

# ADDRESSING THE LIBRARY-RELATED STANDARDS



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During our time together, we will...

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- Explore the current Library & Learning/Information Resources Standards
- Share strategies for responding to the standards
- Address your specific questions





## Section 11: Library and Learning/Information Resources

- **Core Requirement 11.1** (*Library and learning/information resources*) **[CR]**
- **Standard 11.2** (*Library and learning/information staff*)
- **Standard 11.3** (*Library and learning/information access*)

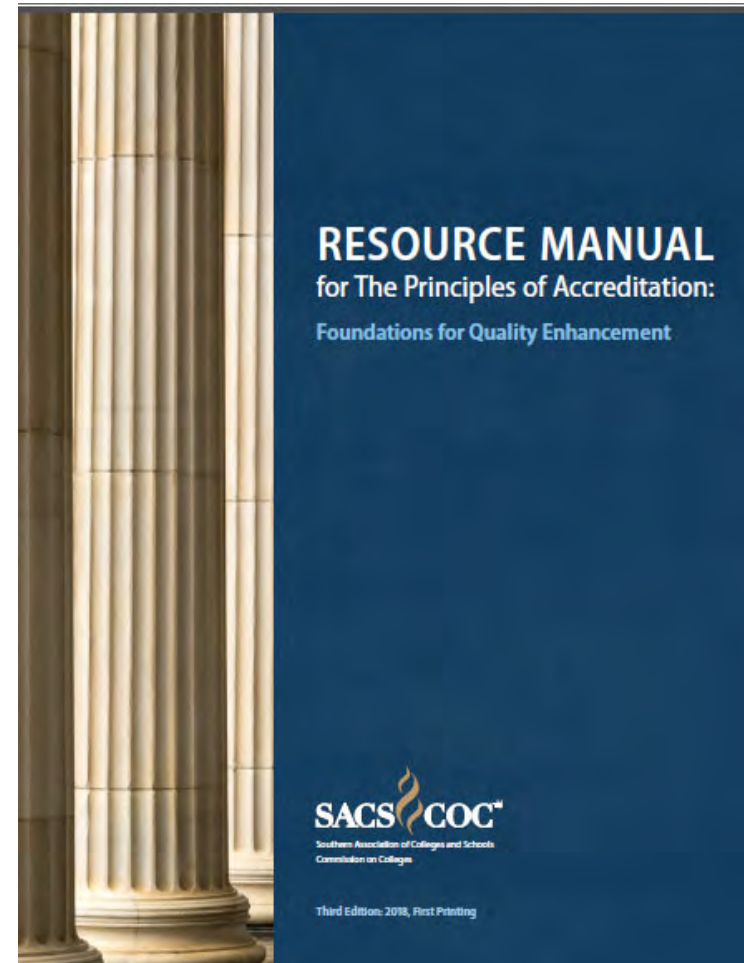
**Standard 8.2.c** (*Student outcomes: academic and student services*)

**Standard 13.7** (*Physical resources*)



# Resources

- *The Resource Manual for the Principles of Accreditation*
- SACSCOC website:
  - Policies
  - Handbooks
  - Interpretations
  - Guidelines
  - Position Statements



## SECTION 11: Library and Learning/Information Resources

- 11.1** **The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.**  
*(Library and learning/information resources)* [CR]

### Rationale and Notes

To provide adequate support for the institution's curriculum and mission, an institution's students, faculty, and staff have access to appropriate collections, services, and other library-related resources that support all educational, research, and public service programs wherever they are offered and at the appropriate degree level. The levels and types of educational programs offered determine the nature and extent of library and learning resources needed to support the full range of the institution's academic programs. Qualified, effective staff are essential to carrying out the goals of a library/learning resource center and the mission of the institution, and to contributing to the quality and integrity of academic programs.

The purpose of this Core Requirement is to ensure that an institution offers adequate and appropriate library collections, services, and other related learning resources to support the mission of the institution. If the institution has research and/or public service missions in addition to its educational mission, the standard applies to those aspects of library and learning/information resources as well.

