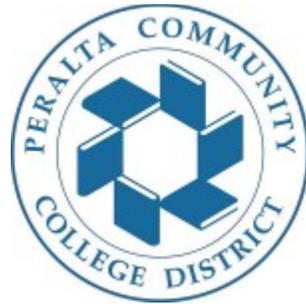# Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College

Library Services Program Review Handbook

Fall 2015
FINAL EDITION

Table of Contents

Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.

- Provide a standardized methodology for review of instructional areas.

- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.

- Identify effective and exemplary practices.

- Strengthen planning and decision-making based upon current data.

- Identify resource needs.

- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.

- Inform integrated planning at all levels within the College and the District.

- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.

- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The Library Services Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of library services. These questions direct faculty to examine the curriculum, pedagogy, assessment results, library collection and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the Library Services Program Review process include:

- The Library Services Program Review Team

- Core data elements

- Completion of a Library Services Program Review Narrative Report every three years

- Validation of the Library Services Program Review Report

- Completion of three reporting templates (found in the appendix). They are:

    - The *Library Services Program Review Resource Requests Template* in which to summarize key resource needs.

    - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Library Services Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.

    - The *Validation Process Form* in which to document the validity of the program review.

- Annual Program Updates (APUs), which review progress in meeting goals identified in the Library Services Program Review, are completed in the alternate years within the comprehensive Program Review three year- cycle.

Thus, the recommendations and priorities from the Library Services Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Library Services Program Review Team

The Library Services Program Review Team at the College that is comprised of the following members:

- Head Librarian or discipline designee.

- Division Dean

- Two additional faculty members.

- All faculty members within a department are encouraged to participate in the Library Services comprehensive Program Review process, although participation is not mandatory.

- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

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The Library Services Program Review Team will analyze the core data elements, course outlines, SLO and Service Area Outcomes assessment results, and complete the Library Services Program Review Narrative Report.

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Validation: A designated college body, such as a validation committee or institutional effectiveness committee, will review the Library Services Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

Library Services Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1st of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.

- Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.

- FTES per FTEF (productivity) by course and discipline, department or program for the last three years.

- College productivity rate for the last three years.

- Retention rates by course and discipline, department or program for the last three years.

- Overall college retention rate.

- Course completion (student success) rates, by course and discipline, department or program for the last three years.

- College course completion rates for the last three years

- Faculty Demographics: Full-time/part-time, age, gender, ethnicity

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Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to the Head Librarian.

- A list of active courses in library services and the date they were last updated/approved.

LIS 080 Introduction to Library Research Approved 8/12/14
LIS 085 Introduction to Information Resources updated 08/01/2015
LIS 048UA-ZZ Selected Topics in Library Information Studies (Approval date unknown; not currently offered)
LIS 248UA-ZZ Selected Topics in Library Information Studies (Approval date unknown; not currently offered)
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B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to the Head Librarian.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.

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C. The *Office of Instruction* at the College will provide the following to the Head Librarian.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.

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D. The *Head Librarian* will provide the following:

- Data about the collection and circulation transactions based upon the annual California Community Colleges Library/Learning Resources Data Survey.
- Data about the number of orientation and reference sessions and the number of students served.
- Library open hours per week and the number of library visits (gate count)

Definitions

Discipline: An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent.

FTES (Full Time Equivalent Student): This unit is used as the basis for computation of state support for California Community Colleges. One student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

To approximate the FTES generated by a 17.5 week semester class use the formula:

WSCH (Weekly Student Contact Hours from the census) / 525 x 17.5 = FTES

The WSCH of "contact hour" is the basic unit of attendance for computing FTES. It is a period of not less than 50 minutes of scheduled instruction.

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH. To figure the FTES for the class, the formula yields:

120 / 525 x 17.5 = 4.0 FTES

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors.

Retention: After the first census, the percent of students earning any grade but a "W" in a course or series of courses. To figure retention for a class, subtract the "W"s from the total enrollment and divide the number by the total enrollment.

Student Success: Course completion rate with a grade "C" or better.

The Library Services Program Review Report

1. College: Berkeley City College

   Date: 11/16/2015

   Members of the Library Services Program Review Team: Joshua Boatright, Jenny Yap, Theresa Rowland

   Members of the Validation Team:

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2. Narrative Description:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the library services. Include any unique characteristics or trends affecting the discipline, and a description of how the library services align with the college mission statement.

The primary mission of the Berkeley City College Library is to promote student success and equity by providing access to space and resources needed to complete studies and supporting 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, 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/
The primary goals of the library services are to
- Advance Student Access, Success & Equity: Increase Library staffing in order to provide services equitable to those provided in the other three Peralta libraries.
- Advance Student Access, Success & Equity: Increase Library book budget in order to provide access to the resources necessary to support student success.

Berkeley City College Library Objectives

The library's mission is accomplished through the following objectives:
- To support the missions and visions of Berkeley City College and the Peralta Community College District.
- To provide quality services, collections, and facilities to support the curriculum, information competency, and research needs of its constituents.
- 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

- 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.
- To assure equitable, unbiased access for the Berkeley City College community to the library's collections and services.
- To offer formal and informal instruction to promote information competency.
- To provide and maintain an easily accessible, user-friendly and safe environment that fosters teaching and learning for both library users and library employees.
- To prepare students for life-long learning by teaching information competency skills necessary for self-education and independent scholarly pursuit.
- To provide the expertise necessary to support the development, preservation, and security of the library's collection.
- To respond to the changing state of knowledge and the curriculum by continually evaluating collections and services and implementing change as appropriate.
- To establish and maintain cooperative agreements for resource sharing with other district and California Community College libraries.
- 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.
- To motivate library staff to high levels of achievement, encouraging continuing development and skill enhancement.
- To apply appropriate technological innovations in order to achieve productivity and efficiency, as well as provide library services to distant learners and information seekers.

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3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.
- LIS 048UA-ZZ Selected Topics in Library Information Studies (Approval date unknown; not currently offered nor any future plan to offer)
- LIS 248UA-ZZ Selected Topics in Library Information Studies (Approval date unknown; not currently offered nor any future plan to offer)

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?
The Library Department has just begun offering two courses LIS80 and LIS85--most if not all sections are linked to FYE, PACE or PERSIST. Studies have shown that Library use has a positive impact on student persistence and retention (e.g. *"Library Use and Undergraduate Student Outcomes: New Evidence for Students' Retention and Academic Success"* Libraries and the Academy, Vol. 13, No. 2 (2013), pp. 147–164.) It is the department's goal to continue working with learning communities and integrate library classes, or at the very least, embed orientations into student curriculum. If the number of sections grows as

we hope, the library will eventually need an additional full time librarian focused on instruction and curriculum design.

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, for the past three years. Please review the "At a Glance" reports and answer the following questions.

Questions:

- How does your discipline ensure that students are aware of the learning outcomes of the library courses and library programs in which they are enrolled? Where are the library services course, program or service area outcomes published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)
  Course learning outcomes are listed in the syllabi of the courses the library department offers. Department SLOs and SAOs are available at the library website via:
  http://www.berkeleycitycollege.edu/wp/library/inf/library-documents/

- Briefly describe at least two of the **most significant changes/improvements** your discipline made in the past three years as a response to library course and program assessment results. Please state the course number or program outcome and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  We began offering LIS 85 and as such only LIS 85 has been assessed. We plan on assessing LIS 80 in Spring 2016. So no improvement has been possible for the courses.

