SECTION I: Overview of the Co-Chair Report

Overall, the Standard II.C. committee members* find that the College meets the expectations of Standard II.C and in some cases exceeds expectations for sub-sections of this standard. The Committee reviewed and analyzed evidence related to how student learning and success are supported by the collections of materials; the curriculum offered by the Library and the Learning Assistance Department (LAD); and the services and facilities provided by the Library and Learning Resources (LLR), and other units constituting learning support services -- the Learning Assistance Center (LAC), Broadcast Media Services (BMS) and student computer labs. External reviewers have singled out some of the L&LSS departments for awards:

- the Library received the prestigious Association of College and Research Libraries (a division of the American Library Association) Award of Excellence in 2002;
- during 2003/2004 the Language Center’s website won a distinguished award for excellence and an instructor won two California awards for her online Chinese language course, which was developed with help from staff in the Technology Mediated Instruction unit and Language Center faculty assistance; and
- the LAC website won the 2002/2003 LSCHE Award for Excellence.

On campus, several of the units of library and learning support services typically receive some of the highest ratings on student satisfaction surveys administered by the Office of Research and Planning.

The committee concurs that the breadth and variety of library and learning support services across the district make important contributions to instructional and co-curricular programs. Outstanding examples include: 1) the Library’s exhibitions and programming which support the curriculum and enrich the College with intellectual, aesthetic and cultural activities; 2) library reference/research assistance and service to off-campus students; 3) Language Center facilities and services; 4) student success courses/workshops and tutoring and learning support services offered by the Learning Assistance Center, including the leadership that LAC staff have provided on the Basic Skills Committee to address the needs of basic skills students; and 5) the information competency/research skills workshops and learning opportunities.

* Committee members come from three different campuses representing library faculty, departmental faculty and classified staff. A faculty member from John Adams campus, the chair of the Broadcasting and Media Services Department, the coordinator of library acquisitions and the Library Dean served as resource people and provided evidence and/or comments. Drafts were also shared with the Library & Learning Resources’ Advisory Committee. Student input was obtained via a large survey in Spring 2004 of library and learning resources, and from a listening session with representative students Oct. 15, 2004.
The institution has made significant progress in expanding the quantity, variety and access to many library and learning support services by: collaborating with academic/vocational programs and other campus departments to plan and develop services (e.g. library faculty offering faculty technology training as part of the flex professional development days and the Technology Learning Center’s workshop series; and LAC collaborating with student retention/success and basic skills programs to provide tutoring and tutor training; by creating a distance learning library position; by providing more services and resources online with student-centered web sites; by creating new facilities, such as computer labs with upgraded equipment and connections to the College network; by providing a dependable intra-campus library delivery system to facilitate access to library materials; and by planning for two new campus buildings that will contain libraries, computer labs and tutoring centers, where either none or an inadequate number have existed. Concerted efforts have been made by staff in all the L&LSS units to better utilize their staff and resources to improve services for students and to focus on outcomes.

SECTION II(a): Report on Standard II.C.—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.

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.

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

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.

Library and learning support services (L&LSS) directly contribute to the educational, cultural and aesthetic offerings by means of the: collections of information resources, services, courses and facilities provided by the Library and Learning Resources (LLR), the Learning Assistance Center (LAC), Broadcast Media Services (BMS) and student computer labs. Organizationally, the LLR is one library composed of nine units on five campuses: on the Ocean campus is the Alice Statler Library, serving the Culinary Arts and Hospitality Studies Department in the Statler Wing of Smith Hall and the Rosenberg Library, the Media Center, the Audiovisual unit, and the Language Center, all located in the Louise and Claude Rosenberg Jr. Library and Learning Resources building. Collections on other campuses include the John Adams campus library, the Downtown campus library, the Southeast campus library and the Teacher Resource Center (TRC) collection at the Gough St. campus.

Services, resources and facilities directly supporting student learning include: 1) library exhibitions and programming; 2) courses, workshops and learning support services provided by the LAD and Library; 4) the facilities and services of the Language and Media Centers; and 5) delivery and broadcasting of videos and films and teaching support services provided by the Broadcasting Media Services and Audiovisual unit at the Ocean campus; all briefly described below.

