Annual Program Review
Fall 2012

To complete this form you will be “Looking at last year to plan for next year.” Complete by December 7, 2012 to inform the College’s plans and budgets for 2013-2014. Guidelines and other resources are available at this link: www.ccsf.edu/program_review

As you complete the form, please cite linkages to Board priorities and/or Board-approved college plans.

Department: Library & Learning Resources
Contact Person: Anthony Costa
Date: December 7, 2012

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

1. Description of Programs and Services and their Locations

The Library & Learning Resources Department plays an essential role in supporting college curriculum and helping students succeed academically. In particular, libraries are the primary location both physically and remotely for supporting faculty and students in their research and information needs (ASCCC Standards of Practice for California Community College Library Faculty and Programs) <http://www.asccc.org/papers/standards-practice-california-community-college-library-faculty-and-programs>

Library faculty work collaboratively with faculty from other departments in offering information literacy and competency instruction to students, through whatever means deemed appropriate to achieve information competency outcomes. BPP#3

“Information literacy is considered a key outcome by several regional and discipline-specific accreditation bodies” (American Association of Community Colleges Position Statement on Information Literacy) <http://www.aacc.nche.edu/About/Positions/Pages/ps05052008.aspx>. In fact, Information Competency is the only ACCJC GE learning outcome called out a second time with its own ACCJC Standard (II.C.1.b) <http://www.accjc.org/wp-content/uploads/2012/11/Accreditation-Standards_Edited-Nov-2012.pdf>.

Library & Learning Resources (LLR) consists of one Library at seven locations: Ocean Campus (Rosenberg and Statler), Chinatown/North Beach Center, Downtown Center, John Adams Center, Mission Center, and Southeast Center. There are approximately 79 FTE personnel distributed among these sites. The newest outlet at the Chinatown/North Beach Center opened in August 2012. The need has also been identified for a new library and learning resource collection for the Evans Center. Since the Rosenberg Library and Learning Resource Center opened in December 1995, LLR has grown to receive approximately one 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; teleconference facilities; heavily used print, audiovisual and online collections; and computing and media resources. The teleconference facility is for employee use.

LLR’s presence on the Ocean Campus is the largest, with five public service 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 center libraries* include:

- Library research and information competency workshops that teach specific skills for finding and critically evaluating appropriate information as well as employing research strategies and citations. BPP#3
- Reference/research and information assistance to individuals in person, by phone, via e-mail and by instant messaging BPP#1, SP#B.I,B.II
- Print collections of books, periodicals and audio-visual resources serving specific courses (over 700 via course reserves) and the entire curriculum in general BPP#3
- 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 TP.LLR#1
• A quiet study environment, with group study rooms at the Ocean, Chinatown/North Beach, Mission, and John Adams Center 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 at both Rosenberg and Mission. **BPP #3.**
• Basic skills and ESL course-related learning materials, many of which support specific courses BPP#2,#3, SP#A.II.

*The outreach and distance learning librarians provide instructional support services to faculty and students at centers without their own libraries.*

**Rosenberg Library & Learning Resources.** In addition to the Library, which houses print collections and reference services, three other LLR public services 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 equipment for in-house use of the collections.

The **Audiovisual Unit** provides faculty with equipment delivery service; a multimedia collection of over 3500 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; providing graphic and digital instructional support to the faculty, LLR, Library programs & exhibitions and the CCSF College district; and comprehensive audiovisual equipment repair and maintenance support services.

The **Language Center** supports 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 College receives apportionment generated by students' work in the Language Center (each student must make use of the Language Lab for two hours per week in combination with his language class). 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.

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

See the LLR Statistical Summary for 2005-2012 for data tables.

In the Spring of 2011 the library conducted a student survey that garnered 2127 responses. Findings include:

• The need for additional evening and Saturday library hours
• Verification of the importance of library services to the academic success of students – 87% found it “important or very important”

Many of our plans for next year come directly from the results of this survey.

The opening of the new Chinatown/North Beach (CNB) Center Library this semester forced us to add 34 open hours per week. Creative staffing solutions such as rotating staff on a daily basis between centers allowed us to open CNB with a loss of only one hour at the Southeast Center. Many of these arrangements are temporary measures taken to fill an ongoing need. Since Fall 2009, overall library hours have been reduced from 290 to 289 per week. At first this appears to be fairly constant. This has been done by reducing hours at the Rosenberg Library from 72 to 59 per week (18%), at the Mission Center Library from 63 to 47 (25%). The other centers have remained fairly constant. Essentially the reductions at Rosenberg and Mission were made due to budget reductions and then those lost hours were added back to our load in order to open Chinatown/North Beach without any corresponding budget augmentation.

**Services**

Services in General. Demand for orientations and workshops in the Library and Language Center continue to increase. We are grappling with meeting this demand with a decreasing number of personnel. We have four vacant full-time faculty positions and eleven vacant classified positions.

• Reference. The use of the reference desks continues to increase in spite of reduced library hours. Mandatory assignments for our research skills workshops (LIS 1000) are submitted at the reference desks, transactions that often involve instruction on information competency concepts. The **82% increase in**
FTES from 12.67 in 2010 to 23.08 in 2012 demonstrates a dramatic increase in the number of students completing the research skills workshops. While these FTES numbers may appear small, the one-on-one work involved is labor-intensive and the 1772 headcount for Fall 2011 gives some indication of this. BPP#2

One-on-one support and instruction to students using the library computers also takes much of reference librarians’ time. Although statistical categories tracked were changed in 2009, the numbers show an overall increase in reference transactions, especially in more time-consuming workshop transactions, in spite of reduced library hours. Since beginning to record outreach transactions with subject-area faculty in 2009/2010, we also show an increase in interactions with District faculty, as relationships are strengthened between subject librarians and departments. Outreach to faculty resulted in 260 course-specific research workshops for 30 different departments during the 2011-2012 year.

Workshops. As mentioned above, the number of students completing research and information competency skills workshops has dramatically increased, and is expected to continue to do so, with the introduction of Workshop D (Research Paper Process) online, the preferred method of students for completing workshops. The CAHS 100 course outline now requires students to complete two (LIS 1000) library workshops, contributing to the increase. Course-related workshops reached 260 in the 11/12 year, reflecting higher demand for subject-specific workshops, as well as slightly higher attendance in many classes. So far during the Fall 2012 semester, 14 departments have assigned LIS 1000 workshops and 30 departments have brought classes for customized research workshops during class time. BPP#2&3, SP#A.II.V.

Collections, Resources and Facilities Usage

- **Collections.** LLR utilizes three sources for updating its collections: its annual appropriation from the College; gift books; and the San Francisco Public Library’s Community Redistribution Program, which makes available SFPL discards.

  A combination of the acquisition of NetLibrary, the Community College Library Consortium (CCLC) e-book vendor, and the absence of funds, prevented the acquisition of e-books in 2011-2012, for the first time in six years. Since Netlibrary was acquired by EBSCO, a shared consortial collection has not been available to the CCLC and we have not had sufficient funds to purchase e-books in another manner.

