Library collections. Library collections support the curriculum needs of students and faculty. The LLR Department develops and manages library collections based on curriculum needs, usage data and other related factors.[7] To help maintain the currency of the collections, the LLR provides access to online resources including books, streaming video, and online journals. Almost half of the CCSF book collection consists of books which are added and weeded on an ongoing basis. For print collections, the liaison librarians order most materials through the College's book distributor's online ordering system. The College offers a wide variety of collection formats including print, periodicals, audiovisual, databases, streaming video, and e journals.[8] [9]

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Computer labs and learning technology. Students have access to computers and learning technology at every CCSF Center. The LLR connects people to the technology by offering a spectrum of services, including one-to-one instruction and assistance by faculty reference librarians and software needed to conduct library research or create research projects. Other learning technology includes document replication services (printing, scanning, photocopying), Disabled Students Programs and Services (DSPS) software, and wifi access. Information Technology Services (ITS) provides troubleshooting, software updates, and equipment replacement and repair.

The LLR uses Program Review to assess, plan for, and request new equipment, additional software, and computrojects. opyiefheL Revie 2 ()-2Nw 812 Tm [(T812 T254.7)-164.84am15ee(s)-1 (

by explaining difficult concepts and providing examples for exploration. LAC tutors are recommended by department faculty within the subject they will be tutoring. All peer tutors must complete LERN 10, Introduction to Tutoring, which the LAC offers in the fall and spring semesters and which the LAC Department Chair and Coordinator teach. In addition, faculty expertise is also evidenced by instructors who volunteer or hold office hours in the LAC, such as those who teach math and accounting. Department chairs of those departments encourage a strong faculty presence in the LAC. Professional tutors are also available to support more challenging and in-demand subjects, such as statistics. Faculty can contact LAC's Coordinator and tutor managers to make requests for materials that support their courses' needs.

Tutorial assistance is available for a wide variety of subjects, split up by physical areas in the Tutorial Center. The Business and Science Areas offer tutoring and study tables for students enrolled in accounting, anatomy, biology, chemistry, economics, physics, physiology and statistics classes. The Foreign Language Area offers tutoring and study tables for students enrolled in Cantonese, French, German, Italian, Japanese, Mandarin, Russian, and Spanish classes. The Language Center provides supplemental foreign language instruction in Rosenberg 403 as well as at Centers where foreign languages are taught. The Social Science Areas offer tutoring in subjects such as music, philosophy, political science, psychology, and sociology. The Math and Engineering Tutoring Area offers tutoring and study tables for students enrolled in most credit math classes and a number of engineering classes.

Online tutoring is available to all CCSF students, whether they are taking courses online or in person at any of the College's Centers or at Ocean Campus. This is a new service offered via the College's participation in the state's Online Education Initiative (OEI), which uses a service called NetTutor. All CCSF students may use NetTutor's online services with their CCSF email accounts. The College is currently working on expanding the available live 1:1 online tutoring subjects for Fall 2016. However, any student can use their paper review service.[19]

The Writing Success Project (WSP) WSP is a federally funded TRIO grant program that links students enrolled in particular English sections with weekly group study sessions led by classified tutors. The Writing Success Project functions as a learning

physically and programmatically in the Learning Assistance Center. Faculty and staff of

success, ranging from basic skills vocabulary issues to argumentation strategies to literary analysis.[24] [25] Resources also include various skills workbooks and reading assessments.[26] Teacher-managed online programs, such as *Reading Plus* and *Learning Curve*, strengthen students' reading and writing skills regardless of location, and faculty offer tutoring in the Centers before or after classes meet.[27] [28]

In addition to the Ocean Campus's English Lab and the English Support Areas at the Centers, the English Department, due to its dedication to basic skills and the success of its Accelerated Learning Programs, now has a special support space staffed by assigned professional tutors for the six-unit ENGL 91 (basic skills integrated reading and writing) and accelerated courses.[29] Equity and Basic Skills funding pays for this support space, which is located within the LAC.[30] Class-assigned tutors also interact with students in the classroom, fostering a culture of support designed to improve programmatic student success. Since the tutors in these programs work closely with their students and see them regularly, they are including SLOs in their progress reports. All English sites include access to the Department's online resources for reading and writing.[31]

The Math Lab. Students can access free tutoring in the Math Lab, located in Bungalow 602, for Math E, 835, 840, 850, and 855.[32] The Math Lab website also provides access for all students to math videos and computer programs for Math E, 835, and 840.[33] Computers are also available to students in the Math Lab for working on online homework for math courses.

