**Bakersfield College**

**Program Review – Annual Update 2016**

**I. Program Information:**

Program Name: Library

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) | In spring 2016 the library opened in Delano. The facility is staffed by an adjunct librarian 24 hours/week. Books, computers and shelving were purchased. Although a start, we hope to increase hours and services over the next year. |
| 2.Explore ways social media 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) | The library now has both a twitter and Instagram account. Both platforms are active and many students and faculty are followers. Still need to pursue a larger presence, possibly with on online/chat reference service |

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** |
| We would like to incorporate more how-to videos on our website. These can range from short videos on how to print in the library to more extensive videos on specific aspects of research. | X 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Students would have access to this information 24/7. Also allows students to be more independent users of the library and allows librarians to serve more students than what we can one-on-one. |

**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 2015/16, the librarians answered approximately 19,400 questions at the Reference Desk. This number represents an increase of about 650 questions over the previous year. These included primarily assistance with research projects, but also technical questions and help with registration, although it’s noted librarians helped students with fewer registration inquiries this past year. In addition librarians conducted 238 discipline‐specific library sessions (serving approximately 7140 students) and 150 library research workshops (852 students and 1836 registrations). The number of course orientations increased by 47 which increased the number of students served by 1400. This increase in orientations can be attributed to the “marketing” of library services to faculty through our liaison program and newsletters, but most importantly to the effectiveness of these services. Faculty repeatedly tell us that their students find the sessions essential to their academic research endeavors.
2. **Online Database Usage:** Once again, the data indicate students rely more and more on the library’s online resources for their research (See Trend Data, pp. 6-7). 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 a new database to support the Baccalaureate program – *Ebsco Applied Science and Technology Source* (over 10,000 searches have been conducted on this database since mid-Spring 2016). 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 over the last five years, the circulation of books in general declined, the number of books and reserve items that were checked in and out of the Library increased by approximately 2200 over the previous year. 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 by a classified or student library employee.

* 2014/15: 26,374 books and reserve items circulated
* 2015/16: 28,636 books and reserve items circulated

In addition to our print collection, we’ve seen a rise in the use of our e-book collection. 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

number of e-resources available to BC students.

1. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

**See Trend Data on pages 6-8.**

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

Use attached **Assessment Report Form AU Tab**

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

* In fall 2015 Luis Urrea was the Cerro Author speaker. The author of *Into the Beautiful North* and *The Devil’s Highway* spoke to a packed house of students, staff and community members at three sessions. We chose Mr. Urrea because he writes about the perils of immigration and other issues that resonate with many of our students. 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 2016 a librarian was embedded into the ASTEP program. Library B1 became a part of this learning community and a librarian worked closely with the students as they completed their English B1A coursework. To improve our value to this program, a librarian (Faith Bradham) attended the UMOJA conference in San Diego and will be working closely with Dr. Parks this year.
* In spring 2016 a small library was opened in Delano. This has been a long time coming. It’s a baby step, but one that has been welcomed by students and faculty at the Delano Center. An adjunct librarian (Elisabeth Sundby) has been the guiding force in this endeavor. In only a few months, she has established a rapport with faculty and students through her outreach and we hope to expand the services and hours in 2016/17.
* The processing of the William M. Thomas Archives was made a priority by President Christian. A temporary part-time library technician was hired to complete the processing and indexing of the collection, shelving was installed and a web portal is in its final stages (under the direction of Todd Coston). After many years, this collection should be available soon to congressional scholars and the public.
* Librarians continue their commitment to the BC/KHSD collaboration. Mindy Wilmot is working with local high school librarians to design a presentation advocating that KHSD align their database purchases and research skills lessons in order to allow for a seamless transition of their students to the academic rigors of college.
* One of our program outcomes is to maintain a relevant and current collection. While this primarily is achieved by purchasing new books for the collection, it is also important to inventory and weed the current collection. The library purchased new equipment and software and this labor-intensive project began over the summer and should be finished in spring 2017.

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. Although pleased by the progress in Delano, there is still much work to be done on that campus. Currently the library is only open 24 hours per week due to staffing issues. The hiring of a full-time librarian would allow the library to be opened more hours, to offer more research orientations and workshops and to offer students a quiet study space more hours a week.
* Librarians are concerned about the teaching of courses in the prisons that require a research component. Librarians will be meeting with the English department this fall to discuss possible solutions to this dilemma.
* The crucial classified position of Library Tech II was again vacated this summer. This behind-the-scenes position is responsible for the purchasing, acquisition and processing of new material, and also the paying of library invoices. Although a replacement has been hired and training has begun, it will take a while for the new hire to be up to speed.
* Classified staffing in the library is bare bones, which works as long as everyone stays healthy and takes minimal days off. This past year, however, one of our senior staff was in the hospital and off work for an extended period of time. The rest of the staff rallied around her and picked up the slack, but this was made difficult by HR rules regarding the work assignments of classified employees. Currently there are two full-time circulation employees – one position is a Library Tech II and the second is a Library Assistant II. I would like to reclassify the Library Assistant position to a Library Tech I since both positions are back up for each other and this cross training would comply with the classified contract if both positions had the same classification.

