



Miami Dade College

Application for the ACRL Excellence in Academic Libraries Award

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MIAMI DADE COLLEGE OVERVIEW

Miami Dade College (MDC) is the largest and most diverse college in the nation. With eight campuses, one center and more than 165,000 students from across the world, the College offers over 300 programs of study and several degree options, including vocational, associate, and baccalaureate degrees. MDC features numerous Continuing Education classes, online credit classes through the Virtual College, the New World School of the Arts, the School for Advanced Studies, the Honors College and Dual Enrollment.

As an institution that educates students with a wide range of cultures, diversity is key in the services provided. A quick statistical overview of Miami Dade College shows that 71% of the student body are Hispanic, 52% are first-generation college students, and 66% are classified as low-income. The unique student population requires creative, flexible, innovative student and academic support services that constantly adapt to changing student needs.

Mission Statement:

As democracy's college, Miami Dade College changes lives through accessible, high-quality teaching and learning experiences. The College embraces its responsibility to serve as an economic, cultural, and civic leader for the advancement of our diverse global community.

LEARNING RESOURCES OVERVIEW

The Learning Resources department serves students college-wide to help them achieve academic success. Librarians, tutors, professional staff and administrators work collaboratively to deliver outstanding services to the Miami Dade College community. MDC Learning Resources is represented on each of Miami Dade College's eight campuses and one center. Each Campus and center has a physical area and access is also provided remotely serving the Virtual College and beyond. Learning Resources integrates libraries, computer courtyards and academic support centers to better assist student success both inside and outside of the classroom. Collections, resources, and services support all educational, research, and public service programs.

Learning Resources, as a college-wide department, has a centralized structure to better support each individual campus' branch. While Learning Resources finds great importance in standardizing the types of services it provides to faculty, students, and the campus community as a whole, it also places great significance on the need to individualize those services based on the varying student populations at each campus. Each campus or center has its own special history and serves the local community throughout Miami Dade County. Learning Resources at Miami Dade College provides a stimulating learning environment that enhances the classroom experience through a variety of services such as face to face tutoring, information literacy instruction, and informative workshops. Our facilities enable students to study collaboratively as well as individually and access our specialized collections of print and electronic resources. New initiatives are piloted at the innovative campuses that research the existing literature in the field and are then rolled out progressively to other campuses.

Mission Statement:

Learning Resources at Miami Dade College provides a learning-centered environment that integrates academic support services, resources, technologies, and instruction to promote academic excellence.

North Campus- *Change Maker Central*

Miami Dade College's North Campus is a beautifully landscaped 245-acre campus built in 1960. The campus also includes an outreach center in Liberty City, the Carrie P. Meek Entrepreneurial Education Center, which opened its doors in 1989, and promotes excellence in education, entrepreneurship, and workforce preparation to the surrounding urban neighborhoods.

Learning Resources hosts many events both at North Campus and the Meek Center, such as artwork by International Artists; the Human Rights events; “Library on the Fly” – an event in collaboration with the Student Life department allows students to check out books in different parts of the campus, bringing books to students. This “Library on the Fly” event has been extremely popular and students are eager to participate. Learning Resources provides academic support for the campus in a variety of aspects ranging from library instruction and tutoring to events featuring guest speakers who provide experiences that inspire students.

Each floor provides unique support for student learning and a stimulating academic environment that enhances the classroom experience. Students find a strong collection and collaborative spaces to study and work on assignments while being able to meet and work with librarians and staff. The second floor is the centralized location that houses academic support for the multitude of disciplines taught on campus. Classrooms surround an open space of computers and tutors for students to work both independently and with small groups. Providing an environment and support to students from any discipline is important to Learning Resources. It is key for students to have a space where their work can be completed and help is provided at any point of the process.



Quality Enhancement Plan (QEP): Do the Write Thing



Learning Resources was the college-wide department assigned to support the Quality Enhancement Plan (QEP) identified through the SACS accreditation process which focuses on support with academic-, discipline- and career-specific writing. It also helps students explore and demonstrate their career knowledge through written responses to learning experiences as well as evaluate their writing performance and workforce readiness. “Do the Right Thing” has provided a platform to support outreach of library and writing support to disciplines like the School of Justice. More so, the QEP has encouraged campuses, like North Campus, which had a separate

Writing Center through the English department to merge with Learning Resources in order to provide a centralized, standardized service campus-wide. This merger supports the Learning Commons model and allows students to benefit from a larger well trained staff. The QEP writing tutors not only work with students one-on-one in the writing center, but also embed in the classroom to bridge the gap, which is at times quite literal as classes are taught at buildings on the other side of campus. As a result of Learning Resource's support of the QEP, students have become better researchers and feel more confident in their writing skills.

