2018-19 Program Review - Instructional

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

> 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, 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.

List your Faculty and/or Staff

> Librarians: 3 FTE (Joshua Boatright, Heather Dodge and Jenny Ya)
> Library Technicians: 1 FTE (Kye Ocasio-Pare)
> Student Workers: 1 FTE (rotating)
> Part Time
> Librarians: 1 FTE (Jeanie Austin, Joy Kim, Linda Jolivet, Claudia Chester, Jordan Yee)
> Library Technicians: .5 FTE (Alison Greene, Nathan Perry)

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

> 1. Assess LIS 80 classes and determine how they effect portfolio essay outcomes and overall grades for students in ENGL 1A.
> Status
> **Completed**
> *College Goal*
> Raise College Competence: Raise student skills and competencies, and expand their learning experiences so that they can successfully complete their college program.
> *District Goal*
> Build Programs of Distinction
> If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
> Conducted a FIG (TLC Project) in 2017 that found students who completed LIS 80 had higher overall average grades, completion, and portolio essay scores than students who didn't complete this course. We measured portfolio score averages and overall GPA of students in these classes.
>
>
> 2, Develop an assessment plan and schedule for assessing one-shot library orientations.
> Status
> **No Longer Applicable**
> *College Goal*

Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
N/A we decided not to assess one-shot library orientations.

3. Conduct a service area assessment of the library's service points, operating hours, website and online resources to determine how we can improve our services to students, faculty, and other users. Use data from study room use, book check-out and finals "check-in" to determine who is using the library and what groups need more potential outreach.
Status
Completed
College Goal
Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.
District Goal
Advance Student Access, Equity, and Success
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
SAO completed in FA 17 through a survey and analysis of results. Raw data and survey results were provided to Assessment/Curriculum Specialist, Nancy Cayton and uploaded into TaskStream.
Outcomes of SAO: students value the staff, resources, and space that the library offers. Many students have not had library orientations and their primary interactions at the library are through space and through use of our online resources.
Suggested improvements: website overhaul to make the website more user friendly. Increase outreach to underserved groups and provide additional service-focused orientations for EOPS, DSPS students, first semester students, and other groups identified in the SCFF.

4. Design a noncredit course series in library skills.
Status
Completed
College Goal
Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.
District Goal
Advance Student Access, Equity, and Success
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
See Curricunet Research Skills Noncredit certificate.

5. Adopt an open access textbook for LIS 85 classes
Status
Completed
College Goal
Strengthen Resilience: Strengthen BCC Students' abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.
District Goal
Advance Student Access, Equity, and Success
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
Done. See the course schedule. LIS classes at BCC are all "Zero Textbook Cost".

6. Curate and create online videos and tutorials for DE students to replicate f2f orientations and investigate open or online software to help deliver online tutorial modules.
Status
Completed
College Goal

Raise College Competence: Raise student skills and competencies, and expand their learning experience so that they can successfully complete their college program.
District Goal
Build Programs of Distinction
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
See our Canvas library page. Librarians worked to create a series of online tutorials that reflect the ACRL Information Competency Framework and address learning outcomes and tasks related to library orientations. Tutorials will be user tested in Spring 2019.

7. Librarians attend more conferences and trainings focusing on library instruction.
Status
In-Progress
College Goal
Raise College Competence: Raise student skills and competencies, and expand their learning experience so that they can successfully complete their college program.
District Goal
Select District Goal....
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

8. Assess whether or not more face to face instruction leads to better outcomes for students in LIS classes
Status
Completed
College Goal
Raise College Competence: Raise student skills and competencies, and expand their learning experience so that they can successfully complete their college program.
District Goal
Build Programs of Distinction
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
See the Instruction section of this PR. We determined that fully online LIS classes (unless associated with learning community) work best as fully online courses in terms of enrollment, retention, and providing convenience for students.

9. Align orientation instruction and courses with ACRL Framework for Information Competency.
Status
In-Progress
College Goal
Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.
District Goal
Build Programs of Distinction
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

Work with BCC Scholars and Learning Communities to offer semester-long textbook lending.
Status
Completed
College Goal
Strengthen Resilience: Strengthen BCC students abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.
District Goal
Advance Student Access, Equity, and Success
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

Evidence: we are now in our 3rd semester of offering semester long loans on textbooks in Learning Communities with the support of the Associate Dean of Academic Success. We measured achievement by # of participating students.

10. If LIS assessment for our credit courses show a positive correlation between taking an LIS class and student success in classes then the department should offer more sections of LIS and partner with learning communities.
Status
In-Progress
College Goal
Raise College Competence: Raise student skills and competencies, and expand their learning experiences so that they can successfully complete their college program.
District Goal
Build Programs of Distinction
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

11. The library would like to request $20,000 in student equity funding to provide reserves textbooks to low-income students who struggle to pay for textbooks, or who simply cannot pay for them.
Status
In-Progress
College Goal
Strengthen Resilience: Strengthen BCC studentsâ€™ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.
District Goal
Advance Student Access, Equity, and Success
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
Still seeking funding. We currently rely on our Instructional Equip budget for reserve textbooks, which is not sustainable and that fund diminishes/fluctuates on a yearly basis.

12. Expand librarian professional development opportunities in: instructional design, online teaching, integrating with AB 705 and other campus initiatives (OER, Guided Pathways).
Status
In-Progress
College Goal
Increase Transfer and Transfer Degrees: Ensure that all of BCC's programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options.
District Goal
Build Programs of Distinction
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

13. Secure funding for a speakers series or other events, such as finals support within our standing budget.
Status
In-Progress
College Goal
Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.
District Goal
Build Programs of Distinction
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

14. Hire additional F/T Librarian to support current operating hours, equity and access programming (learning communities), and the expansion of non-credit and DE courses.
Status
In-Progress
College Goal
Strengthen Resilience: Strengthen BCC studentsâ€™ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.
District Goal
Strengthen Accountability, Innovation and Collaboration
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

15. Ensure the growth and sustainability of our physical and digital collections through an additional 50k 100k for print and digital collection development.
Status
In-Progress
College Goal
Ensure Institutional Sustainability: Increase BCCâ€™s impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term.
District Goal
Develop and Manage Resources to Advance Our Mission
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

16. Hire an additional Library Technician (Senior Library Tech) to ensure the library can sustain our operating hours and maintain our collections.
Status
In-Progress
College Goal
Ensure Institutional Sustainability: Increase BCCâ€™s impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term.
District Goal
Develop and Manage Resources to Advance Our Mission
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

17. Identify and plan for a designated teaching lab that facilitates group work and allows for instruction at computers as well as away from technology.
Status
In-Progress
College Goal
Ensure Institutional Sustainability: Increase BCCâ€™s impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term.
District Goal
Develop and Manage Resources to Advance Our Mission
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

18. Ensure training, funding, and implementation of the Statewide Library Services Platform (Primo/Alma) BCC.
Status
In-Progress
College Goal

Raise College Competence: Raise student skills and competencies, and expand their learning experience so that they can successfully complete their college program.
District Goal
Develop and Manage Resources to Advance Our Mission
If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

19. Identify space at our current location (or new building) to expand the library's physical footprint for our circulating book collection, provide more access to computers/technology, develop an innovation lab/makerspace for CTE students, and provide more general study space to our students.
Status
In-Progress
College Goal
Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.
District Goal
Develop and Manage Resources to Advance Our Mission

Describe your current utilization of facilities, including labs and other space

- 5600 sq ft (well below the minimum standard for a college of our size)
- 65 table/desk/cubicle seats
- 5 study rooms with 25 seats
- 12 public access computers
- shared access to room 126, a computer lab with 35 computers for dedicated library instruction
Through the BCC Facilities Master Plan AND the recent passage of a parcel tax and bond, we hope to exp the BCC library to to ensure we can serve students adequately.