After steady budget cuts, and in spite of multiple reductions in subscriptions, periodicals continue to comprise the single largest component of the annual print materials budget. Title V §58724 of the California Education Code establishes a minimum standard for a library our size as 2150 current periodical subscriptions and 297,500 volumes on the shelf; our library currently has 450 print periodicals subscriptions and 220,154 total items, including e-books, significantly short of the minimum standards. The increasing cost of all materials, combined with a stagnant materials budget, jeopardizes our ability to provide adequate and appropriate updates to our collections and their purpose of supporting the College’s programs and curriculum; this is especially true for subject areas that need up-to-date materials, like computer science and health.

Materials and Resources Use. There has been an upsurge in the use of LLR materials and resources, with an extraordinary increase in circulation of reserve materials. Access to online databases and to e-books helps to alleviate the impact of reduced library open hours. Usage of electronic resources (library web pages, Ebooks, and periodical databases) has continued to show a marked increase. [See LLR Statistical Summary]; and there has been a decrease in the circulation of both materials and equipment from the Media Center and Audiovisual. AV circulation was down slightly in 2011-2012 from the previous year 1451 to 1438. Media Center circulation decreased more significantly from 26,831 in 2010-2011 to 16,273 in 2011-2012. While in person usage of the Language Center was down slightly in 2011-2012 (45,769 users to 59,072) due to the unanticipated move to a smaller space and resulting closure for much of Spring 2012, usage of the Online Language Center lab increased 19% (503,699 to 423,749) over the previous year. BPP#2

The Diego Rivera Collection is used by CCSF faculty and students and, increasingly, by researchers, scholars and journalists from the US and abroad. BPP#3, SP.A.XII.
Facilities Usage. Despite reduced hours the numbers of students, faculty and staff using the LLR has substantially increased. Study room usage hours have increased by almost 1,700 hours over the 2010-2011 school year even though the current summer semester was shorter. Access to study rooms must be restricted to two hours per group per day to maximize availability to students. Usage of space outside of the study rooms at Rosenberg is also approaching capacity. Most group tables and study carrels are occupied during the day.

In house use (usage of materials and books inside the library) has increased as well, from 23,873 uses to 24,051 over the same period, showing that student use of reference books, circulating books and other materials while studying and working in the library remains constant.

- Course Reserves. Currently, there are 8368 items on reserve for 740 courses. 1,545 items have been placed on reserve in the last year. BPP#1
- Language Center. Usage decreased from 59,072 in 2010-2011 to 45,769 in 2011-2012 as a result of the unanticipated move to a smaller facility and most importantly the shutting down of the Language Center for the majority of the Spring 2012 semester due to the move and resulting delay in restoring full functionality of the new location. BPP#1

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 other academic departments and programs to directly connect to the curriculum and general education goals such as increasing information competency through visual literacy and understanding of diversity, as well as to emphasize library resources and related materials.

- Programs have been varied with authors, artists, and performers appearing at various centers, 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. Faculty vacancies have led to heavier workloads and have forced us to scale back our programming activities. BPP#3, SP#A.IX,X,XII.
- The Library Exhibition Program has completed thirteen years of incisive and relevant exhibitions that draws an estimated 15,000 viewers each year. Among the exhibitions during the past calendar year were: What Cannot Be Left Behind: Incarceration and Families, Afrodescendientes: Afro-Cuban Guanabacoa, and Spanning the Gate: Celebrating the Golden Gate Bridge 75th Anniversary. BPP#3, SP#A.IX,X,XII.
- The Exhibition program collaborates with CCSF academic departments and with local nonprofits including the Labor Archive and Research Center at SFSU, Recology and Creativity Explored. BPP#3, SP#A.IX,X,XII.
- This year the library exhibition program has developed SLOs mapped to the LLR departmental PSLOs, conducted a variety of assessments, and implemented improvements based on the analysis of the data collected in the assessment process. BPP#2

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

Overall, Library and Learning Resources has been challenged by facilities expansion coupled with decreased staffing, exacerbated by a number of temporary leaves. The opening of the new Library at the Chinatown / North Beach Center in the face of decreasing numbers of faculty and staff has stretched our personnel extremely thin. Additionally the move of the Rosenberg Language Center to a smaller space, which is shared with the Media Center and student computer lab, has forced us to reexamine the orientation of laboratory instructional support for Foreign Languages.

CCSF’s budgetary issues, continuing and worsening since the 2010-2011 academic year, have impacted the LLR in many ways:
• Twelve-month delay in hiring of two librarians for Chinatown/North Beach Center.
• Open hours at the Southeast Center Library were reduced from 34 to 33 this semester as a result of a shortage of 3618 Library Technical Assistant IIs, resulting in reduced access for students and faculty.
• Limited hours at the new Chinatown/North Beach Center Library, resulting in inadequate access for students and faculty. The current and initial schedule of 34 hours per week neither covers the hours of course offerings nor compares to other centers with comparable FTES.
• The reduction in hours and personnel also limits access to the Language Center, Media Center, Multimedia rooms, Diego Rivera Collection, CCSF Archive and various computer labs and classrooms.
• At the Mission Center, the hours of Library directly affect accessibility to the Learning Assistance Center (LAC) since the access to the LAC is through the library.
• Four FTE Faculty vacancies, as well as reduced hours for those part timers who remain. We continue to lose faculty and staff through retirement and attrition.
• Greatly reduced overload/part-time budget for librarians to work evenings and teach courses over the last three years (two units and at least 36 weekly librarian hours or 1.33 FTEF) has forced more of these duties to be crammed into a normal full-time load, leaving other duties, including many of our major planning objectives for this year, to receive inadequate attention. It also resulted in a reduction of service hours and student access.
• Librarians are required to work more hours at the reference desk, allowing less time for other important activities such as subject liaison duties, collection maintenance, and major objectives from the last Program Review. Information competency instruction is not reduced only because it is our top priority, but scheduling has become increasingly complicated due to the increase in reference duties and the reduced hours of facilities. Currently, full-time librarians work a district-wide average of 19.32 hours per week serving students directly on the desk; at this time last year the average was 17 hours. It is difficult to separate these averages into data for Rosenberg reference and other library locations because many librarians split their time in different locations and proportions of total load must be estimated for each location. But an attempt to do this shows an increase in the average number of reference hours worked at Rosenberg to be 13 hours per FTEF per week, compared to 11 hours one year ago. Average weekly reference hours at other locations would be 29.6 per FTEF to 29.5 one year ago.
• Greatly reduced funds for books, periodicals, and electronic resources. Our materials budget was $197,436 in 2007-2008; it declined to $89,111 (55%) in 2009-2010 and last year it was $135,042. Even the addition of a new library and the funding of its opening day collection did not bring the budget back to 2007-2008 levels.

In the 2010-2011 Program Review, the Subcommittee Review identified the “Dean and Classified Support Vacancies” as one of the “Areas of Challenge”. Under the recommendations of “New Resources Needed” was listed “Filling of Dean, support staff positions, and part-time librarians.” A full-time Dean was appointed in June of 2012, without opening the position. As a result the Library now has a dedicated Dean. This has helped to provide administrative leadership on a full-time basis. As a result of the position not being opened, the issue of discipline credentials (MLS) as advised by the ASCCC Standards was not addressed. With the announced reorganization of Academic Affairs, there may be an opportunity to address this issue. See related objective under #6.

