STANDARD IIC
STUDENT LEARNING
PROGRAMS AND SERVICES

Library and Learning Support Services
Standard IIC: Library and Student 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.

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IIC.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

The Library and Student Learning Support Services Division provides services to the campus that support curriculum and student learning through information literacy instruction, tutoring, access to computer laboratories, curriculum-related software, and print/non-print materials. Administrative support for the division is provided by a dean of library and student learning support services and an administrative assistant.

Library

The Library supports the research needs of the campus community through instruction in research methods and access to print and non-print materials. In addition, the Library spans the digital divide for students through open access to computers, the internet, and selected curriculum-related software. The Library supports the College’s mission through collaboration with College constituencies to provide instruction, resources, and services that assist students in achieving their educational goals.

The Library employs six certificated librarians, seven classified personnel and fifteen to twenty student workers. The Library is open 54.5 hours a week Monday through Friday (IIC.1: Library website*). During the Library’s open hours, two instruction desks (Information and Reference) are staffed by librarians; while two service desks (Reserve and Circulation) and the computer lab are staffed by classified personnel and student workers.

Library materials are available to students, staff, faculty, and community members in a variety of formats: books, e-books, periodicals, multi-media and web-based electronic resources. As of July 31, 2010, the Library’s collections contained 81,887 circulating print volumes, 28,357 e-book volumes, 13,556 non-circulating volumes (law and reference), and 954 bound periodical volumes. The media collection includes 6,096 video and DVD items, 502 audiobook items, 798 music compact disks and 66 microfiche titles. The Library currently subscribes to 133 print periodical titles (IIC.2: Collection Size by Material Type). A reserve collection containing current course textbooks and supplemental course materials is maintained. Materials in the circulating collection have a circulation period of 21 days with a one week renewal period. Media items have a variety of circulation periods from 48 hours to seven days. The Library subscribes to sixteen electronic resource databases. The databases offer coverage of a wide variety of subjects and substantial periodical runs (IIC.1).

A Collection Development Policy Statement was implemented in 2005 and reviewed and revised in 2010 (IIC.3: Collection Development Policy). Selection criteria include librarian subject expertise, knowledge of curriculum content, faculty requests, and patron usage patterns of current materials. A separate collection development policy has been created for special collections and archives (IIC.4: Special Collections/Archives Collection Development Policy).

Since the last accreditation, the College has invested over $881,000 to acquire materials that expand the depth, breadth, and currency of the collection. The College has also provided over $236,000 for electronic resources. In 2009, the College funded the lease of new integrated library system software and the purchase of student authentication software (IIC.5: Lottery Funds Budget Expenditures 2006-2010).

Instruction services include on-demand requests at the service desks, classroom instruction in Information Literacy and one-on-one help through the Research Assistance Program (RAP). The Library offers open access to a computer lab with media viewing equipment, a reserve collection, intra-district loan, interlibrary loan, a law collection, and College archives. There are approximately 470 study seats and 54 computers available, four public copiers, three ADA compliant computer stations, one UBIDUO device, printers (including color), and scanners (IIC.1).
As part of the Library’s commitment to campus and community outreach, the Library, often in conjunction with the Friends of the Library and Fresno County Public Library, has hosted several outreach programs and events. In 2006 and 2008, Fresno City College and Fresno County Public Library joined to sponsor events for The National Endowment for the Arts Big Read’s discussion of Amy Tan’s *The Joy Luck Club* and Mark Twain’s *Huck Finn*. In 2005, a Susan G. Komen grant of $5,000 was awarded to the Library to purchase breast cancer-related materials and the Library presented a breast cancer awareness day with television station KSEE24. Each year, the Friends of the Library host a gathering that showcases student talent in the arts and literature, and the Library has also held reading festivals that highlighted Edgar Allen Poe, Banned Books and California authors. The Friends of the Library holds an annual (and now biannual) book sale that generates hundreds of dollars. Friends of the Library purchased the Library a bill-to-bill changer for student use and flashdrive cables for the lab. Book sale money also pays for two annual $250 scholarships and prize money for the winners of the Library’s cARTalog contest that has grown to over 60 participants in the past two years. Last year, the Friends of the Library sponsored an FCC’s Got Talent show that brought in an audience of 150 people.

**Student Learning Support Services**

The mission of Student Learning Support Services, commonly referred to as Tutorial Services, is to provide comprehensive academic support services to assist students in developing and strengthening the knowledge and skills needed to reach their academic goals. The primary function of Tutorial Services is to provide peer tutoring, which promotes independence in learning. Tutors guide, coach, encourage, and model how successful students excel in college. Tutorial Services, which includes the Tutorial Center, Writing and Reading Center (WRC), and the Academic Computer Lab, provides several academic services and outreach to Fresno City College students.

These services include drop-in tutoring, writing tutoring by appointment or drop-in, test proctoring, academic workshops, Extending the Class (ETC), satellite-lab tutoring, online tutoring, and the central campus computer lab that is exclusively reserved for student drop-in use. The College Reading and Learning Association (CRLA) has certified the center’s tutor training program. The CRLA certification, instituted in 2006 and renewed through 2015, sets an internationally accepted standard for training and skills for tutors.

Historically, Tutorial Services has been a high-traffic area on campus with many students using these services.
The Writing and Reading Center began as the Extended Learning Center in fall 2005 through a federally funded Title V grant. At that time, there was a full-time coordinator and a small number of tutors. Unfortunately, the coordinator passed away in the last year of the grant, and there was a year-long transition before a new full-time coordinator was hired. (IIC.15: Title V Grant for Extended Learning Center) Student visit data can be found below:

### Writing and Reading Center Data

<table>
<thead>
<tr>
<th>Year</th>
<th>Unduplicated Students</th>
<th>Visit Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>547</td>
<td>1377</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>556</td>
<td>1948</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>625</td>
<td>2003</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>668</td>
<td>2232</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>803</td>
<td>2781</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>1019</td>
<td>3797</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>1301</td>
<td>3970</td>
</tr>
</tbody>
</table>

In fall 2008, a new coordinator was hired, and the number of students as well as services provided increased. By the end of the Title V grant in October 2008, the center and coordinator position were fully institutionalized by the campus (IIC.16: Writing and Reading Center Coordinator Job Announcement; IIC.17: Title V Grant Final Report). The center continues to be an important campus resource and provides a unique service to students taking courses with a reading or writing component. In spring 2009, a part-time ESL instructor was hired out of basic skills funding to train tutors in helping ESL students, as well as to provide workshops, tutoring, and faculty support (IIC.18: ESL Adjunct Instructor Job Announcement). In 2009, a classified professional was re-assigned from the Tutorial Center to the Writing and Reading Center to assist with office duties and tasks, including hiring procedures and data collection.