Library Services

	This Academic Year	Previous Academic Year	Explanation of changes
PERSONNEL # of F/T Librarians	3	3	
# of p/t Librarians	5	6	fewer librarians are working more hours
# of f/t Classified Staff	1	1	
# of p/t Classified Staff	2	2	
# of student workers	6	5	
FTE Librarians	4.1	4.1	
FTE Classified Staff	1.5	1.5	

FTE Student Workers	1	1	
EXPENDITURES Book Expenditures	$10,497.87	$37,919.23	Our Instructional Equip budget was greatly reduced
Reserves Textbooks	$5,000	$5,000	
Periodicals	$529	$560	
Databases	$49,000	$45,370	
Media	$0	$0	
Streaming Media	$10,000	$18,989	Renegotiated contract w/Kanopy
Other materials and supplies	$10,777	$25,000	IE budget is down
Age of collection prior to 2000	45%	52%	
2000 - 2009	45.98%	no data	
2010 - present	9.1%	no data	
Acquisitions per year Titles	531	906	Unstable books budget
Volumes	0	0	
Media	2	3	donations
Holdings Print books	13,646	17,629	We may have previously included reserves textbooks
E- books	0	0	We don't own our e-books, we license through EBSCO
Print Periodicals	4	6	
Databases	41	45	
Media	284	282	
Other materials	+25	+25	laptops, calculators, headphones
Operating Hours Regular Term	59.5	59.5	
Spring Intersession	N/A	N/A	
Summer Term	40	40	

Winter Intersession	N/A	N/A	
Gate Count	69,248	66,973	Better promotion of library services including our finals week activities
Circulation General Circulation	4,854	2,727	Increase due to addition of browsing titles and other popular interest books such as the young adult collection and graphic novels
Reserves Circulation	21,962	28,193	Decrease may be due to OER adoptions?
E-books	0	0	We license our e-books and this data isn't accessible through EBSCO
Media	402	4418	With the rise of using Kanopy, most instructors assign streaming media instead of physical DVDs
Other	9,415	no data	laptops, calculators, headphones
Computing Sessions	34,457	no data	
Hours	12,756.23	no data	
Copying/Printing	n/a	n/a	
Library Orientations Sessions	134	101	Demand increased by 30%
Headcount	3654	3025	
Reference In person	1,350	1,183	
Online	711	463	We have seen an increase in demand for both online and in person services

<u>Enrollment Trends</u>

Chart | Compare

Campus
All ▼

Term
All ▼

Subject
All ▼

Catlog Description
All ▼

Credit Degree
All ▼

Basic Skills
All ▼

Distance Ed
All ▼

Dual Enrollment
All ▼

Transferable
All ▼

Time of Day
All ▼

Census Enrollment and Productivity by Year and Campus

● Alameda ● Berkeley ● Laney ● Merritt ◆ Productivity

15.8   15.4   15.0

2015-16   2016-17   2017-18

Census Enrollment and Productivity by Year and Campus

Year	Campus	Census Enrl	FTEF	FTES	Productivity
2015-16	Alameda	30,736	238.71	3,701.91	15.51
2015-16	Berkeley	36,732	272.27	4,561.27	16.75
2015-16	Laney	61,611	519.63	7,792.02	15.00
2015-16	Merritt	32,399	240.12	4,078.67	16.99
2016-17	Alameda	26,255	209.60	3,210.47	15.32
2016-17	Berkeley	30,519	232.85	3,871.49	16.63
2016-17	Laney	50,553	453.59	6,504.54	14.34
2016-17	Merritt	29,971	225.95	3,721.53	16.47
2017-18	Alameda	29,148	237.65	3,537.01	14.88
2017-18	Berkeley	32,213	265.27	4,051.51	15.27
2017-18	Laney	54,839	489.71	7,014.57	14.32
2017-18	Merritt	33,081	259.51	4,196.24	16.17

Enrollment Trends by Course

Term	Campus	Section ID	Subject	Catalog No.	Census Enrl	Enrl Cap	Fill Rate	Waitlist Cap	Waitlist Total	FTES	FTEF	Productivity	Instructor	Days	Class Time
Fall 15	Alameda	1154240887	ENGL	1A	26	30	86.7 %	10	0	3.47	0.27	13.00	Jay Rubin	MTWTh	11:00-11:50
Fall 15	Alameda	1154240888	ENGL	1A	24	30	80.0 %	10	0	3.20	0.27	12.00	Michelle Little		15:00-16:50
Fall 15	Alameda	1154240889	ENGL	1A	36	30	120.0 %	10	0	4.80	0.27	18.00	Maurice Jones	TTh	18:00-19:50
Fall 15	Alameda	1154240891	ENGL	1A	24	30	80.0 %	10	0	3.20	0.27	12.00	Jay Rubin		N/A
Fall 15	Alameda	1154240892	ENGL	1A	32	30	106.7 %	10	0	4.27	0.27	16.00	Peter Pappas	TTh	10:00-11:50
Fall 15	Alameda	1154240893	ENGL	1B	16	30	53.3 %	10	0	2.13	0.27	8.00	Wanda Sabir	TTh	10:00-11:50
Fall 15	Alameda	1154240894	ENGL	5	27	30	90.0 %	10	0	2.70	0.20	13.50	Wanda Sabir	TTh	08:30-09:45
Fall 15	Alameda	1154240895	ENGL	5	30	30	100.0 %	10	0	3.00	0.20	15.00	Peter Pappas	W	13:00-15:50

[Enrollment Trends Power BI dashboard](#)

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years
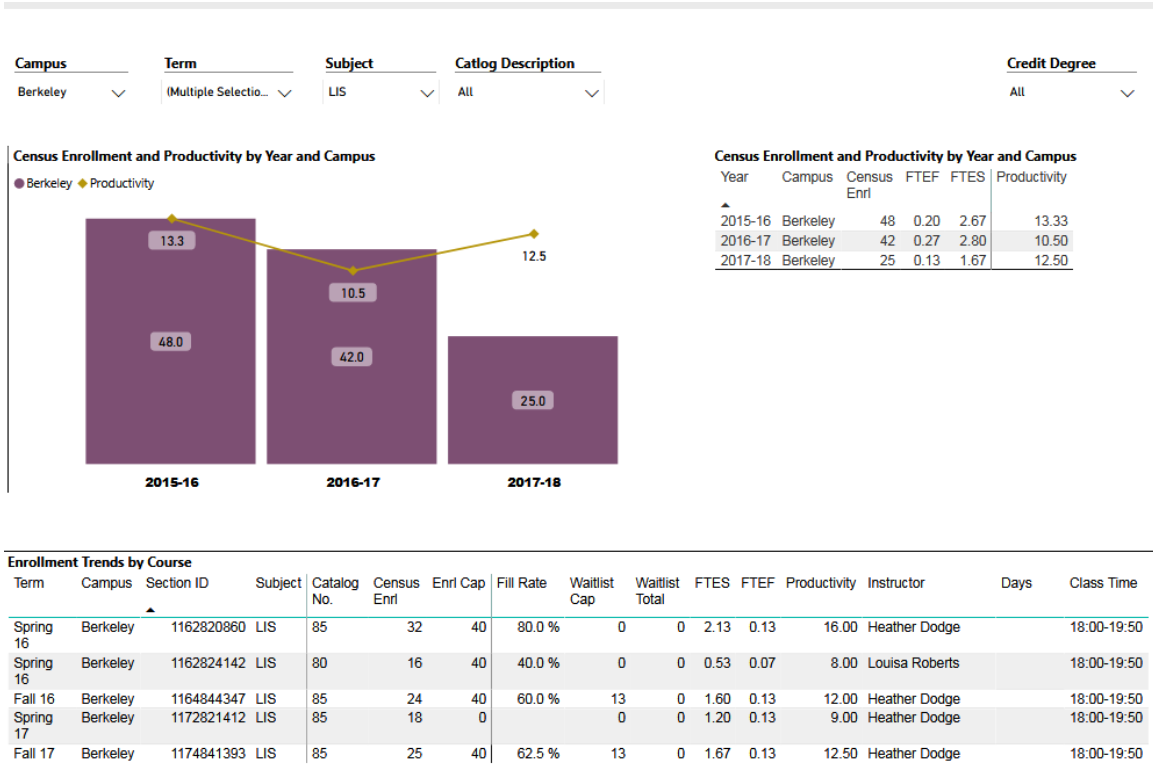
Campus	Term	Subject	Catlog Description		Credit Degree
Berkeley ⌄	(Multiple Selectio... ⌄	LIS ⌄	All ⌄		All ⌄

