

**University of South Carolina, College of Mass Communication and  
Information Studies**

**901 Sumter St.**

**Columbia, SC 29208**

Title: "School Library Media Specialists for the Next Generation"

## Abstract

### **Project Title**

School Library Media Specialists for the Next Generation: Development of an Outcomes-Based Model for Recruitment and Education

### **Project Goals**

#### Goal 1

To develop and analyze demographic "psychographic" profiles of students that include reasons leading to choice of school librarianship as a career path in order to inform recruitment efforts and development of appropriate public relations and advertising strategies.

#### Goal 2

To develop a model for outcomes-based assessment of students and outcomes-based evaluation for programs leading to certification of school librarians within the context of distance education delivery.

### **Major Activities**

*Phase I* of the project will concentrate on the work required to develop a recruitment plan and the preliminary work for determining learning outcomes for the school library media preparation program at the USC-SLIS. During Phase I of the project, instruments for data collection will be developed, a database for collection and analysis of data will be developed, data will be collected, and the current program at the USC-SLIS will be studied and compared to the four program standards that make up the ALA/AASL Program Standards for School Library Media Specialist Preparation. At the end of Phase I, a recruitment plan including public relations and advertising strategies will be complete.

*Phase II* of the project will focus on revision of the program's learning outcomes, a revised curriculum based on those learning outcomes, and development of an outcomes-based program assessment plan.

### **Anticipated Results**

- A database of current students and program completers since 1997 that will assist with tracking current students, follow-up with program completers, and recruitment efforts.
- A recruitment plan including advertising and public relations strategies.
- A revised set of learning' outcomes for the school media certification program based on current standards and best practice in the field.
- A revised curriculum for school media certification based on learning outcomes.
- An outcomes-based assessment system for program assessment.

Project results will be disseminated through publications in professional and scholarly journals and presentations at national professional conferences.

## **School Library Media Specialists for the Next Generation: Development of an Outcomes-Based Model for Recruitment and Education**

The purposes of the proposed project are (1) to collect and analyze student demographic data in order to develop an effective and efficient recruitment plan for prospective school librarians in South Carolina that will also provide a model for other graduate professional preparation programs and (2) to develop an outcomes-based assessment system to inform school media certification program review. The project addresses IMLS priority four for Fiscal Year 2003: *Provide the library community with information needed to support successful recruitment and education of the next generation of librarians*. Baseline data will be collected and studied to inform recruitment and education of school librarians. The current program of the School of Library and Information Science (SLIS) will be evaluated to determine its capacity to meet identified needs and a system of outcome-based assessment will be developed as a basis for program review.

Outcomes of the project will include the following: a database for tracking both current students seeking school media certification and program completers since 1997 at the School of Library and Information Science, a recruitment plan based on the analysis of collected data, a set of learning outcomes, a revised school library media curriculum, and an outcomes-based system for program review.

### **Context and Impact**

The shortage of credentialed school library media specialists across the country has been documented in several publications (Callison & Tilley, 2001). By some estimates, as many as one-third of school library media specialists nationwide will be eligible for retirement by 2005 (National Center for Education Statistics, 1998). Critical to meeting this need are the recruitment and education of a new generation of school library media specialists. One explanation frequently mentioned for this shortage is insufficient numbers of library education programs. For this reason, distance education programs are critical to the preparation of school library media specialists sufficient in number to meet current and projected demands. The USC-SLIS program has been, and continues to be, strongly committed to offering its education programs via distance education, with specific programs at the Master's level, certificate level (18 hours beyond the Master's degree), and the Specialist Degree (30 hours of post-Master's study) to the states of South Carolina, Georgia, West Virginia, Maine, and Virginia. The USC-SLIS program has one of the largest faculties with specialization in school library media of all American Library Association-accredited programs in the U. S. with a correspondingly large proportion of the student body completing school media certification while pursuing the MLIS.

The school media certification program at the University of South Carolina School of Library and Information Science is part of the USC university-wide Professional Education Unit (PEU) that includes teacher preparation programs within USC's College of Education and programs that reside in other units. As the unit that prepares school library media specialists for certification, the SLIS falls into the second category. The PEU is accredited by the National Council for Accreditation of Teacher Education (NCA TE), the major national body responsible for the accreditation of teacher preparation programs in the U.S., and is currently completing its self-study (based on the 2002 unit

standards) in preparation for a fall 2003 site visit. [These standards can be found at [http://www.ncate.org/2000/unit\\_stnds\\_2002.odf](http://www.ncate.org/2000/unit_stnds_2002.odf)]

NCATE's expectation for a performance-based system for accreditation of teacher preparation institutions represents "a radical change" (Wise, n.d.). As part of NCATE requirements, students must be able to demonstrate that they can connect theory to practice, teach students from diverse backgrounds, and use technology as a teaching tool. College faculty must also collaborate with p-12 school faculty to design and implement preparation programs and implement a systematic process for assessing candidates at entry, throughout the program, and upon exit. Assessment systems must employ national and state standards as reference points and use multiple indicators at multiple decision points.

