

## 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

PCC's library and learning resource centers support the College mission of successful student learning by providing quality information and instructional services for the College's diverse community. There are seventeen distinct learning support service centers at locations throughout the campus, including the Community Education Center (CEC) and the new Rosemead Center. On-campus learning support services are available as early as 7:00 a.m. and as late as 10:00 p.m. ([IIC-1: Tutoring Centers Website Screenshot](#)). The Library and the Learning Assistance Center (LAC) also offer fully online student assistance 24 hours a day, seven days a week [([IIC-2: Ask a Librarian Website Screenshot](#), [IIC-3: Online Tutoring Website Screenshot](#)). Some learning resource centers provide assistance for a full range of courses while others provide specialized help in specific subjects, or are for students enrolled in particular courses ([IIC-1: Tutoring Centers Website Screenshot](#)). The College's library and learning support services are comprehensive 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 exceptional services and resources for the College's diverse community and residents of the Pasadena Area Community College District. The Library is open during regular semesters and intersessions and is one of the heaviest used support services at PCC. It consistently ranks highest in student satisfaction across all campus services. These results are evidenced in Tables 10.5 and 10.6 of the 2011 Fall Student Survey ([IIA-84: Fall Student Survey 2011](#)). In 2008, the Library received the National Association of College and Research Libraries (ACRL) Excellence in Academic Libraries Award,

recognizing the accomplishments of PCC librarians and other library staff for their outstanding levels of collaboration, innovation, and dedication ([IIC-5: Excellence in Academic Libraries Award Website Screenshot](#)).

The Library has four main public services for patrons: reference (research help), instruction (information competency), circulation (borrowing materials), and student computing (computer labs and laptops). Faculty librarians staff the reference desk and assist students with research questions and class assignments. Reference services are also available remotely by phone, email, or instant messaging ([IIC-2: Ask a Librarian Website Screenshot](#), [IIC-3: Online Tutoring Website Screenshot](#)). The Library participates in a chat reference service, OCLC QuestionPoint, which provides distance and other off-site students access to 24/7 library research support with a PCC Librarian or, during off-hours, a professional librarian from another college or university. The Library has a robust instruction program in which librarians teach information competency skills to approximately 12,000 students per year in tailored research sessions. Faculty from a range of disciplines bring in their classes for this popular information literacy service. These research sessions are often complemented with “LibGuides,” online customized research guides designed by librarians and tailored to specific instructor assignments ([IIC-6: Research Guides Website Screenshot](#)).

Number of Students Attending Course-Integrated Research Sessions						
2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
10,890	13,120	11,850	11,198	11,320	11,605	12,330

Table 1: Number of Students Attending Course-Integrated Research Sessions

In order to meet extensive demand, a growing distance education program and the needs of remote learners, the Library is developing fully online information competency modules, which can be embedded throughout the College curriculum. The lessons integrate in the College’s learning management system, Canvas, and include embedded assessments. Piloted during the Fall 2014 term in fifty-six College 1 course sections, the online modules initiative directly support the College’s Information Competency General Education Outcome (#3), and well as the Library’s Mission and Service Outcomes.

In addition to its core services, the librarians actively participate in shared governance, campus-wide activities and events, maintain a social media presence to facilitate better communications with its campus community ([IIC-7: Shatford Library Facebook Screenshot](#), [IIC-8: Shatford Library Twitter Screenshot](#)), engage the student body with outreach events and activities ([IIC-9: Food for Fines Website Screenshot](#), [IIC-10: DeStress for Success Poster](#)), offer credit courses in information competency (i.e. LIB 001 College Research Skills), citation workshops ([IIC-11: Citation Workshops Website Screenshot](#)) and maintain the College Archives with historical and current information as well as College memorabilia. The Library is also actively involved as a founder and administrative partner in the Pasadena Digital History Collaborative, which was established in 2010 ([IIC-12: Digital History Collaboration Website Screenshot](#)).

The Shatford Library upgraded its integrated library system from ExLibris Voyager to OCLC WorldShare Management Services (WMS) in 2012-2013. Leading the way in the State, PCC is one of the first community Colleges to implement this new cloud-based system to provide access to all of library resources (database articles, books, and media holdings) through one stream-lined search interface on the library website ([IIC-13: Library Search Website Screenshot](#)). The Library also implemented an online study room reservation system called LibCal to improve student, faculty, and staff access to high-demand study rooms located throughout the Library, and to decrease staff time needed for room bookings ([IIC-14: Library Study Room Schedule Website Screenshot](#)).

The Library has a total of 130 lab computers which on a reservation basis, provide students with access to Library resources; the Internet, and Microsoft Office software. An additional 33 stations throughout the building provide walk-up access to library resources and the Internet, which are available for use by all patrons. Wi-Fi access is freely available to all patrons building-wide, and the Library plans to pilot wireless printing in Spring 2015. The Library maintains 43 laptops and 5 iPads for students to checkout for use in the building, and it has two high-capacity self-serve print stations, one color printer and six photocopy machines. Each computer lab has at least one flatbed scanner and one designated accessible workstation ([IIC-15: Library Computer Labs Website Screenshot](#)). The Library has worked collaboratively with Disabled Programs & Services (DSP&S) to establish an Adaptive Equipment room with special equipment that is designed for students with disabilities. The Library also offers individual help for students with disabilities ([IIC-16: Services for Students with Disabilities Website Screenshot](#)).

There are two satellite libraries on campus that are not organizationally part of the Shatford Library, but whose collections are included in the Library's online catalog ([IIC-13: Library Search Website Screenshot](#)). The Music Lab/Library, located in a new Center for the Arts, is an example of a departmental collection. This music library complements the collection at the main library with the entire Music Department's collection of sheet music, ensemble music and reference books. Most of the collections are available for checkout by students and staff. The Lab/Library also holds numerous music related periodicals available for students ([IIC-17: Music Lab and Library Website Screenshot](#), [IIC-18: Music Reference Website Screenshot](#)). The ESL Center'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), where students can go for tutoring, independent study, study skills workshops, and supplemental computer-assisted instruction. The LAC mission "...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" is directly in line with the College's commitment to provide for successful student learning. The LAC's Student Learning Outcomes assure 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 ([IIA-53: LAC Website Screenshot](#), [IIC-19: LAC Summary Grid](#)).

A recent initiative on the part of the LAC is PAWS (Pre-Assessment Workshop and Study session). Student mentors who have taken the placement test in the past and have been successful at PCC, run free workshops. These student mentors help students understand what to expect on the placement tests and how to prepare for them. These workshops meet a longstanding need in an area where new students struggle. PAWS is advertised to newly admitted students via e-mail as well as through flyers, posters, and the PCC website ([IIC-20: PAWS Website Screenshot](#)).

In 2012, PCC received the Program of the Year award for 2-year Colleges from the National Tutoring Association ([IIC-21: NTA Website](#)) 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-22: LAC Wins Tutoring Award Screenshot](#)). This recognition is consistent with other national awards garnered by the LAC, its staff, and its director. The LAC has been recognized by the NTA as the Tutoring Program of Year for two-year colleges, and the program’s director is an NTA certified Master Tutor Trainer who has been awarded NTA’s Lifetime Achievement Award.

