

# Bunker Hill Community College Library & Learning Commons



## Annual Report FY10

June 30, 2010 Diane Smith,  
Director & Head Librarian  
BHCC Library & Learning Commons



**Bunker Hill  
Community College**

imagine the possibilities



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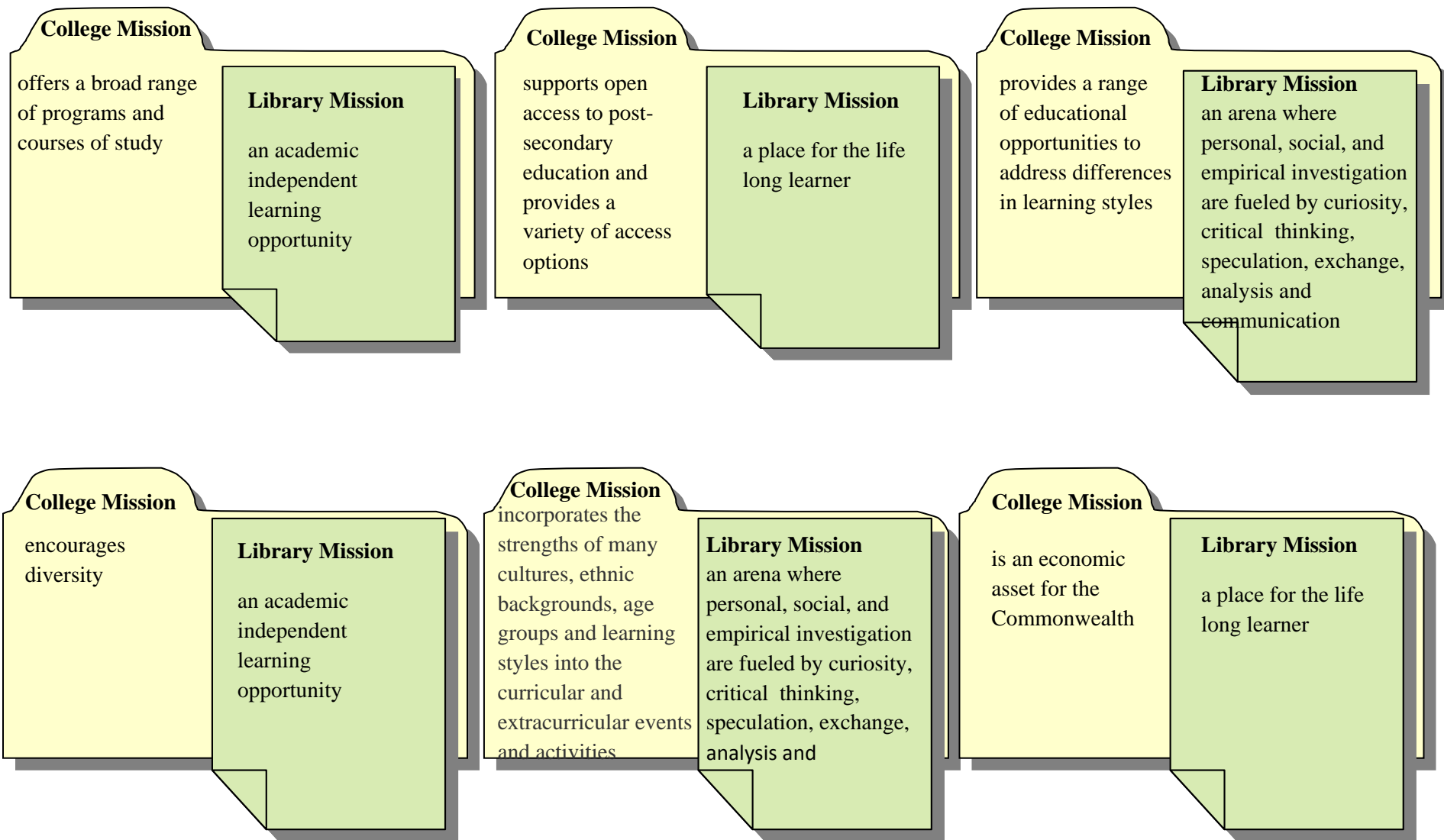
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## **Mission and Values**

### **BHCC Library and Learning Commons Mission Statement :**

The BHCC Library & Learning Commons is an academic independent learning opportunity; it is a place for the lifelong learner where personal, social, and empirical investigation are fueled by curiosity, critical thinking, speculation, exchange, analysis and communication.

### **BHCC Library & Learning Commons Shared Values**

- ✓ Commitment to the college and the library profession in keeping with the principles and guidelines developed by ALA and AACC for the purpose of advancing BHCC's vision, mission and goals
- ✓ Reasonable work for reasonable compensation derived from tuition and public funds
- ✓ Cultivating an atmosphere of mutual and self respect where the values of integrity, civility and dignity
- ✓ Clear communication and consistent reporting based in a belief in the value of disclosure and transparency
- ✓ Engaged and present involvement in the day to day delivering and development of the library as a resource and service provider for the college
- ✓ Belief in the work of libraries as worthwhile as something that makes the world a better place
- ✓ Continuing awareness, interest and involvement in issues and concerns, innovations and challenges facing libraries and adult education
- ✓ Well-rounded staff able to model healthy habits and practices

### **BHCC Library & Learning Commons Goals for FY10**

- ✓ Develop technology related to information access, retrieval and delivery to address issues of diversity and help students prepare for 21st century careers.
- ✓ Restructure the library's info lit initiative to facilitate integration into the general education requirements and core curriculum of the college, in support of each student's goal for success.
- ✓ Continue to align the BHCC Library & Learning Commons in order to address the diversity of our students.
- ✓ Seek funding and opportunities for external and internal outreach activities that leverage the BHCC Library's visibility and reputation.
- ✓ Evaluate library resources and services to better foster student academic success and improve efficiency and effectiveness.

**The BHCC Library and Learning Commons focuses its transformation to effectively and efficiently address 21st Century Library User needs by addressing and readdressing issues related to:**

- **Information Access & Control**
- **Library as Place**
- **Affect of service(personal control/self-reliance)**

**An academic library is a vital place where services, information, concepts, ideas, initiatives, events, and people come together in dynamic ways. Ours is the center of the campus.**



## MEET THE STAFF...



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The BHCC Library and Learning Commons is its staff. This 21<sup>st</sup> century library is a collection of services and resources generated by thoughtful, well educated and trained people. The staff is as diverse as its users consisting of over 30 full and part time people including students who are dedicated to peer service, professionals educated at the masters degree level in information science and skilled support staff in between. The library staff is approachable and exercises its commitment to diversity on all levels by sharing a broad range of personal and professional experience and orientation.

**Part-time staff** members in the library play a critical role in supporting the library to carry out its mission and meet its goals. In addition to the professionals listed below who contributed to the library in FY10, part time staff and work study students provide coverage so the library can remain open 7 days a week for a total of 86 hours. Focal points include but are not limited to Welcome Desk and Lending Services Desk coverage, workshop roving and program support, ID station service, InterLibrary Loan support, Digital Library support, collections maintenance including Reference and Circulation, and technical service support.

**Diane Smith, Administration – Director and Head Librarian -- focal points:** a.) personnel, funding, & resource effectiveness b.) program & initiative design c.) outreach, collaborations, partnerships and relationship building via NLM, MCCLPHEI, Inc., NCBI, ASB, MCO, NOBLE, NACME, Lyrasis, Massachusetts Library System (MLS ), ALA/ACRL, College and library grant opportunities, Library Committee, Honors Advisory, Engaged Campus Initiative, etc.

**Andrew McCarthy, Digital Librarian – focal points:** a.) Web page oversight including development & Maintenance b.) population and maintenance of Past Perfect Museum software and other Archives related initiatives including

Simmons and other intern support projects c.) oversight of the creation and storage of digital objects d.) information literacy efforts and liaison support and activities related to curriculum support

**Totsaporn Intarabumrung, Jennifer Falvo, Anne Smart Public Services – focal points:** a.) workshop program implementation b.) resource development & access services c.) web page development d.) information literacy efforts and liaison support and activities related to curriculum support

**Svetlana Ordian, Information Services – focal points:** a.) Interlibrary Loan b.) ground library resource access support c.) ID station and Lending Services Desk support

**Evelyn Hernandez-Carrion & Luke Bowen -- Lending Services – focal points:** a.) library operations & patron database management b.) assessment/statistics & intern, part time professionals coordination c.) lending services d.) information literacy efforts and liaison support and activities related to curriculum support

**Tania Baez, Andrew Rosen & Jin Zhang -- Collection Maintenance and Development – focal points:** a.) accounts receivable & payable, b.) vendor relations, c.) technical services processing d.) oversight of inventory, new acquisition and other technical services related projects

**Enzo Surin, Support Services– focal points:** a.) receiving & library related vendor relations b.) personnel support activities c.) public relations and marketing d.) user services liaison support and activities related to the following areas of the college: Student Government Association, One Book and the Office for Students with Disabilities

At BHCC, the library staff working as individuals and as members of a team with a shared set of values consistently addresses change and challenges in constructive ways.

