UNIVERSITY OF SOUTH CAROLINA
SACS

University of
South Carolina

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Comprehensive Standard 3.8.2

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

Response:

University Libraries

The students, faculty and staff of the University of South Carolina are able to take full advantage of the learning resources provided by University Libraries due to our multitude of convenient services, provided by experts in various subject areas. In addition to the main Thomas Cooper Library (TCL), University Libraries include the Music Library, the Elliott White Springs Business Library, and the Math Library with appropriate staff and resources to serve the students, faculty and staff in these areas. The librarians and archivist in the Rare Books and Special Collections, the South Caroliniana Library, South Carolina Political Collections, and Moving Image Research Collections work closely with University faculty and students to meet their research needs; such projects range from freshman English assignments to in-depth graduate research. These special collection divisions also attract a multitude of national and international scholars each year.

The University Libraries' learning and information resources goal is to provide access to collections with appropriate levels of assistance and instruction using various bibliographic tools. Librarians and staff are committed to meeting the information needs of all patrons in a professional and responsive manner.

During the fall and spring semesters, the Thomas Cooper Library is open 24/7. Reference librarians are on duty at TCL eighty-three hours per week to teach and assist patrons using the library resources. Other service desks throughout the University Libraries are available for specialized assistance ranging from 42 ½ hours a week in special collections departments to 111 ½ hours a week at the Circulation Desk and the Computer Lab. In the 2008-2009 academic year, ten University Libraries' service desks responded to approximately 103,699 queries.

Students and faculty still appreciate face-to-face time with a librarian; however, online reference assistance is growing in popularity. This feature is particularly important for distance learning students. An online pop-up box prompt on selected library web pages increased use of the Ask a Librarian chat service over 70% in 2008-2009. In 2007-2008 librarians conducted 1,518 chat sessions and in 2008-2009, librarians conducted 2,635 chat sessions. A two-question survey follows each chat session. In 2008-2009, 822 patrons filled out the survey; 92% responded affirmatively to "Did this chat help?" and 98% responded affirmatively to "Was the representative friendly?" The Ask a Librarian service includes phone, email, chat and Instant Message responses to inquiries from students, faculty, staff and the general public. These virtual reference services are available 12 ½ hours a day Monday through Thursday and eight hours on Friday. Email reference questions are handled continuously throughout the work week and often on the weekends. The variety of different reference service options are particularly helpful to distance learning students who may have need for both synchronous and asynchronous support during non-typical service hours.

While all students have access to the library's online resources via the electronic resources database, the online catalog and the online reference service, these services are critical for distance learning students.   Students at a distance are also able to take advantage of online tutorial, online guides and the ask-a-librarian service to ensure that they are using the library resources appropriately and to their best advantage.

Also, the Interlibrary Loan Department will scan and electronically deliver journal articles and book chapters from print journals and books held by Columbia campus libraries through the Scan and Deliver service to students at a distance. The Circulation Department, via the distant education book delivery service, will mail books from the circulating collection to students who are registered for a distance education class through the USC Distance Education program and who live outside of the two local counties (Richland County and Lexington County). Access to library materials in print for Distance Education students are made convenient by interlibrary loan services shared through the USC System as well as with the cooperation of local libraries in communities where distant education students live. See "Obtaining Materials From Non-USC Columbia Libraries" at the Resources and Services for Distance Education webpage.

Library instruction sessions are provided by librarians to individual classes from the freshman level through the doctoral level. Each of the libraries and special collection units provide instruction for their users. In 2008-2009, 20 librarians and four library science graduate students taught 460 library instruction sessions to 8,753 students. These numbers represent sessions for 37 distinct academic departments and include 20 general orientation tours and six visits by high school classes. Nine special collections librarians taught 64 library sessions to approximately 1,066 students during 2008-2009. The library instruction program includes options for distance education classes when requested by professors as well as general library orientation programs for students in an online degree program. Librarians offer televised instruction via satellite from DE studio classrooms, live sessions using Adobe Connect software and recorded sessions using Adobe Presenter delivered via the internet, and in-person sessions during onsite meetings of distance classes, usually on Saturdays early in the semester.   Individual instruction conducted via phone, chat, and email as well as through online help guides is also available. The range of delivery options allows library staff to tailor their support of distance learning instruction to the particular situations of distance learning instructors and students.