  Improvement 1. The Library's Fall and Spring hours were increased in 2014 and summer hours were increased in 2014. Students identified the need for increased hours via two surveys we conducted in the library in 2011 and 2014.

  Improvement 2. The Library has been able to offer more equitable access to computers for students with the installation of a computer monitoring timer system. This has increased access identified as a need via surveys in the library in 2011 and 2014.

- Briefly describe two of the **most significant examples** of plans for library course, program or service area improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program or service area outcome and attach the data from the "Assessment Findings and Action Plan" section for each example.

  From assessment findings of library orientations the following action plans have been created:

  Plan 1. In a report from Project Information Literacy, researchers found that 74% of college freshmen had trouble with keyword creation (see: Head, A.J. (2013). "Learning the ropes: How freshmen conduct course research once they enter college," *Project Information Literacy*. Retrieved from http://projectinfolit.org/images/pdfs/pil_2013_freshmenstudy_fullreport.pdf). We conducted a pilot assessment project for one-shot library research orientations and we found that there was a 67% increase

in students' ability to identify the appropriate keywords during research after a library orientation. But because the positive increase ranged between 57% to 80% with a negative occurrence of 0 – 18% we decided to focus on teaching keyword creation during library orientations in the Fall of 2015. We will assess learning outcomes for orientations each semester.

Plan 2. Consult with other librarians and instructors about teaching methods in order to improve the LIS courses being offered.

Plan 3. Provide delineated Reference hours in order to improve reference services for students all hours the library is open.

Plan 4. Provide on-line tutorials and guides. Due to an increase in online and hybrid classes, faculty have asked for more online resources such as tutorials, curated videos and research resources. The library plans to conduct research into adopting tutorial creation software.

Plan 5. Promote Library services in the hopes of increasing the number of orientations and LIS courses offered.

- Describe how assessment results for Distance Education library <u>courses</u> and/or <u>programs</u> compare to the results for the corresponding face-to-face classes, if applicable.

  Not Applicable. We only offer hybrid LIS classes and do not offer completely face to face classes.

- Describe assessment results for library courses or service area sessions with multiple sections or sessions. Are there similar results in each section or session?

  Not applicable. Courses being offered are relatively new and as such there haven't been enough sections or sessions to assess. We have begun assessing LIS 85 in spring 2015 and begun assessing LIS 80 in Fall 2015.

- Describe your library's participation in assessment of <u>institutional level</u> outcomes (ILOs).

  Heather Dodge was involved in creating the rubric for the Information Competency ILO assessment in Fall 2014 through her work on the PIE Committee. Student work from two sections of LIS 85 were submitted for the assessment phase during Spring of 2015. Over the summer, two librarians were part of the team that scored the assignments gathered from the Information Competency ILO assessment phase. Jenny Yap is serving on the PIE Committee in Fall 2015. She has so far been involved in the creation of action plans for ILO assessment, has given feedback about assessment rubrics, has contributed an assignment to the TLC Moodle site for the Critical Thinking ILO, and will continue serving on the committee until Heather Dodge's return in Spring 2016.

- How are library course, program or service area outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

  The library's primary outcomes are information competency outcomes which directly coincides with the college's information competency institutional outcomes. The assignments for the hybrid LIS classes and library orientations also contribute to many of the other institutional learning outcomes. Through our teaching of database and internet research and finding and using statistics we contribute to computational skills. Through our teaching of source evaluation and the research process we teach

critical thinking. In teaching citation we show that students need to be ethical and personally responsible for the information they are using and creating. When assigning group activities and projects we are bolstering interpersonal skills and through the research and writing process we are reinforcing self-awareness.

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5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

  Most of the learning in library orientations and LIS classes employ active learning techniques. Librarians incorporate discussions, hands-on activities that are collaborative, experiential learning, and other student-centered techniques such as think-pair-shares. Students in library orientations have time to utilize the research instruction they've received in our teaching lab. We also use flipped classroom pedagogy by using online research modules through Research Ready in our hybrid LIS classes and embedded library orientations. While in the library at the Reference & Research desk, we involve students in the learning process by walking students through research at their point of need. We use a second computer monitor that faces out to the student so that the librarian and student can carry-out the research process together. We don't just tell the student what to do—we work on the student's research projects as a team.

- How has new technology been used by the library to improve student learning?

  Librarians have used Socrative, which is an online response system similar to clickers, for active learning instruction and assessment, Google Sheets for student-centered instruction and assessment, and Google Forms to collect assessment data, student feedback, and to inform follow-up instruction sessions. Librarians have also used YouTube videos created by other libraries for information competency instruction, created online research guides for specific classes and disciplines, and used Research Ready which are ready-made research modules. Our digital collections support student research and learning and our chat reference service allows distance education and off-campus students access to a live BCC librarian.

  An open source learning tutorial creation tool called Guide on the Side (GotS) was piloted by Jenny Yap. She created a tutorial that guides students through using the Ethnic NewsWatch database. The GotS tutorial also teaches students how to create keywords, how to use Boolean Operators, and how to retrieve more relevant articles from the library's databases. Our intention in this pilot is to see if students (including distance education students) find this tool useful. In the pilot class, we received very positive feedback. When asked "On a scale of 1 - 5 (1 being never, 5 being definitely) how likely would you be to recommend this tutorial to a friend who needs help with research?" 75% of students gave it a 5 and 16% of students gave it a 4. We want to increase the number of tutorials offered and to tailor them to specific disciplines.

- How do the library services maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

  Currently the library is only begun offering courses and these have all been hybrid courses. The Library Department plans on maintaining the integrity and consistency of academic standards through the use of learning outcomes, course assessment and keeping current with regard to library teaching pedagogy.

- Briefly discuss the enrollment trends in library services courses. Include the following:

Overall enrollment trends in the past three years

	2014 Fall	2015 Spring
Headcount	29	41

CAMPUS	Berkeley
SUBJECT	LIS

	Term	
	2014 FALL	2015 SPRING
Productivity	14.50	10.25

   o An explanation of student demand (or lack thereof) for specific courses.

The Library department has just begun offering courses starting in Fall 2014. Currently all, or all but 1 section per semester, have been linked to student learning communities such as PACE, FYE and PERSIST.   Being new classes productivity is still low but the department is working on this.

   o Productivity for the library services courses compared to the college productivity rate.

	2014 FALL	2015 SPRING
Productivity	14.50	10.25

College productivity rate _____

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

Most of the LIS classes are linked to learning communities. Therefore scheduling is currently being dictated by the needs of the learning communities.

- Please provide the following information about specific library instructional sessions for the past three years:

	2012-13	2013-14	2014-15
Library Instruction Orientations (Sessions)	32	59	97
Library Instruction Orientations (# Students	930	1590	2910

Served)			
Individual Library Reference Sessions	NA	NA	970 reference sessions/ 4,035 total interactions at reference desk **

**Stats are obtained 3 or 4 weeks each semester and averaged to get totals. Stats are not available for 2012-2014. 970 is the average number of individual reference interactions. 4,035 is the average number of total interactions at the reference desk including directional, bibliographic, computer, printing, and other questions.

Virtual reference is provided via libchat and libanswers : The library has just begun offering virtual reference via libchat which is open all hours there is a librarian at the reference desk. There were 112 virtual interactions during the first 8 months of 2015, 47 of which were libchats.