Exhibitions and programs are planned and coordinated by a LLR sub-committee. Attendance data records over 18,000 students and other attendees per year. They all involve collaboration and co-sponsorships with various departments, student groups on campus and even neighborhood community organizations. Many of the exhibits travel to other campuses so that classes of students can attend and most include a librarian-prepared bibliography or webliography that ties the themes, issues and images to the curriculum and library information resources. For examples of exhibitions, see http://www.ccsf.edu/Library/exhibits/exhibits.html.

Learning Assistance Department (LAD) faculty and staff assist students in achieving their academic, vocational and personal goals through five learning support offerings on the Ocean campus: 1) College Success courses, LERN 50 and 51, serving 300 students/semester; 2) LERN 10, peer tutor/mentor training course which trains 50-100 tutors per semester using an outcomes-based approach; 3) Study Strategies workshops serving 340 students/semester; and small groups serving 80 students/semester; 4) Peer tutoring, 125 peer tutors serving 6,150 students/semester and 72,150 hours/semester; 5) Open access computer labs serving 7,500
students/semester and 88,200 hours/semester (II.C.1-1). The Learning Assistance Department collaborates with numerous departments and programs to provide comprehensive learning support services college-wide, (II.C.1.-2).

Library Instructional Services/Information Competency - The LLR Information Competency and Curriculum Committee reviews the “Library Instructional Services Plan” which is revised every two years, (IIC.1-3). Specific information competencies have been defined and approved by the Academic Senate’s Academic Policies Committee and the College’s Bipartite Graduation Requirements Committee and are posted on the library’s website. The Library staff are committed to teaching these competencies using a variety of learning opportunities: 1) a series of five information competency/research skills workshops (174 workshops per year serving about 3,330 students) at the Rosenberg Library, and equivalent workshops and/or orientation at the other campus libraries; 2) specific course-related and course-integrated instruction and orientation sessions at all campus libraries, which reach about 3,500 students per year; 3) distance learning offerings, including an online tutorial with assessments for students in approximately 20 sections of three Speech courses, reaching between 350-400 students per year and Web-based tutorials at the Library’s website for any remote user; 4) presentations made by the Distance Learning librarian covering library services and resources, as well as assignment-related instruction provided at campuses without on-site libraries, reaching 635 students between Spring 2003 and Fall 2004; and 5) a one-credit LIS 10 “Use of Information Resources” course, which reaches about 150 students per year in an online section and one to two classroom sections per term.

The Language Center supports the curriculum of the Foreign Languages Department and its 70+ faculty members, serving over 6,000 students per semester at the Ocean campus. With 100 audio and video stations and 20 Internet-accessible computers, the open lab facility provides audio-visual materials, language-learning software, and word-processing software for Asian and European languages—all essential for students fulfilling the foreign language curriculum requirement of at least two hours lab use per week. The Language Center’s award-winning website has extensive links to language resources and a password-protected online language lab that provides student access to textbook-keyed sound files. The Language Center also supports access to material at both the Marina location and the Downtown campus.

The Media Center on the Ocean campus provides a wide variety of audio, visual and multi-media materials and the equipment to utilize them, serving 52,623 students (reflects daily count for 2003/2004 academic year) in approximately 125 academic and vocation program courses. The collection contains about 6,000 audiocassettes, over 1,700 videocassettes and over 1,800 CDs with about 200 videos placed on reserve by individual instructors every semester. An ESL computer lab is also housed in the Media Center.

