

3.8. Library and Other Learning Resources

3.8.1: Learning/Information Resources

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Shorter University provides facilities, services, and learning/information resources that are appropriate to support its teaching, research, and service mission. Both the University's Educational Principles and its mission, which is "to provide quality higher education, enabling and encouraging student commitment to active life-long learning, spiritual values, responsible citizenship, and community and societal leadership in a global context" (*Shorter University 2010-2011 Academic Catalog*, Shorter University Statement of Purpose section, Mission of Shorter University subsection, p. 10), provide the foundation for its Strategic Plan (*Shorter University Strategic Plan, 2007-2012*). The goals of this Plan, in part, are for the University to become a center for teaching excellence and to be recognized as the South's leading Christian institution committed to excellence in education (*Shorter University Strategic Plan, 2007-2012*, A Pre-eminent Teaching University section, p. 5). The University's Libraries provide facilities, services, and learning/information resources that support these aspects of the mission and of the Strategic Plan, as outlined below.

The Libraries are an integral educational component of the University. They provide access to a sufficient range of resources and services in support of the University's curriculum, and augment the students' classroom experiences with independent learning. By providing these resources and services, the Libraries attempt to develop the students' understanding of how recorded knowledge is organized and structured so that they become self-directed, lifelong learners in the liberal arts tradition (*Policy and Procedure Manual*, Library Services section, p. 2).

Facilities

Rome. The Livingston Library, located at the main campus in Rome, is a three-story facility with 22,800 square feet. Physical characteristics of the facility include the following:

- A reference desk on the main floor

- A circulation desk on the main floor
- 10 computer workstations (two of which are dedicated to the online catalog)
- A separate computer lab with 20 computer workstations
- A library instruction classroom
- Listening stations in the Music Library
- Individual study carrels on each floor
- Three small group study conference rooms
- One large conference room
- Library staff offices
- A copy machine/scanning device
- Limited space for its book, periodical, and audiovisual collections

The *Shorter University Strategic Plan, 2007-2012*, specifies several goals directly related to library facilities. These include the completion of the library expansion, the development of areas for the congregation and interaction of students, faculty, and staff, and the provision of technological resources and ongoing training for the Shorter community (An Attractive Campus section, p. 10).

Consistent with these goals, the University has undertaken an addition to the current facility, which will be completed in March, 2012 (Livingston Library Expansion). This initiative will add 18,800 square feet to the facility, and will provide for expanded space for library holdings, areas where students may meet in groups, movable furniture, an information commons area with additional computer workstations, a smart classroom, a café, and a two-story cathedral atrium for group study and special events. The projected completion date is March, 2012.

North Atlanta. The 1,410 square foot North Atlanta branch library has the following:

- A combination reference/circulation desk
- An office for the librarian
- 15 computer workstations
- Two computer printers

- Study desks for students
- A copy machine
- Shelf space for its book, periodical, and audiovisual collections

Gwinnett. The branch library at the new Gwinnett campus houses upgraded furniture and fixtures, along with the following:

- A combination reference/circulation desk
- 18 computer workstations
- A computer printer
- Study desks for students
- A copy machine
- Shelf space for its book, periodical, and audiovisual collections

Riverdale. At the Riverdale branch, library users have access to the following:

- A combination reference/circulation desk
- Two computer labs which, together with equipment in the library, make available a total of 35 computer workstations
- Two computer printers
- Study tables
- A copy machine
- Shelf space for its book, periodical, and audiovisual collections

Technological Resources

Each branch library has a number of computers available from which users may access the Internet and electronic databases. As of 2011, The North Atlanta Campus Library has 15 computers, the Gwinnett Campus Library has 18, and the Riverdale Campus Library has 35. All of the electronic databases to which the Libraries subscribe may be accessed on any campus via IP validation or off-campus through the use of passwords. Additionally, each library provides wireless internet access (*School of Business Management, Shorter College, 2010 Program Review*, p. 9).

A survey of CAPP students carried out in 2008 indicated the need for enhanced technological infrastructure (Technology Evaluation Survey). The University has addressed this need in a variety of ways. Computing equipment at the Gwinnett and Riverdale Branch Libraries has recently been updated, and two part-time IT personnel have been assigned to CAPP to provide technical support to all four campuses. There are now five smart classrooms and one mobile smart board located at the North Atlanta campus; the acquisition of this equipment was made possible through a private grant, which specified that the funds be used only at that location. There are also six smart classrooms at the Riverdale campus, and eight in the R. H. Ledbetter College of Business in Rome. All 15 classrooms at the Gwinnett campus are smart classrooms.