Kendall Campus- *Bustling, Adaptive, Impactful*

Miami Dade College's Kendall Campus, located on a 185-acre tract of trees and lakes, opened in 1967. This is the largest campus in term of students and enrollment. The sheer volume of student traffic throughout the spaces is powerful.

As students walk through the front doors of Learning Resources they enter the spacious, welcoming, and technologically advanced computer courtyard. Over 200 desktop computers are available to students, but the demands are so great that special areas have been reserved for students to plug in their own devices or check-out a laptop. Students also find collaborative and quiet study rooms available to reserve. The first floor also includes the Natural and Social Science Tutoring Lab, Student Support Lab which houses Service Learning and the new Academic Writing Support, all under the purview of Learning Resources. These services, although not traditional to libraries, have been adopted based on data collected regarding student and faculty need through surveys and the Library evolving to be the heart of student support.

The Kendall Campus Support Lab houses Academic Writing Support and a Service Learning Activity Project (SLAP) support model. This program has transformed student learning and brought significant rewards for students, the college, and the campus' community. This partnership between faculty and the Kendall Learning Resources department offers a teaching and learning tool for students that integrates course content and community outreach as the final objective.

Service Learning Activity Project (SLAP)

Students participating in the Learning Resources Support Lab agency can receive an array of academic supports throughout their service learning experiences, based on their professor's or their individual interests. The three main phases of Learning Resources support referred to as [SEARCH, SHOW, and SHARE](#) are demonstrated by the research assistance offered by trained librarians, writing and logistical support provided by qualified instructional assistants and associate instructors, as well as technical guidance on PowerPoint, Prezi and the exploration of innovative presentation tools provided by Embedded Technologists. The objectives of providing such integrated supports to individual and groups of students are to foster the development of information literacy skills in students; to help ensure that service learning projects are developed in a manner aligned with each discipline; and to encourage students to exhibit and disseminate their research findings to their community in meaningful ways.

Embedded Technologists

The embedded technologist concept involves placing a trained tutor or instructional assistant with a particular class or class project to assist the students during class time and outside of the classroom with technology-related issues.

Embedded technologists have been well received by faculty and students, and as a result, the model has been implemented college-wide. At each campus, faculty request an embedded technologist to accompany the embedded librarian and the embedded writing tutor for certain assignments. It allows the librarian to review research and citation strategies, the technologist to assist with embedding videos and putting the presentation together, and a writing tutor to review the content, format and grammar of the presentation. Through all three services, students are well supported. Embedded technologists are the newly sought after support that faculty at all eight campuses are requesting.

Wolfson Campus- Action, Excitement, Creative

In the Greater Downtown Miami area, characterized by culture, development and business, resides Miami Dade College, Wolfson Campus. The New World School of the Arts, the Honors College and the Virtual College are just a few of the many programs that bring distinction and energy to this urban campus. In its unique and exciting location, established in 1970 as Miami Dade College's third campus, it plays an integral role in the persevering development of this region and it has become a significant cultural center for the "Magic City". Signature events for the College such as the Miami Book Fair and Miami Film Festival, happen here and Learning Resources is intertwined and supports all of these events.

The most vital support area at Wolfson Campus is the Learning Resources Department, characterized by offering remarkable service and academic assistance. The Computer Courtyard and Library are the most sought-after areas on campus, a fact that is evidenced by its over 2,000 monthly unique student visitors. Its renovated and inviting library is the perfect hub to visit and where faculty librarians are always readily available to assist students with in-depth research assistance. Additionally, you will find that the Computer Courtyard is always bustling with lab classes, students collaborating in groups in the spacious study rooms or accessing the diverse technology available.

College-wide Marketing of Learning Resources



A new workgroup has been launched at Wolfson Campus that has widespread collaboration and reach throughout Miami Dade College. Representatives from each of the campuses make up the Video Development Group. They have completed two tutorials on Searching the Catalog and Accessing Academic Databases that have been posted to the College's YouTube channel and appear in the Learning Resources department YouTube playlist and Facebook page. Other highlights of their work are creating new student orientation handouts, launching an e-book and audio book marketing campaign, creating

three flagship events, which take place yearly and include a college-wide calendar of events: National Library Week, Banned Books Week, and the Summer Film Festival. Future projects for the group include a LibGuide dedicated to tutorials, section on the department's website, and another set of tutorials whose topics range from tutoring, finding scholarly articles, and a general "commercial" for Learning Resources and touch upon all our services as a whole. Reaching students using a variety of learning styles is important to Learning Resources as we recognize students have individualized needs regarding learning. We are better able to make a difference in student success through these marketing strategies.