Embracing change with a commitment to excellence continues to be the strength of the BHCC Library. The continuing success of the BHCC Library is realized through the change and growth of the past 15 years. Quality service and the consistent satisfaction of its users hinged on recognizing the challenges that technology would bring to libraries and the use of information in the adult public higher education experience while having the tenacity to seek and employ solutions in that same technology to meet those challenges.

The quality and quantity of the services and activities of the BHCC Library and Learning Commons staff reflect the staff's investment in the mission, values, goals and objectives of the library. The library staff is compensated for its efforts but its passion and dedication to delivering quality service and resources to BHCC students, faculty, staff and community borrowers stems from its desire to create a student centered library that contributes in meaningful ways to the academic success of students.

The library calibrates its performance annually to ensure its support and contributions to the mission, goals and objectives of the college. It revisits its own department mission statement and its goals annually and redefines its objectives through the clear statement of measurable key performance indicators. The library staff members keep things on track through the application of their education, training, skills, talents and creative abilities consistent with their defined roles.

Key to their success is the application of a project management approach to the design and delivery of both services and resources. Their energies are focused and highly productive. Each member of the staff is invested in developing their individual skills for the purpose of accomplishing the duties and responsibilities consistent with their role.

It's important to note that the work in and of the library is rooted in objective standards not group dynamics. This approach ensures each library employee of a secure possession of his/her own self esteem based on accomplishment rather than praise from others.

Of course support, encouragement and expressions of gratitude are basic elements of communication and interactions among library personnel but job satisfaction comes from pride in accomplishment. Transparency exists whenever

possible as a means of encouraging and supporting solidarity and team building. People are relatively open about differences in rank. They have clearly stated standards included in all library training consistent with published guidelines from the American Library Association and the college.

The vehicle employed to encourage open communication, develop team building and support transparency of library operations is the Library Task Force approach to regularly scheduled department meetings.

### **Taskforce Leadership – bottom up management model**

Continuous and contiguous change in both technology and pedagogy require a flexible management structure that is responsive to the evolving needs of the library's changing user base. The management framework originates in the office of the director, centralizing operations and management decisions to provide library personnel with scaffolding that is consistent and predictable. Guidance and varying levels of consultation are provided to the director by:

- the Library Committee
- the Library's Long Range Plan on file and updated annually with the Mass Board of Library Commissioners
- the Library's annual report to the Vice President of Academic Affairs
- participating in its own Program Review process and a job analysis and
- the library's annual goals and key performance indicators

The energy, involvement and intellectual contributions of the library staff are critical to the success of this model. The services and resources are designed and delivered in keeping with the contributions of staff working with library users on a daily basis.

Department meetings are in the shape of themed taskforce sessions led by a member of the library staff. The sessions are designed to be active and participatory. Each meeting member is expected to practice collegial respect of colleagues while providing library staff members the opportunity to practice leadership at a professional level. Each taskforce leader then repeats the active and participatory meeting process with their individual teams to encourage and develop the same meaningful exchanges among staff at the support level.

Duration of the taskforce meetings: 1.5 hours (usually Tuesday mornings 10:00am to 11:30am)

Frequency of taskforce meetings: 1 per week, every sixth meeting the taskforce focus is revisited

Location: E319 depending on coverage

The taskforce meeting agenda template consists of 5 core elements:

Goal statement of the committee that includes:

- the worth of the of the work of the taskforce
- how the taskforce helps deliver on the department goals and, by extension, the college goals
- how the taskforce is consistent with the library values and by extension the values of the college

The weekly agenda must include but is not limited to three core elements:

- Report
- Discussion
- Action Steps/deliverables

### **Fall meeting schedule:**

09-14-10 -- Education/PD	11-16-10 -- Customer Service/Assessment
09-21-10 -- Digital Library	11-23-10 -- Strategic Planning
09-28-10 -- Strategic Planning	11-30-10 -- PR/Staff Relations
10-05-10 -- Customer Service/Assessment	12-07-10 -- Education/PD
10-12-10 -- Strategic Planning	12-14-10 -- Digital Library
10-19-10 -- PR/Staff Relations	12-21-10 -- Resources
10-26-10 -- Education/PD	
11-02-10 -- Digital Library	
11-09-10 -- Resources	



## Facts and Figures

Formative assessment practices are routine for libraries. In keeping with foundational practices of Library Science, operations are systematic and decisions are data informed. The occasion of NEASC's 10 year accreditation visit to BHCC provided the library with an opportunity to focus a range of assessment activities employed over the past five years to realize the impact of the surveys, data reports, photographic studies, IPEDs and user reports.

The self study was an opportunity to provide a narrative to go with the library data in the college fact book. Most useful for the site visitors was the library's unique grid that aligns NEASC standards with ACRL standards for academic libraries. The grid (appendix 2) acts as an aid to interpret the 4 inch thick binder full of reports and numbers to better realize how the library uses its data to bring about change, better address the needs and wants of students and faculty as well as leverage its resources to bring ensure quality services and resources for library users.

In the process, however, we discovered that the library needs to work more at getting its message out. For example, the library completed a Worldcat analysis project to provide foundational data that would inform the multistage project to reduce the size of the print collection. Stage one of the data gathering began in 2006, the analysis of the numbers in 2007, investment and training with a collection development tool called Gobi in 2008, purchase and training of a tool called RCL to focus on improving the career and trade related resources in 2009 and implementation of an inventory/weeding project in 2010. The library failed to connect the 5 year stages to demonstrate how the collection analysis in 2006 informs the process through subsequent years.

IPEDs are gathered annually (appendix 3) and reported bi-annually to the National Center for Education Statistics (NCES). More importantly, the BHCC Library is working with the statewide group of academic libraries to create a dashboard to help make interpreting of data easier to do and to share with groups outside of the field of librarianship.

Other meaningful data includes the library section of the college fact book (appendix 4). The library has retained its list of inputs to facilitate easy comparison of basic quantitative data and also added an activity block that spotlights the digital and print users both on and off campus. FY10 data shows the impact of adding social web 2.0 tools to the library information literacy program, the benefits of disintermediation, a continuing interest in print resources, the popularity of library space and how the new approaches to information literacy instruction are aligning with course offerings.

More granular numbers are gathered routinely on a daily basis as a means of helping the staff to relate the data to the daily activities and services of the library. The month at a glance report captures the most useful items and causes reflection on the data in the context of everyday operations.

