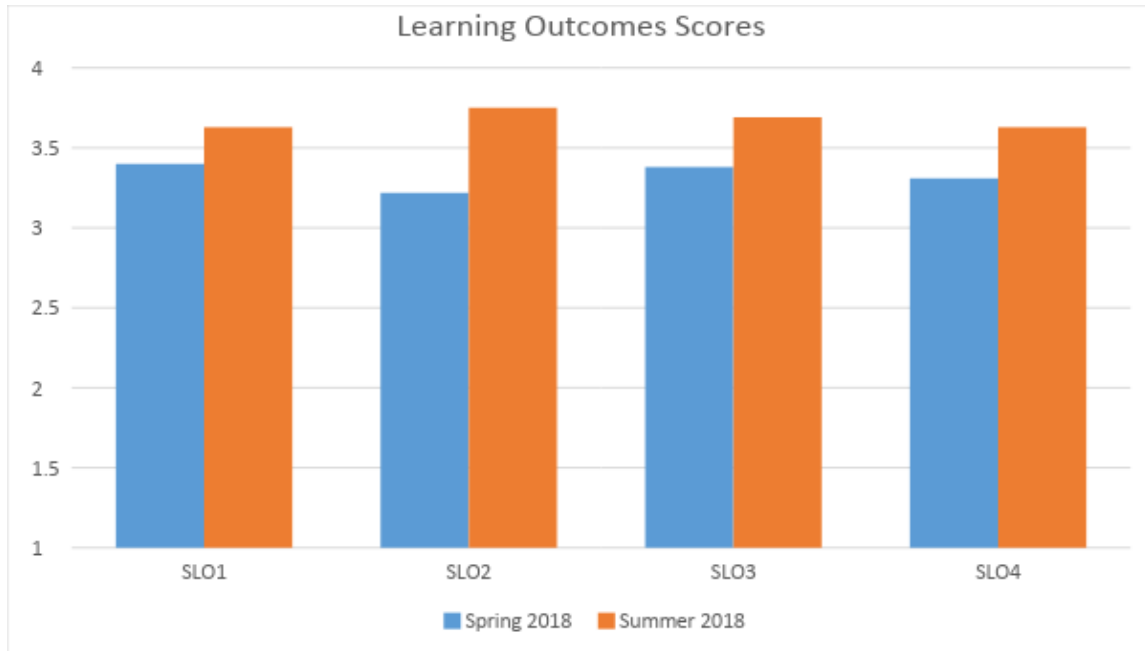


Figure 1. Comparison of learning outcome scores for Spring and Summer 2018

As shown in Table 3 (Spring 2018) and Table 4 (Summer 2018), the relationships between the learning outcomes were further looked into. Overall, significant positive correlations were observed across the outcomes. The result showed that SLO2 and SLO4 in Spring 2018 and SLO1 and SLO4 in Summer 2018 are most closely related, $r=.743$, $p<0.01$ and $r=.762$, $p<0.01$ respectively. Also, SLO1 & SLO2 and SLO2 & SLO3 in Spring and Summer 2018 exhibited a moderately high correlation, ranging from $r=0.640$ to $r=0.674$, $p<0.01$.

Table 3. Correlations between SLO scores – Spring 2018

		SLO1	SLO2	SLO3	SLO4
SLO1	Pearson <i>r</i>	1	.640**	.585**	.629**
	Sig.		.000	.000	.000
SLO2	Pearson <i>r</i>	.640**	1	.647**	.743**
	Sig.	.000		.000	.000
SLO3	Pearson <i>r</i>	.585**	.647**	1	.698**
	Sig.	.000	.000		.000
SLO4	Pearson <i>r</i>	.629**	.743**	.698**	1
	Sig.	.000	.000	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4. Correlations between SLO scores – Summer 2018

		SLO1	SLO2	SLO3	SLO4
SLO1	Pearson <i>r</i>	1	.674**	.550**	.762**
	Sig.		.000	.001	.000
SLO2	Pearson <i>r</i>	.674**	1	.640**	.521**
	Sig.	.000		.000	.002
SLO3	Pearson <i>r</i>	.550**	.640**	1	.596**
	Sig.	.001	.000		.000
SLO4	Pearson <i>r</i>	.762**	.521**	.596**	1
	Sig.	.000	.002	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

Since there are two reviewers (i.e., first and second reviewers) for assessing each learning outcomes essay, we analyzed whether there was a significant difference between the first reviewer (advisor) and the secondary reviewer in grading patterns. Also, we examined the internal response patterns based on Cronbach’s Alpha test. As a way to examine if there was any difference between advisor raters and secondary reviewers, we compared the means between the two groups, i.e. the advisor vs. the secondary reviewer. Table 5 and 6 shows the comparison of means between the two groups and corresponding t-test results. For all four learning outcomes in Spring 2018, no significant difference was observed between the two groups of the raters. That is, there was not much difference in grading scores between two groups of raters. However, for SLO2 and SLO3 in Summer 2018, we found slightly significant differences between two reviewers; the second grader provided slightly high scores for SLO2 and SLO3. For SLO1 and SLO4 in Summer 2018, there were no significant differences in grading scores between the first and second reviewers. Lastly, internal reliability of responses was appropriate, according to Cronbach’s Alpha test, by achieving $\alpha = .883$ for Spring 2018 and $\alpha = .866$ for Summer 2018.

Table 5. The analysis of mean differences between advisors and secondary reviewers

	Group	Mean	SD	SE	Statistics
SLO1	Advisor	3.38	0.76	0.12	$t = -.190$ (df=36) $p > 0.05$
	Secondary Reviewer	3.41	0.90	0.15	

SLO2	Advisor	3.30	0.85	0.14	$t=1.063$ (df=36) $p>0.05$
	Secondary Reviewer	3.14	1.00	0.17	
SLO3	Advisor	3.41	0.69	0.11	$t=.683$ (df=36) $p>0.05$
	Secondary Reviewer	3.32	0.78	0.13	
SLO4	Advisor	3.32	0.91	0.15	$t=.422$ (df=36) $p>0.05$
	Secondary Reviewer	3.27	0.93	0.15	

Table 6. The analysis of mean differences between advisors and secondary reviewers

