

Bakersfield College

Program Review – Annual Update

Attachments (place a checkmark beside the forms listed below that are attached):

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| <input type="checkbox"/> Faculty Request Form | <input type="checkbox"/> Classified Request Form | <input type="checkbox"/> Budget Change Request Form |
| <input type="checkbox"/> ISIT Form | <input type="checkbox"/> M & O Form | <input type="checkbox"/> Best Practices Form (Required) |
| <input type="checkbox"/> Other: _____ | | |

I. Program Information:

Program Name: Library

Program Type: Instructional Non-Instructional

Program Mission Statement: 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.

Program Description: The Library’s mission is to contribute and to 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.

Degrees and Certificates: List the degrees and/or Certificates of Achievement awarded by the program, if applicable.

II. Program Assessment:

a. How did your outcomes assessment results inform your program planning?

1. Based on an assessment of Reference Desk activities, librarians’ schedules were adjusted to serve students more effectively; English B34 was reconfigured to simplify scheduling of class orientations and workshops; library research workshop schedule was adjusted to accommodate walk-up reference and teaching assignments
2. Based on meetings with KHSD, the video “College Research Survival Skills” was created and shared with KHSD faculty and assistant principals of instruction. KHSD is using the video in teacher training and staff development. The video was presented at the Building Bridges conference in April 2013. The much-acclaimed video is now also available on YouTube for use on our campus. A sequel, addressing more specific topics such as plagiarism, is in the works.

b. How did your outcomes assessment results inform your resource requests this year?

1. Statistics on database usage made it clear that students are relying heavily on the Library’s online databases. Also, based on student need, faculty requested the Library subscribe to the database JSTOR in order to improve research in history and political science classes. Therefore budgets requests were made in order to maintain and possibly increase the money allocated to these resources.

2. Based on the statistics kept at Reference, a request was made to reinstate lost adjunct hours.
- c. **Note any significant changes in your program's strengths since last year.**
1. In 2012-13 the Library offered two Cerro Author visits. Julie Otsuka was the speaker on the main campus. Approximately 450 students attended. 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. Reyna Grande visited the Delano Campus in Spring 2013. Ms. Grande spent two days at the Center discussing her books and offering a writing seminar for aspiring authors on campus. Both visits were huge successes and provided students on both campuses a chance to meet prominent authors.
 2. Along with helping students and faculty on a daily basis with their research needs, librarians see a responsibility to participate in campus life. The five tenured librarians actively serve on 13 campus committees, including PRC, Curriculum, ISIT and Accreditation.
- d. **Note any significant changes in your program's weaknesses since last year.**
1. Supporting the Delano Campus continues to be difficult, but the Library has been given the go-ahead to hire an adjunct librarian for Delano. The hope is that this will contribute to the information competency skills of Delano students.
 2. The processing of the William M. Thomas Archives had been stopped due to lack of funds. During Spring 2013, however, an archival assistant was hired on a temporary basis to finish the processing of the collection. This stage of the project should be finished mid-Fall semester. Decisions about the future location, staffing and maintenance of the collection are yet to be made.
 3. During 2012-13, 1/3 of a librarian's load continued in the English Department and adjunct hours were decreased causing a decline in reference services, fewer workshops conducted and one less section of English B34 being offered. The situation has been remedied and the Library has begun 2013/14 with full faculty staffing and is currently interviewing for adjunct librarians.
 4. Students continue to use books in their research and the Library's book budget has been stagnant in past years. The Library has, however, subscribed to an online service of e-books which has increased the number of books available to students by 120,000. Although most students seem to prefer books they can hold, the e-book library offers an expanded collection. Statistics show that e-book checkouts increased from 24,139 to 42,886 over the past year.
- e. If applicable, describe any unplanned events that impacted your program.

III. Technology and Facilities Analysis

- a. Has your program received new or repurposed technology in this cycle?
 - i. If yes, how have you assessed the outcome of the use of that technology and its effectiveness as it relates to student outcomes?
 - ii. If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the use of this technology?

