



2026-2030 Strategic Plan

Division of the Library & Learning Commons and
Tutoring and Academic Support Center (TASC)

Mission Statements

Library

The Bunker Hill Community College Library & Learning Commons provides the college's community with access to resources, services, and spaces that help students, staff, and faculty succeed in their individual educational journeys. The Library staff supports and encourages users and facilitates cross-college connections while strengthening users' self-confidence, research, and critical information literacy skills.

TASC

The Tutoring and Academic Support Center (TASC) provides a variety of course-specific, Universally Designed, and targeted support to facilitate individual student learning and grow students' academic self-confidence while they pursue their educational goals at Bunker Hill Community College. We provide group and one-on-one tutoring in a welcoming and encouraging environment while offering opportunities for independent study, study groups, and workshops.

Learning Commons

The Learning Commons fosters universal student success and retention through workshops, digital learning objects, emerging initiatives in student support, and other data-informed practices. The Learning Commons collaborates with departments across campus to identify and address gaps in students' academic skills and assess the effectiveness of the Learning Commons' interventions.

OER

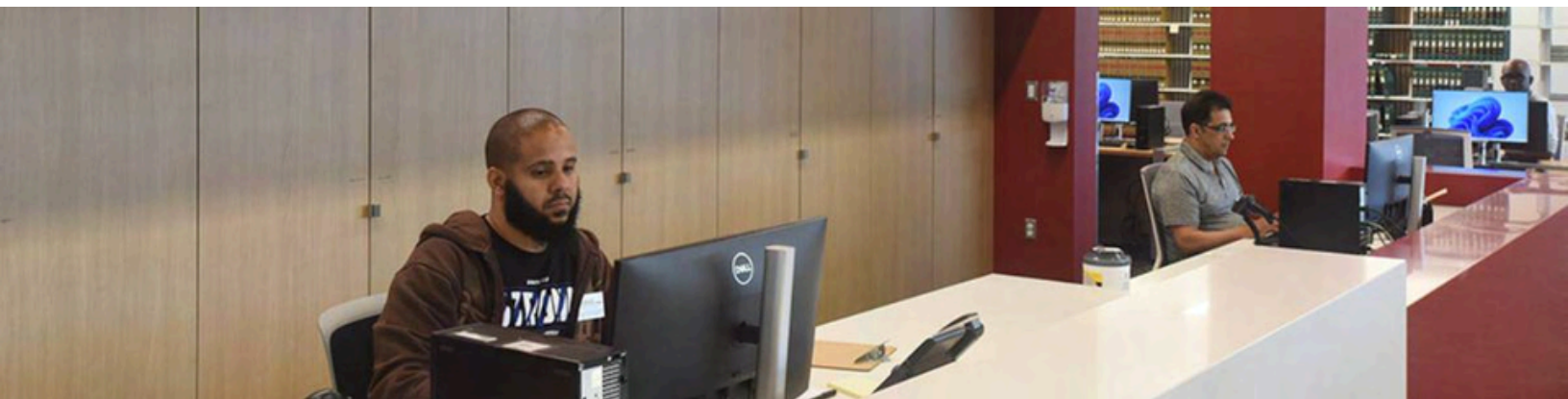
Open Education @BHCC champions academic freedom and innovation by enabling the customization and rapid updating of learning materials to ensure that content is relevant, comprehensive, and reflective of heterogenous communities. Committed to protecting privacy and fostering collaboration, we strive to create engaging educational experiences that inspire lifelong learning and help every learner reach their fullest potential.

The Process

The work for creating the 2026 – 2030 strategic plan for the Division of the Library and Learning Commons and TASC started in the late spring of 2024. First, we reviewed the then draft version of the new Bunker Hill Community College strategic plan, determining what areas of the college's plan could the work of the Library and Learning Commons and TASC help advance.

A small Strategic Planning Task Force helped plan a division-wide retreat for the summer of 2024. The task force identified four discussion categories: assessment, resources, community, and student support services. We let retreat participants self-select which discussion group they wish to be a part of with a limit of 5 people per group. Each group completed a KARP (Keep, Acquire, Require, Problems) analysis for their focus area. This round of discussion and brainstorming happened twice with participants switching groups between rounds. The results of the KARP analyses were compiled and coded into larger cross-departmental themes from which the goals and objectives of the strategic plan could be developed. Those being: technology, community connections, staff and operations, services and accessibility, and assessment.

After our first divisional retreat, we also completed an environmental scan of the libraries and tutoring centers of six peer institutions, based on their Carnegie Classifications using the FY 2023 IPEDS data, which was the latest available data at the time the environmental scan was completed. In conducting the environmental scan, we found out that we are the only institution with a single library, along with the smallest FTE library staff and full-time tutoring staff. We also have the smallest physical collection, although for some categories, such as books and serials, we have the largest electronic collections. At the time of the environmental scan, we did have the smallest physical circulation, but we were also the second largest interlibrary loan lender. The amount of Library of Things items that we have available seems to be on par with our peer institutions; however, there is a noticeable gap in our collection. All of the other peer institutions that have a Library of Things have laptops and/or tablets available for circulation.