As the SLIS participated in the PEU's NCATE self-study and interacted with faculty in other teacher certification programs, it became apparent that performance-based data (beyond end of course grades) necessary for making sound decisions regarding recruitment and student progress through the program were not being systematically collected and analyzed. Therefore, the outcomes-based information necessary to systematically and continuously review the program as a whole was unavailable. To comply with PEU requirements, it will be necessary to develop a method for collecting and analyzing outcomes-based data on students at admission, at program mid-point, at program completion, and for collecting follow-up data on graduates. As school media preparation programs around the country gear up to meet the new NCATE unit standards and the recently approved ALA/AASL specialty area standards for NCATE, outcomes-based assessment will be the focus. The work accomplished as a result of this project will be widely disseminated and should furnish guidance and support to those programs.

The shift from teacher-centered to learner-centered learning has significant implications for assessment to give feedback to and report progress of students and to gather and analyze information in order to evaluate and make changes to improve the program. This is consistent with what is called for by NCATE standards for an assessment system aimed at evaluating and strengthening programs (NCATE, 2002). As part of developing this outcome-based evaluation system, methods for student assessment will come from course-embedded activities as well as additional activities that will stand outside of or cut across several courses. One such assessment tool is the portfolio. The portfolio is an important tool for documenting student learning and for assessing program effectiveness (Campbell, Melenzyer, Nettles, & Wyman, Jr., 2000; Latrobe & Lester, 2000).

The literature is rich with discussion of the shift from teacher-centered to learner-centered learning in higher education (see, for example Chickering & Gamson, 1987; Cross, 1998). In addition to examining their own beliefs about teaching and learning and their own instructional practices, faculty must recognize that student learning takes place within the context of a system. Therefore, true program review and improvement must go beyond scrutiny of individual faculty and individual courses. Such reform will only come about as a result of examining the interrelationships and interactions among all factors making up the entire system, including professors, courses, programs, and institutional goals (Senge, 1990). The American Association of Higher Education has devoted

significant attention to assessment as part of the scholarship of teaching and learning, including the use of effective evaluation for program review (Maki, 2002; Wergin, 1999).

The particulars that present challenges to SLIS development and implementation of outcomes-based assessment are ones that many school media preparation programs share. In order to accommodate both full-time students and part-time students who work full-time, have family responsibilities, and live outside the Columbia area, the SLIS program provides as much flexibility as possible. As a result, the systematic collection of outcomes-based data is especially challenging for the SLIS as students begin the program in anyone of three semesters during the academic year and progress through the program at different rates. Those who are full-time students (and are already certified as classroom teachers) may be able to finish the program in a calendar year. Others, who pursue their studies on a part-time basis, may take three years or longer to complete the program. With the exception of a required introductory course, a few courses with prerequisites, and a capstone experience, SLIS students seeking school media certification take courses in no particular sequence at the present time. Unlike programs in the USC College of Education, SLIS students in South Carolina do not move through the school media preparation program in a cohort, most do not pursue the program on a full-time basis, and the majority are distance education students. For these reasons, exploring the use of technology applications to meet these challenges is a priority for the SLIS. An aim of this project is to develop a system for collecting these data within the context of the flexibility SLIS students currently enjoy. These same issues and concerns will not be unique to USC's program because the rapid growth of distance delivery of LIS education is occurring in and beyond the U.S.

### **Diversity**

With its large African-American population and the growing number of Hispanics, South Carolina faces challenges in recruiting and training a diverse group of school librarians that reflect the communities they serve. In most cases, underserved areas of South Carolina are in rural areas. For many school districts in these areas, it has been impossible to hire a fully credentialed school library media specialist when an opening occurs. In order to staff the school library, many school administrators hire teachers who have secured temporary out-of-field permits from the state's certifying agency. Having access to a profile of current students and program completers and to information related to library media specialist shortages, we will be better able to target our recruitment efforts and to ensure that the program meets their needs. These profiles will include the usual demographic factors (race, age, sex, etc.) as well as the reasons why students chose to pursue school library media as a specialization.

### **Project Design**

Phase I: Development of instruments for data collection, development of database for data storage and analysis, data collection, and comparison of current national standards and current preparation program for school library media specialists.

The first phase of the project involves the work required to develop a recruitment plan and the preliminary work for determining the program's learning outcomes. As part of the first phase of the project, an evaluation panel made up of the School Library Consultant

at the South Carolina Department of Education, two representatives from the South Carolina Association of School Librarians, two National Board for Professional Teaching Standards certified school library media specialists, two district-level school library supervisors, and two South Carolina school administrators will be identified and asked to serve on an evaluation panel that will provide feedback and perspectives at various points in Phase II of the project.