Census Enrollment and Productivity by Year and Campus

● Berkeley ◆ Productivity

Census Enrollment and Productivity by Year and Campus

Year	Campus	Census Enrl	FTEF	FTES	Productivity
2015-16	Berkeley	218	0.80	9.63	12.04
2016-17	Berkeley	76	0.33	3.93	11.80
2017-18	Berkeley	65	0.40	4.33	10.84

Enrollment Trends by Course

Term	Campus	Section ID	Subject	Catalog No.	Census Enrl	Enrl Cap	Fill Rate	Waitlist Cap	Waitlist Total	FTES	FTEF	Productivity	Instructor	Days	Class Time
Fall 15	Berkeley	1154840796	LIS	85	25	40	62.5 %	0	0	1.67	0.13	12.50	Jenny Yap		N/A
Fall 15	Berkeley	1154843954	LIS	85	14	40	35.0 %	0	0	0.93	0.13	7.00	Louisa Roberts		N/A
Fall 15	Berkeley	1154844114	LIS	80	26	0		0	0	0.87	0.07	12.99	Jenny Yap		N/A
Fall 15	Berkeley	1154844115	LIS	80	27	0		0	0	0.90	0.07	13.49	Heather Dodge		N/A
Fall 15	Berkeley	1154844116	LIS	80	24	15	160.0 %	0	0	0.80	0.07	11.99	Heather Dodge		N/A
Fall 15	Berkeley	1154844117	LIS	80	27	40	67.5 %	0	0	0.90	0.07	13.49	Louisa Roberts		N/A
Spring 16	Berkeley	1162820860	LIS	85	32	40	80.0 %	0	0	2.13	0.13	16.00	Heather Dodge		18:00-19:50

- Enrollment in 2015-16 was highest because of partnership with Learning Communities when we offered 6 sections of LIS 80, a linked support course with the First Year Experience Learning Community.
- Enrollment in 2016-17 and 2017-18 were lower than the previous year because we only offered 3 sections of LIS courses in each year respectively.
- A slight decline in productivity in LIS courses matches an overall slight productivity decline in the past 3 years for the entire campus.
- Productivity has been low in LIS courses compared to the rest of the campus because we only started offering for-credit classes in Fall 2014 so our program is very new. Many of our courses are also paired with learning communities such as Umoja and given the small class sizes in certain learning communities, this lowers our productivity. For example, in Spring 17 and Spring 18, the Umoja LIS 85 classes had a census enrollment of 18 and 6 respectively and a productivity rate of 9 and 3.
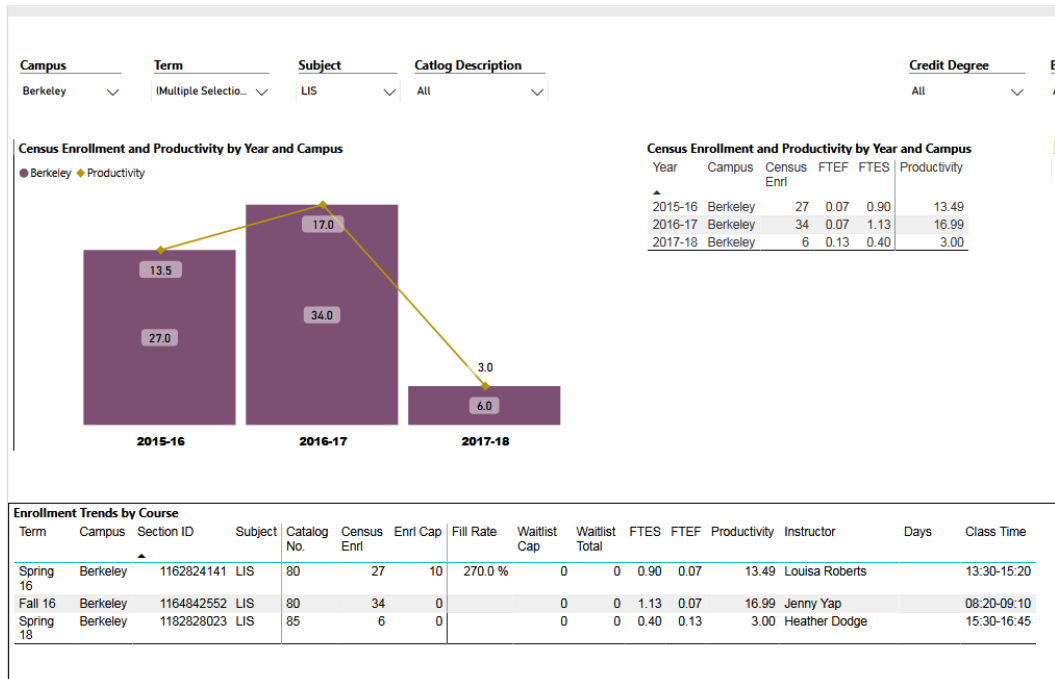
Set the filter above to consider whether the time of day each course is offered meets the needs of students.

- - Give the low number of sections offered each semester, we cannot make any conclusions about the time of day our courses are offered.
- - Most LIS classes are offered 100% online or tied with a learning community so the times offered are dependent upon the learning community schedule.

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

Campus	Term	Subject	Catlog Description		Credit Degree
Berkeley ⌄	(Multiple Selectio... ⌄	LIS ⌄	All ⌄		All ⌄

Census Enrollment and Productivity by Year and Campus

● Berkeley ◆ Productivity

Census Enrollment and Productivity by Year and Campus

Year	Campus	Census Enrl	FTEF	FTES	Productivity
2015-16	Berkeley	48	0.20	2.67	13.33
2016-17	Berkeley	42	0.27	2.80	10.50
2017-18	Berkeley	25	0.13	1.67	12.50

Enrollment Trends by Course

Term	Campus	Section ID	Subject	Catalog No.	Census Enrl	Enrl Cap	Fill Rate	Waitlist Cap	Waitlist Total	FTES	FTEF	Productivity	Instructor	Days	Class Time
Spring 16	Berkeley	1162820860	LIS	85	32	40	80.0 %	0	0	2.13	0.13	16.00	Heather Dodge		18:00-19:50
Spring 16	Berkeley	1162824142	LIS	80	16	40	40.0 %	0	0	0.53	0.07	8.00	Louisa Roberts		18:00-19:50
Fall 16	Berkeley	1164844347	LIS	85	24	40	60.0 %	13	0	1.60	0.13	12.00	Heather Dodge		18:00-19:50
Spring 17	Berkeley	1172821412	LIS	85	18	0		0	0	1.20	0.13	9.00	Heather Dodge		18:00-19:50
Fall 17	Berkeley	1174841393	LIS	85	25	40	62.5 %	13	0	1.67	0.13	12.50	Heather Dodge		18:00-19:50

Enrollment and productivity for evening classes

Census Enrollment and Productivity by Year and Campus
● Berkeley ◆ Productivity

Year	Campus	Census Enrl	FTEF	FTES	Productivity
2015-16	Berkeley	27	0.07	0.90	13.49
2016-17	Berkeley	34	0.07	1.13	16.99
2017-18	Berkeley	6	0.13	0.40	3.00