We also distributed a survey to get feedback from internal stakeholders on library usage. The survey received 39 responses. We received 5 responses from divisional staff and 34 responses from users. Those 34 respondents break down to 16 faculty responses, 6 staff responses, and 12 student responses. In completing an affective Likert-scale inventory, our divisional staff reported feeling very safe, supported, and capable. However, feeling valued, appreciated, supported, encouraged, and challenged were the lowest scoring inventory items. The divisional staff had a lot of ideas for intra-divisional bonding and collaboration, and professional development. A recurring response to the user service was that the Tutoring and Academic Support Center should have longer hours and a dedicated in-person health sciences tutor. There was also user feedback that there needs to be a stronger tutoring and library presence on the Chelsea campus. Both students and faculty & staff want to see more events hosted by the TASC and the Library. Answers from across user groups express appreciation for the work of the TASC and the library and find the staff helpful and approachable. In addition to data collection, meetings were held with all full-time staff members of each department within the division to craft or revise the mission statement for their department.

A second divisional retreat was held in Summer 2025. Retreat participants were assigned to discussion groups by the Strategic Planning chairs with the intent of brainstorming goals and objectives for their thematic areas. Each participant had an opportunity to participate in two discussion groups. All notes were compiled from the retreat, and the Dean of the Library and Learning Commons and TASC condensed the notes into our goals and objectives. The goals and objectives were reviewed and approved by all full-time staff members of the Division.

The finalized list of goals and objectives were sent to all full-time staff members in the division so that they could ideate action items for each objective. All of the suggested action items were reviewed by the strategic planning chairs and the Non-Union Professionals within the Division, where the action items were revised and condensed as needed.

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Goals & Objectives

Goal 1: Center student success in our departments' work with faculty, students, and staff. Aligns with BHCC Goals 1.1, 3.1, 3.3

Objective: Ensure that divisional services are provided to all faculty, staff, and students, regardless of their physical location.

- Offer professional tutoring and library services on the Chelsea campus
- Create asynchronous versions of all trainings and workshops
- Evaluate and modify TASC in-person and online hours to match student need
- Increase research and instruction support for asynchronous courses

Objective: Increase programming for both students and faculty.

- Host at least two programs in the Library per semester in addition to WelcomeFest and Stressbusters
- Offer skill-driven workshops, possibly in conjunction with other departments and divisions (e.g., researching and writing for papers)
- Develop asynchronous OER101 course for faculty
- Host universal student success workshops on at least four different topics each semester
- Create a rotating display of student artwork and projects in the Library
- Offer professional development to faculty

Objective: Adapt services to meet the changing needs of our students.

- Conduct user needs assessments on a regular basis
- Have library and tutoring presence on Canvas
- Expand the Library of Things with items that accommodate these changing needs
- Build a collection of active learning activities for library instruction
- Evaluate the need and viability of creating space for multimedia production (e.g. audio recording or video production/editing)
- Develop alternate methods of tutoring delivery

Goal 2: Increase connections between our division and the college community, communicating the value of our services to the wider community. Aligns with BHCC Goal 1.2, 3.2, 5.1, 5.2

Objective: Develop assessment programs that include qualitative and quantitative data for each department to better showcase the value of our services.

- Conduct a LibQual survey at least once during the strategic plan period
- Create a Divisional Advisory Board
- Collect qualitative data from students after tutoring sessions
- Develop a system for consistently sharing data in our division
- Share instruction assessment data to the wider college community
- Seek opportunities to conduct research and publish articles related to our work and success

Objective: Create stronger relationships among our division and academic departments, including opportunities for collaboration.

- Assist at least one faculty member in creating an open publication
- Apply for an innovation grant to create an Institutional Repository for college community members to hold their research and self-developed Open Educational Materials
- Attend academic divisional and department meetings as library liaisons and tutoring coordinators
- Develop divisional-specific OER workshops
- Create a plan with departments to donate materials to the BHCC Archives
- Increase the number of faculty and departments using OER in their courses

Objective: Develop partnerships with outside stakeholders and community members.

- Explore practicum and internship opportunities for graduate students outside of the college
- Develop at least one program a year that is open to the public or held in collaboration with an outside institution
- Explore a partnership with the Chelsea Public Library

Objective: Provide outreach about our services to all students, faculty, and staff.

- Offer consistent tabling in high-foot traffic areas several times a semester
- Increase social media engagement
- Have a divisional presence at most college-wide events
- Speak at College Forums on divisional services
- Offer drop-in research support in non-library departments/areas
- Build relationships between library liaisons and faculty and department chairs
- Develop research and instruction outreach program

Goal 3: Standardize and increase training and professional development for staff across departments. Aligns with BHCC Goal 4.1, 5.1

Objective: Create more comprehensive training and professional development opportunities for staff.

- Create and maintain a calendar of outside professional development opportunities and conferences, including opportunities through NOBLE
- Develop shared training among tutoring departments
- Develop trainings on library policies and procedures
- Develop OER training for librarians
- Obtain CRLA Level 3 in the TASC
- Increase training of Library Assistants to help with research interactions
- Develop training for professional tutors outside of CRLA training

Objective: Provide consistent documentation of policies and procedures.

- Create a document review schedule
- Update TASC handbook to reflect current policies, procedures, and best practices
- Continue to update the Library Staff Handbook
- Create documentation for library instruction policy and procedures

Objective: Provide more opportunities for collaboration across departments to create a stronger divisional identity.

- Hold at least one division-wide event a year with the goal of staff bonding
- Hold at least two division-wide meetings a year
- Seek opportunities for intra-divisional collaboration

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