STANDARD II.B. DRAFT – 10/3/22

Standard II.B. Library and Learning Support Services

1. **The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of the library, and other learning support services. (ER 17)**

Evidence of Meeting the Standard

Library and Other Learning Support Services That Support Student Learning. CCSF provides library and learning support services for students and for personnel responsible for student learning and support. In addition to library services, students can access student tutoring and academic support programs, college success classes, computer labs, and other resources (e.g., the STAR Center and the Math Lab). Overviews of those services appear in the CCSF catalog and on the College's Student Services Web page. In addition, a "Library" link on the course navigation in Canvas connects to subject-specific content for that course, including the subject librarian and helpful links for the subject. Faculty can also access library services to support instruction through the web page and through a Canvas module. (IIB1-1, IIB1-2, IIB1-3, IIB1-4, IIB1-5, IIB1-6)

Library Services. The College provides library services throughout its six locations: Ocean Campus, Chinatown/North Beach Center, Downtown Center, Evans Center, John Adams Center, and Mission Center. (IIB1-7, IIB1-8)

Programs, resources, and services directly serving students in person and online include: (1) books, periodicals, and media resources; (2) library workshops; (3) research and information assistance; (4) programs, events, and exhibitions that reflect and enrich the creative, intellectual, and cultural diversity of the College community; and (5) computers with Wi-Fi access and Microsoft Office applications. Library locations also provide quiet study space, printing and scanning facilities and group study rooms at the libraries located at Ocean (Rosenberg and Alice Statler), Mission, John Adams, and Chinatown/North Beach libraries. (IIB1-9, IIB1-10)

Library collections support the curricular needs of both students and faculty. They comprise a variety of formats including print, periodicals, databases, video, streaming media and e-journals. Librarians evaluate online services and databases for accessibility in order to be inclusive by providing all students access to materials and services. (IIB1-11, IIB1-12, IIB1-13, IIB1-14, IIB1-15)

In support of the College's institutional learning outcome and graduation requirement on information competency, the institution has a robust library instructional program that includes: self-paced online library workshops; librarian-led, subject-specific workshops both online via Zoom and in person in classrooms and library computer labs across the district; an embedded librarian project with the English department; tutorials; walking tours; orientations; and LIS 10, a one-credit research skills course. (IIB1-16, IIB1-17, IIB1-18, IIB1-19, IIB1-20, IIB1-21)

Library reference services provide one-on-one library instruction available in person during all library open hours, 24/7 through library chat, and via phone, email, and scheduled research appointments via Zoom. (IIB1-22)

Learning Assistance Department (LAD). The largest of the learning support services is the Learning Assistance Department, which provides tutoring services, college success courses, the Writing Success Project (funded by a TRIO Grant), and the largest open-access computer lab in the District. Students can access Learning Assistance programs at the Ocean campus and Mission Center in addition to online services and courses. (IIB1-23, IIB1-24)

Professional and peer tutoring services are available through a variety of locations both in-person and online. The Ocean Campus provides tutoring services through the Learning Assistance Department's Student Tutoring and Resource Center (STAR) with additional tutoring support at the Communication Lab, ESL Center for Language and Academic Development (CLAD), English Lab, Math Lab, Biological Resource Center, and Computer Sciences. Center locations provide tutoring relevant to the courses and programs available at each site, such as Mission LAC, Chinatown/North Beach, and John Adams (which houses several programs within the College's Health and Safety Academic and Career Community). (IIB1-25, IIB1-26, IIB1-27, IIB1-28)

Through a Student Success Hub in Canvas, students can access a variety of online tutoring services, including City College tutors, STAR-CA, and NetTutor. All services provide on-demand meetings with live online tutors, including evenings and weekends. Students can also submit questions and draft papers to tutors for feedback. (IIB1-29, IIB1-30, IIB1-31)

The Writing Success Project integrates tutoring into sections of English 88 up through English 1B and 1C. Professional tutors attend classes and lead weekly study groups. In addition to writing skill tutoring, students receive academic counseling, help with applying for scholarships, transfer planning services, career and major exploration, individual coaching, and support with financial literacy. (IIB1-32)

