

2013-14 CCSF Library Assessment with the
 Fall 2010, Academic Senate for California Community Colleges
Standards of Practice for California Community College
Library Faculty and Programs

NOTE: Numbers in right margin correspond to Appendix : Comparison of CCSF Library to ASCCC Standards

**Assessment
 Spreadsheet
 Line Number**

Core Roles for library Faculty

Library faculty and library paraprofessional staff members work in an integrated environment with, at times, overlapping roles. However, a clear distinction between these roles must be understood and preserved. Faculty are hired in California community colleges primarily for the purpose of teaching students; therefore, library faculty should view their primary function in a college and district from that perspective. Library faculty play a significant role in the education of students regarding research, the use of technology, and information literacy and competency. Such education directly supports and complements campus instruction as a whole, and aids in student success overall. Library faculty should provide instruction through reference service and in the classroom, and they should be the only library personnel responsible for those functions.

CCSF library meets the standard.

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Additionally, all forms of library instruction should be offered on campus and through online delivery systems to meet the needs of all students attending the college.

- The primary point of contact for most students with library faculty occurs through reference service. For 2008, CCC libraries averaged over 400 reference transactions per week (Phan, Hardesty, Scheckells, & George, 2009). Reference should be viewed primarily as a learning and teaching activity, and **such a significant level of instructional contact requires that the only personnel who work at the reference desk be library faculty who meet the minimum qualifications of faculty within the Library Science discipline** as stated in *Minimum Qualifications for Faculty and Administrators in California Community Colleges* (Chancellor's office, 2010).

CCSF library meets the standard.

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- **Library faculty should teach a variety of bibliographic instruction sessions for courses on their campus.** These sessions should include both general information literacy and competency instruction and discipline-specific library and information instruction.

CCSF library meets the standard.

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- **When possible, library faculty should work with discipline area faculty in the development and design of curriculum and assignments that utilize library resources.**

CCSF library meets the standard.

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- Given the continued importance of information literacy and competency, as evidenced by the support of the Academic Senate for an information competency requirement (Academic Senate Resolution 9 03 F01), and

CCSF library meets the standard.

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executive order S-06-09 signed by the Governor of California in 2009, which aims to raise digital literacy in California's 21st century workforce, library faculty should **offer various forms of information literacy and competency instruction within the library science discipline**. This instruction should be **developed, delivered, and evaluated by library faculty** **Information literacy and competency credit courses should be developed through the college's regular curriculum process**. Library faculty should **design their information literacy and competency instruction to meet the needs of students at all levels within their colleges** from basic skills to honors students and all groups in between

- Library faculty should seek to **work collaboratively with other discipline faculty in offering information literacy and competency instruction to students, whether through learning communities, team teaching, or other means deemed appropriate to the particular learning objectives.** CCSF library meets the standard. 7

Collection Development

- Library science faculty should **regularly work with other discipline faculty in evaluating the library's collections to ensure that they meet the needs of the college**. Non-library faculty should be actively engaged in this process to ensure good representation of all disciplines within the collection CCSF library meets the standard. 8
- Library faculty should ensure that their libraries contain resources in a variety of formats, both printed and electronic, to meet the information needs and learning styles of the students and faculty** on campus. These resources should be available in multiple formats and provided through multiple delivery methods **with a goal to create "24/7" access.** CCSF library meets the standard. 9
- Library faculty should **work with other discipline faculty to ensure funding for the resources necessary to maintain proper subject and format representation within the collection.** CCSF Library meets the standard. Possible room for improvement in transparency of District allocation process. 10

Oversight of Library Resources and Facilities

- Library faculty should have the **primary responsibility for oversight of all educational functions of the library and for the management of educational materials** such as books, databases, and faculty-developed materials such as handouts and tutorials. CCSF library meets the standard. 11
- The library is an educational facility, a fact best evidenced by the designation of librarians as faculty. As such, it cannot operate without library faculty in place. **A library, like a classroom, should not be in use unless library faculty are available** to provide service and facilitate student learning. CCSF library meets the standard. 12

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- Library faculty and library classified staff must work together in a tightly woven relationship. Some duties between the two can overlap; however, **any activity within the library that has a direct impact on student learning should always be under the authority of library faculty.**

CCSF library meets the standard.

Participation in College Governance

- Library faculty **should be fully involved in college governance, including membership and leadership on the local academic senate and academic senate committees and service on budget committees.** This participation will ensure that library faculty are aware of the issues affecting the college as a whole and that the college hears the ideas, recommendations, and issues of the library and understands how decisions will affect the library and its ability to serve students and faculty.

CCSF library meets the standard.

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- As a part of their service in college governance, **library faculty should be involved in the curriculum development process of the college.** The Chancellor's office for CCC considers it good practice for discipline faculty to consult with library faculty in the development of courses and curriculum to analyze the library's ability to support courses (Academic Senate, 2008a, p63). Therefore, library faculty should be present on the curriculum committee of the college and district to ensure that this consultation is occurring. This commitment to consultation with library faculty can best be demonstrated by including library faculty representation in the voting membership of the local curriculum committee.

CCSF library meets the standard.

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Outreach to Students, Faculty and Administrators

When discipline faculty are aware of what is available in the library, they are more likely to send students to the library for instruction (Reeves, Nishimuta, McMillan, & Godin, 2003). Moreover, collaboration with librarians can increase awareness for the library faculty's role on campus as well as the library's place in the institution and the benefit and use of library resources (Ober, I R, Schleiter, M K, & Van Houten, M 1989).

- Library faculty should **develop effective relationships with students, discipline faculty, and administrators outside of the library,** thus providing the opportunity to offer the available resources and services as well as to gather information and recommendations about future library needs.

CCSF library meets the standard.

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- All members of a community college district need to be information literate and competent. **Library faculty should view the development and evaluation of such skills among faculty, staff, and administrators as part of their outreach efforts.**

CCSF library meets the standard.

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- Library faculty should **maintain a consistent web presence that informs students, faculty,**

CCSF library meets the standard.

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administrators, staff, and the community about the variety of services and resources available. This web presence should **include an assortment of electronic information formats, including both text and visual media.**

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- **Library faculty should be primarily responsible for the content of information about the library communicated through distance technologies.** CCSF library meets the standard. 19

Evaluation of Library Services and Programs

- **Library faculty should be responsible for evaluating the success of the library's services and programs.** This evaluation should be a regular part of library processes, program review, and accreditation cycles. CCSF library meets the standard. 20
- In keeping with accreditation guidelines, **assessment of all library services and programs that involve direct contact with students should include student learning outcomes (SLOs) and service area outcomes (SAOs)** to measure their effect on student learning (ACCJC, 2002). CCSF library meets the standard. 21
- **Services and activities should be evaluated for their ability to support the mission of the college and district and the library's mission.** Evaluation of services and learning outcomes should be used to draw connections to their effects on quality of service, student persistence, and student learning. CCSF library meets the standard. 22
- The **assessment of library services should, when appropriate, involve other discipline faculty to determine if the library is meeting the needs of the greater college community** and, if not, how it can improve. CCSF library meets the standard. 23
- **Library services should be scheduled and funded adequately in order to meet the identified needs** that come from evaluation processes. CCSF library meets the standard. Evaluations have shown possible need for increased hours and adjusted staffing distribution to support hours and locations. 24

Ethics

- Library faculty should **embrace a service philosophy that affords equal access to all in the academic community.** Intellectual freedom is a core ethical principle that should guide library service in CCC libraries principles of intellectual freedom should be embedded in all library policy documents. While these principles were adopted by the Association of College and Research Libraries (ALA, 1999), the standard on confidentiality comes into conflict with the US Government's authority to access confidential information through the use of a court order as dictated by the USA PATRIOT Act (Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and obstruct Terrorism (pub I No 107-56). CCSF library meets the standard. 25
- Privacy of users is inviolable, and library faculty should **make certain that policies are in place to maintain the confidentiality of library records and library use** CCSF Library meets the standard. 26

data and to uphold laws such as the Family Educational Rights and Privacy Act (FERPA) (20 U S C § 1232g; 34 CFR part 99).