The LAC is open 75 hours per week and serves all PCC students. There are two peer tutoring programs in the LAC: Career and Technical Education (CTE) and General Education. In addition, 24/7 online tutoring, tutor training, and the Computer Learning Center and its tutoring in computer languages and applications are under the auspices of the LAC. The LAC provides tutors and tutor training to the ESL Center as well. The LAC also offers walk-in tutoring to students with disabilities. Current tutoring schedules are posted on the LAC website ([IIC-23: LAC Tutoring Hours Website Screenshot](#)).

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. 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 ([IIC-24: Learning Resources Summary - CTE tutoring](#)).

General Education tutoring empowers students to take charge of their learning and become independent learners. 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. Subjects in the sciences are offered through other campus tutoring centers: the Natural Sciences Study Tech Labs for subjects in natural sciences, and topics within social sciences are provided by the Social Sciences Learning Center.

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

*Table 2: Subjects tutored in the LAC 1*

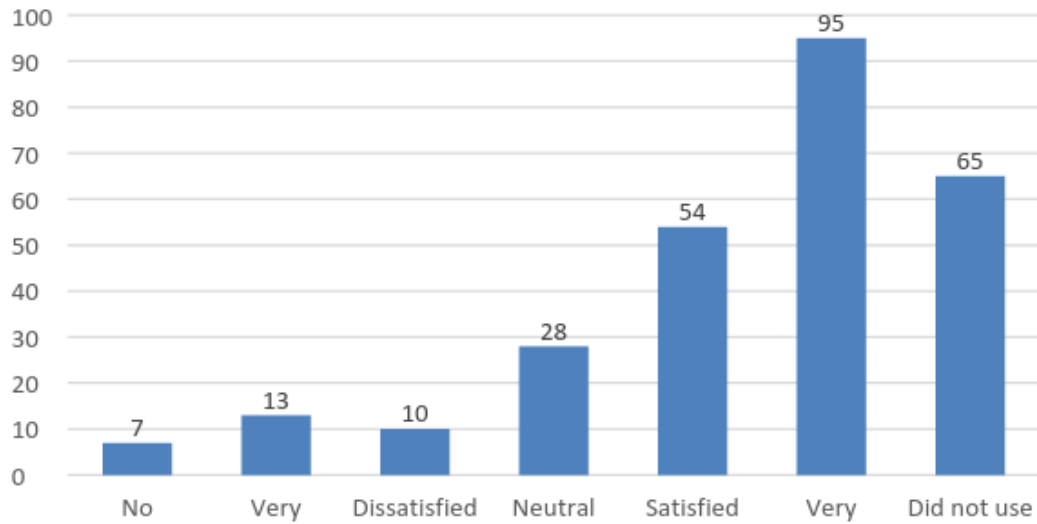
All LAC tutors participate in a ten-week tutor training that is designed and conducted by LAC staff. This hybrid Tutor Training program (online course and weekly workshops) was designed by the LAC in 2002 to ensure that student tutors in the LAC and across campus were provided the skills and knowledge needed to effectively facilitate learning with their peers. Since that time, over 1,400 student tutors have been certified. The course content is based on national standards and incorporates research-based tutoring techniques and pedagogy focused on metacognition and learning strategies, sensitivity to cultural differences that may come into play in the tutoring session and how to work with students with learning disabilities. This training program is certified through the National Tutoring Association (NTA), and in 2012 the National Tutoring Association honored the PCC program with the 2-year College program of the year award. Tutors in all campus-training programs are invited to participate in the LAC tutor-training course. Approximately 55 student tutors are trained every semester ([IIC-25: Learning Resources Survey Tutor Training](#), [IIC-26: LAC Tutor Training Syllabus](#)).

Tutoring services are sufficient although demand often exceeds supply during midterms, finals, and at other times when major tests or assignments occur. A walk-in system maximize resources, and online tutoring is helpful during times that on site tutors are especially busy. Through a 2012-2013 Associated Students grant, the LAC piloted 24/7 online tutoring with Smarthinking, which provides tutoring services for distance education students, remote students, and those who prefer technology-based learning. A key outcome is to provide access to tutoring during hours when on-site support is not available and is free for all PCC students. Online tutoring directly supports PCC’s Education Master Plan (EMP) to “enhance and grow distance learning programs, hybrid and online courses,” and to “develop robust student support services (including tutoring) to help students achieve their goals.” In Fall/Spring 2013/2014, 1040 different students used online tutoring ([IIC-27: Smarthinking Summary](#), [IIC-28: Smarthinking 2014 Report](#)).

	# OF TUTORING SESSIONS	# OF DISTINCT USERS	AVERAGE HOURS USED PER STUDENT
2013 August	66.00	35	1.01
2013 September	369.00	144	1.49
2013 October	317.00	153	1.21
2013 November	234.00	103	1.41
2013 December	122.00	76	0.98
2014 January	166.00	74	1.27
2014 February	222.00	119	1.11
2014 March	232.00	112	1.34
2014 April	327.00	149	1.33
2014 May	180.00	75	1.51

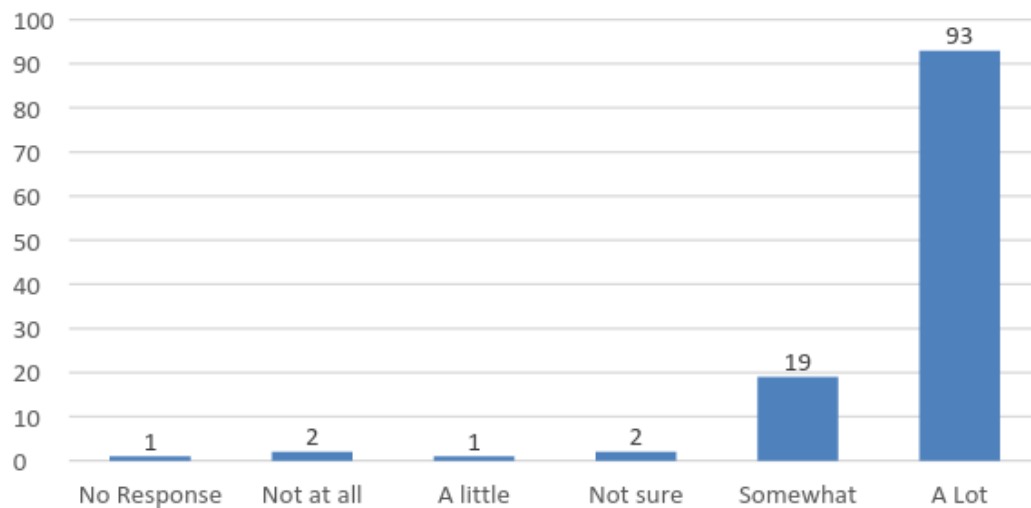
Tutoring is increasingly popular, and student satisfaction surveys conducted every two years in the Fall indicate that students are satisfied with the quality of peer tutoring. In the most recent survey (Fall 2013), 75% of respondents who used tutoring indicated they were either satisfied or very satisfied with the services, with only 12% expressing any degree of dissatisfaction ([IIC-29: LAC General Survey Findings Fall 2013](#)).