The Audiovisual unit and the Broadcast Media Services (BMS) directly support teaching and learning by providing services to faculty, principally on the Ocean campus. The Audiovisual unit provides faculty with graphic and instructional materials production services; audio and projection delivery service on the Ocean campus; comprehensive audiovisual repair
and maintenance support services; and assistance with film/video rental and media previewing. Ocean campus students and faculty also benefit from the multimedia classrooms managed by Audiovisual staff. Demand for these facilities often exceeds availability. BMS provides teleproduction facilities, equipment and personnel for instructional and promotional video projects; project management for video projects; digitization of video clips for web pages; single or 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; and technical support for Educational Access Cable Channel 27 and KCSF Radio, Cable 90.0 FM. Access to audio-visual and broadcast media services continues to be reviewed so that the coordination of media services, equipment, and deliveries for Ocean campus classrooms is more efficient. A revised Media Services chart is provided on the LLR and BMS websites, in the faculty handbook, and at various other locations to inform faculty about available classroom services, hours of operation, and where and how to request services (see http://www.ccsf.edu/Library/mediaservices.pdf). District-wide, the issue that remains problematic is which department is responsible for maintenance and repair of equipment.

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.”

Selection and Sufficiency of Collections and Instructional Equipment: Nine collections/centers support the College’s academic and vocational programs, with the Ocean campus supporting the largest number of academic/vocational programs. The selection of library and audio-visual resources is based on curricular and student learning needs and is informed by information obtained by the librarian subject liaisons from departmental/program faculty. Each library and learning support unit (e.g. Media Center, AV unit, BMS, LAC) documents instructional equipment needs and proposes equipment upgrades and replacements in consultation with department chairs, faculty and administrators. Looking at the quantity, variety and currency of the library collections, one notes that the number of book titles received since the 2000-01 academic year compared to the 2003-04 academic year represents a 75% decrease in purchases for new titles, (II.C.1.-4 ). For some courses, currency of the book collection is very important and use of outdated material could detrimentally affect student learning. Analysis of book publication dates in the online catalog found that of the 140,698 book titles in the online database, only 7,604 (5.4%) were published between 2000 and 2004 (II.C.1.-5). Using just one example for the health/medical subject area, only 157 books (2.4% of the 6,516 books classified for that subject) were published between 2002-2004. These numbers by themselves may not be convincing, but when combined with qualitative data that students provided in the Spring 2004 survey, a solid case exists for making improvements. (II.C.1.-6). Costs of nearly all types of materials have increased, but no additional funds have been allocated to the library to allow for inflation; therefore the purchasing power has eroded. The California higher education economic situation compounds this situation.

Access to physical and online resources and services has greatly improved because L&LSS has concentrated on increasing and improving its online resources and delivery of
instructional services so that neither building hours nor location limits access. Since 2002, major developments include: a reliable intra-library materials delivery service between the campus libraries; a distance learning and electronic services librarian position; and continual modifications to the LLR webpages resulting in a 24/7 gateway to information resources and services. The intra-library van service runs twice a week between campuses with libraries, and expansion of this service is desired for campuses that do not have libraries on-site. Expansion of the service depends on funding a full-time dedicated driver and locating space and oversight for delivery and pick-up of materials. Access has been expanded to campuses without on-site libraries and to all remote users by the activities of the Distance Learning and Electronic Services librarian. He conducts instruction and orientation sessions to classes; provides assistance to faculty at campuses which lack libraries, as well as to online faculty in support of hybrid and fully online courses, and develops online information and research training tutorials.

Additionally, the Library’s new integrated library system, launched in Fall 2005, expands access significantly. Once all modules are operational, the plans call for instructors to place digitized course materials on reserve, allowing multiple simultaneous users with 24/7 access.

In-person reference and circulation services facilitate access to library collections by one-to-one instruction in the use of search tools and use of online and on-site information resources. The number of reference questions has quadrupled since the 1999/2000 academic year (II.C.1.-7). Students value reference/research assistance and rated it very highly on the Spring 2004 survey (II.C.1.-8). Circulation staff retrieve materials on reserve for courses, which has also increased: from 2000/01 to 2003/04 reserve materials borrowed rose by 26%. The demand for course textbooks on reserve has increased sharply in proportion to the rising cost of textbooks and tuition.