- **Recommendations and Priorities**: Maintain staffing at reference desk to maintain current levels of reference assistance and maintain staffing to promote virtual access to librarians via libchat. Explore ways to increase productivity in the courses offered.

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6. Student Success:

As the ALA report published in January of 2015 *Academic Library Contributions to Student Success: Documented Practices from the Field* discusses use of the library by students positively impacts their success and retention rates.
(http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/contributions_report.pdf)

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the library services courses for the past three years. Please list each course separately. How do the library course completion rates compare to the college course completion standard?

College course completion standard _____

Please insert the data chart here or complete the section below.
Retention

Course	2014 Fall	2015 Spring
LIS 85 - INTRO INFO RESOURCES	79.31%	80.49%

Library Services course completion rates:

Course 1._____LIS 85_____   __79.9%___(college success rate 65.12%)_
          (course name and number)   rate

Course 2. ._____   _____
          (course name and number)   rate

Course 3. ._____   _____
            (course name and number)   rate

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the library's Distance Education course completion rate compare to the college course completion standard?
  Not Applicable
  College course completion standard _____

  Please insert the data chart here or complete the section below.

  Department/discipline Distance Education (100% online) course completion rates:

  Course 1._____   _____
            (course name and number)   rate

  Course 2. ._____   _____
            (course name and number)   rate

  Course 3. ._____   _____
            (course name and number)   rate

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the library deal with this situation?
  Not Applicable

- Describe the library's course or program retention rates *(After the first census, the percent of students earning any grade but a "W" in a course or series of courses)* for the past three years. How does the library course or program retention rate compare to the college retention standard?

  The library does not have a history of teaching the courses to analyze retention rates.

  College retention standard _____

  Library Services course or program retention rates

  Year 1._____79.9%_____

  Year 2. ._____

  Year 3. ._____

- Which has the library done to improve course completion and retention rates? What is planned for the next three years?

  This is the first time we have had data for course completion and retention rates so we have nothing to compare to when improving our rates.

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

  Full-time faculty headcount __3__ *1 FT faculty absent Fall 2015_____

  Part-time faculty headcount __3_____

  Total FTEF faculty for the discipline, department, or program _____3.2_____

  Full-time/part-time faculty ratio _____2/1_____

  Classified staff headcount _____1_____

  Other:

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, library usage, service and instruction data, library survey results, and/or other factors.

  *Please see **Library Staffing Needs Memorandum of Understanding** under appendices for a break down of staffing needed to keep current library hours.*

  If more credit-bearing Library classes are offered, especially those linked with learning communities, the library will need more librarians to teach those classes. If the units offered each semester reach or exceed 15, the library would like to hire an Instructional and Curriculum Design Librarian in charge of teaching classes and creating our program curriculum.

  In order to advance library services and meet the needs of users present and from afar, a librarian focusing on web services, distance education, and emerging technologies, will also be needed in the future. We would like to design the library website to be more user friendly, engaging, and useful for distance education students. We also need a librarian to curate/create videos, online tutorials, and possibly online information competency modules.

  As of Sept 29th, the library doesn't have the funding to maintain its current open hours.   At a minimum the BCC Library needs the following staffing to maintain its current hours and services (this is in staffing does not include teaching courses, additional funding is necessary to hire instructors to teach

library courses or to backfill full time librarians' time spent teaching with part time librarian(s) to cover reference desk:

MINIMUM REQUIRED STAFFING

position	FTE
Librarians	3.5
Library Techs	2.2
Student workers	1.5

In addition, the library will need to be funded to hire part-time librarians for all hours the library is open during summer hours, and if there is only 1 library tech, funding to hire student workers over the summer is also required.

CURRENT FULL TIME STAFFING

Faculty Librarians: 3
Support Staff: 1*

STAFFING COMPARISON WITH SISTER COLLEGES

STAFFING	BCC	CoA	Merritt	Laney
Operating Hours Fall 2015	59.5	56	62	63
FTE Librarians	3	3.5	3.7	7
FTE Lib Techs	1*	4	3.95	9
TOTAL STAFF FTE	4	7.5	7.65	16

o   * full time library tech position is currently unfilled.

As the college grows, the library needs to grow with it. If the LIS sections expand and if the library is to expand its electronic services to meet distance education needs, the library will need two additional FT Librarians, one dedicated to instruction and the other to technology. Assuming the number of library course sections grows to sustain a FT faculty member, the library envisions the following staffing requirements to grow and continue to meet the needs of the college:

PROPOSED FUTURE REQUIRED STAFFING

Position	FTE
Librarians	5
Library Techs	2.5
Student workers	1.5

This staffing projection is based upon the library being open 6 days a week for a total of 59.5 hours and in the current space the library occupies. If the library space changes it may require additional techs and student workers to maintain the spaces. If the library is to increase its open hours it will require additional librarian, library tech, and student worker hours.

In addition, the library will need to be funded to hire part time librarians for all hours the library is open during summer hours and if there is only 1 library tech, funding to hire student workers over the summer is also required.

- Describe your current utilization of facilities and equipment. In your description, please include the following data for the past three years:

	12/13	13/14	14/15
Library Open Hours Per Week	51.5	57.5	59.5
Library Visits (gate count)	Avg 1,200 users a week	Avg 2,000 users a week	Avg 2,500 users a week
Other Library Usage			

The library has 76 chairs at tables, computers, or cubicles. During stats weeks the library captures the number of students physically in the library every hour it's open. During peak hours, which is college hour to 5:30 pm during the week, the number of students in the library range from 45 to 75, basically reaching capacity of the library.

- Please provide the following data on the library collections and circulation transactions:

	12/13	13/14	14/15
Total Library Materials Expenditures	$9,441.89 (plus $40,000 for databases)	$16,624.53 (plus $40,000 for databases)	$42,7775.43 (plus $40,000 for databases)
Total Print Book Collection (titles)	13,861	14,126	15,856
Total E-book Collection (titles)	118,000	118,000	142,228
Total Database Subscriptions	46	46	48
Total Media Collection (titles)	650	662	690
Total Print Periodical Subscriptions	30	30	6

	**Oct 12-July 13	Aug 13-July 14	Aug 14- July 15
General Circulation Transactions	2,852	2,864	3,207
Reserve Circulation Transactions	27,889	34,732	40,163
In-House Circulation Transactions (optional_			

Media Circulation Transactions (optional)	374	498	475
E-book Circulation Transactions (optional)			1,043
Other Circulation Transactions – describe (optional)			
Total Circulation Transactions	**31,115 (25.8% of total district transactions. Merritt and CoA combined did 34,739 transactions)**	**38,094 (27.9% of total district transactions. Merritt and CoA combined did 43,389 transactions)**	**43,845 (36.1% of total district transactions. Merritt and CoA combined did 34,390 transactions 9,455 fewer transactions than BCC)**

**Stats before October 2012 are not available due to a change in library catalog system.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, library usage, service and instruction data, library survey results, and/or other factors.

  o Regularly scheduled computer hardware and software updates.
  o New photocopiers (2) – Many students who cannot afford textbooks or who are waiting for their financial aid money utilize our two copiers in order to keep up in their classes. Our two copiers are not built to handle the capacity of usage here and as a result frequently break down and eat money.
  o Additional funding for databases ($10,000 a year)
  o Additional funding for educational tutorial software
  o Maintain subscription to PC Reservation software
  o Maintain and update subscription to GoPrint [updating subscription to accommodate cards that can also work on photocopiers].
  o Access to Library computer lab with a minimum of 36 computers to offer classes and orientations in.
  o If space allows, additional computers for student use in library.
  o More electric outlets
  o 2 Cell phone/computer charging station kiosks ($2,000)

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, library usage, service and instruction data, library survey results, and/or other factors.