### Tutoring Services

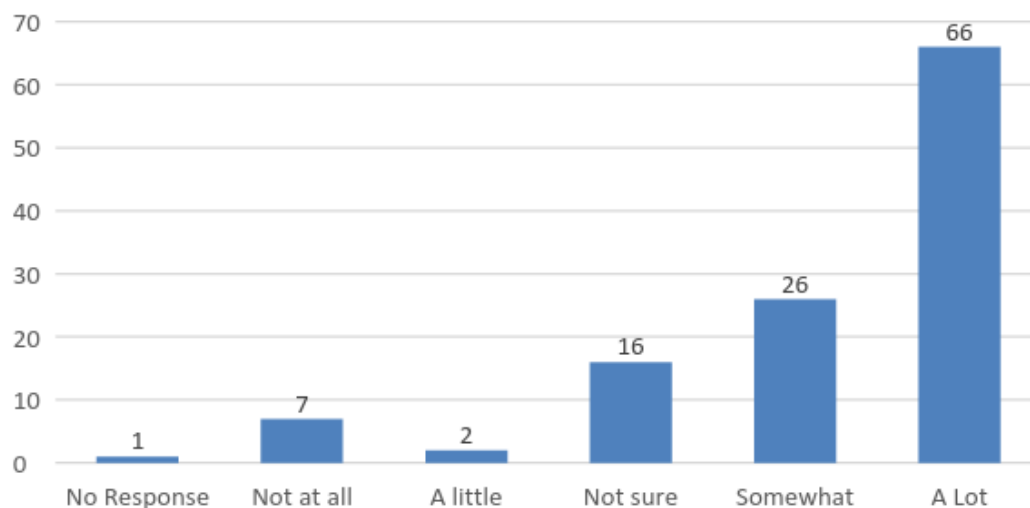


Students receiving CTE tutoring are also very satisfied, with 93% of students giving the highest rating, indicating that they were satisfied “a lot” with tutoring services ([IIC-30: LAC CareerTech Tutoring Survey Findings Fall 2013](#)).

### Overall, I am satisfied with the help the tutor(s) provided



### My grade in the class has improved due to tutoring



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. 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-31: LAC Success Rates 2011](#), [IIC-32: LAC Success Data 2012](#), [IIC-33: LAC Summary Data](#), [IIC-34: LAC Success and Retention Data 2012](#), [IIC-35: LAC Workshop Test Taking Strategies Surveys 2013-2014](#)).

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 ([IIA-53: LAC Website Screenshot](#)). 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-36: LSCHE 2008 Award Screenshot](#)).

The LAC staff designs and directs learning activities to ensure that students using the center are working on course-related tasks and staff members supervise the student tutors and student assistants. In addition, LAC staff gain expertise 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, Standards Committees for the accreditation self-evaluation, Success Centers Group, ePortfolio Advisement, Pathways First Year Experience and Second Year Program Supplemental Instruction, Asian Pacific American Scholarship, Black Student Caucus, Reading Apprenticeship Leadership Community, as well as hiring committees, Management Association, Management Association Compensation Committee, and the Student & Learning Services Managers Association.



### *Other Learning Support and Tutoring Services*

The Community Education Center Learning Assistance Center (CEC/LAC) provides educational resources and instructional technology to 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 8:00 a.m. to 3:00 p.m. and 6:00 p.m. to 10:00 p.m. Monday through Thursdays. Hours in the afternoon and on Fridays and Saturdays will be scheduled in the very near future. The CEC serves approximately 1,500 students per semester ([IIC-37: CEC Website Screenshot](#), [IIC-38: Learning Support Summary - CEC Learning Assistance Center](#)).

The Noncredit ESL lab assists students who are improving their English skills by offering them the opportunity to utilize instructional software programs. Many of the students are currently enrolled in non-credit ESL classes and use the programs that complement their textbooks. Basic Skills coaches offer small group and one-to-one instructional support to adult high school students who are seeking to earn high school credits for a high school diploma. Students may receive tutoring in math, English, ESL, GED preparation, CAHSEE prep, and a variety of high school subjects.

The Computer Learning Center (CLC), organizationally under the LAC, is 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 1,400 students per semester. Students who use the CLC are generally very satisfied with the service and staff in the facility ([IIC-39: CLC Website Screenshot](#), [IIC-40: Learning Support Summary CLC](#), [IIC-41: CLC Student Survey Spring 2014](#)).

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-42: DSP&S Website Screenshot](#)). 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 ([IIC-43: Learning Support Summary-DSP&S](#)).

The ESL Center was created in 2009. Supported by the LAC, the Center uses one-on-one and group tutoring to provide 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. Tutoring is available in writing, conversation, and pronunciation. All tutors participate in the LAC tutor training program and ESL training seminars facilitated by ESL professors. The Speech and Language Pathology Assistant (SPLA) program provides tutoring assistance in pronunciation improvement as a practicum for students enrolled in their SLPA 123A/B courses. Hours of operation are Monday to Thursday 9am to 6pm and Friday 9am to 4pm. 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 with extensive collaboration between the Languages Division and the Learning Assistance Center. 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 ([IIC-44: Learning Support Summary ESL Center](#), [IIC-45: ESL Center Workshops Fall 2013](#), [IIC-46: ESL Workshop Fall 2011](#), [IIC-47: ESL Center Workshop Evaluation 2013-2014](#)).

The Mathematics Resource Center (MRC) “Homework Center” is for current PCC Math students to receive tutoring, to discuss mathematics with fellow classmates, or to take make-up exams when requested by their instructors. The MRC, which is open approximately 50 hours per week, houses 34 computers, which are used in math computer-based courses. The 20 MRC tutors participate in the LAC tutor training, and they are also trained on math specific. MRC also offers seminars to calculus students (bi-monthly) as well as special topic seminars to all Math 131 students (bi-weekly). The MRC provides faculty training on assessment, use of student response clickers, and new math software. The MRC has a dedicated basic skills counselor who works side-by-side with math faculty to serve all basic skills students, meeting with 30 students/week.

The MESA California Community College Program (MESA CCCP) is an academic program that supports educationally disadvantaged community college students 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. The program currently serves approximately 200 MESA STEM students. The program also serves approximately 100 non MESA STEM students through the STEM Club partnership ([IIC-48: MESA Website Screenshot](#)).

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 and 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 7:30 a.m. through 10:00 p.m., Thursday 7:30a.m. until 9:00 p.m., Friday 8:00 a.m. through 4:00 p.m., and Saturday 8:00 a.m. through

2:00 p.m... In Fall 2013, there were 2,570 current student enrollments in classes served by Music Lab resources ([IIC-49: Learning Support Summary Music Lab](#)).

The Speech Communication program provides 15 hours of academic support tutors per week for students enrolled in all speech communication courses. Tutors provide assistance with research, development of written and oral presentations, argumentation skills, and preparation of competitive events for intercollegiate speech and debate competitions. In Fall 2013, there were approximately 3,000 students enrolled in classes served by the Speech Communication tutors ([IIC-50: Learning Resources Survey-Speech Communication](#)).

