Standard II.C: Student Learning Programs and Services.

Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities wherever and in whatever format 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.

II.C.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.

II.C.1.a. 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 and learning support services (LLSS) are a vital component of the “teaching and learning community” described in the District Mission Statement. LLSS directly contribute to instructional programs and intellectual, aesthetic, and cultural activities through the collections, services, courses, and facilities they provide. LLSS include: Library and Learning Resources (LLR), Learning Assistance Department (LAD), Broadcast Media Services (BMS), and student computer labs. Services, resources, and facilities directly supporting student learning include: 1) courses, workshops, and learning support services provided by LLR and LAD; 2) library exhibitions and programs; 3) facilities and services provided by the Language and Media centers; and 4) delivery and broadcasting of videos and teaching support services provided by Broadcast Media Services and the Audiovisual Unit (AV).

Library and Learning Resources (LLR)
LLR consists of one Library comprising nine units at six locations: Ocean Campus, Downtown Campus, John Adams Campus, Mission Campus, Southeast Campus, and the Gough Street facility. Planning is underway for a new library and learning resource center at the new Chinatown/North Beach Campus. Since the Rosenberg Library and Learning Resource Center opened in November 1995, LLR has grown to receive over a million visits each year.
LLR’s presence on the Ocean Campus is the largest, with five units: Rosenberg Library, Media Center, Language Center, Audiovisual Unit, and Alice Statler Library, which serves primarily the Culinary Arts and Hospitality Studies Department. Collections and services specific to the Rosenberg Library are the Diego Rivera Collection and the CCSF Archive [II C-1].

Programs, resources and services directly serving students at all the campus libraries* include:

- Library research and information competency workshops that teach specific skills for finding appropriate information and critically evaluating it for assignments and independent learning
- Reference, research, and information assistance to individuals in person or by phone, email, or instant messaging
- Print collections of books, periodicals, and audiovisual resources serving specific courses (over 800 through Course Reserves) and the entire curriculum in general
- Online books and periodicals, which are also available 24/7 via the Internet
- Programs, events, and exhibitions that reflect and enrich the creative, intellectual, and cultural diversity of the College community
- Copying, printing, scanning, and faxing services
- Access to computers and a wide variety of software applications
- A quiet study environment, with group study rooms available at the Rosenberg, Mission, and John Adams campus libraries
- Audiovisual learning materials and software applications for across-the-curriculum support and independent learning, particularly for foreign language courses in the Language Center locations at the Ocean and Mission campuses
- ESL and Basic Skills course-related learning materials, many supporting specific courses

*The Distance Learning and Electronic Services Librarian provides many instructional support services to faculty and students at campuses without libraries.

Subject liaison librarians manage library collections with the guidance of the Collection Development Policy, course outlines, student learning outcomes, and input from faculty, to ensure collections meet teaching and learning needs of the CCSF community [II C-2]. Professional selection tools aid selection of specific books, periodicals, subscription databases, audiovisual materials, e-books, and websites. The new position of Outreach and Community Librarian facilitates collaboration throughout the District, and subject liaison librarians reach out to subject-area faculty. These efforts have improved service, as with the close communication forged by the Mission Campus Librarian with Castro Campus faculty and staff and Audiovisual Unit collaboration with Disabled Students Programs and Services (DSPS) to caption or replace non-captioned videos. In a Fall 2010 Library survey of College faculty (LLR Faculty Survey), 81 percent of the 175 respondents were satisfied with their communication with subject liaisons [II C-3].

The continued decline in the Library’s materials budget since 2006 has directly affected the quantity, variety, and currency of library collections. Total budget available for print
materials decreased 48 percent between 2005-06 and 2009-10 [II C-4], while supporting 
more locations (e.g. the new Mission Campus Library, which was subsequently featured in a 
Guardsman article on September 10, 2008, about shortage of materials). Additionally, funds 
have not yet been identified for building the Chinatown/North Beach Library opening day 
collection. The increasing cost of all materials further jeopardizes the effectiveness of library 
collections in supporting the curriculum and student success. This risk is especially 
significant to subject areas where currency of materials is essential, notably for programs 
accredited by outside agencies, such as many of the vocational programs [II C-5].

In response to budget reductions, Library faculty have undertaken several measures to 
continue to ensure a current, quality collection. These measures include expanding the e-
book collection (at a lower per-title cost than print), implementing a project to increase the 
number of textbooks on reserve and, most significantly, joining the San Francisco Public 
Library’s (SFPL) Community Redistribution Program, in which CCSF subject librarians 
obtain current, quality withdrawn materials at no charge. Since 2007, this program has added 
over 6,319 titles to the collection with an estimated cost savings over $150,000 [II C-1 p. 7].
The majority of items is copyrighted within the last three years and includes materials in 
languages other than English, as well as general and subject-specific encyclopedia sets. It is 
uncertain, however, how long LLR can depend on the continued high quality of materials 
available from SFPL, since many of the withdrawals have resulted from SFPL branch 
renovations, which will soon be completed.

The inclusion of increasingly expensive periodical and research database subscriptions in the 
Library materials budget diminishes the budget even further. The loss of Telecommunication 
and Technology Infrastructure Program (TTIP) funds has made continuing database 
subscriptions uncertain each year. In 2009-10, in order to retain databases, subject librarians 
chose to withhold portions of their print materials allocations for application toward database 
costs. Article databases are essential to academic research. A stable funding source is crucial 
and becomes even more so as the District implements Strategic Priority #7 to offer more 
distance learning opportunities.

