Peralta Community College District

BCC Program Review 2011-2012

1. **Overview**

Date Submitted: 09/22/11

Department Chair: Joshua Boatright

Discipline: Library

Campus: Berkeley

**MISSION:** The primary mission of the Berkeley City College Library is to support the curriculum, research, and general information needs of the diverse Berkeley City College community by providing physical and remote access to quality diverse print, electronic, and multimedia resources, services, and instruction. Consistent with the mission and institutional outcomes of Berkeley City College, the library faculty and staff strive to promote information competency, critical thinking, life long learning, and academic success. They do so by making available to Berkeley City College students faculty and staff the resources needed to conduct research related to their curriculum and endeavors and by promoting the information competency skills needed to successfully retrieve information through instructional support.

**HISTORY:** Before 2005, The library staff consisted of one librarian. In 2005 an additional librarian and library tech was hired. In 2006, another faculty member, transferred from CIS, was added to the library staff working half time. Library staffing was reduced in 2007 with the loss of the department’s single library technician. In May of 2008, the open tech position was filled. In 2010, the library lost it’s only library technician. The library currently needs at least two FT library technicians and funding to hire part time technicians and librarians. In order to expand services and/or increase hours, the library needs at least 1 pt library technician, 1 ft librarian and 1 pt librarian. Beginning Fall 2011, the library gained greater control of the library assessment lab, an item that has been requested on previous program reviews.

For instruction, the library offers orientations and reference services. If additional staffing can be obtained, it is the library’s plan to offer scheduled reference desk hours, drop in workshops in the lab, drop in computer lab use with librarian faculty supervision, and a credited course or courses on library research. Without adequate staffing, the library decreased it’s open hours beginning Spring 2010 and discontinued offering Saturday hours beginning Fall of 2010. Due to staffing shortages, the library was forced to close numerous times throughout Fall 2010 – Spring 2011.

**Summary Cover Sheet**

All items are ranked in order of importance.

**Technology Priorities:**

* **Maintain budgeted annual funds** provided by district that has replaced the loss of TTIP and maintain access to databases and electronic books: $35,000 a year.
* **Obtain additional funds** for electronic books : $5,000 a year
* **PCCD Millennium Library System Needs (Fall 2011)**
  + **Authority Cleanup Project / Ongoing Authority Maintenance PRIORITY 1**

Needed for: Improved search capacity and instruction of search strategies

* + **Multiple IP Web Access Management (WAM**): **PRIORITY 1**

Needed for: Ease-of-access (no on-campus login required) ; Statistical data for assessment of database usage. Cost $5000 + $50 additional annual maintenance costs.

* + **ResearchPro (4 separate accounts**)

Needed for: Federated searching by college (current configuration confines us to shared databases only)

* + **Teleforms:** Need location for teleforms server (telephone notification of overdues, holds, etc.) with dedicated telephone line
  + **Patron Images**: Need image file of student/employee (e.g. ID card photo) associated with student information for download to library system
  + **Bursar’s Office Input and Output (PeopleSoft):** Millennium program is ready to interface with PeopleSoft [specific information needed from PCCD is available]

Needed for:Real-time connection to Millennium to ensure that acquisitions purchase orders, student holds, etc. reflect current status of payments, etc.

* + **Receipt Printers**: All circulations stations at four college libraries (library currently has the two it needs but may need to change to accommodate features of new system)

Needed for: Improved student access, record-keeping and transparency

* + **Barcode Readers**: All circulation and technical processing stations at four college libraries (library needs 4 more bar code readers

Needed for: Improved student access, accurate records maintenance, and transparency

* **Obtain four extra computers.** Ensure that there is sufficient power to run four extra computers. Install Microsoft office in the four extra computers..
* **Maintain and replace** when needed the 12 public use and 7 staff use computers, 1 public use and 2 staff use printers.
* **Maintain and replace** when needed the 3 tv/vhs/dvd players in the library.
* **Maintain and replace** when needed the 2 photocopiers in the library.
* **Provide toner and paper** for the 3 printers and 2 photocopiers in the library.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | PCs | Laptops | printers | photocopiers | tv vcr dvd combo | handscanners |
| have | 19 | 1 | 3 | 2 | 3 | 3 |
| Additional # requested | 4 |  |  |  |  | 4 |

**DSPS**

* **Maintain and keep** current software loaded on the 2 computers reserved for DSPS, IT has taken care of this.
* **Maintain the Optelec** magnifying viewer for DSPS students, DSPS has taken care of this.