College Success (LERN) Courses. LAD provides college success courses that integrate personal growth and values, study strategies, communication, and critical analysis into life-long success in academic, professional, and personal development. Courses are especially useful for returning students, first-year students, and students who have previously struggled to succeed in their education. (IIB1-33)

Learning Centers and Computer Labs. Computer labs serve students throughout the District. The library provides computer stations, study rooms, laptops for students to check out while using the library, and Wi-Fi. Open access labs are in libraries, media centers, learning assistance centers, and various retention program locations. Multi-purpose labs address both the instructional needs of faculty and the computer access needs of students in individual departments or groups of departments. (IIB1-34, IIB1-35, IIB1-36)

Learning Support Services for Specific Populations. The College provides several learning support services to meet the needs of specific student populations. These support services provide computer labs and study centers, tutoring and courses, counseling, and more. (IIB1-37)

Learning Technologies. The Office of Online Learning and Educational Technology (OLET) provides learning technologies that support students and faculty within and outside of the classroom (online and in-person). Examples include 3-D printers, Disabled Students Programs and Services (DSPS) software, Google Workspace Suite, Canvas learning management system and applications (e.g., Voice Thread, Pronto, Badgr, Quizzes, Folio, Studio) integrated in Canvas for instructors to promote a more robust learning environment. During the shift to remote

learning, several learning technologies were added to support teaching and learning (e.g., Playposit, Canvas Studio, and Labster). (IIB1-38, IIB1-39, IIB1-40)

To support use of Canvas, Students can self-enroll in a self-paced basic Canvas training course, "Passport to Canvas," which is for those new to Canvas or those who might need to refresh their basic Canvas skills. In addition, with the rapid shift to temporary remote instruction in Spring 2020 due to the COVID-19 pandemic, OLET included Canvas training modules for students in all Canvas shells and created a Canvas Student Support Center for both credit and noncredit students. (IIB1-41, IIB1-42, IIB1-43, IIB1-44)

OLET also provides training and support to faculty using Canvas and other learning technologies. During the COVID-19 pandemic, the College increased OLET staffing and created the Faculty Resource Center as a one-stop location for information about learning technologies, tutoring, and library services. (IIB1-45)

Sufficiency of Library and Learning Support Services. The Library and the Learning Assistance Department regularly review and evaluate the learning support services they provide. They achieve this through SLO assessments, student and faculty surveys, and summaries of services provided. (IIB1-46, IIB1-47, IIB1-48, IIB1-49, IIB1-50, IIB1-51)

Analysis and Evaluation

The College supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support throughout the College. The full range of learning support services includes a robust library collection, in-person and online tutoring options, computer labs, access to computers and computer applications and programs of instruction in information competency and academic success. To meet changing needs and modes of delivery, the College continually evaluates and updates these services.

The College supports students and personnel in using learning technologies through a variety of resources, including training.

As a result of the shift to remote instruction and operations in Spring 2020 due to the COVID-19 pandemic, library and learning resources shifted online. The College put funds toward purchasing additional databases, eBooks, and streaming media for the library. Additionally, tutoring shifted services to Zoom by offering 100% of tutoring online and via virtual help counters. The Office of Online Learning and Educational Technology (OLET) adapted Canvas resources for both students and faculty, including the addition of a Student Support Hub, a Faculty Resource Center, a virtual help counter for students, on-demand one-on-one help sessions for faculty, and 24/7 online phone and chat support for Canvas. The College also increased OLET staffing levels to support the shift to remote instruction.

Although the College is adjusting to a post-pandemic reality, it has faced financial constraints that affected staffing levels throughout the District, including a reduction in the number of librarians and classified staff. Without knowing whether enrollment will continue to decline, stabilize, or increase, it is difficult to determine the appropriate staffing levels. As noted in the Improvement Plans, the library will continue to work with the Equitable Access to Success Evaluation (EASE) work group to assess and ensure students have sufficient access to librarians, resources, and the library spaces at the College.