The Writing and Reading Center continues to grow exponentially and is regularly turning students away because of lack of space. The location of the Writing and Reading Center is currently upstairs in the Tutorial Center. The area is an open mezzanine, with access only available by two sets of stairs on either side of the mezzanine. There is no handicap access, and the Writing and Reading Center accommodates handicapped students by sending tutors downstairs, which although helpful to the students, encroaches upon the tutorial space below. The center shares about 70 percent of its mezzanine space with Educational Opportunity Programs and Services (EOPS), which uses the space as a study area. A major goal for the center is to provide a larger, accessible space, with more tutors available every hour.

In the past five years, because of increased campus wide collaboration and lack of space, Tutorial Services has developed several satellite labs. These satellite labs include: IDEA Lab, STEM-SI, CADD Lab, A/C Lab, Accounting & CIT tutorial lab, The Zone: Student Athlete Success Center, Nursing Lab, and Manchester Center tutorial (IIC.19: Satellite Lab History with example of lab schedule). Utilizing space outside the center for peer assistance has helped address the issue of access and space in the center.

The Academic Computer Lab is the largest lab on campus. It has 76 computer stations including seven stations that are handicapped accessible. During the 2009-2010 academic year over 11,000 unduplicated students accessed the lab generating over 74,800 student contact hours (IIC.14). The computer lab offers students a variety of programs and software includ-
ing but not limited to Auto Cad, Diet Analysis, Mas '90, Photo Shop, Solid Works and Microsoft Office 2007 (IIC.20: Computer Lab Set-Up Form and List of Software Available in Lab). There are three print stations including color printing. Students purchase a print card from a Vend Print Station at $0.10 per page and $0.50 per page for color. In spring 2011 the Academic Computer Lab offered tutoring in CIT 12 and CIT 15, accounting, and English. Hours of operation have decreased due to budget cuts with evening and Saturday hours being completely eliminated (IIC.21: College Hours of Operation 2006-2010).

In addition to drop-in tutoring, there are four unique services and/or programs that should be highlighted: The Writing and Reading Center, Extending the Class (ETC), test proctoring, and online tutoring:

1. **The Writing and Reading Center** provides a variety of services to students enrolled in courses with a reading and writing component, including one-on-one and group tutoring. When the full-time coordinator was hired in fall 2008, an appointment system was established in addition to walk-in tutoring. Previously, during the establishment of the Writing and Reading Center, the center operated on a walk-in basis only, with no time limits set in place. Students were initially allowed to sign up for 20-minute appointments, four times a week. The appointment book spanned all open hours, and two tutors were available for tutoring per hour with one or more tutors available for walk-in. In January 2009, this system remained in place with additional procedures: students could make two consecutive 20-minute appointments and were allowed up to four appointments weekly. Walk-in tutoring has always been available, though students are always encouraged to make appointments. At least two drop-in tutors were available per hour and worked with students in 10-minute increments. In September 2010, the Writing and Reading Center changed to 30-minute appointments, with only two appointments allowed per week. Drop-in was still allowed, but appointments were encouraged. Due to campus wide budget cuts and the conclusion of the grant, the campus was unable to sustain the Writing and Reading Center budget at grant levels. It now shares a budget with the Tutorial Center and Academic Computer Lab, resulting in fewer tutors on the floor.

The Writing and Reading Center has become an integral part of campus resources. However, the services provided by the Writing and Reading Center are limited due to space and budget issues. The current budget issues have caused the center to be resourceful and creative. The center has collaborated with other divisions to schedule workshops, small group tutoring, and instruction; many resources such as handouts and tutorials have been made available on the center’s webpage and Blackboard site; the center has also collaborated with other instructional areas to provide a more well-rounded service to students, including in-class presentations and extended workshops. The Writing and Reading Center provides a service that is useful to faculty and students as evidenced in the survey results.

2. **Test Proctoring** is an important service to the campus community. However, because the service is located on the open floor of the Tutorial Center, there is a lack of space and a high noise level, which is not conducive to an effective testing environment (IIC.22: Test Proctoring Forms and Reports). In addition, what began as a proctoring service for make-up tests has morphed into a retake service for many instructors. Many instructors now allow students to retake tests in the Tutorial Center to earn a better grade, which has increased testing in the center. Students would be better served if testing occurred in a different location. Students frequently report this in documented complaints and satisfaction surveys (IIC.23: Test Proctoring Survey and Results).

3. **Online tutoring**, which was recommended by the previous accreditation visiting team, has been a challenge for Tutorial Services. There have been five online platforms used for online tutoring since 2006, which has resulted in a lack of consistency for the center, tutors, and students. In 2006, the center began using AskOnline but found the cost prohibitive. In 2007, AskOnline was replaced by a whiteboard module within
the center’s current tracking software, TutorTrac. The TutorTrac whiteboard module dovetailed nicely with the data collection process, but the interface was less effective for tutors and students. By 2008, a campus Title V grant funded an asynchronous Online Writing Center (OWC). The system provided an alternative for those students who were unable to connect with a tutor in a live chat environment during scheduled synchronous time. The OWC was not cost effective and was consequently discontinued. In 2009, with funding from the Basic Skills Committee, the College purchased Wimba, an online collaboration suite that integrates within Blackboard. Again, Wimba was too costly to continue. Finally, in spring 2010 the center made a final switch to CCC Confer which is funded from a grant from the California Community Colleges Chancellor’s Office. CCC Confer was designed to allow communication and collaboration for all staff, faculty, and administrators in the California Community Colleges system. It is ADA and Section 508 compliant. CCC Confer offers video, voice, desktop sharing capabilities, among other features. To improve ease of access the center, working directly with CCC Confer staff, has developed a customized access page for online tutoring (IIC.24: Online Tutoring website).

Data from the 2008 Online Tutoring Survey indicated that over 64 percent of students preferred using online tutoring between the hours of 4:00 PM and midnight. Student participation in the use of online tutoring has been inconsistent from semester to semester. To increase student participation in the use of online tutoring it would be beneficial to schedule online tutoring adjunct faculty and peer tutors during the hours of 4:00 PM to midnight. This scheduling could be accomplished if the online tutoring staff were allowed to work off-campus during these non-traditional times. Specifically, the late evening when students can’t access face-to-face tutoring and when students are usually studying (IIC. 25: Online Tutoring Survey Responses – 2008).

4. **ETC** is modeled after the nationally recognized student academic enhancement program, Supplemental Instruction (SI). ETC avoids the remedial stigma often attached to traditional academic assistance programs since it does not identify high-risk students, rather it identifies high-risk courses. The program targets traditionally difficult to pass courses with high failure rates and aims to improve student GPA, increase successful completion rates, and reduce withdrawal rates. An ETC leader works with students in the classroom under the supervision and guidance of the instructor of record. The leader also facilitates structured active learning strategies outside of class in regularly scheduled review sessions. Since its inception in spring 2007, and with funding from the Basic Skills Initiative, ETC has shown consistent growth. There have been increases in instructor support and interest, a steady rise in course implementation, and an increase in attendance figures.