**Software and maintenance**

* Maintain membership [via annual dues] to OCLC, Community College Library Consortium and Millenium to facilitate the cataloging of new materials and access to databases.
* Need current web browsers, IE/FIREFOX, Microsoft office, adobe acrobat,
* Would like go print system, and a computer monitor/timer system.

**Educational Priorities:** Obtain a stable library budget to provide a collection that is useful to the college curriculum and access to databases [figures are minimums that need to be raised annually as book prices and subscription rates continue to rise and should be raised if and when enrollment rises with an equivalent percentage]:

**$40,000 for databases** and electronic books [District is currently providing approximately $35,000 for database subscriptions]

**$10,000 for textbooks**

**$20,000 for books and multimedia materials**

**$5,000 for print subscriptions** [journals, magazines, newspapers]

**$1,100 for supplies** [$500 general and 2% of funds spent on books and multimedia materials to cover processing costs]

**$300 to cover membership dues**

**Facilities Priorities:**

* **Maintain access to the library assessment lab room 126**. Obtain sufficient staffing to fully utilize room 126.

**Human Resource Priorities:** In order to maintain the library’s current hours and/or increase hours to meet the needs of its users, the library needs the following:

* **2 FT library technician**
* **Funding for on call librarians and library technicians** when staff call in sick.
* **Funding for librarian to work hours when library is open over the summer**, e.g. 20 hours a week if library is open 20 hours a week during summer session

To increase current hours the library needs the following:

* **.5 librarian.**
* **.5 library technician**

To expand services, to include things such as open library lab, library courses, drop in workshops, additional reference hours, the library needs the following:

* **1 additional FT librarian**

1. **Student Data:**

The Library serves all the students attending BCC as well as students attending the other three colleges of the Peralta District. Enrollment data should be based on headcount rather than FTES.

**Quantitative Data**

BCC Library department currently offers no classes, quantitative data has been obtained in areas of import to the library:

**Orientations:** The number of library orientations, focused on bibliographic instruction offered in:

* 2005-06: 18
* 2006-07: 27
* 2007-08: 17
* 2008-09: 32
* 2009-10: 23
* 2010 11: 29
* 2011-12: 9 requested for Fall 2011 as of Sept 21st, 2011

**Reference statistics** have not been kept due to a lack of regularly scheduled reference desk hours. The library needs additional staffing before it can maintain regular reference hours and begin to take statistics. For assessment purposes the library will be taking Reference statistics in Spring of 2012.

**Library head count** continues to be high. There were 10,320 users in 2005 and 14,600 users in 2006. The library had switched to a more accurate system for tracking library use beginning in Fall 2007 and in the 2007-08 academic year users entered the library 63,498 times. Our security gate was in-operable in fall of 2008 so statistics are missing for that semester.

For Spring of 2009, when gate was fix, weekly headcount averaged 2,500 users entering the building [excluding 50 entrances a day to account for staff]

For Fall and Spring of 2009-2010, the **average headcount is 2,944 users per week.**

For Fall and Spring of 2010 – 2011**, the average headcount is** **3,073 users per week**

For the first 4 weeks of Fall 2012, **the average headcount is 3,726 users per week**

**Circulation Statistics**

**LIBRARY CIRCULATION STATISTICS**

Library circulation statistics show that a majority of the transactions involve the reserve collection:

**# of reserve items checked out January – September**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2007** | **2008** | **2009** | **2010** | **2011** |
| **2038** | **5803** | **8774** | **10743** | **9790** |

**Total # of circulating items checked out January – September**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2007** | **2008** | **2009** | **2010** | **2011** |
| **5174** | **6803** | **9917** | **11854** | **10853** |

**Circulation has tapered off**. The decrease in circulation can be attributed in part to the reduction in FTES in the college and also in part due to the number of times the library was force to close due to lack of staffing last Fall and Spring semesters..

**COLLECTION DEVELOPMENT**: The library’s materials collection is reasonably well balanced and is developed and maintained to support the college curriculum. The library holds 14,003catalogued items in it’s collection: including over 11,000 items in the open stacks [circulating and reference collections], over 1000 DVD and VHS items, recordings, and over 1000 items placed on reserve.

