Bakersfield College
Program Review – Annual Update

Program Name: Library

Program Type: ☒ Instructional   ☐ Student Affairs   ☐ Administrative Service   ☐ Other

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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 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.

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.

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:

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.

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)	Status Update – Action Plan
1. We would like to incorporate more how-to videos on our website that range from short videos on how to print in the library to more extensive videos on specific aspects of research.	☒ 1: Student Learning ☐ 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	☐ Completed: _____ (Date) ☐ Revised: _____ (Date) ☒ Ongoing: _____ (Date)	We haven't made much progress on this goal during the past year because we've begun looking at other resources that will assist us in instruction. But we will keep this goal and continue to pursue it during the coming year.
2. Offer Delano campus students the same level of library service available on the main campus.	☒ 1: Student Learning ☐ 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	☐ Completed: _____ (Date) ☐ Revised: _____ (Date) ☒ Ongoing: _____ (Date)	Progress continues to be made in Delano. The library is staffed by an adjunct librarian 24 hours each week. All databases available on the main campus are available to Delano students, reserve materials are available, printing and photocopying are available in the library, and books can be checked out from the main campus and moved to Delano. Our challenge now is determining how best to offer summer library hours in Delano. This

			will be an on-going discussion item among the librarians.

B. 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)	Status Update – Action Plan
We plan to roll out a chat feature on the library webpage that allows students easier access to answers and to research assistance from a librarian.	☒ 1: Student Learning ☐ 2: Student Progression and Completion ☐ 3: Facilities ☐ 4: Oversight and Accountability ☐ 5: Leadership and Engagement	The software has been purchased. The librarians must now meet to train in the use of chat and to determine how to effectively staff the chat feature using the human resources we currently have.

Best Practices:
Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

During the past year the library has collaborated a couple of times with SGA to host a semester-end De-Stress Fest to help students deal with the stresses of finals. We've found this collaboration to be both successful and helpful to students. It also offers a friendlier face to the library, which can sometimes be seen as a little cold and regimented. The visit by Cerro author Andy Weir to the campus in October 2016 was a great success with hundreds of students benefiting from the three presentations he made.

Program Analysis:
Take a look at your trend data (all programs should have some form of data that is used to look at changes over time).
1. Please report on any unexpected changes or challenges that your program encountered this cycle:

Reference: The library saw a drop in the number of reference questions answered by about 4,000 between 2015/16 and 2016/17. Nevertheless, librarians answered 15,229 reference questions during the academic year and summer school. This difference could be attributed to a lack of consistency in the way these numbers have been tracked by individual librarians for the past 4 or 5 years. Beginning July 1, 2017, the library subscribed to software which allows more accurate tracking of reference interactions in both Bakersfield and Delano. At the outset, this will probably cause discrepancies in statistics between the current and past years again, but we can now better track when questions are asked, by whom, and what type of questions. This data will be useful in future years and soon the statistics will be better normed.

Orientations/Workshops: The number of class orientations taught during the year (229) remained fairly consistent. Attendance at Research

Workshops declined. Though the number of students attending workshops declined slightly from 852 to 778, each student is taking fewer workshops – 1.9 per student this year, as compared to 2.15 per student last year. Data shows that these decreases began a few years ago. This can be attributed to the availability of other kinds of workshops offered on campus, such as CAS workshops, and the decrease in units for ENG B1A from 4 to 3. Instructors have told us they no longer have the time to require additional work with their current time constraints. When one or two instructors no longer suggest or require workshop attendance, the numbers can change significantly.

Circulation: Items circulated decreased from last year. This year the library circulated 9,955 items from the general collection and 14,761 items from the reserve collection for a total circulation of 24,716. This trend is seen in many academic libraries throughout the country as students rely more heavily on electronic resources. Nevertheless, anecdotally, many of our students still prefer to have physical items they can check out and take home to study. It is important to note that each circulation also includes an individual interaction between a library staff member and a student and requires staff time in processing and re-shelving materials.

Databases: Offsetting the decrease in library print circulation is the increase in searches performed in the library's ebook databases. The number of searches increased by 16,701, or 4%, from the previous year to a total of 420,594. Searches in databases also increased, nearly doubling in EBSCO's databases from 1,825,567 searches last year to 3,687,202 searches this year. The new database acquired to support the BS degree, EBSCO's Applied Science and Technology, saw a significant increase in usage from 52,068 searches last year to 187,419 this year.

Due to the nature of the library and the way its resources are used, it's difficult to assess the impact of our services on individual students beyond the data that we collect. Students use library resources all day both in and out of the building, but for most, we are unable to track who they are. Consequently, we can't assess how the library affects their success in courses, course completion, etc. In the coming year, Faith Bradham is undertaking a project to gather even more data regarding students and library usage. We look forward to evaluating the data and using it to inform our decisions regarding library services.

2. How does your trend data impact your decision making process for your program? Reviewing data from workshops allows us to modify how many workshops we schedule and when they are scheduled. Evaluation of this year's workshop data tells us that Saturday workshops are always well-attended, so we will continue to schedule on Saturdays. The data also demonstrates that regardless of when workshops are scheduled, the one constant is the later in the semester the workshop is offered, the higher the attendance will be. Scheduling to accommodate procrastination is difficult. Evaluating database usage allows us to see which databases we may want to consider discontinuing. As we will have more in-depth reference data next year, we can respond accordingly by shifting human resources on the reference desk to times when services are most in demand.