A survey of California Community Colleges found that 8 of the 20 largest community colleges in the State do have a Library Dean with an MLS and this is identified as a state-wide standard in the ASCCC Standards. All of these colleges are significantly smaller than CCSF. Some of them have half of the FTES that we have. Most of them have one library location; four of them have two locations. One has four locations and we have seven. Further cause for concern is the proposed reorganization of Academic Affairs approved by the Board of Trustees on October 25, which does not guarantee either an administrator nor a Department Chair with an MLS. Of the largest 20 community colleges in the state, all of them have a chief librarian (8 are Deans, 11 are Chairs, and 1 is a Library Coordinator/Faculty Head). As the largest community college in the state, our size and complexity easily warrants both an administrator and a Department Chair each with an MLS.

This administrative issue described above relates directly to the ACCJC findings regarding Eligibility Requirement 5 and Recommendation 7.

Eligibility Requirement 5: Administrative Capacity
“The visiting team did not confirm that City College of San Francisco has a sufficient administrative staff with appropriate experience to support the necessary services for an institution of its size, mission, and purpose. The organizational structure and staffing is fluid, and administrative oversight is unsettled… Several management positions are vacant and duties are reassigned to incumbent administrators. A hiring freeze was imposed two years ago for administrative and classified positions. (Accreditation Evaluation Report 2012, p.16-17)
Recommendation 7: Human Resources Staffing and Planning

“To fully meet Standard III.A Human Resources, the team recommends that the college assess the adequacy of its current number of qualified classified staff and administrators and their appropriate preparation and experience necessary to support the institution’s mission and purpose. The college must ensure that human resource planning is fully integrated with the institutional program review, planning and budgeting processes and linked to the annual allocations of funding to maintain and improve institutional effectiveness (III.A.2, III.A.6, and I.B.4). (p.49)”

The Library and Learning Resources program was specifically addressed in the findings. “The team heard a common concern from the campus community about the instability of leadership on campus which is demonstrated in an organizational chart showing many interims holding the leadership positions related to instruction programs, student services and library and learning services” (p. 32).

As noted in #2 above, the increase in the number of students completing one or more LIS 1000 information competency (IC) workshop has continued to increase at least partly due to the ENGL 1A course outline requiring 5 hours of library workshops as part of the IC graduation requirement. An internal development which affected the instructional services program somewhat is the reduced library building hours, which requires 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 and some of those courses can no longer be accommodated due to reductions in library hours.

For the third 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. For the first time in 6 years, there was no money allocated to the purchase of new e-books for the library’s collection.

Library hours have been partially but not fully restored from the cuts suffered in 2009-2010, when about 8% of courses were cut across the College.

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

- In Fall of 2012, a shifting of faculty assignments allowed us to restore Saturday library hours at the Mission Center, bringing that library up from 44 to 47 hours per week from an original 66 hours per week. This was accomplished through a creative reorganization of faculty assignments which assigned multiple units to one faculty member and opened the library in the absence of normally requisite library technical assistants. This was made possible by the unanticipated relocation of the Language Center to a shared space with the Media Center.
- Statler librarian worked with the chair of CAHS to write a Perkins grant which funded 25 new computers in the Gifford Resource Center, which increased the number of computers from 11 to 25 and the room can now be used as a teaching lab BPP#2
- A Spanish language interface for CityCat, the library’s web catalog, was released in Fall 2011, and a Chinese language interface will be available in early Spring 2013.

LLR’s collaboration with the San Francisco Public Library (SFPL) continues. CCSF librarians regularly visit the SFPL Redistribution center to select material to supplement the library collections. Since implementation, this program has added approximately 12,396 titles to the collection with an estimated cost savings of $321,260. The reorganization of the ITS department was halted. However one person left the college and was not replaced, and of the remaining 5, at least 1.2 FTE are routinely assigned duties supporting other departments, adding to the overall staffing reductions sustained by our program. BPP#2

A recent development that threatens the academic integrity of the Library and Learning Resources Program is the proposed reorganization of the Office of Academic Affairs. If this proposal gets implemented as presented at the October 25, 2012 Board of Trustees meeting, it could potentially eliminate both the Dean and Department Chair of Library & Learning Resources, placing the LLR Program under a Chair from another department and a Dean from another discipline. This would move CCSF farther from meeting the ASCCC standard on 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
Currently, the LLR Department Chair has primary responsibility for oversight of all educational functions of the library and for the management of educational materials as detailed above. The elimination of this position or the appointment of a Department Chair from another discipline would undermine the academic integrity of our program and cause CCSF to fall short of this essential standard.

4. Summarize overall departmental directions taken as a result of the assessment of learning outcomes. If your unit does not offer courses or direct service to students, summarize improvements made based on the assessment of your administrative unit outcomes.

As a result of the assessment of our learning outcomes, we are embarking on an initiative to more effectively reach a greater number of students. Since our department supports the entire curriculum of the college, including degree, certificate, CTE, basic skills, credit, and non-credit courses, our information competency mission is truly an institutional learning objective, consistent with the Governor Schwarzenegger’s Executive Order S-06-09 which sought to increase digital literacy in the State of California to support a 21st Century workforce by calling on higher education to provide education and training in the acquisition of digital literacy skills that include information literacy and competency <http://gov.ca.gov/news.php?id=12393>. BPP#3, SP.A.II, VIII.

Our assessments such as that of CAHS 100 students taking LIS1000P show the potential learning outcomes that partnerships between LLR faculty and instructors in other departments can produce. We hope to build on this successful implementation of embedded librarianship to more thoroughly fulfill the Library’s role in achieving information competency outcomes throughout the college (see Fall 2012 CAHS 100 Workshop P Assessment, Appendix X). BPP#3, SP.VIII.

The library will continue to develop library exhibitions as a tool for teaching visual literacy and information competency. Modifications to exhibition content and presentation are being made based on assessments conducted in collaboration with faculty in the College Success, Political Science and other academic departments. Exhibition SLOs were developed and the Exhibitions librarian is working on a visual literacy rubric that can be used across exhibitions to assess the exhibition SLOs (See Fall 2012 Exhibitions Assessment). SP.A.VIII, XII.

We also hope to have information competency, which is already a graduation requirement for the College’s degree programs, adopted as an Institutional Learning Outcome due to its relevance and applicability in non-degree (certificate, non-credit, basic skills) programs as well. A short study of ILOs in California Community Colleges reveals that 63 of 81 colleges have information competency wording in their ILOs (See Fall 2012 ILO Assessment). BPP#3, SP.A.VIII.

In Fall of 2011 we conducted a peer review assessment based on the process outlined by the Association of College and Research Libraries (ACRL) in the Standards for Library of Higher Education. The results of our ACRL Peer Review Comparison [see Fall 2011 Library Peer Comparison] pointed out that we are underfunded and overburdened with an ineffective administrative structure and led us to compare our Library to the Standards of Practice for California Community College Library Faculty and Programs as adopted in Fall 2010 by the Academic Senate of the California Community Colleges. See preliminary results under question #6. BPP#1, 3 &4; SP A.VII, A.VIII, A.IX.