2. **Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

Evidence of Meeting the Standard

The College relies on the expertise of library faculty to build print and online library collections. Librarians work closely with CCSF faculty to ensure that library holdings are current, authoritative, and adequate for every educational program offered at the College. Subject librarians (liaisons) consult with discipline faculty, build awareness of discipline curriculum, and select materials that support course offerings. (IIB2-1)

In addition, a librarian is a standing member of the Curriculum Committee and assists in reviewing course outlines of records, specifically the section of representative textbooks, websites, and other instructional materials to verify that the listed instructional material is sufficient in quality, breadth, and currency. (IIB2-2)

The College also relies on the expertise of faculty and classified staff in the Office of Online Learning and Educational Technology to select, review, and maintain learning technologies. The Educational Technology Rubric is used to evaluate learning technologies. The Teaching with Learning with Technology Roundtable regularly discusses new learning technologies garnering wider input from faculty. (IIB2-3, IIB2-4)

The Collection Management Team ensures that library faculty carry out the Collection Development policy, and the annual review of online library databases is a thorough assessment of each current database and any new trials. (IIB2-5, IIB2-6, IIB2-7)

Faculty and technology and discipline experts select and request educational materials, equipment, and technology for learning support services through the program review process, and prioritization of those requests is based on the technology guiding principles of the CCSF Technology Plan. This plan provides a framework that explicitly connects programmatic projects to College-wide technology goals and strategic directions that are grounded in the College mission. (IIB2-8, IIB2-9, IIB2-10, IIB2-11)

The Library's Collection Development policy not only guides the selection of books, periodicals, media, and archival collections but it also provides the criteria for deselection of materials. (IIB2-12)

Information Technology Services maintains a computer replacement plan for the College as a whole. This includes upgrading student computers in the library, media centers, and tutoring centers on a five-year replacement cycle. (IIB2-13, IIB2-14)

The library promotes access and equity for students with regard to the materials and services it provides through a variety of ways:

- To decrease costs and increase access and equity to students, the library takes a lead role in promoting open educational resources (OER) to faculty. CCSF's OER Librarian assists individual faculty with selecting and using OER for their courses and spreads awareness through professional development opportunities. (IIB2-15, IIB2-16)

- To support the engagement of all students and especially visual learners, the Media Librarian assists individual faculty with selecting and embedding streaming video into courses and spreads awareness of these resources through professional development opportunities. (IIB2-17, IIB2-18)
- The library also secures categorical funding (Equity, SWP, and AEP), to support the provision of new and current textbooks in foundational courses that had expensive/high-demand items; the library continues to request categorical funding to support course reserves. (IIB2-19)
- The library increased spending of educational equipment (laptops, hotspots, and calculators) for currently enrolled students to support students during school closure in response to the COVID-19 pandemic.

The College relies on experts in the Office of Online Learning and Educational Technology to develop support materials for learning technologies that support both students and personnel. Digital materials include templates for Canvas courses focusing on usability and design for online learners, including Univeral Design for Learning. During the COVID-19 pandemic, the office secured Strong Workforce Program (SWP), WIOA, Student Equity and Achievement Program (SEA), and Adult Education Program (AEP) funds to increase staffing in response to an increase in demand by students and faculty.

Analysis and Evaluation

The library's robust collection development activities, which involves library faculty serving as discipline liaisons to teaching faculty, along with librarian representation on the Curriculum Committee ensure that the College selects materials that meet curricular and student needs and supports the College mission.

The College has prioritized equitable access for all students to library materials and services by allocating Equity funding to support course reserves. This benefits all CCSF students by providing increased access to library materials and helps students from many equity population groups gain access to high quality textbook collections. Access to these materials helps students achieve stated equity goals such as transfer degree completion, certificate completion, and developing employment skills.

Dialog among faculty and staff in the Office of Online Learning and Educational Technology ensures that the selection, maintenance, and evaluation of learning technologies is a continuous process.