The growing number of students at the Riverdale and Rome Campuses will drive an even greater demand for computers, smart boards, projection equipment, and other hardware. The acquisition and utilization of advanced technology will be paramount to the ongoing growth and success of the CAPP Programs.

Services

Operating Hours. To provide access to computers and other technological resources as well as to physical materials, the Livingston Library in Rome is open 82 hours per week during the fall and spring semesters, and each branch library is open 50 hours per week for 50 weeks each year. Reference service is provided by the Off-Campus Librarian at the North Atlanta Campus Library 40 out of the 50 hours that it is open each week. Other institutions in the Comparison Group are open, on average, 82 hours; the median is 74 hours (Shorter University Library Services Compared to Other Baccalaureate Colleges-General Institutions in the Southeast. NCES Report-Services).

Human Resources. At the Livingston Library in Rome, there are four full-time librarians (including the director), one part-time librarian, and two support staff. The Director of Libraries reports to the Provost (*Shorter University Faculty Handbook*, Academic Structure section, Libraries subsection, p. 21), and is responsible for the administration of all the University's Libraries. One full-time librarian, one part-time librarian, and two part-time paraprofessionals are available to students at the branch campuses (see *Policy and Procedure Manual*, Library Staff Job Descriptions section, pp. 39-48). For further information, please refer to Comprehensive Standard 3.8.3.

Reference Service. The Libraries offer reference and research assistance to users in three ways: Face-to-face assistance, telephone reference and, as of fall 2010, virtual reference via Meebo chat. At the Livingston Library on the Rome Campus, reference service is offered 64 out of the 82 hours that the Library is open during the regular school year.

Gwinnett and Riverdale students may contact the Off-Campus Librarian for reference assistance during North Atlanta Campus Library hours. They may also contact the Rome Campus Library via telephone or via Meebo (instant online chat) 7 days per week. Additionally, a library assistant at the Gwinnett Campus and a part-time librarian at the Riverdale Campus are available during class hours. Although librarians and library assistants can assist students in locating information and materials, and in the use of databases, etc., they do not prepare bibliographies for individual students. Bibliography preparation is available on a limited basis for faculty members only.

The Libraries' virtual reference service may be accessed from the Libraries' homepage and from any LibGuide, and plans are underway to make it available through Moodle course pages. Given the fact that this service was implemented so recently, librarians have not yet had the opportunity to undertake a meaningful analysis of its usefulness.

Circulation. The Libraries circulate various materials and equipment to the Shorter University community including books, music scores, music CDs, VHS tapes, DVDs, and faculty reserve materials. Faculty, or students authorized by a faculty member, may check out laptop computers, projectors and screens. Information about loan periods, renewal policies, overdue fines, and other policies is available from the Libraries' Circulation and Reserve Services page.

The Libraries have a web-based online public access catalog and use The Library Corporation (TLC) integrated library system software for circulation, cataloging, and serials check-in. Users may request that holds be placed on items that are currently checked out. Any instructor may request that the library place its own materials, or the instructor's personal materials, on reserve.

The Libraries continue to use various distribution methods so that all users have substantially similar access to physical materials. Distribution methods include document delivery via University courier, DHS, email (for scanned copies of print materials), and FAX.

Course Reserves. Course reserve materials include books, class notes, music scores and recordings, videos, DVDs, and other materials. Materials may be placed on reserve at the request of faculty members in order to provide maximum access to scarce or heavily used items. Faculty members determine loan periods for reserve materials. Information regarding reserve circulation periods and fines is located on the Libraries' homepage. Course reserve materials are available at the circulation desk for checkout.

Interlibrary and Intercampus Loans. All students and faculty members, regardless of their location, may request a book, article, or other item from virtually any library in North America through interlibrary loan. Also, any book housed at one campus can be sent to a user at another campus through the University's courier service or overnight via DHL. Articles in print or

microform may be obtained in the same manner. Users may request materials online by completing a simple form, a link to which is provided on the Libraries' homepage. The turnaround time for an intercampus loan is often as little as one business day, and for interlibrary loans it is typically five to ten days. Periodical materials are often received much more quickly, since they can be faxed or sent via e-mail.