5. Summarize your department's progress to date on the major planning objectives identified in the last program review (excluding progress already cited in #4).

   a. Continue to collect and prepare materials for the new Chinatown library which is scheduled to be opened in fall 2012. (Education Master Plan) BPP#1, 3

   We completed a plan for the opening day collection with the following objectives:
   1. To provide an opening day collection of books and audiovisual materials that would meet the curriculum needs of Chinatown-North Beach (CNB) students;
   2. To secure an initial budget of $30,000 with a possible addition of $20,000;
   3. To meet a deadline of all orders to be submitted no later than April 15, 2012.

   By January 15, 2012, librarians assembled a master list of new books and audiovisual materials that followed the collection development guidelines and curriculum map the committee submitted as part of its original plan in October 2011. The master list contained 2,714 books and other materials; of these, the committee eventually selected 1,445 items totaling $27,000. The remaining $3,000 of the $30,000 collection development budget was spent on magazines and newspapers that the committee members had identified as appropriate and necessary for the curriculum and learning needs of the CNB students.
The committee members, working with the other library faculty members, also chose books from the San Francisco Public Library’s redistribution program according to our curriculum map.

In June, July, and August of 2012, library technical assistants processed and shelved approximately 4,400 books and audiovisual materials to help prepare the library for opening day of the CNB Center on August 15, 2012.

As of November 9, 2012, the CNB Center library has 4,807 books and audiovisual materials in its collection. Of these items, 1,445 are new books and the other 3,362 items are from the San Francisco Public Library redistribution program. The total value of the San Francisco Public Library redistribution materials is conservatively assessed at $84,000. Approximately 20% of this collection is in Chinese and the remaining 80% is in English.

Beginning in August, 2012, the library coordinator and staff of CNB Center Library have been collaborating with other CNB Center faculty members in all departments to continue the collection development process for this Center. The collection development objectives for the 2012-13 academic year are:

1. To add to the existing collection books and audiovisual materials that meet the curriculum needs of the Center;
2. A budget of $20,000 for periodicals, books, and audiovisual materials;

As of November 9, 2012, the CNB Center library coordinator and staff have ordered $2,525 of periodicals, and $10,075 of books, totaling 63% of its acquisition budget for the current academic year. Two other members of the library faculty have also selected $2,000 worth of Chinese-language materials for the CNB Center library, according to guidelines established by the Center library coordinator and Center faculty.

b. Continue to seek funding for library materials, print, electronic and other non-print. BPP#3, TP.LLR#1

The Library continues to advocate for a line-item annual budget from unrestricted funds that meets external standards to ensure that its collections remain viable and relevant to support the college’s curriculum and student research needs. However, the past two years have resulted in cuts because of the overall budget crisis of the College. With the recent emergence of two additional libraries at the Mission (2008) and Chinatown / North Beach (2012) Centers, a reduced library budget that is diluted to accommodate these additions further impedes the library’s mission and progress towards this goal.

The Library has benefited in past years from periodical database subscriptions and e-book purchases via the CCLC and is hopeful that these resources will continue. In years past, State TTIP (Telecommunications & Technology Infrastructure Program) funds provided a significant augmentation to the college-supplied budget for the purchase of and subscriptions to electronic/digital resources. TTIP funding ended several years ago and has since been replaced with CCLC-funded subscriptions to specific databases from the vendor EBSCO for all California community colleges. Due to CCSF’s multifaceted curriculum, the Library has had to augment these state-funded databases with additional subscriptions and accompanying costs to accommodate areas of research not covered via the CCLC-funded subscriptions.

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.) BPP#3, SP.A.II, TP.LLR.2.1

Nine librarians attended the Embedded Librarian Conference last semester and two more attended this year to prepare for the expansion, but this initiative is still in the planning stages. Two librarians are currently embedded in some online classes, including English 1B and CAHS 100. The 50% (approximately 70 courses) goal may not be realistic at this time given our staffing shortages and other obligations. However, we are still pursuing this goal gradually though at a more realistic pace. We will plan a flex workshop introducing the concept to online instructors as a way to move forward and we are working with the Educational Technology Department to have library resources included as part of a template for all online courses.

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. BPP#3, SP.A.II., TP.LLR.2.1

Online Workshop G (Orientation to Library Services & Resources) was completed and made available to students in Fall 2011 (SPP A.V). This workshop was the first to make extensive use of screen casting with audio. The option for online students to email the assignment has not been completed, but should be available by Spring 2013. The current New Student Orientation’s (http://www.ccsf.edu/NEW/en/future-students/future-credit-students/attend_a_new_studentorientation.html) CCSF Resources section includes a link to a Library Services
page. This page was created specifically for the orientation and a link to the G is prominently displayed at the top. Taking Workshop G is an option, but not required. Workshop G was publicized to various departments, faculty and to Listservs such as the Onliners List. There was some exploration into requiring this workshop but it was determined that adding such a requirement to the orientation process might be too burdensome for students.

e. **Complete the planned assessments of scheduled instructional components (See Appendix A). BPP#2**

Student learning outcomes were assessed for LIS 10, LIS 1000A, C, and P.

LIS 10 instructors conducted an assessment which showed that based on an evaluation of quizzes and tests, students in this course satisfactorily understand a majority of the concepts presented in this sample of questions. However, students do not demonstrate complete understanding of distinguishing between credible and unreliable sources on the free web, and understanding which sources are best for very current information. As a result of the assessment, new or revised teaching methods were employed– revised lectures, addition of new materials (i.e. videos) and assignment. And new methods of evaluating students' work were implemented including a reduced number of quizzes.

The Information Competency & Curriculum Development Committee planned and implemented pre- and post-assessment instruments for workshop (LIS 1000) A and workshop C. The workshop SLO’s were used to draft items for the assessment tools. Data was gathered during the later portion of the spring semester and the early portion of the fall semester. The data has undergone content analysis and changes will be made to the curriculum in the spring 2013 semester.

The Statler Librarian collaborated with the CAHS 100 course to review reference pages and in-text citations in 100 research papers from two sections of the course. One section required the students to take workshop P before the research paper and the other required the students to take the workshop before the end of the semester. The analysis reveals that students who had taken the workshop were proficient in citation format, whereas the students who did not take the workshop were not. The librarian is working with the instructors to provide a grading rubric on citations to all research paper assignments to prompt students to meet the goals. Additionally, the librarian will start a discussion posting on citation formats in the hybrid section the week before the papers are due.

Our physiology librarian collaborated in Spring and Fall 2012 with an instructor of PHYS 1 & 12 to assess awareness of library resources pre- and post-presentation of print and online resources. Also assessed were quality and number of reference sources used in papers. 88% of students reported from the workshop learning one or more strategies for finding, evaluating and citing scientific resources. Analysis of papers revealed more than half of the sources cited were from academic journals and APA citation formats were used correctly in over 70% of the papers. Future pre- and post-assessment instruments are being developed to better measure SLO’s.

