Standard II.B.1

The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Center for Academic Success (CAS)
The Center for Academic Success (CAS) is comprised of subject area tutoring for between 15 and 20 subjects per semester, learning skills courses, and a variety of math, English, humanities, and study skills workshops designed to address the needs of basic skills students across the curriculum. The CAS assists students in achieving their academic goals by offering services to fit the diverse needs, multiple strengths, and various ability levels of students. The CAS is located in the new library/learning crossroads (LLC). The CAS houses a computer lab, a workshop room, three group study rooms for course-embedded tutoring sessions, a conference room, and 8,249 square feet of open tutoring space with white boards and tables. The CAS offers a variety of workshops, all of which take place in the computer lab and workshop room inside the CAS (II.B.1, and II.B.2).

The center is open for tutoring Monday through Thursday from 9:00 a.m. to 5:30 p.m., and Friday from 10:00 a.m. to 2:00 p.m. In addition to subject area tutoring, group study sessions and workshops are provided to promote student success. The CAS has developed resources available on the Web site to provide workshop materials, links to support materials, and interactive activities related to English grammar and writing fundamentals (II.B.3).

The CAS also offers online tutoring through the Online Writing Lab (OWL), which, along with face-to-face tutoring, is available to all students enrolled in classes at Pierce College. The online writing laboratory has been successful in providing students, who have limited access to campus or who attend courses outside of the center’s hours, with access to feedback and tutoring (II.B.4).

Library
The Pierce College Library serves as a hub of learning on campus. The new library of over 58,999 square feet opened in April 2013. There is seating for over 800 students. This seating includes study carrels, reading tables, couches, and benches. The library is open during fall and spring semesters for 54 hours each week and is staffed by six permanent faculty librarians and the library department chair, who functions as a 0.6 librarian and a 0.4 department chair; 16 hours per week of adjunct faculty librarians; one library assistant; four library technicians; and two instructional assistants for the Open Access Computer Lab.
The Pierce College Library has wireless Internet access, eight group-study rooms, one smart library instruction room with 40 computers, an open access laboratory with 110 thin-client computers, 20 thin-client computers in the reference area for academic and database access and use, a task room for students with disabilities, and two copy stations with four printer/copiers (color and black and white [II.B.5]).

Students and faculty have access to a library collection with sufficient breadth, depth, and variety to support the learning programs of the College. The collection is comprised of print volumes, online books, current periodical subscriptions, and electronic resources for on-campus and off-campus use (II.B.6 and II.B.7).

Regardless of location, students are supported by library services. Remote access to the library’s electronic resources is available to all current Pierce College students, faculty, and staff through the library’s Web site. The library uses ez-proxy to authenticate remote users (II.B.8). Much of the library’s resources are now in electronic format. Pierce College owns two electronic book (e-books) collections, *Gale Virtual Reference Library* and *Ebsco e-books*, and subscribes to a third, *Proquest Ebrary*, giving students online access to over 100,000 academic e-books (II.B.9, II.B.10, and II.B.11). The library also subscribes to 60 online periodical and reference databases.

Through the library’s Web site, students have access to various guides and tutorials for particular classes and subjects. Remote users can get reference assistance from an academic librarian at any time of the day or night through the library’s participation in *Question Point*, an online reference chat service (II.B.12).

In both formal and informal ways, the library provides ongoing instruction and is responsible for primary efforts to ensure students understand and demonstrate information competency. The library offers Library Science 102 each semester. The course includes outcomes related to information competency and assesses student competence (II.B.13). The course includes assessments of student learning outcomes (SLOs) with weekly forum posts and assignments, as well as a final project (II.B.14). The table below shows how well students are currently meeting each of the course’s four defined SLOs. The table also reflects how the instructor is using this assessment information to modify the class and its parameters; these modifications are shown in the “Action needed” column below.

<table>
<thead>
<tr>
<th>SLO</th>
<th>Expectation</th>
<th>Success</th>
<th>Action needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1</td>
<td>75%</td>
<td>95%</td>
<td>Prevent students from accessing assignment until they have viewed the necessary tutorial and readings on our CMS.</td>
</tr>
<tr>
<td>SLO 2</td>
<td>75%</td>
<td>82%</td>
<td>Increase student-student and student-instructor help options to catch problems earlier; lock assignment until student has completed necessary readings and viewed explanatory tutorials.</td>
</tr>
<tr>
<td>SLO 3</td>
<td>75%</td>
<td>85%</td>
<td>Clarify assignment instructions as needed and promote additional forms of student-student</td>
</tr>
</tbody>
</table>
and student-faculty support.

| SLO 4 | 75% | 80% | Introduce and assess concepts earlier in the course giving students more opportunities to practice the skill and gain help/feedback. Model successful techniques in course video so students have “live” example of how to perform task successfully. |