Learning support services for specific populations. The College provides a number of learning supporting services to meet the needs of specific student populations. These include, but are not limited to:

Disabled Students Programs and Services (DSPS) Accessible Computer Labs. Consisting of 22 PCs, five Macintoshes, network printers, and scanners, this lab is available to assist students with specialized software and hardware needs. It offers access to adaptive software such as JAWS, ZoomText, Kurzweil 3000/1000, and more. Adaptation training is available to all students at all locations with a DSPS referral.

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[24] English Lab tutoring
[25] Reading and Writing Workshops
[26] English Lab Options
[27] English web resources
[28] English Lab Home Page
[29] ALP page with tutors listed
[30] F '15 analysis of 91 tutoring
[31] English web resources
[32] Math Lab Web Site
[33] Math Lab Videos

Students can also receive printing services as well as assistance in using the equipment and software.[34]

Multicultural Retention Services Department (MRSD). MRSD consists of four academic retention programs that, in addition to counseling services and academic classes, provide tutoring and other learning support services such as computer labs. These programs primarily support underprepared, underrepresented students, and include the following: African American Scholastic Program (AASP), Asian Pacific American Student Success Program (APASS), Latino Success Network (LSN), and Tulay (a program geared towards supporting Filipino students).[35]

II.B.1 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. Services are broadly offered throughout the College and are continually updated to meet changing needs and modes of delivery. A full range of learning support services include a robust library collection, in-person and online tutoring options, computer labs, and programs of instruction in information competency and academic success.

Conclusion. The College meets Standard II.B.1.

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. CW IIC1a

II.B.2. Evidence of Meeting the Standard

Relying on Faculty Expertise. The Library and the College's learning support services support student learning and the College's mission by relying on the appropriate expertise of faculty, including librarians and other support services professionals, to i(g)10 (a)4 (e7a)4 (nAr.u(i)-2 ((g)10 (a

the purchasing decisions, individuals involved analyzed data.[45] An assessment of this project's success in supporting student learning at every location commenced in Spring 2016 and will be ongoing.[46]

Library and learning resource faculty serving on the Distance Learning Advisory Committee and the Teaching and Learning with Technology Roundtable help provide special attention to the needs of distance education students. Online resources that the Library recently evaluated and selected to meet the needs of distance learning students include *Scientific American* and online journals from *Nature*, Safari Books online (on technology, engineering, and business), *PsycArticles*, and *PrepStep* (college success and test preparation resources).[47] Subject liaison

and Learning Resources as a functional area.[48] The faculty of LLR and of other departments participate as members or resources in the work of the Information Technology Advisory Committee (ITAC) in creating, revising, and implementing the Technology Plan and other tools. Staff from Information Technology Services act as resources for appropriate technologies and provide the equipment maintenance.

Disabled Students Programs and Services serves as another example. Specifically, DSPS staff provide guidance on appropriate accessibility technologies and, in many cases, provide the equipment, software, and installation and maintenance. Screen reading software, which DSPS installs and maintains, is available on selected student workstations, as well as screen magnification among other adaptive technologies. DSPS consults on the selection of library materials with a view toward assuring accessibility. DSPS also maintains its own computer lab for students who need specific adaptive technologies.

Supporting Student Learning and Enhancing Achievement of the College's Mission. To ensure that the educational equipment and materials of the Library and learning support services support student learning, the College regularly evaluates their use and efficacy. LLR, for example, regularly administers student surveys, faculty surveys, and surveys of distance learners to assess whether materials and equipment support student learning and success.[49] [50] [51] The most recent LLR Program Review (December 2015) evaluated trends and progress and set the focus of the department on the continuous improvement of aligning resources with student needs, increasing student access to information competency instruction, expanding services to distance education students and to all students online, and improving collections and equipment.[52]