  Currently the tables and computers in our library teaching lab, Room 126, is set up in rows facing the front of the classroom. The instructor is too far away from the students and it's difficult to walk around the room to help individual students. In order to provide more student-centered teaching, active-learning, and group work, we need to have moveable furniture in Room 126 or we need to reconfigure the tables and computers. Ideally the computers would face the walls and there would be space in the middle of the room to hold tables and chairs. With a new configuration there might not be enough space to hold the 35+ computers (we need to have enough to accommodate an entire class) so the library might need a larger teaching lab.

If the school continues to grow, the library needs to be in a larger space to accommodate student use or have space saving furniture to accommodate more users. The tables in the library have 8 chairs around them but after students spread out with books, laptops, and notebooks, each table can really only hold about 4-5 students comfortably. We have 76 seats available but our comfortable capacity is approximately 50-55 students. Based on our library usage statistics, during busy times there are often over 40 students in the library. Students also want more quiet spaces to study and more space to do group work. Our study rooms are constantly filled with students. While the library is generally quiet enough, we've had students complaining about other students talking in the library. We would like more space to be able to have a quiet area of the library.

The two large empty shelves in the Reference area of the library need to be removed to accommodate more seating. Ralph Smeester said removing them would reveal large holes in the concrete floor so we need administrative approval and money before we can do that. The library hopes to repurpose this space for use as a mobile device lounge, which would include open tables with electrical outlets and charging stations to use for their mobile devices.

We also need compact shelving to replace current shelving to accommodate growth in the circulating collection or a larger library space to accommodate more shelves.

To support courses that involve films, the library needs an large film screening facility room with staffing to support it and appropriate computers, large screen televisions, each with DVD players as well as internet capability, along with appropriate headphones.

_____

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

  Faculty and staff have been involved in presentations at Flex Days and in professional development activities such as FIGS and the POP. Heather Dodge is currently co-coordinator of the TLC.

  BCC Academic Senate
  BCC PIE Committee
  BCC Curriculum Committee
  District Tech Committee
  District Libraries Committee
  BCC Equity Committee: Workgroup on Transfer and Degree Completion
  BCC Tech Committee
  BCC Facilities Committee
  BCC Education Committee
  BCC Dept Chairs Committee
  BCC Arts Council

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

    The library is currently collaborating with Berkeley Public Library (BPL) having representatives come 1 day a week each month to promote BPL resources for our students. We are also in discussions to develop computer literacy classes with them for our adult learners.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.
    Being a relatively small department, the decision making process regarding the library department policies etc. involves all faculty and classified members be they part time or full time. We currently don't hold departmental trainings but we plan to do so in the future.

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9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

    Customer service training for all staff and faculty, Guide on the Side technology training for librarians if it is adopted, training in building online learning objects, instructional design courses, and mentoring opportunities for adjuncts.

    The library would like to secure dedicated funds for an FDIP intern and to develop a staff training program for part time librarians and FDIP interns.

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10. Disciple, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

    Activities and Rationale:
    - Design curriculum for credit courses and library research orientations using best practices in the discipline.
    - Adopt an open access textbook for LIS classes.
    - Curate online videos and tutorials for distance learners and to provide additional support for students.

- Create our own videos and tutorials for students. Many existing online videos and tutorials are sufficient but we need to create our own to address the specific needs of our community.
- Investigate available tutorial software and OER options further.

- **Goal 2. Assessment:**

  - Activities and Rationale: Assessment of LIS 80 classes and determine how they affect portfolio essay outcomes and overall grades for First Year Experience Students in English 1A.
  - Assessment of LIS 85 classes and determine how they affect essay outcomes if students are taking LIS 85 concurrently with a class which requires a research paper.
  - Develop an assessment plan and schedule for assessing one-shot library research orientations.

- **Goal 3. Instruction:**

  Activities and Rationale:
  - Librarians attend more conferences and trainings focusing on library instruction.
  - Assess whether or not more face to face instruction leads to better outcomes for students in LIS classes. Align instruction with the new Framework for Information Literacy for Higher Education.

- **Goal 4. Student Success:**

  Activities and Rationale:
  - Work with the BCC Scholars Program to offer semester-long textbook lending.
  - If assessment results for LIS 80 and 85 shows a positive correlation between taking an LIS class and student success in classes and assignments then the department should offer more sections of LIS and partner with learning communities.
  - The library would like $20,000 of student equity funding to provide reserves textbooks to low-income students who struggle to pay for textbooks, or who simply cannot pay for them. The library seeks to ease the burden of these students by providing access to required textbooks to a wider segment of the student population, so that they may access the information necessary for their college education.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

  Activities and Rationale:
  - Librarians should have some training in curriculum and instructional design especially given that our credit class offerings are growing. There are many professional organizations and groups that provide this type of training at conferences and through in-person and online classes. These programs offer certificates of completion but they also cost money so the department needs funding support for these activities.
  - Librarians should also have support to take classes in designing online learning objects.
  - More professional development opportunities and professional engagement in the form of conference attendance.

- Continue a partnership with the English Department to hold writing tutor trainings in information competency concepts.
- Continue partnership with Learning Communities and other programs to expand Library sections.
- Hold assessment trainings for librarians with a library assessment expert.
- Secure funding to develop a library speakers series, partner with the English deptartmen on an author reading series, and or develop a set of rotating workshops relevant and enriching for students as a part of library outreach and student development.

Narrative Description of the Discipline, Department or Program:

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 –4:00 pm   Saturday
>*In order to close the Library on time, computer access and circulation closes fifteen minutes prior to closing.*

Berkeley City College Library 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. 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 and by promoting the information competency skills needed to successfully retrieve information through instructional support.

Berkeley City College Library Objectives

The Library's mission is accomplished through the following objectives:
- To support the missions and visions of Berkeley City College and the Peralta Community College District.
- To provide quality services, collections, and facilities to support the curriculum, information competency, and research needs of its constituents.
- 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
- 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.
- To assure equitable, unbiased access for the Berkeley City College community to the Library's collections and services.
- To offer formal and informal instruction to promote information competency.
- To provide and maintain an easily accessible, user-friendly and safe environment that fosters teaching and learning for both Library users and Library employees.
- To prepare students for life-long learning by teaching information competency skills necessary for self-education and independent scholarly pursuit.
- To provide the expertise necessary to support the development, preservation, and security of the Library's collection.
- To respond to the changing state of knowledge and the curriculum by continually evaluating collections and services and implementing change as appropriate.
- To establish and maintain cooperative agreements for resource sharing with other district and California Community College libraries.
- 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.
- To motivate Library staff to high levels of achievement, encouraging continuing development and skill enhancement.

- To apply appropriate technological innovations in order to achieve productivity and efficiency, as well as provide Library services to distant learners and information seekers.

