Annual Program Review Form
2010-11

The completion of this form is part of the institutional program review process. Please submit a completed form to the Program Review Committee and to your School Dean or immediate supervisor by February 25, 2011. Combined responses to questions 1 through 6 should not normally exceed four pages.

Department: Library Services
Contact Person: Fracchia, Charles
Date: November 1, 2010

Please check this box to certify that faculty and staff in your unit discussed the major planning objectives:

X

Description of Programs and Services and their Locations

Library & Learning Resources (LLR) consists of one Library comprising nine units at six locations: Ocean Campus, Downtown Campus, John Adams Campus, Mission Campus, Southeast Campus and the Gough Street facility. There are approximately 79 FTE personnel distributed among these sites. Planning is underway to develop a new library and learning resource collection for the Chinatown Campus. The need has also been identified for a new library and learning resource collection for the Evans Campus. Since the Rosenberg Library and Learning Resource Center opened in November 1995, LLR has grown to receive over a million visits each year, providing interactive language labs; special equipment for disabled users and ADA-compliant computer workstations at all library locations; fax and color printing services; teleconferencing facilities; heavily used print, audiovisual and online collections; and computing and media resources.

LLR’s presence on the Ocean Campus is the largest, with five units: Rosenberg Library, Media Center, Language Center, Audiovisual Unit and Alice Statler Library, which serves primarily the Culinary Arts & Hospitality Studies Department. Collections and services specific to the Rosenberg library are the Diego Rivera Collection and the CCSF Archive.

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

- Library research and information competency workshops that teach specific skills for finding and critically evaluating appropriate information as well as constructing research strategies and citations.
- Reference/research and information assistance to individuals in person, by phone, via e-mail and by instant messaging
- Print collections of books, periodicals and audio-visual resources serving specific courses (over 800 via Course Reserves) and the entire curriculum in general
- Online books and periodicals: online materials are available 24/7 via the Internet
- Copying, printing, scanning and faxing services
- Access to computers and a wide variety of software applications
- A quiet study environment, with group study rooms at the Ocean, Mission, and John Adams campus libraries
- Audio, visual and computer software learning materials for across-the-curriculum support and independent learning, particularly for foreign language courses in the Language Center on the Ocean and Mission campuses
- Basic skills and ESL course-related learning materials, many of which support specific courses

*The Distance Learning librarian provides many instructional support services to faculty and students at campuses without their own libraries.

Rosenberg Library & Learning Resources. In addition to the Library, which houses print collections and reference services, three other LLR units reside in the Rosenberg facility: the Media Center, Audiovisual unit, and Language Center. The Media Center provides a large collection of video and other non-print materials with up-to-date equipment for in-house use of the collections.

The Audiovisual unit provides faculty with equipment delivery service; a multimedia collection of over 3100 titles for classroom use and access to media rental sources nationwide; three multi-media viewing rooms equipped with services for instructional use, college events and functions; graphic production services
(which provides graphic and instructional support to the LLR and CCSF College district); comprehensive audiovisual equipment repair and maintenance support services; and daily shipping services for the college via UPS.

The **Language Center** provides support to the Foreign Language Department curriculum by promoting the effective use of technological and non-technological language-learning resources by students and instructors. The Language Center distributes course and other materials in the open lab, the Electronic Classroom as well as online to students enrolled in Foreign Language Department courses. The Language Center generates FTEs for the college by verifying credits for students who use its facilities. In addition, the Language Center offers professional development workshops on best practices and emerging technologies, supports materials development projects, and offers language-learning workshops for students and instructors.
Use data on this and following pages to respond to Question 1:

<table>
<thead>
<tr>
<th>Library Services (9320,9330,9360,9340,9342)</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit Students</strong></td>
<td></td>
</tr>
<tr>
<td>FTES Regular</td>
<td>11.23</td>
</tr>
<tr>
<td>Enrollment</td>
<td>2,352</td>
</tr>
<tr>
<td>Headcount</td>
<td>209</td>
</tr>
<tr>
<td><strong>Credit Faculty</strong></td>
<td></td>
</tr>
<tr>
<td>FTEF Instructional</td>
<td>0.23</td>
</tr>
<tr>
<td>FTEF NonInstructional</td>
<td>28.49</td>
</tr>
<tr>
<td><strong>Other Personnel</strong></td>
<td></td>
</tr>
<tr>
<td>FTEF Chairs</td>
<td>0.10</td>
</tr>
<tr>
<td>FTEF Administrator</td>
<td>1.00</td>
</tr>
<tr>
<td>FTEF Classified</td>
<td>38.11</td>
</tr>
</tbody>
</table>

| Expenditures                               |         |         |         |         |         |
| Unrestricted 1000                          | $2,170,270 | $2,384,884 | $2,592,857 | $2,647,679 | $2,400,039 |
| Unrestricted 2000                          | $2,367,814 | $2,587,486 | $2,904,938 | $3,046,858 | $2,956,992 |
| Unrestricted 3000                          | $1,142,368 | $1,231,932 | $1,377,772 | $1,489,275 | $1,657,943 |
| Unrestricted 4000                          | $4,251   | $17,035  | $15,993  | $16,413  | $14,251  |
| Unrestricted 5000                          |         | $385     | $8,709   | $6,176   | $6,839   |
| Unrestricted 6000                          |         |         | $5,876   | $5,014   | $4,984   |
| Unrestricted 7000                          |         |         |         |         |         |
| Unrestricted Total                         | $5,684,703 | $6,221,723 | $6,906,146 | $7,211,416 | $7,041,049 |
| Restricted 1000                            | $8,497   | $5,117   | $8,827   | $4,507   |         |
| Restricted 2000                            | $105,116 | $99,573  | $121,529 | $93,756  | $91,136  |
| Restricted 3000                            | $3,582.99 | $1,417.68 | $3,657.85 | $951.78  |         |
| Restricted 4000                            | $36,530  | $28,708  | $61,523  | $31,704  | $4,964   |
| Restricted 5000                            | $55,709  | $162,122 | $41,155  | $64,031  | $64,238  |
| Restricted 6000                            | $249,190 | $270,304 | $482,708 | $282,510 | $169,527 |
| Restricted 7000                            | $0       | $385     |         |         |         |
| Restricted Total                           | $458,625 | $567,243 | $719,400 | $477,845 | $329,866 |
| Other 1000                                 |         |         |         |         |         |
| Other 2000                                 |         |         |         |         | $6       |
| Other 3000                                 |         |         |         |         | $1       |
| Other 4000                                 | $4,162   | $2,505   | $6,684   | $14,140  | $6,005   |
| Other 5000                                 | $5,680   | $103,475 | $5,194   | $1,051   | $793     |
| Other 6000                                 | $68,065  | $17,013  | $50,417  | $25,150  | $21,758  |
| Other 7000                                 | $100     | -$53,451 |         |         |         |
| Other Total                                | $78,007  | $122,993 | $8,851   | $40,341  | $28,556  |