The center has begun planning for a shift toward an ETC model of academic assistance. Drop-in tutoring will continue to be a viable source of academic support, mainly for students who are not enrolled in ETC supported courses. Attendance reports will aid staff in identifying the academic subjects most utilized by students. This data, along with ETC course selection criteria, will provide the rationale for course selection. Each semester, beginning in spring 2011, ETC supported courses would increase with a pairing of drop-in tutoring. In the final phase ETC would become the primary academic service offered to students and drop-in tutoring, along with online tutoring, would become secondary sources of support. An extensive review of the literature analyzing various peer tutoring programs in higher education (e.g. PASS, SI, PAL), aided in the decision making process. Findings indicate that peer facilitated study sessions result in significant improvement in student academic progress. Tutorial Center staff conducts internal assessments of the ETC program bi-annually and findings are similar to national data. Quantitative and qualitative data analyses provided evidence to support the shift toward the ETC model of academic assistance (IIC.26: ETC Program Planning; IIC.27: ETC Program Overview; IIC.28: SLO ETC Data; IIC.29: ETC Survey Responses Fall 2010; IIC.30: ETC Cost Analysis).
### ETC Longitudinal Data

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Instructors</th>
<th>Number of Sections</th>
<th>ETC Student Attendance</th>
<th>Contact Hours</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>7</td>
<td>8</td>
<td>61</td>
<td>146.92</td>
<td>136</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>6</td>
<td>12</td>
<td>78</td>
<td>198.15</td>
<td>195</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>8</td>
<td>18</td>
<td>143</td>
<td>831.78</td>
<td>706</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>8</td>
<td>22</td>
<td>386</td>
<td>2486</td>
<td>3081.4</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>10</td>
<td>16</td>
<td>466</td>
<td>4335.87</td>
<td>3458</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>6</td>
<td>14</td>
<td>275</td>
<td>2383.5</td>
<td>1832</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>11</td>
<td>22</td>
<td>465</td>
<td>5315.3</td>
<td>3850</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>6</td>
<td>17</td>
<td>510</td>
<td>4856.9</td>
<td>3900</td>
</tr>
</tbody>
</table>

Most noteworthy, ETC continues to exhibit increased successful completion, retention, and GPA among ETC participants when compared to baseline data. Below is a comparison chart showing the average rate of successful completion from spring 2007 through fall 2009 between ETC, non-ETC, and baseline data (an average of spring and fall 2006).

![Successful Completion Chart](chart.png)

**ETC Successful Completion Data**

A comprehensive tutorial services program, with its faculty expertise and interdisciplinary scope, can be a catalyst for student success. Tutorial Services at Fresno City College is a central source of support and stability for students and programs needing academic assistance.
Self Evaluation

The College meets the standard. Library and Student Learning Support Services provide students with sufficient resources and materials necessary to assist them in completing their educational goals, including quality instructional and innovative programs. The Library Collection Development Policy ensures that Library collection development is thoughtful and systematic. Tutorial Services uses data analysis to ensure quality of services and provides access to services through a variety of locations and delivery modes.

Planning Agenda

The College will include the need for additional space requirements for the library and student learning support services in the College Facilities Master Plan.

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.

Descriptive Summary

Library

On July 31, 2010, the Library circulating print collection contained 81,887 items, 13,557 non-circulating print materials, 954 bound periodical volumes, 66 microfiche titles, 6,960 videos and DVDs, and 502 audio book items. The Library subscribes to 133 periodicals in print and 16 online databases including CINAHL, EBSCOHost, JSTOR, and Lexis-Nexis. The Library collection also includes 28,357 e-books (IIC.2). The collection development policy was revised in 2010 to guide the selection of materials (IIC.3). New purchases for the collections are based on the knowledge and subject expertise of librarians, requests from faculty, general curricular needs and student usage patterns. Collection development expenditures have averaged $167,000 per year over the past four years (IIC.5). The Library’s circulating print collection has grown by over 11,000 volumes, with additional growth in ebook titles. Significant progress has been made in reducing the age of materials in the time sensitive areas of medicine, current events, political science, and education (IIC.31: Collection Age by Dewey Analysis).

Total collection development expenditures over the past six years were about $881,000, and total database expenditures were about $236,000 (IIC.5). The reduction in the number of print periodicals from about 350 to 133 has been offset by increased access to online periodicals through an increase in the number of online databases from 10 to 16. Funding database subscriptions has become more difficult due to the elimination of Telecommunication and Technology Infrastructure Program (TTIP) state funding of $36,000 per year that used to provide for library technology. The Library has had to adjust its budget priorities and eliminate some databases due to this loss.

As the price of print materials continues to rise the College will need to increase its funding or progress will be lost. The same holds true for the cost of database access. In order to accommodate the increasing collection size, the College purchased $40,000 in additional shelving for the West Wing for the circulating collections (IIC.32: Decision Package 2008–2009).

The changing nature of technology has led to a shift from print to electronic materials. The print book collection has grown but in the future will need to be balanced against the increasing popularity and on-demand accessibility of e-books; the print periodical collection has shrunk but has been replaced by a growing periodical database collection; and the video collection remains static but will need to be reassessed as video streaming becomes more prevalent.

Access to materials held by other libraries within the State Center Community College District is facilitated through the consolidated catalog of the integrated library system. District libraries migrated to a new integrated library system (Innovative Interface Millennium product) in 2009 (IIC.5). The Library uses OCLC (Online Computer Library Center, Inc.) to request materials not available within the State Center Community College District’s holdings (IIC.33: Interlibrary Loan Statistics 2006-2010).
There are three handicapped accessible computer work stations to accommodate students with disabilities. These stations include adjustable tables to accommodate wheelchairs and, for the visually impaired, visual enlargers and speech software. The dean of library and student learning support services, the District director of DSP&S and the College’s occupational health and safety officer work together to ensure compliance with applicable laws and regulations regarding accessibility to library services and materials. In addition, a UBI-DUO device is available for use at the Library’s instruction and service desks to facilitate staff communication with the hearing impaired.

The number of students using the Library has remained steady in spite of the fact that hours were reduced beginning in fall 2009 due to budget cuts (IIC.21). During the 2010-2011 academic year, the Library averaged about 42,800 visits per month (IIC.34: Library Door Count). The Library is now open 54.5 hours per week down from 70 hours per week. Saturday hours were eliminated, evening hours shortened Monday through Thursday, and afternoon hours shortened on Fridays (IIC.21). There have been written and verbal objections to the reduction in open hours, especially the elimination of the Saturday hours, from both faculty and students (IIC.35: E-mails regarding elimination of Saturday hours).

