

**Peralta Community College District  
Annual Program Update Template 2013-2014**

<b>I. Overview</b>			
BI Download:	10/23/2013 17:41	Dept. Chair:	Joshua Boatright
Subject/Discipline:	LIS	Dean:	Carlos Cortez
Campus:	Berkeley City College		

<p>Mission Statement</p>	<p>The primary mission of the Berkeley City College Library is to support the curriculum and information needs of the diverse Berkeley City College community. This mission is met 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, lifelong 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 by promoting the information competency skills needed to successfully retrieve information through instructional support.</p> <p>The Library's mission is accomplished through the following objectives:</p> <ul style="list-style-type: none"> <li>• To support the missions and visions of Berkeley City College and the Peralta Community College District.</li> <li>• To provide quality services, collections, and facilities to support the curriculum, information competency, and research needs of its constituents.</li> <li>• To provide professionally qualified and skilled librarians and staff to support the use of Library resources and to support the academic and collegial needs of the college</li> <li>• To acquire materials in appropriate formats and in sufficient quantity, depth, and diversity to support teaching and basic research in the subject areas of the curriculum.</li> <li>• To assure equitable, unbiased access for the Berkeley City College community to the Library's collections and services.</li> <li>• To offer formal and informal instruction to promote information competency.</li> <li>• To provide and maintain an easily accessible, user-friendly and safe environment that fosters teaching and learning for both Library users and Library employees.</li> <li>• To prepare students for life-long learning by teaching information competency skills necessary for self-education and independent scholarly pursuit.</li> <li>• To provide the expertise necessary to support the development, preservation, and security of the Library's collection.</li> <li>• To respond to the changing state of knowledge and the curriculum by continually evaluating collections and services and implementing change as appropriate.</li> <li>• To establish and maintain cooperative agreements for resource sharing with other district and California Community College libraries.</li> <li>• To recruit, hire, and retain quality faculty and staff committed to delivering excellent services in response to the changing needs of the diverse user community.</li> <li>• To motivate Library staff to high levels of achievement, encouraging continuing development and skill enhancement.</li> <li>• To apply appropriate technological innovations in order to achieve productivity and efficiency, as well as provide Library services to distant learners and information seekers.</li> </ul>
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<b>II. Enrollment</b>					
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Census Enrollment F10	33	0	1	0	34
Census Enrollment F11	34	0	41	0	75
Census Enrollment F12	39	0	16	0	55
Sections F10	1	0	1	0	2
Sections F11	1	0	2	0	3
Sections F12	2	0	2	0	4
Total FTES F10	2.2	0	0	0	2.2
Total FTES F11	2.27	0	1.37	0	3.64
Total FTES F12	2.14	0	0.53	0	2.67
Total FTEF F10	0.13	0	0	0	0.13
Total FTEF F11	0.13	0	0.13	0	0.26
Total FTEF F12	0.2	0	0.13	0	0.33
FTES/FTEF F10	16.5	0	0	0	16.923
FTES/FTEF F11	17.03	0	10.27	0	14
FTES/FTEF F12	10.7	0	3.97	0	8.0909

**DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters**

**VI A. LIBRARY PERSONNEL F2013**

<b>III. Student Success</b>					
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Total Graded F10	28	0	0	0	28
Total Graded F11	32	0	40	0	72
Total Graded F12	39	0	16	0	55
Success F10	21	0	0	0	21
Success F11	24	0	24	0	48
Success F12	17	0	7	0	24
% Success F10	0.75	0	0	0	0.75
% Success F11	0.75	0	0.6	0	0.67
% Success F12	0.44	0	0.44	0	0.44
Withdraw F10	0	0	0	0	0
Withdraw F11	4	0	4	0	8
Withdraw F12	10	0	1	0	11
% Withdraw F10	0	0	0	0	0.0
% Withdraw F11	0.13	0	0.1	0	0.11
% Withdraw F12	0.26	0	0.06	0	0.2

<b>IV Faculty</b>					
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Contract FTEF F10	0	0	0	0	0
Contract FTEF F11	0	0	0.13	0	0.13
Contract FTEF F12	0	0	0.13	0	0.13
TEMP FTEF F10	0	0	0	0	0
TEMP FTEF F11	0	0	0	0	0
TEMP FTEF F12	0	0	0	0	0
Extra Service FTEF F10	0.13	0	0	0	0.13
Extra Service FTEF F11	0.13	0	0	0	0.13
Extra Service FTEF F12	0.2	0	0	0	0.2
Total FTEF F10	0.13	0	0	0	0.13
Total FTEF F11	0.13	0	0.13	0	0.26
Total FTEF F12	0.2	0	0.13	0	0.33
% Contract/Total F10	0	0	0	0	0.0
% Contract/Total F11	0	0	1	0	0.5
% Contract/Total F12	0	0	1	0	0.3939