- The selection of library **materials and resources should transcend the individual values of library faculty**, reflecting the wide diversity of different cultural and ethnic groups, religious views and beliefs, sexual orientations, economic status, physical and learning disabilities, and political and philosophical ideologies that exist on campus. As part of this responsibility, library faculty should ensure that the library **has in place a process for responding to requests for removal or addition of library materials, services, or exhibits.** **CCSF Library meets the standard. A specific challenge policy has been added to the collection development policy revision that is underway.** 27
- Library faculty should **ensure balance when considering the presentation, replacement, or preservation of library materials** so that minority viewpoints or viewpoints that may be less popular are given a place within the library's collections or displays and that the marketplace of ideas is well represented. **CCSF library meets the standard.** 28
- When working with **licensing agreements**, library faculty **should maximize access to and be consistent with the American Library Associations' Library Bill of Rights.** **CCSF library meets the standard.** 29
- Library faculty should ensure that **open access to the Internet is available and that restrictions contrary to the mission of furthering research and education through exposure to a broad range of ideas are avoided.** **CCSF library meets the standard.** 30
- Library **exhibits should reflect freedom of information and creative expression**, providing students and the academic community with exposure to a wide range of experiences and ideas. **CCSF library meets the standard.** 31
- Library **spaces should be available to the academic community regardless of the subject being researched or discussed, providing access without any discrimination toward a person or group's beliefs.** Library policies should reflect restrictions and limitations based only on space or resource limitations. **CCSF library meets the standard.** 32
- Library faculty should work to ensure that **students have free or low cost access to library services.** Whenever possible, services should be made available without charge, and where charges are necessary, low-cost options should be made available as much as possible. **CCSF library meets the standard.** 33
- Library faculty should **respect intellectual property rights and help negotiate the tension between the demands of users and the rights of copyright holders.** **CCSF library meets the standard.** 34
- Library faculty should **treat co-workers, colleagues, students, and other members of the academic community with respect and fairness.** Library faculty should advocate for employment conditions that safeguard all employee rights and provide fairness within institutional frameworks and contracts. **CCSF library meets the standard.** 35

- Library faculty should **be aware of local college or district policies that relate to these ethical principles and should when necessary use the support and guidance their local and statewide academic senate** can provide with these ethical considerations.

CCSF library meets the standard.

Professional Development

- Given the constantly changing technological standards within the library science discipline, the increasing need to navigate multiple technologies in the diagnostic and interviewing efforts of reference service, and the continued expansion of the technological needs of students and faculty, library faculty **must be dedicated to constant professional development in all aspects of information technology** to ensure that they continue to serve their colleges and districts at the highest level possible.

CCSF library meets the standard.

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- In order to effectively serve the information literacy and competency needs of their colleges and districts, library faculty should **have a background in educational theory and pedagogy. They should also have knowledge of assessment methods and techniques** to properly measure the success of their efforts against their identified goals.

CCSF library meets the standard.

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- Library faculty must be provided the necessary time and proper institutional support in the form of funding for travel and attendance at professional development opportunities.** Library faculty must keep abreast of existing opportunities for professional development and ensure that the knowledge gained at such events is embedded into the practice of libraries.

CCSF library meets the standard at the department level. Improvement possible in institutional support.

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- In order to gain a wider perspective of the profession, library faculty should **include as a part of their professional development activities regular collaboration and communication with other library faculty, including high school and university library faculty around the state and country.** This collaboration can involve reading professional publications, participating in professional organizations, and contributing to the profession through research and publishing. More informal activities such as meeting and sharing with library faculty from other institutions may be equally valuable.

CCSF library meets the standard ... without institutional support.

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Human Resources

- The primary resource of a community college library is its faculty and staff. Districts must ensure that they **employ a sufficient number of qualified library faculty to meet the core function needs of the institution.**

CCSF library meets the standard. Improvement needed in classified staffing levels.

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- **Individuals must meet the minimum standards for employment** as stated in **CCSF library meets the standard.**
Minimum Qualifications for Faculty and Administrators in California Community Colleges in order to be employed as library faculty in a CCC.

- Title 5 of the California Code of Regulations (§ 58724) contains **minimum standards for numbers of library faculty based on student FTES**. That formula is in the following table: **CCSF library meets the standard. Improvement possible in support at some library locations.** **43**

FTES	Faculty Librarians
<1,000	2.0
1,001 – 3,000	3.0
3,001 – 5,000	4.0
5,001 – 7,000	5.0
Each Addition 1K	.5

- The same code section (§ 58724) also includes **minimum standards for numbers of support staff**. **CCSF library meets the standard. Improvement possible in support at some library locations.** **44**

FTES	Support Staff
<1,000	3.0
1,001 – 3,000	4.5
3,001 – 5,000	6.5
5,001 – 7,000	9.0
Each Addition 1K	1.0

The California Community College Board of Governors sets these minimums, and colleges and districts should meet or exceed them.

- Libraries should, whenever possible, ensure that **library faculty reflect the cultural and ethnic diversity of the local community**. **CCSF library meets the standard.** **45**
Whenever possible, library faculty and classified staff who speak the primary languages of local populations should be available.

- Colleges and districts should **employ sufficient numbers of full-time library faculty to allow for participation in college, regional, and state academic governance, as well as in professional development and professional organization activities, without disruption of library service to the college.** **CCSF library meets the standard.** **46**

- Colleges and districts should **employ local standardized and consistent hiring and training practices** for all library faculty, regardless of full- or part-time status. **CCSF library meets the standard.** **47**

- All **library faculty should have the ability to provide core instructional service to students**, which includes providing reference and bibliographic instruction **CCSF library meets the standard.** **48**

services and developing and teaching library science or information literacy or competency courses **both on-campus and at a distance** using a variety of technologies. Library faculty should also have the opportunity to work with other discipline faculty in collection development, participate in the assessment of library services, produce print and electronic instructional materials, and learn and use constantly changing information technologies (Association of College & Research libraries, 2006a).

- **Some library faculty**, in addition to performing the instructional duties mentioned above, **should have the ability to install, manage, and maintain library automation systems and properly catalog materials within that system. Library automation systems should be selected by and under the management or supervision of library faculty.** CCSF library meets the standard. **49**
- Given libraries' reliance on current and functioning technology to meet even basic functions, the library should have as part of its staff a full-time computer or information technology maintenance and repair technician. In circumstances where this may not be possible, **the college or district should make available technicians dedicated to serving the information technology maintenance and repair needs of the library.** CCSF library meets the standard. **50**

Library Organization and Administration

The organization and administration of the library has significant impact on its effectiveness. Therefore, the following standards should be applied:

- **The library should be under the leadership of an instructional administrative director or dean who is directly responsible for the daily operations of the library. This administrator should possess the minimum qualifications of the library discipline in addition to having experience and training in management or leadership.** CCSF library meets the standard. **51**
- **The administrators of the library should be positioned in the administrative structure to effectively interact with other administrators and have a direct link to the instructional vice president (or equivalent).** CCSF library meets the standard. Improvement possible in reporting structure. **52**
- **Library faculty should have the primary role in developing the job description and in the hiring of their administrators.** CCSF library meets the standard. Improvement possible in practice and implementation. **53**
- In districts that have faculty department chairs, **a chair of the library should be elected for each college. Library faculty should be the sole source of faculty chair candidates.** CCSF library meets the standard. **54**
- Given the continued and growing importance of information literacy and competency, **the library should reside organizationally under instruction with a** CCSF library meets the standard. Improvement possible in reporting structure. **55**

direct reporting link to the instructional vice president (or equivalent).

- Library faculty should make certain that libraries in multi-campus districts do not become isolated and disconnected. Therefore, **in multi-campus districts, library faculty from all colleges should regularly meet, confer, and share information about overall library service and assessment results within the district.** **CCSF library meets the standard.** **56**
- Library faculty should **build strong connections to all college programs that serve special groups of students**, such as learning centers, distance education, basic skills, and general education **as well as connections to all discipline departments.** **CCSF library meets the standard.** **57**
- Library faculty should have **sole authority for determining and developing the academic services and programs within the library.** However, library faculty should **regularly seek the input of other discipline faculty** to determine if the library is meeting the needs of the greater college community and, if not, how it can improve. **CCSF library meets the standard.** **58**
- The library should be **adequately funded in order to meet the needs determined by library faculty and through the consultation between library faculty and others** concerning the library needs of the greater college community. **CCSF library meets the standard. Improvement possible.** **59**

Physical Facilities

Physical facilities, security, safety, adequate space, adequate equipment, proper humidity, heating and cooling, electronic and wireless access, access for individuals with disabilities, ergonomic work spaces, teaching space, and space for growth are some of the major considerations libraries need to take into account when evaluating the adequacy of a library's physical facilities in the community colleges (Association of College & Research libraries, 2006b).

