

Links: [Unit Plan Outline](#) [List of Appendices and Additional Instructions](#)

1. Unit Mission

Include how Unit mission supports [College mission](#)

Include how Unit mission supports:

(a) [College Goal\(s\) 10-11](#), (b) [Action 2012 Strategic Initiative\(s\)](#), (c) [General Education Pattern SLOs](#), or (d) [Institutional Level Learning Outcomes](#)

The Library's mission is to contribute to and to support the college mission by serving as an information and research center and by providing direct and instructional support with a full range of timely information resources. Our primary goals are to help students college-wide to learn and succeed, and to support the college curriculum by serving students, faculty, staff and administration. (ILLO #s 1 and 3)

2. Program Description – Very Brief (2-5 sentences)

The Library staff supports the instructional mission of BC by collaborating with other instructional faculty and by providing and managing resources for reading and research. The library faculty assist individual students in accessing and navigating the increasingly complex universe of information. The faculty also provide group instruction through class orientations, research workshops and English 34. The Library contributes to the academic life at BC by sponsoring an author program each year and by active participation in many campus committees.

3a. Summary of Past Year's Resource Allocation, Assessment Results, and Environmental Conditions

State how/whether **last year's resource allocation** met unit goals.

Due to the loss of TTIP funds, the College's online databases were in jeopardy of disappearing, but College administrators were able to procure the funds needed to pay for these valuable resources. Our book budget, although decreased, allowed us to purchase 890 new volumes for the collection (a decrease of 587 volumes from the previous year). Cerro funds, not a college GUI fund paid for the addition of 3200 eBooks.

How did your **assessment** results and decisions from the past cycle inform your **planning** this year?

Based on the responses from student surveys regarding the research workshops, changes were made to the scheduling of the workshops, the number of sessions offered, and the change in content of one of the workshops (from Internet Searching to Beyond Basic Google).

How did your **assessment** results and decisions from the past cycle inform your **resource request** this year?

Usage data confirmed students are increasing their use of library resources. From 2008/09 to 2009/10, search sessions of periodical databases increased by 29% and during the same time period, circulation of book and ebooks increased by 11% (see Trend Data). Also, workshop attendance increased 18%. These numbers emphasize a growing reliance on online resources, but also the continuing need for librarians to teach research and critical thinking skills through

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workshops and library orientations.
Identify external conditions that have influenced your unit’s goal-setting process. (External conditions include disciplinary or regulatory changes, changes in technology, legislative changes, accreditation recommendations, enrollment issues, advisory committee input, etc.)
The most significant external condition has been the state of the California budget.
Identify internal conditions that have influenced your unit’s goal-setting process. (Internal conditions include institutional data, changes in technology, changes in budget, staffing, resources, enrollment issues, facilities issues, etc.)
Campus budget cuts made by the College in response to the State’s budget have influenced our planning process. Diminished allocations directly affect the Library’s ability to purchase books, periodicals and databases making it difficult to maintain a relevant collection.
Library services have also felt the impact of higher enrollment on campus. There are more students physically in the library. Demand for reference services, library resources and computers has increased and has put a strain on the classified and certificated staff.
A full-time classified employee left the Library due to a sustained medical disability. This employee was the sole caretaker and cataloger of the WMT collection, leaving that project stalled.

3b. Summary of Relevant Program Data

We are a data-informed institution. Support your planning effort with useful quantifiable data and describe your findings/trends and their impact. Fill in the types of data below that are applicable or include other data that is relevant data to your program. For example, benchmark your unit data with previous years, related disciplines on campus, departments at peer community colleges, or statewide ARCC information. Development of unit planning priorities should be based on improving these “key performance indicators” that are most relevant to your unit.

Link to [Examples](#) from previous Unit Plans

Type of parameter	Data source(s)	Findings/trends	Impact
Instructional: Course enrollments and/or productivity summary	IRP	Workshop attendance (LIBR B55) increased from the prior year from 2228 to 2638 (4.5 FTES to 5.0 FTES) In English B34, FTES dropped from 8.6 FTES to 7.4 FTES. Part of this drop can be attributed to one less section being offered in Spring 09.	Given the popularity of the workshops, we added a second Friday workshop, increased the number of Saturday offerings and added a series in Delano. Due to current staffing levels, we will not be able to expand further.

