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 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.

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.

DESCRIPTION
Library and learning support services (LLSS) are a vital component of the “teaching and learning community” described in the college’s mission. LLSS directly contribute to instructional programs and intellectual, aesthetic and cultural activities through the collections, services, courses and facilities they provide. LLSS include: Library & 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 from the Ocean Campus.

Library & 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 to develop a new library and learning resource center for the 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 (AV) and Alice Statler Library, which serves primarily the Culinary Arts & 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, by phone, via e-mail and by instant messaging
- Print collections of books, periodicals and audio-visual resources serving specific courses (over 800 via 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 at the Rosenberg, Mission, and John Adams campus libraries
- Audio, visual and computer software learning materials 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 aide 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 liaisons reach out to subject area faculty. These efforts have improved service to the Castro campus via close communication forged by the Mission librarian with Castro campus faculty and staff and to DSPS students via Audiovisual Unit collaboration with DSPS to caption or replace non-captioned videos. In the Fall 2010 library survey of faculty, 81% of the 175 respondents were satisfied with their communication with subject liaisons (II.C-3).
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 and community organizations. To enhance the curriculum, each program and exhibition has identified student learning outcomes and emphasizes the scope, breadth and depth of related library resources.

The Language Center supports the curriculum of 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 language 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-4).

The Media Center provides audio, visual, and multimedia materials and equipment for academic and vocational programs on 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-5). The Media Center also houses a lab with 50 computers.

Learning Assistance Department (LAD)
The Learning Assistance Department 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 Learning Assistance Center serving 1,200 students per semester and 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 dialogues 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 7% more than average students over the period 1998-2010 (II.C-6).

The Learning Assistance Department collaborates with many departments and programs to provide comprehensive learning support services across the district. Collaborative efforts include, but are not limited to: English, Math and Biology departments; EOPS; Basic Skills Ad Hoc Committee; and many student retention programs (II.C-7). 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.

The Learning Assistance Center 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 into the Learning Assistance Center increased considerably in the last six years, from 92,488 hours during Spring 06, to 132,038 hours Spring 2010 (II.C-8).

**Broadcast Media Services and Audiovisual Unit**

Broadcast Media Services (BMS) and the Audiovisual (AV) Unit 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. The Audiovisual unit 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, 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 web pages; 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-9). 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 offer a variety of equipment needs to support student learning. Broadcast Media Services and the Audiovisual unit on Ocean campus meet the projection, video and broadcasting needs of the faculty. Campus libraries provide equipment checkout for classroom instruction.

**EVALUATION**

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% in the last three years, while supporting more locations (e.g. the new Mission campus library, which was subsequently featured in a *Guardsman* article (10 Sept. 2008), for the lack of available books). 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-10).
In response to a declining budget, library faculty have undertaken several measures to continue to ensure a current, quality collection. Measures include developing an e-book collection, implementing a project to increase the number of instructional faculty who place textbooks on reserve and, most significant, the 2007 initiation of participation in the San Francisco Public Library’s (SFPL) Community Redistribution Program to obtain current, quality withdrawn materials at no charge and selected by CCSF subject librarians. Since inception, this program has added over 6,319 titles to the collection with an estimated cost savings of $151,855.85 (II.C-11). 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 much LLR can depend on the continued high quality of materials available from SFPL, since many of the withdrawals have resulted from SFPL branch renovations.

The inclusion of increasingly expensive periodical and research database subscriptions in the library materials budget diminishes the budget even further. Since the loss of Telecommunication and Technology Infrastructure Program (TTIP) funds, the ability to provide databases has been uncertain each year. In the 2009/10 academic year, over concern for the ability to retain databases, subject librarians chose to withhold portions of their print materials allocations for application toward database costs. Database research is an essential method of academic research. A stable funding source is essential and becomes an even more pressing issue as the college implements Strategic Priority #7 to offer more distance learning opportunities.

The Library assesses the effectiveness of its library 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-12). The 2011 student survey revealed that 71% of students (N=2,075) have two or more courses requiring use of library collections and equipment (II.C-13). 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-14). Furthermore, student perception of the importance of library services and resources, whether on-site or online, to academic success in college is very high; of the 2,021 respondents, 87% marked either very important (66.7%) or important (19.8%) (II.C-15).

