

# Bakersfield College

## Program Review – Annual Update

### I. Program Information:

Program Name: Library

Program Type:  Instructional  Non-Instructional

Program Mission Statement: 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 and instructional support with a full range of timely information resources. The Library's 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.

Program Description: The Library staff supports the instructional mission of BC by collaborating with other instructional faculty and by providing and managing resources for reading and research. The Library faculty assist individual students in accessing and navigating the increasingly complex universe of information. The faculty also provide group instruction through class orientations, research workshops and English B34. The Library contributes to the academic life at BC by sponsoring an author program each year and by active participation in many campus committees.

### II. Program Assessment (focus on most recent year):

#### **A. How did your outcomes assessment results inform your program planning?**

1. Though student outcomes were favorable, based on faculty assessment of the library research workshops, it was determined that the workshop "Qualifying Print Sources" was no longer relevant to the current teaching of English B1A. Student attendance had decreased and faculty felt it was not important enough to continue. It has since been discontinued.
2. Based on regular meetings with KHSD, Nancy Guidry and Dawn Dobie continued to produce videos in an effort to better prepare high school students for the rigor of college work. Scripts were written for six 3-5 minute videos on library research. "Research Ethics: What is Plagiarism" was completed and is awaiting closed-captioning before it can be downloaded to YouTube. We hope Media Services will be able to dedicate some time to the production of the remaining 5 videos in 2014/15. It should be noted that the stars of these videos are B.C. faculty who have volunteered to work on this worthwhile project (a shout out to Matthew Garrett, David Moton, Gloria Dumler, Jennifer Johnson, Anna Poetker, and Joe Saldivar.)

#### **B. How did your outcomes assessment results inform your resource requests?**

Statistics on database usage and book circulation made it clear that students are continuing to rely heavily on our online databases. Budget requests were made to continue funding of these valuable resources. The Library also added an e-book collection from Ebscohost that contains over 130,000 e-books. This new database more than doubles the size of our existing book collection.

- C. Instructional Programs only: How do course level student learning outcomes align with program learning outcomes?
- D. **How do the program learning outcomes align with [Institutional Learning Outcomes](#)?** The Library's program outcomes dovetail closely with the Institutional Learning Outcomes. Our outcomes stress the importance of critical thinking skills. We teach students through workshops, orientations and one-on-one reference how to find new information and relevant sources and how to critically evaluate the sources based on a set of evaluative criteria. We teach students how to effectively use technology to acquire information. We also strive to maintain a relevant and current collection that supports BC's curriculum.

**E. Describe any significant changes in your program's strengths since last year.**

1. In 2013-14, Patricia McCormick came to campus as the Cerro Author speaker. The author of *Sold* and *Never Fall Down*, spoke to a packed-house of students and staff at three sessions. Many faculty adopted her book for their courses and brought their classes to her presentations giving the students an opportunity to interact with the author.
2. The library migrated the web version of the library catalog to a new and upgraded server which has brought greater stability and availability to the catalog.
3. Along with helping students and faculty on a daily basis with their research needs, librarians see a responsibility to participate in campus life. In 2013/14, the five tenured librarians actively served on 13 campus committees, including PRC, Curriculum ISIT, AIQ and Academic Senate.

**F. Describe any significant changes in your program's weaknesses since last year.**

1. Supporting the Delano Campus continues to be difficult. By working with Rich McCrow and Delano campus faculty, the Library is hoping to have a plan in place that will allow librarians to have a permanent presence in Delano. Recent instructional materials/library funding from the State may aid in this effort.
2. Although processing of the William M. Thomas Archives had been stopped due to lack of funds, the Library was able to complete the video duplication process. This consisted of transferring the content of approximately 850 VHS tapes to more storage-friendly archival DVDs.
3. In order to meet one of our program outcomes – Maintaining a relevant and current collection – the collection needs to be inventoried, weeded and updated. The Library is currently purchasing equipment and software through potential state funding that will allow this labor-intensive process to begin next summer.

- G. If applicable, describe any unplanned events that affected your program.** Although expected, two experienced librarians, Dawn Dobie and Marci Lingo, retired at the end of the 2013/14 school year. Initially only one position was to be replaced and plans for the upcoming year were made based on only four librarians (we decided not to teach any sections of the library one-unit research course to accommodate the

change). Just before the start of the fall semester, it was decided to hire two librarians. We were very pleased with this decision, but it will take us a while to mentor and train these new hires before we are at full-staffing. The late notice also negatively affected the planning process for the coming year in terms of scheduling LIBR B1 and summer coverage.

