

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: 2024-2025

Name(s) of Submitter(s): Kyri Freeman

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 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

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- Ignite a Culture of Learning and Innovation
 - Build Community
 - Achieve Sustainable Excellence in all Operations
-

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.

We are impacted by a physical change to our surroundings in the form of the removal of a barrier that prevented students from exiting the rear door. With this door easily accessible, theft becomes an even more urgent concern.

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.

We work closely with academic departments in the form of our Embedded Librarian program.

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

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

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

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

Staffing

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Area Organization – state any changes in past few years

We have added two part-time associate faculty librarian positions. The administrative position that previously supervised the library, which was held by Bryan Asdel, was vacated when he left and it is unclear whether it will be filled.

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

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

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

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

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)?

We are currently short one part-time and one full-time Library Technician compared to past staffing. This shortfall is being partly covered by a substitute worker. It would be preferable to hire a permanent part-time employee so that the staff member could be fully trained and a more integrated part of our department. The current substitute worker would be a strong candidate. With the addition of faculty resources it is possible that we could leave one of the classified positions unfilled.

Area Effectiveness Data and Analysis

Satisfaction Surveys

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

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?

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 Barstow Community College NIPR Template (rev 05.2023) P. 6 Non-Instructional Program Review Template address this gap, we provide materials at various reading levels and in various modalities.

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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.

We assist the college in reaching its educational goals by helping students to improve their academic performance.

Other Supporting Data (Qualitative or Quantitative)

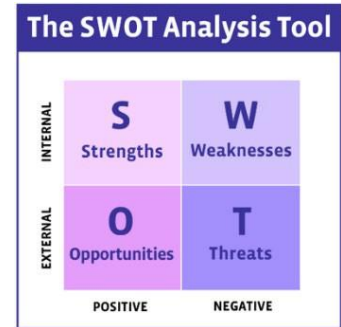
The library supports institutional set standards by providing materials, such as textbook reserves which assist students in meeting their online and on campus course requirements. This access is vital to course completion. The textbook reserves section in the library provides essential access for students 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 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
Internal	STRENGTHS Staff Knowledge Interdepartmental Cooperation	WEAKNESSES Outdated job descriptions Need for more regular promotion/advertising
External	OPPORTUNITIES Faculty Relationships Outreach Diversifying Services Increase in Online Resource use Participate in more campus committees and events	THREATS Funding Decrease in physical student usage of library Physical insecurity of collection

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

GOAL #1

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Click or tap here to enter text.

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.

Click or tap here to enter text.

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

Choose an item.

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

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

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.

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- F. Please list resources (if any) that will be needed to achieve the goal/outcome.
Updated faculty and staff job descriptions
-

GOAL #2

Click or tap here to enter text.

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.

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

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Choose an item.

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

- I. Relationship to Guided Pathways

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

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

Though our BAP as of last PR asking for more e-book funding was apparently declined, we do intend to continue actively acquiring a broad collection of e-books and have completed budget transfers to accomplish this.

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

Number of e-books available.

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- L. Please list resources (if any) that will be needed to achieve the goal/outcome.
Click or tap here to enter text.
-

GOAL #3

Improve physical security of collection

Expected Service Area Outcome/Administrative Unit Outcome

We currently lose thousands of dollars of California taxpayers' money through books that either are simply stolen, or are never returned. Fines and fees can also create an obstacle for students. A currently completed inventory has made the magnitude of this problem clear. The expected outcome will be a reduction in missing items.

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

Choose an item.

Choose an item.

Choose an item.

O. Relationship to Guided Pathways

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

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

We have begun work to ensure that students are receiving late/missing item notifications. We will meet with the Business Office to clarify the fine/fee procedures. We will also meet with M&O and other stakeholders to see how we can address the security issue of the back door.

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

Fewer fines levied for lost/missing/late items; inventory showing items present on the shelf and not

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missing.

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

We might need either a new barrier in the back of the library or for staff working in that area to have a key rather than the door remaining unlocked for exit. The full-time library has requested to move her office to that area but this has not been approved as of writing.

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.

There were some BAPs created by Mr. Asdel that were not awarded, and we will not be pursuing them at this time as they are not well understood by the remaining employees and have already been deemed nonessential by the college.