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses? The library traditionally hasn't looked closely at retention and success rates in LIBR B1, the only for-credit course taught by librarians. This is probably due to the relatively small number of students who register in the course, in comparison to workshops and orientations. Success rates have been lower in LIBR B1 than the campus average. For the past two years the success rate has hovered between 61 and 63 percent compared to a campus average of about 69 percent. Retention rates hit a low in the fall of 2016 of 75 percent, but both spring 2016 and 2017 were closer to 87 percent. The campus average

is about 88 percent. Though only one section of LIBR B1 will be offered in fall 2017, and we don't yet know about spring 2018, we will evaluate success and retention in LIBR B1 again next year. The librarians will also begin discussion of the possibility of offering an online section of LIBR B1.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle? N/A

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
Positions: *Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.*	☒ 1: Classified Staff ☒ 2: Faculty	A full-time librarian position was filled on the BC Main Campus. This was a replacement for Anna Agenjo, who retired in May 2017. This position was critical in allowing the library to continue offering the number of workshops and orientations that instructors request each semester, as well as keeping the reference desk fully staffed. A classified position in Circulation was also reclassified from a Library Assistant to a Library Technician and filled. Both full-time positions at Circulation are now Library Techs (I and II), which better reflects the duties of each position. This Library Tech position was mission-critical. Since the Circulation department is open over 60 hours each week, there has to be adequate staffing to meet student needs.
Professional Development: *Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle*	☐ 1: Provided Professional Development ☒ 2: Attended Professional Development	Sondra Keckley attended the Internet Librarian Conference in which methods, techniques, and resources for using and teaching the Internet are presented. Sondra prepared a multi-page summary of what she learned for distribution to the department; Mindy Wilmot attended the California School Library Association conference in her role as liaison to the local high school librarians, as well as other regional and statewide CCL workshops; Anna Agenjo attended a Basic Skills summit; Kirk Russell attended COSUGI – the Horizon Users Group -- conference for developments and future plans for the library's automation system; Faith Bradham attended the Association for College and Research Libraries Conference on an Early Career Librarian scholarship and she also attended the SLI/Umoja Conference with Paula Parks in her role as the instructor of the LIBR B1 section of the Umoja program. Each of these conferences/activities have helped keep our library faculty current in the issues affecting our discipline, which in turn results in innovations in teaching and serving students in the library. All librarians serve actively on various campus committees: Curriculum, Assessment, Program Review, ISIT, College Council, and AIQ. Sondra Keckley and Kirk Russell are

		serving on Accreditation teams and Sondra is managing the indexing of evidence for the final accreditation document.
Facilities: *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	Carpet replacement in the building has made a difference in the atmosphere and safety of the building. Recessed electrical outlet gaps in the floors have been closed and carpeted over, and the rubber stripping along floor ducts was removed, both of which decreased trip hazards. The new carpet has added to the cleanliness and appearance of the building.
Technology: *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_____	The library purchased a new microfilm/fiche reader. The new digital machine creates much cleaner images and connects to the existing print network, allowing students to more easily print from fiche and film.
Resource Request		**Discuss How Effective Request is for Student Success?**
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.*	☒ 1: Replacement ☐ 2: New ☐ 3: Other_____	The library purchased a new vending unit to attach to a photocopy machine when the old vending unit stopped working. Without the vend unit, students are unable to pay for and make photocopies. Since students constantly use the photocopy machines, this was a great benefit to students doing research in the library.

Budget: *Explain how your budget justifications will contribute to increased student success for your program.* (*Fiscal requests will be submitted by the faculty chair and/or area administrator.*)		

Conclusions & Snapshot:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program, if someone were to only read this portion of your annual program review.

With a relatively small staff of librarians and library technicians, the library does a remarkable job of meeting the research needs of students at Bakersfield College and helping them to be successful in their coursework. Through one-on-one instruction, class orientations (229), and workshops (134), librarians help students understand how to use the 80,000 print titles in the library, the 150,000 electronic books available online, and the millions of articles in multiple databases. The library-sponsored Cerro Visiting Author series gives students an annual opportunity to interact with and ask questions of notable authors.

A new, small branch library on the Delano Campus now offers library service to Delano students. Efforts continue to increase services and hours on the Delano campus, though summer hours continue to be fluid due to staffing issues. It has been difficult to make the Library Research Skills Workshops and the LIBR B1 library research course successful in Delano, despite outreach efforts by the Delano librarian.

The library has acquired software to track reference transactions and gather detailed data regarding reference activity. This data will help in determining staffing needs and student needs. The library also anticipates making chat available soon on the library webpage. Staffing issues need to be discussed and resolved before chat goes live. Librarian Faith Bradham is doing a study during fall semester to gather data regarding student use of library study spaces, and students served in orientations and workshops. She will attempt to correlate library use with student success.

Funding for library electronic resources needs to be addressed. Expenditures on electronic resources surpass what is allocated to the library in GU funds annually. As a result, funding has become piecemeal. A steady and adequate funding source would offer greater stability.

Librarians continue to be very involved in both their profession and in service to the campus. All librarians serve on at least one major campus committee, so the library has representation on College Council, AIQ, ISIT, Program Review, Curriculum, and Assessment. Librarians also serve on campus accreditation teams and will assist in preparing the final accreditation document.