LIBRARY
2007-2008 Unit Plan

1. MISSION OF UNIT

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

2. PROGRAM DESCRIPTION

The Grace Van Dyke Bird Library is the center of academic life at Bakersfield College, providing a supportive and innovative environment for learning. The library staff supports the instructional mission of BC by collaborating with other instructional faculty and by providing and managing resources for reading and research, which are key components of higher education. The library faculty assists individual students in accessing and navigating the increasingly complex universe of information. The faculty also provides group instruction through class orientations, research workshops and English 34 (the library research course). Additionally, the staff prepares instructional materials to meet student needs in accessing, evaluating, and using information.

English 34, Introduction to Library Research, (5 sections in Fall 2007) and research workshops (75 workshops in Fall 2007) have been very successful in developing the critical thinking skills students need to succeed in their courses. The workshops focus on eight key research skills. English 34 provides more in-depth instruction on these and other research topics. Although we cannot offer concrete evidence of our contribution to student retention, student and faculty feedback has been very positive.

Aside from English 34 and the research workshops, we also conduct approximately 70 subject/course-specific research instruction sessions each semester. These are tailored to the individual needs of each class and have ranged from beginning Internet search strategies and evaluation to locating research materials on popular culture topics. Librarians also develop reading lists, subject bibliographies, and research guides that classroom instructors use in their courses, and our English 34 class pack is now being used by a number of English 1A instructors.

Although limited, we provide service to Delano students. A librarian visits English and Academic Development classes each semester; some Delano instructors organize field trips to the Library; we assist instructors in adapting assignments; and we have provided library materials for in-class use in Delano.

The Bakersfield College Archives has operated under the auspices of the Grace Van Dyke Bird Library since its inception in 2002 and is housed in the library building. With the participation of volunteers, student help, and one part-time employee, the Archives has developed a collection of documents and realia (non-print objects) pertaining to the history of Bakersfield College. Though the Archives has been a separate and self-sustaining entity, library staff works cooperatively and supportively with the Archives staff. Due to the recent donation of Congressman William M. Thomas (WMT) papers to BC, the Archives operation will be expanding and officially becoming part of the BC Library organization. Cataloguing the Thomas Collection is a priority; while this collection may not directly benefit many of our students, its presence on campus will assist some scholars.

3. UPDATE FROM 2005-06 ANNUAL UNIT PLAN

- The library publishes a quarterly newsletter, the *Bird's Eye View,* which is distributed to all BC staff. This informative newsletter not only discusses library news, but also provides a listing of new books available in the collection.

- Now, with the generous endowment of Dolores Cerro, we have the funds to enhance our program. This year we have begun the Cerro Author Visit. Our plan is to invite a noted author to campus each year. This year's speaker was Luis Rodriguez, the author of *Always Running* and *Hearts and Hands*. Mr. Rodriguez conducted a workshop for approximately 150 B.C. students who had read his book in their Academic Development or

English course. He also spoke at a luncheon for high school librarians and counselors about techniques to decrease gang activity on their campuses. The day concluded with a lecture open to the public. Through the Cerro funds, we distributed over 200 free copies of his book to BC and local high school students. The response has been overwhelming and we are hoping to continue this effort each year with different speakers.

- Librarians continually reevaluate the effectiveness of the library program. We collaborate with classroom faculty through department meetings, one-on-one discussions and focus groups to assess the needs of students. Many library assignments have been developed through collaboration between librarians and classroom instructors. Librarians also stay abreast of college developments by serving on a number of campus committees. Librarians are members of the following major committees: Curriculum, ISIT, Academic Senate, Distance Learning, FCDC, Levan, Scholarship and College Council. Every librarian also served on the recent Foundation of Excellence study and two of the librarians are participating in CLIPS that developed from the FOE study – Campus Culture and Student Success. Four librarians are members of the BC Bowling League, which is an excellent way to remain connected with faculty from all disciplines.