Phase II: Development of learning outcomes, development and implementation of program-level outcomes-based assessment system.

The second phase of the project involves (1) revision of the program's learning outcomes and (2) development of an outcomes-based assessment system which will provide the basis of program review both based on an analysis of the current program and the new NCATE/AASL Standards and the results of input from students, graduates, school-district level library supervisors, selected internship supervisors, and selected employers, and review by the evaluation panel.

### **Project Goals:**

#### **Goal 1**

To develop and analyze demographic "psychographic" profiles of students that includes reasons leading to choice of school librarianship as a career path in order to inform recruitment efforts and development of appropriate public relations and advertising strategies.

### **Objectives:**

1. To collect and analyze baseline data on USC-SLIS students currently pursuing school media certification and program completers from the past five years.

### ***Activities:***

- Determine data that need to be collected for establishing student profiles.
- .Plan and construct a new database (or rework current student database) for recording and storing data.
- Survey current students and recent graduates.
- Enter data into new database program.
- Analyze data to determine:
  - geographic distribution and ethnic diversity of current students and recent program completers.
  - reasons why current students and recent completers of the USC-SLIS school media certification program chose school librarian ship as a career path.
- Analyze data to compare and contrast the following groups of current students and recent program completers:
  - already licensed classroom teachers (both with and without classroom teaching experience).
  - career changers.
  - recent graduates of bachelor's degree programs.

2. To develop a recruitment plan that addresses diversity and is based on data collected and analyzed.

***Activities:***

- Collect data (from SC Center for Teacher Recruitment and SC Department of Education) on openings for school library media specialists in South Carolina- their current location as well as where they have been over the past five years.
- Solicit input from human resources personnel in South Carolina school districts regarding their needs and recruitment efforts.
- Study demographic data of current students and recent program completers and critical need locations to determine where recruitment efforts should focus geographically and what diversity issues need to be addressed.
- Study data related to background of current students and recent program completers to determine audience to target for recruitment efforts.
- Plan recruitment activities and materials with participation of faculty in the School of Journalism and Mass Communications (public relations and advertising).

**Goal 2**

To develop a model for outcomes-based assessment of students and outcomes-based evaluation for programs leading to certification of school librarians within the context of distance education delivery.

**Objectives:**

1. To articulate learning outcomes for the school media certification program

***Activities:***

- Study current SLIS school media certification program and current AASL/NCATE standards for school library preparation programs.
- Survey recent graduates, internship supervisors, employers (district-level school media supervisors and principals of recent graduates).
- Hold focus group interviews of selected graduates, employers, and internship supervisors.
- Based on analysis of these data, propose learning outcomes.
- Solicit feedback from and perspectives of stakeholders.

2. To plan revisions to current curriculum based on learning outcomes.

***Activities:***

- Determine which learning outcomes are addressed in SLIS core courses.
- Determine which learning outcomes should be introduced, developed, reinforced in courses beyond the core.
- Determine which courses build on others and in which order students should take courses. .Ensure that learning experiences that lead to student learning outcomes are embedded in courses and are achievable within a distance education model
- Design data collection methods to determine if intended learning outcomes are achieved.

3. To design a program-level outcomes-based assessment system.

*Activities:*

- Determine which course-embedded assessments to use.
- Determine what additional assessments are needed.
- Design additional assessments that will be administered outside of classes and that are possible within a distance education model.
- Develop guidelines for a portfolio as an assessment that students will compile throughout the program and submit as an exit requirement.

4. To implement program-level outcomes-based assessment system.

*Activities:*

- Develop procedures to collect assessment data.
- Develop timeline and procedures to analyze assessment data.
- Develop timeline and procedures to use results for program review and improvement. .
- Share summaries of the process with key stakeholder groups (e.g., students, graduates, employers) and solicit their feedback and perspectives.

### **Management Plan**

Day-to-day oversight of the project will be managed by Dr. Donna Shannon, Principal Investigator. She will be directly assisted on a regular basis by the other four faculty members in SLIS (see Personnel below) who specialize in school library media preparation. USC College of Education personnel will participate as advisors to SLIS faculty and staff as they develop the program's outcomes-based assessment system. In addition, an evaluation panel consisting of representatives from the South Carolina Department of Education, the South Carolina Association of School Librarians, district-level school media coordinators, NBPTS certified library media specialists, and school administrators will provide advice and feedback.

Financial management of the project will be accomplished by the PI, the Business Manager, and the Director of the Office of Research in the College of Mass Communications and Information Studies.