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

**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.

* A senior member of the library faculty (Anna Agenjo) will retire in May 2017. This position needs to be replaced. Librarians contribute daily to the success of BC students by teaching them the critical thinking and research skills needed to succeed in their courses. By offering research workshops, course-specific orientations and one-on-one reference, librarians are a constant presence in the lives of BC students. By not replacing this position, the number of library offerings would need to be reduced, reference service would suffer, and service to students would be adversely affected.
* A full-time librarian needs to be hired in Delano. The hiring of this position would contribute to the overall success of Delano students and offer continuity between the main campus and Delano.
* Reclassification of a Library Assistant II position to a Library Tech I to better reflect the actual working situation in Circulation. Job duties between these two positions are very similar, but this is not reflected in their classifications.

1. Professional Development:
2. 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.

* Kirk Russell attended the COSUGI (Customers of SirsiDynix User Group) conference in May 2016. 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 attended the CCL Directors Conference in Sacramento which brings together all California community college librarians to discuss trends and practices in the library community.
* Sondra Keckley and Mindy Wilmot attended the CSLA State Conference and fall workshop to get new ideas for library instruction and programs.
* As a member of the Assessment Committee, Mindy Wilmot was invited to attend the ASCCC Curriculum Institute in June 2016.
* Faith Bradham who will be teaching within the ASTEP learning community attended the UMOJA conference in San Diego. This intensive training is designed to educate participants on issues and teaching methods that will contribute to the ASTEP students’ success.
* Faith Bradham presented at the California Conference on Library Instruction. Her presentation was entitled “ReFraming Backward Design: How to Revive Library Instruction for Student Success.”

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

* The librarians are planning to present a series of research workshops during Flex Week January 2017. These sessions would be available to faculty and staff and would cover the content of research sessions currently available to students.

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

All of the upholstered seating in the library was reupholstered last year. These chairs have experienced a lot of wear and tear over the past twenty years – fabric was torn and the insides were spilling out. The “new” seating is more attractive and less dirty. The library security gate was also repaired this summer. This was important for two reasons: first for the security of the computers and books in the library and secondly for the safety of students if the gate dropped unexpectedly.

1. How will your Facilities Request for next year contribute to student success?

Many of the requests on the attached facilities form directly affect student safety, for example the broken floor outlets that students can trip over.

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?
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.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

**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 responds 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 through change and innovation. Along with helping students and faculty on a daily basis with their research needs, librarians see a responsibility to participate in campus life. In 2015/16, librarians actively served on campus committees, including PRC, Curriculum, ISIT, AIQ, Assessment and Academic Senate. Three of the five librarians have not yet received tenure, but they are all active representing the library and BC campus-wide and in the community.

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

[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)**

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

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

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

**ADDITIONAL TREND DATA FOR 2015-16**

**Staff**

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

4.0 FTE classified employees: staff covers the Circulation Desk and Technical Services

**Hours of Operation**

The main campus library is open 60.5 hours a week, Monday-Saturday

Delano branch library is open 24 hours a week, Monday – Thursday

**Online Database Usage**

At the data below indicate, 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 other rural communities. **Finding funding sources for these databases has become a number one priority of the library staff.**

Gale usage 2013/14: 36,981 sessions

Gale usage 2014/15: 23,816 sessions

**Gale usage 2015/16: 30,100 sessions**

EBSCO usage 2013/14: 314, 903 sessions

EBSCO usage 2014/15: 289,230 sessions

**EBSCO usage 2015/16: 353,129 sessions**

**EBSCO Science & Technology (new subscription for Baccalaureate) usage 2015/16: 10,033 sessions**

JSTOR usage 2013/14: 4,220 sessions

JSTOR usage 2014/14: 5,556 sessions

**JSTOR usage 2015/16: 12,031 sessions**

Oxford Music Online usage 2014‐15: 154 sessions

**Oxford Music Online usage 2015-16: 425 sessions**

**CQ Researcher (new subscription) usage 2015-16: 5500 sessions**

**Circulation Statistics**

Circulation of print material remains steady. The addition of the e-book collection has also allowed students to view approximately 150,000 books from the collection 24/7. This resource supports all BC students, especially those in Delano, in Extended Learning courses, and other rural communities. **The continued availability of this resource does come with a hefty subscription price which we will need to meet in order to continue the service.**

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

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

2015/16: 28,636 books and reserve items circulated

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

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

e-book usage 2015/16: 208,870 “checkouts”

**Collection Size**

92,955 volumes, including 11,116 e-books (approximately 72% of the collection was published prior to 2000). One of the Library AUOs is to provide current and relevant materials that support academic programs. Although we do purchase books every year, the current library budget does not stretch far and new book purchase are limited to approximately 1500 a year. Students are forced to rely on the library’s electronic databases for the most current material in their disciplines. 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 (we’re very close even if it’s an aging collection!).

**Reference Desk**

The librarians answered approximately 19,400 questions at the desk (an increase of 650 over the previous year). These included assistance with research projects, technical questions and help with registration. In addition, librarians conducted 238 discipline-specific orientations (an increase of 47) and 150 library research workshops (8 more than the previous academic year).

**Library Research Workshops**

Workshops continue to be popular. Approximately 55 professors each semester require or highly recommend students to attend one or more of the research

workshops. Registrations for workshops in 2015/16 totaled 1,836 (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.