Services to disabled students are a priority at all library and learning support service desks. Disabled students may ask for assistance in retrieving an item from the shelf, accessing the elevators, and using special equipment. Equipment includes: a computer workstation for people with visual and/or motor disabilities; a CCTV reader that magnifies print copy onto a screen for the visually impaired; and a magnifying reading lamp which can be checked out from the Reference Desk. Collaborations between Disabled Students Programs and Services (DSP&S) and the Library, Language Center, Media Center, and LAC are ongoing. One example involves the close captioning of videos. Librarians from the Media Center, AV unit, and campus libraries are in the fourth year of working with DSP&S staff in a project to caption existing videos within the collections, and purchase closed-captioned or DVD equivalents. Closed captioning not only addresses access issues for hearing-impaired students but also helps students who are not fluent in English. This grant funded project has provided a way for the library to augment the video collections throughout the district during the time that materials budgets have not increased.

Each L&LSS unit strives to maintain the maximum number of open hours as budget and staffing levels permit. The Spring 2004 student survey provided similar results as previous surveys in which students expressed the need for more library evening and weekend hours. (II.C.1.-6 & 8). LAC extends its access to other locations by collaborating with retention
programs, academic departments, and others academic support locations as noted in the College catalog (II.C.1.-2), through its website (http://www.ccsf.edu/lac), and through LAD online courses. The use of computers and borrowing of materials is restricted to current CCSF students, faculty, administrators, and staff members. San Francisco residents may obtain a free community card which entitles them to check out materials and use designated computers in the libraries.

Student access to computer labs varies depending on staffing availability and location. Across the district, the number of student computer labs has increased as more courses involve the use of computer information technologies. A Fall 2004 inventory documented a total of 72 instructional labs with over 2,200 computers (II.C.1.-9). Most are department/program multi-purpose labs for scheduled classes in the labs. They also provide some open lab hours, either limited to students pursuing courses in that dept/program or open to any CCSF student. However, students would benefit if these labs could increase the number of open access hours to the entire college community. The Title III Fall 2002-Spring 2007 grant resulted in three new labs on the Ocean campus for students taking basic skills courses in ESL, English and Math, two of which are already operational. In addition to department and program labs, open access labs may be used by any CCSF student. All of the campus libraries have clusters of computers and/or open access labs available for all students to use, and on the Ocean campus there are six open access computer labs. The largest open access lab is maintained by the LAC in Rosenberg 207, consisting of 71 computer stations with Internet access and more than 50 software programs supporting about 20 different courses for students 66 hours/week. The two specially equipped computer labs on the Ocean and John Adams campus, maintained by DSP&S, reserve priority for serving disabled students, but allow access to any CCSF student when space permits. DSP&S and their staff add equipment and software to computer labs across the district as needs are established and requests are made.

Overall, electronic and physical access to L&LSS has greatly improved since the last WASC review and plans are in place that will continue to address access issues across the district, such as the remodeled Downtown campus library/media center and the new Chinatown-North Beach and Mission campuses, which will house new libraries, learning assistance centers, and computer labs. Moreover, various committees and workgroups evaluate and propose new technologies that facilitate access, such as the Convergence Work Group, which is currently discussing the logistics of installing a server in the Rosenberg Library that would hold video media used in classrooms. Furthermore, when the new fiber optic ring that connects all campuses is operational, faculty will be able to order classroom videos/DVDs online. They would then be sent via the network to the district video head-end in Broadcast Media Services and be distributed through the network to classrooms throughout the district.

The institution provides effective maintenance and security for its library and other learning support services. The LAC, Media Center, Audiovisual unit, Language Center, and each library location employs a 3M security system to secure materials within the facility. Video cameras are used in the Rosenberg Library to monitor the three floors, and a camera shows activities in the parking lot behind the Rosenberg building. Campus police respond quickly when called for an emergency.
Library Automation Services (LAS) and Information Technology Services (ITS) provide an excellent level of maintenance and security for library equipment and computer systems throughout the district. LAS is responsible for ordering, configuring, installing, securing, upgrading, troubleshooting, maintaining and replacing all LLR student and staff hardware and software at multiple locations. The number of computers supported by LAS is approximately 600. ITS supports some department/program multi-purpose labs and all of the campus computer labs. The computers and printers in the Library and Learning Assistance Center are six years old and need to be replaced. Because funding for furniture and equipment replacement is difficult to secure, a need exists to re-establish an equipment line item to address replacement cycles for computers and furniture. LAC and the Library have documented threadbare and broken furniture; in some cases the furniture is over 30 years old. All units commented on the need for a general fund media equipment budget.