Within the realm of learning support services, the English Lab coordinators designed a faculty survey to connect desired learning outcomes with appropriate learning materials.[53] Reading programs such as *Reading Plus* and writing sites such as *Learning Curve* require the careful guidance and report analysis skills of teachers to make interfacing with the technology meaningful for students in the context of their English course expectations and outcomes and learning support time.[54] [55] [56] The relationship between classroom learning and learning support

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[48] Screenshot of Technology Plan 2015-17, pp. 16-18 (Source: Technology Plan 2015-17, see pp. 16-18)
[49] Library Student Survey, 2014
[50] Library Faculty Survey, 2014
[51] Distance Learner Responses, Library Student Survey, 2014
[52] Program Review Report for Fall 2015 Library and Learning Resources
[53] English Skills, Lab Materials
[54] *Reading Plus* Handout
[55] Sample class progress report
[56] RP progress snapshots

> Librarian support of information competency includes the support of visual literacy. Librarians develop exhibitions in consultation with instructional faculty that are integrated into the instructional curriculum.[73] Faculty design class assignments for each exhibition which they assess using a rubric, and LLR uses the results to inform improvements to exhibitions, presentations, and coordinated assignments.[74]

Library and Learning Resources has as one of its goals supporting the growth of skills and knowledge in the development and implementation of an information competency that supports both the curriculum and life-long learning. The LLR assesses knowledge and competencies in all segments of study or activity at the LLR through measurable learning outcomes and working with faculty at the institutional, program, degree, and course levels and in student support services.[75] The Library is integrally involved in this skill and ability development.

Reinforcing this goal is the College's identification of critical thinking and information competency as one of four institutional learning outcomes (ILOs).[76] CCSF defines information competency in close alignment with standards of the Association of College and Research Libraries (ACRL).[77] Library faculty take responsibility for the instruction of information competency and approach it as a key context for the learning of critical thinking skills.

Library and Learning Resources has assessed information competency as an Institutional Learning Outcome through embedded course and program-level outcomes.[78] This is in addition to the regular assessment of the standard information competency workshops that students do outside of the classroom. The LLR assessment of activities in the specific workshops included reviewing the assignments for common errors, pitfalls, and other issues.

CCSF librarians share responsibility with College faculty for delivering quality education and supporting the academic, professional, and personal development of the students served.[79] An assessment of District Program Learning Outcomes (PLOs) mapping to Institutional Learning Outcome 1 demonstrates that instruction in information competency facilitates connections between learning outcomes in all departments and is increasingly integrated throughout the curriculum.[80] One hundred seventeen (117) programs, disciplines, and majors in 37 departments mapped at least one program-level SLO to information competency. An associate degree at CCSF requires the completion of English 1A, which requires five hours of library research skills workshops taught by library faculty.[81] As a result of past evaluations, instructors are now asked

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[73] CCSF Library Exhibitions Blog
[74] Outcome Assessment Report for Exhibitions/Visual Literacy
[75] See ACCJC Glossary, Definition of Student Learning Outcomes (Source: 2014 Standards Crosswalked with Glossary, p. 2)
[76] ILO Web Page
[77] Information Literacy Competency Standards for Higher Education
[78] Institutional SLOyLi uBan <</MCID9Tc 0 Twn-7.7 ( )Tj ET oeea210 T-1.6f1e08a.7 (t)-ET oeea2MC /Li2-ET o9Tj ET 0.067 0.333 0.8 rg

to choose up to three information research skills out of a list of seven or more.[82] In this way, the workshops can better focus on and target the most essential skills required for the instructor's assignments.

Librarians also teach information competencies through collaboration with department faculty with course-related and course-integrated instruction sessions at all locations. Some programs are noteworthy for the inclusion of information competency instruction sessions in their syllabi, particularly in Health Education, ESL, Learning Assistance, and English. In addition to these, Library Information Science 10 offers a more comprehensive means of teaching information competencies. This course is a credit, transfer-level course, reaching approximately 100 students each year online and in person. The number of course-specific instructional sessions has continued to increase, over 35 percent from 2012-13 to 2014-15. In 2014-15, 9,808 students participated in course-specific instructional sessions, 780 over the prior year.[83]