Enrollment Trends by Course

Term	Campus	Section ID	Subject	Catalog No.	Census Enrl	Enrl Cap	Fill Rate	Waitlist Cap	Waitlist Total	FTES	FTEF	Productivity	Instructor	Days	Class Time
Spring 16	Berkeley	1162824141	LIS	80	27	10	270.0 %	0	0	0.90	0.07	13.49	Louisa Roberts		13:30-15:20
Fall 16	Berkeley	1164842552	LIS	80	34	0		0	0	1.13	0.07	16.99	Jenny Yap		08:20-09:10
Spring 18	Berkeley	1182828023	LIS	85	6	0		0	0	0.40	0.13	3.00	Heather Dodge		15:30-16:45

Enrollment and productivity for daytime classes

- The BI tool is not filtering time of day for 7 courses which were in hybrid format and generally offered in the evening so these charts are only representative of 1 or 2 courses per year which is enough data to draw any useful conclusions. The limitations of scheduling courses in learning communities has also restricted the time of day we can offer our courses.
- Success rates for LIS 80 (an FYE cohort) during Fall 2016 were over 30% higher when compared to Spring 2016 and Fall 2015. Retention was also 94% for Fall 2016 when compared to Spring 2016 (79%) and Fall 2015 (76%).
  - This class, unlike the previous terms, met once a week face-to-face over eight weeks instead of only three times over eight weeks. This format proved more effective for the FYE learning community cohort.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

- Instruction in face to face and for-credit and research workshops use minimal lecture and more group work and active learning activities.
- For-credit face to face courses and research workshops have gone on field trips to the Ethnic Studies Library at UC Berkeley, the Oakland Museum of California, and the Berkeley Public Library
- Critical Librarianship (critlib) Pedagogy is used for for-credit courses and research workshops which increases student engagement and learning.
- We use student response systems such as Kahoot and Socrative to increase learning and engagement.

How is technology used by the discipline, department?

- Our courses are hybrid or 100% online so we used Moodle and now Canvas LMS.
- Our courses and research workshops use a lot of online videos, online tutorials created by other college and university libraries, slide decks, and Google Suite applications.
- We are currently creating information literacy tutorials in Canvas to support DE courses and to supplement face to face instruction.
- We use student response systems such as Kahoot and Socrative.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

- Instruction in for-credit (hybrid and online) and research workshops use student learning outcomes based upon the Association for College and Research Libraries Framework which sets standards and threshold benchmarks for information literacy and learning.
- Since our credit courses have been offered, we've only had four instructors teach our courses. They all collaborate and share course content. Since they are either hybrid or 100% online, the consistency of standards is easier to maintain.

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

- LIS 85 and LIS 80 will be updated in Spring 2019

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

- We plan to offer a new non-credit course in Fall 2020--LIS 511. This will be part of a 3 course certificate of competency--Research Skills Certificate which will consist of LIS 511, 512, and 513. It passed CIPD in December 2018.
- LIS 85 was assessed in Fall 2017. The area of lowest scores was in the "Quality/Reliability" category which ties in directly to all SLOs (#1, #2, #3) and is likely the most important category. The average score for this are was 3.8, just a bit lower than other areas, but still significant. This may be due to the fact that with the expanding landscape of information on the internet, students must sift through more information to find quality sources--and this is confusing.
   - Instructors are building up a list of thought-provoking readings, viewings, and websites that address quality and reliability and have already begun testing them out with our current students. We will develop some learning modules (in Canvas) that address these issues and several assignments that ask students, in a variety of ways, to look at ALL aspects of quality and reliability.
- LIS 80 was assessed in Fall 2016. Based upon our assessment rubric, we found that students were stronger in using citations correctly and using credible and relevant sources. The areas that were slightly weaker (by .2 points) were critically analyzing information, creating a strong thesis, and using information for a specific purpose.
   - Three sections taught by three different instructors were assessed and it was found that the section taught in Fall 2016 had the highest average scores. We are recommending that LIS 80 be taught in a similar manner in the future. The instructor used a different final assignment that was more engaging and relevant to the students and the course was more aligned with the Association of College and Research Libraries.
   - The structure of the final assignment encouraged students to develop a position or argument that would convince an audience about a particular point of view. These were also creative projects: films, infographics, flyers, two-page fact sheets, posters, and powerpoint presentations.
- Based on our findings, all final projects in the LIS courses should incorporate an element of critical analysis of information and this element should be scaffolded with specific examples, templates, and time for students to practice (low stakes) with reading and responding to scholarly and non-scholarly sources.
- Based on our findings, all final projects in the LIS courses should have a clear purpose or argument that the students develop individually. Initially, we tied their final projects to a research project in another course, but we found that students were more engaged if they created original projects for their LIS courses.

Assessment- Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

- Identify a problem, issue, or search question of appropriate scope and type, and develop search strategies to retrieve relative information.
- Identify potential sources and types of information tools based on the scope and type of information needed.
- Evaluate and present appropriate information relative to topic.

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

- We have so few classes that it's difficult to draw meaningful conclusions based on only a few sections.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

- All LIS courses have been assessed within the past three years.
- **Please see attached assessment report

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

- For our SAO we meet prior to distributing our survey to add or tweak questions. We set goals for how many respondents we want and work to make the survey available to as many library users as possible
- After the assessment closes we examine results and make action plans together
- For SLOs, the two lead FT instructors often share assignments and rubrics, examine assessment results and devise improvement plans

Collaboration

- Our department is small so we collaborate quite often on assessment. The two main librarian instructors conduct the assessment

Leadership Roles

> - The librarian who sits on the Curriculum Committee serves as the point of contact for curriculum assessment
> - The librarian who sits on the PIE Committee serves as the point of contact for SLO assessment

Planning Process

> ***See attached assessment report

Dept meetings for Collaboration

> ***See attached assessment report

Data Analysis

> ***See attached assessment report

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

> - For LIS 85, we learned that the abundance of information on the internet makes it difficult for students to determine the quality of information.
>   - Now LIS courses incorporate more lessons in addressing the quality and reliability of internet resources including critically examining search engine bias, fake news, and journalistic standards. In Summer 2018, scores for the final project in LIS 85 had improvements in the area of "quality of information".
> - For LIS 80, Based upon our assessment rubric, we found that students were stronger in using citations correctly and using credible and relevant sources. The areas that were slightly weaker

> (by .2 points) were critically analyzing information, creating a stronger thesis, and using information for a specific purpose.
> - Three sections taught by three different instructors were assessed and it was found that the section taught in Fall 2016 had the highest average scores. We are recommending that LIS 80 be taught in a similar manner in the future. The instructor used a different final assignment that was more engaging and relevant to the students and the course was more aligned with the Association of College and Research Libraries.
> - The structure of the final assignment encouraged students to develop a position or argument that would convince an audience about a particular point of view. These were also creative projects: films, infographics, flyers, two-page fact sheets, posters, and powerpoint presentations.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

> No.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

> - We participated in the assessment of ILOs when the Information Competency ILO was assessed. We submitted our student's final projects to the assessment coordinator and librarians also participated in scoring assessments.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

> - Continued relationship with the PIE committee
> - Assistance with data gathering so we can track how LIS students are doing in terms of retention, graduation rates, completion, and success in courses with a heavy research component

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

> See above.