The Library assesses the effectiveness of its collections in a variety of ways: with 
comparative data about the quantity, variety, and currency of the collections in relation to the 
curricula; survey data from students and faculty; and collection analysis reports prepared for 
in-house assessment and professional association accreditation studies. In 2010, department 
and program faculty on average rated the library's online and on-site services and resources 
3.6 out of 5 (N = 175) for meeting student learning needs [II C-3]. The 2011 LLR Student 
Survey revealed that 71 percent of students (N = 2,075) have two or more courses requiring 
use of library collections and equipment [II C-6 Question 7]. For each of the following LLR 
program student learning outcomes, the majority of students found that as a result of using 
library collections, services, and facilities, they were better able to 1) acquire, evaluate, and 
use information; 2) understand and appreciate diverse peoples; and 3) effectively use 
computers and information technology [II C-6 Question 11]. Furthermore, student perception 
of the importance of library services and resources, whether on-site or online, to academic 
success is very high; of the 2,021 respondents, 87 percent marked either Very Important 
(66.7 percent) or Important (19.8 percent) [II C-6 Question 12].
Library Exhibitions and Programs support CCSF’s mission by creating opportunities for all styles of learning, engaging students in curricular and co-curricular subjects, increasing understanding of diversity and differing perspectives, and bringing students together with faculty, staff, and the broader San Francisco community. Events and exhibitions, such as rich visual displays, exhibits, films, book readings, and panel discussions, are open to the entire community and co-sponsored with District departments and programs as well as community organizations. To enhance the curriculum, each program and exhibition has specific student learning outcomes and emphasizes the scope, breadth, and depth of related library resources. Of students who had attended a program or exhibition \( N = 549 \), over 72 percent rated exhibitions and programs “Important” or “Very Important” to their studies or coursework [II C-6 Question 9].

The Language Center supports the curriculum for all languages taught by the Foreign Language Department with a Language Lab at the Ocean Campus and a Language Lab/Media Center at the Mission Campus, each equipped with audio and video workstations and, at the Ocean Campus, a classroom with 34 workstations. Language Center materials and online language-learning and culture resources are selected, reviewed, and assessed by Foreign Languages faculty and made available in the open lab, via the Electronic Classroom, and online. Textbook audio is digitized to allow word and phrase isolation and speed adjustment, especially important to beginning learners, enhancing student engagement and thereby student success and retention. Use of the Online Language Lab continues to increase. In 2005-06, the total number of Language Center website views was approximately 104,000. By 2008-09, the number reached 550,000 [II C-7].

The Media Center provides audio, visual, and multimedia materials and equipment for academic and vocational programs on the Ocean Campus. The Media Center Librarian depends on faculty to assist with collection development. With a collection of over 9,400 audio and video cassettes, CDs, and DVDs, the Media Center receives a high rating from faculty for providing material supporting the curriculum and supplementing coursework and programs [II C-4, II C-3]. The Ocean Campus Media Center also houses a lab with 50 computers.

Other CCSF locations have alternate access to media materials and equipment. Campus library locations include media materials in their collections. The Alice Statler, John Adams, and Southeast campus libraries have video and audio equipment stations for student use, while the Downtown and Mission campus libraries have dedicated multimedia labs.

Learning Assistance Department (LAD)

LAD faculty and staff assist students in achieving their academic, vocational, and personal goals through the following learning support offerings:

- College Success courses, LERN 50 and 51, serving 520 students per semester
- Successful Online Learning course, LERN 55, serving 110 students per semester
- Study Strategies workshops serving 85 students per semester
- Study Strategies for Standardized Exams, LERN 53A, B, C, and D, serving 90 students per semester
- Supplemental Instruction groups serving 120 students per semester
- Learning Assistance Center (LAC) tutoring and computer lab, 100 peer tutors in 34 subjects and 15 computer lab assistants together serving 9,500 students per semester and 125,000 hours per semester in association with designated department learning centers
- Mission Campus LAC serving 1,200 students per semester with 2,800 hours per semester
- Mobile LAC serving 15 incarcerated youth per semester

LAD faculty stay current with professional literature and practices in the field of student success through conferences, workshops, staff meetings, and reflective dialogs on student needs. College Success faculty teach using student-centered, outcomes-based strategies and measure student learning outcomes with practical examinations, portfolio development, and pre- and post-testing. LAD recognizes the importance of variety and means of delivery to address diverse learning styles and provide more equitable access for students. Following an extensive SLO assessment research process, LAD implemented a new Successful Online Learning course and a new Supplemental Instruction small group program. LERN 50 College Success course students persisted to the next term at a rate on average of seven percent more than other students over the period 1998-2010 [II C-8].

LAD collaborates with many departments and programs to provide comprehensive learning support services across the District. Collaborative efforts (e.g. Writing and Reading labs) involve the English, Math, and Biology departments, to name a few; EOPS; the Basic Skills Ad Hoc Committee; and many student retention programs [II C-9]. Additionally, the Transitional Studies Department offers professional and peer tutoring for students taking noncredit courses in literacy, reading, math, and GED preparation at four campuses: John Adams, Mission, Southeast, and the Adult Learning and Tutorial Center (ALTC) at Gough Street.

LAC on the Ocean Campus offers a large open-access computer lab with 83 student workstations, 3 scanners, and a printer for student access 53 hours per week. The LAC Computer Lab provides Internet access and more than 50 software programs supporting academic courses. Between 400 and 600 students visit the LAC Computer Lab every day, approximately 50,000 hours per semester. Student hours logged in the LAC increased considerably in the last six years, from 92,488 hours during Spring 2006, to 132,038 hours during Spring 2010 [II C-10].

