Standard IIC: 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.

IIC.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.

Descriptive Summary
The college offers 17 distinct learning support service centers at locations throughout the campus, including the Community Education Center (CEC). Learning support services are made available on-campus as early as 7am and ending as late as 10pm [IIC.1-1]; the library and the Learning Assistance Center (LAC) also offer online student assistance 24 hours a day, seven days a week [IIC.1-2, IIC.1-3]. Some facilities provide assistance for a full range of courses (e.g. the library and the Learning Assistance Center) while others provide specialized help in specific subjects (e.g., the Writing Center, Natural Sciences Technology and Tutoring Center, Music Lab/Library, English as a Second Language (ESL) Lab [Center], and the Social Sciences Learning Center) [IIC.1-1]. The library, LAC, and other learning support services are sufficient in quantity, currency, depth, and variety to facilitate educational offerings regardless of location or means of delivery.

Library

Pasadena City College’s Shatford Library is committed to providing quality services and resources for the college’s diverse community and residents of the Pasadena Area Community College District. The Shatford Library serves all PCC students, faculty, and staff and is open during regular semesters and intersessions. The library is one of the heaviest used support services at PCC and consistently ranks highest in student satisfaction across all campus services [IIC.1-4: Fall 2011 Student Survey Tables 10.5 usage and 10.6 satisfaction]. As the budget permits, the library operating hours range from 65 to 70 hours a week during the Fall and Spring semesters, and are typically 49.5 hours per week during intersessions. When required, adjustments to library hours are made based on gate counts, circulation and reshelving data and course schedules [IIC.1-4a]. Beginning in Fall 2010, the library has offered extended hours for student finals during the last two weeks of each semester [IIC.1-5] and stats7-05-present/LibHrs]. In 2008, the library received the national Association of College and Research Libraries (ACRL) Excellence in Academic Libraries Award, recognizing the accomplishments of librarians and other library staff for their collaboration, innovation, and dedication [IIC.1-6].

[include overview as an attachment? See below]
The library has four main public services for students, faculty, staff: reference (research help), circulation (borrowing materials), instruction (information competency), and computer labs. The reference desk is staffed by librarians to assist students with research questions and class assignments. Reference services are also available to students off-campus by phone, email, and instant messaging [IIC.1-2]. The library participates in a chat reference service, OCLC QuestionPoint, that provides distance and other off-site students access to 24/7 library research help. When a PCC librarian is not logged into QuestionPoint, the service connects the student to another participating library. The library has a robust instruction program and librarians teach information literacy skills to over 11,000 students per year in “research sessions” where faculty bring their discipline courses (e.g. Students in English, ESL, History, Speech, Nursing, Natural Science and CTE) into the library to work with a librarian to support research assignments. [This is also discussed in IIC.2, don’t need data in both places]

<table>
<thead>
<tr>
<th>Number of Students</th>
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<tbody>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Winter</td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td>Spring (Ext)</td>
</tr>
<tr>
<td>Summer</td>
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<tr>
<td>Summer I</td>
</tr>
<tr>
<td>Summer II</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

These library research sessions are often complemented with “LibGuides,” online customized research guides designed by librarians, tailored to specific instructor assignments [IIC.1-7].

In addition to its main services, the library actively participates in shared governance (Academic Senate, Curriculum & Instruction, Distance Education, Technology planning, etc.), campus activities and events, maintains a social media presence to facilitate better communications with its campus community [IIC.1-8, IIC.1-9], engages the student body with outreach events and activities [IIC.1-9a, IIC.1-9b], offers credit courses in information competency (e.g. (LIB 001 College Research Skills)) , Citation workshops (http://www.pasadena.edu/library/workshops.cfm) and maintains the college archives with historical and current information as well as college memorabilia. The library has also been actively involved as a founder and administrative partner in the Pasadena Digital History Collaborative that was established in 2010 [IIC.1-10].

The Shatford Library upgraded its integrated library system from 2012-2013 from ExLibris Voyager to an online, cloud-based system called OCLC WorldShare Management Services (WMS). Cost savings have been realized with this new system and the user experience has improved for students as well as library staff. Leading the way in the state, it is one of the first community colleges to implement this new cloud-based enterprise to provide access to all of its resources (database articles, books, and media holdings) through one stream-lined search interface on the library website [IIC.1-10].
The library staff has hosted and supported numerous California Community College libraries interested in adopting this new system. The library also implemented an online study room reservation system to improve student access to high-demand spaces and decrease staff time needed for room booking. The online software called LibCal, allows students to reserve the highly-used study rooms that are located throughout the library [IIC.1-12]. Students must supply their PCC student email in order to book a reservation, and faculty and staff members can also reserve rooms.

The library has a total of 163 desktop computers; 33 of which are designated “patron computers” and are located in open-spaces in the three floors of the library [IIC.1-13]. These stations provide access to the library resources and the internet. The remaining 130 computers are located in the library computer labs that provide student access to internet resources and Microsoft Office software. There are two printer stations on the first floor of the library that connect to all student computer stations in the library building. There is also one color printer and scanners in each computer lab. The library also offers 43 laptops and 5 iPads available for student check-out. The library has worked collaboratively with DSP&S to establish an Adaptive Equipment room that is designed for students with disabilities. The library also offers individual help for students with disabilities [IIC.1-14]. Wi-fi access is available throughout the library.

There are two satellite libraries on campus that are not organizationally part of the Shatford Library although these satellite collections are included in the library’s online catalog [IIC.1-11]. The Music Lab/Library, located in a new Center for the Arts, is an example of a departmental collection. This music library collection complements the collection at the main library with the entire division’s collection of sheet music, ensemble music and reference books now placed into collapsible storage. Most of the collections are available for checkout by students and staff. The Lab/Library also holds numerous music related periodicals available for students to read. The ESL Lab’s holdings are also included in the library’s online catalog.

**Learning Assistance Center**

Another major provider of instructional support services is the Learning Assistance Center (LAC), a place on campus where students can go outside of class time for tutoring, independent study, study skills workshops, or supplemental computer-assisted instruction. The mission of the LAC is to extend and enhance classroom learning for all students at PCC by providing instructional technologies and services effective for a variety of learning styles, considerate of diverse social conditions and cultural backgrounds, resulting in persistence, retention, and student success. The center’s mission is directly in line with the college’s commitment to provide for successful student learning. The Learning Assistance Center’s Student Learning Outcomes assert that students who use LAC services, both for general study and for tutoring, are more successful in their classes than students who do not utilize these services and that use of the Center also results in enhanced cultural awareness [IIC-1-16] [http://www.pasadena.edu/studentservices/lac/documents/SLO2.pdf] [http://www.pasadena.edu/studentservices/lac/documents/SLO3.pdf]

A recent initiative on the part of the LAC is PAWS (Pre-Assessment Workshop and Study session). These free workshops are run by student mentors who have taken the placement test in the past and have been successful at PCC. They help students understand what to expect on the tests and how to prepare for them. Participants receive a free license to practice online as much as they desire prior to taking the placement exam. These workshops meet a longstanding need in an area that
new students struggle with and often request help with. PAWS is advertised via emails sent to newly admitted students of PCC, as well as through flyers, posters, and the PCC website (http://www.pasadena.edu/PAWS/).

In 2012, PCC received the Program of the Year award for 2-year colleges from the National Tutoring Association because of its outstanding tutor training program that was developed by the LAC. Upon its conferral, the president of the NTA noted that “Pasadena City College has trained and certified more tutors than any other college or community college in our membership … and (this award is presented) for continued growth, dedication to certification, and longevity with the NTA…” [IIC.1-17].”

The LAC is open 75 hours per week and serves all PCC students [IIC.1-18]. There are two peer tutoring programs in the LAC: Career and Technical Education (CTE) and General Education. In addition, online tutoring, tutor training, and the Computer Learning Center and its tutoring in computer languages and applications is under the auspices of the LAC. The LAC also provides tutors and tutor training to the ESL Center as well. Through a 2012-2013 Associated Students grant, the LAC piloted an online tutoring contract with Smartthinking, expanding tutoring services for distance education students and students that prefer technology-based learning [IIC.1-3]. The is continuing the Smartthinking contract to provide this services to all PCC students. The LAC also provides walk-in tutoring to students with disabilities.