The preparation program for school library media specialists is one of the strengths of the School of Library and Information Science at the University of South Carolina. Ranked 3<sup>rd</sup> among all ALA-accredited programs by the U. S. News and World Report rating of graduate programs, the school media preparation program is the only preparation program in South Carolina. The program also serves students in the neighboring states of Georgia, North Carolina and is currently providing the MLIS program (including school media certification) to students enrolled in formal cohorts in Virginia and Maine). Five faculty members in the School specialize in school librarianship or services to children and youth in public libraries including a three-quarter time instructor who oversees the School's school media internship program. These five faculty members make up the

school media faculty; they meet monthly to plan and to discuss issues and topics related to the school media certification program. Faculty members are active in both state and national professional organizations and have participated in curriculum reviews in the SLIS and in other library education programs. Three full-time staff in the Student Services Office and a Coordinator of Distance Education support the SLIS program. The program enjoys close association with the South Carolina Department of Education and the South Carolina Association of School Librarians and is an active participant in the university's Professional Education Unit. Faculty and staff in the USC-College of Education Office of Accreditation and Quality Assurance will be available as advisors during the course of the project. Personnel in the South Carolina Center for Teacher Recruitment will also be available to provide information and advice related to the project.

### **Personnel**

**Dr. Donna Shannon**, Principal Investigator, is an associate professor and coordinator of the school media program at the University of South Carolina's School of Library and Information Science. Working in higher education for the past ten years, she has published in the area of library education (Shannon, 1998, 2002a, 2002b) and was project director for a U. S. Department of Education HEA Title IIB grant in 1996 for a workshop for rural school library media specialists.

**Dr. Dan Barron** is professor and director of distance education at the University of South Carolina School of Library and Information Science. Dr. Barron is well-known as a leader on both the state and national levels in school librarianship and distance education and has published extensively on both topics. He served on the Vision Committee for *Information Power: Building Partnerships for Learning*. He is Contributing Editor and writes a monthly column in *School Library Media Activities Monthly* entitled "Keeping Current." Dr. Barron has worked as an evaluator on several grant-supported projects.

**Dr. Pat Feehan** is associate professor in USC's School of Library and Information Science and specializes in resources and services to youth in public libraries. She teaches courses in the school media certification program. Well-known for her work in youth services and distance education, Dr. Feehan just completed a three-year term as Secretary/Treasurer of the Association for Library and Information Science Education.

**Dr. Nancy Zimmerman**, an associate professor in USC's School of Library and Information Science, is currently President of the American Association of School Librarians. She served as a delegate to ALA's Congress on Professional Education. Among many other accomplishments, she was co-principal investigator of a project funded by the NY State Regents Commission on Library Services for the 21<sup>st</sup> Century to evaluate library services in New York State (1998-1999). Dr. Zimmerman was also co-recipient of the ALISE Research Grant in 1994.

**Elizabeth Miller** coordinates the School's internship program. Ms. Miller was a full-time faculty of the School for five years before assuming her current duties. She is active in professional organizations at both the state and national and has served on the Association of Library Service to Children's Notable Video Committee for many years.

These five faculty members, led by the PI, will constitute an informal advisory board as the project proceeds to completion. Each is deeply involved in the preparation, advising, teaching, and development of the curriculum for school librarians. In addition, Associate Professor Mike Seaman and Renee Connolly, Director, Office of Quality Assurance and Accreditation will advise the school media faculty on outcomes-based program assessment.

**Project Evaluation**

<b>Objective</b>	<b>Outcome</b>	<b>By</b>
Objective 1 (Goal 1) Collect and analyze baseline data on USC-SLIS students currently pursuing school media certification and program completers from the past five years.	Document providing demographic profile of current students and program completers since 1997, including analysis of current students and program completers with regard to background and choice of school librarianship as a career path.  Database that will be used to continue compiling and analyzing such data.	August 2004  November 2003
Objective 2 (Goal 1) Develop a recruitment plan that addresses diversity and is based on data collected and analyzed.	Final recruitment plan and feedback from evaluation panel.  Development of recruitment plan public relations and advertising strategies is complete.  Increase in number of "critical need" school districts that are able to hire fully certified library media specialists.	December 2004/ January 2005  June 2005  A long-term outcome results of which will be seen following implementation of recruitment plan
Goal 1	Document reporting the outcomes of goal 1 that will be submitted for publication in a professional journal.	March/April 2005
Objective 1 (Goal 2) Articulate learning outcomes for the school media certification program.	Final set of learning outcomes. Agreement among evaluation panel members that learning outcomes represent current thinking and best practice in school librarianship.	February 2005
Objective 2 (Goal 2) Make revisions to current curriculum based on learning outcomes.	Revised curriculum. Agreement among evaluation panel members that learning outcomes represent current thinking and best practice in school librarianship.	August 2005
Objective 3 (Goal 2) Design a program-level outcome-based assessment system.	Program-level assessments are documented and revised with feedback from evaluation panel.	December 2005
Objective 4 (Goal 2) Implement program-level outcome-based assessment system.	Policies and procedures for outcomes-based program assessment will be in place. Feedback from evaluation panel will be incorporated into final document.	December 2005

Goal 2	Final report of the project and submission of a manuscript based on the final report to a professional or scholarly journal	
<b>Dissemination</b>	Submit at least three articles to scholarly and professional journals. Submit proposals to present project results at professional conferences (ALISE and AASL).	From spring 2005 until project completion.