The library's participation in the First Year Experience program, known as University 101, is extensive. The library committed to teaching each of the U101 sections a one-hour unit on information literacy in

the late 1990s and continued this practice through the spring of 2009, when the U101 program decided to offer such presentations on an elective basis. The number of sections rose from approximately 110 in 1998 to 171 in fall 2008. These sessions are included in the total number of instruction sessions.

Individual faculty members and graduate students are invited to make appointments for research consultations with librarians specializing in subject areas; consultations are also available for undergraduates upon request. Technological tools such as Adobe Connect, online chat, e-mail, and the telephone enable library staff to support students and faculty who may be located at a distance. Online tutorials and tours are provided for those students and faculty who prefer the self-guided approach. Online subject guides supplement class sessions. These guides also stand alone as complete guides for students and faculty learning about subject-specific library resources.

Information literacy was formally added to the libraries' priorities in 2000 with the establishment of an Information Literacy Team. This team exists to promote information literacy instruction at the University of South Carolina and to foster communication and support between librarians offering instruction. Library 100, a one-credit hour course on Information Literacy, is taught each spring by reference librarians. This course follows the information literacy standards developed by the Association of College and Research Libraries. The Information Literacy Team has created the University Libraries Information Literacy Plan. This plan will guide University Libraries' instructional efforts toward a comprehensive program model in which information literacy is integrated into the curriculum. The Elliott White Springs Business Library and the Moore School of Business partnered to pilot a program for integrating information literacy competencies into the Management 250 Professional Communication course to reach students at the sophomore level.

The University of South Carolina's upcoming general education requirements (Carolina Core) include a discrete information literacy core component with a learning outcome (V. page 7) that states students will be able to "collect, manage, and evaluate information using technology, and communicate findings." The instruction librarians are enthusiastic about the potential for further development and growth of the University Libraries' information literacy initiatives and the potential for librarians to play a key role in the teaching and learning.

Effectiveness of the learning and information resource programs is determined using many avenues including the Association of Research Libraries LibQUAL+® questionnaires (2002-2006), instruction session feedback forms from University 101 and Library 100 students, an online survey form from U101 instructors, and a new online form for faculty members who bring their classes to the library for instruction. Resultsof the 2009 surveys can be found for University 101 and for the 15 faculty who participated in the new Faculty/Instructor feedback linked from the Information Literacy Team page. Each librarian instructor has a student survey form for their personal use to receive feedback on their effectiveness as a teacher for their professional growth. Informal methods such as the suggestion box, focus groups and in-house questionnaires have also been used for general feedback on various aspects of library services and resources. Reference question tracking software is being tested at service desks to ascertain future staffing levels and hours of operation. This software is also being tested as a potential replacement for the sampling method currently in use for gathering reference question statistics for the Association of Research Libraries.

Beyond University Library assessment initiatives, the Vice Provost and Director of Distance Learning coordinates quality assurances related to access and availability of learning resources required by distance learning classes and students. The white paper on distance education and the five-year action plan build on data-based assessment of the success of distance learning activities to identify problems and ultimately assure the quality of access to materials required for distance learning, including information resources and information literacy skills. The plan also includes strategic initiatives that are designed to broadly assure quality of distance learning.

Regional Campuses

There are four USC Regional Campus Libraries at five locations: Lancaster, Salkehatchie – West (Allendale) and Salkehatchie – East (Walterboro), Sumter and Union. The head of each Regional Campus library reports to the Academic Dean of the respective campus.

The Regional Campus Libraries all provide standard services such as reference, circulation, instruction, interlibrary loan (as well as deliveries by PASCAL-Partnership Among South Carolina Academic Libraries and Kudzu), study rooms, internet access and online reference services. All campuses of USC share a library catalog. The catalog allows users to view all items held throughout the USC system or can be easily changed to allow users to only view items held at a specific campus. The catalog can be accessed from terminals in the library, on campus, or from off-campus via the internet.

USC Lancaster

Types of Library Instruction

Information Literacy is a basic component of many courses taught at USCL. Basic library services include an orientation program designed to teach new users how to access bibliographic information and other learning resources. Any one of a variety of methods, or a combination of them, may be used for this purpose: Formal instruction with a hand-on exercise, lectures, library guides and user aids, self-paced instruction, computer-assisted instruction, and reference help.