Course Completion
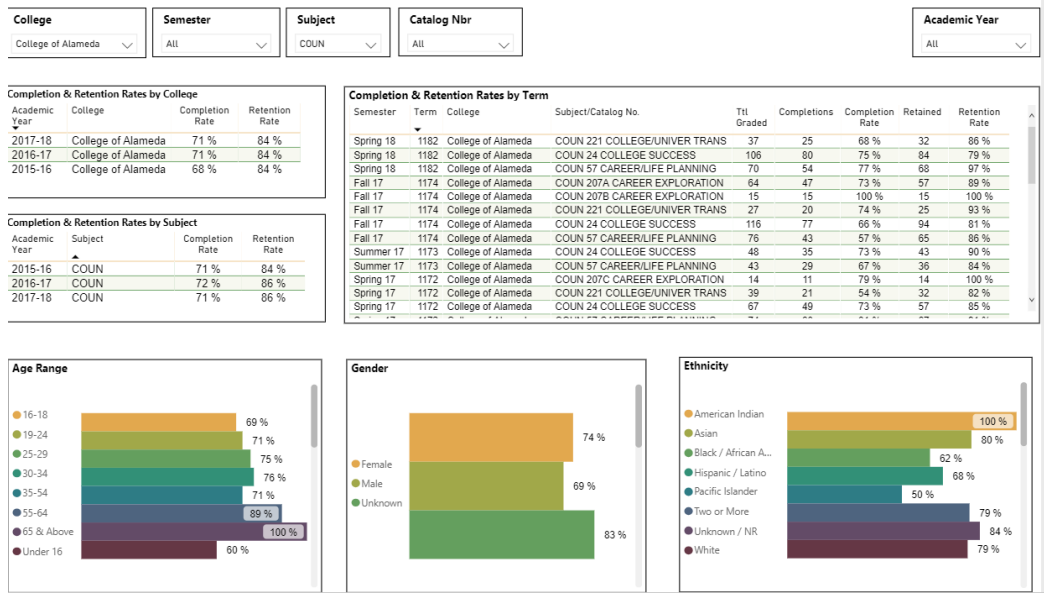
[Course Completion Power BI Dashboard](#)

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Name	2015 - 16 Completion Rate (%)	2016 - 17 Completion Rate (%)	2017 - 18 Completion Rate (%)
LIS 80 Intro to Librar ...	52	76	
LIS 85 INTRO INFO R...	48	52	60

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

- LIS 80 Completion for ages 19-24 is below other age groups for the 2 years measured. These were mainly learning communities sections which heavily skewed towards ages 19-24.
- LIS 85 Completion for ages 25-29 and 35-54 is below average in 2015/16. In 2016/17 ages 19-24 below average. In 2017/18 completion for ages 16-18, 19-24, 55-64 below average.
- Offering so few sections can skew our results so for example ages 55-64 there were only 2 students enrolled and one didn't complete which brought the rate down to 50%. In many cases the data is skewed because of the low number of students from each represented age group.

Ethnicity

For this category, we only looked at groups with 15 or more students in each ethnic group.
- 2015/16 Hispanic/Latino completion was much lower in LIS 80. It increased in 2016/17 and was much closer to the average due to the new pedagogical changes in that year.
- 2015/16 and 2016/17 Black and Latino completion was lower than other groups in LIS 85.

- In 2017/18 Latino completion was well above average when the course was offered 100% online.
- Completion for Black students was still lower than average in 2017/18 which mainly consisted of the Umoja cohort. Our department is thinking of ways to better serve the Umoja students and the Umoja LIS teacher is trying a new approach this semester by having a mixed Learning Community class, a 100% online course, and mandated office hours.

Gender

- LIS 80 completion for males was lower in 2015/16. Completion went up to 92% in the next year with the new weekly face to face format for LIS 80 in the learning communities.
- Completion for males in LIS 85 is slightly lower than average across all 3 years but went up relative to the average in 2017/18 with more online courses and new pedagogical changes.

Foster Youth Status

- Not enough students to draw meaningful conclusions

Disability Status

- DSPS students completed at a higher rate than average or there weren't enough students to draw meaningful conclusions.

Low Income Status

- LIS 85 in 2015/16 lower than average but there were improvements in subsequent years

Veteran Status

- Not enough students to draw meaningful conclusions

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

- Not applicable

Hybrid

- For LIS 85, in 2015/16 the hybrid class had higher completion than the 100% online. In 2017/18 the 100% online completion was 22% above the hybrid class. This may be due to the new pedagogical changes in LIS 85.

100% Online

- Completion in 100% online courses are growing.

Dual Enrollment

- Not applicable

Day time

- Not applicable

Evening

- Not applicable

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

- In 2015/16 completion rates for our program were 15% lower than the college (this was our first year pairing with the learning communities and the first year we had offered LIS 80)
- In 2016/17 completion rate was 3% lower than the college
- In 2017/17 complete rate was 6% lower

How do the department's Hybrid course completion rates compare to the college course completion standard?

- Overall our completion rates are lower than the colleges. Our LIS course offerings are new (less than 5 years) so we need more time to build the program, get more instructor experience, and test new modes of teaching.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

-	Not applicable

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

-	Course retention rates are very similar to the college. Over three years we were lower by 4%, higher by 4%, then higher by 5%,

What has the discipline, department, or program done to improve course completion and retention rates?

-	Offered a 100% online course
-	Changed pedagogy to be more aligned with changing information literacy standards

Degrees & Certificates Conferred
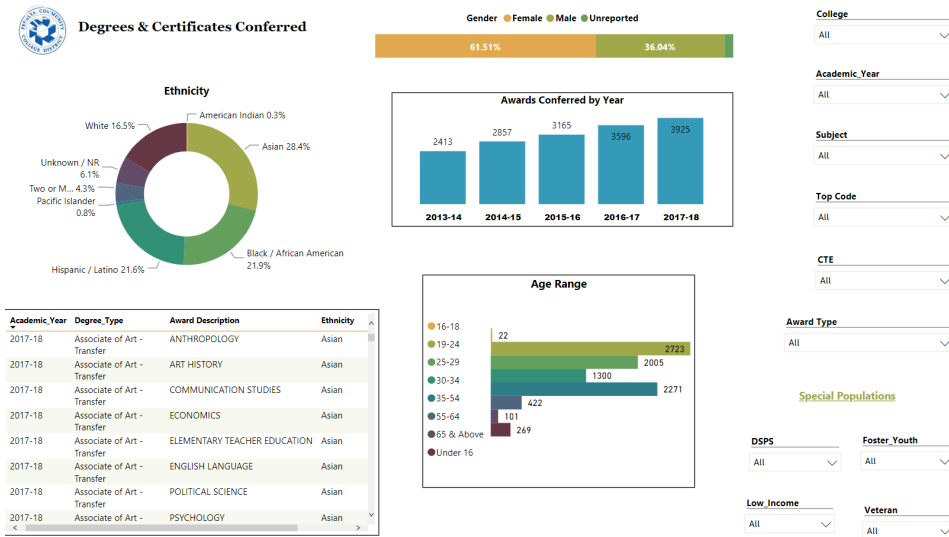
[Degrees & Certificates Power BI dashboard](#)

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

N/A

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

N/A

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

- we plan to offer a non-credit certificate (3 part) in Fall 2020

Engagement

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.

Professional Development (Yap, co-chair and Ocasio-Pare)
Academic Senate (Yap)
Classified Senate (Ocasio-Pare)
Department Chairs Council (Dodge, Head Librarian)
Curriculum Committee (Yap, library representative)
Curriculum Technical Review Committee (Yap, library representative)
Technology Committee (Boatright)
Facilities Committee (Dodge, co-chair)
Integrated Planning Committee (Dodge)
Website Committee (Yap)
PIE Committee (Dodge, assessment liaison)
Head Librarians Committee (Dodge, Head Librarian)

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

All librarians take an active role in engaging in the broader issues related to librarianship:
- Yap was selected as an Emerging Leader for the American Library Association (2018)
- Yap participates in the steering committee for the California Conference on Library Instruction
- Yap services on the California Academic and Research Libraries association executive board
- Boatright is leading BCC's state-wide Library Services Platform migration
- Dodge is a member of the ASCCC OER Task Force
- Dodge is active in the Council of Chief Librarians and attends their annual meetings
- Dodge is a Fulbright scholar for AY 2019-2020
- Dodge and Yap are co-leading a community of practice for OER across Peralta
- Dodge and Yap successfully manage several OER grants (ZTC & AB 798)
- Adjunct Librarian Erica Watson co-awardee of BCC Innovation mini-grant to produce information literacy lecture series
Adjunct Librarian Erica Watson co-presented roundtable at California Academic and Research Library Conference 2018
Adjunct librarian, Jordan Yee, presented at CARL with librarians Dodge and Yap
Adjunct librarian Joy Kim participated in ACRL and ALA conferences (partially funded with BCC PD) and created workshops for BCC's Live Week