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. BPP#3, SP.A.V, VI.  
(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”**

This is another initiative on which progress was limited due to staffing shortages. A list of all majors has been compiled and the responsible librarian for each has been identified. It will continue to be an objective for next year. The large number of subject specific workshops (260 for 2011-12) often geared toward specific research assignments indicates that librarians are already present in the curriculum of many departments throughout the college. An initiative to conduct authentic assessment of subject workshops is in the planning stages. Additionally, an initiative is being explored with the Dean of Human Resources to establish a CRN number for flex credit “on demand” where as instructional faculty meet with their subject librarian/liaison to integrate library resources and/or instruction into their curriculum. Creating an on demand flex credit for library consultations allows faculty the time to work and participate in development activities to achieve student and instructional improvement (title 5, section 55720).

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) TP.LLR.1.2.a**
A test was attempted of Envisionware PC Management system, an established computer access and print management system. Although a virtual server was set up and the software was loaded, it was only partially functional. Limited IT staff time to work with the vendor to create a functioning testing environment, and limited librarian time to follow up on potential solutions halted the test. Research has been done on using AccuTrack for authentication and usage data, and because it is used in other departments. However, this lacks features such as time limits and print management, so more work is necessary to evaluate the potential costs in staff time and workflow configurations likely to result from loss of system features.

h. Implement appropriate sections of the Library Technology Plan as resources become available. (Library Technology Plan 1.2 and 1.6) BPP#1

The use of the existing computer access management system was continued and expanded to CNB Library despite staffing shortages and a lack of additional resources. This has not yet been entirely successful as print management functionality is still not compatible with Windows 7; staff are still working on resolving this issue so that the labs at CNB can be fully functional. Use of data reporting capabilities in this system has increased. Millennium, the integrated library system, is on the most current software release. CityCat, the Library’s web catalog was upgraded and the interface was redesigned; the Spanish-language interface was released; and the Chinese-language interface is scheduled for release by January 2013. Student computers have had recent software updates.

At many libraries the student computers are more than five years old and have not been replaced due to lack of funding. Some staff equipment is also outdated. In addition, many of the above accomplishments with software updates, interface redesign, and data analysis took far longer than was originally planned due to staff shortages and limited resources, and there is no guarantee that progress can be maintained as necessary under the current staffing limitations.

This year we did obtain funds from the Rosenberg Grant to upgrade three multimedia classrooms.

i. Continue to provide high quality reference services. BPP#3

The Fall 2012 reference assessment was conducted and the results will be analyzed in order to identify areas of potential improvement.

j. Examine understaffed tasks and organizational structure, including the reassessment and possible reconfiguration of services including reference and the Diego Rivera Collection. BPP#1

Ironically, staffing shortages have prevented us from making much progress toward this objective in a systematic and holistic analysis. With the loss of two additional classified and two faculty this semester we have been forced to address dire needs on an ad-hoc basis. However, with the pending addition of two full-time tenure-track librarians in Fall 2013 and a new Department Chair in Fall 2012, there are great possibilities for the realignment of services to serve students in a more efficient and more effective manner. Our major objective of meeting statewide standards regarding organization, funding, and services will inform any reconfiguration. All employees will be included in the discussions leading up to future changes.

k. Expand outreach to conduct Language Center orientations at all centers where foreign language courses are offered. BPP#3, SP.A.II.

Lab monitors from the Language Center faculty have been assigned to the Mission Center 22.5 hours (0.64 FTEF) for Spring 2013. This is the first time they have been assigned off the Ocean Campus and it is an attempt to make the Language Center at the Mission Center a full-service location in response to the increase in Foreign Language courses offered at the Mission Center, which resulted from the planned closure of the Church Street site in Spring 2013. This change will be implemented in spite of a reduction of one FTE in the Language Center faculty.

l. Continue to expand textbook access at Ocean and Mission Center LLRC by placing more materials on reserve. BPP#3

We have implemented a system for tracking all textbooks requested at the library and in each case contacting instructors to encourage them to place a copy on reserve. Currently, there are 8368 items on reserve for 740 courses. 1,545 items have been placed on reserve in the last year. The remaining 6823 items on reserve have continued from previous semesters based on instructor requests and student demand.

m. Continue to offer Flex Day workshops on online resources SP.A.XIII.
Staffing shortages limited our ability to offer more but we did offer two workshops on educational technology and the Language Center’s latest resource, the Library of Foreign Film Clips.

n. Continue to assist foreign language instructors in the development of course content. BPP#3

Upon request, the Language Center staff has assisted foreign language instructors in recording supplementary audio materials for their students. Language Center staff then upload the materials and post links to the files on the appropriate language homepage on both the in-facility Digital Lab and the Online Lab. Instructors can also request to have PDF files of (print) ancillary materials posted on both labs. To make it easier for students to identify their instructor’s links, the relevant language homepages display photographs of the instructors next to the links. The Language Center has also converted instructor’s audio recordings previously distributed on audio cassettes to digital format and then posted the MP3 files to both labs. Sites have also been created for instructors who use the Library of Foreign Language Film Clips, since links to the clips must be posted to a password-protected site (the Online Lab).

o. Expand student workshops, including Language Center workshops for more languages. BPP#3

In a very significant step, LIS 1000D Research Paper Process has been made available in an online format. Staffing shortages have prevented more work in pursuit of this objective.

6. Assuming a status quo budget for your unit, indicate your department’s major planning objectives for next year (2013-14). Include objectives that utilize status quo resources as well as objectives that do not require new resources.

a. Address areas where the Library at CCSF does not measure up to the Standards of Practice for California Community College Library Faculty and Programs. While there are eight standards identified, many of them can be addressed and met internally, especially with adequate leadership (Organization and Administration) and funding. An assessment of how we measure up to the eight standards indicates that we should emphasize those two standards in this Program Review in order to advocate for the leadership and funding we need from the District to support meeting all eight standards (See preliminary Self Assessment based on ASCCC Standards). While not all colleges meet these standards (See Appendix X), the results of our survey does indicate that many colleges do meet several of these standards and there is no more appropriate set of standards for us to aspire to. BPP #8, SP A.1, F.V.

a. Library Organization and Administration – The standard includes twelve parts; below are four that we can plan to make progress on in the next year:

i. “The Library should be under the leadership of an instructional administrative director or dean who is directly responsible for the daily operation of the library. The administrator should possess the minimum qualification of the library discipline in addition to having experience and training in management or leadership” (p. 11). No new resources would be necessary as the Library has always had a Dean. The recommendation is to fill this position on a permanent basis in accordance with the ASCCC Standards which require with someone who possesses the “minimum qualifications” listed above, including an MLS degree. For more than three years, the Library has been assigned a Dean who has not had the library discipline qualifications stated in the standard.

ii. “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)” (p. 11). No new resources would be needed to achieve this. It would merely require an Administrative commitment to ensure linkage and efficacy.

iii. “Library faculty should have the primary role in developing the job description and in the hiring of their administrators” (p. 11). No additional resources would be necessary.

iv. “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)” (p. 11).

