

SAN DIEGO MESA COLLEGE

Accreditation 2017

Standard IIB

November 2nd Draft

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Standard IIB Library and Support Services

1a. The library supports student learning and achievement by providing library, and other learning support services to students and personnel responsible for student learning and support. (ER 17)

The Learning Resource Center (LRC) is a 107,000 square foot facility that opened in 1998 and houses many of the resources administered by the School of Learning Resources and Academic Support. The Library, Audiovisual Services, and The Center for Independent Learning are located in the Learning Resource Center (LRC) building. The Library occupies the first and third floors of the four-story structure. The second floor is dedicated to the School of Languages and the fourth floor is dedicated to technology related services. The High Tech Center, which is also located on the first floor, is a fully accessible computer lab/classroom that is administered by the Disability Support Programs & Services department.

The Mesa College Library serves the College's mission and goals by providing an environment and resources for learning, research, and problem solving in the academic community and the workforce. Library/AV personnel serve the entire range of scholarship through the evaluation, selection, organization, retrieval, interpretation, and ethical use of resources, and they provide instruction for students and faculty.

The Library's goals are:

1. To assist students in developing library and information literacy skills for academic and career success;
2. To develop a collection which can provide an adequate level of support to all curricular areas of the College and in all formats;
3. To provide access to information through a variety of delivery systems necessary to reach Mesa College students, faculty, and staff on campus or remotely;

4. To offer professional and support services which assist in the use of the collection;
5. To provide a comfortable and welcoming environment that is conducive to research and study;
6. To support diversity and intellectual freedom through collections, services, and programs;
7. To provide sufficient number and quality of personnel to ensure excellence.
and staff through workshops, class sessions, and one-on-one consultations. **(IIB-1)**

1b. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. (ER 17) CW IIC, IIC1

Evidence of Meeting Standard

The Mesa College library and learning support services provide essential front line support for student learning. Many of the services are located within the School of Learning Resources and Academic Support. As part of Mesa College's commitment to continuous quality improvement; the School of Learning and Technological Resources was reorganized to better meet the goals and mission of the college. As part of the reorganization; the school name was changed to the School of Learning Resources and Academic Support. Through the reorganization, the function of the library shifted from five functions and now operated under 1) Learning Resource division and 2) Academic Support (AV). There is now a Dean for the School of Learning Recourse and Academic Support and a Director of Information Technology. (Evidence-Board document **WHICH ONE? IIB-2)**

The library maintains a significant presence on campus with in the 4-story Learning Resource Center. It also supports the multiple modalities by which students access their courses and engage in learning. **(GIVE EVIDENCE -- IIB-3)** The library offers many of its services face-to-face and online. Access to the library materials are available on-line 24/7. There are 115,000 hard-copy books, 35,000 electronic books, 500 CD's, and 2,200 video tapes and DVDs in the Mesa College Library and Audio Visual Services and they can be accessed easily by using any of

the public computers located in the Library and Audio Visual Services. (Evidence-Program Review **(SPECIFY IIB-4)**)

The San Diego Mesa College library website offers access to all online materials to anyone with a valid college identification number. With access to the online materials one can view journal databases, streaming videos, eBooks, tutorial videos, 24/7 online reference assistance and library research guides. Additionally an online modular class emphasizing information literacy skills is being tested for use with online students. In order to answer reference questions 24/7, online reference assistance is offered as well as a phone line at the reference desk during library reference desk hours. The library website offers full access to online library resources to all Mesa College students. This includes online textual databases for periodicals and reference resources, two video streaming databases, and over 40,000 electronic books.

Mesa College provides comprehensive tutoring services to students. These tutoring services have been combined to better meet student learning support needs. Various tutoring programs work together to help meet the wide array of student learning needs. Each tutoring center has its own specialization and brings resources that help students achieve their educational objectives (college catalog **SPECIFY IIB-5**).

Campus wide tutoring support has been consolidated to one location in the Student Services building and is known as the Academic Skills Center (ASC). Tutoring provides a significant presence on campus and is located within the Student Services Center. A learning support unit is co-located in the newly re-designed Language Center. Tutoring for language classes moved to the Language Center and has expanded to allow students to get assistance with some of their other classes without having to go to the Academic Skills Center. Specialized academic support is available to students through the Student Tutorial and Academic Resources (STAR) TRIO program which is housed with the Extended Opportunity Programs and Services program and located in the Student Services Center and administered by the Division of Student Services.

