

Student D started the Fall 2019 semester as a graduate assistant in archival processing. This was their first semester to work at the CAHC and their second semester in the UA Little Rock Master of Arts in Public History program. They followed the Fall 2019 syllabus for a semester 1 graduate assistant.

The student learning outcomes for this student, assessed by the Student Success Archivist, included: Demonstrate a knowledge of archival principles, practices, and values; Provide complete assistance to patrons at the research room; Plan and execute a collection processing plan; Plan and execute a social media project popularizing archival records to the general audience.

Student D proficiently completed the four assigned student learning outcomes. They were assigned readings on archival practices and theory. The readings were discussed at weekly meetings and they practiced processing collections. They were assigned two small unprocessed collections and created detailed finding aids. They asked questions throughout the process and took the initiative to work with outside institutions to translate Soviet posters into English. They provided copies of their work with these outside groups for the CAHC staff. They expressed a similar eagerness for research with their second processing assignment. They worked very efficiently and a third collection was assigned for processing.

Student D shadowed the CAHC staff on the research room desk shifts. This is standard practice with new graduate assistants until they are comfortable with independent shifts. The student took over a weekly assigned shift in the manuscripts section. This student documented patron requests in the research room in-house patron assistance tracking software. The student pulled archival materials and reboxed books (following Library of Congress identification system).

Student D created posts for the CAHC's social media as a means to engage with the community through CAHC's materials. They pulled photographs from CAHC archival collections and researched its historical context and significance. That research was then posted with the photograph to make for a unique and insightful social media post. The posts were approved by the Student Success Archivist and placed on the social media content calendar for upload. These assignments will continue in Spring 2020 and the student will be encouraged to create posts that display aspects of the collections that they have worked on.

Student D provided suggestions to improve the graduate assistant program. They were interested in opportunities for professional development in archival-related topics. Students were added to a Slack channel on professional development where staff post upcoming opportunities. The CAHC staff will work to include students in outreach events and professional development, when possible. The CAHC staff are actively working toward offering professional development opportunities to educators, archivists, and librarians. These events will also benefit students interested in developing skills for archival careers.

Student D was also interested in preservation of archival material. Many of the Spring 2020 graduate assistant assigned readings are on preservation issues. This student will be offered opportunities for hands-on practice with born-digital preservation of CAHC websites.