	Group	Mean	SD	SE	Statistics
SLO1	Advisor	3.63	0.62	0.15	$t=.000$ (df=15) $p>0.05$
	Secondary Reviewer	3.63	0.72	0.18	
SLO2	Advisor	3.63	0.62	0.15	$t=-2.236$ (df=15) $P<0.05$
	Secondary Reviewer	3.88	0.34	0.09	
SLO3	Advisor	3.56	0.73	0.18	$t=-2.236$ (df=15) $P<0.05$
	Secondary Reviewer	3.81	0.54	0.14	
SLO4	Advisor	3.63	0.62	0.15	$t=.000$ (df=15) $p>0.05$
	Secondary Reviewer	3.63	0.62	0.15	

Fall 2018

Beginning in Fall 2018, the Program began to use a modified grading rubric for evaluating the exit assessment essays. Using the modified grading rubrics, the faculty graded all four learning outcomes of the 26 learning outcome essays submitted as part of Fall 2018 Exit Assessment. See the learning outcomes and modified corresponding grading scales in Appendix B.

First, we analyzed the means and standard deviations of the scores for individual learning outcomes, as shown in Table 7. Since the modified grading rubrics assessed each learning outcome in three different aspects including analysis, interconnection, and self-awareness, we averaged those three components and calculated the mean for each learning outcome. Overall, the grand mean for all four SLOs turned out to be 1.96, which indicates that students achieved a 'target' mastery level. For all learning outcomes, the average scores were almost 2 points. The one-way ANOVA result confirmed no significant difference among the means of SLOs, $F=0.098$ (3; 204), $p>0.05$. This implies that students showed high mastery levels across the four learning outcomes, and there was no significant weak area.

Table 7. Scores for Learning Outcomes – Fall 2018.

	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
				Lower Bound	Upper Bound
SLO1	1.95	0.20	0.03	1.89	2.01
SLO2	1.97	0.20	0.03	1.92	2.02
SLO3	1.96	0.19	0.03	1.91	2.02
SLO4	1.97	0.24	0.03	1.90	2.03
Total	1.96	0.18	0.03	1.91	2.01

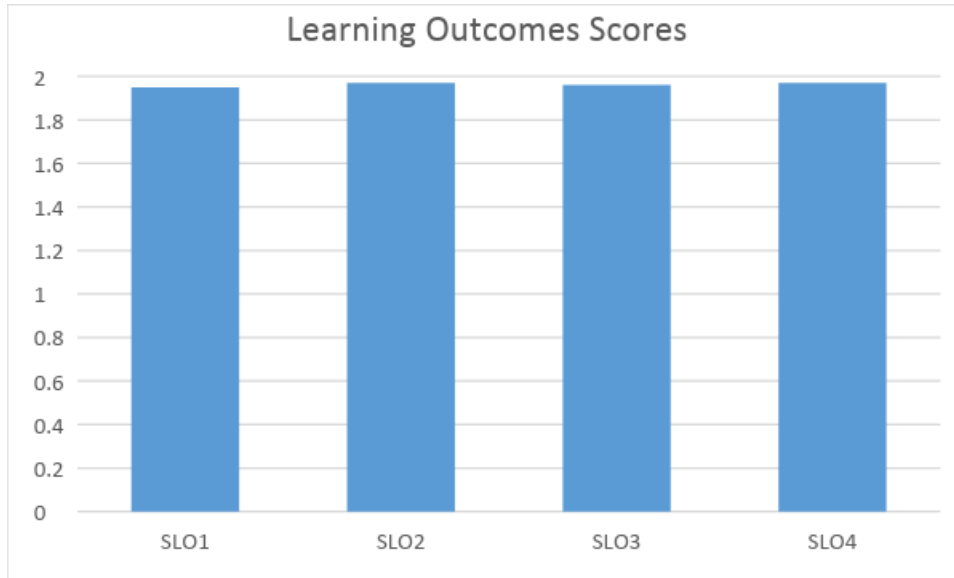


Figure 2. Comparison of learning outcome scores

As shown in Table 8, the relationships between the learning outcomes were further looked into. Overall, significant positive correlations were observed across the outcomes. The result showed that SLO1 & SLO2 ($r=.697, p<0.01$), SLO1 & SLO3 ($r=.840, p<0.01$), and SLO2 & SLO3 ($r=.737, p<0.01$) are highly correlated, as they are adopted by LIS 600 and LIS 603 simultaneously. Also, SLO3 and SLO4 exhibited a high correlation, $r=.767, p<0.01$, as they are covered by LIS 601 and LIS 602 concurrently.

Table 8. Correlations between SLO scores

		SLO1	SLO2	SLO3	SLO4
SLO1	Pearson <i>r</i>	1	.697**	.840**	.640**
	Sig.		.000	.000	.000
SLO2	Pearson <i>r</i>	.697**	1	.737**	.599**
	Sig.	.000		.000	.002
SLO3	Pearson <i>r</i>	.840**	.737**	1	.767**
	Sig.	.001	.000		.000
SLO4	Pearson <i>r</i>	.640**	.599**	.767**	1
	Sig.	.000	.002	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

Since there are two reviewers (i.e., first and second reviewers) for assessing each learning outcomes essay, we analyzed whether there was a significant difference between the first reviewer (advisor) and the secondary reviewer in grading patterns. Also, we examined the internal response patterns for each learning outcome in terms of analysis, interconnection, and self-awareness, based on Cronbach's Alpha test. As a way to examine if there was any difference between advisor raters and secondary reviewers, we compared the means between the two groups, i.e. the advisor vs. the secondary reviewer. Table 9 shows the comparison of means between the two groups and corresponding t-test results. For all four learning outcomes in Fall 2018, no significant difference was observed between the two groups of the raters. That is, there was not much difference in grading scores between two groups of raters. In addition, internal reliability of responses for each learning outcome's measurements was appropriate, according to Cronbach's Alpha test, by achieving $\alpha = 0.747$ for SLO1, 0.705 for SLO2, 0.830 for SLO3, and 0.670 for SLO4.