BHCC Library - Month at a Glance - FY10 MASTER - Starts with Nov. 2009

	Nov - 2009	Dec - 2009	Jan - 2010	Feb - 2010	Mar - 2010	Apr - 2010	May - 2010	June - 2010
<b>LENDING SERVICES</b>								
Raw Gate Count	34174	33292	19342	38876	37719	34751	31171	12494
Adjusted Gate Count	26334	24969	14506	29157	29772	26063	23378	9590
Total Circulation (Initial Circ + Renewals + Reserves)	1807	1261	457	1838	2014	1781	1169	742
Reserve Item Circulation	625	506	123	767	676	584	438	213
PINs Issued	79	23	66	49	26	49	15	
<b>FLOOR PRESENCE (PSD + WD + ISD)</b>								
Workshops Presented	36	11	0	52	36	31	2	5
Workshop Attendance	610	165	0	838	583	423	30	84
1 Minute Instruction	73	40	72	55	30	35	16	10
Equipment / Technical	62	82	101	134	73	77	75	51
Reference	32	49	38	44	56	47	23	27
Ready-Reference	35	28	25	35	15	19	11	10
Directional Assistance	56	128	236	153	58	34	32	20
Lending Services Desk Referral	14	8	0	10	11	14	8	4
Information/Public Services Desk Referral	9	0	2	4	9	9	7	6
College Information Requests	6	13	1	2	3	5	7	2
Library Information Requests	7	9	0	4	9	13	12	4
Telephone Transactions	7	0	10	3	4	1	2	0
Email Transactions - (Replied Only)	8	8	5	13	0	1	3	4
Active Desk Hours	300	266	177.5	476	451	491	474	208
<b>ID STATION</b>								
Student ID Photos Taken	223	338	1044	380	134	157	224	330
Student ID Cards Issued by HigherOne	355	459	1123	628	144	272	272	333
Students Activating HigherOne Card	238	298	752	327	75	139	260	180
BHCC Faculty/Staff IDs Issued	1	0	14	19	15	9	4	3
<b>INTERLIBRARY LOAN</b>								
Total Number of ILL Items Borrowed	77	40	15	85	108	100	145	23
Total Number of ILL Items Lent	174	119	108	214	227	235	288	144
Borrowed - Returnable	77	40	15	82	108	100	145	23
Borrowed - Non-Returnable	0	0	0	3	0	0	0	0
Lent - Returnable	173	119	108	214	227	235	288	144
Lent - Non-Returnable	1	0	0	0	0	0	0	0
<b>ONLINE LIBRARY</b>								
Self-Initiated ILLS & Holds - Total	60	20	31	171	66	73	35	43
Patron-Initiated renewals	86	78	30	61	85	81	78	37
Distance Education Student Barcodes Issued	3	0	0	11	0	0	0	
Total Page Views (impressions)	25503	15535	14180	23562	60,901	23043	15289	11379
Total User Sessions	9479	7202	6962	7463	22,802	8711	6401	4657
Instruction Page Views (impressions)	827	300	490	480	480	489	356	
Instruction Page User Sessions	653	208	408	363	374	405	284	
<b>ACQUISITIONS</b>								
Total Volumes Purchased	1	31	39	55	24	2	53	173
Total New Print Serials Purchased	0	0	0	0	0	0	0	0
Total New Databases Activated	2	0	0	0	0	0	0	0
Other Collection Items Purchased	0	0	0	0	0	0	0	20
Total Volumes Added	105	124	66	73	32	20	118	274
Donated Volumes Added	0	2	0	0	0	0	0	0
Other Collection Items Added	37	38	42	35	30	41	35	53
Volumes Withdrawn	0	508	25	0	0	0	53	28
Other Materials Withdrawn or Cancelled	1	0	0	0	0	0	0	0
<b>COLLECTION MANAGEMENT</b>								
Physical Reserve Items Added	13	0	0	77	12	7	2	5
Physical Reserve Items Removed	0	4	7	11	0	0	28	
Volumes with Status = CLAIM RETURNED	70	70	68	68	68	68	68	68
Volumes with Status = MISSING	185	177	194	205	205	116	205	205
Volumes with Status = LOST AND PAID	219	220	222	221	221	227	221	221
Total Library Webpages (html files)	2000	2076	2076	2078	1904	1882	1814	1516
Library Webpages Updated	39	60	52	48	92	44	20	350

## Highlights from FY10

The library has a small staff but it is well trained in the benefits of sharing and leveraging resources, and working well with others. The alphabet soup of cooperation, partnership, and collaboration in the BHCC Library and Learning Commons starts with ALA, ASB, NCBI, H1, MCCLPHEI, NOBLE, MLS, ECY4, C2C, and NACME. In FY10 the American Library Association's (ALA) mid winter conference was held in Boston making it possible for members of the BHCC library staff to participate. Putting names and faces together with the committees and professional publications that inform library practices helped library staff recognize their roles in the national picture.

Rather than go through the entire range of library relationships, it might be best to look at how the library plans to support and work with the new Sustainability Office. Here is how the library targets and then begins to form a relationship with another party.

The library's interest in sustainability was first inspired by the Presidents' Climate Committee. We checked out the topic and found encouragement in the literature put out by the American Library Association. The library staff began to raise its awareness of issues related to carbon emissions, sustainability and climate change placing an emphasis on "Going Green".

- Library Collection: the Library has a solid core collection (print & electronic) related to environment, ecology, the going green movement etc., and looks to develop it further.
- Library Electronic Collection: environmental online subscription databases that added in FY10 can be found at: <http://www.noblenet.org/bhcc/subjects/environmental.htm>
- Environmental related periodicals from electronic databases and print journal holdings are easily discovered using the library has a tool Serials Solutions. Check which publications are in which of the BHCC subscription databases and if they are full text or not by going to <http://ph8vq3lq6p.search.serialssolutions.com/>. Serials Solutions is a timesaver and it recognizes our print journal holdings as well as our electronic.
- Library Information Literacy Workshop Program: among the best library initiatives in terms of contributing to student success is the library's information literacy workshop program. The library staff designs and delivers an information literacy program that embeds one assignment at a time in courses across the curriculum which gives opportunities for students to learn how to access, manage and evaluate information. An example of a workshop session related to sustainability that the library did FY10 can be seen @ <http://bhcclibraryandlearningcommons.wikispaces.com/lcs101gustafson021910> but the approach to each of these sessions can be as different as the instructor teaching the course.
- Displays: the Library presents Going Green displays all the time. Resources for themes and/or content are always welcomed. With 1800 students a day passing through the library, the displays allow them to reflect on a broad range of issues related to sustainability.
- Book Donations: the library donates books throughout the year to an organization called Hands Across the Water. This contributes to Bunker Hill Community College's efforts to recycle. In FY10, 2203 books were donated to Hands Across the Water.

- Library Planning: “Going Green” is a part of the library’s planning. One initiative is the library’s upcoming plastic bottle campaign. An example of the library’s thinking about sustainability can be found in the posting from our professional library group @ <http://www.ala.org/ala/mgrps/divs/acrl/events/onpoint/archives/2008-05-14.cfm>
- Working with other BHCC departments: the Library plans to work with the BHCC Sustainability Director on ensuring that the library continues to “Go Green” while contributing to college wide sustainability efforts.

Actively involving itself in outreach keeps the library staff and its holdings relevant, dynamic and engaged beyond its physical space or its traditional 20 century role.

Taking on the responsibility of the ID station several years ago provided the library with a place to practice. Issuing IDs places the library among the first stops for new students. The BHCC library has always been popular but the practical focus of issuing IDs means the library becomes a part of a broader range of students and they all feel at home.

The staff used technology, problem solving skills, analytical abilities and their training as information specialists to significantly reduce the error rate at the I station. At the height of spring registration, the library the staff worked with the ID vendor HigherOne, the BHCC IT department, and Student Payment Office to perform a Gap Analysis. They successfully employed the data generated to reduce the error rate to almost none, improve communication among departments and with the students being served and help the vendor to realize new ways to use technology to improve customer service.

Participation in the Alternative Spring Break (ASB) project began in the summer of 2008. FY10 was the 2<sup>nd</sup> annual trip to Biloxi, MS to work with the victims of hurricane Katrina. The library also hosts poets and guest speakers, produces a student journal called the Bunker Hill Bridge: the literary journal of BHCC, and sponsors a faculty and staff monthly book group that emphasizes familiarity with recent Pulitzer and other Award winning materials. The next couple of pages summarize the efforts of the library to keep itself in the center of campus life in ways that benefit students and re-energize the staff.

# BHCC LIBRARY & LEARNING COMMONS

## FY10 Cultural Events and Marketing

The BHCC Library and Learning Commons continued to align its services and initiatives and was very successful in meeting objectives set for FY10. The Library hosted reading groups, participated in One Book Program events and carried on the New York Times literacy initiative. The Library also supported and contributed to Constitution Day in September 2009, Global Entrepreneur Week in Nov 2009, and Standup for Haiti event in February 2010 in support of Haitian students in the BHCC community.



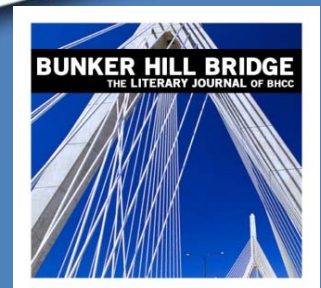
**BHCC Alternative Spring Break**  
*Evidence of an opportunity for external and internal outreach activities that leverage the BHCC Library's visibility and reputation.*

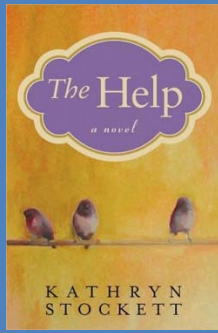
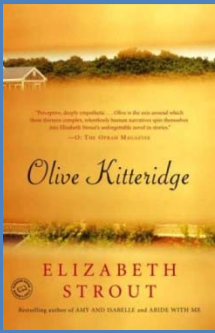
**Updated Library Student Worker Handbook**  
*Evidence of addressing issues of diversity and helping students prepare for 21st century careers.*

**BHCC Library Guidebook & Brochure**  
*Evidence of evaluated library resources and services to better foster student academic success and to improve efficiency and effectiveness*

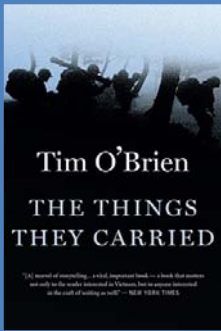
**BHCC Library Reading Series**  
*Evidence of Library's continued alignment to meet to address the diverse needs of students.*

**Bunker Hill Bridge Literary Journal**  
*Evidence of aligning the BHCC Library & Learning Commons to address the diversity of our students.*

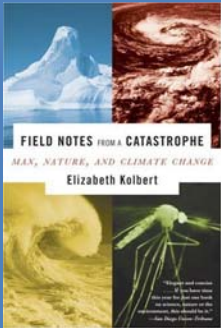




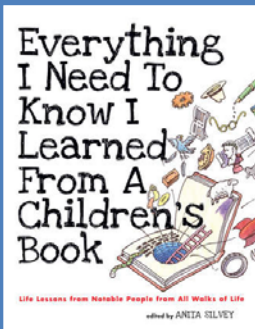
A new book group has formed and is lead by Kathleen O'Neil and hosted by the BHCC Library. Books read include "The Help" and "Olive Kitteridge". The group has met 4-5 times with an average attendance of 5 participants. Future books will be selected from the current and past Pulitzer Prize winners and other book award lists. The book group fosters relationships among faculty and encourages reading and shared dialogue current relevant titles.