Membership in the Online Computer Library Center (OCLC) provides the Libraries with access to a worldwide interlibrary lending and borrowing network. OCLC is a nonprofit, membership, computer library service and research organization dedicated to the public purposes of furthering access to the world's information and reducing information costs. More than 72,000 libraries in 171 countries and territories around the world have used OCLC services to locate, acquire, catalog, lend and preserve library materials.

The Libraries provided 804 interlibrary loans to other institutions in 2008. The Comparison Group average was 528, and the median was 230. The Libraries received 323 interlibrary loans during the same period, while the Comparison Group averaged 522. The median number of ILLs received for the Comparison Group was 186 (Shorter University Library Services Compared to Other Baccalaureate Colleges-General Institutions in the Southeast. NCES Report-Services).

Instruction. The Libraries provide various types of information literacy and technology instruction for their users throughout the year. For a detailed analysis of these services, please refer to Comprehensive Standard 3.8.2.

Outreach. The Libraries employ a variety of methods to highlight resources and important news or events. The Libraries' website is the portal to the various online resources and services that it offers. The website provides access to information about library services for both on-campus and off-campus users. Librarians highlight important news and events through announcements on this site and on the Shorter University homepage. In addition, the Library Committee is charged with promoting more effective use of library facilities, services, and resources among faculty members and students.

Services to Online and Off-Campus Students. The Libraries maintain the philosophy that students enrolled in online or off-campus programs should have access to the same library services and materials as on-campus students, including instruction, research assistance, technology, and document delivery. Librarians actively work with faculty who teach online and off-campus students to promote and deliver library services. Reference services are available to all online and off-campus students either in person or via telephone, email, or Meebo. CAPP students enrolled in distance education courses have access to a page in the Moodle LMS that contains links to resources especially selected for their various programs. Further, delivery of

library materials from the Shorter University Libraries' collections is provided to online and off-campus students electronically or via DHL.

Cooperative Agreements. With the understanding that no single library can supply materials to satisfy all of the needs of its users, librarians encourage the University community to use other libraries, both state and local, with which they have reciprocal agreements. The libraries of the University System of Georgia may be used by all residents of the state, although materials typically circulate only to individual institutions' user communities. The Libraries have formal cooperative agreements with seven other libraries: Berry College Library, Georgia Highlands College Library, Georgia Northwestern Technical College Libraries, the Sara Hightower Regional Public Library System, Sturgis Library of Kennesaw State University, Gwinnett Technical College Library, and Clayton State University Library (Reciprocal Library Borrowing Privileges). These libraries allow the University's students and faculty reference and circulation privileges. The first four libraries in this list are located in the Rome area, and are primarily utilized by students at the traditional campus. Typically, it is Atlanta-area CAPP students who take advantage of the arrangements with the latter three libraries, although Rome campus students are also eligible for their services. In addition to the aforementioned institutions, Shorter University students and faculty may borrow from any library in the Georgia Library PINES (Public Information Network for Electronic Services) statewide network.

The Shorter University Libraries' membership in the Georgia Private Academic Libraries (GPALS) Consortium allows members of the University community access to the services and materials of 31 private academic libraries across the state. Shorter faculty, staff, and students are eligible to receive a GPALS Borrower's Card and may borrow materials from these institutions, subject to the terms and conditions stated in the GPALS Reciprocal Library Borrowing Privileges Agreement (*Policy and Procedure Manual*, GPALS section, Terms and Conditions subsection, p. 84).

Membership in GPALS also allows member libraries to leverage their purchasing power when negotiating pricing for access to Galileo. An acronym for Georgia Library Learning Online, Galileo is Georgia's virtual library; it provides access to multiple information resources, including secured access to licensed products. Participating institutions may access nearly 300 databases indexing thousands of periodicals and scholarly journals, and almost 70,000 journal titles are provided in full-text (Report: Galileo Titles for Shorter University). Other resources include encyclopedias, business directories, and government publications.

Consortium purchasing and membership in Lyris, the nation's largest regional consortium of libraries, is utilized in order to increase the Libraries' buying power for products available through this relationship (Proof of Lyris Membership). Galileo provides its members access to a package of online databases at relatively low cost to each institution.

