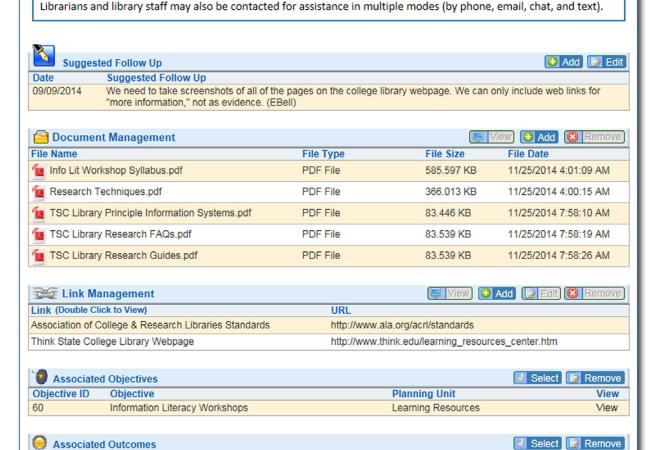


the full text of information sources of different types and accessing library research guides; these seem to be strengths of library instruction. The greatest weakness that the tests revealed was in teaching the basics of Boolean logic; this is an area for improvement in library instruction.

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.



Program

General Education (GenEd)

View

View

Outcome ID

62

Outcome

Gen Ed - Information Literacy

What is being asked?

Standard Detail: SPOL 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 SPOL as the Source. Standards are stated in SPOL just 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, annual 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 Reponse 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 link library, assign that 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 SPOL 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 SPOL Assessment Module can also be linked to relevant Standards. You can then create links within the Narrative to any Outcomes associated to the Standard.

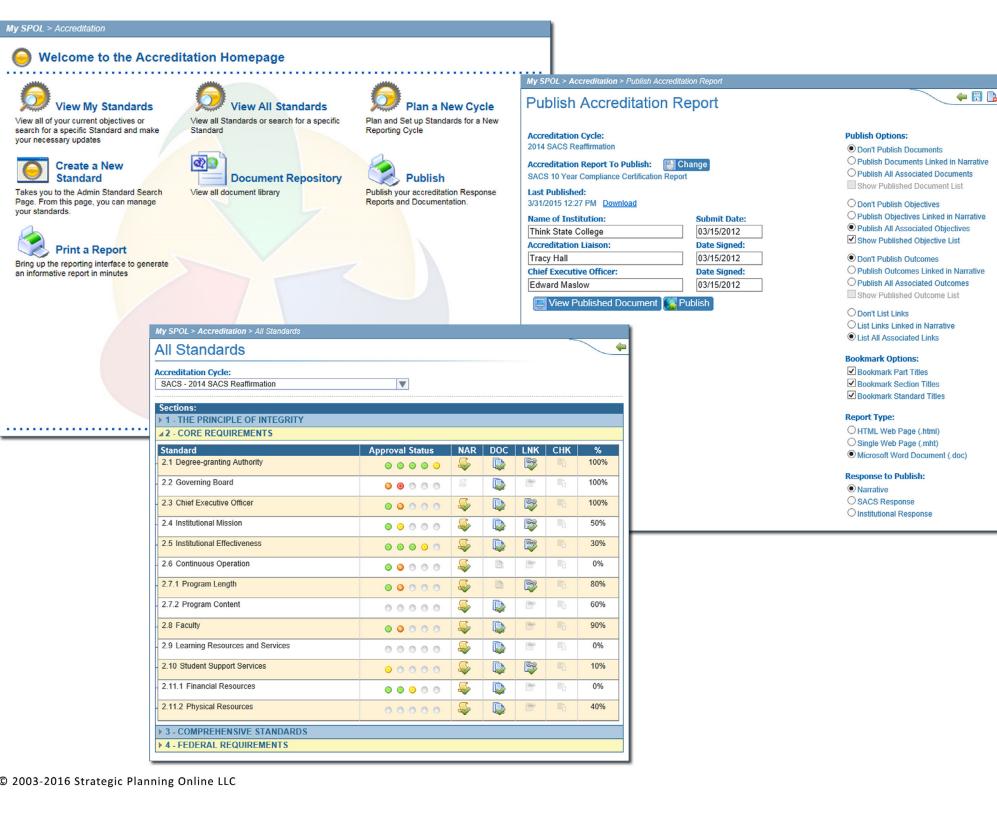
Are the response and evidence adequate?

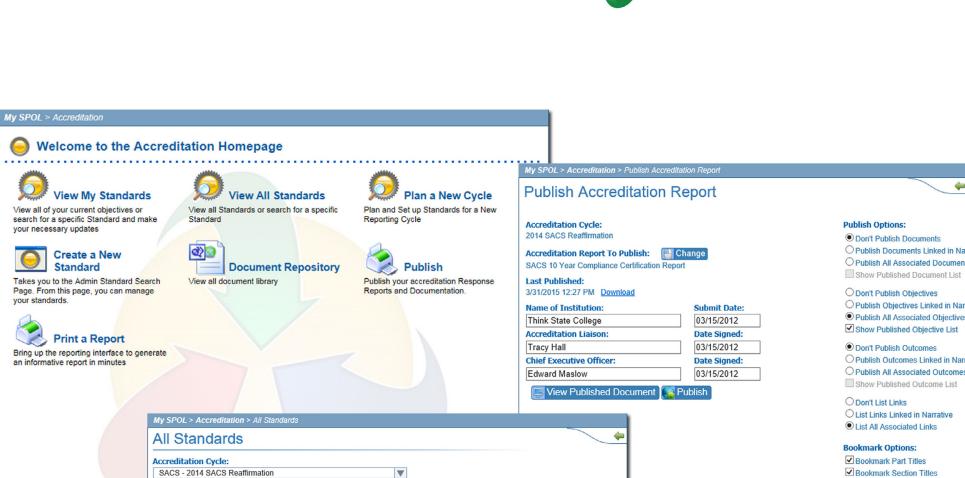
Suggested Follow-Up: During the self-study period, you and others may wish to share your thoughts on such things as areas of non- or partial compliance, adequacy of the evidence presented, or clarity of the narrative. The Suggested Follow-Up section provides a space for such running commentary.

[Source] Response: Any response previded 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.







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