The Natural Sciences Study 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 9:00 a.m. through 6:00 p.m., Friday and Saturday 9:00 a.m. through 2:00 p.m. ([IIC-51: Learning Support Summary- Natural Sciences Study Tech Lab](#)). The Natural Sciences Study Tech Lab serves about a 100 students a day, and in previous years about 2,700 students are served in a semester.

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, 9:00 a.m. through 4:30 p.m. ([IIC-52: Learning Support Service-PASS](#)).

The Social Science Learning Center (SSLC) offers computer access and tutoring for students enrolled in any of the nine Social Sciences disciplines. In addition, the SSLC maintains a textbook collection for students and offers student success skill workshops. Hours of operation are Monday to Thursday 8:00 a.m. through 7:00 p.m. and Friday 8:00 a.m. through 1:00 p.m... The SSLC served 120-150 students per week in Fall 2013 and has approximately 1,800 visits per semester ([IIC-53: Learning Support Summary- Social Sciences Learning Center](#), [IIC-54: Social Science Learning Center Evaluation](#)).

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 (over 350 students per semester). 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 8:00 a.m. through 3:00 p.m. ([IIC-55: Learning Support Service-Academic Athletic Zone](#)).

The Teaching and Learning Center (TLC) supports students in various programs including First Year Pathways, Math Jam, Math Path, Conexicon peer tutoring, and MESA. The TLC is open Monday to Friday from 7:30 a.m. through 5:00 p.m. ([IIC-56: Learning Support Service -TLC](#)). 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-57: Chancellor's Office Honors PCC Pathways](#)). In 2014, the program received an *Excelencia* award for being among the most effective in the United States at increasing Latino student success in higher education ([IIC-58: Exelencia Award Screenshot](#)) and a PCC faculty member was recognized by the National Resource Center as an Outstanding First-Year Student Advocate for her work with the First Year Pathways program ([IIC-59: National Resource Center 2014 Outstanding First-Year Student Advocate Award](#)).

The English Division Writing Center provides supplemental instruction (English 901 and 902) and walk-in tutoring in writing and research skills for students enrolled in pre-transfer level English composition courses (English 100 and 400). English 901 and 902 are co-requisite classes for English 100 and 400, respectively. Prior to Summer 2014, all students enrolled in English 1A, also attended the Writing Center as a co-requisite class. The English faculty deliberated and agreed that Basic Skills students (400 and 100) benefited most from the curriculum, and that English 1A students would be better served with walk-in tutoring. Each week, more than 2,400 students attend Writing Center courses and tutoring hours. The Writing Center is currently open Monday through Friday, 7:00 a.m. until 9:40 p.m. The Center also offers walk-in support for students in higher levels of English composition throughout the week ([IIC-60: Learning Support Summary - Writing Center](#)).

## **Self-Evaluation**

Pasadena City College meets standard IIC.1.

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 library collections and services, it can be challenging to assess direct impact on student success. In 2008, the Library compared five years of success and retention rates of basic skills students who use the PCC library to those who do not (based on circulation counts).

Table 1. Student Success Rates in Basic Skills Courses.

YEAR					
	0203	0304	0405	0506	0607
Library Users	68.71%	67.79%	69.00%	67.21%	67.02%
Non-Library Users	59.53%	61.44%	57.42%	55.17%	53.11%

Table 2. Student Retention Rates in Basic Skills Courses.

YEAR					
	0203	0304	0405	0506	0607
Library Users	88.06%	89.03%	88.78%	88.83%	88.61%
Non-Library Users	82.88%	83.58%	80.77%	81.42%	80.15%

Findings indicated that basic skills students who used the Library had up to 16% higher success rate and up to an 8% higher retention rate than non-library users. The Library plans to re-assess in 2015. Additionally, student and faculty surveys consistently reveal a high level of satisfaction with the Library ([IIA-84: FALL Student Survey 2011](#), [IIC-61: 2011 Library Survey of Faculty](#)). 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-31: LAC Success Rates 2011](#), [IIC-32: LAC Success Data 2012](#), [IIC-33: LAC Summary Data](#), [IIC-34: LAC Success and Retention Data 2012](#), [IIC-35: LAC Workshop Test Taking Strategies Surveys 2013-2014](#)).

First day of term gate counts often exceed 7,000 students, with average use 3,800 or more students per business day throughout the academic year. The circulation of print library materials remains high, with approximately 60,000 circulations of books, audiovisual, and other library items in 2013/2014. The in-house use of textbooks accounted for an additional 51,000 uses of print materials. In recent years, the library has reduced the paper periodical collection from 155 titles in 2007 to 36 in 2015, but online databases now provide 24/7 access to over 13,400 periodical titles, most of which are full text ([IIC-62: Library Databases Website Screenshot](#)). There is high usage of library electronic resources. In 2013-2014, there were 106,166 remote, or off-campus logins to library research databases. The library computer labs had almost 179,000 checkouts (computer uses) in 2013/2014 with an additional 19,000+ student laptop/ipad checkouts ([IIC-63: Library Public Service Statistics](#)).

Additional and permanent staffing for the Library is recommended to meet student demand and established statewide standards. Currently, the Shatford Library is staffed by a team of 6 full-time faculty librarians, 10 full-time classified staff, approximately 17 active adjunct librarians and 22 hourly student assistants, with a Library Dean to oversee the activities. 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-64: Standards of Practice](#)). According to these standards, the College should add additional faculty and classified support staff.

Of additional concern is how a significant amount of Library and Learning Resource Center services rely heavily on well-trained hourly college assistants and student workers for key support roles (i.e. tutors, lab assistants, circulation assistants) and to maintain existing service hours. With budget reductions in 2014/2015, the Library and Learning Resource Centers are faced with challenges to maintain existing levels of support/service in addition to addressing the on-campus needs of evening students, Weekend College students (Fri/Sat/Sun) and students at new off-site locations. 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.

While 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. The College is in the process of an organizational restructuring that may address this issue. In 2012, Instruction and Student Learning Services merged to become Academic Affairs. Reorganization plans combine the administration of the Library and the LAC with the goal of increasing collaboration and coordination between the learning resources centers on campus.

### **Actionable Improvement Plans**

To improve institutional effectiveness, the College will better assess the resource needs of the Library, LAC, and other learning support services through the program review, planning, and resource allocation processes (IIC.1, IIC.1.a, IIC.1.c).

**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 that the Library will "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 needed ([IIC-65: Library Collection Development Policy](#), [IIC-66: Learning Support Service-Library](#)).

Library faculty and staff work closely with instructional faculty to ensure that library collections and resources support student-learning needs ([IIC-67 Library Services for Faculty and Staff Website Screenshot](#)). 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 instructional area on campus, which serves as a venue for two-way communication between faculty and the Library Faculty. Students are encouraged to submit feedback regarding the collection through the online Purchase Request form on the Library's website ([IIC-68: Library Purchase Request Form](#)). In addition, Librarians serve on the Curriculum and Instruction Committee, Learning Assessment Committee, and the Institutional Effectiveness Committee to stay current on information needs and changes to existing curriculum/programs.