In addition to catalogued items, the library subscribes to 40 periodical titles in print format and 19 electronic databases. In order to maintain a useful collection of resources, the library needs a stable annual budget. In the meantime, the library has managed to increase it’s textbook collection due to an arrangement with the bookstore which provides one copy of each textbook when faculty submit their book orders on time. The library working with the VPI has managed to find funds from other fund sources such as Basic Skills and CTE but these funds have been restricted to resources specific to Basic Skills and CTE and therefore do not allow for or accommodate the need to maintain a well rounded collection that meets all the needs of the various disciplines in the college. In order to catalogue and maintain the circulating collection the item needs a stable staff, full time library technicians rather than Pt temporary ones. The library currently has over 300 new and donated books waiting to be processed. The reserves collection also needs weeding, either returning old reserve items to the instructors who placed them on reserve or placing library owned reserve items into the circulating collection where they will be more accessible and much needed space in the reserve room will be more readily available.

**The library currently hasn’t the budgeted funds or staff to maintain it’s current print collection.** By cooperating with teaching faculty, the librarians work to maximize the usefulness of the limited budget by obtaining materials that directly meet the needs of the current curriculum. With a librarian currently serving as a member of the College Curriculum Committee, this effort is furthered by providing additional opportunities for collaboration with discipline faculty to improve library collection resources and to ensure that there are sufficient resources for new courses. Librarians carefully monitor the library’s collection development process in order to meet the curricular and lifelong learning needs of our students. This goal is accomplished through the professional and subject expertise of library faculty who work in conjunction with classroom faculty to continuously identify new titles for addition to our collection.

1. **Faculty / Classified Data**

Contract FTEF: 2.5

Classified FTE: 1**\***

1. **Faculty/ Classified Data Comparables**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Alameda** | **Berkeley** | **Merritt** |
| **Contract FTEF** | 3.8 | 2.5 | 2.6 |
| **Classified FTE** | 4 | 1\* | 3.5 |

* *the library does not have a full time classified employee and the pt equivalent of FT only covers 40 hours a week the library is open, not the needed hours when the library is closed over the summer.*

The library currently relies on 2, soon to be 3, temporary 65 day PT classified employees to fill the gap left when we lost our only library tech last year. This coverage is far from ideal or sufficient. Without a FT library tech the library is still suffering from the lack of staff over the summer when the library was closed that would have allowed the library to prepare for the current school year, i.e. straighten the shelves, weed reserves collection of no longer used items, catalog new reserve items and other materials purchased by or donated to the library.

1. **Qualitative Assessment**

Studies from several California Community Colleges, such as those prepared by Glendale Community College, have shown that Information Literacy/ Competency increases student GPA, persistence, the number of units they complete, and their performance in individual classes.” The Academic Senate for California Community Colleges continues to reaffirm its support for information competency (IC) for associates degrees. This body also continues to recommend that IC be a graduation requirement.

Many elite and four year colleges university have recognized the need for inclusion of Information Literacy as a core skill and departmental priority for their programs (e.g. technology and business) including: San Francisco State University, Arizona State University, Colorado State University, Texas A&M, Virginia Tech, and Purdue University, the latter of which plans to “continue to develop effective and relevant undergraduate curricula to prepare graduates for initial and career-long success in areas of industry need that enables learners to acquire core competencies in critical thinking, global communication skills, [and] information literacy.

Richard Levin, President, Yale University, USA, recently said that schools need to teach information literacy, which he calls “digital literacy and critical thinking skills.” Many industry leader agree with the president of the Toshiba Corporation who recently stated that : “In the private sector, to cope with big challenges in the information age, organizations are rushing to reform business processes based on information technologies and networking. This also needs drastic change of working style of people and improvement of individual's business ability, i.e. more information-centric, and more information literate.

Information competency is recognized as a key component to basic skills. The library works towards furthering information compentency whenever working with students via reference interviews or orientations.

**VI. Strategic Planning Goals**

**To improve student persistence, retention and completion rates to increase student success, particularly for educationally and economically at-risk students. [Advance Student Access, Success and Equity]**

Obtain stable funding to purchase textbooks, books, multimedia items, print periodicals, and maintain database subscriptions in order to provide access equitable to the other Peralta District colleges to students with the resources necessary succeed in the classroom.

Obtain additional staffing in order to provide sufficient instructional services such as reference, orientation, and workshop services in order to empower students with information competency and support life long learning.

