

Bakersfield College 2018-2019 Comprehensive Program Review

Program Name:

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

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 learn and succeed, and to support the college curriculum by serving students, faculty, staff, and administration.

Describe how the program supports the Bakersfield College Mission:

The library supports the instructional mission of Bakersfield College by providing and managing research resources and by collaborating with other instructional faculty to teach students the research skills they need to be successful. Library faculty assist students in accessing and navigating the increasingly complex universe of information through one-on-one interaction, class orientations, research skills workshops, and the Library B1 course (Introduction to Library Research). Library faculty contribute to the academic life of the college by sponsoring an annual visiting author program and by active participation in many campus committees and initiatives.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on Program Goals, Future Goals, and Action Plans:

- 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. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.
 1. **Program Goal:** Create how-to videos for the library website that range from short videos on how to print in the library to more detailed videos on specific aspects of research.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

Student learning, Student Progression and Completion

Progress on goal achievement: There has been significant progress made on this goal. The Workshops and Tutorials section of the library website now includes four videos in the "Databases 101" series and ten videos in the "Research 101" series. These videos teach students everything from how to print in the

library to the specifics of how to use the digital Los Angeles Times online. With more of our students in rural areas, high schools, and in prisons, these videos make library orientation available regardless of location. The majority, if not all, of the work on these videos was done by Mindy Wilmot. We acknowledge her hard work in making this goal become a reality.

Status Update – Action Plan and any link to Resource Requests: Though already well underway, this will be an ongoing goal. We would like to create additional videos and update videos as library research resources change and as new resources become available.

2. Program Goal: Offer Delano campus students equitable levels of library service.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

Student Learning, Student Progression and Completion

Progress on goal achievement: Great progress has been made in providing equitable library services to our Delano students. At the time of last year's program review the Delano library was open 24 hours each week. This year a new adjunct librarian was hired to cover additional evening hours, and now the Delano library is open from 9:00 a.m. until 7:00 p.m., Monday through Thursday, for a total of 40 hours per week. Additionally, the library was open from 9:00 a.m. to 3:00 p.m., Monday through Thursday, for 6 weeks of summer school 2018. Library Research Workshop were offered in Delano during both fall 2017 and spring 2018. Though not well attended, we are undaunted and plan to offer 14 sessions of the workshops in Delano during fall 2018. There is now a system in place to transit books between the two libraries, making Bakersfield resources available in Delano, and vice versa. Course reserve materials are also available in Delano.

Status Update – Action Plan and link to Resource Requests: After 3 years of efforts to establish the Delano campus library, the services offered there are now sufficient for the needs in Delano. However, adequately staffing the library into the future will be an on-going concern. The adjunct librarians currently in Delano are dedicated and offer outstanding service, but retaining them is not a certainty. The pool of qualified librarians willing to work in Delano is small, if not non-existent.

B. List the program's goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College's strategic goals. Each program must include an action plan.

1. Future Program Goal: Migrate the library management system from SirsiDynix's Horizon product to ExLibris's Alma and Primo products.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

Student Learning, Student Progression and Completion

Action plan: Beginning early 2019 Bakersfield College, along with many other community college libraries in California, will begin the migration process to a new cloud-based library services platform. This software will manage the library's circulation, cataloging, acquisitions, serials control, and public catalog features. This will be no small undertaking mapping and migrating years of data and catalog holdings for 91,000 items to a new system. The migration will be done incrementally throughout the year, with ExLibris and the Council of Chief Librarians directing the process. Cutover to Alma and Primo will happen in December 2019 and January 2020.

Lead person for this goal: Kirk Russell

2. Future Program Goal: Assess the impact of A705 and the BC Southwest Center on library services.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

Student Learning, Student Progression and Completion

Action plan: Track the number of requests for orientations from ENG B1A instructors during the 2017-18 academic year and probably into the 2018-19 academic year. Make comparisons to previous years. Track workshop attendance during 2017-18 and 2018-19 to find trends. Track the number of requests for orientations at the Southwest Campus. This goal may lead to a future request for additional staffing.

Lead person for this goal: Mindy Wilmot

3 Year Program Analysis:

Since the library serves all students who enter the building or come to a workshop or orientation, we don't have trend data specific to our program regarding retention, changes in demographics, or changes in achievement gaps. The library does, however, collect and analyze data regarding use of library services such as reference, chat, circulation, databases, orientations, and workshops.

