

This *Guide to Evaluating Institutions* is designed to be used by institutions preparing their Self Study Report as well as by teams conducting a comprehensive evaluation. The Guide is meant to provoke some thoughtful consideration about whether the institution meets the Accreditation Standards at a deeper level than mere compliance – it is intended to also provide some guidance for a holistic view of an institution and its quality. The common guide is predicated on the belief that both institutional members and outside evaluators use the standards to assess the institution, and that they ought to be using the same tools to conduct that assessment.¹

¹ Guide to Evaluating Institutions Using the 2004 Standards, *draft*, page 2

Excerpt from “Guide to Evaluating Institutions”²

Std#	Questions
A.1	<ol style="list-style-type: none"> 1. How does the institution ensure that all institutional offerings fit the stated mission of the institution? 2. How does the institution ensure that its programs and services are high quality and appropriate to an institution of higher education? 3. How does the institution choose the fields of study in which it offers programs? 4. What are the student achievement outcomes of the institution’s programs; i.e., to what extent do students complete degrees and certificates, gain employment, or transfer to four-year institutions? 5. By what means are programs assessed for currency, teaching and learning strategies, and student learning outcomes? 6. To what extent are programs current?
A.1.a	<ol style="list-style-type: none"> 7. What research is conducted to inform what student learning needs are? 8. What means does the institution use to assess students’ educational preparation? 9. How is this information incorporated into program planning? 10. What kind of research is being conducted to determine if students are achieving stated learning outcomes?
A.1.b	<ol style="list-style-type: none"> 11. How does the institution determine that delivery of instruction fits the objectives and content of its courses? 12. How are delivery methods evaluated for their effectiveness in meeting student needs? 13. What dialogue is taking place about delivery systems and modes of instruction? 14. How effectively are delivery systems and modes of instruction facilitating student learning?
A.1.c	<ol style="list-style-type: none"> 15. What student learning outcomes has the institution identified for its courses, its programs, its certificates, its degrees? 16. How and by whom are student learning outcomes and strategies for attaining them created? 17. How and by whom are student learning outcomes and program outcomes assessed? 18. How are the results used for improvement? 19. Are student learning outcomes verifiably at the collegiate level? 20. What assessments are in place for measuring these outcomes? 21. How effectively are the assessments working? 22. What dialogues have occurred about using assessment results to guide improvements to courses, programs, etc.? 23. What improvements have resulted?

² Ibid., 16-25

<p>A.2</p>	<p>24. By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and community education, study abroad, short-term training, international student, or contract education programs?</p> <p>25. Which of these (or other) categories of courses and programs does the institution offer?</p> <p>26. By what means does the institution ensure that all of its instructional courses and programs are of high quality?</p> <p>27. Are they all of high quality?</p> <p>28. What is the process for establishing and evaluating each type of course and program?</p> <p>29. How does the college determine the appropriate credit type, delivery mode, and location of its courses and programs?</p> <p>30. Is the quality of all instructional courses and programs offered in the name of the institution ensured?</p> <p>31. Does the institution use evaluation of courses and programs effectively for improvement?</p>
<p>A.2.a</p>	<p>32. What established policies and institutional processes guide the development and evaluation of courses and programs?</p> <p>33. What is the role of faculty?</p> <p>34. Do these procedures lead to assessment of quality and improvement?</p> <p>35. Who is responsible for identifying appropriate student learning outcomes?</p> <p>36. Are the right student learning outcomes established for each course and program?</p> <p>37. How is this “fit” evaluated?</p> <p>38. What processes exist to approve and administer courses and programs?</p> <p>39. Are the processes effective?</p> <p>40. How are courses and programs evaluated? How often? What are the results of the evaluations?</p>
<p>A.2.b</p>	<p>41. How are competency levels and measurable student learning outcomes determined?</p> <p>42. What is the role of faculty?</p> <p>43. What is the role of advisory committees?</p> <p>44. How has the institution structured the relationship between student learning outcomes, competency levels for degrees, certificates, programs, and courses?</p> <p>45. Do students have a clear path to achieving the student learning outcomes required of a course, program degree, certificate?</p> <p>46. How well does the institution achieve and evaluate the effectiveness of learning at each level?</p>