Broadcast Media Services (BMS) and Audiovisual Unit (AV)
BMS and AV support student learning needs indirectly by providing instructional audio and video production services, video distribution, and equipment delivery services to faculty for classroom instructional use on the Ocean Campus. AV has over 3,100 multimedia titles for classroom use and access to media rental sources nationwide; three multimedia viewing rooms equipped with services for instructional use and College events and functions; graphic production services; comprehensive audiovisual equipment repair and maintenance support services; and daily shipping services for the College via UPS®. Services provided by BMS include: classroom equipment delivery; teleproduction equipment and personnel for
instructional and promotional video projects; project management for video projects; digitization of video clips for webpages; single- and multi-classroom video distribution to classrooms through the Ocean Campus closed-circuit television system; on-site videotaping for classes, meetings, and evaluations; international video conversion; off-air recording and duplication of videotapes within copyright guidelines; technical support for EATV Channels 27, 31, and 75 and KCSF Radio, Cable 90.0 FM; and consultations and expertise regarding satellite, webcasting, Internet television, video production equipment, audio and video streaming, and related services for instructional programs.

Computer Labs
Seventy-eight computer labs with approximately 2,000 computers serve nine campus locations across the District [II C-11]. Open access labs are in library and learning assistance centers and various retention program locations, such as the African American Scholastic Program, Latino Services Network, Asian Pacific American Success Program, Writing Success Project, and the counseling departments, and are available to all students. Multi-purpose labs address both the instructional needs of faculty and the computer access needs of students in individual departments or groups of departments.

Information Technology Services (ITS) oversees all computer hardware and operates the Service Desk. ITS installs and maintains all computers, printers, and other peripherals in the labs and manages them through a series of servers across the District. The Service Desk works closely with instructional faculty to ensure all course-related software is loaded, managed, and updated in support of student learning. Lab technicians directly support faculty and students in labs.

All library and learning support service locations support a variety of equipment needs to facilitate student learning. BMS and AV on the Ocean Campus meet the projection, video, and broadcasting needs of faculty. Campus libraries provide equipment checkout for classroom instruction.

The CCSF Technology Plan assesses and plans for LLSS equipment needs. LLSS faculty work with ITS to anticipate future upgrades and enhancements. Individual departments like BMS, LLR, and LAD prioritize annual equipment needs through the Program Review process. All campus library labs need to replace old student computers. Comments in the Fall 2010 LLR Faculty Survey expressed the need for updated equipment at the Downtown Campus and for AV in general [II C-3]. In the Spring 2011 LLR Student Survey, numerous comments expressed dissatisfaction with the number of computers available and many students find the computers old and slow [II C-6 Question 16].

Self Evaluation

The College meets this standard.

LLSS faculty and staff continue to find creative ways to address student learning needs and have made some progress despite the countless ways in which the budget crisis has adversely affected the Library. However, without increased allocations, there is the risk of the
collections losing currency and failing to meet student learning needs, and access to vital article databases may be eliminated from Library online collections.

Planning Agenda

1. Secure separate general fund budget for online database subscriptions in absence of TTIP funding.
2. Continue to collect and prepare materials and equipment for the new Chinatown/North Beach Campus Library and Learning Resource Center scheduled to open in Fall 2012 (Education Master Plan).

II.C.1.b. 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

City College of San Francisco is committed to providing students with opportunities to develop information competency (IC) skills, which support lifelong learning. Both the Library and Learning Resources (LLR) Mission Statement and program-level student learning outcomes include this goal and support the teaching and learning of these critical skills in accordance with the general education goals of the College. IC instruction is in alignment with the Association of College and Research Libraries Information Literacy/Competency Standards for Higher Education [II C-12]. Librarians and department instructors share responsibility for providing opportunities for students to learn and practice IC skills.

Each library location has a librarian at the reference desk during all open hours. Electronic reference services are available via eRef (email reference) and instant messaging during most open hours, except Saturday. At all library locations and online, librarians engage in instruction-based reference work. Librarians use active learning techniques to engage students in searches, rather than simply providing students with an answer.

The Library’s instructional services/information competency plan consists of three components: drop-in and online library/information competency workshops, course-related workshops, and the one-credit course LIS 10: Use of Information Resources. Since Fall 2006 all students completing a degree and/or who plan to transfer to the UC or CSU systems are required to satisfy the IC requirement by successfully completing the Area B Written Composition requirement, which states: “The College intends to graduate students who have developed English language and information competency skills so that they can communicate clearly, both orally and in writing; can evaluate what they hear and read; and can acquire, interpret and use information appropriately” [II C-13 p. 44]. Successful completion of English 1A, which includes a minimum of five hours of library/information competency skills workshops and assignments covering such topics as evaluating source reliability, creating an annotated bibliography, and completing essay/research paper assignments, accomplishes this requirement. A Self-Guided Walking Tour and Workshop G:
Introduction to Library Services and Resources, address the needs of new and Basic Skills students by providing orientation to the library collections, facilities, and services.

The Library’s Curriculum Development/Information Competency (CD/IC) Committee, with input from faculty and students, has clarified the core information competencies and designed the series of workshops that teach these skills; all but one are available online. The library skills workshops are divided into two skill levels and are required in many academic and vocational courses in addition to ENGL 1A. All CCSF students are encouraged to take the workshops to improve their research skills. From 2007-08 to 2008-09, all of the workshop course outlines and SLOs were revised and submitted to the College Curriculum Committee, which requested the workshop SLOs and content be merged into a revised noncredit course outline (LIS 1000), effective Spring 2011 [II C-14].

In addition to teaching library skills workshops, Library faculty, collaborating with District faculty, teach IC skills in course-specific and -integrated instruction sessions as well as in orientations at campus libraries.