Table 9. The analysis of mean differences between advisors and secondary reviewers

	Group	Mean	SD	SE	Statistics
SLO1	Advisor	1.92	0.20	0.04	$t=-1.443$ (df=25) $p>0.05$
	Secondary Reviewer	1.97	0.21	0.04	
SLO2	Advisor	1.97	0.16	0.03	$t=0.440$ (df=25) $P>0.05$
	Secondary Reviewer	1.96	0.22	0.04	
SLO3	Advisor	1.94	0.23	0.05	$t=-1.686$ (df=25) $P>0.05$
	Secondary Reviewer	1.99	0.15	0.03	
SLO4	Advisor	1.95	0.18	0.04	$t=-0.680$ (df=25) $p>0.05$
	Secondary Reviewer	1.99	0.29	0.06	
Overall	Advisor	2.01	0.22	0.04	$t=1.693$ (df=25) $p>0.05$
	Secondary Reviewer	1.91	0.29	0.06	

Appendix A. Learning Outcomes and Prior Grading Rubrics (Spring and Summer 2018)

- SLO1 – Describe how information ecosystems interact with communities/individuals.
 - 4.0pts: Analyze information ecosystems with substantive consideration of implications
 - 3.0pts: Analyze information ecosystems with little or no consideration of implications
 - 2.0pts: Describe elements of information ecosystems.
 - 1.0pts: Identify basic elements of information ecosystems.
- SLO2 – Analyze the major tenets of information practice and apply them in multiple contexts.
 - 4.0pts: Critically evaluate the major tenets within multiple contexts and recognizing resulting implications.
 - 3.0pts: Analyze and extend the major tenets using evidence.
 - 2.0pts: Contextualize the major tenets within multiple contexts.
 - 1.0pts: Identify and describe the major tenets.
- SLO3 – Connect diverse communities/individuals with appropriate resources.
 - 4.0pts: Having selected from among alternatives, develops a logical, consistent plan to address complex problem.
 - 3.0pts: Having selected from among alternatives, develops a logical, consistent plan to address simple problem.
 - 2.0pts: Only a single approach is considered and is used to address the problem.
 - 1.0pts: Identify situational problem and relevant resources/factors.
- SLO4 – Explain the dependence of information retrieval on the organization of information.
 - 4.0pts: Critically evaluate retrieval systems based on different systems of organization.
 - 3.0pts: Construct and apply retrieval strategies informed by an understanding of how information is organized.
 - 2.0pts: Describe how information retrieval is related to the organization of information.
 - 1.0pts: Identify basic concepts of information retrieval and the organization of information.

Appendix B. Learning Outcomes and Modified Grading Rubrics (Fall 2018)

- SLO1 – Describe how information ecosystems interact with communities/individuals.
 - SLO 1 Analysis
 - 3 pts Exemplary: Exceeds target expectations
 - 2 pts Target: The reflection moves beyond simple description of the relevant coursework to an analysis of how the course work contributed to student understanding of self and the program learning outcome.
 - 1 pts Acceptable: The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.
 - 0 pts Unacceptable: Reflection does not move beyond description of the learning experience(s).
 - SLO 1- Interconnections
 - 3 pts Exemplary: Exceeds target expectations
 - 2 pts Target: The reflection demonstrates connections between the learning and coursework in the core course and that from other courses; past experience; and/or professional goals.
 - 1 pts Acceptable: The reflection demonstrates few connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.
 - 0 pts Unacceptable: There is little to no attempt to demonstrate connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.
 - SLO 1- Self-awareness
 - 3 pts Exemplary: Exceeds target expectations
 - 2 pts Target: The reflection demonstrates ability of the student to acknowledge own shortcomings, question their own biases, stereotypes, preconceptions, and/or assumptions and describe new ways of thinking as a result of program experiences.
 - 1 pts Acceptable: There is some attempt at self-evaluation, but on a whole the reflection lacks depth.
 - 0 pts Unacceptable: There is little to no attempt to self-evaluate.

- SLO2 – Analyze the major tenets of information practice and apply them in multiple contexts.
 - SLO 2- Analysis
 - 3 pts Exemplary: Exceeds target expectations
 - 2 pts Target: The reflection moves beyond simple description of the relevant coursework to an analysis of how the course work contributed to student understanding of self and the program learning outcome.
 - 1 pts Acceptable: The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.
 - 0 pts Unacceptable: Reflection does not move beyond description of the learning experience(s).
 - SLO 2- Interconnections
 - 3 pts Exemplary: Exceeds target expectations
 - 2 pts Target: The reflection demonstrates connections between the learning and coursework in the core course and that from other courses; past experience; and/or professional goals.
 - 1 pts Acceptable: The reflection demonstrates few connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.
 - 0 pts Unacceptable: There is little to no attempt to demonstrate connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.
 - SLO 2- Self-awareness
 - 3 pts Exemplary: Exceeds target expectations
 - 2 pts Target: The reflection demonstrates ability of the student to acknowledge own shortcomings, question their own biases, stereotypes, preconceptions, and/or assumptions and describe new ways of thinking as a result of program experiences.
 - 1 pts Acceptable: There is some attempt at self-evaluation, but on a whole the reflection lacks depth.
 - 0 pts Unacceptable: There is little to no attempt to self-evaluate.
- SLO3 – Connect diverse communities/individuals with appropriate resources.
 - SLO 3- Analysis

- 3 pts Exemplary: Exceeds target expectations
- 2 pts Target: The reflection moves beyond simple description of the relevant coursework to an analysis of how the course work contributed to student understanding of self and the program learning outcome.
- 1 pts Acceptable: The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.
- 0 pts Unacceptable: Reflection does not move beyond description of the learning experience(s).
- SLO 3- Interconnections
 - 3 pts Exemplary: Exceeds target expectations
 - 2 pts Target: The reflection demonstrates connections between the learning and coursework in the core course and that from other courses; past experience; and/or professional goals.
 - 1 pts Acceptable: The reflection demonstrates few connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.
 - 0 pts Unacceptable: There is little to no attempt to demonstrate connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.
- SLO 3- Self-awareness
 - 3 pts Exemplary: Exceeds target expectations
 - 2 pts Target: The reflection demonstrates ability of the student to acknowledge own shortcomings, question their own biases, stereotypes, preconceptions, and/or assumptions and describe new ways of thinking as a result of program experiences.
 - 1 pts Acceptable: There is some attempt at self-evaluation, but on a whole the reflection lacks depth.
 - 0 pts Unacceptable: There is little to no attempt to self-evaluate.
- SLO4 – Explain the dependence of information retrieval on the organization of information.
 - SLO 4- Analysis
 - 3 pts Exemplary: Exceeds target expectations

