Standard II.C – Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1, II.C.1.a

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. (II.C.1)

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution. (II.C.1.a)

Descriptive Summary

Library

The Susan B. Duncan Library at Berkeley City College (BCC) is located on the first floor and encompasses approximately 5000 square feet. As of February 2014, the Library is staffed with 2.9 full-time equivalent (FTE) librarians, 1.6 FTE library technicians, and 52 weekly student worker hours. Library operations are under the administration of a division dean in the Office of Instruction, with one librarian chairing the Library Department as head librarian.

The primary mission of the BCC Library is to support the curriculum, research, and general information needs of the BCC community by providing physical and remote access to quality diverse print, electronic, and multimedia arts resources, services, and instruction. The Library’s mission statement is on view on its web page. Consistent with the Mission, Vision, and Values (MVV) and the institutional learning outcomes (ILOs) of BCC, the library faculty and staff strive to promote information competency (ILO), critical thinking (ILO), lifelong learning, and academic success (MVV). The Library provides the BCC community with access to resources needed to conduct research related to curriculum. The library faculty and staff promote information competency skills for students to successfully retrieve information.
As of February 2014, the Library has a total of 5,900 unique books, 534 video recordings, and subscriptions to 30 periodicals (magazines, journals). The Library also maintains subscriptions to 39 electronic databases, including EBSCO databases, Ethnic Newswatch, CREDO, and Lexis/Nexis. Among these databases is a dynamic electronic book collection geared toward community colleges, which is updated annually and provides remote access to over 100,000 books. A complete list of the Library’s databases can be found on its website. Thanks to donations, in 2012-13, the Library began adding graphic novels to its collection, and in 2013-14, began inventorying a collection of zines that will be made public for in-library use in 2014-15.

In addition to print, media, and electronic resources, the Library provides and maintains the following educational resources to support students:

- Twelve computers for student use for research, managed by Envisionware
- Four computers for printing and catalog searching, managed by Envisionware software
- One scanner
- One optic document magnifier
- Three televisions
- Two photocopiers
- Two print stations managed by GoPrint
- Five study rooms, each with one table and four-six chairs for group study
- Four study carrels for individual study
- Six tables with 42 chairs for studying purposes in the library

The collection aging report generated in April 2014 shows a relatively current collection with 75 percent of the collection being published within the last 25 years:

- 48 percent of the BCC collection was published from the year 2000 - Present.
- 28 percent of the BCC collection was published from 1990-1999
- 10 percent of the BCC collection was published from 1980-1989
- 7 percent of the BCC collection was published from 1970-1979
- 7 percent of the BCC collection predates 1970

The BCC Library was built based on the California Department of State Architects capacity-ratio formula. Growth was taken into consideration, and the Library was built with a square footage for a college of 7,500 students. Average semester headcount statistics range from 158 to 234 patrons a day. The Library has sufficient shelving to increase its collection size by approximately five percent.

From 2010-11 to 2014-15, the Library’s total budget for books, periodicals, subscriptions, and technological software and equipment significantly increased. In 2010-11, the Library’s budget totaled $9,984 for these resources. However, in the current year (2014-15), the Library’s total budget reached an all-time high of $146,555 for books, periodicals, subscriptions, and technological software and equipment. As costs continue to rise for library research and reading materials, the College is committed to ensuring funds are
available for the Library to fulfill the needs of BCC students. The Library continues to work with administration and the College to secure a larger annual acquisitions budget to fulfill the needs of its students and to ensure that funds are spent in a timely fashion.

**Learning Resource Center and Study Labs**

The College also maintains the Jerry L. Adams Learning Resources Center (LRC) and the South Campus Tutoring Center, for the purposes of tutoring and group study. The LRC is equipped with whiteboards and group study tables and accommodates 32 students at one time. It is staffed with the help of student tutors and instructional aides. The LRC coordinator position has been vacant due to a retirement, but the College is in the process of hiring a new LRC Coordinator. This coordinator will work with faculty across the College to assess and provide tutoring needs. Tutoring is currently available in mathematics, English, chemistry, physics, biology, computer science, American Sign Language, and Spanish.