Given this collaboration, in addition to assessing the attainment of SLOs in the Library and Learning Resources as a department, the College has also correlated library usage data with the attainment of student success in closely related courses in order to establish a connection between the usage of library services and student learning in other departments.[84] For example, an analysis of the correlation between 2014-15 library usage data (circulation and workshop completion) with course success in English 1A, 1B, 1C, 91, and 96 resulted in positive correlations between library circulation and/or library workshop completion and English Department course success.[85] In the Spring 2015 English 1A SLO assessment on composing well-organized source-based essays3 (i4 (d s)-1 (our)3 (c)-6 (e)]TJ 6.8 0 Td (-)Tj 0.001r (om)-2 (pl)-2 (e

SLOs (for LERN courses) and SSOs for services provided within the LAC.[88] LERN course SLO assessment follows the College's procedures. The LAC assesses SSOs such as "After receiving Learning Assistance Center services, students will be able to apply gained skills to improve success in their academic courses."[89] For example, students were surveyed to find out how often they apply strategies learned in the LAC, such as academic strategies learned during tutoring session, with over 80 percent responding with "always" or "sometimes." The LAC collaborated with the Office of Research and Student Service Outcomes Workgroup to improve assessment of service outcomes. Through SSO workgroup meetings and internal meetings, the Learning Assistance Discipline redesigned current SSOs to begin assessment of peer tutors to increase professional skills gained through providing tutoring services to CCSF students.[90] Assessment of this particular SSO is being implemented in Fall 2016.[91] DSPS similarly assesses both SLOs and SSOs.[92]

The Multicultural Retention Services Department only assesses SSOs.[93]

The effectiveness of English Lab programs and services is under regular review and the source of ongoing departmental dialogue and students' self-assessment.[94] Lab coordinators and class teachers access Accutrack lab records to analyze attendance trends, review student progress in programs such as *Reading Plus* and *Learning Curve*, examine SLO and course completion data in CurricUNET and Argos to gauge the effects of lab work, take surveys into account, meet regularly to discuss the lab's role in curriculum, participate in a Lab Faculty Inquiry Group (FIG) to review data and figure out ways to improve learning support operations, and to communicate with librarians and Learning Assistance Center colleagues about ways to support students and support each other.[95, 96]

gate counts, and usage of online resources.[107] The LLR summarizes the data in monthly and annual reports by location and in the LLR Statistical Summary.[108] After doing an analysis of data, the department implements improvements, such as recently shifting librarian hours based on the distribution of students and course schedules at the Centers.[109] [110]

Interactions at the reference desk give the librarians further feedback on the collection's depth and variety. Collection development is informed by student requests for materials and information at the reference desk. Circulation statistics provide another evaluation of the print collection, and web statistics show the use of online resources. Interactions at the reference desk also serve as an informal and anecdotal assessment of information competency skills.

In addition to learning, the CCSF Library examines its role in supporting the success of students at recognized points of achievement, including successful course completion, certificates and degrees, licensure examination passage, program employment, and other similar measures.[111] The LLR is working with the Office of Research and Planning to correlate library usage data with course completion data for the levels of English.

The English Lab also uses its software, such as the *Reading Plus* program's initial assessment for comprehension and fluency, to find new contexts in which to understand, correlate, and address course-level entry and exit learning outcomes expectations as one way to improve course completion rates.[112]

Surveys. LLR and various learning support services utilize findings from satisfaction, usage, and Collegewide surveys to inform the need for changes in level, location, quality, and types of services.

Satisfaction and usage surveys. For example, LLR administers surveys to students, faculty, and distance learners to assess their satisfaction with services and resources.[113] [114] [115] [116] Results inform Library staff with respect to the need for improvements. To better serve students, including distance education, the LLR Department administered a survey to online students and, as a result, increased online services.[117] Specifically, LLR has instituted a 24/7 online chat

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[107] Example: Usage statistics for Distance Learning Electronic Resources 2015-16
[108] CCSF LLR Statistics Summary 2015-2016
[109] Center Hours Assessment documents
[110] Center Hours Allocation Assessment Report
[111] See, ACCJC Glossary: Definition of Achievement (Source: 2014 Standards Crosswalked with Glossary, p. 2)
[112] RP f'15 inSight Assessment avgs by course level
[113] Student Perception Survey Spring 2014 – open in Explorer to view tabs for disaggregation
[114] Library Student Survey, 2014
[115] Library Faculty Survey, 2014
[116] Distance Learner Responses: Library Student Survey, 2014
[117] Distance Learner Responses: Library Student Survey, 2014

reference service (OCLC QuestionPoint) as well to primarily meet the reference needs of distance learners, although site students at all College locations can also use this service.[118]