While Title 5 (§ 57030) specifies minimum standards for square footage in the construction of community college libraries, **California community colleges should not be limited by these minimums and should consider broader standards as suggested in the ACRL Standards for Libraries in Higher Education (2006).**

- The library environment must allow for **different kinds of seating to meet different student needs, including access for those who are disabled** and provision of space and equipment that will be conducive to research, study, and learning. **CCSF library meets the standard.** **60**
- Because CCC librarians are faculty, **each full-time library faculty member should be provided with a private office to allow for confidential meetings with students** as well as for meetings with library faculty under performance review. **CCSF library meets the standard. Improvements needed at SEC.** **61**

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- Library facilities should provide **enough space for the acquisition, cataloging, and processing of all physical materials** brought into the library. CCSF library meets the standard.
- Library **facilities should be able to support all of the technological needs of library faculty, staff, and users for the present and provide room for growth** in the future. CCSF library meets the standard. **63**
- Library facilities should be able to **maintain an acceptable level of temperature and humidity** to provide a safe environment for library staff, users, and materials. CCSF library meets the standard. Improvement possible at Rosenberg and Statler locations. **64**
- Library facilities should be **large enough to allow students to find space for research and study.** CCSF library meets the standard. **65**
- **Students should be able to use all library facilities comfortably for a variety of activities, including research, individual or group study, the use of district or personally owned computers, and quiet reading or reflection.** CCSF library meets the standard. **66**
- Library facilities should reflect the library's role as a teaching and learning location by providing **rooms for classroom instruction to support both bibliographic instruction sessions and library science courses.** CCSF library meets the standard. **67**

Technology

- Libraries need to **maintain currency with new technologies and instructional methods.** As information is provided in different formats, libraries and library faculty must **offer services in new, innovative ways. Considerations should include long-term access to online materials, migration to current formats, training of staff and faculty, and ongoing efforts to keep library collections relevant to students and discipline faculty through electronic as well as physical collections.** CCSF library meets the standard. **68**
- Given the vital importance of technology to the library's ability to serve the campus community, **funding for sustained library technologies, e. g., databases, catalogs, and library faculty developed web products, should be funded through the district general budget.** The use of outside funds to pay for such resources should be used with the understanding that the cost of these resources would be assumed by the district general budget when these funds are no longer available. CCSF library meets the standard. **69**

Technology practices should incorporate the following principles:

Student needs

Electronic access to library catalogs and digital collections has become a necessity for students and must be maintained for CCC libraries to provide a minimum level of

service. The ACCJC Accreditation Standard II C specifically requires that “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” (ACCJC, 2002, p 12).

- Libraries should **select only those technologies that enhance the delivery of library services** and are deemed by faculty to serve the informational or educational needs of students. CCSF library meets the standard. **70**
- Library programs should **provide access from a distance to services, instruction, and information** to accommodate students who are remotely located or who may not be able to take advantage of assistance at the library during regular operating hours. CCSF library meets the standard. **71**
- **Considerations for accessibility must be made for students with disabilities** who are both physically in the library and gaining access from a distance. CCSF library meets the standard. **72**
- **Library technologies must be able to maintain privacy for students** and their library records. CCSF library meets the standard. **73**
- Library technology resources should be developed with input from students, faculty, administrators, and all library staff, and should be part of overall technology planning on campus. CCSF library meets the standard. **74**
- All **library technologies that affect student learning should be selected and managed by library faculty.** CCSF library meets the standard. **75**

Faculty and Staff Needs

- Library **faculty and staff should be provided with adequate technology resources** to provide quality service, **which includes adequate support for maintenance of current technology as well as for implementation of new technologies.** CCSF Library meets the standard. Improvement possible in District support. **76**
- Library **faculty should be provided appropriate time and resources for ensuring that information provided on the library website is accurate and up-to-date.** CCSF library meets the standard. **77**
- Library **personnel must have the necessary resources and time to accurately document and record student use of library technologies** as required for annual data collection by Title 5 (§55841), as well as for program review and accreditation purposes. CCSF library meets the standard. **78**
- Because library services increasingly require greater use of technology, colleges and **districts should provide ongoing support for** CCSF Library meets the standard. Improvement possible in District support. **79**

library faculty and staff to acquire and maintain skills to use these technologies as well as provide training to students and other faculty and staff in their use. **All library personnel should receive staff development opportunities and time for attaining new skills in technology.**

Facility Technology Needs

- **Technology in libraries should be up to date with sufficient network connections and wireless resources** to access library collections and the Internet **as well as the infrastructure to support current conditions and future growth.** All wired and wireless access should be free to all college and district students and personnel. **CCSF library meets the standard.** 80
- Library faculty should have **access to classrooms or dedicated space equipped for multi-media presentations to support the mission of providing instruction** in information literacy and competency and to deliver bibliographic instruction sessions. **CCSF library meets the standard.** 81

Distance Education Needs

- Library faculty should **work with college and district distance education faculty to ensure that library resources are available and accessible to all distance learners.** **CCSF library meets the standard.** 82
- Library faculty should **ensure that all media collections are catalogued and available through the library catalog** as a means to provide access to such resources to distance learners. **CCSF library meets the standard.** 83
- **Computer equipment, software, and online pages** used by library faculty and available to students must be free from barriers and **compliant with the Americans with Disabilities Act and sections 504 and 508** of the 1973 Federal Rehabilitation Act. **CCSF library meets the standard.** 84

Funding

Libraries are the core location, both physically and electronically, for students to extend their learning beyond classroom instruction and are vital to the health of student learning. In 2009, the Governor of California signed executive order S-06-09, which seeks to increase digital literacy in the State of California to support a 21st century workforce. This order calls on higher education to provide education and training in the acquisition of digital literacy skills that include information literacy and competency. However, like so many education-related policies, this initiative is an unfunded mandate that places responsibility on educational institutions but provides little or no support.

As noted earlier, Title 5 sets minimum standards for staffing and physical collections, which can be equated to minimum monetary amounts necessary to sustain both. However, Title 5 has not kept up with changes in library services, which have seen a significant increase in the use of electronic resources. These resources, which are paid for through the use of annual subscriptions, are a necessity if CCC libraries are

to continue to support the learning outcomes of the 21st century college student. In part because Title 5 does not address electronic resources, funding from categorical “soft” monies, such as block grants and Telecommunications and Technology Infrastructure Program (TTIP), have become the standard source of financial support. These types of funding sources, however, are not reliable for long-term support and make electronic library resources susceptible to short-term financial and political changes. This practice can threaten the accreditation of community college districts and the programs within them.

Colleges are required by both Education Code and accreditation standards to appropriately fund libraries to provide the services, functions and materials necessary for sufficient resources and effective functioning of the library’s instructional program. Adequate funding for libraries is not optional or discretionary.

As mentioned, to ensure that students and faculty continue to have long-term and guaranteed access to library electronic resources, **districts should fund the full costs of libraries through the general budget and any use of outside funds to pay for library resources should be assumed by the district general budget when such outside funds are no longer available.** **CCSF library meets the standard.** **85**

Title 5 (§58724) provides minimum standards for the number of book volumes and periodicals that must be provided based on student FTES. Those standards are in the following table. The library should be funded to meet or exceed these standards. **CCSF library meets the standard. Improvement needed to maintain currency at collection size.** **86**

FTES	Volumes	Periodical Subscriptions
<1,000	30,000	230
1,001 – 3,000	40,000	300
3,001 – 5,000	60,000	500
5,001 – 7,000	80,000	700
Each Addition 1K	7,500	50

Standard IIC of the ACCJC Accreditation Standards affirms that libraries need sufficient support to carry out their mission for all subject areas as well as to provide instruction in information literacy and competency.