- 2 pts Target: The reflection moves beyond simple description of the relevant coursework to an analysis of how the course work contributed to student understanding of self and the program learning outcome.
- 1 pts Acceptable: The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.
- 0 pts Unacceptable: Reflection does not move beyond description of the learning experience(s).
- SLO 4- Interconnections
 - 3 pts Exemplary: Exceeds target expectations
 - 2 pts Target: The reflection demonstrates connections between the learning and coursework in the core course and that from other courses; past experience; and/or professional goals.
 - 1 pts Acceptable: The reflection demonstrates few connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.
 - 0 pts Unacceptable: There is little to no attempt to demonstrate connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.
- SLO 4- Self-awareness
 - 3 pts Exemplary: Exceeds target expectations
 - 2 pts Target: The reflection demonstrates ability of the student to acknowledge own shortcomings, question their own biases, stereotypes, preconceptions, and/or assumptions and describe new ways of thinking as a result of program experiences.
 - 1 pts Acceptable: There is some attempt at self-evaluation, but on a whole the reflection lacks depth.
 - 0 pts Unacceptable: There is little to no attempt to self-evaluate.

2019-2020 Academic Year-End Report

May 4, 2020

Members:

Sarah Barriage

Ashley DeWitt

Terry Duncan (student representative)

Robert Shapiro (convener)

Will Buntin (ex-officio)

Jeff Huber (ex-officio)

Goals for 2019-2020 Academic Year

1. Employer Survey
2. Learning Outcome Essays Assessment
3. LIS Program Assessment Process Review

Description of Goals

Employer Survey

In AY 2019/2020, the Planning Committee administered our biennial employer survey to collect feedback and opinions from library directors and supervisors about graduates from our MSLS program. For this iteration, the fifteen items chosen to measure the competency areas of our graduates from the AY 2017/2018 survey were kept, four items to measure program learning outcomes were added, and an open-ended question soliciting expected skills or knowledge of recent graduates was added. A question included in the 2017/2018 survey asking respondents to identify what type of employer they represent was edited to reflect the options presented in the same question in the biennial Alumni Survey. Language was included to specify that respondents only consider those employees who have graduated from the UK SIS Master's in Library Science program within the last five years. Four items were added related to the program learning outcomes in order to assess employers' perspectives on recent graduates' ability to meet those stated outcomes, and to reflect questions asked in the biennial Alumni Survey. Although the survey was distributed to nearly 300 individuals, we received only 34 responses. Of those 34, only 21 completed the survey.

As a result of the low response rate, results should be interpreted with caution. Much of the discussion following the survey report centered around how to increase response rate and the overall value of survey results. It was suggested, both by the LIS faculty, and the External

Advisory Committee, that focus groups with purposive samples of employers ought to be considered for future iterations of data collection.

Learning Outcome Essays Assessment

The Planning Committee assessed the program learning outcome essay submitted in the Spring, Summer, and Fall semesters of 2019. Beginning in Fall 2018, the program began using a modified grading rubric for evaluating the exit assessment essays. The 2018-2019 Program Learning Outcomes Essay Assessment evaluated this rubric. The LIS faculty approved a modification to the instructions for grading between the Spring 2019 and Summer 2019 semesters, but no changes were made to the rubric. Therefore, the 2019-2020 assessment has been modeled after the 2018-2019 report but given that the rubric did not change, this year's report did not include any comparative assessment between 2018 and 2019 semesters.

The average mean for all learning outcomes with the exception of SLO 3 and SLO 4 for Summer 2019 were above 2 points. Those two exceptions neared 2 points (1.90 for SLO 3 and 1.94 for SLO 4). This implies that students showed high mastery across the four learning outcomes, and across Spring, Summer, and Fall 2019 semesters. The results from an analysis of the relationship between learning outcomes show highly correlated SLOs across courses that cover the same outcome(s), (e.g. LIS 600 and LIS 603 both cover SLO 1, SLO 2, and SLO 3; LIS 601 and LIS 602 both cover SLO 3 and SLO 4). However, correlations for SLO 1 during the Summer 2019 semester did not reach significance. In fact, SLO 1 and SLO 2 for Summer 2019 neared a perfectly non-linear relationship. Grading between advisors and secondary reviewers, overall, displayed no statistically significant differences.

The Planning Committee is recommending that future Program Learning Outcomes Essay Assessments be conducted based on calendar year data (e.g. Spring, 2019, Summer 2019, and Fall 2019). Conducting this analysis on a calendar year will allow changes to be made to courses in a timely manner and will simplify reporting because all semester would be during the same year rather than across two.

LIS Program Assessment Process Review

The 2018-2019 Planning Committee suggested three action items for the 2019-2020 academic year including reviewing the LIS Program Assessment Process. As part of the review for that process, it was determined that the Planning Committee ought to make a recommendation for standardizing future Alumni, Employer, and Learning Outcome Essays Assessment reports. The committee understands that the recommendations made below may, at times, be unattainable, and for that reason, any notion of standardization ought to be considered as prescriptive guidelines rather than rigid requirements.

Next steps in the Assessment Process Review ought to include the continued review of the LIS Stats Documentation Spreadsheet, which details which data is to be collected for the accreditation process and the responsible parties.

Action Items for the 2020-2021 Academic Year

1. Alumni Survey
2. Program Learning Outcomes Essay Assessment
3. Continue LIS Program Assessment Review Process

Appendices

1. 2019-2020 Employer Survey Analysis Report
2. 2019-2020 Program Learning Outcomes Essay Assessment
3. Report Standardization Recommendations

Appendix 1: 2019-2020 Employer Survey Analysis Report

Library & Information Science
University of Kentucky
Planning Committee

2019-2020 Employer Survey Analysis

December 4, 2019

Members:

Sarah Barriage

Ashley DeWitt

Terry Duncan (student representative)

Robert Shapiro (convener)

Will Buntin (ex-officio)

Jeff Huber (ex-officio)

In AY 2019/2020, the Planning Committee administered our biennial employer survey to collect feedback and opinions from library directors and supervisors about graduates from our MSLS program. For this iteration, the fifteen items chosen to measure the competency areas of our graduates from the AY 2017/2018 survey were kept, four items to measure program learning outcomes were added, and an open-ended question soliciting expected skills or knowledge of recent graduates was added. A question included in the 2017/2018 survey asking respondents to identify what type of employer they represent was edited to reflect the options presented in the same question in the biennial Alumni Survey. Language was included to specify that respondents only consider those employees who have graduated from the UK SIS Master's in Library Science program within the last five years.

