**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name:

Program Type: X Instructional  Student Affairs  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

**Describe how the program supports the Bakersfield College Mission**:

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 Library B1. The library contributes to the academic life at BC by sponsoring an author program each year and by active participation in many campus committees.

**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.

**II. Progress on Program Goals:**

1. 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** |
| 1.Offer Delano campus students the same level of library service available on the main campus | X 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  **X** Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | This was a goal in last year’s APR also. Although librarians do travel to Delano for individual library orientations, there is no constant library presence. We have, however, identified a facility and are exploring funding. |
| 2.Explore ways social media – twitter, Facebook, chat reference – can enhance the delivery of library services | X 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  **X** Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) |  |

1. List new or revised goals (if applicable)

|  |  |  |
| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
|  | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement |  |

**III. 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.**

1. **Reference Service**: In 2014/15, the librarians answered approximately 18,750 questions at the Reference Desk. These included primarily assistance with research projects, but also technical questions and help with registration. Interestingly, this number of reference questions is close to the same answered in the previous year. In addition librarians conducted 191 discipline-specific library sessions (serving approximately 5730 students) and 142 library research workshops (915 students and 2051 registrations). The number of course orientations and the number of students attending workshops dropped slightly from the previous year. One factor that may have affected these numbers is the curriculum changes in English B1A. With the drop in units, faculty may find it difficult to visit the library as they once did. Also fewer sections of ACDV B62 are being taught and these sections always included at least one library visit.
2. **Online Database Usage**: Once again, the data 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 and other rural communities. 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. This year the library added two new databases – *CQ Researcher* and *Oxford Music Online* .The library once again received 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.
3. **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.

* 2013/14: 31,433 books and reserve items circulated
* 2014/15: 26,374 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.

**IV. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.

* The library lengthened the workshop “season” to accommodate the needs of students in compressed English courses.
* Librarians (N. Guidry and M. Wilmot) continued their longstanding collaboration with the KHSD. A series of videos were produced in an effort to better prepare high school students and entering BC students to the rigor of college work. The first three videos were completed and disseminated, but we are now waiting for Media Services to put the finishing touches on the last three (“Detecting Plagiarism,” “Cheating and Consequences,” and “Working with Others.”)
* A survey was sent to each faculty member following the orientation given to their students. Questions were asked about expectations, appropriateness to course material and relevance of the presentation. The responses were very positive. Many instructors replied to the prompt “Suggest one change that would have improved the library instruction session.” The library staff has reviewed the suggestions and are incorporating these into this semester’s orientations.

1. How did your outcomes assessment results inform your resource requests? The results should support and justify 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 two new databases based on faculty input and a need perceived by librarians – *Congressional Quarterly* and *Oxford Music Online*.

1. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).
2. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

* The Library’s program outcomes dovetail closely with the Institutional Learning Outcomes. Our outcomes stress the importance of critical thinking skills. Librarians 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 also 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.

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Describe *any significant changes* in your program’s **strengths** since last year.

* In an effort to better connect with students, the library created a Twitter account. Our following has grown slowly over the past year and we’ll continue to explore other social media platforms to enhance communication with students and the community.
* In 2014-15, Kelsey Timmerman was the Cerro Author speaker. The author of *What Am I Wearing* and *What Am I Eating* spoke to a packed-house of students and staff at three sessions. We chose Mr. Timmerman because he writes about global issues that our students are researching in their courses. Many faculty adopted his books for their courses and brought their classes to the presentations giving their students an opportunity to interact with the author.
* In spring 2015 the library migrated to new software which allows students off campus to access research databases.  The previous software was no longer certified to run on newer Windows operating systems, which necessitated the migration.  The migration process involved creation of a new virtual server by district office staff, the upgrading of over 11,000 ebook web links in the library catalog, and updating database web links on the library webpage and insideBC by library staff.  The new software is inexpensive, very stable, and compatible with more database vendors than the previous software.
* The library participated in the Summer Bridge Program this year. Librarians gave presentations to each Bridge cohort introducing students to the services and resources available to them in the BC Library. Feedback was very positive.