None of the library and learning support services are contracted out to external entities, but formalized agreements and licenses with outside organizations exist. The Library, as a participating library in OCLC, in addition to cataloging agreements, maintains an agreement through its Interlibrary Loan Policy (ILL) to borrow and loan materials. An agreement also exists for the provision of services and maintenance with Innovative Interfaces, Inc., the vendor for its integrated online catalog. Standard licensing agreements are in place with software vendors and online databases such as the Eureka career system. Photocopy service contracts with the College include the LLR and LAC.

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.

Evaluation of Library and Learning Support Services: Library and learning support services (L&LSS) are evaluated by a variety of methods to assure adequacy in meeting student needs, such as: student and faculty surveys; annual data surveys; mid-year assessments and annual plans; program reviews; and informal anecdotal feedback from the college community. Assessment of student learning includes faculty and student evaluation of workshops; pre- and post-testing within specific programs/courses; and classroom assessment of assignments and portfolios. Moreover, the College includes several items on it annual student satisfaction survey about library and learning support services. The most recent student surveys reveal that the library and learning support service units receive very good ratings (II.C.2.-10). Informal faculty assessment of library and learning support services is ongoing via dialogue between librarian subject liaisons and instructors who suggest new materials and provide input about curricular needs. The LAD employs a similar structure that adds reflective discussions among faculty.

Each library and learning support service generates usage statistics, which are monitored to track patterns and assist in the library planning process. Mid-year assessment documents track
progress. Annual planning reports provide an overall assessment of accomplishments and identify problems and needs. Findings and recommendations are included in budget requests, strategic plans and program reviews. The Library and Learning Resources employs a departmental committee structure enabling librarians and classified staff members to come together to review library procedures and discuss plans for improvement.

Library instructional services are evaluated by several methods described in the Library Assessment Plan (II.C.2.-11). Librarians adjust their delivery style and/or workshop content based on comments provided on workshop feedback forms. Additionally, librarians at the John Adams and Alice Statler libraries conduct pre- and post-testing of students in the Culinary Arts and Hospitality Management and Health Information Technology programs. The first cohort group will be post-tested in 2006/2007. In this manner, the librarians expect to show progress in information competency levels which positively affect student learning. If successful, this pilot project can be used as a model for pre- and post-testing within other programs. LIS 10, the one-credit information competency course, uses pre- and post-testing, along with course tests and graded assignments to evaluate student learning. Students also complete an online survey, which for the Spring 2004 indicates that 85% of the students strongly agree or agree that “I am better able to learn at my own pace than I would in a more traditional format.” (II.C.2.-12). LIS 10 student outcomes such as GPA and transfer/graduation rate are now monitored to determine how they compare to the general student population.

Using a variety of assessment methods, L&LSS attempt to evaluate the relationship of the services and resources to intended student learning, student access to services and usage of services. These methods yield useful data, but it is when results from various methods are combined and discussed within a department or committee framework that needed improvements are documented in planning documents, such as Program Review and annual plans. A few examples are offered below to illustrate how L&LSS units evaluate services to gain this information about use, access and relationship to student learning.

The Spring 2004 student survey findings connect learning and academic success with library and learning support services. Findings from the 829 surveys, of which 683 (82.4%) included write-in comments, reveal that students make heavy use of LLR services and resources and are satisfied with them, especially the staff assistance. Some of the concerns about having a quieter study atmosphere in the Rosenberg Library resulted in new signs in the group study rooms and the development of a cell phone policy with proactive enforcement. Other issues, such as restoring Sunday hours depend on funding. Noteworthy are the findings about how the LLR contributes to student learning and success. On survey item # 19, “How important is your use of library resources to your academic success in college?” 729 (93.8%) indicated either “very important” or “important.” Also, 367 write-in comments make a strong case for this relationship, as evidenced by these comments:

- “Most important and necessary to my education. The support and research available at hand it great.”
“Library services are vital to my participation in class and the difference of pass or fail. I have improved because of the help I have received here.”
“The library is crucially important to my academic success. The reference desk and reserve sections of the library have been an ease (sic) for locating academic information and resources.”
“I really enjoy the library exhibitions and learn from them and find them intriguing.”
“I enjoyed the research skills workshops in R414 because those were very helpful for my research projects I have to do.”
“The online resources have not only helped me with my assignments but have improved my study habits.” (II.C.1.-6 & 8).

