

# Non-Instructional Program Review Template

## What is a Non-Instructional Program?

*Non-instructional programs represent all Administrative and Business Services, Student Services, and non-instructional Academic Affairs areas at BCC.*

## Non-Instructional Program Name

Please indicate the program name: Library

Academic Year: 2023-2024

Name(s) of Submitter(s): Bryan Asdel, Kyri Freeman, April Ayto, John Macomber, Steve Smith, Kimberly Evans

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## I. Area Description

*The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the area. This section should be kept short, a few paragraphs at the most, and address the following:*

A. What is the area mission and how does it support the institutional mission?

Barstow College Library is committed to serving the needs of our students, faculty, staff, and community patrons by striving to meet the following goals:

- Maintaining a diverse collection of materials to support the academic and vocational needs of our student body;
- Helping students develop skills essential to academic and occupational success by promoting information competency and critical thinking;
- Working with the faculty to ensure knowledge of the library's services and resources and providing training and support to incorporate them into curriculum;
- Providing resources and research assistance to enhance faculty research;
- Serving the diverse needs of all library patrons, including remote learners and those with special needs;
- Responding to changing technologies by providing resources in a variety of formats, both print and electronic, and maintaining a knowledgeable and skilled staff;
- Promoting lifelong learning and the value of the library in the campus environment.

B. What is the area vision and how does it support the institutional vision?

Barstow College Library remains focused on student success and the promotion of lifelong learning for our community.

C. Please provide a short area description:

The library provides material, resources, and instruction, physically and virtually to assist students, faculty, staff, and the community with their lifelong learning goals.

D. How does your area align to and/or support one or more of the following BCC Strategic Priorities?

The library will continue to bring online more digital books and databases to assist our online students. We continue to work with all departments and students to provide them with materials and information that they require. All staff at the library continue our education, taking relevant courses to ensure that we are up to date

## Non-Instructional Program Review Template

with the latest trends and technology, creating a culture of learning, innovation, and equitable student success. The library continues to build community by promoting library resources through the creation of LibGuides, library displays, community library cards and the digitization of the archive collection.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

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### II. Area Effectiveness

*The purpose of this section is to evaluate the area holistically by reviewing and analyzing data within the context of serving the area's internal and external customers, helping students reach their goals, and furthering the mission of BCC.*

*For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers.*

*Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.*

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## Customers

Demographics of internal and external customers – who do you serve?

The library serves the students, staff, and faculty of Barstow College. Specifically, we provide research and reading/viewing materials to students to assist them with their course assignments, career investigation, life skills, and intellectual passions. We also teach students to evaluate information and use the library systems. We offer professional development and higher education-related reading and viewing for College staff and faculty. Our librarians have been embedded in many courses including ARTS 1, ARTS 2, HUMA 4, SOCI 2, ENGL 1A, ENGL 1C, HIST 2A, HIST 1B, ENGL 1B, SOCI 1, HUMA 1, HIST 1A, HIST 2B, MUSI 3, BADM 6, CHLD 6, PSYC 11, COMM 2, COMM 3, PSYC 12, COMM 1, CBIS 1, CHLD 9, CBIS 13, WARE 54, WARE 55, ENTR 1, BADM 5, MGMT 5, SOCI 3, SOCI 25, ENGL 12B, ENGL 13A, COMM 4, CBIS 13, CBIS 14, CBIS 17, CBIS 22A, CHLD 35, CHLD 6, SDEV 5, COSM 51C, PSYC 15, CHLD 25, CHLD 17A, PHIL 1, MGMT 3, BADM 1, CHLD 11A, CHLD 35A, ENTR 2, ENTR 4, POLI 1, POLI 2 and COMM 2, in most cases more than once.

The library serves the general population of Barstow. Individuals can use library resources on a limited basis. We have offered residents and staff of the Barstow Veterans' Home the opportunity to have library cards, and several have taken advantage. Likewise, we have offered cards to the staff of the Mojave River Valley Museum and they have been interested. Offers to the local BLM and Mojave National Preserve staff have not gotten much response, but we remain interested in extending some level of access to select groups within local government and business.

## Policies and Process Response

What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit (BCC BP/AP; Federal, State & local regulations; guidelines). Describe the effect the changes or updates in policies and processes have had on the unit.

N/A

What in-house policies, procedures, and processes need to be updated, created, or deleted?

The Library Handbook of Policies and Procedures is being updated to reflect current changes in policy and procedure. The Handbook has an updated date of September 2023 which better outlines our current policies and procedures. New library signage and maps are needed because of recent departmental moves and changes.

The library is updating its student worker onboarding to make sure student workers feel ready to work in the library. The student worker handbook is being reworked.

## Collaboration with Other Areas Response

What areas and/or administrative units are integral to the work of your area and why? Please provide examples of collaborating with other areas on projects, process improvement, etc.

Added a new section for the Adult Education/FKCE with more than 1000 books covering childhood development, career development, job testing, GED testing and books in Spanish.

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What other areas have you worked with? Please provide examples of collaborating with other areas on projects, process improvement, etc.

The library has recently collaborated with the Adult Education department to house their book collection. This collection has now over 1000 items in the library collection.

The library is currently collaborating with The Mindful Space for Suicide Prevention Month with a central display including library materials and college resources for students.

The library is doing more to connect the library budget to provide for the Library and Teaching and Learning Support Center.

The library technician II was recently researching grants on behalf of the director of homeless and housing insecurity program, the dean of instruction and human resources. Contact was made with vendors for pricing and free trials/demos for the stakeholders.

Collaborated with Instructional Affairs Office on historical research and displays.

Embedded librarians collaborate with various instructional departments to provide materials and support for faculty and their online students.

What other areas do you want or need to work with more and why?

We need to have more regular contact with instructional faculty. At this time, faculty may or may not choose to have their students interact with the library. We can promote our services, but there is no regular channel for us to do so. If we had a regular presence on more college committees and were invited to departmental meetings, it would help us to have more consistent and effective contact with students. This may change with the move of academic affairs to the library as the faculty lounge is now in the library solarium

## Staffing

Area Organization – state any changes in the past few years.

Creation of more administrative positions, addition of a part-time librarian.