**Student Learning Support Services**

Tutorial Services offers necessary educational materials and software to both tutors and tutees to support student learning. The Academic Computer Lab is the only computer lab on campus that is both an open lab and a provider of academic tutoring, and is thus a high priority computer lab for the College. The lab receives new or rolled-down computers when possible and software updates regularly. The computer lab coordinates with departments and technology support services to select and load instructional software (IIC.20).

The College has been able to purchase supplies such as textbooks, whiteboards, and calculators for more effective tutoring sessions. Grant-funded purchases include laptops, which tutors and students use together to enhance study sessions.

In addition, Tutorial Services spearheaded the development of FCCwise, a student-focused website that enhances and simplifies the navigation of essential student information. FCCwise development was funded and promoted by the Basic Skills Committee. During initial development, Tutorial Services faculty members consulted the Basic Skills Committee and received documents, feedback, and input from faculty members and students. Included on the site are the campus essentials for student success as they relate to the theme of getting students “in”, “through”, and “beyond”. The site uses accurate information that is accessible and relevant in the format of social networking with an academic twist. The site includes light and easy interaction in the form of polls and visual/interactive “how-to’s” or “where-to’s,” for instance the Roadmap to Success and Virtual Tour (IIC.36: FCCwise website, IIC.37: Basic Skills Action Plan for FCCwise Development and Funding).

The Writing and Reading Center has collaborated with the reading faculty in the Humanities Division to purchase support software. Reading faculty presented an action plan to purchase Merit software, an interactive, skills-based program for developmental readers, at a Basics Skills committee meeting in spring 2009. The committee voted to approve the action plan and the software was purchased in 2009. It was installed on 12 computers in the Writing and Reading Center in fall 2009. Reading students can use the Writing and Reading Center computers to complete reading lab assignments with the assistance of a tutor in addition to the lab time they receive in class. Reading instructors also presented at workshops in fall 2008. Writing manuals were purchased by Title V during the five-year grant. Basic Skills purchased writing manuals in spring 2009. Some manuals were purchased with funding from the textbook budget in 2010. The Writing and Reading Center updates books and materials every semester based on standard requirements in citing and documentation, trends and faculty recommendations (IIC.38: Basic Skills Action Plan for Reading Software).

Currently, the Writing and Reading Center is able to purchase books and other instructional materials with updated citing and documentation requirements; however, this budget is limited. The Writing and Reading Center works with students across the curriculum and from varying educational and cultural backgrounds. Students would benefit from compre-
hensive and current resources and materials, which would require a sustained educational materials and software budget for the Writing and Reading Center.

**Self Evaluation**

The College meets the standard. As evidenced above the Library and Tutorial Services work closely with the appropriate faculty and staff to select and implement educational materials and equipment that support the College mission. The division also provides materials and equipment that embrace current trends in education, including faculty and staff professional development, updated software, and adherence to District standards.

**Planning Agenda**

None.

**IIC.1b** The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

**Descriptive Summary**

**Library**

Library faculty provides instruction in information competency in a variety of ways. Methods change as needs change with significant changes since the last accreditation self study.

Library faculty use qualitative and quantitative assessments to conduct thorough evaluation. Student learning outcomes have been established for bibliographic instruction (BI) and Research Assistance Program (RAP) sessions (IIC.39: Student Learning Outcomes for RAP and Bibliographic Instruction). Quantitative assessments include counts of classes and students receiving BI, students requesting RAP sessions, and transactions at the instructional service desks (IIC.40: On-demand Instruction Statistics 2006-2010; IIC.41: Bibliographic Instruction Statistics 2006-2010; IIC.42: RAP Statistics 2006-2010). Qualitative assessments include pre-tests and post-tests of BI sessions, post-tests of RAP participants and satisfaction surveys of both (IIC.43: Bibliographic Instruction pre- and post-tests; IIC.44: RAP post-test; IIC.45: RAP Satisfaction survey). The quantitative assessments of currently available instructional formats show the following trends: increasing use of RAP sessions, changing use of BI and one-on-one (on demand) instruction.

On-demand instruction occurs at the service desks and in the computer lab when the Library is open. These requests for instruction come from the students in person or by phone, and the appropriate level of assistance is provided (IIC.40). The efficiency and effectiveness of public desk services was evaluated in 2009-2010. Desks moved at the beginning of the 2010-2011 school year in an effort to provide better information and circulation services. Results are being monitored for possible future adjustments.

Group instruction (called Bibliographic Instruction or BI) is provided at the request of an instructor who will provide class time for the presentation. This instruction is tailored to fit the needs of the students based on the instructor’s guidelines. BI sessions are normally held in a classroom that is dedicated to this purpose. The classroom is equipped with 29 PC workstations (one of which is ADA compliant) which allows the students to have hands-on time during instruction. Librarian duty hours restrict the availability of BI sessions to just 42 percent of the instructional week, although instruction librarians frequently flex their personal schedule in order to teach late afternoon, evening and early morning classes. One third of the BI requests are for these traditionally non-duty hours (IIC.41). For large group instruction classes, the instruction librarian visits the assigned classroom and gives a lecture and demonstration session.

When comparing fall 2010 to fall 2009, the number of classes instructed through the BI program dropped 17 percent while the number of students attending BI sessions increased 13 percent (IIC.41). Faculty who frequently used the program in the past but are not currently were surveyed. Survey results showed two main reasons: 1) Smart classrooms now make it possible for instructors to conduct their own BI instruction; and 2) increased class sizes make their instruction time even more precious, leaving less time for “extras” like library tours and BI sessions (IIC.42;
The increase in number of students served is due to the increased outreach to Large Group Instruction courses, which can seat well over 100 students (IIC.41). Other factors which may have contributed to the decline in the number of classes served are the cancellation of the summer BI program leading some faculty to believe the entire program was terminated, and the cancellation of Guidance Studies (GS) courses which made up a large percentage of BI requests.

In addition, as part of a sabbatical leave project, one faculty member conducted detailed surveys of the BI program. The results of the 364 surveys revealed that while the instruction librarians were viewed as knowledgeable and approachable, they were not successful in holding the students attention. Students indicated they wanted more hands-on time. As a result, the program was redesigned to focus on research concepts and away from tool-based instruction, with additional interactive time with the library research tools (IIC.44).

Formal individual instruction is available to students through the Research Assistance Program (RAP), an idea introduced to staff at the LOEX Conference in 2005. LOEX is the Library Orientation Exchange, a non-profit educational clearinghouse for library instruction and information literacy information. The Research Assistance Program was created in spring 2006 to meet students’ research needs that were not met through a BI session or on-demand interaction. A RAP session provides an in-depth, one-on-one appointment with a librarian who offers assistance with a particular research topic. The librarian works with the student to identify appropriate resources as well as keywords and subject headings associated with their topic. RAP sessions are scheduled through the Library’s website. Sessions can last from 30–60 minutes, depending on the student’s research needs. The RAP program has grown steadily since 2006 with the number of students increasing five-fold. Four hundred eighty-five RAP sessions have been completed since spring 2006 (IIC.45; IIC.46: RAP Statistics 2006-2010).