**To continuously review, improve and develop curriculum in order to meet the changing needs of our students and community. [Build Programs of Distinction and Create a Culture of Innovation and collaboration]**

Obtain additional staffing in order to provide sufficient instructional services such as reference, orientation, and workshop services in order to empower students with information competency and support life long learning.

**To communicate effectively and efficiently with internal and external constituencies in order to achieve BCC’s mission. [Engage Our Communities and Partners]**

Librarians will continue to meet with fellow faculty as well as librarians from neighboring libraries and interested organizations like the Women’s League of Voters.

**To improve administrative services in support of institutional effectiveness. [Develop Resources to Advance and Sustain our Mission]**

Obtain full time library tech staffing in order to provide effective services.

**VII. College Strategic Plan Relevance**

Program is essential for transfer

Program is integral to college’s overall strategy

**VIII. Action Plan**

Collaborating with other PCCD Libraries as well as the District to insure that the new library system obtained over the summer is working as planned. Working with the district and college to obtain sufficient funding and staffing to provide adequate resources and hours in the library.

**IX. Needs**

**Equipment/Material/Supply/ Classified/Student Assistant Needs:**

District Libraries need continued support from district to fully install the new library system Millenium.

Library needs 4 additional computers.

The library also needs 4 additional barcode scanners but has chosen to wait on this request until the new library system is purchased and installed.

The library needs 2 FT classified staff and / 25 PT classified staff to support the library being open for 4 hours on Saturdays and evenings.

Until the library can obtain the classified staff, the library needs a minimum of 40 hours a week of student assistance.

If library resources are considered materials, the library needs a minimum of:

$40,000 for databases and electronic books

$10,000 for textbooks

$20,000 for books and multimedia materials

$5,000 for print subscriptions [journals, magazines, newspapers]

$1,100 for supplies and processing materials.

$300 for annual membership dues.

**X. Program Learning Outcomes and Assessment**

The library ‘completed the loop’ of program assessment a couple of years ago. All data and information regarding the Library Program Learning Outcomes and assessment activities ran are available via the library website. Currently the library is in the process of assessing again this school year. We have continued collecting data from some orientations given. The library began last year with a survey targeted for the faculty and have received minimal response. This year the library will include a survey for faculty regarding orientations, and plan on collecting reference statistics in the spring, if and when sufficient staffing is obtained.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| I. Overview | | | | | | | |
| Date Submitted: |  | | Administrator: | | Krista Johns | | |
| BI Download: |  | | Dept. Chair: | | Joshua Boatright | | |
| Dept./Program(s):  (List departments and programs, including all associate degrees and certificates and components of general education and basic skills) | Library | | | | | | |
| Campus | Berkeley City College | | | | | | |
| College Mission | Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.  *Adopted by the Peralta Board of Trustees April 12, 2005* | | | | | | |
| Unit/Dept/Program  Mission | The primary mission of the Berkeley City College Library is to support the curriculum, research, and general information needs of the diverse Berkeley City College community by providing physical and remote access to quality diverse print, electronic, and multimedia resources, services, and instruction. Consistent with the mission and institutional outcomes of Berkeley City College, the library faculty and staff strive to promote information competency, critical thinking, life long learning, and academic success. They do so by making available to Berkeley City College students faculty and staff the resources needed to conduct research related to their curriculum and endeavors and by promoting the information competency skills needed to successfully retrieve information through instructional support.  <http://www.berkeleycitycollege.edu/wp/library/inf/mission/> | | | | | | |
| II. Goals and Outcomes (add lines as needed) | | | | | | | |
| II.a. Goals (for each one, cite Institutional Goal(s), Appendix II) | | | | | | | |
| **To improve student persistence, retention and completion rates to increase student success, particularly for educationally and economically at-risk students. [Advance Student Access, Success and Equity]**  Obtain stable funding to purchase textbooks, books, multimedia items, print periodicals, and maintain database subscriptions in order to provide access equitable to the other Peralta District colleges to students with the resources necessary succeed in the classroom.  Obtain additional staffing in order to provide sufficient instructional services such as reference, orientation, and workshop services in order to empower students with information competency and support life long learning.  **To continuously review, improve and develop curriculum in order to meet the changing needs of our students and community. [Build Programs of Distinction and Create a Culture of Innovation and collaboration]**  Obtain additional staffing in order to provide sufficient instructional services such as reference, orientation, and workshop services in order to empower students with information competency and support life long learning.  **To communicate effectively and efficiently with internal and external constituencies in order to achieve BCC’s mission. [Engage Our Communities and Partners]**  Librarians will continue to meet with fellow faculty as well as librarians from neighboring libraries and interested organizations like the Women’s League of Voters.  **To improve administrative services in support of institutional effectiveness. [Develop Resources to Advance and Sustain our Mission]**  Obtain full time library tech staffing in order to provide effective services. | | | | | | | |
| II.b. Program Outcomes [for each one, cite ILO(s), Appendix I] | | | | | | | |
| PROGRAM OUTCOMES(Mapped to Institutional Learning Outcomes, Appendix I).: | | | | | | | |
| PROGRAM 1: Information Competency | | | | | | | |
| PROGRAM 2: | | | | | | | |
| General Education component(s): Information Competency | | | | | | | |
| Basic Skills component(s): Information Competency | | | | | | | |
| III. Evidence [To be pre-filled by District Research] | | | | | | |
| III.a. Institutional Data | | | | | | |
| Enrollment | | 2008-09 | | 2009-10 | | 2010-11 |
| Census Enrollment (duplicated) | |  | |  | |  |
| Sections (master sections) | |  | |  | |  |
| Total FTES | |  | |  | |  |
| Total FTEF | |  | |  | |  |
| FTES/FTEF | |  | |  | |  |
| **Retention** | |  | |  | |  |
| Enrolled | |  | |  | |  |
| Retained | |  | |  | |  |
| % Retained | |  | |  | |  |
| **Success** | |  | |  | |  |
| Total Graded | |  | |  | |  |
| Success | |  | |  | |  |
| % Success | |  | |  | |  |
| Withdraw | |  | |  | |  |
| % Withdraw | |  | |  | |  |