1c. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17) CW IIC, IIC1

Library

The current library collection holds: 115,000 books, 141,733 microforms, 194 print periodical subscriptions, 527 audio-recordings, and 2,016 physical video recordings streaming videos 25,741. It also includes online access to over 43,270 e-books, 5,322 reference books, and over 20,000 periodicals, which are accessed through subscriptions with numerous aggregator and reference databases. (Evidence-Library website and Interview with librarians) **(IIB-6)**

Librarians are assigned as liaisons to solicit feedback from professors regarding the library resources they would like the library to acquire. There are also links on the website for suggestions and a suggestion box in the library. Librarians have previously attended department meetings to inform and solicit feedback *(the shortage of faculty librarians to attend the aforementioned meetings is making this happen less frequently). Instructional faculty occasionally place requests for selected books, periodicals, DVDs and databases via email, campus mail or telephone.*

A librarian pulls monthly circulation reports of materials checked out in person and online. These reports are circulated among the library faculty to get a better understanding of what is popular within the collection. It is possible that database usage could be pulled monthly to determine, through vendor statistics, how the database usage is fluctuating. *However this time-consuming task is made more difficult to pursue without a full time electronic resources librarian.* The library subscribes to professional resources used to review materials for possible purchase such as books.

Tutoring In October 2012, the Academic Skills Center (ASC) opened in the new Student Services Center. The new Academic Skills Center provides one-on-one and small group tutoring in Math, Science, Writing, and a variety of other academic subject areas. There is one part-time English writing faculty coach training coordinator and one part-time Math Faculty who is the Math coach training coordinator. A full-time supervisor provides the administrative support necessary to supervise and schedule the tutors and implement the programs established by the faculty. The supervisor is assisted by one full-time Instructional Assistant. (Evidence-Academic Skill Center website and interview with supervisor)

Learning Centers

Center for Independent Learning-Located on the fourth floor of the LRC, the Center for Independent Learning (CIL) provides multiple technology and student learning support services for the college. There are 140 computers available for students. This center is coordinated by the campus Director of Information Technology.

High Tech Center-The Disability Support Programs & Services High Tech Center (HTC), located in the LRC, provides highly individualized training and support services for students with disabilities who are enrolled in the colleges academic and career technical programs. The center has 21 computer workstations for student use, all with adaptive technology that complies with the Rehabilitation Act and the Americans with Disabilities Act. The center was recently re-located from the second floor to the first floor of the LRC to increase physical access and provide a more conducive learning environment for individuals with disabilities. The center averages about 125 students per semester who enroll in the DSPS 021 classes and also about 300 requests for alternate media. The center is coordinated by a full-time faculty member with the assistance of a full-time Instructional Assistant. (Evidence-DSPS website and interview with High Tech Center Professor) **(IIB-7)**

Computer Laboratories

There are academic computer labs and classrooms on campus that directly support classroom instruction. CIL – 140 computers; ASC – 49 computers; Academic Computing Labs – TBD (have a message in to Michael Davis to confirm; Math & Science Building 200 laptops and 300 desktops; SBSB Building 150 desktops); Languages Center – 40 computers **(Insert Evidence)** **(IIB-8)**

Learning Technology

Audiovisual Department-Also located on the fourth floor, the AV department is co-located with CIL media services. The Audiovisual Services Department provides equipment, materials, and services to students, faculty, and staff at Mesa College. A broad range of equipment is provided for the campus community. There are seven (7) booths with video playback equipment, two (2) booths with Anatomy and Geology study models and materials, audiocassette players and other equipment. Video cameras are available for use as well. It also has LCD projectors, computers,

and DVD/VCR players for classroom use. In addition, it services audiovisual installations across the campus, including all new buildings.

Graphics and video production services are available to faculty and staff. Video services include downloads for teleconferencing. A large collection of videocassettes and DVDs are located here. Access to the Community College Consortium video collection is coordinated through this department as well. All work done by the department must be for school related projects, and must be copyright compliant.