Learning and Information Resources

Physical Items. As mentioned in 2.9, there are currently 120,231 physical items in the Libraries' collections, including the following:

- 105,538 books (Count of Items and Titles by Location and Holdings Code)
- 8,120 microforms (Accession Sheets A and B)
- 6,406 audiovisual materials (Count of Items and Titles by Location and Holdings Code)
- 167 current subscriptions to print serial titles (Current Print Subscriptions, Livingston Library; Cox invoice)

Of the above totals, the North Atlanta Campus Library has 5,266 print titles, 61 audiovisual titles and 25 current periodical titles. The Gwinnett and Riverdale Campus Libraries have 873 and 547 print titles, respectively (Count of Items and Titles by Location and Holdings Code). Users at each of these branch libraries have access to all of the electronic and print resources offered at the Livingston Library in Rome.

The Libraries added 3,959 physical items to the collection during the period spanning June 1, 2008 and June 30, 2011 (New Items by Location). Older periodicals and sound recordings are stored at an off-site facility and can be made available to users within 24 hours.

Electronic Resources. The Libraries provide access to the following electronic resources:

- 51,198 e-books (NetLibrary Holdings)
- 328 electronic reference databases and aggregation services, which together make available 131,535 complete journal titles (full-text cover-to-cover) and 4,447 partial journal titles (selected full-text) (Serials Information Worksheet for GALILEO Resources FY2011)

In cooperation with the teaching faculty and consistent with established collection development guidelines, librarians have recently selected resources which together provide access to an additional 750 full text periodical titles; more than 7,500 streaming film titles; over 40,000 streaming CDs; 773 reference titles; 3,000 new electronic book titles; and 35,000 music scores in electronic format (Electronic Resources). Fiscal year 2010-2011 saw a combined total of 70,158 searches in these resources (Non-Galileo Search Totals for 2010-11). All of these new resources are immediately available on all four campuses as well as anywhere students, faculty, and staff have access to an Internet connection.

Music Collection. The Music Library, located on the top floor of the Livingston Library, houses music scores and music-related books and periodicals. The online public access catalog provides location information for most music-related library materials, although records for older sound recordings and music scores are contained in a card catalog. The Music Library is equipped with a number of compact disc players, turntables, cassette players, dubbing equipment, and a computerized CD recorder.

Most sound recordings (CDs, videotapes, DVDs, cassette tapes) are located on the main floor and may be obtained from the circulation desk. A small collection of vinyl discs, consisting of solo vocal song literature and solo piano literature, resides in the Music Library, along with cassette tape recordings of recitals and concerts performed at the University. A much larger collection of vinyl discs is shelved in an offsite storage facility; users may obtain these recordings by submitting a request to the Music Librarian or any other librarian on duty.

Students are welcomed and encouraged to consult with the Music Librarian, whose office is located adjacent to the Music Library, for their research needs.

Religion Collection. The *Shorter University Strategic Plan, 2007 – 2012*, calls for Shorter to integrate faith and learning in a Christ-centered community (A Christ-Centered Community section, p. 7). This intentional goal is different across academic disciplines and varies from individual to individual. The Libraries' large selection of religious literature encourages students and faculty develop a biblical worldview; this, in turn, inspires them to develop a spirit of volunteerism and to participate in service learning activities (*Shorter University Strategic Plan, 2007-2012*, A Christ-Centered Community section, p. 8).

Religion resources include the following:

- 14,498 books (this figure represents 12.83% of the print collection) (Collection Analysis [by 100s]–Main Classification Percentages)
- 742 e-books (Religion eBooks in NetLibrary)
- 15 current paper journal subscriptions
- Full access to 35 full-text journals, and partial access to nine full-text journals, in JSTOR (Religion Sources in JSTOR)
- 182 full-text journals in ProQuest Religion (ProQuest Religion)
- Indexing for over 150 journals, including some full-text, in the ATLA Religion Database with ATLASerials (ATLA Religion Database with ATLASerials)

- Over 300 full-text journals in the Religion And Philosophy Collection (Religion and Philosophy Collection)
- 578 streaming videos from Films on Demand (Films on Demand: Philosophy and Religion)

Adequacy of the Collections. External evaluations indicate that the size of the Libraries' collections are commensurate with those of similar schools. In its Guidelines for University Library Services to Undergraduate Students, the Association of College and Research Libraries suggests library collections as one point of comparison with peer institutions. Accordingly, the Libraries' collections were compared to those of other schools in the "Baccalaureate Colleges – General" Carnegie classification in the Southeast (the Comparison Group).

According to the latest data (2008) from the National Center for Educational Statistics (NCES), the total number of paper materials held by the Shorter University Libraries exceeded, by more than 26,000 items, the average holdings for institutions in the Comparison Group. The Libraries own 133.69 paper items per FTE student, compared with 91.06 paper items owned per FTE in the Comparison Group. NCES reports that the Shorter Libraries held 46,371 e-books, or 9.476 percent more than the average of the Comparison Group (Shorter University Library Collections Compared to Other Baccalaureate Colleges-General Institutions in the Southeast. NCES Report-Collections).