### **III. Resource Analysis:**

#### **A. Human Resources**

**1. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. ([Faculty Request form](#); [Classified Request form](#))**

- a. There is potential that the Library Technician II in Technical Services will retire at the end of the current academic year. This position will need to be replaced. This position manages the purchasing and processing of all books and serials in the library, as well as maintaining library photocopy machines, all of which contribute to creating a current and useful collection of library materials for students.
- b. Nancy Guidry, a librarian, plans to retire at the end of this school year. Continuing our current level of faculty staffing is important for the Library to meet its mission and goals and to expand services to Delano.

**2. Professional Development ([Professional Development form](#))**

- a. **Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.** Anna Agenjo and Kirk Russell attended a workshop entitled “Technology Tools, Power Searching, and Instructional Design” hosted by the Community College Library Consortium. The workshop provided information regarding effective Internet searching and emerging technologies libraries can use to improve student learning. Kirk Russell attended the COSUGI (Customers of SirsiDynix User Group) conference in May 2014. This conference provides valuable information regarding automation best practices in libraries as well as future plans in automation that the library must prepare for to continue making our automated systems responsive to research and circulation needs.
- b. **Provide rationale for future professional development opportunities and contributions that your program can make.** In the past, librarians have offered staff development workshops for faculty and staff on library resources during flex weeks.

**B. Facilities (M&O requests can be submitted by completing the [M&O request form](#).)**

**Has your area received any facilities maintenance, repair or updating in this cycle?**

**1. If yes, how has the outcome contributed to student success?**

YES. Over the summer the carpets were cleaned in the library. Also, using funding through the Foundation, the library chairs used by students have all been reupholstered.

**2. If no, how will your facilities request contribute to student success?**

C. **Technology** (Technology requests can be made by filling out the [ISIT Request form](#).)

**1. Has your program received new or repurposed technology in this cycle?**

**a. If yes, how has this technology contributed to student success?**

Yes. The Library received new student computers, including 23 new stations and an instructor's station in L217, the Library teaching lab. Librarians have found the new computers, along with new student computer monitoring software, have positively affected teaching in the classroom. The computer processing speed has greatly improved and students are able to follow the lecture and demonstrations much better. The upgrade to NetSchool Support in the classroom has allowed us to be more effective teachers by displaying searches directly onto the students' computer screens.

**b. If no, how will your new or repurposed technology request contribute to student success?**

**2. Do you need new or repurposed classroom technology to support student success and/or new office technology to support faculty/staff success? Justify your request.** The library will be required to migrate the library database, which includes all bibliographical and user data, to a server running a newer version of Windows Server software by next spring. This is due to the end of life of MS Windows Server 2003. The district office will provide the new virtual server, but we must pay our automation vendor, SirsiDynix, for the migration service. This project will affect all three district campuses and will cost \$6,600. Ideally each campus would pay \$2,200, but discussions regarding how to fund the project are under way right now. Additionally, the library must purchase two iPads and two Bluetooth barcode scanners in order to once again begin performing collection inventories. Fortunately, the inventory software will be free to us through SirsiDynix thanks to an incentive program running this year. Another automation need will be new remote patron authentication software used to allow off-campus students access to the library's subscription databases. The current software, RPA, will no longer be supported by SirsiDynix after summer 2015. The library is exploring other software options and whichever software is selected there will be an additional annual cost, probably around \$600-\$700.

D. **Budget** (Changes to the budget allocation can be requested using the [Budget Change Request Form](#)).

If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

#### **IV. Trend Data Analysis:**

Highlight *any significant changes* in the following metrics and discuss what such changes mean to your program.

**More comprehensive trend data specific to the Library is attached.**

- A. Reference Service:** In 2013/14, the librarians answered approximately 18,700 questions at the Reference Desk. These included primarily assistance with research projects, but also technical questions and help with registration. In addition librarians conducted 231 discipline-specific library sessions (serving approximately 6900 students) and 150 library research workshops (1082 students and 2639 registrations). Although reference questions have decreased over the previous year, this may be accounted for by the jump in class orientations over the previous year (174 to 231) and workshops (131 to 150). Since more students are attending the classroom orientations, they have less need to ask questions at the reference desk. The students have now learned research strategies and basic research skills through the librarian-led sessions.
- B. Online Database Usage:** Once again, the data below indicate students rely more and more on the Library's online resources for their research. These databases offer BC students and faculty access to much of the Library's collection 24/7. This has become more critical as the College expands courses in Delano. Through these databases, students have access to academic information from vetted sources, hopefully decreasing their tendency to go immediately to Google to meet their research needs. The Library once again received funds from BSI to enable continuation of specific databases used primarily by basic skills students and also funding from the State for part of our subscriptions, but it is essential for College financial support to continue funding these constantly expanding resources. Also, the increase of these databases impacts the Library faculty that must review and evaluate each database and must also be proficient in each in order to teach students how to effectively use them.

