



UNIVERSITY OF
SOUTH CAROLINA

School of Library and
Information Science

The University of South Carolina School of
Library and Information Science
Master of Library and Information Science

A Program Presentation
for the Committee on Accreditation American Library Association

February 12, 2017

School of Library and Information Science

University of South Carolina

REQUIRED INFORMATION:

Chief Administrator: Dr. R. David Lankes

Dean of College of Information and Communications: Charles Bierbauer

Parent Institution: The University of South Carolina

Chief Executive Officer: Dr. Harris Pastides, President

Chief Academic Officer: Joan Gabel, Provost

Institutional Accrediting Body: Southern Association of Colleges and Schools

Program to be Reviewed: Master of Library and Information Science

Profile of the School of Library and Information Science: Programs

Number of Degrees Brought Forward for Reaccreditation	1 (Master of Library and Information Science)
Number of Other Programs	1 (Bachelor of Science in Information Science)
	1 (Post-Master's Certificate Program)
	1 (Specialist Program)
	1 (Ph.D. in Library and Information Science)

Table of Contents

Table of Contents	iv
Table of Tables	viii
Table of Figures.....	x
List of Appendices	xi
Glossary of Acronyms, Terms, and Initials	xiv
Introduction.....	1
Special areas of emphasis.....	6
Layout of the Program Presentation.....	7
Summary	7
College of Information and Communications	8
Budget.....	8
Facilities	8
Standard I: Systematic Planning.....	10
Introduction	10
Standard I.1: Systematic Planning.....	10
Mission.....	10
Vision	11
Values.....	11
Goals	11
Strategic Challenges.....	12
Objectives	12
Standard I.2: Learning Outcomes.....	20
SLIS Core Competencies.....	21
Standard I.3: Program Goals and Objectives	27
Standard I.4: Evaluation Program.....	28
Assessment	28
The Broad-Based Planning Process	29
Future Plans.....	33
Standard I.5: Evidence of Decision Making	34
Portfolio Guidelines for Non-School Library Students.....	37
Portfolio Guidelines for School Library Students.....	37
Using Portfolio Assessments in Planning.....	38
Standard I.6: Using Results of Evaluation	38
Partnerships.....	39

Expanding SLIS' Geographic Footprint.....	39
School-Wide Strategy	42
Future Plans	42
Standard II: The Curriculum	45
Introduction	45
Standard II.1: A Curriculum Based on Goals and Objectives.....	45
Standard II.2: Core Competencies	49
Core courses.....	50
Technology Competency	51
Elective Courses	52
End-of-Program Portfolio	54
Professional Leadership Skills	55
Standard II.3: Meeting Individual Goals	56
Goal-Driven Advising	56
Discussion of Areas of Interest	57
Standard II.4: Curriculum and Relevant Competencies.....	64
School Library Media Program.....	64
Standards: II.5, II.6: Evidence of Decision Making	72
Standard II.7: Evaluate and Plan	74
Future Plans	107
Standard III: Faculty	108
Introduction	108
Standard III.1: Capable Faculty	108
Standard III.2: Teaching, Research, and Service.....	110
Standard III.3: Diversity and the Faculty	115
Standard III.4: Qualified Faculty.....	116
Standard III.5: Scholarship	118
Standard III.6: Faculty Preparation	119
Standard III.7: Faculty Assignments.....	121
Assessment	121
Future Plans	123
Standard IV: Students	125
Introduction.....	125
Standard IV.1: Program Recruitment.....	125
Standard IV.2: Accessible Information.....	134
Standard IV.3: Admissions.....	135
Standard IV.4: Program of Study	140

Standard IV.5: Student Involvement	141
Standard IV.6: Student Evaluation and Program Development	142
Standard IV.7: Learning Outcomes	143
Standard IV.8: Evaluation and Future Planning	147
Future Plans	147
Standard V: Administration, Finances, and Resources	149
Introduction	149
Standard V.1: SLIS as Distinct Academic Unit	149
Administration	149
The SLIS National Advisory Council	151
The SLIS Diversity Leadership Group	151
University Support	152
Standard V.2: Representation	152
Standard V.3: Administrative Head	154
Executive Officer	154
Standards V.4-5: Unit Environment	155
Standard V.6: Level of Support	156
Financial Support	156
Standard V.7: Faculty Compensation	158
Standard V.8: Faculty Support	159
SLIS Faculty	159
SLIS Students	160
Standard V.9: Physical and Technological Resources	161
Standard V.10: Facilities	162
How SLIS provides a functional learning environment	163
How SLIS promotes enhanced opportunities for research, teaching, service, consultation and communication	166
How SLIS delivers efficient and effective administration of the school's program	167
Standard V.11: Access to Information and Resources	168
Library Access	168
Information Technology Resources	169
Standard V.12: Services Provided	170
Training and experience of staff in SLIS Facilities	170
Accessibility of SLIS facilities	171
Availability of SLIS facilities	171
Standard V.13: Policy Review	172
ASSESSMENT	173
Technology Plans	173

Standard V.14: Evidence	174
ASSESSMENT.....	174
Standard V.15: Planning for the Future.....	175
Future Plans	176
Conclusion.....	177

Table of Tables

Table 1: National Advisory Council Membership	3
Table 2: Membership of the Diversity Leadership Group.....	4
Table 3: Recruit, Retain and Graduate an Engaged, Diverse, and Service-Oriented Student Body	15
Table 4: Maintain an Engaged, Creative, and Diverse Faculty and Curriculum.....	16
Table 5: Promote Literacy.....	17
Table 6: Promote the Development of a Workforce that Can Achieve and Sustain Robust Economic Development	18
Table 7: Strengthen the Ability of Libraries and other Knowledge Organizations to Contribute to Community and Global Health, Prosperity, and Wellbeing	19
Table 8: Match of Standards to Core Courses.....	26
Table 9: Retrospective Planning and Review Activities, 2009-2016	30
Table 10: Planning events and Results (example)	35
Table 11: Summary of student class evaluations	36
Table 12: Geographic Distribution of Students	41
Table 13: From Competency to Assessment Method.....	47
Table 14: Academic Libraries Area of Interest.....	58
Table 15: Distribution of Students in the Health Communication Certificate Program...	62
Table 16: students in the Certificate of Graduate Study in Health Communication program who have taken SLIS 749 by year.....	63
Table 17: Praxis 310 Exam Results Passing Score 620.....	72
Table 18: Praxis 311 Exam Results Passing Score 151	72
Table 19: Portfolio Assessment Data 2015-2016	75
Table 20: Portfolio Assessment Data 2014-2015	87

Table 21: Portfolio Assessment Data 2013.....	98
Table 22: List of Faculty	109
Table 23: SLIS Faculty Members – Select Activity in a Professional Association.....	122
Table 24: Fee Schedule	134
Table 25: Average Cumulative Undergraduate GPA of Admitted MLIS Students.....	137
Table 26: Average MAT Scores of Admitted MLIS Students	138
Table 27: Average GRE Scores of Admitted MLIS Students.....	138
Table 28: Average Number of Years to Graduate with MLIS.....	139
Table 29: SLIS Summary of Income and Expenditures 2011-2016 (excluding grants)	157
Table 30: Annual Summary of Expenditures 2011-2016	157
Table 31: College Summary of Income and Expenditures 2011-2016.....	158
Table 32: SLIS Students Receiving Financial Assistance 2015-2016	161
Table 33: Physical Technology Available for SLIS Instructors in Davis	164

Table of Figures

Figure 1: I have received high quality instruction in library and information science during my degree program	31
Figure 2: I believe that completion of the MLIS degree has prepared me well for my first (or next) professional position in a library or information agency.....	32
Figure 3: I would recommend USC's MLIS program to other students.....	33
Figure 4: Total MLIS Enrollment.....	126
Figure 5: Gender Distribution.....	128
Figure 6: Ethnic Distribution in an Average Semester	129
Figure 7: Comparison of Caucasian to Non White, Multi Ethnic and Non Reporting Students	130
Figure 8: Graduates by Gender.....	131
Figure 9: Graduates by Ethnicity	131
Figure 10: Average Regional Distribution of MLIS Students.....	132
Figure 11: Application Disposition of MLIS Applicants 2009 – 2016.....	139
Figure 12: End-of-Program Survey Results on Continuity	146
Figure 13: End-of-Program Survey Results on Quality.....	146
Figure 14: End-of-Program Survey Results on Student Services.....	147
Figure 15: End-of-Program Survey Question 6.....	175

List of Appendices

Note that appendices naming was preserved from the draft program presentation to ease review, hence not all chapter appendices are in order nor are the missing.

Chapter 1		
Title	Content	File Name
Appendix 1A	SLIS Strategic Plan 2016-2018	1A_strat_plan_9.29
Appendix 1B	List of competencies graduates should demonstrate upon graduation	1B_MLIS Program Core Competencies
Appendix 1C	MLIS end of program survey results	1C_EndofProgram_survey_Compiled_R results (1)
Appendix 1D	CIC Blueprint for Academic Excellence 2016-2017	1D_Blueprint_2016-2017
Appendix 1E	Distributed Learning Quality Assurance Standards for Faculty	1E_QualityAssuranceStandards- 5thEdition
Appendix 1F	Minutes from Faculty and Staff Planning Retreat, Feb. 21, 2014 @ SCCCBL	1F_SLIS Planning Retreat Minutes 2-14- 14
	Minutes from Faculty and Staff Planning Retreat, Feb. 20, 2015 @ SCCCBL	1F_SLIS Planning Retreat Minutes 2-20- 15
	Minutes from Faculty and Staff Planning Retreat, Mar. 18, 2016 @ SCCCBL	1F_SLIS Planning Retreat Minutes 3-18- 16
Appendix 1G	Membership list for National Advisory Council and Diversity Leadership Group	1G_NAC_Diversity_list
Appendix 1H	Transcription from Florence focus group	1H_Florence
	Transcription from Richland County School District focus group	1H_rcsd
	Transcription from Richland County School District focus group part 2	1H_rcsd2
	Transcription from Spartanburg focus group	1H_spartanburg_focus
Appendix 1I	Overview of CRE - includes history, mission, evolution	1I_Cocky's Reading Express Overview
Appendix 1J	Summary of Knowledge School initiative - by Dr. Lankes	1J_KnowledgeSchool Exec Summary
Appendix 1K	Folder containing 63 documents - Faculty meeting minutes from Feb, 2008 to Sep, 2016	1K_Faculty Meeting Minutes [[folder]]

Chapter 2		
	Content	File Name
Appendix 2A	Report from SLIS Curriculum Committee summarizing results from Phase II	2A_Curriculum Review-PhaseII_Final_Report
Appendix 2B	SLIS Program Core Competencies - Revised Edition	2B_RevisedSLIS Program Core Competencies-spring2012-3-19-2012
Appendix 2E	Program of Study for School Library MLIS students	2E_mastersprogramofstudy_SL
	Program of Study for general MLIS students	2E_mastersprogramofstudy1
Appendix 2G	SLIS 794 Spring 2017 School Library Practicum Activities Form	2G_USC-SLIS SL Practicum Activities Form-Spring 2017
Appendix 2K	Rubric showing SLIS End-of-Program Portfolio Requirements	2K_portfolio_rubric
	Scoring Guide for School Library Media Program Portfolios - Revised 2016	2K_USC-SLIS School Library Portfolio Scoring Guide v.2016
Sample Syllabi	Contains syllabi for course numbers: 701, 702, 703, 705, 706, 707, 720, 742, 743, 749, 756, 757, 758, 761	2D_syllabi [[folder]]
Chapter 3		
	Content	File Name
Appendix 3A	Contains 25 items including copies of SLIS faculty CVs	3A_SLIS_Faculty_CV [[folder]]
Appendix 3B	University of South Carolina Columbia Faculty Manual - Latest Revision Date June 2016	3B_Faculty_Manual_Columbia
Appendix 3C	Record of courses offered 2009-2016	3C_COA_RecordofCourses
Chapter 4		
	Content	File Name
Appendix 4A	Contains 2 copies of each SLIS policy statement (one .pdf, one .doc) - 138 files total	4A_Policies [[folder]]
Appendix 4B	Contains Google Analytics webstats for the 14-15 and 15-16 years separated by Internal Graduate, MLIS, and SLIS General distinctions. Also contains total page views.	4B_Webstats [[folder]]
Appendix 4C	Conditional Admission Evaluation Criteria form	4C_admissions_evaluation_criteria

Chapter 5		
	Content	File Name
Appendix 5B	Contains copies of SLIS staff CVs and resumes	5B_SLIS_Staff_CV
Appendix 5C	Chart of organizational hierarchy for the College of Information and Communications	5C_Org_Chart11.14-2
Appendix 5D	Contains .pdf scans of floorplans for each level of the building - basement, 1st floor, second floor	5D Floor Plans

Glossary of Acronyms, Terms, and Initials

Term/Acronym	Definition
Academic Common Market (ACM)	Tuition-savings program for college students in 15 states of the Southern Regional Education Board. "Students can enroll in out-of-state institutions that offer their degree program and pay the institution's in-state tuition rates." http://www.sreb.org/academic-common-market
ADEPT	South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching . Provides statewide standards for Library Media Specialists that influence the Learning Outcomes of our school library media courses. http://ed.sc.gov/educators/educator-effectiveness/adept-evaluation-system-2006/adept-overview/
American Library Association (ALA)	Oldest and largest library association in the world that "provide leadership for the development, promotion and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all." Accrediting body for master's programs in library and information studies across the United States, Canada, Puerto Rico. Parent organization for the Committee on Accreditation. http://www.ala.org/aboutala/
Association for Library and Information Science Educators (ALISE)	Professional association and non-profit organization that "promotes innovation and excellence in research, teaching, and service for educators and scholars in Library and Information Science and cognate disciplines internationally through leadership, collaboration, advocacy, and knowledge creation." http://www.alise.org/about-alise-2
Blackboard	Software package used by the School of Library and Information Science to facilitate learning through multimedia content delivery, discussion boards, and file transfer. Blackboard is also used by the Student Services office as a document repository for student portfolios, and by the Accreditation community for document repository and discussion. http://www.blackboard.com/about-us/index.aspx
Bachelor of Science in Information Science (BSIS)	Undergraduate degree offered by the School of Library and Information science. http://www.sc.edu/study/colleges_schools/cic/academic_programs/bachelors/informationsscience/

Term/Acronym	Definition
Committee on Accreditation for Educational Preparation (CAEP)	<p>Accrediting body that “advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.” Accredits our School Library program every 7 years with the College of Education.</p> <p>http://www.caepnet.org/</p>
Center for Teaching Excellence (CTE)	<p>University of South Carolina program that provides “programming, resources, and opportunities that foster innovation and effective pedagogical practices among all who teach at USC.”</p> <p>http://www.sc.edu/about/offices_and_divisions/cte/about/index.php</p>
College of Information and Communications (CIC)	<p>College that contains the School of Library and Information Science as well as the School of Journalism and Mass Communications. These two schools joined in 2002 under the name “College of Mass Communications and Information Studies.” A name change in 2015 gave the College the title it has today. Both schools offer undergraduate, graduate, and doctoral programs.</p> <p>http://www.sc.edu/study/colleges_schools/cic/about/index.php</p>
Committee on Accreditation (COA)	<p>ALA body “responsible for the execution of the accreditation program of ALA, and to develop and formulate standards of education for library and information studies for the approval of council.”</p> <p>http://www.ala.org/groups/committees/ala/ala-coa</p>
Distributed Learning	<p>Also referred to as “distance education.” Describes the education of students who are not physically present at the School of Library and Information Science.</p> <p>http://www.sc.edu/study/colleges_schools/cic/library_and_information_science/distributed_learning/index.php</p>
Diversity Leadership Group (DLG)	<p>Group of African-American library professionals from around the state of South Carolina that advise the School on issues relating to the recruitment, retention and advancement of African Americans and ethnically diverse professionals in libraries across the state, and on establishing a mentoring network for current students and beginning professionals. Meets twice a year with the National Advisory Council.</p>
Grade Point Average (GPA)	<p>Average of grade points earned divided by the total amount of credit hours attempted. Used in determining student academic performance.</p>
Graduate Record Examinations (GRE)	<p>Standardized test used in the graduate admissions process. The minimum requirement for the School of Library and Information Science is 294 including a minimum score of 153 on the verbal section of the test.</p> <p>https://www.ets.org/gre/</p>

Term/Acronym	Definition
International Association of School Librarianship (IASL)	Professional association for school librarians from around the world that is “interested in promoting effective school library programs as viable instruments in the educational process.” http://www.iasl-online.org/
International Federation of Library Associations (IFLA)	Non-government and non-profit organization aimed at representing the interests of those who rely on librarians as well as information professionals, on a global scale. Founded in Scotland and currently headquartered in the Netherlands, their membership now spans 140 countries. http://www.ifla.org/about
Library and Information Science (LIS)	Field of study created by merging the disciplines of library science and information science.
Library and Information Science Student Association (LISSA)	Graduate student organization at the USC School of Library and Information Science. The group advocates for professional development of SLIS students through constructive experience, both educational and interpersonal. http://web.sa.sc.edu/lissa/about/
Laboratory for Leadership in the Equity of Access and Diversity (LLEAD)	School of Library and Information Science initiative led by Dr. Clayton Copeland aimed at promoting equity of access and inclusion through conducting research, providing resources, and planning sustainable programming related to protecting, and ensuring access to information.
Learning Outcome (LO)	Learning outcomes describe the measurable skills, abilities, knowledge or values that students should be able to demonstrate as a result of a completing a course.
Miller Analogies Test (MAT)	Mental ability test used in the graduate admissions process. The minimum requirement for the School of Library and Information Science is 410. http://www.pearsonassessments.com/postsecondaryeducation/graduate_admissions/mat.html
Master of Library and Information Science (MLIS)	Master’s degree that is required for most professional librarian positions in the U.S. and Canada.
National Advisory Council (NAC)	School of Library and Information Science organization that advises and works with the Director and Dean on various issues of importance (fund raising, degree requirements, etc.).
Named Chair	An endowed, or partially endowed academic position at the university. At SLIS, the Augusta Baker Chair in Childhood Literacy conducts research on literacy and oversees outreach programs for the literacy community throughout the state, including public and school libraries and community-based literacy programs. http://www.sc.edu/study/colleges_schools/cic/library_and_information_science/literacy/augusta_baker.php

Term/Acronym	Definition
Program of Study (POS)	A narrative description and summary of course requirements needed to complete a degree.
Quality Matters™ (QM)	<p>Program aimed at measuring and guaranteeing the quality of a course. Provide benchmarks that use nine general and thirty-four specific standards to address issues related to course overview and introduction, learning objectives, assessment and measurement, instructional materials, course activities and learner interaction, course technology, learner support, usability, and accessibility.</p> <p>https://www.sc.edu/about/offices_and_divisions/cte/distributed_learning/course_development/quality_matters/</p>
Southern Association of Colleges and Schools (SACS)	Regional accreditation organization that conducts external reviews on School of Library and Information Science programs every 5 years for University accreditation.
Student Cooperative for Archives, Libraries, and Museums (SCALM)	<p>School of Library and Information Science student organization that is “dedicated to encouraging dialogue among those interested in cultural heritage institutions like libraries, archives, and museums.”</p> <p>https://garnetgate.sa.sc.edu/organization/CALM</p>
South Carolina Association of School Librarians (SCASL)	<p>Professional organization for school librarians in South Carolina. The association “brings together leaders from the University of South Carolina’s Library and Information Science program, the South Carolina Department of Education, the South Carolina Library Association, and non-public school professionals to work toward common goals.”</p> <p>http://www.scasl.net/about-us-</p>
South Carolina Library Association (SCLA)	<p>Professional organization that exists as a “group of librarians, library staff members, and library supporters working together to advocate for and improve library services in South Carolina.” Is the state chapter of the American Library Association and an affiliate of the Southeastern Library Association. Holds an annual conference where School of Library and Information Science faculty and doctoral students often present/speak.</p> <p>http://www.scla.org/</p>
South Carolina Center for Children’s Books and Literacy (SCCCBL)	<p>SCCCBL was established as a resource center for the state by the South Carolina Commission on Higher Education in 1992 to support teaching, learning, and research related to children’s and young-adult literature and materials. They provide information, education, and support services for faculty and students in teacher education and library science, classroom teachers, librarians, and parents statewide.</p> <p>https://www.sc.edu/study/colleges_schools/cic/library_and_information_science/literacy/south_carolina_center_for_childrens_books_and_literacy/</p>

Term/Acronym	Definition
School of Library and Information Science (SLIS)	<p>SLIS is the University of South Carolina's home for research and instruction related to information – where you find it, how you extract it, how you preserve it, and how you put it to use. Areas of research include librarianship, cultural heritage institutions, archives, and all manner of information management.</p> <p>http://www.sc.edu/study/colleges_schools/cic/library_and_information_science/#.WJnjR1MrLcs</p>
School Library (SL)	<p>Libraries found within schools where students, staff and, sometimes, parents can find access to a variety of resources. The School of Library and Information Science offers specialized learning programs for students pursuing careers in such libraries.</p>
Spectrum scholarships	<p>Provided through the Spectrum Scholarship Program of the American Library Association. The aim of the program is to provide scholarships to American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino and native Hawaiian/Other Pacific Islander students to assist individuals interested in obtaining a graduate degree and leadership positions within the profession and our organization. The School of Library and Information Science at USC has had one student, LaTasha Martin, receive the scholarship for the 2014-2015 year.</p> <p>http://www.ala.org/offices/diversity/spectrum</p>
University Technology Services (UTS)	<p>Under the direction of USC's Chief Information Officer, UTS provides services in centralized and distributed computing, communications and infrastructure, studio and digital media and pedagogical technologies for academic, research and administrative use to support and meet the needs of the students, faculty, and staff at the university. UTS manages a number of technological devices used in Davis College (home to the School of Library and Information Science) and provides software support/development for Blackboard.</p> <p>http://www.sc.edu/about/offices_and_divisions/university_technology_services/</p>
University of South Carolina Electronic Research Administration (USCERA)	<p>USCERA is the University of South Carolina electronic research administration software system which includes electronic grants routing/approval and human subjects applications submission/routing.</p> <p>https://sam.research.sc.edu/uscera/</p>
Visual Information Processing (VIP)	<p>VIP is an intranet system that provides faculty and staff personal access to monitor student applications, update student status, report grades, track grades, and perform a variety of administrative services. VIP is maintained by University Technology Services.</p> <p>https://vip.sc.edu/</p>

Introduction

The University of South Carolina School of Library and Information Science (SLIS) is dedicated to educating future librarians to work in all types of information settings. SLIS prides itself on offering an excellent, well-rounded program that focuses on the master's level and has libraries and information services as its primary focus. SLIS offers one master's degree (MLIS) program accredited by the American Library Association (ALA): the master's degree in library and information science. We also have a post-master's certificate of advanced studies in library and information science and a specialist degree. The MLIS degree is awarded after students complete thirty-six (36) credit hours and successfully present portfolios of their work. The master's program has three (3) core courses and a technology component required of every student pursuing the degree, including those students pursuing a concentration or specialized track. Within the thirty-six-hour degree program, there are seventeen areas of interest; the "generalist" concentration and an additional sixteen subject-focused programs of study (i.e., administration and management, archives and preservation, information services, reference services, school librarian, services for children and young adults). In US News and World Report, our school library program was ranked number 5 and children and youth services program was ranked number 11 while the program as a whole is ranked in the top 20 of accredited programs (18th).

We define a program of study as a recommended course of study to develop depth and breadth in a particular area. However, students have flexibility in their actual selection of courses within the concentration areas in consultation with his/her faculty advisor. A program of study has a set number of courses that equal the program's entire course requirements (36) and is fully described in order to ensure consistency, depth and breadth of coverage for the track area.

As of spring 2016, SLIS has 342 enrolled students and 15 full-time faculty members with active searches for an additional four positions and planning for a named chair search in 2017-2018 academic year. Continuously accredited by the American Library Association since 1974, SLIS has maintained an excellent reputation as a leader in the use of distance education technologies supporting a 'high touch, high tech' experience to prepare future leaders in the field. SLIS is about libraries and information professionals and we are dedicated to educating leaders to take leadership roles in all types of libraries and information centers. We are service learning leaders at the

university and good partners for community service projects known for making a difference in our communities.

To ground the program in the needs of the profession SLIS has two major advisory groups: our National Advisory Council, and our Diversity Leadership Group. The members advise us on the needs of the practitioners in the field and help us monitor our progress in achieving our goals in a continual assessment cycle. The following Table is the current membership of these groups:

Table 1: National Advisory Council Membership

LAST NAME	FIRST NAME	JOB TITLE	ORGANIZATION
Basler	Tom	Professor, Dept of Library Science & Informatics	Medical University of South Carolina
Breazeale	Ben	Senior Director of Government Relations for SC	Time Warner Cable
Bryan III	John B.	Ret. Director of Administration	SC Attorney General's Office
Byrd Fort	Valerie	Teacher Librarian	New Providence Elementary School
Clark	Stephanie	Head of Circulation	University of West Florida, Pace Library
Davis	Anne	Library Director	Gardiner (ME) Public Library
Durant	Joyce	Library Dean	James A. Rogers Library, Francis Marion University
Franklin	Sandra	Director	Woodruff Health Sciences Library, Emory University
Gullion	Drucie	Ret. School Librarian	SC Association of School Libraries
McMaster	Sarah	Retired Director	Fairfield County (SC) Public Library
Newlen	Robert	Assistant Director, Knowledge Services Group, Congressional Research Service	Library of Congress
Noe	A.B.	Ret. Education Consultant	Carolina Learning Solutions
Price	Lenora	Retired Alumni Coordinator	USC SLIS
Stephens	Todd	County Librarian	Spartanburg County Public Library
Thompson	Ida	Ret. Director of Instructional Tech Svcs	Richland County (SC) School District 1
Turner	Rayburne	Asst Branch Mgr/References Svcs Mgr	Charleston County Library
Williams	James	Asst Dean Public Services	College of Charleston Library

Table 2: Membership of the Diversity Leadership Group

LAST NAME	FIRST NAME	JOB TITLE	Organization
Bradley	Jeronell	Director of Libraries	Segars Library, Florence Darling Technical College
Davenport	Pamela	Network Consultant, Network Services Section	Library of Congress
Durant	Joyce	Library Dean	James A. Rogers Library, Francis Marion University
Gibbs Drayton	Marilyn	Library Director	HV Manning Library, Claflin University
Ko	Lin	Ret. Regional Library Manager	Richland Library (Columbia, SC)
Mack	Cathi Cooper	Assistant to the Dean/Coordinator of Collection Organization/Instructor	Miller F. Whittaker Library, SC State University
Martin	Marie	Director of Library Services/Professor	Wright-Potts Library, Voorhees College
Mayo	Georgette	Processing Archivist	Avery Research Center, College of Charleston
McAfee	Mary	Former Archives Coordinator	Benedict College Library
McCormick	Yolanda	Director	Dillon County (SC) Library
Montgomery	Morgan	Reference Librarian	HV Manning Library, Claflin University
Moore	Gerald	Regional Branch Manager	Dorchester Road Regional Library (Charleston, SC)
Pierce	Yvette	Media Specialist	Segars Library, Florence Darlington Technical College
Pugh	Quincy	Film and Sound Mgr	Richland Library (Columbia, SC)
Thompson	Ida	Ret. Dir of Instructional Tech Svcs	Richland County (SC) School District One
Turner	Ray	Asst Branch Mgr/Reference Svcs Mgr	Otranto Rd Regional Library (Charleston, SC)
Zinnerman-Bethea	Darlene	Director	Benedict College Library

We hold alumni events at our state, regional, and national conferences and often use the sessions to garner input regarding our plans and programs. Many of our alumni are employers so we get a good cross section of data that we use to assess and plan for future developments.

The preparation of this plan for our Accreditation Presentation started last year when we held a planning retreat with our National Advisory Council and Diversity Leadership Group members. We continued to plan and revise our process and this current document contains the cumulative work of the faculty, staff, and advisory members. We have consulted with our alumni, employers, and advisory councils on a continual basis.

We operate as a committee of the whole and each standard is aligned to an existing committee or committees. The responsibilities and roster for each committee follow:

Standard I: Systematic Planning (Mission, Goals, and Objective & Strategic Planning Committee)

Jennifer Arns (Chair, Faculty), Clayton Copeland (Faculty), Amir Karami (Faculty), Dick Kawooya (Faculty), Sarah Keeling (Staff), Andy Thomas (Staff); Christine Shelek (Staff and Student)

Standard II: Curriculum

Feili Tu-Keefner (Chair, Faculty), Karen Gavigan (Faculty), Dick Kawooya (Faculty), Jennifer Marshall (Faculty), Madonna Stoeher (Staff), Elizabeth Hartnett (Ph.D. Student)

Standard III: Faculty

R. David Lankes (Director) Susan Rathbun Grubb (Senator to Faculty Senate), Jennifer Arns (Faculty), Karen Gavigan (Chair of Tenure and Promotion), Heather Moorefield-Lang (Faculty), Paul Solomon (Faculty), Feili Tu-Keefner (Faculty). Chuck Curran (Distinguished Faculty Emeritus)

Standard IV: Students

Sarah Keeling (Chair, Student Services Manager), Elise Lewis (Faculty), Jingjing Liu (Faculty), Gerry Solomon (Faculty), Andy Thomas (Staff), Angela Wright (Staff), Emily Avery (Student)

Standard V: Administration, Finances, and Resources

David Lankes (Director), Brytnée Leigh (Budget Officer, Staff), Heather Moorefield-Lang (Chair), Clayton Copeland (Faculty), Darin Freeburg (Faculty), Elise Lewis (Faculty), Paul Solomon (Faculty), Jingjing Liu (Faculty), Feili Tu-Keefner (Faculty), Jill Chappell-Fail (IT Manager, Staff), Jeff Salter (SLIS Network Manager, Staff), George Shaw, Jr. (Staff) Angela Wright (Staff)

The School is an administrative unit in the College of Information and Communication at the University of South Carolina. Charles Bierbauer is the Dean of the College and is regularly briefed on the process and has participated in many of the planning activities. The director, committee chairs, and staff coordinated the gathering of documentation and wrote the document.

Special areas of emphasis

We continue to seek ways to increase diversity with Historically Black Colleges and Universities recruiting, Spectrum scholarships, and support from our community with scholarships designed to recruit from underserved populations. We have an increasing focus on cultural heritage, and have created a program of study for that area of interest. One example of this focus is ARCHI: *The Annual Review for Cultural Heritage Informatics* edited by SLIS and published by Roman Littlefield.

Our new director, Dr. R. David Lankes, started on July 1, 2016.

We have been growing the enrollment in our undergraduate program and providing incentives to keep them for their MLIS and are retooling the undergraduate degree to prepare the mayors, provosts, principals, and board members that will support librarians and libraries into the future.

We continue to promulgate our strengths in school library and children and youth services.

Eight of the 15 full-time faculty members have been appointed since the previous review. The positions were filled based on an assessment of the needs of the Master's program and we were fortunate in our hiring. The present faculty complement is larger and more diverse in both background and expertise than it was in 2009. We are currently searching for 3 replacement lines (2 retirements and 1 move) and one new faculty line to assist with the Bachelor of Science in Information Science.

Last year, Dr. Hastings announced her plans to retire in 2017 and transition planning began. The School recruited Dr. R. David Lankes from Syracuse University as the new Director and he started in July 2016. Dr. Hastings worked on the draft presentation in fall 2016, presenting a draft for the advisory councils, faculty, and staff to work from. She will be available during the ERP visit in spring 2017.

Overall, the program presentation focuses on the progress towards strategic goals over the last 7 years and changes that need to be addressed. SLIS has been in a continual

cycle of planning and assessment. ALA is not the only organization to conduct an accreditation review of the school's master's program and other programs within the school. Our School Library program is accredited every 7 years by CAEP (Committee on Accreditation for Educational Preparation). In addition, there is a yearly review by the University and an external review every five years for University accreditation, so we have included reference to the regional accrediting body, SACS (Southern Association of Colleges and Schools).

1. The faculty and administrative staff hold day-long planning retreats every spring. The results of the retreats inform our assessment process and include input from our national advisory councils.
2. The Plan and the Program Presentation are on the agenda of the monthly faculty-staff meetings.
3. In March and April 2016 committee assignments per standard were assigned and reviewed. The lists of evidence per standard are a result of the committee work at the spring retreat.
4. The SLIS National Advisory Council and our Diversity Leadership Group meet twice a year to advise on programs of study, curriculum, mentoring, and other efforts. The last meeting was held in October 2016 and a draft program presentation was presented and feedback solicited.
5. The faculty and staff committees use the Accreditation community in Blackboard as a document repository and discussion site. All of the accreditation documents, other than those that must be confidential, will be available there and on a website that is password protected.

Layout of the Program Presentation

The Program Presentation follows the 2015 Standards. The document will be submitted in print format and will also be available in electronic format. All of the documents used as evidence in the Program Presentation are available on-site. Most of them, with the exception of sample course materials and confidential materials, are provided in electronic format as appendices to the Program Presentation. The non-confidential material of public interest will be available on the web site.

Summary

The Program Presentation covers the academic years of 2009 through 2016 and provides evidence demonstrating how the Program meets the American Library Association's five Standards for Accreditation, newly adopted in 2015. The Presentation also describes the planning and assessment mechanisms for the School's Master's Program.

The last seven years have seen three major changes for our School. We changed the name of our college to become the College of Information and Communications; we have fully incorporated two new programs in the PhD in Library and Information Science and the BSIS, Bachelor of Science in Information Science undergraduate; and we have successfully recruited a new Director in Dr. R. David Lankes.

College of Information and Communications

These changes have generally been positive for the School. We garner our share of revenues and have the support of the College for research needs and the general support of faculty, staff and students. See Appendix 1D for the CIC Annual Blueprint that represents the strategic directions for the school presented to the University administration.

Budget

The State of South Carolina faces budget constraints every year and support from the state for the University continues to decrease. SLIS is fortunate to have an entrepreneurial spirit and distance programs to supplement our institutional support. Much of our planning efforts are focused on recruiting and retaining the best and the brightest students and faculty. We search for new faculty and improve our recruiting efforts in underserved populations. We continue to be an integral part to the mission of the University as we build new programs and increase our service projects to the state.

Neither the doctoral program nor the undergraduate degree programs compete for funding of the MLIS. They enhance our programs and make us a 'full service' department that is integral to the mission of the university as well as meeting the needs of the state of South Carolina.

Facilities

The school is located in the beautifully restored Davis College building. The installation of HVAC and new fire and light systems plus the historic restoration to the exterior have kept this mighty building as one of the favorites on campus. We are very pleased at this level of support from central administration.

Our South Carolina Center for Children's Books and Literacy is housed in the old archives building directly across from the State Library and within a block of Davis College. Cocky's Reading Express™ has received statewide and national attention and we continue to fight illiteracy in South Carolina, one book, one child at a time. After ten years and distribution of over 108,000 new books to the children of South Carolina, we have increasing evidence that we make a difference.

Every year we award the Annual Literacy Leader (ALL) star award. This year, at the 10th anniversary, we were able to acknowledge the impact that our storytellers, community leaders, and librarians have made over the years. A short video is available at http://www.sc.edu/study/colleges_schools/cic/index.php. Our partners are the State Library and the Library of Congress. It is important to recognize that this award is now coveted and many people in the field work towards being acknowledged by an ALL (Annual Literacy Leaders) award.

In conclusion, the faculty and advisory councils have selected the following 10 initiatives as top priority items from throughout this document:

1. Continue to survey all of our stakeholders and incorporate our assessments systematically into our planning cycle.
2. Continue policies to recruit and retain multicultural, multiethnic, and multilingual students, staff, and faculty from a variety of backgrounds.
3. Incorporate learning outcomes into our assessment and planning cycle.
4. Continue to develop our working plan and connect it more closely to our budgeting process.
5. Develop both formal and informal methods of reviewing our curricula and advising policies.
6. Increase the amount of student support available in both scholarships and assistantships.
7. Increase the amount of support for untenured faculty for research and development.
8. Review and revise our Tenure and Promotion Guidelines.
9. Evaluate and revise office operations for efficiency and reliability at the same time as we continue to seek increased funding.
10. Increase our physical space and technology infrastructure.

As we continue to build our capacity we seek to build upon our status as the library and information school of choice in the Southeast to be a national leader in library and information science, produce the library and information leaders for all types of settings, the doctoral faculty of the future, and strive to eliminate illiteracy in South Carolina. We vow to always listen to our students and constituents, ascertain their needs and make revisions to our program as needed.