Of the 181 evaluations of RAP sessions returned, the librarians have been rated at the highest possible score. One hundred fifty-one respondents gave a rating of 5 (excellent); 26 a rating of 4; and 4 a rating of 3 (satisfactory). Additional comments have also stressed the importance of RAP sessions (IIC.46; IIC.47: RAP post-tests; IIC.48: RAP Satisfaction Survey; IIC.49: RAP Survey Comments). Jerry Thurston, Communication Instructor at Fresno City College, and staunch supporter of the RAP program, completed an analysis of his students’ grades from spring 2008 in regards to whether they completed a RAP session. His analysis showed the students who completed a RAP session turned in more of their assignments and, as a result, finished the class with a better grade (IIC.50: Thurston Analysis).

Law Library instruction is primarily the function of the reference services librarian. An introduction to the content of the Law Library, its scope and purpose, is presented as a BI to the BA 18 classes (Business & Legal Environmental) and for the past five years the Law Library hosts a Mock Trial at the end of the semester (IIC.51: Legal Bibliographic Instruction Statistics 2006-2010). The project involves the business administration instructor and her entire class, two members of the campus Police Academy who serve as bailiffs, a court reporter and over 40 spectators. The event is digitally recorded, cataloged, placed in the Library’s collection and covered by the local news media. Participation in the law library instructional sessions program has remained steady and spectator attendance for the Mock Trial is at room capacity (IIC.52: Mock Trial Flyer). On-demand law library instruction is available every day to paralegal and business administration students. Law Library BI has remained steady since spring of 2006 with four classes using the service each semester (IIC.51).

The Library offers a one-unit library research skills course every semester. The purpose of the course is to provide students with the basic skills needed to create a research paper. This course including the waitlist fills every time it is offered. The three-unit library research skills course is now part of the Library Technology Program, although any student may enroll. This course offers the same curriculum in research skills as the one-unit library skills course, but also includes instruction in Microsoft Office and basic computer literacy (IIC.53: Library Skills 1 Course Outline of Record; IIC.54: Library Skills 2 Course Outline of Record; IIC.55: College Course Schedule 2006–2010).
Student Learning Support Services

Tutorial Services offers free academic workshops on a variety of topics to provide techniques and strategies to help students succeed. Academic workshops have expanded and have been tailored based on the requests of faculty and students. The primary focus of workshops is on improving writing, though general study skills workshops are also offered (IIC.56: Tutorial Services Workshop Schedules and Attendance).

Writing and Reading Center workshops began on a more consistent basis in summer 2008. Sixteen writing process workshops were offered in addition to more general workshops such as test-taking strategies, study tips, and MLA/APA citation. With additional staff during the regular semester, 30 workshops were offered in fall 2008 and spring 2009. The Basic Skills Initiative helped fund the Wheel of Research in spring 2009, which allowed for more than 50 workshops with the help of the Library. This was a series of 12 workshops on developing a research paper. There were 180 workshops offered and 218 unduplicated students attended (IIC.57: Wheel of Research Workshop Schedule, Attendance and Analysis). This series was funded through basic skills and was unable to be institutionalized due to budget cuts. These workshops focused on inquiry, thesis development, finding and evaluating resources, research databases, plagiarism, and documentation.

Currently, the Writing and Reading Center also provides an ESL Workshop Series which focuses on: subjects and verbs, parts of speech, writing topic sentences, reading strategies, subject/verb agreement, writing thesis statements, finding and evaluating sources, punctuation, run-ons and comma splices, plagiarism, MLA citation, and confusing words, specifically developed for English Language Learners.

In addition, Tutorial Services has collaborated with the Counseling Department to develop a half-unit Essential Skills Workshop course. This course is a Special Studies course and will be taught fall 2011 to allow for data collection and analysis possibly leading to a permanent course. Several topics will be covered in each workshop, including writing, reading, research, math, transfer, study skills, and educational goals. The information will directly impact the courses in which students are enrolled. Workshops will be taught by qualified instructors, librarians, and counselors, with a menu of items students can choose from.

Surveys and evaluations are administered to students who attend academic workshops in order to assess workshop effectiveness. The surveys include multiple-choice questions relating to materials used, instruction, and usefulness of the workshop as it pertained to their course with a space for comments. These surveys enable the Writing and Reading Center to modify workshops to better meet student needs. It also helps in deciding which workshops are most useful to students and need to be offered more often. For example, fewer students attended the late afternoon workshops (3:00 p.m. and 4:00 p.m.). General database instruction workshops were less popular than citing and documentation, etc. All students were logged in to TutorTrac, providing attendance data to plan and schedule future workshops.

The Writing and Reading Center has also provided several other services. The Writing and Reading Center has worked closely with the Scholarship Office, HACU, EOP&S, and the TRIO Program. The Writing and Reading Center coordinator held several workshops in February 2009 and 2010 to assist students in writing scholarship applications (IIC.58: Scholarship Essay Writing Workshop Flyer). In January and February 2009 and 2010, the center assisted students with personal statements for their applications to the HACU program, which places students in summer internship positions within the government. The center has also provided tutoring to EOP&S students, has been involved in EOP&S orientation, and has presented to EOP&S courses every semester.

Tutorial Services’ development of FCCwise has provided numerous multimedia resources available to students and faculty. Examples of tutorials include effectively using the institutional research website for faculty and navigating Blackboard and WebAdvisor for students (IIC.59: FCCwise website). The number of hits to FCCwise is tracked. The “Just for Students” tab has had 16,002 hits since going live in October 2009 through January 27, 2011. In addition, faculty members and classified staff provide frequent tours of the center and classroom visits at the request of faculty or program coordinators.
Tutorial Services and the Writing and Reader Center hires highly qualified peer tutors, including graduate students at local colleges. Peer tutor pay has been frozen due to budgetary concerns. New hires are required to start at minimum wage. This change in practice may inhibit hiring highly qualified tutors and dilute the quality of tutoring. This is of particular concern in the Writing and Reading Center, where highly skilled tutors are essential. One suggestion would be to lift the restriction on pay increases as long as Tutorial Services stays within its budget and follows official campus step-placement for student aides (IIC.60: E-mail from Michael Guerra, Vice President of Administration Services, to President’s Advisory Council).

Self Evaluation

The College meets the standard as evidenced by the ongoing efforts to offer relevant, innovative, and comprehensive instruction to the campus community.

Planning Agenda

None.

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.

Descriptive Summary

Library

Access to Library services, print and media materials was available on campus 66 percent of the instructional hours during fall 2010. Access to electronic subscription databases, the Library’s catalog and web page resources are available 24/7. The Library supports students off-campus through remote access to the Library’s sixteen electronic databases, 28,000 e-books, and 24-hour turnaround e-mail reference service via “Ask-a-Librarian.”