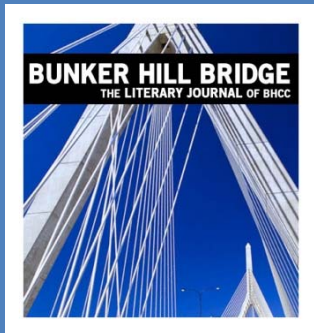
The Engaged Campus developed a program based on Tim O'Brien's "The Things They Carried" which the Library was able to attend and participate in. Tim O'Brien was also a guest speaker for BHCC's "Difficult Dialogues" series in March 2010.



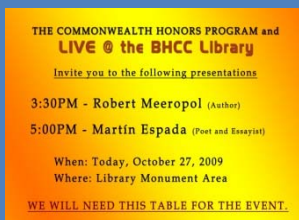
Elizabeth Kolbert's "Field Notes From a Catastrophe" was chosen for BHCC's One Book Program. The purpose of the One Book Program is to raise awareness of relevant issues and to engage the campus in a collective dialogue through a shared reading experience. Kolbert's work is relevant in the context of BHCC's Green goals and initiatives. Kolbert was a guest speaker at the statewide Teaching, Learning, and Student Development Conference hosted by BHCC in April 2010.



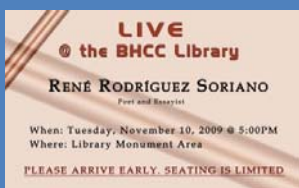
Anita Silvey's work was chosen for the Third Annual One Book Field Trip Relationship with Hamilton/Wenham Public Library and Gordon College. This is the 3<sup>rd</sup> year in a row that the library directors at Hamilton/Wenham and BHCC get together for the author books signing at Gordon College.



Bunker Hill Bridge: the Literary Journal of BHCC is the collaborative effort of two English professors at Bunker Hill Community College, the Library Director, Diane Smith and Library Marketing and Staff Relations Coordinator, Enzo Surin. The BH Bridge is a student-centered publication of poems, essays, short-stories, photos and other original artwork and simultaneously promotes the value and power of literature and the inherent value of literacy in the academic setting. The Journal accepts contributions from emerging writers and artists at various stages of development and provides an opportunity for students to showcase their work beyond the classroom. The second issue is schedule for released Fall 2010.



Live @ the BHCC Library, a reading series, hosted Robert Meeropol, author and son of Julius and Ethel Rosenberg, in October 2009 as he spoke about the Rosenbergs, Americans who were found guilty of conspiracy to commit espionage by passing information to the Soviet Union. Award-winning Poet and Essayist, Martin Espada, gave a wonderful poetry reading later that afternoon. Over forty people were in the attendance for this wonderful event.



Live @ the BHCC Library hosted, René Rodríguez Soriano, the well known Dominican writer gave a reading at the BHCC Library in November 2009. The reading was free and open to the public and approximately 30 people were in attendance.



The BHCC Library, in collaboration with the Office of Civic Engagement, successfully established an alternative spring break program as a learning option at Bunker Hill Community College, which entailed traveling to Port Cities for a week. The first trip took place in March 2009, thanks to the trailblazing efforts of 8 BHCC students who donated a week of vacation during the spring semester to work at a residential construction site with a community based organization in the Gulfport area to build housing for families displaced by Hurricane Katrina. Beyond the direct community service that students provided by working with Habitat for Humanity in Ocean Springs, MS they invested their time, energy, thought and money on the BHCC campus and its surrounding community to raise awareness of the need for civic engagement and community service. In FY10, a new group of students traveled to Mississippi yet again, this time working not only to build houses but to re-build communities by cleaning up debris left by Hurricane Katrina, working to prepare and serve meals to volunteers and providing care for abuse dogs.

## **Conclusion**

The BHCC Library and Learning Commons is a central and vital part of the BHCC student experience. It embraces a positive organizational approach to contributing what it can to the improvement of library services and the experience of library staff and library users.

An academic library in an urban community college is among the best places to be while education, science and technology push the envelope of information, data and knowledge formation. The BHCC Library and Learning Commons, in particular, is a leader in adapting to the changes in technology and pedagogy while ensuring that it contributes each day to each BHCC student's goals for success. The opportunities to develop as professionals, find meaning in the work we do, realize the practical usefulness of the information and services we provide are endless. The BHCC Library's commitment to formative and summative evaluation and constructive assessment practices helps to ensure what can be done is being done.

## **FY11 Library Goals**

**The library goals are purposely designed to support and contribute to the college goals. Contributing to each student's goals for success is at the core of each goal. Key Performance Indicators will be added to each goal as an assist for keeping the library on track during even the busiest and most demanding portions of the fiscal year.**

**Goal 1: Expand technology related to information access, retrieval and delivery. Apply mobile technology and social media to help students close workforce gaps and prepare for 21<sup>st</sup> century careers.**

**Goal 2: Further align the library's information literacy initiative to facilitate integration into the general education requirements and curriculum of the college while contributing to the education and development of lifelong learners in the age of digital information.**

**Goal 3: Continue to align the BHCC Library & Learning Commons with the college's curriculum in order to identify and build student knowledge and their awareness of workplace skills and expectations.**

**Goal 4: Seek funding, partnerships, and other opportunities for external and internal outreach activities that promote cultural competencies and leverage the BHCC Library's visibility in civic engagement.**

**Goal 5: Continue to evaluate library resources and services to better foster a culture of care and accountability to improve efficiency and effectiveness.**





## **Appendix 2 Library section of Standard 7 NEASC's Final Report**

### ***Standard Seven--Library and Information Resources***

*Library:* Bunker Hill Community College's Library and Information Center Long-Range Plan delineates the mission, vision, and values that guide the library's resources and services, staffing, facilities, and operations necessary to support teaching and learning at the College. The five-year goals detailed in the plan address the library's activities with respect to funding, learning, service, the Information Commons, and marketing and outreach. One goal of the library's most recent Annual Action Plan Update (FY2009) is to "evaluate library resources and services to better foster student academic success and to improve efficiency and effectiveness."

The library is conveniently accessible to students and faculty in the same building where many of the college's academic support services are housed, including the Tutoring and Academic Support Center, the Center for Self-Directed Learning, and the Teaching, Learning and Instructional Technology Center. The facility includes a smart classroom, quiet study areas, a Learning Commons where students can work in groups, and a total of thirty public computer workstations. Space limitations have hampered efforts to increase the number of computers available at the library and to control noise problems resulting from the proximity of the Learning Commons to quiet-study areas in the library. The library is open eighty-six hours per week, including weekday evenings and weekends, during the fall and spring semesters. Hours are reduced during the summer term and when school is not in session. Some students, particularly those taking Weekend College courses, have expressed concern that the library is not open on weekend evenings. Through a partnership with the Chelsea Public Library, BHCC students have full access to that library's resources and services.

There are approximately thirty library staff members at the BHCC Library and Learning Commons on the Charlestown campus, including three professional librarians, clerical staff, interns, and student workers. In response to ongoing problems with staff shortages and turnover, the Library Director is working on plans to address turnover and improve training of student workers.

The BHCC Library and Learning Commons website is linked from the college's public website and provides all of the information that students and faculty need to utilize the library's resources and services. Policies governing library usage, interlibrary loan, collections development, and other aspects of library operations are also posted on the website. A search engine allows users to locate books, AV materials, magazines, newspapers, and journals held by BHCC and other member libraries of the North of Boston Library Exchange (NOBLE). Library users can also search BHCC's online collection of over 47,000 items, including full-text journals, magazines, and books. With their BHCC ID card, users can search for and retrieve articles from home or other off-campus locations.