Standard I: Systematic Planning

Introduction

Chapter one presents systematic planning activities of the School of Library and Information Science and documents SLIS as a state-of-the-art educational model of the current discipline of library and information science.

Following the criteria in the Standard I, both quantitative and qualitative evaluative information has been gathered from the faculty, staff, alumni, and students who strive to make informed decisions about direction for and improvements in the current SLIS Master's program. The school, through the Mission, Goals, and Objective & Strategic Planning Committee has reviewed and rewritten the mission, goals, and objectives of SLIS. The members have added a new "values statement" including a new strategic plan. (see Appendices 1A and 1B.) This chapter provides an analysis of the work of SLIS to be compatible with the COA standard sets.

Standard I.1: Systematic Planning

I.1 The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve. Elements of systematic planning include:

- I.1.1 Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes;
- I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes;
- I.1.3 Improvements to the program based on analysis of assessment data;
- I.1.4 Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.

Mission

The University of South Carolina School of Library and Information Science's mission reflects our commitment to encouraging excellence in research and teaching; creating leaders committed to diversity and public service; promoting creativity; and encouraging the development of innovative practices that contribute to the creation of knowledge,

advance cultural heritage stewardship, and improve our understanding of the important roles that libraries, information, and technology play in an empowered global society. The School's responsibility to the State of South Carolina lies at the heart of this mission, as does the broader intention to enhance literacy and promote social equity around the world.

Vision

We envision a world in which information, knowledge, access to knowledge, literacy, and the ability to manage complex data are keys to both personal development and success in commerce, government, politics, and education. As a school, we aspire to be an academic leader recognized for innovation, excellence in teaching, international research, and our commitment to imagining and influencing the future.

Values

The School of Library and Information Science supports scholarship, leadership, service, diversity, and outreach through an innovative and accessible program. We value research that advances theory and leads to best practices. We strive to sustain a cooperative and collegial community of scholars and educators who excel at their work and function in an atmosphere distinguished by support, mentoring, and inclusion.

We also believe that diversity, equality, inclusion, and equity of access stand at the core of our mission, for without them, we cannot continually strive to educate, innovate, learn, or grow. Nor can we effectively address the needs of the libraries, information centers, cultural heritage institutions, or communities who look to us for leadership.

Goals

Towards these ends we endeavor to:

1. Create an environment in which students and faculty can thrive and develop the knowledge and skills required to become leaders in a world characterized by rapid technological change and increasing interdependence.
2. Pursue distinctive opportunities to build on current strengths, including our relationships with regional and international organizations and world-class academic and public institutions.
3. Develop the theoretical and practical knowledge necessary to preserve the past, manage the present, and design the future.
4. Support the advancement of thriving disciplines and interdisciplinary excellence.
5. Deliver innovative and flexible solutions that connect people, knowledge and technology.

6. Be one of the nation's best schools for library and information professionals, excelling in teaching, scholarship, and professional service.

Strategic Challenges

Within this framework, we pursue research in order to contribute to an improved understanding of the important issues in our field. We teach in order to contribute to the professional, personal, and cognitive growth of our students. We serve our school, profession, and the broader community in order to strengthen the capacity of each; and we believe that these efforts are not only the foundation of a quality LIS education, but the tools that we are able to use to meet the challenges created by rapid technological change and evolving social frameworks.

Those compelling strategic challenges similarly relate to five issues. The first and second reflect our commitment to providing a superior learning environment. The third speaks to the need for a literate society. The fourth reflects the importance of a workforce and society that can promote and sustain economic growth. The fifth speaks to the criticality of public institutions and their ability to contribute to community and global health, prosperity, and social wellbeing.

Objectives

1. Recruit, Retain, and Graduate an Engaged, Diverse, and Service-Oriented Student Body

SLIS will continue to recruit a diverse student body from across South Carolina, throughout the U.S., and internationally, and will support their educational progress throughout their time at the University. The School will strive to instill a spirit of service among students via service learning, volunteer, and professional development opportunities; and our graduates will be prepared to be information advocates, facilitating the flow of knowledge in their communities and organizations.

2. Maintain an Engaged, Creative, and Diverse Faculty and Curriculum

Over the last decade, SLIS has worked to create a group of faculty members who are able to craft a curriculum that furthers the traditional strengths of the department while adding the skills, knowledge, and viewpoints required to produce students who will be able to meet the challenges created by population trends, emerging technologies and the needs of future employers. The School continues to look for ways, including the addition of new programs, to meet the educational interests and professional needs of the many different age groups and individuals who look to the School for educational leadership.

3. Promote Literacy

The ability to read and write effectively is clearly related to personal success, educational attainment, and constructive community engagement. Yet estimates suggest that in 2013, only 83% of South Carolina third graders were reading on grade level while only 67% of eighth graders were meeting this target (<http://www.thestate.com/2014/04/08/3375797/new-film-puts-low-sc-literacy.html>). Nationally, S.C. ranked lower than 35 states in terms of eighth grade reading proficiency test scores (https://ed.sc.gov/scdoe/assets/File/instruction/read-to-succeed/SC_State_Reading_Plan_2015-06-10_Final.pdf, App. C). According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), at the global level, “774 million adults (15 years and older) still cannot read or write – two-thirds of them (493 million) are women. Among youth, 123 million are illiterate of which 76 million are female” (<http://www.uis.unesco.org/literacy/pages/data-release-map-2013.aspx>).

SLIS has already demonstrated an ongoing and successful commitment to raising childhood reading levels and improving family reading practices. Cocky’s Reading Express, the collaboration between the University of South Carolina Student Government and the School of Library and Information Science Center for Children's Books and Literacy, has distributed more than 108,000 books to school children in South Carolina. In addition to national attention, the program has successfully attracted outside funding and partnerships that have allowed the program to grow and expand its influence.

4. Promote the Development of a Workforce that Can Achieve and Sustain Robust Economic Development

While it is generally taken for granted that the U.S. has emerged from its recent recession, progress has been neither uniform nor constant. According to the Department of Commerce, the estimated national Gross Domestic Product grew at a rate of approx. 1% in the second quarter of 2016, down from a healthier rate close to 4% observed in the third quarter of 2015. National consumer spending also rose during this period. Other reports have been less positive, and economic inequality continues to be a prominent issues in several states, including South Carolina (<http://www.bls.gov/web/laus/laumstrk.htm>; <http://www.bls.gov/news.release/pdf/laus.pdf>; <http://www.pewtrusts.org/en/research-and-analysis/analysis/2016/07/28/personal-income-growth-shows-uneven-us-recovery>).

While increasing literacy rates are a key element in improving these situations, recent thinking points to new and interesting approaches, including innovative models that focus on enhancing existing market assets and capabilities to boost trade, increase industrial value, and create new incomes and opportunities for workers. This approach also emphasizes the importance of business information, talent creation, and the role of placemaking and infrastructure (<http://www.brookings.edu/blogs/the-avenue/posts/2015/02/24-new-generation-economic-development-liu-washburn>).

At the regional level, SLIS continues to make a strong commitment to community development while cooperating in educational initiatives intended to create a strong and sustainable South Carolina workforce and economy. With help from private industry partners, we developed an undergraduate major designed to prepare students to examine how people and organizations use, store, communicate, and transfer knowledge. The goal of this degree is to prepare students for careers in the expanding world of information services. Another initiative, SLIS's Laboratory for Leadership in the Equity of Access and Diversity (LLEAD), reflects the School's commitment to ensuring that the opportunities associated with economic and community development are widely available and equitably distributed.

5. Strengthen the Ability of Libraries and other Knowledge Organizations to Contribute to Community and Global Health, Prosperity, and Wellbeing

The majority of the children in the United States and elsewhere who learn to read do so in the structured learning environment provided by a public school system, and many rely on the guidance and materials provided in their school libraries to become practiced readers and develop the skills required to become actively engaged adults. Public libraries and those who work in them provide a similar but unstructured environment for those who are unable or have been unable to learn in an equivalent school setting. In both cases, effectiveness is dependent on the personnel and materials available to learners.

SLIS has been known for many years for the high quality of its school library program and the excellence of the faculty who prepare SLIS students to work and teach in school libraries across the country. Students who complete this program are eligible to be certified and approved by the South Carolina Department of Education and typically meet standards for certification in other states as well. The School is also noteworthy for an ongoing research agenda that provides advocates with a strong argument for the contributions that public libraries make to the prosperity and wellbeing of the communities they serve.

Members of the college, including the dean, participated in the development and adoption of the mission, vision, and objectives and represents support by the larger administrative units.

The following tables map these objectives to specific tasks and the overall strategic goals for the school.

Table 3: Recruit, Retain and Graduate an Engaged, Diverse, and Service-Oriented Student Body

Objectives	Tasks	Goals
Identify trends in student and employer demand in order to assure appropriate program size and content	Solicit feedback from current employers; meet with potential employers annually	Goals 1, 2, 3, 5, 6
Promote a rich cultural, racial, and ethnic learning environment that nurtures creativity, new ideas, and technical proficiency	Work with Advisory Boards to develop and maintain curricula, workshops, and other training opportunities that meet innovative and experiential learning goals	Goals 1, 2
Enhance student learning and engagement	Develop additional partnerships that facilitate service learning opportunities; employ teaching techniques that emphasize active engagement; expand efforts to identify at risk students and refer them to appropriate campus resources	Goals 1, 3, 4, 5, 6
Assure that the information technologies available to students and instructors are sufficient to support an advanced and innovative, interactive, and collaborative environment	Regularly review the current technologies in use and compare them to industry standards and emerging trends	Goals 1, 3, 5
Ensure seamless access to the data and tools needed to achieve learning objectives	Review existing service and support procedures	Goals 1, 2, 5

Table 4: Maintain an Engaged, Creative, and Diverse Faculty and Curriculum

Objectives	Tasks	Goals
Enhance research productivity	Seek research opportunities that further SLIS's traditional strengths while looking for opportunities to study new knowledge acquisition patterns	Goals 3, 4, 6
Expand and diversify e-learning delivery methods	Develop teaching skills that take advantage of rapidly improving delivery systems and create opportunities to expand and diversify current offerings	Goals 1, 5
Seek leadership opportunities that raise the visibility of the School, increase its influence, and continue to make it attractive to skilled and motivated students	Assure that funding is adequate to support faculty development activities	Goals 1, 2, 3, 4, 6
Enhance program excellence through continuing stakeholder involvement	Involve stakeholders in planning, curriculum reviews, and assessment practices	Goals 2, 5
Seek and strengthen partnerships that cross organizational and intellectual boundaries	Increase and diversify interdisciplinary activities	Goals 2, 3, 5
Ensure seamless access to the data and tools needed to achieve learning objectives	Review existing service and support procedures	Goals 1, 5
Ensure easy and reliable access to teaching and research resources	Develop a framework for service improvements that meet the needs of faculty and students	Goals 1, 3, 4, 5
Support regular internal and external training opportunities	Encourage the development of faculty and staff professional development plans	Goals 1, 2, 3, 5

Table 5: Promote Literacy

Objectives	Tasks	Goals
Reduce the cycle of illiteracy among South Carolina's children and adults	Serve as a hub for literacy research and action through the South Carolina Center for Children's Books and Literacy; create and nurture partnerships throughout the state; provide resources to all stakeholders	Goals 1, 2, 3, 5
Ensure that every child in the state has the opportunity to read at home and in school	Encourage children and their families to read more through Cockey's Reading Express and innovative programming; increase access to children's books through innovative programming	Goals 1, 2, 3, 5
Improve access to South Carolina focused educational materials	Continue to publish high quality materials through Young Palmetto Books Imprint	Goals 1, 2, 6

Table 6: Promote the Development of a Workforce that Can Achieve and Sustain Robust Economic Development

Objectives	Tasks	Goals
Promote the development of 21st Century learners	Continually update SLIS course instruction for school librarians to reflect the newest technologies and school library environments	Goals 1, 2, 3, 4, 5
Promote collaborative instruction for 21st Century learners	Advocate for the impact and importance of school librarians who help teach students to be College and Career Ready 21st Century Learners	Goals 1, 2, 3, 4, 5
Promote Equity of Access and Inclusion	Through the Laboratory for Leadership in the Equity of Access and Diversity (LLEAD), conduct research, provide resources, and plan sustainable programming related to protecting, and ensuring access to information	Goals 1, 2, 3, 5
Improve our understanding of how people and organizations use, store, represent, and transfer knowledge	Advance a distinctive research agenda that showcases the challenges facing diverse communities and the manner in which these can be addressed by knowledge organizations	Goals 1, 3, 5
Enhance knowledge-based organizations' ability to create, represent, and share the knowledge needed to compete in the global market place	Identify opportunities to be of assistance and take a leadership role in converting information based resources into knowledge-based assets	Goals 1, 2, 3, 4, 5

Table 7: Strengthen the Ability of Libraries and other Knowledge Organizations to Contribute to Community and Global Health, Prosperity, and Wellbeing

Objectives	Tasks	Goals
Promote the development of systematic, strategic, and measurable approaches to planning and evaluating library and information services and performance	Update state and national research agenda while seeking opportunities to share these results both nationally and internationally	Goals 1, 4
Enhance perception of libraries and other knowledge organizations through leadership and public awareness initiatives	Initiate College-based efforts to create new advocacy tools and resources through the performance measurement initiatives	Goals 2, 3, 5, 6
Develop partnerships with high-quality overseas institutions that benefit both students and faculty development	Extend the development of international collaborative programs with Schools of Library and Information Science, including those in Europe, South Africa, and Uganda. Increase participation in the Global Carolina initiative	Goals 1, 2, 3, 4, 5
Continue to seek opportunities to recruit students who can provide international experiences and faculty who can bring diverse cultures to the classroom	Increase the School's presence and visibility at international meetings and in international working groups in order to lay the groundwork for study abroad, collaborative research, and visiting scholar opportunities	Goals 1, 2, 3, 4, 5

The full Strategic Plan is available in Appendix 1A.

Standard I.2: Learning Outcomes

I.2 Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:

- I.2.1 The essential character of the field of library and information studies;
- I.2.2 The philosophy, principles, and ethics of the field;
- I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;
- I.2.4 The importance of research to the advancement of the field's knowledge base;
- I.2.5 The symbiotic relationship of library and information studies with other fields;
- I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;
- I.2.7 The role of library and information services in a rapidly changing technological society;
- I.2.8 The needs of the constituencies that the program seeks to serve.

The School of Library and Information Science has established program competencies for our MLIS students. These competencies, which are also used as learning outcomes for program-level assessment, indicate what skills, knowledge, dispositions and professional values MLIS graduates should be able to demonstrate. In addition to the successful completion of the 36-credit program of study, students will provide evidence that they have met the SLIS core competencies by submitting a satisfactory portfolio that serves as the capstone experience for the MLIS degree.

SLIS Core Competencies

1. Information and Its Organization

Students will be able to perform effectively in the library and information professions by demonstrating competency in information and its organization. By the conclusion of the master's degree program, students should be able to:

- a. explain major concepts, theories, issues and trends in knowledge representation and information organization
- b. explain the relationship between information organization and information retrieval
- c. explain information-seeking behavior in theoretical and practical terms
- d. demonstrate proficient professional skills in information searching
- e. explain and demonstrate the techniques of bibliographic organization and control
- f. explain the principles and techniques of physical and digital preservation of materials

The SLIS courses that help students gain competency in this area are:

702, 705, 725, 726, 731, 732, 733, 735, 738, 749, 759, 766, 770, 778, 787

2. Provision of Information Services

Students will be able to perform effectively in the library and information professions by demonstrating competency in the provision of information services. By the conclusion of the master's degree program, students should be able to:

- a. design a variety of information services to meet the needs of diverse users, including onsite, remote, and underserved users

- b. identify, evaluate, manage, and use information resources and sources effectively
- c. apply critical-thinking, information-seeking, and problem-solving skills to analyze users' inquiries and match them with appropriate and accessible resources
- d. provide users with professional consultation during the information service encounter
- e. apply up-to-date technology strategically to improve services and enhance access to information resources
- f. adapt and apply learning theories and principles in the design and delivery of best practices to promote information literacy

The SLIS courses that help students gain competency in this area are:

703, 733, 741, 744, 750, 753, 754, 755, 756, 758, 761, 766, 767, 770, 772, 778, 787

3. Leadership and Management

Students will be able to perform effectively in the library and information professions by demonstrating competency in leadership and management. By the conclusion of the master's degree program, students should be able to:

- a. identify and define goals; develop measureable and single-outcome objectives for each goal and define effective strategies for achieving objectives as part of the strategic planning process
- b. design and conduct community analysis, needs assessment, and/or outcome evaluation
- c. develop appropriate content for funding proposals
- d. explain supervisory styles and organizational/management structures

- e. explain strategies for successful financial management, public relations, and marketing
- f. explain and design effective strategies for community and institutional advocacy
- g. promote the role of information services in facilitating diversity and global awareness
- h. analyze ethical issues and develop strategies to address them

The SLIS courses that help students gain competency in this area are:

704, 720, 724, 726, 728, 754, 755, 759, 765, 766, 767, 770, 778, 787

4. Research

Students will be able to perform effectively in the library and information science professions by demonstrating competency in research activities. By the conclusion of the master's degree program, students should be able to:

- a. identify and explain a research question
- b. locate, evaluate, analyze, and synthesize research findings
- c. identify appropriate research methods, collect, and analyze data to address issues faced by libraries or other information agencies
- d. employ evidence-based practices to solve information problems
- e. design, conduct, and report research that contributes to the body of professional knowledge and/or theoretical constructs

The SLIS courses that help students gain competency in this area are:

704, 705, 718, 738, 754, 759, 766, 767, 772, 777

5. Technology

Students will be able to perform effectively in the library and information science

professions by demonstrating competency in the application of technology. By the conclusion of the master's degree program, students should be able to:

- a. demonstrate effective use of current technologies
- b. explain the impact and potential of current and emerging information technologies for management and delivery of services
- c. organize and provide digital resources and services
- d. evaluate and select appropriate technology for specific information services or applications
- e. analyze issues, concepts, and challenges related to the impact of technology on information ethics and policy

The SLIS courses that help students gain competency in this area are:

706, 735, 738, 749, 753, 757, 758, 761, 766, 775, 776, 777, 778

6. Professional Development and Lifelong Learning

Students will be able to perform effectively in the library and information professions by demonstrating knowledge of strategies for professional development and lifelong learning. By the conclusion of the master's degree program, students should be able to:

- a. formulate short- and long-term plans for professional development based on an awareness of the needs and realistic demands of the chosen work setting(s), personal competencies, and the profession
- b. explain the role of the library and information professional in the community, culture, and society
- c. develop a personal philosophy of professional behavior and ethics
- d. demonstrate professional communication skills necessary for interaction, collaboration, and instruction
- e. construct a career plan based on personal and professional goals

- f. engage with a professional network of colleagues via professional associations and communities of learning and practice

The SLIS courses that help students gain competency in this area are:

701, 704, 728, 751, 754, 755, 759, 766, 767, 775, 791

SLIS has a variety of areas of interests available to students. These suggested programs of study were created by faculty to ensure that each interest area covered all of the competencies. See

http://www.sc.edu/study/colleges_schools/cic/internal/graduate/slis/student-services/area-of-interest/index.php.

The following table maps required standards to core courses that cover this area (These courses are detailed further in standard II on curriculum):

Table 8: Match of Standards to Core Courses

Standard	Core Course Coverage
I.2.1 The essential character of the field of library and information studies;	701 Introduction to Library and Information Studies
I.2.2 The philosophy, principles, and ethics of the field;	701 Introduction to Library and Information Studies
I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;	701 Introduction to Library and Information Studies
I.2.4 The importance of research to the advancement of the field's knowledge base;	SLIS 705 Introduction to Research in Library and Information Science
I.2.5 The symbiotic relationship of library and information studies with other fields;	701 Introduction to Library and Information Studies, 705 Introduction to Research in Library and Information Science, 706 Introduction to Information Technologies
I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;	701 Introduction to Library and Information Studies, 706 Introduction to Information Technologies
I.2.7 The role of library and information services in a rapidly changing technological society;	701 Introduction to Library and Information Studies, 707 Information Organization and Retrieval, 706 Introduction to Information Technologies
I.2.8 The needs of the constituencies that the program seeks to serve.	701 Introduction to Library and Information Studies

The core courses ensure coverage of the standards to all students. A deeper understanding of each standard is provided through electives within a student's course of study developed with a SLIS faculty advisor.

Standard I.3: Program Goals and Objectives

I.3 Program goals and objectives incorporate the value of teaching and service to the field.

Our commitment to teaching and service is evident in our mission, values, and goals. Each indicate the high value that SLIS places on teaching and service to the community and the field. At the University level, this commitment is reflected in several teaching initiatives, including an array of workshops and resources that encourage teaching and learning within and beyond traditional classroom settings (<http://housing.sc.edu/servicelearning/index.html>). The Universities commitment to excellence teaching, research, creative activity, and community engagement is also reflected in the University mission statement, and the fact that the University of South Carolina is one of only 32 public universities to earn the Carnegie Foundation's top-tier designations in research activity and community engagement

SLIS's goals, mission and objectives are aligned with these values. The School mission speaks directly to our commitment to encouraging excellence in research and teaching, creating leaders committed to diversity and public service and improving our understanding of the important roles that libraries, information, and technology play in an empowered global society. Our commitment to service to the profession is also reflected in SLIS faculty's willingness to share new developments, innovative teaching skills, and learning opportunities at annual conferences and the leadership roles they frequently accept in professional associations, including the American Library Association, South Carolina Library Association, South Carolina Association of School Librarians, Association for Library and Information Science Education, and the International Federation of Library Associations.

Several of the goals and objectives articulated by the faculty in the School's strategic plan also speak to their commitment to teaching and service to the field. Objectives 1 and 2 do so most directly (these sections are repeated below for easy reference).

1. Recruit, Retain, and Graduate an Engaged, Diverse, and Service-Oriented Student Body

SLIS will continue to recruit a diverse student body from across South Carolina, the U.S. and internationally, and support their educational progress throughout their time at the University. The School will strive to instill a spirit of service among students via service learning, volunteer, and professional development opportunities; and our graduates will be prepared to be information advocates, facilitating the flow of knowledge in their communities and organizations.

2. Maintain an Engaged, Creative, and Diverse Faculty and Curriculum

Over the last decade, SLIS has worked to create a group of faculty members who are able to create a curriculum that furthers the traditional strengths of the department while adding the skills, knowledge, and viewpoints required to produce students who will be able to meet the challenges created by population trends, emerging technologies and the needs of future employers. The School continues to look for ways, including the addition of new programs, to meet the educational interests and professional needs of the many different age groups and individuals who look to the School for educational leadership.

Standard I.4: Evaluation Program

I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

1.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

Assessment

The SLIS Values, Mission, Goals and Objectives meet the criteria of Standard I on Mission, Goals and Objectives. The faculty and the advisory councils review and revise the Mission, Goals, and Objectives in a continual planning and assessment process (see SLIS Meeting Minutes in Appendix 1K and 1F).

The Mission, Goals, and Objectives are used as the basis of the Strategic Plan (see Appendix 1A). The School's planning process revolves around the Strategic Plan.

Initiatives in the Plan requiring funding are part of the budget and all actions are part of our ongoing program assessment.

The School's planning and assessment processes include review and revision of the Values, Mission, Goals and Objectives with input from both our internal and external stakeholders. Formal and informal reviews are conducted annually. Information relevant to the Mission, Goals, and Objectives that is generated in meetings of the faculty and/or the advisory councils is used to guide our discussions.

The School's assessment and planning processes directly support those of the University. Our Mission, Goals, and Objectives are reflected in the strategic plan for the University.

The Broad-Based Planning Process

Since its last accreditation cycle, the School of Library and Information Science has conducted several Planning and Review Activities to assess the currency and efficacy of its mission, goals and program objectives. SLIS has used a variety of methods to assess the impact of the program on its faculty, staff, alumni and students, and to obtain constituent/stakeholder feedback systematically and continuously.

Current and graduating students, alumni, and members of the library community are regularly surveyed both formally and informally through "town hall meetings;" focus groups; conference teas and receptions; anniversary celebrations of the School and its program; input from adjunct faculty and course assistants; the continuing education and professional development workshops; meetings with library directors; and committee membership.

The Mission, Goals, and Objectives Committee (also known as the Professional Services Committee) has created a table (Table 9) to list these activities. SLIS is proud of the ongoing involvement of its constituencies in all of these activities.

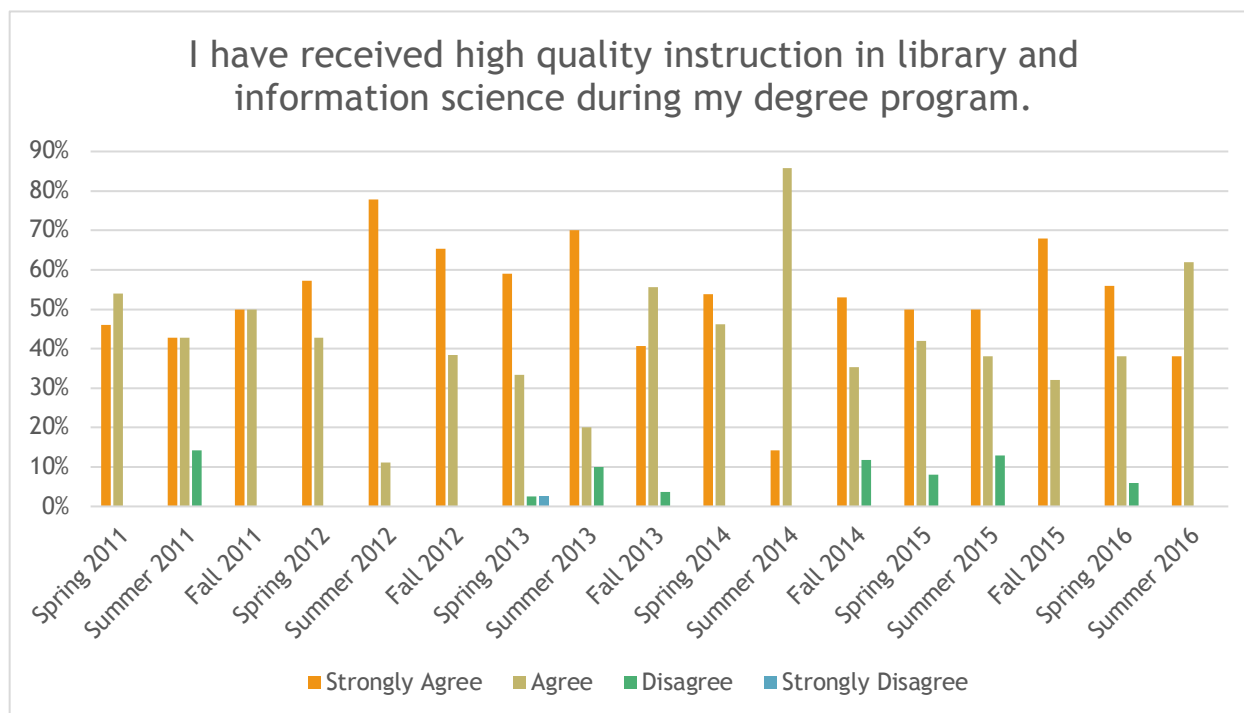
Table 9: Retrospective Planning and Review Activities, 2009-2016

AY 2009-ongoing	Review of the SLIS Distributed Education (DE) policy
Yearly	Day-long Faculty/Staff Planning Retreats
AY 2009	Development of the End-of-Program Portfolio guidelines for non-school media students and school media students.
AY 2010 - ongoing	Development of an End-of-Program Portfolio student survey
AY 2014-16	Review and revision of current SLIS Policies
Ongoing	Annual review of the SLIS strategic plans
Ongoing	Exit Surveys in each semester: Graduating students Graduate assistants Alumni Survey Employer Survey

Results of the School's regular surveys of graduating students, alumni and employers indicate that our stakeholders agree that the Master's Program meets its objectives in enhancing library and information services to diverse constituencies within the state of South Carolina and at a distance, through a strong instructional program. Overall, positive responses indicate satisfaction with the program. The following figure

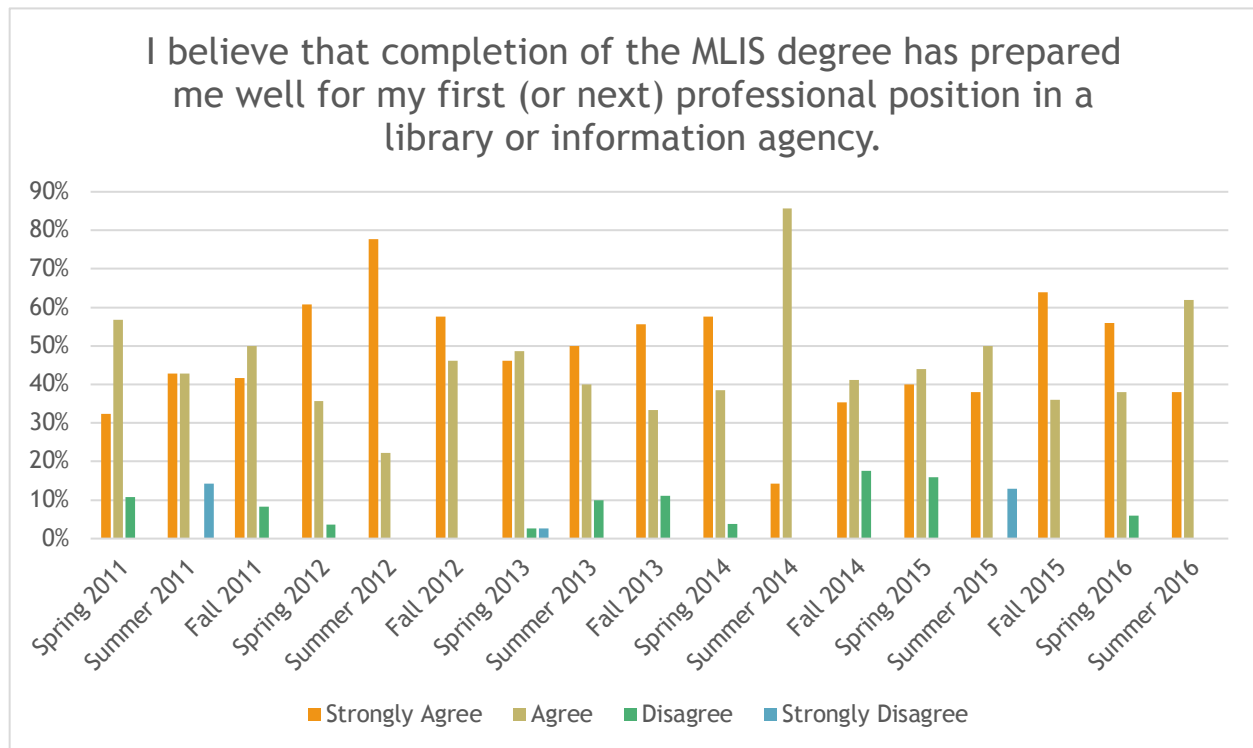
represents a high positive ranking for the Exit Survey question “I have received high quality instruction in library and information science during my degree program.”

Figure 1: I have received high quality instruction in library and information science during my degree program



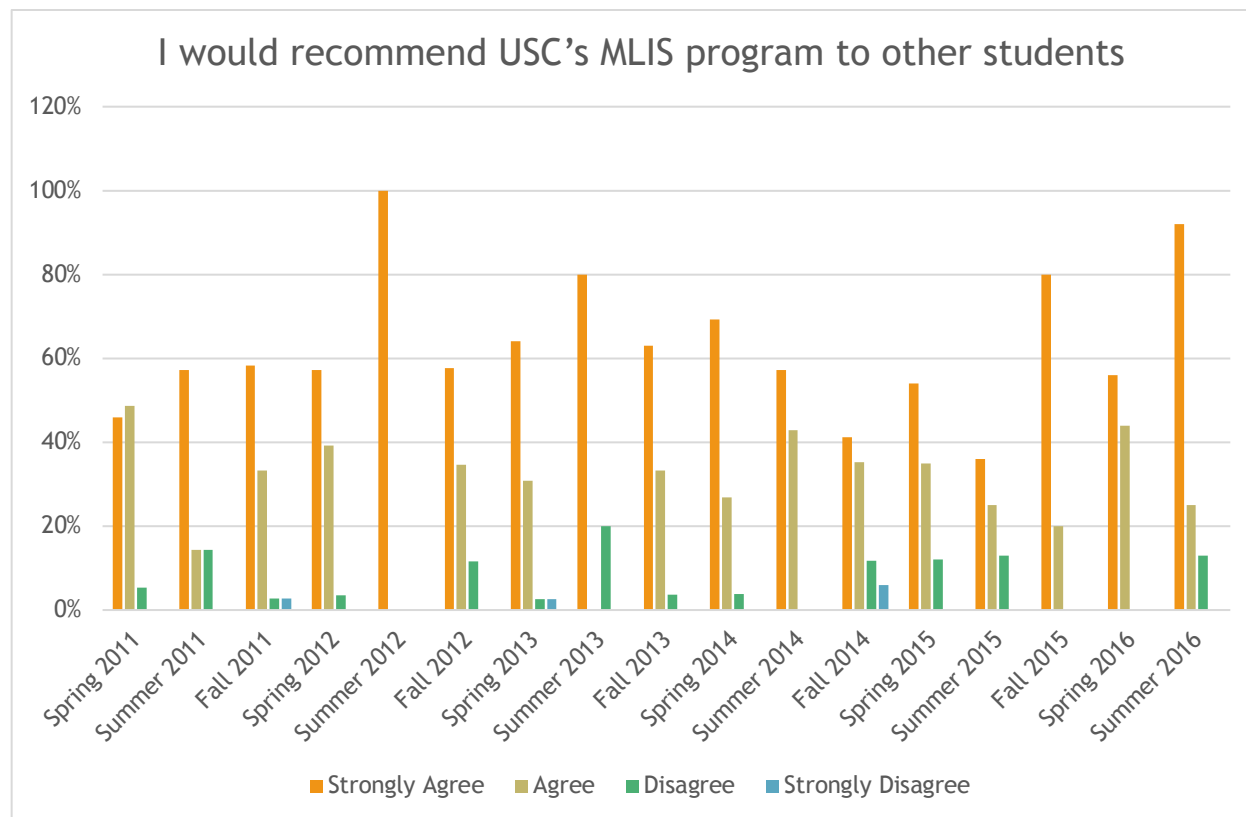
The next figure represents responses on the exit survey to the question “I believe that completion of the MLIS degree has prepared me well for my first (or next) professional position in a library or information agency.”

Figure 2: I believe that completion of the MLIS degree has prepared me well for my first (or next) professional position in a library or information agency.



The next figure represents answers to the question “I would recommend USC’s MLIS program to other students.”

Figure 3: I would recommend USC's MLIS program to other students



Full results of the exit survey are available in Appendix 1C

Future Plans

The school feels that it has developed an effective ongoing evaluation to action plan. It shall continue to poll all stakeholders to determine how well the school and its graduates are meeting SLIS goals and objectives. The school will continuously review and revise the mission, goals, and objectives as part of the program assessment and planning activities.

The continuous process of assessment and review will examine responses to questions in the surveys that receive lower scores, determine areas for improvement, and continue to refine the instruments. We shall continue joint planning meetings of the National Advisory Council and the Diversity Leadership Group while investigating ways to use the Alumni Society to involve cohort students in the assessment and planning system of the School.

Standard I.5: Evidence of Decision Making

1.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals and objectives.

At the University of South Carolina, The Office of the Provost is tasked with providing accurate and relevant information that supports institutional planning, decision making, and accreditation. The Office of Institutional Research, Assessment, and Analytics provides information to key decision makers at the University level and coordinates and monitors compliance activities for institutional accreditation. Within this structure, each academic unit's annual Blueprint for Academic Excellence publicly outlines the unit's academic priorities and goals with accompanying action plans and assessment measures. Sections two and three support University level review and assessment of the School's contribution to the University's Key Performance Parameters (Appendix 1D: 2016 College of Information and Communications Blueprint). The success of these efforts is also considered from a University perspective during the SACS accreditation process, and regular assessments are required in order to establish the School's ability to meet the Council for the Accreditation of Educator Preparation (CAEP, see www.CAEPnet.org).