Some programs are noteworthy for the large number of IC instruction sessions incorporated into the curriculum, especially Health Education, ESL, Learning Assistance, and English. IC instruction is also available via the one-credit, transfer-level LIS 10 course, which enrolls approximately 160 students each year.

Since 2008, Library faculty have conducted two pilot programs to extend services and resources to more online students. As a result, all District online courses now include links to library resources; increasing numbers of online faculty are utilizing online library skills workshops; and several online courses now include an “embedded librarian.” An embedded librarian is a department’s subject librarian actively participating in an online or hybrid course, assisting students with topic formulation, research strategy, and citations, as well as helping develop assignments that promote information competency. The embedded librarian project’s goal, to reach over 50 percent of online courses within the next two years, supports Strategic Priority #7 [II C-1].

Opportunities to teach information competency continue to increase in both individual reference sessions and classroom settings. The increase in opportunities at the reference desks is due in part to the huge number of workshop assignments students bring for review. The number of students completing these workshops has increased significantly with the creation of more online versions, as well as the addition of Workshop G: Orientation to Library Resources & Services and Workshop P: Citing Sources to Responsibly Use Information. The change in the ENGL 1A course outline has also increased workshop enrollment. The number of course-related instructional sessions supporting specific courses and assignments continues to rise: 2009-10 data records 298 workshops and orientations reaching 6,677 students in more than 25 academic and vocational programs [II C-15].

Competencies are assessed with an ongoing and multi-method approach. As part of a continuous feedback loop, student surveys, typically administered every two years, guide the revision of the drop-in and online basic IC workshop outlines and instructional materials.
Survey results from 2008-09 indicated the need for more practical examples and engaging learning activities, and prompted training sessions for librarians on new workshop content and techniques to promote active learning.

A Spring 2008 analysis of students’ research process from three ENG 1A sections culminated in the English Department’s revision of the ENG 1A course outline, requiring five IC workshops with a minimum of five hours, thus increasing student preparation and experience with online research tools [II C-16]. Also as a result, the Library created Workshop P, which is now offered in the classroom and online.

Library liaison faculty for Culinary Arts and Hospitality Studies (CAHS), Health Education and Sociology, working with department faculty, have designed and administered a variety of assessments since 2006. Survey and pre- and post-test assessment results guided revisions to research-based assignments and workshop presentations [II C-17]. The CAHS librarian also identified the need for CAHS students to complete IC workshops on database searching and citing sources earlier in the program, rather than in the third or fourth semester, when CAHS students typically complete the General Education English requirement. As a result of librarian/instructor collaboration, the 2011 revision of the introductory CAHS 100 course outline now requires two IC workshops [II C-18].

The Library CD/IC Committee planned three assessments for Workshop P: Citing Sources to Responsible Use Information, to determine student satisfaction and performance: student surveys, workshop assignments, and a pre- and post-test. Assessment revealed both the importance of instruction provided when a librarian corrects a student’s workshop assignment and the need to revise the MLA/APA citation guides [II C-19]. The C and D workshops were evaluated in Fall 2010, using student feedback forms and input from workshop instructors; minor changes resulted.

The LIS 10 course was substantially revised to better support SLOs, define project SLOs, and add a grading rubric, all based on student performance and several years’ results of pre- and post-assessments [II C-20].

Self Evaluation

The College meets this standard.

The assessment cycle outlined in the LLR Program Review has been successful in developing, implementing, assessing, and revising the Instructional Service Plan of Library and Learning Resources.

Planning Agenda

None.
II.C.1.c. 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

CCSF provides adequate access to library and learning support services in a number of modes to support student learning on campus and at satellite locations and for day, evening, and weekend courses, as well as for distance education and online learning.

Library Hours

As of Spring 2011, the Rosenberg Library on the Ocean Campus is open 58.75 hours per week, 7:45 a.m. to 7:45 p.m. Monday through Thursday, 7:45 a.m. to 2:45 p.m. on Friday, and 10 a.m. to 1:45 p.m. on Saturday, a decrease of 24% from 77.5 hours in 1999-2000. With some exceptions, hours at campus libraries have remained stable since 2007; the Mission Campus Library is currently open 43 hours per week, John Adams is open 42 hours, Southeast and Downtown are open 36 hours, and Statler Library is open 30 hours per week. Mission Campus Library hours have decreased from a high of 61.5 hours for Fall 2007 to 43 hours for Fall 2008 [II C-4, II C-21, II C-22].

Decreased hours have been an issue for students and faculty. In February 2010, as a way to increase awareness of how budget cuts have affected students, a grassroots group called General Assembly of CCSF staged an event in which approximately 80 students, faculty, and staff occupied Rosenberg Library to keep it open to its previous closing time of 8:45 p.m. [II C-23]. Faculty write-in comments in the Fall 2010 Library Survey included requests for more hours of access to Audiovisual equipment, that District faculty have input into the question of whether to reduce library hours, and, more directly, for “longer open hours.” Responses also included the need for increased evening and weekend hours to serve evening classes and working students [II C-3: Appendix 1]. In the Spring 2011 LLR Student Survey, 75 percent of 2,013 respondents indicated either 1) the library opens too late; 2) closes too early; or 3) needs additional hours on Saturday [II C-6 Question 5]. These comments came after library hours had been increased for Spring 2011—one hour in the evening and 15 minutes each weekday morning (with time donated by faculty and staff so students could have some access before 8 a.m. classes, especially for printing and reserves).