Extensive information about library instruction is available on the library website for both students and faculty. Emphasis is on the Workshop Program, through which BHCC instructors work with library staff to prepare presentations for students that are tailored to their information and research needs for a specific course. Approximately sixty such workshops are delivered each semester, serving some 3,500 students annually. Library workshops are a component of all Learning Community Seminars, which are required for all first-time, full-time students. Students can also arrange for one-on-one instruction with library staff or use a Web-based tutorial that guides them in the use of library resources and research methods.

BHCC allocates sufficient financial resources to the library for its support of the college's academic mission. According to data published in the BHCC 2008-2009 Fact Book, library expenditures decreased by about 4% in 2009 after steady increases during the previous five years. While the number of print items in the library's collection has seen little growth, the online collection increased by over 45% in FY2009. A Collection Development Policy guides materials acquisition, and a Web-based form on the library website enables any member of the BHCC community to review and request new library materials. The library collection's distribution of materials provides good support across program areas, although a recent analysis indicated that the library needs to augment its collection in the natural & social sciences, math, & computer studies. (complete table follows this initial sample of sec. 1 stand. 1)

<b>NEASC-CIHE Standards: Provisions Affecting Academic Libraries</b>				
<b>NEASC Standards for Accreditation (2005)</b>	<b>ACRL Section</b>	<b>ACRL Suggested Measures (2004 Higher Education Standards)</b>	<b>Example of actions taken by BHCC LLC to meet the standard</b>	<b>Statement of effectiveness related to BHCC LLC actions taken</b>
<b>Standard 1: Mission and Purposes</b>				
<b>1</b> The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.	Planning	Mission statement: "The library should have a mission statement..."	The library has a mission statement.	In its annual report, the library identifies 6 occurrences where the library mission overlaps with the college mission. 6 questions are posed in the annual report to goals/mission. Emphasize a library accomplishment related to delivering on each of the college

## Outcomes Assessment: Strategy using ACRL NEASC Standards

NEASC Standards for Accreditation (2005)	ACRL Section	ACRL Suggested Measures (2004 Higher Education Standards)	Example of actions taken by BHCC LLC to meet the standard	Statement of effectiveness related to BHCC LLC actions taken
<b>Standard 1: Mission and Purposes</b>				
1 The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.	Planning	Mission statement: "The library should have a mission statement..."	The library has a mission statement.	In its annual report, the library identifies 6 occurrences where the library mission overlaps with the college mission. 6 questions are posed in the annual report to emphasize a library accomplishment related to delivering on each of the college goals/mission.
1.1 The institution's mission provides the basis upon which the institution identifies its priorities, plans its future and evaluates its endeavors; it provides a basis for the evaluation of the institution against the Commission's Standards.	Planning	Strategic plan: "[The library should have...goals to serve as a framework for its activities. ...Formal planning procedures and methods, such as strategic planning, are used frequently."	The library has a long-term plan in place as well as annual reports and action plans.	Strategic planning and action plans are successfully used to guide the budget process each year. Strategic planning is also used to guide goals and objectives.
1.4 The mission and purposes of the institution ... provide direction to the curricular and other activities and form the basis on which expectations for student learning are developed.	Planning	"Outcomes assessment will increasingly measure and affect how library goals and objectives are achieved. It will address the accountability of institutions of higher education for student achievement and cost effectiveness."	The library employs outcomes assessment practices to inform its decision making practices.	The library considers its contributions to engaged campus seminars, paired courses and common interest groups and its participation in professional development activities related to the engaged campus and achieving the dream initiatives reflect its decisions to continue, improve or eliminate library services and resources
1.4 Specific objectives, reflective of the institution's overall mission and purposes, are developed by the institution's individual units.	Planning	"The mission and goals should be compatible and consistent with those developed by the institution."	Library goals have been mapped to BHCC goals.	The library goals are consistent with BHCC goals. The library is able to make decisions that are informed by the BHCC goals.
1.5 The institution periodically re-evaluates the content and pertinence of its mission and purposes, assessing their usefulness in providing overall direction in planning and resource allocation. The results of this evaluation are used to enhance institutional effectiveness.	Planning; Assessment; Outcomes Assessment	"Strategic planning is an <i>iterative process that includes evaluation, updating, and refinement.</i> "	The library constantly reevaluates its mission and goals in order to better meet the needs of the college community.	The library mission and goals accurately reflect the current state and direction of the library. All library staff are involved in the creation of annual goals and KPIs (key performance indicators) which result in a well-rounded document.
<b>Standard 2: Planning and Evaluation</b>				
2.1 Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution.	Planning; Assessment; Outcomes Assessment	Assessment Plan-- "Formal planning procedures and methods, such as strategic planning are used frequently. These planning methods require input from a broad spectrum of the institution's community." "Evaluation ... should be an ongoing process."	The library continually reflects on what has come before through Fiscal Year annual reports, and in the process evaluates what should come next.	Library assessment is an ongoing process. The assessment plan is in place and is becoming more sophisticated as the library focuses on data-informed decision making. Library assessment has been made an official task-force and is always a priority.
2.2 The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness.	Assessment; Outcomes Assessment; Planning	Assessment Plan "Assessment of the quality and effectiveness of the library should be linked closely with the specific mission and goals of the institution."	Library assessment is driven by the college mission and goals.	Assessment of the collection is driven by the curriculum through program reviews. Assessment of the workshop program is driven by the college's learning outcomes goals.

2.4 The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives.	Assessment; Outcomes Assessment	“The library should provide varied, authoritative and up-to-date resources that support its mission and the needs of its users.”	The library continually assesses and weeds its collection. Collection development is driven by the BHCC curriculum.	The library's collection supports all areas of the curriculum. The library is very responsive to faculty requests and actively involves faculty in collection development.
2.4 [The institution's] system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program.	Assessment; Outcomes Assessment	“[Outcomes assessment] focuses on the achievement of outcomes that have been identified as desirable in the library's goals and objectives. It identifies performance measures, such as proficiencies, that indicate how well the library is doing what it has stated it wishes to do.”	The library clearly defines its goals and the associated key performance indicators (KPIs) each year.	KPIs are used effectively to assess annual progress made toward library goals.
2.5 The institution has a system of periodic review of academic and other programs that includes the use of external perspectives.	Assessment; Outcomes Assessment	“Outcomes assessment will increasingly measure and affect how library goals and objectives are achieved. It will address the accountability of institutions of higher education for student achievement and cost effectiveness.”	The library reaches out to BHCC faculty to help in the assessment of the workshop program. Faculty are also involved in collection development decisions. Also used for assessment are student surveys, faculty surveys, and reviews by Lyrisis and NOBLE	Several faculty members have been shown interest in library assessment and have provided valuable insight. Lyrisis has evaluated IPEDS data collection, and NOBLE has provided many solutions and improvements to work flow.
2.6 The results of evaluation are used systematically for improvement and to inform institutional planning, especially as it relates to student achievement and resource allocation.	Assessment; Outcomes Assessment; Planning; Resources; Budget	“Outcomes assessment will increasingly measure and affect how library goals and objectives are achieved. It will address the accountability of institutions of higher education for student achievement and cost effectiveness.”	Resource allocation is always informed by the previous year's expenditures. Annual surveys and statistics reports are consulted when renewing subscriptions or purchasing new items. Workshop design and delivery is heavily influenced by self-assessment and feedback.	The library workshop program is evolving and improving with each semester. Resource allocation has been adequate and purchasing has been consistent.
2.7 The institution determines the effectiveness of its planning and evaluation activities on an ongoing basis. Results of these activities are used to further enhance the institution's implementation of its purposes and objectives.	Assessment; Outcomes Assessment; Planning	Assessment plan; annual updates to strategic plan	The library has an assessment task force as well as a strategic planning task force which both continually evaluate where the library is with its strategic plan. Annual updates are made at our yearly planning meeting in the Spring to prepare for the next fiscal year.	The strategic plan is up to date and accurately reflects the current state and desired direction of the library. The assessment plan has been updated to address areas that are important to achieving library goals.
<b>Standard 3: Organization and Governance</b>				
3.1 The authority, responsibilities, and relationships among the governing board, administration, faculty, and staff are clearly described in the institution's by-laws, or an equivalent document, and in a table of organization that displays the working order of the institution.	Communica- tion & Cooperation; Administration	Library's and librarians' roles articulated in institution's policy documents; handbooks, etc.	The library evaluates its policies on a yearly basis to ensure it remains in compliance and in alignment with institutional policy. When necessary, changes are submitted for the college catalog and student handbook.	Library staff roles are clearly defined and personal deliverables are renewed each year. The library's role within the curriculum is clearly defined. The student worker handbook is up to date and accurate.
3.1 The institution's system of governance involves the participation of all appropriate constituencies and includes regular communication among them.	Communication & Cooperation	Library representation/ participation on academic / administrative councils; Library staff and departmental meetings; Library advisory committee; library annual report; library newsletter; cooperative arrangements with other departments (IT)	The library has an active committee consisting of college faculty, staff and students that serve in an advisory capacity. The library has a blog which serves as a newsletter highlighting events, accomplishments and new services. The library also conducts its own meetings with staff to ensure consistency in communication, policy and procedures, all of which are highlighted by an annual report at the end of the fiscal year.	Faculty and student suggestions are taken seriously and are actively used in library decision making. The library also successfully contributes to college-wide planning and decision making.
<b>Standard 4: The Academic Program</b>				