Please list any professional development that staff has participated in (Standard 3.2)

Staff have received training in Library Cataloging, Artificial Intelligence, Adobe Lightroom, and ADA Compliance.

The staff continue to make use of free career and technical training provided from LinkedIn Learning through California Community College's Vision Resource Center.

Library staff have made use of the Colleges Adobe License to use and learn many Adobe products.

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Our faculty librarian has continued professional development in library education and information literacy.

Our part-time faculty librarian has received certificates in ADA Compliance, OER Basics and Teaching Online with Instructional Design.

Our library technician II has taken many courses through 20+ courses through LinkedIn Learning and taken multiple courses through Coursera.

Please list any professional development staff would benefit from (Standard 3.2)

Library technology and systems, Office applications and software, Customer Service, SARS training, video creation and editing and Instructional training.

Do staff receive an annual employee evaluation on a regular basis (Standard 3.3)? If no, please explain.  
Yes

Is the staffing within the department sufficient to meet all responsibilities in a timely manner and support internal and external customers adequately (Standard 2.7)?  
Yes

### Area Effectiveness Data and Analysis

Satisfaction Surveys

Proposed student survey for main library webpage.

Audits, project tracking, etc.

We keep track of foot traffic, physical item checkouts, items purchased for and removed from the collection, donations, and traffic on our electronic resources. These are kept in spreadsheets (attached) and Board Reports (attached).

### Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

Students who do not have access to a tablet or laptop are often trying to access and search for library materials using their phones. Though this technically works, it is not ideal and makes reading college-level texts difficult. The Chromebook loan program took place outside our department and was one effective project toward closing this gap. The library plans to advocate to DEITC and Academic Senate for the continuation of that or a similar program and for the establishment of a technology access requirement for students who are taking all online courses or cannot easily access the physical library (i.e. Fort Irwin students and those in other communities).

The lack of ability to read, utilize logical thought patterns, demonstrate familiarity with current culture and events, and navigate computer systems at an adult level creates a huge gap in the ability of our students to access library resources and get the desired level of benefit from them. Some of this equity gap lies outside not only the library's control but that of BCC as an institution. To try and

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address this gap, we provide materials at various reading levels and in various modalities. We exemplify patience and courtesy in our dealings with students and analyze our instructional material to ensure the greatest possible accessibility.

### Institution-set Standards

If applicable, reflect on how the department/unit assists the college in reaching the institution-set standards and stretch goals. What innovative plans or projects will help to address any deficiencies?

#### Other Supporting Data (Qualitative or Quantitative)

Data supporting contribution to institution set standards? Reserve materials stats? Library sign in usage stats? Embedded librarian stats? How many classes?

The library supports institutional set standards by providing materials, such as textbook reserves which assist students in meeting their online and on campus course requirements. This access is vital to course completion. The textbook reserves section in the library provides essential access for students unable to acquire them for financial or other reasons. The library fully supports OER resources and makes available printed copies of OER textbooks for student use. (stats on textbook use? Alma?)

The library also provides expert research assistance from degreed librarians. Research assistance includes material created through LibGuides, online classroom embedded librarian services and an extensive collection of vetted materials dedicated to supporting instruction and life-long learning. The library also offers on-site instruction available to all, focused on classroom assignments.

The library's LibGuides focus not only on library material, but Barstow College resources as well. There are LibGuides supporting all college departments, including support pages on Job Searching, Anxiety Stress and Mental Health, and Coronavirus Disease (COVID-19). The LibGuides also provide material on community interest topics such as Places to Go, Things to do in our area, Genealogy, Generative AI (Artificial Intelligence) and Local History. New guides are added continuously not only for college courses but general interest topics. The library supports diversity with LibGuides on Native American Resources, Resources for LGBTQ and our monthly displays which highlight our resources.

Our Canvas page provides handouts on library databases, module workshops and an OER master list. Video demonstrations of library databases are currently ongoing with specific videos created to support classroom or student requests.

The library also participates in community outreach. We have issued cards to the Mojave River Valley Museum and offered cards to the Bureau of Land Management. We are available for residents of the Veteran's Home for book check out, newspapers, research and a quiet place to visit. We have also done research for the Mojave River Museum and other organizations resulting in sharing copies of documents to enrich the community. Past dated Newspapers are donated to the Barstow Humane Society.

All library material, resources and outreach support the Institution-set standards for course and degree completion, leading to degree and/or transfer opportunities. The library collection supports Certificate programs and Licensure Examination Pass Rates with the addition of test preparation books recently cataloged in the Adult Education section. The library also subscribes to the Films on Demand Database, which includes various collections of academic support materials including videos focused on CTE Programs. We continue to add LibGuides highlighting material for various certificate programs including the recent edition of Entrepreneurship 3 and 4 guides. The support the library supplies not only assists the college but the

## **Non-Instructional Program Review Template**

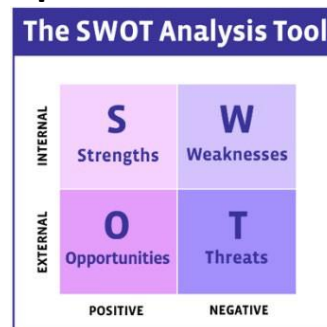
community, which in turn leads to higher employment rates.

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## SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
<b>Internal</b>	<b>STRENGTHS</b> Staff Knowledge Interdepartmental Cooperation	<b>WEAKNESSES</b>  Outdated job descriptions Need for more regular promotion/advertising
<b>External</b>	<b>OPPORTUNITIES</b> Faculty Relationships Outreach Diversifying Services Increase in Online Resource use Participate in more campus committees and events	<b>THREATS</b> Funding Decrease in physical student usage of library

### III. Goals and Service Area Outcomes (SAOs)/Administrative Unit Outcomes (AUOs)

The purpose of this section is to use data to develop goals, expected SAOs/AUOs for the next three years, and to reflect upon goals and outcomes from the previous cycle

You should reflect on and incorporate the responses from all the previous questions and the SWOT analysis into this section.