| Productivity                               |         |         |         |         |         |
| FTES per FTEF                              | 48.61   | 59.92   | 65.59   | 118.36  | 186.83   |
| Apportionment Regular                      | $44,201 | $42,376 | $58,610 | $59,768 | $58,949  |
Table 2: Services, Collections, Resources and Facilities

Data supplied by the College are not reflective of students served by LLR. In addition to LIS courses and the series of LIS 5 workshops (now LIS 1000) for which LLR is credited with positive daily attendance, LLR units also function to directly support all college faculty, curriculum, and student learning, through use of facilities, services and collections, increasingly available electronically, for which selected data are presented here. Additionally, the data provided under Students – Enrollment does not include all the data for the LIS 1000 non-credit workshops.

<table>
<thead>
<tr>
<th>I. Services</th>
<th>2006/07</th>
<th>2007/08</th>
<th>2008/09</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop / LIS 10 instruct. transactions</td>
<td>3653</td>
<td>4746</td>
<td>4223</td>
<td>5320</td>
</tr>
<tr>
<td>Directional transactions (Incl. IM)</td>
<td>42,489</td>
<td>46,528</td>
<td>47,806</td>
<td>45,512</td>
</tr>
<tr>
<td>Reference/research assistance transactions (Incl. E-Ref)</td>
<td>36,984</td>
<td>39,047</td>
<td>49,495</td>
<td>28,799</td>
</tr>
<tr>
<td>Computer and other equipment instruction/help (e.g. software, printers, etc.)</td>
<td>5245</td>
<td>4963</td>
<td>9283</td>
<td>42,655</td>
</tr>
<tr>
<td>Total reference transactions</td>
<td>88,371</td>
<td>95,284</td>
<td>110,807</td>
<td>122,286</td>
</tr>
<tr>
<td># orientations &amp; tours / # students served (incl. Language and Media Centers, and interactive walking tour at Ocean)</td>
<td>234 / 6191</td>
<td>339 / 5400</td>
<td>159 / 2570</td>
<td>164 / 5703</td>
</tr>
<tr>
<td># inform. competency wksp sessions / # students served (incl. Distance Learn. sessions &amp; online workshops)</td>
<td>377 / 6101</td>
<td>337 / 7680</td>
<td>437 / 8986</td>
<td>405 / 10,602</td>
</tr>
<tr>
<td>Total orientation and instructional offerings (does NOT include LIS 10 data, reported on College data chart)</td>
<td>611 / 12,292</td>
<td>676 / 13,080</td>
<td>596 / 11,556</td>
<td>569 / 16,305</td>
</tr>
<tr>
<td>Number of faculty training sessions and consultations / faculty and staff served</td>
<td>44 / 66</td>
<td>47 / 98</td>
<td>56 / 276</td>
<td>1383 / 10,27</td>
</tr>
<tr>
<td>Number of community cards issued</td>
<td>423</td>
<td>312</td>
<td>246</td>
<td>162</td>
</tr>
</tbody>
</table>

1. Please provide reflections on the above data trends for your department. If you have additional data that you would like to provide, please also include that here.

**Services**
- **Services in General.** Orientations and tours for library, the Media Center, and the Language Center continue to increase. Their increase has been accomplished despite a decrease in personnel resources.

**Reference.**
- The use of the reference desks has increased dramatically. Mandatory assignments in our research skills workshops are corrected at the reference desks, and there has been a huge increase in the number of students taking these workshops. The adoption of the public computer access system has also created increased demands on reference librarians. In Fall 2009, the Library changed the statistical categories that we track. As a result, there appears to be a decline in reference/research assistance transactions and a large increase in computer instruction and help. The trend of fewer research assistance queries and a growing number of computer help queries has been underway for several years and our updated categories were likely overdue. When both categories are combined a clear trend is evident showing a steady increase in reference desk activities and the overall number of queries. The shift in statistical
categories also accounts for much of the increase in faculty training sessions; in 2009/2010 we began also counting consultations with individual faculty from other departments.

- **Workshops.** The number of students completing research and information competency skills workshops increased significantly, because of a continued increase in students completing workshops online, as well as the addition of an online version of workshop P (Citing Sources Responsibly). As predicted, another reason for the increase of students completing the IC/research skills workshops in the 09/10 year results from the change in the ENGL 1A course outline, which now requires students to complete 5 hours of library workshops. There was also an increase of 640 students served by the course-related workshops in the 09/10 year, an indication of more workshops for specific courses and also slightly higher attendance in many classes. The number of in-class workshops offered is slightly less than the previous year due to the cancellation of the summer 2009 session and the reduction of IC in-class workshops offered in Spring 2010. We continue to reduce the number offered on-site because more students are opting to take the workshops online.

(Data for orientation and tours should be more accurate in the 09/10 academic year, as the procedures for collecting and tallying these data have been improved.)