### **Dissemination**

Results of this project will be disseminated in several venues and will include: (1) presentations at appropriate scholarly and professional conferences, (2) publications in scholarly and professional journals, (3) reports of the project's progress and results will also be posted on the USC School of Library and Information Science web site. Results of the project will be of special interest to ALA-accredited programs that prepare school library media specialists as one LIS specialty among many others and those programs involved in distance delivery of their preparation programs.

### **Project Sustainability**

The actual products of this investigation will support the sustainability of the project. The database, the recruitment plan, the process of revising the program's learning outcomes, curriculum, and procedures for program review will result in a systemic change in USC-CLIS approach to the recruitment and education of a new generation of school library media specialists. These benefits will continue as we go through subsequent revision cycles for both recruitment efforts and program review and revision. The project dissemination plan will enable benefits to accrue nationally as other programs have access to project products and results. The project has the potential for laying the groundwork for a national dialogue on the recruitment and education of school library media specialists. In terms of recruitment, the results of the project will complement the work of the Recruitment Task Force appointed by former AASL President Helen Adams. A model for outcomes-based assessment systems will be of enormous interest to school library preparation programs as they prepare to meet the ALA/AASL Program Standards for School Library Media Specialist Preparation that were recently approved by the NCATE Specialty Board.

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### Schedule of Completion

The proposed project will be completed between August 2003 and December 2005.  
Project activities are as follows:

Phase	Activity	Dates	Expenditures by semester
Phase I	Determine data to collect for student profiles	August 2003-September 2003	
	Plan and construct database	October 2003-November 2003	
	Develop and field test survey for current students and graduates	September 2003-November 2003	
	Collect and analyze pertinent data from USC-COE, SC Center for Teacher Recruitment, and SC Department of Education, and human resources personnel in SC school districts	September 2003-October 2003	End of semester expenditures=\$18,079
	Enter data into database from student files and returned surveys	November 2003-April 2004	
	Mail survey to current students and graduates	January 2004 with follow-up postcards one month later	
	Develop and field test survey for library supervisors, internship supervisors, and employers	January 2004-February 2004	
	Mail survey to library supervisors, internship supervisors, and employers	March 2004 with follow-up one month later	
	Compare current SLIS program with 2003 NCATE/AASL Standards for school library preparation programs	January 2004-March 2004	
	Hold focus group interviews with selected library supervisors, internship supervisors, and employers on recruitment needs and issues	April 2004 and May 2004	End of semester expenditures=\$33,769
	Analyze focus group data and synthesize all data collected to this point	June 2004-August 2004	
	PI will attend AAHE Conference on Assessment	June 2004	End of semester expenditures=\$11,557
	Identify audience, geographic location for targeted recruitment efforts	October 2004	

	Finalize a recruitment plan	November 2004- December 2004	End of semester expenditures= \$33,119
	Solicit feedback on recruitment plan from evaluation panel	January 2005	
	Completion of public relations and advertising strategies for recruitment plan	June 2005	
Phase II	Revise program's learning outcomes	September 2004- November 2004	
	Solicit feedback on revised learning outcomes from evaluation panel	December 2004- January 2005	
	Finalize learning outcomes	February 2005	
	Study current curriculum/courses with regard to learning outcomes and suggest revisions to curriculum	March 2005-May 2005	End of semester expenditures= \$34,219
	Design learning experiences and data gathering measures to ensure learning outcomes are achieved, including exit portfolios	April 2005-July 2005	
	Solicit feedback from and perspectives of evaluation panel regarding curriculum, courses, and learning experiences. Finalize revised curriculum.	August 2005	End of semester expenditures= \$16,579
	Develop timeline and procedures to collect and analyze assessment data	September 2005	
	Develop timeline and procedures to use results for program review	October 2005- November 2005	
	Solicit feedback from stakeholders and evaluation panel	December 2005	End of semester expenditures= \$36,969

# Project Budget Form

## SECTION 1: DETAILED BUDGET

Year 1 - Budget Period from ~~8~~<sup>10</sup> / ~~12~~<sup>31</sup> / 03 to ~~8~~<sup>10</sup> / ~~13~~<sup>30</sup> / 04

Name of Applicant Organization Univ. of South Carolina Research Foundation

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3-2.5 BEFORE PROCEEDING.