The Library subscribes to sixteen electronic databases. These databases provide students and faculty access to government documents, primary historical documents, over 28,000 e-books and over 4,000 full-text periodical titles. Subjects covered by the databases include business, nursing, allied health, science (all disciplines), cultural studies (African American, American Indian and Latino American), political science, history, paralegal, music, art and all of the social sciences and humanities. Reading levels of the databases range from sixth grade to college level. Ez-Proxy provides authenticated access for off-campus users through the use of student identification numbers which gives the user immediate access without the additional step of applying for a library card.

The Innovative Interfaces’ Millennium integrated library system provides access to the Library catalog. The Library catalog includes all print and media materials owned by the libraries within the State Center Community College District, e-books, and selected internet sites. Students have 24/7 direct access to e-books and internet sites. Print materials are available during the open hours of the libraries. Print materials from other colleges and centers within the District are available through intra-library loan.

The Library’s website includes access to several services such as Ask-a-Librarian, self-help research handouts, a list of current print subscriptions to periodicals, online subject guides, interlibrary loan, and scheduling of bibliographic instruction and RAP sessions. Librarians have provided several self-help research handouts on citations, evaluating websites, legal research and database selection for students needing assistance when the Library’s closed (IIC.1).

The Library computer lab contains 34 computers with access to the internet, Microsoft Office Suite and the Library’s catalog and electronic databases. Specialized software used in the Health Science courses, i.e. Diet Analysis Plus and DINE Healthy programs, are loaded on 14 of the 34 computers. Two scanners are available for use with two computers that do not have Internet capability. In addition, a “quick print” computer has been designated outside the computer lab for those students who simply need to print a document.

The most heavily used Library services remain the Reserve collection and the computer lab. The Reserve collection continues to comprise between 40 percent
and 65 percent of the overall Library materials circulation. A sharp increase in the use of Reserve materials can be noted in 2009-2010. Usage rose approximately 11 percent from the previous year. During 2006-2007 the average monthly usage for the Library's computer lab was 3,400 checkouts. For 2009-2010 the usage count rose to about 5,000 checkouts per month for a nine-month period. The rise in computer lab usage may also be attributed to the decline of open hours of the Academic Computer Lab (IIC.61: Materials Circulation 2006-2010).

Four televisions with DVD/VHS players are available to use with media available in the Library's collections. Twenty computers with internet connection are available at various locations throughout the Library. Two workstations have been especially designed for the handicapped student with appropriate keyboards, mice, monitors, and software. These stations are maintained by the DSP&S computer technician. Four copiers are also available for student use.

**Student Learning Support Services**

Lack of funding for tutors has posed a significant challenge for Tutorial Services. The loss of grant funding and rolling the Writing and Reading Center into the Tutorial Services budget has created a significant impact on the center (IIC.62: Peer tutor costs for 2008-2010). In response center hours of operation have been reduced in order to maintain an appropriate number of tutors during open hours (IIC.63: Student Learning Support Services Hours of Operation by Service 2007-2010).

Operating two major student support centers under one budget is difficult. The centers serve over 8,000 students combined. The Tutorial Center and the Writing and Reading Center have had to make significant cuts to operational budgets, including the purchase of instructional resources and the hiring/scheduling of tutors. Budget decisions are made collaboratively by the center coordinators, but often decisions regarding staffing, prioritizing purchases, and necessity of purchases based on immediate need are cumbersome. Although the Tutorial Center, which includes the Academic Computer Lab, and the Writing and Reading Center are open during the summer. The coordinators have 177-day contracts that begin in fall and end in spring. The summer budget is also a shared budget and has been reduced greatly in the past few years, which directly affects staffing. Only one coordinator can be paid hourly during the summer, so the coordinator on duty during summer hours does the work of both positions, overseeing all three areas and making decisions for both the Tutorial Center and Writing and Reading Center.

Presently, Math, Science, and Engineering (MSE) courses, particularly math, are the majority of courses being tutored. In spring 2010, 63 percent of student contact hours were for math courses and in fall 2010, 57 percent were for math. In fall 2010, all MSE courses combined accounted for 75 percent of total contact hours. Even with ETC, which is a distinct Basic Skills program, the total math hours equal 45 percent; if all MSE courses are included the number of hours increases to 59 percent. Currently, the MSE Division has designated room S-170 for tutoring in math and biology. The MSE Division is hiring and funding these tutors which will allow Tutorial Services to spend funds more proportionally across divisions. In addition, the Tutorial Center has stopped providing tutorial assistance at the IDEA, A/C, Drafting/CADD, STEM-SI, Nursing Lab, and Manchester center labs, thereby increasing traffic in the Tutorial Center (IIC.64: Space Utilization Proposal for Library Building).

Despite the fiscal challenges, Tutorial Services has continued to assist a large number of students (IIC.14). Based on the ETC data (See graph below); moving to a tutorial model that is predominantly ETC, and consequently reducing the more passive tutoring model, would have a significant positive impact on student access, success and satisfaction (IIC.65: Evaluation of the Efficacy of Supplemental Instruction at Fresno City College by Janine Nkosi and Ray Sanchez presented at Strengthening Student Success Conference October 7, 2010).
The Writing and Reading Center coordinator hired and trained 22 tutors upon his arrival in fall 2008. Tutors attended weekly training sessions, in which the philosophy of the center was discussed as well as practical tutoring methods (IIC.66: Writing and Reading Center Tutor Orientation/Training Outlines). These sessions also included training in ESL provided by the part-time ESL instructor assigned to the Writing and Reading Center. Due to budget cuts, the training sessions were reduced to every other week in 2009, and by 2010 the ESL instructor was continuing to work informally with both tutors and students during scheduled work hours. There were also reading materials provided for tutors during down times and the coordinator met with tutors in groups of three throughout the week to cover best practices and effective questioning techniques.

Self Evaluation

The College meets the standard. The College successfully continues to provide students and faculty access to high quality library and support services despite difficult budget issues.

Planning Agenda

None.

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

Descriptive Summary

Library

The Library not only serves students, faculty and staff, but the local community as well. Since Fresno City College is an open campus, there is no control over who has access to the buildings on campus. Library staff must manage disruptive Library patrons whether or not they are students.

There is no electronic video surveillance in the building and the security cameras in the West Wing and loading dock hallway have not operated for approximately three years. A $32,290 decision package (2010-2011) has been awarded to the Library for a camera surveillance system but this will only record a crime in progress, not prevent it. There are no security personnel or campus police stationed in the Library to prevent criminal activity and serve as a deterrent to crime (IIC.67: 2010-2011 Decision Package for camera surveillance system).