Bibliographic instruction at Medford Library is conducted regularly by the Head Librarian and the Assistant Librarian in a computer lab on the library's second floor equipped with twenty-four state-of-the-art computer stations, an instruction station, and a video/data projector with Internet access. Such classes usually include tours, lectures, demonstrations, Powerpoint presentations, and/or hands-on exercises.

Every UNIV 101 freshman seminar class attends a one full hour of multimedia-based library instruction followed by "hands-on" training and a graded assignment. Since students typically take this class during their first semester freshman year, this early approach reaches many first-time college students. The

desired outcome for the UNIV 101 orientation is for students to become familiar with the library, its staff, and its services, and have a basic awareness of how to retrieve material, both in print and electronically.

In addition, the library encourages professors to arrange instruction for their classes when coursework requires that students make extensive use of library collections. These orientations generally take one hour and are tailored to meet the specific needs of students and their assignments.

Instructors of English 101 and 102 regularly schedule their classes for in-class library orientations, although this is not required or requested by all instructors. Since virtually all students take these classes, it is another important avenue of outreach to USC Lancaster students. However, the instruction does vary from that of the UNIV 101 content, intentionally. The lesson plan for ENGL 101 and 102 calls for librarians to address a specific research need in conjunction with a composition assignment where the information literacy skills learned can be applied to other college-level library research assignments.

Faculty from other disciplines also frequently arrange library orientations to discipline-specific resources. Those classes taught since January 2007, in addition to UNIV 101, ENGL 101, and ENGL 102, included:

BIOL 101	Biological Principles I
BIOL 110	General Biology
BIOL 120	Human Biology
BIOL 303	Fundamental Genetics
CRJU 101	American Criminal Justice System
ENGL 286	Poetry
PSYC 101	Introduction to Psychology
PSYC 226	Research Methods in Psychology
PSYC 410	Survey of Abnormal Psychology

As an aid to USC L faculty, the Medford Library maintains a Faculty Library Manual both in print and online to inform faculty members of library instruction, services, policies and procedures. We have also offered Library Orientations for New Faculty, as new hires have occurred.

Off-Campus Library Instruction

The Library staff has worked closely with USC Lancaster's Dual Credit Program Coordinator to ensure that those students have remote access to electronic resources utilizing an EZProxy server. Additionally, for the last two years, the Library has had an opportunity to speak to the high schools' coordinators in a workshop held on our campus about remote access to library resources. The coordinators are invited to bring their students to campus to use library resources and receive an orientation to them, and the librarians have also been invited to the high schools to make presentations about the availability and use of library resources.

Reference

The instruction of students in the use of the library at the reference level, whether general or in-depth, is still introductory and basic. The function of the professional librarians is to teach bibliographic search techniques, whether through answering of students' questions, or when guiding them to the appropriate materials, and to provide fundamental knowledge and skills in library technology usage and evaluation of materials. This type of one-on-one general and in-depth reference help is always available at the front circulation desk or via e-mail.
The Medford Library Circulation Desk is fully staffed during all hours of library operation, with one of three MLS-degreed librarians available at most hours. During other times, trained paraprofessionals provide reference assistance and point-of-need help. In addition, the Library makes a number of handouts on discipline-based research and specific resources available to library users in a conveniently located display. Basic library tours can also be arranged at virtually any time the library is open and generally last for fifteen minutes. New students also tour the library during two-day orientation sessions.

Guides

Printed and electronic handouts guide users in the use of reference materials in various subject areas, where to find book reviews, literary criticism, business and investment information, bibliographic information, and choosing the right index or database. These guides to using library technology and resources provide all users with a means to self-instruction.

Website

The Medford Library website is available at all times and provides information on the library's collections, services, and policies, and links to the Library's online catalog and multiple electronic resource subscriptions. Help screens are built into the online catalog and vendor-provided tutorials are available with many of the subscription databases.

Academic Success Center

In addition, the library supports the Academic Success Center and Opportunity Scholars Program by offering tutorials and lectures to these students.

Surveys and Supplemental Data

USCL Library usage surveys and supplemental data collected through online user surveys, e-mail, orientation program assignments, and through close communication with the Library Committee and the USCL Faculty Organization sustain the impression that the library's collections and other resources are regularly and widely used and that the professional staff has been effective in introducing students to an academic library (see Documentation for 2010 SACS Reaccreditation).