|  |  |
| --- | --- |
| **Faculty Data (ZZ assignments excluded)** | |
|  | **Fall 2010** |
| Contract FTEF |  |
| Hourly FTEF |  |
| Extra Service FTEF |  |
| Total FTEF |  |
| % Contract/Total |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Faculty Data Comparables F2010 (ZZ assignments excluded) (Z assignments excluded) | | | | |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF |  |  |  |  |
| Hourly FTEF |  |  |  |  |
| Extra Service FTEF |  |  |  |  |
| Total FTEF |  |  |  |  |
| % Contract/Total |  |  |  |  |

|  |  |
| --- | --- |
| III.b. External Evidence | |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. |  |

|  |  |  |
| --- | --- | --- |
| III.c. Program Outcome Assessments Since Last Reported (add rows as needed) | Findings | Action Plans |
| PROGRAM 1: |  |  |
| PROGRAM 2: |  |  |
| General education component: |  |  |
| Basic skills component: |  |  |
| Program Outcome Assessments Narrative:  The library ‘completed the loop’ of program assessment a couple of years ago. All data and information regarding the Library Program Learning Outcomes and assessment activities ran are available via the library website. Currently the library is in the process of assessing again this school year. We have continued collecting data from some orientations given. The library began last year with a survey targeted for the faculty and have received minimal response. This year the library will include a survey for faculty regarding orientations, and plan on collecting reference statistics when sufficient staffing is obtained.. | | | |
| III.d. Institutional Goals -- Narrative of Unit/Dept/Program activities in support of institutional goals  [Please refer to Appendix II for full description of goals/objectives.] | | | |
| Discuss all that apply.  Advance Student Access, Success & Equity  Increase Transfer and Program Completion Rates  Engage our Communities & Partners  Build Programs of Distinction  Create a Culture of Innovation & Collaboration  Develop Resources to Advance & Sustain Mission |  | | |