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 computers for student use. Comments in the Fall 2010 Faculty Survey expressed the need for updated equipment at the Downtown campus and from the Audiovisual unit in general (II.C-16). In the Spring 2011 student survey, numerous comments expressed dissatisfaction with the number of computers available and many students find the computers old and slow (II.C-17).

While the budget has adversely affected the library in countless ways, some progress has been made in spite of budget cuts. Enough staff computers were upgraded to enable implementing three years of new releases of the integrated library system. In Fall 2010 supplies were ordered and replenished for the first time in two years.

LLSS faculty and staff continue to find creative ways to address student learning needs despite the budget crisis. However, without increased allocations, the collections run the risk losing currency and failing to meet student learning needs, and access to vital article databases may be eliminated from our online collections.

**PLANNING AGENDA**

1. Institute the library peer group comparison process recommended by the Association of College and Research Libraries to discover how CCSF Library & Learning Resources compares to libraries serving community colleges with similar enrollment, in terms of collection size, budget, equipment, staffing, etc.
2. Secure separate general fund budget for online database subscriptions in absence of TTIP funding.
3. Continue to collect and prepare materials and equipment for the new Chinatown 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.**

**DESCRIPTION**

City College of San Francisco is committed to providing students with opportunities to develop information competency skills which support lifelong learning. Both the LLR mission statement and program-level student learning outcomes state this goal and support teaching and learning of these critical skills as stated in the general education goals of the college. Information competency instruction is in alignment with the Association of College and Research Libraries Information Literacy/Competency Standards for Higher Education (II.C-18). Librarians and department instructors share responsibility for providing opportunities for students to learn and practice information competency (IC) skills.
Each library location has a librarian at the reference desk during all open hours. Electronic reference services are available via eRef and Instant Messaging during most open hours, except Saturday. At all library locations and online, librarians engage in instructional-based reference work. Librarians use active learning techniques, which engage students in the search rather than simply providing students with an answer.

The Library’s instructional services/information competency plan consists of three components: drop-in and online basic information competency workshops, course-related workshops, and the one-credit, online LIS 10 course. Since Fall 2006 all students completing a degree and/or who plan to transfer are required to satisfy the information competency 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-19). Students accomplish this requirement by successfully completing English 1A, of which the course outline requires a minimum of five hours of library/information competency skills workshops and assignments, such as evaluating source reliability; creating an annotated bibliography, and completing essay/research paper assignments. A Walking Tour and Workshop G 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, have clarified the core information competencies and designed a series of seven workshops to 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, all students are encouraged to take the workshops to improve their research skills. From 2007/8 to 2008/9, 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 non-credit course outline (LIS 1000), effective Spring 2011 (II.C-20).

In addition to the series workshops, librarians collaborate with department faculty to teach these competencies through course-related and -integrated instruction sessions as well as orientations at all 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. Information competency instruction is also offered via the one-credit, transfer-level online LIS 10 course, reaching approximately 160 students each year.
Since 2008, library faculty conducted two pilot programs to extend library services and resources to more online students. As a result, all online courses now include links to library resources; increasing numbers of online faculty are including the online 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% of online courses within the next two years, supports Strategic Priority #7 (II.C-21).

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

Opportunities to teach information competency continue to increase in both individual reference sessions and classroom settings. The increase in teaching 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 workshops G and P. 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 increase: 2009/10 data records 298 workshops and orientations reaching 6,677 students in more than 25 academic and vocational programs (II.C-22).

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 during the 2008/09 academic year indicated the need for more practical examples and engaging learning activities. Training sessions were offered to librarians, focusing on the new workshop content and teaching techniques to involve students in their 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-23). Also as a result, the library created Workshop P “Citing Sources to Responsibly Use Information,” which is now offered in the classroom and online.

Library liaison faculty for Culinary Arts & 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-24). 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.

The Library CD/IC Committee planned three assessments for workshop P “Citing Sources to Responsibly 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-25). 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-26).

**PLANNING AGENDA**

1. Continue implementation of the LLR Instructional Services Plan as scheduled.
2. Develop online Workshop G and explore ways to require this workshop for all new students and to recommend it for all new faculty and staff.