The fifteen items retained from the AY 2017/2018 survey were adopted and modified from the list of core competencies suggested by the American Library Association. The operational definition and relevant examples for each item are detailed in Table 1 of the AY 2017/2018 Employer Survey Analysis reported in April 2018.

The four items added related to the program learning outcomes were included in order to assess employers' perspectives on recent graduates' ability to meet those stated outcomes, and to reflect questions asked in the biennial Alumni Survey. For each learning outcome, respondents were asked to rate the degree of agreement using a five-point scale.

We used SurveyMonkey to distribute the survey online to 295 recipients in October 2019. Ultimately, we received 34 responses that indicated having employed at least one UK MSLS graduate at their organization in the last five years, though only 21 provided responses to the remainder of the questions. Table 1 presents the types of libraries that completed the survey. Over half the respondents indicated they represent a public library (n=14, 66.67%), followed by

academic libraries (n=5, 23.81%), and school libraries (n=2, 9.52%). While no respondents indicated representing state libraries, archives, corporate libraries, medical or health libraries, law libraries, special libraries, or community-based organizations, 13 respondents skipped the question.

Table 1. Q5: What type of employer do you represent? (multiple answers are permitted)

Employer Type	Frequency	Percent
School Library	2	9.52%
Public Library	14	66.67%
Academic Library	5	23.81%
State Library	0	0%
Archives	0	0%
Corporate Library	0	0%
Medical or Health Library	0	0%
Law Library	0	0%
Special Library	0	0%
Community-based Org.	0	0%

We also asked how many total UK SIS Master’s of Science in Library Science graduates (regardless of when they graduated) have been hired during the last two years. Approximately two-thirds of the respondents indicated having employed between one and three graduates (n=14, 66.67%). Almost twenty percent answered they employed none within the last two years (n=4, 19.05%), and approximately fourteen percent indicated that they had employed between four and six graduates (n=3, 14.29%). Thirteen respondents skipped this question.

Table 2. Q6: How many total UK SIS Master’s of Science in Library Science graduates (regardless of when they graduated) have you hired during the last two years?

Number	Frequency	Percent
None	4	19.05%
1-3	14	66.67%
4-6	3	14.29%
7 or more	0	0%
I don’t know/Prefer not to say	0	0%

Table 3 indicates the degree of competencies of our graduates rated by the participants. Overall, the grand mean of all responses was fairly high, M=4.36, across the fifteen areas. The six strongest competency areas in descending order were “Assist clients,” (M=4.57), “Fundamental principles,” (M=4.48), “Effective communicators,” (M=4.48), “Good learners,” (M=4.48), “Analyze problems,” (M=4.43), and “Promote and evaluate services,” (M=4.43). Relatively weak competency areas include “Emerging technology,” (M=4.24), “Good managers,” (M=4.24), and “Good leaders,” (M=4.05).

Table 3. Q2: Responses on the degrees of graduates' competencies

Competency	Frequency						Mean		
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA	Mean	SD	Rank
Fundamental Principles	0	2	0	5	14	0	4.48	0.91	2
Analyze Problems	0	1	2	5	13	0	4.43	0.85	5
Effective Communication	0	1	2	4	14	0	4.48	0.85	3
Manage Information Resources	0	2	1	7	10	1	4.33	0.99	8
Organize Information	0	1	2	7	11	0	4.33	0.84	9
Effective Technology	0	1	1	8	11	0	4.38	0.79	7
Emerging Technology	0	1	3	7	10	0	4.24	0.87	13
Assist Clients	0	1	0	6	14	0	4.57	0.73	1
Promote & Evaluate Services	0	1	2	6	11	1	4.43	0.90	6
Original Research	1	1	3	3	11	2	4.33	1.25	10
Good Learners	0	2	0	5	14	0	4.48	0.91	4
Good Instructors	0	2	1	8	8	2	4.33	1.04	11
Good Managers	1	1	4	4	8	3	4.24	1.31	14
Good Leaders	1	1	3	8	7	1	4.05	1.13	15
Well Prepared	1	1	1	5	13	0	4.33	1.08	12

Table 4 indicates the degree of agreement with our graduates' ability to perform our four stated program learning outcomes. Overall, the grand mean of all responses was fairly high, $M=4.24$, across the four learning outcomes. The strongest performance was in the ability to connect diverse communities and individuals with appropriate resources, ($M=4.33$), while the relatively weakest was in the ability to analyze the major tenets of information practice and apply them in multiple contexts, ($M=4.10$).

Table 4. Q3: Responses on the degree of graduates' ability to perform stated learning outcomes

Program Learning Outcome	Frequency						Mean		
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA	Mean	SD	Rank
... able to describe how communities and individuals interact with/in information ecosystems	0	0	3	7	9	2	4.32	0.73	2
... able to analyze the major tenets of information practice and apply them in multiple contexts	0	1	4	7	8	1	4.10	0.89	4
... able to connect diverse communities and individuals with appropriate resources	0	1	3	5	12	0	4.33	0.89	1
... able to explain the dependence on information retrieval on the organization of information	0	1	4	5	10	1	4.20	0.93	3

We asked an open-ended question about specific skills or knowledge that employers expected recent graduates of the Master's of Library Science programs to possess. The seventeen responses collected to this question are included in Table 5.