- **Library faculty should acknowledge any and all failures of their individual campus or districts to meet this standard when writing any accreditation or program review documents and when meeting with accreditation teams.** **CCSF library meets the standard.** **87**
- **Library faculty should work with and seek the input of other campus faculty to ensure that library funding provides the level of service needed** to support student success. **CCSF library meets the standard.** **88**

	A	B	C
1	ASCCC Library Standards, Adopted Fall 2010		CCSF Library
2	Core Roles for Library Faculty: General (p. 1)	Library faculty and library paraprofessional staff members work in an integrated environment with, at times, overlapping roles. However, a clear distinction between these roles must be understood and preserved. Faculty are hired in California community colleges primarily for the purpose of teaching students; therefore, library faculty should view their primary function in a college and district from that perspective. Library faculty play a significant role in the education of students regarding research, the use of technology, and information literacy and competency. Such education directly supports and complements campus instruction as a whole, and aids in student success overall. Library faculty should provide instruction through reference service and in the classroom, and they should be the only library personnel responsible for those functions.	Library faculty and classified employees work together in an integrated and cooperative manner, in most respects. However, as staffing levels have reduced, classified positions designated to support reference services have been eliminated, leaving the work for faculty to accomplish with the limited assistance of student workers hired through other departments' budgets. Another area that has become difficult as staffing levels have decreased is in the coordination of schedules in the evenings and for vacations for staff who support service to students.
3		The primary point of contact for most students with library faculty occurs through reference service. For 2008, CCC libraries averaged over 400 reference transactions per week (phan, Hardesty, Scheckells, & George, 2009) . Reference should be viewed primarily as a learning and teaching activity, and such a significant level of instructional contact requires that the only personnel who work at the reference desk be library faculty who meet the minimum qualifications of faculty within the library Science discipline as stated in Minimum Qualifications for Faculty and Administrators in California Community Colleges (Chancellor's office, 2010).	Only faculty librarians (who meet the minimum qualifications of faculty within the Library Science discipline as stated in <i>Minimum Qualifications for Faculty and Administrators in California Community Colleges</i>) staff reference desks. Librarians interact with students in a number of ways at the reference desk that include research help, catalog and database instruction, information competency workshop assistance and instruction, and reference services by phone and instant message.
4		Library faculty should teach a variety of bibliographic instruction sessions for courses on their campus. These sessions should include both general information literacy and competency instruction and discipline-specific library and information instruction.	Library faculty teach subject-specific workshops in their assigned disciplines. In addition, each librarian teaches library information skills workshops at the Ocean Campus. Center librarians serve subjects at their centers and can get assistance from the instruction coordinator if needed to accommodate subject workshop demand. The Mission Center librarian also teaches library information skills workshops.
5		When possible, library faculty should work with discipline area faculty in the development and design of curriculum and assignments that utilize library resources.	Library faculty work with discipline faculty in the design of subject-specific workshops which provide instruction appropriate to their research needs. Librarians offer instruction design as a service and work at various levels of involvement with their assigned discipline faculty. Collaborations have occurred between librarians and faculty in such diverse departments as the Graphic Design, Art, Health Education, Political Science, Women's Studies, African American Studies, Learning Assistance, Culinary Arts & Hospitality Services, English, and Psychology departments, in the design of assignments utilizing library resources and exhibits.

	A	B	C
1	ASCCC Library Standards, Adopted Fall 2010		CCSF Library
6		Given the continued importance of information literacy and competency, as evidenced by the support of the Academic Senate for an information competency requirement (Academic Senate Resolution 9 .03 F01), and executive order S-06-09 signed by the Governor of California in 2009 which aims to raise digital literacy in California's 21st century workforce, library faculty should offer various forms of information literacy and competency instruction within the library science discipline. This instruction should be developed, delivered, and evaluated by library faculty. Information literacy and competency credit courses should be developed through the college's regular curriculum process. Library faculty should design their information literacy and competency instruction to meet the needs of students at all levels within their colleges from basic skills to honors students and all groups in between.	Library faculty offer information competency instruction through various means of delivery, such as subject-specific workshops; online and face-to-face library skills workshops; and reference interactions at the reference desk, over the phone, and by instant message. The seven library skills workshops address different sets of information sources and competencies, and are developed, assessed and revised on a regular, scheduled basis by library faculty. In addition, the Library offers a one-credit library research skills/information competency course that is offered as a traditional course and an online course. Both versions of the course are developed and evaluated by library faculty and go through the College's formal curriculum review process. All information competency instruction is designed to meet the needs of students with varying levels of skills, experience, and English language acquisition.
7		Library faculty should seek to work collaboratively with other discipline faculty in offering information literacy and competency instruction to students, whether through learning communities, team teaching, or other means deemed appropriate to the particular learning objectives.	Library faculty collaborate with discipline faculty through development of subject-specific workshops, discipline assignments, assignments created around the Library Exhibitions program and the Diego Rivera collection, the library programs series, and a limited embedded librarian pilot.
8	Core Roles for Library Faculty: Collection Development. (p. 2)	Library science faculty should regularly work with other discipline faculty in evaluating the library's collections to ensure that they meet the needs of the college. Non-library faculty should be actively engaged in this process to assure good representation of all disciplines within the collection.	Library faculty contact assigned discipline faculty each semester to solicit collection development suggestions, which are then evaluated for appropriateness. Vocational program faculty provide feedback on collections for their program accreditation. Discipline faculty are also consulted regarding potential changes in print periodical and database subscriptions, and, as necessary, when weeding. Library faculty also request textbooks from faculty to add to the Course Reserves collection, especially in response to unfilled student requests. The library's Faculty Survey solicits feedback on the usefulness of library collections and the subject librarian relationship. The College community can also submit suggestions for materials via reference services at the desks, by phone, through email and by instant message.
9		Library faculty should ensure that their libraries contain resources in a variety of formats, both printed and electronic, to meet the information needs and learning styles of the students and faculty on campus. These resources should be available in multiple formats and provided through multiple delivery methods with a goal to create "24/7" access.	Library subscription databases, ebooks, information and handouts in electronic format, and library workshops are available through the Library website 24/7. Print materials (i.e. books, periodicals, and handouts) are available when the library is open. When necessary, the Library identifies funding from other sources, such as bequests and the Friends of the Library, to continue annual purchases of ebooks through the California Community College Library Consortium when the Library budget allocation is insufficient to cover the cost.
10		Library faculty should work with other discipline faculty to ensure funding for the resources necessary to maintain proper subject and format representation within the collection.	In 2013, the library convened a committee to evaluate and revise the materials budget allocation system. Library faculty can work to increase input from discipline faculty to maintain funding for proper subject and format presentation within the collection. Collaborations with faculty in departments such as Culinary Arts and Business result in obtaining additional funds for collections and equipment. Library faculty work with and serve as trustees of the Friends of the Library organization, which includes faculty and staff from throughout the College, and serves to assist in funding library resources on a limited basis.

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11	Core Roles for Lib Faculty: Oversight of Lib Resources & Facilities (p. 2)	Library faculty should have the primary responsibility for oversight of all educational functions of the library and for the management of educational materials such as books, databases, and faculty developed materials such as handouts and tutorials.	The LLR Department Chair and other library faculty have primary responsibility for oversight of all educational functions of the library and for the management of educational materials. This includes books, databases, handouts, tutorials, and library workshops. However, the materials budget has historically been under the administrative budget and should be moved under the academic department budget.
12		The library is an educational facility, a fact best evidenced by the designation of librarians as faculty. As such, it cannot operate without library faculty in place. A library, like a classroom, should not be in use unless library faculty are available to provide service and facilitate student learning.	The LLR Department Chair and other library faculty have primary responsibility for oversight of all educational functions of the library and for the management of educational materials. This includes books, databases, handouts, tutorials, and library workshops.
13		Library faculty and library classified staff must work together in a tightly woven relationship. Some duties between the two can overlap; however, any activity within the library that has a direct impact on student learning should always be under the authority of library faculty.	Library faculty and staff work together to a variety of degrees throughout the library organization. Circulation staff always refer students to the reference desk when students require any sort of instruction or research assistance.
14	Core Roles for Lib Faculty: Participation in College Gov (p. 3)	Library faculty should be fully involved in college governance, including membership and leadership on the local academic senate and academic senate committees and service on budget committees. This participation will ensure that library faculty are aware of the issues affecting the college as a whole and that the college hears the ideas, recommendations, and issues of the library and understands how decisions will affect the library and its ability to serve students and faculty.	Library faculty regularly participate in shared governance as officers, executive council members and committee members, with sometimes three library faculty serving on the Academic Senate executive council alone. It is customary for a librarian to serve on the Curriculum Committee and for library faculty to serve on technology-related committees. The department chair also serves on the Department Chairs Council to represent the interests of the library.
15		As a part of their service in college governance, library faculty should be involved in the curriculum development process of the college. The Chancellor's Office for CCC considers it good practice for discipline faculty to consult with library faculty in the development of courses and curriculum to analyze the library's ability to support courses (Academic Senate, 2008a, p. 63). Therefore, library faculty should be present on the curriculum committee of the college and district to ensure that this consultation is occurring. This commitment to consultation with library faculty can best be demonstrated by including library faculty representation in the voting membership of the local curriculum committee.	Area G of the curriculum committee covers the subject areas Library Services and Library Information Technology, so library faculty are represented on this committee.