Learning Assistance Center staff’s analysis of enrollment trends, such as data showing that student use of the programs has quadrupled since Spring 1996 (II.C.2.-13), has led to an expansion of services, such as new student workshops and small groups. Usage, access and relationship of services to student learning are addressed in semester and annual reports (II.C.2.-13 & 14), the Fall 2002 LAC Program Review (II.C.2.-15), and institutional reports such as the “Pre-Collegiate Basic Skills Accountability Report: Part 2: Retention and Success Programs” (II.C.2.-16). Faculty teaching the college success courses assess learning with practical examinations, portfolio development, and pre-post testing (II.C.2-17). Study strategy workshop leaders survey their students to compare actual student learning outcomes with stated instructional objectives. (II.C.2.-14). Students who use Learning Assistance Center’s services and programs complete degrees, certificates and transfer to four-year institutions at a significantly higher rate, and GPA is higher than those who use no college retention or support services, (II.C.2.-16).

Information competency/research skills workshops require completion of an assignment before students can receive proof of attendance which they remit to their instructors. While these assignments are not graded, the librarians at the Reference Desks correct these assignments, and it is this direct interaction which generally reveals how well students understood the concepts and can apply them. The increased number of faculty who are requiring students to complete the workshops is an indicator of how they support student learning and are viewed as an important component to student success. Moreover, faculty often provide comments about the relationship of library research workshops to student learning, such as: “the entire class loved your presentation and said they really benefited from the research tips” (Speech instructor); “many students commented later that the presentation helped them so much with their projects” (Health Science instructor); and “I can tell the difference when I grade their papers…the research information presented at the workshop makes a big difference” (II.C. 2.-12). Moreover, annual student feedback forms evaluating these workshops provide useful information that has resulted in librarians using more visual aids in their presentations and active learning techniques. Library staff monitor workshop attendance so that access can be maximized, and new workshops have been scheduled for evenings and Saturdays.
SECTION II(b): Commendations and Plans for Improvement

The committee reviewed the evidence documenting current practices and activities related to the sufficiency (i.e. “sufficient in quantity, currency, depth and variety”) of the library and learning support services to support the institution’s educational offerings, regardless of location or means of delivery. They found evidence of the involvement of departmental and program faculty in the selection of materials; development of tutoring and student success and retention services; and library research skills/information competency workshops. The committee also noted significant progress made in developing a variety of information competency/research skills learning opportunities to train students how to effectively use information resources. The L&LSS units are to be commended for expanding access for students to many library and learning support services; such as online and distance learning resources and services; increase in research skills/information competency educational offerings; increase in tutoring and learning support for student success/retention programs; and the intra-library delivery of materials to campuses with libraries. However, based on an analysis of the book collection, the spring 2004 student survey findings and an analysis of several years of funds available for purchasing materials, the committee found evidence that the book collection is not current in many areas. The findings convinced the committee that for certain subject areas the library book collection is less than satisfactory to support certain instructional programs where up-to-date materials are critical, such as health/medical programs, computer science/technology programs, and others. Therefore, the committee recommends that:

- the College place an emphasis on establishing a consistently adequate level of funding for materials that factors in student FTEs and the rate of inflation, along with consideration for the costs of maintaining or replacing instructional equipment needed to access audio, visual and multi-media materials.