Table 5. Q4: What specific skills or knowledge do you expect recent graduates of Master's of Library Science programs to possess?

good judgment, analytical and problem solving skills, excellent communication skills, ability to work effectively with others, think creatively
Human Resource Management, Accounting and Building Management, OSHA guidelines, Law for Libraries, Mediation and Personnel Management
Knowledge management, project management, interpersonal skills, presentation skills, advocacy for inclusion
I would like them to be enthusiastic advocates of libraries and able to promote our services to different groups within the community.
Nothing new, the fixed mindset still exists where I see recent graduates trying to force newly acquired concepts as absolutes rather than applying those concepts on the fly in a way that properly adapts to the ever changing reality of the library workplace. This growth mindset often develops for many over time, but some just don't get it.
In addition to a foundation in library and information science, instruction skills and technology skills
technology, content management, effective reference skills
In our rural community, the practical skills of the day-to-day life of a public librarian are much more important to us than a lot of theory. Theory coupled with the practical skills to do the work is the perfect marriage.
I expect recent graduates to be able to identify problems and suggest innovative solutions; to recognize trends in emerging library services; to be able to participate in developing marketing plans and long-range plans; to be able to set and meet goals; and to be a library ambassador in the community.
Yes, library science skills. But in a public library in 2019, they need a deeper bench of understanding. They need some psychology and some sociology of groups. They need some accounting and budgeting training.
I expect them to be flexible and adaptive learners as the library landscape is changing so rapidly. The MLS should give them the skills to do this It should also give them the tools to see trends in the types of services that patrons want and need and to design/recommend appropriate solutions and strategies.
I wish there were a management/Leadership track. So often, just because their good librarians they believe they can manage when they don't have the skill set. Just because they can perform project management does not make them a good leader of people.
to be accomplished in human interaction. the current program does not prepare graduates to do this
Computer skills what the latest books should be in the library How to engage students to read
I expect them to have a grasp of knowledge in regard to the tenets, history, and impacts of intellectual freedoms for all ages - and how these tenets have played out in public libraries, public and private school libraries, and in academic collections. I expect them to know that a public library is a Platonic learning platform with recreational components, not a traditional school setting. I expect them to value customer service and respect the needs of our diverse clientele.
Computer/technology skills understanding of how to deal with diverse populations library programming experience/skills
Ability to use technology to provide project management skills in the field of digitization and archives of college/university resources

We asked an open-ended question soliciting any additional comments, either to clarify responses or to comment on other aspects of the UK SIS Master's of Science in Library Science program. The seven responses to this question are included in Table 6.

Table 6. Q7: Is there anything else you would like to add, either to clarify any of your responses above, or to comment on other aspects of the UK SIS Master's of Science in Library Science program?

The ability to take some of the ICT courses as well as the required LIS coursework was helpful in producing well-rounded candidates.
No
The UK grads we have hired are very good employees. They are well trained. The nature of library work is in the midst of such change, and there is need for training in areas outside of library science areas. The employee who graduated from your program is a highly effective librarian in our organization and has been able to take on additional responsibilities since we hired him.
the online program is NOT adequate!
Both librarians that I have hired were outstanding. They came very well prepared and with a vast knowledge of library science. UK does an excellent job of training their students.
We are anxious to see how the Commonwealth's pension liability issues will affect our ability to hire qualified librarians in full-time positions, and we are concerned about the potential eventual damage to your program as well as to our profession.

Appendix 2: 2019-2020 Program Learning Outcomes Essay Assessment

Library & Information Science
University of Kentucky
Planning Committee

2019-2020 Program Learning Outcomes Essay Assessment

May 4, 2020

Members:

Sarah Barriage

Ashley DeWitt

Terry Duncan (student representative)

Robert Shapiro (convener)

Will Buntin (ex-officio)

Jeff Huber (ex-officio)

The Planning Committee assessed the program learning outcome essay submitted in the Spring, Summer, and Fall semesters of 2019. Beginning in Fall 2018, the program began using a modified grading rubric for evaluating the exit assessment essays. The 2018-2019 Program Learning Outcomes Essay Assessment evaluated this rubric. The LIS faculty approved a modification to the instructions for grading between the Spring 2019 and Summer 2019 semesters, but no changes were made to the rubric. The current assessment has been modeled after the 2018-2019 report but given that the rubric did not change, this report will not include any comparative assessment between 2018 and 2019 semesters. Rubrics for the Spring, Summer, and Fall 2019 exit assessment are included as Appendix A.

First, we analyzed the means and standard deviations of the scores for individual learning outcomes as shown in Table 1 (Spring 2019), Table 2 (Summer 2019), and Table 3 (Fall 2019). Since the grading rubrics assessed each learning outcome in three different aspects including analysis, interconnection, and self-awareness, we averaged those three components and calculated the mean for each learning outcome.

Table 1. Scores for Learning Outcomes – Spring 2019.

	Mean	Std. Deviation	Std. Error	95% Confidence Interval for the Mean	
				Lower Bound	Upper Bound
SLO 1	2.06	.31	.04	2.13	1.98
SLO 2	2.07	.32	.04	2.14	1.99
SLO 3	2.07	.24	.03	2.13	2.01
SLO 4	2.04	.25	.03	2.10	1.97

Table 2. Scores for Learning Outcomes – Summer 2019.

	Mean	Std. Deviation	Std. Error	95% Confidence Interval for the Mean	
				Lower Bound	Upper Bound
SLO 1	2.01	.12	.02	2.06	1.97
SLO 2	2.00	.14	.03	2.06	1.94
SLO 3	1.90	.25	.05	2.00	1.80
SLO 4	1.94	.27	.06	2.05	1.84

Table 3. Scores for Learning Outcomes – Fall 2019.

	Mean	Std. Deviation	Std. Error	95% Confidence Interval for the Mean	
				Lower Bound	Upper Bound
SLO 1	2.06	.31	.04	2.13	1.98
SLO 2	2.07	.32	.04	2.14	1.99
SLO 3	2.07	.24	.03	2.13	2.01
SLO 4	2.04	.25	.03	2.10	1.97

The average mean for all learning outcomes with the exception of SLO 3 and SLO 4 for Summer 2019 were above 2 points. Those two exceptions neared 2 points (1.90 for SLO 3 and 1.94 for SLO 4). This implies that students showed high mastery across the four learning outcomes, and across Spring, Summer, and Fall 2019 semesters.

As shown in Table 4 (Spring 2019), Table 5 (Summer 2019), and Table 6 (Fall 2019), the relationships between the learning outcomes were further looked into. The results show highly correlated SLOs across courses that cover the same SLO(s), (e.g. LIS 600 and LIS 603 both cover SLO 1, SLO 2, and SLO 3; LIS 601 and LIS 602 both cover SLO 3 and SLO 4). However, correlations for SLO 1 during the Summer 2019 semester did not reach significance. In fact, SLO 1 and SLO 2 for Summer 2019 neared a perfectly non-linear relationship.

Table 5. Correlations between SLO scores – Spring 2019.