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16	Core Roles for Lib Faculty: Outreach to Students, Faculty and Administrators (p. 3)	Library faculty should develop effective relationships with students, discipline faculty, and administrators outside of the library, thus providing the opportunity to offer the available resources and services as well as to gather information and recommendations about future library needs.	In addition to relationships CCSF librarians develop with assigned discipline faculty, the Library has an Outreach Librarian who promotes library services and resources to CCSF sites without libraries. The Outreach Librarian collaborates with other librarians to represent the library at events for student veterans, Homeless At-Risk Transitional Students Programs, Multicultural Retention Services, local high schools, and Basic Skills students, as well as at new faculty orientations. The Outreach Librarian also plans social events between librarians and discipline faculty. Library faculty serving on shared governance committees develop relationships with faculty, staff and administrators throughout the College. Center library faculty communicate frequently with faculty and administrators at their centers. Other outreach efforts by CCSF librarians have included teaching professional development workshops; writing articles about library services for the College newsletter; creating event series centered around cultural celebrations such as Women's History, Latino Heritage and African American History months; and creating numerous, diverse exhibitions that change throughout the year. Library faculty have always played an active role in the College's accreditation process; over the past decades, many have served on steering committees to develop accreditation self studies.
17		All members of a community college district need to be information literate and competent. library faculty should view the development and evaluation of such skills among faculty, staff, and administrators as part of their outreach efforts.	Library faculty offer one or more professional development workshops each College professional development day. Library faculty also offer consultation services to assigned discipline faculty. Information competency workshops designed for discipline faculty have been discussed, but would need further exploration.
18		Library faculty should maintain a consistent web presence that informs students, faculty, administrators, staff, and the community about the variety of services and resources available. This web presence should include an assortment of electronic information formats, including both text and visual media.	CCSF Library maintains a website that offers information about and access to library resources and services, as well as current events, to students, faculty, administrators, staff and the community. The library website has been fully migrated to the College CMS and follows an internal style guide developed by a committee of library faculty. Information is provided in text and graphic formats. Online library skills workshops incorporate multimedia, and research guides offer targeted guidance and resources for research in the library and online, including links to multimedia resources. Reference services are available via the Internet during library hours with instant message widgets installed on many library webpages.
19		Library faculty should be primarily responsible for the content of information about the library communicated through distance technologies.	Library faculty are responsible for communicating library information through the library website and other distance technologies. The library can make improvements in the delivery of this information by working with Technology Mediated Instruction to increase library presence in all distance education and tech-enhanced course shells. Currently, the Library is linked from the login page of Insight, the College online learning platform.
20	Core Roles for LibFaculty: Evaluation of Library Services and Programs (p. 4)	Library faculty should be responsible for evaluating the success of the library's services and programs. This evaluation should be a regular part of library processes, program review, and accreditation cycles.	Library faculty evaluate the success of the library's services and programs on a regular cycle via student surveys, peer surveys, examination of data collected, and assessment of LIS 10 and LIS 1000. The library's assessment and instruction services plans outline assessment measures and provide a timetable for specific assessments. These assessments are established library processes, incorporated into program review and accreditation cycles. Much of this work is done by members of the library's assessment committee, LIS 10 instructors, and the Instruction Coordinator. Library faculty also serve on the college-wide assessment committee.

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21		In keeping with accreditation guidelines, assessment of all library services and programs that involve direct contact with students should include student learning outcomes (SLOs) and service area outcomes (SAOs) to measure their effect on student learning (ACCJC, 2002).	LIS 1000 and LIS 10 have stated SLOs, and are on a regular assessment cycle. SLOs are being developed for exhibitions programs and will be posted to the library website. PSLOs were developed for library service areas and are mapped, but after evaluation could be changed and written as SAOs in the future.
22		Services and activities should be evaluated for their ability to support the mission of the college and district and the library's mission. Evaluation of services and learning outcomes should be used to draw connections to their effects on quality of service, student persistence, and student learning.	Services and activities are evaluated through surveys and data. In Spring 2011 and Spring 2014, librarians distributed a survey to students at all locations and via the library website. Information from the 2011 survey identified areas for improvement, but the 2014 survey is still open for responses. SLOs for LI S 10 and LI S 1000 are assessed on a regular cycle and have resulted in revision of course outlines, course presentation and assignments. Faculty and student surveys and peer library comparisons are administered on a three-year cycle. Data is analyzed to make changes to services, programs, instruction and collections. An assessment of subject-specific workshops was conducted in Fall 2013 with data analysis occurring in Spring 2014. Findings from this assessment have given data on students' knowledge of IC skills prior to and after having taken library skills workshops, in addition to providing guidance for subject librarians and development of future assessments of subject-specific workshops. More cross-departmental assessments and longitudinal data collection of student success after LIS 10 and LIS 1000 workshop completion are to be explored.
23		The assessment of library services should, when appropriate, involve other discipline faculty to determine if the library is meeting the needs of the greater college community and, if not, how it can improve.	The library participates in periodic college-wide surveys with a segment of questions specifically about library services, and periodically administers its own survey to the entire college community regarding library services and resources. In Fall 2013 an assessment of subject-specific workshops involved instructor feedback, as well as previous collaborative, course-specific assessments. Every three years the library administers a survey to College faculty as a periodic assessment of resources and services.
24		Library services should be scheduled and funded adequately in order to meet the identified needs that come from evaluation processes.	Hours at the Rosenberg library are approximately 25% less than in 2007. The LLR materials budget has also decreased in spite of the opening of two new library locations (Mission and Chinatown North Beach) since 2007. A Spring 2014 informal survey of 24 Bay Area community college library websites showed that of main library hours, 6 colleges had more totals hours per week than CCSF library, although CCSF is the largest institution. The Spring 2011 library student survey and a student sit-in identified a need for longer hours, especially later in the evening. CCSF library provides excellent geographic access to CCSF students, as evidenced by its number of locations. This expansion of services in terms of location has come at the cost of ability to provide service in terms of hours. Students also requested more computers and more updated computers. The college technology plan now includes these computers on its replacement schedule, which is in the process of implementation.

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25	Ethics (p. 4)	Library faculty should embrace a service philosophy that affords equal access to all in the academic community. Intellectual freedom is a core ethical principle that should guide library service in CCC libraries. Principles of intellectual freedom should be embedded in all library policy documents. While these principles were adopted by the Association of College and Research Libraries (ALA, 1999), the standard on confidentiality comes into conflict with the US government's authority to access confidential information through the use of a court order as dictated by the USA PATRIOT Act (Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (pub No 107-56)).	All library policies support access to all, as guided by the ALA Bill of Rights (ALA, 1996), and "Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights" (ACRL, 1999), and library policies comply with FERPA, as stated in the next item.
26		Privacy of users is inviolable, and library faculty should make certain that policies are in place to maintain the confidentiality of library records and library use data and to uphold laws such as the Family Educational Rights and Privacy Act (FERPA) (20 u .S .C . § 1232g; 34 CFR part 99).	Library faculty and staff are vigilant in protecting the privacy of patron records and upholding FERPA. Library staff follow College policies, and library-specific policies, including reference desk procedures and recommended reference transaction practices, to limit and prevent access to student data and to preserve student privacy.
27		The selection of library materials and resources should transcend the individual values of library faculty, reflecting the wide diversity of different cultural and ethnic groups, religious views and beliefs, sexual orientations, economic status, physical and learning disabilities, and political and philosophical ideologies that exist on campus. As part of this responsibility, library faculty should ensure that the library has in place a process for responding to requests for removal or addition of library materials, services, or exhibits.	From the CCSF Library collection development policy: "... CCSF Library pledges respect for and support of the concept of the individual's right to read and to have free access to information. The library is committed to the selection of materials representing differing and conflicting perspectives on political and social issues. Furthermore, the library has a responsibility to maintain a balanced collection which reflects the needs of the broad, socially and culturally diverse clientele. In the areas in which it collects, the Library strives to acquire materials that represent the widest possible range of viewpoints." Library policy provides for suggestions regarding the collection to be reviewed by the appropriate library liaison. Revisions to CCSF Collection Development Policy, including explicit policies regarding gifts and challenges to library materials, are in development by the Collection Management Committee.
28		Library faculty should ensure balance when considering the presentation, replacement, or preservation of library materials so that minority viewpoints or viewpoints that may be less popular are given a place within the library's collections or displays and that the marketplace of ideas is well represented.	The library mission statement, approved in Spring 2014, makes explicit reference to upholding the Library Bill of Rights, as interpreted for academic libraries. The library also incorporates the principles of the ALA Bill of Rights and Freedom to Read Statement in its collection development policy, which is designed to ensure broad representation of diverse points of view in the collection as well as in its design and planning of exhibits and displays.
29		When working with licensing agreements, library faculty should maximize access to and be consistent with the American Library Association Library Bill of Rights.	The library collection development policy currently in development will address both print and electronic resources. In May 2014, the library updated its missions statement to include support for the ALA Library Bill of Rights.
30		Library faculty should ensure that open access to the Internet is available and that restrictions contrary to the mission of furthering research and education through exposure to a broad range of ideas are avoided.	Open access to the Internet is available for students, and library staff advocated to preserve open access when the College briefly implemented filtering in 2012. Currently, filtering is in place for staff workstations and library faculty and staff are again advocating for the elimination of filtering.
31		Library exhibits should reflect freedom of information and creative expression, providing students and the academic community with exposure to a wide range of experiences and ideas.	Library exhibits do reflect freedom of information and creative expression (topics have included human trafficking, the environment and veterans' experiences), and as a rule are arranged in collaboration with College or community organizations.