Reference and circulation services facilitate access to library collections and are available at each library location during all open hours. In spite of reduced hours, use of services and collections has increased. The number of reference questions has risen from 48,741 in the 2005-06 academic year to 93,487 in 2009-10, and the number of circulated items, both reserve and non-reserve has increased over seven percent in the last five years [II C-4]. Collaboration is ongoing between Disabled Students Programs and Services (DSPS) and the Library, Language Center, Media Center, and LAC/D to provide better access to disabled students. A superior level of service may be one of the reasons all library and learning support services receive some of the highest ratings in College-wide surveys year after year; furthermore, 92 percent of 2,877 respondents in the Fall 2010 CCSF Student Survey found librarians to be supportive [II C-24 Question 8].
Electronic Access
The Library website provides 24/7 access to the online catalog and electronic collections, including article databases and electronic books, as well as research, writing, and subject guides, tutorials and more. Six of the seven library workshops are available to be taken and graded online. Remote access to article databases and electronic books has been improved for end-users with the implementation of EZProxy®, which enables users to log in with their CCSF ID barcode only once per session. During 2009-10 alone, there were 4,703,399 article database searches, as compared to 297,122 in 2005-06 [II C-25]. Electronic course reserves were piloted over 2009-10, with full implementation during Spring 2011.

As part of the CCSF website redesign, a Library committee planned the Library website overhaul during a three-year effort. A Fall 2008 student website evaluation helped guide the site’s restructure. The new structure comprises four primary areas, represented on the homepage, with a search box to immediately search the online catalog, a specific student request [II C-26]. As a cost-effective solution to providing subject guides that are more current and incorporate multimedia, the new subject-guide template uses the social bookmarking tool Delicious. This enables librarians to update subject guides in the new content management system instantly, simply by bookmarking a resource from any Internet connection. The prior system was labor intensive and the technical work of updates fell primarily to the Distance Learning and Electronic Services Librarian to implement as time allowed.

Since the new website debuted in January 2010, Library website hits increased almost 70 percent from the year before (621,637 in 2009 as compared to 1,056,457 in 2010) [II C-25]. ERef use has remained limited, but instant-message reference, now available on most Library web pages, rapidly increased after the redesign [II C-27].

Bibliographic access has also improved in several ways since the last Self Study. The Library upgraded its online catalog in 2010-11, incorporating faculty and student feedback [II C-26]. The Technical Services unit also has added 21 new location codes; added local subject headings to increase access to foreign films, ESL materials and Basic Skills materials; conducted multiple authority record cleanup projects; and corrected tens of thousands of errors in bibliographic records. The READ collection, a centralized and easy to locate collection for English language learners and Basic Skills students, was made possible by these efforts. The creation of bibliographic records for print periodicals also improved access.

Equitable Access
The Library continues to work with faculty and students of online courses and those at campuses without libraries. LLR provides six of its seven workshops online; no plans exist to make an online version of Workshop D: The Research Process. The intercampus delivery service continues twice a week between campus libraries, and requests from Rosenberg Library alone numbered 2,486 [II C-28, II C-27]. In the Spring 2011 LLR Student Survey, over 27 percent of 1,983 respondents had requested delivery of books from other CCSF campuses [II C-6]. However, the service has not received an anticipated staff allocation to expand the delivery schedule and serve District sites without libraries.
The renovation of the John Adams Campus, completed in 2009-10, increased library space for collections and study and added a group study room. The Fall 2007 grand opening of the Mission Campus Library increased access to physical collections and to Language, Learning Assistance and Media center services to Mission, as well as Castro campus students, through the outreach efforts of the Mission Campus Librarian [II C-1]. A new library, with a Learning Assistance Center, is now under construction at the Chinatown/North Beach Campus, anticipated to open Fall 2012, and the 2011 District Five-Year Capital-Outlay Construction Plan includes among its top ten priorities a new campus with a library and learning assistance center in the Bayview/Hunter’s Point neighborhood [II C-29].

LLR also serves CCSF sites without libraries, offering workshops at the Castro, Civic Center (formerly Alemany) and Chinatown/North Beach campuses. Campus librarians serve as liaisons to the faculty and courses offered at their campus and nearby satellite locations. The newly created Outreach and Community Librarian position is increasing outreach to all CCSF locations. In Fall 2009, Library faculty and staff assisted the Civic Center Campus in setting up a reading room and lending collection for ESL students. Similarly, the Evans Campus has developed its own lending collection while it advocates for a campus library. Comments by Evans Campus faculty from the Fall 2010 LLR Faculty Survey expressed an increasing need for an on-site library as programs at the campus evolve [II C-3 Evans worksheet].

The Distance Learning and Electronic Services Librarian provides dedicated service to distance learning faculty and students, including grading of online library skills workshops. Subject librarians and the Distance Learning and Electronic Services Librarian help online faculty develop assignments that use library resources. Two examples of LLSS dedication to increasing access are the embedded librarian service, providing direct support in online courses, and the use of Rosenberg Grant funds as awards to four online faculty to incorporate information competency in their courses.

To increase access to course materials, Library faculty piloted a course reserves project in Fall 2010. Librarians and circulation staff recorded unfilled requests for course reserve materials. Of 140 instructors contacted in the first semester, 20 percent submitted materials. Library faculty voted to formalize this project as an ongoing practice.

In spite of these efforts and gains, there is still room to increase access to collections and services by vocational and technical students, as well as students who do not currently utilize the physical locations. In the 2011 LLR Student Survey, which was emailed to all credit and noncredit students enrolled in Spring 2011, as well as posted to the Library website and distributed at service desks in library locations, almost 29 percent of respondents (N = 2,126) reported visiting a library location once or twice a semester or less (12.3 percent never and 16.6 percent once or twice a semester). Only about 3% reported only using library resources online [II C-6 Question 3].