In addition to physical materials, the Library provides access to current and relevant online information resources such as subscription databases, customized research guides, and e-books via the library website ([IIC-13: Library Search Website Screenshot](#)). 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-61: 2011 Library Survey of Faculty](#)).

Since the last review cycle, the Library's print and audiovisual collections 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 and processing, using the

Dewey Decimal System, to purchasing books pre-processed and cataloged in Library of Congress (LC) call numbers. Pre-processed items are made available to patrons more quickly and utilize less staff time, which is needed with reduced staffing levels. The Library Dewey Decimal collection was consolidated and shifted to make space for the LC section, which over time will subsume the Dewey collection. New books are added to the LC collection. In 2010, 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 to over 16,000 volumes, including over 200 reference book titles.

According to 2012-13 statistics, the Library collection includes over 149,000 books, reference books, periodical subscriptions, and audiovisual materials. These data show 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-69: Library Technical Services Data](#)).

Library physical collection summary:

	2009/10	2010/11	2011/12	2012/13	2013/14
<b>Books (volumes)</b>	140,041	140,041	139,346	134,866	133,485
<b>Paperbacks/Special Services/ Graphic Novels (volumes)</b>	1,656	1,656	1,855	2,285	2196
<b>Cassettes (numbers)</b>	7,304	7,304	7,671	3,604	2110
<b>Microfilm Reels (numbers)</b>				3,429	3467
<b>Videocassette/DVDs (numbers)</b>	1,601	1,601	4,448	4,276	3385
<b>Computer Disks &amp; software</b>	1,194	1,194	1,215	1,157	1043
<b>Print Periodical holdings</b>	105	82	75	37	36

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 a 2012 student survey provided several 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-6: Research Guides Website Screenshot](#)), 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-62: Library Databases Website Screenshot](#)). These databases, some provided by the Chancellor’s Office statewide license agreement with EBSCOhost, offer scholarly and popular resources, recreational reading, news, and personal development materials. As mentioned above, Shatford Library has increased its eBook collection with the addition of EBSCOhost, Springer, and Gale Virtual Reference library subscription databases. The library also provides two databases for streaming, close-captioned videos: Videos on Demand and Intelcom. Both of these video databases allow faculty to more easily develop online curricular content for the distance education or web-enhanced courses while also allowing 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.

The library assesses effectiveness of its equipment and materials through public service, circulation and database usage data and user surveys ([IIC-63: Library Public Service Statistics](#)).

Circulation of Materials	2009-10	2010-11	2011-12	2012-13	2013-14
Circulation Charges	57,499	50,604	45,934	45,446	47,396
Patron Count at Exit	940,838	916,753	878,158	833,674	883,416
Computer Workstations/Lab Checkout	263,055	243,857	236,963	223,385	178,907
Laptop Checkout	113	414	1,568	2,452	19,010
Remote logins to online Library Resources		55,937	86,895	77,780	106,166

Distance education and off-site students are well supported through the library website which includes full-text, online access to articles and eBooks, research guides, and 24/7 research help. The Library’s online collection is made available off-campus through an EZ Proxy server. Faculty and students log in from off-site using their LancerPoint Username and password. In 2013, there were 15,112 unique users of PCC’s electronic databases and 106,166 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, e-books, and streaming video, for instructors to use

in online and hybrid courses. Additionally, students can make online requests for books and articles through an interlibrary loan form on the library website ([IIC-13: Library Search Website Screenshot](#)).

Library equipment is selected and maintained as part of the Library's annual assessment planning process and with Instructional Equipment funding opportunities ([IIC-70: Library Assessment Plan 2012](#)). All computer equipment is maintained by the College Information Technology Services (ITS) and is no more than five years old. 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 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. The LAC also has a reliable Wi-Fi connection, a copier, two flatbed scanners connected to stations with accessibility software (Zoomtext 9.1, Kurzweil 3000, and JAWS 11.0), and height adjustable desks to serve the needs of disable students. All instructional equipment is heavily used but 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, e-mail, 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).

## Self-Evaluation

Pasadena City College meets Standard IIC.1.a.

The Library, LAC, and other learning support centers collaborate with faculty members to identify and select high quality services and 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 instructional areas through a librarian liaison program, the Library Board, and participatory governance committees. An online Purchase Request form provides a means for students and faculty to be involved directly in the purchasing process of materials.

Statewide funding for a suite of core databases allows the Library to allocate base-funding to maintain specialized subscriptions (i.e. ArtStor) and to expand online resources to cover subjects/areas that are lacking (i.e. increase online Reference resources). Price increases and periodic reductions to the Library's database budget are challenges in providing consistent online resources for students. The Library relies on Lottery funds for print books and other library materials to maintain sufficient resources to ensure that the educational equipment and materials support the College.

## Actionable Improvement Plans

To improve institutional effectiveness, the College will better assess the resource needs of the Library, LAC, and other learning support services through the program review, planning, and resource allocation processes (IIC.1, IIC.1.a, IIC.1.c).

**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 General Education Outcome (GEO) for information competency. These Program SLOs target Information Literacy and Research Proficiency:

- 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.

The Library computer labs, LAC and other learning support centers help students achieve the College's Technological Literacy outcome by providing computer access, training and support.

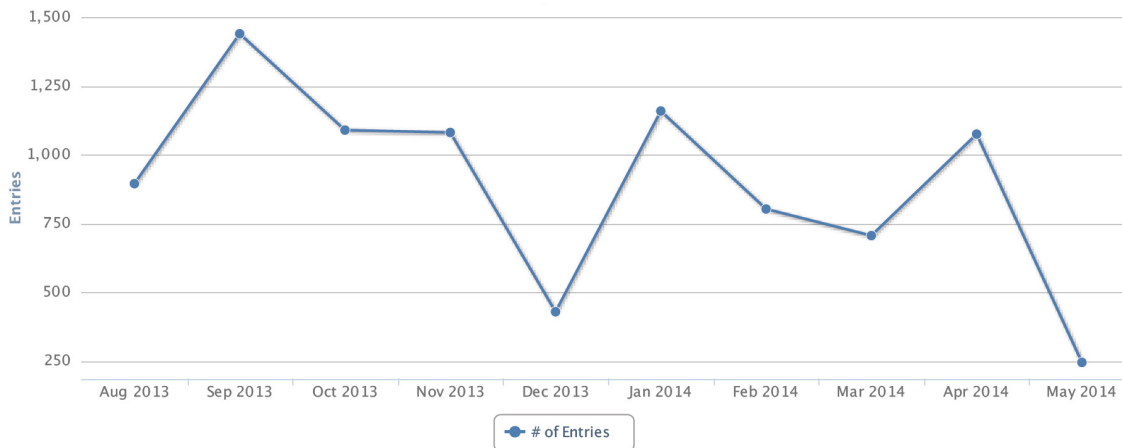
Librarians participate on college-wide SLO and learning assessment committees and collaborate with other faculty on the development of rubrics and other tools to assess student information competency skills. The Institutional Planning and Research Office (IPRO) 2011 Fall Student Survey asked students 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 ([IIA-84: FALL Student Survey 2011](#)).

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 during open hours for research help and through the QuestionPoint 24/7 chat reference system ([IIC-2: Ask a Librarian Website Screenshot](#)). 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 provides 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 by Month 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.