At the School level, program goals and objectives are largely operationalized through curriculum design, course development, and an ongoing multidimensional quality assessment process. New course proposals and course changes are regularly reviewed by the standing SLIS Curriculum Committee for their relevance to long term planning goals, their contribution to the School's mission, and the extent to which the course learning objectives align with these and the Core Competencies that also guide the curriculum. Once the proposal is successfully developed from this perspective, it is forwarded to the faculty for consideration during faculty meetings where adoption decisions are made and recorded. The proposal is next considered by the University Graduate School and Faculty Senate, where it is reviewed using similar criteria and reported out as an item in the Faculty Senate minutes. As noted elsewhere in this Presentation, the curriculum as whole is also regularly reviewed by the standing SLIS Curriculum Committee, and planning and design issues are raised to the full faculty at monthly Faculty meetings.

The University Quality Matters program provides a new set of benchmarks that use nine general and 34 specific standards to address issues related to course overview and introduction, learning objectives, assessment and measurement, instructional materials, course activities and learner interaction, course technology, learner support, usability, and accessibility (Appendix 1E: Distributed Learning Quality Assurance Standards for Faculty). As SLIS courses move through this process, the rubric will provide additional evidence to assist with curriculum development and assessment.

At the School level, efforts to accomplish the SLIS mission are collaborative and guided by a continuous and systematic decision process that includes ongoing meetings with a broad base of constituents. SLIS faculty and staff regularly participate in planning discussions as a Committee of the Whole during monthly meetings (see SLIS Meeting Minutes in Appendix 1K) and annual planning retreats, that are also attended by members of our National Advisory Council and Diversity Leadership Group (Appendix 1F: Reports of the annual planning retreats; Appendix 1G: Membership and description), provide additional opportunities for assessment. An ongoing series of meetings held by a standing Strategic Planning Committee over a three-year period likewise resulted in a renewed articulation of the School's vision and guidance that will facilitate the assessment process during this transition period.

Table 10: Planning events and Results (example)

	Dates	Goals	Participants	Results
Strategic Planning Process	2014-2016	Reassess and align vision, mission, goals, and objectives	Internal and external stakeholder	2016 strategic plan
Employer Survey	Ongoing	Discuss current and future manpower requirements	External stakeholders	Ongoing Curriculum discussions
Alumni focus groups	2016	Elicit feedback regarding current relevance of core competencies	SLIS alumni	Reaffirmation of core competencies

Student learning outcomes, one of our most important assessment measures, receive similar continual attention, and they are geared to forward the mission of the School,

assure the relevance of our instructional resources, and advance the personal and professional development of our students. These efforts are aided by frequent conversations with prospective employers, and recent Alumni focus groups have supplied a valuable perspective (Appendix 1H: Focus Group Transcripts) that faculty have brought to the classroom and used during planning sessions to review the core competencies (see below) that also drive curriculum development and pedagogical practice. This topic is discussed in more detail in the curriculum section, Standard II.

Students are also encouraged to share their perspectives through service on faculty committees, class evaluations, and feedback sessions. Table 11 shows a summary of course evaluation data (where 5 is the best possible response). What it shows is that from 2011-2016 the percentage of students scores across all aspects of a course (teaching quality, relevance of content, etc.) never dipped below 94% approval.

For example, in 2011 742 course evaluations were collected. The average over-all rating for all courses evaluated was 4.283, with 5 being the best possible score. In 2011 the 742 submitted evaluations resulted in the courses being evaluated on 11,630 different aspects. Of all of these individual scores, 96.08% of them were either 4s or 5s.

Table 11: Summary of student class evaluations

	2011	2012	2013	2014	2015	2016
TOTAL Evaluations	742	1205	1162	1246	1026	713
Average Score	4.283	4.241	4.262	4.234	4.295	4.151
Number of 5s	7271	12148	11576	13407	11250	7260
Number of 4s	3904	5716	5361	5384	4475	3346
Number of 2s	282	685	612	566	392	273
Number of 1s	173	409	313	342	264	194
Total Resp 1,2,4,5	11630	18958	17862	19699	16381	11073
Total Approve: 4,5	11175	17864	16937	18791	15725	10606
% Approval	96.08	94.23	94.82	95.39	96.00	95.78

Student portfolios that include reflective essays and examples of scholarship and service also provide rich evidence of mastery and professional growth, as well as the extent to which the curriculum is producing learning experiences that align with the outcomes expected and the competencies suggested by the school values and mission. The text below provides an introduction to SLIS's School Library and non-school portfolio requirements. More detail can be found at

https://www.sc.edu/study/colleges_schools/cic/internal/graduate/slis/mlis/portfolio_guide_lines.php.

and

https://www.sc.edu/study/colleges_schools/cic/internal/graduate/slis/mlis/school_library_certification.php

Portfolio Guidelines for Non-School Library Students

Successful completion of the end-of-program portfolio is a requirement for the Master of Library and Information Science (MLIS) degree in the University of South Carolina School of Library and Information Science. This electronic portfolio includes an introduction, résumé, vision statement, and work samples (with introductory reflective essays) that document competency in the program's six areas:

- Information and its organization;
- Provision of information services;
- Leadership and management;
- Research
- Technology; and,
- Professional development and lifelong learning.

The portfolio is submitted for evaluation prior to the student's graduation (April 15 for May and August graduates; November 15 for December graduates). The immediate audience for the portfolio is instructors and administrators in the School of Library and Information Science, but students are encouraged to also target the portfolio towards prospective employers.

Students use Content Collection in Blackboard to create their electronic portfolios. From the start of the program, students identify and collect work samples to save in the "My Content" area in Blackboard. By the time students near the end of the MLIS program, their "My Content" area in Blackboard will contain a variety of work samples. Students will select one example corresponding to each of the six areas outlined above to highlight his/her best work

Portfolio Guidelines for School Library Students

Successful completion of the End-of-Program Portfolio is a requirement for the master's degree and successful completion of the school library preparation program. Portfolios are submitted twice during the program of study. "Portfolios in Progress" are submitted

prior to enrolling in the capstone courses (SLIS 720 and SLIS 794). Portfolios in Progress are due November 15th for enrollment in SLIS 720 in a spring semester and due July 15th for fall enrollment in SLIS 720. End-of-Program Portfolios are submitted prior to graduation by April 15th for a May graduation and by November 15th for a December graduation. "Portfolios in Progress" contain five examples of competency – one for each of the program's five areas (Learning Outcomes aligned with the South Carolina ADEPT standards for school librarians) with reflective writing. End-of-Program Portfolios build on the "Portfolios in Progress."

"Portfolios in Progress" are submitted in Blackboard to the SLIS Student Services Office. Contact the Coordinator of School Library Field Experiences to be enrolled in the correct "Portfolios in Progress" section of Blackboard.

Using Portfolio Assessments in Planning

Assessment data from portfolio reviews are key data used in planning and curriculum development. Extensive information on this assessment and outcomes can be found in the discussion of standard II.7

Standard I.6: Using Results of Evaluation

1.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

The assessment measures described above provide frequently used platforms for discussions related to program improvements. Student portfolios produce broad-based data related to the effectiveness of SLIS's curriculum and teaching activities. Table 18 in Standard II.7 is the clearest example of how portfolio summative program assessments are used in a continuous planning system.

Feedback from students is also used to assess the effectiveness of orientation activities, and student evaluations provide information concerning their satisfaction with classroom experiences. Faculty performance is also reviewed annually using the tenure and promotion teaching, service, and research criteria discussed more fully in the Standard III on the faculty. The results provide faculty with useful guidance, and opportunities for improvement are tracked through this process.

To improve this process the Distributed Learning Committee has been renamed the Instructional Quality committee and tasked with the following duties:

- Review student course evaluations at the end of each semester
- Refine and expand processes to prepare adjunct faculty to teach
- Identify and develop methods of enhancing all teaching at the school

While this change has just occurred, it is only the latest demonstration of an ongoing increased focus on instructional quality and greater faculty participation in teaching quality.

Enrollment data (see Standard IV.1 for this data) provide an additional and helpful perspective, and they are used regularly to assess the extent to which planning activities are meeting the needs of current and prospective students as well as the missions and goals of the School and the University.

Recent analysis has led to improvements and future planning in three areas: partnerships, expanding our geographic footprint, and setting a school-wide strategy through the hiring of a new director.

Partnerships

The first pertains to partnerships. While SLIS has a long and very successful record of partnering with the Columbia business community and other community organizations, especially in support of Cocky's Reading Express (Appendix 11: Cocky's Reading Express material), recent enrollment data suggesting that student experiences might be enriched by a wider global perspective now play an influential part in the planning process, and wording to this effect has been included in the School's strategic plan and the College of Information and Communications Blueprint. The School has also begun to seek opportunities to recruit students who can provide international experiences and faculty who can bring diverse cultures to the classroom. Partnerships play an important role in accomplishing these objectives, and the School has begun to extend its reach through the development of collaborative programs with Schools of Library and Information Science in South Africa and Uganda. SLIS has also increased its presence at international conferences, and participation in these working groups is laying the ground work for study abroad opportunities led by colleagues located in Padua, Italy.

Expanding SLIS' Geographic Footprint

Second, enrollment data and alumni feedback recently also suggested the value of expanding the geographic coverage of the School's nationally recognized distributed learning program as well as redirecting some of the efforts focused on the School's

original target states, Maine and West Virginia, where the market for graduates has become temporarily saturated. The original cohort model was also eliminated and replaced with a more flexible admissions procedure that gave non-resident students greater flexibility in terms of entering the program. These data have also pointed to a growing preference for the flexibility of distributed learning opportunities, and SLIS now has an active presence in 36 states and is moving purposely toward a model that crosses traditional cultural and geographic boundaries.

Table 12: Geographic Distribution of Students

States	2009	2010	2011	2012	2013	2014	2015	2016
Alabama	0	1	3	2	2	0	0	1
Arkansas	0	0	0	0	0	0	2	0
California	1	1	1	1	0	1	0	0
Canada	2	1	1	1	1	1	1	1
Colorado	0	0	1	1	1	0	0	1
Connecticut	0	0	0	0	0	1	1	0
Delaware	0	0	0	0	0	0	0	1
District of Columbia	0	0	1	1	1	0	0	0
Florida	3	0	1	1	2	1	1	0
Georgia	44	32	26	26	19	13	11	17
Illinois	1	1	2	2	2	0	1	2
International	5	5	1	1	1	0	0	0
Indiana	0	0	0	0	0	2	0	0
Louisiana	0	0	0	0	0	1	1	0
Massachusetts	1	0	0	0	0	0	0	1
Maryland	3	0	0	0	0	0	0	0
Maine	14	21	20	20	15	11	9	8
Michigan	0	1	0	0	1	0	0	0
Missouri	1	0	2	2	2	0	0	0
North Carolina	6	7	11	11	6	5	8	9
North Dakota	0	1	1	1	1	0	0	0
New Jersey	1	0	0	0	0	1	1	0
Nevada	2	1	0	0	0	0	0	0
New Hampshire	0	0	0	0	0	1	0	0
New Mexico	0	0	1	1	1	1	0	0
New York	1	4	1	1	2	3	3	2
Ohio	6	3	1	1	2	2	1	0
Oregon	1	1	0	0	0	0	0	0
South Carolina	406	390	306	306	292	275	269	248
Tennessee	1	3	5	5	2	4	1	1
Texas	0	0	0	0	0	1	0	1
Utah	1	1	0	0	0	0	0	1
Vermont	0	1	2	2	2	1	0	1
Virginia	78	69	46	46	46	46	44	28
Washington	1	1	1	1	0	0	0	0
West Virginia	7	7	5	5	4	5	4	3
Wisconsin	0	0	0	0	0	0	1	1
Wyoming	0	0	0	0	0	0	1	0

These two efforts, expanded partnerships and an increased geographic footprint effect not only students, but faculty as well. This year the school has created a “Collaboratory” focused on international research and outreach. The Global Carolina @ CIC effort, headed by Dick Kawooya, is a joint effort between the Journalism School and SLIS to coordinate and highlight research with an international perspective.

School-Wide Strategy

Finally, we are at a strategic turning point with the naming of a new Director. Enrollment and operational data, as well as feedback from the School’s stakeholders, were also critical to the deliberations of the Committee assigned to advise the University on matters related to the recruitment and hiring of a new SLIS Director. The new Director would need to be able to contribute to the visibility, rankings, and opportunities for growth described earlier in this Chapter and implicitly summarized in the School’s Strategic Plan. Since then, the initial conversations required to pursue these goals and program improvements have begun with an understanding of the value of self- study, and they are expected to draw in this transition period from data that identifies programmatic strength and environmental factors that create opportunities for innovative action.

Future Plans

SLIS sees itself in an excellent position for growth. It seeks to expand not only programs and faculty, but its impact in the field. In essence SLIS is underway to transforming from a school to a school of thought. Just as we teach students in our classrooms to seek positive impact in communities, the school itself seeks impact within society. This push for impact and developing a societal mission is currently being referred to as the Knowledge School initiative (see Appendix 1J for more specifics on the Knowledge School Initiative).

The School of Library and Information Science shall take a leading role in the library and information science field. By marshalling the substantial intellectual resources of the University of South Carolina SLIS shall raise the visibility, rankings, enrollment, and opportunities for growth for the school and the university.

The Knowledge School is an initiative on the School of Library and Information Science to:

- **Transform the School into a School of Thought:** to increase the intellectual impact and distinctiveness of the School of Library and Information Science, the

faculty will work together to outline a set of principles and values that can be incorporated into all faculty's individual work. These principles and values will then be clearly communicated to external audiences. In this way, each grant, paper, and course adds impact to a coherent school-wide agenda similar to the Chicago School in economics.

- **Increase the Visibility and Reputation of the School:** The Knowledge School initiative seeks to expand the outstanding regional impact of the School of Library and Information Science globally. By putting forth a coherent narrative that showcases outstanding scholarship in action, the Knowledge School work can improve rankings and reputation.
- **Position the University of South Carolina in a Leadership Role in the Library and Information Field and iSchool Movement:** The School of Library and Information Science will not simply join the iSchool Caucus (<http://ischools.org>), but take an intellectual leadership role. The school will push the Caucus beyond a promotion of information as a field of study to true impact in organizations and communities. This will build on the University of South Carolina's Carnegie status in research and community engagement.
- **Prepare an Expanded Body of Knowledge Workers for Today's Complex Information Infrastructure:** The Knowledge School will dramatically expand the school's undergraduate program preparing knowledge workers for all types of organizations as CIOs, analysts, project managers, and information designers. This work will both be based upon our experience with librarianship as well creating more opportunities for librarians.

The Knowledge School initiative is emergent and fluid. It is presented here because it is the intellectual planning that will influence long-term planning and strategy. The goal of the Knowledge School is to ensure the ongoing relevance of librarianship, and to seek to improve society.

The key to the Knowledge School Initiative and of SLIS is in impact. The signature of the program is not in how well it researches the world, nor in how well it teaches its students, but in how it fuses great scholarship and teaching to directly positively affect the citizens of South Carolina, the nation, and the world.

This can be seen in our faculty. Karen Gavigan did not simply study how school libraries use graphic novels, she worked with incarcerated gang members to actually create a graphic novel around aids prevention. Clayton Copeland does not simply teach about universal design; she works with the School of Medicine and the university's Geographic Information System to develop adaptive technologies for persons with disabilities. Dick Kawooya works with African countries to ensure they have ready

access to research to promote development. Faculty teams seek to improve library service in times of natural disasters.

This can be seen in our staff where Kim Jeffcoat and Christine Shelek load a bus with student athletes and volunteers from across campus to bring literacy to the poorest schools in the state. It is seen in our students who organize book drives for schools ravaged by flooding and hurricanes in North Carolina and Louisiana.

As you read through this document you will see data on assessment, courses, students, and a picture of what the school does. Know that throughout those charts and tables is an unstated drive to improve and innovate. Not just a drive to improve our classes, which is vital, but to improve the society. At SLIS we keenly feel the obligation of leadership. In times of plenty libraries are aspirational beacons. In times of crisis they are vital infrastructure of recovery. In times of strife they are havens. In all times, librarians and libraries are radical positive change agents focused on communities. That reality doesn't come from a mission or a vision, but is ingrained in the very DNA of the school.

Standard II: The Curriculum

Introduction

This chapter demonstrates the continuity between the School of Library and Information Science's mission, goals, and objectives and the curriculum for the MLIS program.

Standard II.1: A Curriculum Based on Goals and Objectives

II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.

The MLIS curriculum reflects the School of Library and Information Science's commitment to create leaders committed to diversity and services to their communities in libraries and the information sector while promoting knowledge creation and innovative practices to empower our global society and advance cultural heritage stewardship. It is grounded in the values of scholarship, leadership, service, diversity, and outreach. The School of Library and Information Science strives to maintain an engaged, creative, and diverse faculty and curriculum. To that end, over the past decade SLIS has worked to create a faculty who are able to design a curriculum that furthers the traditional strengths of the school while adding the skills, knowledge, and viewpoints required to produce students who will be able to meet the challenges created by emerging technologies and the needs of future employers.

The foundation of the MLIS degree is embodied in program competencies developed in consultation with our constituents and with reference to the American Library Association's Core Competencies of Librarianship. The MLIS degree program competencies indicate the skills, knowledge, dispositions, and professional values that all graduates must be able to demonstrate. The SLIS faculty have specified six broad program competencies

(http://www.sc.edu/study/colleges_schools/cic/internal/graduate/slis/mlis/competencies.php see Also Appendix 2B for Core Competency Revisions):

1. Information and its organization;

2. Provision of information services;
3. Leadership and management;
4. Research;
5. Technology;
6. Professional development and lifelong learning.

For the purposes of ongoing evaluation and planning, these program competencies are further refined as six learning outcomes with corresponding criteria for assessment:

- **Learning Outcome 1:** Upon completion of the MLIS program, students will demonstrate competency in information and its organization.
- **Learning Outcome 2:** Upon completion of the program, students will demonstrate competency in the provision of information services.
- **Learning Outcome 3:** Upon completion of the program, students will demonstrate competency in leadership and management in the LIS field.
- **Learning Outcome 4:** Upon completion of the program, students will demonstrate competency in research in the LIS field.
- **Learning Outcome 5:** Upon completion of the program, students will demonstrate competency in technology in the LIS field.
- **Learning Outcome 6:** Upon completion of the program, students will demonstrate an understanding of the importance of lifelong learning and professional development within the LIS field.

Note, that these competencies and outcomes are for the non-school media students. The school media program has adapted these school competencies into five competencies for the school library program and for alignment to CAEP assessment with the College of Education:

- School Library Media Program Planning and Assessment
- School Library Media Program Administration and Management
- School Library Media Collection and Resource Access and Management
- Collaboration for Instruction
- Professional Growth, Development, and Leadership

These competencies are further refined into criteria and methods for large-scale data gathering efforts like program evaluation. An example is given in Table 13. Standard II.7 shows the actual data gathered and how it is used.

Table 13: From Competency to Assessment Method

Competency	Learning Outcome	Criteria	Method
Information and its organization	Upon completion of the MLIS program, students will demonstrate competency in information and its organization	<p>All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related to information and its organization. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the work sample based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the information and its organization category.</p>	<p>Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).</p>

These program competencies reflect the outcome of curriculum review activities completed since the last accreditation cycle. Each of the MLIS Program Core Competencies is further articulated on the SLIS website at http://www.sc.edu/study/colleges_schools/cic/internal/graduate/slis/mlis/competencies.p

hp, along with suggested courses that help students gain competency in each area. This data was presented in Standard I.2 as well.

The MLIS curriculum is designed to ensure that all students meet the program-level competencies that provide the theoretical, philosophical, legal and ethical foundations of Library and Information Science. It also prepares them for employment in library and information organizations, while at the same time allowing them to tailor their programs of study based on academic interests and professional objectives. Standard II.2 provides a more detailed discussion of the MLIS curriculum.

The SLIS has a standing Curriculum Committee that monitors and addresses curriculum-related issues on an ongoing basis. Since its last accreditation cycle, the Curriculum Committee has engaged faculty in the completion of multiple projects designed to manage and keep the MLIS curriculum current. This work has included:

- A Curriculum review in 2012 and 2013 that refined program competencies and mapped the competencies on the existing courses (see Appendix 2A Curriculum Review Phase II Final Report).
- Revision of program competencies and identification of core learning outcomes
- Review of course prerequisites
- Integration of the use of the portfolio rubric for the assessment of student learning outcomes
- Creation of suggested programs of study and implementation of goal-driven advising

Several of these projects are highlighted in this chapter as additional standards are addressed.

Standard II.2: Core Competencies

II.2 The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources. The curriculum:

II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.2.3 Integrates technology and the theories that underpin its design, application, and use;

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;

II.2.5 Provides direction for future development of a rapidly changing field;

II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

The MLIS degree program entails completion of 36 credit hours. Degree requirements also include a technology competency and an end-of-program portfolio. Together, the core courses, elective courses (including opportunities for experience-based learning provided through special topics courses, internships, and independent studies), technology competency, and portfolio comprise a rich curriculum that provides students with the knowledge and skills to become leaders within the library and information science professions. Requirements for the MLIS degree are summarized on the SLIS website at

http://www.sc.edu/study/colleges_schools/cic/internal/graduate/slis/mlis/index.php.

The curriculum ensures that students receive a shared foundation in all aspects of library and information studies. At the same time, the curriculum offers students the flexibility and direction to pursue individual academic interests and professional objectives.

The following sections discuss the four interconnected elements of the MLIS curriculum: core courses, elective courses, technology competency, and end-of-program portfolio.

Core courses

All MLIS students complete three required courses: SLIS 701 Introduction to Library and Information Studies, SLIS 705 Introduction to Research in Library and Information Science, and SLIS 707 Information Organization and Retrieval. Incoming master's students must complete SLIS 701 during their first semester in the program. They complete SLIS 707 and the technology competency (as discussed below) within their first nine credit hours. Students are advised to complete SLIS 705 later in the MLIS program, around the 24-credit mark, so that they enter this course with a stronger understanding of and better context for exploring the research issues relevant to library and information science professionals.

701 Introduction to Library and Information Studies. (3 credits) Nature, development, and roles of library and information professions; the discipline and practice of library and information science; current professional issues. For the course syllabus, see Appendix 2D: 701.

As the initial experience for MLIS students, Introduction to Library and Information Studies orients students to the values and ethics of library and information professionals and to long-standing and emerging issues in library and information studies. This course also engages students in exploring the diversity of career opportunities within the field. As an overview course, SLIS 701 introduces students to all of the SLIS' competencies; its focus, however, is on competency 6. *Professional Development and Lifelong Learning*. Course content and assignments engage students with resources and strategies that empower them to take ownership of their studies and their careers through developing competency-based plans for short- and long-term professional growth and articulating personal philosophies for professional behavior and ethics.

705 Introduction to Research in Library and Information Science. (3 credits) (Prerequisite: Completion of at least 9 hours of SLIS graduate-level classes). The research process, including problem identification, hypothesis testing, data collection, analysis and interpretation of results. Emphasis on research methods and on critical evaluation of reported research in library and information science. For the course syllabus, see Appendix 2D: 705.

SLIS competencies addressed:

- Research
- Leadership and Management

707 Information Organization and Retrieval. (3 credits) (Prerequisite or co-requisite: SLIS 701). Issues and techniques of knowledge representation and information organization, information retrieval systems, and users' information-seeking behavior. For the course syllabus, see Appendix 2D: 707.

SLIS competencies addressed:

- Information and Its Organization
- Provision of Information Services

Technology Competency

Technology is an essential tool in the effective management of information and provision of information services. Technological competency is indispensable for students entering the library and information science workforce, as well as to the institutions that employ them; thus, technology remains an integral part of the MLIS curriculum. SLIS recognizes that students enter the MLIS program with varying skill sets and experience working with technology. Students have two options for demonstrating technological competency: completing SLIS 706 (Introduction to Information Technologies) or successfully passing a Technology Competency Exam. For a copy of the exam, see SLIS Exemption Exam Blackboard site. Students who fulfill the technology requirement by passing the examination complete an additional three credits of electives in lieu of SLIS 706.

Students who opt to take the Technology Competency Exam contact the Student Services Manager to make arrangements to take the test early in their program of study. Students who successfully pass the Technology Competency Exam are exempted from SLIS 706.

To date, most MLIS students have opted to fulfill the technology competency through completion of SLIS 706.

706 Introduction to Information Technologies. (3) Information technologies in libraries, media centers, and other information agencies; operation and applications of computers and telecommunications; database design; online access methods. For the course syllabus, see Appendix 2D: 706.

Technology is interwoven throughout the curriculum and is an inherent aspect of the MLIS degree program at the SLIS. Coursework includes coverage of the design, implementation, and evaluation of technology and emphasizes the impact that information technologies have on the users that library and information science professionals serve. The curriculum keeps pace with innovations in technology through incorporating special topics courses and updating regular course offerings. With the integration of distributed learning delivery into the MLIS curriculum, students gain first-hand experience in using a variety of technologies in course assignments.

SLIS competencies addressed:

- Technology

Elective Courses

As part of their MLIS coursework, students complete at least 24 elective credits (students who fulfill the technology requirement by passing the exemption examination complete an additional three credits of electives in lieu of SLIS 706). The SLIS students choose from a wide array of elective course offerings that give them the flexibility to prepare for careers in functional areas of the library and information science field or to pursue employment within particular types of institutions. Opportunities for elective coursework are available in areas of interest such as:

- Academic Libraries
- Archival Studies and Preservation Management
- Children and Young Adult Services
- Cultural Heritage Institutions
- Digital Image Management
- Generalist
- Health Sciences Information Services in Academic Environments
- Health Sciences Information Services in Health Care & Research Environments
- Information Policy
- Information Science and Technology
- Information Services
- Management/Administration
- Public Libraries
- Reference
- Reference: Instructional Services
- School Library Certification
- Strategic Business Information
- Technical Services

To assist students in planning their MLIS coursework, SLIS faculty have developed sample programs of study for each of the areas of interest designated above (see http://www.sc.edu/study/colleges_schools/cic/internal/graduate/slis/student-services/area-of-interest/index.php). Based on their academic interests and professional objectives, students may choose a generalized area through the MLIS program, or they may decide to focus their coursework in one or more areas of interest. The complete listing of MLIS electives is available in the Graduate Studies Bulletin (http://bulletin.sc.edu/preview_entity.php?catoid=8&ent_oid=66#Programs_and_Courses).

As part of elective coursework, MLIS students are strongly encouraged to pursue experience-based learning opportunities, such as internships (SLIS 794) and independent studies (SLIS 796). All students in the school library media certificate program complete an internship, as detailed below.

Internships provide students with supervised field experience as they work in an information environment related to their professional objectives. In consultation with their faculty advisor, students who opt to do an internship develop learning objectives tailored to the competencies they wish to develop. The faculty advisor helps a student identify an appropriate host institution and an experienced site supervisor to mentor the student throughout the internship experience, coordinates placement arrangements, and communicates with the student and site supervisor to monitor progress during the semester. A typical internship is three credits and requires students to work 135 hours in the host institution, though students have the option to complete up to six credits of internship as part of their MLIS coursework. Student internship performance is assessed based on the site supervisor's evaluation and evidence of student learning (e.g., an internship log, reflective essay, or other product(s) resulting from the internship, as specified on the internship contract that the student and his or her advisor complete as part of the internship registration process).

Students seeking school library certification do the 135-hour internship in a school library identified by the SLIS Coordinator for School Library Field Experiences in consultation with the student regarding experience needed and proximity of the student's home location. Students who have certification and/or experience teaching at the elementary level, do the internship at the secondary level, while students with secondary certification and/or experience do the internship at the elementary level. Students who are not certified, they must complete two internship experiences (in separate semesters), one at the elementary level and one the secondary level.

Independent studies permit students to explore learning opportunities that might fall outside the parameters of existing courses or supervised internship experiences. Students can use independent studies, for example, to pursue research or complete a project related to their professional objectives. An independent study can be between one and six credits, depending on the amount of work entailed. Students develop independent study objectives in consultation with their advisors or another supervising faculty member and complete a contract detailing requirements and methods of evaluation. Appendix 3C lists the courses offered from 2009 to Fall of 2016.

End-of-Program Portfolio

The Graduate School at the University of South Carolina stipulates that students in all master's-level programs successfully complete an end-of-program competency exercise. An end-of-program portfolio is the capstone experience for all MLIS students. See Appendix 4A: SLIS Policy A5.85, Portfolio, Student.

Incoming students are introduced to requirements for this end-of-program competency at the orientation to the MLIS degree program. Students coordinate with their academic advisors throughout their studies to identify appropriate work samples that will best highlight their achievement in the six competency areas: information and its organization; provision of information services; leadership and management; research; technology; and professional development and lifelong learning. Students are provided with the requirements and directions for completing the portfolio in Blackboard, using templates developed by the University Technology Services (UTS) staff in collaboration with SLIS faculty. Students also have the option to provide the portfolio in other applications such as Google Sites or WordPress.

In their portfolios, students showcase work samples that demonstrate their competency in each of the six MLIS program competencies (see Standard I.2). For each learning artifact selected, students prepare a statement that describes it and that analyzes and reflects on the learning experience associated with that product. This reflective exercise enables students to make the connections between the MLIS program competency areas and the work that they have completed throughout their studies. As part of their end-of-program portfolios, students also prepare a vision statement that articulates the professional philosophy/beliefs, values, and ethics that will govern their behavior and practice as a library and information professional. The vision statement also affords students the opportunity to further reflect on their learning throughout the MLIS program and to present their plans for ongoing professional development. In addition to fulfilling the end-of-program competency required by the SLIS and the Graduate School, the

portfolio has the advantage of providing students a means of showcasing their learning and highlighting their accomplishments for prospective employers.

Candidates for fall graduation submit their portfolios by November 15. Candidates for spring and summer graduation submit their portfolios by April 15. Faculty advisors assess their advisees' satisfactory fulfillment of the end-of-program portfolio based on evidence of student competency in each of the curriculum's six learning competencies (see appendix 2K). The SLIS Student Services Office maintains the recordkeeping copy of end-of-program portfolios, along with faculty assessments.

More information on how these portfolios are assessed and how these assessments lead into ongoing planning and curriculum revision can be seen in the discussion of Standard II.7.

Professional Leadership Skills

SLIS fosters a culture that develops service-oriented professionals committed to actively meeting the needs of diverse user communities, their employing institutions, and the larger field of library and information science. To equip graduates to provide high-quality service to these constituencies, the MLIS curriculum emphasizes professional engagement and leadership. SLIS coursework reflects the dynamic and evolving nature of library and information studies. Students are engaged throughout their coursework in following emerging issues and trends in the field, evaluating research studies in the professional literature, and exploring solutions to challenges faced by library and information organizations.

Diversity is a priority for the SLIS. This commitment has been formalized in the Diversity Action Plan developed by the African American Leadership Group, now the Diversity Leadership Group, and approved by the faculty in fall 2007 (see Diversity Plan: <http://www.libsci.sc.edu/diversity/diversityactionplan.pdf>). The SLIS strives to provide leadership and support for the development of intellectual and cultural diversity in all aspects of teaching, research, service, scholarship and learning. To this end, multicultural awareness and diversity training is incorporated throughout the curriculum as evidenced by learning objectives articulated in course syllabi.

Beginning with the initial course in the MLIS degree program, SLIS 701 Introduction to Library and Information Studies, students internalize lifelong learning as a hallmark of the profession. Students first demonstrate commitments to continuous professional development through the process of creating end-of-program portfolios which document and reflect on their growth throughout their studies. The competencies students attain

during their MLIS studies and the values that they embrace position them for careers as professionals to and as leaders of information organizations who foster library and information services and studies in an increasingly diverse and interconnected global society characterized by rapid change.

One example of fostering the development of professional leadership skills of LIS students is the Internship in Library and Information Science (SLIS 794). The internship is designed to allow SLIS students to gain relevant field experience by working with a supervisor in a library, media center, or other information organization.

Standard II.3: Meeting Individual Goals

II.3 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning outcomes. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

SLIS utilizes a variety of strategies to ensure that students are able to maximize their time in the MLIS program.

Goal-Driven Advising

The current MLIS Program Competencies must be fulfilled through the curriculum as a whole rather than only with core courses. Goal-oriented advising uses a coursework mapping approach to incorporate the revised MLIS Program Competencies and the student's professional development goals. This approach to advising, i.e., providing students with a list of courses for their areas of interest, is intended to ensure that all students meet each of the program competencies and develop the knowledge required for their LIS careers. This method also helps students develop the portfolios with artifacts demonstrating their learning that serve as the capstone experience for their MLIS degrees. Through this holistic advising process, students can be better informed about their career interests and the qualifications for positions in those areas. Upon finishing their studies, students should feel ready to serve as professional librarians in a variety of positions.

Discussion of Areas of Interest

In order to facilitate goal-oriented advising the faculty identified “Areas of Interest” that help guide students in tailoring their programs of studies to an eventual career goal. Each faculty member is responsible for one area of interest. The following is a list of the current areas of interest:

- Academic Libraries
- Archival Studies and Preservation Management
- Children and Young Adult Services
- Cultural Heritage Institutions
- Digital Image Management
- Generalist
- Health Sciences Information Services in Academic Environments
- Health Sciences Information Services in Health Care & Research Environments
- Information Policy
- Information Science and Technology
- Information Services
- Management/Administration
- Public Libraries
- Reference
- Reference: Instructional Services
- School Library Certification - this area has a required program of study.
- Strategic Business Information
- Technical Services

Subject Programs of Study

Within an area of interest, advisors might have more than one program of study to recommend to students based on more specific interests. The programs of study created for all the identified areas of interests were completed in March 2013, and the faculty approved the use of these suggested course lists to implement goal-driven advising beginning on June 1, 2013. The subject categories of Master’s level courses were created following the revised program competencies. By using this list, academic advisors and advisees can clearly see what each course covers. A full list of areas and suggested programs of study can be found at

http://www.sc.edu/study/colleges_schools/cic/internal/graduate/slis/studentservices/areaofinterest/index.php

The following table is an example of an area of Interest and corresponding suggested Program of study (note that Appendix 2E has additional programs of study).

Table 14: Academic Libraries Area of Interest

Academic Libraries

Suggested Program of Study

Academic Libraries is a professional environment that encompasses a variety of difference areas of practice from information services, such as reference and information literacy instruction, on to technical services, such cataloging, series management, and collection development, information technology management and special collections management among others.

The specified courses below (the first 8) are either required courses or those that are strongly suggested as a foundation for practice in an academic library setting. The remaining 4 courses of your program of studies should focus on your career interests/intentions and include SLIS 794 (Internship).

For example, if you are interested in the public services aspect of academic libraries, you could select from the specialized sources/services courses (e.g., 727 (health sources), 734 (government sources), 740 (online services), 741 (Educational Services), 743 (health information retrieval), 744 (music), 745 (social sciences services), 746 (humanities/arts services), 747 (science/technology services), 749 (health sciences resources), 753 (information services seminar).

If you are interested in the technical services aspect of academic libraries, you could select from the specialized technical services courses (e.g., 730 (cataloging), 731 (subject analysis/classification), 733 (serials), 735 (metadata), 738 (technical services seminar), 766 (collection development/acquisitions).

If you are interested in the information technology aspect of academic libraries, you could select from the specialized information technology courses (e.g., 725 (digital libraries), 770 (database design/management), 775 (organizing/managing web resources), 776 (web technologies), 777 (digital image collections), 780 (information networks), 787 (applied information systems).

You might also 'mix and match' from the three areas mentioned above or create your own specialization to fit your own career plans.

In addition to the successful completion of a 36-credit program of study, students will provide evidence that they have met the SLIS program core competencies by

submitting a satisfactory portfolio that serves as the capstone experience for the MLIS degree.

Course	Title	Prerequisites	Credit
701*	Introduction to Library and Information Studies (Required in the first semester of enrollment)	None	3
702	Introduction to Technical Services	701	3
703	Introduction to Information Sources and Services	None	3
704	Introduction to the Management of Libraries, Media Centers, and Information Agencies	None	3
705*	Introduction to Research in Library and Information Science	9 hours	3
706*	Introduction to Information Technologies	None	3
707*	Information Organization and Retrieval	701	3
729	Academic Libraries	704	3
Elective	(see above)		3
Elective	(see above)		3
Elective	(see above)		3
794	Internship in Library and Information Science	701, 705, 707 & permission	3

Opportunities for Interdisciplinary Study

SLIS recognizes the value of interdisciplinary educational opportunities for students preparing for careers in the field of library and information science. SLIS Policy A5.42, MLIS Requirements, allows students to complete up to twelve graduate hours in related academic units (see Appendix 4A).