*Hours, electronic access, and equitable access of other Library and Learning Support Service units*
**Media Center**
With the exception of Spring 2011, Media Center hours parallel those of Rosenberg Library. Multimedia materials at other library locations are available whenever the library is open. All registered students, faculty, and staff may use Media Center materials and facilities. Ten percent of the media carrels are wheelchair accessible and a special reader that slows down books on tape is available. Departments that consistently utilize Media Center services include Music, ESL, English, Health Education, Physical Education, and telecourses. Since the AV unit serves only faculty, the Media Center now takes student requests for AV materials to use in the Media Center.

**Audiovisual Unit and Broadcast Media Services**
Broadcast Media Services and Audiovisual have coordinated to provide clear information. Each department’s hours, services, equipment, deliveries, and process for making service requests can be found on a one-stop shared media services webpage, in the Faculty Handbook, and at other locations [II C-30, II C-31 p. 160].

The Audiovisual Unit at the Ocean Campus, open Monday through Thursday 7:30 a.m. to 6:45 p.m. and Friday 7:30 a.m. to 2:45 p.m., provides equipment maintenance and delivery District wide, as well as three multimedia rooms in the LLRC, each equipped for DVD, videocassette, film, 35mm slide, and computer projection, including Internet access. Broadcast Media Services at the Ocean Campus, open Monday through Thursday 8:00 a.m. to 10 p.m. and Friday 8 a.m. to 5 p.m., provides video production and distribution services District wide and Ocean Campus classroom video playback equipment delivery services.

The Mission, Downtown, and John Adams libraries handle AV equipment requests at those campuses. The Southeast Campus has a designated audiovisual room. The Rosenberg AV Unit provides equipment and materials to campuses without their own AV resources by arrangement with instructors and departments.

**Language Center**
The Language Center on the Ocean Campus provides access to all students enrolled in foreign language courses at CCSF during library hours, with additional labs at the Downtown and Mission campuses, all of which have stations for disabled users. The Rosenberg Language Center offers assistance from faculty monitors and student workers, as well as general orientations both days and evenings, on-site, or in classrooms at any campus. Workshops introduce students to various textbooks and ancillary materials, increasing their use. The Online Language Lab provides remote access to textbook audio and video materials and supplemental resources 24/7. The Language Center also increases access to collections and services by providing space and equipment for instructors to create ancillary materials and allow students to submit oral assignments electronically.

**Learning Assistance Department (LAD)**
The Learning Assistance Center is open 53 hours per week, including evening and Saturday hours. LAC gained a location with the new Mission Campus Library and will gain another, smaller location at the new Chinatown/North Beach Campus. The Learning Assistance
Center increases access via collaborations with other departments and programs, such as academic department labs like the Writing Lab and the ESL Center for Learning and Academic Development, retention programs, and EOPS. Online courses and the new LAD website provide alternative access to services if location or time is a barrier to physical access [II C-32].

An inventory and tracking system for instructional equipment throughout the District was recommended in the last Self Study, but it has not been created. The recent reorganization of the Information Technology Services Department, and the hiring of a Chief Technology Officer, may create the opportunity as District computer equipment is brought under the auspices of ITS.

Self Evaluation

The College meets this standard.

CCSF provides satisfactory access to library and learning support services. Access to services has increased across LLSS. The greatest strides have been made in access to online services, with the expanded online workshop offerings, redesigned websites, expanded Online Language Lab, and innovations such as the electronic course reserves and embedded librarian pilots. Use of online resources and services continues to increase, and survey feedback indicates a high level of satisfaction with online services and resources [II C-6 Questions 10 & 15, II C-24 Question 8].

While the District has made significant strides in increasing access, regardless of ability or location and under worsening economic constraints, some areas of improvement identified in the last Self Study have remained stagnant or declined. The 2006 Self Study indicated a need to reinstate Sunday hours; instead, hours have further decreased, leaving an entire segment of students—those in evening classes or weekend classes that span the 3.75 hours on Saturday—without access to physical collections, services, librarians and the library itself.

Faculty and student input through surveys and action indicate library hours must be increased to satisfactorily support student learning. Recommendations made in the 2006 Self Study, but which have not come to fruition, included dedicated staffing and expansion of the intercampus delivery service to include CCSF sites without libraries [II C-33 Standard II C]. The delivery service is essential to maximize access in light of declining materials budgets and demand for materials. Expansion of the service has been discussed among campus deans, but cannot take place without resources for an additional driver. The service will have to expand to include the Chinatown/North Beach Campus Library when that campus opens.

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Planning Agenda

1. Explore additional avenues to serve vocational and technical students and student populations not currently utilizing library resources.
2. Develop plans for opening the Chinatown/North Beach Library and Learning Assistance Center and advocate for sufficient staffing and opening day collection funding.
3. Conduct needs assessment and feasibility study for a library at the Evans Campus.

Section: II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

CCSF provides effective maintenance and security for its library and other learning support services. Each Library location employs a 3M® security system to secure materials within the facility and the District contracts with Sonitrol® to alarm all facilities. Video cameras record activity on the three floors of Rosenberg Library for security purposes, as well as at the rear entrance to Rosenberg LLRC and adjacent parking lot. Video cameras also monitor the Mission Campus Library. Campus Police respond quickly when called for emergency situations or disturbances.