4 The institution develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.	Instruction	Assessment plan for instruction (pre- and post-tests, examinations, portfolios, research journals, research paper bibliographies)	The library is actively searching for ways to learn how its information literacy workshop program has helped students with their assignments.	The library has instituted a policy of asking for feedback from course instructors about whether or not the workshop helped the student to be accomplished, developing or beginning in their information handling. The process is changing to meet the diverse needs of the workshop program.
4.3 The institution provides sufficient resources to sustain and improve its academic programs.	Resources	Number of volumes, titles, databases; library budget allocation; collection development policy	The library allocates resources fairly across the curriculum. The library collection has grown consistently and the library is staffed at a reasonable level.	The library has been able to grow its collection in recent years despite the financial situation across the country. The library has also been able to hire staff as needed.
4.6 The institution ensures that students use information resources and information technology as an integral part of their education.	Instruction	IL plan / program; course syllabi; number and distribution of library instruction classes	The library provides access to many electronic resources and it works to integrate them into the curriculum. The library workshop program allows the library to introduce new resources and technology in a hands-on setting.	The library successfully supports all of its information resources and technology. MLS staff is well-versed and kept current on new technology and trends.
4.6 The institution provides appropriate orientation and training for use of these resources, as well as instruction and support in information literacy and information technology appropriate to the degree level and field of study.	Instruction	“Information literacy skills and user education should be integrated across the curriculum and into appropriate courses with special attention given to information evaluation, critical thinking, intellectual property, copyright, and plagiarism.”	The library has an established and well attended information literacy workshop program. The info. lit. program focuses on critical thinking and often addresses copyright and plagiarism issues. MLS staff are always available for one-on-one sessions to help patrons with library resources.	The information literacy program is well attended and receives strong feedback from faculty. The program is slowly being adopted as part of the BHCC curriculum and has become a fixture of many faculty members' syllabuses.
4.9 The institution allocates resources on the basis of its academic planning, needs, and objectives.	Resources	Library budget keyed to library strategic plan	The Library sets its budget based on its strategic plan for the next year and the years after.	The library has been able to consistently purchase items in support of the strategic plan and library goals.
4.44 The institution implements and supports a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding what and how students are learning through their academic program and, as appropriate, through experiences outside the classroom.	Outcomes Assessment	Assessment plan for instruction (pre- and post-tests, examinations, portfolios, research journals, research paper bibliographies)	The library actively searches for ways to learn how its information literacy workshop program has helped students with their assignments.	The library has instituted a policy of asking for feedback from course instructors about whether or not the workshop helped the student to be accomplished, developing or beginning in their information handling. The process is changing to meet the diverse needs of the workshop program.
4.45 The institution's approach to understanding student learning focuses on the course, program, and institutional level. Data and other evidence generated through this approach are considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students.	Outcomes Assessment	“[The strategic planning] process helps the community focus on its essential values and provides an overall direction that helps to guide day-to-day activities and decisions.” “[Outcomes assessment] identifies performance measures, such as proficiencies, that indicate how well the library is doing what it has stated it wishes to do.”	The library strives to understand and assess its impact on student success. Assessment is both statistical and holistic and is driven by the library goals.	The library's statistical measures show increasing library usage is almost all areas. Anecdotal evidence and feedback show that students and faculty feel supported and empowered by the library.
4.48 The institution's system of periodic review of academic programs includes a focus on understanding what and how students learn as a result of the program.	Assessment	“Comprehensive assessment requires the involvement of all categories of library users and also a sampling of non-users.” “All categories of users should be given the opportunity to participate in the evaluation.”	The library is active in assessing how the library is used both quantitatively and qualitatively.	The Library assessment tools include the annual iPeds, BHCC Fact Book statement, Month at a Glance and electronic database stats which help to frame the library's goals in terms of collection and services.

4.50 The institution uses a variety of quantitative and qualitative methods to understand the experiences and learning outcomes of its students.	Assessment	Assessment plan for instruction (pre- and post-tests, examinations, portfolios, research journals, research paper bibliographies)	The library is constantly searching for ways to learn how its information literacy workshop program has helped students with their assignments.	The library has instituted a policy of asking for feedback from course instructors about whether or not the workshop helped the student to be accomplished, developing or beginning in their information handling. The process is changing to meet the diverse needs of the workshop program.
4.51 The institution's principal evaluation focus is the quality, integrity, and effectiveness of its academic programs. Evaluation endeavors and systematic assessment are demonstrably effective in the improvement of academic offerings and student learning.	Outcomes Assessment	"Outcomes assessment can be an active mechanism for improving current library practices. It focuses on the achievement of outcomes that have been identified as desirable in the library's goals and objectives. It identifies performance measures, such as proficiencies, that indicate how well the library is doing what it has stated it wishes to do."	The library has clearly defined its goals and desired outcomes. Outcomes assessment is important in gauging the library's progress.	An assessment strategy for the desired learning outcomes of the workshop program is currently being designed. Statistics are always used to inform decisions about renewing subscriptions or purchasing new items.
<b>Standard 5: Faculty</b>				
5 Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes.	Staff	"The staff should be sufficient in size and quality to meet the programmatic and service needs of its primary users."	The library has staff for the core functions of the library with the primary focus on the user.	The library employs a Director/Head Librarian, a Lending Services librarian, a Public Services Librarian, a Digital Librarian and an Information Services Librarian.
5.2 The preparation and qualifications of all faculty are appropriate to the field and level of their assignments.	Staff	"Librarians should have a graduate degree from an ALA-accredited program."	The librarians on staff all have a graduate degree from an ALA-accredited program.	The Library hires only librarians with a graduate degree which ensures that users are being served by professional librarians.
5.4 The institution employs an open and orderly process for recruiting and appointing its faculty.	Staff	"Professional library staff should be covered by a written policy that clearly establishes their status, rights and responsibilities."	Each librarian at the library is given a set list of deliverables to meet.	A librarian who is hired uses the list of deliverables to dictate what they will do while employed. They complete what is expected of them.
5.6 Faculty are accorded reasonable contractual security for appropriate periods consistent with the institution's ability to fulfill its mission.	Staff	"Professional library staff should be covered by a written policy that clearly establishes their status, rights and responsibilities. This policy should be consistent with the ACRL Standards for Faculty Status for College and University Librarians ( <a href="http://www.ala.org/acrl/guides/facstat01.html">http://www.ala.org/acrl/guides/facstat01.html</a> )."	Each librarian at the library is given a set list of deliverables to meet.	A librarian who is hired uses the list of deliverables to dictate what they will do while employed. They complete what is expected of them.
5.10 Faculty are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of faculty appointments, performance, and retention.	Staff	"Professional library staff should be covered by a written policy that clearly establishes their status, rights and responsibilities. This policy should be consistent with the ACRL Standards for Faculty Status for ... Librarians."	Each librarian at the library is given a set list of deliverables to meet.	A librarian who is hired uses the list of deliverables to dictate what they will do while employed. They complete what is expected of them.
5.12 The institution provides its faculty with substantial and equitable opportunities for continued professional development throughout their careers.	Staff	"All library professionals should be responsible for and participate in professional activities."	Each librarian participates in professional development.	Librarians attend the ALA's annual conference, ALA's mid year conference, the NELA conference, various online conferences, and other related conferences
5.16 The effectiveness of instruction is periodically and systematically assessed using adequate and reliable procedures; the results are used to improve instruction.	Instruction; Assessment	"As an academic or instructional unit within the institution, the library should facilitate student success, as well as encourage lifelong learning. By combining new techniques and technologies with the best of traditional sources, librarians should assist primary users and others in information retrieval methods, evaluation, and documentation."	Librarians help students succeed and encourage lifelong learning.	Librarians work with students one-on-one and in information literacy workshops which helps lead to student success and lifelong learning.