Medical Campus- *Generosity, Commitment, Resilience*

Miami Dade College Medical Campus was the fourth campus, and opened in 1977. It is the only discipline specialized campus, and with more than 20 options, including bachelor's degree programs and training certificates, puts students on the fast track to an exciting career. According to the U.S. Department of Education, MDC ranks first nationwide in awarding health profession and nursing degrees. Students at Medical Campus learn as they build their experience in state-of-the-art facilities. The library features an extensive medical collection, while study areas provide ample opportunity to hit the books. In state-of-the-art classrooms, students hone their skills on human patient simulators - mannequins capable of mimicking more than 200 illnesses and conditions.



Learning Resources features an extensive medical collection as well as tutoring services for most of the programs offered on campus. Tutors are embedded within the labs on a different level to assist students on mastering different techniques and procedures needed in order to be successful in the healthcare field. They actually spend most of their time with students in the lab as they practice the skills they need to succeed in their professions. Basically, students learn theory in class, and the tutors support them in the lab as they practice what they learned, but this time in real life. These programs include Physical Therapist Assistant, Diagnostic Medical Sonography and Clinical Laboratory Science.

Homestead Campus- *Supportive, Caring, Family*

Opened in 1990, Miami Dade College's Homestead Campus, is located in the downtown business district of the City of Homestead. The campus is uniquely positioned on the edges of two national parks, Everglades National Park and Biscayne National Park, and covers 18 acres. As the gateway to the Florida Keys, Homestead is a rapidly growing community. The Homestead Campus is unique as it houses one of only thirteen nationally accredited Air Traffic Control Collegiate Training Initiatives by the FAA. Innovative programs like this are what push Learning Resources to advance the support provided to students. Learning Resources at Homestead is working extensively with the campus Strategic Enrollment Management plan. Through this initiative staff from Learning Resources are working on the Retention Task force and partnering with advisement to serve as case managers for at risk students. Learning Resources is also working to develop a "tool box" that compiles College and community resources for students in need. Service to the campus and community through Learning Resources include staff involvement with a variety of committees, workgroups, and outreach including



The Association of Florida Colleges, Support Staff Council, Day of the Young Child - the annual Homestead Campus signature event, and United Way fundraiser campus team.

Learning Resources at Homestead houses not only the library, but also tutoring for all academic departments and fully integrates academic support services across all disciplines. This includes writing tutoring physically located in the library in order for librarians to work more closely on writing and writing tutors to engage with the research process. This integration also supports the Learning Commons model as previously discussed. Homestead Campus' Learning Resources has also implemented embedded tutoring and librarians across disciplines including English, Speech, Psychology, Criminal Justice (QEP), Math, and Chemistry.

Embedded Librarian

Embedded librarians provide in-depth instructional services to students throughout the College in a variety of disciplines. Librarians collaborate closely with faculty to provide tailored support. This can be done through assignment specific library instruction and the creation of content specific LibGuides. Embedded librarians provide a range of support to faculty, based on the faculty needs. For example, some embedded librarians work with the class several times during the course of a semester to provide information literacy instruction, while others also work with faculty to evaluate the student's understanding of concepts discussed in the library instruction. Through it all, embedded librarians are bringing information literacy to the classrooms and supporting both students and faculty.

Embedded librarians partner with discipline faculty in QEP designated courses and work closely throughout the term by maintaining an ongoing presence in online courses, participating in broad curriculum planning efforts, and infusing information literacy learning throughout the course assignments and projects. As part of a course-integrated team, the librarian and faculty member work together to provide research and writing support. During the implementation, librarians attend professional development with faculty to learn a variety of "writing to learn" activities that can be used to have students reflect on the research practices learned.