Dual Degree Programs

In addition to the opportunities for interdisciplinary study afforded to its students, SLIS has been a partner in dual degree programs with the Department of English and the Public History Program of the History Department. These dual degree programs are being reevaluated to determine if they continue to serve the needs of students and employers and, if so, to determine what administrative arrangements are required to support them. Descriptions of the dual degree programs are available in the Graduate Studies Bulletin. For the requirements of the M.A./MLIS program in English and Library and Information Science, see

http://bulletin.sc.edu/preview_program.php?catoid=8&poid=212. For the requirements of the M.A./MLIS in Public History and Library and Information Science, see http://bulletin.sc.edu/preview_program.php?catoid=8&poid=200.

The Certificate of Graduate Study in Health Communication Example

The Certificate of Graduate Study in Health Communication is an example of a cooperative degree program. It is presented here in detail to demonstrate the kinds of administration and evaluation that takes place with each of our programs.

The Certificate of Graduate Study in Health Communication (formally created in 2009) is an interdisciplinary certificate administered by the University of South Carolina Arnold School of Public Health (ASPH) and the College of Information and Communications (CIC). The academic units overseeing the administration and development are the ASPH's Department of Health Promotion, Education, and Behavior (HPEB), and the College of Information and Communication's School of Journalism and Mass Communications (SJMC) and SLIS. This is an 18-hour post-baccalaureate program. The mission of the Certificate program is to provide students with opportunities to strengthen their knowledge in health communication content, research methods, and application. Students can select Health Promotion, Education, and Behavior; Journalism and Mass Communications; or Library and Information Science as an interest area. This Certificate meets the needs of two groups:

1. individuals enrolled in a graduate program in any of the three participating units who wish to develop a secondary specialization or enhance research, professional or clinical skills in health communication; and
2. individuals who are not enrolled in a graduate program at University of South Carolina at this time, or who are enrolled in a graduate program in other University of South Carolina units, and who wish to develop this specialization as an independent area.

With respect to the first group, the certificate program is intended to serve the needs of those seeking graduate professional (non-thesis) degrees, as well as those seeking thesis-based master's or doctoral degrees, in any of the three units who want to enhance their skills and credentials through the interdisciplinary study of health communication, broadly conceived to include the study of health information resources and health promotion strategies.

With respect to the second group, the certificate option is available to qualified applicants who are not currently enrolled in a graduate degree program in one of the three participating units or who are enrolled in a graduate program outside of the three units. This second group would include, for example, working journalists, working librarians and information professionals, and employees of agencies and organizations with missions related to health promotion (such as government agencies, non-profit organizations, and healthcare service providers), as well as other persons who have completed bachelor's degrees and want advanced specialized training in health communication, but who do not intend to seek a graduate degree. This group would also include persons seeking a graduate degree in another potentially related field, such as Business, Education, Marketing, Medicine, Nursing, Pharmacy, Psychology, and so on.

Goal 1: Students will gain an understanding of the relevant core principles from each of three fields administering the health communication certificate program, with the goal of developing graduates who are interdisciplinary in their approach to practice.

Learning Outcome 1: Students will demonstrate the ability to translate basic theories and frameworks of health and risk communication to the development of health communication campaigns to specific target audiences.

Learning Outcome 2: Students will be able to explain the principles governing the selection of and access to health information materials to serve the needs of diverse lay, professional, and cultural communities.

Goal 2: Students will demonstrate an understanding of how health communication occurs in a variety of settings with respect to various health practices, and demonstrate the ability to apply formal learning in practice settings.

Learning Outcome 1: Students will demonstrate the ability to translate basic theories and frameworks of health and risk communication to the development of health communication campaigns to specific target audiences.

Learning Outcome 2: Students will be able to explain the principles governing the selection of and access to health information materials to serve the needs of diverse lay, professional, and cultural communities.

All students from the ASPH and SJMC who are interested in taking SLIS health information-related courses contact Dr. Feili Tu-Keefner for advising.

Current Status

Since its establishment, the Certificate of Graduate Study in Health Communication has admitted 40 students from University of South Carolina and other institutions. Twenty out of 40 (57.5%) of those who were admitted successfully completed the program; Ten students (25.0%) are still in progress. 7 students (17.5%) did not finish their studies. Here is a summary of the student profile:

Table 15: Distribution of Students in the Health Communication Certificate Program

Student Home Unit	Number of Students
Health Promotion, Education, & Behavior (HPEB)	17
School of Journalism and Mass Communications (SJMC)	6
SLIS	3
Other Academic Units	7
Students from Other Institutions	7

Descriptions of SLIS Courses Selected:

SLIS749, Health Sciences Information Resources, has been chosen as one of the core courses of this program. Many students in the program take this course as one of their first classes. This course gives health and information professionals the skills needed for evidence-based practice. It provides comprehensive coverage of essential health information and communication resources in various formats. It also includes a survey of technology models based on the Healthy People 2020 topics and objectives, and the

resources to support their development and practice. The required skills for health-information seeking and evaluation of health-related resources are also covered. For the course syllabus, see Appendix 2D: 749.

Table 16 is a summary of students in the Certificate of Graduate Study in Health Communication program who have taken SLIS 749 by year.

Table 16: students in the Certificate of Graduate Study in Health Communication program who have taken SLIS 749 by year

Year	2009	2010	2011	2012	2013	2014	2015
Total:	3	3	3	5	3	5	9
HPEB	2	2	3	1	1	2	3
SJMC				2		2	1
SLIS	1						2
Anthropology		1					
Nursing							1
Philosophy							1
Social Work							1
Others				2	2	1	

One of the program's electives, SLIS 758 Consumer Health Resources and Information Services, presents an overview of concepts and current developments in consumer health resources and services provided in a variety of information environments. Students learn theory-into-practice approaches for the creation, implementation, and evaluation of health-related information services for adult users (i.e., the general public, information professionals, and health professionals). Students also learn about health consumerism, including current trends in consumer health informatics, and e-health and the Internet. This course is a survey of electronic information resources in the health sciences, including online command-driven systems, goal-driven systems, and Internet sources. For the course syllabus, see Appendix 2D: 758. The other elective, SLIS 743 Health Information Retrieval in Electronic Environments, covers relevant controlled vocabularies and their use in formulating and executing search strategies. It also includes an evidence-based health-care component whereby students learn to analyze critically the biomedical literature and determine reference and research relevancy. For the course syllabus, see Appendix 2D: 743.

Standard II.4: Curriculum and Relevant Competencies

II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.

In the 2010-2011 academic year, the SLIS faculty and the SLIS National Advisory Council members discussed the content of the SLIS Core Competencies. These two groups, as well as the SLIS focus group at the 2010 SCLA annual meeting, recommended keeping these competencies since they covered a variety of aspects of the information profession and services. However, some wording needed to be clarified or revised. It was also recommended that the SLIS faculty revisit the descriptions of the SLIS Core Competencies on a regular basis. The National Advisory Council members especially mentioned the importance of the inclusion of certain subject matters, such as management.

The Committee received recommendations on revising the descriptions used in the MLIS competencies from the National Advisory Council members, several faculty members, and participants of a forum held at the 2010 SCLA Annual Conference. In addition, at several faculty meetings there was a discussion on the feasibility of adding preambles to the program core competencies. To facilitate the process of reaching consensus on the MLIS program competencies, the Committee examined the competencies from several other MLIS programs, as well as the ALA Accreditation Standards and ALA-recommended measurements of student learning outcomes. Various recommendations were reviewed and incorporated into the revisions. The SLIS faculty reached consensus on approving the revised program competencies at the faculty meeting on March 23, 2012; the revised program competencies have been in place since the 2013-2014 academic year. See Standard II.1 for a listing of the approved competencies.

School Library Media Program

The SLIS offers a specialized learning program for MLIS students pursuing careers in school libraries. The school library media certification program structure and learning outcomes are outlined below.

The school library program is based on a set of five learning outcomes that incorporate the American Library Association/American Association of School Librarians Standards

for Initial Programs for School Library Media Specialist Preparation (ALA/AASL, 2010) and the South Carolina Department of Education ADEPT Standards for Library Media Specialists (2003). The main categories of the outcomes are presented in the following table. Under these five outcomes are thirty specific skills and competencies required of school library media practitioners.

Main Categories of the Learning Outcomes

- School Library Media Program Planning and Assessment
- School Library Media Program Administration and Management
- School Library Media Collection and Resource Access and Management
- Collaboration for Instruction
- Professional Growth, Development, and Leadership

The school library media program prepares information professionals for work in K-12 school libraries. The program's requirements and policies are outlined in a document referred to as the School Library Checklist, which is available at http://www.sc.edu/study/colleges_schools/cic/academic_programs//masters/master_of_library_and_information_science/school_library_certification/pdfs/slm_certification_checklist.pdf

Students who enter the program with a valid and current teaching license complete the MLIS degree and qualify for school library media certification upon successful completion of the following courses:

701 Introduction to Library and Information Studies (3 credits) Nature, development, and roles of library and information professions; the discipline and practice of library and information science; current professional issues. For the course syllabus, see Appendix 2D: 701).

702 Introduction to Technical Services (3 credits) (Prerequisite or co-requisite): SLIS 701 Technical services in libraries and other information agencies; theory and practice of bibliographic control, collection management, descriptive and subject cataloging, and technical applications. For the course syllabus, see Appendix 2D: 702.

703 Introduction to Information Sources and Services (3 credits) Information transfer process in libraries, media centers, and other information agencies, including interpersonal communication; bibliographic control; selection, evaluation, and use of information resources; management of information services. For the course syllabus, see Appendix 2D: 703.

705 Introduction to Research in Library and Information Science (3 credits) (Prerequisite: Completion of at least 9 hours of SLIS graduate-level classes). The research process, including problem identification, hypothesis testing, data collection, analysis and interpretation of results. Emphasis on research methods and on critical evaluation of reported research in library and information science. For the course syllabus, see Appendix 2D: 705.

706 Introduction to Information Technologies (3 credits) Information technologies in libraries, media centers, & other information agencies; operation & applications of computers & telecommunications; database design; online access methods. For the course syllabus, see Appendix 2D: 706.

707 Information Organization and Retrieval (3 credits) Prerequisite or co-requisite: SLIS 701). Issues and techniques of knowledge representation and information organization, information retrieval systems, and users' information-seeking behavior. For the course syllabus, see Appendix 2D: 707.

720 School Library Program Development (3 credits) (Prerequisite: Special Permission Required) Roles, functions, and organization of school library media programs. Systematic planning and evaluation, leadership, advocacy, and integration of program into the curriculum. For the course syllabus, see Appendix 2D: 720.

742 Curricular Role of the School Librarian (3 credits) (Prerequisites: SLIS 701, 706; prerequisite or co-requisite 703) Role of the school library media specialist in integrating the school library media program into a K-12 standards-based curriculum, including best practices, needs assessment, collaboration, instructional design, and resource provision. For the course syllabus, see Appendix 2D: 742.

756 Children's Materials (3 credits) A study of materials intended for children of elementary school age (6-13) with emphasis on the process of evaluating them to meet the educational, cultural, and recreational needs of children. For the course syllabus, see Appendix 2D: 756.

757 Young Adult Materials (3 credits) A study of materials for young adults (13-19) with emphasis on the process of evaluating them to meet the educational, cultural, and recreational needs of young adults. For the course syllabus, see Appendix 2D: 757.

761 Information Technologies in the School Library Program (3 credits) (Prerequisite: SLIS 706) Technology management, use of technology and non-print

resources, and their integration into the K-12 curriculum. For the course syllabus, see Appendix 2D: 761.

794 Internship in Library and Information Science (3 credits) (Prerequisite: Permission of the SLIS) Grading is on a pass-fail basis. Supervised field experience in a school library. For the course syllabus, see School Library Internship Application Packet:
http://www.sc.edu/study/colleges_schools/cic/internal/graduate/slis/student-services/pdfs/_forms/slm_internship_packet.pdf .

Students who do not hold a teacher certificate must also complete four education courses in the following categories as well as complete an additional three-credit hour internship:

- **South Carolina Read to Succeed Class** (3 credit hours, as mandated by the SC Legislature, effective Fall 2016)
- **Curriculum Development** (3 credit hours)
- **Psychology of Learning** (6 credit hours)

The School Library Media Internship is a 135-hours SLIS faculty-supervised practicum, school-based experience at an elementary or secondary level. Student interns work with a school-based certified school library media specialist to complete required internship activities. Students document their activities with the SLIS Coordinator for School Media Field Experience on Blackboard wikis, in mid-point and final reflections, and in portfolio entries. Throughout the practicum, students share daily journal entries with the supervising librarian. At the end of the practicum, the supervising librarian signs the Practicum Activities Form used by interns to track when they have completed each activity. See Appendix 2G.

The Curriculum

School library media students learn how to assume a collaborative leadership role in their schools when they complete their collaborative unit assignment in SLIS 742. Working with a classroom teacher, and using a “backward design” approach focused on learning outcomes, students plan a standards-based and inquiry-based unit of study lasting from 10–15 days in which the *AASL Standards for the 21st Century Learner* and technology skills (NETS-S standards) are integrated with the core content state standards.

In their final portfolio, for Learning Outcome 6, students address the following statement in their accompanying artifact from the internship experience, “I have demonstrated proficiency using my leadership skills to provide professional development opportunities for teachers and other school community members.”

Throughout the school library media curriculum, students learn about school library-related studies on topics such as literacy, instructional collaboration, and school library access issues. Developing an understanding of this research helps students develop best practices to improve student learning in their school communities. Assignments in the program that are research-based include the 705 research proposal, and the following 720 assignments: community analysis, library program analysis, and grant writing.

In addition to taking SLIS 706 Introduction to Information Technologies, school library media students are required to complete SLIS 761 Information Technologies in the School Library Program. SLIS 706, SLIS 761, and other SLIS classes model the effective use of technology. Through course lectures, readings, and assignments, such as website creation in SLIS 706 and SLIS 761, school library media students learn how to integrate emerging technologies in K-12 libraries and classrooms.

Future school librarians in the SLIS program learn how to support the diverse cultural, social, recreational and informational needs of K-12 students and their communities through

- Lectures, readings, and assignments about multicultural literature in print and digital formats in the materials classes (SLIS 756 and SLIS 757)
- A curriculum unit integrating information skills designed in collaboration with a classroom teacher in SLIS 742
- A lecture and Understanding (dis)Abilities readings pertaining to learning differences, special needs students and patrons in the Young Adult Materials class (SLIS 757)
- Internship experience working with diverse students in various required activities, e.g., instruction, book talking, reader’s advisory.

Also, the school library program at the SLIS is the recipient of a 2017 Library of Congress Teaching with Primary Sources (TPS) Grant. The tragic 2014 Charleston shooting at Mother Emmanuel AME Church was a catalyst for the TPS grant. This grant is part of an initiative to eliminate bigotry by helping K-12 students in South Carolina learn about the contributions of African Americans throughout history. As part of this

grant, in-service and pre-service school librarians and teachers from around South Carolina will receive training about civil rights primary resources available through the Library of Congress. In addition to learning how to effectively integrate civil rights resources in the curriculum, teams of librarians and teachers will develop civil rights related lesson plans that will be shared on a website accessible to librarians and teachers around the world. (See “Library of Congress Awards Major Grant to Library School” article on the SLIS website:

http://www.sc.edu/study/colleges_schools/cic/library_and_information_science/news/2016/library_of_congress_grant.php#.WBjEtC0rKxJ)

In the school library curriculum, specifically in SLIS 761 lectures, readings, and blogs, topics such as Makerspaces, virtual and augmented reality, as well as future casting are taught. In SLIS 742, students learn about new trends such as project-based learning and flipped learning for the library program.

Throughout the school library curriculum, students learn about professional conferences, journals, websites, webinars, and blogs that they are encouraged to use once they become practitioners. As stated in Learning Outcome 6 in their Portfolio-in-Progress artifacts, school library students “must demonstrate proficiency in keeping up-to-date in the profession by attending professional conferences or reading professional journals that will improve future practices as a School Library Media Specialist.” A SLIS 701 assignment requires students to research related journals and interview a professional at the beginning of the MLIS program. Students are introduced to webinars, online professional networking venues, and other continuing education opportunities throughout their coursework. In addition, students are required to attend a conference during the year that the internship is taken.

All students in the school library media program are required to complete at least one internship (SLIS 794). Students seeking initial certification complete two internships, as previously detailed in the discussion of Standard II.1.

An initial portfolio-in-progress documenting competence in elements of the five learning outcomes is required for admission to the capstone courses, SLIS 720 and SLIS 794. Students continue building their portfolios during the capstone courses and submit a final portfolio near the end of their last semester in the program. The portfolios-in-progress, and the end-of-program portfolios, align with the five learning outcomes of the SLIS school library program, as well as the learning standards of the Council for the Accreditation of Educator Preparation (CAEP), one of the accrediting agencies for the

SLIS school library program as part of the University of South Carolina College of Education.

Early in their program, students seeking school library certification are enrolled in a non-credit Blackboard “Portfolio Sandbox” site with information about the required content of the portfolio’s artifacts and commentary, as well as detailed directions for creating the portfolio using templates provided by the University Technology Services staff.

The curriculum for the school library media program is based on national guidelines for school library media programs developed by the American Association of School Librarians, as well as the South Carolina Department of Education ADEPT Standards for Library Media Specialists (2003). The ADEPT Standards, the Standards for the 21st Century Learner (AASL, 2007), and Empowering Learners: Guidelines for School Library Programs (AASL, 2009) are required reading throughout the program. School library students also learn about the ADEPT standards through a guest lecture by a SC Department of Education administrator. In addition, in SLIS 761, readings, lectures, and various assignments address the International Standards for Technology in Education (ISTE) 2016 standards, including an assignment to create a blog post comparing the ISTE standards with the AASL standards. In SLIS 742, students are introduced to the AASL Standards for the 21st Century Learner and apply the standards in the major collaborative unit assignment.

In an effort to evaluate the school library program, including the school library curriculum, data were gathered from a focus group of the SLIS school library alumni that met at the SC Association of School Librarian’s Conference in March 2014. At this session, alumni discussed their experiences while they were students at SLIS, as well as how well they felt the school library program had prepared them for their careers. Additional data were obtained from online surveys completed by school library alumni in 2015. This feedback provided the school library faculty with insight about the effectiveness of the school library program, and suggestions for ways to improve it.

Because the School offers a teacher certification program, it is a member of the University’s Professional Education Unit. The School’s school library media certification program is the University’s largest teacher certification program outside the College of Education. The School works closely with the College of Education Office of Student Affairs and the College of Education Office of Accreditation and Quality Assurance whose responsibility it is to maintain the assessment system for the University’s Professional Education Unit. The Q-Comm accreditation review of the school library preparation program was conducted by the University of South Carolina College of

Education in 2014, in preparation for CAEP accreditation. The program was declared to meet expectations. The following recommendations for the school library internship have already been addressed:

- All new mentors are now provided a link to a recorded presentation outlining the responsibilities of being a site supervisor. The presentation supplements the extensive documentation that continue to be provided.
- All interns are provided with a link to an exit survey to evaluate their internship mentoring.
- While most mentors are experienced mentors or recent graduates of the SLIS program, additional structure and consistency in identifying qualified mentors are now addressed, as needed, with recommendations as needed for potential site supervisors elicited from district-level personnel (e.g., School Library Supervisor or Director of Curriculum & Instruction) and from school librarians who have been mentors.

Also, annual meetings are held in the fall with a senior administrator in the University of South Carolina College of Education (COE) to discuss curriculum-related issues that pertain to school library students, such as identifying relevant courses for initial certification students, and approving courses that comply with the new Read-to-Succeed legislation.

Data gathered from the previously-described school librarian focus groups were used to improve the program and plan for the future in the following ways:

- Recommendation for a curriculum change to remove a course from the school library program of study (POS), and replace it with an elective. This is currently under consideration by the school library advisory committee.
- Assignment changes - In SLIS 761, a digital curation assignment was added, and in SLIS 720, a grant writing assignment was updated. Also, SLIS 742 was redesigned to better align with the collaborative unit assignment.
- Addition of mid-program evaluation forms
- Addition of a survey for interns to evaluate their internship mentors

Results of students Praxis II Exam provide evidence of the effectiveness of our curriculum. The Praxis II exam is South Carolina's licensure exam for teachers and school librarians. The next two tables present the results of the exam from 2009-2014 (note students have a choice of exam 310 or 311).

Table 17: Praxis 310 Exam Results Passing Score 620

Term	Passage Rate	# of Students	Average Score
Fall 09	100%	4	698
Spring 10	100%	2	710
Spring 11	100%	1	700
Summer 11	100%	1	660

Table 18: Praxis 311 Exam Results Passing Score 151

Term	Passage Rate	# of Students	Average Score
Fall 09	100%	8	179
Spring 10	100%	13	174
Fall 10	100%	17	170.9
Spring 11	100%	27	170.7
Fall 11	100%	18	170.2
Spring 12	100%	16	172.3
Fall 12	100%	3	167.7
Spring 13	100%	13	175.9
Fall 13	100%	14	174.1
Spring 14	100%	17	173.6
Summer 14	100%	1	180

Standards: II.5, II.6: Evidence of Decision Making

II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.

II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

Standards II.5 and II.6 are discussed in a single section due to their interconnection and the overlap among the sources of evidence used to demonstrate how the program meets these requirements.

The SLIS faculty recognizes ongoing evaluation of the curriculum as a critical component of maintaining an MLIS program that reflects the current state of the library and information science field as well as emerging issues and trends. Maintaining a curriculum that is robust and responsive to the needs of its multiple constituencies is a high priority. To this end, the SLIS maintains a standing Curriculum Committee that is charged with coordinating the development and management of the curriculum (see SLIS Policy A1.21 – Curriculum Committee:

http://www.sc.edu/study/colleges_schools/cic/internal/for-faculty/slispolicies/pdfs/1.21.pdf). The Curriculum Committee provides regular reports to the full faculty on issues related to the curriculum, making recommendations for additions, revisions, and evaluation based on its oversight of the curriculum.

In addition, SLIS continually engages its stakeholders in discussion and assessment of the curriculum. The Curriculum Committee provides regular reports to the National Advisory Council and the Diversity Leadership Group (National Advisory Council/Diversity Leadership Group) on curriculum-related issues and National Advisory Council/Diversity Leadership Group members participate in curriculum review activities on a regular basis during annual meetings. As employers and leaders in the LIS field, National Advisory Council and Diversity Leadership Group members are positioned to assess the MLIS curriculum's ability to prepare students who meet the SLIS program competencies and are equipped with the knowledge base and skills required by employing institutions.

Since its last accreditation cycle, the Curriculum Committee has engaged faculty in the completion of multiple projects designed to manage and keep the MLIS curriculum current. This work has included:

- A Curriculum review in 2012 and 2013 that refined program competencies and mapped the competencies on the existing courses (see Appendix 2A Curriculum Review Phase II Final Report).
- Revision of program competencies and identification of core learning outcomes
- Review of course prerequisites (24)
- Integration of the use of the portfolio rubric for the assessment of student learning outcomes
- Creation of suggested programs of study and implementation of goal-driven advising
- Curriculum management – name changes and new courses

The Curriculum Committee continues to work with the full faculty to oversee ongoing curriculum development.

Standard II.7: Evaluate and Plan

II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.

There are a number of ongoing evaluation systems used in planning and revising the curriculum. These include end-of-course instructional surveys, focus groups, and ongoing listening sessions. However, the core data used comes from end-of program portfolio evaluations.

The following tables represents data from the assessments of Portfolios (general program and school library portfolios). This information is gathered annually and reported to the Office of Institutional Research, Assessment, and Analytics. These annual reports assist the University with accreditation reporting for university accreditation through SACS. Each program is required to list the following:

- Mission and general goal(s)
- Learning outcomes and the curriculum that helps students meet each learning outcome
- Criteria – what the student must do in order for the learning outcome to be achieved
- Methods – how the data will be gathered and disseminated
- Results
- Use of results – how the program will utilize and incorporate the results moving forward

The tables below are presented by year and are formatted as required by the Office of Institutional Research, Assessment, and Analytics.

Table 19: Portfolio Assessment Data 2015-2016

<p>Mission Statement</p> <p>The mission of the University of South Carolina School of Library and Information Science is to provide and promote the highest levels of education and leadership in library and information science, services, and studies through outstanding teaching, research and service.</p>
<p>Goal</p> <p>To enable the student to perform effectively in the library and information professions by demonstrating knowledge of library and information science professions, institutions, programs, and their varied contexts.</p>
<p>Curriculum</p> <p>Learning Outcome 1 - The following SLIS courses each have an assignment that relates to information and its organization: SLIS 600, 701-05, 707, 710, 711, 716, 719, 725-26, 728, 730-33, 735, 738, 740, 743-45, 748-50, 754-55, 757-59, 765-67, 770, 772, 778, 787</p> <p>Learning Outcome 2 - The following SLIS courses each have an assignment that relates to the provision of information services: SLIS 600, 701-05, 707, 710-11, 716, 718, 720, 724, 726, 728, 731, 733, 735, 740-41, 743-45, 748-51, 753-59, 761, 766-67, 770, 772, 775, 778, 787</p> <p>Learning Outcome 3 - The following SLIS courses each have an assignment that relates to leadership and management in the LIS field: SLIS 704-05, 711, 720, 724-26, 728-29, 749-51, 754-55, 757, 759, 761, 765-68, 770, 778, 787, 791</p> <p>Learning Outcome 4 - The following SLIS courses each have an assignment that relates to research in the LIS field: SLIS 600, 701-05, 710-11, 716, 718-20, 728, 731-33, 735, 738, 740, 743-45, 748-50, 754-55, 758-59, 765-67, 772, 775, 777</p> <p>Learning Outcome 5 - The following SLIS courses each have an assignment that relates to technology in the LIS field: SLIS 702, 707, 718, 725, 730, 731, 732, 733, 735, 738, 740-41, 743-45, 749, 751, 753, 755, 757-59, 761, 766, 770, 775-78, 787</p> <p>Learning Outcome 6 - The following SLIS courses each have an assignment that relates to lifelong learning and professional development: SLIS 600, 701-02, 704-05, 710-11, 719-20, 728, 733, 735, 738, 744, 748, 750-51, 754-55, 757-59, 761, 766-67, 772, 775, 777, 791</p>

Fall 2015

- 41 graduates
 - 30 non-SL (23 rubrics submitted; 77% of graduates)
 - 11 SL

Spring 2016

- 40 graduates
 - 28 non-SL (19 rubrics submitted; 68% of non-SL graduates)
 - 12 SL

Summer 2016

- 16 graduates
 - 16 non-SL (10 rubrics submitted; 63% of non-SL graduates)

Learning Outcome 1

Upon completion of the MLIS program, students will demonstrate competency in information and its organization.

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related to information and its organization. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the work sample based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the information and its organization category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

Fall 2015 (N=23 non-SL rubrics submitted; 77% of non-SL graduates)

Artifact Selection

- 91% exemplary (selected work samples clearly related to the learning outcome)
- 9% proficient (selected work samples somewhat related to the learning outcome)

Reflective Essay

- 87% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)
- 13% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

Spring 2016 (N=19 non-SL rubrics submitted)

Artifact Selection

- 89% selected work samples clearly related to the learning outcome
- 11% selected work samples somewhat related to the learning outcome

Reflective Essay

- 84% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)
- 16% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

Summer 2016 (N=10 non-SL rubrics submitted)

Artifact Selection

- 100% selected work samples clearly related to the learning outcome

Reflective Essay

- 90% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)
- 10% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

No School Library Portfolio learning outcomes align with this learning outcome.

Use of Results

The learning outcome was achieved. All students (for which a portfolio rubric was submitted) achieved proficient or higher.

Results from this year will be presented with results from the previous year to the faculty to see if any trends may be starting to appear. Faculty will be asked to provide feedback about the rubric again to ensure its ease of use and consistency. Students in the portfolio stage will be sent an email directly that shares the link to the website with portfolio instructions and the rubric. The website redesign has made this difficult to find.

Learning Outcome 2

Upon completion of the program, students will demonstrate competency in the provision of information services.

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related to the provision of information services. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the work sample based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the provision of information services category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

Fall 2015 (N=23 rubrics submitted)

Artifact Selection

- 91% exemplary (selected work samples clearly related to the learning outcome)
- 9% selected work samples somewhat related to the learning outcome

Reflective Essay

- 100% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)

Spring 2016 (N=19 rubrics submitted)

Artifact Selection

- 100% selected work samples clearly related to the learning outcome

Reflective Essay

- 95% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)
- 5% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

Summer 2016 (N=10 rubrics submitted)

Artifact Selection

- 100% selected work samples clearly related to the learning outcome

Reflective Essay

- 90% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)
- 10% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

School Library Portfolio Results

Learning Outcome III, *School Library Collection and Resource Access and Management* aligns most closely with this provision of information services learning outcome.

Fall 2015 (N=11)

- 100% exemplary

Spring 2016 (N=12)

- 75% exemplary
- 25% proficient

Use of Results

The learning outcome was achieved. All students (for which a portfolio rubric was submitted) achieved proficient or higher.

Results from this year will be presented with results from the previous year to the faculty to see if any trends may be starting to appear. Faculty will be asked to provide feedback about the rubric again to ensure its ease of use and consistency. Students in the portfolio stage will be sent an email directly that shares the link to the website with portfolio instructions and the rubric. The website redesign has made this difficult to find.

Learning Outcome 3

Upon completion of the program, students will demonstrate competency in leadership and management in the LIS field.

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related to leadership and management in the LIS field. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the work sample based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the leadership and management in the LIS field category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

Fall 2015 (N=23 rubrics submitted)

Artifact Selection

- 96% exemplary (selected work samples clearly related to the learning outcome)
- 4% proficient (selected work samples somewhat related to the learning outcome)

Reflective Essay

- 83% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)
- 17% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

Spring 2016 (N=19 rubrics submitted)

Artifact Selection

- 95% selected work samples clearly related to the learning outcome
- 5% proficient (selected work samples somewhat related to the learning outcome)

Reflective Essay

- 95% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)
- 5% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

Summer 2016 (N=10 rubrics submitted)

Artifact Selection

- 100% selected work samples clearly related to the learning outcome

Reflective Essay

- 90% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)
- 10% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

School Library Portfolio Results

Learning Outcome I, *School Library Program Planning and Assessment* aligns most closely with this leadership and management learning outcome.

Fall 2015 (N=11)

- 100% exemplary

Spring 2016 (N=12)

- 92% exemplary
- 8% proficient

Learning Outcome II, *School Library Program Administration and Management* also aligns closely with this leadership and management learning outcome.

Fall 2015 (N=11)

- 100% exemplary

Spring 2015 (N=19)

- 92% exemplary

- 8% proficient

Use of Results

The learning outcome was achieved. All students (for which a portfolio rubric was submitted) achieved proficient or higher.

Results from this year will be presented with results from the previous year to the faculty to see if any trends may be starting to appear. Faculty will be asked to provide feedback about the rubric again to ensure its ease of use and consistency. Students in the portfolio stage will be sent an email directly that shares the link to the website with portfolio instructions and the rubric. The website redesign has made this difficult to find.

Learning Outcome 4

Upon completion of the program, students will demonstrate competency in research in the LIS field.

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related to research in the LIS field. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the work sample based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the research in the LIS field category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

Fall 2015 (N=23 rubrics submitted)

Artifact Selection

- 96% exemplary (selected work samples clearly related to the learning outcome)
- 4% proficient (selected work samples somewhat related to the learning outcome)

Reflective Essay

- 91% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)
- 9% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

Spring 2016 (N=19 rubrics submitted)

Artifact Selection

- 100% selected work samples clearly related to the learning outcome

Reflective Essay

- 95% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)
- 5% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

Summer 2016 (N=10 rubrics submitted)

Artifact Selection

- 100% selected work samples clearly related to the learning outcome

Reflective Essay

- 80% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)
- 20% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

No School Library Portfolio learning outcomes align with this learning outcome.

Use of Results

The learning outcome was achieved. All students (for which a portfolio rubric was submitted) achieved proficient or higher.

Results from this year will be presented with results from the previous year to the faculty to see if any trends may be starting to appear. Faculty will be asked to provide feedback about the rubric again to ensure its ease of use and consistency. Students in the portfolio stage will be sent an email directly that shares the link to the website with portfolio instructions and the rubric. The website redesign has made this difficult to find.

Learning Outcome 5

Upon completion of the program, students will demonstrate competency in technology in the LIS field.

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related technology in the LIS field. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the work sample based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the technology in the LIS field category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results**Fall 2015** (N=23 rubrics submitted)

Artifact Selection

- 100% exemplary (selected work samples clearly related to the learning outcome)

Reflective Essay

- 96% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)
- 4% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

Spring 2016 (N=19 rubrics submitted)

Artifact Selection

- 100% selected work samples clearly related to the learning outcome

Reflective Essay

- 100% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)

Summer 2016 (N=10 rubrics submitted)

Artifact Selection

- 100% selected work samples clearly related to the learning outcome

Reflective Essay

- 90% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)
- 10% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

No School Library Portfolio learning outcomes align with this learning outcome.

Use of Results

The learning outcome was achieved. All students (for which a portfolio rubric was submitted) achieved proficient or higher.

Results from this year will be presented with results from the previous year to the faculty to see if any trends may be starting to appear. Faculty will be asked to provide feedback about the rubric again to ensure its ease of use and consistency. Students in the portfolio stage will be sent an email directly that shares the link to the website with portfolio instructions and the rubric. The website redesign has made this difficult to find.

Learning Outcome 6

Upon completion of the program, students will demonstrate an understanding of the importance of lifelong learning and professional development within the LIS field.

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related to lifelong learning and professional development within the LIS field. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the portfolio based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the lifelong learning and professional development category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

Fall 2015 (N=23 rubrics submitted)

Artifact Selection

- 96% exemplary (selected work samples clearly related to the learning outcome)
- 4% proficient (selected work samples somewhat related to the learning outcome)

Reflective Essay

- 83% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)
- 17% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

Spring 2016 (N=19 rubrics submitted)

Artifact Selection

- 100% selected work samples clearly related to the learning outcome

Reflective Essay

- 100% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)

Summer 2016 (N=10 rubrics submitted)

Artifact Selection

- 90% selected work samples clearly related to the learning outcome
- 10% proficient (selected work samples somewhat related to the learning outcome)

Reflective Essay

- 80% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)
- 20% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

School Library Portfolio Results

Learning Outcome V, *Professional Growth, Development, and Leadership* aligns most closely with this leadership and management learning outcome.

Fall 2015 (N=11)

- 100% exemplary

Spring 2016 (N=12)

- 83% exemplary
- 17% proficient

Use of Results

The learning outcome was achieved. All students (for which a portfolio rubric was submitted) achieved proficient or higher.

Results from this year will be presented with results from the previous year to the faculty to see if any trends may be starting to appear. Faculty will be asked to provide feedback about the rubric again to ensure its ease of use and consistency. Students in the portfolio stage will be sent an email directly that shares the link to the website with portfolio instructions and the rubric. The website redesign has made this difficult to find.

Table 20: Portfolio Assessment Data 2014-2015

Mission Statement

The mission of the University of South Carolina School of Library and Information Science is to provide and promote the highest levels of education and leadership in library and information science, services, and studies through outstanding teaching, research and service.

Goal

To enable the student to perform effectively in the library and information professions by demonstrating knowledge of library and information science professions, institutions, programs, and their varied contexts.

Curriculum

Learning Outcome 1 - The following SLIS courses each have an assignment that relates to information and its organization: SLIS 600, 701-05, 707, 710, 711, 716, 719, 725-26, 728, 730-33, 735, 738, 740, 743-45, 748-50, 754-55, 757-59, 765-67, 770, 772, 778, 787

Learning Outcome 2 - The following SLIS courses each have an assignment that relates to the provision of information services: SLIS 600, 701-05, 707, 710-11, 716, 718, 720, 724, 726, 728, 731, 733, 735, 740-41, 743-45, 748-51, 753-59, 761, 766-67, 770, 772, 775, 778, 787

Learning Outcome 3 - The following SLIS courses each have an assignment that relates to leadership and management in the LIS field: SLIS 704-05, 711, 720, 724-26, 728-29, 749-51, 754-55, 757, 759, 761, 765-68, 770, 778, 787, 791

Learning Outcome 4 - The following SLIS courses each have an assignment that relates to research in the LIS field: SLIS 600, 701-05, 710-11, 716, 718-20, 728, 731-33, 735, 738, 740, 743-45, 748-50, 754-55, 758-59, 765-67, 772, 775, 777

Learning Outcome 5 - The following SLIS courses each have an assignment that relates to technology in the LIS field: SLIS 702, 707, 718, 725, 730, 731, 732, 733, 735, 738, 740-41, 743-45, 749, 751, 753, 755, 757-59, 761, 766, 770, 775-78, 787

Learning Outcome 6 - The following SLIS courses each have an assignment that relates to lifelong learning and professional development: SLIS 600, 701-02, 704-05, 710-11, 719-20, 728, 733, 735, 738, 744, 748, 750-51, 754-55, 757-59, 761, 766-67, 772, 775, 777, 791

Learning Outcome 1

Upon completion of the MLIS program, students will demonstrate competency in information and its organization.