4. FUTURE DEVELOPMENT STRATEGIES

Delano and other outlying facilities: The Library, along with College administration, needs to address the research needs of students at the various Centers. The library catalog and webpage are available and students now have off-campus access to our subscription databases through a remote patron authentication software, but we offer very little instruction, and students must travel to BC for access to many resources.

Archives and the William M. Thomas Collection: By accepting Congressman Thomas' donation of papers and congressional memorabilia, the College has assumed the financial responsibility of cataloging, housing and making the documents available to the public. We have received approximately 200 boxes of material that are waiting processing. Although our first impulse was to hire a full-time archivist/librarian, we have decided instead to have the collection organized and cataloged by an independent archival consultant. This consultant will take 9-12 months to prepare the collection for public review and to recommend an implementation plan for maintenance, accessibility and growth of the collection.

This acquisition has also affected the BC Archives. An administrative decision was made to combine the day-to-day operations of the Archives with the WMT collection under the auspices of the Library. All hiring, purchasing, and budgeting decisions will now be made through the Library Chair, who reports to the Dean of Learning and Informational Technology.

5. STUDENT LEARNING OUTCOMES ASSESSMENT

We have identified SLOS for English 34 and the library workshops. The outcomes are assessed through a series of assignments that target each of our objectives; we then discuss the results of the assignments and adjust our workshops together. We have developed the following program SLOs and AUOs, and are currently discussing the methods to use in order to assess each of the outcomes.

SLO #1: Use research skills to successfully locate a variety of relevant library resources, including books, periodical articles and websites.

SLO #2: Evaluate information using critical thinking skills and problem solving in order to determine reliability, validity, authority, and point of view. (**Possible Assessment**: Survey faculty who give library assignments to determine if their students do in fact show an increased ability to use library resources and evaluate the reliability of these sources after the students have attended orientations and/or workshops).

AUO #1: To provide materials that support academic programs and the research interests of students and faculty (collection development that supports SLOs)

AUO #2: To provide an environment that supports student learning, and faculty teaching and research (service commitment that supports SLOs). (**Possible Assessment**: Survey students and faculty to determine if the library is seen as a welcoming center and one that supports learning and research).

6. REQUIRED RESOURCES

Facilities:
The maintenance problems from past years persist. Ceiling tiles are water damaged and the carpeting is worn and stained. The concrete pavement at the entrance to the library is stained and in need of major of cleaning. Cobwebs cover the windows.

Finding a suitable space for the operation of the Archives has become a concern. After discussions with Administration, it has been decided that the Archives (along with the WMT collection) will move from its current space on the second floor to the Technical Services' offices on the Computer Commons floor. This area is currently the office space for two library employees, Carol Paschal and Kirk Russell, who oversee the acquisition and processing of all library books and material. Carol, Kirk and the technical services operation will move to the second floor. All of this is easier said than done. Although tentative plans for the remodel have been drawn, no work has begun and no completion dates have been given. As of now, limbo may be the best word to describe this situation.

Equipment/Materials Needs:
Maintaining a current and relevant collection, both in print and online, is essential to student success. The money allocated for books has continually decreased over the last few years, yet faculty continue to assign research projects that require books as sources. It is imperative that the budget for books remain steady and sufficient to cover the needs of the curriculum and to facilitate an adequate collection for our growing population of developmental students as well as our transfer population.

The library needs increased funding to license online databases. For 2007-2009 funding has been provided to subscribe to three additional databases (Gale Literature Resource Center, Gale Biography Resource Center, EBSCOHost Communication and Mass Media Complete), at a cost of $30,000 for two years. When funding for these databases goes away, so do the databases. Our students, as noted below, make heavy use of online resources. Funding for licensing has never been built into the library budget, making us completely reliant on state TTIP funds to pay all licensing. These funds have become insufficient to meet the need.

Computer maintenance and upgrades are a concern. In order for students to easily access databases and complete research projects, it's imperative that the 30 public access computers be reliable and placed on a regular replacement cycle. This is also true of the 15 staff computers, which often require greater capacity and speed than the student-use computers in order to effectively run the current version of our library management software.