CTE tutoring provides academic support for Career and Technical Education students in order to foster persistence, retention, and completion of classes which will lead to a Certificate of Achievement or Occupational Skills Certificate. Tutoring schedules vary daily, but generally run Monday to Thursday from 8am to 8pm, Friday 8am to 3:45pm, and Saturday 9:30am to 2pm. To receive tutoring, a student must be enrolled in a class which is required curriculum for a CTE Certificate of Achievement or Occupational Skills program. Approximately 350 students are served per semester. CTE subjects tutored in the Learning Assistance Center are listed in Table 1.

General Education tutoring empowers students to take charge of their learning and become independent learners. Tutoring schedules vary daily, but services are generally available on a walk-in basis Monday to Thursday from 9am to 8pm, Friday 9am to 3pm, and Saturday 9:30am to 1:30pm. The program serves all PCC students (approximately 1,000 students from across the curriculum) in subjects which are either not supported elsewhere on campus or which require additional support. GE subjects tutored in the Learning Assistance Center are listed in Table 1. Subjects in the sciences are offered through other campus tutoring centers: the Natural Sciences Technology and Tutoring Center for subjects in natural sciences, and topics within social sciences are provided by the Social Sciences Learning Center. We do have a number of tutoring sessions for most subjects. The current schedule is available online at: http://www.pasadena.edu/studentservices/lac/schedule_tutor_gened.cfm and http://www.pasadena.edu/studentservices/lac/schedule_tutor_voc.cfm

Table 1. Subjects tutored in the Learning Assistance Center
<table>
<thead>
<tr>
<th>CTE Tutoring in the LAC</th>
<th>LAC General Education Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 10, 1A, 1B</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>Business 12A</td>
<td>Arabic</td>
</tr>
<tr>
<td>Electronics 109A &amp; B, 130</td>
<td>Business Math</td>
</tr>
<tr>
<td>Paralegal</td>
<td>Chinese</td>
</tr>
<tr>
<td>Statistics 18, 50</td>
<td>Economics 1A/1B</td>
</tr>
<tr>
<td><strong>CTE Tutoring in the CLC (D104)</strong></td>
<td>English (all levels)</td>
</tr>
<tr>
<td>Accounting 104A</td>
<td>ESL (all levels, meeting in ESL Center)</td>
</tr>
<tr>
<td><strong>CTE Tutors in the Classroom</strong></td>
<td></td>
</tr>
<tr>
<td>Chemistry 2A/2B (2012-2013)</td>
<td>German</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>Italian</td>
</tr>
<tr>
<td>Dental Laboratory Technology</td>
<td>Japanese</td>
</tr>
<tr>
<td>Electricity 240A/B/C</td>
<td>Linguistics</td>
</tr>
<tr>
<td>Fashion 1A, 5, 110 (and Fashion 1B 2011-2012; Fashion 108 2012-2013)</td>
<td>Mathematics (all levels)</td>
</tr>
<tr>
<td>Library 105A, 121, 122</td>
<td>Portuguese</td>
</tr>
<tr>
<td>Microbiology 2 (2011-2012)</td>
<td>Reading</td>
</tr>
<tr>
<td>Photography 21 &amp; 135A (2011-2012) and 26A (2013); these will no longer be supported by CTE but through Visual Arts</td>
<td>Russian</td>
</tr>
<tr>
<td></td>
<td>Spanish</td>
</tr>
</tbody>
</table>

Online Tutoring (Smarthinking) provides access to tutoring support for students enrolled in distance education courses during hours when on-site support is not available and for students who prefer technology-based learning. PCC has contracted with Smarthinking to supply this access, along with technical support and monthly data reports. Tutoring is free for PCC students and available 24/7 through the website. Online tutoring directly supports PCC’s Education Master Plan (EMP) to “enhance and grow distance learning programs, hybrid and online courses,” and E5: to “develop robust student support services (including tutoring) to help students achieve their goals.” In fall 2012, 457 different students used online tutoring. [II.C.1-3a Smarthinking Summary]

Tutor Training offers a high-quality learning program centered on research-based tutoring techniques and pedagogy focused on metacognition and learning strategies that promote tutee independence and success. All LAC tutors receive tutor training that is designed and conducted by LAC staff members, who also provide leadership and assistance for tutoring programs throughout
the campus. This training program is certified through the National Tutoring Association (NTA). Tutoring programs representing every academic division and program are invited to participate. Approximately 55 student tutors are trained every semester.

Tutoring services are sufficient although demand often exceeds supply during midterms, just before finals, and at other times when major tests are given or assignments are due. By utilizing a walk-in system, tutoring resources are maximized. LAC tutors are trained in group work and in how to help students focus, persevere, problem solve, access information and resources, and use study skills and learning strategies effectively. They also are informed of cultural differences they [that] may come into play in the tutoring session and how to work with students with learning disabilities [IIC.1-19. LAC Tutoring Curriculum]. Smarthinking online tutoring is sufficient as an alternative for students during hours the LAC is closed and for distance education students. It also is helpful during times that on site tutors are especially busy.

Tutoring is increasingly popular, and student satisfaction surveys conducted every two years in the fall indicate that students are satisfied with the quality of peer tutoring. In the most recent survey (Fall 2013), 75% of respondents who used tutoring indicated they were either satisfied or very satisfied with the services, with only 12% expressing any degree of dissatisfaction [IIC.1-20].

![Tutoring Services Chart]

Likewise, 93% of students receiving CTE tutoring gave the highest rating, indicating that they were satisfied “a lot” with tutoring services [IIC…].
Survey data also reveals positive ratings of LAC workshops and computer equipment, and other resources offered in the Center. Students who are tutored in the LAC are more successful than students in the same classes who do not use the LAC [IIC.1-21. LAC success and retention rates]

Research shows that the LAC is effective in supporting the quality of its instructional programs by improving success and retention for a wide variety of students, specifically those in ESL, basic skills, English, mathematics, and CTE courses, as well as probation students [IIC.1-21. LAC success and retention rates]

The LAC website is well organized, comprehensive, and informative. It contains a video tour, tutoring schedules, and web pages with useful links for a number of subjects, including math, English, ESL, foreign languages, and study skills [IIC.1-18]. Designed by LAC staff, the site
received Honorable Mention in the 2008 National College Learning Centers Association website competition, awarded through the Learning Support Centers in Higher Education (LSCHE) [IIC.1-22].

The LAC staff designs and directs learning activities to ensure that students using the center are working on course-related tasks. Staff members also supervise the student tutors and student assistants. In addition, they continually hone their abilities to effectively serve students and the campus community through the expertise they garner by participating on a variety of campus-wide committees such as Basic Skills Initiative, ESL Center Advisory, Career & Technical Education Advisory, Budget Resources Allocation Committee, Planning and Priorities Committee, Program Review, Curriculum and Instruction, Accreditation Self Evaluation, Success Centers Group, ePortfolio Advisement, Pathways FYE, Supplemental Instruction, Asian Pacific American Scholarship, as well as hiring committees, Management Association, Management Association Compensation Committee, and the Student & Learning Services Managers Association.

The LAC director is a certified Master Tutor Trainer through the National Tutoring Association, and has trained all tutoring coordinators on campus. He has served on the NTA Board of Directors and presented at many annual conferences. In 2006, he was awarded the NTA’s Lifetime Achievement award, and under his leadership, PCC won the Tutoring Program of the Year award for two-year colleges.

The LAC has one director, one extended-hours staff, one tutoring coordinator for the general education program, and one tutoring coordinator for the separately-funded Career and Technical Education tutoring program. Staffing for the LAC is challenging, with increases in student use and an unfilled staff position. The Computer Learning Center has sufficient staffing, with one Center Technician during the day and one Computer Support Technician during extended hours. Both the LAC and CLC rely upon work study students and hourly tutors to assist them in serving the students in their crowded and busy centers, and though it is challenging to secure enough student workers to start a new semester, the support eventually fills in to sufficient levels as the semester progresses.

Other Learning Support and Tutoring Services

The Community Education Center Learning Assistance Center (CEC/LAC) provides educational resources and instructional technology to assist credit and non-credit students enrolled at the PCC Community Education Center (CEC). The CEC/LAC provides five study/conference rooms, eighteen media rooms, and twenty-five computer workstations. The hours of operation for the CEC/LAC are Monday to Thursday from 8am to 2:15pm and 6pm to 9:45pm [IIC.1-23, IIC.1-23a]. The CEC serves between 500-750 students per semester.