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| --- | --- | --- | --- |
| IV. Action Plans | | | |
| Please describe your plan for responding to the above data. Consider program learning outcomes, institutional goals, external evidence, and BI data. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.  Include overall plans/goals and specific action steps. Add rows as needed.   * **Adequate staffing.** The library needs adequate staffing to maintain open hours with at least 2 people scheduled at all times, 1 librarian and 1 library technician, in order to do this, funding is necessary to hire at 2 FT library technicians. In order to increase service, offer weekend hours, more instruction, and fully utilize room 126, library also needs 1 additional FT librarian and 1 pt library tech. Plus additional funding to back fill vacancies when librarians and staff call in sick. * **Increased and Stable Library Budget –** A stable and adequate budget impacts staffing, open library hours, access to electronic resources, and collection development. In addition to the need for an annual book budget, as BCC grows with an increase in FTES, the book and databases budgets also need to grow. * **Increased Library Instruction –** also effects budget if to expand. * **Collection Development –** Due to lack of staffing and stable budget, collection development hasn’t proceeded as smoothly as wished for, books received have been obtained primarily via an arrangement with the BCC bookstore that provides 1 textbook for every book order that is received on time, funds restricted to books meeting specifically Basic Skills and CTE needs, and donations. Due to a lack of staffing there are still hundreds of donated and purchased books waiting to be cataloged...   **A. GENERAL PLANNING**  1. Continued development of annual reports, including refinement of all library procedures for collecting and presenting data.  2. Continue development of written policies online (e.g. copyright policy).  3. Continue development of strategic plan for a stable library budget.  **B. INSTRUCTIONAL PROGRAMS**   1. Expansion of Bibliographic Instruction - idealy, all Berkeley City College students should receive a minimum of three hours of instruction in library research and information competency. This could be accomplished by tying the instruction to the English Composition, General Education requirement. Also the introduction of the research class LIS85, especially as an online class. Expansion of library programs would require hiring an additional instructional librarian who would, in collaboration with other librarians, help design and teach these classes. Library faculty also plan to develop drop in workshops and a stable reference desk schedule if appropriate staffing can be obtained. 2. Formalize our SLO assessment plan and timeline (including SLOs for Workshops and access services) for 2012-2013.   **C. COLLECTION DEVELOPMENT:**   1. Upgrade of collections to bring BCC up to accreditation standards for appropriate and current research materials for the college. 2. Continue to update library collection development process including: research for new resources, contact time with teaching faculty for recommendations, refinement of weeding process in technical processing.   ▪ Staffing needs: Additional Librarian and Technical Services staff to assist with increase work flow in technical services, acquisitions, and public services.   1. Expand the number of electronic online databases. Find additional stable budget resources to support this expansion. Explore EBook collections available. Additional funds for subscriptions to new electronic/online research resources. 2. Funding Collections: Seek greater participation in existing funding by urging the college to adopt a standard practice of designating allocations from the general funds, plus a regular percentage each year to the library for acquisition of library materials from the *State Instructional Equipment and Library Materials Funds*. Also continue do research to seek alternative methods (e.g. grants) of funding for updating collections. 3. Continue to advocate for a stable budget for collection development, especially for books and multimedia collection. 4. Continue to advocate for funding for online and electronic resources. 5. Continue to advocate for and/or develop additional sources for funding Reserve Textbooks Books (Book Store, Student Government funds), and/or include costs in budget plans and goals.   **C.1 Collection Development & Instructional Issues for Distance Education/Online Resources:**   1. Work towards an expansion of online instruction by developing appropriate technologies, including development of teaching materials and study guides focused on remote access to research. 2. Work towards providing a stable platform for remote access to EBook collaborate with district librarians for a district-wide proxy services for access. 3. Make “Library Basics”, library services and instruction, available for Distance Education students. Example: Investigate local library consortium resources for 24/7 reference – “Ask a librarian” software. 4. Explore expansion of outreach to include Distance Ed. Faculty (e.g. Library Newsletters and Basics Handout for services and resources).   **D. TECHNOLOGY:**   1. Work with the new Library System to fully utilize the new resource. 2. Strive for an expansion of access to, and development of online library reference resources.. 3. Expansion of student access to library research computers. 4. Obtain additional computers for the library. 5. Obtain a computer monitoring system to insure equitable access for all BCC students..   **E. LIBRARY SERVICES (Public Access, Technical Services)**   1. Continue to evaluate current library hours in light of possible budget cuts; while continuing to advocate for additional staffing in order to restore or increase hours currently offered. 2. Continue to work on SLOs for library services. 3. Implement plan for a regularized method for remote authentication of users to online resources, including purchase and maintenance of EZProxy server and software using the new library system. 4. Initiate a detailed space analysis for library services and collections, including analysis and comparison of adequate setting and study space based on Title V and ALA standards for BCC population (FTES) as soon as sufficient staffing is provided.   **F. LIBRARY FACILITIES**   1. Begin to plan for new library in the advent that a new building is obtained and expansion is available.   **G. STAFF DEVELOPMENT**:  1. Continue to provide professional development workshops and provide support for attendance at conferences and workshops for librarians, especially in regards to instruction techniques and technologies. – Need for subs to cover library during attendance. | | | |
| Action Item | Steps/Timeline | Person(s) Responsible | Supporting Data Source  (check all that apply) | |
| Increase staffing to increase ACCESS institutional goal A1 |  | VPI, College and District Budget Committees | \_\_Assessment Findings  \_\_BI Data  \_X\_Insitutional Goals  \_\_Other | |
| Increase and maintain budget to provide sufficient ACCESS to needed research materials, institutional goal A1 |  | VPI, College and District Budget Committees | \_\_Assessment Findings  \_\_BI Data  \_X\_Insitutional Goals  \_\_Other | |
|  |  |  | \_\_Assessment Findings  \_\_BI Data  \_\_Insitutional Goals  \_\_Other | |