Mesa College Audiovisual Collection

Mesa College has a collection of videos and compact discs that is located in the Audiovisual (AV) Department of the LRC. It has over 1300 videos and 475 compact discs. Faculty and staff may check out AV materials for classroom use. Faculty members may check out a maximum of five items which are due back not later than seven days after checkout. If an item needs to be reserved for a specific date, please arrange with an AV staff member. Students may view videos or listen to CDs in AV booths only; they cannot be taken out of the building.

AV Services now offers access to thousands of videos through the Films on Demand streaming database. Searchable by key word or broad discipline, videos include accompanying text which meets ADA requirements and copyright compliance. Clips of videos can be embedded into Blackboard. (Evidence-AV website and interview with Dean) **(IIB-9)**

On-going Instruction

The LRC provides display venues for student and faculty art work and other course-related projects. For example, the LRC is home to an extensive African Art collection that was assembled to introduce Mesa College students to art created for use in Africa. It is a valued resource in African art courses offered by Mesa College. The collection has continued to grow over the years and currently there are over 500 pieces in the collection. Each Semester, students enrolled in Art History classes exhibit selections from the collection in the Glass Gallery located on the first floor of the campus Learning Resource Center (LRC). The college will occasionally borrow fine African art from other collectors, in order to present exhibitions of several weeks' duration, each with a unifying theme. (Evidence-Library website) **(IIB-10)**

Other Support Services

Printing: The LRC uses a server based system that is accessed using either a Mesa College ID card or proprietary print card, which is available to purchase on the first and fourth floors at the Add Value Stations. Printers and Copiers are available in high-use areas on the first and fourth floors.

The LRC's 2nd floor re-opened in 2014 with a remodeled quiet study area, plus 4 group study rooms (available on a first come, first served basis for 2 or more students).

2. 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. CW IIC1a

Expertise of faculty, including librarians help the institution select and maintain educational equipment and materials to support learning and enhance achievement of the mission

- Library personnel work with College faculty and staff to assure that library services and material selection support student learning needs.
- Librarians are assigned as liaisons to each of the college's instructional departments to facilitate communication and to solicit feedback from professors regarding the library resources they would like the library to acquire. There are also links on the library website for suggestions and a suggestion box in the library.
- Librarians have previously attended department meetings to inform and solicit feedback *(the shortage of faculty librarians to attend the aforementioned meetings is happening less frequently). Instructional faculty occasionally place requests for selected books, periodicals, DVDs and databases via email, campus mail or telephone.*
- For video selections, the Audiovisual Librarian works directly with faculty to identify classroom instructional support materials.

- Librarians with specializations: Collection Development Librarian, Online Services/Instruction Librarian and Systems/Technical Services Librarian
- Evaluation of these services included evidence that they contribute to the attainment of student learning outcomes. In every library research instruction session the classroom instructor has the opportunity to fill out an evaluations regarding the effectiveness of the instruction. There is also a classroom response system technology provided to give the instructing librarian the ability to ask a series of assessment questions throughout the lesson to check for understanding. In the 24/7 online reference environment we have transcripts that can be used to review the effectiveness of the reference interview and teaching process.
- In order to answer reference questions 24/7 online reference assistance is provided as well as a phone line at the reference desk during library reference desk hours. The library website offers full access to online library resources to all Mesa College students. *This includes online textual databases for periodicals and reference resources, two video streaming databases, and over 40,000 electronic books.* An online modular library research class is being tested for potential roll-out to online students. **[FOLLOW UP ON THIS...]**

Other Learning Support Service Professionals

- Classified staff provides dedicated support to specific areas, such as technical services, periodicals, course reserves, instruction and acquisition. The staff works closely with librarians to assure quality delivery of services and materials.
- **Identified gap**-need to be more communication between the instructional support (academic support) and the library

3a. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. CW IIC2

The library evaluates its effectiveness in meeting identified student learning outcomes through a variety of measures. This is well documented through the program review process. One measure is the **Point of Service Survey that was done in 2012. Overall, patrons were satisfied or very satisfied with the LRC Service Area.**

In addition, the library receives feedback from the college-wide **Student Satisfaction Survey and the Employee Perception Survey**; **80 % of respondents were either satisfied or very satisfied with the library resources and 75% were satisfied or highly satisfied with the audio-visual support.** 42% of respondents agreed that the library's collection and other resources adequately met the needs of their individual program or work function. (Evidence-Mesa College 2012 Employee Satisfaction Survey-Office of Institutional Research and Planning) **[IIB-11]**

Although informal, the LRC also solicits feedback from the Suggestion Boxes located in the building.