The embedded librarian model can take many forms and is negotiated between the individual librarian and classroom instructor. For example, through the efforts of an MDC School of Justice library liaison, librarians and faculty members have developed a process that now serves as a model for this project college-wide. Implementing the embedded librarian approach to QEP courses begins with Learning Resources working with discipline faculty to determine which course(s) makes the most sense to integrate the embedded librarian. The library liaisons then develop and provide professional development to faculty so that the various options for embedding can be jointly explored and an appropriate approach implemented. Librarians begin to work with the identified QEP courses using the model developed and meet with students as needed both online and face-to-face to complete the developed assignments. Support for online classes can be integrated into the learning experience to reflect the model selected (e.g., LibGuides, research appointments, classroom links for Blackboard, video tutorials).

Hialeah Campus- *Exciting, Innovative, Community*

In the heart of northwest Miami-Dade is Hialeah, the “City of Progress”. The Hialeah Campus officially became the seventh campus of MDC in 2005. It is conveniently located right off the expressway and offers a wealth of services making it the campus with some of the best retention rates in MDC.

Learning Resources is one of the most important support services at this campus, over 55% of all student’s enrolled take advantage of the services provided. Not being the traditional library, the smell of coffee fills the air, whether it’s Cuban coffee or during Free Coffee Fridays (a collaboration between Student Life and Learning Resources). It is a small campus compared to others at MDC but is extremely innovative and always willing to pilot new ideas. Hialeah’s Learning Resources was the first to embody the Learning Commons, which opened in fall 2015. In this Learning Commons, the Reference desk is an open area Mediascape that encourages collaboration with student and librarians. Tutoring for all subjects taught on campus is located in the Learning Commons. Different tutoring sections are easily identified by numbered columns and colored carpeting. Tutors wear lanyards that match their designated areas. This identifier makes tutors easily identifiable and encourages interdisciplinary support. When designing the space, furniture was made adaptable to fit student needs with powered tables set up in open areas. To foster collaboration, adjunct professors use Learning Resources spaces as office hour locations.

While the new Learning Commons practically doubled the size of the previous library and tutoring areas, it was quickly at capacity due to high enrollment rates and a welcoming environment that encouraged student use. Pressed for space in a tiny campus that was growing, Learning Resources continually looks for ways to increase the level and types of support provided to the campus community. One-way Learning Resources has been successful with this is through the implementation of the embedded tutor model which brought the tutor to the classroom.



Embedded Tutoring

Learning Resources is primarily responsible for the Embedded Tutoring Initiative with support from the academic disciplines. Currently disciplines involved in embedded tutoring are Humanities, Philosophy, Mathematics, English Composition, Chemistry, Speech and Communications, Computer Sciences, and English for Academic Purposes.

The premise of the Embedded Tutor Initiative is to place a tutor inside the classroom to work with the instructor and facilitate student learning. The frequency of tutor visits to the classroom is pre-arranged with the instructor. Some professors like the tutors to be very involved, while some use them only prior to a major exam or while they’re workshopping papers in class. Having this flexibility is appealing to faculty who have various teaching styles. In addition to the immediate assistance provided during class time, the tutor’s presence is a direct connection to other available academic support services. For example, students who are reluctant to seek help on referral are more likely to join a study session or

attend one-on-one tutoring if the embedded tutor—someone they see on a weekly basis and with whom they have built a rapport— is available to them outside the classroom.

Use of an embedded tutor is also a great way to target at-risk students. Tutors direct attention to students that failed the first exam or students taking the class for a second or third time to make sure they receive needed support from the beginning. In modularized and accelerated courses, tutors work with small groups on specific skills, while the professor continues teaching the rest of the class (differentiated instruction). Another benefit of having tutors in the class is that the tutor becomes familiar with the professor’s teaching style providing greater continuity between classroom and lab instruction.

In a changing academic and fiscal environment, Learning Resources is uniquely positioned to work across departments to increase student success and retention by providing student support and instructional services. Learning Resources provides general tutor training, and discipline faculty provide in-depth content training for the tutors. Constant communication and coordination between Learning Resources and the academic disciplines is the key to ensuring effective, consistent delivery of services. The various disciplines also create the assignments and supplemental practice materials tutors use to work with students in the lab. Embedded tutoring is a proactive approach taking supplemental instruction into the classroom and outside the traditional lab setting. This increases student learning opportunities and enhances the relationship between instructor and academic support. In addition, discipline tutor lead staff members regularly attend faculty and curriculum meetings to keep abreast with changes in the discipline.

Tutor Training (TutorTips)



In support of College goals to increase supplemental instruction and engage students outside the classroom Learning Resources has developed a plan to ensure that

high quality tutoring is delivered college-wide. While content-specific expertise generally resides with each academic discipline national standards of tutoring indicate that there are “basic” skills that all academic tutors across disciplines should employ in order to effectively engage and assist students with academic issues.

