

My SPOL > Accreditation > All Standards > Standard: 3.8.2 - Instruction of Library Use

Accreditation Standard Details

Instruction of Library Use

Source Manager:

Hall, Tracy - 11000 - Institutional Effectiveness

Email Source Manager:

Send Email

Accreditation Cycle:

2014 SACS Reaffirmation

No Approval Notes

Note Options

Approval Status:

Approval Options

Approval Options

Standard Detail

Edit

Standard Number: 3.8.2

Source: SACS

Section: 3.8 - Library and Other Learning Resources

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. (Instruction of Library Use)

Response Detail

Edit

Response Status: Compliance

Percent Complete: 0%

Narrative

SACS Response

Institutional Response

Edit

In accordance with Association of College & Research Libraries (ACRL) 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 databases and provides an [overview of library services](#). The library systems and accounts manager familiarizes them with the College’s [principal information systems](#), including email, Moodle courseware, 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 300 new students (78%) participating in fall 2013. New faculty orientation includes a session with the library director during which faculty meet the librarians, learn about library services and resources, explores 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 gives the librarians a chance to learn about new faculty research 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 helpful; 14% were neutral, and only 1% disagreed. For library instruction, 67% agreed or strongly agreed that it was helpful, 24% 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 making use of 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 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 eproxy authentication. Librarians and library staff may also be contacted for assistance in multiple modes (by phone, email, chat, and text).

Suggested Follow Up

Add

Edit

Date	Suggested Follow Up
09/09/2014	We need to take screenshots of all of the pages on the college library webpage. We can only include web links for “more information,” not as evidence. (EBell)

Document Management

View

Add

Remove

File Name	File Type	File Size	File Date
Info Lit Workshop Syllabus.pdf	PDF File	585.597 KB	11/25/2014 4:01:09 AM
Research Techniques.pdf	PDF File	366.013 KB	11/25/2014 4:00:15 AM
TSC Library Principle Information Systems.pdf	PDF File	83.446 KB	11/25/2014 7:58:10 AM
TSC Library Research FAQs.pdf	PDF File	83.539 KB	11/25/2014 7:58:19 AM
TSC Library Research Guides.pdf	PDF File	83.539 KB	11/25/2014 7:58:26 AM

Link Management

View

Add

Edit

Remove

Link (Double Click to View)	URL
Association of College & Research Libraries Standards	http://www.ala.org/acrl/standards
Think State College Library Webpage	http://www.think.edu/learning_resources_center.htm

Associated Objectives

Select

Remove

Objective ID	Objective	Planning Unit	View
60	Information Literacy Workshops	Learning Resources	View

Associated Outcomes

Select

Remove

Outcome ID	Outcome	Program	View
62	Gen Ed - Information Literacy	General Education (GenEd)	View

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.



ACCREDITATION MODULE

My SPOL > Accreditation > My Standards

My Standards

Accreditation Cycle: SACS - 2014 SACS Reaffirmation

Group By:

Role Only

Section Only

Role and Section

Show:

Only Standards I Need to Work On

All Standards Assigned to Me

Standard	Approval Status	NAR	DOC	LNK	CHK	%
3.8.2 Instruction of Library Use						0%
3.8.3 Qualified Staff						0%
3.3.2 Quality Enhancement Plan						0%
2.9 Learning Resources and Services						0%
2.12 Quality Enhancement Plan						0%

Writer

Standard	Approval Status	NAR	DOC	LNK	CHK	%
2.4 Institutional Mission						50%
2.7.1 Program Length						80%
2.8 Faculty						90%

Reader

My SPOL > Accreditation

Welcome to the Accreditation Homepage

View My Standards

View all of your current objectives or search for a specific Standard and make your necessary updates

View All Standards

View all Standards or search for a specific Standard

Plan a New Cycle

Plan and Set up Standards for a New Reporting Cycle

Create a New Standard

Takes you to the Admin Standard Search Page. From this page, you can manage your standards.

Document Repository

View all document library

Publish

Publish your accreditation Response Reports and Documentation.

Print a Report

Bring up the reporting interface to generate an informative report in minutes

My SPOL > Accreditation > All Standards

All Standards

Accreditation Cycle: SACS - 2014 SACS Reaffirmation

Sections:

1 - THE PRINCIPLE OF INTEGRITY

2 - CORE REQUIREMENTS

Standard	Approval Status	NAR	DOC	LNK	CHK	%
2.1 Degree-granting Authority						100%
2.2 Governing Board						100%
2.3 Chief Executive Officer						100%
2.4 Institutional Mission						50%
2.5 Institutional Effectiveness						30%
2.6 Continuous Operation						0%
2.7.1 Program Length						80%
2.7.2 Program Content						60%
2.8 Faculty						90%
2.9 Learning Resources and Services						0%
2.10 Student Support Services						10%
2.11.1 Financial Resources						0%
2.11.2 Physical Resources						40%

3 - COMPREHENSIVE STANDARDS

4 - FEDERAL REQUIREMENTS

My SPOL > Accreditation > Publish Accreditation Report

Publish Accreditation Report

Accreditation Cycle: 2014 SACS Reaffirmation

Accreditation Report To Publish: SACS 10 Year Compliance Certification Report

Last Published: 3/31/2015 12:27 PM

Name of Institution: Think State College

Accreditation Liaison: Tracy Hall

Chief Executive Officer: Edward Maslow

Submit Date: 03/15/2012

Date Signed: 03/15/2012

Date Signed: 03/15/2012

View Published Document

Publish

Publish Options:

Don't Publish Documents

Publish Documents Linked in Narrative

Publish All Associated Documents

Show Published Document List

Don't Publish Objectives

Publish Objectives Linked in Narrative

Publish All Associated Objectives

Show Published Objective List

Don't Publish Outcomes

Publish Outcomes Linked in Narrative

Publish All Associated Outcomes

Show Published Outcome List

Don't List Links

List Links Linked in Narrative

List All Associated Links

Bookmark Options:

Bookmark Part Titles

Bookmark Section Titles

Bookmark Standard Titles

Report Type:

HTML Web Page (.html)

Single Web Page (.mht)

Microsoft Word Document (.doc)

Response to Publish:

Narrative

SACS Response

Institutional Response