		SLO 1	SLO 2	SLO 3	SLO 4
SLO 1	Pearson <i>r</i>	1	0.516*	0.402*	0.282**
	Sig.		0.000	0.001	0.022
SLO 2	Pearson <i>r</i>	0.516*	1	0.322*	0.252**
	Sig.	0.000		0.001	0.041
SLO 3	Pearson <i>r</i>	0.402*	0.322*	1	0.357*
	Sig.	0.001	0.001		0.003
SLO 4	Pearson <i>r</i>	0.282**	0.252**	0.357*	1

	Sig.	0.022	0.041	0.003	
--	------	-------	-------	-------	--

*Correlation is significant at the 0.01 level (2-tailed)

** Correlation is significant at the 0.05 level (2-tailed)

Table 6. Correlations between SLO scores – Summer 2019.

		SLO 1	SLO 2	SLO 3	SLO 4
SLO 1	Pearson <i>r</i>	1	0.00	0.37	0.025
	Sig.		1.00	0.08	0.91
SLO 2	Pearson <i>r</i>	0.00	1	0.412**	0.511**
	Sig.	1.00		0.042	0.011
SLO 3	Pearson <i>r</i>	0.37	0.412**	1	0.77*
	Sig.	0.08	0.042		0.00
SLO 4	Pearson <i>r</i>	0.025	0.511**	0.77*	1
	Sig.	0.91	0.011	0.00	

*Correlation is significant at the 0.01 level (2-tailed)

** Correlation is significant at the 0.05 level (2-tailed)

Table 7. Correlations between SLO scores – Fall 2019.

		SLO 1	SLO 2	SLO 3	SLO 4
SLO 1	Pearson <i>r</i>	1	0.631**	0.579**	0.788**
	Sig.		0.00	0.00	0.00
SLO 2	Pearson <i>r</i>	0.631**	1	0.654**	0.775**
	Sig.	0.00		0.00	0.00
SLO 3	Pearson <i>r</i>	0.579**	0.654**	1	0.69**
	Sig.	0.00	0.00		0.00
SLO 4	Pearson <i>r</i>	0.788**	0.775**	0.69**	1
	Sig.	0.00	0.00	0.00	

*Correlation is significant at the 0.01 level (2-tailed)

** Correlation is significant at the 0.05 level (2-tailed)

Since there are two reviewers for assessing each learning outcomes essay, we analyzed whether there was a significant difference between the first reviewer (advisor) and the secondary reviewer in grading patterns. As a way to examine if there was any difference between advisor and secondary reviewers, we compared the means between the two groups. Table 8 (Spring 201), Table 9 (Summer 2019), and Table 10 (Fall 2019) report the results of these tests. For all four learning outcomes in Spring and Fall 2019 semesters, no significance was observed between the two groups of raters. That is, there was not much difference in grading scores between two groups of raters. During the Summer 2019 semester, no significance was observed between the two groups of raters for SLO 1, SLO 3, and SLO 4.

Table 8. The analysis of mean differences between advisors and secondary reviewers – Spring 2019.

	Group	Mean	SD	SE	Statistics	
SLO 1	Advisor	2.03	0.29	0.05	t-stat	-0.653
	Secondary	2.08	0.33	0.06	df	64
					p-value	0.516
SLO 2	Advisor	2.12	0.29	0.05	t-stat	1.44
	Secondary	2.01	0.34	0.06	df	64
					p-value	0.154
SLO 3	Advisor	2.05	0.24	0.04	t-stat	-0.504
	Secondary	2.08	0.25	0.04	df	64
					p-value	0.616
SLO 4	Advisor	2.05	0.24	0.04	t-stat	0.492
	Secondary	2.02	0.26	0.05	df	64
					p-value	0.625

Table 9. The analysis of mean differences between advisors and secondary reviewers – Summer 2019.

	Group	Mean	SD	SE	Statistics	
SLO 1	Advisor	2.03	0.10	0.03	t-stat	0.56
	Secondary	2.00	0.14	0.04	df	22
					p-value	0.581
SLO 2	Advisor	1.94	0.13	0.04	t-stat	-2.1
	Secondary	2.06	0.13	0.04	df	22
					p-value	0.048
SLO 3	Advisor	1.89	0.30	0.09	t-stat	-0.266
	Secondary	1.92	0.21	0.06	df	22
					p-value	0.792
SLO 4	Advisor	1.89	0.38	0.11	t-stat	-1
	Secondary	2.00	0.00	0.00	df	22
					p-value	0.328

Table 10. The analysis of mean differences between advisors and secondary reviewers – Fall 2019.

SLO	Group	Mean	SD	SE	Statistics	
					t-stat	df
SLO 1	Advisor	1.98	0.36	0.07	-0.24	54
	Secondary	2.00	0.38	0.07	0.812	
SLO 2	Advisor	1.96	0.37	0.07	0.114	54
	Secondary	1.95	0.41	0.08	0.91	
SLO 3	Advisor	1.99	0.32	0.06	0.254	54
	Secondary	1.96	0.38	0.07	0.8	
SLO 4	Advisor	1.99	0.41	0.08	0.337	54
	Secondary	1.95	0.38	0.07	0.737	

Appendix A: Learning Outcomes and Grading Rubrics – Spring, Summer, Fall 2019

- SLO 1: Describe how information ecosystems interact with communities/individuals.
- SLO 2: Analyze the major tenets of information practice and apply them in multiple contexts.
- SLO 3: Connect diverse communities/individuals with appropriate resources.
- SLO 4: Explain the dependence of information retrieval on the organization of information.

Each SLO is measured for Analysis, Interconnections, and Self-awareness. For each metric, there are four possible scores, each with unique criteria.

Analysis:

- 3 points: Exemplary – Exceeds target expectations
- 2 points: Target – The reflection moves beyond simple description of the relevant coursework to an analysis of how the course work contributed to student understanding of self and the program learning outcome.
- 1 point: Acceptable – The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.
- 0 points: Unacceptable – Reflection does not move beyond description of the learning experience(s).