The library provides structured student and faculty orientations that introduce students to the library and provide instruction on how to develop a library search and locate and cite a variety of educational resources. In 2013-2014, the library provided orientations for over 248 class sections. The library faculty increased the orientation offerings by 72 percent, offering 345 orientations in 2014-2015. Library faculty complete a post-assessment of students during library workshops that have been developed and are conducted each semester (II.B.15). Topics have included “Yikes! My Final Paper is Due!” and “E-Books: the Future is Now!” (II.B.16 and II.B.17). These workshops further instill in students the concepts of information literacy and provide a forum for discussion of strategies to evaluate information. Assessment comments are discussed and reviewed; library faculty use the assessment results to further adapt and improve their instruction. This year, the library has also provided training to faculty and staff. Topics have included “Films on Demand,” “E-Books: Access for Research,” and “Learning Express Library.” These are online resources that faculty can use in their face-to-face and online classes (II.B.18).

The library also offers on-demand, informal, and one-on-one instruction at the reference desk. These individualized sessions are focused teaching moments and allow the librarians to work with students to refine thesis questions, learn how to narrow or broaden topics, select specific print or electronic sources of information, and evaluate search results. Students may also reserve a librarian for consultation time. Students are able to spend extended one-on-one reference time to help them with their research process.

For students with disabilities, the library has a task room with two computers with special equipment to help these students succeed in their classes. The rooms include the following:

- Magnisight Explorer CCTV—1
- Elevating computer desk—2 (plus 4 more throughout the library)

The library and the Center for Academic success have the following software and resources to serve all students, including those who have disabilities:

- Large monitors (e.g., 27 Inch)
- Microsoft Office Suite
- Refreshable Braille display keyboards
- Jaws
- Zoomtext
- Dragon
- Kurzweil 3000 color professional
- BIGtrack Ball (mouse)
- Flatbed Scanner
- Shockwave
- SPSS
- TestGen Plug In (to run math homework programs)
Analysis and Evaluation

Pierce College librarians and the faculty leaders of the CAS work to ensure that library and learning support services are available for students in all educational programs offered at the College. Through on-campus and online formats, the library and CAS ensure that students can utilize resources and services regardless of their location.

The Pierce College Library and the Center for Academic Success have sufficient depth and variety of materials to meet the learning needs of its students. The library provides instruction in a variety of ways and assesses the competencies in information retrieval and use. The Center for Academic Success provides academic support between 15-20 subjects each semester in a variety of forms, including face-to-face, online, one-to-one, small group tutoring sessions, and small group workshops. Varieties of assessments are used to measure student achievement of objectives, and results demonstrate the library and the Center for Academic Success are effective in teaching students the outcomes they purport. Evaluation of teaching effectiveness and future goals for improvement are guided by reflection on various assessments. Students have access to a variety of support and help, regardless of their location, through varied means and resources, including online and face-to-face.

Pierce College relies on faculty and other learning support services to select appropriate educational equipment and materials to support student learning and advance the college mission. The library is also working to improve computer services and access for students. In order for students to be successful in their classes, it is important to have up-to-date computer programs with good support from the Information Technology (IT) department, including connectivity, hardware, software, as well as staffing to support the programs and computers. The College adequately funds library services. For example, the College utilizes multiple funding streams to purchase new books, replenish and update its collection, and fund programs such as “Friends of the Library.”

The Center for Academic Success is in high demand. The demand has doubled between spring 2013 and spring 2015. In 2013, the CAS offered a total of 10,961 hours of tutoring. In 2015, the College offered 20,872 hours of tutoring through the Center (II.B.19). To keep up with the growing demand, the CAS draws from additional resources. The CAS has a volunteer tutoring program and an internship program for graduate and undergraduate students. The CAS has received funding from the Carnegie Foundation for the Advancement of Teaching for Statway tutoring services, Title V funds for online tutoring, and a “Next Generation Learning Challenges” grant (II.B.20) to provide additional tutoring for students who are enrolled in mathematics courses. The College also receives funds from the Basic Skills Initiative, and is integrated in the student equity plan to scale up its course embedded tutoring program.

Standard II.B.2
Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.
Evidence of Meeting the Standard

Library
Students have access to educational equipment and materials to support student learning and to enhance the achievement of the College mission. The library collection is comprised of print volumes, online books, current periodical subscriptions, and electronic resources for on-campus and off-campus use.