Web page, database, and in-house collection use, circulation statistics such as check-outs/ins, renewals, browsing, and library catalog activity, use of AV media and hardware, journals, government documents, and reference materials as well as reference questions, bibliographic instruction sessions, and the number of students taught all provide quantitative data to support this assumption.

For example, student survey data from 1998 through 2009 show an average 62% of respondents have at some point attended a formal library instruction session taught by a Medford Library librarian. That figure has shown itself to be very steady, reaching a low of 53% and a high of 70%. Most of those attended with a UNIV 101 or ENGL 101 class, with hand-on exercises.

To learn about the library, students report that they prefer having library staff available to answer questions as they do their research. They also want handouts and hands-on exercises, more so than lecture/instruction. The activities they indicate they most need help with are using the library databases, using e-books, and finding books on the shelves (most are new to LC classification).

In the last five years, the number of students who report that they need help using the library's catalog has significantly declined. Although the surveys do not tell us why this is the case, we know of two possible reasons. One, the new III Millennium web-based, user friendly library catalog was introduced in fall 2005, replacing the terminal-based, command-driven NOTIS catalog. Two, possibly students have less interest in printed books and therefore have less need to learn how to use the library catalog to find books on the shelves. While book circulation has indeed declined during the survey period, the interest in, and usage of e-books, has increased. E-books are accessed primarily through the library catalog.

Students overwhelmingly affirm that the increased use of computers for library research has encouraged their use of the library.

USC Salkehatchie

USC Salkehatchie has two libraries: one on the West campus in Allendale and one on the East campus in Walterboro. Students can access library resources in person or online. For in-person access, the library hours during the fall and spring semesters are 8 am to 9 pm Mondays through Thursdays, 8 am to 4:30 pm Fridays, and 3 pm to 7 pm Sundays. In between academic semesters, library hours are 8 am to 4:30 pm Mondays through Fridays.

As stated in the USC Salkehatchie Libraries Mission Statement, "The library staff assists students in acquiring the necessary skills to become life-long learners and informed members of the greater society." As a part of this mission, the Salkehatchie Libraries offer Bibliographic Instruction on their facilities and resources through class sessions, one-on-one instruction/consultation, phone/email reference and reference assistance, to help the students better locate and utilize the resources available in the libraries. Bibliographic Instruction is available during regular library hours (as listed above).

The majority of the Bibliographic Instruction given to classes is to University 101 and English classes. These include a walking tour of the facilities with a running commentary by the librarian of what is located where and how it may be utilized by them. A presentation of the online resources is also included in this instruction. The libraries have also given tours of the facilities to middle and high school students. During the 2008-2009 academic year, 24 class presentations were given with 352 participants. The Log Sheet of circulation statistics (including Bibliographic Instruction) for the West campus in February 2009 is provided as an example of record keeping.

In the past, at the end of a Bibliographic Instruction session, an Orientation Evaluation Survey would be done to measure the participants' satisfaction. The overall satisfaction rate for Bibliographic Instruction was generally "good" to "excellent", as exemplified by the Orientation Survey for an English class in October 2009. With the advent of the mandatory Performance-Based Measurement by professors for classes being taught, the librarians felt they would try to measure their performance in bibliographic instruction and have, this past year, devised a Pre- and Post-Test to be given to the participants of class instruction sessions. At the end of this first year of Pre- and Post-Test measurement, the Post-Test scores gave mixed results. The librarians were unsure of the reason—whether it was the method of instruction, or a lack of attentiveness on the part of the participants. The questionnaire is being revised, and a new attempt to assess student learning will be carried out this year. Orientation Evaluation Surveys were also conducted, and they continue to be very positive.

There are several professors who are familiar with the libraries (their setup and their resource holdings), who prefer to bring their classes into the libraries and give specific instruction to their classes.

The librarians and assistants also give one-on-one instruction on what and how to use OPAC, what databases are available, where they are located and how to use them, how to find print materials within the libraries, how to use the copiers, and assist in how to effectively use the Microsoft Office software.

USC Sumter

As stated in the USC Sumter Anderson Library's Mission Statement, "The ultimate goal is to collect and promote the use of the known in service of the creation of new knowledge by fostering learning, supporting teaching, and stimulating scholarship." As a part of this mission, Anderson Library offers Bibliographic Instruction (BIB) in our facilities and resources through class sessions, one-on-one instruction/consultation, phone/email reference and reference assistance, to help the students better locate and utilize the resources available in the libraries.