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32		Library spaces should be available to the academic community regardless of the subject being researched or discussed, providing access without any discrimination toward a person or group's beliefs. Library policies should reflect restrictions and limitations based only on space or resource limitations.	Library policy follows the Library Bill of Rights in regards to allowing the academic community use of library space without restriction or discrimination, regardless of the subject being researched or discussed. Users are only restricted from using resources for personal purposes when such use would limit access for those doing academic work.
33		Library faculty should work to ensure that students have free or low cost access to library services. Whenever possible, services should be made available without charge, and where charges are necessary, low-cost options should be made available as much as possible.	All library services and materials are provided at no cost to students, with the exception of printing and photocopying. Interlibrary loan fees are charged only when the lending institution charges the fee. In addition, librarians have served on the College Textbook Affordability Task Force, work with discipline faculty to place course materials on reserve, and make efforts to assist students locate materials at the least possible cost if unavailable from the library.
34		Library faculty should respect intellectual property rights and help negotiate the tension between the demands of users and the rights of copyright holders.	Library faculty respect and notify students of the rights of copyright holders on a daily basis, but also demonstrate fair use principles when showing students how to access and utilize course reserves and other information sources. The library consults with District counsel when developing new initiatives that have an intellectual property facet (such as electronic reserves), or when any related issue arises.
35		Library faculty should treat co-workers, colleagues, students, and other members of the academic community with respect and fairness. Library faculty should advocate for employment conditions that safeguard all employee rights and provide fairness within institutional frameworks and contracts.	Library faculty treat co-workers, colleagues, students and other members of the academic community with respect and fairness. Library faculty advocate for the fair treatment and employment conditions for all staff through various means, including union involvement.
36		Library faculty should be aware of local college or district policies that relate to these ethical principles and should when necessary use the support and guidance their local and statewide academic senate can provide with these ethical considerations.	Library faculty are aware of District policies that relate to the fair treatment of co-workers, colleagues, students and other members of the academic community. Library faculty are regularly involved with the Academic Senate at the executive council level, and therefore have close communication and access to resources and assistance. It is unclear whether individual library faculty are aware of availability of the statewide AS for consultation regarding ethical dilemmas, however, the department chair and library faculty serving as executive council members do have communication with the statewide AS.
37	Professional Development (p. 6)	Given the constantly changing technological standards within the library science discipline, the increasing need to navigate multiple technologies in the diagnostic and interviewing efforts of reference service, and the continued expansion of the technological needs of students and faculty, library faculty must be dedicated to constant professional development in all aspects of information technology to ensure that they continue to serve their colleges and districts at the highest level possible.	CCSF librarians attempt to keep up with changes in technologies on personal initiative through independent study, taking courses, personally funding conference and workshop attendance, participating in free webinars, and taking CCSF Technology Learning Center workshops. Lack of funds for professional development limit available options, but colleagues assist those who can attend by covering reference shifts.

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38		In order to effectively serve the information literacy and competency needs of their colleges and districts, library faculty should have a background in educational theory and pedagogy. They should also have knowledge of assessment methods and techniques to properly measure the success of their efforts against their identified goals.	The percentage of library faculty who have a formal or informal background in educational theory and pedagogy has not yet been determined. This should be assessed at a future time. Professional development activities in which library faculty participate incorporate educational theory. At least two librarians have attended the ACRL Institute for Information Literacy Immersion Institute. A broad effort to educate and engage the entire library staff in assessment has ensured awareness of assessment activities. Core LIS 10 and LIS 1000 faculty utilize current methods in course assessment, performed on a regular cycle, to evaluate achievement of course and program SLOs. College wide SLO flex days, in which all faculty participate, have brought SLO assessment methodology to all College faculty.
39		Library faculty must be provided the necessary time and proper institutional support in the form of funding for travel and attendance at professional development opportunities. Library faculty must keep abreast of existing opportunities for professional development and ensure that the knowledge gained at such events is embedded into the practice of libraries.	Library faculty will often cover reference shifts for each other, alleviating to some degree lack of allowance for time for professional development, but there is no professional development funding. Librarians are expected to pay for workshops and conference attendance out of their own pocket, a major obstacle in attending national conferences and professional development opportunities.
40		In order to gain a wider perspective of the profession, library faculty should include as a part of their professional development activities regular collaboration and communication with other library faculty, including high school and university library faculty around the state and country . This collaboration can involve reading professional publications, participating in professional organizations, and contributing to the profession through research and publishing . More informal activities such as meeting and sharing with library faculty from other institutions may be equally valuable.	CCSF library faculty collaborate and interact with library faculty from other institutions at local conferences and workshops and through committee work within national library associations. A number of library faculty are members of and participate in professional library organizations. Faculty often share new resources found, information from presentations, and articles read in professional publications. However, research and presentation by CCSF librarians is rare, an area that needs improvement.
41	Human Resources (p. 6)	The primary resource of a community college library is its faculty and staff. Districts must ensure that they employ a sufficient number of qualified library faculty to meet the core function needs of the institution.	The library just meets the minimum Title 5 requirements, if calculated based on FTES as a single organization. If calculated based on FTES by location, the library is insufficiently staffed. Staffing levels currently require center libraries to go without a librarian during lunch breaks, and in the event the librarian has a meeting, workshop or other function to attend. At some center libraries, a librarian works in the library without classified staff some evenings. Illnesses and other absences are difficult to accommodate at the center libraries. There is insufficient staffing to cover the increase in hours recommended in accreditation reports.
42		Individuals must meet the minimum standards for employment as stated in Minimum Qualifications for Faculty and Administrators in California Community Colleges in order to be employed as library faculty in a CCC.	According to the CCSF faculty handbook and hiring practices, CCSF faculty must possess the minimum educational qualifications for their respective discipline as prescribed by the California Community College Board of Governors or have the "equivalent." The minimum qualifications handbook stipulates for library faculty an MLS or MLIS as the "reasonably related" degrees for the discipline. See also: extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012_2014.pdf