The computers in the Library classroom (L217) will need to be replaced in the next few years. The network response times in the classroom can be slow and cause problems during orientations and workshops. The IT staff, however, is very efficient and quick to respond to any problems we experience.

- iii. How might other areas use this technology?

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

- b. Has your area received any facilities maintenance, repair or updating in this cycle? If yes, how has the outcome contributed to student success?

YES! For the first time in 15 years, the windows in the Library were cleaned. Students and faculty can now look outside without cobwebs, birds' nests and dead critters impairing the view. Hopefully this will continue on a more regular basis.

Dawn Dobie took on the project of labeling which electrical outlets on the second floor are live and which are not. This has helped greatly with students who need to plug in. Many students have thanked us (Dawn) for doing that.

(NOTE: Facilities and M&O requests can be submitted by completing the [M&O request form](#))

IV. Trend Data Analysis:

More comprehensive trend data specific to the Library is attached.

- a. **Reference Services:** In 2012/13, the librarians answered approximately 19,820 questions at the Reference Desk. These included primarily assistance with research projects, but also technical questions and help with registration. In addition, librarians conducted 174 discipline-specific library sessions (serving approximately 5220 students) and 131 Library research workshops (1215 registrations). These numbers show a decrease over the previous year. Two contributing factors would be lower College enrollment numbers and also the cutback of faculty in the library, both full-time and adjunct. In order to reverse this trend, it is imperative we maintain a level of professional staffing that meets the needs of faculty and staff. Marci Lingo will retire at the end of the 2013/14 school year and the Library will not be able to meet its mission and goals without the replacement of her position.
- b. **Online Database Usage:** As 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 or employee with an internet connection, students now have access to much of the Library's collection 24/7. This becomes more critical as the College expands courses in Delano. Although some funding for these resources is provided from the State, the College also needs to continue to provide for this constantly expanding resource. The Library did seek and receive funds from BSI to enable continuation of specific databases used primarily by basic skills students. 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 2011/12: 26,995 sessions

Gale usage 2012/13: 44,190 sessions

EBSCOhost usage 2011/12: 92,783 sessions

EBSCOhost usage 2012/13: 149,982 sessions

- c. **Circulation:** Circulation of print materials increased due in part to a newly reorganized Reserve system. Staff implemented a more accurate way to record the circulation of reserve items (text books). Automation of the reserve collection has been a great benefit. It has streamlined processes at Circulation, allowed reference staff to have a better idea of reserve title availability, and tracks usage statistics better. The numbers below reflect individual transactions between a student and a library staff member. It's important to remember that each item circulated must also be processed on return and then reshelfed in the library.

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

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

The Library has also experienced an increase in the circulation of e-books. The addition of the e-book subscription collection has allowed students to view an additional 120,000 books from the collection 24/7. The use of e-books almost doubled over the same period a year ago.

eBook usage: 2011/12: 24,139 "checkouts"

eBook usage: 2012/13: 42,886 "checkouts"

V. Progress on Program Goals:

List the program's goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

Previously Established Goal 1: Maintain the level of service students and faculty have grown to expect

Progress on Goal:

X Completed: Ongoing Revised: _____ (Date)

Comments on Goal 1: In 2012-13, adjunct hours were reduced and part of a librarian's load was loaned to the English department resulting in reduced library services (i.e. fewer workshops, fewer sections of English B34, suspension of the library newsletter, etc.). In spite of this reduction, librarians were able to produce the "Library Skills" video, work with classroom faculty, such as Erin Miller, to improve the research assignments given to students, and based on assignments evaluate and augment the current Library collection to reflect the research students are asked to do.

Previously Established Goal 2: To offer the students at the Delano Campus the same level of library service available on the main campus.