By undertaking a tutor training initiative aligned with national professional standards Learning Resources at Miami Dade College seeks to ensure the consistent use of effective educational strategies that support student success. All instruction personnel in Learning Resources go through the Tutor Training Intensive Program (Tutor TIPS), a 10-hour training that combines face-to-face training with online modules on a variety of topics recommended by the College Reading and Learning Association (CRLA) and the National Tutoring Association (NTA).

In addition, the tutor training workgroup continually works to provide new and effective trainings to support the professional development of all tutors. This is done through the creation of college-wide training topics that are developed by collaborating with other departments. These trainings are given twice a year and bring tutors from all eight campuses together to discuss key topics. Through these trainings, tutors become more knowledgeable on new topics and can therefore better support the students who walk through the doors. More information on this initiative can be found at the [TutorTips LibGuide](#).

West Campus- Growing, Adaptive, Thriving

The West Campus became the newest campus of Miami Dade College in 2015. It is located in the city of Doral, Florida. The population in this community is thriving. The campus is physically growing with the addition of state of the art classrooms and a new parking garage to accommodate the number of students attending.

Customer service in Learning Resources extends beyond helping students to also members of every department on campus. West Campus is a tight-knit community and the one faculty librarian on staff and support team participate in adjunct faculty orientations and faculty department meetings to continuously

promote the support services they offer students and staff.

Great pride is taken in offering engaging Information Literacy and Instructional Services. This is what helps make Learning Resources the support service that is the heart of not only the West

Campus but also all of the other campuses.



Information Literacy/Instructional Services

Integral to Learning Resources is the Information Literacy and Instructional Services they provide students. The Miami Dade College Learning Resources department is committed to facilitating the integration of information literacy into the curriculum for all disciplines in support of the College's [Learning Outcomes](#) particularly, Learning Outcome #4 which refers to an individual's ability to "formulate strategies to locate, evaluate, and apply information." Instruction is delivered in several formats including: face-to-face, blended and virtual.

InterAmerican Campus- Hub, Transformational, Central

InterAmerican Campus (IAC) stands at the gateway of Calle Ocho, a historically Cuban neighborhood within the greater Miami area. IAC's student body is a reflection of this neighborhood which has grown to include populations from a variety of other countries and cultures. The open commons space in the center of the campus is lined with flags from different countries to showcase this diversity. IAC is continually looking for ways to be innovative and meet the needs of their diverse student body and multicultural community. The campus is currently under construction and will substantially increase its size by 2017, but will also be implementing state-of-the-art technologies and spaces to strengthen student learning.



Learning Resources at IAC is working to transform its current library/computer courtyard model to become a Learning Commons at the beginning of the spring term of 2017. Strong academic support has always been the trademark of Learning Resources' services and will be taken across to the new location. This new Learning Commons will integrate the library and selected academic labs to create a physical one-stop-shop for student support as both library and tutoring services will be only footsteps away from each other. In addition to face-to-face support, basic resources such as computers, quiet study rooms, collaborative spaces and printing services will be made readily available for all campus community members.

IAC Learning Resources is the hub for all eight campuses as it houses the college-wide director, Erick Dominicus, and the Campus President, Dr. Joanne Bashford, who oversees the college-wide department. With this being the central campus for the department, many college-wide initiatives begin here. One initiative that began at IAC was the very successful implementation of Road to Finals in which Learning



Resources partners with academic departments and labs outside our purview to offer extended hours of service during the week leading to final exams and the week of finals. Students and faculty are very appreciative of this service and want more. Surveys have been conducted of the services provided and they are all very satisfactory. Student recommendations provided through those surveys have

helped us improve the program for the past three semesters. As the implementation of this at IAC has found success, a variation of Road to Finals has rolled out to all eight campuses.

Collection Development and the Liaison Program

Over the past several years, Learning Resources has been transitioning to a centralized, discipline based collection development model. The Learning Resources division emphasizes its instructional role by working with students, faculty, and staff to develop collections. Collection development guidelines are published on the [Learning Resources website](#).

The Learning Resources division relies primarily upon the College's librarian and discipline faculty to develop its collection. These two groups collaborate to develop the collection in sync with curriculum

goals. Each academic discipline within the college has an assigned librarian liaison and each discipline has assigned a faculty member to act as the primary library contact for the discipline. All library users, regardless of status, are invited to make purchase recommendations.