The Computer Learning Center (CLC) is a place on campus where students can go before and after classes for tutoring and supplemental computer-assisted instruction. The CLC provides access to course-related software, computer-assisted instruction, and application software, the Internet, email, and online student services through the student network. The CLC also offers student success workshops. The center is open 75 hours per week and serves approximately 1,300 students per semester [IIC.1-24].
Disabled Student Program and Services (DSP&S) is designed to enable eligible students with a verified disability(s) to participate fully in all of Pasadena City College’s academic and vocational programs. DSP&S is open 12 months a year and hours of operation are 8am to 4pm, Monday through Friday [IIC.1-25]. Arrangements are made for students who require sign language interpreter or real-time captioning services outside of normal office hours. Direct services include assistive technology, counseling and advisement, learning disabilities assessment, sign language interpreting and real time captioning, test accommodations, adapted physical education, alternate media services, and specialized support classes. The number of students served by DSP&S varies from semester to semester; the total number of unduplicated student counts for academic year 2012-2013 was 1,057.

The ESL Center provides course-related language assistance in an interactive study environment that supports ESL students in their English language development and facilitates independent learning with the aim of improving student retention and success. Resources include tutoring, access to laptops, multimedia and print materials, book and film clubs, language games, and grammar workshops. Hours of operation are Monday to Thursday 9am to 6pm and Friday 9am to 4pm. [IIC.1-26] The ESL Center serves students who are currently enrolled in English as a Second Language (ESL) classes, approximately 750 per semester. This center was created in response to a recommendation arising from the self-evaluation of the last accreditation cycle, and it was implemented with extensive collaboration between the Languages Division and the Learning Assistance Center.

Tutoring is available in writing, conversation, and pronunciation. The Speech and Language Pathology Assistant (SPLA) program collaborates with the ESL Center and the LAC to provide ESL students with tutoring assistance in pronunciation improvement as a practicum for students enrolled in their SLPA 123A/B courses.

The Mathematics Resource Center (MRC) provides tutoring for current PCC math students and offers a place for Math students to take make-up exams when requested by their instructors. The MRC also houses 34 computers, which are used in math computer-based courses. Hours of operation? Number of students served? [IIC.1-27]

The MESA California Community College Program (MESA CCCP) is an academic program that supports educationally disadvantaged community college student to excel in math, engineering and science so they can transfer to four-year institutions as majors in these fields. PCC’s MESA CCCP includes a student study center, academic excellence workshops, orientation courses, transfer assistance, career advising, and an industry advisory board. Hours of operation? Number of students served? [IIC.1-28].

The Music Lab/Library offers academic support for PCC music students including tutoring (piano, music theory, and guitar), a music library collection, audio/visual equipment, and 22 practice rooms. The lab contains 18 iMac Computers, all capable of playing CD’s, DVD’s, and students can access the school network and the internet. The lab offers Pro Tools recording software and controller keyboards, and the lab also has 2 televisions with DVD/VHS playback. The Music Lab operates from Monday to Wednesday 7:30am-10pm, Thursday 7:30am-9pm, Friday 8am-4pm, and Saturday 8am-2pm. In fall 2013, there were 2,570 current student enrollments in classes served by Music Lab resources [IIC.1-29].

The Natural Sciences Technology and Tutoring Center provides tutoring for students enrolled in life sciences courses. In addition to computers and printing, this center has life science textbooks,
models, microscopes, interactive computer programs, lecture notes, sample exams, and videos. The Tech and Tutoring Center operates Monday to Thursday 9am-6pm, Friday and Saturday 9am-2pm [IIC.1-30]. The Natural Sciences Technology and Tutoring Center serves about a 100 students a day and in previous years about 2,700 students are served in a semester [IIC.1-30a Learning Resources Survey – Technology and Tutoring Center for the Natural Sciences Division]

Program for Academic Support Services is a federal TRIO/Student Support Services Program funded by the U.S. Department of Education. It is designed to increase the retention, graduation and transfer rates of students who are low-income, and/or first-generation college students, and students with disabilities. The program is funded to serve 200 students each academic year, with workshops including Time Management, Learning styles and Effective Study Skills, Stress Management, Financial Literacy, UC/CSU Transfer Applications, and UC Personal Statement Preparation. The hours of operation are Monday to Friday, 9am-4:30pm [IIC.1-31].

The Social Science Learning Center (SSLC) offers computer access and tutoring for students enrolled in Social Sciences Courses. In addition, the SSLC maintains a textbook collection for students and offers student success skill workshops. Hours of operation are Monday to Thursday 8am – 7pm and Friday 8am – 1pm [IIC.1-32, IIC.1-32a Learning Resources Survey – Social Sciences Learning Center]. The SSLC served 120-150 students per week in Fall 2013 and has approximately 1,800 visits per semester.

The Stan Gray Academic Athletic Zone (The Zone) provides tutorial services for its student-athletes throughout the year. Highly trained tutors provide weekly one-on-one and group tutoring sessions for approximately 85 classes. Review sessions are also held before midterms and finals to help student-athletes prepare for exams. Math books are available for loan. Specific workshops and tutorial sessions are conducted based on the urgent needs of our student-athletes. The Zone is open Monday to Thursday from 8am – 3pm [IIC.1-33].

The Teaching and Learning Center (TLC) supports students in various programs including First Year Pathways, Math Jam, Math Path, and MESA. The TLC is open Monday to Friday from 7:30am – 5pm [IIC.1-34]. The TLC serves approximately 600 students per academic year providing computers, printers, coaches and counselors, tutors, and workshops. Notably, the TLC supports the new First Year Pathways program, which works to provide new students with a sense of community to increase student success and persistence. PCC received the 2012 California Community College Chancellor’s Student Success Award for its First Year Pathways program [IIC.1-35].

Add Writing Center IIC.1-35a

Self-Evaluation
Pasadena City College meets the standard.

The library, LAC, and other learning support services provide a wide range of specialized heavily-used on campus and online services designed to meet the needs of the campus community. The library maintains high quality specialized collections, services, and resources to support the needs of the diverse population of students, faculty, staff, and the community. While data is collected to track use of the library and library collections and services, it is challenging to directly assess their impact on student success. Student and faculty surveys reveal a high level of satisfaction with the library [IIC.1-36; IIC.1-37]. Based on an analysis of grades and course completion, students in basic skills
and CTE classes who use the LAC are more successful than students in the same classes who do not use the LAC [IIC.1-21, LAC tutoring success and retention rates].

Although tutor training through the LAC is available to all tutoring programs across the college, not all tutoring centers take advantage of the service. Also, the many and wide variety of tutoring centers could benefit from more regular collaboration to leverage resources and enhance student learning. Although the non-centralized structure of these many specialized labs and their proximity to divisional support provide convenient access for students, an outside consultant noted that the decentralized structure is not student friendly [IIC.1-38]. The college is in the process of an organizational restructuring to address this issue.

Add evaluation statements for other labs?

The current Academic Affairs reorganization plans will combine the administration of the library and some learning resources with the goal of increasing collaboration and coordination between these many areas. Additional staffing for the Learning Assistance Center is recommended as the usage of tutoring services has dramatically increased. Additional and permanent staffing for the library is also recommended to meet student demand and established statewide standards.

Currently, the Shatford Library is staffed by a team of 7 full-time faculty librarians, 10 full-time classified staff, 25 active adjunct librarians, and 30-40 hourly student and college assistants with an Interim Assistant Library Dean to oversee the activities of the library. The Standards of Practice for California Community College Library Faculty and Programs list minimum standards for numbers of library faculty and support based on student FTES [IIC.1-15]. According to these standards, the college should add additional faculty and support classified staff. The college should also hire a permanent dean to oversee and plan library services.

The library facility and furniture are now 20 years old. The college should include a library remodel in the Centennial Master Planning process to better accommodate students and their technology and learning needs.

**Actionable Improvement Plans**

TBD

**IIC.1a 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.**

The library maintains high quality specialized collections, services, and resources to support the needs of the diverse population of students, faculty, staff, and the community. Shatford Library’s collection development policy specifies the following guidelines for the maintenance and
development of its existing collection: Acquire materials to meet the curricular needs; Provide current interest materials to enable students to keep abreast of current affairs; Provide basic reference materials; Provide cultural and current interest materials to enhance students' educational and intellectual growth; Provide materials to meet the extracurricular interests of students, faculty, and staff. The policy is revised and updated as the need arises. [IIC.1-39]

Library faculty and staff work with closely with college instructional faculty to ensure that library resources support student learning needs. Librarians are assigned as liaisons to each of the college’s instructional divisions to facilitate communication and collaboration regarding selection and acquisition of library resources including books, journals, and electronic resources [IIC.1-40]. The librarians and teaching faculty use standard review aids such as Library Journal book reviews, Choice reviews, College and Research Libraries and other reviews appearing in authoritative professional journals. The Shatford Library also has a “Library Board” comprised of faculty representatives from each division on campus to inform representatives of new happenings in the library and for the library to also hear about faculty events and needs. The Shatford Library encourages faculty and students to submit feedback through the online Purchase Request form on the library website [IIC.1-41]. In addition, librarians serve on the Curriculum and Instruction Committee and Program Review Committee to stay current on information needs and changes to existing curriculum.