Gale usage 2012/13: 44,190 sessions

Gale usage 2013/14: 36,981 sessions

EBSCOhost usage 2012/13: 149,982 sessions

EBSCOhost usage 2013/14: 314, 903 sessions

JSTOR usage 2013/14: 4,220 sessions (This is a new database requested by Social Science faculty)

- C. Circulation:** Although the circulation of books declined over the past year, the number of books and reserve items that were checked in and out of the library is significant. It is important to remember that the numbers below reflect individual transactions between a student and a library staff member. Each item that is circulated must also be processed on return and then reshelved in the library.

2012/13: 35,543 books and reserve items circulated

2013/14: 31,433 books and reserve items circulated

A factor in the above drop in books circulated can be attributed to the rise in the use of e-books. Originally we found that many students preferred the use of hard copy books over that of e-books, but that is a trend we

see changing. Also, the addition of over 130,000 e-books to the collection has increased the amount of resources available to BC students.

e-book usage: 2012/13: 42,886 “checkouts”  
 e-book usage: 2013/14: 75,476 “checkouts”

**V. Progress on Program Goals:**

A. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Comments (if applicable)
Explore ways social media –twitter, Facebook, chat reference – can enhance the delivery of library services	<input checked="" type="checkbox"/> 1: Student Success <input checked="" type="checkbox"/> 2: Communication <input type="checkbox"/> 3: Facilities & Infrastructure <input type="checkbox"/> 4: Oversight & Accountability <input type="checkbox"/> 5: Integration <input type="checkbox"/> 6: Professional Development	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	

B. New or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Anticipated Results
Offer Delano campus students the same level of library service available on the main campus.	<input checked="" type="checkbox"/> 1: Student Success <input type="checkbox"/> 2: Communication <input type="checkbox"/> 3: Facilities & Infrastructure <input type="checkbox"/> 4: Oversight & Accountability <input type="checkbox"/> 5: Integration <input type="checkbox"/> 6: Professional Development	Although librarians do travel to Delano for individual library orientations, it is important that Delano have a constant library presence.

## Trend data 2013-2014

### Staff

5.5 FTE librarians: 5.0 full-time tenured librarians and additional adjunct hours to cover evenings and Saturdays

4.0 FTE classified employees: Staff cover the Circulation Desk and Technical Services

### Hours of Operation

The Library is open 60.5 hours a week, Monday-Saturday.

### Online Database Usage

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

Gale usage 2011/12: 26,995 sessions

Gale usage 2012/13: 44,190 sessions

Gale usage 2013/14: 36,981 sessions

EBSCOhost usage 2011/12: 92,783 sessions

EBSCOhost usage 2012/13: 149,982 sessions

EBSCOhost usage 2013/14: 314,903 sessions

JSTOR usage 2013/14: 4,220 sessions (This is a new database requested by Social Science faculty)

### Circulation Statistics

Circulation of print materials remains steady. The addition of the e-book collection has also allowed students to view approximately 130,000 books from the collection 24/7. This resource supports all BC students, especially those in Delano and in Extended Learning courses. The use of the e-books almost doubled over the same period a year ago. **The addition of this resource does come with a hefty subscription price which we will need to meet in order to continue the service.**

**2011/12: 21,549 books and reserve items circulated**

**2012/13: 35,543 books and reserve items circulated**

**2013/14: 31,433 books and reserve items circulated**

**e-book usage: 2011/12: 24,139 "checkouts"**

**e-book usage: 2012/13: 42,886 "checkouts"**

**e-book usage: 2013/14: 75,476 "checkouts"**

### Collection size

91,593 volumes, including 11,116 e-books (approximately 70% of the collection was published prior to 2000). According to the Association of College & Research Libraries (ACRL), a library serving a student body of our size should have a book collection of 95,000 volumes.

### Reference Desk

The librarians answered approximately 18,700 questions at the desk. These included assistance with research projects, technical questions and help with registration. In addition, librarians conducted 231 orientations and 175 library research workshops.

### **Library Research Workshops**

Workshops continue to be popular. Approximately 45 professors each semester require or highly recommend students to attend one or more of the research workshops. Registrations for workshops in 2013/14 totaled 2,639 (these numbers do not represent individual students since some students may attend more than one session). FTES is now captured for the workshops and although the overall number is small, it is one of the ways the Library contributes to the positive side of the 50% law.

2011/12: 4.4 FTES

2012/13: 4.2 FTES

2013/14: 5.0 FTES