Evaluation of these services included evidence that they contribute to the attainment of student learning outcomes. In every library research instruction session the classroom instructor has the opportunity to fill out an evaluations regarding the effectiveness of the instruction. There is also a classroom response system technology provided to give the instructing librarian the ability to ask a series of assessment questions throughout the lesson to check for understanding. In the 24/7 online reference environment there are transcripts that can be used to review the effectiveness of the reference interview and teaching process.

Library operational suggestions- Student/Faculty/Staff/Community provide suggestions to the library staff via comment cards at the circulation counter. Cards are provided anonymously and are reviewed by the faculty and others as applicable. Comments are acted upon as needed.

Institution evaluates learning support services to assure their adequacy in meeting identified student needs. The AV department keeps statistics on booth usage, production requests, and campus-support activities. Academic Skills Center-POS survey and Employee Satisfaction Survey

3b. Evaluation of these services included evidence that they contribute to the attainment of student learning outcomes. CW IIC2

The LRC Faculty and Audio Visual staff has identified the following Student Learning Outcomes (SLOs) for the various services available in the LRC:

Up to this point the library and Center for Independent Learning (CIL) combined to use three SLO's, or AUO's, to assess if the students of the campus were receiving , and understand how to access the services necessary to meet their curricular needs in the LRC. The first two of the SLO's are concerned with library operations while the third is primarily concerned with the CIL. (As of January 2015, the CIL is no longer part of the same school as the library)

The SLO's/AUO's are as follows:

1. Students will be able to complete the procedures necessary to borrow materials (Library Circulation)-Self Awareness.
2. Students will be able to locate materials they are seeking using appropriate LRC resources (Library Public Services, including Reference Services and Library Instruction: Audiovisual Services and Library/AV Collections)-Critical Thinking.
3. Students will be able to access appropriate lab tools to complete class assignments (CIL)-Technological Awareness.

Library measures its Student Learning Outcomes:

Each fall and spring semester a survey is conducted, which asks about 300 students using the LRC to rate their satisfaction of the services provided. The results are used to make changes to services and

In every library research instruction session the classroom instructor has the opportunity to fill out an evaluation regarding the effectiveness of the instruction. [**==This is repeated word-for word at the beginning of the next paragraph**] By reviewing evaluations, assessment and transcripts the effectiveness of our teaching can be assessed and changes can be made in the instructional design of library instruction sessions and reference transactions. *And, two of the three Learning Resource Center SLOs address the ability of students to locate and check-out library materials*

In every library research instruction session the classroom instructor has the opportunity to fill out an evaluation regarding the effectiveness of the instruction. There is also a classroom

response system provided to give the instructing librarian the ability to ask a series of assessment questions throughout the lesson to check for understanding. In the 24/7 online reference environment we have transcripts that can be used to review the effectiveness of the reference interview and teaching process.

By reviewing evaluations, assessment, and transcripts, the effectiveness of teaching can be assessed and changes can be made in the instructional design of library instruction sessions and reference transactions. *And, two of the three Learning Resource Center SLOs address the ability of students to locate and check-out library materials.*

3c. The institution uses the results of these evaluations as the basis for improvement. CW IIC2

Evaluations **for basis of improvement** include Point of Service Surveys, SLO data, Headcount on ISIS (usage) and the Horizon (library) database circulation. The Horizon system is used district wide and there is a designated librarian at Mesa who oversees it. Attendance trackers are also used and the 3M system tracks the number of patrons who come in and out of the building (approximately 20,000 on a daily basis). It beeps if a book goes out of the library without authorization. (Evidence-Interview with Instructional Support Supervisor) **(IIB-12)**

Data is collected and analyzed regarding the usage of materials and services in the LRC. This data is used to inform the acquisition of materials, determine staffing levels, and inform technology purchases. The library is responsive to instructional needs and technological trends, and it purchases books, videos and subscriptions to databases to support the curriculum and overall mission of the library and college. (Evidence-Library Program Review and Interview with Instructional Support Supervisor) **(IIB-13)**

4a. 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 institutions intended purposes, are easily accessible and utilized. (ER 17) CW IIC1e+

The library makes use of several collaborative relationships, which are secured via formal agreement, in order to better serve the needs of its constituents. These services are detailed below.