Currently, the Learning Resource Center is staffed as follows:

- One English Faculty Advisor (20 hours per week)
- One mathematics faculty advisor (15 hours per week)
- One counselor (8 hours per week)
- One full-time Learning Resources Center Coordinator (currently vacant)

Student workers are hired for 168 hours per week to staff the front desk and computer labs:

- 134 hours (62 hours x 2 students) - Main Campus LRC
- 34 hours (34 hours x 1 student) - South Campus LRC

In addition to the tutoring in the LRC, in-class tutoring is provided in all basic skills English and some mathematics courses.

The English writing lab (Room 313) contains 31 computers (both PCs and MACs), as well as two projectors, two DVD/VHS players, a scanner, and a printer. The room is also equipped with books related to English composition. It is used primarily for English and ESL writing lab classes in which students work on drafts of essays from across the curriculum with the help of well-trained tutors who aid them individually through each step of a six-step writing process. Writing workshop hours for Fall 2014 are Monday 1:30 to 3:30 p.m., Tuesday 8:00 to 10:00 a.m., Wednesday 6-8:30 p.m., Friday 10 a.m.-5:30 p.m., and Saturday 9:00 a.m. to 12:00 p.m. Combined, the lab classes serve over 250 students per semester. The room is used for English and ESL writing classes at other times.

The adaptive technology lab, located in Room 262, is equipped with ten computer stations with software and accessories designed to accommodate students with low vision, mobility needs, learning disabilities, and other health-related conditions. The software includes Scientific Notebook, OmniPage Pro 15, Text Aloud MP3, Easy Creator 7, Easy Reader, ZoomText, Jaws, Kurzweil 3000 and 1000, Openbook, Dragon Naturally Speaking, Read
Please, MathTalk, and Window Eyes. In addition to the computers, the lab contains electronically adjusted desks, adjustable chairs, ergonomic keyboards, CCTVs, a 21” monitor, Parrot headsets, a Braille embosser, and scanners for use with Kurzweil software. The lab is currently staffed for ten hours per week by an hourly classified assistant who provides training in Kurzweil 3000 and Zoom text. The alternate media specialist provides training to students in Jaws, Kurzweil, Dragon Naturally Speaking, Openbook, and various other software applications.

In Spring 2014, in conjunction with EOPS/CalWORKs and the First Year Experience Learning Community Coordinator, the library surveyed students and began assessing the need for developing a laptop lending program. Through this Focused Inquiry Group (FIG), the library identified a technology need and developed a budget and proposal to purchase 40 Chromebook laptops. These laptops have been purchased.

**Self Evaluation**

The College meets these Standards. BCC library resources are sufficient to facilitate educational offerings, regardless of location or means of delivery. Holdings include sufficient print materials, electronic (online) resources, and multimedia arts resources. The College relies on appropriate expertise of faculty, including librarians and other learning support services professions, to support student learning and enhance the achievement of the College’s Mission. Librarians have indicated a need for a budgeting calendar that would allow them to plan expenditures as early as possible in the funding cycle.

**Actionable Improvement Plan**

While the College meets this Standard, BCC will make available a budgeting calendar and budgeting information for the Library as early as possible in the funding cycle.

**II.C.1.b**

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

**Descriptive Summary**

**Library Services**

BCC has seven institutional or general education student learning outcomes, one of which is Information Competency. It is defined on page 184 of the BCC Catalog (2013-2015) as follows:

Students demonstrate information competency when they find, evaluate, use, and communicate information in all its various formats; use library and online resources and research methodology effectively; and use technology effectively.
The library faculty at BCC strive to meet these guidelines by

- Offering in-class instructional orientations, upon request of an instructor, tailored to the course content of the class and providing an emphasis on information competency. In 2010-11, 29 orientations were given; in 2011-12, 23 orientations were given; in 2012-13, 32 orientations were given; and in 2013-14, 58 orientations were given.