In addition to physical materials, the library provides access to current and relevant online information resources such as subscription databases, customized research guides, e-Books via the library website [IIC.1-11]. The depth and variety of the library collection reflect a multitude of needs, including basic level, popular, and scholarly information resources to support the range and levels of PCC’s classes (developmental, CTE, ESL, pre-transfer, and transfer level) as well as recreational reading. In the 2011 Library Survey of faculty, most participants rated the book collection as “good” and online resources as “excellent.” In addition, 76 percent of faculty members had course assignments that require or encourage students to use library resources, either print or online [IIC.1-37].

During the last review cycle, the library collection of books, reference books, periodical subscriptions and audiovisual materials have been analyzed and extensively weeded to remove outdated and underutilized materials and to make space for new seating and expanded collections including new books, graphic novels and audiovisual media. Beginning in 2010, the library moved from in-house cataloging (Dewey Decimal System) and processing to purchasing books pre-processed and cataloged in Library of Congress call numbers. The pre-processed items are made available to patrons more quickly. The library collection was shifted to make space for the LC section, shifting the older materials upstairs. During this period, the library also acquired the college Media Center collection of audiovisual materials. These materials, previously reserved for faculty use, are now available for general use. The library also expanded the collection of e-books by over 16,000 volumes, including over 200 reference book titles.

According to 2012-13 statistics, the library collection includes over 149,617 books, reference books, periodical subscriptions, and audiovisual materials. These data shows the results of the weeding activity and the addition of new books and media added to the library's collection to maintain currency in all disciplines [IIC.1-42. Library Technical Services data W:\Library\Statistics\techsvssstats and W:\Library\Statistics\Stats 7-05-present.

Library collection summary:
<table>
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</thead>
<tbody>
<tr>
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<td></td>
<td>140,041</td>
<td>140,041</td>
<td>139,346</td>
<td>134,866</td>
<td></td>
</tr>
<tr>
<td>e-Books added Fall/01</td>
<td></td>
<td>3,090</td>
<td>3,331</td>
<td>2,611</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>Paperbacks/Special Services/Graphic Novels (volumes)</td>
<td>1,656</td>
<td>1,656</td>
<td>1,855</td>
<td>2,285</td>
<td></td>
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<tr>
<td>Pamphlets (numbers)</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cassettes (numbers)</td>
<td>7,304</td>
<td>7,304</td>
<td>7,671</td>
<td>3,604</td>
<td></td>
<td></td>
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<tr>
<td>Microfilm Reels (numbers)</td>
<td></td>
<td>3,429</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microfiche (sheets)</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videocassettes (numbers)</td>
<td>1,601</td>
<td>1,601</td>
<td>4,448</td>
<td>4,276</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Disks &amp; Software</td>
<td>1,194</td>
<td>1,194</td>
<td>1,215</td>
<td>1,157</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periodical holdings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td>154,886</td>
<td>155,127</td>
<td>157,146</td>
<td>149,617</td>
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Library materials added:

<table>
<thead>
<tr>
<th></th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books Added (vols.)</td>
<td>3,090</td>
<td>3,331</td>
<td>2,611</td>
<td>2,337</td>
<td></td>
</tr>
<tr>
<td>Audio Cassettes Added</td>
<td>69/4</td>
<td>385/3</td>
<td>61/2</td>
<td>22</td>
<td></td>
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<tr>
<td>Paperbacks Added</td>
<td>310</td>
<td>362</td>
<td>96</td>
<td>245</td>
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<tr>
<td>Videocassettes Added</td>
<td>11/8</td>
<td>2884</td>
<td>26</td>
<td>167</td>
<td></td>
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<tr>
<td>Software Added</td>
<td>47</td>
<td>55</td>
<td>58/0</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Special Services Added</td>
<td>35</td>
<td>3</td>
<td>10</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Books Withdrawn (vols.) (incl pb)</td>
<td>4,634</td>
<td>4,189</td>
<td>4,422</td>
<td>5,416</td>
<td></td>
</tr>
<tr>
<td>Books Mended</td>
<td>190</td>
<td>89</td>
<td>236</td>
<td>4403</td>
<td></td>
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<tr>
<td>Non-books withdrawn</td>
<td>798</td>
<td>782</td>
<td>678</td>
<td>476</td>
<td></td>
</tr>
<tr>
<td>Cassettes Mended (audio/video)</td>
<td>17</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Videos/DVDs process for telecourses</td>
<td>54</td>
<td>11</td>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>

The library maintains a heavily used textbook collection that is funded by the Associated Students’ Student Services Fund that allocates $20,000 annually. Textbook affordability is a pressing issue at PCC and in a 2012 student survey, we received many responses on the textbook collection including:

- “Please keep the textbooks! I don’t know about you guys, but I cannot afford half of them and it’s nice to have access to what I need to further my education without worrying about choosing them over rent.”
- “The library carrying textbooks allows a lighter bike ride to school, amongst other benefits.”
- “Textbooks are vital! This library has inspired me to go to libraries and study and helped my grades A LOT! Keep textbooks for students with low funds!”

In response to reduction in hourly student staff budget, the textbook collection was relocated from closed stacks behind the Circulation desk (requiring students check-out for in-library use) to open stacks make the collection more accessible to students.
The Shatford Library also provides access to fully online, full text subscription databases, online research guides [IIC.1-7], and eBooks. The library currently subscribes to over 25 full-text online periodical and reference databases to support the range of academic, vocational, and personal needs of PCC students [IIC.1-43]. These databases offer scholarly and popular resources, recreational reading, news, and personal development materials. They assist in organizing information in a centralized location online for students to access remotely and independently as they work through their research process. As mentioned above, Shatford Library has increased its eBook collection with the addition of EBSCOhost, Springer, Safari Tech Books and Gale Virtual Reference library subscription databases. The library also provides two databases for streaming, close-captioned videos: Videos on Demand and Intelecom. Both of these video databases allow students to access videos on and off-campus and to embed video segments into web pages for class projects. The library is also utilizing streaming technology, V-BRICK, to convert videos (VHS and DVD) to streaming video content per instructor’s request for use in the classroom and off-campus.

The library assesses effectiveness of its equipment and materials through public service, circulation and database usage data and user surveys [IIC.1-44. Public Services Stats]

<table>
<thead>
<tr>
<th></th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation of Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circulation Charges</td>
<td>57,499</td>
<td>50,604</td>
<td>45,934</td>
<td>69,705</td>
<td></td>
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<tr>
<td>Discharges</td>
<td>61,578</td>
<td>52,932</td>
<td>47,640</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renewals</td>
<td>21,658</td>
<td>20,288</td>
<td>19,974</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periodicals Charges</td>
<td>2,762</td>
<td>1,683</td>
<td>344</td>
<td>278</td>
<td></td>
</tr>
<tr>
<td>Discharges</td>
<td>2,566</td>
<td>1,660</td>
<td>355</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbooks Reshelves</td>
<td>47,538</td>
<td>48,833</td>
<td>51,422</td>
<td>51,010</td>
<td></td>
</tr>
<tr>
<td>In House Use Pickups</td>
<td>10,872</td>
<td>9,225</td>
<td>8,226</td>
<td>7,372</td>
<td></td>
</tr>
<tr>
<td>Selfcheck Charges</td>
<td>2,030</td>
<td>1,841</td>
<td>1,428</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>206,503</td>
<td>187,066</td>
<td>175,323</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Netlibrary accesses</td>
<td>1,430</td>
<td>1,257</td>
<td>1,201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gale Virtual Reference, Springer, Safari Tech Books</td>
<td>19,496</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fines, lost materials fee</td>
<td>$17,071</td>
<td>$13,471</td>
<td>$13,020</td>
<td>$11,756</td>
<td></td>
</tr>
<tr>
<td>Refunds</td>
<td>$446</td>
<td>$336</td>
<td>$251</td>
<td>$150</td>
<td></td>
</tr>
<tr>
<td>Lost and paid items</td>
<td>175</td>
<td>104</td>
<td>215</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>Patron count at exit</td>
<td>940,838</td>
<td>916,753</td>
<td>878,158</td>
<td>833,674</td>
<td></td>
</tr>
<tr>
<td>Computer workstations/lab checkout</td>
<td>263,055</td>
<td>243,857</td>
<td>236,963</td>
<td>223,385</td>
<td></td>
</tr>
<tr>
<td>Laptop checkouts</td>
<td>113</td>
<td>414</td>
<td>1,568</td>
<td>2,452</td>
<td></td>
</tr>
<tr>
<td>Remote logins to online Library Resources</td>
<td>55,937</td>
<td>86,895</td>
<td>77,780</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff logins</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student logins</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Distance education and off-site students are well supported through the library website that includes full-text, online access to articles and eBooks, research guides, and 24/7 research help. The library’s electronic collection is made available off-campus through an EZ Proxy server authentication process. In 2013, there were 14,548 unique users of PCC’s electronic databases and 77,780 total logins [IIC.1-44, Public Services Stats]. The library collaborates with the Distance Education office to promote library resources, such as full-text articles and streaming video, for online and hybrid instructor course use. Additionally, students can make online requests for books and articles through an interlibrary loan form on the library website [IIC.1-11]