## NOTES

- *Institutions should include information on learning/information resources housed in the library, other locations, or offered over a network, as appropriate (e.g., curriculum labs, specified reading rooms, computer labs, IT help services, writing centers, online learning management systems). If this information is presented in **Core Requirement 12.1** (Student support services) instead, that should be clear in the narrative of both standards. Physical facilities and the condition of such facilities (as opposed to contents within the building) do not need to be addressed in this standard, but should be addressed in **Standard 13.7** (Physical resources).*
- *Details on how library collections, resources, and services are assessed and results used to make improvements should be found in **Standard 8.2.c** (Student outcomes: academic and student services). Some of that information also may appear in this standard if it helps to establish the adequacy and appropriateness of current collections, services, and other related learning resources. Access to library collections and services is specifically included in Standard 11.3 (Library and learning/information access). Thus, in Core Requirement 11.1, the emphasis should be on an enumeration of collections, resources, and the types of services offered. Ease of access should be part of Standard 11.3, not the current standard. There will be some duplication of discussion between these two standards.*

## Questions to Consider

- How does the library determine whether collections are adequate and appropriate for the courses and programs offered, as well as for the research and/or public service activities of the institution (if relevant)?
- Is there a formal collection development policy? Does it work well?
- How are students at off-campus sites and taking distance education or correspondence courses provided adequate and appropriate collections?
- What library and learning/information services are offered (e.g., interlibrary loan, delivery services, bibliographic support, technical support, general help desk, off-site support)?
- How does the institution determine the adequacy and appropriateness of its services?
- What supporting services are offered through the library/learning resource offices as opposed to other academic support offices?
- If collections and services are offered through external contracts or consortia, how is adequacy and appropriateness determined?

## Sample Documentation

- Description of library collections in terms of the programs and levels of programs offered.
- Description of library services in relation to the needs of faculty, students, and others (as needed).



# Section 11: Library and Learning/Information Resources

- 11.1—**Resources/Services/Support**
  - 11.2—Staffing
  - 11.3—Access & Instruction
  
  - 8.2.c —Outcomes
  - 13.7—Facilities
-



### **Core Requirement 11.1**

The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.

*(Library and learning/information resources) [CR]*





How do you know that your library resources, services, and support are adequate?

“adequate and appropriate library and learning/information resources, services, and support for its mission”





## “Adequate Library & Learning/Information Resources”

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- Collection Development Policy
- Collection Analysis—Strengths and Weaknesses Given Institutional Mission and Programs/Services Supported
- Student/Faculty Feedback
- Ongoing Analysis of Usage Data
- Age Analysis
- Acquisition Statistics
- Trends in ILL





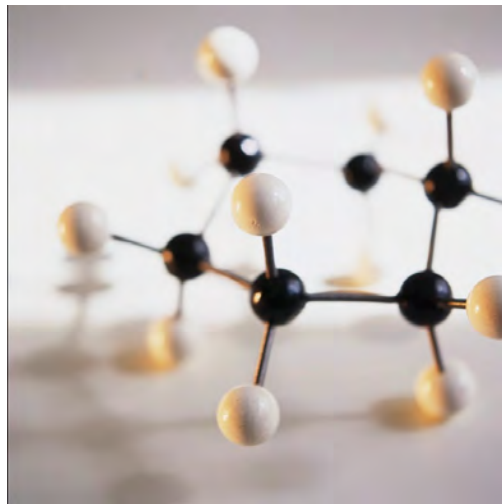
## “Services and support”

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- What services and/or support are offered?
- How do these services support academic programs and the mission of the institution?
- Student/Faculty Feedback?



# “Learning/Information Resources”





**Standard 11.2.** The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution.  
**(Qualified library staff)**



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“adequate number of professional and other staff with appropriate education or experiences”

- How many library staff members = enough?
  - Consider charting coverage during hours open to illustrate sufficiency.
- What academic preparation is expected of staff?
  - List of staff with experience, education, and any additional training noted.
  - Provide linkage between job description/duties and experience/education/training.