### SALARIES AND WAGES (PERMANENT STAFF)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Donna Shannon, PI	( 1 )					
P. Feehan, Assoc. Prof.	( 5 )					
D. Barron, Prof.	( 5 )					
cont. on att. sheet	( 2 )					
<b>TOTAL SALARIES AND WAGES \$</b>			<b>21,424</b>	<b>10,927</b>		<b>32,351</b>

### SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Graduate assistant	( 1 )					
	( )					
	( )					
	( )					
<b>TOTAL SALARIES AND WAGES \$</b>			<b>9,600</b>			<b>9,600</b>

### FRINGE BENEFITS

RATE	SALARY BASE	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
os.sal + 19.10 sum. . % of \$					
25% of 9mos effort % of \$					
see att. sheet % of \$					
<b>TOTAL FRINGE BENEFITS \$</b>		<b>5,404</b>	<b>2,733</b>		<b>8,137</b>

### CONSULTANT FEES

NAME/TITLE OF CONSULTANT	RATE OF COMPENSATION (DAILY OR HOURLY)	No. OF DAYS (OR HOURS) ON PROJECT	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Evaluation panel members						
<b>TOTAL CONSULTANT FEES \$</b>			<b>2,100</b>			<b>2,100</b>

### TRAVEL

FROM/TO	NUMBER OF: PERSONS DAYS	SUBSISTENCE COSTS	TRANSPORTATION COSTS	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Columbia/DC	( 1 ) ( 2 )	\$1,000	\$1,000	\$2,000			2,000
AAHE conf.	( 1 ) ( 2 )	\$500	\$500	\$1,000			1,000
	( ) ( )						
	( ) ( )						
<b>TOTAL TRAVEL COSTS \$</b>				<b>3,000</b>			<b>3,000</b>

## Project Budget Form

### SECTION 1: DETAILED BUDGET CONTINUED

Year 1

#### MATERIALS, SUPPLIES AND EQUIPMENT

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
1 computer workstation	\$2,100		2,100		2,100
Database software	\$ 850		850		850
<b>TOTAL COST OF MATERIALS, SUPPLIES, &amp; EQUIPMENT \$</b>			2,950		2,950

#### SERVICES

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
<b>TOTAL SERVICES COSTS \$</b>					

#### STUDENT SUPPORT (PRIORITIES 1, 2, AND 3)

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
<b>TOTAL STUDENT SUPPORT \$</b>					

#### OTHER

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Prog. Tuition Reimbur.	\$2,680 per sem. at 2 sem.		5,360		5,360
<b>TOTAL OTHER COSTS \$</b>			5,360		5,360

<b>TOTAL DIRECT PROJECT COSTS \$</b>	41,528	21,970		63,498
<b>TOTAL DIRECT PROJECT COSTS EXCLUDING STUDENT SUPPORT \$</b>	41,528	16,610		58,138

#### INDIRECT COSTS

Check either item A or B and complete C. (See section on Indirect Costs, page 2.4.)

Applicant organization is using:

- A. an indirect cost rate which does not exceed 20% of modified total direct costs – may be listed only as cost sharing.  
 B. Federally negotiated Indirect Cost Rate (see page 2.4).

Health and Human Services

Name of Federal Agency

June 30, 2004

Expiration Date of Agreement

C.	Rate base(s)	Amount(s)	=	\$	
45.5	% of	\$ 41,528	=	\$	18,895
45.5	% of	\$ 16,610	=	\$	7,558
	% of	\$	=	\$	

	IMLS	APPLICANT	PARTNER(S) IF APPLICABLE	TOTAL
<b>TOTAL INDIRECT COSTS CHARGED TO \$</b>	18,895	7,558		26,453

# Project Budget Form

## SECTION 1: DETAILED BUDGET

Year 2 (if applicable) - Budget Period from ~~2~~<sup>10</sup> / ~~1~~<sup>31</sup> / 04 to ~~2~~<sup>10</sup> / ~~2~~<sup>30</sup> / 05

Name of Applicant Organization Univ. of South Carolina Research Foundation

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3-2.5 BEFORE PROCEEDING.

### SALARIES AND WAGES (PERMANENT STAFF)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
D. Shannon, PI	( 1 )					
M. Witkoski, Asst. Prof.	( 1 )					
P. Feehan, Asst. Prof.	( 1 )					
see attach sheet	( )					
<b>TOTAL SALARIES AND WAGES</b>			<b>\$ 43,034</b>	<b>10,927</b>		<b>53,961</b>

### SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Graduate assistant	( 1 )					
	( )					
	( )					
	( )					
<b>TOTAL SALARIES AND WAGES</b>			<b>\$ 4,800</b>			<b>4,800</b>

### FRINGE BENEFITS

RATE	SALARY BASE	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
see attached sheet % of \$					
19.10% of sum sal. % of \$					
see attach sheet % of \$					
<b>TOTAL FRINGE BENEFITS</b>		<b>\$ 9,803</b>	<b>2,733</b>		<b>12,536</b>

### CONSULTANT FEES

*NAME/TITLE OF CONSULTANT	RATE OF COMPENSATION (DAILY OR HOURLY)	NO. OF DAYS (OR HOURS) ON PROJECT	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Marilyn Heath, Port. Cons.						
Evaluation panel membs.						
<b>TOTAL CONSULTANT FEES</b>			<b>\$ 4,600</b>			<b>4,600</b>