The USC Sumter Anderson Library operates on a schedule to meet the needs of both traditional and non-traditional students. Students can access library resources in person during regular operating hours, and through a variety of online services, including an online catalogue, online data bases, web search engines, and on-line tutorials, from any online site remotely to meet the demands of their personal schedules.

The majority of the Bibliographic Instruction given to classes is to University 101 and English classes. These include a walking tour of the facilities with a running commentary by the librarian of what is located where and how it may be utilized by them. A presentation of the online resources is also included in this instruction. The library has also given tours of the facilities to middle and high school students. During the 2008-2009 academic year, 72 class presentations were given with 1400 participants.

There are several professors who are familiar with the libraries (their setup and their resource holdings), who prefer to bring their classes into the libraries and give specific instruction to their classes.

The librarian and paraprofessionals also give one-on-one instruction on what and how to use OPAC, what databases are available, where they are located and how to use them, how to find print materials within the libraries, how to use the copiers, and assist in how to effectively use the Microsoft Office software.

The number of class BIB sessions has increased this year over last year, but this may be due, in part, to the requirement that all English 102 classes have some type of library instruction.

USC Union

The USC Union Library is open 8:30a – 7p M – TH and 8:30a – 12p F during the fall and spring semesters and 7:30a – 5:30p M – TH and 8:30a – 12p F during the summer sessions. The USC Union Library catalogs and databases are accessible on the internet 24/7.

The USC Union library staff provides ongoing orientation programs at both the Union and Laurens campuses. These programs include live lectures and demonstrations using the multimedia cart or the Smart Classroom, bibliographies, handouts, and library tours. ENCP 101, ENGL 101 and UNIV 101 are given full library orientations within the first few weeks of classes. Brief instructions on library use are included in the "Student Privileges at the University of South Carolina Union Library" brochure given to students during orientation. More complete library information pamphlets have been devised for Union and Laurens students, which include basic information about the types of materials available, how to access this information via Millennium in the library or from home, and how to obtain information via the Internet or interlibrary loan. Millennium guides and interlibrary loan forms and pamphlets are available at the Information Desk in the main aisle of the library. Introduction to subject-specific reference materials and advanced database searching is made available upon faculty request. Student feedback on the effectiveness of library orientation is assessed in the Library Survey (Question #34) that is given every spring. Results of the survey are compiled by the Head Librarian and used to improve services.

Law Library

Members of the law library faculty actively participate in legal research instruction in the law school. Four members of the law library faculty, a temporary librarian, and the Director of the Law Library currently teach twelve sections of the one-credit Legal Research course as part of the first-year legal research and writing program.

Members of the law library faculty also regularly teach a two-credit Advanced Legal Research course in the spring semester and during the summer session. Enrollment in this course is limited to sixteen students during the spring and summer. The course introduces students to additional research sources and techniques for researching complex legal problems. (The spring course is regularly oversubscribed and the summer course typically enrolls around a dozen students.)

An additional two-credit course in international and foreign legal research, taught by the Director of the Law Library, is offered during the spring semester. This course introduces students to international legal sources and techniques used to research complex questions dealing with international law, international organizations, and the national law of foreign countries.

Law library faculty members are regularly invited to give research lectures in upper-level courses. They regularly arrange conferences to meet with students about their legal research questions. Reference librarians regularly assist and advise faculty members on the use of course management software including Westlaw's TWEN, the Lexis version of Blackboard, and the Blackboard course management software licensed university-wide.

Course evaluations are used to gather feedback about research classes from the students. A summary of the evaluation results for each instructor is given to the instructor at the end of each semester. The individual evaluation summaries are included in the tenure files of each of the librarians.   General student satisfaction with library services is considerable, as demonstrated by the results from the 2008 Law School Survey of Student Engagement which showed that USC law students are more satisfied with their library than students at other schools to a significant degree. Ninety-six percent of the USC law students surveyed were satisfied or very satisfied with the library. Sixty-two percent of the USC law students - nearly 2/3 - were very satisfied with the library.

The Assistant Director of Faculty Services coordinates and enhances the research support services provided to the faculty. The Assistant Director works directly with faculty on discrete research projects and trains and manages student research assistants to assist on these projects. Faculty members continue to hire their own research assistants for long-term research needs.

Reference assistance is available to faculty, students, and the public from the professional librarians during normal business hours, Monday through Friday, although the law library is open seven days a week. Reference assistance is also available via email and by telephone.