The LRC facilities are maintained by District maintenance staff and the College custodial staff. A classified staff member of the Library prepares annual safety reports which the College administration reviews and acts upon as necessary. A classified lead person provides safety training to all student aides upon hire and staff report their location via dry erase boards located on a wall in the staff area. Library faculty has developed an Emergency Procedures Handbook with an Evacuation Plan. The Emergency Proce-

Motion sensors and electronic door locks activated and deactivated by staff-assigned fobs, are part of an integrated alarm system that is monitored by campus police. The Library's collection is protected by the 3M Tattle-Tape system. There are four security gates, each one capable of sounding an alarm when Library materials are not properly checked out. Security gates are placed at the major exit points. A locked storage area secures Library supplies. Network cross-connects are behind locked doors. Panic buttons are not available in the Library or in the Library's classroom, LI-142. All aspects of money handling follow a strict protocol developed by the College Business Office in cooperation with selected Library staff and the Library dean (IIC.69: Cash Handling Procedure).

The District police are the first contact in case of emergency and determine appropriate action. The campus police chief has presented safety and security training to Library and Student Learning Support Services staff.

There are concerns about the safety of Library materials. In fall 2010, a reception kiosk was placed near the main entrance gates to the Library and staffed by a student aide. This student answers general questions and helps monitor the area when the security alarm is triggered. Prior to this time, circulation staff monitored the gates. However, according to the 3M technician who maintains the gates, undetected and unauthorized removal of Library materials may occur because the security gates are, at best, only 80 percent accurate.

A major security flaw was created by the 1996 remodel of the Library. Library materials can be illegally removed from the building via an unprotected stairway that leads to the second floor and then out of the building. The elevator is only accessible from within the Library. Disabled students in classes after the Library is closed require access to the elevator. In addition, the fire door which leads to the handicapped ramp must remain open while the Library is open. The classrooms on the second floor of the Library are scheduled by the Social Sciences Division. The unprotected stairway and the elevator access place the Library’s collection at risk.

An additional safety concern is the open design of the balcony which overlooks the Library information desk and lobby. Library faculty have expressed concerns to the Campus Safety Committee, which has become the Environmental Health and Safety Committee, about the possibility of falling or thrown objects from the balcony causing harm to those below.

**Student Learning Support Services**

Tutorial Services protocol including the three separate areas has been developed to ensure that all three areas are supervised throughout open hours. There are emergency procedures in place as well as standard operating procedures, such as locking cabinets, doors, and setting alarms. Several different forms ranging from maintenance to disruptive student reports are available in accessible locations throughout each of the centers.

In fall 2009 there was a burglary in Tutorial Services. There were several laptops and other equipment stolen, but overall the center seems to be secure (IIC.70: Stolen and Damage Report 2010). Appropriate procedures were followed to report the burglary to campus police and College administration. In order to maintain an academic focus on computers, the center uses Net Support to monitor students’ computer usage.

At certain times of the day there is only one coordinator available to supervise all three areas, the tutorial center, WRC, and computer lab. Fortunately, the centers have not had any significant emergencies or instances where one person was not able to handle the issue. Tutorial Services needs more supervision, and this will become more important should evening hours be restored.

**Self Evaluation**

The College partially meets this standard. Library staff has ongoing concerns over the need for additional security measures and feels the Library has become less secure over the last three years. Staff also believes several high risk factors exist and pose significant security threats. About two years ago a violent incident occurred in the Library, and several times mentally-ill patrons have been escorted from the Library by the police (IIC.71: Disruptive student behavior).
Planned Agenda

The College will address the security issues of the library building, equipment, and materials.

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.

Descriptive Summary

Library

The Library purchases access to subscription databases through individual contractual agreements with vendors and a consortia purchasing program through the Council of Chief Librarians, California Community Colleges. All subscriptions are year-to-year (IIC.73: CCL Database Renewals 2006-2010).

The Library is a member of OCLC. This contractual agreement allows for purchase of bibliographic records for the Library's online catalog and interlibrary loan services for library borrowers. For each item entered in the Library's online catalog, a bibliographic record containing subject headings, contents, and the unique citation information of the item is purchased from OCLC. Through the interlibrary loan agreement, the Library has agreed to loan materials to other libraries in the United States for no fee. In return, the Library may borrow from other no-fee libraries (IIC.74: OCLC renewal letters 2006-2010).

After an eleven year relationship with SirsiDynix's Horizon integrated library system, a new system was chosen and implemented in 2009. The Library purchased a five-year turn-key lease of Innovative Interface's Millennium product for its integrated library system. The system and its cost are shared with the other District libraries. The Library purchases a year-to-year software license for two print manager stations used by patrons to print from the Library workstations. In addition, the Library maintains five copiers for use by staff and borrowers. Each of the copiers is under a maintenance contract (IIC.75: Innovative Interfaces Inc. Contract for Lease of Integrated Library System Software; IIC.76: Ray Morgan Contract for copier lease).

The Library purchases physical materials from several different vendors. Ingram is the Library's primary vendor for one-time print material orders, while Midwest, Gale Research and Baker & Taylor provide continuation and standing order print materials. EBSCO provides print periodical subscription fulfillment.

Student Learning Support Services

Tutorial Services does not rely on, or collaborate with, other institutions or sources for learning support services for its instructional programs.

Self Evaluation

The College meets this standard. The Library has evidenced that formal agreements are in place for its contracted services.

Planning Agenda

None.
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.

**Descriptive Summary**

**Library**

The Library uses quantitative and qualitative measures to evaluate instructional and service outcomes. A consultant was brought in to train Library faculty in developing outcomes and assessment tools for Library services (IIC.77: Bonnie Gratch Lindauer consulting contract for library outcomes and assessment training). As a result student learning outcomes were developed for services with appropriate assessments as well as instructional outcomes and assessment for on-demand instruction, RAP, bibliographic instruction, and Library Skills courses (IIC.39; IIC.78: Student learning outcomes for on-demand instruction). The assessment process was implemented in spring 2011.

A formal program review of Library Services was completed in fall 2007. A program review for library skills courses was completed in fall 2007 with a full curriculum review in fall 2009 (IIC.79: Library Program Review 2007).

**Student Learning Support Services**

Tutorial Services has a long history of regularly collecting quantitative and qualitative data, and has modified services, processes, etc., based upon data analysis. Since the last accreditation visit Tutorial Services has formalized this outcomes-assessment-change process to align with campus student learning outcomes and service unit outcomes (SLO/SUO) procedures. Multiple SLO/SUOs are presently being assessed and the cycle is being closed through process improvements and changes in interventions. Assessments will continue to be developed and used to improve center services.