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related to information and its organization. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the work sample based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the information and its organization category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

Fall 2014 (N=15 rubrics submitted)

Artifact Selection

93% exemplary (selected work samples clearly related to the learning outcome)

7% proficient (selected work samples somewhat related to the learning outcome)

Reflective Essay

93% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)

7% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

Spring 2015 (N=31 rubrics submitted)

Artifact Selection

97% selected work samples clearly related to the learning outcome

3% selected work samples somewhat related to the learning outcome

Reflective Essay

90% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)

10% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

No School Library Portfolio learning outcomes align with this learning outcome.

Use of Results

Faculty gave positive feedback about the new non-school library rubric after using it in fall 2014. It was used again in spring 2015 with no changes. Spring results will be shared at an early faculty meeting in the fall and faculty will be asked again for feedback on the rubric. The Assessment, Policy, and Bylaws Committee will explore ways to increase the number of non-school rubrics received from faculty.

School Library faculty were consulted on how to incorporate the portfolio results of school library students. Four of the five SC ADEPT Standards for Library Media Specialists are included in three learning outcomes in this report (LO 2, 3, and 6).

Learning Outcome 2

Upon completion of the program, students will demonstrate competency in the provision of information services.

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related to the provision of information services. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the work sample based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the provision of information services category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

Fall 2014 (N=15 rubrics submitted)

Artifact Selection

100% exemplary (selected work samples clearly related to the learning outcome)

Reflective Essay

100% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)

Spring 2015 (N=31 rubrics submitted)

Artifact Selection

100% selected work samples clearly related to the learning outcome

Reflective Essay

94% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)

6% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

School Library Portfolio Results

Learning Outcome III, School Library Collection and Resource Access and Management aligns most closely with this provision of information services learning outcome.

Fall 2014 (N=7)

100% exemplary

Spring 2015 (N=19)

95% exemplary

5% proficient

Use of Results

Faculty gave positive feedback about the new non-school library rubric after using it in fall 2014. It was used again in spring 2015 with no changes. Spring results will be shared at an early faculty meeting in the fall and faculty will be asked again for feedback on the rubric. The Assessment, Policy, and Bylaws Committee will explore ways to increase the number of non-school rubrics received from faculty.

School Library faculty were consulted on how to incorporate the portfolio results of school library students. Four of the five SC ADEPT Standards for Library Media Specialists are included in three learning outcomes in this report (LO 2, 3, and 6).

Learning Outcome 3

Upon completion of the program, students will demonstrate competency in leadership and management in the LIS field.

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related to leadership and management in the LIS field. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the work sample based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the leadership and management in the LIS field category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

Fall 2014 (N=15 rubrics submitted)

Artifact Selection

80% exemplary (selected work samples clearly related to the learning outcome)

20% proficient (selected work samples somewhat related to the learning outcome)

Reflective Essay

87% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)

13% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

Spring 2015 (N=31 rubrics submitted)

Artifact Selection

100% selected work samples clearly related to the learning outcome

Reflective Essay

97% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)

3% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

School Library Portfolio Results

Learning Outcome I, School Library Program Planning and Assessment aligns most closely with this leadership and management learning outcome.

Fall 2014 (N=7)

86% exemplary

14% proficient

Spring 2015 (N=19)

89% exemplary

11% proficient

Learning Outcome II, School Library Program Administration and Management also aligns closely with this leadership and management learning outcome.

Fall 2014 (N=7)

100% exemplary

Spring 2015 (N=19)

95% exemplary

5% proficient

Use of Results

Faculty gave positive feedback about the new non-school library rubric after using it in fall 2014. It was used again in spring 2015 with no changes. Spring results will be shared at an early faculty meeting in the fall and faculty will be asked again for feedback on the rubric. The Assessment, Policy, and Bylaws Committee will explore ways to increase the number of non-school rubrics received from faculty.

School Library faculty were consulted on how to incorporate the portfolio results of school library students. Four of the five SC ADEPT Standards for Library Media Specialists are included in three learning outcomes in this report (LO 2, 3, and 6).

Learning Outcome 4

Upon completion of the program, students will demonstrate competency in research in the LIS field.

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related to research in the LIS field. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the work sample based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the research in the LIS field category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

Fall 2014 (N=15 rubrics submitted)

Artifact Selection

93% exemplary (selected work samples clearly related to the learning outcome)

7% proficient (selected work samples somewhat related to the learning outcome)

Reflective Essay

100% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)

Spring 2015 (N=31 rubrics submitted)

Artifact Selection

97% selected work samples clearly related to the learning outcome

3% proficient (selected work samples somewhat related to the learning outcome)

Reflective Essay

94% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)

6% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

No School Library Portfolio learning outcomes align with this learning outcome.

Use of Results

Faculty gave positive feedback about the new non-school library rubric after using it in fall 2014. It was used again in spring 2015 with no changes. Spring results will be shared at an early faculty meeting in the fall and faculty will be asked again for feedback on the rubric. The Assessment, Policy, and Bylaws Committee will explore ways to increase the number of non-school rubrics received from faculty.

School Library faculty were consulted on how to incorporate the portfolio results of school library students. Four of the five SC ADEPT Standards for Library Media Specialists are included in three learning outcomes in this report (LO 2, 3, and 6).

Learning Outcome 5

Upon completion of the program, students will demonstrate competency in technology in the LIS field.

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related technology in the LIS field. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the work sample based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the technology in the LIS field category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

Fall 2014 (N=15 rubrics submitted)

Artifact Selection

86% exemplary (selected work samples clearly related to the learning outcome)

7% proficient (selected work samples somewhat related to the learning outcome)

7% unsatisfactory (selected work sample does not relate to the learning outcome)

Reflective Essay

86% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)

7% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

7% unsatisfactory (provided no/incorrect examples of how the artifact demonstrated the competency)

Spring 2015 (N=31 rubrics submitted)

Artifact Selection

90% selected work samples clearly related to the learning outcome

7% selected work samples somewhat related to the learning outcome

3% unsatisfactory (selected work sample does not relate to the learning outcome)

Reflective Essay

94% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)

6% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

No School Library Portfolio learning outcomes align with this learning outcome.

Use of Results

Faculty gave positive feedback about the new non-school library rubric after using it in fall 2014. It was used again in spring 2015 with no changes. Spring results will be shared at an early faculty meeting in the fall and faculty will be asked again for feedback on the rubric. The Assessment, Policy, and Bylaws Committee will explore ways to increase the number of non-school rubrics received from faculty.

School Library faculty were consulted on how to incorporate the portfolio results of school library students. Four of the five SC ADEPT Standards for Library Media Specialists are included in three learning outcomes in this report (LO 2, 3, and 6).

Learning Outcome 6

Upon completion of the program, students will demonstrate an understanding of the importance of lifelong learning and professional development within the LIS field.

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related to lifelong learning and professional development within the LIS field. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the portfolio based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the lifelong learning and professional development category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

Non-School Library Portfolio

Fall 2014 (N=15 rubrics submitted)

Artifact Selection

100% exemplary (selected work samples clearly related to the learning outcome)

Reflective Essay

100% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)

Spring 2015 (N=31 rubrics submitted)

Artifact Selection

87% selected work samples clearly related to the learning outcome

13% proficient (selected work samples somewhat related to the learning outcome)

Reflective Essay

90% exemplary (provided specific, detailed (exemplary) examples of how the artifact demonstrated the competency)

10% proficient (provided satisfactory (proficient) examples of how the artifact demonstrated the competency)

School Library Portfolio Results

Learning Outcome V, Professional Growth, Development, and Leadership aligns most closely with this leadership and management learning outcome.

Fall 2014 (N=7)

100% exemplary

Spring 2015 (N=19)

89% exemplary

11% proficient

Use of Results

Faculty gave positive feedback about the new non-school library rubric after using it in fall 2014. It was used again in spring 2015 with no changes. Spring results will be shared at an early faculty meeting in the fall and faculty will be asked again for feedback on the rubric. The Assessment, Policy, and Bylaws Committee will explore ways to increase the number of non-school rubrics received from faculty.

School Library faculty were consulted on how to incorporate the portfolio results of school library students. Four of the five SC ADEPT Standards for Library Media Specialists are included in three learning outcomes in this report (LO 2, 3, and 6).

Table 21: Portfolio Assessment Data 2013

<p>Mission Statement</p> <p>The mission of the University of South Carolina School of Library and Information Science is to provide and promote the highest levels of education and leadership in library and information science, services, and studies through outstanding teaching, research and service.</p>
<p>Goal</p> <p>To enable the student to perform effectively in the library and information professions by demonstrating knowledge of library and information science professions, institutions, programs, and their varied contexts.</p>
<p>Curriculum</p> <p>Learning Outcome 1 - The following SLIS courses each have an assignment that relates to information and its organization: SLIS 600, 701-05, 707, 710, 711, 716, 719, 725-26, 728, 730-33, 735, 738, 740, 743-45, 748-50, 754-55, 757-59, 765-67, 770, 772, 778, 787</p> <p>Learning Outcome 2 - The following SLIS courses each have an assignment that relates to the provision of information services: SLIS 600, 701-05, 707, 710-11, 716, 718, 720, 724, 726, 728, 731, 733, 735, 740-41, 743-45, 748-51, 753-59, 761, 766-67, 770, 772, 775, 778, 787</p> <p>Learning Outcome 3 - The following SLIS courses each have an assignment that relates to leadership and management in the LIS field: SLIS 704-05, 711, 720, 724-26, 728-29, 749-51, 754-55, 757, 759, 761, 765-68, 770, 778, 787, 791</p> <p>Learning Outcome 4 - The following SLIS courses each have an assignment that relates to research in the LIS field: SLIS 600, 701-05, 710-11, 716, 718-20, 728, 731-33, 735, 738, 740, 743-45, 748-50, 754-55, 758-59, 765-67, 772, 775, 777</p> <p>Learning Outcome 5 - The following SLIS courses each have an assignment that relates to technology in the LIS field: SLIS 702, 707, 718, 725, 730, 731, 732, 733, 735, 738, 740-41, 743-45, 749, 751, 753, 755, 757-59, 761, 766, 770, 775-78, 787</p> <p>Learning Outcome 6 - The following SLIS courses each have an assignment that relates to lifelong learning and professional development: SLIS 600, 701-02, 704-05, 710-11, 719-20, 728, 733, 735, 738, 744, 748, 750-51, 754-55, 757-59, 761, 766-67, 772, 775, 777, 791</p>
<p>Learning Outcome 1</p> <p>Upon completion of the MLIS program, students will demonstrate competency in information and its organization.</p>

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related to information and its organization. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the work sample based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the information and its organization category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

Spring/Summer 2013 (n=40)

- 77.5% scored Exemplary
- 20% scored Proficient
- 2.5% scored Satisfactory

In sum, 97.5% of students scored proficient or higher. Results were shared at the first faculty meeting of the fall semester. Faculty were concerned that when reviewing work sample they were re-grading assignments already given a grade by a faculty member.

Fall 2013 (n=26)

- 88.5% scored Exemplary
- 11.5% scored Proficient

In sum, 100% of students scored proficient or higher. At least two faculty members did not return scoring guides to be included in the data.

The above results are from students who are not on the School Library track. School Library students complete a different type of portfolio based on the South Carolina Department of Education's ADEPT Standards for school librarians. These results are available through the College of Education.

Use of Results

The scoring guide was revised between fall 2012 and spring/summer 2013 to account for the new program competency areas. Based on feedback from the faculty, a rubric (see attached) was created to replace the scoring guide. This rubric, which will be used starting with fall 2014 graduates, focuses on the reflective portion of the portfolio. This reflection piece allows them to explain how the work sample they chose reflects the learning outcome (competency area). Information on the website and other materials will be updated over the summer to put emphasis on this area. The new rubric will also be added to the website. The new rubric will allow for better assessment of the learning outcomes.

The Assessment Committee will work with the School Library Committee to explore ways to include school library student portfolio data with the non-school library portfolio data.

Learning Outcome 2

Upon completion of the program, students will demonstrate competency in the provision of information services.

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related to the provision of information services. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the work sample based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the provision of information services category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

Spring/Summer 2013 (n=40)

- 90% scored Exemplary
- 10% scored Proficient

In sum, 100% of students scored proficient or higher. Results were shared at the first faculty meeting of the fall semester. Faculty were concerned that when reviewing work sample they were re-grading assignments already given a grade by a faculty member.

Fall 2013 (n=26)

- 84.6% scored Exemplary
- 15.4% scored Proficient

In sum, 100% of students scored proficient or higher. At least two faculty members did not return scoring guides to be included in the data.

The above results are from students who are not on the School Library track. School Library students complete a different type of portfolio based on the South Carolina Department of Education's ADEPT Standards for school librarians. These results are available through the College of Education.

Use of Results

The scoring guide was revised between fall 2012 and spring/summer 2013 to account for the new program competency areas. Based on feedback from the faculty, a rubric (see attached) was created to replace the scoring guide. This rubric, which will be used starting with fall 2014 graduates, focuses on the reflective portion of the portfolio. This reflection piece allows them to explain how the work sample they chose reflects the learning outcome (competency area). Information on the website and other materials will be updated over the summer to put emphasis on this area. The new rubric will also be added to the website. The new rubric will allow for better assessment of the learning outcomes.

The Assessment Committee will work with the School Library Committee to explore ways to include school library student portfolio data with the non-school library portfolio data.

Learning Outcome 3

Upon completion of the program, students will demonstrate competency in leadership and management in the LIS field.

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related to leadership and management in the LIS field. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the work sample based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the leadership and management in the LIS field category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results*Spring/Summer 2013 (n=40)*

- 72.5% scored Exemplary
- 22.5% scored Proficient
- 2.5% scored Satisfactory
- 2.5% scored Unsatisfactory

In sum, 95% of students scored proficient or higher. Results were shared at the first faculty meeting of the fall semester. Faculty were concerned that when reviewing work sample they were re-grading assignments already given a grade by a faculty member.

Fall 2013 (n=26)

- 77% scored Exemplary
- 23% scored Proficient

In sum, 100% of students scored proficient or higher. At least two faculty members did not return scoring guides to be included in the data.

The above results are from students who are not on the School Library track. School Library students complete a different type of portfolio based on the South Carolina Department of Education's ADEPT Standards for school librarians. These results are available through the College of Education.

Use of Results

The scoring guide was revised between fall 2012 and spring/summer 2013 to account for the new program competency areas. Based on feedback from the faculty, a rubric (see attached) was created to replace the scoring guide. This rubric, which will be used starting with fall 2014 graduates, focuses on the reflective portion of the portfolio. This reflection piece allows them to explain how the work sample they chose reflects the learning outcome (competency area). Information on the website and other materials will be updated over the summer to put emphasis on this area. The new rubric will also be added to the website. The new rubric will allow for better assessment of the learning outcomes.

The Assessment Committee will work with the School Library Committee to explore ways to include school library student portfolio data with the non-school library portfolio data.

Learning Outcome 4

Upon completion of the program, students will demonstrate competency in research in the LIS field.

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related to research in the LIS field. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the work sample based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the research in the LIS field category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

Spring/Summer 2013 (n=40)

- 75% scored Exemplary
- 20% scored Proficient
- 5% scored Satisfactory

In sum, 95% of students scored proficient or higher. Results were shared at the first faculty meeting of the fall semester. Faculty were concerned that when reviewing work sample they were re-grading assignments already given a grade by a faculty member.

Fall 2013 (n=26)

- 92.3% scored Exemplary
- 7.7% scored Proficient

In sum, 100% of students scored proficient or higher. At least two faculty members did not return scoring guides to be included in the data.

The above results are from students who are not on the School Library track. School Library students complete a different type of portfolio based on the South Carolina Department of Education's ADEPT Standards for school librarians. These results are available through the College of Education.

Use of Results

The scoring guide was revised between fall 2012 and spring/summer 2013 to account for the new program competency areas. Based on feedback from the faculty, a rubric (see attached) was created to replace the scoring guide. This rubric, which will be used starting with fall 2014 graduates, focuses on the reflective portion of the portfolio. This reflection piece allows them to explain how the work sample they chose reflects the learning outcome (competency area). Information on the website and other materials will be updated over the summer to put emphasis on this area. The new rubric will also be added to the website. The new rubric will allow for better assessment of the learning outcomes.

The Assessment Committee will work with the School Library Committee to explore ways to include school library student portfolio data with the non-school library portfolio data.

Learning Outcome 5

Upon completion of the program, students will demonstrate competency in technology in the LIS field.

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related technology in the LIS field. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the work sample based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the technology in the LIS field category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results*Spring/Summer 2013 (n=40)*

- 82.5% scored Exemplary
- 12.5% scored Proficient
- 5% scored Satisfactory

In sum, 95% of students scored proficient or higher. Results were shared at the first faculty meeting of the fall semester. Faculty were concerned that when reviewing work sample they were re-grading assignments already given a grade by a faculty member.

Fall 2013 (n=26)

- 84.6% scored Exemplary
- 11.5% scored Proficient
- 3.9% scored Satisfactory

In sum, 96.1% of students scored proficient or higher. At least two faculty members did not return scoring guides to be included in the data.

The above results are from students who are not on the School Library track. School Library students complete a different type of portfolio based on the South Carolina Department of Education's ADEPT Standards for school librarians. These results are available through the College of Education.

Use of Results

The scoring guide was revised between fall 2012 and spring/summer 2013 to account for the new program competency areas. Based on feedback from the faculty, a rubric (see attached) was created to replace the scoring guide. This rubric, which will be used starting with fall 2014 graduates, focuses on the reflective portion of the portfolio. This reflection piece allows them to explain how the work sample they chose reflects the learning outcome (competency area). Information on the website and other materials will be updated over the summer to put emphasis on this area. The new rubric will also be added to the website. The new rubric will allow for better assessment of the learning outcomes.

The Assessment Committee will work with the School Library Committee to explore ways to include school library student portfolio data with the non-school library portfolio data.

Learning Outcome 6

Upon completion of the program, students will demonstrate an understanding of the importance of lifelong learning and professional development within the LIS field.

Criteria

All students will submit an end-of-program portfolio. Students will choose an example of their best work and will present a work sample related to lifelong learning and professional development within the LIS field. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the portfolio based on a scoring guide. In order for this learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher on the lifelong learning and professional development category.

Methods

Learning outcomes are assessed at the end of the Spring (May and August graduates) and Fall (December graduates) semesters. Each graduating student submits a portfolio to their faculty advisor who scores it using the Portfolio Scoring Guide. All Scoring Guides are submitted by faculty to the Student Services Office and results are compiled by the Student Services staff. Results will be shared and discussed at the first faculty meeting of the new semester (i.e. December portfolio results will be shared at the January faculty meeting).

Results

Spring/Summer 2013 (n=40)

- 77.5% scored Exemplary
- 22.5% scored Proficient

In sum, 100% of students scored proficient or higher. Results were shared at the first faculty meeting of the fall semester. Faculty were concerned that when reviewing work sample they were re-grading assignments already given a grade by a faculty member.

Fall 2013 (n=26)

- 80.8% scored Exemplary
- 11.5% scored Proficient
- 7.7% scored Satisfactory

In sum, 92.3% of students scored proficient or higher. At least two faculty members did not return scoring guides to be included in the data.

The above results are from students who are not on the School Library track. School Library students complete a different type of portfolio based on the South Carolina Department of Education's ADEPT Standards for school librarians. These results are available through the College of Education.

Use of Results

The scoring guide was revised between fall 2012 and spring/summer 2013 to account for the new program competency areas. Based on feedback from the faculty, a rubric (see attached) was created to replace the scoring guide. This rubric, which will be used starting with fall 2014 graduates, focuses on the reflective portion of the portfolio. This reflection piece allows them to explain how the work sample they chose reflects the learning outcome (competency area). Information on the website and other materials will be updated over the summer to put emphasis on this area. The new rubric will also be added to the website. The new rubric will allow for better assessment of the learning outcomes.

The Assessment Committee will work with the School Library Committee to explore ways to include school library student portfolio data with the non-school library portfolio data.

Future Plans

The accreditation cycle provides an excellent chance to step back from ongoing evolution of the curriculum to a more comprehensive examination. Next year the faculty plan on a comprehensive review of the MLIS curriculum in terms of content, structure, and mode of delivery. Aside from the evidence presented in this standard, feedback from the accreditation process, and consultation with industry leaders across the profession will be sought.

The review will begin by reaffirming our program outcomes and learning objectives. A review will then be done to see if the current course sequence and structure are still optimal given evolving demands of online learners. Then the mode of delivery in terms of course section sizes, the use of in-class field experience, and core course sequencing will be reviewed.

Already, this year, the Curriculum Committee has been tasked to look at the sequencing of core courses. It is hoped by laying out a predictable course rotation scheduling and section sizes will be more predictable. Also, the committee is examining a common start date for cohorts that will allow for greater community building. For example, while students can enter the program in the Fall, Spring, or Summer, they may (depending on the findings of the committee) start their cohort with a common class over the summer.

In any case, the processes detailed throughout this document will form the basis for the examination and any resulting revisions.

Standard III: Faculty

Introduction

In 2014, *U.S. News and World Report* ranked the University of South Carolina School of Library and Information Science 18th in the nation, with the school library program ranked 5th in the nation. These national rankings are due, in large part, to the accomplishments of the SLIS faculty. It can also be attributed to the fact that the University of South Carolina is committed to hiring and retaining faculty who demonstrate excellence in research and teaching. The University of South Carolina is one of only 32 public universities to earn the Carnegie Foundation's top-tier designations in both research activity and community engagement. These institutions are committed to graduate education through the doctorate, and they award 50 or more doctoral degrees per year across at least 15 disciplines. Research I universities have high standards for faculty research productivity, and the evidence and discussion presented in this chapter demonstrates that the School of Library and Information Science strives to meet and exceed these standards for high levels of scholarly productivity. The School of Library and Information Science's Tenure and Promotion Policy also requires excellence in teaching and research for our faculty. It is the balance of these activities and the amount of service we provide nationally and regionally, that make our faculty leaders in the field.

Standard III.1: Capable Faculty

III.1 The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of the program.

The faculty of the School of Library and Information Science is comprised of 15 full-time members with active searches for an additional four positions and planning for a named chair search in 2017-2018 academic year (see Appendix 3A for faculty Curricula Vitae).

The School also hires part-time and adjunct faculty as needed to incorporate additional expertise and experience into the curriculum. In any given semester, the majority of SLIS courses are taught by full-time faculty, most of whom have professional experience in their areas of specialization in addition to their doctoral degrees. All SLIS faculty must be appointed to the graduate faculty by the University's Graduate School. All SLIS full-time faculty, and many adjunct faculty, deliver courses both on campus or via distributed learning, depending on enrollment.

Table 22: List of Faculty

NAME	TITLE	TENURE STATUS	DEGREE	DISCIPLINE OF HIGHEST DEGREE	Appointed	Appointed TP PRESENT RANK
Arns, Jennifer	Associate Professor	Tenured	PhD	Library and Information Science	2003	2009
Copeland, Clayton	Instructor	Not Tenured	PhD	Library and Information Science	2014	2014
Freeburg, Darin	Assistant Professor	Tenure Track	PhD	Communication and Information	2014	2014
Gavigan, Karen	Associate Professor	Tenured	PhD	Curriculum and Instruction	2010	2014
Hastings, Samantha	Professor	Tenured	PhD	Library and Information Science	2006	2006
Karami, Amir	Assistant Professor	Tenure Track	PhD	Information Systems	2015	2015
Kawooya, Dick	Assistant Professor	Tenure Track	PhD	Communication and Information	2012	2012
Lankes, R. David	Director and Professor	Tenured	PhD	Information Transfer	2016	2016
Lewis, Elise	Assistant Professor	Tenure Track	PhD	Information Science	2009	2011
Liu, Jingjing	Assistant Professor	Tenure Track	PhD	Information Science	2012	2012
Marshall, Jennifer	Instructor	Not Tenured	PhD	Library and Information Science	2004	2014
Moorefield-Lang, Heather	Assistant Professor	Tenure Track	EdD	Curriculum and Instruction	2014	2014
Rathbun-Grubb, Susan	Assistant Professor	Tenure Track	PhD	Information and Library Science	2010	2010
Solomon, Geraldine	Instructor	Not Tenured	MLS	School Libraries	2002	2002
Solomon, Paul	Associate Professor	Tenured	PhD	Information Science	2008	2008
Tu-Keefner, Feili	Associate Professor	Tenured	PhD	Library and Information Studies	2003	2009

Full time faculty at SLIS are either tenure-track or instructors. Tenure track faculty are evaluated on teaching, research, and service in a university-wide tenure process. Instructors, on the other hand, are evaluated on teaching and service and employed on renewing contracts (one to three years). While for certain processes, this distinction is important (most notably only tenure-track faculty can participate in the tenure and promotion process), all those listed in Table 21 are considered part of the full time faculty and included in decision making and planning activities for the school. Instructors can, for example, chair school committees, review portfolios, and have advisees.

In some cases, adjunct faculty are hired to allow for more frequent scheduling of classes. Adjunct faculty enrich the quality of the program by teaching in their specialized areas of practice and research. For example, a practicing audiovisual resources cataloger teaches Cataloging Information Materials (SLIS 730) and Introduction to Technical Services (SLIS 702), and practicing school librarians teach sections of SLIS 325, Children's Literature, a course for undergraduates. SLIS is able to leverage its relationships with local business and industry as well; the adjunct instructor of Information and Records Management (SLIS 750) is the Supervisor of Corporate Records at SCANA, the primary energy company in South Carolina. Adjunct faculty also help to enhance the diversity of the SLIS program.

Faculty governance is detailed in the following policy documents:

- Appendix 3B: University of South Carolina Faculty Manual
- Appendix 4A: SLIS Policy A1.10 Appointment of Faculty
- Appendix 4A: SLIS Policy A1.22 Distance Education
- Appendix 4A: SLIS Policy A1.75 Temporary Faculty

Standard III.2: Teaching, Research, and Service

III.2 The program demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of excellence in teaching, research, and service; and through provision of a stimulating learning and research environment.

Teaching, scholarship, and service are the three criteria upon which promotion and tenure decisions are made. All recruitment of faculty includes these three criteria in

considering candidates. As stated in the SLIS Tenure and Promotion Criteria (Appendix 4A):

“Teaching, research, and service are each components of scholarly performance. The synergy among teaching, research, and service that is scholarship is evaluated through evidence of impact on student learning, advancement of knowledge, and the information professions and broader society at state, national, and international levels.”

Those appointed at the rank of assistant professor or above are expected to have earned a research doctorate. To be promoted from assistant professor to associate professor and to receive tenure:

“A candidate for tenure must show excellence in either teaching or research and be at least good in the other area (teaching or research). It is expected that Service will at least be at the good level and will complement teaching and research. The candidate's record will indicate a degree of growth and development in scholarship leading to the expectation of achievement of state, regional, national, or international visibility that enhances the image of the School, College, and University.”

The following are the criteria for associate professors who are candidates for full professor:

“Candidates will be considered eligible for promotion to the rank of Professor if they meet the definition of excellence in teaching and research, and are at least good in service. They will have achieved national or international professional visibility that enhances the image of the School, College, and University. Their performance will demonstrate consistent and durable impact on the information field.”

Innovation is encouraged by the provision of resources, administrative support, and continuing education opportunities. Travel funds, are provided to faculty to encourage participation at professional meetings and the presentation of research findings at conferences. From July of 2015 to present, over \$66,000 has been expended on faculty travel and over \$491,000 for the period of this report. In addition, faculty members participate in the following SLIS professional development opportunities:

- Tenure Tuesdays: Talks of interest to tenure track faculty in terms of tenure and promotion. Talks delivered and planned include: exploration of the tenure process by a member of the university tenure and promotion committee; developing a coherent research agenda; tools for citation analysis; seeking external funding.
- Writing Wednesdays: An informal group of faculty that share writing projects and peer feedback.
- Technology Training Sessions: Schedule sessions to demonstrate new technologies for use in courses.
- Friday Brown Bag lunches on a variety of topics: Invited speakers and topics of mutual interest to the whole school.

Guest speakers often present professional development sessions to SLIS faculty at these events. For example, a member of the Committee of 24, the university-level committee that evaluates and votes on all tenure and promotion files, provided the SLIS faculty with tips on how to prepare their tenure and promotion files.

The University's Center for Teaching Excellence (CTE) provides workshops and other services to facilitate the continuous improvement of teaching. The SLIS faculty and doctoral students frequently attend these workshops. Also, SLIS faculty are often invited to present CTE workshops to their colleagues from across campus. For example, Heather Moorefield - Lang has presented sessions on Digital Tools and Apps for Distributed Learning, Digital Resources for Research, Alternative Discussion Tools for Online Courses, as well as Great Online Tools for Instruction.

The following is a sample of professional development activities available to SLIS faculty:

2014-15 Professional Development in Technology for SLIS

- Professional Development Workshop on Quality Matters delivered by Center for Teaching Excellence
- Professional Development Workshop on Accessibility in Online Instruction delivered by Heather Moorefield-Lang and Clayton Copeland

- Professional Development Workshop on Blackboard delivered by Center for Teaching Excellence

2015-2016 Professional Development in Technology for SLIS

- Professional Development Workshop on Quality Matters delivered by Center for Teaching Excellence
- Professional Development Workshop on Makerspaces delivered by Heather Moorefield-Lang
- Professional Development Workshop on Adobe Updates delivered by SLIS IT Committee
- Professional Development Workshop on technology availability in SLIS delivered by SLIS IT Committee

In 2013, the Provost announced a distributed learning quality review for all online and blended courses because of the number of distributed learning courses being designed and offered at the University. The goal is for all existing distributed learning courses to undergo a review to meet basic standards for ADA accessibility and design quality. With the School of Library and Information Science having such a high number of online courses, it was selected as one of the first programs at the university to participate in the review process. The University of South Carolina's review standards are based on Quality Matters (QM), a nationally recognized leader in quality online course design. The QM instrument is comprised of eight general standards and 43 specific review standards that many institutions of higher education use to evaluate the design of online courses. Following meetings between the Center for Teaching Excellence and the Office of Student Disability Services, a decision was made to create specific accessibility standards to accompany Quality Matter's "Accessibility" standards. Training sessions and dedicated instructional designers from the Center for Teaching Excellence were provided throughout the last year to help SLIS faculty prepare their courses so that they meet quality assurance standards. Quality Review certification for SLIS classes is part of a five-year plan at the University. So far, eight SLIS classes have received Quality Review Certification.

Faculty at SLIS are also supported in their research by the University's Office of the Vice President of Research, which assists with the development of research proposals. In addition, the Office supports researchers by providing training and funding for grants. SLIS encourages faculty to apply for these internal research grant awards. For example, the following faculty have won awards to investigate the following topics:

- Clayton Copeland, From Lived Experiences: Disaster Preparedness and Response During South Carolina's Historic 2015 Flood and Impacts on People with Disabilities
- Jing Jing Liu, Feili Tu-Keefner, and Sam Hastings, The Value of Public Libraries During a Major Flood: What the 2015 Catastrophic Flooding in South Carolina has Taught Us
- Amir Karami, Medical Case Reports Analytics (MCRA) in Neurology
- Karen Gavigan, ASPIRE-ing to Prevent HIV/AIDS: A Graphic Novel Intervention for South Carolina Teens

In addition to training and funding opportunities for faculty, a stimulating learning and research environment is made available to SLIS undergraduate, graduate, and doctoral students. For the past two years, undergraduate students have participated in SLIS Information Science Discovery Day, during which they present posters on Information Science studies they have conducted. The event helps them become comfortable presenting their research, and it helps prepare them to participate in the campus-wide University of South Carolina Discovery Day.

Graduate students at SLIS participate in research through independent studies that lead to conference presentations, journal articles, or book chapters. The SLIS Ph.D. students attend each other's dissertation proposals and defenses, and support each other's research throughout their program of study. The doctoral candidate's faculty supervisor selects a venue that can support public attendance at the proposal and dissertation defenses and invites the community to attend. The candidate has the opportunity to answer questions and receive feedback on their research from other students and faculty. Finally, the School provides funding for Ph.D. students to present research papers and posters at professional conferences.

More information can be found in:

- Appendix 4A: SLIS Policy A1.32 Tenure and Promotion Guidelines
- Appendix 4A: SLIS Policy A1.55 Recruitment of Faculty
- Center for Teaching Excellence information:
http://www.sc.edu/about/offices_and_divisions/cte/index.php
- Appendix 4A: SLIS Policy A2.65 Travel

Standard III.3: Diversity and the Faculty

III.3 The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

SLIS is dedicated to the development of a diverse faculty. The University provides excellent policies and support to encourage the hiring and retention of a diverse faculty college-wide. As stated in the University's Academic Affair Policy (ACAF) 1.00, the School's hiring practices "are in compliance with all pertinent state and federal laws that require adherence to equal opportunity and affirmative action provisions, and with all requirements of the South Carolina Commission on Higher Education (CHE) and the Southern Association of Colleges and Schools and Commission on Colleges (SACS COC)."

The SLIS also has its own Diversity Action Plan. The second section of the SLIS Diversity Action Plan presents the "Faculty/Staff Diversity Action Plan." This action plan is publicly available on the SLIS web site
<http://www.libsci.sc.edu/diversity/facultystaff.htm>.

Additional evidence of the School's efforts to hire a diverse faculty is the SLIS African American Leadership Group, which was established in 2004. This group is made up of highly successful African American library professionals from around the state of South Carolina. Since renamed and repurposed as the SLIS Diversity Leadership Group, the group continues to advise the School on issues relating to the recruitment, retention and advancement of African Americans and ethnically diverse professionals in libraries across the state, and on establishing a mentoring network for current students and beginning professionals. SLIS faculty are provided with opportunities to meet with the group to hear their concerns and advice.

In an effort to help the SLIS and other University of South Carolina schools retain diverse faculty, the University is an institutional member of the National Center for Faculty Development and Diversity, an organization "dedicated to helping faculty, particularly under-represented faculty, make a successful transition from graduate student to professor... increase writing productivity, maintain work-family balance, create broad networks of collegial support on their campus, and develop a committed

stance towards their institutional home.” The Office of Diversity and Inclusion at University of South Carolina also provides training and support to help all faculty become “allies for members of our diverse community.” SLIS encourages faculty to use these helpful resources as part of their professional development process.

Standard III.4: Qualified Faculty

III.4 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.

The qualifications of faculty members are provided in their curricula vitae, which are included as part of this report. Teaching assignments are made in consultation with the faculty, based upon their knowledge of the teaching area. All faculty are expected to stay current on the latest developments in their teaching areas. The School also strives to keep faculty current in the use of the latest technologies for teaching and learning. An example of faculty expertise in the area of technology is the Tech 15 website developed by Heather Moorefield-Lang. It is a resource used by librarians and educators from around the world, available at <http://www.techfifteen.com/tech-15.html>.

SLIS values teaching as an essential component of student learning, thus the review of faculty and instructor teaching is conducted annually. Evaluation procedures and criteria are specified in tenure and promotion documents. Student evaluations are collected for each SLIS course, and the results are used by faculty to improve their teaching skills. Additionally, focus groups conducted with alumni throughout the state are a source of feedback about the relevance of the assignments to practice.

Further, an annual peer review process is implemented for each tenure-track faculty member. Two tenured faculty members review tenure-track faculty members’ classes to evaluate their teaching, using the Peer Review Rating Form (see Appendix 4A). Each spring, members of the SLIS Tenure and Promotion Committee use this rubric, as well as additional information to provide an annual review summarizing the faculty member’s research, teaching, and service activities. Evaluation letters are sent to each faculty member, the Director, and the Dean. The Director meets with each faculty member to review the evaluations and the faculty’s work plans for the next academic year. This annual evaluation is a part of the tenure and promotion process.