Other recommendations relating to the sufficiency of L&LSS resources and services include:

- make plans to secure funding to purchase core collections for the two new campus libraries (Mission and Chinatown-North Beach) and for developing learning assistance centers in these locations;
- establish a standard replacement cycle for instructional computers and peripherals;
- place a priority on developing a coordinated system for providing, maintaining and tracking use of audio-visual/media services;
- standardize a process for informing and involving departmental faculty in selection of materials and increase communications and publicity to all members of the campus community about services and resources;
- examine strategies to improve staffing levels for technical support of the computer labs;
- as funding permits,
  1. restore Sunday hours at the Rosenberg Library and increase open access hours at student computer labs;
  2. replace damaged carpeting and threadbare/broken furniture in L&LSS departments;
investigate reciprocal arrangements with appropriate San Francisco academic libraries (e.g. San Francisco State University) that could expand CCSF’s student access to information resources.

The committee also reviewed the performance of L&LSS related to evaluating their services, resources and facilities in connection to how well they contribute to the achievement of student learning outcomes, and how well findings from evaluations are used for improvement. L&LSS is commended for the variety of methods used to evaluate services and for the inclusion of departmental/program faculty, students and other staff. The committee found many examples of how the results of these evaluations are used to improve services and programs, especially the information competency/research skills workshops and the student retention and success instructional offerings. Recommendations related to evaluating L&LSS include:

- establish a regular cycle for evaluating student computer labs;
- explore “best practices” for certain types of data and develop an effective management information system to track data, such as currency and quantity of the collections by academic/vocational program;
- establish, in conjunction with the Office of Research & Planning, a regular cycle for administering faculty, staff and student surveys to assess needs and satisfaction with LLR services.

SECTION III: Key Findings and Relation to Themes

Theme 1: Institutional Commitment to High Quality Education

L&LSS staff and faculty in the LLR and LAC have demonstrated commitment to the College mission statement by drafting departmental mission statements that reinforce the College’s while elaborating on aspects that support student learning. For example, the LLR mission statement (http://www.ccsf.edu/Library/mission.html) includes a statement about their role in instructing students to develop information competency skills in the use of library resources for their present studies and lifelong learning. LAC has participated in several meetings with other student development departments to reflect on how student services contribute to student learning. The LAC’s Mission Statement emphasizes student learning outcomes (www.ccsf.edu/lac).

All the L&LSS departments use the college mission statement and the priorities in the College Strategic Plan to plan appropriate services and programs. Noteworthy ones for their direct connection to the College’s Mission are the LAC’s college success and study strategies educational offerings and their collaboration with basic skills programs and services and other campus programs.

Theme 2: Student Learning Outcomes and Student Achievement

The LAD and the Library faculty have made student learning outcomes the center of their instructional development and revision processes for all their educational offerings. They have
used feedback from faculty and student surveys to develop and/or revise research skills/information competency workshops, which all have clearly stated student learning outcomes; revised LIS 10 course with student learning outcomes for each online lesson; new online college success courses with clear student learning outcomes statements, a new study strategies drop-in workshop series and small-group study program, all focused on improving student learning and success. Evidence of LAD’s and the Library’s commitment to student learning is the variety of workshop and classroom assessment techniques they use to measure student learning outcomes. These include workshop feedback forms, practical assignments and examinations, portfolio development, and pre-post testing for their educational offerings.

Theme 3: College Dialogues Promote Institutional Improvements

A variety of venues are in place for L&LSS staff and faculty to regularly engage in dialogue about improving services and programs to benefit teaching and learning. Language Center faculty participate in the Foreign Department meetings where issues are discussed relating to Language Center service improvements in support of student learning. In the Spring 2005 semester, staff from Broadcast Media Services, the Media Center and the Audio Visual unit will participate in a retreat to explore ways to improve coordination and delivery of Ocean Campus media services. Library faculty have had two important dialogues about improving instructional offerings during the Spring 2004 semester with the resulting changes in the research skills workshop assignments and outlines. Staff in the LLR discussed findings from the Spring 2004 student survey and the analysis of the currency of the book collection at several meetings of different groups. Some improvements are already in place or underway. The LAD continuously engages in dialogue to coordinate academic support services with student services divisions, and the Mathematics, Transitional Studies, English, and ESL departments.