<b>Standard 6: Students</b>				
6 [The institution] recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications.	Resources, Services	“The library should provide varied, authoritative and up-to-date resources that support its mission and the needs of its users. Resources may be provided onsite or from remote storage locations, on the main campus and/or at off-campus locations.”	The library's ground and electronic resources focus on meeting the transient needs of the students. In addition, access to these services from off-campus exemplifies the Library's commitment to meeting the needs of distance learners	The library continues to increase its digital offerings as the numbers of distance learners at the college increases.
6.6 The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services.	Resources, Services	“[Outcomes assessment] will address the accountability of institutions of higher education for student achievement and cost effectiveness.”	The library has defined and is assessing the ways in which it contributes to student success.	Information literacy is steadily becoming an official part of the BHCC curriculum. The library is taking an official role in education and will be held accountable for that role.
6.7 The institution systematically identifies the characteristics and learning needs of its student population and then makes provision for responding to them.	Instruction	“Information literacy skills and user education should be integrated across the curriculum and into appropriate courses with special attention given to information evaluation, critical thinking, intellectual property, copyright, and plagiarism.”	Information literacy is a key goal of the library. The workshop program has been designed specifically for integration across the BHCC curriculum.	The library workshop program is becoming an important part of several departments' areas of the curriculum including English, LCS (Learning Communities), and Behavioral Science.
<b>Standard 7: Library and Other Information Resources</b>				
7 The institution demonstrates sufficient and appropriate information resources and services and instructional and information technology and utilizes them to support the fulfillment of its mission.	Resources	Collection assessment	Collection assessment in place and is accomplished through Worldcat collection assessment, periodic program reviews, and faculty feedback and requests.	The collection is well-balanced and supports all areas of the curriculum.
7.1 The institution articulates a clear vision of the level and breadth of information resources and services and of instructional and information technology appropriate to support its academic mission and its administrative functions.	Resources	Collection development/management policy	A Collection Development policy is in place which includes handling donations and requests. A weeding policy is in place.	Library Collection Development policies successfully guide the library's decision making process.
7.2 Institutional planning and resource allocation support the development of library, information resources and technology appropriate to the institution's mission and academic program.	Budget; Services	Collection development/management policy; budget allocation	Collection development/management policies are in place. The budget process is well-defined and always informed by assessment of previous years' fiscal situations.	The library has been able to consistently add physical and electronic resources each year without canceling any important resources or subscriptions. The library is also able to employ a sufficient MLS staff and to give a large number of students meaningful jobs.
7.2 The institution provides sufficient and consistent financial support for the library and the effective maintenance and improvement of the institution's information resources and instructional and information technology.	Budget; Services	Library budget	The library budget process is examined every year. Each year's budget is tailored to the library goals and informed by the previous year.	The library has been able to consistently add physical and electronic resources each year without canceling any important resources or subscriptions. The library is also able to employ a sufficient MLS staff and to give a large number of students meaningful jobs.
7.3 The institution uses instructional technology appropriate to its academic mission and the modes of delivery of its academic program.	Instruction	Assessment: student/faculty satisfaction surveys, focus groups	Room E319 is well equipped as a Smart classroom. Web 2.0 tools are used in library instruction. Electronic access is well-supported. Feedback is consistently sought through Student/Faculty surveys and the Library committee.	The library is able to provide and support the level of technology that BHCC students expect from a modern library.



<p><b>7.4</b> Professionally qualified and numerically adequate staff administer the institution's library, information resources and services, and instructional and information technology support functions.</p>	<p>Staff</p>	<p>Number of staff--benchmarked to comparable, peer institutions; job descriptions</p>	<p>The Library has a very selective hiring process, highlighted by a job application, to ensure it hires qualified employees. In addition, the library student worker handbook was devised to compliment the training and orientation new employees receive so that Library policies are adhered to from day one.</p>	<p>The library is staffed comparably to similar academic libraries. The library is able to employ a large number of students as part-time workers. Workstudy students are also available to work at no cost to the library.</p>
<p><b>7.5</b> Faculty, staff, and students are provided appropriate training and support to make effective use of library and information resources, and instructional and information technology.</p>	<p>Instruction</p>	<p>Library instruction program; information literacy plan</p>	<p>The information literacy workshop program is well-established and articulated. Info. lit is a core goal of the library. Library staff is well-trained and able to support all library resources.</p>	<p>Students who participate in library workshops or one-on-one sessions with a librarian show a marked improvement in their understanding and ability to use library resources.</p>
<p><b>7.6</b> The institution establishes and applies clear policies and procedures and monitors and responds to illegal or inappropriate uses of its technology systems and resources.</p>	<p>Administration</p>	<p>Library computer use policies; license management</p>	<p>All important policies and procedures are in place.</p>	<p>The library enforces it's use policies and has not had an incident in recent memory.</p>
<p><b>7.7</b> Through ownership or guaranteed access, the institution makes available the library and information resources necessary for the fulfillment of its mission and purposes. These resources are sufficient in quality, level, diversity, quantity, and currency to support and enrich the institution's academic offerings. They support the academic and research program and the intellectual and cultural development of students, faculty, and staff.</p>	<p>Access; Resources</p>	<p>Number of titles, volumes, databases; collection development policy; student/faculty satisfaction surveys, focus groups</p>	<p>The library's collection is well-documented. Physical and electronic access is continually tested and reviewed. Program reviews and collection development policy is in place. Worldcat collection assessment completed. Partnerships with NOBLE/BRLS/NMRLS etc. expand coverage and access.</p>	<p>Program reviews ensure that faculty are satisfied with their department's representation in the library collection. There have been few complaints or requests from faculty and those that do come up are always addressed immediately.</p>
<p><b>7.8</b> The institution demonstrates that students use information resources and technology as an integral part of their education, attaining levels of proficiency appropriate to their degree and subject or professional field of study.</p>	<p>Outcomes Assessment</p>	<p>Assessment: course syllabi; number and distribution of IL courses taught; pre- and post-tests</p>	<p>Students use the Library often for its wide range of resources, and many of them are introduced to the resources through information literacy workshops.</p>	<p>With the requirement that every student must take a Learning Communities course, each student is exposed to the library since information literacy is a course objective for all Learning Communities courses.</p>
<p><b>7.8</b> The institution ensures that students have available and are appropriately directed to sources of information appropriate to support and enrich their academic work, and that throughout their program students gain increasingly sophisticated skills in evaluating the quality of information sources.</p>	<p>Access; Instruction; Resources</p>	<p>Assessment: reference statistics; circulation statistics; IL plan; pre- and post-tests</p>	<p>The public services desk is consistently staffed. The library has a workshop program for information literacy and a wired for success program for basic skills. The Library's website continually reviewed &amp; improved. ACRL Info Lit structure is kept in mind.</p>	<p>The information literacy workshop continues to grow as more professors become aware of how important information literacy is to a student's success.</p>
<p><b>7.9</b> The institution ensures appropriate access to library and information resources and services for all students regardless of program location or mode of delivery.</p>	<p>Access</p>	<p>Web-based access; distance education access policy</p>	<p>Distance Learning Barcodes procedure is in place. ILL service is in place. There is electronic access to resources through the library's website through the proxy server. There are also student email accounts used for getting information and an Interactive OPAC</p>	<p>The library provides access to about 95 databases that the BHCC community can access from anywhere at anytime.</p>
<p><b>7.10</b> The institution's physical and electronic environments provide an atmosphere conducive to study and research.</p>	<p>Facilities</p>	<p>Number of seats, study rooms</p>	<p>The library is actively trying to control noise through intelligent organization of space. Extra outlets have been installed to reduce running of power cords. The library actively attempts to clearly define the library as research center and NOT computer lab.</p>	<p>The library is much quieter than it has ever been and there are a lot less students seeking out computers for word processing.</p>