School of Medicine

The Library is available to School of Medicine faculty and students 24 hours per day, year round via the Identicard system at the main entrance. Assistance is available during all hours that the library is regularly open, 8AM-10PM on weekdays, 8AM-8PM on Saturdays, and 1PM-10PM on Sundays. Professional reference assistance is available on weekdays 8AM-5PM.

The Library faculty provides curriculum-integrated instruction to medical students in information management, responsible literature searching, and evidence-based practice in the first year medical students Orientation, Introduction to Clinical Medicine (ICM) courses for first and second year medical students, and orientation to clinical information resources for third year medical students. The orientation

for first year medical students consists of a self-paced web-based tutorial that introduces e-book collections, Medline, e-journals, and library policies and procedures. The ICM sessions focus on MEDLINE searching skills and evidence-based medicine resources. Each component utilizes self-paced web-based tutorials. The Library faculty also participates in Capstone for fourth year medical students and covers PubMed, consumer health web sites, current awareness tools, and Google. A librarian also provides instruction in the medical Spanish component of the curriculum.

The director of library services and the chief information officer participate in regularly-scheduled new faculty orientations organized by the Office of Continuing Medical Education and Faculty Development. The Library offers a series of on-demand classes for faculty and students on Photoshop, Web 2.0, PubMed, Ovid, evidence-based medicine, etc. and will provide individual consultations or group instruction regarding library resources and databases to faculty and staff in departmental offices or speak at departmental meetings. The Office of Information Technology staff offer regular instructional workshops to faculty and staff on e-mail, software applications, and computer security.

All types of library instruction are assessed using a standard evaluation instrument. Web-based tutorials also include an evaluation component.

Since the director of library services and chief information officer serve as consultants on the Curriculum Committee, they participate fully in the planning and coordination of knowledge management skills across the curriculum and participate in educational program planning and assessment for the curriculum.

Supporting Documentation:

Description	Source
Goals and Mission	
Carolina Core	http://www.sc.edu/generaleducation/
Learning Outcomes	http://www.sc.edu/provost/forms/proposedcurriculumrevision.pdf
Mission Statement - Sumter	http://www.uscsumter.edu/index.php/general-information.html
Facilities	
University Libraries	http://www.sc.edu/libraries/
Thomas Cooper Library	http://www.sc.edu/library/
Business Administration Library	http://www.sc.edu/library/pubserv/business.html
Math Library	http://www.sc.edu/library/math.html
Music Library	http://www.sc.edu/library/music/
South Caroliniana Library (SCL)	http://www.sc.edu/library/socar/index.html
Regional Campus Libraries	
Lancaster Medford Library	http://usclancaster.sc.edu/library/index.html
Salkehatchie	http://uscsalkehatchie.sc.edu/library/index.html
Sumter Anderson Library	http://www.uscsumter.edu/index.php/library
Union Library	http://uscunion.sc.edu/library/library.html
Allendale	http://www.ahjlibrary.org/
Colleton County	http://www.colletonlibrary.org/
Coleman Karesh Law Library	http://www.law.sc.edu/library/
School of Medicine Library	http://uscm.med.sc.edu/
Collections	
Rare Books and Special Collections	http://www.sc.edu/library/spcoll/rarebook.html
South Carolina Political Collections	http://www.sc.edu/library/scpc/
Moving Image Research Collections	http://www.sc.edu/library/mirc/
Native American Archive	http://usclancaster.sc.edu/NASarchive/index.html
Federal Government Documents	http://usclancaster.sc.edu/library/govdocs/govdocs.htm
Services and Resources	
Library Services	http://www.sc.edu/library/serrollover.html
Circulation	http://www.sc.edu/library/pubserv/circ.html
Book Services	
Distant Student Book Delivery	http://www.sc.edu/library/pubserv/disted.html
Ask-A-Librarian Service	http://www.sc.edu/library/ask.html
Interlibrary Loan Department	http://ill2.tcl.sc.edu/default.html
Scan and Deliver Service	http://ill2.tcl.sc.edu/docdel/default.html
Lancaster	http://ill2.tcl.sc.edu/illiad/LANC/logon.html
Documentation for SACS Reaccreditation-Lancaster	http://usclancaster.sc.edu/library/data/