**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.**

**DESCRIPTION**

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, from 7:45am to 7:45pm Monday through Thursday, 7:45am to 2:45pm Friday, and 10am to 1:45pm on Saturday, a decrease of just over 24% from 77.5 hours in 1999/00. With few exceptions, hours at campus libraries have remained stable since 2007, the Mission library with 43, John Adams with 42, Southeast and Downtown with 36, and Statler library open 30 hours per
week. Mission Campus library hours have decreased from a high of 61.5 hours for Fall 2007 to Fall 2008 (II.C-27).

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, 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 8:45pm (II.C-28). 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-29). In the Spring 2011 student survey, 75% of 2,013 respondents indicated either 1) the library opens too late; 2) closed to early; or 3) needs additional hours on Saturday (II.C-30). This input came after library hours had been increased one hour in the evening for Spring 2011, and library faculty and staff voted to volunteer time to open the library at 7:45am on weekdays to provide access before 8am 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 collection 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 7% in the last five years (II.C-31). Collaboration is ongoing between 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 campus-wide surveys year after year; furthermore, 92% of 2,877 student respondents found librarians to be supportive in the Fall 2010 CCSF student survey (II.C-32).

Electronic Access
The library website provides 24/7 access to the library's online catalog and electronic collections, including article databases and electronic books as well as research, writing and subject guides, tutorials, and more. Five of the seven library workshops are now 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 for 2005/06 (II.C-33). Electronic course reserves were piloted over 2009/10, with full implementation during Spring 2011.

As part of the CCSF website redesign, over three years a library committee planned the library website’s overhaul. A Fall 2008 student website evaluation guided the site’s restructure. The new
structure comprises four primary areas, represented on the homepage, with a search box to immediately search the library catalog, another student request (II.C-34). As a cost-effective solution to providing dynamic subject guides, a template using RSS feeds and Delicious tags makes subject guides migrated into the new content management system updatable on the fly, whereas the older system was labor intensive, often falling to the Distance Learning and Electronic Services Librarian for updating when time allowed.

The Library homepage received 1,687,544 hits during 2009/10. Since the new website debuted in January 2010 through June 2010, website hits increased almost 70% from the year before (621,637 in 2009 as compared to 1,056,457 in 2010) (II.C-35). ERef use has remained limited, but Instant Message reference, now available on most Library web pages, rapidly increased after the redesign (II.C-36).

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-37). In addition, the Technical Services unit 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. Bibliographic records were also created for print periodicals to improve access.

Equitable Access
The library continues to work with faculty and students of online courses and those at campuses without libraries. LLR provides five of its seven workshops online, with plans to develop a sixth online version. The intercampus delivery service continues twice a week between campus libraries, and requests from the Rosenberg library alone numbered 2,486 (II.C-38). The service has not received 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-39). 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 as one of its top 10 priorities a new campus with a library and learning assistance center in the Bayview/Hunter’s Point neighborhood (II.C-40).
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.

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. The embedded librarian service, providing direct support in online courses, as well as grants utilizing Rosenberg funds awarded to four online faculty, are two examples of LLSS dedication to increasing access.

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

**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. 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 not takes student requests for AV materials to use in the Media Center.

Other CCSF locations have alternate access to media materials and equipment. The 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.

**Audiovisual Unit and Broadcast Media Services**
Broadcast Media Services and Audiovisual have coordinated to provide clear information in a one-stop shared media services web page, in the faculty handbook, as well as at various other locations, each department’s hours, services, equipment, deliveries and process for making service requests. (II.C-41).
The Audiovisual unit at the Ocean campus, open Monday through Thursday 7:30am to 6:45pm and Friday 7:30am to 2:45pm, provides equipment maintenance and delivery district-wide, as well as three multimedia rooms in the LLRC, equipped for DVD, videocassette, film, 35mm slide and computer projection, including Internet access. Broadcast Media Services at the Ocean Campus, open Monday through Thursday 8:00am-10pm and Friday 8am-5pm, provides district-wide video production and distribution services and Ocean Campus classroom video playback equipment delivery services. The Mission, Downtown and John Adams libraries handle AV equipment requests at the campus. 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, onsite 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. A second new campus, Chinatown/North Beach, will include a small Learning Assistance Center in the library as well. The Learning Assistance Center extends its location by collaborating with other departments and programs such as academic department labs, 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-42).