### Collections, Resources and Facilities Usage

- **Collection.** There are three sources for the updating of the LLR’s collection: one is the appropriation of annual funds for this purpose by CCSF, a second is the acquisition of gift books, and the third is the utilization of books discarded by the San Francisco Public Library’s Community Redistribution Program.

The LLR is also purchasing an increasing number of e-books (available online from both on and off campus).

The budget for periodicals has been steadily slashed, as the LLR attempts to prioritize diminishing resources and as more and more periodicals are available online.

The increasing cost of all materials, combined with a stagnant materials budget, will jeopardize our ability to provide adequate and appropriate updates to our collections in order to support various programs and the college curriculum.

- **Materials and Resources Use.** There has been an upsurge in the use of LLR materials and resources. There has been a decline in the general circulation of books likely due to a reduction in open hours and the elimination of many classes including Summer School; in spite of this, there has been an extraordinary increase in circulation of reserve books and materials. There has also been a surge in the use of on-line library resources: electronic books and on-line databases. The Diego Rivera Collection is used by CCSF faculty and students, and increasingly by researchers, scholars and journalists from the US and abroad. And there has been a substantial increase in the use of electronic resources in the Media Center, the Audiovisual department, and the Language Center, which added video streaming to its Online Lab. The access to online databases and to the increasing number of electronic books helps to alleviate the impact of lessened open hours.

- **Facilities Usage.** Despite reduced hours the numbers of students, faculty and staff using the LLR has substantially increased.

### Exhibitions and Programs

Exhibitions and Programs create learning experiences for all styles of learning. Visual, auditory and interactive programs, rich visual displays, exhibits, and films engage students in curricular and co-curricular subjects. They are always planned and co-sponsored with academic departments and programs to directly connect to the curriculum and general education goals such as increasing and understanding of diversity, as well as to emphasize library resources and related materials.
• Programs have been quite varied: with authors, artists, and performers appearing at various campuses, celebrating various events: e.g., Latino Heritage, African-American History, and Lunar New Year. These commemorations have been quite successful and well-attended. Attendance at the various programs is consistently high with multiple instructors bringing classes to attend library programs.

• The Library Exhibition Program completed eleven years of incisive and relevant exhibitions that draw tens of thousands of viewers each year. Among the exhibitions during the past calendar year were: one on the seventy-five year history of CCSF, one on the art of the book, one on environmental justice, and on local labor history. The Exhibition program collaborates with CCSF academic departments and with local non profits including the Labor Archive and Research Center at SFSU, Recology and Creativity Explored.

2. Please describe any internal or external developments affecting your department since the last program review.

Overall, Library and Learning Resources have experienced increased usage of facilities and resources with decreased staffing, exacerbated by a number of temporary leaves and vacancies.

Severe budgetary issues, continuing and worsening since the 2009-2010 academic year, have impacted the LLR in many ways:
• The elimination of Summer hours in 2010
• Reduced hours at the Rosenberg, Mission, Southeast and John Adams libraries, resulting in limited access for students and faculty
• The reduction in hours also limits availability to the Language Center, Learning Assistance Center, Media Center, Multi-media rooms, Diego Rivera Collection, CCSF Archive and various computer labs and classrooms.
• Part-time librarian vacancies, as well as reduced hours for those part timers who remain. We continue to lose librarians through retirement and attrition
• Greatly reduced overload for full-time librarians to work evenings and teach courses.
• Librarians are required to work more hours at the reference desk, allowing less time for other important activities such as subject liaison duties and collection maintenance
• Greatly reduced funds for books, periodicals, and electronic resources
• Vacancies, including the Dean and several classified positions, impact the quality of library service in many ways.

There are more students than ever using the LLR, with foot traffic in the Library up eleven percent over the same period last year. Circulation of reserve materials is at an all-time high as is the number of students using the library computers. Computer sessions in library labs were up 15% over last year.

As noted in #1 above, the increase in the number of students completing one or more IC/research skills workshops has increased at least partly due to the change in the ENGL 1A course outline requiring 5 hours of research skills/IC workshops as part of the IC graduation requirement. An internal development which affected the instructional services program somewhat is the reduction in library building hours, which required librarians to use other instructional labs with longer evening hours or bring a laptop and projector to evening classes. It should be noted that there were 55 workshops taught in the evening or on Saturdays serving 1,347 students during the 2009-2010 academic year.

For the second consecutive year, Telecommunications and Technology Infrastructure Program (TTIP) funds were not included in the State Budget, necessitating the redirection of other funds to electronic resources. The Friends of the Library purchased a collection of e-books for the library to help fill this gap.

In 2009-2010 Rosenberg Library hours were cut 2.5 hours per weekday and over four hours on the weekend. In Spring 2010, a library study-in was organized by the General Assembly of CCSF, a grassroots activist group. The goal was to increase awareness of how the budget cuts have affected the students and have had a negative impact on the campus community as a whole. As of Fall 2010, CCSF’s course
offerings were largely restored, but library hours remained at the 2009-10 level, despite the evidence of student demand.

While the budget has adversely affected the library in countless ways, some progress has been made in spite of budget cuts:

- Enough staff computers have been upgraded to implement the last three years of new releases of the integrated library system software.
- In Fall of 2010 supplies were ordered and replenished for the first time in two years.
- In Spring of 2011, 1.25 open hours per weekday were restored at the Rosenberg Library, leaving in place a reduction of 1.25 hours per day since 2008-2009. Weekend and Campus hours remain severely curtailed as they were last year when about 800 or 8% of courses were cut. This was accomplished without additional staffing or money, due to the willingness of existing staff to adjust our schedules and reprioritize our workflows.

