Barstow Community College

NON-INSTRUCTIONAL PROGRAM REVIEW

PROGRAM: Library

Academic Year: 2013   **Date Submitted:** 10/2/2013

By:

Lead: Kyri Freeman

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1. Mission and Vision

A. Service Area/Administrative Unit Mission

Barstow College Library is committed to serving the needs of our students, faculty, staff, and community patrons by striving to meet the following goals:
- Maintaining a diverse collection of materials to support the academic and vocational needs of our student body;
- Helping students develop skills essential to academic and occupational success by promoting information competency and critical thinking;
- Working with the faculty to ensure knowledge of the library's services and resources and providing training and support to incorporate them into curriculum;
- Providing resources and research assistance to enhance faculty research;
- Serving the diverse needs of all library patrons, including remote learners and those with special needs;
- Responding to changing technologies by providing resources in a variety of formats, both print and electronic, and maintaining a knowledgeable and skilled staff;
- Promoting lifelong learning and the value of the library in the campus environment.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

This is our five-year plan:

Barstow College Library 5-Year Plan
1. Collection
a. Finish backlog of weeding so that weeding is on a regular schedule as appropriate for all subjects – will take several years.
b. Continue to monitor technological change in the areas of e-books, other downloadable materials, and video streaming, to see if technological and business models are developed in these areas that would be available to us and useful to our students. Ongoing
c. Continue to purchase print and DVD resources. Ongoing
d. Explore the possibility of reducing print periodical subscriptions substantially starting in FY 2012-13. Immediate
e. Develop active strategies and procedures to increase use of all resources. Immediate and ongoing
f. Do as much as possible to ensure that funding for databases is maintained at a workable level. Immediate and ongoing

2. Physical library
a. Consider administration suggestion to add new computers. Where would they go? Who would pay for and maintain them? How could academic uses be specified, if possible?
b. How to improve collection security?
c. Receipt printers?
d. Maintain funding for security system service plan.

     e. Identify how staff computer equipment and back-end technology (Voyager, Oracle) are to be paid for. If by the library, secure and maintain consistent adequate funding.

     f. Get a better copy machine; also, encourage college to purchase a second copy machine to be kept either with the first or in some other central location on campus?

3. Personnel
   a. After researching job descriptions and compensation, submit requests to add one adjunct instruction/reference librarian and one classified front desk lead position to the library.
   b. Extend one currently part-time Library Tech I position to full-time (subject to outside funding).
   c. Return staff training funds to 2012-13 budget. Encourage and promote staff training.

4. Instruction and SLOs
   a. Complete quarterly cycle of assessment for all SLOs; develop better assessment methods for SLO 2.
   b. Develop library tutorial materials for distance education students (requires help from other departments).
   c. If required, develop credit library research courses (hopefully done by instruction librarian).
   d. Develop and promote subject-specific information literacy assignments for students.

5. Policies and procedures
   a. Post correct mission statement (can be done ASAP)
   b. After final discussion by staff, save book processing and periodical processing documents to the G drive where they can easily be accessed
   c. Continue to examine policy/procedure on an ongoing basis to make sure we are using best practices
   d. Continue enforcement of reasonable quiet, no food/drink, etc.
   e. Continue active staff presence working in stacks where possible to deter theft.

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

BCC Mission:

Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures. **(Library supports by diverse collection and up-to-date technology)**

Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities. **(Library supports by having basic skills and vocational materials in collection as well as materials supporting transferable courses. Library tutorials offered to students in all classes)**

Promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities. **(Strong customer service ethic, emphasis on customer service performance for library staff)**

Providing counseling and other support services to assist students in the identification of their goals and achievement of their personal, educational, and employment potential. **(Not as relevant to us, but we do offer materials on transfer, different schools, majors, careers)**

Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth. **(Library has an MOU with the local Veteran's Home to allow veterans to check out books. More could be done here)**

Providing career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace. **(Career and technical materials in collection. Especially see certification materials in Learning Express database)**

Using institutional research to further develop courses, programs, and services. **(Library keeps statistics on electronic database use, book, DVD and reserve item use, reference transactions, etc. SLOs exist, assessment is taking place this semester)**

Increasing access to all students by continuing to promote and develop our extensive distance education program. **(Databases, e-books, availability of reference services via email)**

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2. Service Area/Administrative Unit Description and Overview

Assume the reader does not know anything about the Service Area or Administrative Unit. Describe the unit, including—but not limited to—the following:

A. Organization, including staffing and structure
B. Who do you service (including demographics)?
C. What kind of services does your unit provide?
D. How do you provide them?