1. Describe *any significant changes* in your program’s **weaknesses** since last year.

* Supporting the Delano Campus and the rural communities continues to be difficult. Librarians do go to Delano throughout the semester for individual research sessions, but there is no ongoing library presence there. By working with Rich McCrow, a facility on the Delano campus has been identified as the future home of the BC library. Funding for computers and shelving is of course an issue. We are optimistic, however, that funds have been identified from both the Foundation and the State that will allow us to move forward this semester and to hopefully open a branch library in Delano in spring 2016.
* The processing of the William M. Thomas Archives continues to move slowly. A grant writing group met over the summer in the hopes of securing funding to move the processing forward and to make the Archives accessible to researchers both on campus and through an online portal. President Christian is very supportive of this project and has asked Todd Coston to move the project forward.
* 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 that will allow this labor-intensive process to begin over the semester break.

1. If applicable, describe any unplanned events that affected your program.

* A faculty personnel issue affected the operation of the library and morale of the staff. This issue has been settled and the library staff has moved on.
* Although planned, two senior members of our staff retired – Nancy Guidry and Carol Paschal. We were able to replace both positions, but it will take training and experience to replace the institutional knowledge base lost by the retirements.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.
3. Professional Development:
4. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

* Mindy Wilmot and Anna Agenjo attended a workshop entitled “Connecting Libraries to Student Success Initiatives” hosted by the Community College Library Consortium. The workshop provided information regarding the library’s role in the SSSP and Student Equity plans.
* Kirk Russell attended the COSUGI (Customers of SirsiDynix User Group) conference in May 2015. 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.
* Anna Agenjo also attended the CCL Directors Conference in Sacramento which brings together all California community college librarians to discuss trends and best practices in the library community.
* Mindy Wilmot serves as a representative of the Southern Region of the California School Library Association
* Nancy Guidry was the keynote speaker at the 2014 Southern Region of the CSLA. She discussed the importance of the collaboration of college and high school librarians.

1. What professional development opportunities and contributions can your program make to the college in the future?

In the past, librarians have offered staff development workshops during flex weeks on library resources. We would be happy to conduct such sessions in the future.

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?
3. How will your Facilities Request for next year contribute to student success? The library’s Facilities request will impact the safety of students in the library.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success? The library received a new scanner, large print keyboard, and magnifier/reader at the assistive technology station. This has been a great benefit to visually impaired students.
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?
3. Discuss the effectiveness of technology used in your area to meet college strategic goals. The technology in the library contributes to both Student Learning and Student Progression and Completion strategic directions. Internet and research database access in the library allow all students the resources they need to be successful in their courses.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program: Budget requests will be made to continue the current levels of funding for the College’s online databases (periodicals and e-books) and for maintaining a current and relevant print collection. These resources contribute to student success as they allow students to find quality sources for the papers they are required to research and write across the curriculum.

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

The Library staff works tirelessly to promote student learning and success and views itself as an integral part of the B.C. community. Two examples of how the library reponds to the needs of the campus and the community would be the Cerro Author series and our long-standing collaboration with the Kern High School District. The librarians are constantly assessing the library program and adjusting how things are done. The staff is very proactive and always looking for ways to enhance student success. Never a group to rest on their laurels, change and innovation is seen as a positive force in the Library. Along with helping students and faculty on a daily basis with their research needs, librarians see a responsibility to participate in campus life. In 2014/15, librarians actively served on campus committees, including PRC, Curriculum, ISIT, AIQ, Assessment and Academic Senate. We have two new faculty on our staff this year and they have both joined committees and are already participating in the campus community.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

X [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

Curricular Review Form **(Instructional Programs Required)**

[Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development Form  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) X [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Additional Trend data for 2014-2015**

**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 2012/13: 44,190 sessions

Gale usage 2013/14: 36,981 sessions

**Gale usage 2014/15: 23,816 sessions**

EBSCO usage 2012/13: 149,982 sessions

EBSCO usage 2013/14: 314, 903 sessions

**EBSCO usage 2014/15: 289,230 sessions**

JSTOR usage 2013/14: 4,220 sessions

**JSTOR usage 2014/14: 5,556 sessions**

**Oxford Music Online (Faculty request; subscription began 1/15) 2014-15: 154 sessions**

**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.**

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

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

**2014/15: 26,374 books and reserve items circulated**

e-book usage: 2012/13: 42,886 “checkouts”

e-book usage: 2013/14: 75,476 “checkouts”

**e-book usage 2014/15: 83,791 “checkouts”**

**Collection size**

92,606 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 18,750 questions at the desk. These included assistance with research projects, technical questions and help with registration. In addition, librarians conducted 191 orientations and 142 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 2014/15 totaled 2,051 (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.