- Providing one-on-one information competency instruction and research assistance during all hours the Library is open to the public at the reference desk. In addition, assistance is available virtually through the Library’s chat reference application, LibChat, which is staffed during normal hours of operation, and LibAnswers, the Library’s e-mail service.

- Serving on the Assessment Committee and Planning for Institutional Effectiveness Committee, as well as the Curriculum Committee, to work with faculty who are defining student learning outcomes, ensuring that information competency outcomes are included in course outlines and syllabi across the curriculum, as appropriate.

- Creating library subject guides (LibGuides) that instruct students on specific resources for particular disciplines and classes. LibGuides direct students to appropriate databases, print materials, websites, tutorials and other resources, and encourage responsible and ethical use of information. Many of these guides are created in collaboration with instructors in the specific disciplines.

Beginning in Fall 2014, the Library has offered LIS 85, Introduction to Information Sources, a two-unit transfer-level course in information competency. In Fall 2015, the Library plans to also offer LIS 80, a one-unit transfer-level course in information competency, an “introduction to the basic concepts and tools used in information research.”

**Learning Resources Center, Study Labs, and Other Services**

In addition to the Library, other services at BCC provide instruction in information competency. As noted above, the Computer Commons lab is designed to assist students in developing their information competency. The adaptive technology lab is designed to provide disabled students with the tools and instruction that they need to access information in books and journals, and electronically.

In April 2008, the Peralta District instituted CCCApply as the admissions application process for all new students. At the same time, PASSPORT, the PeopleSoft student administration software, was implemented across the district. Both of these technological enhancements provided students with enhanced service and unique challenges. BCC created a Welcome Center to support students in learning and using these new technologies. Student
Ambassadors staffed the Welcome Center to provide one-on-one training and support students as they increase their information competency.

Surveys and questionnaires have been put in place to evaluate the effectiveness of library orientations and reference services. The general library survey has been completed and these results, along with orientation survey results, have been used to evaluate library services, most recently in Spring 2014; they indicate that students and faculty are satisfied with the services of the BCC Library. The Library continues to explore new ways to obtain additional data to effectively assess its reference and orientation services.

Library staff members have participated in Focused Inquiry Groups (FIGs) and Action Plan Projects for Learning Excellence (APPLEs) to explore ways in which to improve services. One such FIG explored basic skills students’ experience with academic library databases and found that, although students are learning some competency skills from “one-shot” orientations, they need more in-depth experience and knowledge to become truly information competent students. The introduction of new LIS courses in Fall 2014 will begin to address this need.

**Self Evaluation**

The College meets this Standard. Through the Library’s print materials, online materials, in-class orientations, and LIS classes, as well as services provided by the Learning Resources Center and Welcome Center, the College provides ongoing instruction in information competency.

**Actionable Improvement Plan**

None.

**II.C.1.c**

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

**Descriptive Summary**

**Library Access**

The BCC Library is currently open 59.5 hours a week, as follows:

- 8:30 a.m. to 8:00 p.m. Monday–Thursday
- 8:30 a.m. to 4:00 p.m. Friday
- 10:00 a.m. to 4:00 p.m. Saturday
In order that the Library may close on time, the circulation desk and computer access close fifteen minutes prior to stated closing times.

During regular library hours, students may visit the Library, use instant messaging online, and telephone or e-mail Library faculty members for research assistance. The librarians carefully choose online databases that support academic programs and the research needs of students and faculty on campus and at remote sites. These resources are available remotely to all currently enrolled BCC students and provide full-text electronic access to journals, general interest periodicals, newspapers, and over 100,000 books. The on-line book catalog provides access to all titles available in the four college libraries of the Peralta district. Current BCC students have borrowing privileges at all four college libraries in the Peralta district.

In Fall 2013, the Library began offering instant messaging reference services to students (LibChat/AskUs). The instant messaging reference module was made available to everyone via the Library’s website. The Library has also begun to create Libguides to assist patrons remotely in finding the resources they need.