LLR’s collaboration with the San Francisco Public Library (SFPL) continues. This includes:
- A presentation by City College Faculty at SFPL on fuel efficiency, basic automotive maintenance, and motorcycle repair.
- A presentation on SFPL e-resources on Flex Day, August 2010.
- A series of job searching and career exploration workshops in English and Spanish at the Mission Campus.
- A visit by the SFPL Bookmobile to the Ocean Campus.
- CCSF subject selectors regularly visit the SFPL Redistribution center to select material to supplement the library collections. Since implementation, this program has added over 6319 titles to the collection with an estimated cost savings of $151,855.85.

The reorganization of the ITS department is moving 6 IT staff positions from direct library reporting. Discussions and planning have begun for effective communication with the new department, and how the Library automation unit, which will retain control of the Integrated Library System, may be affected by the change. In October 2010, IT implemented content filtering on the college network. This prohibited users (students, faculty, and staff) from accessing Web sites categorized by Websense’s proprietary categorization system. Blocking open access to the Internet impedes the Library’s mission of teaching information competency and providing equal access to print and electronic materials. The library, along with other departments and the shared governance system convinced IT to restore open access to the Internet in February 2011.

3. Summarize your department’s progress since the last program review on implementing your six-year plan for reviewing all courses, programs, projects, and services. Please also update the Excel spreadsheet that contains your timeline for this review and for the assessment of student learning outcomes. If your unit does not offer courses, use this space to discuss your plans for assessing your administrative unit outcomes.

Since the last Program Review, the official course outline for the former LIS 5 workshop series has been revised, at the request of the Dean of Instruction and Curriculum, to conform more closely to Title V of the California Education Code. The outcome is that the series of 7 IC/research skills workshops are now incorporated into one non-credit course, LIS 1000. Since the workshop “Citing Sources to Responsibly Use Information” was new last year, the Library’s Info. Competency & Curriculum Development Committee planned and implemented a multi-methods assessment (see #4 below for results).

The same committee also closely reviewed the findings from the Spring 2010 assessment of workshops B and W. Common student errors and misunderstandings were shared with all library instructors as well as revising slightly the workshop outlines and practice assignments. During the Fall 2010 semester, a multi-methods assessment of three other workshops (workshops C, D and P) was completed. Three assessments for the newest Workshop P “Citing Sources to Responsibly Use Information” were administered – a student feedback survey to determine student satisfaction with workshop content and assignment; a content analysis of performance on the workshop practice assignment; and a pre- and post-test of an online sample. Two other workshops (C and D) were also assessed using student feedback forms during Fall 2010 for student satisfaction with workshop content and clarity and usefulness of the workshop outlines and assignments. (See Attachment A for update to timeline).
Another assessment outcome was the analysis and implementation of findings for improvement based on the Health 50 and Soc 1 pre- and post-assessments of specific SLOs, which are summarized below in #4.

4. Summarize your department’s progress since the last program review on the plans for improvement in courses, programs, projects, and services based on the assessment of student learning outcomes. If your unit does not offer courses, use this space to discuss your progress in improving your services based on the assessment of your administrative unit outcomes. What is working particularly well? Are there items you need help with?

Two library committees worked on the assessment tools of the Student Learning Outcomes for the library during the past year and completed the assessment measure tools. The Information Competency (IC) & Curriculum Development Committee focused on the library skills workshops and the Assessment Committee devoted their efforts to developing program-level student learning outcomes that are aligned with the LLR Mission and the college goals and objectives.

One critical improvement was the integration of sections of ENG 1A and ENG 1B for a performance-based assessment utilizing the library web site for a pre-assessment for P online and the completed assignment as the post-assessment. More library faculty will be trained to teach the P workshop in the spring 2011. In addition, citation examples were replaced and students select the correct MLA format. Workshop G will be available online in the spring.

Beginning Spring 2011, the introductory course for Culinary Arts & Hospitality Studies will require students to complete two of the three online workshops as stated in the CAHS 100 course outline. More information was shared to have librarians embedded in online courses and the recommendations for how to increase this library service.

The Assessment Measure Chart below describes the assessment practices which will be used to provide quantitative and qualitative data about the instruction program and student learning outcomes.

Information Competency (IC) & Curriculum Development Committee has worked on the four areas described below from spring and fall 2010.

1. Assessment of Workshops P, C and D – All the data has been gathered and has undergone content analysis for improvement. The analysis of the pre and post-assessment of the workshops were completed, as well as the student feedback survey. Workshop D outline has been reorganized. Workshop C assessment will be based only on the student feedback survey forms.

2. Review of Workshop Outlines for W and B – The goal is to make the outlines clearer, succinct, and align with the SLOs. Both workshops will have updated outlines.

3. LIS 10 Assessment – An analysis of Spring 2010 and Fall 2010 course participation, pre/post assessment scores, test and quiz scores and final project resulted in changing: 1) the method of releasing course content; 2) directions for questions in the quizzes and tests; and 3) developing more precise directions and a grading rubric for the final project.

4.-Instruction Plan - It has been revised to reflect changes in workshop SLOs. The Virtual Tour along with the ESL Readiness assignment and the LIBR 51 course will not be used.

5.-Possible new non-credit course – There are discussions to capture more positive attendance for our reference desk support of students completing the workshop assignments and supporting students’ use of software applications. In consultation with Tom Boegel, Dean of Instruction and the Curriculum Committee, we may be able to include our content and SLOs in LERN 1000. Discussions will continue with Nadine Rosenthal, Chair of the Learning Assistance Department and/or Tom Boegel, Dean of Curriculum and Instruction.
Section 1  LLR Program SLOs
LLR’s Assessment Committee developed program-level SLOs in Fall 2009 and revised them in Fall 2010 to improve their alignment with the LLR Mission Statement and College learning goals and priorities. These were approved in November 2010 by the Library Faculty Committee, the LLR Supervisors Council and the LLR Advisory Committee to the Dean of Library and Learning Resources. The Language Center, which is organizationally part of LLR but serves the curriculum of the Foreign Languages program, has developed its own SLOs.