<b>CLASSIFIED</b>	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>
<b>Contract Classified</b>	<b>4</b>	<b>1</b>	<b>7</b>	<b>3</b>
<b>Hourly Classified FTES</b>	<b>0</b>	<b>0.8</b>	<b>1</b>	<b>0.5</b>
<b>Total FTES</b>	<b>4</b>	<b>1.8</b>	<b>8</b>	<b>3.5</b>
<b>FACULTY</b>	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>
<b>Contract FTEF</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>Hourly FTEF</b>	<b>1.6</b>	<b>0.8</b>	<b>2.9</b>	<b>0.6</b>
<b>Total FTEF</b>	<b>3.6</b>	<b>2.8</b>	<b>6</b>	<b>2.6</b>

**Qualitative Assessments**

**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.

**Transfer and Basic Skills:** Describe how your course offerings address transfer, basic skills, and program completion.

**IV. Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)**

Note: If program assessment has not been completed, describe assessment plan, including date, under "Assessment Findings" and put "NA" under "Action Plan."

<b>Program</b>	<b>Outcomes</b>	<b>Assessment Findings</b>	<b>Action Plan</b>
Program 1:	<b>Information Competency: The services the Library provides, reference and orientations are in place to promote and further information competency</b>	-evaluate LIS 85 and orientations -conduct survey on library services -maintain usage statistics of physical space, use of virtual resources.	n/a
Program 2:			
Program 3:			
Any general education components:			
Any basic skills components:			
Describe assessment methods you are using: Surveys, pre post orientation tests			
Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:			

Past survey results have highlighted the need for increased Library hours and communication. Library evening hours have been increased and Saturday hours have been added. It is the Library's top priority to obtain sufficient staffing to maintain and increase its current hours. In order to maintain excellent resources and services it is also a priority of the Library to obtain a greater book budget to continue to meet the needs of the Library. As evidenced by the survey conducted, there is some misunderstanding regarding the Library's current hours. Many weren't aware the Library was open as late as it is currently open. The Library is exploring ways in which it may better communicate and advertise its hours and services. One step that has been taken, with the help of the faculty senate, is the creation of a Library Advisory Committee [LAC] to elicit feedback and ideas on how the Library may increase communication and improve services. Attempts were made to form the LAC in Fall 2012, but, unfortunately, only one person outside of the Library staff volunteered and meetings weren't regularly attended. In order for the Committee to function the Library needs greater participation from the BCC community.

### V. Action Plans

Please describe your plan for responding based on the preceding data: BI Tool (see II., III., IV. above), program learning outcomes action plans (see VI. above), Berkeley City College (BCC) and Peralta (PCCD) institutional goals (see Appendix II), and/or external evidence (see V. above) if appropriate. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Please add rows as needed.

Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
1. Obtain sufficient permanent staffing to maintain and increase library hours		Dept. Chair, Dean, VPI	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
3. Increase size and access of the library	If BCC gets a new building, steps would be to increase size of current Library location to encompass all of 1/2 of 1 <sup>st</sup> floor or move to a larger space in the new building. Obtain additional Security Gate to open easy access to LRC.	Dept. Chair, Dean, VPI, Roundtable	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
4. Increase communication between Library and BCC community	Form a Library Advisory Committee, brainstorm on new ways to advertise Library hours and services.	Dept. Chair, Library Staff, Faculty Senate	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input checked="" type="checkbox"/> Other
5. Offer LIS 85, a 2-unit course in information sources, contribute toward institutional goal of information competency	Course already approved at BCC Curriculum committee, awaiting district approval and funding to provide overload, ZZOIS time, or	Librarian Heather Dodge, Dept. Chair, Dean, VPI	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals

	<b>part-time staffing for Fall 2014.</b>		___ Other
<b>6 Create a zine collection at BCC library</b>	December 2013, work with Tomas Moniz to start initial collection. Spring 2014, collection launch event, collaborate with teaching faculty on integrating zines into classes.	Librarian Heather Dodge, Library Staff, teaching faculty	___ P.O. Assessment Action Plans ___ BI Data ___ BCC Institutional Goals ___ PCCD Institutional Goals <b>X</b> ___ Other
<b>7. Raise awareness and increase usage of LibChat</b>	Spring 2014, create signage in library and around campus about LibChat, advertise to orientations and classes, <b>train part-time staff on proper staffing of LibChat.</b>	Librarian Heather Dodge, library staff	___ P.O. Assessment Action Plans ___ BI Data ___ BCC Institutional Goals ___ PCCD Institutional Goals <b>X</b> ___ Other
<b>8. Pilot intensive orientation/workshop series with FYE learning community w/possibility of embedding LIS 85 or similar course into curriculum for Fall 2014</b>	Spring 2014, work with Adan Olmedo to implement orientations/workshops and assess student outcomes through portfolio essay, pre- post-tests, and evaluative assessments. Use data to <b>determine if and how LIS 85 could be integrated.</b>	Librarian Heather Dodge, Dept. Chair, FYE Coordinator	___ P.O. Assessment Action Plans ___ BI Data <b>X</b> ___ BCC Institutional Goals ___ PCCD Institutional Goals ___ Other
<b>9. Create additional LibGuides in STEM areas.</b>	Spring 2014 and Fall 2014, partner with STEM faculty to address needs of the departments and tailor guides.	Librarian Heather Dodge, Dept. Chair, appropriate faculty	___ P.O. Assessment Action Plans ___ BI Data ___ BCC Institutional Goals ___ PCCD Institutional Goals <b>X</b> ___ Other
<b>10. Open pathway between library and LRC.</b>	Fall 2013, entertain bids for new security gate and improve library security cameras. Spring 2014, work with LRC and administration to develop staffing plan for entrance/exit on LRC side and staffing for lab 126. Spring 2014, develop policies for scheduling in lab 126 and use of materials (reserve textbooks, headphones, markers, exc.) between the two spaces.	Dept. Chair, Senior Library Technician, Deans	___ P.O. Assessment Action Plans ___ BI Data ___ BCC Institutional Goals ___ PCCD Institutional Goals <b>X</b> ___ Other

## VI. NARRATIVE

### BERKELEY CITY COLLEGE LIBRARY PROGRAM INFORMATION

**Location:** First floor of the Berkeley City College Library Building

**Current Hours:**

8:30 am – 8:00 pm Monday – Thursday

8:30 am – 4:00 pm Friday

10:00am – 2:00 pm Saturday

*In order to close the Library on time, computer access and circulation closes fifteen minutes prior to closing.*

### BERKELEY CITY COLLEGE LIBRARY SERVICES AND MATERIALS

#### INSTRUCTIONAL SERVICES

Librarians offer orientations and reference assistance on research techniques to all faculty and students. Librarians are also available to assist teaching faculty in developing assignments that integrate Library resources and research into their curriculum.

**Library Orientations:** Librarians provide orientations on conducting research and the use of Library resources and materials when requested by faculty.

**Reference Services:** Librarians are available to answer students' informational needs with one-on-one reference interviews. When a student asks a reference question, the librarian does not simply give an answer but has the opportunity to assist the student in gaining important information competency skills that he or she can carry into all of his or her course work and into his lifelong learning. Reference services are also available remotely via LibChat where users can chat directly with librarians and via email.

**Research Guides and Bibliographies:** Librarians prepare subject-specific research guides and bibliographies for courses and departments. These guides are made available in print format as well as on the Library's webpage via LibGuides.

#### CIRCULATION

Books in the circulating collection can be checked out for two weeks.

The Circulation Desk serves as the focal point for check out of all materials. Circulation desk workers are generally the first point of contact for Library patrons, assisting with computer problems, answering questions regarding Library policies and offering directions to locations throughout campus. The circulation staff currently includes one permanent Senior Library Technician, two work study students, and part-time/temporary



classified Library Assistant. Due to insufficient staffing, librarians cover the circulation desk when classified staff or student workers are unavailable.

### **TECHNICAL SERVICES**

Includes acquisitions, cataloging, processing and budget tracking functions for all Library materials. These services are currently maintained by the librarians with the support of the Senior Library Technician.

### **MATERIALS**

**Physical Collections:** The Library's materials collection is small but reasonably well balanced and is developed and maintained to support the college curriculum. The collection includes 12,365 catalogued items: including over 11,000 items in the open stacks [circulating and reference collections], over 500 DVD, VHS and CD titles, and over 600 items placed on reserve. In addition to catalogued items, the Library subscribes to 30 periodical titles in print format.