3. **The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

CCSF regularly evaluates library and other learning support services to assure their adequacy in meeting identified student needs. All library and learning support services have developed and continually assess student learning outcomes and service area outcomes on a three-year cycle as

required in the CCSF Institutional Assessment Plan. Outcomes reporting includes next steps to show how each unit will use the results of evaluations for improvement. (IIB3-1)

Evaluation of Library Services. The Library Assessment Team facilitates outcomes assessment for the library. (IIB3-2, IIB3-3)

Evaluation and assessment mechanisms and activities include the following:

- The library runs triannual student perception surveys to assess the ease of access of library collections, the responsiveness of services and programs, and the effectiveness of physical and virtual spaces. (IIB3-4, IIB3-5)
- The library also runs triannual faculty perception surveys to assess how well the library supports faculty and students' curricular needs and how well librarians work collaboratively to ensure students have enough opportunity to develop information competency skills across the disciplines. (IIB3-6)
- Online library workshops and librarian-led workshops assess mastery of information competency student learning outcomes. For librarian-led workshops, students receive a standard assessment at the end of the session. (IIB3-7, IIB3-8)
- In recent years, the library and the English Department have collaborated on an embedded librarian project to support Equity/AB705 implementation and has assessed the the extent to which that project has supported student attainment of the library's student services learning outcome. (IIB3-9)
- Other library assessment measures are used to focus on targeted library services or student populations. (IIB3-10)

Evaluation of Other Learning Support Services. Other learning support services also regularly evaluate the extent to which they are meeting student needs, both through outcomes assessments and other measures. As with library services, these areas also implement changes based on evaluation results. (IIB3-11, IIB3-12, IIB3-13)

Many other learning support systems, such as the English Lab, are housed within the academic departments they serve. They evaluate their effectiveness through in-house assessments, official analyses by the Office of Research and Planning, and through the English Department's annual program review process. (IIB3-14, IIB3-15, IIB3-16)

Analysis and Evaluation

The institution evaluates the library and other learning support services through an ongoing outcome assessment cycle to assure adequacy in meeting identified student needs. Evaluation of these services, especially instructional services, includes evidence that they contribute to the attainment of student learning outcomes. Examples can be seen in attainment of information competency skills through all library instructional models and increased course success rates for students who utilize tutors. Results of assessments serve as the basis for improvement such as increasing funding for reserve textbooks to serve equity populations.

4. **When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it**

documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The College relies on or collaborates with a number of other entities for library and learning support services through formal agreements, including the following:

- The Community College Library Consortium (CCLC), which allows for use of the statewide community college EBSCO license and includes platforms such as Gale, JSTOR, and the ExLibris Alma/Primo library services platform. (IIB4-1)
- NetTutor and STAR-CA, which provide online tutoring. (IIB4-2, IIB4-3, IIB4-4)
- LibAnswers, a Springshare platform that provides a virtual, real-time chat service. (IIB4-5)
- The College is a member of the California Virtual Campus Equity Consortium and participates in the Systemwide Technology Access Collaborative through the Foundation for California Community Colleges. (IIB4-6, IIB4-7)
- Learning technologies provided by the California Community College Chancellor's Office initiatives (e.g., Canvas, Zoom, 3CMedia). (IIB4-8, IIB4-9)

The College regularly evaluates the adequacy, accessibility, and effectiveness of the resources, products, and services of these entities. The CCLC centrally evaluates many of the platforms it provides with input from the participating colleges. This is true, for example, of the Ex Libris' Alma Primo Library Services Platform (LSP), which also includes local processes for troubleshooting and improvement. (IIB4-10, IIB4-11, IIB4-12, IIB4-13, IIB4-14, IIB4-15, IIB4-16, IIB4-17)

A number of board policies and administrative procedures address the security, maintenance, and reliability of services. (IIB4-18, IIB4-19, IIB4-20, IIB4-21, IIB4-22, IIB4-23, IIB4-24, IIB4-25, IIB4-26, IIB4-27)

Analysis and Evaluation

CCSF collaborates with other institutions and other external services for library and other learning support services to provide critical services to students, such as, access to electronic library databases, 24/7 online library reference services, online tutoring services, and other online tools and services to support student learning. The College documents formal agreements and ensures that resources and services are adequate, easily accessible, and effective through evaluation. In addition, the College regularly monitors and evaluates security, maintenance, and reliability of services.