BERKELEY CITY COLLEGE LIBRARY SERVICES AND MATERIALS

INSTRUCTIONAL:

In addition to courses, 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 Courses : The Library department has begun offering two courses LIS 80 and LIS 85, most if not all sections are linked to FYE, PERSIST, or PACE,

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.

MATERIAL:

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 over 16,000 catalogued items: including over 15,000 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 6 periodical titles in print format.

Digital Collections: The Library currently offers digital access to over 121,000 books via EBSCO, 24,297 books via Springer Link, and 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 an adequate to provide extensive in-depth development throughout the collection. The Library has been given a budget of $3,000 to maintain current periodical subscriptions and $5,000 a year to purchase books. Most of the periodical budget is moved to book budget to buy more 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 funds added throughout the year from various sources by the Dean, donations from faculty, and annual $2,000 grants from district.

Librarians carefully monitor the Library's collection 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.

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.

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.

Reserve Services: 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.

Technical Services include 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.

With the increase in enrollment at BCC, the Library's collection and staffing needs to subsequently increase in order to maintain a useful collection and provide services comparable to those offered in by the other college libraries in the district. In order to expand the Library collection and meet the needs of the student population, the Library will need to expand its physical size. Already study space is at a premium, an increase in study pace and computers will meet current student needs for access to computers and study space. In order to increase the size of the Library's collection the Library shelving space also needs to be larger. Currently room to expand the physical collection in the Library is approximately 5%.

PROGRAM OUTCOMES

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

To meet program outcome goals, the Library has determined that the first priority of the Library is to hire additional FT staff in order to support current operating hours and offer the LIS85 course and workshops. The second priority is for the Library to be given a line item budget so that it may ensure the maintenance and development of a suitable print and multimedia collection. The third priority is to have guaranteed access to the computer lab located next to the Library with the purpose of offering drop-in workshops, open Library lab, orientations and Library courses without the interruption of non-Library classes scheduled in the lab at any time. The fourth priority is to obtain software to monitor public access computers. The fifth priority is to fund upgrading the Peralta district's OPAC, innovative, continue to fund PC Reservation software, fund and upgrade go-print and .

REFERENCE AND INSTRUCTION:

It is the recommendation and priority of the Department that additional staffing be obtained so that orientations can be further promoted, reference desk hours can continue to be maintained, and workshops and classes can be offered on a regular basis.

It is also the recommendation of the Department that use of the lab next to the Library continue to be restricted to the Library along with Assessment Services. The scheduling of classes in the lab in the past inhibited the Library's ability to answer the requests and needs of the college faculty. When more staffing is obtained, the Library plans on using the lab to offer drop-in workshops and to expand access to computers.

Currently the Library provides reference services during our hours of operation. This service is also available remotely via LibChat and email. Reference services provide direct one-on-one student-faculty interaction and students are directly involved in the learning process and receive immediate feedback from Library faculty and personalized instruction. The Library continues to attempt 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.

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. Feedback on the success of Library orientations is obtained verbally from the instructor who requests the Library session and also via assessments such as the minute paper and surveys. In Spring 2014, librarians began assessing Library orientations using a select number of orientations across the college's curriculum through an evaluation that measures student's comprehension of information competency and their needs as beginning researchers.

	2012-13.	2013-14	2014-15
Library Instruction Orientations (Sessions)	32	59	97
Library Instruction Orientations (# Students Served)	930	1590	2910

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).

The number of orientations requested by faculty for their classes continues to rise. 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 Department will continue to explore ways in which to further promote Library services, such as orientations.   Currently, most instructors request orientations for the first time do so upon recommendation from other faculty who have included Library orientations in their sections. The majority of instructors who request orientations do so for consecutive semesters. Starting in Spring 2014, the Library began partnering 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. This has changed to linking LIS80 to FYE cohorts.

In Fall 2014, the Library began offering LIS 085, Introduction to Information Sources. Currently the library department is offering two courses LIS 80 and 85, these courses for the most part are linked to learning communities (First Year Experience, PACE, and PERSIST). In accordance with the District's initiative to promote distance learning, the Library offers these courses as hybrids. These courses and orientations directly address institutional learning outcomes involving information competency.

Student learning outcomes for courses and orientations 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, and LIS 80 & 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 .5 PT librarians and an additional full time library tech to maintain current hours and support the addition of the Library sections and growth in orientations. If the library department is able to grow the number of sections offered to exceed 15 units a school year, the Library hopes to hire an additional FT librarian to focus on instruction.

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. The Library's current hours are: Monday-Thursday 8:30 am-8:00 pm, Friday 8:30 am-4:00 pm, and Saturday 10:00 am-2:00 pm. 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. During high traffic times (late morning and afternoons), students can be found sitting on floors to study. 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. If funding can be secured, the library plans on purchasing two charging station kiosks to meet students' needs for charging electronic equipment.

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 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.

Starting in Spring 2015, the door between the LRC and the Library via the entry next to the Circulation desk has been opened for students to enter and exit. Maintaining the additional security gate, along with staffing trained individuals to monitor the gate, are necessary to ensure that the Library's collection of circulating and non-circulating items remain intact.

The Library is open to the idea of allowing students to use room 126 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 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 was installed streamlining the manner in which Library users pay for print outs. The library hopes to upgrade Go Print within the next one to three years 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.

In Fall 2014, Envisionware software, a computer management system was added insuring equitable access to computers by current Peralta faculty students and staff.

COLLECTION AND RESOURCES

The Library maintains current access to 48 subscription databases. The majority of which are provided via EBSCO. Looking at EBSCO one can see a steady increase in use each year search wise as well as a fluctuating amount of use regarding downloading articles:

EBSCO STATS	Nov12-Oct13	Nov13-Oct14	Nov14-Oct15
SEARCHES	609,965	704,471	848,578
Full Text Downloads	55,883	102,304	84,611

Reserve materials continue to be in high demand and the Library's storage capacity 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 phone requests. The library is now in the process of a pilot project with BCC Scholars to offer semester-long textbook checkouts the first cohort of Scholars students.

In Spring 2014, the Library began a zine collection. In collaboration with faculty member, Tomas Moniz, the Library received a donation of classic and contemporary zines that are on display and will grow through additional donations and student contributions. Through a series of events and classroom activities, the Library launched the collection, which we hope will create 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.

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:

LIBRARY CIRCULATION STATISTICS indicate an increase in circulation transactions. The Library circulation statistics show a steady increase in Library use with a majority of the transactions involving the reserve collection. Our circulation surpasses the circulation of Merritt and College of Alameda combined, two sister colleges who have more staff to support less use.

REFERENCE STATISTICS The Library averages 55 reference interviews a week. 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 at BCC averages 3,000 users per week.

The Library recommends increased staffing, budget and space.

HUMAN AND PHYSICAL RESOURCES (INCLUDING EQUIPMENT AND FACILITIES)

The Library is currently staffed by 3 Full time librarians and with the loss of our only full time library tech, .6 classified staff. To maintain services and hours the library needs a minimum of 3.5 FTE Librarians, FTE 2.2 Library Techs, and 1.5 FTE student workers.