Another example includes a fall 2015 survey based on the English Lab's learning outcomes that produced 90 percent favorable responses from students in terms of resources and services enhancing learning, not just in English classes but in overall college success.[119] The survey also provides helpful feedback for adjusting services through a clearer understanding of students'

The Learning Assistance Center began offering online tutoring via NetTutor as a pilot in Spring 2016 with Equity funding. This online tutoring service provides additional accessibility to evening, weekend, and distance learner students, and supports at the other Centers who can now access tutoring remotely.[124] At the Chinatown/North Beach Center, the EASE Plan called for on-site professional tutoring services, which the College began providing in Summer 2016.

Student Equity Plan. The 2015 Equity Plan (a state-required plan) provided an opportunity to disaggregate data and intentionally explore the results by student population group. In Fall 2015, an Equity Task Force consisting of administrators, classified staff, faculty, and students re-evaluated disaggregated student achievement data and revised the 2014 Equity Plan based on this data. The College found that students included in the federal definition of underrepresented minority (African American, Latino, Veterans, Disabled Students, and Foster Youth) all experience disproportionate impact at the College, including in access to and use of student services.[125] Data analysis led to the identification of specific activities to address equity gaps. Examples include:

The purchase of approximately 80 percent of the textbooks used in the curriculum with Equity funding. Community College Survey of Student Engagement (CCSSE) data served as a rationale for the Equity funds request; 42 percent of the students responding to the CCSSE question "If the college were to provide more resources to help you be more successful as a student, which one area would be most helpful?" indicated that textbooks would be the most helpful.

Equity funding (along with Basic Skills funding) is supporting space within the LAC for the Accelerated Learning Programs to house professional tutors for the six ENGL 91 (basic skills integrated reading and writing) and accelerated courses.[126-127]

II.B.3 Analysis and Evaluation

CCSF Library and Learning Resources as well as learning support services formally collect relevant data via Program Review and outcomes assessment along with less formal surveys and other measures. Library faculty use that data to refine library and learning support services, update information competency course components, appropriately expand services to all locations throughout San Francisco, and improve services to CCSF students.

Conclusion. The College meets Standard II.B.3.

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[124] Online tutoring via NetTutor: 11/12/15 BOT Resolution authorization to purchase NetTutor Software and Board's approval for the funding to be released (5111X-529); NetTutor pricing proposal to CCSF

[125] Screenshot of 2015 Student Equity Plan (Source: 2015 Student Equity Plan, pp. 6-8) [illegible]

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

The collections and services of the San Francisco Public Library are a rich community resource to which CCSF librarians refer as appropriate, in particular for interlibrary loan. These services are freely available and no formal agreement is necessary. San Francisco Public Library has branches throughout the city, close to all City College of San Francisco locations.

The Learning Assistance Center contracted with NetTutor in Fall 2015 to provide additional online tutoring services and accessibility to evening, weekend, and distance learner students, as well as online tutoring support that students at the other Centers cannot access remotely. Pilot services began in Spring 2016 and are currently under analysis and evaluation.

To support students on and off campus, the English Department has contracted with Taylor Associates for *Reading Plus* and MacMillan (Bedford) for *Learning Curve*. Both programs engage a wide range of students, from basic skills through university-parallel, and provide teachers with excellent assessment records and easily integrated activities. Taylor Associates hosts the program, provides technical support for students and faculty, offers professional

Standard II.B. Changes Arising Out of the Self Evaluation Process				
Goal	**Associated Action(s)**	**Person(s) Responsible**	**Completion Date**	**Outcome**
Ensure all locations have equitable access to library and learning support services. (Standard II.B.1.; see also II.A.7. and II.C.3.)	Review existing services through EASE Task Force and expand library and learning assistance services as needed.	Vice Chancellor of Student Development	Spring 2016 and ongoing	Students will have access to library and learning services at all locations. EASE resulted in providing library services