Conclusion

The College provides library and learning support services—such as tutoring, College Success classes, learning centers and computer labs—to students at its main campus and Centers, as well as online. Faculty also receive library services to support instruction through a team of subject librarians who serve as liaisons. In addition, the College ensures that faculty and students have access to a variety of learning technologies both inside and outside of the classroom and in person and online. The College relies on the expertise of faculty librarians and other support service professionals (classified staff and administrators) to select and maintain educational equipment and materials.

Through regular and robust evaluation activities, the College assesses the sufficiency of library and learning support services as well as the efficacy of those services. Service area outcomes along with student services learning outcomes form the core of evaluation activities. The results of assessment and evaluation serve as the basis for improvement.

The College maintains formal, written agreements with other institutions and service providers.

Improvement Plan(s)

The College is adjusting to a post-pandemic reality coupled with financial constraints that affected staffing levels throughout the district, including a reduction in the number of librarians and classified staff. The College cannot predict whether enrollment will continue to decline, stabilize, or increase, both in-person and at a distance. To support the number of Center locations, a minimum level of library staffing is important to provide well-maintained collections, access to resources and study spaces, and library instruction. The Equitable Access to Success Evaluation (EASE) workgroup identified library services as one of the seven necessary services at each center location. The library will continue to work with EASE in assessing library service needs at the centers, in addition to working with EASE to improve students' access to librarians, resources, and the library spaces at the College.

Evidence List

IIB1-1 Catalog Section on Learning Resources and Student Services (see IC1-16)

IIB1-2 Student Services Web Page – Academic Help (see IC1-13)

IIB1-3 CCSF Library Web Page

IIB1-4 Library Link in Canvas Course Navigation

IIB1-5 Faculty Library Services - Faculty Support Web Page

IIB1-6 Faculty Resource Center – Canvas Module on Library Resources

IIB1-7 CCSF Library Mission Statement

IIB1-8 CCSF Library Locations

IIBI-9 CCSF Library Web Page (see IIB1-3)

IIBI-10 CCSF Library Online Workshops

IIB1-11 Physical Collections by Location

IIB1-12 A-Z List of Databases

IIB1-13 EBook Collections

IIB1-14 Streaming Media Collections

IIB1-15 E-Resources Platforms & Accessibility

IIB1-16 BP 6.24 - Library Services

IIB1-17 AP 6.24 - Library Services

IIB1-18 BP 1.00 - Mission and Vision (see IA1-1)

IIB1-19 CCSF Library Mission Statement (see IIB1-7)

IIB1-20 Library Instruction Web Page

IIB1-21 Teaching Resources for Librarians

IIB1-22 CCSF Library Contact Web Page

IIB1-23 Learning Assistance Mission Statement

IIB1-24 Learning Assistance Department Web Page

IIB1-25 City College Tutoring Services Web Page

IIB1-26 Learning Assistance Department Tutoring Web Page

IIB1-27 Mission Learning Assistance Center Web Page

IIB1-28 Health and Safety Canvas Access to Tutoring

IIB1-29 Student Success Hub

IIB1-30 STAR-CA

IIB1-31 NetTutor

IIB1-32 Writing Success Project

IIB1-33 Learning Assistance Courses

IIB1-34 Computer Labs Web Page

IIB1-35 Accessible Computer Labs

IIB1-36 ITS Computer Lab Inventory

IIB1-37 CCSF Support Programs

IIB1-38 Educational Technologies Web Page

IIB1-39 Makersphere 3D Printing Web Page

IIB1-40 DSPS Web Page Showing Alternate Media Available

IIB1-41 Passport to Canvas

IIB1-42 Canvas Student Support Center

IIB1-43 Canvas Support for Credit Students

IIB1-44 Canvas Support for Noncredit Students

IIB1-45 Faculty Resource Center

IIB1-46 SLO 1 Assessment Report, 2020

IIB1-47 Student Survey 2020, Library Discussion

IIB1-48 Faculty Survey Report

IIB1-49 Instruction Statistics: Compilation of librarian-led workshops data

IIB1-50 Online Library Workshops Stats Master

IIB1-51 Library Services in the Time of COVID

IIB2-1 Subject Librarians

IIB2-2 Area G, Curriculum Committee Membership

IIB2-3 Educational Technology Rubric

IIB2-4 Teaching and Learning with Technology Roundtable

IIB2-5 Collection Development Policy

IIB2-6 Collection Management Minutes

IIB2-7 Database Evaluation

IIB2-8 Technology Plan 2021-2025 (see IA3-9)