As you develop goals and outcomes:

- formulate **two to three goals with an expected outcome for each** that will help maintain or enhance program strengths or will act as an intervention to an identified weakness (cite evidence from assessment data and/or other area effectiveness data).
- indicate the **status** of the SAO/AUO (ex: is the goal or outcome new, a carry-over from the previous program review cycle, etc.)
- indicate how each goal and outcome are **aligned** with the College's [Strategic Priorities](#).
- indicate how each goal and outcome are **aligned** with the [Pillars of Guided Pathways](#).
- List at least one **action/strategy** for each goal/outcome.
- Explain how you will **measure** the goal/outcome.



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g. List any **resources** that will be needed to achieve the goal/outcome

## GOAL #1

Increase student engagement with Library programs and services.

### Expected Service Area Outcome/Administrative Unit Outcome

Students will increase their use of and engagement with the written word, leading to improved success in coursework at BCC and after transfer. (Assessment methods: Student use of appropriate resources for research assignments; circulation statistics; surveys of students to assess their reading behavior at various points during their education.)

A. This Goal/Outcome is

- New
- Continued
- Modified

*If modified please list how and why.*

The original goal was to increase 'awareness', but that doesn't measure the kind of active use of library resources and services that contributes to student success.

B. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

Choose an item.

C. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

D. Please list actions/strategies for achieving this goal/outcome.

1. Faculty librarians will make at least 20 separate contacts with instructional faculty each semester, promoting our resources and services and suggesting assignments, library tutorials, and other specific actions faculty can take to connect students with the library.

2. Contact measures will include email, personal interactions with faculty, flyers, open asynchronous/synchronous workshops, attending college informational events, embedding in courses, and social media outreach.

# Non-Instructional Program Review Template

3. Update library infrastructure, including carpet, stacks, and furniture.

E. Briefly explain how you will measure the goal/outcome.

Every time we make a contact, library staff will document whom we spoke with and what information was provided. We will then document if faculty bring their students in for tutorials, assign students library work, or follow any other suggestions, as far as possible. We will also assess this outcome via circulation data for both electronic and physical resources.

F. Please list resources (if any) that will be needed to achieve the goal/outcome.

Updated library classified job descriptions, Part-time librarian funding, funding for renovations.

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## GOAL #2

Continue to create an outstanding e-book collection.

### Expected Service Area Outcome/Administrative Unit Outcome

The library will provide students, faculty, and staff with a variety of timely, high-quality, and relevant print, audiovisual and electronic resources for support in coursework, research, professional development, life skills, and personal development.

G. This Goal/Outcome is

- New
- Continued
- Modified

*If modified please list how and why.*

Click or tap here to enter text.

In the past, our goal was to subscribe to Overdrive e-books. This has been accomplished. We now need increased funding so as to provide a collection of e-books that will support our academic programs and our students' information needs.

H. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

Choose an item.

I. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path

## Non-Instructional Program Review Template

Staying on the Path

Support Learning

J. Please list actions/strategies for achieving this goal/outcome.

Solicit faculty feedback for collection purposes

We have attached a BAP requesting increased funding. Whether or not we receive it, we do intend to continue actively acquiring a broad collection of e-books.

K. Briefly explain how you will measure the goal/outcome.

Number of e-books available.

L. Please list resources (if any) that will be needed to achieve the goal/outcome.

Increased funding per BAP.

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### GOAL #3

Improve accuracy and relevancy of the catalog.

#### Expected Service Area Outcome/Administrative Unit Outcome

Ensuring the accuracy of the catalog will assist students in finding and using relevant material. Catalog maintenance would be ongoing, reflecting the changing needs of students.

M. This Goal/Outcome is

New

Continued

Modified

*If modified please list how and why.*

Click or tap here to enter text.

N. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Choose an item.

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

O. Relationship to Guided Pathways

Clarify the Path

Entering the Path

Staying on the Path

## Non-Instructional Program Review Template

Support Learning

P. Please list actions/strategies for achieving this goal/outcome.

Remove outdated and underutilized materials. Use Alma Analytics to generate a list of books either published or last checked out before 2000 and then go through to consider for weeding. Improve the relevancy and accuracy of catalog. Catalog editing will also improve collection development goals.

Q. Briefly explain how you will measure the goal/outcome.

Run reports demonstrating outdated titles and incorrect records.

R. Please list resources (if any) that will be needed to achieve the goal/outcome.

Staff to run and check reports.

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### Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

[Click or tap here to enter text.](#)

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## Non-Instructional Program Review Template

### IV. Resource Requests

*What does the area need to meet its goals and outcomes? Resource requests should be evidence-based and tied to goals and objectives stated above.*

*Resources may be requested from the following categories:*

- a. Personnel/Staffing*
- b. Technology Resource*
- c. Facilities Resource*
- d. Professional Development*
- e. Other*

*For all resource requests departments/areas should utilize the Budget Allocation Proposal form and submit with their program review. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.*

<b>Goal/ Outcome #</b>	<b>Resource Required</b>	<b>Estimated Cost</b>	<b>BAP Required? Yes or No</b>	<b>If no, indicate funding source</b>
Classified position changes	HR - Staffing change	12,000	YES	Click or tap here to enter text.
Overdrive Ebooks	Overdrive Ebook database	\$10,000	YES	Click or tap here to enter text.
Removal of stacks	An outside team hired to remove and break down library shelving. Outside team to coordinate with facilities team	Click or tap here to enter text.	YES	Click or tap here to enter text.
New library carpeting	Outside team to coordinate with facilities team	205,00	YES	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

# Non-Instructional Program Review Template

# BUDGET ALLOCATION PROPOSAL

Date: <u>9/19/2023</u>	Originator: <u>Bryan Asdel</u>		
Program or Department Name:	<u>Library</u>		
Dean/Vice President/Supervisor:	_____		
What are you requesting? (Brief) _____			
Amount Requested: _____	<input checked="" type="checkbox"/> One-time Funding	<input type="checkbox"/> Ongoing Funding	
Funding Source (if known):	_____		
REQUEST TYPE:			
<input type="checkbox"/> Personnel/Staffing <small>Complete <b>Personnel/Staffing</b> section below</small> <input type="checkbox"/> OTHER	<input type="checkbox"/> Technology Resource <small>Complete <b>Technology</b> section below</small>	<input checked="" type="checkbox"/> Facilities Resource <small>Complete <b>Facilities</b> section below</small>	<input type="checkbox"/> Professional Development <small>Complete <b>Professional Development</b> section below</small>

PERSONNEL/STAFFING REQUEST	
Is the position request for:	<input type="checkbox"/> Faculty <input type="checkbox"/> Classified <input type="checkbox"/> Management/Confidential
Is the position requested:	<input type="checkbox"/> A new classification (Attach <i>proposed</i> job description, or <i>detailed</i> list of proposed duties) <input type="checkbox"/> An existing classification <i>Official Job Title:</i> _____
Is the position requested:	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time: _____ Months/Year    _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST	
Indicate the category of the request:	
<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> Printer/Copier <input type="checkbox"/> Network <input type="checkbox"/> Audio-Visual <input type="checkbox"/> License/Maintenance	
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input checked="" type="checkbox"/> Staff <input type="checkbox"/> Other
Is training required?	<input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____
How will it be secured?	<input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password
Have you completed and attached the <a href="#">Technology Assessment Form</a> ?	