Staff Engagement
- Ocasio-Pare co-awardee of BCC Innovation mini-grant to produce information literacy lecture series
- Ocasio-Pare co-presented roundtable at California Academic and Research Library Conference 2018

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjuncts are encouraged to attend our flex day staff meetings. Adjuncts design all our book displays.
Adjuncts were trained on Canvas and participated in creating all of our Canvas information literacy modules. Adjuncts participate in collection development activities, teaching orientations, and are consulted on library supply and collections needs.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

*Denotes a resource needed if the library footprint expands or if services for the library are added in an additional building as a result of the recently passed parcel tax and bond measures.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	1 f/t Senior Library Technician *1 f/t Senior Library Technician Justification: at least one additional classified staff person is needed to maintain the library's current operating hours to accreditation standards. *An additional library technician is needed if we add additional service points with a new footprint College Goals: II, V - previously requested in numerous APUs and PRs - district wide circulation data (see attached charts). BCC circulates ½ the District's library materials and has the fewest # of classified staff	$47,000 $*47,000	16, 171.00 16,171.00	$126,342
,Personnel: Student Worker	*1.75 f/t student worker would be needed to staff any new space/service point. College Goal V and BCC Facilities Master Plan	*$37,000	n/a	*$37,000
Personnel: Part Time Faculty	1 FTE p/t librarians are needed to help provide services and staff our new non-credit certificate College Goals: II, V	$28,050 x two semesters	$2,026.00	$60,152
Personnel: Full Time Faculty	1 FTE librarian is needed to lead our learning communities programming, assist in OER search with faculty, and serve as a lead on our non-credit certificate and GP participation College Goals: II, V - previously requested in numerous APUs and PRs	61,941	16,953	$78,894

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	backfill is needed ASAP so that all F/T library faculty and staff can be trained on the new library services platform for statewide implementation Library Technician backfill 20 hr/month ($1900/mo x 17 wks) Librarian backfill 30hr/month x AY schedule College Goals: V - see attached timeline and LSP plan	$24,390 $60,152
Professional Development: Personal/Individual PD needed	- Conference/training to support new library services platform (Ex Libris Knowledge Days) $1,000 x two personnel (Kye Ocasio-Pare and Joshua Boatright) College Goals: V - see attached timeline and LSP plan	$3,000

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	$60,000 yr for additional databases, including eBooks, that would support STEM and CTE areas and expanding our current database holdings (Science Direct, Web of Knowledge) $100 yr for Socrative Pro account, interactive tool for students for classroom polling College Goals: III, I and II	$60,100
Supplies: Books, Magazines, and/or Periodicals	$4119 for District-wide site license to digital Chronicle of Higher Education/increase faculty, admin and student awareness of higher ed issues $20,000 additional to expand access to Kanopy/use of Kanopy has consistently outpaced our budget and as streaming services replace DVDs (most computers don't have DVD players) we must keep pace $50,000 stable budget for books/as seen above, our books budget fluctuates drastically. $50k annually is needed to ensure we can maintain our collection and meet the needs of students and new programs	$74,119

Resource Category	Description/Justification	
Supplies: Instuctional Supplies	$3,500 yr additional for supplies such as new calculators, whiteboard refresh in our study rooms, chargers for students College Goals: V Per CCC Long-Range Master Plan & BCC EMP Commit to the challenges of Unmet Student Needs & Demand for Technology & Online Education	$3500
Supplies: Non-Instructional Supplies	$2,000 yr additional for color printer cartridges, pens, colored paper $500 outreach & event programming materials College Goals: V	$2,500
Supplies: Library Collections	$1,500 additional for book processing supplies College Goals: V ACRL Standards for Libraries in Higher Education	$1,500

(first row, continued from previous page:) - All of the above items have been requested in previous APUs and PRs
College Goals: I, II

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	- Wireless printing system (GoPrint or PrinterOn)/to streamline technology services and keep pace with technology plans ($20,000 to initiate and $3,400 yearly contract) - Print card machine that takes credit cards - Standing desk for the reference area (WorkFit-SR, 1 Monitor, Sit-Stand Desktop Workstation $700) - 44 chromebooks with shells ($400) - 1 chromebook cart (40 capacity) - 20 chromebook carrying cases and chargers ($100) - 20 mobile hotspots 2gb month ($50/month) /support student success increase student access to tools needed for education. Per CCC Long-Range Master Plan & BCC EMP Commit to the challenges of Unmet Student Needs & Demand for Technology & Online Education ----- **Additional needs for new service point for expansion of library footprint *scanner ($120.00) *Epson receipt printer ($600) *Circulation desk computer station ($2800) *mobile scanner ($750) *Tablet for classroom scanning ($1,800) Justification: see the BCC Facilities master plan, expansion of the library	$23,400 ---- $17,600 $2,500 $2,000 $10,000 ----- $32,000 ---- $6,070.00

	College Goals: V	
Technology & Equipment: Replacement	- 20 Chromebooks replacement ($8000) - 16 Desktop Refresh ($25,000) /support student success maintain student access to tools needed for education Per CCC Long Range Master Plan & BCC EMP Commit to the challenges of Unmet Student Needs & Demand for Technology & Online Education - Receipt printer needed for LSP migration ($600) College Goals: I and V	$33,000

Prioritized Resource Requests Summary Continued

*denotes resource requests needed if the library changes its footprint in response to the Facilities Master Plan and addition of a new building

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	*furniture reconfiguration of current teaching lab (126) to facilitate group learning See BCC Facilities Master plan	$50,000
Facilities: Offices	*furnishings for additional lib tech office *furnishings for additional librarian office *furnishings + shelving for AV office	$15,000 $15,000 $30,000
Facilities: Labs	* These are resource request items for an innovation lab the library gets more space. - Pico boards starter kit ($70 each x 10)=$700 - soldering guns ($80 each x 2)= $80 - Vinyl cutter ($350) = $350 - 3D printer ($2500) = $2,500 - 3D printer filament ($45 each x 15) = $675 - Arduino coding kit ($120 each x 10) = $1200 - sewing machine ($500) = $1200 - vent system (unknown) - coding computers ($700 each x 2) College Goals: I, III, V	$8,125
Facilities: Other	Renovation of library footprint to accommodate expansion *Demolition of wall + renovation of space between the LRC/counseling office/Assessment office (interior wall removal + shelving area added + staff room in between) + architectural consultation + furniture upgrade + furniture for Innovation lab Installation of venting system in the Innovation Lab	$1 million

Resource Category	Description/Justification	Total Estimated Cost
	See BCC Facilities Master Plan College Goals: V	

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials	Additional $5,000 requested to support textbook loan program, digital library materials, College Goals I,V BCC EMP Challenge: Unmet Student Needs and Untapped Student Populations	$5,000
Library: Library collections	$50,000 stable budget for books/as seen above, our books budget fluctuates drastically. $50k annually is needed to ensure we can maintain our collection and meet the needs of students and new programs and expand collection for new library footprint - Requested previously in APUs and PRs College Goals: II and III	$50,000

Resource Category	Description/Justification	Total Estimated Cost
OTHER	N/A	

Library Appendices of Materials

Data from these charts was compiled by BCC's Institutional Researcher in collaboration with the Head Librarian and other librarians in October 2018.