Internal evaluations also confirm the adequacy of the collections. In 2009-2010, the Deans and Department Chairs, as a part of a five-year program review, assessed library holdings to determine whether they adequately supported the information needs of students enrolled in the University's educational programs. Representative reports from the School of Business Administration (*School of Business Administration Program Review, 2005-2009*, pp. 39-40), the School of Education (*Program Review: School of Education, 2009-2010*, pp. 39-43), and the College of Adult and Professional Programs (*School of Business Management, Shorter College: 2010 Program Review*, p. 8) demonstrated that library holdings were sufficient to support the educational programs of the University. Shorter recently added a Master of Accountancy program, and a review of resources was part of the prospectus presented to SACS (*Substantive Change for a Master of Accountancy Online Degree Program: Prospectus*, pp. 15-19). This review indicated that adequate resources were available to support this degree program.

The 2010 LibQUAL+ survey indicated great improvement in terms of information control when compared to the one conducted in 2005. Since the rating for information control was less than the minimum acceptable level in 2005, librarians attempted to address this dimension of user satisfaction by purchasing access to approximately 750 full text periodical titles; 773 reference titles; 3,000 electronic book titles; 7,500 streaming film titles; 40,000 streaming CDs; and

35,000 electronic music scores (Electronic Resources). These resources have enjoyed enormous popularity; in 2010-2011, members of the University community logged into them a combined total of 70,158 times (Non-Galileo Search Totals for 2010-11). The 2010 survey indicated that information control was perceived to be better than the minimum acceptable level. (Summary Radar Chart, 2005; Summary Radar Chart, 2010). Shorter University's perceived mean was nearly identical to similar institutions in Georgia that participated in the survey (LibQUAL+ Results: Shorter University Compared to Georgia Consortium).

Sources

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Religion eBooks in NetLibrary.

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Report: Galileo Titles for Shorter University.

School of Business Administration Program Review, 2005-2009.

School of Business Management, Shorter College, 2010 Program Review.

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Shorter University Library Services Compared to Other Baccalaureate Colleges-General Institutions in the Southeast. NCES Report-Services.

Shorter University Strategic Plan, 2007-2012.

Substantive Change for a Master of Accountancy Online Degree Program: Prospectus.

Summary Radar Chart, 2005.

Summary Radar Chart, 2010.

Technology Evaluation Survey.

3.8.2: Instruction of Library Use

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

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Shorter University ensures that users have access to regular and timely instruction in the use of library and other learning/information resources. The Libraries provide instructional services to the University community in partial fulfillment of their mission (*Policy and Procedure Manual*, Mission section, p. 1), which is consistent with that of the institution as a whole (*Shorter University 2010-2011 Academic Catalog*, Shorter University Statement of Purpose section, Mission of Shorter University subsection, p. 10). As a part of this mission, the Libraries aim to:

- Work with academic administrators and faculties to ensure that information literacy programs are incorporated into course curricula as a University requirement, so that students may learn skills that enable them to function as leaders and as contributors to society in the increasing complexity of the modern information environment;
- Develop information literacy programs in association with academic and other staff aimed at providing students at all levels with the skills and knowledge necessary to define information needs, locate appropriate information sources, plan retrieval strategies, process and organize assembled information, and evaluate results;
- Provide the environment and resources to deliver information literacy programs through the agency of professional staff and appropriate support staff, so that access is equitably available to all students enrolled at the University;

- Monitor, evaluate and disseminate information about these programs on an ongoing basis (*Policy and Procedure Manual*, Policy section, p. 2).

The goals and objectives of the Libraries' instructional program incorporate the Association of College and Research Libraries' Information Literacy Competency Standards for Higher Education and various teaching strategies and methodologies designed to meet individual differences in learning, including level, style, and culture.

Instructional services for library use and other learning/information resources include personalized instruction at the reference desk, online tutorials and guides, class lectures, Bomgar for instruction with online students, and chat services via Meebo. For information regarding other learning/information resources, please refer to Comprehensive Standard 3.4.12.