b. “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. (p. 11)"
i. This would include an annual line-item library materials budget from unrestricted funds at a standard rate per FTES, which would allow the library to plan collection management from year to year or even create multi-year projections. **SP E.IX, F.II, TP 2013-15 (Draft pending Dec. 2012 Board approval), LLR Strategic Goal 1.1**

b. Continue to collect and prepare materials for the new Chinatown library which opened in Fall 2012. Permanent staffing needs (both librarians and classified) are critical to ensure that this new location can provide the same high level of service to students as is provided at other centers. Previous hiring requests for 3616 / 3618 should be revived to fill openings as soon the budget allows. If inter-campus lending (ICL) is more widely promoted and expanded to include CNB and other centers, new staffing or other practical solutions must be implemented to allow timely delivery to all centers and locations. **BPP#1,3, SP A.III.**

c. Subject liaison librarians, working with department/program instructors, will identify at least one course in majors where information research and external sources are required. **BPP#3, SP.A.III, V, VI, VIII.**

(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”

d. 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. **2009-11 Technology Plan, Library goals 1.2 and 1.6; TP 2013-15 (Draft pending Dec. 2012 Board approval) LLR Strategic Goal 1.3 and 4.1**

e. Evaluate services and workflow in order to examine understaffed tasks and organizational structure, including the reassessment and possible reconfiguration of services. This includes reviewing best practices in the field. The workflow analysis will begin with a review of technical services and recommendations in order to seek efficiencies in materials processing, given that workloads have increased due to staffing shortages. **BPP #1, SP A.VII, F.V.**

f. Provide further training for librarians on embedded librarianship. Increase our presence in online classes by embedding librarians in more online courses and introducing the concept to faculty through various marketing efforts such as offering flex workshops, publicizing it through Listservs or contacting faculty on an individual basis. Investigate whether a link to the library can be a standard element of each online course website not just on the Welcome page for students. **Provide the ability to email assignments in Workshops G and D. SP A.III, A.V, A.VIII, D.VIII, F.XI.**

g. Offer a Flex workshop on Embedded Librarianship. **SP.A.XIII**

h. Complete the planned assessments of scheduled instructional components (See LLR Assessment Timeline [http://www.ccsf.edu/NEW/content/dam/Organizational_Assets/Department/library/Assessment/Ass_Timeline.pdf ]). **BPP #3, SP A.XIII, F.XI.**

i. Create a professional development workshop with CRN from Human Resources that would allow faculty to get independent flex credit when they consult with a librarian to integrate library resources and instruction into course assignments and delivery. **BPP#3, SP.A.XIII**

j. Prioritize and implement activities related to LLR strategic goals in the 2013-15 Technology Plan as resources are available. **Technology Plan 2013-15 (Draft pending Dec. 2012 Board approval) LLR Section, BPP#1, SP A.VII, A.VIII.**

k. Continue to provide high quality reference services by analyzing the results of our reference assessments and making improvements based on the findings. **BPP#2,3**

l. Continue to increase textbook access by placing materials on reserve at the Language Center and at all CCSF centers where foreign language courses are offered.
m. Continue to expand the Language Center’s outreach program by providing in-class orientations to students in foreign language courses at all CCSF locations.

n. Develop supplementary interactive language-learning resources utilizing free web 2.0 tools.

o. Equip computer stations with headphones in R205E, the multimedia classroom and computer lab shared with the English Department.

p. Continue to offer professional development for Foreign Language Department faculty through Flex day workshops and one-on-one training.

7. If your department faced a reduction in your overall departmental budget for next year (2013-2014), indicate the changes that would be made to the delivery of courses and/or services to adjust to the new allocation.

We would prioritize student instruction and access to library and learning resource materials and facilities (BPP 1, 3, 10). In doing so we would consider any additional cuts to instruction, reference, or library open hours as a last resort. All other budget areas not providing instruction, reference, or other direct services to students would be considered for cuts before reducing these highest priority areas.

Reducing the budget of items that do not negatively impact access to and quality of student services would be given serious and careful thought.

We would also consider consolidating service areas and service points in order to make do with already depleted staffing levels.

8. If additional funds become available, indicate your department’s top priorities for resource allocation. Include new projects and/or requests to reverse specific reductions made during the last few years of fiscal austerity. Put your projects in order of priority. Add additional projects as necessary, including indication of priority order.

First Priority

☐ This is a new request ✴ We initially made this request in our 2009 Program Review

Project Title: Two tenure-track full-time librarians

Brief Project Description: Two tenure-track full-time librarians were approved by the Faculty Position Allocation Committee and the College Planning & Budget Committee (CPBC) in Spring 2012 in anticipation of the opening of the new Chinatown/North Beach Center Library. The start date was later delayed by the CPBC. The Search Committee for these positions completed its work in May 2012.

Timeline: Fall 2013

Rationale: We have only been able to open the new library with inadequate hours and at the expense of hours at other centers. Our staffing is stretched unsustainably thin. These positions would help to address the problem identified by the ACCJC in their findings on the accessibility of libraries under Standard II.C. as stated in the 2012 Evaluation Report. Current FTEF is 29 compared to 32 in 2008-2009. In the last four years we have lost three FTEF and opened a new library. These additional librarians would also help us to better meet the need for library service at the Evans Center.

Links to Priorities/Plans: BPP #1 Insert links to Board Priorities and/or Board-Approved College Plans BPP#1, SP.F.IV.

Staffing Needs: Two tenure-track full-time librarians.
Second Priority

☐ This is a new request  X We initially made this request in our __2009____ Program Review

**Project Title:**  Fill vacant *classified positions.*

**Brief Project Description:**  By Spring 2013, we will have ten classified vacancies: two 3618 Library Technical Assistant IIs and eight 3616 Library Technical Assistant Is. We need to fill as many of these positions as the budget will allow.

**Timeline:**  2013-2014

**Rationale:**  We don’t know how we will continue to staff all service areas next semester with the additional losses at the end of 2012. This semester we were not able to open the new CNB Library without pulling staff from other centers and reducing library hours at one of them. We have only been able to open the new library with inadequate hours and at the expense of hours at other centers. Our staffing is stretched unsustainably thin. Our Student Survey found that students need expanded library hours and we cannot even maintain stable hours with current staffing levels. These positions would help to address the problem identified by the ACCJC in their findings on the accessibility of libraries under Standard II.C. as stated in the 2012 Evaluation Report. See Historical Headcount and FTE for Classified Staffing.

**Links to Priorities/Plans:**  BPP  BPP#1, SP.A.II, III

**Staffing Needs:**  See Historical table on classified staffing.

**Equipment Needs:**  none

**Supply Needs:**  none

**Facility Needs:**  none

**Request for Additional Units:**  none

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Third Priority

X This is a new request  ☐ We initially made this request in our _________ Program Review

**Project Title:**  Restore full library hours at Rosenberg and Mission Libraries

**Brief Project Description:**  Restore full library hours at Rosenberg and Mission Libraries based on Fall 2009 hours: 71 weekly hours at Rosenberg and 63 weekly hours at Mission. This would open the Rosenberg Library an extra 13 hours per week, better serving evening and weekend classes. Similarly the Mission Library would open an extra 16 hours per week to better serve early morning, evening, Friday, and weekend classes.