**Reserves:** The reserve collection is the most heavily used collection in the Library. Faculty may place items on reserve from their personal collections for one to four semesters; those items may be returned to the faculty member, or donated to the Library. To continue to support this growing need, when funds are made available, the Library purchases a number of reserves textbooks each semester.

**Digital Collections:** The Library currently offers digital access to over 121,000 books via EBSCO, 601 reference books via Credo Reference, artwork via ARTstor, and full text access to thousands of journal, magazine, and newspaper articles via EBSCO, JSTOR, LexisNexis, and ProQuest databases.

**Acquisitions of Books and Periodicals:** The Library materials budget does not have adequate funds to provide extensive in-depth development throughout the collection. The Library has been given a budget to maintain current periodical subscriptions and \$5,000 a year to purchase books. By collaborating 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. A librarian is currently serving as a member of the College Curriculum Committee. Librarian participation in committees, outreach and partnerships with teaching faculty provides opportunities to improve the Library collection, and to ensure sufficient resources for new courses, throughout the academic year. For textbooks, the Library relies primarily upon donations from faculty and \$2,000 annually in grants from district.

**Online Resources:** The book catalog provides access to all titles available in the four libraries of the Peralta District. The Library also subscribes to a number of web accessible databases such as ARTstor, CREDO, and EBSCO. These resources provide citations and full-text electronic access to paintings, photographs, journals, general interest periodicals, newspapers, books, and reference works. The Library

provides online reference services via LibChat and access to guides electronically via LibGuides. The Library has sixteen computers (two of which are reserved for PSSD use) available for BCC community use. Each is equipped with internet access. In order to limit use of those computers to research, only the four print only and catalog computers are equipped with word processing programs. Funding for the databases and the district libraries' OPAC are currently provided by the district.

**Library Website:** The Library's website <http://www.berkeleycitycollege.edu/wp/Library/> is designed to offer students and other users a central launching point for the variety of Internet and web-based resources available including LibChat, LibGuides, catalogs, and databases, and to provide information specific to the Berkeley City College Library.

## **PROGRAM OUTCOMES**

At the program level, the primary outcome for the Library Department is information competency, which directly aligns and reflects institutional objectives.

## **REFERENCE AND INSTRUCTION:**

Currently the Library provides reference services during our hours of operation. This service is also available remotely via LibChat and email. Starting in Spring 2014, the Library plans to increase awareness about our reference services, LibChat in particular, through signage, e-mail to faculty, and information given to students during Library orientations. In addition, the Library will train part-time librarians in the proper staffing of the service and will look for ways to troubleshoot issues as they arise in order to provide adequate coverage for this new service.

Starting in Fall of 2013 the Library transitioned to the LibGuides platform to provide and create research guides in various disciplines and subjects. Thus far, guides have been created in English Literature, Business, Cinema, and for various classes (EGNL 5, ENGL 204, ENGL 1A, BUS 10). In Spring, the Library will expand its guides, focusing, in particular, on the STEM areas and will work with faculty in those areas to ensure that students understand the resources available in their designated fields of study.

Orientations are held by request of teaching faculty. The faculty member who makes the request collaborates with the librarian to set goals for a specific Library orientation. Librarians place a high priority on teaching the basics of information competency in each Library orientation session. Starting in Spring 2014, the Library will partner with the ENGL 1A First Year Experience learning community to offer a structured series of orientations or workshops on developing a topic and keywords, finding and accessing information sources, and incorporating sources into an essay. The outcomes of this experimental format will be assessed for their effectiveness and modified as we move forward. Other orientations, across the disciplines, will also be assessed in a similar manner.

The number of orientations requested by faculty for their classes continues to fluctuate but is nonetheless on the rise. The cause of this can be partly assigned to a lack of promotion on the part of the Library. While orientations are promoted on the Library's webpage and in the newsletter sent out to BCC faculty and staff each semester, there is still an apparent need to promote it further. The Library will continue to explore ways in which to further promote Library services, such as orientations.

<b>Academic Year</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>Fall 2013</b>
<b># of Orientations</b>	<b>29</b>	<b>23</b>	<b>32</b>	<b>29</b>
<b># students reached/average per class</b>	<b>870/30</b>	<b>690/30</b>	<b>930/30</b>	<b>870/30</b>

Beginning in Fall 2014, the Library plans to offer LIS 085, Introduction to Information Sources. If sufficient staffing and funding is available, the Library would like to embed this course into the learning communities (First Year Experience, PACE, and possibly Persist) and offer several sections. In accordance with the District's initiative to promote distance learning, the Library plans to offer the course as a hybrid. Once offered, both the course and workshops will address institutional learning outcomes involving information competency.