<table>
<thead>
<tr>
<th>Library Resources</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Volumes</td>
<td>80,000</td>
</tr>
<tr>
<td>Online Books</td>
<td>113,000</td>
</tr>
<tr>
<td>Online Resources (Databases)</td>
<td>61</td>
</tr>
<tr>
<td>Periodical Subscriptions (current)</td>
<td>41</td>
</tr>
</tbody>
</table>

The acquisition process allows the library to respond directly to course curriculum and departmental needs, thereby supporting student learning and the achievement of the College mission. The library regularly asks faculty to make recommendations for books by filling out a Book Request Form (II.B.21). Faculty in academic and service departments define the quality of materials necessary for their department curriculum and make recommendations. These requests are compiled, discussed by the library faculty, and used in deciding what new and replacement materials will be purchased for the library. In addition to recommending educational materials, faculty are encouraged to provide copies of their textbooks in the Instructor Reserve Section. Reserve textbooks represent many disciplines, such as art, business, chemistry, economics, English, mathematics, and psychology.

The Curriculum Committee course approval process also validates that the library has the most current and appropriate resources to support courses and programs. In Section VII.5 E of the course outline of record (COR), is an area where the course initiator notes any additional resources to be considered for purchase. The library department chairperson is a standing member of the Curriculum Committee’s Technical Review Subcommittee, and every COR requires the library chair’s review and acknowledgement that adequate resources are available (II.B.22). During technical review, new and updated courses are appraised and noted for adequate or needed library resources.

When considering the purchase of materials, the library faculty consult standard bibliographic resources and reviews including resources listed in the Library Journal, American Libraries, College and Research Libraries, Choice, publishers’ catalogs, and Amazon.com reviews. Reviews of electronic databases are available on the California Community College Consortium’s Electronic Access and Resources Committee’s Web site.

Center for Academic Success
In addition to tutoring, computer lab, and workshop services, the Center for Academic Success (CAS) also provides credit courses in Learning Skills. The Learning Skills curriculum includes technology in the classroom with the use of Reading Plus, an adaptive computer assisted instructional program (CAI) that strengthens reading comprehension and literacy skills, employs activities that utilize vocabulary in context (CLOZE), and provides
both independent and guided reading practice with subsequent comprehension assessments. The program generates individual skills worksheets as the student progresses through the program. All learning skills courses are taught in a brand-new forty-student computer lab equipped with computers that have the software listed above. Additionally, twelve computers have been provided to the CAS exclusively for tutoring purposes, allowing students to complete online homework. At present, we have plans to add more computers to enhance English tutoring. The CAS workshops all take place in the computer lab and workshop room inside the CAS. Two laptops with projectors are available to all workshop presenters.

Analysis and Evaluation

The Pierce College Library and the Center for Academic Success have sufficient depth and variety of materials to meet the learning needs of its students. The College faculty are actively engaged in providing recommendations for educational materials and, as curriculum is proposed, the faculty validate available resources.

In preparation for the move to the new library/learning resources building, the entire library collection was reviewed. The collection was weeded out, and the review identified potential materials to be added to strengthen the breadth of resources available to students. With access to the new location in the Center for Academic Success, the CAS was able to scale up workshops and math tutoring services, providing over twice as many tutoring hours and workshops, and serving over twice as many students as before the move to this facility in spring 2013.

While Pierce College relies on the expertise of appropriate faculty, there are ways in which we could improve our practice in these areas. For example, the leaders in the library and the CAS have requested additional support for the computer labs and the educational technology that is vital to the programs and services that these centers offer. Specifically, through the annual planning process, there has been a request to replace all computers utilizing thin clients in the library. In 2014-2015, the library submitted appropriate documents to request computers through the resource allocation process (II.B.23). During the process, the College recognized the challenges utilizing thin clients and developed a purchase and implementation plan for replacing thin clients in the library to meet the college goals (II.B.24).

Standard II.B.3

_The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement._

Evidence of Meeting the Standard

The library and Center for Academic Success (CAS) regularly evaluate the effectiveness of its services and develops plans for improvement. Statistics gathering, by way of surveys and pre- and post-tests, enables the library to evaluate its services.
Statistics are compiled annually detailing the number of resources in the collection, both print and online; the number of searches performed in each of the online databases; the number of reference questions asked; the number of items circulated; the number of orientations taught; and the number of students who attended these orientations (II.B.25).

Library evaluation includes input from both students and faculty. The library administers a student survey and a faculty orientation survey each spring, thereby helping the library identify where improvements can be made (II.B.26 and II.B.27). Student learning outcome assessments are conducted in several of the library orientations to measure information competency skills.

The CAS regularly surveys students to collect feedback about tutoring and workshop services. Paper evaluations are handed out at the end of a sampling of workshops; paper evaluations are available to anyone who would like fill out a survey to provide feedback about tutoring services; and online evaluations are available through the college’s Facebook page, and can be accessed either through the page or through Quick Response (QR) codes that can be scanned from fliers posted throughout the CAS (II.B.28, II.B.29, and II.B.30). The CAS also evaluated the Student Tutor Training series at monthly training workshops (II.B.31). The data collected are reviewed to ensure that services are aligned with students’ needs (II.B.32). CAS faculty and staff use the data and their analyses to adjust content for future and ongoing presentations.