The Library strives to foster both individual and group learning experiences by providing individual study carrels, tables for group and individual study, group study rooms, 12 computers for research use, 4 computers to access the catalog and print papers, and 3 VCR/DVD equipped televisions (two are placed in carrels for individual use and one is placed in a study room for group viewing). Given the amount of computer use in the Library, the Library would like to maintain funding for a computer timing and monitoring system to assist in the equitable and appropriate use of computers by Library patrons. There are two printers networked for students to print to; the Library also has two photocopiers available for student use. The Library has Go Print, a printing management system that is used by all Peralta colleges. The library would like to upgrade Go Print to work with photocopiers as well. Due to the fact that our current photocopiers are frequently out of order nearly, the Library also recommends replacing them with studier machines better equipped to handle the present amount of student use.

For staff use, the Library has seven computers and two printers. 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. In the past years, the District IT Department was not been given the funding to pay for OCLC and Millenium 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 Millenium maintenance without drawing from college funds. Currently Millenium, our library on line catalog system, is due for an upgrade. The cost of this upgrade will be approximately $300,000. Currently representatives from all four college libraries are working with the district to secure funding for this upgrade.

Since the move to the new building, the Library has experienced a steady constant use of its facilities and equipment. To support this increase, additional furniture was obtained in the fall of 2009. The Library obtained 4 additional computers in the fall of 2012 to make the most of the current space of the Library. It is the recommendation of the Library that all computer equipment, computers and printers be refreshed every three to five years. Since Library use has steadily increased, if the library is unable to obtain more space, it is the libraries recommendation to obtain more space saving furniture to accommodate more library users.

To support courses that involve films, the library needs a large film screening facility/room with staffing to support it and appropriate computers, large screen televisions, each with DVD players as well as internet capability, along with appropriate headphones.

The Library uses the computer lab in room 126 for its classes and, when available, for orientations. With additional staff and increased access to the room, the Library would like to use the lab as a place to provide workshops, classes, and increased access to computers for Library research.

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 orientations and/or courses, without additional librarian staff to teach sections and/or maintain coverage at the reference desk. This lack of staffing has also impinged upon the Library faculty's ability to regularly attend college and district meetings, such as department chairs, institutional assessment, technology, and web meetings. Furthermore, this lack of staffing means that when a librarian is sick, one or more 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
- 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 current staffing, the Library is open 60% of the time without a Library technician. Therefore, when work study students aren't available to work during the hours there is no PT library technician working, faculty are required to work as Library technicians on circulation related tasks, rather than focusing upon projects related to librarianship, such as reference services, collection development, curriculum development, teaching orientations, cataloging, college related meetings, budgeting, etc. Lack of sufficient support staff has also resulted in the delay of processing new materials.

In order to maintain the Library's operating hours, the Library needs a minimum of 3.5 full-time faculty librarians (plus librarians to cover instructional sections LIS 80 and 85), a minimum of 2.2 full-time Library technicians, and a minimum of 1.5 FTE student workers.   Once a sufficient staff is obtained, the Library can sufficiently staff its current hours of operation and provide key Library services, such as courses on information competency, and regularly scheduled orientations, and reference desk services. The Library also needs to ensure funding to provide a faculty librarian during summer sessions. Last year, the library was open 46 hours per week during the regular summer session. It is the recommendation that the Library either maintains these hours or reduce to 32 hours a week during the summer session to meet financial restrictions. ***Please see Memorandum of Understanding in Appendices for more information.***

The physical resources of the Library are inadequate to meet the current needs of its patrons or to meet any additional growth of the BCC curriculum or student body. The Library currently has only enough shelving to increase its book collection by approximately 5 percent. If the college continues to grow, the Library will need to increase its size to accommodate the needs of its users. While there is room on the shelves to expand the circulating and reference collection, there is no additional room on the reserve/Audio Video shelves to allow for growth in those collections.

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 three to five years.

In addition to the need for more shelving space, there are currently not enough tables and cubicles to accommodate the Library users' needs during peak hours. The Library offers 5 study rooms. Given the limited space in the BCC building in general, the demand for these rooms is at a premium. Additional study rooms would also be beneficial for the students at BCC. Being placed right next door to a computer lab with the capacity for 36 computers, the Library has the potential resources to offer drop- in workshops and additional access to computers if given greater access to room 126 and necessary support staff.

Aside from the carrels used for computers and Audio/Visual equipment, the Library currently has 60 seats (6 tables with 36 chairs, 4 study carrels with 4 chairs, and 5 study rooms with 20 chairs). This currently is not enough furniture to accommodate the students wishing to use the Library during peak hours. The Library recommends additional space to support students' need for study areas, computers, televisions, etc.

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 the photocopiers are often out of order approximately 50% of the time, at least one of the two photocopiers isn't working. 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.

Currently, the computer lab adjacent to the Library is being used for assessment purposes. Demand for computer use continues to exceed the number of computers the Library has space to offer. The Library needs greater access to the computer lab adjacent to the Library and more staffing in order to fully accommodate faculty orientation requests, offer workshops, and provide students with additional access to computers.

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*
    - At least 2 full time library technicians, and .2 pt library technicians.
    - At least .5 additional part time faculty librarian totaling 3.5 librarians. As well as a budget to hire part-time librarians to cover the unit hours for sections taught
    - At least 1.5 FTE student workers.
    - Additional funding to accommodate summer session hours and backfill when staff are away.

2. **Stable Annual Line-Item Materials budget**
    - An annual minimum of $50,000 for textbook/book/audio visual budget
    - An annual minimum of $2,000 for print periodicals budget
    - An annual minimum of $50,000 for electronic resources budget (district provides $40,000, library is asking for an additional $10,000).
    - 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 maintain subscription to computer management software, GoPrint and PC Reservation software.
    - Funding to subscribe to educational tutorial software.
    - Obtain one new security gate to replace oldest one, and funding to pay for maintenance
    - Funding to replace the Library's current computers and printers. *Consult Tech Committee and IT department to find recommended date to replace current computers*

4. **Additional Space**
    - The Library currently has only enough shelving to increase its collection by approximately five percent.
    - During peak hours, the Library has insufficient tables, chairs, study rooms, and computers to accommodate the users' needs.
    - 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 1st floor by taking over the whole side of the floor, knocking out walls, and adding additional shelving, expanding the library teaching lab to accommodate more student-centered teaching, 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.
    - To support courses that involve films, the library needs an large film screening facility room with staffing to support it and appropriate computers, large screen televisions, each with DVD players as well as internet capability, along with appropriate headphones.

The first priority for the Library is to obtain additional **permanent** personnel. Having qualified personnel available in the Library during times when students are using services is critical to improving student access to

information. This can be accomplished with the addition of more personnel. The Library needs to move closer in compliance with the California Education Code in regards to full-time librarians. The Library is currently not "under supervision of academic personnel" when the one librarian on duty is attending official college meetings, offering instruction in classrooms, taking a break, or consulting with instructors in their offices.

> California Education Code Section 78103. The libraries shall be open for the use of the faculty and the students of the community college district during the day. In addition, the libraries may be open at other hours, including evenings and Saturdays, as the governing board may determine. Libraries open to serve students during evening and Saturday hours shall be under the supervision of academic personnel.

The second priority is to obtain stable budgets for print materials, electronic resources, and sufficient supplies to process materials. BCC's budget for purchasing books remains the smallest of the district, and has historically been $5,000 per year. The book budget has not increased despite the fact that both FTES and the cost of books continue to increase. The size of the Library's collection is also the smallest in the district. An expansion of the Library's book collection is needed to effectively answer the informational needs of the college community. To keep up with these needs, the Library needs a significant increase in its current book budget.