Library equipment is selected and maintained as part of the library’s annual assessment planning process [IIC.1-46, SLS & Library Annual Assessment Report (2012)]. All computer equipment is maintained by college Information Technology Systems (ITS) and replaced according to the campus computer replacement plan which stipulates that no computer used by students will be more than three years old [IIC.1-47; ITS Computer Lab Upgrade Plan]. The library computer labs provide students access to subscription electronic resources, the Internet, and Microsoft Office software. These computer labs are very popular, and students rely on lab access for their coursework, information needs, and access to student online services. The library has a total of 134 workstations and 4 flatbed scanners. All library computer labs use common self-serve software that enables students to sign-up for a computer workstation, which reduces the wait for them. In addition, 33 computers are located throughout the library with access to the library website, its databases, and the college website. Wireless internet access is also available in the library.

**Learning Assistance Center (LAC)**

The LAC is a repository for instructional support materials (e.g., software, multimedia, print) across multiple disciplines and manages these materials for faculty while providing access to students. Resources are purchased based on recommendation from faculty and are available for students to use in conjunction with class assignments or for ancillary practice. LAC educational resources, including software and multimedia are relevant to the courses they support, updated as needed, and enough copies are purchased for all students who need the material to have access to it. Support materials and programs are developed through continued dialogue, networking, and outreach with faculty throughout the college. The CLC provides access to course-related software, computer-assisted instruction, and application software.

The LAC has 42 student computer stations and these stations are sufficient during most of the 75 weekly hours of operation; however, there are many times that demand exceeds availability. For this reason, the LAC has requested that eight DVD players be replaced by computers, to bring the total number of student stations to 50. This accommodation is expected to be made by the end of spring 2014. All computer equipment is maintained by ITS [IIC.1-47; ITS Computer Lab Upgrade Plan]. The LAC also has a reliable wi-fi connection.

Two flatbed scanners connected to stations with accessibility software (Zoomtext 9.1, Kurzweil 3000, and JAWS 11.0) serve the needs of disabled students. DSP&S sees to the currency of the software versions installed on the image. One of these stations may be used by all PCC students, while the other has an adjustable desk to accommodate students in wheelchairs. The LAC also has a copier that is maintained by Office Services. All instructional equipment is heavily used, but it is generally sufficient to meet student needs.
In addition to the Learning Assistance Center (LAC), the Computer Learning Center (CLC) is a place on campus where students can go before and after classes for tutoring and supplemental computer-assisted instruction. The CLC provides access to course-related software, computer-assisted instruction, and application software, the Internet, email, and online student services through the student network. The CLC is equipped with 86 computer stations and two scanners attached to accessibility stations in the open lab. All of the computers in the CLC are maintained by Information Technology Services (ITS). They are upgraded or replaced as part of the Computer Replacement Plan IIC.1-47; ITS Computer Lab Upgrade Plan.

**Self-Evaluation**

Pasadena City College meets this standard.

The library, LAC, and other learning support centers collaborate with faculty members to select current and high quality materials. The library collection development policy establishes a standard by which all other collection development decisions are made, and serves as a point of reference to faculty, students, and librarians when evaluating resources. The library communicates with faculty in all divisions through a librarian liaison program and the Library Board. An online Purchase Request form provides a means for students and faculty to be involved directly in the purchasing process of materials.

Library collection and circulation data document changes in the library’s collection management policies and procedures, such as: weeding, relocation of textbooks to open stacks, additions to the library collection (e-books and audiovisual materials) [IIC.1-44, Public Services Stats] file stats7-05-present]

All computer equipment is maintained by college Information Technology Systems (ITS) and replaced according to the campus computer replacement plan which stipulates that no computer used by students will be more than three years old [IIC.1-47; ITS Computer Lab Upgrade Plan].

**Actionable Improvement Plans**

None.

IIC.1b. 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.

**Description**

The library’s program-level student learning outcomes (SLOs) are directly related to the college’s institutional-level information competency outcome. These SLOs include:

- Apply research skills and research strategies to locate appropriate information to achieve educational, professional or personal objectives
- Evaluate information using critical thinking and problem-solving skills to evaluate resources in order to determine reliability, validity, authority and point of view as relevant to the information needed.
- Cite information sources following a citation format.
Librarians participate in college committees on SLOs and learning assessment and collaborate with other faculty on the development of rubrics and other tools to assess student information competency skills. The Institutional Planning and Research Office (IPRO) 2011 Fall Student Survey asked students to rate their acquisition of information competency skills through their PCC educational experience. Ability to locate, retrieve, and evaluate information using appropriate research tools was improved some/a lot/very much for 86 percent of students. Ability to conduct research and present findings ethically and effectively was improved some/a lot/very much for 89 percent of students [IIC.1-36].

Librarians teach and encourage students to develop information competency skills in many ways. At the Reference Desk, librarians provide one-on-one instruction in information competency skills such as library use, research techniques, use of subscription databases, evaluation of sources, documentation of information to avoid plagiarism, and use of the college website and student information system. Distance education and off-site students can consult PCC librarians for research help through the QuestionPoint 24/7 chat reference system during open library hours [IIC.1-2]. All librarians and library staff work with students to help them develop technology skills as they look for information in-person or online.

In 2013, the library changed from tracking reference questions for one week each term to a more sophisticated online tracking system, LibAnalytics. This system will provide better data for resource allocation. Reference Desk staffing levels can be determined based on busy times of day / days of week; Keyword analysis of questions asked and sources used can help with: collection development, librarian training, policy clarification, and signage. When combined with data collected from other service points, this data can contribute to evidence-based decisions about service point configuration, hours and staffing throughout the library.

The Reference 2013-14 Chart shows the number of entries corresponds with the number of discrete reference transactions recorded. This includes in-person, chat, and email reference.

The Question Type by Location table shows the number of each type of question (Basic Reference, Research/Reference, Directional, Technology, Policy/Procedure) for each location (Reference Desk, Office,
All librarians serve as division liaisons and work with individual discipline faculty to promote library resources, services, and the infusion of information competency skills into the curriculum. Librarians collaborate with faculty in the new PCC First Year Pathways program, teaching information competency in research sessions for all 40 sections of the College 1: First-Year Experience course in fall 2013. To meet the expanded College 1 program in Fall 2014, the library is developing a series of information literacy tutorials and College 1 students will attend an information competency workshop.

Librarians teach formal, hands-on library instruction “research sessions” customized to meet the needs of students, faculty, and the curriculum. Annually, over 11,000 students participate in formal, information competency sessions through the library’s popular instruction program. In 2012-2013, librarians taught 487 taught research sessions.

[IIC.1-44, Library public services statistics].