The current offering of Learning Skills courses includes Reading Comprehension (LRNSKIL 1) and Fundamentals of English Grammar (LRNSKIL 2). These classes serve students who need to improve their skills to succeed in the workplace or academic environment. They also address the needs of students who are learning English as a second language. All courses incorporate current research in literacy, educational learning theory in terms of pedagogy and method of delivery, and critical thinking with subject matter content.

**Analysis and Evaluation**

Both the library and the Center for Academic Success staff collect data to evaluate the effectiveness of their programs and services. The library sends survey links to faculty each semester and to students at the end of each academic year. This feedback is reviewed and discussed at department meetings and used to improve services (II.B.33 and II.B.34).

In spring 2010, the library’s SLOs assessment indicated that 80 percent of students were successfully able to locate books in the library’s online catalog after participating in a library orientation. Students were able to locate a magazine or journal article using one of the library’s electronic databases. Improvements included spending more time in bibliographic instruction, checking more often for understanding, and planning on newer and better online tutorials. Since then, multiple measures have been used to evaluate students’ success. A Google form to receive immediate feedback from students, at the end of a library instruction session, has been created and implemented (student evaluation orientation). In addition to these evaluative resources, instructor survey responses are reviewed as well as the end of
year student survey responses (II.B.33 and II.B.34). Through evaluation process, student learning and success is assessed and instruction and services are modified accordingly. In spring 2015, faculty noted a 38 percent improvement in students’ papers and assignments (additionally, 7 percent had not collected/read student papers to note improvement), 88 percent noted students have a better understanding of how to use and cite resources. In the 2014-2015 Student Survey, 88 percent of respondents noted that it is extremely easy or very easy to find the materials that they are seeking at the library.

A satisfaction survey designed and administered in spring 2014 measured the general users’ satisfaction with library services: 88 percent rated the overall quality of the library very good or good and 84 percent rated reference and circulation services as very good or acceptable (II.B.27). Of those who had participated in a library orientation, 71 percent agreed that the session helped them better use the library’s resources. In the faculty survey, 79 percent noted that the library orientation definitely improved students’ understanding on how to use and cite resources, with another 29 percent noting students’ papers and assignments improved after the library orientation experience, and 95 percent noted that the quality of the resources found in the library were at the appropriate level to meet their students’ needs (II.B.27).

**Standard II.B.4.**

*When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)*

**Evidence of Meeting the Standard**

**Library and Center for Academic Success (CAS)**

Pierce College librarians cooperate with the eight other District libraries and provide an intra-library loan system for books (II.B.35). The library also uses the California Community College Library Consortium (CCL) for the purchase of most of its electronic resources (II.B.36). CCL membership is purchased each year and includes discounts for database subscriptions from the CCL Consortium.

Sirsi is the provider for the Integrated Library System (ILS) for all of the libraries of the Los Angeles Community College District (LACCD), and the contracts are negotiated by the District contracts office. The LACCD Information Technology Department maintains and secures the SirsiDynix Symphony server. The library and the CAS’s public copiers and printers are maintained through a Canon service agreement (II.B.37). The library has radio-frequency identification (RFID) security gates at the main and courtyard entrances, near the circulation counter, and at the entrance to the classroom, to maintain the security of the book collection. All library books are embedded with RFID tags.
The library and the CAS computers are maintained through the College’s Information Technology (IT) department. The College’s Plant Facilities staff clean and repair all facilities. The library building has a security system in place monitored by the Los Angeles County Sheriff’s deputies, who are stationed on campus. These services are evaluated for their effectiveness through a variety of methods. Monthly Sirsi reports note inter-library loans, circulation, and lost and late books. Surveys note satisfaction and the need for resources, including computers and technology (II.B.33 and II.B.34).

Analysis and Evaluation

The collaboration with the other libraries in the Los Angeles Community College District is regular. Monthly meetings of library chairs provide opportunities for collaboration. In addition, informal communication occurs by e-mail and telephone. The library and CAS do not rely on any external contract services to support their instructional programs, but they do consult with professional organizations in order to inform their practices. Librarians and staff participate in professional development. Faculty librarians attend various library conferences to keep current in their field. Through monthly department meetings, information is shared and department services are evaluated. The student and instructor surveys also give input and aid in evaluating the library program and services. The security measures in the new library/learning crossroads are greatly improved over what existed in the old facility. The college plans to address security camera malfunction by 2016. Both the library and the CAS now enjoy state-of-the-art security, and the new equipment will be supported by existing college departments.

Standard II.B Evidence List

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