**Timeline:**  Fall 2013

**Rationale:**  Student survey and Peer Comparison

**Links to Priorities/Plans:**  BPP #1  SP.A.II. III

**Staffing Needs:**  Three FTE Librarians, one FTE 3618 Library Technical Assistant II, and two FTE 3616 Library Technical Assistants Is. Current FTEF is 29 compared to 32 in 2008-2009. In the last four years we have lost three FTEF and opened a new library.

**Equipment Needs:**  not applicable

**Supply Needs:**  not applicable

**Facility Needs:**  not applicable

**Request for Additional Units:**  not applicable
Fourth Priority

X This is a new request

☐ We initially made this request in our _________ Program Review

Project Title: Year to year library materials budget based on state-wide average of $15 per FTES

Rationale: Funding for library materials has been inadequate, unstable and has decreased 32% (from $197,436 to $135,042) since 2008. The inadequacy means that our collections do not contain enough new books to sufficiently support student learning. The instability has meant that we cannot plan from year to year to manage the collection and annual subscriptions. And the declining funding means that the situation has gotten worse. These issues were recognized by the ACCJC in their 2012 Evaluation Report: “To improve the adequacy of the library book collection, the college needs to address the age of the book collection as part of its institutional planning and budgeting activities” (p. 44). An appropriate benchmark for library materials funding is based on the average for California Community Colleges. A good example of such policy can be seen in the American River College Collection Development Policy which identifies this average as $15 per FTES. See http://web.arc.losrios.edu/~library/colldev.htm

Links to Priorities/Plans: SP A.III, ASCCC Standards of Library Programs

Staffing Needs: Faculty and staff vacancies would need to be addressed as requested in the first and second priorities above in order to manage an annual budget of $500,000 and to process that volume of new materials.

Equipment Needs: $15 per FTES at 34,000 FTES = $510,000 annual materials budget for books, periodical subscriptions, electronic databases, e-books and multimedia collections.

Supply Needs: Not applicable

Facility Needs: Not applicable

Request for Additional Units: Not applicable

Fifth Priority

☐ This is a new request

☒ We initially made this request in our _________ Program Review

Project Title: Replacement of Computer Equipment in Library and Learning Resources (LLR) student computer labs

Brief Project Description: Login and Access Management: The various LLR units use approximately 10 computers to manage login and printing access. An additional 3 will be needed to bring Statler, and SEC LLR units onto the computer access management system.

Computer Classrooms: Rosenberg, MIS and CNB Libraries have computer classrooms for LLR general and subject-specialized workshops. R414, the computer classroom in Rosenberg Library is also available for scheduling by courses in all disciplines.

Timeline: 2012-2013

Rationale: Computers are critical to the LLR’s mission and learning outcomes across the curriculum. Information competency and research skills are taught on computers. Access to online research databases, library catalogs, and the Web are necessary for research and critical thinking in most disciplines. Reference, circulation, periodicals, and other library services are dependent on reliable and current hardware and software.

Open Labs: LLR open access student computers support online research, basic office software, and printing needs across the curriculum, as well as a wide variety of information needs. At the Ocean Campus, 34% of open access computers are in the LLR. Library workstations at other Center libraries are also the most available among limited computer labs. On library computers, students can work...
independently or receive research skills and basic software use instruction from library faculty. Response time on computers is important: students do research in large files of text, video and audio formats, most students have limited time for research and assignments, and high demand during some hours can result in waiting for computers. LLR hours offer access to computers and printing at times when no other labs are available. The heavy use of LLR computers and printers requires regular maintenance and updating. Currently all LLR student computers are over 5 years old, except at CNB and Statler.

Hours and usage data for 2011-12 for full-access computers are:

<table>
<thead>
<tr>
<th>Location</th>
<th>No. of Workstations</th>
<th>Number of Sessions</th>
<th>Computer Usage hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosenberg (Ocean) – Library and Media Center</td>
<td>108</td>
<td>208875</td>
<td>97756</td>
</tr>
<tr>
<td>DTN</td>
<td>30</td>
<td>20839</td>
<td>14351</td>
</tr>
<tr>
<td>JAD</td>
<td>10</td>
<td>10572</td>
<td>6180</td>
</tr>
<tr>
<td>MIS</td>
<td>45</td>
<td>26859</td>
<td>19441</td>
</tr>
<tr>
<td>SEC</td>
<td>5</td>
<td>2382</td>
<td>n/a</td>
</tr>
<tr>
<td>CNB (opened Fall 2012)</td>
<td>55</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Statler (New computers acquired via grant Fall 2012)</td>
<td>24</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Access to Libraries and CCSF: There are approximately 30 additional workstations throughout the LLR which provide limited online access: Library Catalog, CCSF websites, and research databases only. Because these require no sign-up or login, no usage data is available. However, these are primary points of access for patrons needing to locate library and course reserve materials and for teaching basic use of libraries. They are heavily used at certain times by new and returning students without current IDs for CCSF enrollment and registration, Web4 access, and CCSF information.

Links to Priorities/Plans: 2013-15 Technology Plan; CCSF Accreditation Special Report Recommendation no. 9. BPP#1, SP.D.IX.E.I

Staffing Needs: Existing staff is adequate to conduct this replacement and maintain the new PCs.

Equipment Needs: 198 new computers = $198,000 plus $2500 for new printers. Note that new computers were purchased for the Statler Library using Perkins funding. That is a possible source for other centers with a significant number of CTE students, such as, Downtown, John Adams, and Mission.

Supply Needs: Toner and paper needs would not increase over current usage.

Facility Needs: We may need electrical and data ports activated to rearrange computers in some locations but this would be minimal.

Request for Additional Units: No additional faculty necessary.

Sixth Priority

X This is a new request

□ We initially made this request in our ________ Program Review

Project Title: LIS 1000 Migration to Moodle

Brief Project Description: Collaborate with Educational Technology Department to investigate using Moodle to more efficiently teach the growing number of LIS 1000 research workshops

Timeline: 2013-2014 budget year

Rationale: The number of students being assigned LIS 1000 workshops has increased to the point where the grading of workshop assignments, both online and at the reference desk, is approaching capacity.

Links to Priorities/Plans: 1 SP.E.VIII

Staffing Needs: Some additional staff time would be required upfront for the migration work. In the
long run, the use of Moodle is expected to make the teaching of information competency more efficient so that the library faculty can reach more students across the college. Some IT support time might be needed for initial server configuration and ongoing maintenance.

