Accreditation Standard Details

Instruction of Library Use

Source Manager:
Hal, Tracy - 11000 - Institutional Effectiveness

Email Source Manager:

Accreditation Cycle:
2014 SACS Reaffirmation

No Approval Notes

Approval Status:
Draft

Response Detail

Response Status:
Compliance

SACS Response:
100%

Institutional Response:
0%

In accordance with the standards of the American Library Association (ALA), information literacy standards, the reference department's overarching goal is to educate students to find, use, and evaluate information effectively. As such, librarians participate in instruction in multiple ways.

A well-established library orientation program targets new students and new faculty at the beginning of each term. The hour-long new student orientation is comprised of three parts, with students rotating through sessions. A reference librarian introduces students to the library website and services and provides an overview of library resources. The library systems and access manager familiarizes them with the College's principal information systems, including e-mail, moodle courses, and the ThesiS registration and student information system. A library staff member provides a walking tour of the building to introduce students to library resources and policies, with a special focus on the peer tutoring services and spaces available in the library. These sessions are generally well attended, with approximately 200 new students (78% participating) in fall 2015. New faculty orientation includes a session to familiarize new faculty with the librarians, learn about library services and resources, explore the library website and databases, tour the building, and learn about departmental library funds and procedures for ordering books and other materials. This session also provides librarians a chance to learn about new faculty interests and special classes they plan on offering. Handouts for new students and new faculty are made available on the library website for their future reference.

During the 2012-13 assessment cycle, faculty assessment the Written Communication General Education Competency observed that students were performing below target with regard to selecting scholarly sources for their writing assignments. Consequently, Learning Resources created a series of information literacy workshops designed to improve student skills in using library databases for such assignments. Students self-reported improvement in understanding and in research skills, but library faculty continue to monitor assessment results of the General Education Competencies for Written Communication, Oral Communication, and Information Literacy.

Students are generally satisfied with library assistance and instruction. In the 2011 survey administered to all students, of the 300 respondents, 85% agreed or strongly agreed that one-on-one library assistance was useful; 78% agreed, and 16% disagreed. For library instruction, 67% agreed or strongly agreed that it was useful; 26%, neutral, and 9% disagreed or strongly disagreed. A faculty survey was also administered in 2011, with 55 respondents (approximately half of the full-time teaching faculty). Of those faculty members using library instruction in their classes, 82% agreed that it was helpful or very helpful. The liaison program also appears to be useful to faculty, with more than 80% of the survey respondents agreeing or strongly agreeing that the liaison for their department was helpful.

In order to determine the effectiveness of library instruction sessions, in spring 2011 the reference librarians undertook a pilot study to assess instruction in courses that regularly participate in these sessions. A pre-test—post-test protocol was designed to measure students' pre-existing knowledge and learning outcomes following an instruction session. The assessment instrument was administered to a pilot group of 4 classes that regularly receive formal library instruction (3 biology classes and 1 English class). An 11 question test measured students' ability before and after instruction to identify different types of information resources, successfully locate information in various formats, distinguish peer-reviewed sources from popular sources, and decipher citations. The pilot study indicated that library instruction had a positive impact, with an overall 14.5% improvement in the number of correct answers to test questions following instruction. The greatest improvement was found in identifying correct strategies for locating the full text of information sources of different types and accessing library research guides; these seemed to be the strengths of library instruction. The greatest weakness that the tests revealed was in teaching the basic elements of Boolean logic; this is an area for improvement in library instruction.

The College does not have multiple campuses or offer online courses. However, the library maintains a robust online presence and provides students, faculty and staff with remote access to its databases through ezproxy authentication. Librarians and library staff may also be contacted for assistance in multiple modes (by phone, email, chat, and text).

What is being asked?

**Standard Detail**: SPOI manages accreditation standards or criteria for multiple accrediting bodies. A single set of standards is identified with the accrediting body and official standards, known in SPOI as the Source. Standards are stated in SPOI, as they are stated in the source document. Standards are organized into Sections and are numbered in accordance with the source document.

**Accreditation Cycle**: Accreditation Cycles are created for a Source to facilitate a self-study, interim report, external audit, or other reporting need. Each Accreditation Cycle can include specific Standards from the Source, and can be pre-populated with content from prior reporting cycles.

**Approval Status**: The work you need to perform for the Standard depends upon your assignment to one or more Approval Roles. Once your work has been completed, either approve the Standard to the next person(s) assigned or reject it back to the previous level for more work.

What is your response?

**Response Status**: A set of Responses appropriate to the accrediting body is established for each Source. Select the Response Status that best represents your institution or program's state of compliance with the Standard. Ideally, your institution or program will be in compliance with all applicable standards by the time you submit your report, but the purpose of the self-study is to critically analyze your compliance status.

**Narrative**: Craft your compliance argument or narrative response to the Standard within the Narrative section. Your response can contain tables, bulleted lists, images, and other text formatting required for a readable presentation.

What evidence supports this?

**Document Management**: Accreditation evaluators need to see evidence that you are indeed doing what you say you are doing. Most of your evidence will be in the form of documents (pdf suggested) uploaded to and organized within folders in the Standards document library. An uploaded Document can be assigned to any Standard for which it provides evidence. Once Documents have been assigned to the Standard, you can create links within the Narrative to enable the reader to click and launch context-specific evidence.

**Link Management**: If you'd like to refer the reader to a web page or internet-based document, create a Weblink record in the Standards document library, assign the Weblink to the Standard, and then create a link to it in the Narrative. When the reader clicks on the Narrative link, a new web browser tab or window will open to the URL identified with the Weblink.

**Associated Objectives**: Objectives created in the SPOI Planning Module may provide excellent evidence of your engagement in a process supportive of the Standard. Any Objectives identified as relevant to the Standard will appear under and can be accessed from Associated Objectives. You can then create links within the Narrative to these Objectives.

**Associated Outcomes**: Outcomes created in the SPOI Assessment Module can also be linked to relevant Standards. You can then create links within the Narrative to any Outcomes associated to the Standard.

Are the response and evidence adequate?

**Suggested Follow-Up**: During the self-study period, you and others may wish to share your thoughts on such areas as non- or partial compliance, adequacy of the evidence presented, or clarity of the narrative. The Suggested Follow-Up section provides a space for such running commentary.

**[Source] Response**: Any response provided by the accrediting body for this Standard can be recorded under the [Source] Response tab within the Narrative section to add to the historical record for the standard.

Do you have a follow-up response?

**Institutional Response**: When it is necessary to respond to the accrediting body regarding their findings or to submit a follow-up report, you can craft any such narrative under the Institutional Response tab to create a complete historical record for the standard in this reporting cycle. You can create links to evidence within this narrative and publish a final report.
ACREDITATION

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