Student learning outcomes for the planned courses and workshops are aligned with program and institutional outcomes and are as follows:

1. Defines and articulates the need for information.
2. Accesses needed information effectively and efficiently.
3. Evaluates information and its sources critically.
4. Uses information effectively to accomplish a specific purpose.
5. Understands the economic, legal, & social issues surrounding the use of information; Accesses and uses information ethically & legally.
6. Applies the skills gained in information competency towards lifelong learning.

The addition of these new areas of reference and instruction, including LibChat, embedded workshops, and LIS 85 represent an immense amount of effort and growth on the Library's part. However, to sustain these services with continuity and professionalism, additional staffing is required. It is the Library's recommendation that funds be made available to hire a full-time librarian to bring the Library up to its original faculty staffing level and retain part time librarians to maintain increased hours and support the addition of the Library class and workshops.

## **ACCESS SERVICES**

### **The Library recommends increased staffing, budget and space.**

In response to survey data and faculty and administrative requests, the Library obtained funding to extend evening and weekend hours. Additional hours have shown an increase in the Library's traffic both in terms of circulation of materials and students use of space. Demand for space in the Library, including study rooms, computers, and study tables remains at a premium, especially during high traffic times (late morning and afternoons), when students can be found sitting on floors to study when no tables are available. In addition, students increased use of personal computing devices such as smart phones, tablets and laptops, outpaces the supply of **power outlets** and **space in the Library**.

Since moving to its present location, the Library has been able to take advantage of the computer lab in room 126 to offer hands-on instruction involving Internet and database searching. In response to the Library's request, scheduling of regular classes in the lab was prohibited, which has greatly expanded the availability of space for giving instruction. The Library recommends that this policy continue to be enforced, as the scheduling of even one regular class can make it nearly impossible to provide quality, student-centered, instruction for entire sections and classes. However, the Library continues to have an amenable relationship with the assessment coordinator and scheduling around assessments is not problematic.

Action is being taken to open the door between the LRC and the Library via the entry next to the Circulation desk. The Library is amenable to this idea, but requests that additional steps be taken to ensure that it is done with consideration for the Library's collection and staffing levels. An **additional security gate**, along with a **trained individual to monitor the entrance**, are necessary to ensure that the Library's collection of circulating and non-circulating items remain intact. When not in use for Assessment or Library workshops, courses, or orientations, the Library would like to **open room 126 to student use for research and study**, but would need a **student worker, or some other trained staff person, to monitor** this area and would give scheduling priority to Library and assessment-related activities. With the growth of the Library's space and the addition of student workers, it will be essential to hire a minimum of **two additional classified technicians** and **three student workers** for all hours the library is open to ensure that personnel are appropriately trained, monitored, and that the areas within the Library remain secure.

Starting in Fall 2013, remote authentication to databases has simplified. Instead of unique log-ins for databases, students now use their name and student ID # to log into all Library databases from off-campus. This change, which is district-wide, makes it easier for distance learners and students working from off campus to conduct research and complete their studies.

In Spring 2014, Go Print will be installed, streamlining the manner in which Library users pay for print outs. After installation, it is expected that upgrades will be required to get

the most out of this print management system. The Library hopes to use Go Print for photocopying purposes and would like to update the system if it means easier access and use for library users.

Currently, Library users are asked to sign in first at the circulation desk before using computers and then requested that they limit time to 30 minutes. This system has a number of problems as there is no way to ensure users sign in and no way to monitor computer use to ensure equal access to all currently enrolled Peralta students. The Library needs a computer management system to guarantee equal access to computers for all Library users and is recommending **Envisionware software, a computer management system** currently used by Laney, to meet this end.

It has come to the attention of the Library that the **security cameras** are old and ostensibly useless. The images taken do not capture the entrance to the library nor the Circulation desk. They only capture the back of the library, primarily the stacks, and the Reference Desk. The Library needs these cameras to be replaced with more efficient ones and needs the cameras to capture more useful areas of the library such as the entrance and circulation desk.