Unless otherwise noted, library users/usage/use is defined in three ways and is combined:
- student IDs collected from library circulation reports (reserves, circulating collection, AV and technology check-outs)
- student IDs collected from study room reservations (SARS)
- student IDs collected from library "check-ins" during the weeks surrounding finals (space use, computer use, reference desk questions) (SARS)

CHART #1
Overall Library Use

	AY 16/17	AY 17/18	% change

Gate Count (Fall)	66973	69248	+3.4%
Reserve textbook checkouts	28193	21962	-22.1%*
Reference transactions	1183	1350	+14.12%
Circulating books checkouts	2727	4854	+78%
Research workshops	100	126	+26%
Students in workshops/orientations	3025	3654	+20.79%

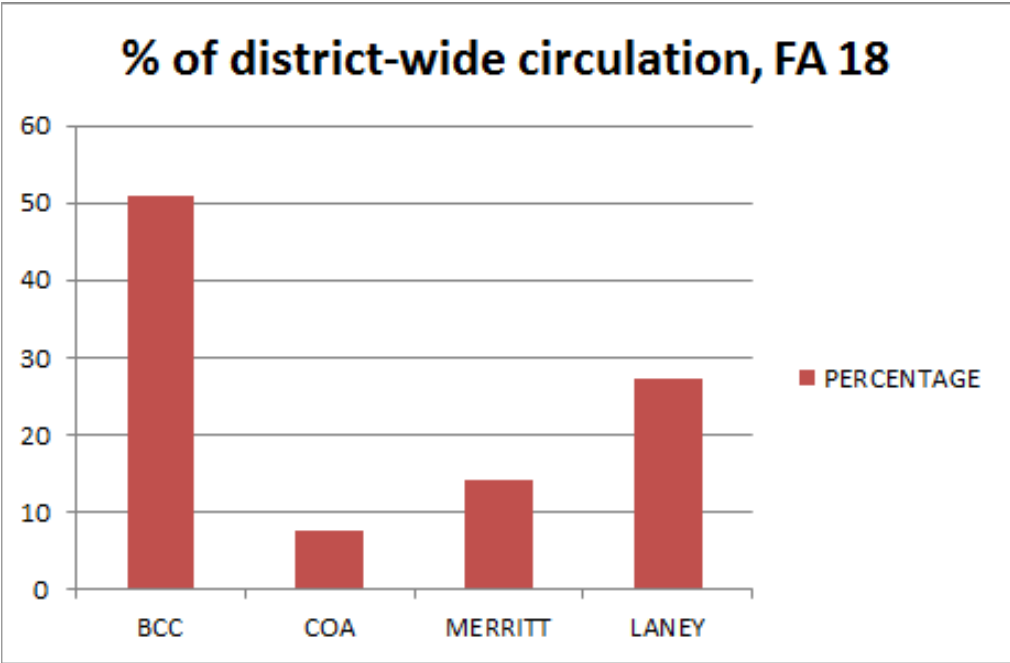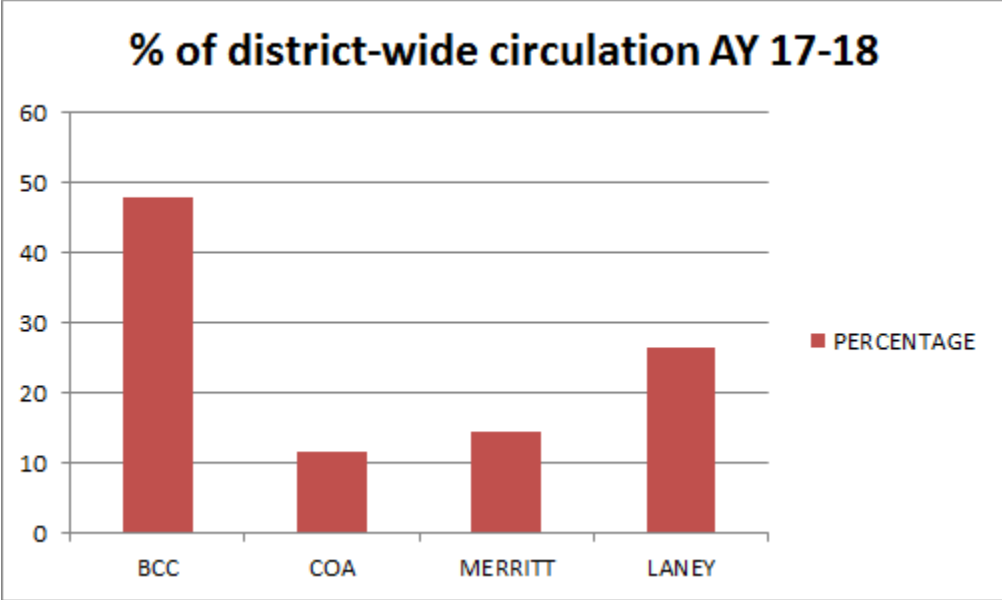*we believe reserve checkouts decreased because of OER adoption

CHART(S) #2

% of district-wide circulation AY 17-18

% of district-wide circulation, FA 18

CHART #3

Success Indicators of BCC Students vs Library Users
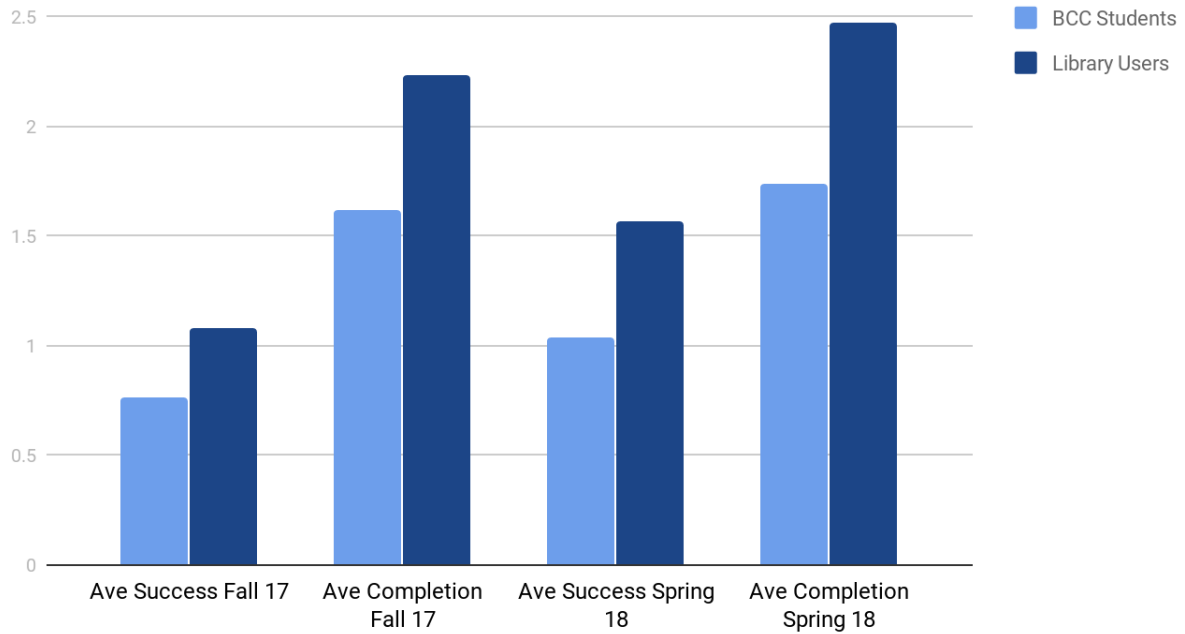
CHART #4