### Reference by Month 2013-14



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, Roving, and Off-Campus).

### Shatford Library, Reference Transactions

The rows represent Question Type and columns represent Location.			Fall 2013 - Spring 2014					
	Reference Desk		Office		Roving		Off-Campus	
<b>Directional</b>	1630	18%	6	0%	23	0%	7	0%
<b>Basic Reference</b>	3630	41%	71	1%	708	8%	196	2%
<b>Research / Reference</b>	1194	13%	28	0%	1	0%	216	0%
<b>Technology</b>	504	6%	9	0%	11	0%	44	1%
<b>Policy and Procedure</b>	505	8%	28	0%	2	0%	100	1%

All librarians work with individual discipline faculty to promote library resources, services, and the infusion of information competency skills into the curriculum. Librarians collaborate with and provide professional development for 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 has developed a series of information literacy tutorials and College 1 students attend an information competency workshop. Students will complete assignments in Canvas and a research-based poster assignment that will be used to assess information competency outcomes.

PCC Librarians teach formal, hands-on library instruction “research sessions” customized to meet the needs of students, faculty, and the curriculum. Annually, over 12,000 students participate in formal, information competency sessions through the library’s popular instruction program. In 2013-2014, librarians taught 524 research sessions ([IIC-63: Library Public Service Statistics](#)).

		2009/10	2010/11	2011/12	2012/13	2013/14
Orientation - Daytime Classes		377	356	378	409	433
Orientation - Daytime Students		9,541	8,870	9,116	9,866	10,327
Orientation - Evening Classes		70	64	64	72	78
Orientation - Evening Students		2,170	2,059	1,945	1,623	1,752
Orientation - Saturday Classes		4	9	11	6	13
Orientation - Saturday Students		139	269	259	116	251
	<b>TOTAL Classes</b>	447	429	453	487	524
	<b>TOTAL Students</b>	11,850	11,198	11,320	11,605	12,330

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.

In the 2011 Library Survey of faculty, about half of faculty respondents had utilized the library instruction program ([IIC-61: 2011 Library Survey of Faculty](#)). 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-6: Research Guides Website Screenshot](#)). 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). Beginning in Fall 2014, an upgraded LIB 001 College Research Skills merges these courses ([IIC-71: Library Course Website Screenshot](#)).

### *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-72: CIV 3031 COR](#), [IIC-73: CIV 3033 COR](#)). 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 Standard IIC.1.b.

The Library provides a wide variety of ongoing information competency instruction through credit, non-credit library instruction, and at the reference desk. The Library's instruction program is very popular, and the library is struggling to keep up with the demand due to classroom and librarian availability.

Many students who use the LAC and/or the library computers lack sufficient computer skills or do not have adequate off-campus access to 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. Maintaining and improving online learning options requires increased staff support. 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 is investigating opportunities to better support information competency instruction for students in online courses, including developing additional tutorials to embed in online courses.

## **Actionable Improvement Plan**

To improve institutional effectiveness, the College will increase online information competency instruction resources for faculty and students in support of distance education and web-enhanced curricula.

**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-74: Library Hours and Locations Website Screenshot](#)). 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-6: Research Guides Website Screenshot](#)). The Library provides availability and access to quality 508 compliant 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-2: Ask a Librarian Website Screenshot](#)).

On-campus and remote library services are heavily used. In 2013-2014, gate counts showed 883,416 library users entering the Library, an average of over 3,800 students per day ([IIC-63: Library Public Service Statistics](#)). With a seating capacity of about 1,000, the Library often has issues with noise on the main 2<sup>nd</sup> floor. Designating the third floor as a quiet study floor since the last review cycle has reduced noise complaints. The Library anticipates continued over-capacity usage and additional seating spaces are needed to meet this demand. The Library continues to expand its information delivery and service options for remote users.

The Library computer labs provide students with 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 need for staff and the wait for students. To meet computer demand, the Library increased the number of student checkout laptops and the number of laptop checkouts has dramatically risen from 113 in 2009 to 19,010 in 2013-2014 ([IIC-63: Library Public Service Statistics](#)). Wireless Internet access is also available throughout the Library, and wireless printing pilot is planned for implementation in 2015.

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. An “outlet map” is now available on the Library website so that students can more easily find acceptable outlets in the building.

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 students with disabilities.

### *Other Learning Support Centers*

Other campus learning support centers (e.g. the Social Science Learning Center, Music Lab/Library, ESL Center, Natural Sciences Study Tech Labs, 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 ([IIA-53: LAC Website Screenshot](#)). Smarthinking online tutoring is available 24/7 for distance education, off-campus students and students who prefer technology-assisted tutoring ([IIC-3: Online Tutoring Website Screenshot](#)). The LAC provides instructional support through a variety of delivery modes including multimedia, computer technologies, and human resources (tutors, staff, and faculty).

The LAC labs located in the Library and D building, rooms 104 and 300, consist of 80 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-76: Computer Labs Website Screenshot](#)). 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 even though 90 percent of students own or have access to a computer off-campus ([IIC-76: 2009 Student Technology Survey](#)). The Library’s computer labs and laptops have high usage with over 198,000 checkouts in 2013/2014 ([IIC-63: Library Public Service Statistics](#)).

## **Self-Evaluation**

Pasadena City College meets Standard IIC.1.c.

The Library, LAC, and other student learning support locations are open a substantial number of hours per week. The Library and LAC provide a welcoming atmosphere that is sensitive to the College's diverse student population. To support remote (off campus, off hours) access to services, many of the Library and LAC services are available online 24/7 through the Internet.

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 usage including hourly gate counts, circulation and re-shelving data and course schedules ([IIC-74: Library Hours and Locations Website Screenshot](#)). Beginning in Fall 2009, the Library has offered extended hours for student finals during the last two weeks of each semester. As stated above, LAC services are available Monday through Saturday, 75 hours a week, and most other learning support services are available 50 hours per week.

Since the last site visit, several departmental learning centers have been established or expanded to meet student demand. 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 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. Keeping up with the changing landscape of library services and patron expectations requires appropriate funding and staffing. Other learning support services are also experiencing challenges in keeping up with multimedia opportunities and expanding services for remote users.

Library and learning resources anticipates continued over-capacity usage. Additional spaces and resources are needed to accommodate demand. The Library and other learning support service areas will continue to explore ways to expand service and learning materials available through emerging technologies to enhance student learning.

### **Actionable Improvement Plans**

To improve institutional effectiveness, the College will better assess the resource needs of the Library, LAC, and other learning support services through the program review, planning, and resource allocation processes (IIC.1, IIC.1a, IIC.1c).

## **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 have been upgraded or replaced as needed, and will be on the new ITS 5-year refresh cycle. 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 refresh cycle. Instead, it is addressed through the planning process. Instructional materials and key operational items (i.e. supplies, maintenance, and replacement furniture) are likewise maintained and upgraded through the 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 on 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-77: Library Security Incident Website Screenshot](#)). 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, secures the buildings on a regular schedule at closing.

LAC and Library staff stays 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 (i.e., in an active shooter situation).

## **Self-Evaluation**

The College meets Standard IIC.1d.