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43		Title 5 of the California Code of Regulations (§ 58724) contains <i>minimum</i> standards for numbers of library faculty based on student FTEs. 5 Librarians for 5,000-7,000 FTEs; .5 Librarians each add'l 1,000 FTEs Based on CCCCCO Datamart figures, 2011-12 minimum = 19.8 FTEF; 2012-13 minimum = 17.4 FTEF	Per CCCCCO Datamart, CCSF 2011-12 enrollment: 36,566 FTEs. 2012-13 enrollment: 31,804 FTEs. Section 58724 does not account for number of sites, however, §84750.5(d)2 recognizes the need to consider number of locations when allocating funding resources. CCSF library 2011-12 FTE librarians: 22.03; CCSF library 2012-13 FTE librarians: 21.03 [CONFIRM]
44		9 Classified Staff for 5,001-7,000 FTEs; 1 classified per add'l 1,000 FTEs Based on CCCCCO Datamart figures, 2011-12 minimum = 38.5 FTEC; 2012-13 minimum = 33.8 FTEC	CCSF library 2011-12 FTE Classified staff: 35; CCSF library 2012-13 FTE Classified staff: 34
45		Libraries should, whenever possible, ensure that library faculty reflect the cultural and ethnic diversity of the local community . Whenever possible, library faculty and classified staff who speak the primary languages of local populations should be available.	CCSF Library has a very diverse faculty that reflect the cultural and ethnic diversity of the CCSF community. Many CCSF librarians speak a number of languages, including Spanish, Chinese, French and Persian. The Library catalog and website also offer search and limited informational pages in Spanish, and a Chinese version has been developed, but not yet released.
46		Colleges and districts should employ sufficient numbers of full-time library faculty to allow for participation in college, regional, and state academic governance, as well as in professional development and professional organization activities, without disruption of library service to the college.	CCSF Library meets the Library standard (with 2012-13 enrollments), although the formula does not take into account the number of sites that CCSF librarians now support (seven). Currently, library faculty do participate in college governance, as well as in professional development and professional organization activities without disruption of library service to the college.
47		Colleges and districts should employ local standardized and consistent hiring and training practices for all library faculty, regardless of full- or part-time status.	There is a set and consistent system in place for the hiring and training of new faculty and staff.
48		All library faculty should have the ability to provide core instructional service to students, which includes providing reference and bibliographic instruction services and developing and teaching library science or information literacy or competency courses both on-campus and at a distance using a variety of technologies. Library faculty should also have the opportunity to work with other discipline faculty in collection development, participate in the assessment of library services, produce print and electronic instructional materials, and learn and use constantly changing information technologies (Association of College & Research Libraries, 2006a).	All library faculty provide regular reference and instruction assistance in the form of reference shifts, subject specific workshops, and library skills workshops, or are able to do so as necessary. All work with discipline faculty in collection development efforts and have the opportunity to participate collaboratively in assessment of library services, and creation of instructional materials in a variety of formats. Library faculty also work actively to create opportunities for colleagues to learn new and changing information technologies.
49		Some library faculty, in addition to performing the instructional duties mentioned above, should have the ability to install, manage, and maintain library automation systems and properly catalog materials within that system. Library automation systems should be selected by and under the management or supervision of library faculty.	Library Technicians (classified staff) manage the day-to-day maintenance of the staff modes of the integrated library system, but the Systems Librarian functions as system administrator and is able to perform all ILS management tasks as needed. The Systems Librarian maintains the public online library catalog, and other library faculty participate in the implementation of interface design and web components. The Cataloging and Acquisitions Librarians manage data input for and usage of those system components. Library system selection, development, and design are coordinated by the Systems Librarian with participation by all library faculty.

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50		Given libraries' reliance on current and functioning technology to meet even basic functions, the library should have as part of its staff a full-time computer or information technology maintenance and repair technician. In circumstances where this may not be possible, the college or district should make available technicians dedicated to serving the information technology maintenance and repair needs of the library.	There is a small staff of technicians from the IT department assigned in part or fully to the library, who troubleshoot, manage and repair library computers, in addition to setting up and troubleshooting the computer network.
51	Library Organization and Administration (p. 8)	The library should be under the leadership of an instructional administrative director or dean who is directly responsible for the daily operations of the library. This administrator should possess the minimum qualifications of the library discipline in addition to having experience and training in management or leadership.	The current interim library administrator holds an MLS degree. The Fall 2013 job announcement for the newly restructured administrative position overseeing the library did not specify an MLS or MLIS as a required qualification.
52		The administrators of the library should be positioned in the administrative structure to effectively interact with other administrators and have a direct link to the instructional vice president (or equivalent).	The last restructuring of Academic Affairs, placed LLR under an Associate Dean of Instructional Support Services, who also has responsibility for educational technology, course scheduling, the college catalog, faculty support services, and the Library Information Technology department. The Associate Dean reports to the Associate Vice Chancellor of Instructional Support Services, who in turn reports to the Vice Chancellor of Academic Affairs.
53		Library faculty should have the primary role in developing the job description and in the hiring of their administrators.	The Fall 2013 job announcement for the newly restructured administrative position overseeing the library did not consider library faculty input and did not specify an MLS or MLIS as a required qualification. The hiring process did not take place, but the position was filled through the appointment of the current interim Associate Dean.
54		In districts that have faculty department chairs, a chair of the library should be elected for each college. Library faculty should be the sole source of faculty chair candidates.	Library faculty are responsible for electing the LLR department chair, who is a library faculty member.
55		Given the continued and growing importance of information literacy and competency, the library should reside organizationally under instruction with a direct reporting link to the instructional vice president (or equivalent).	The library resides organizationally under the Office of Academic Affairs. However, as stated above, LLR is administered by an Associate Dean who reports to an Associate Vice Chancellor of Enrollment Management & Instructional Support Services, who reports to the Vice Chancellor of Academic Affairs.
56		Library faculty should make certain that libraries in multi-campus districts do not become isolated and disconnected. Therefore, in multi-campus districts, library faculty from all colleges should regularly meet, confer, and share information about overall library service and assessment results within the district.	All library faculty from all locations meet monthly to share information and make collective decisions regarding library resources and services. Library staffing, however, limits the ability for center librarians to participate in these meetings consistently. Additionally, library faculty often serve some of their hours at another location.
57		Library faculty should build strong connections to all college programs that serve special groups of students, such as learning centers, distance education, basic skills, and general education as well as connections to all discipline departments.	Library faculty interact with these departments and areas on a regular basis through instruction, liaison responsibilities, and committee work. A librarian has been assigned in Spring 2014 to specifically work with retention and counseling programs. Additionally, library faculty work closely with the learning assistance centers and are aware of the structures and services offered by these centers, often referring students to appropriate services. Librarians who teach the online section of LIS 10 are part of the Distance Ed department and attend regular meetings. Also, the library is collaborating with the Distance Ed department to pilot migrating the online library skills workshops into Insight.

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58		Library faculty should have sole authority for determining and developing the academic services and programs within the library. However, library faculty should regularly seek the input of other discipline faculty to determine if the library is meeting the needs of the greater college community and, if not, how it can improve.	Library faculty have sole authority of developing academic services and programs. The library participates in biannual College surveys as well as administering a library-specific survey to the College community. Librarians need to improve documentation of feedback obtained by individual librarians, although a mechanism does exist to record contacts made with discipline faculty.
59		The library should be adequately funded in order to meet the needs determined by library faculty and through the consultation between library faculty and others concerning the library needs of the greater college community.	Library funding does not fully meet needs identified in assessments addressing library hours and the materials budget. According to these assessments, CCSF Library does not maintain a sufficient number of volumes of current relevance to the curriculum to meet the needs of its students (see below).
60	Physical Facilities (p. 9)	The library environment must allow for different kinds of seating to meet different student needs, including access for those who are disabled and provision of space and equipment that will be conducive to research, study, and learning.	The library offers a variety of seating including group tables, individual carrels, group study rooms, individual computer workstations and dedicated DSPS workstations. The College also offers wifi access at many District locations, allowing students to use their electronic devices at any of these seating options.
61		Because CCC librarians are faculty, each full-time library faculty member should be provided with a private office to allow for confidential meetings with students as well as for meetings with library faculty under performance review.	Most full-time library faculty share an office space or work in a cubicle. However, there are rooms available for meetings and to speak confidentially with students. Center librarians have shared office spaces or study rooms to use for student meetings, but Southeast has neither, as the room designated as the librarian's office is outside the library and serves primarily as a storage closet.
62		Library facilities should provide enough space for the acquisition, cataloging, and processing of all physical materials brought into the library.	There is ample space for the acquisition, cataloging and processing of all physical materials brought into the library.
63		Library facilities should be able to support all of the technological needs of library faculty, staff, and users for the present and provide room for growth in the future.	According to the student survey in Spring 2011 and the College's recommended computer replacement cycle, there is a need for more and updated computers. This has been addressed in Program Review, and updating hardware is included in the College Technology plan. The college provides access to a wifi network at locations throughout the District.
64		Library facilities should be able to maintain an acceptable level of temperature and humidity to provide a safe environment for library staff, users, and materials.	The Rosenberg and Statler libraries have had a number of issues related to the boiler, and while these have not yet posed a serious health risk, many students have complained, including a heated group complaint in Spring 2014.
65		Library facilities should be large enough to allow students to find space for research and study.	The Library has 1,788 seats, and 455 computer workstations. Seating is at study carrels, communal tables, and computer workstations and in group study rooms. During most times, there is enough space for students to research and study.
66		Students should be able to use all library facilities comfortably for a variety of activities, including research, individual or group study, the use of district or personally owned computers, and quiet reading or reflection.	The Library has group study rooms, study carrels, computer workstations and community tables. Library personnel also consistently patrol the floors to help maintain a safe and quiet environment.
67		Library facilities should reflect the library's role as a teaching and learning location by providing rooms for classroom instruction to support both bibliographic instruction sessions and library science courses.	The Library maintains two instruction rooms: R414 for bibliographic instruction, LIS 10, and LIS 1000; and R518 for library technology courses.