Organization: managed by Librarian (faculty); one full-time Library Tech II, one full-time Library Tech I, one part-time Library Tech I (all classified).

We serve all BCC students (on-campus and distance education students alike) as well as BCC faculty and administration.

We provide materials for research and study such as books, periodicals, DVDs, a journal database, topical databases, etc. We also offer reference assistance (help with research questions). We provide a space for students to study and computer access.

Library materials and services are available both in the building and remotely (via electronic databases and e-books; reference questions can be answered via email or phone).

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3. Data

A. ASSESSMENT DATA

1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

The library tracks statistics such as book and DVD circulation statistics, reserve textbook use, e-book use, hits on our electronic databases, patron traffic into the building, reference questions, number of library tutorials offered, number of items purchased, and number of outdated items removed from the collection. We also assess Student Learning Outcomes.

2) Summarize the results of these measures.

Library use in all areas has remained consistent throughout the assessment period. Based on these numbers, student engagement continues to be lower than desired.

To increase student engagement, we plan during the next assessment cycle to work with instructional faculty to create a range of assignments at different levels that require the use of library resources.

In the past, we have also attempted to increase student engagement by purchasing a wide range of materials, in print, electronic and DVD formats, for various reading levels/levels of expertise, emphasizing topics of apparent immediate interest and relevance to our students. This effort will continue.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES (SAO/AUO)

1) Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

> We are assessing two of our SLOs via assignments given to students in library tutorials. Our third SLO is assessed via circulation statistics. We have continued to assess these SLOs (SAOs?) since the last program review.

2) Describe any improvements made by your unit as a result of the outcomes assessment process. What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan* to implement, as a result of your analysis of these measures?   *(*List any resources required for planned implementation in #10: Resources.)*

> Evaluation tells us that students who take library tutorials do well on SLO #1, "Student uses library systems and procedures to accurately seek for and access information, whether for educational or personal needs". Efforts in this area will continue along existing lines.
>
> We have limited opportunities to work with students on SLO #2, "Student uses critical thinking to compare and contrast different information sources, whether print, audiovisual or electronic, and chooses those that are most appropriate to an assignment or other information need". In the last program review, I mentioned wanting to hire an adjunct Instruction Librarian. I still feel that this would be important. However, given the current state of the budget, it is not immediately realistic, but it remains a goal for the future. Hiring this employee would allow us to develop a multi-tiered system of library tutorials or perhaps for-credit laboratories that would better address students' need for information literacy instruction.
>
> Based on circulation statistics, SLO #3, "Student develops an appreciation for a diversity of literature and scholarship", is holding steady, but at a level lower than it should ideally be. Student use of the library is largely dependent on faculty giving them assignments that require meaningful engagement with library materials. We took a step toward addressing this by assigning students in lower-level English, Orientation, and Reading courses who take library tutorials a new assignment: to check out two books and provide a limited report on their reading. However, the instructor, Mr. Ian Caldon, who was most helpful in giving his students this assignment and assessing their performance on it has left for another position during the assessment period. It would be ideal if library assignments could be made consistent throughout all classes of a certain type rather than being dependent on the presence of specific "library-friendly" instructors.

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4. Policies & Processes

A. **What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit?** *(BCC BP/AP; Federal, State & local regulations; departmental guidelines)*

Our in-house policies, procedures, and processes have not changed during the assessment period. However, we have documented them more effectively by creating a Circulation Staff guide to all policies and procedures, which is available to all staff on our G drive.

There is one significant change to an external policy that has affected the library. The Affordable Care Act dictates that staff working more than a specified number of hours per week must be provided health insurance by employers. Via Barstow College administration, the library has been required to limit the hours worked by substitute employees so as to prevent them qualifying for health insurance.