Section 2  Service/Resources Program Areas and Corresponding Measures of Assessment
LLR services include a broad variety of Service and Resources Areas that support resources, facilities and physical space/environment which contribute indirectly or directly to student learning outcomes. Some of the assessment measures are indirect since some of the academic support functions of LLR are not as directly connected to what a student learns, as for example is the content of the IC/research skills workshops or the content of the LIS 10 one-credit course. The Assessment Committee is working on an assessment plan to measure non-instructional services, resources and facilities in relation to the LLR program-level SLOs.

Section 3:  Assessment Plan/Process for Information Competency/Instructional SLOs
Assessment of information competency skills occurs both as part of classroom evaluation practices and as ongoing assessment of specific components of the CCSF LLR Instructional Services program. The responsibility to assess student performance is shared by classroom faculty and librarians, since these skills are developed through course work and various learning opportunities provided by course instructors and librarians:

The goal is to have benchmark data to compare student progress. Ideally, entering students would be pre-tested using an online self-assessment instrument and then again before they leave CCSF via a combination of instruments, such as online self-assessment, an online cognitive test, and instructor-librarian evaluation of a product (e.g. research paper/project) or a portfolio of assignments. Given our large student population and the complexity of the curriculum, the ideal is probably a long way off. Therefore, the following assessment practices, some of which are still in development, will be used to provide quantitative and qualitative data about the instruction program and student learning outcomes:

5. Summarize your progress to date on the major objectives you identified in last year’s program review (excluding progress already cited in #3 and #4).

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Continue to develop Mission Campus library’s collection so that all curricula are adequately supported. More effort will be given to acquire GED books and acquiring a receptacle to ensure the secure arrival of periodicals. More GED books have been purchased to adequately meet the needs of the program. A book return has not been purchased as we have spent the last year awaiting the approval of the Office of Facilities Management before we purchase the actual receptacle.</td>
</tr>
<tr>
<td>b.</td>
<td>Review, implement, and evaluate public computer management software. The potential replacement system for public computer management from Pinnacle was tested in Spring and Summer 2010, but we could not get enough features to work properly in order to proceed to user testing. Vendor response to help requests was inadequate. The contract for the current management software was extended through November 2011. A needs analysis for managing student computer access began in Fall 2010, and planning for a new system will commence based on the results of that analysis.</td>
</tr>
<tr>
<td>c.</td>
<td>Continue to collect and prepare gift materials for the new Chinatown library collection. Gift materials continue to be selected primarily from SFPL discards. Due to budget constraints no new materials have been purchased for this collection.</td>
</tr>
<tr>
<td>d.</td>
<td>Implement appropriate sections of the Library Technology Plan, in particular, needed upgrades to the Integrated Library System (ILS) and continuing development and improvement of the Library website with the new CMS. Access to electronic reserves for students began on a test basis in 2009, and was expanded in 2010. The service has been announced for Spring 2011. Upgrades to</td>
</tr>
</tbody>
</table>

9
Millennium, the Integrated Library System began in Fall 2010. New computers for staff were distributed, and the latest software releases were implemented in December 2010 and January 2011. Some additional upgrading of staff computers and upgrading of the public user interface are pending. Funds have been authorized to replace the server hardware, to be installed in March 2011. The subject guide template has been developed and implemented. Due to budget constraints, there has not been any progress on digital asset archiving, or the refreshing of student computers.

e. **Provide access to electronic periodical databases, books, and audiovisual materials.** Due to budget constraints, no alternative source of funds for TTIP has been identified. LinkPlus is also not an option without additional funding. Last year the Library curtailed periodical and book orders in order to keep most databases; the college backfilled most of the remaining funds needed in order to keep most of our database subscriptions though one database was cut.

f. **Examine reconfiguration of reference/research assistance desk service to provide high quality reference services for students, faculty, staff, community, distance learners and remote users by assisting students with their assignments, provide instruction in research methods and providing assistance by phone and electronic reference.** This initiative is still in the discussion phase.

g. **The Language Center will develop “language across the curriculum” courses.** Due to budget and staffing constraints, the Language Center was not able to begin development of “language across the curriculum” courses; however, implementation of this program remains a long-term objective.

h. **Student Learning Outcome Assessment.** We successfully planned, implemented and have analyzed findings from several SLOs related to Workshop P. Findings from the workshop P analysis will be used to revise workshop outline and the practice assignment, if needed.

i. **Information Competency/Instructional Services.** A group of librarian-instructors who regularly teach the D workshop met to reassess the need for the D workshop, since Workshop P is now available online and in-class. They reaffirmed its value and suggested changes to the workshop outline. The findings from this Workshop D review have already been incorporated into a revised workshop outline. An online version of Workshop P (MLA citation style) was implemented in Fall 2010. An additional Workshop P focusing on APA citation style was developed and implemented in Spring 2011. An online Workshop G (Orientation to Library Services) is in the planning stages.

j. **Reassess the staffing level for reference service.** Due to the shortage of librarians there has not been an opportunity to do this. It should be added to this next year’s planning objectives and combined with f above.

k. **Re-establish the task force whose charge is to examine understaffed tasks and organizational structure so that we can properly address innovations that support student and faculty information needs.** This has not been done. It should be added to this next year’s planning objectives.

l. **Implement an embedded librarian program in selected online courses on a pilot basis.** This was accomplished by three librarians who supported the research and library use needs of students in 5 sections of three different courses (CAHS 100, ENG 1A and 1B and SPCH 1A. While not formally assessed, course instructors and librarians found this service to be very valuable. See #6 below for a statement about continuing this into a full-fledged program.

m. **Subject liaison librarians, working with dept/program instructors, will identify at least one course in nearly all majors where information research and external sources are required.** This planning objective from last year was not accomplished. It should be added to this next year’s planning objectives.