Reference Service: Approximately one year ago the library began tracking reference activity using an online system called SpringShare. This system creates much more accurate and in-depth data but also tracks activity differently than the paper sheet and hash marks system we used for years. Consequently, the number of reference transactions appeared to decrease from 2016-2017, though anecdotally there was no decrease in reference service activity. SpringShare data shows that there were 10,086 reference questions answered during 2017-2018, while in 2016-2017 our hash mark system showed approximately 15,000 questions answered. 2016-17 reference statistics were down from the previous year, but again, this could be attributed to lack of consistency in data collection. Data in future years will be more consistent as we continue using SpringShare and year over year comparisons will become more meaningful.

A new addition to reference service this year (and a completed goal from last year's program review) is a reference chat feature on the main library webpage. LibChat was quietly rolled out in February 2018 and by the end of July 2018 librarians had conducted over 500 chat sessions. This service is very helpful to our rural and online students.

Workshops: Data from past years demonstrated that though the library scheduled up to 65 workshops each semester, some sessions were poorly attended. Using that data, we modified the schedule, decreasing the number of workshops taught so as to make better use of the librarians' time and freeing them for other important duties. In spring 2017 we taught 55 workshops. 326 students attended, accounting for 597 registrations. By contrast, in spring 2018 we taught 42 workshops and 312 students accounted for 653 registrations. Though the number of students attending decreased slightly, registrations were up, and this was with 13 fewer workshops. This successful retooling of the workshop schedule will continue, with the library offering approximately 40 workshops each semester. Assessment data has consistently shown over the past three years (at least) that students find the workshops beneficial. In spring 2018, when asked if what they learned in the workshop would help with research in their college classes, student responses averaged from a low of 4.6 to a high of 4.87 on a scale of 1 to 5, 5 being "essential."

Orientations: Librarians in Bakersfield and Delano taught 223 workshops during the 2017-18 year. This number has remained fairly consistent, with 229 in the 2016-17 academic year. Orientations are given when requested by faculty. That, in combination with limitations of space and the number of librarians available

to teach, naturally limits the number of orientations taught. In fall 2017 the library surveyed faculty who had brought classes to the library for orientations to assess the effectiveness of the sessions offered. Results showed overall satisfaction with this service and included some helpful suggestions for improvement.

Circulation: Circulation of print materials from the general library collection has seen a steady decline over the past few years. In 2015-16 approximately 11,000 items circulated. This number decreased to 9,955 in 2016-17 and to 9,163 in 2017-18. The circulation of reserve materials remains strong with approximately 14,000 circulations each of the past two years. Three years ago that figure was closer to 17,000. Declining circulation is a trend seen in academic libraries around the country as the number of electronic resources, both books and articles, increases. Case in point, the library has a print collection of about 83,000 titles but has access to approximately 170,000 ebook titles in the EBSCO Academic eBook Collection. The Academic eBook Collection was searched over 229,000 times by BC students and staff last year. Nevertheless, the library added 686 print titles to the collection last year and still eagerly accepts book purchase recommendations from faculty.

Databases: The library subscribes to approximately 48 electronic databases. Database usage is tracked and included in the library annual report each year. Search statistics give librarians an idea of which databases are heavily used and which are not. Some databases are used by just a handful of classes on campus, such as Oxford Music Online or 19th Century U.S. Newspapers. Yet these are still important enough in their disciplines to warrant continued subscriptions. Of note, 535,340 searches were conducted in the EBSCO Academic Search Premier and Complete databases last year. The EBSCO Applied Science and Technology database, which serves primarily to support the Industrial Automation BS degree, had 206,565 searches last year. This is up from 187,419 last year, and 52,068 the year before. As mentioned previously, the Academic eBook Collection was searched over 229,000 times last year. The migration to a new library services platform next year may free up funding for additional databases. Some that librarians are currently considering as important are Statista – a statistical database, and Kanopy -- a streaming video database which a number of faculty have expressed interest in.

Unplanned events that may affect the library program: If any one class on campus accounts for the majority of library usage, it would be ENG B1A. Most reference service, orientations, and workshops are used by students preparing research papers. The library is watching to see what effect the implementation of AB705 will have on library services. With more students qualifying for ENG B1A and the number of sections offered increasing significantly, the demand for orientations, workshops and reference service may increase to a point that we are unable to meet demand with the current number of full-time librarians. The coming year and following year will allow us to determine if we need to increase our adjunct librarian pool or if we need to request an additional full-time librarian. The spreading of BC into rural communities, high schools, and particularly the Southwest Center is also having an impact on requests for library services.