Individualized Instruction

The main way in which librarians provide individualized instruction is through reference service. A librarian is available at the reference desk on the Rome campus 64 of the 82 hours per week that the Livingston Library is open during the fall and spring semesters. Since the reference desk is centrally located on the main floor, professional librarians are positioned to address most of the questions related to information resources and to the Libraries. The Off-Campus Librarian is available for 40 of the 50 hours that the branch libraries are open each week. Every librarian provides reference service at some time. Because extensive academic preparation is required to provide this type of instruction, reference service is carried out only by professional librarians. While student workers may explain the use of elementary library tools, they are instructed to refer users to a librarian if they are asked a reference question.

Class Lectures

The First Year at Shorter course, FYS 1000, was created to provide an introduction to life at the University. In a typical year, there were 18 FYS 1000 sections with an average of 20 students per class. One of the student learning outcomes for this course was for students to be able to "utilize library resources to plan and conduct academic research" (FYS 1000 Syllabus, p. 1). Librarians actively participated in teaching the course, providing instruction in the location of available online and print resources with examples of their use in creating a hypothetical research paper (FYS Online Library Presentation; Sample Library Handout). Library presentations were assessed by means of a brief survey that addressed retention of content, prior library knowledge, and the student's impression of the presentation's relevance to Shorter University coursework. FYS 1000 students took a separate survey to gauge overall course effectiveness, although this instrument did not specifically address the library

component (Online Learning Communities' Student Survey: Winter/Spring National Field Test Survey Results, May 2010; Online Learning Communities' Student Survey: Survey Results, December 2010). FYS 1000 was supplanted by FCS 1010 and by FCS 1020 when the new curriculum was implemented in fall 2011; fortunately, the library instruction component was retained for the latter course, which will first be offered in spring 2012.

At times, a faculty member may request a custom presentation covering a specific topic or subject area. These presentations can be requested for a specific class or for an entire learning community. Librarians respond to these requests by creating an information literacy session that may include information about such topics as disciplinary or general sources, bibliographic search techniques in a specific field, information evaluation, or the ethical use of information. A specialized bibliography on the requested subject is frequently created for the audience (Sample Bibliography). Recent examples of subject-related information literacy sessions include Romanticism, Elizabethan Poetry, business planning, and the United Nations. There were 51 custom presentations during 2009-2010, with an average of 17 students attending each session.

Online Tutorials and Guides

The Libraries' homepage provides tutorials which cover topics such as basic research principles, the use of reference resources, location of subject-specific sources, and documentation of sources. The tutorials are designed to serve both as a reference source and a resource that students may use for independent study and self-directed learning.

Students can also find links to guides to special topics or to the literature of various disciplines on the Libraries' homepage. These e-Guides have been created using LibGuides software and are gradually replacing many of the tutorials listed above. They are intended to help students get started with their library research and provide location information for some, but not all, of the resources in the Libraries. Each of these guides can be accessed without a password from any computer with an Internet connection. They provide valuable instruction for students enrolled in all Shorter University programs. LibGuides usage increased from 927 logins between July and December of 2010 to 2,245 logins between January and July of 2011 (LibGuide Usage).

Instruction for the College of Adult and Professional Programs (CAPP)

The Branch Libraries provide services to support CAPP students which are both appropriate to their curriculum and commensurate with services offered at the Livingston Library in Rome. In addition, these services engage students, faculty, and staff in intellectual partnerships which guide members of the academic community toward a grasp of bibliographic and technical skills

which facilitate use of the collections at hand and information resources worldwide (*Policy and Procedure Manual*, College of Adult and Professional Programs section, p. 2).

While CAPP students have access to all the online training resources available to traditional students, they receive more in-class instruction in the use of the library and other learning/information resources. All Associate of Science cohorts and transfer students must take *Research Methods*, STDV 1100 (formerly known as *Twenty-First Century Information Access*, BUSA 1100) (*Shorter University 2010-2011 Academic Catalog*, p. 274; STDV 1100, Traditional Module; STDV 1100, Online Module), a credit-bearing, three semester hour information literacy course that provides in-depth instruction in bibliographic searching and information use. Learning Team Evaluations, Learning Team Reports, assignment grades, and final course grades are used to measure attainment of student learning outcomes in *Research Methods* (End of Course Materials for BUSA 1100). The Off-Campus Librarian recently updated and improved this course, using findings from a survey of former students to inform his revisions (BUSA 1100 Satisfaction Survey).