FACILITIES RESOURCE REQUEST	
Indicate the intended users:	<input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Staff <input type="checkbox"/> Other
Is maintenance required?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes    Explain: <u>Outside team would do this and coordinate with facilities team.</u>

# BUDGET ALLOCATION PROPOSAL

PROFESSIONAL DEVELOPMENT REQUEST				
Indicate the intended users:	<input type="checkbox"/> Students	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Other
Do other internal areas/departments need to be involved?				
<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____		
Is technology needed?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____	

1. Why is the request being made?

The current almost 20-year-old bookcases no longer suit the changes being made to the physical collection of the library. The current shelving would be replaced with half shelves to better suit the current library physical collection.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

This proposal connects with the area mission and institutional mission.  
Page 1: Serving the diverse needs of all library patrons and those with special needs.

**GOAL #1**  
Increase student engagement with Library programs and services.  
**Expected Service Area Outcome/Administrative Unit Outcome**  
*Goal / Outcome*  
Part D #3. Update library infrastructure, including carpet, stacks, and furniture.  
(Page 10).

Please list resources (if any) that will be needed to achieve the goal/outcome.  
F. Updated library classified job descriptions, Part-time librarian funding, **funding for renovations.**

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

Goal #1  
3. Update library infrastructure, including carpet, stacks, and furniture.



# BUDGET ALLOCATION PROPOSAL

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3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?

Example: [Technology Assessment Form](#)

*(This question is not required for Personnel/Staffing requests.)*

The removal of the physical shelves would need support from facilities and maintenance to remove the existing shelves and place the new shelving.

4. a) How will this resource improve student success or institutional services?

Removal of the existing shelves to be replaced with half shelves would be more easily accessible and connect to compliance with ADA to make the learning resource center and the library more ADA friendly.

- b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

Removal of the current shelving would be demonstrated by improved use of the area by students.

- 5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

*(Follow the links to access each document)*

1. [Mission Statement](#)

Changing the shelving configuration will support “providing our students, community, and military population with the educational tools to achieve personal goals and professional growth” by promoting access to materials.

2. [Strategic Priorities](#) / [Strategic Goals](#)

### **Strategic Priority #1 - Innovate to Achieve Equitable Student Success**

4. “Promote the Barstow College Promise program, Transitional College and Dual enrollment and Adult Education programs to increase college access, affordability and completion.”

The library has added over 1000 physical books from adult education to the library shelves. Removal of the old shelving to ADA compliant half rack shelving would be better suited to incorporate all stakeholder groups.

3. [Educational Master Plan](#)

### **“Academic Affairs Liberal Arts Areas, Library- Student Academic Support Services Visions**

Ideas Percolating, Undetermined Implementation Date

- Remove outdated materials from the library.

## BUDGET ALLOCATION PROPOSAL

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- Once this is done, make physical changes to library furniture and its functions.”  
(p. 140)

4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#), [HR Staffing Plan](#), [Professional Development Plan](#)

Given it's the facilities request this would be in line with the Facilities Master Plan. While the Learning Resource Center is the 4<sup>th</sup> newest building on campus behind the Workforce office, performing arts and wellness center.

**Vision for the future 2030**

**Key Planning Objectives and Principles**

Where effective, renovate existing facilities to support programmatic needs (page 198).

Providing spaces and places where students can easily connect/collaborate with each other (page 198).

# BUDGET ALLOCATION PROPOSAL

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## ADMINISTRATIVE USE

Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Unit Priority Ranking: \_\_\_\_\_ of \_\_\_\_\_

### BUDGET INFORMATION

*(This section **MUST** be completed)*

Budget Program Number: \_\_\_\_\_  Restricted  Unrestricted

Comments regarding Budget Information: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# BUDGET ALLOCATION PROPOSAL

Date: <u>9/19/2023</u>	Originator: <u>Bryan Asdel</u>
Program or Department Name: <u>Library</u>	
Dean/Vice President/Supervisor: <u>Bryan Asdel</u>	
What are you requesting? (Brief) <u>Ongoing funding for Overdrive ebook database</u>	
Amount Requested: <u>\$10,000</u>	<input type="checkbox"/> One-time Funding <input type="checkbox"/> Ongoing Funding
Funding Source (if known): _____	
REQUEST TYPE:	
<input type="checkbox"/> <b>Personnel/Staffing</b> <small>Complete <i>Personnel/Staffing</i> section below</small> <input type="checkbox"/> OTHER	<input type="checkbox"/> <b>Technology Resource</b> <small>Complete <i>Technology</i> section below</small>
<input type="checkbox"/> <b>Facilities Resource</b> <small>Complete <i>Facilities</i> section below</small>	<input type="checkbox"/> <b>Professional Development</b> <small>Complete <i>Professional Development</i> section below</small>

PERSONNEL/STAFFING REQUEST	
Is the position request for:	<input type="checkbox"/> Faculty <input type="checkbox"/> Classified <input type="checkbox"/> Management/Confidential
Is the position requested:	<input type="checkbox"/> A new classification (Attach <i>proposed</i> job description, or <i>detailed</i> list of proposed duties) <input type="checkbox"/> An existing classification <i>Official Job Title:</i> _____
Is the position requested:	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time: _____ Months/Year    _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST	
Indicate the category of the request:	
<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> Printer/Copier <input type="checkbox"/> Network <input type="checkbox"/> Audio-Visual <input type="checkbox"/> License/Maintenance	
Indicate the intended users:	
<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other	
Is training required? <input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____	
How will it be secured? <input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password	
Have you completed and attached the <a href="#">Technology Assessment Form</a> ?	