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| --- | --- | --- | --- |
|  |  |  | \_\_Assessment Findings  \_\_BI Data  \_\_Insitutional Goals  \_\_Other |
|  |  |  | \_\_Assessment Findings  \_\_BI Data  \_\_Insitutional Goals  \_\_Other |
|  |  |  | \_\_Assessment Findings  \_\_BI Data  \_\_Insitutional Goals  \_\_Other |

|  |  |
| --- | --- |
| V. Resource Needs | Link to Action Plans (Section IV) |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.  1st priority : hire 2 full time Classified library Techs  2nd priority : obtain funding for 40 hrs of student assistants  3rd priority: hire 1 full time librarian  4th priority : funds for pt library tech to be open weekends  5th priority : funds to hire pt librarians and techs to cover when staff calls in sick. |  |
| Please describe and prioritize any **equipment,**  **material, and supply** needs.  1st Priroity : obtain standing budgets for library books, databases, and serials.  2nd Priority : obtain 4 additional computers for student use. |  |
| Please describe and prioritize any **facilities** needs.  There isn’t much room left in the stacks of the library to increase it’s collection, if a budget is provided that allows the development of a larger collection, the library may need more space and will have to rely more on electronic resources rather than print. |  |

appendix I

**Berkeley City College Institutional Learning Outcomes**

Berkeley City College’s Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO’s. In addition, students achieve these ILO’s throughout their experiences at BCC, for example, with student services and student clubs.

Communication

Students show that they communicate well when they

* *Critically read, write, and communicate interpersonally, with audience awareness; and*
* *analyze communications for meaning, purpose, effectiveness, and logic.*

Critical Thinking

Students demonstrate critical thinking skills when they

* *identify problems or arguments and isolate facts related to arguments;*
* *use evidence and sound reasoning to justify well-informed positions; and*
* *generate multiple solutions to problems and predict consequences.*

Computational Skills

Students demonstrate computational skills when they

* *master computational concepts and apply them to concrete problems; and*
* *demonstrate algorithmic competence.*

Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

* *analyze the consequences of their actions and the impact of these actions on society and the self; and*
* *demonstrate collaborative involvement in community interests.*

Global Awareness & Valuing Diversity

Students demonstrate global awareness and show that they value diversity when they

* *identify and explain diverse customs, beliefs, and lifestyles; and*
* *analyze how cultural, historical, and geographical issues shape perceptions.*

Information Competency

Students demonstrate information competency when they

* *find, evaluate, use, and communicate information in all its various formats;*
* *use library and online resources and research methodology effectively; and*
* *use technology effectively.*

Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

* *analyze their own actions and the perspectives of other persons; and*
* *work effectively with others in groups.*

Appendix II

**Institutional Goals**

**NOTE: The short term goals for Peralta District and for BCC are derivative from the long term goals within the district strategic plan. The Peralta Strategic Plan can be found on the Peralta District website:** [**http://eperalta.org/wp/pbi/**](http://eperalta.org/wp/pbi/)**.**

1. **ADVANCE STUDENT ACCESS, EQUITY, AND SUCCESS**

**Peralta District Short Term Goals, 2011-2012**

**A.1 Access:** Focus access on programs and course offerings in the essential areas of basic skills, CTE, and transfer, and stay within range of the state-funded allocation by managing enrollment to 18,500 FTES (variable based upon funding variations). In addition, enable access to educational opportunities by increased contract education, fee-based instruction, distance learning, and international and out-of-state enrollments.

**A.2 Success:** Implement identified institutional, instructional, and student support changes to improve by 10 percentage points student movement through basic skills/foundation course sequences by 2014-2015.