Finally, with the growth of the BCC student population, the Library's space is insufficient to support its users' needs, and there is insufficient space on the shelves to increase the collection beyond 5%.

Appendices

- **Library Staffing Needs Memorandum of Understanding**
- **Appendix A**
- **Appendix B**
- **Appendix C**

LIBRARY STAFFING NEEDS TO KEEP CURRENT HOURS AND SERVICES MEMORANDUM OF UNDERSTANDING

LIBRARY STAFFING STANDARDS

"The primary resource of a community college library is its faculty and staff. Districts must ensure that they employ a sufficient number of qualified library faculty to meet the core function needs of the institution. . . Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for numbers of library faculty based on student FTES. The same code section (§ 58724) also includes minimum standards for numbers of support staff. That formula is in the following table"*:

FTES	Faculty Librarians	Support Staff
<1,00	2	3
1,001-3,000	3	4.5
3,001-5000	4	6.5
5,001-7000	5	9
Each additional 1K	0.5	1

The Academic Senate for California Community Colleges, Standards of Practice for California Community College Library Faculty and Programs adopted Fall 2010 http://www.marin.edu/WORD-PPT/AcademicSenateStateofCalLib.pdf

STAFFING COMPARISON WITH SISTER COLLEGES

STAFFING	BCC	CoA	Merritt	Laney
FTE Librarians	3	3.5	3.7	7
FTE Lib Techs	1	4	3.95	9
TOTAL STAFF FTE	4	7.5	7.65	16
TOTAL OPEN HOURS	59.5	56	62	63

The BCC Library departments wants and will continue to request **equitable staffing and funding** to its sister colleges of comparable size, i.e CoA and Merritt. That said, with the understanding the BCC Library has yet to obtain equitable funding for the department in regards to staffing as well as budget for books, journals, databases, supplies etc., the library is reporting the minimum staffing needs the library department requires to maintain its current hours and services. If the department is to expand its hours and services to keep in pace with the growth of the college, the staffing and other department budgets will also need to grow at least to the point that it is equitable with its sister colleges if not beyond.

MINIMUM STAFFING BCC LIBRARY NEEDS TO MAINTAIN ITS CURRENT HOURS AND SERVICES

Position	FTE
Librarians	3.5
Library Techs	2.2
Student workers	1.5

The above chart does not include extra librarian hours needed to teach any courses the library department is offering.

PLEASE NOTE : By minimum staffing, the library department means minimum staffing to maintain current hours. Current staffing is not sufficient to support all library services and activities whenever someone is late or sick. Whenever there is a loss of staffing or conflicting orientations etc, often times important meetings are missed and/or reference desk is unmanned so that circulation desk can be manned. **For example,** this week alone, Monday Sept 28th through Thursday Oct 1st, a librarian had to cover the circulation desk for 5 hours due to late or sick students. This made it impossible for any representation at the biweekly District Libraries meeting held on Wednesday the 30th. On Thursday the curriculum committee meeting was missed because one librarian was busy giving an orientation, and the other schedule librarian was forced to stay in the library to keep the reference desk covered as well as circulation desk covered as there was only 1 student worker scheduled to work and he was also absent an hour.

EXPLANATIONS FOR PROPOSED SCHEDULES

Please understand that faculty librarians do much more than merely man the reference desk, which should be manned all hours the library is open, and library technicians do much more than man the circulation desk, which should be manned all hours the library is open.
Some of the tasks librarians need to take care of:
- Providing reference in person and virtually via libchat
- Outreach to Students, Faculty and Administrators (meetings etc)
- Collection Development, weeding old and purchasing new materials
- Cataloging library materials
- Oversight of Library Resources and Facilities
- Participation in College Governance (meetings etc)
- Evaluation of Library Services and Programs
- Professional Development
- Prep time for instruction in the form of orientations
- Instruction in the form of orientations

Comparable to instructional faculty's 15 hours of class time, when you factor in the above tasks, that leaves approximately 15 hours per librarian for reference. With 3 full time librarians, that leaves 14.5 hours or .5 pt librarian needed to cover library reference desk when library is open.
Some of the tasks technicians need to take care of:
- Monitor/man the circulation desk
- Managing and training students and pt tech staff
- Processing invoices and bills
- Processing reserve materials
- Managing and maintaining the reserve and circulation stacks

Our previous library technician spent an average of 20 hours supervising student workers and PT techs (making sure policies are followed, etc), answering questions about library materials/services, dealing with fines and book replacement fees, answering questions/requests from instructors, removing holds from student records, etc. With the remaining 20 hours a week spent processing materials, dealing finances and personnel (including dealing with the scheduling issues, invoices and staff not getting paid, etc). This leaves no time to actually work at circulation desk or to manage the circulation and reference stacks (re-shelving etc).

Generally speaking, it has been impossible to find PT temporary library technicians available to fill the gaps in hours not filled by our 1 library technician. The department has never been 100% successful in this regard. To make up for this lack, until the library is able to hire another full time permanent library technician, it has been necessary to double up student workers and library techs in order to ensure coverage of the desk and to ensure the tasks assigned to technicians are completed.

LIBRARY USE and LIBRARY COVERAGE

NEED FOR DOUBLE OR MORE COVERAGE OF FT LIBRARIANS

Based upon the statistics taken during stats weeks, the library peak hours are 9-6pm, with Saturdays and Fridays being the slowest days.
This explains why only one librarian is on staff at the beginning hour and end hours Mon-Friday and only 1 librarian scheduled Saturdays. The need for double or more coverage librarian wise is also due in part to the fact that most classes requesting orientations, most faculty requesting meetings, and most college and district meetings occur during this time period.

Orientations: The library does not dictate when orientations are given, rather the times are dictated by when teaching faculty request them. This being the case the library needs to have a librarian available to offer orientations whenever classes are offered. Since the library isn't open all hours there are classes offered, this has meant on rare occasions, librarians have worked hours beyond regularly scheduled hours, i.e. 8am orientations (necessitating being there before 8am) and 8pm orientations (necessitating librarians work beyond 7:30pm). In addition to physically giving the orientations, prep time is needed for each orientation, sometimes meeting with faculty is requested or required, and additional time is necessary to start and finish the orientations.
For a list of orientations given and scheduled Fall 2014 to Fall 2015 please see accompanied document *Orientation Schedule fall14-present.*
Meetings : Whenever scheduling allows the library has faculty representation on the following committees :
- BCC PIE (every other Thursday noon -12)
- BCC Curriculum (every other Thursday 10-noon)
- BCC Technology (1 college hour a month)
- Academic Senate (college hour every other Wednesday)
- BCC Education (biweekly)
- BCC Facilities (once a month)
- BCC District Technology (one Friday a month at district)
- BCC District Libraries biweekly meetings (every other Wednesday 9:30-10:30 at district)
- BCC Equity work group (every other Thursday 9am-10)
- BCC Equity workgroup on Transfer and Degree Completion (Fridays 12:15-1:15pm)
- BCC Dept Chairs (every other Friday 1:30-3:30)
- BCC Arts Council (once a month)

Since the majority of these meetings occur during college hour, which happens to be the busiest hour in terms of library use, the need for extra coverage during that hour is key.
In addition to college and district meetings, there are meetings with faculty and staff to promote the library, to prepare orientations, to coordinate with learning groups such as FYE and PACE, etc.