San Diego/Imperial Counties Community College learning Resources Cooperative (SDICCLRC). This cooperative includes nine community college libraries in San Diego and Imperial Counties. The relationship is secured via a Joint Powers Agreement (JPA) that is administered through the San Diego County Office of Education. Benefits of membership include regular meetings of the library chairs/ directors to discuss issues of common interest, participation in the shared video library collection (which includes delivery services), and access to "live chat" reference service through Ask-a-Librarian Contracts for services such as this are negotiated through the cooperative to obtain discounted pricing.

Community College League (CCL). The library is a participating member in CCL, which is a statewide organization of all community college libraries, one of whose subcommittees evaluates databases and negotiates special pricing for members of the league. Examples of the database subscriptions obtained through this agreement include ProQuest, EBSCOhost, PsycArticles, and J P Archives.

Library Advisory Group (LAG). LAG includes librarians from all three of the colleges in the San Diego Community College District. The group meets twice per year to discuss mutual concerns and to cooperate on projects of benefit to all three libraries. LAG has implemented projects including (i) upgrading of the libraries' online catalog to be interactive with the Internet and accessible through the library websites, (ii) subscriptions to common databases and e-book collections, and (iii) creation of common elements of the 2009 LRC Point of Service Surveys for the three libraries.

The library enjoys many benefits from their cooperative relationships. SDICCLRC provides a venue for the nine participating libraries to meet bi-monthly in order to address common needs. The media library is a resource for the faculty, but most faculty have come to prefer locally owned media now. To accommodate this, the JPA was changed to allow participating libraries to use some of their consortium funds for local purchases. An example of the use

of these funds is the subscription to Mesa's first video streaming database: Films on Demand

The Community College League, in partnership with the Council of Chief Librarians, conducts cooperative evaluation of databases, including cost negotiation;- Until her departure in May, 2014 one of the Mesa librarians had been a member of this committee for over five years. This participation has enabled Mesa to stay apprised of opportunities to better meet student needs.

4b. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. (ER 17) CW IIC1e+

Security sweeps are performed throughout the day and at closing, maintenance of the building and safety checks are done periodically---district and campus facilities takes care of any site improvement request including fire alarms and emergency signage. Testing and reliability is done by the staff professionals. District has contracts for service agreements and has purchased extended warranties for copy machines, printing systems and book scanners. Therefore, the vendors help ensure that the services are reliable and meeting the needs of the students and the staff.

4c. The institution regularly evaluates these services to ensure their effectiveness. (ER 17) CW IIC1e+

Services provided by the library include, but not limited to, the following area within their applicable venue. Also included are the security, maintenance and reliability methods for each service provided by the library.

1. Inter-library loans (main circulation desk). The materials are controlled by personnel in the library to ensure security. The load process is overseen and maintained by cognizant library faculty and is improved as needed. The process of identification, selection and

implementation has demonstrated a high degree of reliability. **Evaluation of Effectiveness:**

2. Periodicals (quiet study room and main circulation desk)

Security: selected periodicals contain anti-theft check-point tags.

Reliability: the electronic security tag system functionality is verified/calibrated annually

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Evaluation of Effectiveness:

3. Reference collection (research and reference area)-selected periodical contain anti-theft check-point tags for security. The electronic security tag system functionality is verified/calibrated annually. **Evaluation of Effectiveness:**

4. Reference services (research and reference area)

Service area is securely staffed by faculty and staff who oversee patron activities and are administered by trained staff. Evaluation of Effectiveness:

5. Library instruction (provided by library faculty in the library's classroom)

When in session the classroom is staffed by faculty and staff who oversee patron activities.

The classroom functionality is maintained and verified by trained staff members.