FACILITIES RESOURCE REQUEST	
Indicate the intended users:	
<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other	
Is maintenance required? <input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____	

# BUDGET ALLOCATION PROPOSAL

PROFESSIONAL DEVELOPMENT REQUEST				
Indicate the intended users:	<input type="checkbox"/> Students	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Other
Do other internal areas/departments need to be involved?				
<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____		
Is technology needed?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____	

## 1. Why is the request being made?

To secure a larger amount of ongoing funding for Overdrive ebook database.

- Increasingly, the college is moving to online programs and services. E-books are vital resources for students who interact with the college mostly online. In addition, they cannot be damaged, stolen, or generate late fees.
- E-books are far more expensive as a one-time purchase than print books. Overdrive books cost on average \$100 or more. To adequately support our curriculum and community, we must dedicate more resources to this area. To provide one typical example, the book Effective Family Engagement Policies, which directly supports our Child Development courses, costs \$38.95 as a print book. On Overdrive, it costs 190.00. The expense is worth it to expand access to the resource, but the need for more financial support is obvious.

## 2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

Area Mission: Responding to changing technologies by providing resources in a variety of formats, both print and electronic.  
Goal #1, increase student engagement with library programs and services. Supports Guided Pathways in the areas of staying on the path and supporting learning. Goal #2, the library will provide faculty and staff with a variety of timely, high-quality, and relevant print, audiovisual, and electronic resources for support in coursework, research, professional development, life skills, and personal development. Our modified goal cites the need for increased funding. This supports Guided Pathways in the areas of staying on the path and supporting learning. Both goals align to Institutional Strategic Priority #1, “Innovate to Achieve Equitable Student Success”.

## b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

We assess our library outcomes largely through usage statistics. Over time, especially since the post-pandemic reopening, we have seen our foot traffic drop while our electronic usage data has proportionately increased. This strongly suggests the need for a much more extensive ebook collection.

## c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

As cited above, Goals #1 and 2.

# BUDGET ALLOCATION PROPOSAL

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3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?

Example: [Technology Assessment Form](#)

*(This question is not required for Personnel/Staffing requests.)*

Since this is a database, no other departments would be needed to implement it. Promotion and interpretation to students will be done within our department. We need ongoing increased funding.

4. a) How will this resource improve student success or institutional services?

Students who do not come to the college in person or find it easier to access an e-book will have access to a wide range of scholarly material supporting our curriculum. Students will not be liable for damage, loss, or late fees because this is impossible with e-books.

- b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

- Funding
- Number of books purchased
- Usage statistics provided by the vendor

- 5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

*(Follow the links to access each document)*

1. [Mission Statement](#)

This request supports higher learning by strengthening one aspect of our educational tools. It supports both traditional and distance education courses, programs, and pathways and innovates to keep abreast of our changing global society.

2. [Strategic Priorities / Strategic Goals](#)

**Strategic Priority #1 Innovate to achieve equitable student success**  
Ensure students are learning

2. Embrace innovative teaching strategies to enhance student engagement,
3. Embrace innovative ways to use instructional technology to support and enhance teaching and learning.

3. [Educational Master Plan](#)

4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#) , [HR Staffing Plan](#) , [Professional Development Plan](#)

Three of the seven themes of the Technology Plan connect directly with adding new technology to assist students.  
“Student success and access to current technology are synonymous. “

## BUDGET ALLOCATION PROPOSAL

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“The quality of our learning environments depends on technological currency.”  
“Wireless technology has become a mature technology able to support learning everywhere”

# BUDGET ALLOCATION PROPOSAL

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## ADMINISTRATIVE USE

Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Unit Priority Ranking: \_\_\_\_\_ of \_\_\_\_\_

### BUDGET INFORMATION

*(This section **MUST** be completed)*

Budget Program Number: \_\_\_\_\_  Restricted  Unrestricted

Comments regarding Budget Information: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# BUDGET ALLOCATION PROPOSAL

Date: <u>09/19/2023</u>	Originator: <u>Bryan Asdel</u>		
Program or Department Name:	<u>Library</u>		
Dean/Vice President/Supervisor:	<u>Bryan Asdel</u>		
What are you requesting? ( <i>Brief</i> )	<u>New Flooring in Library</u>		
Amount Requested: <u>\$55,250</u>	<input checked="" type="checkbox"/> One-time Funding	<input type="checkbox"/> Ongoing Funding	
Funding Source (if known):	_____		
REQUEST TYPE:			
<input type="checkbox"/> Personnel/Staffing <small>Complete <i>Personnel/Staffing</i> section below</small> <input type="checkbox"/> OTHER	<input type="checkbox"/> Technology Resource <small>Complete <i>Technology</i> section below</small>	<input checked="" type="checkbox"/> Facilities Resource <small>Complete <i>Facilities</i> section below</small>	<input type="checkbox"/> Professional Development <small>Complete <i>Professional Development</i> section below</small>

PERSONNEL/STAFFING REQUEST	
Is the position request for:	<input type="checkbox"/> Faculty <input type="checkbox"/> Classified <input type="checkbox"/> Management/Confidential
Is the position requested:	<input type="checkbox"/> A new classification (Attach <i>proposed</i> job description, or <i>detailed</i> list of proposed duties) <input type="checkbox"/> An existing classification <i>Official Job Title:</i> _____
Is the position requested:	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time: _____ Months/Year    _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST	
Indicate the category of the request:	<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> Printer/Copier <input type="checkbox"/> Network <input type="checkbox"/> Audio-Visual <input type="checkbox"/> License/Maintenance
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other
Is training required?	<input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____
How will it be secured?	<input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password
Have you completed and attached the <a href="#">Technology Assessment Form</a> ?	