All LLSS locations rely upon District maintenance and janitorial services. The Buildings and Grounds Department makes general repairs, while Pinnacle contracts with the District to provide printer and photocopier maintenance. Rosenberg Library carpeting is heavily stained, with multiple patches and worn areas, and many chairs are threadbare. Rosenberg Grant funds have been earmarked for replacement chairs and possible other improvements to the facility, but these projects are still in the proposal phase [II C-34]. Librarians are responsible for maintaining subject areas within the physical collection; duties include weeding, updating, and filling gaps in the collection to ensure quality.

Library Automation Services (LAS) is responsible for the integrated library system, including maintenance and upgrades. Information Technology Services (ITS) provide an excellent level of maintenance and security for library equipment and computer systems throughout the District. In 2009, ITS was restructured and members of LAS were reassigned to ITS; the effects of this change have yet to be determined.

ITS supports all open access labs and some department and program multi-purpose labs District wide. The computers, printers, scanners, peripherals and other technology in the labs are operational and ITS strives to maintain all technology at an “as new” level. The Windows® System, hardware, network, applications and antivirus software are up to date with the latest security and other patches. Software applications are updated as of the beginning of the Spring 2011 semester, and antivirus software virus definitions are updated weekly. The LAC print server and printer are fully operational during all hours the lab is open, with up-to-date patches, drivers and firmware. The lab staff maintains spare hardware
and an up-to-date Ghost image so maintenance and repairs can be performed with minimal downtime. In addition, the lab staff keeps an up-to-date inventory, including verified and documented software licenses. All this is accomplished by a classified staff that has been reduced fifty percent over the past ten years. Because funding for equipment replacement is often difficult to secure, a need to establish standard replacement cycles for computers exists. All LLSS units expressed the need for a General Fund media services equipment budget.

Broadcast and Electronic Media Arts (BEMA) facilities are closely monitored by staff. All equipment is locked and physically secured and students must sign an Open Lab Use Agreement regarding equipment and facility security. The Ocean and Mission campus BEMA facilities also have additional Sonitrol alarm systems.

Self Evaluation

The College meets this standard.

The College effectively maintains and secures its library and other learning support services, although there are areas where improvement is possible. Strengths include the collaborative relationship with Campus Police in support of a safe and secure learning environment and the responsiveness of LAS and ITS in keeping student computers operational and available. However, all LLSS units would benefit from a planned replacement cycles for equipment (especially computer equipment) and furnishings.

Planning Agenda

None.

II.C.1.e. 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

None of the library and learning support services are formally contracted out to external entities, but formalized agreements with outside organizations do exist. The Library, as a participant in OCLC®, in addition to cataloging agreements, maintains an agreement through its Interlibrary Loan program (ILL) to borrow and lend materials. An agreement also exists with Innovative Interfaces, Inc. (III) for the provision of services and maintenance of the integrated library system. Standard licensing agreements are in place with software vendors and online databases such as EBSCOhost®, NetLibrary® and Gale®. The District contracts with Pinnacle for copier and printer service and maintenance.
Services provided by III, EBSCO, Gale and Pinnacle are all integral to library use. Usage statistics for searches in both the library catalog and article databases are recorded, and the number of database searches has more than doubled in the last five years [II C-1 p. 6]. Student surveys assess user satisfaction with the computers and photocopy machines; the purchase of PC-Cop, the computer access management system currently used by the Library, was a direct response to survey results that showed students were dissatisfied with their ability to find an open computer in the library [II C-35].

Database licensing agreements are reviewed annually prior to renewal by the Acquisitions Librarian, and product changes are reviewed by subject liaisons, with input from their subject area departments, before approval by Library faculty and administration. In 2007 the Library conducted a thorough comparison of databases from EBSCO and Gale, including full-text title review and assessment of student preference and usability of both vendors, resulting in a license agreement with EBSCO. Use of EBSCOhost quickly increased, from 562,039 searches in 2007-08 to 1,680,650 in 2009-10 [II C-25], and satisfaction has been high [II C-6].

Library administration consults with Library Automation Services and ITS regarding purchases of new equipment. The vendor from which CCSF purchases computer hardware offers a five-year warranty on each system, addressing hardware maintenance and repair needs.

Evaluation

The College meets this standard.

There are no formal or contractual agreements with outside vendors to directly provide library or learning support services. However, for the agreements which do exist with library and learning support service units, there are adequate evaluation and oversight mechanisms.

Planning Agenda

None.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

Annual program reviews are evaluated to ensure that all LLSS are sufficient in meeting student learning needs. Assessment cycles evaluate SLOs, services, resources, and facilities. Assessments include: statistical data analysis, student and faculty surveys, focus groups,
faculty and student evaluation of workshops, pre- and post-testing within specific programs, and informal anecdotal feedback from the College community. College wide surveys also assess overall satisfaction with all of the library and learning support service units.

**Library & Learning Resources**

LLR monitors the quality of its services and resources via data collection and assessment activities to improve programs and services, and to prepare reports for state, regional, and national professional and accreditation associations. In the past eight years, the Library Instructional Services program has led research skills workshop assessment, since the Library’s role in teaching information competency directly supports the College’s general education learning goals and many of the academic programs’ student learning outcomes [II C-36]. The workshops have had student learning outcomes and assessment strategies since 2004.

In response to changes in District Program Review requirements and regional accreditation standards, LLR centralized and streamlined statistical data collection for resources, services, and facilities usage, as well as developed program SLOs and a comprehensive assessment plan addressing non-instructional services and facilities. The Assessment page on the Library wiki provides a central location for all LLR assessment information, including: a seven-year timeline of assessments to conduct each year, measurements by Library service area, process documents to guide assessment work groups, survey instruments, an assessment analysis form, and a chart to identify assessments performed, with recommendations and results [II C-37].