<table>
<thead>
<tr>
<th></th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation - Daytime Classes</td>
<td>377</td>
<td>356</td>
<td>378</td>
<td>409</td>
<td></td>
</tr>
<tr>
<td>Orientation - Daytime Students</td>
<td>9,541</td>
<td>8,870</td>
<td>9,116</td>
<td>9,866</td>
<td></td>
</tr>
<tr>
<td>Orientation - Evening Classes</td>
<td>70</td>
<td>64</td>
<td>64</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Orientation - Evening Students</td>
<td>2,170</td>
<td>2,059</td>
<td>1,945</td>
<td>1,623</td>
<td></td>
</tr>
<tr>
<td>Orientation - Saturday Classes</td>
<td>4</td>
<td>9</td>
<td>11</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Orientation - Saturday Students</td>
<td>139</td>
<td>269</td>
<td>259</td>
<td>116</td>
<td></td>
</tr>
<tr>
<td>TOTAL Classes</td>
<td>447</td>
<td>429</td>
<td>453</td>
<td>487</td>
<td></td>
</tr>
<tr>
<td>TOTAL Students</td>
<td>11,850</td>
<td>11,198</td>
<td>11,320</td>
<td>11,605</td>
<td></td>
</tr>
<tr>
<td>Reference Questions Statistics (Weekly Average)</td>
<td>1,876</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Target weeks - mid November and mid-March)</td>
<td></td>
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</table>

Not sure we need the time of day details
Blstats2007-2017

Number of Sessions

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</tbody>
</table>
In the 2011 Library Survey of faculty, about half of faculty respondents had utilized the library instruction program [IIC.1-37]. Faculty who had their students participate in library research sessions overwhelmingly saw improvement in student abilities in using library resources and databases, finding relevant information, evaluating information, and citing sources accurately. Some notable comments on the survey on the library instruction program included:

- “The presentations were always excellent. The librarians work hard to meet the needs of the instructor, student, and class topic.”
- “The librarians are very helpful in helping to design the assignments and adapting [research sessions] to fit the assignments.”
- “…library [research sessions] are my most frequent use of a library service. I am always impressed by the high level of knowledge the librarians demonstrate and their ability to work with me and my classes on a range of subjects.”

To supplement the information competency program, librarians also create and maintain specialized research guides and instructional handouts for PCC classes, programs, and online resources. Many handouts and research guides are available online at the library’s website for remote access and distance education students [IIC.1-7]. Faculty librarians also teach two 1-unit information competency classes, Basic Library Research Skills (LIB 1), and an Internet and Web-based Information Resources course (LIB 10A) [IIC.1-48].
In order to gauge if information competency learning outcomes are being met, librarians often conduct formative assessment during research sessions with worksheets. After each research session, the library solicits feedback from the course faculty member. This feedback is shared with the instruction program coordinator, the library dean, and the teaching librarian. Research session feedback is often appreciative and constructive suggestions are utilized to improve future research sessions.

Learning Assistance Center
Information competency skills are provided by the LAC in the form of two noncredit courses: Supervised Tutoring, CIV 3031 and Learning Assistance, CIV 3033 [IIC.1-49; IIC.1-50]. In addition, both the Computer Learning Center (CLC) and the LAC support the college’s information competency ILO by assisting students in developing technological competencies such as the use of applications, the online course management system (Canvas), course-related software, the Internet, email, and the college’s online student portal (LancerPoint).

Self-Evaluation
Pasadena City College meets the standard.

The library offers a wide variety of information competency instruction through credit, non-credit library instruction, and at the reference desk that is well received. Additionally, the LAC and the library help students achieve information competency by housing many computers connected to the campus network that students use regularly. Many students who use the LAC and/or the library lack sufficient computer skills to access campus online services and computer applications needed for their classes; therefore, LAC staff and library lab assistants spend an increasing amount of time assisting students who need help with these basic functions. The continuing development of online learning options requires increased staff support.

The library instruction program is very popular and the library is struggling to keep up with the demand due to classroom and librarian availability. The library would benefit by collecting and analyzing data collection methods for student feedback and conducting formal assessment information competency SLO’s in library research sessions. The library investigating opportunities to better support information competency instruction for students in online courses, including developing tutorials to embed in online courses.

Actionable Improvement Plan
Development of library instruction program assessment and online information competency instruction for distance education and off-site students (synchronous and asynchronous).

IIC.1c. 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.

Description
Students, faculty, and staff have access to the library 70 hours a week, 49 hours a week during summer intersessions [IIC.1-6]. The library website is designed to provide easy access to the library online catalog and general library information. It also serves as a gateway for student, faculty, and staff to the library online subscription databases and research guides [IIC.1-11] The library provides availability and access to quality online information resources (i.e., subscription databases, customized research guides, reference assistance, subscription databases, and e-books) to on-campus and off-campus students via the website. In addition, the library provides 24/7 access for all students, regardless of location, to a reference librarian through the QuestionPoint chat reference service [IIC.1-2].

On-campus and remote library services are heavily used. In 2012-2013, gate counts showed 740,224 library users entering the library, an average of 4,089 per day [IIC.1-44, Library public services statistics]. With a seating capacity of about 1,000, the library often has issues with noise on the main 2nd floor. The third floor was designated as a quiet study floor during the last review cycle and this has been successful. The library anticipates continued over-capacity usage of the library and is planning to add additional study seating and spaces as more of the collection is shifted from print to electronic. The library continues to expand its information delivery and service options. Although print resources are still valued, online resources make information available to multiple users regardless of place, time, or format.

The circulation of print library materials remains high. During the 2012 - 2013 academic year, the library circulated 69,705 books, audiovisual, and other library items. In recent years, the library has reduced the paper periodical collection from 155 titles in 2007 to 39 in 2013, but the online databases provide access to over 10,000 periodical titles across 25 library databases [IIC.1-43] There is high usage of library electronic resources and in 2011-2012, there were 86,895 remote, or off-campus logins to library research databases [IIC.1-44, Library public services statistics].

The library computer labs provide students access to subscription electronic resources, the Internet, and office software. These computer labs are heavily used, and students rely on lab access for their coursework, information needs, and access to student online services. The library has a total of 134 workstations and 4 flatbed scanners; 33 computers are also located throughout the library with access to the library website, its databases, and the college website. All computer labs use a common self-serve software that enables students to sign-up for a computer workstation, which reduces the wait for them. To meet computer demand, the library increased the number of student checkout laptops and the number of checkouts has dramatically risen from 113 in 2009 to 2,452 in 2012, a 95% total increase [IIC.1-44, Library public services statistics]. Wireless Internet access is also available throughout the library.

An increasing number of students own laptops and request electrical outlets to power them. The number of power outlets available to students is minimal, and many are not located near seating. To address and minimize this problem, some of the library's existing tables have been modified into carrels with built-in electrical outlets, and small individual study desks have been placed strategically throughout the library to provide more individual study space and provide access to outlets. Furthermore, the library is planning to remodel the reference area into new comfortable study space with ample electrical outlets.
The library has worked collaboratively with DSP&S to establish an Adaptive Equipment room with special equipment that is designed for students with disabilities. Library computer labs include tables that can accommodate users.

**Other Learning Support Centers**

Other campus learning support centers (e.g. the Social Science Learning Center, Music Lab/Library, ESL Center, Natural Sciences Technology and Tutoring Center, and the Writing Center) are generally open at least 50 hours per week during the fall and spring semesters. Staffing varies based on student demand and usage. Most learning support services depend on categorical funds for hourly staffing and do not have a specific budget for resources or equipment upgrades.

LAC services are available Monday through Saturday, including evenings, for 75 hours a week [IIC.1-18]. Smarthinking online tutoring is available 24/7 for distance education and off-campus students [IIC.1-3]. Instructional support delivery modes include multimedia, computer technologies, and human resources (tutors, staff, and faculty).

The Computer Learning Center computer labs located in the D building, rooms 104 and 300, consist of 75 systems housed in hexagon-shaped study clusters to create an open-access environment that promotes group study and tutorial learning. These labs, along with the Library Research Zone, are the only open-access computer venues at the college [IIC.1-51]. All open computer labs (in the library and the CLC in the D building) and some other learning support labs are equipped with accessibility stations. The college is in the process of installing additional accessibility stations, thus providing better access for students with disabilities. In cooperation with Computing Services, DSP&S has purchased a site license for an accessibility software suite to be installed on every computer in every computer lab.

The fall 2009 IPRO student technology survey reveals the high level of use of campus computer labs. The survey found that 72 percent of the students use a campus computer lab (including the library’s labs) even though 90 percent of students own or have access to a computer off-campus [IIC.1-52]. The library’s computer labs have high usage with 236,963 checkouts in 2011-2012, approximately 1,346 two-hour sessions per day [IIC.1-44, Library public services statistics].

**Self-Evaluation**

Pasadena City College meets the standard.

The library, LAC, and other student learning support locations are open many hours a week. As for remote (off campus, off hours) access to services, many of the library’s and LAC services are available online 24/7 through the Internet. In addition, the LAC provides a welcoming atmosphere, sensitive to the college’s diverse student population. User satisfaction is measured in the LAC Cultural Awareness Survey that measures students understanding of others in conversations, confidence in speaking, comfort level when around people, understanding of people of differing backgrounds, and awareness of PCC”s support services (IIC.1-53, LAC Cultural Awareness Survey).