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**Standard 11.3.** The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources. *(Library and learning/information access)*

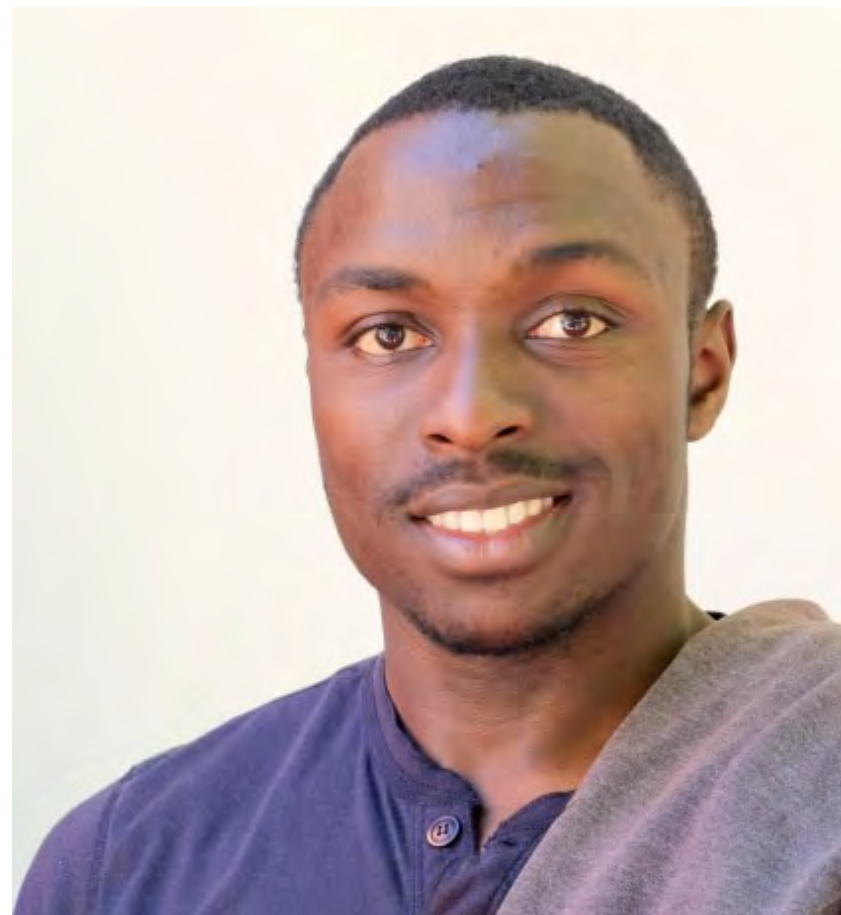





“(a) student and faculty **access** and user **privileges** to its library services”

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- Access—regardless of who owns resources/employs staff
- Agreements?
- Hours of operation/access?





“(b) access to regular and timely instruction in the use of the library and other learning/information resources”

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- Is instruction “**Regular and Timely**”?
- Are online tutorials sufficient? Effective?



Where do I  
address library  
facilities?





# Where do I address library facilities?

- **Section 13.7** The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, **support services**, and other mission-related activities. (*Physical resources*)



## “Facilities”

- Description of the Physical Facilities: Size, Proximity, Features
- Facility Usage Data
- Student/Faculty Feedback
- Age and Renovation History
- Pictures, virtual tours





## “Facilities”

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- How do your facilities meet the needs of your students, faculty, (community), and the programs and services offered by the institution?





## Section 12: Academic and Student Support Services

- 1. The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. (*Student support services*) [CR]
  - Combines the old CR2.10 (Student support services) and CS3.49 (Academic support services)





**Standard 8.2.c** The institution identifies **expected outcomes**, **assesses** the extent to which it achieves these outcomes, and provides evidence of **seeking improvement** based on analysis of the results for **academic and student services** that support student success. (Student outcomes: academic and student services)





**Does Standard 8.2.c** (Student outcomes: academic and student services) expect that Libraries will have student learning outcomes? Maybe

- Along with other “unit” or “program” outcomes
- Possible connection with 11.3, maybe 8.2.b (Student outcomes: general education) if the institution has Information Literacy as a Gen Ed outcome



This Photo by Unknown



## Library Assessment Ideas & Support

- Information Literacy Competencies
  - ACRL Information Literacy Framework:  
[https://libguides.scf.edu/ld.php?content\\_id=49366795](https://libguides.scf.edu/ld.php?content_id=49366795)
- Learning Opportunities
  - Association of Research Libraries (ARL) Library Assessment Conference--November 6–9, 2024: Portland, OR:  
<https://www.libraryassessment.org/>
  - Georgia International Information Literacy Conference  
March 30 – March 31, 2023—Virtual—dates for 2024 not yet announced:  
<https://academics.georgiasouthern.edu/ce/conferences/infoilit/>