## **COLLECTION AND RESOURCES**

The Library maintains current access to over 41 subscription databases. The majority of which are provided via EBSCO. From November 2012 to Oct 2013 Library users have conducted over nine hundred thousand searches and downloaded over 55 thousand full text articles:

<b>Nov12-Oct13</b>	<b>Searches</b>	<b>Full Text Downloads</b>
<b>Total</b>	<b>909,965</b>	<b>55,883</b>

Reserve materials continue to be in high demand and the Library's storage for these textbooks is nearly at capacity. Still, many students request textbooks the Library does not own and the Library makes every effort to encourage faculty to put textbooks on reserve through e-mail and verbal requests.

In Spring 2014, the Library will begin a zine collection. In collaboration with faculty member Tomas Moniz, the Library will receive a donation of classic and contemporary zines that will be on display and will grow through additional donations and student contributions. Through a series of events and classroom activities, the Library will launch the collection, which we believe creates additional interest in the Library's resources and will serve as a way for students to contribute directly to the collection. Many successful zine collections exist at academic libraries, but BCC may be the first East Bay academic library to build a collection in earnest. **Funds have been requested to purchase display and storage for the zine collection** and are awaiting approval at the administrative level.

The Library's multimedia collection consists primarily of DVDs along with some VHS. These items can be viewed in the library by patrons and checked out for classroom use by faculty.

**LIBRARY USE:**

In the past, **LIBRARY CIRCULATION STATISTICS** have indicated an increase in circulation transactions. This years statistics are comparable to last years. The decrease in circulation in 2011 can be attributed in part to the reduction in FTES in the college that year and also in part due to the fact that the Library was forced to close a number of times due to reduced staffing and numerous absences during those semesters.

**Number of Items Checked out Jan 01-Sep 21<sup>st</sup>**

	2009	2010	2011	2012
<b>Reserves Circulation</b>	8,774	10,743	9,790	13,263
<b>% increase</b>		22%	-9%	35%
<b>Total Circulation</b>	9,911	11,854	11,665	14,639
<b>% increase</b>		20%	-2%	25%

	Nov 2011- Oct 2012	Nov 2012- Oct 2013
<b>Reserves Circulation</b>	16,522	16,149
<b>% decrease</b>		2%
<b>Total Circulation</b>	18,399	18,126
<b>% increase</b>		2%

With the new Library system, Innovative, recently installed, capturing circulation data has changed and data is now able to be captured by months requested rather than by calendar year. Circulation remains about the same but has decreased slightly from the previous year. The decrease in the number of items circulating is primarily due to a drop in the number of reserve items being checked out. The demand for textbooks continues to rise. Due to the high cost of textbooks, many BCC students rely on the reserve collection to access required reading. Therefore the drop in circulation has to be attributed to a lack of sufficient reserve textbooks to meet the needs of students.

**REFERENCE STATISTICS** have been regularly taken beginning Fall 2012. The Library has averaged 49 reference interviews a month. It is the goal of the Library to increase

this number by promoting LibChat and continuing to staff the reference desk most if not all hours the Library is open.

**THE LIBRARY HEADCOUNT** averages 1200 users per week.

### **HUMAN AND PHYSICAL RESOURCES (INCLUDING EQUIPMENT AND FACILITIES)**

The Library is currently staffed by 2.8 librarians (2 full time and 3 part-time librarians) and 1.6 classified staff (1 FT and 2 PT). For the first time the Library has been given funds to hire student workers to work 48 hours a week. To maintain our current hours the Library needs this funding to continue and needs **additional FT faculty and classified staff**. If the Library is to take full advantage of the Library lab room 126 and open the door to the LRC and consider increasing hours further, the Library will need additional staffing, equaling a minimum of funding to hire **3 student workers** all hours the Library is open, **3.5 FT Librarians**, **3.1 FT classified staff**.

For staff use, the Library has seven computers and three printers; one of the printers is currently used by students for print-outs. The Library's **software needs to include Microsoft Office, Adobe Acrobat, and Adobe Captivate**; the latter program was previously used by a part-time librarian to create online Library guides.

The Library catalog system is financially maintained by the District, with each Library in the District contributing payment of annual membership dues to OCLC (Online Computer Library Center, Inc) for cataloging and to Millennium to keep the Library catalog interface current. Last school year, the District IT Department was not been given the funding to pay for OCLC and Millennium maintenance that it has received in the previous years. This oversight has resulted in a reduction of funds allocated by the district to pay for databases. It is the **recommendation** of the four college libraries that **funds allocated for databases be kept for databases** and that the district finds the funds necessary to continue paying for the OCLC and Millennium maintenance without drawing from college funds.