### TRAVEL

FROM/TO	NUMBER OF: PERSONS DAYS	SUBSISTENCE COSTS	TRANSPORTATION COSTS	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Cola/DC	( 1 ) ( 2 )	1,000	1,000	2,000			2,000
ALISE Conf.	( 1 ) ( 2 )	500	500	1,000			1,000
	( ) ( )						
	( ) ( )						
<b>TOTAL TRAVEL COSTS</b>				<b>\$ 3,000</b>			<b>3,000</b>

# Project Budget Form

## SECTION 1: DETAILED BUDGET CONTINUED

Year 2

MATERIALS, SUPPLIES AND EQUIPMENT					
ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
<b>TOTAL COST OF MATERIALS, SUPPLIES, &amp; EQUIPMENT \$</b> _____					
SERVICES					
ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
<b>TOTAL SERVICES COSTS \$</b> _____					
STUDENT SUPPORT (PRIORITIES 1, 2, AND 3)					
ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
<b>TOTAL STUDENT SUPPORT \$</b> _____					
OTHER					
ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Grad. asst. tuition reimp	\$2,680 per sem./2 sem.	_____	5,360	_____	5,360
_____	_____	_____	_____	_____	_____
<b>TOTAL OTHER COSTS \$</b> _____					
<b>TOTAL DIRECT PROJECT COSTS \$</b>		65,237	19,020	_____	84,257
<b>TOTAL DIRECT PROJECT COSTS EXCLUDING STUDENT SUPPORT \$</b>		65,237	13,660	_____	78,897

### INDIRECT COSTS

Check either item A or B and complete C. (See section on Indirect Costs, page 2.4.)

Applicant organization is using:

- A. an indirect cost rate which does not exceed 20% of modified total direct costs – may be listed only as cost sharing.  
 B. Federally negotiated Indirect Cost Rate (see page 2.4).

Health and Human Services  
 Name of Federal Agency

June 30, 2004  
 Expiration Date of Agreement

C. Rate base(s)      Amount(s)  
 \_\_\_\_\_ 45.5 % of \$ 65,237 = \$ 29,683  
 \_\_\_\_\_ 45.5 % of \$ 13,660 = \$ 6,215  
 \_\_\_\_\_ % of \$ \_\_\_\_\_ = \$ \_\_\_\_\_

	IMLS	APPLICANT	PARTNER(S) IF APPLICABLE	TOTAL
<b>TOTAL INDIRECT COSTS CHARGED TO \$</b>	29,683	6,215	_____	35,898

# Project Budget Form

## SECTION 1: DETAILED BUDGET

Year 3 (if applicable) - Budget Period from 8/10/03 to 10/31/05

Name of Applicant Organization Univ. of South Carolina Research Foundation

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3-2.5 BEFORE PROCEEDING.

### SALARIES AND WAGES (PERMANENT STAFF)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
D. Shannon, PI	(1)					
P. Feehan, Assoc. Prof.	( )					
see attached sheet	(4)					
	( )					
<b>TOTAL SALARIES AND WAGES \$</b>			<b>14.832</b>	<b>6.591</b>		<b>21.423</b>

### SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

NAME/TITLE	No.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Graduate assistant	(1)					
	( )					
	( )					
	( )					
<b>TOTAL SALARIES AND WAGES \$</b>			<b>2.400</b>			<b>2.400</b>

### FRINGE BENEFITS

RATE	SALARY BASE	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
25% of 9 mos. sal. % of \$					
see attached sheet % of \$					
<b>TOTAL FRINGE BENEFITS \$</b>		<b>3.720</b>	<b>1.648</b>		<b>5.368</b>

### CONSULTANT FEES

NAME/TITLE OF CONSULTANT	RATE OF COMPENSATION (DAILY OR HOURLY)	No. of DAYS (OR HOURS) ON PROJECT	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Evaluation panel members						
<b>TOTAL CONSULTANT FEES \$</b>			<b>2.100</b>			<b>2.100</b>

### TRAVEL

FROM/TO	NUMBER OF: PERSONS DAYS	SUBSISTENCE COSTS	TRANSPORTATION COSTS	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Cola/DC	(1) (2)	1,000	1,000	2,000			2,000
AASL Conf.	(1) (1)	500	500	1,000			1,000
ALISE conf.	(1) (2)	1,000	1,000	2,000			2,000
	( ) ( )						
<b>TOTAL TRAVEL COSTS \$</b>				<b>5,000</b>			<b>5,000</b>