**A.3 Equity:** Plan, design and implement structural changes to increase fall to fall persistence among major ethnic groups and bring all groups to within 2 percentage points of the highest group by 2014-15.

**BCC Short Term Goals, 2011-2012**

**A.2 Improve persistence, retention, and success by 3 percentage points.**

A.2.1 Implement best practices in basic skills and other pedagogy to improve student persistence, retention and transfer rates.

A.2.2 Implement acceleration models to improve course completion, particularly in basic skills.

A.2.3 Improve student retention in the PACE program.

A.2.4 Attain proficiency in the assessment of learning outcomes by spring 2012.

**A.3 Implement changes to increase fall to fall persistence among major ethnic groups.**

A.3.1 Pilot innovative programs designed to increase student persistence among major ethnic groups.

1. **ENGAGE AND LEVERAGE PARTNERS**

**Peralta District Short Term Goals, 2011-2012**

**B.1 Partnerships:** Leverage, align, and expand external (i.e., community, business) partnerships to improve student learning and success in core educational functions.

**BCC Short Term Goals, 2011-2012**

**B.1 Strengthen community partnerships to enhance career pathways.**

B.1.1 Activate CTE Advisory Committees to meet at least once a school year in order to maintain currency.

B.1.2 Host a spring semester event that highlights the career pathways related to instructional programs (this will include support and involvement of community partners.)

1. **BUILD PROGRAMS OF DISTINCTION**

**Peralta District Short Term Goals, 2011-2012**

**C.1 Assess SLO’s and SAO’s and ensure their analysis, adjustments and priorities are incorporated in Program Reviews and Annual Program Updates:** Close the assessment loop by using program reviews and annual program updates in instruction and student services to improve student learning and student success.

**C.2 Create Alternatively Designed Programs:** Continue to create or expand programs exemplifying alternative and innovative designs with promise for substantially improving student success.

**BCC Short Term Goals, 2011-2012**

**C.1 Incorporate learning outcomes assessment into program review and budget allocation processes and plans.**

1. **CREATE A CULTURE OF INNOVATION AND COLLABORATION**

**Peralta District Short Term Goals, 2011-2012**

**D.1 District-Wide Collaboration and Innovation:** 1. Implement ways to make connections and build bridges across the district and colleges that would promote an ethic of care and create a welcoming environment that permeates the colleges and the district; and 2. Improve the Planning-Budgeting Integration Model in order to a) improve coordination and communication between PBI committees and between district planning and budget integration with that at the colleges and b) ensure PBI committees set and achieve key milestones/goals.

**D.2 Use Technology in Redesign of Educational Experiences:** Enable more efficient and deeper student learning and student success through the creative use of technology.

**BCC Short Term Goals, 2011-2012**

**D.1 District-Wide Collaboration and Innovation**

D.1.1 Select a BCC representative from each PBIM committee to serve as communication liaison with a monthly report at Roundtable.

D.1.2 Promote a focus on student learning and success in all committee activities.

1. **DEVELOP AND MANAGE RESOURCES TO ADVANCE OUR MISSION**

**Peralta District Short Term Goals, 2011-2012**

**E.1 FTES Target**: Achieve FTES target within the state allocation for the district of 18,500 FTES (variable depending on funding variations) and attain a productivity level of at least 17.5 FTES/FTEF.

**E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes:** Respond to projected state deficits and budget cuts by designing budgets in keeping with the district Budget Allocation Model that a) are based on program review and strategic directions; b) improve student success through support for structural change; c) create efficiencies by sharing of positions, facilities and other resources within and across the colleges; d) consider the total cost of programs and support activities; e) shift resources to core educational functions; and f) continue to increase alternative funding sources.

**E.3 Fiscal Stability:** Continue comprehensive improvements to the financial management systems of the district and make budget and finance information transparent and accessible to internal stakeholders. Ensure expenditures for all cost centers stay within the established budget to maintain a balanced budget.

**BCC Short Term Goals, 2011-2012**

**E.1 FTES Target**

E.1.1 Achieve enrollment target and productivity.

**E.2 Focus Budgeting on Improving Student Success through support for structural changes:**

E.2.1 Advance resource parity for BCC including the transfers of funds or faculty and classified positions as a necessary means of fiscal stability.

E.2.2 Generate general fund savings and leverage funding from other resources.

E.2.3 Monitor annual program budgets to ensure timely expenditures.