The projector in the library classroom (L217) is nearing end-of-life and should be replaced.

All printing from the computer workstations is done through the PHAROS system. Students add money to their Gades card and swipe the card to pay for copies. Currently the only machines in the building to add money to the cards are in the Computer Commons. It would be more convenient for students if another machine was purchased for the Library's second floor.

Staffing Needs:
We are currently hiring a Library Technician to assist with the Archives project and at the Circulation Desk. In addition, we need to replace the library assistant position after receiving a resignation in November. Without these two positions, we will be forced to delay the Thomas project as well as consider closing the library for the Saturday hours.

7. TRENDS and PROJECTIONS

The library aims to serve all college students regardless of enrollment numbers. As college enrollment increases, so does the use of the library and the need for appropriate resources, both physical and virtual. The statistics we use to determine use of the library and its resources are:

Circulation statistics include books and reserve materials that have been checked out of the library. These figures tend to fluctuate, mirroring FTES numbers. Though the book/reserve circulation trend appears to be downward overall, actual book circulation figures have only decreased slightly over the past six years.

2001/02	31,076
2002/03	32,095
2003/04	28,388
2004/05	27,775

2005/06   21,445
2006/07   23,682

Online database statistics include the number of individual searching sessions created and the number of total searches performed. These databases are available to students and faculty on and off campus, 24 hours a day. There has been a significant usage increase in both databases. The only cause for concern in this trend is the dependence we have on these subscriptions. If TTIP funds disappear, it will be difficult for the library to continue these popular and essential subscriptions.

InfoTrac usage statistics for 9/1/03-5/20/04: 39,658 sessions, 127,254 total searches
InfoTrac usage statistics for 9/1/04-5/10/05: 41,834 sessions, 139,814 total searches
InfoTrac usage statistics for 9/1/05-5/6/06: 33,039 sessions, 292,659 total searches
Gale Expanded Academic (formerly InfoTrac) usage 9/1/06-5/31/07: 25,388 sessions, 80,598 searches *

EBSCOHost usage statistics for 9/1/03-5/20/04: 17,468 sessions, 65,079 total searches
EBSCOHost usage statistics for 9/1/04-5/10/05: 23,282 sessions, 96,996 total searches
EBSCOHost usage statistics for 9/1/05-5/6/06: 25,106 sessions, 153,506 total searches
EBSCOHost usage statistics for 9/1/06-5/31/07: 23,015 sessions, 147,585 total searches

Lexis/Nexis usage statistics for 7/1/06-6/30/07: 29,846 searches

* Note: In 2006 Thompson Gale made a major change to the search interface of Gale Expanded Academic ASAP. It appears that the change has driven some students (as well as librarians) from Gale to the Ebscohost database. This may account for the reduced number of searches. It may increase again as students become accustomed to the new interface.

Attendance in library research workshops and orientations has remained consistent over the past four years. There are approximately 1,600 registrations in the workshops each year, with a total of 11,466 registrations since Fall 2001. (These numbers do not represent individual students since some students may attend more than one session). During this semester, 31 faculty members either required or highly recommended the workshops to their students. We began capturing FTES for the workshops in 2005/06. Although the overall number may seem insignificant, since the Library falls on the "dark" side of the 50% law, any contribution we can make is worthwhile:

2005/06: 3.006 FTES
2006/07: 3.202 FTES

In addition to the workshops, an estimated 3,500 students attend course-specific library orientations conducted by librarians each year. These orientations range from basic library skills for Academic Development courses to advanced research strategies for English 2 students. We cannot collect FTES for these sessions.

English 34 (Library Research) is taught by librarians and also contributes to the College's FTES. The course is taught in the library classroom and each section is limited to 24 students.

2004/05: 7.843 FTES
2005/06: 8.950 FTES
2006/07: 8.489 FTES