6. What are the department’s major objectives for the 2011-12 academic year? Cite linkages, where applicable, to college plans. You may also cite linkages to the department’s review of courses, programs and assessment of student learning.

a. Continue to collect and prepare materials for the new Chinatown library which is scheduled to be opened in fall 2012. *(Education Master Plan)*

b. Continue to seek funding for library materials, print, electronic and other non-print.

c. Expand the embedded librarian project to more online courses with the goal of reaching 50% of online courses within 5 years. *(2006 Educational Master Plan, section 2.2.)*

d. Develop online Workshop G and explore ways to require this workshop for all new students and to recommend it for all new faculty and staff.
e. Complete the planned assessments of scheduled instructional components (See Appendix A).
f. Subject liaison librarians, working with department/program instructors, will identify at least one
course in nearly all majors where information research and external sources are required.
   (From the ESL and Institute for International Students Section 2 “New Directions”
    - Add information technology literacy objective to core credit courses.
   From the “School of Liberal Arts section III “Objectives and Activities”
g. Test and implement a more effective system of managing public computer access based on the
   needs assessment and evaluation of available options, currently underway in 2010-11. (Library
   Technology Plan 1.2 and 1.6)
h. Implement appropriate sections of the Library Technology Plan as resources become available.
   (Library Technology Plan 1.2 and 1.6)
i. Continue to provide high quality reference services.
j. Examine understaffed tasks and organizational structure, including the reassessment and possible
   reconfiguration of services including reference and the Diego Rivera Collection.
k. Expand outreach to conduct Language Center orientations at all campuses where foreign
   language courses are offered.
l. Continue to expand textbook access at Ocean and Mission Campus LLRC by placing more
   materials on reserve.
m. Continue to offer Flex Day workshops on online resources.
n. Continue to assist foreign language instructors in the development of course content.
o. Expand student workshops, including Language Center workshops for more languages.

**Bonus Question for 2010-11:** What progress has your department / program made on the college-wide
initiative to improve textbook affordability and access for all our students? Please indicate what
discussions you have had and what strategies you have developed to combat the high cost of textbooks.

The crisis of the skyrocketing cost of textbooks has for some time challenged the Library and Learning
Resource Centers (LLRC). There has been a rising chorus of student complaints about the lack of
affordability of required textbooks; and the LLR for many years has responded to students’ requests for
textbooks being put on reserve by requesting that teachers place a copy of the book in their possession
on reserve at the circulation desk.
For many years subject liaison librarians have contacted departments and individual instructors to request
reserve materials for students. This has resulted in a larger number of books being put on reserve by
instructors and an increase in the use of library reserve materials by students.
At the end of the Fall, 2010 semester the LLRC inaugurated yet another policy that has obtained excellent
results thus far. In addition to the formal requests made by subject-selector librarians to instructors (before
each semester and by telephone, note, or e-mail), librarians at the reference desk now take down titles
of textbooks and recommended reading that are required by students, and these titles are e-mailed to
the appropriate instructors on a weekly basis, asking that these books be put on reserve. There has been
a very gratifying response to this initiative.
The LLRC is constantly making attempts to increase the number of textbooks being put on reserve. The
department chair of the LLRC frequently makes appeals to the department chairs at meetings, urging
them to ask their instructors to put textbooks on reserve. The number of foreign language textbooks and
ancillary materials on reserve in the Language Center and at the Mission campus library has also
increased. We will also be looking for the impact of e-reserves implementation.
In addition, one of the LLRC librarians volunteers for the CCSF Textbook Affordability Task Force.
New Resources Needed
Briefly describe each project. Include specific links, where applicable, to college plans to support your request. You may also include specific links to the department’s review of courses, programs and assessment of student learning. Please remember to include any costs associated with staffing, equipment, supply, facilities, or unit requests. If exact costs are unknown, please approximate. Put your projects in order of priority. Add additional items as necessary.

First Priority

□ This is a new request  X We initially made this request in our _______2009____ Program Review

Project Title:  Chinatown/North Beach Campus Library

Brief Project Description:  Phase I Collections and System Support.

Timeline:  Begin the project during Fall 2009 to create profiles and increase database capacity. Continue to collect and prepare gift materials until the Chinatown campus opens (projected for 2012). Select, purchase and prepare materials Fall 2009-Spring 2012.

Rationale:  Library setup and preparation of materials must be started well in advance in order to be ready when campus opens.

Links to Plans:  Education Plan, Annual Plan and pasts Program Review documents

Staffing Needs:

<table>
<thead>
<tr>
<th>Phase I hire:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 librarian to act as lead librarian to work with the Campus Dean and LLRC to plan materials purchasing, staffing, furniture, equipment, and the facility infrastructure.</td>
<td></td>
</tr>
<tr>
<td>1 library technician (3618) to work with the lead librarian on planning and implementation of the Chinatown/North Beach Library. This person would also process all materials for the new campus library.</td>
<td></td>
</tr>
</tbody>
</table>

| 1 librarian | $70,000 |
| 1 library tech (3618) | $58,500 |

Equipment Needs:  Six desktop computers to be configured for Chinatown campus staff use for circulation and materials preparation and two staff printers, to be moved to Chinatown site when it opens. Approximately $12,000 needed by Fall 2011

| 6 staff computers & 2 staff printers | $9,000 |
| 2 Millennium staff license & profiling | $5,000 |

Supply Needs:  Processing supplies (ie, spine labels) $5,000

| Supplies | $5,000 |

Second Priority

□ This is a new request  X We initially made this request in our ________ Program Review
Phase II: Chinatown/North Beach Campus Library

Project Title:

Brief Project Description: Insert description here

Timeline: Summer 2011 begin to plan to purchase equipment, furniture, and more books and materials for the grand opening of the library, projected to be Fall 2012.

Rationale: Continuation of Phase I activity

Links to Plans: See Phase I above

Staffing Needs: Phase II hires:

One additional librarian to work with Campus Dean and campus faculty to plan for the educational programs the library will support. Three total librarians needed to be on board by Fall 2012 and two library technicians (3616) to work with the other staff planning for the library and processing the materials. Also need one Audiovisual technician (7302) to work with campus staff to plan and put together the equipment needed to support curriculum.