Evaluation of Effectiveness:

6. Online reference (provided by library faculty and by contracted services)

Question Point-password protected and every individual has a unique login that has been assigned by administrator. All information is housed on their server. 24-hour services are administered by trained faculty and by external/contract personnel.

Evaluation of Effectiveness:

7. Print Reserves (main circulation desk) Selected periodicals contain anti-theft check-point tags. Patrons are required to demonstrate positive identification for material check-out.

The desk is staffed during all hours of library operations.

Evaluation of Effectiveness:

8. Faculty Instructional media (Audio-Visual desk) Equipment (including small equipment) is administered and secured by cognizant staff. The equipment is maintained by staff and approved vendors. The desk is staffed during all hours of library operations. The computer classroom (432) next door to AV has its own alarm. Laptops have a locked

media cage---only opened when needed and staff must be on duty. If faculty want to reserve a cart overnight they must request and reserve through the supervisor.

9. Audio-visual reserves (Audio-Visual desk) Equipment is administered and secured by cognizant staff. Patrons required to demonstrate positive identification for material check-out. The desk is staffed during all hours of library operations. Interim AV Librarian sends out email with any new developments. This is a challenge without a full-time AV Librarian.
10. Media services (Audio-Visual desk) Equipment is administered and secured by cognizant staff. Patrons required to demonstrate positive identification for material check-out. The desk is staffed during all hours of library operations.
11. Electronic databases (online via the college website)
Security: Reliability: databases are stored on electronic disc (servers) that are backed up TBD and administered by cognizant computer technicians.

Evaluation of Effectiveness:

12. New book collection (1st floor display area)
Security: books contain anti-theft check-point tags. Patrons required to demonstrate positive identification for material check-out at the circulation desk.
Reliability: The desk is staffed during all hours of library operations.

Evaluation of Effectiveness:

13. Book collection (3rd floor 'stacks')
Security: books contain anti-theft check-point tags. Patrons required to demonstrate positive identification for material check-out at the circulation desk.
Reliability: The desk is staffed during all hours of library operations.

Evaluation of Effectiveness:

Standard IIB Evidence

School of Learning Resource and Technology Program Review Report

Library Holdings Information (from Alison and Devin)

Interview with LRC Dean

Interview with Library Department Chair

Interview with Academic Skills Center Supervisor

Interview with Instructional Support Supervisor

Interview with Academic Computing Lab Supervisor

Interview with Director of IT

Interview with DSPS High Tech Center Faculty

Library Website (<http://www.sdmesa.edu/students/lrc/library/research/>)

LRC Website

CIL Website

Language Center Website

African Art Collection from Library Website

DSPS High Tech Center Website

Academic Skills Center (Tutoring)

<http://www.sdmesa.edu/index.cfm/students/services/tutoring/>

2012 Mesa College Employee Satisfaction Survey

2012 Mesa College Student Satisfaction Survey

2012 Mesa College Point of Service Survey

Eligibility Requirement 17: (Here to remind us to incorporate into our writing)

Information and Learning Support Services

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)

DRAFT

- *What types of data are available for program evaluation? Does the evaluation include a curricular review? Does the evaluation include a comprehensive review of the program role in the overall college curriculum?*
- *How are results of program evaluation used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations?*
- *How does the college evaluate the effectiveness of its courses and programs offered in DE/CE mode? Is the process similar to courses and programs offered in traditional mode? What is the rationale?*
- *What types of data are available for DE/CE program evaluation? Does the evaluation include a curricular review?*
- *How are results of evaluation of programs in DE/CE mode used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations?*

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.
(ER 17)

- *What information about student learning needs is provided by instructional faculty and staff to inform the selection of library resources?*
- *How does the institution assess the effectiveness of its own library and learning support services in terms of quantity, quality, depth and variety?*
- *How does the institution know it has sufficient depth and variety of library materials to meet the learning needs of its students?*
- *Are all campus locations/all types of students/all college instructional programs equally supported by library services and accessibility?*
- *How are comparable services provided to DE/CE students and students at off-site locations? (Federal Regulation)*
- *What is the availability of electronic access to library materials and learning support services? (Federal Regulation)*