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<p>Student achievement: retention/success; awards; licensure pass rates; etc.</p>	<p>IRP</p>		
<p>Staffing levels / workload values</p>		<p>Current classified staffing levels are adequate to maintain the circulation and technical services operations. The WMT collection, however, remains temporarily shut down until we can hire someone to resume the project.</p> <p>Approval has been given to increase adjunct hours in order to support a library presence in Delano. The details of this are currently being decided.</p>	
<p>Instructional: Cost / FTES Total Budget FY09 /Total FTES FY09</p>	<p>IRP</p>		
<p>Other - e.g.:</p> <ul style="list-style-type: none"> • A&R transcript data • Extended Learning data • Financial Aid types • Comparisons to statewide from CCC Data Mart • Any other data relevant to your unit 		<ul style="list-style-type: none"> • Increase in the number of students attending the workshops (see Trend Data). Students take a satisfaction survey after completing each workshop. • Database searching 09/10 Gale: 49,228 sessions/162,027 searches EBSCOhost: 55,252 sessions/798,404 searches • Circulation 09/10 Print books and reserves: 24,439 eBook usage: 6,284 books accessed 	<ul style="list-style-type: none"> • Attendance and survey comments have led to a retooling of the schedule and changing content in the workshops to better meet students' needs. Confirmation that librarians directly impact student success in the classroom. • The increased reliance by students on the online databases that can be accessed 24/7 is demonstrated by the rise in number of sessions as compared to 08/09 (see Trend Data). It has become imperative for us to continue these subscriptions in order to maintain service to all students. These databases also support students in Delano and in extended learning courses. • Faculty still require students to use books in research projects. It is necessary to continue to add new titles to support the curriculum. eBooks are becoming more popular (see

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			Trend Data) and we hope to use the Cerro fund to continue purchasing a new collection each year.
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4a. Unit Priorities, Resources Needed, Outcomes, and Metrics¹ Link to [Example](#)

Ed Master Plan	Unit Plan Priorities	Funding / Support Requested				Outcome / Metrics
College	Unit	Equipment	Staffing	Facilities	Other Info.	Outcome
<p>Alignment with one or more:</p> <ul style="list-style-type: none"> ■ College Goal 09-10 ■ Strategic Initiative ■ Gen Ed Outcome ■ Institutional Level Outcome <p>State Below</p>	<ul style="list-style-type: none"> ■ Goal ■ Request ■ Priority 1 = mission critical 2 = necessary 3 = nice if money available 	<ul style="list-style-type: none"> ■ Include # of units and estimate of total cost ■ M&O request is Chart 4b ■ For ISIT request use chart on web-link 	<ul style="list-style-type: none"> ■ # positions ■ Total cost for each position ■ % time ■ Other relevant data to clarify request 	<ul style="list-style-type: none"> ■ Short-term request only ■ Include estimate of total cost 	<ul style="list-style-type: none"> ■ New ■ Periodic replacement ■ Ongoing replacement ■ Innovative 	<ul style="list-style-type: none"> ■ Program level SLO or AUO = Administrative Unit Objective ■ Measure of success
<p>SI: Student Excellence: Improve services to all students and remove barriers to academic and occupational success ILO 1: Pursue knowledge and evaluate its consequences</p>	<ul style="list-style-type: none"> ■ Goal Offer a wide-range of online databases to meet student and faculty needs ■ Request: Necessary funds to continue subscribing to theses essential research sources ■ Priority: 1 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■ AUO#1: Provide materials and staffing to support academic programs ● Maintain current subscription and staffing levels

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<p>SI: Student Excellence: Improve services to all students and remove barriers to academic and occupational success ILO 1: Pursue knowledge and evaluate its consequences</p>	<ul style="list-style-type: none"> ■ Goal: Maintain a current and relevant book collection, both in print and electronically ● Request: A book budget that remains steady and sufficient to cover the needs of the curriculum ● Priority: 1 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■ AUO#1: Provide materials and staffing to support academic programs ● Collection assessment to determine age and use of the collection
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<p>SI: Student Excellence: Improve services to all students and remove barriers to academic and occupational success ILO 1: Pursue knowledge and evaluate its consequences</p>	<ul style="list-style-type: none"> ▪ Goal: Provide an ongoing library presence in Delano while maintaining the current levels of service on the main campus • Request: Maintain at least the current levels of online access • Increase faculty adjunct budget to cover the cost of a librarian 15-20 hours per week in Delano • Maintain current levels of certificated staffing in the Library at the main campus. 	<p>▪</p>	<p>▪</p>	<p>▪</p>	<p>▪ AUO#1: Provide materials and staffing to support academic programs</p>
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¹Table suggested by FCDC subcommittee, spring 2009.