FACILITIES RESOURCE REQUEST	
Indicate the intended users:	<input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Staff <input checked="" type="checkbox"/> Other
Is maintenance required?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes    Explain: <u>New flooring will require regular sweeping, moping, etc.</u>

# BUDGET ALLOCATION PROPOSAL

PROFESSIONAL DEVELOPMENT REQUEST				
Indicate the intended users:	<input type="checkbox"/> Students	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Other
Do other internal areas/departments need to be involved?				
<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____		
Is technology needed?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____	

1. Why is the request being made?

New flooring in the library can contribute to a safer, more comfortable, and visually appealing environment that positively influences students' well-being, engagement, and learning outcomes.

Several areas are very worn in the carpet near the computers. The carpeting is now almost 20 years old and needs to be redone to look appealing and inviting to the students entering the library.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

3. Update library infrastructure, including carpet, stacks, and furniture (pg. 10).

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

This request will help increase the number of students utilizing the library by creating a more welcoming educational environment, having new flooring installed will improve the overall look, feel, and cleanliness of the library.

c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

Goal # 1 Increase student engagement with Library programs and services.

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?

Example: [Technology Assessment Form](#)

*(This question is not required for Personnel/Staffing requests.)*

If this item is approved M&O staff will be needed to temporarily remove the furniture including desks, tables, and study carols. IT may also be needed to temporarily move the computers and monitors.

4. a) How will this resource improve student success or institutional services?

# BUDGET ALLOCATION PROPOSAL

A comfortable and attractive space will encourage students to spend more time in the library. This can foster a sense of community and provide opportunities for informal interactions and collaborative learning among students.

b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

Using SARS, Library usage and attendance data will be gathered and analyzed to see if more students have utilized our services.

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

*(Follow the links to access each document)*

1. [Mission Statement](#)

N/A

2. [Strategic Priorities / Strategic Goals](#)

3. [Educational Master Plan](#)

**“Academic Affairs Liberal Arts Areas, Library- Student Academic Support Services  
Visions**

Ideas Percolating, Undetermined Implementation Date

- Remove outdated materials from the library.
- Once this is done, make physical changes to library furniture and its functions.”  
(p. 140)

4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#), [HR Staffing Plan](#), [Professional Development Plan](#)

Given it's the facilities request this would be in line with the Facilities Master Plan. While the Learning Resource Center is the 4<sup>th</sup> newest building on campus behind the Workforce office, performing arts and wellness center.

Vision for the future 2030

Key Planning Objectives and Principles

Where effective, renovate existing facilities to support programmatic needs (page 198).

Providing spaces and places where students can easily connect/collaborate with each other (page 198).

# BUDGET ALLOCATION PROPOSAL

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## ADMINISTRATIVE USE

Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Unit Priority Ranking: \_\_\_\_\_ of \_\_\_\_\_

### BUDGET INFORMATION

*(This section **MUST** be completed)*

Budget Program Number: \_\_\_\_\_  Restricted  Unrestricted

Comments regarding Budget Information: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# BUDGET ALLOCATION PROPOSAL

Date: <u>10/4/2023</u>	Originator: <u>Emily Garrison/Rosalinda Palakiko, Shannon Batchev (Manager Reps 2023-24)</u>		
Program or Department Name:	<u>Library</u>		
Dean/Vice President/Supervisor:	<u>Emily Garrison / Dr. Jennifer Rodden</u>		
What are you requesting? <i>(Brief)</i>	<u>Subscription to Candid Community</u>		
Amount Requested: <u>\$2,995.00</u>	<input type="checkbox"/> One-time Funding <input checked="" type="checkbox"/> Ongoing Funding		
Funding Source (if known):	<u>Library</u>		
REQUEST TYPE:			
<input type="checkbox"/> Personnel/Staffing <small>Complete <i>Personnel/Staffing</i> section below</small> <input type="checkbox"/> OTHER	<input checked="" type="checkbox"/> Technology Resource <small>Complete <i>Technology</i> section below</small>	<input type="checkbox"/> Facilities Resource <small>Complete <i>Facilities</i> section below</small>	<input checked="" type="checkbox"/> Professional Development <small>Complete <i>Professional Development</i> section below</small>

PERSONNEL/STAFFING REQUEST	
Is the position request for:	<input type="checkbox"/> Faculty <input type="checkbox"/> Classified <input type="checkbox"/> Management/Confidential
Is the position requested:	<input type="checkbox"/> A new classification (Attach <i>proposed</i> job description, or <i>detailed</i> list of proposed duties) <input type="checkbox"/> An existing classification <i>Official Job Title:</i> _____
Is the position requested:	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time: _____ Months/Year    _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST	
Indicate the category of the request:	
<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> Printer/Copier <input type="checkbox"/> Network <input type="checkbox"/> Audio-Visual <input checked="" type="checkbox"/> License/Maintenance	
Indicate the intended users:	<input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Staff <input checked="" type="checkbox"/> Other / Foundation Library staff will be trained on how to use _____
Is training required?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes    Explain: <u>databases</u>
How will it be secured?	<input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input checked="" type="checkbox"/> Password
Have you completed and attached the <a href="#">Technology Assessment Form</a> ? No- no software or equipment needed "self-contained off campus resource"	

FACILITIES RESOURCE REQUEST	
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other
Is maintenance required?	<input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____

# BUDGET ALLOCATION PROPOSAL

PROFESSIONAL DEVELOPMENT REQUEST				
Indicate the intended users:	<input checked="" type="checkbox"/> Students	<input checked="" type="checkbox"/> Faculty	<input checked="" type="checkbox"/> Staff	<input checked="" type="checkbox"/> Other – Foundation
Do other internal areas/departments need to be involved?				
<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	Explain: _____		
		Subscription – no software or equipment needed; We will want the database approved for ADA compliance		
Is technology needed?	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____	

1. Why is the request being made?

Participation in SOLVE CC and community outreach has identified deficiencies in our community’s ability to source funding for much needed programs. Students, staff, faculty foundation members and our non-profit partners have expressed the desire to seek grant funding, yet they do not have the available tools to search for philanthropic opportunities. A subscription to Candid Community would provide system-wide access to Guidestar, Foundation Directory and Grants to Individuals. Access would be provided by using our Library computers, encouraging students, faculty, staff, and community members to visit our Library.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

Area Description: Area I: Barstow College Library is committed to serving the needs of our students, faculty, staff, and community patrons:

- Providing resources and research assistance to enhance faculty research
- Serving the diverse needs of all library patrons, including remote learners and those with special needs.
- Promoting lifelong learning and the value of the library in the campus environment

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

This request would increase student engagement, faculty engagement, and community engagement at-large. Multiple Institutional Learning Outcomes would be supported including Information Competency and Technical Skills, Civic Engagement and Personal & Professional Development.

c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

**Goal #1 Increase student engagement with Library programs and services.**

**Goal #3 – Improve accuracy and relevancy of the catalog.**

## BUDGET ALLOCATION PROPOSAL

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3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?