<p>A.2.c</p>	<p>47. How does the institution demonstrate the quality of its instruction? 48. What evidence exists all programs are characterized by the variables cited in this standard? 49. What institutional dialogue has occurred to enhance understanding and agreement about the quality and level of its programs? 50. What criteria does the college use in deciding on the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning breadth of each program it offers? 51. What role do faculty play in these decisions? 52. How does the college use these qualities (breadth, depth, etc.) to determine that a program is collegiate or pre-collegiate level?</p>
<p>A.2.d</p>	<p>53. What assessment of student learning styles has the college performed? 54. How does the institution demonstrate that it is meeting the needs and learning styles of its students? 55. What do faculty and staff know about learning needs and pedagogical approaches? 56. Do courses include multiple ways of assessing student learning? 57. How does the college determine what delivery modes are appropriate for its students? 58. What teaching methodologies are commonly used? 59. How are methodologies selected? 60. Have faculty discussed the relationship between teaching methodologies and student performance? 61. What efforts has the college made to match methodologies with particular needs of students, with leaning styles? 62. Has the college investigated the effectiveness of its delivery modes? 63. How effective are delivery modes and instructional methodologies that the college uses in producing learning?</p>

<p>A.2.e</p>	<p>64. How does the college evaluate the effectiveness of its courses and programs?</p> <p>65. Do criteria used in program review include relevancy, appropriateness, achievement of student learning outcomes, currency, planning for the future?</p> <p>66. Is this process consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)?</p> <p>67. What types of data are available for program evaluation?</p> <p>68. Does the evaluation include a curricular review?</p> <p>69. Does the evaluation include a comprehensive review of the role of the program in the overall college curriculum?</p> <p>70. How is the relevancy of a program determined?</p> <p>71. Have student learning outcomes for the program been identified?</p> <p>72. How well are student achieving these outcomes?</p> <p>73. How are results of program evaluation used in institutional planning?</p> <p>74. What changes/improvements in programs have occurred as a result of the consideration of program evaluations?</p>
<p>A.2.f</p>	<p>75. To what extent does the institution understand and embrace the notion of ongoing planning?</p> <p>76. Does the college have a planning process in place?</p> <p>77. Is it cyclical, i.e., does it incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation?</p> <p>78. How college budgeting of resources follow planning?</p> <p>79. To what extent are institutional data available and used for planning?</p> <p>80. Are data analyzed and interpreted for easy understanding by the college community?</p>
<p>A.2.g</p>	<p>81. How does the institution ensure the use of non-biased valid measures of student learning?</p>
<p>A.2.h</p>	<p>82. Are student learning outcomes the basis for credit awarded for courses?</p> <p>83. Are credits awarded consistent with accepted norms in higher education?</p>
<p>A.2.i</p>	<p>84. By what mean does the institution ensure that achievement of stated learning outcomes are the basis for awarding degrees and certificates?</p> <p>85. What institutional dialogue has occurred about the learning expected of students in order for them to earn a degree or certificate?</p> <p>86. How has the college identified student learning outcomes for its degrees and certificates?</p>

<p>A.3</p>	<p>87. What evidence is found in the catalogue of a faculty-developed rationale for general education that serves as the basis for inclusion of courses in general education?</p> <p>88. How are student learning outcomes used to analyze courses for inclusion as general education?</p> <p>89. How is the rationale for general education communicated to all stakeholders?</p> <p>90. How is the general education philosophy reflected in the degree requirements?</p>
<p>A.3.a</p>	<p>91. How are the basic content and methodology of traditional areas of knowledge in general education determined?</p> <p>92. What process is used to ensure that general education courses include this content and methodology?</p> <p>93. Do general education courses demonstrate student achievement of comprehensive student learning outcomes?</p> <p>94. Do student learning outcomes for general education courses require students to understand the basic content and methodology in the major areas of knowledge?</p> <p>95. Is there a consistent process for assuring that the content and methodology are included in course outlines?</p> <p>96. How well are students able to apply their understanding to subsequent coursework, employment, or other endeavors?</p>
<p>A.3.b</p>	<p>97. What criteria have been developed to determine if general education students have attained these goals?</p> <p>98. What criteria does the college use to assure that the required skill level meets collegiate standards?</p> <p>99. Is there a consistent process for assuring that expected skill levels are included in course outlines?</p> <p>100. What measures of student skill are employed?</p> <p>101. Is the college satisfied that these measures are effective?</p> <p>102. How well are students achieving these outcomes?</p> <p>103. How well are students able to apply these skills to subsequent coursework, employment, or other endeavors?</p>
<p>A.3.c</p>	<p>104. How are student learning outcomes developed to address concerns about ethics and effective citizenship?</p> <p>105. How is it determined where to include student learning leading to development of these qualities?</p>
<p>A.4</p>	<p>106. Do degree programs include at least one area of focused study or interdisciplinary core?</p>
<p>A.5</p>	<p>107. What evidence exists that students who complete vocational and occupational degrees and certificates meet employment competencies? Are prepared for licensure? Are prepared for certification by external agencies?</p> <p>108. How does the college acquire information about its students' ability to meet these requirements? Is this information reliable?</p>