The Library has 16 computers available for BCC students, two of which are reserved for Disabled Students’ Programs and Services/Programs and Services for Students with Disabilities (DSPS/PSSD) use. Each computer is equipped with internet access. The library’s website is designed to offer students and other users a central launching point for the variety of internet and web-based resources available, including research guides, catalogs, and databases. It also provides information specific to the BCC library.

Through the new Moodle learning management software, distance education students have remote access to materials uploaded by faculty. The PASSPORT system (PeopleSoft student administration system) also provides all students with e-mail addresses so that they and their instructors can communicate more easily.

While library resources are being increased at the College, BCC students continue to have access to nearby Berkeley Public Library and to U.C. Berkeley’s world-class libraries at no cost or at a discounted rate.

Access to the Learning Resources Center, Study Labs, and Other Services

The LRC Main Campus hours of operations are as follows:

- 8:30 a.m. to 8 p.m. Monday–Thursday
- 8:30 a.m. to 4 p.m. Friday
- 10:00 a.m. to 4 p.m. Saturday

Tutorial services are provided in the South Campus during the following hours:

- 1:30-5:30 p.m. Tuesday-Thursday
LRC Main Campus provides tutoring for math, with an emphasis in basic skills; physics; and Spanish.

South Campus tutoring services focus on writing across the curriculum, including, but not limited to English classes. Students are scheduled for individual 30 minutes slots. Hours during Fall 2014 are designed to target times during which most students seek tutoring services. Tutoring to improve writing skills is also available in the LRC Main Campus from 6-8 pm Tuesday through Thursday and from 2-4 pm on Saturdays.

Lab Access for Distance Education

Learning support services for Distance Education (DE) are being piloted during Fall 2014 through two simultaneous projects. First, tutors in the South Campus lab are using “Google Hangout” to create a distance education tool that combines a Skype-like environment with sharing of documents via Google docs, so that current tutors can work with distance education students and face-to-face students in the same lab setting, using the same methodologies. In addition, EOPS and TRiO are currently contracting with an outside agency to provide online tutoring to BCC students. These projects will be assessed during Spring 2015.

Access to Learning Support Services for Modern Languages

The Language Lab in room 212 is furnished with round tables holding 35 laptops. Tables are used for face-to-face conversation, tutoring, and group work. Laptops are designated for the language lab and include the software Auralog, which assists with grammar, pronunciation and language learning in Spanish. Laptops are mobile and are used also in rooms 214 and 216. The lab is open Monday-Thursday 9:00-10:00 a.m. and 12:00-1:00 p.m.

Tutoring for Spanish classes is offered 20 hours a week by appointment. With the expansion of French and Arabic, the Modern Languages Department is hoping to expand tutoring in those areas, starting in Fall 2015.

Access to Tutoring Services for Learning Communities

BCC’s learning communities offer homework labs and tutoring services to their students, who are recommended for tutoring through the early alert system (progress reports), especially when they are earning a grade below 75 percent in a class. The second progress report occurs before the semester withdrawal deadline so that any student who is still at risk of earning a substandard grade has the option of withdrawing from the class.

Tutoring services are offered for the following Learning Communities classes:

- English classes
- Mathematics classes
- History 7B
- Political Science 1
• Music 15A

Access to Computer Labs

The Computer Commons lab is open 54 hours per week. The BCC Welcome Center is open from 8:00 a.m. to 7:00 p.m. five days a week and from 8:00 a.m. to 1:00 p.m. on Saturdays during registration period and from 8:00 a.m. to 4:30 p.m. five days a week at other times.

Coordination of Services

The College recognizes the need to coordinate tutoring and learning support, which will streamline assessment and evaluation of these services, as well as improving delivery. The College’s newly hired Learning Center Coordinator will work with College departments and services to streamline and coordinate BCC tutoring.

Self Evaluation

The College meets this Standard. BCC provides adequate access to the Library and other learning support services, regardless of their location or means of delivery.