Given steady Library use, the current human and physical resources are not adequate for all the current services and planned courses offered by the Library. The Library does not have enough **faculty staff** to offer regularly scheduled workshops and/or courses. Lack of staffing has also kept Library faculty from professional development. There has not been adequate staffing to allow for attending meetings, such as the Library and Learning Resources Deans, Directors, Head Librarians, Coordinators & Dept. Chairs Annual CCCCCO meetings held in Sacramento, nor any leeway to allow for the attendance of conferences to support staff development. Furthermore, this lack of staffing means that when a librarian is sick, one of the following circumstances may occur:

- a temporary librarian must be found to substitute
- the Library has to be closed early
- faculty are required to work alone doing classified work

- faculty must exceed their normal work week hours without compensation in order to keep the Library open

The Library does not have enough **classified staff**. With only 1 fulltime Library Technician, the Library is currently relying heavily on student worker support. That said, student workers are unreliable; some often quit the job due to course load or other reasons, show up late or have to leave early. Relying on hourly staff often causes problems. When students aren't available to work during the hours the Senior Library Technician is off duty, faculty are doing Library technician related tasks, rather than focusing upon projects related to librarianship, such as reference services, collection development, curriculum development, orientations, cataloging, college related meetings, budgeting, etc. Lack of sufficient support staff has also resulted in the delay of processing new materials.

Beginning in the spring of 2010, the Library reduced its evening hours, decreasing open hours from 56.5 to 51.5 hours. Starting Fall 2013, the library has increased its hours adding Saturday hours and additional evening hours to total 57.5 hours. This has been accomplished by funds for student workers, part-time librarians, and part-time temporary library techs. While accomplished, the situation is tenuous and insecure, student workers being unreliable and PT classified staff not covering all hours the library is open.

The Library also needs to ensure funding to provide a **faculty librarian during summer sessions**. Last summer the Library increased it's summer hours by 100% being open 40 instead of 20 hours a week. It is recommended that the Library is funded to continue these hours during the summer session to meet a growing use of the Library and user needs.

In order to expand the Audio and Video collection and also maintain a reserve collection that will grow as the number of courses offered at BCC grows, **alternative means of storing the collections** [i.e. in a different location and/or electronically] will have to be devised within the next two to four years.

The Library has **two photocopiers**. Maintenance and supply of these photocopiers has been handled by the College. If responsibility were to be transferred to the Library, the Library would need a sufficient budget to handle this additional expense. Given the size of the Library, there is no room for a third photocopier; during peak hours there is more than enough demand to accommodate at least **one additional photocopier** in the Library. In fact, demand has been so heavy that at least one of the photocopiers is often out of order approximately 50% of the time. It is the recommendation of the Library that these **photocopiers be replaced** with more sturdy photocopiers designed for the high use they receive in the Library.

## **RECOMMENDATIONS AND PRIORITIES:**



1. **Additional Staffing** *in order to fully staff current hours, open Library lab for student use, and/or increase hours to meet the BCC student body needs*

- 2 additional full-time Library technicians and 1 part-time Library tech [for Saturdays and to fill when full-time techs are away] totaling a minimum of 3.1
- 1 additional full-time faculty librarian to fill loss of 1 librarian in 2013 and a budget to hire part-time librarians to work Saturdays and cover the unit hours for LIS 85 sections (FTEF totaling a minimum of 3.5 librarians). Additional funding to accommodate summer session hours and backfill when staff are away.
- 3 student workers for all hours library is open.

2. **Stable Annual Line-Item Materials budget**

- An annual minimum of \$50,000 for textbook/book/audio visual budget
- An annual minimum of \$5,000 for print periodicals budget
- An annual minimum of \$40,000 for electronic resources budget (has been covered by district but this year it appears funding may be reduced).
- An annual minimum of \$2,500 for supplies and membership dues
- A general annual increase in above budgets to reflect traditional annual rise in book, periodical, and database costs and to reflect any increase in BCC FTES, (i.e. as FTES increases so should the minimums listed above).
- If it is not the responsibility of the IT department to maintain printer toner, additional funds for supplies to replace toner 2-3 times a year is also needed.



3. **Equipment and Software**

- Funding to support the installation of Go-Print to streamline photocopy and printing use in the Library
- Obtain two new security gates to replace old one and obtain a second one.
- Obtain computer reservation software for Library computers to assist the monitoring and equitable use of computers in the Library.
- Funding to replace the Library's current computers and printers.
- Continued funding from the district for databases and innovative and OCLC maintenance and subscription fees.