Externally, our budget procedures are determined by the Budget Office, our personnel procedures are determined by HR, and our cataloging procedures are determined by current industry standards. There has been one significant change in these areas. Due to the lapse of an MOU, the librarian is no longer considered the direct supervisor of library classified staff members for evaluation and hiring purposes. This change was only just made in Fall 2013, so its effects are yet to be evaluated.

B. **Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.**

Since we are short on staff already, the effects of the Affordable Health Care Act make it difficult to provide sufficient coverage. For example, one experienced staff member is not allowed to work 40 hours/week in the position for which she is currently substituting ("working out of class") because her actual position is a 20 hour/week position. The remaining 20 hours needed to cover the vacant position thus must go to substitute employees, who have less experience and at times are less reliable.

The improved documentation of internal policies and procedures should make staff training easier and help us be consistent in the way we do things.

C. **In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?**

I feel that we are doing well in this area in-house. We continue to examine our policies and procedures for quality and efficiency.

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5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

We have a strong collection and some dedicated personnel. We are assessing our SLOs. Since the last program review, we have improved our collection by adding a subscription to ebrary, an e-book subscription service. This has increased the number of book-length items available electronically, accessible to students, via any computer with Internet access, by several hundred percent. These e-books are constantly updated so that the collection in this area does not go out of date.

B. Weaknesses

Due to the layoff of one of the part-time Library Tech 1 staff in 2013, the library is extremely short-staffed. We have had to reduce our hours to close at 6 PM rather than 8 PM. This means a 20% reduction in the hours the library is available for student study and research. It also means that substitutes must be extensively used to cover absences rather than extending the hours of experienced employees. Work which makes items available to students, such as processing and shelving books and print periodicals, must now take place more slowly. The chance that a student will have to wait in line while someone else is helped has increased. We have already had student complaints about the reduced hours and about newspapers not being immediately available in the morning (because the one staff member on the desk could not leave the library unattended to go outside to the book drop for retrieve them). I have appended a BAP asking that the position be reinstated.

The library's Integrated Library System (ILS), the system that contains our online public access catalog and links with our electronic databases as well as maintaining data on circulation, student fines and fees, etc. is badly outdated and is in danger of becoming nonoperational. We could not only prevent loss of data but could improve student learning and streamline internal cataloging and related procedures by moving to a cloud-based system. Funding will be needed. I have appended a Technology Request form and a BAP.

The library's budget was cut significantly during the assessment period. The book budget was cut from 22,000.00 to 12,000.00. The DVD and CD budget was cut from 6,900.00 to 4,000.00. Also, since 2011, line items for travel and conference expenses, conference fees and staff training were removed from the library budget, leaving zero funding for staff training and professional development.

The library is underused because faculty do not assign students work that requires the use of library materials (and our students do not gravitate toward reading on their own). As stated above, we will be applying some strategies to try and improve this.

In last year's program review, I mentioned that we would benefit from hiring an Instruction Librarian as well as a front-desk lead position. These needs still exist, but have been tabled for the time being due to budgetary concerns.

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6. External Factors *(see Handbook for worksheet)*

A. Opportunities

> We have the opportunity to improve our ILS and our personnel shortage via BAP requests.

B. Threats

> We are constantly threatened by budget cuts and even layoffs, all of which are initiated outside the department. In addition, our usage statistics are largely dependent on faculty making the choice to require their students to engage with library materials.

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7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?

> None, as no funding was available. The librarian does attend faculty Best Practice and All Division meetings, but these are generally not specific to our department.

B. What are the continuing education and/or professional development plans for the upcoming cycle?

> We will research free webinars and other forms of professional development that don't cost anything. Staff will continue to attend on-campus trainings and meetings.

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8. Prior Goals/Objectives

Briefly summarize the progress your program/unit has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

1. Maintain and improve library collection: We have continued to purchase books and audiovisual items, but our biggest accomplishment has been adding our ebrary e-book subscription, as described above.
2. Improve information literacy instruction, engage faculty: These efforts continue but our statistics from tutorials and circulation statistics show that this is an area where we are holding steady rather than making large improvements.
3. Maintain quality personnel. We are doing poorly here. One Library Tech 1 was laid off, and our Library Tech II is leaving to pursue opportunities elsewhere. A BAP requesting that the Library Tech 1 position be reinstated is attached. The Library Tech II position will be filled, hopefully with an individual as good as the outgoing one, who has been a significant asset to the department.
4. Continue to seek out free or affordable conferences, webinars, and other training opportunities. These will now have to be free, since our training budget has been excised. I will put more energy into looking for free training opportunities.