NEED FOR DOUBLE OR MORE COVERAGE AT CIRCULATION DESK

While working with a smaller staff, the BCC Library department is currently busier circulation wise than College of Alameda and Merritt library use combined (*see Aug 14-July 15th below*)

CIRCULATION STATISTICS

DATES	*Oct 12-July 13	Aug 13-July 14	Aug 14- July 15
General Circulation Transact.	2,852	2,864	3,207
Reserve Circulation Transact.	27,889	34,732	40,163
Media Circulation Transactions	374	498	475
Total Circulation Transactions	31,115 (25.8% of total district transactions, Merritt and CoA combined did 34,739 transactions)	38,094 (27.9% of total district transactions, Merritt and CoA combined did 43,389 transactions)	43,845 (36.1% of total district transactions, **Merritt and CoA combined did 34,390 transactions - 9,455 fewer transactions than BCC**)

Stats before October 2012 are not available due to change in library catalog system.

Ideally, the circulation desk would be maintained primarily by library technicians. Given budget constraints, the library is asking instead for funding for student workers in addition to 2.2 library technicians rather than the four technicians College of Alameda and Merritt each have. Whenever possible, the library tries to find work study students to work in the library and save money. However, this isn't always possible, therefore we need a budget to fund a minimum of 60 hours a week of student workers.

Since the library has only 1 full time library technician, it needs a minimum of 1.2 FTE pt library technicians a semester. Given the fact that it is hard to find technicians available the hours needed, this has and may in future require hiring additional student workers to cover the hours no technician is available. Since technician work includes many additional activities other than manning the circulation desk, whatever hours the 1.2 FTE pt technicians are available to work is still needed.

PROJECTED COSTS TO FUND PT TEMPORARY EMPLOYEES

BASED ON FOLLOWING APPROXIMATE HOURLY COSTS:
PT TECHS: $14.50/hr
PT LIBS: $30/hr * average cost
PT STUDENTS: $12.25/hr Fall $13/hr Spring
FALL 2015
PT TECHS : $11,675
PT LIBS : $23,625 (we are losing one PT librarian and hope to replace other pt librarians covering fewer hours so actual projected cost is approximately $21,000)
PT STUDENTS : $12,875 (currently we have some work study students so actual projected cost is approximately $8,600)
Total funds needed for Fall 2015: $41,275 - $48,175

SPRING 2016
PT TECHS : $11,675
PT LIBS: $7,875
PT STUDENTS : $13,675
Total funds needed for Spring 2016: $33,225

SUMMER 2016

Funding will be dependent upon how many hours the library is open. There has never been a solid schedule. Last summer the library was open longer than ever before, Mon-Thurs 8:30-8pm. In the past the library was open Mon-Thurs 10-6

PT LIBS: hours open multiplied by $30

PT TECHS: hours open less 32 hours multiplied by $14.50

PT STUDENTS: hours open multiplied $13

Total funds needed will be dependent upon opening hours planned for the library

Appendix A

Library Services Program Review
Prioritized Resource Requests Summary

College: _____Berkeley City College_____

Discipline, Department or Program: __Library_____

Contact Person: _____Joshua Boatright_____

Date: __10/1/15_____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	3.5 plus pt to teach courses	1		34
Human Resources: Classified	2.2	1		34
Human Resources: Student Workers	1.5	1		34
Technology	Databases Instructional software	2 5	$10,000 ?	
Equipment	2 photocopiers 2 charging station kiosks	1 2	? $2,000	
Supplies	To maintain library collection		$2500 a year	
Facilities	Furniture to maximize current space. More Space	2 1	$15,000	
Professional Development	Funding to set up training program for pt and fdip faculty, as well as to support attendance to conferences and classes by current faculty and staff			

| Other (specify) | Collection development budget | | $55,000 a year | |
| | Funding to hold events in library | | $5,000 a year | |

Appendix B

PCCD Program Review
Alignment of Goals Template

College: ___**BCC**_____

Discipline, Department or Program: __**Library**_____

Contact Person: __**Joshua Boatright**_____

Date: ___**10/24**_____

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. Achieve equitable staffing and funding to maintain access and improve equitable student success BCC goal 1 and 2 PCCD goals A.1-A.5	**BCC Goal 1. Increase Equitable Access** **BCC Goal 2. Improve Equitable Success**	Strategic Goals **A: Advance Student Access, Equity, and Success** 2015-2016 Institutional Objectives **A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES. **A.2 Student Success:** Using the total 2014-2015 data as a baseline, increase students' participation in

		SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.
		A.3 Student Success: Fully **i**mplement an Early Alert process for all students.
		A.4 Student Equity: Address the achievement gap through fully implementing the student success and equity plans at each campus.
		A.5 Student Success: Using 2014-2015 data as a baseline, increase student engagement in activities such as student governance, student life activities, student leadership development, service learning programs, learning communities and student employment.
2. Funding to hold events in library to increase engagement with community PCCD B	**BCC Goal 3. Increase the number of new partners and enhance and leverage resources with existing partners.**	Strategic Goals: **B: Engage and Leverage Partners** 2015-2016 Institutional Objectives: **B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships, both locally and abroad. Identify the individual responsible for this objective by October 1, 2015. **B.2. Partnerships:** Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and

		businesses.
3.	**BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.**	Strategic Goals: **C: Build Programs of Distinction** 2015-2016 Institutional Objectives: **C.1 Student Success:** Develop a District-wide first year experience/student success program (such as Peralta Scholars). **C.2 Student Success:** Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.
4.	**BCC Goal 5. Resolve the 2 ACCJC Recommendations and BCC's self-identified Actionable Improvement Plans**	Strategic Goals: **D: Strengthen Accountability, Innovation and Collaboration** 2015-2016 Institutional Objectives: **D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District.

		D.3. Institutional Effectiveness: Evaluate and update the PBIM participatory governance structure and the Budget Allocation Model (BAM).
		D.4. Global Planning: Develop a Total Cost of Ownership (TCO) plan that includes agreed upon standards, estimates costs for facilities operations and maintenance, costs for technology acquisition, repair and replacement cycles, custodial and stationary engineering services for all existing buildings and potential new facilities.
5.	**BCC Goal 6. Increase BCC additional and alternative funding sources through materializing BAM, fund raising, non-RES tuition, grants, etc.**	Strategic Goals: **E: Develop and Manage Resources to Advance Our Mission** 2015-2016 Institutional Objectives: **E.1 FTES/FTEF Target**: Achieve the District target FTES/FTEF within budget. **E.2 Budget to Improve Student Success:** Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc. **E.3 Fiscal Oversight:** Prudently manage all

		fiscal resources; general fund, bonds, benefits, OPEB), other long-term liabilities; Resolve all outstanding audit findings. **E.4 Support Quality Instruction:** Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.
6.		Strategic Goals:
7.		Strategic Goals:
8.		Strategic Goals:

Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☐ 1. The narrative information is complete and all elements of the program review are addressed.	
☐ 2. The analysis of data is thorough.	
☐ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	
☐ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.	
☐ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
☑ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
☑ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
☑ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____   _____   _____

Print Name   Signature   Date

Head Librarian

Print Name	Signature	Date

Received by Vice President of Instruction

Print Name	Signature	Date