- *QFE: Through curriculum redesign and scheduling, can the institution provide supplemental instruction and tutoring for academically at risk students, particularly in gatekeeper and developmental education courses?*

support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

- *What information about student learning needs is provided by instructional faculty and staff to inform the selection of educational equipment and materials to support student learning?*
- *How does the institution assess the effectiveness of its library and learning support equipment and materials in terms of quantity, quality, depth and variety?*
- *How does the institution know it has sufficient depth and variety of materials to meet the learning needs of its students?*
- *What information about the learning needs of DE/CE students is provided by instructional faculty and staff to inform the selection of library resources?*
- *What equipment to support student learning is available to students studying in DE/CE mode?*
- *By what means is the library collection made available to students with remote access to the institution? How does the institution know that these means address the learning needs of the students?*
- *What information does the library use to determine whether it is enhancing student achievement of identified learning outcomes for students studying in DE/CE mode?*

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment 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 learning support services? 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?*
- *Does the evaluation of library and other learning support services include assessment of use, access, and relationship of the services to intended student learning outcomes for DE/CE programs? Does the evaluation include input by faculty, staff, and students?*

4. 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

- *What contracts, if any, exist for the provision of library and learning support services? 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 and are effective? (Federal Regulation)

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)
 - *By what means does the institution assure the quality of its student support services? How does the institution demonstrate that these services support student learning?*
 - *How does the institution identify the needs for support services related to DE/CE programs, and how does it ensure that these needs are addressed? By what means does the institution assure the quality of its student support? (Federal Regulation)*
 - *How does the college prepare and monitor DE/CE students to be successful?*
 - *Are counseling and other student support services available for DE/CE students?*
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.
 - *What assessment methods are used to ascertain the effectiveness of student support services?*
 - *How are evaluation results used to improve student services?*
 - *Does the college know where its DE/CE students come from? Are there state authorization requirements if there are out-of-state students?*
 - *How does the institution determine that students admitted to its DE/CE programs are able to benefit from these programs? How is this information taken into consideration in admissions policies and procedures?*
 - *What improvements have been made to the effectiveness of these services? Do the student support services expand as the growth of DE/CE expands?*
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)
 - *How does the institution demonstrate that it assesses student needs for services regardless of location or mode of delivery, and provides for them?*
 - *How are online and off-site location services evaluated? How well are services meeting the needs of students?*

- ☐ Evidence that clear and complete information about degrees and certificates offered in DE/CE mode is made available to students in publications and course syllabi
- ☐ Evidence that transfer policies are made available to students and how they apply to DE/CE
- ☐ Evidence that articulation agreements including DE/CE courses exist and are regularly evaluated
- ☐ Evidence that publications and other representations of the college that relate to its DE/CE activities are clear and accurate
- ☐ Evidence that the college has appropriate and effective mechanisms in place to verify that the students registered are the students participating in the DE/CE courses/programs and receiving the credit (student identity)
- ☐ Evidence that student attendance in DE/CE courses/programs is monitored
- ☐ Evidence that the mechanisms for student verification appropriately protect the students' privacy
- ☐ Evidence of how these policies on academic honesty are disseminated to students enrolled in DE/CE programs
- ☐ Evidence that the college's admission policies are applied to students who do not reside in the U.S and who are not U.S. nationals

B. 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
- ☐ 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"
- ☐ Evidence that the library and other student learning support services (LSS) promote DE/CE courses/programs and take into the account the needs of students
- ☐ Evidence that the library and LSS provide support in a timely manner
- ☐ Evidence that evaluations of library resources include and address the needs of students with remote access to the library and LSS
- ☐ Evidence that the library and LSS enhance achievement for students studying in DE/CE mode
- ☐ Evidence that the college provides appropriate instructions for the use of the library and LSS to students enrolled in DE/CE courses
- ☐ Evidence that there is access to library and LSS for remote students/staff, and there are institutional policies on remote access, including personnel policies that describe access provided to educational staff
- ☐ Description of remote access practice, i.e., computer based, circulation of volumes, etc., for each remote site or population
- ☐ Evidence of the effectiveness of the remote access to LSS
- ☐ Description of use of library and LSS by remote users - students and faculty