<table>
<thead>
<tr>
<th>Position</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 librarians</td>
<td>$140,000</td>
</tr>
<tr>
<td>2 library techs (3616)</td>
<td>$104,000</td>
</tr>
<tr>
<td>1 AV tech (7302)</td>
<td>$50,500</td>
</tr>
</tbody>
</table>

Equipment Needs:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Millennium staff licenses</td>
<td>$6,000</td>
</tr>
<tr>
<td>135 PCs</td>
<td>$135,000</td>
</tr>
<tr>
<td>8 networked printers</td>
<td>$9,600</td>
</tr>
</tbody>
</table>

Supply Needs:

<table>
<thead>
<tr>
<th>Material Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print and non-print materials (e.g., videos, DVDs)</td>
<td>$100,000</td>
</tr>
<tr>
<td>Reference materials (English and Chinese online databases)</td>
<td>$20,000</td>
</tr>
</tbody>
</table>

Facility Needs: Insert facility needs, if any, here

Request for Additional Units: Insert FTEF needs, if any, here

Third Priority

☐ This is a new request

crossed off: We initially made this request in our 2009 Program Review

Project Title: E-Reserves Implementation

Brief Project Description: After modification based on pilot findings and pending federal litigation against an educational institution for its electronic course reserves practice, the service is cleared for full implementation in Spring 2011.

Timeline: Ongoing.

Rationale: Increasing demand for reserve materials, increased use of online materials, and increased availability of electronic textbooks, combined with decreased number of hours the library is open, as well as the need to provide online access to materials for online courses, underscore the need for this service as a direct contribution to student learning.

Links to Plans: College Technology Plan, Education Plan, Section V. Technology

Staffing Needs: It is estimated that the service can be implemented with current staffing, using a combination of classified and student assistant staffing.

Equipment Needs:

<table>
<thead>
<tr>
<th>Equipment Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Quality Scanner approximately</td>
<td>$450</td>
</tr>
<tr>
<td>Computer, approximately</td>
<td>$800</td>
</tr>
<tr>
<td>Millennium copyright management module</td>
<td>$4500</td>
</tr>
</tbody>
</table>
Total $5750

Supply Needs: None.
Facility Needs: Current work space is adequate to accommodate this new service.
Request for Additional Units: None.

Fourth Priority
☐ This is a new request  X We initially made this request in our 2009 Program Review
Project Title: Replace Computer Management System for Student Workstations
Brief Project Description: Evaluate, test and implement a replacement for our automated computer management system for public workstations, based on a needs assessment and review of possible systems currently underway.
Timeline: Spring-Summer 2011.
Rationale: Manual check-in of students on library computers is not feasible due to space organization, staff limitations, and the need to maintain usage statistics. Print management, including a payment system, is also required. A system that allows reservations and waiting lists should be considered to improve sharing of computers. The existing system in use has some shortcomings that make it labor-intensive and difficult to maintain.
Links to Plans: College Technology Plan, Education Plan, Section V. Technology
Staffing Needs: It is estimated that the service can be implemented with current staffing of technicians and librarians and student assistants.
Equipment Software and Licensing Needs: Server(s), equipment for payment (cash and credit/debit card); software for authentication, validation: $150,000.
Supply Needs: Barcode Scanners
Facility Needs: Some new furniture and additional power and data connections may be required.
Request for Additional Units: Insert FTEF needs, if any, here

Fifth Priority
☐ This is a new request  X We initially made this request in our 2009 Program Review
Project Title: Replace/Upgrade Computers for Student Use
Brief Project Description: Upgrade older machines with inadequate memory and processors and replace broken machines to keep up with student research needs.
Timeline: Begin the project in Fall 2010 and continue for successive semesters, depending on the availability of funds/equipment.
Rationale: Upgrade aging computer resources across the district (at Rosenberg, Downtown, John Adams, Mission, Southeast, and Statler) used by students to do homework and assignments in support of City College Credit and Noncredit courses. Replace computers and printers which
cannot support the software required for student work.

Links to Plans: College Technology Plan, Education Plan.

Staffing Needs: It is estimated that this project can be implemented with current classified staffing.

Equipment Needs: 283 PCs, 47 Macs, 12 printers: estimated cost $371,500.


Facility Needs: Current student service areas are adequate to support this project.

Request for Additional Units: Insert FTEF needs, if any, here

Sixth Priority

□ This is a new request  X We initially made this request in our _____ 2009 ____ Program Review

Project Title: Completion of phase II of digitization of Language Center resources and upgrades and replacement of broken/obsolete equipment

Brief Project Description: Renovation of R205E, the electronic classroom, to replace the broken language lab console and obsolete audio stations with a modern multimedia language learning center where text, images, audio and video can easily be integrated and instructors can intervene and control the learners’ computers via the teacher’s console; replacement of bulky CRT computer monitors and other outdated equipment in the open lab area.

Timeline: Contingent on availability of funding.

Rationale: The majority of current equipment is 20 years old and incompatible with new software. The Sony LLC-9000 language learning lab system control console is broken and due to obsolescence cannot be repaired. Thus, the 34 audio stations are unusable as a classroom language lab. Interruption of other services due to breakdowns is frequent, and replacement parts are often unavailable. With a classroom language lab, all students in the class can speak simultaneously without distracting each other regardless of the class size, which maximizes speaking and listening practice. Teacher and students wear headsets that block outside sounds and disturbances. From a pedagogical standpoint, digitized audio enhances student language learning by allowing isolation of one word or phrase in a track and changing of speed, among other advantages. Particularly important for beginning learners, these features enhance student engagement and subsequently student success and retention at all levels.