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4b. Maintenance and Operations (M&O) Needs Fill out only if you have an M&O Request Link to [Example](#)

Support need for room with appropriate [room utilization statistics](#) developed by FCDC subcommittee.

Type of Device	Number of Units	Equipment Users	Cost Estimate	Alignment with College Goal 09-10 Or Program SLO/AUO (State)	Number of Students Served	Priority 1 = mission critical 2 = necessary 3 = nice to have if funding available
Lighting on the 2 nd floor of the library	Too many light bulbs and ballasts to count	Students/staff	Unknown	College Goal: Facilities	All students and staff who use the library	1
General maintenance in the restrooms to include plumbing, graffiti removal, etc.	8 public restrooms	Students/staff	Unknown	College Goal: Facilities	All student and staff who use the library	1
Carpet cleaning						2
Window cleaning						2
Total Cost Estimate						

4c. Future Development and Innovations Fill out only if you have a Future Development Request

Link to [background and instructions](#).

Prioritized Ideas	Action Item	Facility Impediments	Student / Program Outcome Supported
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5. Trend Data from IRP and/or Other Relevant Program Data

Include program data that you may want to supply. Link to [Example](#) (from FCDC Subcommittee)

Include trend data from Institutional Research and Planning (IRP). IRP will insert your trend data if you want help with this.

Online Database Usage (2007/08 – present)

As the data below indicates, students rely more and more on the Library’s online resources for their research. Since these periodical databases are available to any BC student with an internet connection, students now have access to the Library’s collection 24/7. This becomes more critical as the College expands courses in Delano and considers decreasing hours of operation and a limited summer school. **Finding funding sources for these databases has become a number one priority of the library staff.**

Gale Expanded Academic usage 2007/08: 32,545 sessions, 102,833 searches
 Gale Expanded Academic usage 2008/09: 37,464 sessions, 117,511 searches
 Gale Expanded Academic usage 2009/10: 49,228 sessions, 162,027 searches

EBSCOhost usage 2007/08: 31,470 sessions, 208,711 searches
 EBSCOhost usage 2008/09: 43,553 sessions, 516,565 searches
 EBSCOhost usage 2009/10: 55,252 sessions, 798,404 searches

Circulation Statistics (2007/08 – present)

Circulation of print materials remains steady. The addition of the ebook collection has also allowed students to view approximately 9,000 books from the collection 24/7. The Library is adding to this collection each year using Cero funds. About 2500 ebooks are added to the collection each year. This resource supports all BC students, especially those in Delano and in Extended Learning courses.

2007/08: 23,979 books and reserve items circulated
2008/09: 23,624 books and reserve items circulated
2009/10: 24,439 books and reserve items circulated

eBook usage: 2008/09: 6,284 "checkouts"
eBook usage: 2009/10: 8,889 "checkouts"

Library Research Workshops

Workshops continue to be popular. Approximately 45 professors each semester require or highly recommend students to attend one or more of the research workshops. Attendance increased from 2228 in 2008/09 to 2638 in 2009/10 (these numbers do not represent individual students since some students may attend more than one session). FTES is now captured for the workshops and although the overall number is small, it is one of the ways the Library contributes to the positive side of the 50% law.

2007/08: 3.6 FTES
2008/09: 4.5 FTES
2009/10: 5.0 FTES

In addition to workshops, an estimated 3500 students attend course-specific library orientation conducted by librarians each year. These orientations range from basic library skills for Academic Development and ESL courses to advanced research strategies for English B2 students. We cannot collect FTES for these sessions.

English B34

The library research course is taught by librarians and also contributes to the College's FTES. The course is taught in the library classroom and each section is limited to 25 students due to computer availability.

2007/08: 9.0 FTES
2008/09: 8.6 FTES
2009/10: 7.4 FTES (one fewer section was taught this year)