<p>A.6</p>	<p>109. How does the institution assure that information about its programs is clear and accurate? 110. Are degrees and certificates clearly described? 111. Are student learning outcomes included in descriptions of courses and programs? 112. How does the institution verify that students receive a course syllabus that includes student learning outcomes? 113. How does the college verify that individual sections of courses adhere to the course learning objectives?</p>
<p>A.6.a</p>	<p>114. What policies does the institution have to address transfer of coursework in and out of the institution and how are they communicated to students? 115. Are these policies regularly reviewed? 116. How does the institution develop, implement, and evaluate articulation agreements?</p>
<p>A.6.b</p>	<p>117. What policy does the institution have to address elimination of or major changes in programs? 118. Are students advised on how to complete educational requirements when programs are eliminated or modified?</p>
<p>A.6.c</p>	<p>119. How does the institution conduct regular reviews of its policies and practices regarding publications to ensure their integrity? 120. Are electronic representations of the institution regularly reviewed? 121. Does the institution provide information on student achievement to the public? 122. Is that information accurate? Current?</p>
<p>A.7</p>	<p>123. Are Board approved policies on academic freedom made public? 124. Are Board approved policies on student academic honesty made public?</p>
<p>A.7.a</p>	<p>125. What policies demonstrate institutional commitment to free pursuit and dissemination of knowledge? 126. How does the college communicate its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline? 127. In what discussions have faculty engaged to deepen understanding of this expectation? 128. How successfully do faculty make this distinction in the classroom? 129. What mechanisms does the college have for determining how effectively it is meeting this expectation?</p>
<p>A.7.b</p>	<p>130. What mechanism does the institution have for informing students and faculty about, and enforcing, its policies on academic honesty?</p>

A.7.c	131. How are requirements of conformity to codes of conduct communicated? 132. If a college seeks to instill specific beliefs or worldviews, what policies does it have in place to detail these goals? 133. How are the policies communicated to appropriate constituencies?
A.8	134. How well do curricula offered in foreign locations to non-US students conform to the specifications of Commission policy Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals?

Excerpt from “Guide to Evaluating Institutions”³

Std#	Questions
B.	<ol style="list-style-type: none"> 1. How does the institution determine that admitted students are able to benefit from its programs? 2. How is this information applied to admissions policies and procedures? 3. What college-wide discussions have occurred about how student access, progress, learning, and success are consistently supported?
B.1	<ol style="list-style-type: none"> 4. By what means does the institution assure the quality of its student support services? 5. How does the institution demonstrate that these services support student learning?
B.2 – B.2.d	<ol style="list-style-type: none"> 6. Is the catalogue current, clear, easy to understand, easy to use, well-structured? 7. How is the catalog reviewed for accuracy and currency? 8. What process does the college use to ensure that the information in its publications is easily accessible to students, prospective students, and the public? 9. When policies are not included in the catalog are the publications in which they are found easily accessible?
B.3.	<ol style="list-style-type: none"> 10. By what means does the institution determine the support needs of its students? 11. How well does it address these needs?
B.3.a	<ol style="list-style-type: none"> 12. What evidence is provided that the institution assesses student needs for services regardless of location and provides for them? 13. How are on-line services and services at off-site locations evaluated? 14. How well are services meeting the needs of students?
B.3.b	<ol style="list-style-type: none"> 15. What is the institution doing to provide a learning environment that promotes these personal attributes? 16. In what dialogues has the institution engaged about what constitutes a good learning environment? 17. What programs or services has the institution determined contribute to this environment? 18. What areas have been identified for improvement? 19. How does the college evaluate its efforts in this area? 20. How are the results of the evaluations used to improve the environment?