Students in the Master of Arts in Leadership degree program must take *Management Communications*, MGNT 5020 (*Shorter University 2010-2011 Academic Catalog*, p. 267). The Off-Campus Librarian helped design this course, and it includes a major library orientation and research component. Students in the Master of Business Administration degree program are required to take *Introduction to Graduate Studies*, BUSA 5000 (*Shorter University 2010-2011 Academic Catalog*, pp. 253-254). This class includes instruction in library and computer research. Students beginning their studies in one of the Bachelor's degree completion programs do not have a specific course dedicated to instruction in the use of the library and other learning/information resources; individual faculty members may, however, request that a librarian come to class and make special presentations. Students may also ask a librarian for personalized instruction.

Instruction with Online Students

Online students who are serviced at the Rome campus are required to take *Introduction to Online Learning*, CIS 1200 (CIS 1200 Syllabus). Part of this course includes instruction in the use of the Libraries and other learning/information resources. Librarians have access to the Bomgar software program to facilitate online instruction. Bomgar allows librarians to have remote access to a student's computer, which enables them to demonstrate step by step how to find and use resources. CAPP online students, like their campus-based counterparts, take *Research Methods*, STDV 1100 (STDV 1100, Online Module), and have access to a dedicated page within Moodle that provides links to resources pertinent to their various courses of study (Online Library Services Moodle Page).

Chat Services

Students may ask a librarian for help related to the use of library or other information services through the University's instant online chat service, Meebo.

Faculty Instruction

Each year, the University offers a series of faculty workshops concentrating on technology topics (Faculty Workshop Schedule). For the past two years, librarians have offered at least one workshop introducing faculty to such innovations as newly-adopted Web 2.0 technologies, recently-added databases, or other electronic resources. Typically, 15 to 20 faculty members attend each session. Participation in these types of workshops is expected to continue.

Conclusion

Librarians at the University have designed instructional services to assist students in becoming lifelong learners. A crucial component in meeting that objective is enhancing students' grasp of information literacy concepts. Both librarians and administrators have stated their commitment to information literacy by listing it as one of their Educational Principles (Principle III) (*Shorter University 2010-2011 Academic Catalog*, Educational Principles section, p. 10). Students build information literacy and critical thinking skills through the collaborative efforts of their professors and the library faculty and staff. The Shorter University Libraries strive to serve as the University's intellectual hub and assist in developing lifelong learners and global citizens by providing comprehensive information resource support for all curricular, scholarly, spiritual, cultural and active learning activities engaged in by students and faculty to meet their research needs (*Policy and Procedure Manual*, Policy on Information Literacy section, p. 1).

Sources

Association of College and Research Libraries. Information Literacy Competency Standards for Higher Education.

<http://www.acrl.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

BUSA 1100 Satisfaction Survey.

CIS 1200 Syllabus.

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FYS 1000 Syllabus.

FYS Online Library Presentation.

Faculty Workshop Schedule.

Guides page: http://www.shorter.edu/libraries/course%20guides/course_guides_main.htm

LibGuide Usage.

Meebo page.

Online Learning Communities' Student Survey: Survey Results, December 2010.

Online Learning Communities' Student Survey: Winter/Spring National Field Test Survey Results, May 2010.

Online Library Services Moodle Page.

Policy and Procedure Manual. Shorter University Libraries.

STDV 1100, Online Module.

STDV 1100, Traditional Module.

Sample Bibliography.

Sample Library Handout.

Shorter University 2010-2011 Academic Catalog.

Tutorials page: http://www.shorter.edu/libraries/tutorials/tutorials_home.htm

3.8.3: Qualified Staff

The institution provides a sufficient number of qualified staff “with appropriate education or experiences in library and/or other learning/information resources” to accomplish the mission of the institution.

Judgment

Compliant Partial Compliant Non-Compliant Not Applicable

Narrative

Shorter University provides a sufficient number of qualified staff to accomplish the mission of the institution, which is to “provide quality higher education, enabling and encouraging student commitment to active life-long learning, personal spiritual values, responsible citizenship, and

community and societal leadership in a global context” (*Shorter University 2010-2011 Academic Catalog*, Shorter University Statement of Purpose section, Mission of Shorter University subsection, p. 10). The Libraries’ mission (*Policy and Procedure Manual*, Mission section, p. 1) grows out of and supports this institutional mission.

At the Livingston Library in Rome, there are four full-time librarians (including the director), one part-time librarian, and two support staff. The Director of Libraries reports to the Provost (*Shorter University Faculty Handbook*, Academic Structure section, Libraries subsection, p. 21), and is responsible for the administration of all the University’s Libraries. One full-time librarian, one part-time librarian, and two part-time paraprofessionals are available to students at the branch campuses (see *Policy and Procedure Manual*, Library Staff Job Descriptions section, pp. 39-48).