IIB2-9 Library Services Program Review 2021

IIB2-10 Learning Assistance Program Review 2021

IIB2-11 Educational Technology Department Program Review Fall 2021

IIB2-12 Collection Development Policy (see IIB2-5)

IIB2-13 Technology Plan 2021-2025 (see IA3-9)

IIB2-14 Computer Inventories

IIB2-15 OER Resources

IIB2-16 What is OER and How Can I Use It? Workshop

IIB2-17 Streaming Media Resources

IIB2-18 Spotlight on Library Resources: Working with Media in Canvas a Hands-on Workshop

IIB2-19 Bottleneck Assessment Report, 2019

IIB3-1 Student and Learning Support Services – Institutional Assessment Plan

IIB3-2 Library Assessment Team Meeting Notes

IIB3-3 2021-2024 Library Assessment Plan

IIB3-4 Student Survey 2020, Library Discussion (see IIB1-47)

IIB3-5 Student Survey Responses

IIB3-6 2022 Library Faculty Survey Assessment Report

IIB3-7 2018-2021 Online Library Workshops SSLO1 Assessment

IIB3-8 Plan to Assess Your Instruction

IIB3-9 2021 ENGL 1AS/Embedded Librarian Project SSLO1 Assessment

IIB3-10 2018 Reserve Circulation & Textbook Cost SSO3 Assessment

IIB3-11 2019 Learning Assistance SLO Report

IIB3-12 Student Use of NetTutor (Fall 2016-Spring 2018) - July 2018

IIB3-13 End-of-Semester Canvas Survey

IIB3-14 English Department Embedded Tutoring Program Self-Reflection for Student Equity Grant Fall 2017

IIB3-15 Research Brief - English 91 Tutoring Fall 2015 & Spring 2016 (May 1, 2017)

IIB3-16 English Department Fall 2022 Annual Plan

IIB4-1 Community College Library Consortium Agreement

IIB4-2 NetTutor ROE Live Tutoring and QA

IIB4-3 NetTutor ROE Paper Review

IIB4-4 STAR-CA Tutoring Consortium Participant Agreement

IIB4-5 LibAnswers Agreement

IIB4-6 CVC-OEI Equity Consortium Agreement

IIB4-7 Systemwide Technology Access Collaborative Agreement

IIB4-8 Canvas CCSF Order Form

IIB4-9 CCSF Signed Online Education Initiative Short Form Institution Participation Agreement

IIB4-10 2020 Library Student Survey, pg.6

IIB4-11 2022 Faculty Survey, Question 4

IIB4-12 Canvas Survey Results - Students

IIB4-13 Canvas Survey Results - Faculty

IIB4-14 Database Evaluation

IIB4-15 Electronic Resources Stats

IIB4-16 LibAnswer_Satisfaction

IIB4-17 LSP Feedback Form

IIB4-18 BP 2.22 - Americans with Disabilities Act District Website and Webpages Accessibility

IIB4-19 AP 2.22 - Americans with Disabilities Act District Website and Webpages Accessibility

IIB4-20 BP 6.28 - Student Authentication

IIB4-21 AP 6.28 - Student Authentication

IIB4-22 BP 7.41 - District Use of Computer and Network

IIB4-23 AP 7.41 - District Use of Computer and Network

IIB4-24 BP 8.18 - Information Security Standards

IIB4-25 AP 8.18 - Information Security Standards

IIB4-26 BP 8.06a - Procurement of Supplies, Equipment and Services

IIB4-27 AP 8.06A - Contracts