Dual Enrollment, Inmate Education, Rural Initiatives: The library has encountered challenges in giving dual enrollment students access to library databases from off campus. Since the registration of dual enrollment students falls out of the regular BC pattern, these students aren't loaded into the library system the week before school begins as on-campus students are. Consequently they don't have database access until they request it. This often happens in waves, particularly from Delano high schools, about the third or fourth week of the semester. The district has difficulty providing data to the library for these students and many end up frustrated. Fortunately, schools in the KHSD subscribe to many of the same databases BC uses and they are able to use their local high school resources. But the concern remains for students outside the KHSD. Of equal concern are requests for library orientations to dual enrollment classes on high school campuses. The library currently doesn't have adequate staffing to send librarians off campus to meet this need. Requests for service from inmates aren't common, but are time-consuming. The librarian does the requested research and sends paper copies of articles and photocopies from print materials via U.S. mail to the prisoner. We have thus far been able to meet the demand for inmate requests.

In response to the need for library orientation for these cohorts and our rural students, the library has created 7 Canvas modules addressing various research resources and research processes. Any KCCD instructor can import one or more of these orientations to their course. We hope to develop these same research

modules for our public facing website in the near future. Library chat, available on the library website, provides reference interaction with a faculty librarian to students regardless of location. In addition, the Databases 101 and Research 101 series of videos are freely available through the library website.

Student Equity: For the past three years, one of our full-time librarians, Faith Bradham, has been embedded in the Umoja/ASTEP program. She not only teaches a section of LIBR B1 every semester as part of an Umoja learning community, but she actively participates in the Umoja program, Umoja village meetings, and statewide Umoja conferences. Her dedication and mentoring have had a positive impact on many of our African American students. A future concern is increased demand for Umoja learning community courses. Paula Parks would like to offer two sections of Umoja ENG B1A in Spring 2019, which means two sections of Umoja LIBR B1. Having Faith teach two sections as part of load, in addition to her library responsibilities, will be burdensome for her and put her over load. We need to explore other solutions.

Guided Pathways, Completion Coaching Communities: Two librarians, Faith Bradham and Elisabeth Sundby have participated as data coaches to various completion teams.

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities: None received.

If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.

- 1: Space Allocation
- 2: Renovation
- 3: Furniture
- 4: Other
- 5: Beyond Routine Maintenance

Technology: None received

If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?

- 1: Replacement Technology
- 2: New Technology
- 3: Software
- 4: Other_____

Other Equipment

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

The library purchased three new photocopier machines in July 2018 to replace the four previous photocopier machines that were over 10 years old. Funding was provided by the state in the form of RP funds. Assessment of photocopier usage indicated there was no longer a need for two photocopier machines upstairs. The two downstairs machines are still heavily used. The downstairs machines are a great benefit to students using textbooks and other materials placed on reserve by their instructors. The upstairs machine tends to be used more by students doing research and requiring photocopies of print materials.

Conclusions:

The library has been actively involved in making library services available to BC students, regardless of location. The new Research 101 and Databases 101 series of videos, increased library hours and services in the Delano Library, library chat, and the new library orientation modules in Canvas have all been created to improve the reach of research assistance to dual enrollment students and rural communities. All the while the library has continued offering outstanding service to on-campus students. During the 2017-18 academic year, librarians answered over 10,000 reference questions, managed over 500 online chat sessions, taught 80 Research Skills Workshops, and taught 223 subject-specific class orientations in response to faculty requests. Students find the Research Skills Workshops to be between “quite useful” and “essential” to helping them with research for their college classes. The most recent BC Services Survey completed by staff, faculty, and administrators showed the library scoring as the highest rated support service. The most recent CCSSE Survey of Student Services completed by students showed the library rating number 1 in “frequency of use” and “satisfaction with services.”

Events on the horizon include migration to a new state-sponsored library management system. This process will be time-consuming during the coming year, but will result in cost savings, improved ease of administration, and a modern discovery interface for student research. The other event that will impact the library will be AB705 implementation. The librarians plan to monitor the impact this may have on the demand for library services and determine how to best respond to potential increased demand.

Though a department of just five full-time faculty, librarians serve on all major campus governance committees and have been instrumental in the preparation of this year’s Institutional Self Evaluation Report.