The efforts of the Library, LAC and other learning support centers promote a safe environment that enhances student learning, but significant improvements are needed in facilities upgrades and improvements.

Library materials and facilities have sustained building maintenance-related water damage since the last review cycle. The library facility and furniture are now over 20 years old and need to be updated and replaced. Significant upgrades are needed to facilities and infrastructure to reflect a current environment that meets students' expectations and needs. Existing seating configuration and capacity are inadequate for current daily usage of the Library and LAC facilities. It is recommended that the Centennial Master plan address long-term needs for these key areas. It is also recommended that ITS adhere to scheduled maintenance plan to address computer upgrades and replacements.

## **Actionable Improvement Plans**

To improve institutional effectiveness, Library and Learning Resources will actively engage in the planning and development of the Centennial Facilities Master Plan.

**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-78: Community College Library Consortium Website Screenshot](#)). The CCLC negotiates contracts with the vendors of most of the Library's online resources. Reduced consortium pricing helps the Library to provide a wider variety of online resources than would be otherwise fiscally possible.

The Library maintains reciprocal borrowing privileges agreements with California State University, Los Angeles (CSULA) and Glendale Community College (GCC). 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 Community College League of California, the Council of Chief Librarians for California Community Colleges, and the 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-79: Reciprocal Library Borrowing Agreement](#)). The Library is also a co-founder and administrative partner of the Pasadena Digital History Collaborative ([IIC-12: Digital History Collaboration Website Screenshot](#)).

The Library actively participates in the Online Computer Library Center's (OCLC) electronic interlibrary loan service. In 2013-2014, for example, the Library handled 1,145 lending and 120 borrowing transactions ([IIC-63: Library Public Service 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), and computer reservations software (Envisionware).

The LAC, CLC, and some other learning support centers 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. 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 Standard IIC.1.e.

Formal agreements exist for all collaborative agreements, and the performance of these 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, 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-80: LAC 2011-2012 Tactical Plan](#), [IIC-81: Library 2011-2012 Tactical Plan](#)). Each area 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 four 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 ([IB-32: Library Annual Assessment Report 2012-13](#)). 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, "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" ([IIA-84: FALL Student Survey 2011](#)).

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-61: 2011 Library Survey of Faculty](#)) 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-82: Library Feedback Form Screenshot](#)). 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 the full staff meet bi-weekly to bring forward and discuss observations and/or suggestions made by faculty, staff, students, and public patrons. Meeting notes, issues, planning agendas, and documents for review are posted on a library staff wiki for review, comments, and collaborative editing.

### *Learning Assistance Center (LAC)*

The LAC has received consistently high satisfaction ratings from students ([IIC-29: LAC General Survey Findings Fall 2013](#)), LAC Student Satisfaction Data]. 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.

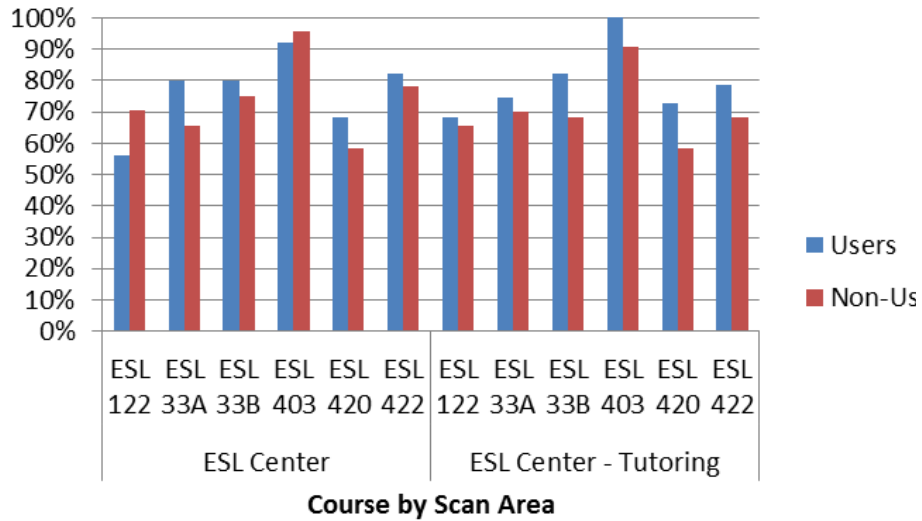
The LAC has an attendance tracking system (CI Track), and students check in at the front desk. This system generates data for all students who access the LAC and is used to evaluate the demographics of student usage in the LAC as they relate to the LAC's mission and goals of persistence, retention, and 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).



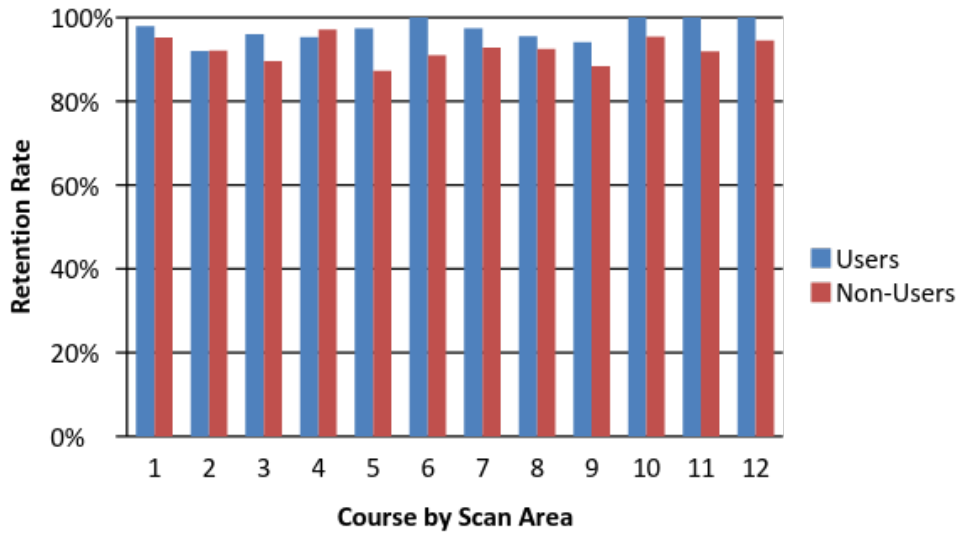
*ESL Center*

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,

**Success of ESL Core Students**



**Retention of ESL Core Students**



Since 2010, 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.

## Self-Evaluation

The College meets Standard IIC.2.

The 2010-2011 issue of *Observations* notes on page 169 that students show a high level of usage and satisfaction of the Library, LAC, and PCC's other specialized learning support services ([IB-14: Observations 2010-2011](#)).

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-31: LAC Success Rates 2011](#), [IIC-32: LAC Success Data 2012](#)).

Improvement could be made in providing stronger evidence documenting how Library, LAC and our other specialized 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, LAC and other learning support services will develop more systematic and comprehensive assessments of programs and services, which include feedback from faculty, staff and students.