Theme 4: College Planning and Budget System Promotes Continuous Improvement

All L&LSS units participate in the College’s planning and budgeting process so that budget requests are connected to annual plans and mid-year and annual assessments. Budget shortfalls resulted in some library and learning support services being reduced, with negative effects for students (e.g., loss of Sunday hours for library and computer labs in the Rosenberg facility). LAD’s participation in the college basic skills initiative is an example of how assessment of student needs in basic skills prompted the College to secure external funds via the Title III grant to plan for improved services.

Theme 5: Institutional Resources Support Learning and Student Success

The L&LSS units staff, physical and fiscal resources and organizational structures have made a positive difference in support of student learning and success. The Library and LAC facilities offer students a haven for studying, and meeting with other students, tutors and faculty in a supportive environment. The LLR has created new committees and communication channels (e.g. listservs) to better inform and unite staff around the priority of student success. One
example is the LLR’s Program and Exhibitions Committee, which has developed guidelines and checklists for working with other campus units to develop improved curriculum-related and service-learning programs and exhibitions. LLR and the BMS have made increased efforts to bridge the organizational gap to improve the distribution of media services. Rosenberg multi-media classrooms and the LAC computer classroom and open access labs are regularly used by classes across the disciplines.

**Theme 6: Institutional Integrity and Honesty to All Stakeholders**

L&LSS units contribute to the institution’s various ways of displaying integrity and honesty to all stakeholders. For example, the LLR took a leadership role on the Teaching and Learning Technology Committee’s sub-committee that developed the Copyright Information webpages to inform the entire campus community about the legal and ethical issues related to copyright, ([http://www.ccsf.edu/INTRANET/faculty.html](http://www.ccsf.edu/INTRANET/faculty.html)). The Library and LAD faculty support the efforts of departmental faculty in teaching students about plagiarism and the ethical use of information by means of the two credit courses, LIS 10 and LEARN 50 and the zero-credit, 90-minute workshop D “Research Paper Process.” Library faculty have offered professional development workshops on promoting academic integrity and created a webpages for faculty use ([http://www.ccsf.edu/Library/plag.html](http://www.ccsf.edu/Library/plag.html)). The commitment to diversity, equity and access are cornerstones of all the library and learning support services as evidenced by the recruitment and hiring of a diverse staff; offering access to all San Francisco residents 18 years and older; developing more online services and courses; working to expand some physical services to campuses without on-site libraries; coordinating with the Disabled Students Programs & Services unit; and partnering with other units to extend tutoring services.
SECTION IV: Resources

II.C.1.-1 Learning Assistance Department 2003/04 Annual Report
II.C.1.-3 “Library Instructional Services Plan 2004-2006”
   www.ccsf.edu/Library/instruct/instructplan.html
II.C.1.-4 LLR Program Review 2005, “Table1: Titles and Volumes Ordered and Received.”
II.C.1.-5 LLR Program Review 2005 “Currency of the Book Collection.”
II.C.1.-6 LLR Program Review 2005 “Student Survey Spring 2004: Summary Report:
   Analysis of the Write-in Comments”
II.C.1.-8 LLR Program Review 2005 “Student Survey Spring 2004: Overall Findings”
II.C.1.-9 Evidence box, file II.C.1.-9 Student Computer Labs. This inventory reflects
   departmental and open access labs; excluding those smaller labs in several Student
   Services’ areas and the retention programs.
II.C.2.-10 Office of Research, Planning & Grants, Fall 2004 Student Satisfaction Survey
II.C.2.-11 “Library Instructional Services Assessment Plan 2004-2006”
   www.ccsf.edu/Library/assessmentplan.html
II.C.2.-12 Evidence box, file II.C.2.-12 “Surveys and Other Evidence.”
II.C.1.-14 Learning Assistance Department Annual Report 2003/2004
II.C.2.-15 Learning Assistance Department Program Review Fall 2002
II.C.2.-16 Pre-Collegiate Basic Skills Accountability Report, Part 2: Retention and
   Success Programs.
II.C.2.-17 Learning Assistance Department Evidence box, file II.C.2.-17.