# Standard II: Student learning programs and Support Services

The institution offers instructional programs, library, and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

# 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 outgoing 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 does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence?

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?

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1. 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

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?

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1. 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?

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1. When the institution relies on or collaborates with other institutions or other sources for library for 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 of services provided either directly or through contractual agreement. The institution regularly evaluates these services to ensure their effectiveness.

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)

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