Progress on Goal:

Completed: _____ (Date) X Revised: Fall 2013

Comments on Goal 2: In 2012-13, we offered occasional workshops, a small onsite reference library, and electronic resources including e-books and periodical databases, but the library did not have the budget or staffing to support the Center adequately. In Summer 2013, however, approval was given to hire a part-time librarian for the Center. The revised goal for Delano would be to have library services in place during 2013/14 and to begin offering library research workshops and reference services.

VI. Curricular Review (Instructional Programs only):

- a. List each of the courses offered within the discipline’s academic program in the first column, using one row per course. Place an **X** in the appropriate column to indicate when the course is scheduled for review.

Course	2013-2014 (2019-2020)	2014-2015 (2020-2021)	2015-2016 (2021-2022)	2016-2017 (2022-2023)	2017-2018 (2023-2024)	2018-2019 (2024-2025)
<u>Eng B34</u>	X					

English B34 is scheduled to become a stand-alone course and renamed Library B34. The Library and English department are working jointly on this transition.

- b. List courses that are proposed for addition.
- c. List courses that are proposed for deletion.

- d. List any changes the program has made to online/hybrid/distance education courses.
- e. Provide an update on the program's transition to adopting a [Transfer Model Curriculum](#) (AA-T or AS-T), if applicable.

VII. Conclusions and Findings:

Present any conclusions and findings about the program.

The Library staff works tirelessly to promote student learning and success and views itself as an integral part of the B.C. community. There are many examples of how the library responds to the needs of the campus. Among them:

- By compiling reference desk statistics, we can track trends and determine how we can improve the collection. Working with Erin Miller's class this past year we recognized our collection was not adequate for the demands of her assignment, so we bought books, compiled primary source lists for student access, teamed with Erin to revise the assignment, and finally revised our classroom presentations. With this collaboration between classroom faculty and library faculty we are able to develop more meaningful assignments for students and to insure the library collection supports curriculum college-wide.
- Librarians have been working with Academic Development and English faculty to adjust our program to meet the needs of the new Learning Community and Express courses.
- In response to student requests, the library now opens at 7:30 a.m., M-F, to accommodate students who need library assistance prior to 8 a.m. classes. This change in hours was accomplished by shifting staff schedules.
- Although already mentioned earlier in this APR, the video "College Library Survival Skills," demonstrates the initiative and perseverance of the library faculty. This project was the result of a decade-long collaboration with the Kern High School District which continues.
- The automation of the reserve collection has been helpful to both staff and students. It has streamlined the checkout process and students have quicker access to the titles they need.

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. This semester we are experimenting with a Twitter account and exploring the possibility of an online reference service. In order to accomplish everything on our to- do list, it is important to have an experienced and committed staff. **This year we have five full-time librarians, but Marci Lingo will be retiring in June 2014. It will be the Library's number one priority to replace her position.**

Trend data 2012-2013

Staff

5.0 FTE librarians: 4.6 full-time tenured librarians and additional adjunct hours to cover evenings; the Library has lost 1/3 of a librarian's load to the English department and also 8 adjunct hours per week.

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. **This is an increase of 2.5 hours/week as compared to last year**

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 2010/11: 47,654 sessions

Gale usage 2011/12: 26,995 sessions

Gale usage 2012/13: 44,190 sessions

EBSCOhost usage 2009/10: 55,252 sessions

EBSCOhost usage 2010/11: 69,780 sessions

EBSCOhost usage 2011/12: 92,783 sessions

EBSCOhost usage 2012/13: 149,982 sessions

Circulation Statistics

Circulation of print materials remains steady. The addition of the e-book collection has also allowed students to view approximately 120,000 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.

2010/11: 22,738 books and reserve items circulated

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

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

e-book usage: 2010/11: 12,447 “checkouts”

e-book usage: 2011/12: 24,139 “checkouts”

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

Collection size

90,720 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 19,820 questions at the desk. These included assistance with research projects, technical questions and help with registration. In addition, librarians conducted 174 orientations and 131 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 2011/12 totaled 2,379 (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.

2010/11: 5.1 FTES

2011/12: 4.4 FTES

2012/13: 4.2 FTES