The library is a leader, at both the local and state levels, in developing and implementing new modes of information delivery (e.g., blogs, wikis, and social networking sites), a new, cloud-based integrated library system (OCLC WorldShare Management Systems), and in migrating to new
resource formats. Continued development of these resources as well as reconfiguring physical space and maintaining traditional resources will require additional funding. The integration of these new services and technologies may require additional staff time.

Extensive access to instructional support services is available, and there are plans to expand some of the departmental learning centers as well. For example, the Music Library and Laboratory has been relocated to the new Center for the Arts, increasing its capacity to serve more students with additional music lab/library space and up-to-date technology (software, hardware, and other electronic equipment). In addition, an ESL Center was established in 2009 to meet tutoring needs for an increasing number of English learners.

The library and other learning support services will continue to explore ways to expand service and learning materials available through emerging technologies to enhance student learning.

Remodel of library reference area to include comfortable furniture and additional electrical outlets.

**Actionable Improvement Plans**

None.

**IIC.1d. The institution provides effective maintenance and security for its library and other learning support services.**

**Description**

All of the computers in the library, LAC, and other learning support centers on campus are maintained by Information Technology Services (ITS) with the exception of the laptops that are purchased with one-time funds. Lab computers are upgraded or replaced as needed. Support services for the computers, printers, scanners, and maintenance of multimedia equipment (e.g., DVD and CD players) and telephones are obtained through the ITS Help Desk.

The upkeep of computer furniture (e.g., chairs and tables) is not included in the Computer Replacement Plan. Instead, it is addressed through the planning process, which is connected to each program’s budget. Instructional materials are likewise maintained and upgraded through the supply budgets of individual departments. In regard to security for equipment and the facilities, hardware is secured when installed, but overall security for equipment is the responsibility of staff. Staff also provides security in opening and closing labs and calling campus police as needed.

The library has 3M magnetic security gates that detect the sensors put into all items in the library collection. However, the library has experienced increasing incidents of theft of student property. Some students leave personal property unattended, including cell phones, laptop computers, textbooks, and backpacks. To reduce thefts, the library has posted signs requesting students not to leave property unattended and employs a library safety college assistant (20 hours per week) in the evenings. In 2012-2013, the library collaborated with Campus Police and Electronic Maintenance to upgrade the library security monitoring station. Furthermore, the library implemented an online library security incident report form for all library public service desks [IIC.1-54]. This form has
improved communication between library staff, reporting to Campus Police, and documentation for library administration.

The LAC uses an identification card-collateral check out system to deter theft. Students give either their Lancer Card or a duplication of the front of the card to the student workers to hold while they use instructional materials and/or computers and other equipment. The LAC makes substitute cards by laminating the black-and-white copy of the student ID card. This system not only successfully prevents theft but also greatly helps in keeping students accountable for academic use of the computer stations. The computers and scanners are bolted to desks with cables to prevent theft, and LAC staff, along with campus cadets, secure the buildings on a regular schedule at closing.

LAC staff stay tuned to students’ needs and address any incidents that occur quickly. If a staff member is unable to defuse the situation, the campus police are called. Hazards (e.g., spilled water on flooring, etc.) are reported and addressed immediately. Signs are posted to remind students to guard their belongings and to inform them of what to do in emergencies (e.g., in an active shooter situation). These efforts promote a safe environment that enhances student learning.

**Self-Evaluation**

The college meets the standard.

The college has an effective maintenance plan for addressing computer upgrades and replacements for the library, LAC, and other learning support services. In addition, it has been responsive and proactive to addressing security issues.

**Actionable Improvement Plans**

None

**IIC.1e** 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.

**Description**

The library subscribes to online resources through the Community College Library Consortium (CCLC) [IIC.1-55]. The CCLC negotiates contracts with the vendors of most of our online resources. Reduced consortium pricing helps the library to provide a wider variety of online resources than would be possible with the library base budget.

The library has maintained reciprocal borrowing privileges agreements with California State University, Los Angeles (CSULA) and Glendale Community College (GCC). Many public libraries have universal borrowing which offers lending privileges to all California residents. The library has joint purchasing agreements and/or mutual reference agreements with the following associations:
Community College League of California, the Council of Chief Librarians, California Community Colleges, and Pasadena Public Library. Informal agreements have been made with the area high schools whose students have been identified as resident users of the library. Formal written contracts for GCC and CSULA are on file [IIC.1-56]. The library is also a co-founder and administrative partner of the Pasadena Digital History Collaborative [IIC.1-10].

The library actively participates in the Online Computer Library Center (OCLC)’s electronic interlibrary loan service. In 2012-2013, for example, the library handled 283 lending and 130 borrowing transactions [IIC.1-44, Library public services statistics]. The library also maintains contracts with OCLC for WorldShare Management Services, the integrated library system, and for QuestionPoint chat reference consortia service. The library also has contractual agreements for website software (Springshare: LibGuides, LibCal and LibAnalytics), networked self-service printing (GoPrint), computer reservations software (Envisionware), and public browser (Teamsoftware).

The LAC and CLC have an outside contractual agreement with Comprehensive Control Systems (CCS) for printing services, including maintaining and repairing the printer, print card reader, print station CPU, and the print card vending machine. The LAC also has a contract with the National Tutoring Association (NTA) for the purpose of awarding certificates to PCC student tutors who complete the college tutor training program that has been certified by the NTA [IIC.1-45]. The LAC also has a contractual agreement with Smarthinking as provider of online tutoring services for the entire PCC campus. This agreement enables distance education students to receive help remotely, as well as meeting the needs of many students during the hours that the learning centers are closed.

**Self-Evaluation**

Pasadena City College meets the standard.

The performance of contracted services is evaluated on an annual basis as part of the program review process before renewals.

**Actionable Improvement Plan**

None

IIC.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.

**Description**

As part of the college’s annual planning process, division, unit, and program plans describe the need for additional space, facility and technology upgrades, additional or reconfigured staffing, and funding for resources to support the program [IIC.2-58]. Each learning support center assures that it meets students’ needs and identified SLOs by participating in the college’s program review and annual planning processes, either directly as its own program or as part of a larger unit of the
college. The planning process encourages staff to examine goals (including SLOs) and achievements each year and provides an opportunity to consider changing needs and innovation (part of the SLO assessment cycle). The program review process provides an in-depth review of the program’s performance every six years.

Programs work with the Institutional Planning and Research Office (IPRO) to develop program assessments using quantitative data to evaluate student performance on indicators such as success and retention. Students who utilize the services of a learning support center are generally contrasted with a comparison group of students who do not use the service. Programs are also evaluated with qualitative measures such as student and faculty surveys. The continued funding of these programs is in part a function of their evaluation.

Library
The library uses its mission statement and annual planning process to guide and assess services. As part of the college planning process, the entire full-time library staff reflects annually on the library’s mission, the college’s strategic planning initiatives, and the year’s accomplishments to summarize strengths, weaknesses, opportunities, and challenges [IIC.2-59, Student Learning Services and Library Annual Assessment report]. Staff members work collaboratively to develop the planning documents using a variety of quantitative and qualitative measures, such as student and faculty surveys and statistical data on the use of library collections and services, to assess services as well as the quality, quantity, and variety of the collections.

The campus Institutional Planning and Research Office (IPRO) annual student survey validates the high level of usage and satisfaction with the Shatford Library overall and its reference desk service. The fall 2011 report states that “The Shatford Library was, once again, the support service students were most satisfied with. The Shatford Library (overall) and the library reference desk are the two top ranked support services.” [IIC.1-36]

The library has designed targeted surveys to assess faculty and student use and satisfaction with library services and its collection. The most recent faculty library survey, conducted in 2011 [IIC.1-37] found:

- 92% of faculty rated the library facilities as excellent or good.
- 78% of faculty rated the quality of reference services to be excellent or good.
- 70% percent of faculty respondents used a library orientation session and found that it improved the quality of student research assignments.

Feedback for the library is collected through an online form on the library website [IIC.2-60]. The library has conducted a survey of students in randomly selected class sections previously. It would benefit the library to formally collect student feedback on library services regularly to guide and assess services. The library also has used informal means of measuring satisfaction, such as anecdotal evidence from faculty and students. Librarians meet bi-weekly and bring observations and/or suggestions made by faculty, staff, students, and public patrons to their meetings. Meeting notes, issues, planning agendas, and documents for review are posted on a library staff wiki for review, comments, and collaborative editing [IIC.2-61].