Assessment results are the foundation of continued improvements in meeting student needs. Recommendations identified through assessments are brought to the appropriate LLR committee for planning and implementation. For example, the 2009 LLR Morale Survey identified the need for an LLR Communication Plan, and the Library’s Communication and Outreach Committee developed it [II C-38]. Other recent examples of assessment follow-through include: the Library website redesign, the electronic reserves pilot project, and ongoing advocacy for increased library hours.

Ongoing, informal faculty dialogue between librarians and the College community helps shape library services and collections and focus on specific student learning and curricular needs. Each year when the Library assesses article database and print subscriptions, librarians solicit feedback from department faculty on titles essential to support curricular needs. Library programs and exhibitions receive faculty and student reactions via blog entries, evaluation forms, contact with event organizers, and Concert & Lectures. A department chair stated, “Rosenberg Library exhibitions are vital, expansive, intimate. They give our campus the feel of an intellectual community, in the positive, rich sense of the phrase” [II C-39].

**Language Center**

The Language Center identified student learning outcomes in Spring 2010 [II C-39]. Assessment includes surveys emailed directly to a representative sampling of Foreign Language Department classes at the end of each semester. The survey is also available online via the Language Center homepage and in print at the Center itself. Of responses received in
Spring 2011 \((N = 247)\), more than 97\% of respondents felt the Language Center helped them to do better in their foreign language courses. Seventy-eight percent indicated that the Language Center helped them to identify the language-learning resources that are most effective for them personally. More than 33\% felt their computer skills increased by using the Language Center. Eighty-four percent indicated their study habits and focus improved, and 68\% felt they developed a better understanding of other cultures and people by using the Language Center \[II C-41\].

**Learning Assistance Department**

LAD first developed student learning outcomes, activities, tutor reflections, and faculty assessments specific to its tutor training course in Fall 2007. LAD developed two surveys to assess the student learning outcomes in this course with the intent to understand 1) how the course SLOs were used by tutors who completed the tutor training course; and 2) if students who were tutored believed they were recipients of the same outcomes. The two surveys have been used for six semesters and the LAD has learned which tutoring strategies are most used, least used, most valued, and require changes. The assessment has led to a number of changes in the course curriculum to improve student learning \[II C-42\].

During Fall 2006, College Success faculty engaged in an extensive dialogue to develop SLOs and teaching “best practices” for the LERN 50 course. As a result, the course was redesigned with redefined SLOs, content, and assessment activities, including an SLO rubric. During Spring 2007, a College Success Survey was developed and administered to students who had completed LERN 50 in Fall 2006 with an A, B, or C grade, enrolled in a subsequent term, and had an email address in Banner. The survey was also administered Spring semesters 2008-10 \[II C-43\]. The purpose of the survey was to assess the students’ application of SLOs in current classes in addition to assessing the overall usefulness of SLOs for the course. The data from this survey has been used to redesign the SLOs for LERN 50. LAD faculty are beginning to understand which SLOs for LERN 50 are being applied to other courses and which SLOs students apply more/less frequently. This data assists faculty in the development of the College Success course.

In Fall 2010, all LAD assessment surveys were reformatted following the purchase of a Survey Monkey® license. The following SLO assessment surveys continue to be utilized: 1) LAC Tutor Survey assesses tutors’ ability to use tutoring techniques taught in the course; 2) LAC Student Survey assesses (a) students’ review of tutors’ abilities and (b) students’ own learning while tutoring; 3) LAC College Success Survey assesses students’ use of college success skills one semester after completing their College Success course; and 4) LAC Computer Lab Survey assesses (a) students’ review of computer lab and its staff and (b) students’ own learning while using the LAC computers \[II C-44\].

**Broadcast Media Services, Audiovisual Unit, and Computer Labs**

Assessment of media and audiovisual services for faculty is conducted through employee surveys administered College wide and through LLR surveys. Formal assessment of the multi-use computer labs throughout the District is infrequent. Periodically, the College conducts a technology-focused College wide survey to determine the overall satisfaction of instructional technology services to the College community. In a College wide student survey...
administered in Fall 2010, credit students ratings for computer labs were 81 percent good or excellent [44 percent good and 37 percent excellent (N = 4,493)] and ratings of their ability to use software applications (e.g. word processing) to be successful in their courses were 88 percent good or excellent (47 percent excellent and 41 percent good) [II C-24]. Informally, the Information Technology Services lab managers work closely with the departmental liaisons to address concerns relating to each lab’s day-to-day and long-term operation. However, at present, aside from user satisfaction survey questions, no formal process exists to evaluate the computer services supporting student learning.

Self Evaluation

The College meets this standard.

Library and learning support services evaluate services, resources and facilities in a variety of ways to meet student learning needs. In addition to survey data, LLSS units generate and analyze usage statistics that assist in the planning processes. Annual Program Review reports provide an overall assessment and effective means for planning and requests for institutional support. Both LAD and LLR use multi-method approaches to assessment and consistently meet student learning needs. District computer labs unaffiliated with LLR and LAD are not fully assessed. Usage statistics from ITS have not been available to help fully understand how District computer labs unaffiliated with LLR and LAD are used and whether they meet the needs of students.

Planning Agenda

1. Formalize a process to assess computer labs across the District.

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<td>LAD WSCH History, SWRMC22 Report</td>
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<td>II C-23</td>
<td>“Students Occupy Library to Protest Cuts.” <em>The Guardsman</em></td>
<td><a href="http://theguardsman.com/students-occupy-library-to-protest-cuts">http://theguardsman.com/students-occupy-library-to-protest-cuts</a></td>
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<td>Rosenberg Funding Request X</td>
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