Tutorial Services uses student satisfaction surveys and comment boxes for qualitative data and to obtain general feedback from students (IIC.80: Student Satisfaction Survey and Results 2009). Student learning outcomes have been developed and assessment and improvement is ongoing (IIC.81: Student Learning Outcomes). The tutor training class, Educational Aide 1, which is a required 1-unit course for all tutors, has student learning outcomes which are assessed by the two coordinators (IIC.82: Tutor Training Course Outline of Record, IIC.83: Tutor Training Course Syllabus). In addition, the center has initiated a comprehensive examination of its services called “Best Practices for Learning Support Centers in Higher Education”. These best practices are being used to review, assess, and improve the program. The best practices are a resource from LSCHE, Learning Support Centers in Higher Education. [http://lsche.net/aboutLSCs.HO.promisingpractices.htm](http://lsche.net/aboutLSCs.HO.promisingpractices.htm).

Most recently, the ETC program has initiated a statistical analysis over a four year period from spring 2007 through spring 2010. The sample is composed of 2,790 students enrolled in one or more ETC supported courses (Political Science 2, Sociology 1A and/or Math 101). Of the 2,790 students 1,407 participated in the ETC program. A Kendall rank correlation coefficient was generated to measure the association between ETC participation and final course grade, successful completion and retention of students in the ETC supported course. Findings reveal a significant relationship between ETC participation and students’ final grade, successful course completion and retention (IIC.84: ETC statistics and analysis 2007-2010).

The Writing and Reading Center uses a three-step process in evaluating student learning outcomes. This process includes an intake form on which students check off the particular help they are requesting. They are asked to write down two questions, and read their draft aloud while awaiting help from the tutor. The tutor fills out the second step after the tutoring has taken place. A tutor will briefly write down what occurred in the amount of time it took to tutor. The final step is a checklist of what help the student actually received, as well as a survey that evaluates the tutor based on what is taught during tutor training. Step one and step two are compared,
which enables the WRC to track student learning outcomes (IIC.85: Instructional Need Form for Writing and Reading Center). Program review is also used to evaluate services, assess their effectiveness, and improve their quality.

**Self Evaluation**

The College meets the standard as evidenced by a long history of data collection, analysis, and continuous improvement. SLOs and SUOs have been developed and assessed in accordance with the College plan.

**Planning Agenda**

None.
Evidence for Standard IIC

IIC.1 Library website
IIC.2 Collection Size by Material Type
IIC.3 Collection Development Policy
IIC.4 Special Collections/Archives Collection Development Policy
IIC.5 Lottery Funds Budget Expenditures 2006-2010
IIC.6 Library event flyers
IIC.7 Susan G. Komen Grant Award Letter
IIC.8 Friends of the Library Foundation Account Record 2006-2010
IIC.9 Memorandum of Understanding for Fresno High School International Baccalaureate Program and Fresno City College Library
IIC.10 International Baccalaureate Program Bibliographic Instruction Statistics 2006-2010
IIC.11 Story-Time Statistics 2006-2010 (Donna)
IIC.12 Tutorial website
IIC.13 College Reading and Learning Association Application Packet and Certificate (print certificate from website)
IIC.14 Student Learning Support Services Student Contact Hours 2006 to 2010
IIC.15 Title V Grant for Extended Learning Center
IIC.16 Writing and Reading Center Coordinator Job Announcement
IIC.17 Title V Grant Final Report
IIC.18 ESL Adjunct Instructor Job Announcement
IIC.19 Satellite Lab History with example of lab schedule
IIC.20 Computer Lab Set-Up Form and List of Software Available in Lab
IIC.21 College Hours of Operation 2006-2010
IIC.22 Test Proctoring Forms and Reports
IIC.23 Test Proctoring Survey and Results
IIC.24 Online Tutoring website
IIC.25 Online Tutoring Survey Responses – 2008
IIC.26 ETC Program Planning
IIC.27 ETC Program Overview
IIC.28 SLO ETC Data
IIC.29 ETC Survey Responses Fall 2010
IIC.30 ETC Cost Analysis
IIC.31 Collection Age by Dewey Analysis
IIC.32 Decision Package 2008-2009
IIC.33 Interlibrary Loan Statistics 2006-2010
IIC.34 Library Door Count
IIC.35 E-mails regarding elimination of Saturday hours
IIC.36 FCCwise website
IIC.37 Basic Skills Action Plan for FCCwise Development and Funding
IIC.38 Basic Skills Action Plan for Reading Software
IIC.39 Student Learning Outcomes for RAP and Bibliographic Instruction
IIC.40 On-demand Instruction Statistics 2006-2010
IIC.41 Bibliographic Instruction Statistics 2006-2010
IIC.42 Faculty Using BI Survey and Results
IIC.43 Bibliographic Instruction pre- and post-tests
IIC.44 Sabbatical Leave BI Program Survey and Results
IIC.45 RAP request form
IIC.46  RAP Statistics 2006-2010
IIC.47  RAP posttest
IIC.48  RAP Satisfaction survey
IIC.49  RAP survey comments
IIC.50  Thurston Analysis
IIC.51  Legal Bibliographic Instruction Statistics 2006-2010
IIC.52  Mock Trial Flyer
IIC.53  Library Skills 1 Course Outline of Record
IIC.54  Library Skills 2 Course Outline of Record
IIC.55  College Course Schedule 2006-2010
IIC.56  Tutorial Services Workshop Schedules and Attendance
IIC.57  Wheel of Research Workshop Schedule, Attendance and Analysis
IIC.58  Scholarship Essay Writing Workshop Flyer
IIC.59  FCCwise website
IIC.60  E-mail from Michael Guerra, Vice President of Administration Services, to PAC (President's Advisory Council)
IIC.61  Materials Circulation 2006-2010
IIC.62  Peer tutor costs for 2008-2010
IIC.63  Student Learning Support Services Hours of Operation by Service 2007-2010
IIC.64  Space Utilization Proposal for Library Building
IIC.65  Evaluation of the Efficacy of Supplemental Instruction at Fresno City College by Janine Nkosi and Ray Sanchez presented at Strengthening Student Success Conference October 7, 2010
IIC.66  Writing and Reading Center Tutor Orientation/Training Outlines
IIC.67  2010-2011 Decision Package for camera surveillance system
IIC.68  Emergency Procedures Handbook
IIC.69  Cash Handling Procedure
IIC.70  Stolen and Damage Report 2010
IIC.71  Disruptive student reports filed from 2006 to 2010
IIC.72  CCL Database Renewals 2006-2010
IIC.73  OCLC renewal letters 2006-2010
IIC.74  Innovative Interfaces Inc. Contract for Lease of Integrated Library System Software
IIC.75  Ray Morgan Contract for copier lease
IIC.76  Bonnie Gratch Lindauer consulting contract for library outcomes and assessment training
IIC.77  Student learning outcomes for on-demand instruction
IIC.78  Library Program Review 2007
IIC.79  Student Satisfaction Survey and Results 2009
IIC.80  Student Learning Outcomes
IIC.81  Tutor Training Course Outline of Record,
IIC.82  Tutor Training Course Syllabus
IIC.83  ETC statistics and analysis 2007-2010
IIC.84  Instructional Need Form for Writing and Reading Center