In 2008, Berkeley City College Self Evaluation surveys and the library user satisfaction survey all received responses weighted heavily against the sufficiency of the Library’s current operating hours, with only 32 percent responding that the hours met their needs. The 2014 Library User survey showed a dramatic improvement, with 66 percent answering that the hours met their needs and less than six percent answering that the hours barely met their needs or did not meet them. It is evident that the Library’s increase in hours has worked towards meeting the needs of the College community. Similarly, student surveys have indicated satisfaction in the availability of tutoring and have shown that students are satisfied with the availability of these services.

Actionable Improvement Plan

None.
II.C.1.d

The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Library Security

A 3M Detection System with security gates at the library entrance monitors materials taken from the Library. Tattle-Tape Security Strips protect print media. Additionally, two security cameras are installed in the Library.

In designing the existing building, the architects and the college community decided to house the Library on the first floor. Alarms have been installed on its doorways to provide the maximum amount of security possible, in keeping with state and city regulations. Further, the Library is close in proximity to the security guards’ desk. The College has installed an additional Security Gate at the entrance to the LRC so that the door to the hallway that leads from the LRC to the Library may be opened to further facilitate access. There is also a plan to open the door to room 126 from the Library in order to increase student access to computers when staffing is available and the computer lab in room 126 is not in use for assessment or library orientations.

Security in the Learning Resources Center and Study Labs

The LRC is open during business hours and is locked at all other times. Files in the LRC are kept in locked file cabinets in locked offices. Security personnel frequently check on these areas by monitoring computerized security systems and by walking the building.

Custodians work two shifts per day to keep the facility clean; two engineers have been assigned to BCC to perform needed maintenance.

Self Evaluation

The College meets this Standard. The Library doors have been alarmed in keeping with state and city regulations, and security guards monitor the space. Security for the Learning Resources Center is appropriate, as is security for other learning support services.

While the Library currently has two security cameras, it has requested additional security cameras in its program reviews. The College recognizes this need, and administration is actively pursuing the best course of action to ensure this upgrade.

Actionable Improvement Plan

None.
II.C.1.e

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Library Collaboration

The BCC Library collaborates with the other three college libraries in the Peralta district for shared services, such as the Millennium On-Line Publicly Accessible Catalog (OPAC) and access to OCLC (Online Computer Library Center) and the Council of Chief Librarians-California Community Colleges for negotiated database licensing rates and shared resources. Library department chairs from the four sister colleges meet bi-weekly to collaborate and work towards the most efficient ways to share resources. The District Library Committee documents collaborations among the four Peralta Colleges libraries, and it evaluates and recommends appropriate library service contracts. For example, OCLC is a non-profit library service and research organization dedicated to the public purpose of furthering access to the world's information and reducing the rise in library costs. The BCC Library does not rely on or collaborate with other institutions or sources for library services.

Self Evaluation

The College meets this Standard. In collaboration with the other three college libraries in the Peralta district and the Council of Chief Librarians-California Community Colleges, the BCC Library maintains appropriate awareness of possible new technologies and/or contracted services that may benefit the BCC community.

Actionable Improvement Plan

None.
II.C.2

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

Descriptive Summary

Library Evaluations

Since Fall 2007, the Library has used surveys to obtain quantifiable data to monitor its services. The Library has defined student learning outcomes for library courses and workshops, and began offering courses in Fall 2014. The Library has also defined learning outcomes for the various educational services it provides, identified methods to monitor and quantify such outcomes, and continues to examine data collected to evaluate the effectiveness of the Library’s educational services.

In a comparison of identical surveys run in 2008 and 2014, the results illustrate a dramatic improvement in user satisfaction. In the 2008 survey of library users, 71 percent answered that the BCC Library was extremely or very important to them, while, in the 2014 survey, nearly 90 percent answered that it was extremely or very important to them. Over 75 percent of the responders said that it was extremely or very easy to find what they needed; this is a dramatic increase from 44.1 percent that answered the same way in 2008. Likewise, in 2014, 91 percent said that the Library staff was extremely or very helpful, as opposed to the 60.2 percent that replied in the same way in 2008. In 2008, the Library’s hours at least somewhat met the needs of 73 percent of the respondents. In 2014, over 94 percent believed the library’s hours at least somewhat met their needs.