Faculty receive support for travel to practitioner conferences where they learn about recent advancements, network with professionals and vendors in the field, and enhance their teaching with updated knowledge and skills. Annual conferences, such as those held by the American Library Association, the American Society for Indexing, the Dublin Core Metadata Initiative, state and regional library and museum associations, and the Charleston Conference, are important venues where our faculty participate.

The SLIS faculty have received numerous awards, which demonstrate their effectiveness in teaching, professional activities, and service. A selective list of these awards follow:

- Clayton Copeland - Two Thumbs Up Teaching Award in 2011 and 2015. Awarded by the University of South Carolina Office of Student Disability Services to faculty who have provided exceptional courses and have met the needs of students with disabilities.
- Darin Freeburg – Thomas Cooper Library's Open Access Award (ScOER, 2015).
- Karen Gavigan - 2014 Frances Bryant Bradburn Distinguished Service Award, North Carolina School Library Media Association
- Dick Kawooya, 2016 Carnegie African Diaspora Fellow Institute of International Education (IIE)/ United State International University-Africa (USIU-Africa)/Carnegie Corporation of New York
- David Lankes, 2016 American Library Association Ken Haycock Award for Promoting Librarianship
- Heather Moorefield-Lang - Two Thumbs Up Teaching Award (2015). Awarded by the University of South Carolina Office of Student Disability Services to faculty who have provided exceptional courses and have met the needs of students with disabilities.
- Feili Tu - First place award for paper, Twitter, scholarly communication, and evidence-based health information access: How major medical journals have been using social media for information dissemination at the 2012 Quad Chapter (Mid-Atlantic, Southern, New York/New Jersey, and Philadelphia Regional Chapters) of the Medical Library Association Joint Meeting and Exhibition, Baltimore, MD, October 13-16, 2012.

In an effort to stay current in research, teaching, and service, the faculty at SLIS actively participate in professional organizations and activities. For information about SLIS Association involvement, please see the faculty curricula vitae.

Standard III.5: Scholarship

III.5 For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.

Faculty curricula vitae list their accomplishments in the areas of scholarship, teaching, and service. The criteria for promotion and tenure and post-tenure review require continued accomplishment in these areas, which are regularly included in performance evaluations. All faculty, including tenured faculty, are reviewed on a regular schedule.

The hallmark of research at SLIS can best be characterized as “scholarship in action.” SLIS faculty, instructors, and even staff have active research agendas that often blur the lines between the classical distinctions of teaching, research, and service. Scholarship at SLIS is characterized by strong scholarship and equally strong engagement as befits a university with both a Carnegie research and service distinction.

It is not enough to simply study an issue or document a phenomenon, SLIS scholars seek to engage communities in developing solutions and ultimately improve decision making within those communities. Take the work of Dr. Heather Moorefield-Lang. Dr. Moorefield-Lang has an outstanding reputation in the school media world. She is knowledgeable about maker spaces and the use of mobile technologies in education. She not only publishes on the topic, but publishes practitioner-oriented videos on YouTube.

This pattern can be seen again and again. Dr. Karen Gavigan does not simply study the use of graphic novels in school libraries, she worked with incarcerated youth to create a graphic novel. Dr. Copeland researches the impact natural disasters on people with disabilities and works with the university’s Geographic Information Systems department to develop apps to help people with mobility issues navigate the campus.

Standard III.6: Faculty Preparation

III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.

Tenured and tenure-track faculty hold the research doctorate. Instructors and adjunct faculty have sufficient academic credentials to attain appointment to the graduate faculty. Faculty regularly participates in planning and assessment for the school. Several faculty members have served on COA visiting teams and or the committee itself. Monthly faculty meetings and the meetings of standing committees provide opportunities for faculty involvement in School planning and implementation of curricular and research activities.

Faculty maintain a close relationship with practitioners in libraries and information centers around the state. The faculty's expertise is frequently tapped for professional development events. For example, the school library faculty provided sessions at five regional workshops for school librarians last year, in addition to presentations for school districts and the school library supervisors in South Carolina. Susan Rathbun-Grubb taught the new cataloging rules to 80 public and university catalogers from across the state; additionally, she taught several workshops on subject headings and classification in the SLIS Panning for Gold program, a continuing education program offered to practitioners. Focus group data indicate that alumni who are currently working in the field maintain professional ties with faculty and adjunct instructors, networking at conferences and workshops, and communicating through email.

Faculty grants, publications, and projects reflect a commitment to interdisciplinary research with scholars from other departments on campus, as well as colleagues and practitioners from around the world. For example:

- Dick Kawooya published an article with three colleagues in Africa entitled, Copyright and Education in Africa: Lessons from the African Copyright and Access to Knowledge Project.

- Amir Karami was awarded an internal grant entitled, A Foundational Information Infrastructure for Future SC Floods Impact Research with University of South Carolina colleagues in the math and physics departments.
- R. David Lankes is partnering with practitioners across the country in his funded projects: Community as Collection: Building the Community Profile System, a three-year investigation into building a community profile system to allow libraries to better connect to community expertise, and Expect More Collaboratory, a two-year effort to develop advocacy and training materials for librarians and libraries based on the Expect More book.

The faculty are currently putting together a series of “Collaboratories,” or web-based gateways to interdisciplinary research. The initial areas include:

- International Efforts: this Collaboratory will link faculty across the school and College of Information and Communications working on international issues. This includes Dick Kawooya’s international intellectual property studies, Jennifer Arns work with international library competencies through IFLA, and Karen Gavigan’s work with incarcerated youth in South Africa.
- Libraries in Times of Crisis: This work builds on the faculty studies on the role of libraries in the 2015 Columbia 1,000-year Flood to include the more recent impact of Hurricane Matthew on the coasts of the Carolinas and flooding in Louisiana (for more information see http://www.sc.edu/study/colleges_schools/cic/library_and_information_science/news/2016/slis_faculty_research_flood.php#.WDNMyHeZMUE).
- Literacy and Workforce Development: This work builds on the work of Cockys’s Reading Express and the South Carolina Center for Children’s Books and Literacy to explore how early literacy plays a role in workforce development for high-tech manufacturers like Boeing and Michelin North America (for more see https://www.sc.edu/study/colleges_schools/cic/library_and_information_science/literacy/cockys_reading_express/index.php).

Each Collaboratory will have a central mission and an impact goal where scholarship is put into action for communities. So, faculty do not simply study and document how libraries serve in times of natural disaster, but develop disaster plans, organize book drives, and develop community-wide cultures of literacy.

Additional collaborations with scholars and practitioners can be found in faculty curriculum vitae.

Standard III.7: Faculty Assignments

III.7 Faculty assignments relate to the needs of the program and to the competencies of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service

Each faculty member teaches a variety of courses related to his or her areas of expertise. Centralized coordination of course scheduling by the Director and the Program Coordinator for Distributed Learning assures an even rotation of course offerings. Summer teaching is optional, and summer courses are taught by full-time and adjunct faculty. A full-time faculty member may opt to teach a maximum of two three-credit courses per summer. Tenured and tenure-track faculty are typically assigned to teach two courses per semester. Full-time instructors typically teach three courses per semester.

Release time and course buy outs are available for faculty with funded research projects. This year, Karen Gavigan received a course buy out for spring 2017 through a Teaching with Primary Sources (TPS) Grant from the Library of Congress. The course buyout will enable her time to provide workshops in school districts around the state and in SLIS and College of Education classes in spring 2017.

Assessment

The School's faculty are well qualified and productive in accordance with Standard III, and they are dedicated to executing the goals and objectives of the program. The School adheres to University and School policies and procedures for hiring and evaluating faculty. The size of the faculty has remained relatively static in comparison to our enrollment numbers. In an effort to ease the teaching load on the faculty, SLIS 701, SLIS 707, and other courses with enrollments of over 35 students, frequently have Course Assistants. This enriches the student's experience and eases the work load for the faculty.

Students consistently praise the SLIS in their End of Program surveys. For example, they respond favorably to questions about how well they were advised and the levels of communication they have with their advisors and other faculty members. Feedback from focus groups conducted around the state reveal that alumni were pleased with the

quality of the instruction they received, and their program of study. The School takes pride in the faculty's commitment to their students, and their efforts to continue to provide an exceptional, nationally-ranked program.

Faculty are also encouraged to engage professional associations to serve the profession. Table 22 presents a very short list of professional engagements.

Table 23: SLIS Faculty Members – Select Activity in a Professional Association

Faculty Member	Professional Association/Organization
Jennifer Arns	IFLA Standing Committee on Library Theory and Research
Clayton Copeland	Member of the Dolly Gray Children's Literature Book Award Committee
Darin Freebrug	Chair, Knowledge Management SIG of ASIS&T
Karen Gavigan	Chair, Joint Committee of the International Association of School Librarians (IASL) and the International Federation of Library Associations and Institutions' (IFLA) Standing Committee for School Libraries
Sam Hastings	Immediate Past President of ALISE
Kim Jeffcoat (Adjunct Faculty)	SC Humanities Board Vice-Chair 2016-2018
Amir Karami	Ambassador (Successful Second-Year Faculty Member) at the 2016 University of South Carolina New Faculty Orientation
Dick Kawooya	Member of the Expert Group of the International Advocacy Programme (IAP) of the International Federation of Library Associations and Institutions (IFLA)
David Lankes	Advisory Group for ALA's Center for the Future of Libraries
Elise Lewis	Incoming chair of the Eugene Garfield Dissertation Award, ALISE
Jingjing Liu	Conference and journal reviewer for ACM: Association for Computing Machinery
Heather Moorefield-Lang	Chair, American Association of School Librarians Best Websites for Teaching and Learning
Susan Rathbun-Grubb	Co-chair, Competencies and Education for a Career and Cataloging Interest Group, Association for Library Collections and Technical Services, ALA, 2016-2017
Paul Solomon	Regional Editor for IJIM—International Journal of Information Management
Felli Tu	Member of the Research Committee for the Southern Chapter/Medical Library Association

To ensure continuous improvement of teaching the Distributed Learning Committee was renamed and tasked as the Committee on Instructional Quality in the Spring of 2017.

This committee shall include a student representative and shall:

- Evaluate student course evaluations at the end of each semester
- Develop training for new adjuncts and faculty
- Encourage best practices for pedagogy across the school
- Provide the full faculty with aggregate data on instructional quality
- Consult with the director on adjunct instructor assignments

Instructional quality is a top concern of SLIS and is an ongoing process. In essence, no one is ever finished in seeking to be a good teacher. The goal of the Instructional Quality Committee is to be an ongoing part of an ongoing process.

Future Plans

The future of the SLIS faculty is bright. The school plans to actively pursue additional faculty lines to support all the SLIS programs. The provost's office has indicated a willingness to invest in growing programs that bring in "net new" students (students that increase the overall enrollment on the university). While these lines will most likely come from a growing undergraduate program, there will be no separation of faculty by program.

In current recruitment and future positions SLIS will continuously strive for greater diversity on the faculty. A recent poster at the South Carolina Library Association submitted by SLIS staff and faculty show a positive diversity story, but one that can be improved: 4 of 16 (at the time of the proposal) faculty members were people of color.

To ensure the success of current and future faculty at all levels the school shall continue to refine and revise the SLIS Tenure and Promotion Policy and Guidelines. The goal is to increase faculty oversight and participation. The school has also put in place a mentoring program for tenured and untenured faculty. Dr. Charles Curran, emeritus professor offers mentoring and writing support for untenured faculty. Director Lankes works with adjunct professors to prepare them for promotion to professor through regular meetings and supporting their travel and research.

The faculty will seek to increase their external funding. Rather than focusing exclusively on federal sources of funds (IMLS, NSF), the faculty seek to be entrepreneurial and

develop consortia funding. Projects, such as Expect More, that pool small pots of money from wide sources not only support research, but build in the means of disseminating results. This can also be seen in the recent successful crowd funding of Cocky's Reading Express for \$25,000 through the university's new crowd sourcing platform (CRE was the first project to use the new system).

Finally, the school seeks to build a more extensive means of "on boarding" adjunct instructors. Bringing in one-time instructors from the profession makes good sense in a professionally aligned school. However, success in librarianship does not automatically equate to preparedness in teaching. The Program Coordinator for Distributed Learning is tasked and evaluated on working with first-time instructors in building and delivering courses online and off.

Standard IV: Students

Introduction

This chapter outlines the alignment of the University of South Carolina School of Library and Information Science to the fourth COA standard – students. Ultimately, everything we do is for our students. The faculty and staff of SLIS strive to be both high-tech and high-touch whether in a classroom in Davis College or via a distance education course. The mission of the Student Services Office is to assist students in achieving their educational and career goals by providing support to SLIS students, faculty, and staff. This student-centered approach is the key to the success of our students.

Standard IV.1: Program Recruitment

IV.1 The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the program's mission and program goals and objectives.

The needs and values of our students are the primary focus of the Master's Program. SLIS policies and procedures are developed and revised on a regular basis to address student needs. SLIS has policies in place consistent with the mission, goals, and objectives of the School. These policies are listed on the website at http://www.sc.edu/study/colleges_schools/cic/internal/for-faculty/slispolicies/index.php and in Appendix 4A. All policies that impact students have been reviewed.

Like other library schools across the country, the past few years have seen a decline in enrollment. The latest numbers are positive and we hope enrollment numbers continue to maintain or trend up. Figure 4 summarizes the total MLIS enrollment, while Figures 5, 6, and 7 break out enrollment numbers by semester.

Figure 4: Total MLIS Enrollment

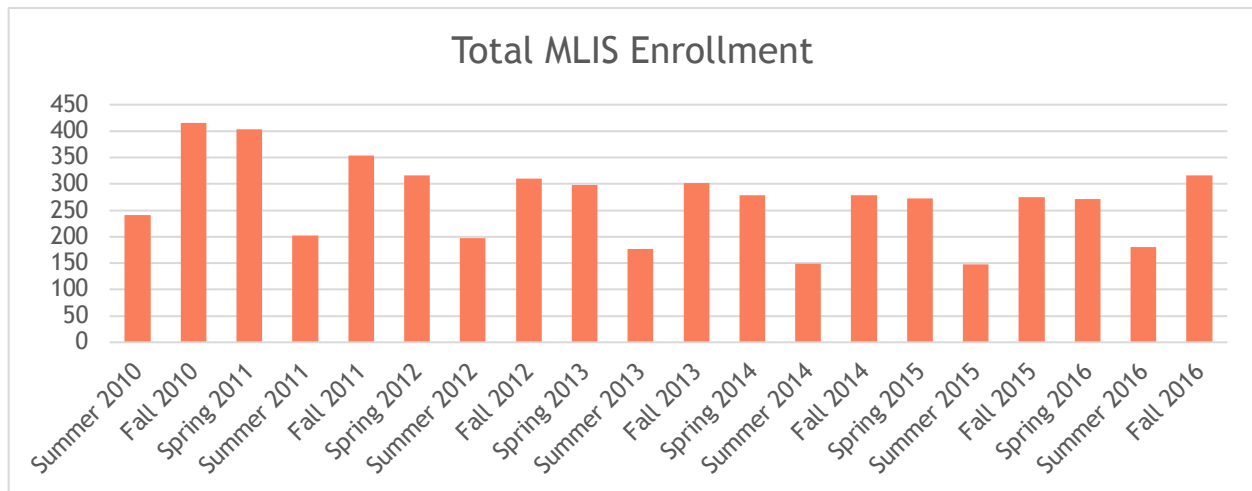


Figure 5: MLIS Enrollment Spring Semesters

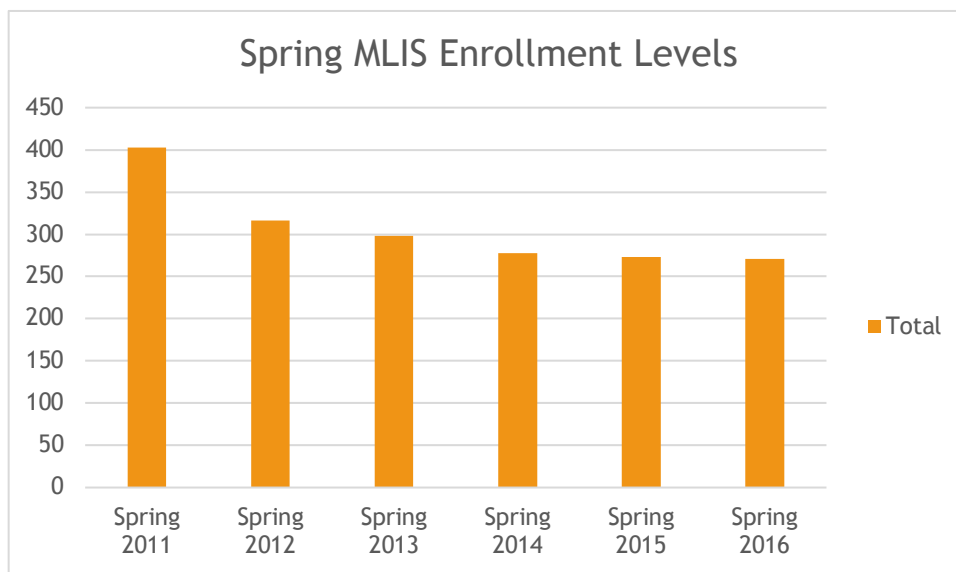


Figure 6: MLIS Enrollment Summer Semesters

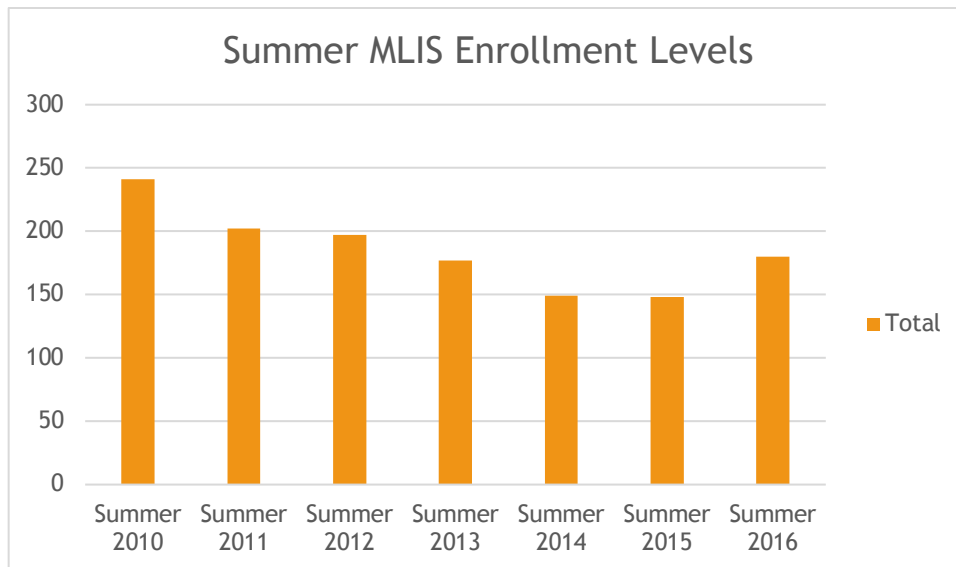
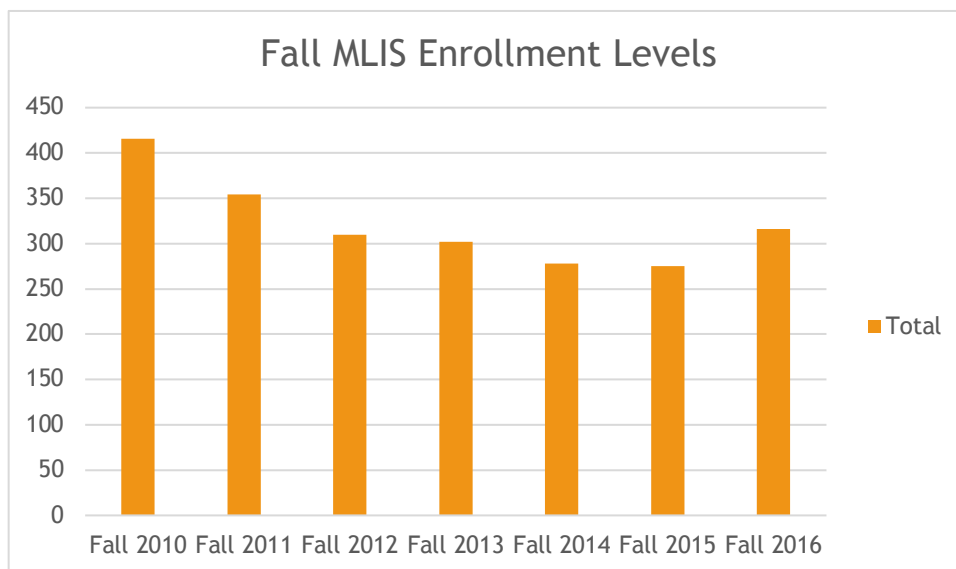


Figure 7: MLIS Enrollment Fall Semesters



The School consistently explores ways to successfully recruit a more diverse student body. We strive to meet the objectives of our Diversity Action Plan, which guides our efforts for recruiting from underserved populations. Our percentage of non-white students has remained steady – around 14%. While we have added recruiting opportunities at Historically Black Colleges and Universities and other professional

organizations we intend to create an overall recruiting strategy that focuses on diversity with our new Graduate Admissions Coordinator. Figure 5 summarizes the gender distribution and Figures 6 and 7 summarize the ethnicity of enrolled SLIS students.

Figure 5: Gender Distribution

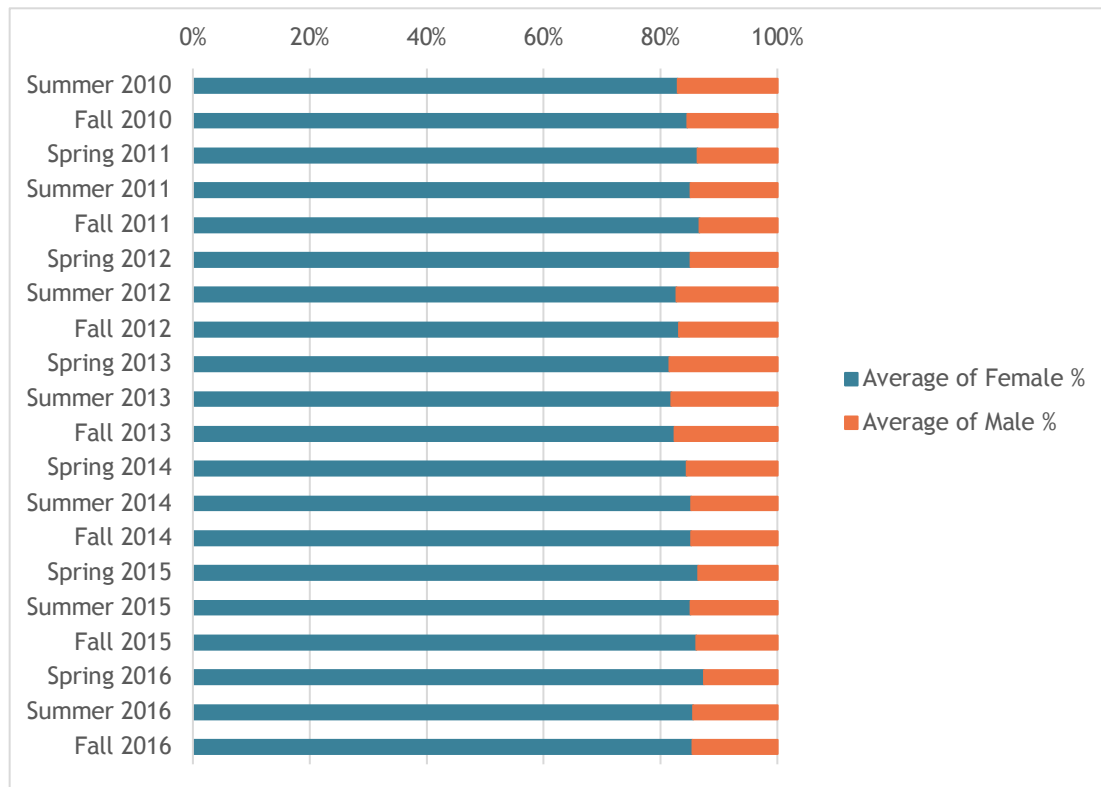


Figure 6: Ethnic Distribution in an Average Semester

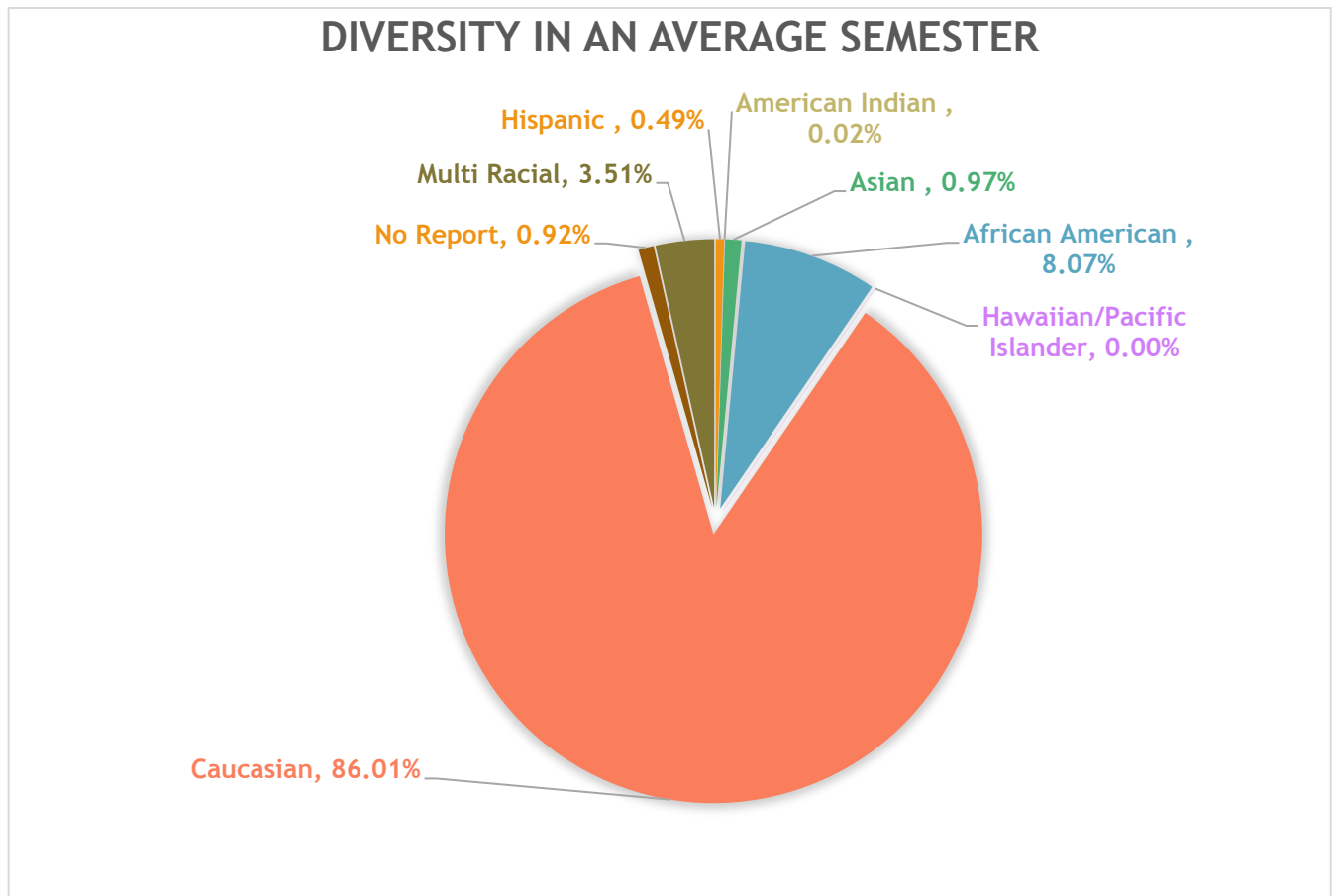
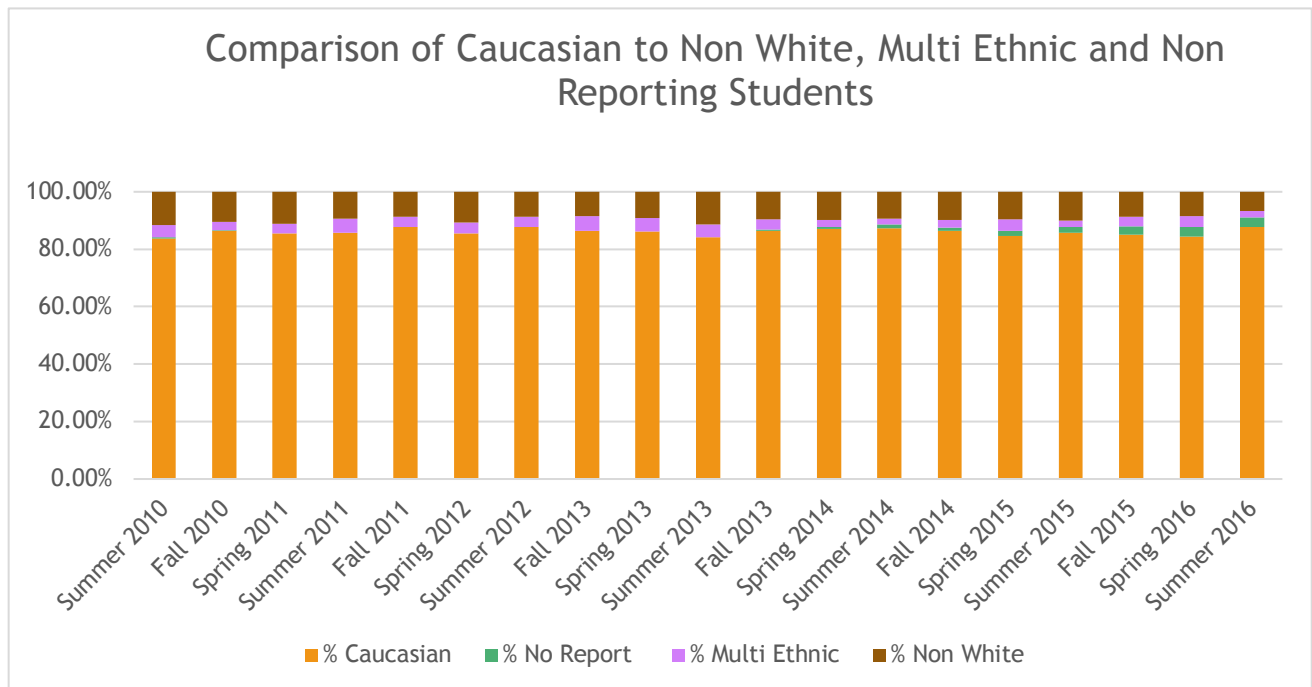


Figure 7: Comparison of Caucasian to Non White, Multi Ethnic and Non Reporting Students



The average number of years to graduate for our students is 2.5 years and the number of graduates averages 135 per year. Figures 8 and 9 breakdown graduates by gender and ethnicity.

Figure 8: Graduates by Gender

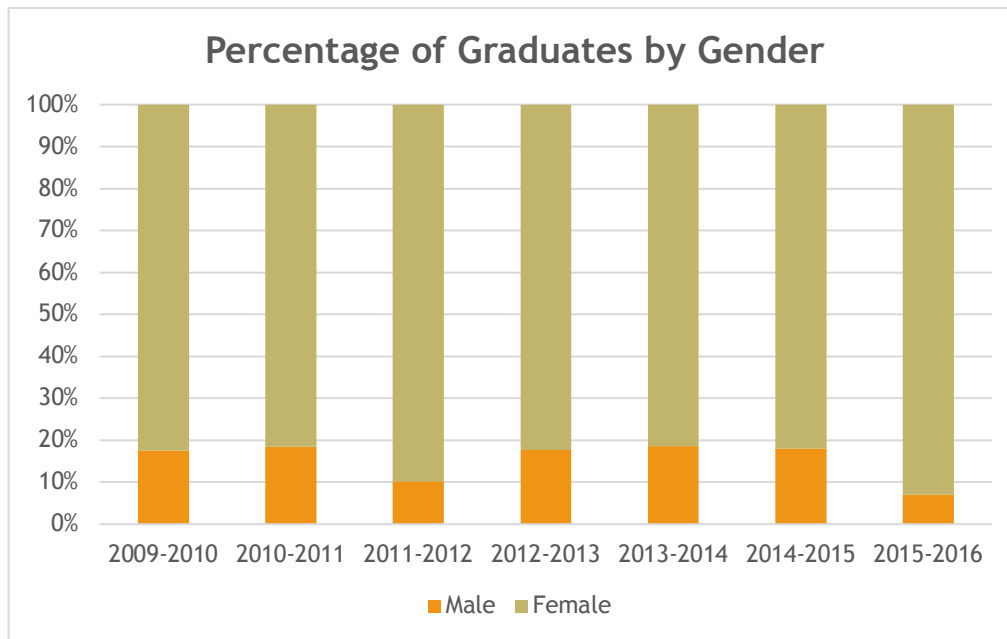
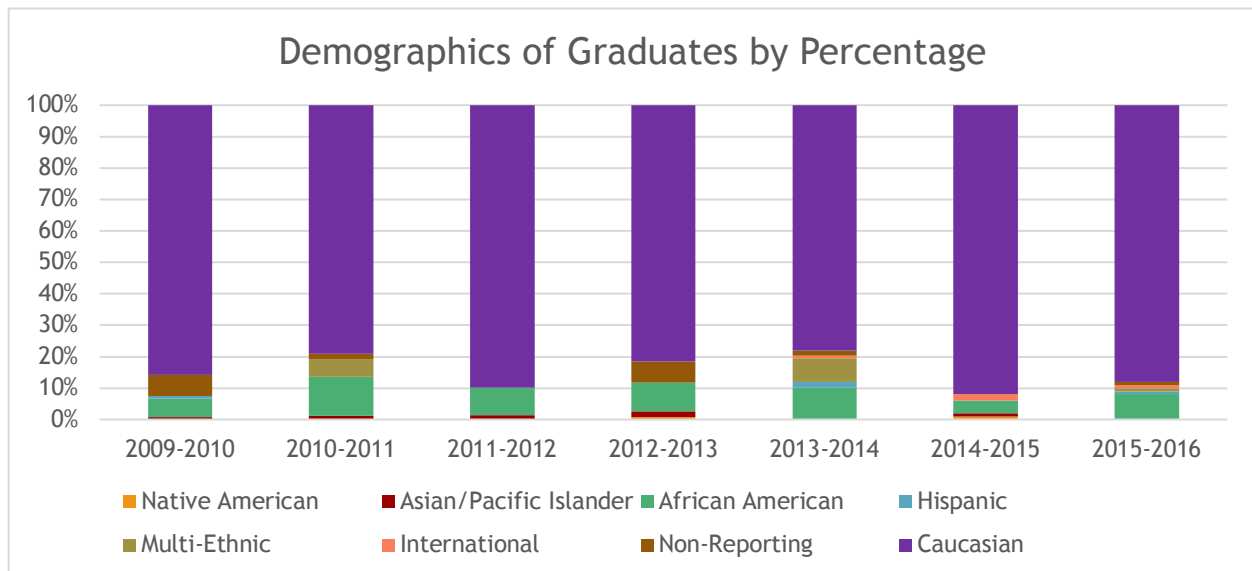


Figure 9: Graduates by Ethnicity

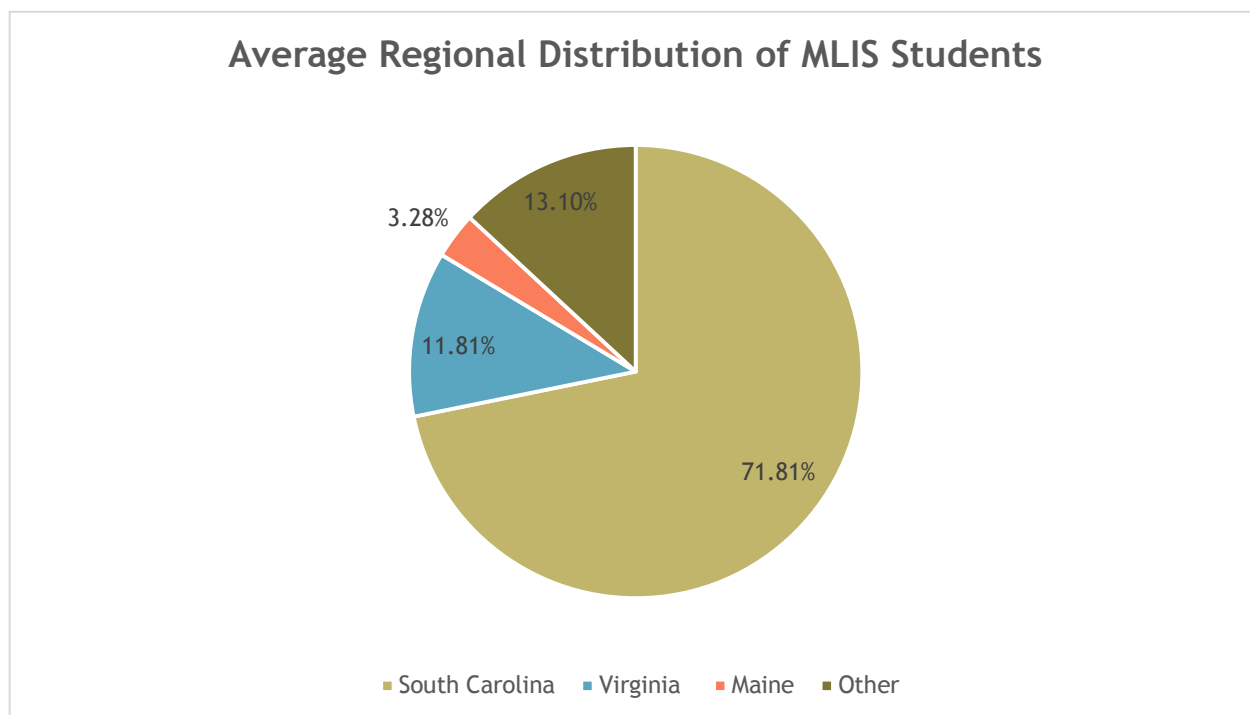


The retention rate is 86.4%, with 10.66% of students stopping out and 3.26% of students being academically dismissed. The cancellation of Admission policy (A5.01) was updated in 2013. Students who started the program prior to fall 2014 were able to remain enrolled in the program after earning a D, but a grade of D cannot be counted toward graduation. The updated policy suspends a student for a year if they earn a D, F, or WF. This policy was changed to make it clear to students that a D will not count

toward their program of study. In addition, the Graduate School requires students to maintain a 3.0 GPA, which is difficult to sustain with a D. This policy helps to ensure that students who are not able to be successful in the program do not continue to expend resources. The policy change did not increase the number of students suspended. Students who apply for reinstatement must work with their advisor to map out their remaining coursework as a condition of their reinstatement process.