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9. Goals/Objectives/Actions (ACTION PLAN)

A. **GOALS:** Formulate Goals to maintain or enhance unit strengths, or to address identified weaknesses.

B. **ALIGNMENT:** Indicate how each Goal is aligned with the College's Strategic Priorities.

C. **OBJECTIVES:** Define Objectives for reaching each Goal.

D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.

E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.

F. **ADDITIONAL INFORMATION:** This provides space for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents

(i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Complete the following table with your Program's **ACTION PLAN**, which must include a **minimum of 3 goals**:

	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Provide persuasive data via BAP and program review to ask that the Library Tech I position which was removed in Spring, 2013 should be reinstated. This would allow us to once more be open until 8 PM. Help to students and work on periodicals, book processing, shelving, shelf-reading (re-ordering items that are in the wrong place) and other tasks would all take place more quickly and to a higher standard of quality since they would be performed by regular employees, not substitutes.	*List all that apply:* *Provide students a successful college learning experience* *Promote and support student engagement* *Attract, retain, and develop excellent employees*	#1 BAP is approved by appropriate committees	Presidential, VPAA, HR, and BOT approval	Position is hired Library changes hours back to closing at 8 PM Library Tech 1 tasks are completed more rapidly and to a higher standard
			#2		
			#3		
	Additional Information:	BAP is appended			
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#2	Maintain and improve library collection so as to improve student engagement and learning.	*List all that apply:* *Foster an innovative learning environment that respects diversity*	#1 Continue purchasing appropriate print and audiovisual materials	Maintain or improve budgetary support Continue to use appropriate collection development techniques.	Collection statistics show an increase in library use Budget numbers reflect more robust financial support

ACTION PLAN

	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		Provide students a successful college learning experience *Promote and support student engagement*	#2 Continue purchasing appropriate electronic materials	Maintain or improve budgetary support Continue to use appropriate collection development techniques.	Collection statistics show an increase in library use Budget numbers reflect more robust financial support
			#3		
	Additional Information:				
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#3	Purchase a new ILS to improve stability, security, streamline internal procedures, generally modernize the library system while improving student access, engagement, and learning. The quality of the ILS we are considering (WorldShare) is vastly better than what we have now and would improve on all the ways that students currently interact with library data, as well as adding new pathways, such as enabling faculty to put electronic database articles on e-reserve for students.	*List all that apply:* *Foster an innovative learning environment that respects diversity* *Provide students a successful college learning experience* *Promote and support student engagement*	#1 Choose the best of several vendor products via product representative demonstrations (we have done this and settled upon WorldShare)	BAP requires approval by various individuals and committees Installation and training by vendor	New product is purchased and installed Collection statistics show an increase in library use Student research work shows more fluency in use of a variety of resources Faculty explore a wider variety of resources and tools, including e-reserves Library Tech II position is able to spend more time working on tasks that directly affect students rather than constantly struggling with an outdated ILS Risk of a total loss of system data no longer exists
			#2		

	ACTION PLAN				
	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	(Please note: While staff work will be streamlined, this will give staff, particularly Library Tech II, more time to work directly with students and on other tasks. It does NOT affect the need to replace the lost staff position.)		#3		
	Additional Information:	BAP and Technology Form are appended			
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#4		*List all that apply:*	#1		
			#2		
			#3		
	Additional Information:				
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#5		*List all that apply:*	#1		
			#2		
			#3		
	Additional Information:				
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ACTION PLAN

	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
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#6		*List all that apply:*	#1		
			#2		
			#3		
	Additional Information:				
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10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1	New (Replaced) Library Tech 1	23,000.00/yearly	Yes	

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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
3	1	New ILS system	35,000/startup, 17,670/yearly	Yes	

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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source