Faculty Library Manual - Lancaster	http://usclancaster.sc.edu/library/FacultyLibraryManual.pdf
Programs and Hours	
Instruction Sessions	http://www.sc.edu/library/instruction.html#instruction
Sample Library Instruction Presentation	http://usclancaster.sc.edu/library/bi/Psych_off-campus.htm
Information Literacy Team	http://www.sc.edu/library/infolit/
Literacy Plan	http://www.sc.edu/library/infolit/infolitplan.pdf
Library 100	http://www.sc.edu/library/instruction.html
University 101	http://www.sc.edu/univ101/
Sample UNIV 101 Exercise	http://usclancaster.sc.edu/library/data/BI_UNIV101sample.pdf
Library Hours	http://www.sc.edu/library/hours.html
Law Library	http://www.law.sc.edu/library/
Sumter	http://www.uscsumter.edu/index.php/library.html
Opportunity Scholars Program - Lancaster	http://usclancaster.sc.edu/osp/index.html
Online Resources	
Library Catalogs	http://www.sc.edu/library/catalog/
All USC Libraries	http://libcat.csd.sc.edu/
Sumter	http://libcat.csd.sc.edu/search~S21
Electronic Resources	http://www.sc.edu/library/er/
Remote Access	http://www.sc.edu/library/proxy/proxy.html
Online Tutorials	http://www.sc.edu/library/pubserv/tutorial/
Sumter	http://www.uscsumter.edu/index.php/library-tutorials.html
Online Tours	http://www.sc.edu/library/tour/
Online Subject Guides	http://guides.library.sc.edu/index.php
NetLibrary	http://www.netlibrary.com/
Regional Online Databases	
Salkehatchie	http://uscsalkehatchie.sc.edu/library/databases.html
Sumter	http://www.uscsumter.edu/index.php/databases.html
Union	http://uscunion.sc.edu/library/electronicdatabaselist.html
USC Sumter Anderson Library Web Search Engines	http://www.uscsumter.edu/index.php/web-search-engines.html
Associations, Partnerships, and Centers	
Centers and Institutes	
Academic Success Center - Lancaster	http://usclancaster.sc.edu/asc/index.html
Partnership Among South Carolina Academic Libraries (PASCAL)	http://www.pascalsc.org/
PASCAL Delivers	http://pascalsc.org/content/view/73/42/
Catalog	http://www.pascalcat.org
Kudzu	http://www.sc.edu/library/kudzu.html
Information Literacy Thru ACRL	http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/standards/standardstoolkit.cfm
Surveys/Evaluation	
Surveys	http://www.sc.edu/library/sacs/Library_satisfaction.pdf
LibQUAL+®	http://www.sc.edu/library/assessment/libsurvey/libqualsurvey.html
Online Suggestion Box	http://www.sc.edu/library/suggestions.html
Lancaster Evaluation	http://www.sc.edu/library/sacs/Lancaster_eval.pdf
Salkehatchie Log Sheet	http://uscsalkehatchie.sc.edu/SACS/LibraryLogSheet.pdf
Instructor Surveys	
Legal Research	http://www.sc.edu/library/sacs/LegalResearchCommt_F09.pdf
For UNIV 101	http://www.sc.edu/library/assessment/U101_survey_form.html
Faculty Library - Lancaster	http://usclancaster.sc.edu/library/data/Faculty%20Surveys%20cumulative.pdf
Instructor Feedback Surveys	
UNIV 101	http://www.sc.edu/library/infolit/univ101fall2009.pdf
Reference Department	http://www.sc.edu/library/infolit/instructfeedbackfall2009.pdf
BI Survey	http://www.sc.edu/library/assessment/BI_survey_form.html
Medical Library	http://uscm.med.sc.edu/EVALUATE.pdf
Student Surveys	
Library Sessions	http://www.sc.edu/library/eval/
Legal Research	http://www.sc.edu/library/sacs/LEGAL_RESEARCH_STUDENT_EVAL_SURVEY.pdf
Library, Cumulative Results	http://usclancaster.sc.edu/library/data/Students Surveys cumulative.pdf
Orientation Survey – Salkehatchie	http://uscsalkehatchie.sc.edu/SACS/OrientationSurvey.pdf
Library Test – Salkehatchie	http://uscsalkehatchie.sc.edu/SACS/LibraryTest.pdf

| Library Survey - Union | http://uscunion.sc.edu/about/USCUnionLibrarySurvey.docx |