Learning Assistance Center (LAC)
The LAC has received consistently high satisfaction ratings from students [IIC.1-20, LAC Student Satisfaction Data]. The LAC’s Computer Learning Center also has a high level of student
satisfaction [IIC.1-20a]. Evaluation of the LAC reveals responsive academic support provided to students in every discipline, although it is primarily used by students in mathematics, English, foreign languages, English as a Second Language (ESL), and subjects that support career and technical education degrees and certificates.

The LAC has an attendance tracking system (CI Track) and students check in at the front desk. This system generates data for all students who access the LAC and is used to evaluate the demographics of student usage in the LAC as they relate to the LAC’s mission and goals of persistence, retention, and success, and to evaluate SLOs. In addition to the internal evaluations described above, the other learning support centers programs that are funded by external sources such as grants (i.e., the Mathematics, Engineering, and Science Achievement Center and the Teaching and Learning Center) furnish required reports to the grantor (e.g., California Community Colleges Chancellor’s Office or federal agencies).

**ESL Center**
The ESL Center assesses its effectiveness via surveys and scan in data. The following charts, from fall 2011, demonstrate how use of the ESL Center promotes success and retention,
A series of grammar workshops is offered to ESL students throughout the semester. Each one of these workshops is assessed for effectiveness and continued improvement, and students express high satisfaction for them. [IIC....]

**Self-Evaluation**

The college meets the standard.

Students also show a high level of usage and satisfaction of the library and LAC, especially compared to other student services ([IIC.1-5, p.169]).

Numerous surveys help document that the library supports the quality of the instructional programs very well. The library uses the results of the various evaluations in its program planning to provide additional information to aid in the redesign and improvement of services. The studies of students who use LAC services consistently indicate that these students have a higher percentage of retention, persistence, and success than students who do not use the services [IIC.1-21, LAC tutoring success and retention rates]

Improvement could be made in providing stronger evidence documenting how library and learning support services contribute to student achievement of course and program SLOs and the college’s Information Competency GEO.

**Actionable Improvement Plans**

To improve institutional effectiveness, the Library will collaborate across campus to develop a process for annual documentation of Library Services outcomes assessment that includes feedback and feeds into the College’s planning and resource allocation processes.
Evidence for Standard IIC

1. List of tutoring centers http://www.pasadena.edu/studentservices/tutoring/
2. Library Reference Services including 24/7 online chat help http://www.pasadena.edu/library/ask.cfm
3. Learning Assistance Center Smarthinking 24/7 tutoring http://www.pasadena.edu/smarthinking/
   3a. https://canvas.pasadena.edu/courses/839072/files/42743234/download
5. Library hours http://www.pasadena.edu/library/hours.cfm and summary of library hours stats7-05-present/LibHrs
7. Library research guides “LibGuides” http://libguides.pasadena.edu/
8. Library Facebook https://www.facebook.com/shatfordlibrary
   9a: http://www.pasadena.edu/library/foodforfines.cfm
   9b: https://canvas.pasadena.edu/courses/839072/files/42742884/download
11. Library website http://www.pasadena.edu/library/
12. Library online group student room reservation http://pasadena.libcal.com/booking/shatford
13. Library computer lab and patron station information http://www.pasadena.edu/library/computing.cfm
14. Library disabled students program services http://www.pasadena.edu/library/DSPS.cfm
15. Academic Senate of California Community College Standards of Practice for California
    Community College Library Faculty and Programs http://asccc.org/sites/default/files/Library-paper-fall2011.pdf
16a. LAC survey summary
17. LAC 2012 National Tutoring Association program of the year http://www.pasadena.edu/news/newsitem.cfm?id=4455
18. LAC Website http://www.pasadena.edu/studentservices/lac
19. LAC Tutoring Curriculum
20. LAC student satisfaction data (fall 2013) - Add another reference between 20 and 21: [CTE student satisfaction data (fall 2013)]
   20a. [IIC.1-20a Computer Learning Center Student Survey - Spring 2014
21. LAC tutoring success and retention rates [2012 data],
22. LAC Honorable mention – 2008 National Learning Centers Website Competition http://www.lsche.net/?page_id=128
23. Community Education Center Learning Assistance Center information http://www.pasadena.edu/cec/students/index.cfm
23a. Learning Resources Survey – CEC Learning Assistance Center
    https://canvas.pasadena.edu/courses/839072/files/42743824/download
24a. Computer Learning Center Services Summary
https://canvas.pasadena.edu/courses/839072/files/42743824/download
25. Disabled Students Program and Services (DSP&S) website
http://www.pasadena.edu/student-services/dspss
26. ESL Center Website http://www.pasadena.edu/divisions/language/eslcenter/tutoring.cfm
27. Mathematics Resource Center Website
http://www.pasadena.edu/divisions/mathematics/resourcecenter/
28. MESA California Community College Program (MESA CCCP) website
http://www.pasadena.edu/externalrelations/tlc/mesa.cfm
30. Natural Science Technology and Tutoring Center website
http://www.pasadena.edu/divisions/naturalsciences/studytechlab/
IIC.1-30a Learning Resources Survey – Technology and Tutoring Center for the Natural Sciences Division
https://canvas.pasadena.edu/courses/839072/files/42744047/download
31. Program for Academic Support Services (PASS) website
http://www.pasadena.edu/divisions/naturalsciences/studytechlab/
32. Social Sciences Learning Center (SSLC) website http://www.pasadena.edu/divisions/social-sciences/learningcenter/
32a. IIC.1-32a Learning Resources Survey – Social Sciences Learning Center – paper copy – need digital or scanned
33. Stan Gray Academic Athletic Zone (The Zone) website
http://www.pasadena.edu/athletics/zone/about/about.cfm
34. Teaching and Learning Center website
http://www.pasadena.edu/externalrelations/tlc/conexion.cfm
35. 2012 Chancellor’s Student Success Award for First Year Pathways Program
35a. Learning Resources Survey - Writing Center
https://canvas.pasadena.edu/courses/839072/files/42744889/download
36. IPRO Fall 2011 Student Survey Results
37. Library Survey of Faculty (2011) http://goo.gl/RR3kMY
http://www.pasadena.edu/resource/accred_196.doc
39. Library Collection Development Policy
http://shatfordlibrary.pbworks.com/w/file/fetch/16277907/Collection%20Development.rev.10.09.doc
40. Library faculty services and liaison information http://www.pasadena.edu/library/faculty.cfm
41. Library online purchase request form http://www.pasadena.edu/library/purchase.cfm
42. Library technical resources statistics – see IIC.1-4a
https://canvas.pasadena.edu/courses/839072/files/42742180/download
43. Library database titles http://www.pasadena.edu/library/dbtitle.cfm
44. Library public services statistics see IIC.1-4a
https://canvas.pasadena.edu/courses/839072/files/42742180/download
45. Library database usage statistics – see IIC.1-4a
https://canvas.pasadena.edu/courses/839072/files/42742180/download
   https://canvas.pasadena.edu/courses/839072/files/42743080/download
47. Information Technology Services (ITS) Computer Lab Upgrade Plan—waiting for ITS
48. Library Credit Courses http://www.pasadena.edu/library/librarycourses.cfm
49. CIV 3031 Course of Record
   http://webcms.pasadena.edu/Display.asp?outline_id=10339&sFormID=PUBLICCOURSE
50. CIV 3033 Course of Record
   http://webcms.pasadena.edu/Display.asp?outline_id=11162&sFormID=PUBLICCOURSE
51. PCC Computer Labs http://www.pasadena.edu/studentservices/computerlabs/
52. IPRO Student Technology Survey (2009)
53. LAC Cultural Awareness Survey – IPRO?
54. Library Security Incident Reporting Form
   https://docs.google.com/spreadsheet/viewform?usp=drive_web&formkey=dHdlVXBxMVNDd3ZnYzM1S1FZeFlDdXc6MQ#gid=0
55. California College Library Consortium http://www.cclibraries.org/
56. Reciprocal library borrowing agreements (CSULA and Glendale CC)
   http://www.pasadena.edu/resource/accred_224.doc
57. National Tutoring Association website http://www.ntatutor.com/
58. Annual planning documents for library and learning support centers and labs
   http://csweb.pasadena.edu/pb/
59. Student Learning Services & Library Annual Assessment Report – upload
60. Library Feedback Form http://goo.gl/QcQOEC
ESL Center workshop evaluations (2013-2014): [IIC....]