

Sources of Evidence: Examples for Standard II – Taken from [http://www.accjc.org/wp-content/uploads/2015/10/Guide to Evaluating and Improving Institutions July 2015 REVISED.pdf](http://www.accjc.org/wp-content/uploads/2015/10/Guide_to_Evaluating_and_Improving_Institutions_July_2015_REVISED.pdf)

Here are ***examples of evidence for Standard IIB:***

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(s) 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 specifically pertaining to the baccalaureate degree, if the institution offers one
- ◆ 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

Here are ***questions to consider for Standard IIB:***

- 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)
 - 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?
 - 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?
- *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)