According to guidelines established by the Association of College and Research Libraries, academic librarians must possess a Master’s degree in Library and Information Science accredited by the American Library Association. Each of the University’s permanent librarians meets this requirement. Additionally, two of the librarians have a second subject Master’s degree, and one has a Specialist’s degree in Library and Information Science and is working toward a doctorate in Instructional Technology. All the librarians have experience, with most having worked in the field for more than ten years. Table 1 provides a synopsis of the qualifications and full-time equivalent status of each employee.

Table 1

Shorter University Librarians and Staff (for full qualifications, see the Summary Institutional Form)

<u>First Name</u>	<u>Last Name</u>	<u>FTE</u>	<u>Highest Degree</u>	<u>Job Title</u>	<u>Location</u>
(vacant)		1.0		Library Director	Rome
(name deleted)	XXXX	0.5	BA	Library Assistant	Rome
(vacant)		0.5		Library Assistant	North Atlanta
(name deleted)	XXXX	0.5	AS	Library Assistant	Gwinnett
(name deleted)	XXXX	1.0	MLIS	Assistant Librarian	Rome
(name deleted)	XXXX	0.5	MEd, Library Media	Temporary Librarian	Rome

(name deleted)	XXXX	0.5	MLIS, MPH	Affiliate Librarian	Riverdale
(name deleted)	XXXX	1.0	MSLS, MM	Music Librarian	Rome
(name deleted)	XXXX	0.4	MLn	Adjunct Librarian	Rome
(name deleted)	XXXX	1.0	MLIS	Assistant Librarian	Rome
(name deleted)	XXXX	1.0	MLIS, SLIS	Off-Campus Librarian	All Atlanta Campuses

The number of staff is comparable to that of other institutions of higher learning in Georgia (Librarian Comparison Form) and exceeds the average number of librarians per FTE student among similar schools in the Southeast. As of 2008, the National Center for Education Statistics reported that the Libraries employed five full-time librarians; the Comparison Group averaged 3.84, and the median was 3. The Libraries had 5.62 librarians and other professional staff per 1,000 FTE students that year, compared with an average of 3.81 and a median of 3.21 in the Comparison Group (Shorter University Library Staff Compared with Other Baccalaureate Colleges-General Institutions in the Southeast. NCES Report-Staff).

University librarians are accorded faculty rank and status (Shorter University Faculty Handbook, Library Staff Ranks and Criteria for Promotion section, p. 75). Like members of the teaching faculty, the full-time librarians, in collaboration with the Director of Libraries, create Professional Development Plans on an annual basis (Professional Development Plan-(name deleted); Professional Development Plan-[name deleted]; Professional Development Plan-[name deleted]; Professional Development Plan-[name deleted]). These plans include goals related to professional growth, service to the Libraries and the Institution, and commitment to the University's statement of purpose All librarians have the option of making application for tenure and promotion, though it is not a requirement (*Shorter University Faculty Handbook*, Faculty Tenure section, p. 83). In all areas except benefits, librarians are governed by the *Shorter University Faculty Handbook*; their benefits package is described in the *Shorter University Staff Handbook* (*Shorter University Staff Handbook*, Full-Time Employee Benefits section, pp. 16-23).

Assessment data from an in-house survey (Shorter College Current Student Survey 2010) conducted on the Rome campus in April 2010 found that 97% of the students agreed or partly agreed that the librarians were knowledgeable and 96% agreed or partly agreed that the librarians were courteous and helpful.

The librarians' qualifications and participation in continuing education programs give them the necessary credentials to help the University accomplish its mission. They are members of state, regional, and national library organizations and serve on numerous state committees. They are also active on University committees and in community and civic organizations. The University expects each librarian to attend workshops, conferences, seminars, web-based training sessions, and other professional development activities as a means of keeping abreast of current trends and best practices. They each participate in continuing education and professional development as the budget will allow (see librarian résumés for information on committee assignments and professional activities).

Sources

Association of College and Research Libraries. A Guideline for the Appointment, Promotion and Tenure of Academic Librarians.

<http://www.ala.org/ala/mgrps/divs/acrl/standards/promotiontenure.cfm>

Librarian Comparison Form.

Library Locations.

Policy and Procedure Manual. Shorter University Libraries.

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