Example: [Technology Assessment Form](#)

*(This question is not required for Personnel/Staffing requests.)*

Library – Day-to-day support  
IT – Initial set-up  
PIO – Website updates and publicity  
Distance education and Instructional Technology – ADA compliance check

4. a) How will this resource improve student success or institutional services?

Grants to Individuals provides students and faculty with grant opportunities for research and scholarships. Many students struggle with the cost of schooling. Access to additional funding resources would help our disadvantaged students. Students interested in entrepreneurship and non-profit careers will be given the opportunity to explore funding opportunities for new capital/start-up funding. Faculty could improve their course quality by engaging in funded research projects. Foundation Directory will provide access to available grants for our Foundation, community non-profits, CTE program and other departments seeking grant funding. Innovative programs often require grants to get started. Finding new grants can be challenging without these databases. Access to these resources will give students, faculty, staff and our community a new reason to visit the library. It will also attract civic leaders to come to our campus. This will help foster new partnerships within our community.

- b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

The library tracks students, employees and community members on usage of the facility. To gather data, we would look for an increase in these areas.

- 5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

*(Follow the links to access each document)*

1. [Mission Statement](#)

The mission statement talks about open access to our institution. This database will give a new reason for community members and local non-profits to visit our campus and use our services. This access will also enhance leadership development and allow more members of our community to thrive in this changing global society.

2. [Strategic Priorities / Strategic Goals](#)

Standard 2 promotes our institution to meaningfully participate in building the greater Barstow Community. This data base will ignite and attract community members to seek economic development opportunities.  
Standard 3 promotes building community, broaden and strengthen outreach efforts and community service. Candid Community will allow local non-profits and community groups to find the financial resources they need to implement systemic change.

## BUDGET ALLOCATION PROPOSAL

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3. [Educational Master Plan](#)

The database will allow faculty to source funding for research projects, which will improve the quality of education provided.

4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#), [HR Staffing Plan](#), [Professional Development Plan](#)

This will provide additional resources to our staff who are currently looking for, or writing grants for program funding.



# BUDGET ALLOCATION PROPOSAL

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## ADMINISTRATIVE USE

Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Unit Priority Ranking: \_\_\_\_\_ of \_\_\_\_\_

### BUDGET INFORMATION

*(This section **MUST** be completed)*

Budget Program Number: \_\_\_\_\_  Restricted  Unrestricted

Comments regarding Budget Information: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Candid.

Foundation Center and GuideStar have joined forces to become Candid.

## QUOTE

\*\* This is not an Invoice\*\*

**QUOTE NUMBER:** Q-202309-221531

**QUOTE DATE:** 09/22/2023

**SALESPERSON:** Jessica Coughlin  
jessica.coughlin@candid.org

### Candid.

32 Old Slip

24<sup>th</sup> Floor

New York, NY 10005

### SOLD TO:

Barstow Community College

CA

US

### PLACED BY:

### PAYMENT SCHEDULE:

N/A

### PAYMENT TERMS:

### SERVICE DATES:

Start: 11/01/2023

End: 10/31/2024

### ADDITIONAL NOTES:

ITEM #	DESCRIPTION	LINE DESCRIPTION	PRICE	AMOUNT
Candid Community	Candid Community (GuideStar, Foundation Directory and Grants to Individuals) - System wide		\$2,995.00	\$2,995.00
			\$2,995.00	\$2,995.00
			Sales Tax**	
			<b>Total</b>	<b>\$2,995.00</b>

\*\* Please note that your purchase maybe subject to state sales tax, where applicable. If you are exempt from state sales tax, please provide a pdf of your certificate of exemption via email to [taxexempt@candid.org](mailto:taxexempt@candid.org).

\*\* THIS IS NOT AN INVOICE - Please sign and return to Jessica Coughlin (jessica.coughlin@candid.org) and our Accounting Team will create and send an Invoice shortly thereafter.

Quote Number: Q-202309-221531

Signing below indicates that you have read and agree to the **terms and conditions** for the above product(s).

Net Amount: \$2,995.00

Sales Tax\*\*:

**Total: \$2,995.00**

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

# BUDGET ALLOCATION PROPOSAL

Date: <u>9/6/2023</u>	Originator: <u>Bryan Asdel</u>		
Program or Department Name:	<u>Library</u>		
Dean/Vice President/Supervisor:	<u>Bryan Asdel</u>		
What are you requesting? ( <i>Brief</i> )	<u>Changes in Library Tech I &amp; II Job Descriptions</u>		
Amount Requested: <u>\$12,000</u>	<input type="checkbox"/> One-time Funding	<input checked="" type="checkbox"/> Ongoing Funding	
Funding Source (if known):	_____		
REQUEST TYPE:			
<input checked="" type="checkbox"/> <b>Personnel/Staffing</b> <small>Complete <i>Personnel/Staffing</i> section below</small> <input type="checkbox"/> OTHER	<input type="checkbox"/> <b>Technology Resource</b> <small>Complete <i>Technology</i> section below</small>	<input type="checkbox"/> <b>Facilities Resource</b> <small>Complete <i>Facilities</i> section below</small>	<input type="checkbox"/> <b>Professional Development</b> <small>Complete <i>Professional Development</i> section below</small>

PERSONNEL/STAFFING REQUEST	
Is the position request for:	<input type="checkbox"/> Faculty <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Management/Confidential
Is the position requested:	<input type="checkbox"/> A new classification (Attach <i>proposed</i> job description, or <i>detailed</i> list of proposed duties) <input checked="" type="checkbox"/> An existing classification                Official Job Title: <u>Library Tech I / Library Tech II</u>
Is the position requested:	<input checked="" type="checkbox"/> Full Time <input type="checkbox"/> Part Time: <u>12</u> Months/Year <u>40</u> Hours/Week

TECHNOLOGY RESOURCE REQUEST	
Indicate the category of the request:	
<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> Printer/Copier <input type="checkbox"/> Network <input type="checkbox"/> Audio-Visual <input type="checkbox"/> License/Maintenance	
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other
Is training required?	<input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____
How will it be secured?	<input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password
Have you completed and attached the <a href="#">Technology Assessment Form</a> ?	