## Evidence List for Standard IIC

<a href="#"><u>2009 Student Technology Survey</u></a>	IIC-76
<a href="#"><u>2011 Library Survey of Faculty</u></a>	IIC-61
<a href="#"><u>Ask a Librarian Website Screenshot</u></a>	IIC-2
<a href="#"><u>CEC Website Screenshot</u></a>	IIC-37
<a href="#"><u>Chancellor's Office Honors PCC Pathways</u></a>	IIC-57
<a href="#"><u>Citation Workshops Website Screenshot</u></a>	IIC-11
<a href="#"><u>CIV 3031 COR</u></a>	IIC-72
<a href="#"><u>CIV 3033 COR</u></a>	IIC-73
<a href="#"><u>CLC Student Survey Spring 2014</u></a>	IIC-41
<a href="#"><u>CLC Website Screenshot</u></a>	IIC-39
<a href="#"><u>Community College Library Consortium Website Screenshot</u></a>	IIC-78
<a href="#"><u>DeStress for Success Poster</u></a>	IIC-10
<a href="#"><u>Digital History Collaboration Website Screenshot</u></a>	IIC-12
<a href="#"><u>DSP&amp;S Website Screenshot</u></a>	IIC-42
<a href="#"><u>ESL Center Workshop Evaluation 2013-2014</u></a>	IIC-47
<a href="#"><u>ESL Center Workshops Fall 2013</u></a>	IIC-45
<a href="#"><u>ESL Workshop Fall 2011</u></a>	IIC-46
<a href="#"><u>Excellence in Academic Libraries Award Website Screenshot</u></a>	IIC-5
<a href="#"><u>Exelencia Award Screenshot</u></a>	IIC-58
<a href="#"><u>Fall Student Survey 2011</u></a>	IIA-84
<a href="#"><u>Food for Fines Website Screenshot</u></a>	IIC-9
<a href="#"><u>LAC 2011-2012 Tactical Plan</u></a>	IIC-80
<a href="#"><u>LAC CareerTech Tutoring Survey Findings Fall 2013</u></a>	IIC-30
<a href="#"><u>LAC General Survey Findings Fall 2013</u></a>	IIC-29
<a href="#"><u>LAC Success and Retention Data 2012</u></a>	IIC-34
<a href="#"><u>LAC Success Data 2012</u></a>	IIC-32
<a href="#"><u>LAC Success Rates 2011</u></a>	IIC-31
<a href="#"><u>LAC Summary Data</u></a>	IIC-33
<a href="#"><u>LAC Summary Grid</u></a>	IIC-19
<a href="#"><u>LAC Tutor Training Syllabus</u></a>	IIC-26
<a href="#"><u>LAC Tutoring Hours Website Screenshot</u></a>	IIC-23
<a href="#"><u>LAC Website Screenshot</u></a>	IIA-53
<a href="#"><u>LAC Wins Tutoring Award Screenshot</u></a>	IIC-22
<a href="#"><u>LAC Workshop Test Taking Strategies Surveys 2013-2014</u></a>	IIC-35
<a href="#"><u>Learning Resources Summary - CTE tutoring</u></a>	IIC-24
<a href="#"><u>Learning Resources Survey Tutor Training</u></a>	IIC-25
<a href="#"><u>Learning Resources Survey-Speech Communication</u></a>	IIC-50

<a href="#"><u>Learning Support Summary ESL Center</u></a>	IIC-44
<a href="#"><u>Learning Support Service -TLC</u></a>	IIC-56
<a href="#"><u>Learning Support Service-Academic Athletic Zone</u></a>	IIC-55
<a href="#"><u>Learning Support Service-Library</u></a>	IIC-66
<a href="#"><u>Learning Support Service-PASS</u></a>	IIC-52
<a href="#"><u>Learning Support Summary - CEC Learning Assistance Center</u></a>	IIC-38
<a href="#"><u>Learning Support Summary - Writing Center</u></a>	IIC-60
<a href="#"><u>Learning Support Summary CLC</u></a>	IIC-40
<a href="#"><u>Learning Support Summary Music Lab</u></a>	IIC-49
<a href="#"><u>Learning Support Summary- Natural Sciences Study Tech Lab</u></a>	IIC-51
<a href="#"><u>Learning Support Summary- Social Sciences Learning Center</u></a>	IIC-53
<a href="#"><u>Learning Support Summary-DSP&amp;S</u></a>	IIC-43
<a href="#"><u>Library 2011-2012 Tactical Plan</u></a>	IIC-81
<a href="#"><u>Library Annual Assessment Report 2012-13</u></a>	IB-32
<a href="#"><u>Library Assessment Plan 2012</u></a>	IIC-70
<a href="#"><u>Library Collection Development Policy</u></a>	IIC-65
<a href="#"><u>Library Computer Labs Website Screenshot</u></a>	IIC-15
<a href="#"><u>Library Course Website Screenshot</u></a>	IIC-71
<a href="#"><u>Library Databases Website Screenshot</u></a>	IIC-62
<a href="#"><u>Library Feedback Form Screenshot</u></a>	IIC-82
<a href="#"><u>Library Hours and Locations Website Screenshot</u></a>	IIC-74
<a href="#"><u>Library Public Service Statistics</u></a>	IIC-63
<a href="#"><u>Library Purchase Request Form</u></a>	IIC-68
<a href="#"><u>Library Search Website Screenshot</u></a>	IIC-13
<a href="#"><u>Library Security Incident Website Screenshot</u></a>	IIC-77
<a href="#"><u>Library Services for Faculty and Staff Website Screenshot</u></a>	IIC-67
<a href="#"><u>Library Study Room Schedule Website Screenshot</u></a>	IIC-14
<a href="#"><u>Library Technical Services Data</u></a>	IIC-69
<a href="#"><u>LSCHE 2008 Award Screenshot</u></a>	IIC-36
<a href="#"><u>MESA Website Screenshot</u></a>	IIC-48
<a href="#"><u>Music Lab and Library Website Screenshot</u></a>	IIC-17
<a href="#"><u>Music Reference Website Screenshot</u></a>	IIC-18
<a href="#"><u>National Resource Center 2014 Outstanding First-Year Student Advocate Award</u></a>	IIC-59
<a href="#"><u>NTA Website</u></a>	IIC-21
<a href="#"><u>Observations 2010-2011</u></a>	IB-14
<a href="#"><u>Online Tutoring Website Screenshot</u></a>	IIC-3
<a href="#"><u>PAWS Website Screenshot</u></a>	IIC-20
<a href="#"><u>Reciprocal Library Borrowing Agreement</u></a>	IIC-79

<a href="#"><u>Research Guides Website Screenshot</u></a>	IIC-6
<a href="#"><u>Services for Students with Disabilities Website Screenshot</u></a>	IIC-16
<a href="#"><u>Shatford Library Facebook Screenshot</u></a>	IIC-7
<a href="#"><u>Shatford Library Twitter Screenshot</u></a>	IIC-8
<a href="#"><u>Smarthinking 2014 Report</u></a>	IIC-28
<a href="#"><u>Smarthinking Summary</u></a>	IIC-27
<a href="#"><u>Social Science Learning Center Evaluation</u></a>	IIC-54
<a href="#"><u>Standards of Practice</u></a>	IIC-64
<a href="#"><u>Tutoring Centers Website Screenshot</u></a>	IIC-1