The Library uses surveys to measure its effectiveness in meeting service area outcomes, as well as student learning outcomes; all information related to these assessments is housed in Taskstream. In those instances in which survey results indicated a need for improvement, the College took measures to ensure that improvement. For example, the results of the 2012 Library survey led to specific suggestions concerning increasing and advertising library hours and hiring additional personnel:

1. hire an additional full-time librarian and maintain the current full-time time and part-time librarians, in order to increase the library hours,
2. increase classified staff in the library [in order to achieve parity with sister colleges and maintain acceptable service levels during current library hours], and
3. advertise current library hours to faculty and staff; these include evening hours until 7:30 M-Th.

Since the time of this survey, the College did hire an additional librarian. Additional part-time classified staff have also been hired, and, most importantly, library hours have increased to include evening hours until 8:00 p.m. Monday to Thursday, as recommended. As a follow-
up to the implementation of these recommendations, the College included two statements on the 2014 Self Evaluation Survey for Students to assess improvement:

- The library resources – books, materials, and other – meet my needs.
- Library hours meet my needs.

The results show clear improvement in both of these areas, even though the first statement is not directly related to library hours. In response to “The library resources… meet my needs,” 63 percent strongly agreed or agreed, with only five percent disagreeing and 15 percent indicating that they don’t know. In response to “Library hours meet my needs,” 63 percent strongly agreed or agreed, with only seven percent disagreeing and 15 percent indicating that they don’t know. Although the survey is structured differently than the 2012 survey in terms of the types of responses, the differences are dramatic enough to indicate clear improvement.

Headcounts and usage studies are used to create annual reports that reflect circulation statistics for the use of the collection as well as the number of people who visit the Library annually. Starting in Fall of 2014, the Library plans to use a sampling approach to capture data, recording statistics during peak and nonpeak weeks and averaging results to get a good picture regarding library use.

Circulation statistics show a steady increase in usage up to 2014:

<table>
<thead>
<tr>
<th>BCC Library Circulation 2007-14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reserves circulation</strong></td>
</tr>
<tr>
<td>2007</td>
</tr>
<tr>
<td>2,038</td>
</tr>
</tbody>
</table>

| **Total circulation**         |
| 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014* |
| 5,174 | 6,803 | 9,917 | 11,854 | 10,853 | 18,003 | 17,975 | 22,990 |

*The numbers in this column are projected, based on data gathered until 10/31/14.

Headcount statistics range from an average of 158 to 234 users per day.

Instructional faculty and librarians collaborate to customize bibliographic instruction orientations in order to meet specific research needs of the students and support the implementation of institutional student learning outcomes.

Librarians use the reference questions and book requests submitted by students, faculty, and staff, as well as circulation statistics, to monitor the usefulness of the current collections and monitor subject areas that may need expansion.

The librarians will continue to find ways to involve faculty as advisors and evaluators of its services. They also will continue to conduct regular surveys, work to further define
learning outcomes for library services, and investigate additional methods in which to monitor such outcomes. The Library will continue to use the results obtained from surveys and learning outcome assessments to monitor and improve the services it currently provides.

Informal surveys of library staff have indicated a need for availability of a budgeting calendar and budgeting information as early as possible in the planning and budgeting cycle.

Learning Resources Center Evaluations

The staff in the LRC have defined student learning outcomes and developed learning outcomes assessment methods. The new Learning Center Coordinator will be instrumental in broadening the assessments tools for the LRC, which may include analyses of student use of and access to the LRC.

Self Evaluation

The College meets this Standard. Ongoing assessments provide evidence that the Library and Learning Resources Center contribute to student learning and use assessment results as the basis for improvement.

Actionable Improvement Plan

None.