On average, a little over 70% of MLIS students are South Carolina residents. As the markets in our traditional cohort areas (Virginia and Maine) have become saturated, we have tried to widen our reach. On average, 13% of our students come from states outside of South Carolina, Virginia, and Maine. Some out of state students are able to take advantage of Academic Common Market (ACM) through their home state. If their home state does not offer a similar program, they may apply for ACM through their home state and, if approved, pay the in-state tuition rate.

Figure 10: Average Regional Distribution of MLIS Students



The University has an excellent Career Center (<http://sc.edu/career/>) available to students. The Center offers students resume and interviewing tips, connects them with

potential employers, and job fairs. The Library and Information Science Student Association (LISSA) occasionally offers colloquia on the job search. We track our alumni using an in-house database and the College level uses the Millennium system to track college alumni. This database helps us keep up with graduates, but also houses employer information that we can use to help students or new alums make connections.

There is no ideal way to collect placement data. We participate in the Library Journal Survey, but get a small response from our alumni. Often, students begin the program already employed in a library or school and will receive a raise, a promotion, and/or move from the classroom to the school library upon completion of our degree. Students who are able to move and are open in regards to location tend to find jobs more quickly than those who stay where they are. Recent graduate examples: director of a county library in South Carolina, the archivist for McDonald's, a metadata librarian for the South Carolina State Library, and a data exchange analyst and team lead for a real estate platform company.

Most of our students are part time and employed while attending SLIS. Many of our students require financial assistance to attend school. We offer a number of graduate assistant (GA) positions for students who are not employed full time and live near campus. GA's receive a tuition reduction and a stipend. In addition to graduate assistantships with tuition supplements, the program provides scholarships through the school's foundation accounts. Students may apply for all scholarships offered by the university as detailed in the admissions information provided to all prospective students. Additionally, SLIS provides information on scholarships through its Web site available at:

http://www.sc.edu/study/colleges_schools/cic/internal/graduate/slis/student-services/assistantships_scholarships_fellowships.

Students who receive an assistantship or a scholarship of at least \$500 (\$250/semester) automatically qualify for in state tuition rates.

Our tuition remains one of the most affordable in the nation. Students who will not live in South Carolina while attending receive what we call a "cohort rate." The cohort rate, developed and approved when we had regional cohorts, is \$120 more per credit hour than the in state tuition rate. Currently, the in state rate is \$533.25 per credit hour, so out of state students pay \$653.25 per credit hour. See Table 23 for the Fee Schedule.

Table 24: Fee Schedule

Campus and Tuition Type	Hourly Rate
Graduate Tuition	
Resident (a SC resident living in SC while enrolled)	\$533.25
Non-resident (a non-SC resident living in SC while enrolled)	\$1,142
Cohort Rate (living outside of SC while enrolled)	\$653.25
South Carolina Certified Teacher Rate	\$480
Non-SC Certified Teacher Rate**	\$571
Additional Fees	
SLIS Enhancement Fee (one-time charge for Graduate students) - \$800	
University of South Carolina Matriculation Fee (one-time charge) - \$80	
International Student Enrollment Fee (one-time charge) - \$750	
University of South Carolina Technology Fee	\$17

Standard IV.2: Accessible Information

IV.2 Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The program demonstrates that it has procedures to support these policies.

The SLIS website

(http://www.sc.edu/study/colleges_schools/cic/library_and_information_science/) is the main conduit. It was updated in 2014 and moved to a university mandated format. In the 2014-2015 academic year, the external MLIS pages received 39,297 unique page views and the internal graduate page had 25,717 unique page views. In the 2015-2016 academic year, the numbers were 33,127 and 31,818 respectively. This address is prominent on all SLIS publications. The website is updated by the College webmaster

who regularly ensures currency and accuracy of all SLIS web pages. Appendix 4B has complete statistics for our website.

Information is also conveyed via listservs and through social media. Students are required to subscribe to at least one of two SLIS listservs. Information is shared by SLIS faculty, staff, and students using these media. SLIS has printed brochures outlining the highlights of the available SLIS programs. These brochures all contain the website links. The Graduate Bulletin is also available on-line and outlines the requirements set forth by the Graduate School. The brochures are currently being updated by the new Graduate Admissions Coordinator.

The SLIS Director's Office and the SLIS Student Services Office are staffed from 8:30 AM to 5:00 PM Monday through Friday and are available for visitors and phone inquiries. In 2015, the SLIS Student Services office received approximately 40 walk-in inquiries, 380 online requests for information, and approximately 400 phone inquiries. Student Services staff each receive approximately five to seven emails per weekday from current and potential students.

The website contains vital information for students. For example:

- MLIS learning outcomes/program competencies:
[internal/graduate/slis/mlis/index.php](#)
- Curricular information:
[internal/graduate/slis/student services/areasofinterest/index.php](#)
- Information on faculty: [internal/faculty-staff/slis/index.php](#)
- MLIS admissions guidelines:
[academic_programs/masters/master_of_library_and_information_science/admission_guidelines.php](#)
- Assistantship and scholarship information:
[internal/graduate/slis/student services/assistantships_scholarships_fellowships.php](#)
- Portfolio guidelines: [internal/graduate/slis/mlis/portfolio_guidelines.php](#)
- Placement information: [library_and_information_science/about/placement.php](#)
- SLIS policies and procedures: [internal/for-faculty/slispolicies/index.php](#)

Standard IV.3: Admissions

IV.3 Standards for admission are applied consistently. Students admitted to the program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are

stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.

Admissions Requirements for the MLIS Program include the following:

- **Graduate School Application and Fee**
The application must be completed and submitted electronically to the Graduate School. The application fee is \$50 and must accompany the electronic application. SLIS requires a Supplemental Application which is located within the Graduate School's application and includes the requirement for a personal statement and résumé. The personal statement asks applicants to respond to the following prompts:
 - Your perception of the role of a library and information service professional.
 - Why you want to become a library and information service professional.
 - Your short and long term career goals and objectives.
 - The contributions you will bring to the profession.
 - What you expect from the School of Library and Information Science.
- **Two Letters of Recommendation**
Applicants must ask their recommenders to access the Letter of Recommendation form from the Graduate School's website (<http://gradschool.sc.edu/forms/lor-letterofrecommendation.pdf>). Instructions on how to submit the form are included on the form.
- **Transcript(s)**
Applicants must submit a transcript for every college or university they have attended even if the courses are recorded on another transcript. Applicants must have official transcripts sent from their institutions directly to the Graduate School. The applicant's bachelor's degree must be posted on the transcript from the college or university where the degree was earned. The bachelor's degree must have been earned from a nationally accredited college or university where the accrediting body is recognized by the United States Department of Education. The minimum grade point average requirement is 3.0 on a 4.0 grade scale.
- **Official Standardized Test Scores**
SLIS requires official standardized test scores from either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE). The official score reports must

be submitted directly from the testing service to the Graduate School. SLIS minimum requirement for the MAT is 410. SLIS minimum requirement for the GRE is 294 including a minimum score of 153 on the verbal section.

- **International Applicants**

International applicants whose native language is not English must also submit an official score report for the Test of English as a Foreign Language (TOEFL) to the Graduate School.

Application materials for those applicants who do not meet the GPA and test score of the Admissions requirements are taken to the SLIS Admissions Committee. This committee reviews each individual's folder to see if a combination of strengths will make them a viable MLIS candidate. The Admissions Committee may choose to fully admit, conditionally admit, or decline a student based on his/her application. Applicants are typically fully admitted if they score 85 to 100 points on the Conditional Admission Evaluation Criteria sheet and conditionally admitted if they score 60 to 84 points. Applicants who score below 60 are declined. (Please see Policy A5.42 and A5.15, Appendix 4A.) Appendix 4C contains a sample scoring sheet used in Admissions Committee meetings.

The typical MLIS student has a cumulative GPA of 3.37, an average MAT score of 419.4 and an average score of 1101.5/307.9 on the GRE.

Table 25: Average Cumulative Undergraduate GPA of Admitted MLIS Students

Year	GPA Culm
2009	3.24
2010	3.29
2011	3.28
2012	3.38
2013	3.67
2014	3.38
2015	3.4
2016	3.35

Table 26: Average MAT Scores of Admitted MLIS Students

Year	Average MAT
2009	420
2010	420
2011	422
2012	423
2013	419
2014	413
2015	425
2016	413

Table 27: Average GRE Scores of Admitted MLIS Students

Year	Average GRE (old)	Average GRE (new)
2009	1083	
2010	1096.5	
2011	1064.8	
2012	1112.7	303.5
2013	1041.4	304.3
2014	1051.7	316.8
2015	1150.5	305.5
2016	1211.4	309.5

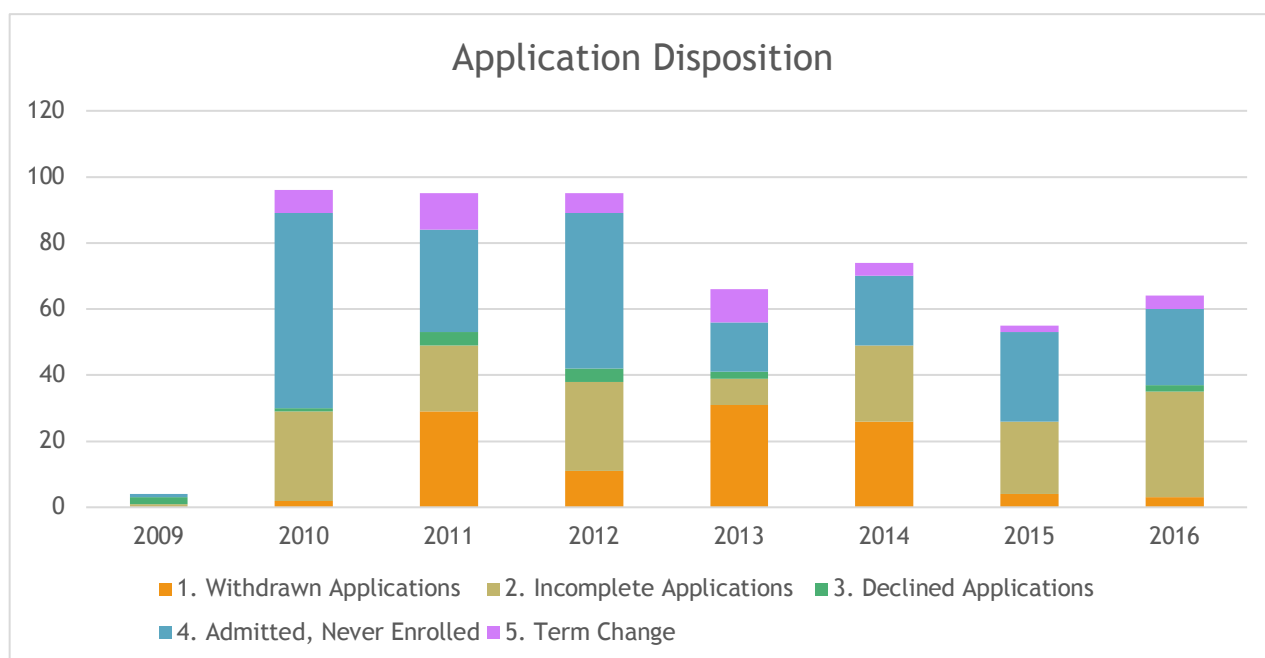
The total number of applicants to the MLIS program have remained steady, allowing for fluctuations due to cohort activity. The number of applicants who actually matriculate remained steady from 2009 to 2016, with about 73.4% of applicants enrolling in courses. This number rose to 79.25% in 2016 due to inaccurate data collected by a previous employee.

SLIS retention rates are typically high, however, students typically take more than two years to complete their degrees. This is likely due to the fact that many of our students work full-time jobs. In fall 2016, only 23% of our students were enrolled in nine or more hours. More than half (55.92%) take two classes (six credit hours). Table 27 shows the average number of years it takes students to earn their MLIS. Figure 11 summarizes the application disposition of all MLIS applicants from 2009 to 2016.

Table 28: Average Number of Years to Graduate with MLIS

Graduation Year	Number of Graduates	Years
2009	146	2.37
2010	157	2.42
2011	178	2.38
2012	135	2.56
2013	124	2.58
2014	98	2.62
2015	109	2.47

Figure 11: Application Disposition of MLIS Applicants 2009 – 2016



Standard IV.4: Program of Study

IV.4 Students construct a coherent plan of study that allows individual needs, goals, and aspirations to be met within the context of requirements established by the program. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

Mandatory orientation sessions are held in Columbia for the fall and spring semesters. Sessions are also available online and summer orientation is conducted online. We feel that this is an important aspect of the program and believe that having opportunities for face-to-face communication improves the possibility of students continuing to build a network. At Orientation, students are broken into group by geographical locations and are strongly encouraged to form work/study groups with peers in their area. Further, the importance of group work and collaboration in and out of the classroom is emphasized and students are encouraged to join a number of student organizations (discussed in IV.5). End of Program survey results indicate that 33% of students attend or participate in student organization sponsored activities and 78% strongly agree or agree that they had ample opportunity to interact with fellow MLIS students.

Students are assigned advisors based on their stated area of interest when they are accepted into the SLIS program. Students are encouraged to contact their advisors prior to beginning the program. Students fill out Programs of Study during SLIS 701, which is required of all students during their first semester. Programs of Study are reviewed by faculty advisors and then collected by the Student Services Office. The Student Services Coordinator reviews the Programs of Study for the required courses and the number of courses, adds the Graduate Director's signature, and sends them to the Graduate School. A copy is kept in the student's file. If a student finds it necessary to make a change in the Programs of Study, a Program Adjustment Form is completed before graduation.

Students are regularly evaluated in their individual courses. All students in the MLIS degree program are required to turn in a Portfolio. This electronic portfolio includes six work samples and six essays that document competency in each of the program's six competency areas: information and its organization; provision of information services; leadership and management; technology; research; and lifelong learning and

professional development. Students have the option of participating in internship and/or independent study opportunities to help them meet their individual educational goals.

Students seeking school library certification create an initial portfolio prior to two capstone courses and an updated end-of-program version of the portfolio prior to graduation. The five competency areas are based on the ALA/AASL/NCATE Standards for Initial Preparation of School Librarians (2010) and the SC ADEPT Standards for Library Media Specialists (2003). One or more internships is required for certification.

We have implemented a systematic evaluation meeting between advisor and student at the mid-point of the students' progression through their degree. We also have developed a rubric for advisors to use when evaluating portfolios (see Appendix 2K).

Standard IV.5: Student Involvement

IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:

- IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;
- IV.5.2 Participate in research;
- IV.5.3 Receive academic and career advisement and consultation;
- IV.5.4 Receive support services as needed;
- IV.5.5 Form student organizations;
- IV.5.6 Participate in professional organizations.

SLIS students serve on all SLIS faculty standing committees where confidential student materials are not involved (see Policy A1.30 and A1.15, Appendix 4A), including the Curriculum, Research and Doctoral, and Distributed Learning committees. Students participate in research activities via within and beyond the classroom experiences. Students serve as graduate assistants to faculty members, which allows them to get involved with research projects. Some students also work on grants with faculty members. All students are encouraged to participate in Graduate Student Day, an annual event held in the spring that showcases graduate scholarly and creative work.

Students are assigned a faculty advisor based on their area of interest when starting the program. The University has an excellent Career Center (<http://sc.edu/career/>) available to students. The Center offers students resume and interviewing tips, connects them

with potential employers, and job fairs. The SLIS Student Services Office has three employees – an undergraduate academic advisor, a student services coordinator, and a student services manager. The graduate admissions coordinator and recruiter is a College position. In addition, two graduate assistants work in the Student Services Office. The office is staffed weekdays 8:30AM to 5:00PM.

SLIS students have the opportunity to get involved in several student organizations and we provide financial help to attend conferences when possible. These include Library and Information Science Student Association (LISSA), the American Society for Information Science and Technology (ASIS&T) student group, and the Cooperative for Archives, Libraries, and Museums (SCALM). LISSA is the most active SLIS student organization and received the esteemed Student Chapter of the Year Award from the American Library Association three times since our last accreditation. They won in 2008 and again in 2014 and 2015.

Students also are encouraged to join professional associations and attend conferences. These include but not limited to, the American Library Association (ALA), American Society of Information Science and Technology (ASIS&T) the South Carolina Library Association (SCLA), the South Carolina Association of School Librarians (SCASL), and the South Carolina Special Library Association.

Standard IV.6: Student Evaluation and Program Development

IV.6 The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

Standard IV.7: Learning Outcomes

IV.7 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures as well as individual student learning, using appropriate direct and indirect measures.

Standards IV.6 and IV.7 are discussed in a single section due to their interconnection and the overlap among the sources of evidence used to demonstrate how the program meets these requirements.

The foundation of the MLIS degree is embodied in program competencies developed in consultation with our constituents and with reference to the American Library Association's Core Competencies of Librarianship. The MLIS degree program competencies indicate the skills, knowledge, dispositions, and professional values that all graduates must be able to demonstrate. The SLIS faculty have specified six broad program competencies

(http://www.sc.edu/study/colleges_schools/cic/internal/graduate/slis/mlis/competencies.php):

7. Information and its organization;
8. Provision of information services;
9. Leadership and management;
10. Research;
11. Technology;
12. Professional development and lifelong learning.

For the purposes of ongoing evaluation and planning, these program competencies are further refined as six learning outcomes with corresponding criteria for assessment:

- **Learning Outcome 1:** Upon completion of the MLIS program, students will demonstrate competency in information and its organization.
- **Learning Outcome 2:** Upon completion of the program, students will demonstrate competency in the provision of information services.
- **Learning Outcome 3:** Upon completion of the program, students will demonstrate competency in leadership and management in the LIS field.
- **Learning Outcome 4:** Upon completion of the program, students will demonstrate competency in research in the LIS field.
- **Learning Outcome 5:** Upon completion of the program, students will demonstrate competency in technology in the LIS field.

- **Learning Outcome 6:** Upon completion of the program, students will demonstrate an understanding of the importance of lifelong learning and professional development within the LIS field.

Note, that these competencies and outcomes are for the non-school media students. The school media program has its own five competencies:

- School Library Media Program Planning and Assessment
- School Library Media Program Administration and Management
- School Library Media Collection and Resource Access and Management
- Collaboration for Instruction
- Professional Growth, Development, and Leadership

These competencies are further refined into criteria and methods for large-scale data gathering efforts like program evaluation. These program competencies reflect the outcome of curriculum review activities completed since the last accreditation cycle. Each of the MLIS Program Core Competencies is further articulated on the SLIS website at

http://www.sc.edu/study/colleges_schools/cic/internal/graduate/slis/mlis/competencies.php, along with suggested courses that help students gain competency in each area.

The MLIS curriculum is designed to ensure that all students meet the program-level competencies that provide the theoretical, philosophical, legal and ethical foundations of Library and Information Science. It also prepares them for employment in library and information organizations, while at the same time allowing them to tailor their programs of study based on academic interests and professional objectives. Standard II.2 provides a more detailed discussion of the MLIS curriculum.

The SLIS has a standing Curriculum Committee that monitors and addresses curriculum-related issues on an ongoing basis. Since its last accreditation cycle, the Curriculum Committee has engaged faculty in the completion of multiple projects designed to manage and keep the MLIS curriculum current. This work has included:

- A Curriculum review in 2012 and 2013 that refined program competencies and mapped the competencies on the existing courses (see Appendix 2A Curriculum Review Phase II Final Report).
- Revision of program competencies and identification of core learning outcomes
- Review of course prerequisites

- Integration of the use of the portfolio rubric for the assessment of student learning outcomes
- Creation of suggested programs of study and implementation of goal-driven advising

There are a number of ongoing evaluation systems used in planning and revising the curriculum. These include end-of-course instructional surveys, focus groups, and ongoing listening sessions. However, the core data used comes from end-of program portfolio evaluations.

The Student Services Office collects faculty assessments of Portfolios (general program and school library portfolios) each semester. Results from an academic year are gathered annually and reported to the Office of Institutional Research, Assessment, and Analytics. These annual reports assist the University with accreditation reporting for university accreditation through SACS. All students submit an end-of-program portfolio the semester they apply to graduate. Students choose an example of their best work and present a work sample related to the learning outcome. Work samples may include, but are not limited to, research papers, projects, and posters; professional briefs; and recorded presentations. Faculty advisors score the work sample based on a scoring guide. In order for a learning outcome to be considered achieved, 85% of all graduating students should score proficient or higher. Results are shared with the faculty who use the results to ensure the learning outcomes are being met and to suggest changes to the overall process. (See Chapter 2 for examples of a full report.)

Students complete an End-of-Program survey immediately following their graduation. The data from these evaluations are available for May, August, and December of each year since our last accreditation. Feedback has been mostly positive on these End-of-Program surveys. Students overwhelmingly indicate that they had a positive learning experience.

Figure 12: End-of-Program Survey Results on Continuity

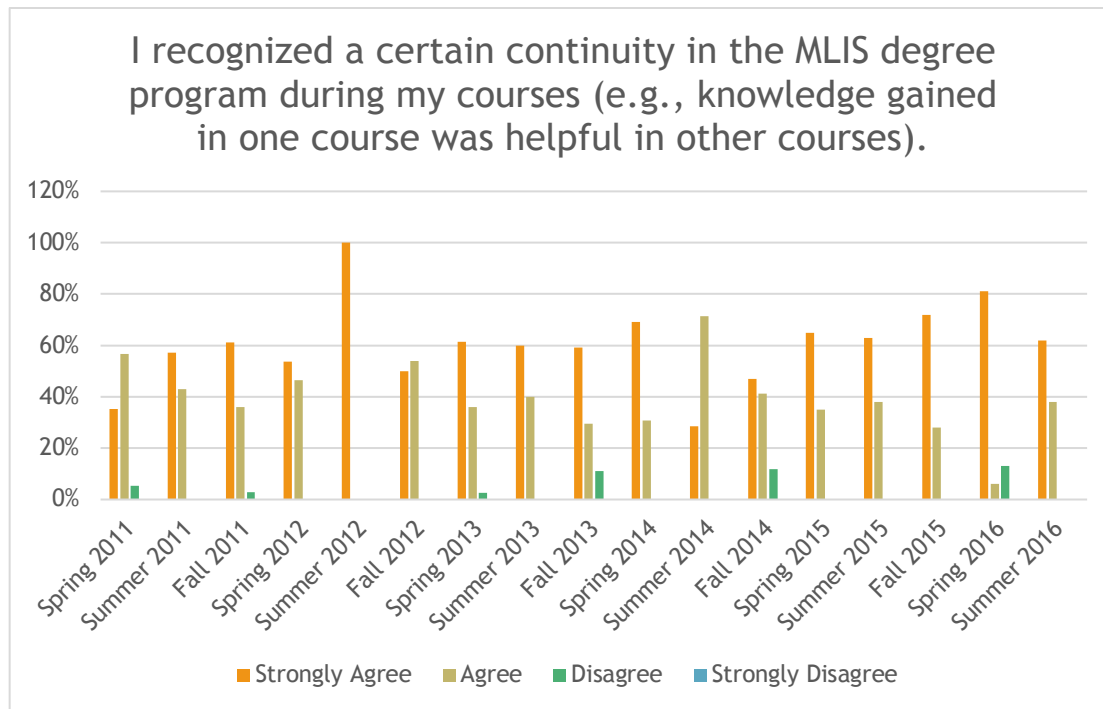


Figure 13: End-of-Program Survey Results on Quality

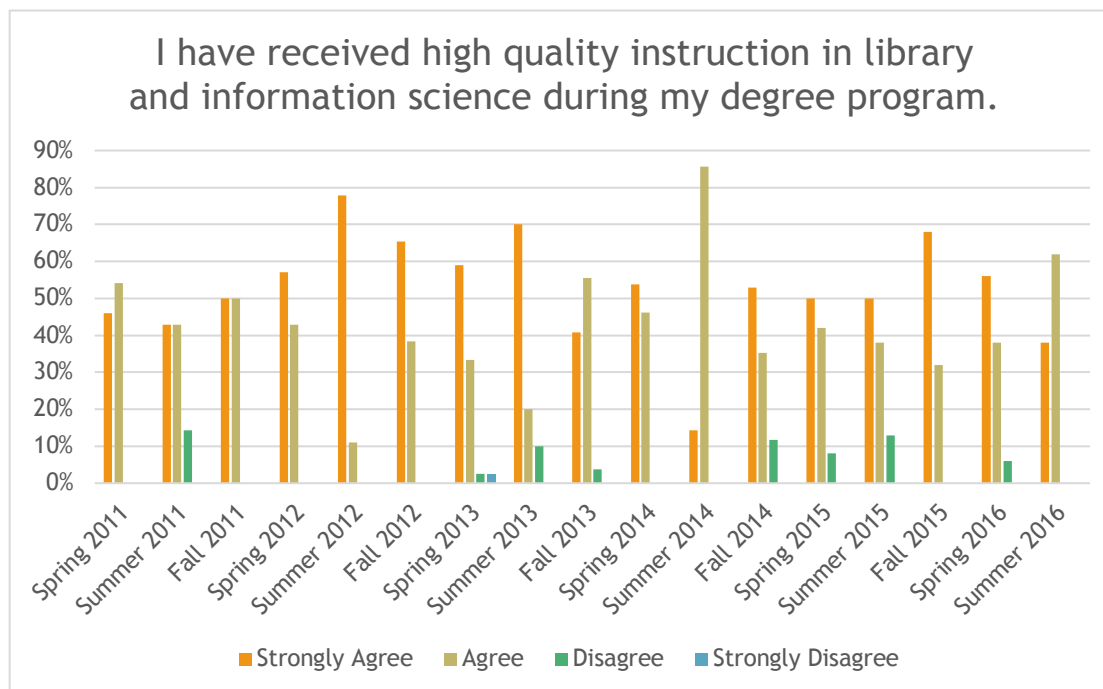
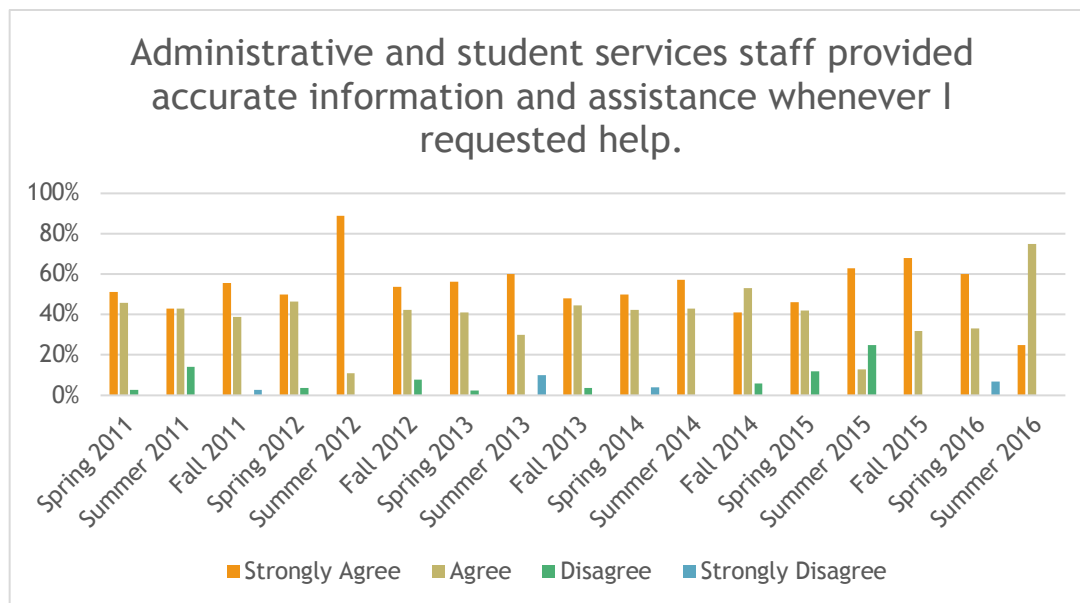


Figure 14: End-of-Program Survey Results on Student Services



Standard IV.8: Evaluation and Future Planning

IV.8 The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.

The clearest example of this feedback loop can be seen in the use of end of program evaluations. The reader is referred to Standard II.7, Table 18. In addition to this summative data End-of-Program Survey results, semester-end student evaluations, and data from portfolios are shared with faculty by the Student Services Office. A new process put in place this year was the re-tasking of the Distributed Learning Committee to the Instructional Quality Committee. This standing committee shall review each semester student course evaluations and provide the faculty with a report of the aggregate data. The committee shall also provide recommendations to the director on adjunct appointments and needed faculty development.

Future Plans

An accreditation is an important moment of reflection and prioritization. The fact that this review comes at the same time as a changing school and college administration only

amplifies the need to review all the student policies in light of the school's mission, goals, and objectives. In particular, there is a need to increase student participation in policy development and revision.

There is an ongoing effort to recruit and retain a multicultural, multiethnic, and multilingual student body from a variety of backgrounds. In order to be a welcoming and rigorous platform for this diverse community of students we need to review and revise as needed our academic advising processes and develop a systematic method for including student feedback from the Program Surveys.

A school is more than a structure for faculty to deliver a curriculum. A school is a community of scholars. That scholarly community includes faculty, students, staff, alumni, and partners. So to increase scholarship is not simply a matter of faculty development but student enrichment as well. The school must continue to encourage students to attend professional conferences and to present and publish papers. We must develop ways to increase public recognition of student achievements.

We must also prepare the school for growth. As the student and faculty bodies grow, what were once informal processes need to be made real and transparent. This includes developing a systematic plan to continue to garner and offer graduate assistantships, tuition supplements, travel funds and scholarship funds for student support.

Standard V: Administration, Finances, and Resources

Introduction

The School of Library and Information Science has undergone major changes related to administration and finance since the last accreditation of the master's program in 2009. The latest is in terms of leadership. Dr. Samantha K. Hastings began her retirement process after 10 years as director, and, as of July 1, 2016, Dr. R. David Lankes became the director. This chapter describes the changes and evaluates how the school has worked to increase its administrative and financial support to remain in conformance with the standard. It concludes with recommendations for future actions.

Standard V.1: SLIS as Distinct Academic Unit

V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

Administration

The School of Library and Information Science (SLIS) is one of two schools within the College of Information and Communications (CIC). The school is aligned with the campus in matters pertaining to the policies governing faculty, staff and students to ensure equal opportunity, equitable employment, admissions, and academic practices. SLIS acts in compliance with University of South Carolina policies and enforces them equitably when dealing with SLIS faculty, staff and students in all matters pertaining to their relationship with the school and the university.

The administrative head of the school, Dr. R. David Lankes, reports to the Dean, Charles Bierbauer. The Dean, in turn, reports to the University Provost, Joan Gabel, and the Provost reports to the President, Dr. Harris Pastides. The President reports to the Board of Trustees.

The internal policy parameters for SLIS align with other units within the University of South Carolina or university practice nationwide. For example, the school makes

admissions decisions after the prospective student has met the general university requirements for admission to the university and the Graduate School.

All University of South Carolina graduate programs make curricular decisions within the respective unit. The Graduate School establishes the minimum standards for graduate degrees and the university confers the graduate degree. The school has the autonomy to determine the required courses, required skill sets, and other degree requirements that exceed the required minimums. The Graduate Council and Faculty Senate must approve new course offerings and major program changes.

New faculty appointments, promotions, and tenure decisions are made by the Board of Trustees on the recommendation of the President and Provost. These normally flow from the school's recommendations. The process for appointment, promotion, and review is provided in the University's Faculty Handbook which is available to the entirety of the faculty at the university via the Provost's Web page:

www.sc.edu/policies/facman/columbiamanual.shtml and is distributed when new faculty join the university as part of the orientation process. See Appendix 3B: University of South Carolina Faculty Handbook.

SLIS faculty members are equal members of the University of South Carolina faculty with the same rights, privileges, and obligations as any other member of the university faculty. All faculty members, including SLIS faculty members, are provided ample opportunity to participate on advisory and policy bodies of the university. SLIS faculty participates on university and field committees as opportunities arise. All faculty serve on SLIS school level committees which rotate annually.

Decisions concerning the SLIS program are made in the faculty and other, relevant committee meetings within the school. Decisions are typically reached through discussion and consensus building. Formal decisions are made on the basis of a majority vote. Faculty/staff based committees often meet as "committees of the whole." The School has 12 standing committees, one ad hoc committee, and two advisory councils:

1. Tenure and Promotion Committee
2. Student Services Committee
3. Faculty Services and Mentoring Committee
4. Curriculum Committee
5. Information Technology and Resources Committee
6. School Library Committee
7. Bachelor of Science in Information Science Committee

8. Distributed Learning Committee – recently rename and tasked as the Instructional Quality
9. Assessment, Policy, Bylaws Committee
10. Research and Doctoral Committee
11. Strategic Planning Committee
12. Faculty Searches Committee (as needed)
13. National Advisory Council
14. Diversity Leadership Group

The SLIS National Advisory Council

The purpose of this organization shall be to advise and participate along with the Director and Dean on issues of importance to alumni, employers and friends of the school. Such issues may include, but are not limited to, fund raising, degree design and requirements, academic standards, mentoring and internships, partnerships, student and alumni recognition, university relations, and other issues of importance to the college and school.