³ Ibid., 26-29

B.3.c	<p>21. Does the institution develop, implement, and evaluate counseling and/or academic advising?</p> <p>22. Does the evaluation of counseling and/or academic advising include how it enhances student development and success?</p> <p>23. Are those responsible for counseling/advising trained?</p>
B.3.d	<p>24. What does the institution do to promote student understanding and appreciation of diversity?</p> <p>25. What measures does the institution use to determine their effectiveness?</p>
B.3.e	<p>26. What processes are used to evaluate the effectiveness of practices and tools of admissions?</p> <p>27. What evaluations of placement processes are used to ensure their consistency and effectiveness?</p> <p>28. How are cultural and linguistic bias in the instruments and processes minimized?</p>
B.3.f	<p>29. What institutional policies govern the maintenance of student records?</p> <p>30. Are records secure?</p> <p>31. Does the institution have a policy for release of student records?</p>
B.4	<p>32. How does the institution provide for systematic and regular review of its student support services?</p> <p>33. How are the results used?</p> <p>34. Does the evaluation assess how student support services contribute to the achievement of student learning outcomes?</p> <p>35. How are evaluation results used to improve services?</p>

Excerpt from “Guide to Evaluating Institutions”⁴

Std#	Questions
C – C.1.a	<ol style="list-style-type: none"> 1. What information about student learning needs is provided by other instructional faculty and staff to inform selection of library resources? 2. How does the institution assess the effectiveness of its own library collection in terms of quantity, quality, depth and variety? 3. What is the quality determined as necessary by the institution? 4. How does the institution know it has sufficient depth and variety of materials to meet the learning needs of its students? 5. What information does the library use to determine whether it is enhancing student achievement of identified learning outcomes?
C.1.b	<ol style="list-style-type: none"> 6. What are the information competencies that the institution purports to teach all students? 7. What is the evidence that the institution acts purposefully to teach these competencies? 8. How does the institution assess the competencies in information retrieval/use that it teaches students? 9. How does the institution evaluate its teaching effectiveness and set goals for improvement?
C.1.c	<ol style="list-style-type: none"> 10. What are the hours of operation of the library? 11. What is the availability of electronic access to library materials? 12. Are all campus locations/all types of students/all college instructional programs equally supported by library services and accessibility?
C.1.d&e	<ol style="list-style-type: none"> 13. What contracts, if any, exist for the provision of library and learning support services? 14. What processes does the institution have for evaluating and ensuring the quality of those contracted services? 15. How does the institution gather information to assess whether the services are being used?
C.2	<ol style="list-style-type: none"> 16. What methods does the institution use to evaluate its library and other learning support services? 17. Does the evaluation assess use, access, and relationship of the services to intended student learning? 18. Does the evaluation include input by faculty, staff and students?

⁴ Ibid., 26-29

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.¹
 - a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.
 - b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.
 - c. The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.
 - a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

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- b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.
 - c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.
 - d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.
 - e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.
 - f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.
 - g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.
 - h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.
 - i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

- a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.
- b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

- c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.
 - a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.
 - b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
 - c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.
 - a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

- b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.
 - c. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:
 - a. General Information
 - Official Name, Address(es), Telephone Number(s), and Web Site
Address of the Institution
 - Educational Mission
 - Course, Program, and Degree Offerings
 - Academic Calendar and Program Length
 - Academic Freedom Statement
 - Available Student Financial Aid
 - Available Learning Resources
 - Names and Degrees of Administrators and Faculty
 - Names of Governing Board Members
 - b. Requirements
 - Admissions
 - Student Fees and Other Financial Obligations
 - Degree, Certificates, Graduation and Transfer
 - c. Major Policies Affecting Students
 - Academic Regulations, including Academic Honesty
 - Nondiscrimination
 - Acceptance of Transfer Credits
 - Grievance and Complaint Procedures
 - Sexual Harassment
 - Refund of Fees
 - d. Locations or publications where other policies may be found

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
 - a. 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.
 - b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.
 - c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.
 - d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.
 - e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
 - f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

4. The institution evaluates student 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.

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.
 - 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.
 - 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.
 - 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.
 - 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.
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.