Each campus of Miami Dade College has its own library designed to meet the individual teaching and learning needs of its students, faculty, and staff. Miami Dade College Libraries are also part of a statewide consortium called the Florida Academic Library Services Cooperative (FALSC), which offers students and staff access to over 160 subscription databases with thousands of full-text articles. Collectively, the nine libraries have over 360,000 printed books, 42,032 eBooks, 32,000 audiovisual materials, and 3,500 serials and 500 subscriptions. If you add the ones that FALSC or the state provide to us all, the number is over 200,000. All electronic resources are available remotely to College users. These resources and services are available to users at their respective campus, college-wide, Virtual College, and off-site centers.

Collaborating with College Math Initiative

After Florida Senate Bill 1720 was passed, enrollment in developmental math courses dropped significantly, which in turn increased the number of underprepared student entering directly into MAT1033. Impacts of SB1720 were felt the hardest in the 2014-15 academic year. A college-wide initiative was developed in response to the poor passing rates in 2014. The Mathematics discipline in collaboration with Learning Resources redesigned the MAT1033 course structure, which included material development, schedule adjustments, data collection, curriculum changes, review of advisement protocols, in-class orientations and adjunct faculty and staff training. Learning Assistants were incorporated both inside and outside the classroom to provide supplemental support to students. Learning Resources assisted with developing and facilitating the college-wide trainings to adjunct faculty and learning assistants, aligning classroom curriculum with supplemental support, and monitoring student progress to provide an early alert and intervention system. Refresher trainings were given to review what was learned from the initial implementation and to build on best practices. This is just one example of the many ways that Learning Resources collaborates on college initiatives.

Miami Dade College Learning Resources- *Innovation, Outcomes, Teamwork*

Although Learning Resources at Miami Dade College consists of eight unique campus libraries and one center library, academic librarians and staff work together as a team to provide outstanding support services that further the educational mission of Miami Dade College. The implementation of various programs listed here began at the respective campuses based on the needs of the students of each community surrounding the campus and through their successes have become college-wide initiatives. As a result of programs like embedding librarians, tutors, and technologists, we see quality outcomes in our students. Students feel more confident in their research, writing, and presentation skills; they produce creative and innovative work that better prepare them to further their academic pursuits and the 21st century workforce. The services provided through Learning Resources also benefit faculty through supporting their needs both inside and outside of the classroom through information literacy instruction and library liaisons. The motto at Miami Dade College is "opportunity changes everything" and the creativity and innovation Learning Resources provides just that to meet the needs of the academic community and create opportunities to help students grow into better students and professionals.

Erick J. Dominicis
College Director, Learning Resources



November 28, 2016

Ms. Karen A. Williams, Dean of University Libraries
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ACRL Excellence in Academic Libraries Award Selection Committee:

As college-wide director of Learning Resources, I am most pleased to write this letter of support for this application. Miami Dade College is an educational institution serving minorities and with a large number of underprepared students. The Libraries, and other academic support services under Learning Resources, do an amazing job with our students every single day as they provide them with opportunities to further educational and career goals.

The Learning Resources at Miami Dade College aims at creating spaces and services that are aligned to the instructional mission and goals of the institution. Our efforts are geared toward adding value to the education students receive at MDC. Increasing the knowledge of the populations we serve at all campuses and centers and virtual courses is vital to maintaining excellent services and creating new ones. To this end, Learning Resources conducts several college-wide and campus based service and instructional assessments (including surveys, focus groups, usability tests, etc.) to document success and allow for data to drive most decisions. The most recent Enrolled Student Survey (conducted by the college in 2014), lists the libraries with the highest satisfaction rating (96%) of all services at MDC. Libraries have consistently received the highest satisfaction rating of all services for the past 15 years.

MDC and its Learning Resources departments do great work every day and the impact of libraries and academic support services is evident in our students and community at-large. Winning the acknowledgment afforded by this award will provide our librarians and tutors and staff with the recognition that they deserve from such an important professional body such as ACRL. Please, accept our application and consider MDC Learning Resources for this award. I am available to answer any questions the selection committee may have about this application as well as submit any necessary additional paperwork.

I have been part of the college and libraries for the past 17 years and I have seen it adapt and transform into a vibrant area that provides students with the services they need most, when they need them. Thank you for the opportunity to submit an application to this distinguished award.

Sincerely,

Erick Dominicis
ACRL Excellence in Academic Libraries Award Selection Committee
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