EVALUATION
CCSF provides satisfactory access to library and learning support services. While the District has made significant strides in increasing access, regardless of ability or location, 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 included dedicated staffing and expansion of the intercampus delivery service to CCSF sites without libraries (II.C-43). The delivery service is essential to maximize access with declining materials budgets and demand demonstrated in the Spring 2011 student survey, which showed that over 27% of 1983 respondents had requested delivery of books from other CCSF campuses (II.C-44). Expansion of the service has been discussed amongst campus deans, but cannot take place without resources for an additional driver. The service will have to expand to include the Chinatown Campus library when that campus opens.

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 ITS department, and the hiring of a CTO, may create the opportunity as District computer equipment is brought under the auspices of ITS.

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-45).

PLANNING AGENDA
1. Prepare for opening of the Chinatown/North Beach Library and Learning Assistance centers.
2. Advocate 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.

DESCRIPTION
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 monitor the three floors of Rosenberg Library for security purposes, as well as the rear entrance to Rosenberg LLRC and adjacent parking lot. Campus police respond quickly when called for emergency situations or disturbances.
All LLSS locations rely upon District maintenance and janitorial services. The Buildings & 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, upgraded and additional security cameras, and possible other improvements to the facility, but these projects are still in the proposal phase (II.C-46). 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 multipurpose 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 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 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 50% 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.

**EVALUATION**

CCSF 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.

DESCRIPTION
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 loan 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 online databases are recorded, and the number of database searches has more than doubled in the last five years (II.C-47). Student surveys assess user satisfaction with the computers and photocopy machines and the purchase of PC Cop, the computer access management system currently used in 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-48).

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-49), and satisfaction has been high (II.C-50).
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**
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, and 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 lead 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-51). The workshops had student learning outcomes and assessment strategies several years before the College required all courses and programs to have SLOs.

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 wiki page 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 which identifies assessment performed, with recommendations and results (II.C-52).

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-53). Other recent examples of assessment follow-through include: the library website redesign; the electronic reserves pilot project; and the ongoing library advocacy for increased 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 the periodical databases 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-54). Of the 1,983 student respondents, 40% rated library programs “Important” or “Very important” in the 2011 LLR Student Survey (II.C-55).

Additionally, the Language Center identified student learning outcomes in Spring 2010 (II.C-56). Assessment includes surveys emailed directly to a representative sampling of Foreign Language Department classes at the end of each semester. Access to the survey is also available online via the Language Center homepage and in print at the center itself. Of preliminary responses received in Spring and Fall 2010 (N = 80), more than 85% of respondents felt the Language Center helped them to do better in their foreign language courses. More than 80% indicated that the Language Center helped them to identify the language-learning resources that are most effective for them personally. More than 55% felt their computer skills increased by using the Language Center. Seventy percent indicated their study habits and focus improved. More than 65% felt they developed a better understanding of other cultures and people by using the Language Center (II.C-57).

**Learning Assistance Department**

The Learning Assistance Department 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 believe 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 requires changes. The assessment has led to a number of changes in the course curriculum to improve student learning (II.C-58).

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 completed LERN 50 with an A, B, or C grade (Fall 2006), enrolled in a subsequent term, and had an e-mail in Banner. The survey was also administered spring semesters 2008-10 (II.C-59). 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 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; 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-60).

**BMS, 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, student ratings for computer labs were 44% good and 37% excellent (N = 4,493) and students rated their ability to use software applications (e.g. word processing) to be successful in their courses: 47% excellent and 41% good (II.C-61). Informally, the Technology Division 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.
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 which assist in the planning processes. Annual program review reports provide an overall assessment and an effective means for planning and requests for institutional support. Both the LAD and the LLR use multi-method approaches to assessment and are consistent in meeting student learning needs. Aside from user satisfaction questions, computer labs throughout the district are not fully assessed. Usage statistics are needed to fully understand how the labs 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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