**Standard II: Student Learning Programs and Support Services**

**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.

**A broad array of resources are available to support programs and students regardless of their location. One notable shortfall is the lack of online tutoring.**

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| **How does MJC meet the Standard?** | **Evidence** |
| What information about student learning needs is provided by instructional faculty and staff to inform the selection of library resources? | Guided by the [MJC Library Collection Development policy](http://libguides.mjc.edu/ld.php?content_id=10197395), instructional faculty are actively encouraged to participate in the collection development process. In practice, faculty are in specific disciplines are also contacted when their areas are being developed and [requests](http://libguides.mjc.edu/RecommendPurchase) are always welcome and prioritized.  [Embedded librarians](http://libguides.mjc.edu/facultyservices) work closely with instructional faculty to ensure student needs are met: (Embedded can be found under support>additional support)  Inter-Library Loan available only on-campus |
| How does the institution assess the effectiveness of its own library and learning support services in terms of quantity, quality, depth and variety? | CCSSE results discussion. Ask Nora for historical data. Reference survey; workshop assessment and evaluations; Assessment Committee working on other services; SI and tutoring results? |
| How does the institution know it has sufficient depth and variety of library materials to meet the learning needs of its students? | The collection development policy says we evaluate our collections to ensure they support the mission. Library faculty work closely with classroom faculty to develop class-specific materials and resources. The print collection is continually evaluated/weeded when new books are shelved. New tool in WMS allows us to evaluate collection by subject, reviewed. |
| Are all campus locations/all types of students/all college instructional programs equally supported by library services and accessibility? | Except for online tutoring, yes. Library resources and services including access to research databases, research guides and research help are available face to face and [online](http://libguides.mjc.edu/deservices). Off site locations are served via resources for online students. |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? | A [plan of service](https://goo.gl/jjXXRL) is being developed based on an inventory of other institutions with similar degrees and input from faculty. |
| How are comparable services provided to DE/CE students and students at off-site locations? (Federal Regulation) | Library resources and services, including research databases, research guides, ebooks and research help, are available face to face and [online](http://libguides.mjc.edu/deservices). |
| What is the availability of electronic access to library materials and learning support services? (Federal Regulation) | Library resources are largely electronic and available [online](http://libguides.mjc.edu/deservices); services, such as research help (via chat, text and email) and interlibrary loan. Tutoring is not currently available online. |

**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.

**Library processes rely almost exclusively on librarians and instructors, with an administrator getting involved for final approval and budget oversight. Tutor training materials are selected by content faculty assigned to the tutoring area. Lit & Lang faculty maintain the writing center website.**

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| **How does MJC meet the Standard?** | **Evidence** |
| 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? | Instructional faculty request specific materials and also work with librarians to address broader needs (e.g. Respiratory Care BA).  [Col. Dev. policy](http://libguides.mjc.edu/ld.php?content_id=10197395); [BA Plan of Service](https://goo.gl/jjXXRL)  Materials request form available on website, services for faculty page. |
| How does the institution assess the effectiveness of its library and learning support equipment and materials in terms of quantity, quality, depth and variety? | See above |
| How does the institution know it has sufficient depth and variety of materials to meet the learning needs of its students? | See above. Librarian serves on Curric Committee and reviews all new and modified courses (including DE) for needed materials. Part of the Curric proposal document includes a request for library materials services/identifying new materials that are needed |
| What information about the learning needs of DE/CE students is provided by instructional faculty and staff to inform the selection of library resources? | Working with instructors of DE courses, liaison meetings, librarian on DE committee. |
| What equipment to support student learning is available to students studying in DE/CE mode? | No physical equipment. Access to articles databases, tens of thousands of ebooks, research help, etc. is available [online](http://libguides.mjc.edu/deservices) to all students and employees. |
| 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? | All of the library’s subscription databases are available to off-campus students and employees via EZproxy server identification. This provides access roughly 18-19 hours per day as the database it authenticates against is down for maintenance approx. 5-6 hours daily. Options to address this include single sign-on, which the college is investigating. |
| 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? | Working with instructors of DE courses, liaison meetings, librarian on DE committee. |

**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.

**Library instruction and tutor training are regularly evaluated. Other services are planning their assessment strategies.**

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| **How does MJC meet the Standard?** | **Evidence** |
| 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? | Assessment plan in SharePoint.  LIBR100, the Library’s credit course, regularly assesses its SLOs as part of the college’s assessment cycle.  Tutor training courses (TUTR 100 and 110) regularly assess course SLOs as part of the college’s assessment cycle. Their next assessment is scheduled for spring 2017.  Other library instruction is assessed on a regular basis. Most recently, in fall 2014 library workshops were assessed and spring 2016 research help was assessed.  Other library and learning center services are currently planning assessment strategies. |
| 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? | See above, not specific to DE |

**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.

**MJC contracts out for services typical of academic libraries: databases, ILS, security gates. Need to do a better job documenting our evaluation of these services.**

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| **How does MJC meet the Standard?** | **Evidence** |
| 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) | ILS, research databases, SpringShare, 3M security gates and RFID pads. **Contracts? Kim Schrader**  We evaluate database usage by our patrons, comparing usage year over year; we surveyed students in March 2016 about usefulness of databases. When considering new subscriptions, we rely on consortial review of electronic resources (CCL-EAR) as well as negotiation of contracts (CCL administration) Do we evaluate any of the others?  ILS: Library staff were increasingly disappointed with functionality of old ILS as it aged; extensive research of alternatives and discussions with old and new vendors, as well as MJC administrators, resulted in our switching.  3M products--processes: Annual maintenance agreements insure quality of hardware and services is maintained. Periodic inventories assess quantity of missing material (if gates are functioning, quantity should remain low, which has been the case in recent years). 3M products--assessment: Observation and discussion with staff shows RFID pads are used and effective. Staff get audible and visible alerts at time of incidents, discussion with involved patrons leads to recovery of secured material passing through gates.  Reports track each time security gates are triggered. Reports also track patrons entering and leaving building. |