% of BCC Special Populations Groups Using the Library
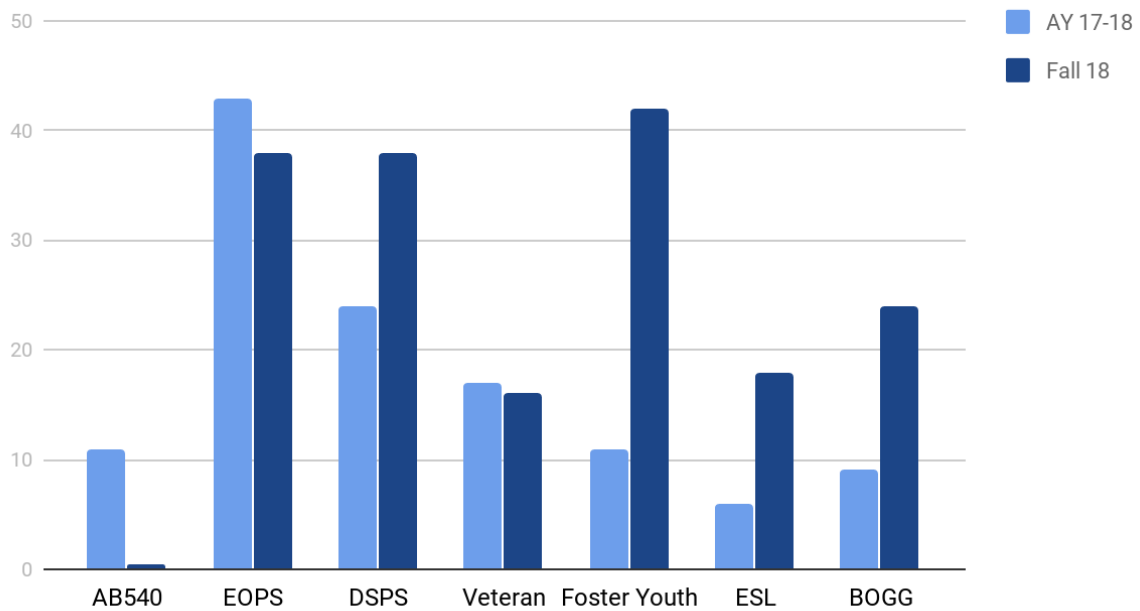
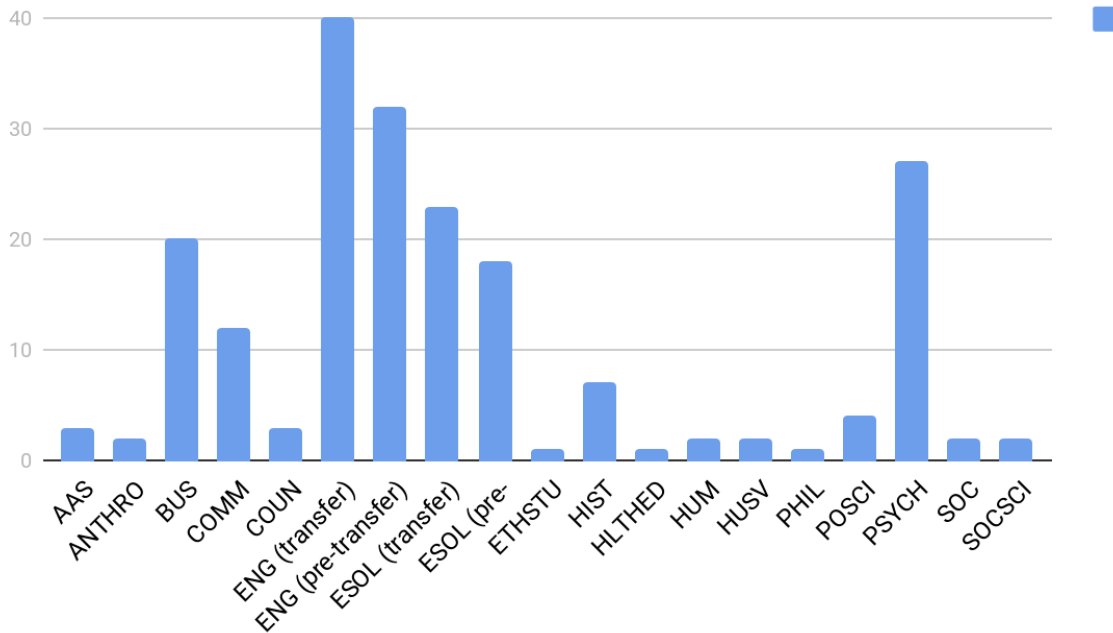**CHART #5**

Library orientations by discipline F16-S18

CHART #6

Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for numbers of library faculty based on student FTES. <u>BCC currently has 3 FT librarians.</u>

FTES	Faculty Librarians
<1,000	2
1,001 – 3,000	3
<u>3,001-5,000</u>	**<u>4</u>**
5,001-7,000	5
Each additional 1K	.5

Service Areas Assessment

Library Survey 2017: analysis and plan

Overall, based on our survey results, what do you think are our library's biggest strengths and weaknesses?	Strengths: -helpful staff, access to technology such as laptops, textbook loans/reserves, study spaces Weaknesses: -website -lack of books: both circ and reserve -limited spaces
Where have we made the biggest improvements since the last survey was administered (allowing for the change in the survey)? Where are we still falling short? http://www.berkeleycitycollege.edu/wp/library/files/2009/12/LibraryUserSurvey2014.pdf	Biggest improvements: -hard to tell. One question from the 2014 survey asked about periodicals vs. expanding textbooks and students overwhelmingly wanted textbooks, so we started purchasing more and minimizing print periodicals. Obv. this was a good move since many students commented on our textbook collection Falling short: -lower % of patrons are asking the librarians questions from last time
Based on the 2017 survey, what services, resources, or technologies can we promote more to students and faculty?	-more laptop lending promotion -providing easier access/promotion of librarians and reference desk services, so students will access help from librarians in navigating the website Revamp website
Based on the survey, list the top three services, resources, or technologies that we should try and improve.	-Website -textbook loans -circulating book collection -more mobile technology -print cards for EOPS students? -expand hours by 1 hr during finals (in progress)
What are some action plans we can put in place for next semester and next academic year to improve on these areas?	-explore options for creating a more friendly website. Do an entire website audit and determine how to simplify -work with website committee to ensure new

	BCC website serves the needs of the library -determine if using new LibGuides platform would better serve library web needs -develop Canvas library site -tabling each month to highlight a variety of library services
What are the types of resources we need to to support these action plans (i.e. technical support, staffing, specific funding)?	-marketing arm or semester-long plan -staffing
Additional comments...	-How can we show students how to self advocate for more resources? How do we systematically solicit feedback or empower students to steer library activities?

Fall 2017 Assessment of LIS 85

Student Learning Outcomes, LIS 85
Upon completion of this class, students will be able to do the following:
1. Identify a problem, issue, or search question of appropriate scope and type, and develop search strategies to retrieve relative information.
2. Identify potential sources and types of information tools based on the scope and type of information needed.
3. Evaluate and present appropriate information relative to topic

Method
All students in LIS 85 were assigned a final project, an Annotated Bibliography, that was then blind-scored by the instructor using a rubric that addressed the SLOs for this course and also met the requirements of the assignment. Scores were put into a spreadsheet individually and then averaged to look at trends, identify learning gaps, and develop an action plan.

Analysis and Discussion
Overall, students did quite well on the Annotated Bibliography assignment, with an average score of 20.3 out of a possible 25 points. Student writing, syntax, and formatting of the assignment has improved with time, particularly since all instructors are now encouraged to scaffold the assignment with low-stakes and rough draft options for all students. In addition, with student permission, a few instructors have built a small digital library of past student work, so that current students can see what "A level" work looks like and use the examples as models for their own work.

Gaps

This semester, the area of lowest scores was in the "Quality/Reliability" category. This category ties in directly to all SLOs (#1, #2, #3) and is likely the most important category. The average score for this are was 3.8, just a bit lower than other areas, but still significant. This may be due to the fact that with the expanding landscape of information on the wed, students must sift through more information to find quality sources--and this is confusing.

Action Plan

Librarian instructors are building up a list of thought-provoking readings, viewings, and websites that address quality and reliability and have already begun testing them out with our current students. We will develop some learning modules (in Canvas) that address these issues and several assignments that ask students, in a variety of ways, to look at ALL aspects of quality and reliability. This will be implemented Spring 2018 and will carry through the Summer and Fall courses with a meeting afterward to see if there is improvement in that area.