## Project Budget Form

### SECTION 1: DETAILED BUDGET CONTINUED

Year 3

<b>MATERIALS, SUPPLIES AND EQUIPMENT</b>					
ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
<b>TOTAL COST OF MATERIALS, SUPPLIES, &amp; EQUIPMENT \$</b>					
<b>SERVICES</b>					
ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
<b>TOTAL SERVICES COSTS \$</b>					
<b>STUDENT SUPPORT (PRIORITIES 1, 2, AND 3)</b>					
ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
<b>TOTAL STUDENT SUPPORT \$</b>					
<b>OTHER</b>					
ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S) (IF APPLICABLE)	TOTAL
Grad asst. tuition reimb.	\$2,680 for 1 semester	_____	2,680	_____	2,680
_____	_____	_____	_____	_____	_____
<b>TOTAL OTHER COSTS \$</b>					
<b>TOTAL DIRECT PROJECT COSTS \$</b>					
		28,052	10,919	_____	38,971
<b>TOTAL DIRECT PROJECT COSTS EXCLUDING STUDENT SUPPORT \$</b>					
		28,052	8,239	_____	36,291

#### INDIRECT COSTS

Check either item A or B and complete C. (See section on Indirect Costs, page 2.4.)

Applicant organization is using:

- A. an indirect cost rate which does not exceed 20% of modified total direct costs – may be listed only as cost sharing.  
 B. Federally negotiated Indirect Cost Rate (see page 2.4).

Health and Human Services

Name of Federal Agency

June 30, 2004

Expiration Date of Agreement

C.	Rate base(s)	of	Amount(s)	=	\$ _____
	45.5 %	of	\$ 28,052	=	\$ 12,764
	45.5 %	of	\$ 8,239	=	\$ 3,748
	_____ %	of	\$ _____	=	\$ _____

	IMLS	APPLICANT	PARTNER(S) IF APPLICABLE	TOTAL
<b>TOTAL INDIRECT COSTS CHARGED TO \$</b>	12,764	3,748	_____	16,512

**Continuation sheet for Year 1 budget**

**Salaries and Wages (permanent staff)**

Name/Title	No.	Cost Computation	IMLS	Applicant	Partners	Total
N. Zimmerman	1					
E. Miller, Intern. Co.	1					
Total						
<b>Totals transferred to budget sheet</b>				4,151		4,151

**Fringe Benefits**

Rate	Base	IMLS	Applicant	Partners	Total
	)				
		48	1,980		2,028
<b>Totals transferred to master budget sheet</b>					

\*\*\*\*\*  
**Year 2 Budget Addendum**

**Salaries and Wages (permanent staff)**

Name/Title	No.	Cost Computation	IMLS	Applicant	Partners	Total
<b>Totals transferred to budget sheet</b>						

**Fringe Benefits**

Rate	Base	IMLS	Applicant	Partners	Total
	)				
<b>Totals transferred to master budget sheet</b>					

**Year 3 Budget continuation sheet**

**Totals transferred to budget sheet**

**Fringe Benefits**

Rate	Base	IMLS	Applicant	Partners	Total
	(Feehan)				
	(Barron)				
	(Zimmerman)				
	(Miller)				

**Totals transferred to master budget sheet**



## Budget Justification

### Personnel

The IMLS contribution to the personnel budget provides for a course release for the principal investigator for four semesters (spring and fall 2004 and 2005) and halftime compensation for summers 2004 and 2005; a graduate assistant for 20 hours a week for the first year of the project when data entry will be a time-intensive activity, and a graduate assistant for 10 hours per week for the remainder of the project. (During those semesters when Dr. Shannon (PI) will have one course release to work on the project, adjunct faculty will assume those duties.) Fringe benefits for the PI are calculated at the rate of 25% of one-quarter of her salary for years one and two and 25% of one-half of her salary for year two and at 19.10% for one-half salary for summers of 2004 and 2005. Assistant Professor Mike Witkoski (School of Journalism and Mass Communications) will be compensated for one-half summer salary for one summer for work on public relations and advertising materials as part of recruitment strategies. (Fringe benefits figured at 19.10%.)

USC contributes the participation of other school media faculty (Barron, Feehan, Miller, and Zimmerman) and participation by College of Education faculty (Mike Seaman, Associate Professor) and staff (Renee Connolly, Office of Quality Assurance and Accreditation) who are working with USC Professional Education Unit programs on program assessment.

### Consultants

Consultant fees will be paid to Marilyn Heath (at the rate of \_\_\_ for five days) in the second year to assist in developing policies, procedures, and materials related to portfolio assessment of students enrolled in the program. She holds an Ed.D. in curriculum and instruction, is currently working as a school library media specialist at Belton-Honea Path High School in Greenwood, South Carolina, and has made presentations on professional portfolios for educators.

Evaluation panel members will be offered \_\_\_ for each year of their work.

### Travel

Funds for travel to IMLS and for travel to professional conferences (ALISE and AASL) in order to present project results are included in the budget. Travel funds for the project PI to attend the American Association for Higher Education (AAHE) conference on assessment are also included. Since 1985, AAHE has held conferences for faculty and administrators in higher education to examine topics such as learning outcomes, curricular and instructional design, and assessment methods.