The LALINC Information Literacy Committee

presentation for

LUC

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Information Literacy Competency Standards

- **Determine** extent and need
- **Locate** and **retrieve** -- effectively and efficiently
- **Evaluate** -- critically
- **Use** -- effectively to accomplish a purpose
- **Understand** the ethical, legal, and economic issues surrounding use

ALA 2000
LCTCS, LSU System, and University of Louisiana Mission Statements

...provide high quality, cost effective education to Louisiana citizens

...improve and enhance the productivity and quality of life of the State’s citizens through research and educational programs

...develop and prepare outstanding scholars who will incorporate new knowledge and technologies into their daily lives

...increase the opportunities for Louisiana citizens to succeed by emphasizing teaching, learning, research, and skills training for a lifetime of intellectual growth

...create an environment of continuous lifelong learning through development, discovery, and transmission of knowledge

LCTCS  
http://www.lctcs.net/about.html

LSU System  
http://www. lsusystem.lsu.edu/ institutions.html

University of Louisiana  
http://www.uls.state.la.us/
LALINC Institutional Information Literacy Awareness Survey

Figure 1: The Survey Group (Junior and Associates Colleges=0.0%)
Figure 2: Institutions Represented in the Survey

- ULL?=1
- SLU=1
- SU-S=1
- Cox=1
- Nicholls?=1
- Loyola=1
- NO Baptist Sem.=1
- Centenary=1
- Delgado CC=1
- LSUHSC=1
- NTG Data Service=1
- Tulane=1
- LSUHSC-S=1
- Digicom Systems=1
- LA Tech College=2
- LSU=3
- LANET=9
Figure 3: FTE Response Totals
Figure 4: Position Titles of Survey Participants

- General education director: 4 responses
- Other: 6 responses
- Upper level administrator: 10 responses
- Library dean or director: 12 responses

Response Total
LCTCS Presentation

Louisiana Board of Regents, SACS, and Information Literacy
• 2.16: [Students]… shall attain appropriate competencies:

– To be familiar with key *technological* and *informational* applications

– To *learn independently*
Colleges/universities shall insure that each degree student has achieved basic computer and informational literacy before graduation.

The method for determining whether this standard has been met shall be left to the discretion of the affected institution.

BoR 2004
SACS

Comprehensive Standard 3.5.1

The institution identifies college-level competencies within the *general education core* and provides evidence that graduates have attained those competencies.
The institution ensures that users have access to regular and timely *instruction in the use of the library and other learning/information resources.*
The Commission on Colleges of the Southern Association of Colleges and Schools is the recognized regional accrediting body in the eleven U.S. Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for those institutions of higher education that award associate, baccalaureate, master's or doctoral degrees. The Commission on Colleges is the representative body of the College Delegate Assembly and is charged with carrying out the accreditation process.

Updated Notification to the Public Regarding the Revised Status of St. Andrews Presbyterian College (Updated 08/31/2007)

COC Accredited Colleges & Universities
Click on a state to view COC Accredited Colleges & Universities. For an alphabetic listing of all COC Colleges & Universities including Branch Campus Information, please click here.

112th Annual Meeting
The 2007 Commission on Colleges Annual Meeting
December 6 - 11, 2007
Commission on Colleges
Southern Association of Colleges and Schools

Institutional Information and Forms

The Handbook for Reaffirmation of Accreditation provides information for institutions undergoing reaffirmation and can be ordered by using the Commission’s Publication Order Form accessed at “Policies, Guidelines, Good Practices, and Position Statements.” The “Substantive Change Policy and Procedures” provides information for institutions undergoing a change of a substantive nature as defined in the policy and also can be accessed under “Policies.”

The following list provides institutional access to forms used in these review processes. Due to the recent adoption of the Principles of Accreditation and the implementation of a new review process, institutions should always refer to this Web site for the most updated forms and information being used in the review of institutions.

Forms

- Application for Member Institutions Seeking Accreditation at a More Advanced Degree Level (Updated Jan 2007)
- Compliance Certification Document (Updated Jan 2007)
- Guidelines for Communicating Information Electronically (Updated 02/13/04)
- Institutional Summary Form Prepared for Commission Review (Updated Jan 2007)
- Faculty Roster Form (Added 07/19/2005)
- Faculty Roster Instructions (Updated Jan 2007)
- Accreditation Liaison (Edited Jan 2007)
- Time Lines for Reaffirmation Tracking (07-08-09, Updated Jan 2003)
Handbooks, Manuals and Guides

Handbooks and Manuals

In addition to the Principles of Accreditation: Foundations for Quality Enhancement, the Commission on Colleges publishes three handbooks and manuals designed to assist institutions and evaluators.

1. **Handbook for Reaffirmation of Accreditation**
   This Handbook is for use by institutions engaged in the process of review for the purpose of reaffirmation (continued accreditation).

   This Manual is a resource, not a checklist, for use by institutions and evaluators as they make professional judgments regarding compliance with Commission requirements and standards.

3. **Handbook for Review Committees**
   This Handbook is for use by Off-Site and On-Site Review Committee members and chairs engaged in the process of evaluation for the purpose of reaffirmation of accreditation.

Guides

The Council of Regional Accrediting Commissions (CRAC), an organization of the six regional commissions in the United States that accredit degree-granting institutions, received a grant from The Pew Charitable Trusts enabling CRAC to develop three documents to assist institutions in the area of student learning. The documents provide a framework within which institutions, regardless of regional affiliations, might give a central focus to student learning as a demonstration of institutional quality.

Policies, Guidelines, Good Practices and Position Statements

Handbooks
Proceedings
Publication Order Form
Index of Documents

http://www.sacacoc.org/pol.asp
Information Literacy Committee
2007 - 2008

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