Standard IIC: Library and Learning Support Services

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.[1]

   a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

      • What information about student learning needs is provided by other instructional faculty and staff to inform selection of library resources?

      • How does the institution assess the effectiveness of its own library collection in terms of quantity, quality, depth and variety?

      • What level of quality is determined by the institution?

      • How does the institution know it has sufficient depth and variety of materials to meet the learning needs of its students?

      • What information does the library use to determine whether it is enhancing student attainment of identified learning outcomes?

      • How are comparable services provided to DE/CE students and students at off-site locations?

   b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

      • What are the information competencies that the institution purports to teach all students? What is the evidence that the institution acts purposefully to teach these competencies?

      • How does the institution assess the competencies in information retrieval/use that it teaches students? How does the institution evaluate its teaching effectiveness and set goals for improvement?

      • How are comparable information competency skills developed for DE/CE students and students at off-site locations?

   c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.[1]

      • What are the hours of operation of the library?

      • What is the availability of electronic access to library materials?

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- Are all campus locations/all types of students/all college instructional programs equally supported by library services and accessibility?

   d. The institution provides effective maintenance and security for its library and other learning support services.

   e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

- What contracts, if any, exist for the provision of library and learning support services (LSS)? What processes does the institution have for evaluating and ensuring the quality of those contracted services? How does the institution gather information to assess whether the services are being used?

2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

- What methods does the institution use to evaluate its library and other LSS? Does the evaluation assess use, access, and relationship of the services to intended student learning? Does the evaluation include input by faculty, staff and students?

Sources of Evidence: Examples for Standard IIC

Listed below are examples of potential sources of evidence for Standard II. There may be many other sources relevant to each college's unique mission that institutions should provide and teams should consider.

C.   Library and Learning Support Services

- Evidence that includes the evaluation instruments, their analysis, conclusions and plans for improvement of the library and learning support services (LSS), evidence that improvements are planned and implemented
- Evidence that demonstrates quantity, quality, depth and variety:
  - ✓ ***Description of quantity:***   Number of volumes, number of periodicals, description of number and kinds of technological resources or equipment, including computers, microfiche machines, video equipment, audio tapes, CD ROM's and other data source, number of student stations available in library and learning resource center (LRC)

- Evidence that demonstrates ongoing instruction:

  - ✓ List of courses, workshops and other training held each academic year and the attendance

  - ✓ Course or workshop outlines, materials used in training, including identified learning outcomes

- Evidence the library evaluates the effectiveness of student learning during courses, workshops on information competency and use of the library and LSS
- Evidence that data links purchases to educational programs and SLOs defined by educational programs and by assessments of student learning
- A description of library acquisition plans related to educational plans

  - ✓ Data and analyses of the institutional evaluations of library holdings by faculty (or disciplines or programs), students, and any external reviewers

  - ✓ Other analyses showing relationship between library use and student learning

- Evidence that includes a description of hours of operation or access, description of remote access to library and LRC holdings, capacity of the remote means of delivery, any contingencies on turnaround time, limits to access relative to on campus students
- Evidence that holdings are related to educational programs and that all educational program needs have adequate materials in the library
- Evidence there is access to library and LSS for remote students/staff and institutional policies on remote access, including personnel policies that describe access provided to educational staff

  - ✓ Description of remote access practice that is computer based, circulation of volumes, etc., for each remote site or population

  - ✓ Description of use of library and LSS by remote users - students, faculty

- Evidence that includes institutional maintenance schedules, capital improvement plans, a description of security provisions for library holdings, and any institutional self-assessments of adequacy
  - ✓ Institutional plans for improvement of library and LSS

- Evidence that includes the formal agreements or contracts themselves, and evidence therein of the accredited institution's expectations for services

Sources of Evidence: Examples for Standard IIC

- ✓ Description of the contracted/collaborated services quantity, quality, depth and currency, as in a, b, c and d, above

- ✓ Results of evaluation of the contracted/collaborated library and LSS

- ✓ Provisions of the contract that provide for accredited institution's control of quality or ability to influence quality of contracted/collaborated service

- Evidence the institution complies with the Commission's "Policy on Contractual Relationships with Non-Regionally Accredited Organizations"