**Most Frequently Cited *Principles* in Decennial Reaffirmation Reviews: Class of 2020** [N=73 (off-site), N=72 (on-site and Board) difference is due to mergers]

Review Stage I: OFF-Site Committee			INSTITUTIONAL FOCUSED REPORT	Review Stage II: ON-Site Committee			INSTITUTIONAL RESPONSE REPORT	Review Stage III: Board of Trustees		
Rank	Requirement/Standard	% of Institutions in Non-Compliance		Rank	Requirement/Standard	% of Institutions in Non-Compliance		Rank	Requirement/Standard	% of Institutions in Non-Compliance
1.	6.2.a (Faculty Qualifications)	81%		1.	7.2 (Quality Enhancement Plan)	40%		1.	8.2.b (Student Outcomes: Gen Ed)	14%
2.	13.2 (Financial Documents)	59%		2.	8.2.b (Student Outcomes: Gen Ed)	19%		2.	8.2.a (Student Outcomes: Ed Programs)	13%
3.	6.2.b (Program Faculty)	48%		3.	6.2.a (Faculty Qualifications)	18%		3.	13.3 (Financial Responsibility)	8%
4.	5.4 (Qualified Officers)	47%		4.	8.2.a (Student Outcomes: Ed Programs)	14%		4.	8.2.c (Student Outcomes: Academic & Student Services)	7%
5.	8.2.b (Student Outcomes: Gen Ed)	45%		5.	8.2.c (Student Outcomes: Academic & Student Services)	11%		5.	7.2 (Quality Enhancement Plan)	4%
6.	8.2.c (Student Outcomes: Academic & Student Services)	44%		6.	13.3 (Financial Responsibility)	8%		6. 7. 8.	7.3 (Administrative Effectiveness) 13.4 (Control of Finances) 13.6 (Federal & State Responsibilities)	3%
7.	13.8 (Institutional Environment)			7.	13.4 (Control of Finances)	7%				
8.	6.3 (Faculty Appointment & Evaluation)	40%		8. 9. 10. 11. 12. 13.	5.4 (Qualified Officers)	6%				
9.	8.2.a (Student Outcomes: Ed Programs)	38%			6.3 (Faculty Appointment & Evaluation)					
10.	5.5 (Personnel Appointment & Evaluation)	34%			7.3 (Administrative Effectiveness)					
					8.1 (Student Achievement)					
					13.1 (Financial Resources)					
					13.6 (Federal & State Responsibilities)					
Selected Descriptive Statistics (Number of Principles Cited Per Institution)				Selected Descriptive Statistics (Number of Principles Cited Per Institution)				Selected Descriptive Statistics (Number of Principles Cited Per Institution)		
Mean=14.2 (SD=8.6)    Median=12    Range=39				Mean=1.9 (SD=2.2)    Median=1    Range=10				Mean=0.7 (SD=1.4)    Median=0    Range=6		