FACILITIES RESOURCE REQUEST	
Indicate the intended users:	<input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other
Is maintenance required?	<input type="checkbox"/> No <input type="checkbox"/> Yes    Explain: _____

# BUDGET ALLOCATION PROPOSAL

PROFESSIONAL DEVELOPMENT REQUEST				
Indicate the intended users:	<input type="checkbox"/> Students	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Other
Do other internal areas/departments need to be involved?				
<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____		
Is technology needed?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____	

## 1. Why is the request being made?

The job descriptions for Library Technician I and Library Technician II have not been updated in almost 20 and 15 years, respectively. Changes in the job duties need to be made to accurately reflect the work done in a modern Library and expand the responsibilities of each position to better accommodate the goals and challenges of the modern day.

technologies and responsibilities have been added to both positions in the last 15 years and the original Library Technician II job description was based on the previous AV specialist job description, which no longer applies with the changes in technology.

Both positions are very technology heavy and there have been changes in technology in the last 15 years using equipment and software that was not present at the time the job descriptions were written.

## 2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

### Goal#1

Increase student engagement with Library programs and services.

### Expected Service Area Outcome/Administrative Unit Outcome

Please list resources (if any) that will be needed to achieve the goal/outcome.

F. Updated library classified job descriptions, Part-time librarian funding, funding for renovations. (Page 10).

Listed at the top of page 13 in the BAP table of needed Resource Requests IV.

## b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

Maintaining a knowledgeable staff is both an area mission and supported by the larger institutional mission.

## c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

Listed first in the "Area Description" page 1. Maintaining a knowledgeable and skilled staff.

This is supported page 2. While connected to the strategic priority: Achieve Sustainable

# BUDGET ALLOCATION PROPOSAL

Excellence in all Operations.

“All staff at the library continue our education, taking relevant courses to ensure that we are up to date with the latest trends and technology, creating a culture of learning, innovation, and equitable student success.”

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?

Example: [Technology Assessment Form](#)

*(This question is not required for Personnel/Staffing requests.)*

N/A – question not required for Personnel/Staffing requests.

Updated job descriptions will go through review by HR, Administration and CSEA (California School Employees Association) union.

4. a) How will this resource improve student success or institutional services?

By updating the job descriptions, the classified staff will be better able to accommodate students because it will allow for an expansion of pay to feel supported by the institution and their many responsibilities that have changed over the last 15 years will match to their job descriptions.

Funding to match expertise.

- b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

Changes in the classified professionals' work. New duties regarding technology have changed for the library technician and the library technician II that were not present in 2008 when the job description was last revised.

Job fulfillment and job satisfaction will improve the staff's wellbeing

- 5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

*(Follow the links to access each document)*

1. [Mission Statement](#)

2. [Strategic Priorities](#) / [Strategic Goals](#)

# BUDGET ALLOCATION PROPOSAL

## **Strategic Priority #1 Strategic Intention *Help Students Stay on the Path***

“Embed academic and non-academic supports throughout students’ programs to promote student learning and persistence.”

“Close equity gaps by providing supports through OER, low-cost degrees, enhanced scholarship offerings, and out of classroom supports through tutoring and the Teaching and Learning Support Center.”

Updating the Library’s classified job descriptions to match their new duties will allow the staff to better help students stay on the path by allowing them to have more responsibility in managing OER and in supporting our embedded Librarian program.

## **Strategic Priority #3 Build Community**

Commitment— Create a climate where internal stake holders feel included, valued, empowered and seen, by taking ownership of goals and performance

Strategic Intentions: Revitalize a positive, mutually supportive and caring Barstow Community College that sustains a sense of belonging and affirms the contributions of all members.

1. Redefine institutional roles and boundaries to break down barriers that inhibit well-coordinated and nurturing support and focus on students.
3. Provide an organizational structure that supports and rewards hard work, dedication and discipline, and creates upward mobility.

Invest in Continuous Professional Development for faculty and staff

1. Develop culturally astute and responsive leaders in their respective fields, who model collaborative thinking in their work with students, and community members and partners.
2. Provide support for faculty and staff in developing digital fluency to effectively learn, interpret, analyze, construct, communicate information and teach in a digitally connected world

## **Strategic Priority 4: Achieve Sustainable Excellence in all Operations**

In alignment with Strategic Priority #4 which focuses on professional development and job growth for not only faculty but staff at the college.

**Strategic Priority 5: Campus Culture-** *Build a diverse and committed campus culture that promotes engagement among students, staff (classified/management), faculty, and the college and the community.*

Goal #3 is to improve workplace communication culture. This includes workplace efficiency, satisfaction and professionalism.

## **Strategic Priority 7: Diverse and Excellent Workforce- Attract, develop, and retain an excellent and diverse workforce.**

Strategic Priority #7 also connects with this request in the need to develop and retaining an excellent and diverse workforce

### 3. [Educational Master Plan](#)

### 4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#), [HR Staffing Plan](#), [Professional Development Plan](#)

## BUDGET ALLOCATION PROPOSAL

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Strategic Priority 7: Diverse and Excellent Workforce- Attract, **develop, and retain** an excellent and diverse workforce (p.19)

One of the principles of the Technology Plan is:

4. Provide adequate staff support as new technology and technology programs are adopted.

The classified job descriptions were written many years ago, 2003 for Library Technician I which is 20 years ago and 2008 – 15 years ago for Library Technician II. Since then many different new technologies have been added which changes job description.

# BUDGET ALLOCATION PROPOSAL

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## ADMINISTRATIVE USE

Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Comments/Recommendations:

Unit Priority Ranking: \_\_\_\_\_ of \_\_\_\_\_

### BUDGET INFORMATION

*(This section **MUST** be completed)*

Budget Program Number: \_\_\_\_\_  Restricted  Unrestricted

Comments regarding Budget Information: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_