Interconnections:

- 3 points: Exemplary – Exceeds target expectations
- 2 points: Target – The reflection demonstrates connections between the learning and coursework in the core course and that from other courses; past experience; and/or professional goals.
- 1 point: Acceptable – The reflection demonstrates few connections between the learning experience in the core course and that of other courses; previous learning experiences; and/or professional goals.
- 0 points: Unacceptable – There is little to no attempt to demonstrate connections between the learning experiences in the core course and that of other courses; previous learning experiences; and/or professional goals.

Self-awareness:

- 3 points: Exemplary – Exceeds target expectations
- 2 points: Target – The reflection demonstrates ability of the student to acknowledge own shortcomings, question their own biases, stereotypes, preconceptions, and/or assumptions and describe new ways of thinking as a result of program experiences.
- 1 point: Acceptable – There is some attempt at self-evaluation, but on a whole the reflection lacks depth.
- 0 points: Unacceptable – There is little to no attempt to self-evaluate.

Appendix 3: Report Standardization Recommendations

Library & Information Science
University of Kentucky
Planning Committee

2019-2020 Report Standardization Recommendations

May 4, 2020

Members:

Sarah Barriage

Ashley DeWitt

Terry Duncan (student representative)

Robert Shapiro (convener)

Will Buntin (ex-officio)

Jeff Huber (ex-officio)

The 2018-2019 Planning Committee suggested three action items for the 2019-2020 academic year including reviewing the LIS Program Assessment Process. As part of the review for that process, it was determined that the Planning Committee ought to make a recommendation for standardizing future Alumni, Employer, and Learning Outcome Essays Assessment reports.

The committee understands that the following recommendations may, at times, be unattainable, and for that reason, any notion of standardization ought to be considered as prescriptive guidelines rather than rigid requirements.

Alumni Survey Report

The Alumni Survey seeks to collect feedback and opinions from alumni of the MSLS program. This survey is disseminated biannually in early Fall and reported to the faculty prior to the following January. The Alumni Survey ought to mirror language of the Employer Survey whenever possible. For instance, the Type of Information Organization options ought to mirror the options for the Employer Types in the Employer Survey. This report should include the following content:

- A brief description of the survey and when it was disseminated.
- Any changes made to the instrument since its last iteration with an explanation of why those changes were made.
- Response rates for each question.
- Frequency and percentages for quantitative question in which reporting mean, median, and/or mode would not be appropriate. For example, participants are asked to respond to a question regarding their Area of Concentration, which can be reported in terms of frequency and percentage of total responses.
- In some cases, it may be appropriate to delineate responses between meaningful categories of participants. For example, individuals who graduated prior to and after a

certain date, or across areas of concentration. In those instances, t-tests or other analyses that determine statistically significant differences between groups may be appropriate.

- Full, unedited responses from questions requesting open text responses. For example, the Alumni Survey asks participants for any other comments about their program of study or their subsequent career path. These responses can be included in the text of the report or as an appendix.
- In cases when reviewing the full set of open text responses would be cumbersome, a summary or thematic analysis would be appropriate.

Employer Survey Report

The Employer Survey seeks to collect feedback and opinions from library directors and supervisors about graduates from the MSLS program. This survey is disseminated biannually in early Fall and reported to the faculty prior to the following January. The Employer Survey ought to mirror language of the Alumni Survey whenever possible. For example, Q5 of the 2019-2020 AY survey asks: “What type of employer do you represent?” The Employer Types provided in this question mirror the same question from the Alumni Survey. This report should include the following content:

- A brief description of the survey and when it was disseminated.
- Any changes made to the instrument since its last iteration with an explanation of why those changes were made.
- Response rates for each question.
- Frequency and percentages for quantitative questions in which reporting mean, median, and/or mode would not be appropriate. For example, Q6: How many total UK SIS Master’s of Science in Library Science graduates (regardless of when they graduated) have you hired in the last two years?”
- Mean, standard deviation, and rank for questions that ask participants to respond based on a Likert scale. For example, Q2 asks respondents to rank the degree of graduates’ competencies from Strongly Disagree to Strongly Agree.
- Full, unedited responses from questions requesting open text responses. For example, Q4 asks: “What specific skills or knowledge do you expect recent graduates of Master’s of Library Science programs to possess?” These responses can be included in the text of the report or as an appendix.
- In cases when reviewing the full set of open text responses would be cumbersome, a summary or thematic analysis would be appropriate.

Program Learning Outcome Essay Assessment Report

The Program Learning Outcome Essay Analysis is an assessment of the program learning outcome assessment and the grading of those essays. The analysis for the Program Learning Outcome Essay Assessment is based on calendar year data. For example, Spring 2018, Summer 2018, and Fall 2018 semesters. This report should include the following sections and content:

- A brief description of the program learning outcome requirements and rubrics.
- Any changes made to the requirements or rubrics since the last iteration of the report with an explanation of why those changes were made.
- Summary scores for each learning outcome by semester including mean, standard deviation, standard error, upper and lower at 95% confidence interval for mean.

- Relationships between the learning outcomes, defined by Pearson r correlations, should be reported by semester, with relative p-values.
- Analyses of mean differences between advisors (primary reviewers) and secondary reviewers, for each learning outcome, by semester. Mean, standard deviation, standard error and statistics should be reported.
- Learning Outcomes and Rubrics should be included as appendices.

End of Year Report

The End of Year Report is a cumulative report and summary of yearly activities performed by the committee. This report should include the following sections and content:

- Goals for the [xxxx-xxxx] Academic Year
These are taken from the Action Items for [xxxx-xxxx] Academic Year section and any ad hoc items that were added mid-academic year.
- Description of Goals
This section provides a summary of actions taken and conclusions reached relative to each Goal.
- Action Items for [xxxx-xxxx] Academic Year
These are recommendations for the following academic year.
- Appendices
Each report submitted during the academic year should be included as an Appendix.

Overall Recommendations

Every report from the Planning Committee ought to include the following information:

- A title for the report including the current academic year
- The date the report was delivered to the LIS Faculty
- A list of the committee members including ex-officio and student representatives
- Pagination of some kind should be included on all documents
- Likert scales should be mirrored across reports. If, for example, a five-point scale regarding agreement to a statement is utilized, all surveys should utilize the same number of points and same language.

Future Recommendations

1. The Planning Committee should periodically review any reporting standards or guidelines adopted by the faculty in order to be consistent with accreditation requirements or the needs of the LIS program.
2. Future iterations of the Planning Committee – and accreditation efforts – would benefit from report templates.