Links to Plans: Education Master Plan, Section V. Library Technology Plan, 1.2 E.; Language Center 2004-2010 Six-year Plan

Staffing Needs: None

Equipment Needs: 50 computers; 55 LCD monitors (or computers); a video projector; a video streaming software package; a SANAKO classroom management system; update of the Axcent Integrated Axcess system (rack-mounted with a DVD/video/laser disc player, and presentation stand); replacement of t-moldings on all the carrels and heavily soiled/broken chairs; estimated cost $273,000.
Supply Needs: Data jacks, headsets and the others: estimated cost $5,000.
Facility Needs: None
Request for Additional Units: Insert FTEF needs, if any, here

Seventh Priority

□ This is a new request   X We initially made this request in our 2009 Program Review

Project Title: Audiovisual Equipment
Brief Project Description: Insert description here
Timeline: ongoing
Rationale: The Audiovisual Dept. needs additional equipment to support growing demand throughout the district and to replace equipment that is obsolete such as:
-- Laptop computers or Netbooks that are loaned to faculty for classroom use in coordination with ITS
-- Digital scanning and photo equipment to meet the instructional and graphic needs of the LLR, faculty and staff of the district. The demand for digital scanning and images for instructional presentations, websites and online instruction has increased exponentially. Updated equipment would allow multiple scans simultaneously rather than one at a time to, greatly reducing turnaround time.
-- DVD players and other viewing equipment capable of displaying closed captioned learning materials at the campus libraries (required by ADA).
Links to Plans: Library Technology section of the College Technology Plan
Staffing Needs: None
Equipment Needs: 5 laptop computers; 40 overhead projectors; one color laser printer; and 4 to 6 DVD players (Estimated cost – $2,000 to $5,000)
Supply Needs: None
Facility Needs: None
Request for Additional Units: Insert FTEF needs, if any, here

Eighth Priority

□ This is a new request   X We initially made this request in our 2009 Program Review

Project Title: Expansion of Language Center content delivery methods and student assessment activities to enhance student learning outcomes and teaching excellence
Brief Project Description: Upgrade of R205E with an interactive white board and audience response system.
Timeline: Contingent on availability of funding.
Rationale: Innovative uses of technology in language learning enhance communication between instructors and students, heighten student engagement, in particular of low achievers, and increase retention of content, all of which result in greater student success and retention. Interactive white boards allow instructors to show students any item which can be presented on their computer’s desktop and to record their instruction and post the material for review by students at a later time,
among other features. Posting can be a very effective instructional strategy for students who benefit from repetition, who need to see the material presented again, for students who are absent from school, for struggling learners, and for review for examinations. An audience response system is also highly effective for assessing student learning outcomes.

Links to Plans:
Education Master Plan, College-wide Initiatives n.3; Section V. Library Technology Plan, 1.2 E;

Staffing Needs:
Service can be implemented with current staffing.

Equipment Needs:
Interactive white board and an audience response system ("clickers"). Total: $20,000.

Supply Needs:
None

Facility Needs:
None

Request for Additional Units:
Insert FTEF needs, if any, here

Ninth Priority

X This is a new request

Project Title:
Library for Evans Campus

Brief Project Description:
To open a library in the Evans campus.

Timeline:
Contingent on availability of staff, space, and funds

Rationale:
Faculty at Evans campus has expressed the need for a library to better support research and information needs of students and faculty in their learning and teaching.

Links to Plans:
Needs to be included in the Library plan and Education plan.

Staffing Needs:
1.2 librarians and 1 library tech (3618) or more depending on the number of open hours; note that it has been suggested that in the absence of additional staff, some staffing resources currently allocated to the Southeast Campus Library could be at least partially reassigned to the Evans Campus.

Equipment Needs:
Software licenses and profiling costs; staff and student computers and printers; furniture.

Supply Needs:
Library supply and office supply.

Material Needs:
Library collection in print, electronic, and AV formats.

Facility Needs:
At least 1500 square feet with a floor able to support the weight of the library collection and other equipment and resources. Good ventilation and lighting. ADA compliance.

Request for Additional Units:
Insert FTEF needs, if any, here
ATTACHMENT A
Assessment Plan/Process

LLR will use the College’s Program Review timeline and chart with categories, as modified below, as a means of identifying and tracking the SLOs to be assessed each year for the next six years.

Plans for SLO Processes and Curriculum Committee Updates for Each of Our Courses and Programs

A  We plan to conduct our assessments this year
E  We plan to examine the results of assessments, and make plans for improvement
A+E  We plan to conduct the entire SLO process for this course/program
CC  We plan to update course/program through college’s Curriculum Committee

Library and Learning Resources: Courses, Programs and Services

<table>
<thead>
<tr>
<th>Course/Program/Service</th>
<th>SP 2010</th>
<th>Fall 2010</th>
<th>SP 2011</th>
<th>Fall 2011</th>
<th>SP 2012</th>
<th>Fall 2012</th>
<th>SP 2013</th>
<th>Fall 2013</th>
<th>SP 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/course-related workshops</td>
<td>A + E - LERN 50</td>
<td>A - Eng 1A</td>
<td>E - Eng 1A</td>
<td>Hlth 50, Soc 1 &amp; CAHS 100</td>
<td>research paper</td>
<td>research paper</td>
<td>assessment</td>
<td>subject selectors</td>
<td>subject selectors</td>
</tr>
<tr>
<td>LIS 10</td>
<td>A</td>
<td>E</td>
<td>A+E</td>
<td>A. Niosi</td>
<td>A. Niosi</td>
<td>A. Niosi</td>
<td>instructor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
student survey of services/resources directly contributing to student learning success
planning A  E
Who responsible?
Assess. Comm. co-chairs + volunteers

group study space usage and importance to group course assignments
A+E

targeted collection analysis
Who responsible?
Coll. Mngt. Comm
Coll. Mngt. Comm

LLR faculty survey of liaison support services
Who responsible?
Chair and liaison librarians

Lang. Center orientations pilot assessment
A+E
Lang. Center in-house survey
A+E
Lang. Center online survey
A+E