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IV. Resource Requests

Did you receive any resources over the last cycle? Did the funding of resource(s) have the positive changes the discipline or program was looking for?

Click or tap here to enter text.

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.

Goal/ Outcome #	Resource Required	Estimated Cost	BAP Required? Yes or No	If no, indicate funding source
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.
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BUDGET ALLOCATION PROPOSAL

Date: <u>9/10/2024</u>	Originator: <u>Kyri Freeman</u>
Program or Department Name: <u>Library</u>	
Dean/Vice President/Supervisor: <u>Emily Garrison</u>	
What are you requesting? (Brief) <u>Increased funding for Overdrive e-books</u>	
Amount Requested: <u>\$10,000</u>	<input type="checkbox"/> One-time Funding <input checked="" type="checkbox"/> Ongoing Funding
Funding Source (if known): _____	
REQUEST TYPE:	
<input type="checkbox"/> Personnel/Staffing <i>Complete Personnel/Staffing section below</i> <input type="checkbox"/> OTHER	<input checked="" type="checkbox"/> Technology Resource <i>Complete Technology section below</i>
	<input type="checkbox"/> Facilities Resource <i>Complete Facilities section below</i>
	<input type="checkbox"/> Professional Development <i>Complete Professional Development section below</i>

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 type="checkbox"/> Staff <input type="checkbox"/> Other
Is training required? <input checked="" 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 checked="" type="checkbox"/> Password	
Have you completed and attached the Technology Assessment Form ?	

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 checked="" 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.

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.)

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. 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](#)

Having greater access to a wide range of materials supports our students in their educational endeavors.

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

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ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

Signature: _____ Date: _____

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: _____

BARSTOW COMMUNITY COLLEGE DISTRICT
Technology Assessment Form for Software and Equipment

Directions:

The requestor will work with the Director of IT and the VP of Administrative Services to complete sections A-E and attach to their Administrative Unit or Program's Budget Allocation Proposal during the Program Review process.

A. Purchase Information

1. Requestor Name	Kyri Freeman
2. Department or Program Name	Library
3. Equipment/Software Description	Increased funding for existing e-book subscription

B. Operational Expenses and Detailed Description of Required Services Needed

1. Software (Description and cost)	.
2. Hardware (Description and cost)	
3. Implementation costs	
4. Maintenance a) Software b) Hardware c) Programming d) Employee Set-up e) Inventory Control	
5. Subscription or Perpetual License a) yearly cost b) site licensing, per computer or per user licensing.	\$10,000 for increased e-book purchasing
6. Who will maintain this product/application? a) Department b) IT Department c) Vendor	
7. Is the quote attached for the new software/hardware?	
8. Sustainability Requirement	

C. Describe the Total Cost of Ownership (V.P. of Administrative Services)

The subscription to the e-book provider is already funded. We are asking for ongoing increased funding. No additional training or maintenance is needed.

D. Check all boxes to which this purchase applies

Mission Statement <i>(must apply)</i>	
Barstow Community College is an open-access learning environment that promotes critical thinking, communication, personal and professional responsibility, and global awareness by offering quality courses, programs, and support services.	x <input type="checkbox"/>
Within accreditation standards?	x <input type="checkbox"/>
Maintains fiscal integrity?	x <input type="checkbox"/>
Promotes employee involvement in activities associated with professional responsibilities.	<input type="checkbox"/>
Increases student engagement, student success and student equity?	x <input type="checkbox"/>
Promotes Workforce and Economic Development within the local community, the District and region?	x <input type="checkbox"/>
Strategic Priorities <i>(must apply to at least 1)</i>	
Innovates to Achieve Equitable Student Success?	x <input type="checkbox"/>
Ignites a Culture of Learning and Innovation?	x <input type="checkbox"/>
Builds Community?	<input type="checkbox"/>
Achieves Sustainable Excellence in all Operations?	x <input type="checkbox"/>

E. Acknowledgement of receipt and awareness of terms, conditions, and regulations

Title	Name	Signature	Date
Initiator Supervisor			
Director of IT			
Budget Analyst			
VP Administrative Services			

F. Approval of Purchase

Title	Name	Signature	Date
Cabinet Approval			
Superintendent/President			