The SLIS Diversity Leadership Group

The Diversity Leadership Group is a volunteer group composed of practicing library professionals and students at the School of Library and Information Science. The group has sponsored a program on recruitment, retention, and advancement of African-Americans in libraries, set up a mentoring network for students and practicing professionals from under-represented populations, and written and presented faculty/staff and student diversity plans for the school which were adopted by the faculty. See the diversity plan at http://www.sc.edu/study/colleges_schools/cic/library_and_information_science/about/docs/diversityactionplan.pdf

The standing committees respond to the requirements of university policy, the planning needs of the school, and the school's responsibility to serve its students, faculty and staff along with the School of Library and Information Science's need to respond appropriately to the needs of the state and the profession. In addition, the school is committed to collaboration across the university while planning and working with other academic and support units within and outside of the university community including:

- Thomas Cooper Library, University Libraries
- School of Journalism and Mass Communications
- Arnold School of Public Health
- University of South Carolina Electronic Research Administration (USCeRA)

- University of South Carolina Graduate School
- College of Education
- South Carolina Department of Education
- South Carolina Center for Children’s Books and Literacy (SCCCBL)
- South Carolina State Library
- South Carolina Library Association (SCLA)
- South Carolina Association of School Librarians (SCASL)
- South Carolina Ed Technology

University Support

The University of South Carolina administrators who are responsible for budgeting on behalf of the university provide a written, standardized approach to budgeting and finance-related matters for the academic and administrative divisions of the university. Further, the university through the College of Information and Communications provides resources and support to the school to achieve their financial, administrative, and program objectives. The School of Library and Information Science has successfully maintained its budget and has continually identified new fiscal means to achieve its program objectives. SLIS has a stable and continually improving administrative and fiscal environment to support faculty, staff and students.

Efforts within the school will continue, as outlined in the SLIS Strategic Plan, to continually refine and develop the school’s financial model and identify new initiatives to support the school’s financial needs.

Standard V.2: Representation

V.2 The program’s faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

The relationships with other departments and schools at University of South Carolina occur primarily with those schools and departments where SLIS has articulated collaborations including The College of Education and Arnold School of Public Health.

SLIS offers a Health Communication Certificate with The Arnold School of Public Health. SLIS faculty members also regularly interact on an intensive level with the College of Education with SLIS offering the school library certification within the MLIS degree.

SLIS faculty members actively collaborate with other departments and schools as part of their efforts to increase and enhance partnerships for scholarship and teaching and foster cross disciplinary collaboration and understanding. These efforts currently include the collaboration of SLIS faculty with the faculty of the School of Journalism and Mass Communications, Arnold School of Public Health, College of Education, Moore School of Business, Department of Computer Science, and the Digital Humanities Initiative in the College of Arts and Sciences.

The SLIS faculty serves on a wide range of University of South Carolina committees and other decision making bodies. As the faculty chapter outlines in Standard Three, the SLIS faculty are actively engaged in committee work on behalf of the school, in the field and within the university. Faculty service is documented in their curricula vitae attached in Appendix 3A.

The Standard IV, student chapter of this program presentation provides information on SLIS student representation and engagement on university-based student organizations. Students in SLIS are equitably represented on the Graduate Student Association of the university and have equal opportunities to participate on the advisory and policy making bodies of the university.

SLIS staff has the same responsibilities, opportunities and access as other units at University of South Carolina. The rights, responsibilities and opportunities are consistent across all staff of the university and supported and enforced in SLIS also. See Appendix 5B: Staff Credentials.

Standard V.3: Administrative Head

V.3 The administrative head of the program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

Executive Officer

Dr. R. David Lankes serves as the executive officer for the SLIS under the guidance and direction of the Dean of CIC, Charles Bierbauer. The financial data, provided in the appendices provide evidence that Dr. Lankes has a title, salary, status and authority that is comparable to similar units within the parent institution.

Dr. Lankes was appointed to his position in July, 2016. The university was seeking a person with strong leadership skills, sufficient administrative and managerial skill to manage the school effectively, and to lead the school in a consistent and collegial manner that was supportive of the faculty and the university's mission and vision. While three candidates were judged to be highly capable to lead the school, Dr. Lankes was selected as the best individual to lead the school, develop the faculty potential and take the school to the next level through innovation and leadership within the school, throughout the university and within the LIS field. Dr. Lankes is a deeply committed professional who is knowledgeable about the profession as a leader in his field, an experienced educator, and an expert in new technologies and distance education.

The Director has the necessary decision making authority to establish school priorities, establish teaching schedules, and other related matters. The responsibilities assigned the Director match those assigned to other Directors across the university. The responsibilities include:

- Ensuring student success
- Representing the school to the university's administration
- Managing the school's budgets
- Representing the budgetary needs of the school to the Dean's Council and the Provost through Dean Bierbauer
- Chairing faculty committee meetings of the school

- Curricular decisions in consultation with the faculty
- Evaluation and other personnel-related decisions
- Salary and promotion recommendations and,
- New hiring decisions in consultation with the faculty

Standards V.4-5: Unit Environment

V.4 The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

V.5 The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.

The Administrative Structure of the School of Library and Information Science (SLIS) is described in the Organizational Chart included in Appendix 5C. The school receives administrative support from the College Dean's office and the Assistant Dean for Administration and Finance within the College of Information and Communications. Brytnée Leigh is the budget officer for the College and assists the director in preparing and overseeing the school's budget and resources. The director has administrative support from the school's assistant to the director, Ms. Angela Wright. In addition, the entire staff of the school is dedicated to helping the school in all ways possible including advising the director and contributing to the planning and strategic directions for the school.

In addition to the staff of the school, SLIS also receives administrative support from the Center for Teaching Excellence and the Distributed Learning Staff at the University Office of Information Technology. SLIS interfaces with these entities to achieve its goals for the technology infrastructure of the school. The Information Technology and Resources Committee for the school develops the milestones for technology improvements for the school's facilities and offices and works with the Director's Office to implement the improvements. Financial support in all areas of technology is funded in

part from technology fees paid by students every semester and from a onetime enhancement fee of \$800 assessed when the students matriculate.

SLIS is fortunate to have a solid infrastructure of human and technology resources to help us achieve our goals. We continually investigate ways to improve and enhance support of the school through current available resources and expand our resources by outsourcing as deemed relevant and fiscally viable.

Standard V.6: Level of Support

V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service.

Financial Support

The financial resources within University of South Carolina are adequate to support the SLIS program with enrollment being key to all allocations. Financial planning for the school rests with the Director. The budget is centralized where budgets are determined at the university then delivered at the college and finally at the school level. The planning process plays an important part in charting SLIS' financial model in an increasingly competitive world. The planning process and the SLIS Strategic Plan play a significant role in assuring SLIS' financial health. We are continually expanding our delivery formats to be more accessible in a distributed learning environment of increasing competition regionally and nationally, while we maintain a viable and significant face-to-face program on the Columbia campus through our Bachelor of Science in Information Science and PhD programs.

The annual budget for the School of Library and Information Science is derived from multiple sources including:

- Provost appropriation allocations
- Summer tuition revenue
- Student course fees
- Distance Education course fees
- Donors generosity

As stated earlier in this chapter the university uses a centralized budget approach, where the college or school level can nominally retain its budget each year. They are also able to carry forward monies with a small tax into the next fiscal year.

Each spring, the director of the School of Library and Information Science, the director of the School of Journalism and Mass Communications, the dean and the assistant dean for administration and finance (who handles the budget) of the College of Information and Communications meet with the provost and major budget principals to review budget projections for the coming year and five years forward. This meeting occurs after development of the college's Blueprint, which is the overall long-range planning document for the college. The school's budget planning process occurs under this umbrella. Final budget approval rests with the Board of Trustees.

The following tables provide summaries of SLIS expenditures and total income, wages and operating expenses and tuition income by type of course delivery.

Table 29: SLIS Summary of Income and Expenditures 2011-2016 (excluding grants)

Year	Total Expenditure	Total Income
2011	\$3,904,833	\$3,535,451
2012	\$3,006,608	\$2,934,775
2013	\$3,268,380	\$3,170,444
2014	\$3,277,544	\$3,144,863
2015	\$3,399,019	\$2,969,389
2016	\$3,285,919	\$3,429,156

Table 30: Annual Summary of Expenditures 2011-2016

Year	Salaries/Wages	Operating	Total Expenditures
2011	\$2,252,317	\$481,183	\$3,904,833
2012	\$2,512,088	\$494,520	\$3,006,608
2013	\$2,708,884	\$559,496	\$3,268,380
2014	\$2,816,475	\$461,069	\$3,277,544
2015	\$2,837,690	\$561,329	\$3,399,019
2016	\$2,858,913	\$427,006	\$3,285,919

While at first glance this table would seem to demonstrate the school operating "in the red," (expenditure over income), it actually represents a positive position within the college. All overages were approved and supplied by the College and represent

investments needed for things like faculty searches, travel, and marketing. This is possible because for each of these years the College of Information and Communications ran a surplus budget. In essence rather than reading the table as overspending, it should be read as an ability to garner resources above those initially requested.

This becomes evident when looking at the College budget as a whole:

Table 31: College Summary of Income and Expenditures 2011-2016

Year	Total Expenditure	Total Income
2011	\$9,773,098	\$11,278,524
2012	\$9,090,555	\$10,410,795
2013	\$9,768,159	\$10,512,351
2014	\$9,801,307	\$10,280,502
2015	\$9,743,686	\$10,466,552
2016	\$10,412,449	\$11,208,987

Maintaining the budget in a time of economic downturn and reduced state support is a testament to the support SLIS receives in the college and at the university level.

Standard V.7: Faculty Compensation

V.7 Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

The SLIS faculty and staff are compensated similarly to our University of South Carolina peers. Faculty salaries are near the mean for their peers as reported by the Association for Library and Information Science Educators (ALISE). In 2016 state legislature passed a 3.25% raise.

SLIS is in the southeast region for ALISE data purposes. When the salary comparisons are provided by region, faculty salaries at SLIS are slightly below the mean for the region. The mean salaries, as reported in the ALISE data for faculty by rank in the Southeast for 2015, are as follows: Full Faculty Rank: \$91,695, Associate Rank: \$63,664 and, Assistant Rank: \$51,865. SLIS is constantly seeking mechanisms to

improve faculty salaries through merit and equity increases each year to ensure SLIS faculty are at or above the mean for comparable institutions in the Southeast region.

Standard V.8: Faculty Support

V.8 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

SLIS Faculty

The school abides by the policies of the greater university in these matters and takes every opportunity to encourage and obtain University of South Carolina resources to assist faculty with their research projects and professional development needs. There are many opportunities for faculty to attain University of South Carolina-based funding through our college funds to support faculty research and through the Office of the Vice President for Research.

Additionally, the school has made a concerted effort over the last three years to provide the pre-tenured faculty with ample opportunity to travel, engage in professional development, and pursue his/her research projects. As relayed in Chapter Three, Faculty, SLIS faculty have been recipients of institutional funds for research projects several times. Further, the school sets aside funds for professional travel and development activities every year and faculty are supported for travel regularly. Travel funds for research and development purposes are a line item in the school's budget. Generally, each faculty has about \$2,500 per year for travel. Total amount allocated for 2015-2016 was \$68,195. The faculty grants that SLIS faculty have successfully received provided additional travel funds in support of their research. These funds have been used to supplement funds provided by SLIS especially in instances where the travel was expensive.

The University's Faculty Handbook provides the categories of leave for faculty at the institution. SLIS follows the policy as presented in the University's Faculty Handbook. The Handbook provides for various types of leave, including maternity and family need, sabbaticals and leaves with pay comparable to other units on campus. See Appendix 3B.

In addition to the support provided by the Director's Office, the University Of South Carolina Electronic Research Assistance office (USCERA) assists SLIS faculty members in preparing and managing external grant funds. SLIS faculty members are treated equivalently to their peers on campus and both students and faculty may compete for all university-wide resources on an equal basis. The Office of the Provost at The University of South Carolina also offers a selection of internal grants to aid faculty in achieving goals in scholarship. Those grants include:

- Creative and Performing Arts Grant
- Humanities Grant
- Social Sciences Grant

Projects are eligible for funding of up to \$20,000 per project period. An applicant may request a project period of up to twenty-four (24) months.

In October, 2015, Columbia, South Carolina was effected by a devastating flood. The University of South Carolina's Office of the Vice President for Research announced funding awards for 32 groups of interdisciplinary researchers across all University of South Carolina campuses to research the immediate and long-term impacts of the 1,000-year rainfall and resulting catastrophic floods that South Carolina experienced. The program, known as the South Carolina Resilience to Extreme Storms: Research on Social, Environmental, and Health Dimensions of the October 2015 Catastrophic Flooding funding initiative, provided pilot grant awards to support research that examines aspects of community resilience, including the effects on both the natural ecosystems and built communities. The School of Library and Information Science was award four of these grants.

SLIS Students

SLIS students qualify for all financial assistance available to graduate students at the university. In addition to graduate assistantships with tuition supplements, the program provides scholarships through the school's foundation accounts.

Students may apply for all scholarships offered by the university as detailed in the admissions information provided to all prospective students. Additionally, SLIS provides information on scholarships through its Web site available at:

http://www.sc.edu/study/colleges_schools/cic/internal/graduate/slis/student-services/assistantships_scholarships_fellowships. The financial assistance for SLIS students mirrors the opportunities afforded other students at University of South Carolina and SLIS continually works to enhance and expand its scholarship opportunities on behalf of SLIS

students. Graduate students also receive funding from external grants. Two faculty in SLIS currently fund graduate students through their grants.

Table 32: SLIS Students Receiving Financial Assistance 2015-2016

Graduate Assistantships		
Fall 2015- \$147,326	Spring 2016- \$133,394	TOTAL \$280,720
Tuition Supplements		
Fall 2015- \$73,302	Spring 2016- \$78,299	TOTAL \$151,601
Scholarships (Fall 2015-Spring 2016):		TOTAL \$23,461
Support Fall 2015-Spring 2016 and Tuition		\$280,720 for Gas \$ 23,461 from Scholarships

The University of South Carolina financial aid office and the SLIS funds for financial aid provide some support and are comparable to other units at the institution in the decline of available funds. Continually developing our financial aid opportunities and enhancing our support for our students are on-going goals for the school.

Standard V.9: Physical and Technological Resources

V.9 The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality.

In order to support and enhance teaching, research, service, consultation, and communication, we are working diligently and consistently with the university to improve our physical resources and facilities to create a more functional learning environment for students, faculty, staff, and other members of the school and the university. As a result, SLIS has been able to bring in new funding and/or resources to renovate its building, expand facilities, and add new technology infrastructure.

Since our last accreditation SLIS received major funding (2 million dollars) to renovate Davis College with HVAC general improvements. We also received funding for an historical restoration of the exterior of Davis College. Additional space is needed for faculty offices, classrooms, faculty research laboratories and student laboratories. The College of Information and Communications (CIC) moved the School of Journalism and

Mass Communications to a newly renovated building on the Horseshoe, and that includes space for events, meetings, and workshops.

Our South Carolina Center for Children's Books and Literacy (SCCCBL) was housed at the State Library and in 2013 we moved to a much larger and better facility in the old Archives building. We still maintain a partnership with the State Library and have many opportunities for collaboration and synergy with the state programs. Along with the Augusta Baker Chair in Childhood Literacy and Cocky's Reading Express™, our early literacy center enhances our collaboration with early reading faculty from the College of Education and establishes a network with others who are interested in promoting childhood literacy.

The technology infrastructure is a critical part of SLIS facilities, in addition to its building and space. SLIS provides a range of equipment, software, and technologies to support effective teaching, research, service, consultation, and communication. More considerations and examples on the technology infrastructure are integrated into the discussion of each sub-standard of this section.

Standard V.10: Facilities

V.10 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the program.

The school is the sole tenant of Davis College, a three-story structure and has full and equal access to multipurpose space throughout the University of South Carolina-Columbia campus. The school's dedicated space includes classrooms, labs, multipurpose meeting spaces, faculty offices, facilities for independent and small group study, doctoral carrels, student lounges, and administrative offices.

Both the university and college provide information technology resources and support for students and faculty. Students and faculty are able to receive this support virtually, if they are at a distance, and face to face, if they reside on-campus. The dedicated physical facilities and information resources and support enable the school to carry out its missions in the areas of research, teaching, service, consultation, communication and administration.

This subsection is divided to address three different areas of V10, these divisions are:

1. How SLIS provides a functional learning environment,
2. How SLIS promotes enhanced opportunities for research, teaching, service consultation and communication, and
3. How SLIS delivers efficient and effective administration of the school's program.

How SLIS provides a functional learning environment

The school establishes a functional learning environment by providing the appropriate equipment, software, technology, physical space and virtual space that students and faculty need for performing their work. We have enterprise servers that faculty can use for data analysis, advanced research, and project storage purposes. Faculty also have access to a variety of survey and data analysis tools for completing their work.

A variety of equipment, software and technologies are used by faculty and students in the classrooms and computer labs. Students have access to the computer lab which has both Windows machines and Macintosh machines available for group and independent use. The school takes advantage of university software licensing to equip all machines with software appropriate to the computer platform.

When teaching face to face, faculty have state-of-the-art laptops, speakers, and projectors in all classrooms. When teaching at a distance, faculty rely on a suite of equipment and software to communicate with our students and give them an equal mentoring, classroom, and graduate experience.

All students are asked to adhere to a technology policy so they can best interact with other students and faculty in the program. This policy requires that student computer, computer software and Internet access be at an appropriate level and capacity for distance education.

Space is an additional component that is instrumental to fostering a learning environment. SLIS provides space and utilizes shared space provided by the university. Davis College shares its classrooms with other academic programs from across campus. Classrooms are scheduled on an equitable basis by the university administration. When necessary, SLIS administration, faculty, staff and students have the ability to request space outside of Davis College; these spaces include classrooms, TV studios, and meeting rooms in our sister school's new home. Appendix 5D has floor plans for Davis College.

The following table lists resources available to faculty and students in Davis College.

Table 33: Physical Technology Available for SLIS Instructors in Davis

Room	Available
Davis 111: Technology Classroom	<p>There is One computer for teaching 25 computers for students New computer monitors as of August, 2016 Remote Desktop feature to see what students are doing: share screens, show presentations Each computer has the full Office suite (Word, PP, Excel, etc.) Firefox Safari HTML editor programs Photoshop elements for desktop publishing</p>
Recording studio on second floor of Davis	<p>27-inch Mac Fully loaded with Ram computer memory Full Office suite Mac or PC it is boot camped Acrobat Adobe Photoshop Creative Suite No Adobe presenter because it licensed to the individual Camtasia Screen Capture Software from Techsmith NVivo Qualitative Data Analysis Software Jing (The free, five-minute version of Camtasia) SPSS Quantitative Data Analysis Software Webcam Microphones</p>

Room	Available
Davis Lab 110	<p>Student lab with production elements We don't charge to print</p> <p>Five iMacs Office suite Camtasia NVivo Qualitative Software SPSS Quantitative Software FileMaker: Business and database solutions</p> <p>Two windows machines Two scanners Small one: paper, small books Bigger one: Larger books, papers, etc.</p> <p>Large screen TV with Apple TV Students can practice presentations Lounge area for small group space Epson Sure Color P8000 Plotter Printer: Added August, 2016 3d Printer and 3D scanner: Added in November, 2016</p>
Davis 112: Seminar Room	<p>Large screen TV Laptop for presentation and speakers Apple TV for device presenting and collaborative sharing</p>
SC Center for Children's Books and Literacy (SCCCBL)	<p>Large screen TV Laptop for presentation and speakers Apple TV for device presenting and collaborative sharing</p>
Miscellaneous SLIS Technology	<p>One 40-inch television for school and university announcements One 65-inch television for school and university announcements Updated color printer: September, 2016 Copier and Scanner Unit</p>

How SLIS promotes enhanced opportunities for research, teaching, service, consultation and communication

Physical facilities and resources allow the school to promote enhanced opportunities for research, teaching, and service. Our infrastructure allows us to consult with each other and students efficiently and provides for a variety of communication formats.

Our students have access to a vast network of alumni and the school has close relationships with libraries in South Carolina and beyond. One specific example of evidence for this is the number of internships our students are able to secure. These internships are paramount to reinforcing the theoretical and practical knowledge students acquire during their studies and to high placement of students beyond graduation.

Students can also take advantage of numerous libraries around campus. One example of the many opportunities presented to students is the Thomas Cooper Digital Projects Lab. Led by David Lee Miller and Michael Gavin, the Lab offers students a chance to experience firsthand how digital materials are cataloged and the working environment of a digital library department.

Our students and faculty can take advantage of a university resource known as the Center for Teaching Excellence. This center offers communities of practice, workshops, panels, and lunch meetings that are aimed at a variety of topics designed to enhance normal teaching activities. Past topics include large classroom sizes, teaching online, and assessment.

Beyond graduation our students have the opportunity to participate in updating their skills sets by participating in the Panning for Gold and other professional development workshops. Panning for Gold, a service provided by our faculty and other instructors, covers new technologies and topics that alumni may encounter. This enhanced opportunity for continued learning is provided for a free on our website. As we continue to develop modules, alumni are able to design their own series of continuing education opportunities in both face-to-face as well as distributed learning formats.

Our students and faculty also participate in service through Cocky's Reading Express™ and the South Carolina Center for Children's Books and Literacy. Supported with funds from our school and led by alumna, Kim Jeffcoat, Cocky's Reading Express™ travels across the state of SC making sure that more young children are read to and have books to read. See Appendix 11 for more information.

In the areas of communication and consultation, our students and faculty rely on traditional methods such as face-to-face visits, phone calls and email correspondence to establish routine dialogue with a variety of groups/individuals. In addition to the more traditional methods, the school relies on a variety of social media platforms and video communication tools to establish contact. Regardless of the forms or the location of delivery, we strive to ensure that all students are contacted frequently and a sense of community is created for both distance and face-to-face students.

Overall the school makes excellent use of its core physical resources and facilities and those in its extended network to provide students and faculty with an efficient and effective working and learning environment.

How SLIS delivers efficient and effective administration of the school's program

Davis College allows us to centralize many of the administrative services we provide to both students and faculty. Davis College is the home of the director's office, student services, our distributed learning coordinator and faculty offices. The centrality of these core administrative services allows us to communicate effectively among each other. Additionally, Davis College is used for faculty meetings, student services meetings and other administrative tasks the school must execute.

Our Course Management Software, Blackboard; our Self Service Carolina and our South Carolina Visual Information Processing system (VIP) allow faculty and other staff to monitor student applications, update student status, report grades, track grades and perform a variety of administrative services.

Through effective administration of our school's program SLIS is able to not only deliver a quality program to the state of South Carolina, we are also able to cross borders and provide our services to states that are in great need of trained librarians and other information professionals

Standard V.11: Access to Information and Resources

V.11 Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

Students and faculty in SLIS have access to instructional and research facilities and services that are supported by the university encouraging research, instruction and independent study. This includes library facilities and services, information technology resources, accommodations for independent study, and multimedia resources and production facilities. These university-shared and SLIS dedicated facilities are discussed in the following sections:

- Library Access
- Information Technology Resources

Library Access

The Thomas Cooper Library is the central library on campus and houses facilities supportive to instruction and research for faculty as well as research and independent study for students. The Library also has classroom space available to reserve for teaching and demonstrations.

The Thomas Cooper Library is open 24/7 during the academic year, and there are changes for breaks, holidays, and summer. The library makes available areas for on-campus students that accommodate independent study. Inside the building and also available online via chat/email is a dedicated reference librarian ready to assist students who have questions pertaining to the library and individual research. The Library also provides a library liaison who addresses the student's unique needs. This includes both faculty and student support.

There are numerous electronic resources dedicated to the field of Library and Information Science that faculty and students may access on or off campus. Faculty and students have the opportunity to use the resources at Thomas Cooper in an online environment. These include a variety of journal titles. Thomas Cooper provides access to approximately 150 journal titles used throughout the field. These include general titles applicable to the entire field as well as very specialized area of concentration that

support faculty and student research interests. The Library also provides guides designed to aid students in finding major resources, searching tips and other information pertaining to the field (<http://guides.library.sc.edu/libraryscience>).

Thomas Cooper Library, South Caroliniana, Richland Library, The South Carolina State Library, and the South Carolina Public School Libraries offer students in SLIS the opportunity to gain hands-on experience through internships and graduate assistantships. The practice gained allows students to focus on their career goals. Medical, law, and music libraries also allow students the chance to refine their skills, making them better suited for specialized libraries.

Distributed learning students have similar access to resources as on-campus students. Interlibrary loan (ILL) offers services to ensure students and faculty can obtain books and other resources that are not locally available. In addition, Off Campus, EZproxy Sign In offers students away from campus access to all digital resources available in the Thomas Cooper Library database, e-journal, and e-book holdings.

Information Technology Resources

SLIS and the University of South Carolina Libraries offer a variety of technical resources to ensure students and faculty have adequate technologies for learning, research, digital production, and independent study. Davis College houses labs and classrooms providing access to many technology resources for both students and faculty.

Students have a variety of technology resources that contribute to learning, research, and independent study in classrooms, labs, and other areas on-campus. The university offers Internet access in all faculty offices, computer labs and common areas. A wireless network is also available across campus. University of South Carolina also provides email, Microsoft Outlook, to students and faculty. Students also have access to web servers, both in SLIS and on campus. These servers can be used for hosting projects or research.

Asynchronous course management software allows distance education students to work and communicate with their peers and the instructor regardless of geographic location. Blackboard is used as a teaching tool and includes several communication and digital learning tools. Students also have access to Adobe Connect™ which allows the class to virtually meet synchronously. This has voice and video capabilities as well as the sharing of documents. The University Technology Services (UTS) maintains the servers, networks, and software for Blackboard.

University of South Carolina and SLIS also provide students with computer labs that contain hardware and software needed to complete course work, research and independent study. Computers are Windows and Mac based. They contain commonly used software, such as Microsoft Office, and more specialized software such as Adobe and Macromedia products.

The SLIS faculty has access to the same technology resources as the students. Blackboard supports a variety of delivery methods for course content. Each classroom is equipped with presentation equipment that include hardware and software needed to teach within the classroom and online. Faculty in SLIS also has access to specialized software to aid in research and teaching.

Standard V.12: Services Provided

V.12 The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

The school, in conjunction with the larger university, COA, and other accrediting institutions, establish high standards for operating our programs. These bodies mandate that SLIS staff and related personnel are appropriately trained, our facilities are accessible to the differently able, services are available to assist students and faculty in performing their work, and policies and safeguards are in place for the protection of all people that come in contact with the university.

This subsection is divided to address three different areas of VI.4, these divisions are:

- Training and experience of staff in SLIS facilities
- Accessibility of SLIS facilities
- Availability of SLIS facilities

Training and experience of staff in SLIS Facilities

The school is served by several librarians on the Thomas Cooper Library staff who maintain regular hours at the main Thomas Cooper Library. These librarians are available for student and faculty consultation; additionally, appointments can be made

with library staff so that introductory tour sessions can familiarize students and faculty with library resources. These librarians hold the appropriate degrees, including an ALA-accredited MLIS, and they have appropriate levels of experience for their responsibilities. Students and faculty are able to access the resources at Thomas Cooper Library via any Internet connection, on campus or off campus.

Information technology support services are delivered primarily through staff and resources of the college. The school has four information resource consultants who are time shared with the School of Journalism and Mass Communications and a dedicated distributed learning coordinator, Madonna Stoeher.

Accessibility of SLIS facilities

The school is cognizant of the need for librarians to represent a diverse population, and attempts to meet the needs of all people, including those with disabilities. Davis College is equipped with a wheel chair ramp on the north entrance of the building with an automatic door opener and also has an elevator on that side of the building. Computer equipment is available in Thomas Cooper (which also has an automatic door opener) for individuals who have low vision or are legally blind. We are in the process of building an ADA compliant bathroom on the first floor of Davis.

In addition to striving for an accessible program, the school adheres to strict safety policies to protect its students, faculty, and staff. This adherence to safety policies requires that we maintain and implement a disaster recovery plan in instances when the school experiences an emergency.

Several policies have been developed to make students aware of the physical resources and technologies of the school. These policies were created so that students and faculty could experience a more uniform program.

Availability of SLIS facilities

Available facilities take into account specialized needs and locations of delivery for students, staff and faculty. The school has access to and uses meeting space and offices in the school of Journalism and Mass Communications. For face-to-face courses, we coordinate with the Office of the University Registrar to schedule classes in locations that are accessible to all of our students. Distributed or distance courses and other services provided to our students are typically asynchronous in nature and only student schedules' for individual meetings need to be taken into account. For all of our classes, including those conducted at a distance, faculty discuss disability services with students and bring to their attention how to request additional assistance if students

need it. Some online courses are being reviewed for accessibility to ensure that all students have access to all course content.

Students require that our libraries, computer labs, administration, student services, and faculty be available and convenient. The main library for the campus, Thomas Cooper, maintains 24/7 access. The Director's Office and Student Services Office maintain regular hours work week hours and are open except for state holidays. At the start of classes faculty notify students of their office hours and ways to contact them. Regardless of the mode of delivery, faculty strive to maintain a consistent level of availability to students.

Moving forward we will continue to assess our services, university services and facilities, and take action to ensure students and faculty receive levels of service in line with our high standards and mission, goals and objectives.

Standard V.13: Policy Review

V.13 The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

The school regularly reviews the adequacy of access to physical resources and facilities and maintains regulations and policies. The Information Technology and Resources committee oversees the information technology needs of the school and recommends policies concerning the purchase, upgrading, and removal of equipment in the school. The Committee consists of faculty and staff. SLIS has been working closely with the university and other service units in planning technology supports. These units include University Technology Services, UIS (University Instructional Services), Distributed Learning Support Services, Division of Information Technology, and Center for Teaching Excellence.

The school consistently works with the university to best maintain its facilities and to adequately support the current and future needs of its members. The School also maintains close contact with other service units, including Office of Student Disability Services, Research and Economic Development, Thomas Cooper Library, and Facility Services.

ASSESSMENT

The facilities, resources and staff of the school and university are in compliance with Standard V on Physical Resources and Facilities.

Our classrooms (Davis 209 and 216) are scheduled centrally by the university. Davis 110 and 111 are labeled as labs and are therefore under the scheduling purview of SLIS. Our faculty have their own office spaces and we are fortunate to have both the South Carolina Center for Children's Books and Literacy as well as the School of Journalism and Mass Communications to supplement any further space needs.

Our instructional delivery technologies are up to date and reliable and include a suite of technologies from Adobe Connect, TM as well as newest version of Blackboard. Multiple professors are also using software programs such as Camtasia and Articulate to create asynchronous learning experiences for students at a distance.

Student evaluations from the Program Survey question, "The facilities and resources available through and identified by the school supported the objectives and assignments of my courses," received 98% of Strongly Agree and Agree ratings.

The University Libraries provide electronic resources for all of our students and an overview of library resources is included in every orientation session and is available on the website.

Technology Plans

The future plans for SLIS revolve around growth. Growth in the number of students, faculty, and reputation. Growth will have very real impacts on the facilities and technology of SLIS. It will mean an increase in the size of the school's physical facilities through leases in other campus buildings.

The future planning of technology and computing is less certain. With the advent of cloud computing and a campus-wide initiative to improve the computing capability of the university as whole new strategies and policies will have to be developed. For example, where once faculty might require servers and stand-alone pieces of hardware for their research, these days it may mean leasing more capability from university computing or even from commercial services such as Amazon Web Services or Microsoft Azure. What is certain, however, is that computing is increasingly becoming a utility, allowing the school staff (and budget) to focus on non-utility services like new and emerging technologies (virtual reality, 3D printing, drones).

In any case, the school needs to revise and implement facilities policies for: office space, technology upgrades, and software services. Special attention must be paid to issues of distance education and services to increase community support in the distributed learning space.

Standard V.14: Evidence

V. 14 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.

The planning process, as detailed in the Standard I: Systematic Planning chapter, includes both planning activities and an evaluation process that reviews our administrative and fiscal policies and our financial support and future planning to ensure on-going financial health. The planning process is integral to the future of SLIS and the faculty and staff are dedicated to remaining responsive and actively engaged with our students, faculty, university, community and stakeholders.

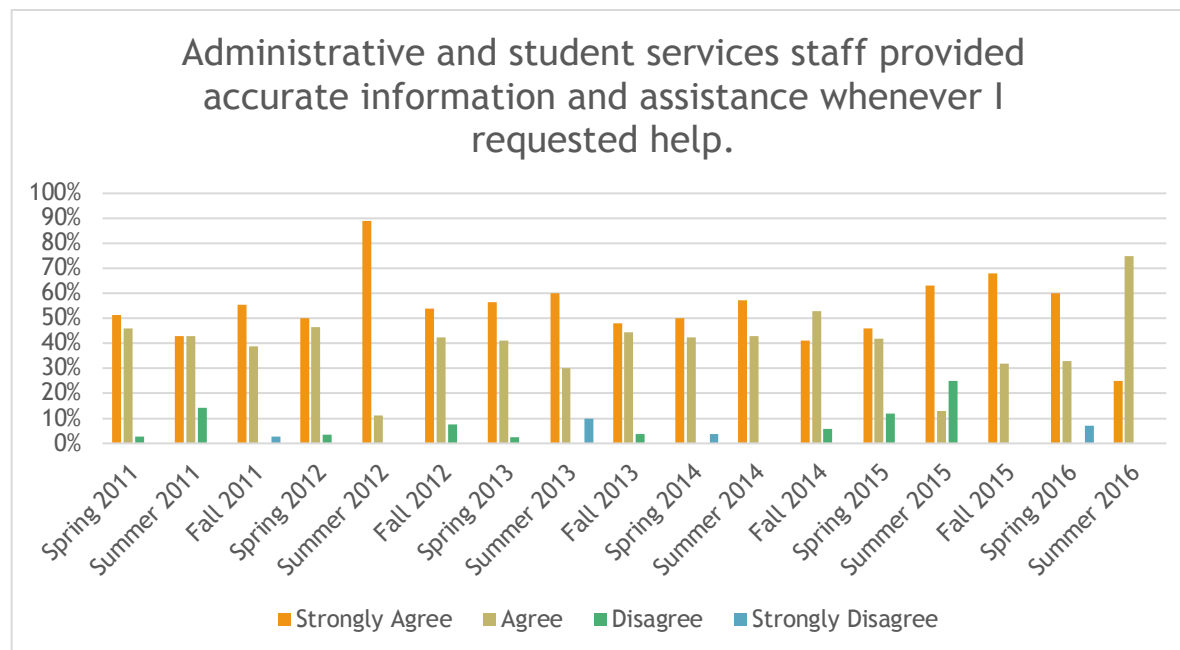
ASSESSMENT

The school is well represented at the university level and adequately compensated by the university in accordance with Standard Five. The school generates additional funds through distributed learning tuition fees, one-time technology fees, and other fees to support technology, student needs, and faculty research support.

The administration and faculty completed a review of all policies, resulting in guidelines for our decision-making processes. The faculty and staff are proactive in both the planning and decision-making for the school.

The staff continues to maintain the best in customer service. The End-of Program survey results indicate that students feel that administrative and student services staff provided accurate information and assistance (see Figure 15).

Figure 15: End-of-Program Survey Question 6



The majority of our students live outside of the Columbia or South Carolina area. Our distributed learning program makes it possible for these non-campus students to obtain their degrees. The distance program also presents a challenge to provide opportunities for all students to serve on policy-making entities. For our students in Columbia there are a variety of ways to serve. In other areas, we have required meetings or on-sites to allow the students to have face-to-face input to the faculty and staff. We web stream almost all of our colloquia and provide live chat during the lectures and meetings.

Standard V.15: Planning for the Future

V. 15 The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.

As a new standard adopted in 2015, the school has not systematically collected this data. However, the school, college, and university are engaged in ongoing evaluation and planning as part of basic business operations and ongoing university accreditation by the Southern Association of Colleges and Schools Commission on Colleges. As part

of this system all deans and directors are evaluated and reappointed on 5-year schedules. Likewise, each year budgets are reviewed and open to ongoing audits.

The director of SLIS and the dean of the College of Information and Communications are part of strategic planning for the university and are regularly asked to contribute to ongoing university-wide initiatives.

Future Plans

The future of SLIS administration is based on recruiting and maintaining the best faculty and staff available. The director shall continue to work with the university administration to garner funds and increase budget totals for the school. The Faculty and staff shall continue to review and revise SLIS Policies as needed.

In order to evaluate and revise, if necessary, the operation of office operations to maintain effectiveness the school shall support staff attendance at training seminars to update skills. We shall involve the Library and Information Science Student Association in all planning activities.

Conclusion

We are ready to take on the new challenges and opportunities of a rapidly changing environment - an environment that may require new skill sets for our graduates, new research directions for our faculty and new sources of support. Our planning process along with the continual revisions and discussions of our plans, allows us to be more agile and flexible in our approaches.

We have a significant role in eliminating illiteracy in South Carolina and have focused on children, books and literacy as one of our major strengths. We have added economic development and public policy as additional roles in helping shape the future of our state. We are good citizens and we accept our responsibility. We promote libraries and information services in everything we do. We believe that libraries and information can change peoples' lives, and we are dedicated to preserving access to our cultural heritage. Ultimately, we want to make life better for all of our constituents.