### Most Frequently Cited *Principles* in Decennial Reaffirmation Reviews: Class of 2021 [N=80]

Review Stage I: OFF-Site Committee			INSTITUTIONAL FOCUSED REPORT	Review Stage II: ON-Site Committee			INSTITUTIONAL RESPONSE REPORT	Review Stage III: Board of Trustees		
Rank	Requirement/Standard	% of Institutions in Non-Compliance		Rank	Requirement/Standard	% of Institutions in Non-Compliance		Rank	Requirement/Standard	% of Institutions in Non-Compliance
1.	6.2.a (Faculty Qualifications)	94%		1.	7.2 (Quality Enhancement Plan)	43%		1.	13.3 (Financial Responsibility)	10%
2.	13.2 (Financial Documents)	46%		2.	6.2.a (Faculty Qualifications)	21%		2.	8.2.a (Student Outcomes: Ed Programs)	3%
3.	8.1 (Student Achievement)	45%		3.	13.3 (Financial Responsibility)	14%		3.	13.1 (Financial Resources)	
4.	6.3 (Faculty Appointment & Evaluation)	43%		4.	8.2.b (Student Outcomes: Gen Ed)	8%		4.	13.4 (Control of Finances)	
5.	6.2.b (Program Faculty)	41%		5.	13.1 (Financial Resources)			5.	13.6 (Federal and State Responsibilities)	
6.	8.2.a (Student Outcomes: Ed Programs)	36%		6.	11.2 (Library & LIR Staff)	6%		<3%		
7.	13.7 (Physical Resources)	35%		7.	6.2.b (Program Faculty)	5%				
8.	13.8 (Institutional Environment)			8.	6.2.c (Program Coordination)					
9.	8.2.b (Student Outcomes: Gen Ed)	34%		9.	8.2.a (Student Outcomes: Ed Programs)					
10.	12.4 (Student Complaints)			<5%						
Selected Descriptive Statistics (Number of Principles Cited Per Institution)				Selected Descriptive Statistics (Number of Principles Cited Per Institution)				Selected Descriptive Statistics (Number of Principles Cited Per Institution)		
Mean=13.9 (SD=8.1)    Median=12.5    Range=41				Mean=1.7 (SD=1.9)    Median=1    Range=7				Mean=0.3 (SD=0.7)    Median=0    Range=4		

**Most Frequently Cited *Principles of Accreditation* in Decennial Reviews:  
Reaffirmation Class of 2022 [N=76]**

Review Stage I: OFF-Site Committee			Review Stage II: ON-Site Committee			Review Stage III: Board of Trustees		
Rank	Core Requirement / Standard	% of Institutions in Non-Compliance	Rank	Core Requirement / Standard	% of Institutions in Non-Compliance		Core Requirement / Standard	% of Institutions in Non-Compliance
1.	6.2.a (Faculty Qualifications)	95%	1.	7.2 (Quality Enhancement Plan)	36%	1.	8.2.a (Student Outcomes: Ed Programs)	9%
2.	5.4 (Qualified Officers)	54%	2.	8.2.a (Student Outcomes: Ed Programs)	22%	2.	8.2.c (Student Outcomes: Student Services)	5%
3.	6.2.b (Program Faculty)	54%	3.	6.2.a (Faculty Qualifications)	18%	3.	6.2.b (Program Faculty)	4%
4.	6.3 (Faculty Appointment & Evaluation)	51%	4.	8.2.b (Student Outcomes: General Ed)	11%	4.	8.2.b (Student Outcomes: General Ed)	
5.	5.5 (Personnel Appointment & Evaluation)	50%	5.	8.2.c (Student Outcomes: Student Services)		6%	5.	5.4 (Qualified Officers)
6.	8.2.a (Student Outcomes: Ed Programs)	47%	6.	4.2.g (Board Self-Evaluation)	6.		6.3 (Faculty Appointment & Evaluation)	
7.	13.2 (Financial Documents)	43%	7.	6.2.b (Program Faculty)	7.		13.1 (Financial Resources)	
8.	8.1 (Student Achievement)	41%	8.	6.2.c (Program Coordination)	8.		13.3 (Financial Responsibility)	
9.	8.2.c (Student Outcomes: Student Services)		9.	13.4 (Control of Finances)	<3%			
10.	13.8 (Institutional Environment)		<5%			Selected Descriptive Statistics (Number of Principles Cited Per Institution)		
Selected Descriptive Statistics (Number of Principles Cited Per Institution)			Selected Descriptive Statistics (Number of Principles Cited Per Institution)			Selected Descriptive Statistics (Number of Principles Cited Per Institution)		
Mean=15.7 (SD=8.0)   Median=15   Mode=23 Min=2   Max=40			Mean=1.8 (SD=2.2)   Median=1   Mode=0 Min=0   Max=12			Mean=0.4 (SD=1.0)   Median=0   Mode=0 Min=0   Max=4		

TATIONAL FOCUSED REPORT

TATIONAL RESPONSE REPORT



\*Don't forget about distance learning and off-campus instructional sites.

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- How are resources and services provided to students enrolled in distance education courses/programs?
- In programs offered at off-site locations—including prisons?
- To faculty?



What challenges do you see on the forefront regarding compliance with these standards?

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# Questions?

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