Equipment Needs: Possibly a server and service contract = approximately $3000.
Supply Needs: none
Facility Needs: none
Request for Additional Units: none

Seventh Priority

X This is a new request

Project Title: Replacement of Employee Computer Equipment in Library and Learning Resources (LLR)
Brief Project Description: Faculty/Staff Workstations: Although most LLR faculty and staff workstations were upgraded within the past 3 years, an estimated 20% have not been and require upgrading.
Timeline: 2013-2014 budget year
Rationale: Reference, circulation, periodicals, and other library services are dependent on reliable and current hardware and software.
Staffing Needs: Existing staff is adequate to conduct this replacement and maintain the new PCs.
Equipment Needs: 16 new computers = $16,000 plus $500 for new printers.
Supply Needs: Toner and paper needs would not increase over current usage.
Facility Needs: not applicable
Request for Additional Units: not applicable

Eighth Priority

X This is a new request

Project Title: E-books
Brief Project Description: 2011-2012 was the first time in six years that the Library was unable to purchase any e-books. Keeping the collection up to date requires the ongoing addition of book titles in electronic format.
Timeline: 2013-2014 budget year
Rationale: Keeping the collection up to date requires the ongoing addition of book titles in electronic format. The ACCJC recommendation listed under the Fourth Priority above, would apply here as well. In fact if an adequate and stable materials budget were funded as requested above, that would meet the funding needs of this initiative as well.
Links to Priorities/Plans: SP A.III, ASCCC Standards of Library Programs Insert links to Board Priorities and/or Board-Approved College Plans BPP#1, SP.A.III, E.VIII
Staffing Needs: Some faculty and staff time would be needed for selection, and processing of new e-book titles but this could probably be handled with adequate staffing as already requested above under priorities one and two.
Equipment Needs: Not applicable
Supply Needs: Not applicable
Facility Needs: Not applicable
Request for Additional Units: not applicable
Ninth Priority

This is a new request

Project Title: Color Printing for students at Center Libraries

Brief Project Description: Currently center libraries only offer black and white printing capabilities for our students. Many of the centers have no other location which offers color printing for students. Specific need has been requested at John Adams and Mission and it should be explored whether all library locations should in fact provide this standard level of service.

Timeline: Spring 2013

Rationale: There are many students who use the library to print course materials which require color to be effective. Having a color printer will enhance the learning objectives/outcomes of a sizeable segment of students.

Links to Priorities/Plans: Technology Plan

Staffing Needs: Existing staff

Equipment Needs: Two HP Enterprise 500 M551DN $1798 ($899 each for John Adams and Mission)

Supply Needs: 4 pack toner cartridge (x2) - $565 ($1130 total). Good for up to 6,000 color pages.

Facility Needs: We may need an electrical and data port activated

Request for Additional Units: None necessary

Tenth Priority

This is a new request

Project Title: Millennium upgrade to Sierra

Brief Project Description: Acquire Sierra, Innovative Interface’s upgrade to the Millennium integrated library system, which we currently use. The Sierra services platform preserves all the existing functionality of our circulation, cataloging, Web catalog, serials, and acquisitions system with an open-source PostgreSQL database layer for enhanced integration with other products and reporting capabilities. It has a more flexible user interface for staff and enhanced capabilities for patron access.

Timeline: Fall 2013

Rationale: Library services can be enhanced for local and remote student access by integrating various local systems with each other and external resources. Sierra will enhance opportunities for and ease of accomplishing this. A more flexible staff interface will help manage productivity at a time when staff resources are limited. As an upgrade to our existing system, the transition can be managed at our own pace, without database migration issues that can occur across different systems, and with no loss of functionality.

Links to Priorities/Plans: Board Priority 3. Strengthen excellence in teaching, learning, and support services through a focus on student learning outcomes, student achievement, and student goal completion. (System supports all academic programs; enhanced data gathering capabilities for assessment.)

Strategic Plan: E.I, E.VII,
Technology Plan – Library and Learning Resources Strategic Goals 1.1.4, 1.1.8, 4.4.1.

Insert links to Board Priorities and/or Board-Approved College Plans SP.E.1, TP.LLR.1
Staffing Needs: Existing staff: Systems Librarian, 1.5 Library Technicians – no increase.
Equipment Needs: Software and vendor migration plus 1 additional server: $50,000.
Supply Needs: No extra supplies
Facility Needs: No extra facilities
Request for Additional Units: Not applicable

Eleventh Priority

☐ This is a new request ☒ 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/obsolescent 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 Priorities/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 other miscellaneous items required for installation: estimated cost $5,000.

Facility Needs: None.

Request for Additional Units: None.
Twelfth Priority

☐ This is a new request  ☒ 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 Priorities/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:
None.
**Project Title:** Library Programs and Exhibitions

**Brief Project Description:**

The Library Program Committee presents programs to enrich the intellectual, educational, and cultural life of City College students. Programs are also developed to provide exposure to library collections and services, current information and topics, research and scholarly interests of CCSF students, and regional issues including the support of local cultural and educational initiatives.

The Library Exhibition Program increases use of the Library’s collection, creates curriculum resources for academic departments across the college and explores compelling issues of interest and concern to the City College Community.

**Timeline:**

2013-2014 academic year

**Rationale:**

Although library programs make use of faculty and staff talents at no additional cost, we also find it important to feature the artistry, talents and knowledge of local authors, scholars, and community leaders. We offer these outside presenters a $100-$200 fee depending on the notoriety of the speaker and the amount of times they are scheduled to present. In the past we have acquired the funds through event proposal submissions/ presentations at Concert & Lecture committee meetings. However they are usually limited to the amount of money they can provide which requires additional soliciting and event proposal submissions to the Ocean, Downtown, and John Adams Student Council. The time consuming nature of completing, submitting, and awaiting funding to be ratified can delay the payment to the presenter. In addition we do not know the availability of such funds for the next academic year. It would be a great benefit to have a budget we can directly use to contract these outside presenters. The fund could also be used on occasion, if sufficient, to provide a guest reception that can further promote library resources and this unique learning opportunity.

The Library Exhibition Program serves more than 15,000 students annually and is integrated into the curriculum of more than ten different academic departments each year. Library Exhibitions are the City College Library’s only visual literacy tool and as such support the instruction of information literacy. Recent assessment has shown the need for more exhibition materials for increased efficacy.

**Links to Priorities/Plans:** CCSF Library Assessment Web page/Information competency Assessment Reports/ 2012 Fall, Library Exhibitions/Visual Literacy; BPP1,3

**Staffing Needs:**

$3,000 for speaker fees to contract with non-CCSF presenters; existing staffing is adequate to otherwise maintain our programs and exhibitions work.

**Equipment Needs:**

Not applicable

**Supply Needs:**

$1,500. annually for exhibition supplies and outreach materials.

**Facility Needs:**

Existing facilities are adequate until repair/replacement of exhibit cases and kiosk are required.

**Request for Additional Units:**

Not applicable
Appendix A: Usage of Electronic Resources 2008-2012

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<tbody>
<tr>
<td><strong>Number of Searches: Subscribed Databases</strong></td>
<td>2,042,334</td>
<td>4,708,680</td>
<td>4,631,309</td>
<td>7,898,242</td>
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<tr>
<td><strong>Number of Searches: EBOOKS</strong></td>
<td>4,738</td>
<td>5,281</td>
<td>10,764</td>
<td>218,693</td>
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Note: We had Netlibrary from 2008 through the summer of 2011. Netlibrary statistics provided the number of "accesses" but not searches so the figures are not really comparable.

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<tr>
<td><strong>Web Pageviews: All Library Web Pages</strong></td>
<td>1,359,002</td>
<td>1,614,256</td>
<td>2,423,245</td>
<td>2,992,308</td>
</tr>
</tbody>
</table>

Note: We had Netlibrary from 2008 through the summer of 2011. Netlibrary statistics provided the number of "accesses" but not searches so the figures are not really comparable.