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1	ASCCC Library Standards, Adopted Fall 2010		CCSF Library
68	Technology: General (p. 10)	Libraries need to maintain currency with new technologies and instructional methods. As information is provided in different formats, libraries and library faculty must offer services in new, innovative ways. Considerations should include long-term access to online materials, migration to current formats, training of staff and faculty, and ongoing efforts to keep library collections relevant to students and discipline faculty through electronic as well as physical collections.	The libraries offer materials in a variety of formats (e.g., subscription databases, eBooks, print books and periodicals, and online workshops). Some library staff, despite the lack of funds for professional development, attend workshops and conferences to stay current with new technologies. The library has implemented electronic reserves. The library can improve access by developing a mobile site and improve instruction by adding new technologies such as clickers in the classroom, video tutorials; expanding the book collection in both print and electronic formats; and adding wifi printing and newer computers in most library locations.
69		Given the vital importance of technology to the library's ability to serve the campus community, funding for sustained library technologies, e.g., databases, catalogs, and library faculty developed web products, should be funded through the district general budget. The use of outside funds to pay for such resources should be used with the understanding that the cost of these resources would be assumed by the district general budget when these funds are no longer available.	Funding for sustained library technologies such as subscription databases, catalogs and library faculty-developed web products now come from the District general budget. However, Friends of the Library funds have been necessary to support the ARTstor database subscription in 2012 and 2013.
70	Technology: Student Needs (p. 10)	Libraries should select only those technologies that enhance the delivery of library services and are deemed by faculty to serve the informational or educational needs of students.	Library faculty do select only those technologies that enhance the delivery of library services and instruction. This could come in the form of online subject guides, library subscription databases, or computers. Library faculty have also investigated the use of clickers in the classroom, and remote computer control of instruction lab workstations during information competency instruction.
71		Library programs should provide access from a distance to services, instruction, and information to accommodate students who are remotely located or who may not be able to take advantage of assistance at the library during regular operating hours.	The library website offers online access to instructional materials (i.e. handouts and information competency workshops), subscription databases, library catalog, eBooks, and information about the library's resources and services.
72		Considerations for accessibility must be made for students with disabilities who are both physically in the library and gaining access from a distance.	All libraries are accessible by elevator, and maintain at least one DSPS workstation each with preferred access to DSPS students. All DSPS workstations have one or more software programs for DSPS accessibility (i.e. Zoomtext, JAWS, and Kurzweil). Additionally, the college and library website is compliant with the Americans with Disabilities Act.
73		Library technologies must be able to maintain privacy for students and their library records.	The current computer management system protects privacy for students and their library and academic records. When students log off of computers, all files are closed and caches are cleared. Funding for an alternate system would be useful, however, as a bug allows login information to be saved if students log out of Windows rather than the access management system. The vendor's tech support has been unable to resolve the issue. The library has investigated alternate options for several years, but have been constricted by lack of funds and staff time. Only library employees are allowed to access library records, which are accessed and maintained with respect for student privacy.
74		Library technology resources should be developed with input from students, faculty, administrators, and all library staff, and should be part of overall technology planning on campus.	Faculty, students and staff currently serve on the Library's Technology Planning Committee, which develops the library's technology plan, which is in turn included in the overall District plan.

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75		All library technologies that affect student learning should be selected and managed by library faculty.	The selection of technologies happens primarily through the program review process, initiated by library faculty. Technologies purchased outside the program review process are also selected and managed by library faculty.
76	Technology: Faculty and Staff Needs (p. 11)	Library faculty and staff should be provided with adequate technology resources to provide quality service, which includes adequate support for maintenance of current technology as well as for implementation of new technologies.	All faculty and staff have computers of various ages and processing speeds. Not all computers support newer technologies. The College Technology Plan has scheduled library computer upgrades, but these are behind schedule. An planned Adobe Creative Cloud enterprise agreement to begin July 2014 should resolve most library needs for authoring software.
77		Library faculty should be provided appropriate time and resources for ensuring that information provided on the library website is accurate and up-to-date.	The Distance Education librarian and librarians on the Web committee ensure that information on the website is up to date. For the most part, updates and page creation is done in a timely manner. Library faculty are not always provided with appropriate time for this due to staffing limitations.
78		Library personnel must have the necessary resources and time to accurately document and record student use of library technologies as required for annual data collection by Title 5 (§55841), as well as for program review and accreditation purposes.	Library personnel have the necessary resources (i.e. the computer access management system and automated library system) to collect and accurately record student use of library technologies as required for data collection, program review and accreditation purposes. Library personnel have insufficient time to fulfill this duty.
79		Because library services increasingly require greater use of technology, colleges and districts should provide ongoing support for library faculty and staff to acquire and maintain skills to use these technologies as well as provide training to students and other faculty and staff in their use. All library personnel should receive staff development opportunities and time for attaining new skills in technology.	The Technology Learning Center at CCSF offers a number of workshops to faculty throughout the year. Workshops offered include instruction on the college's CMS, Google applications, the online course management system, and multimedia tools.
80	Technology: Facility Technology Needs (p. 12)	Technology in libraries should be up-to-date with sufficient network connections and wireless resources to access library collections and the Internet as well as the infrastructure to support current conditions and future growth . All wired and wireless access should be free to all college and district students and personnel.	All computers in CCSF libraries are connected to the network. The College also supplies free and accessible wifi to its students, faculty, staff and administrators. These systems ensure free access to online library resources.
81		Library faculty should have access to classrooms or dedicated space equipped for multi-media presentations to support the mission of providing instruction in information literacy and competency and to deliver bibliographic instruction sessions.	Three library locations have dedicated classrooms with the ability to project multimedia presentations. Where there is no dedicated space in the library, there are other classrooms available for instruction.
82	Technology: Distance Education Needs (p. 12)	Library faculty should work with college and district distance education faculty to ensure that library resources are available and accessible to all distance learners.	Library faculty have been working to increase access by distance learners to all library resources through collaborations with distance education faculty. References to library resources are included the distance education and tech-enhanced course shells. A librarian regularly attends Distance Ed department meetings, and the library is collaborating with Distance Ed to migrate the library skills workshops into Insight. More collaboration with the distance education faculty could also be achieved by communicating information via email, and increasing information about the library on the college's distance learning website.

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83		Library faculty should ensure that all media collections are catalogued and available through the library catalog as a means to provide access to such resources to distance learners.	All media collections are cataloged, however, the collection is only accessible in person as media materials do not circulate and the library does not offer downloadable media. As of Spring 2014, library faculty have revised the online resource subscriptions to include Films on Demand based on product trials, reviews from peer institutions and interest from subject area faculty.
84		Computer equipment, software, and online pages used by library faculty and available to students must be free from barriers and compliant with the Americans with disabilities Act and sections 504 and 508 of the 1973 Federal Rehabilitation Act.	Library locations have dedicated DSPS workstations equipped with Zoomtext and preferred access for DSPS students. The college and library websites are compliant with the Americans with Disabilities Act.
85	Funding (p. 13)	...[T]o ensure that students and faculty continue to have long-term and guaranteed access to library electronic resources, districts should fund the full costs of libraries through the general budget and any use of outside funds to pay for library resources should be assumed by the district general budget when such outside funds are no longer available.	The library budget has diminished over the years, in spite of rising database costs and the addition of new locations. As of 2014, the library allocation does come from the district general fund.
86		Title 5 (§58724) provides minimum standards for the number of book volumes and periodicals that must be provided based on student FTES. Those standards are in the following table. The library should be funded to meet or exceed these standards.	Per CCCCCO Datamart: CCSF 2011-12 enrollment: 36,566 FTES. CCSF 2012-13 enrollment: 31,804 FTES. 2011-12 minimum volumes: 301,250; periodical subscriptions: 2,175 2012-13 minimum volumes: 266,000; periodical subscriptions: 1,940 CCSF Library holdings, all locations, PR 2012: print & ebook volumes: 220,154 ; periodical subscriptions: 450
87		Library faculty should acknowledge any and all failures of their individual campus or districts to meet this standard when writing any accreditation or program review documents and when meeting with accreditation teams	Library personnel working on program review, accreditation, and other assessment reports are transparent and forthcoming in their appraisal of library strengths and weaknesses.