4. **Additional Space.**

- If BCC continues to grow, the size and space of the Library needs to grow as well.
- First step, answering to the second item listed, would be to provide the Library with full access to the computer lab, room 126, along with sufficient staffing to monitor the lab when the Library is open.
- Next step, would be to find a different space for the Library or redesign the Library's half of the 1<sup>st</sup> floor taking over the whole side of the floor,

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knocking out walls, and adding additional shelving, a reserve room large enough to accommodate the reserves collection, and/or a multimedia room to accommodate viewing of videos, etc.; this would also require additional staffing.

#### College Strategic Plan Relevance

Check all that apply

New program under development

Program that is integral to your college's overall strategy

Program that is essential for transfer

Program that serves a community niche

Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.

Other

<b>Resource Needs:</b> Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts.	<b>Link to Action Plans (Refer to # of item in section VI)</b>	<b>Estimated Cost:</b> Please use Excel template to estimate costs.
Please describe and prioritize any <b>faculty, classified, and student assistant</b> needs. <b>TO MAINTAIN CURRENT HOURS AND OFFER LIS CLASS:</b> <ol style="list-style-type: none"> <li>1. 1 full time librarian</li> <li>2. .5 FTE part time librarian (additional pt needed if more than one section of LIS85 is offered 4 additional hours for each additional section)</li> <li>3. funding for librarian to during summer hours.</li> <li>4. 2.1 full time library technicians</li> <li>5. Student workers 3 times the number of hours the library is open 172 hours a week(to expand access to library and open up lib lab 126 to student use)</li> </ol>	<a href="#">#5, #8, #10</a>	See attached xcel sheet.
Please describe and prioritize any <b>equipment, material, and supply</b> needs. <ol style="list-style-type: none"> <li>1. Book/Media Budget to maintain equitable and useful collection</li> <li>2. Print periodicals budget.</li> <li>3. Security gate(s) replacement of old and one additional one to expand access to library.</li> <li>4. Furniture to support go print equipment.</li> <li>5. District financial support to maintain and refresh Libraries' Catalog</li> <li>6. Continued district financial support to maintain access to databases</li> <li>7. Envisionware computer management software, needed to monitor computer use in Library and Library lab</li> <li>8. Replacement of all computers and printers in the library</li> <li>9. Replace photocopiers with more durable copiers that can withstand continual student use.</li> <li>10. Shelving units and displays for zines</li> <li>11. Funds for LibChat signage</li> <li>12. Book Carts to replace broken ones</li> <li>13. materials needed to catalog new acquisitions.</li> <li>14. maintain jaws kurzweil and zoomtext software for 2 DSPS computers.</li> <li>15. Update Go Print</li> </ol>	<a href="#">#10, #7, #6</a>	1.\$50,000 2.\$ 5,000 3. \$20,000 4. \$1,500 5. \$10,000 6. \$50,000 7. \$10,000 8. 9. 10-11. \$3,000 12. \$2,000 13. \$1,000 14 15. \$10,000

## Appendix I: BCC Institutional Learning Outcomes (ILOs)

### 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 (Quantitative Reasoning\*)

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 (Intercultural Competency\*)

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.*

\*Proposed changes as of November 2013

## Appendix II: Goals

### Berkeley City College Institutional Goals 2013 - 2014

1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)
3. Ensure BCC programs and services reach sustainable, continuous improvement level
4. Collaborate to ensure Fiscal Stability
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources

### Peralta Community College District Strategic Goals 2013 - 2014

- A. Advance Student Access, Equity, and Success
- B. Engage and Leverage Partners
- C. Build Programs of Distinction
- D. Create a Culture of Innovation and Collaboration
- E. Develop and Manage Resources to Advance Our Mission

BCC Goals	Alignment with PCCD Goals Below
1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students	A. Advance Student Access, Equity, and Success B. Engage and Leverage Partners C. Build Programs of Distinction
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)	A. Advance Student Access, Equity, and Success C. Build Programs of Distinction
3. Ensure BCC programs and services reach sustainable, continuous improvement level	B. Engage and Leverage Partners C. Build Programs of Distinction D. Create a Culture of Innovation and Collaboration
4. Collaborate to ensure Fiscal Stability	D. Create a Culture of Innovation and Collaboration E. Develop and Manage Resources to Advance Our Mission
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources	E. Develop and Manage Resources to Advance Our Mission