<p><b>7.12</b> The institution regularly and systematically evaluates the adequacy, utilization, and impact of its library, information resources and services, and instructional and information technology and uses the findings to improve and increase the effectiveness of these services.</p>	<p>Outcomes Assessment</p>	<p>Assessment plan; annual updates to strategic plan; "Outcomes assessment can be an active mechanism for improving current library practices. It focuses on the achievement of outcomes that have been identified as desirable in the library's goals and objectives"</p>	<p>Monthly stats are collected, and major annual surveys (IPEDS, ACRL, etc.) are completed. The library actively seeks to define an assessment strategy for the workshop program. The use of anecdotal evidence helps to inform each of these.</p>	<p>The library continues to evolve its goals for the library space in terms of collection development, physical space and information literacy.</p>
<p><b>Standard 8: Physical &amp; Technological Resources</b></p>				
<p><b>8</b> The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.</p>	<p>Facilities; Resources</p>	<p>"The library should provide varied, authoritative and up-to-date resources that support its mission and the needs of its users.</p>	<p>The library collects physical and electronic resources that match the present curriculum of the college. With curriculum changes come changes to the library collection.</p>	<p>This year the library has added new databases on the Environment and Maps while also adding new books for a variety of subjects while at the same time weeding out of date books.</p>
<p><b>8.2</b> Students and faculty have access to appropriate physical, technological, and educational resources to support teaching and learning.</p>	<p>Access; Facilities; Resources</p>	<p>"... the library should facilitate student success, as well as encourage lifelong learning. By combining new techniques and technologies with the best of traditional sources, librarians should assist primary users and others in information retrieval methods, evaluation, and documentation.</p>	<p>Librarians help students succeed and encourage lifelong learning.</p>	<p>Librarians work with students one on one and in information literacy workshops which helps lead to student success and lifelong learning.</p>
<p><b>8.3</b> Facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthful environment with consideration for environmental and ecological concerns.</p>	<p>Facilities</p>	<p>"The library facility and its branches should be well planned; it should provide secure and adequate space, conducive to study and research with suitable environmental conditions for its services, personnel, resources and collections."</p>	<p>The Library has completed 3 phases of space reconfiguration and renovation. New fluid tables were purchased to replace the old, bulky tables, and new and more comfortable seating was also purchased. The reconfiguration phase relocated study carrels in order to meet the demands of a larger quiet study area. New library rooms have been created.</p>	<p>The library space evolved to include a new Early Childhood Education room.</p>
<p><b>8.4</b> It determines the adequacy of existing physical and technological resources and identifies and plans the specified resolution of deferred maintenance needs.</p>	<p>Facilities; Administration</p>	<p>"The library should be administered in a manner that permits and encourages the most effective use of available library resources."</p>	<p>The Library has completed 3 phases of space reconfiguration and renovation. New fluid tables were purchased to replace the old, bulky tables, and new and more comfortable seating was also purchased. The reconfiguration phase relocated study carrels in order to meet the demands of a larger quiet study area.</p>	<p>The library is now used in a different manner than it used to be with more study groups using the space while also ensuring that the quiet areas of the library continue.</p>
<p><b>8.6</b> The institution's ongoing evaluation of its physical and technological resources in light of its mission, current needs and plans for the future is a basis of realistic planning and budget allocation.</p>	<p>Budget; Facilities</p>	<p>"The library facility and its branches should be well planned; it should provide secure and adequate space, conducive to study and research with suitable environmental conditions for its services, personnel, resources and collections."</p>	<p>The Library has completed 3 phases of space reconfiguration and renovation. New fluid tables were purchased to replace the old, bulky tables, and new and more comfortable seating was also purchased. The reconfiguration phase relocated study carrels in order to meet the demands of a larger quiet study area.</p>	<p>Student foot traffic in the library has grown exponentially as the library's space has changed.</p>
<p><b>Standard 9: Financial Resources</b></p>				

<p>9 The institution's financial resources are sufficient to sustain the achievement of its educational objectives and to further institutional improvement now and in the foreseeable future.</p>	<p>Budget</p>		<p>The library's budget is prepared carefully each year. Vendor relationships are taken seriously and past year's expenditures are used to predict future needs. Important costs that are not addressed by the budget are addressed via action plans, grants, etc.</p>	<p>The library has been able to consistently add physical and electronic resources each year without canceling any important resources or subscriptions. The library is also able to employ sufficient MLS staff and a large number of students in meaningful jobs.</p>
<p>9.7 The institution establishes and implements its budget after appropriate consultation with relevant constituencies in accord with realistic overall planning that provides for the appropriate integration of academic, student service, fiscal, development, information and technology and physical resource priorities to advance its educational objectives.</p>	<p>Administration; Budget; Planning</p>	<p>Library's needs represented in institutional budget planning process; Library budget linked to library strategic plan</p>	<p>The library has a strategic plan which directly affects its budget.</p>	<p>The Library has its own strategic plan which links directly to the institution's strategic plan.</p>
<p><b>Standard 10: Public Disclosure</b></p>				
<p>10.4 The institution publishes its mission, objectives, and expected educational outcomes.</p>	<p>Planning</p>	<p>Mission statement; strategic plan</p>	<p>The library publishes its mission, objectives, and expected educational outcomes.</p>	<p>The library mission, objectives, and educational outcomes are continually reviewed and updated. The library is making progress at defining itself as an official part of the curriculum.</p>
<p>10.10 The institution publishes statements of its goals for students' education and the success of students in achieving those goals.</p>	<p>Outcomes Assessment</p>		<p>The library has a clearly defined information literacy program. The library is actively developing an assessment strategy for learning outcomes. Goals and objectives are published on the library website.</p>	<p>Faculty have begun including library information literacy sessions in their syllabuses. Assessment is becoming more sophisticated.</p>
<p><b>Standard 11: Integrity</b></p>				
<p>11.3 The institution is committed to the free pursuit and dissemination of knowledge. It assures faculty and students the freedom to teach and study a given field, to examine all pertinent data, to question assumptions, and to be guided by the evidence of scholarly research.</p>	<p>Access</p>	<p>Mission statement; reference service/statistics; collection development policy; adherence to ALA Library Bill of Rights</p>	<p>The library has a clear mission statement. ALA/ACRL guidelines are taken seriously and are used for guidance in library decision making. Full reference services are available as well as librarians on the floor for research help and guidance.</p>	<p>Public service desk hours are consistently used by students. Library staff is well-versed in patron rights and confidentiality. The welcome desk is consistently staffed and floor-presence is strong.</p>
<p>11.8 The institution has established and publicizes clear policies ensuring institutional integrity. Included among them are appropriate policies and procedures for the fair resolution of grievances brought by faculty, staff, or students.</p>	<p>Staff</p>	<p>"Professional library staff should be covered by a written policy that clearly establishes their status, rights and responsibilities. This policy should be consistent with the ACRL Standards for Faculty Status for College and University Librarians (<a href="http://www.ala.org/acrl/guides/facstat01.html">http://www.ala.org/acrl/guides/facstat01.html</a>)."</p>	<p>The library MLS staff understands its role and respects the freedom of the BHCC faculty when it comes to their course design. The library is responsible for information literacy instruction and the library's mission is well-defined. The library offers many methods of providing feedback and actively seeks suggestions and criticism from students and faculty.</p>	<p>The library enjoys an open relationship with faculty and students. Library employees are well-supported by Library and BHCC staff relations departments.</p>

## Appendix 3: IPEDS FY09

### PART A & B - OUTLETS AND STAFF

#### PART A - NUMBER OF PUBLIC SERVICE OUTLETS, FY 2009

Item	Item	Number	Prior Year
100	Branch and independent libraries - Exclude main or central library	0	0

#### PART B - LIBRARY STAFF, FALL 2008 and SALARIES / WAGES, FY 2009

(Exclude maintenance and custodial staff, volunteers and contributed services

staff)

Note: Report FTE data to two decimals.

Item	Staff	FALL2008 Number of full time equivalents (FTE's)	Prior Yr	FY2009 Salaries and wages (whole dollars only)	Prior Yr
200	Librarians	6.64	5.47	\$188,363.00	\$184,383.00
201	Other professional staff	1.00	1.00	\$34,837.00	\$43,537.00
202	<b>Total librarians and other professional staff</b> (sum lines 02 and 03, col. 1)	7.64	6.47	\$223,200.00	\$227,920.00
203	All other paid staff (except student assistants)	7.57	6.96	\$193,866.00	\$227,039.00
204	Student assistants from all funding sources	2.96	3.25	\$44,000.00	\$31,569.00
205	<b>Total full-time equivalent (FTE) staff</b> (sum line 04 through 06, cols 1&2)	18.17	16.68	\$461,066.00	\$486,528.00
206	Are employee fringe benefits paid from the library budget? If no, select "N" and skip to part C line 10			<b>NO <u>X</u></b>	<b>NO <u>X</u></b>
207	Employee fringe benefits (if paid from library budget)			\$0.00	\$0.00

#### PART C - LIBRARY EXPENDITURES, FY 2009

Note: See instructions for exclusions and definitions.

Item	Expenditures	Amount (whole dollars only)	Prior Year
205	<b>Total salaries and wages (from previous page):</b>	\$461,066.00	\$486,528.00
<b>Information resources:</b>			
300	<b>One-time purchases of books, serial backfiles, and other materials</b>	\$38,902.00	\$19,864.00
301	Electronic	\$0.00	\$0.00
302	Audiovisual	\$1,527.00	\$1,258.00

303	<b>Ongoing commitments to serial subscriptions</b>	\$82,564.00	\$83,799.00
304	Electronic serials	\$42,424.00	\$46,583.00
<b>Other information resources:</b>			
305	Document delivery/interlibrary loan	\$569.00	\$547.00
306	Preservation	\$0.00	\$0.00
307	Other expenditures for information resources	\$0.00	\$1,943.00
<b>Operating expenditures:</b>			
308	Computer hardware and software (include maintenance)	\$6,150.00	\$9,721.00
309	Bibliographic utilities, networks and consortia	\$50,490.00	\$52,483.00
310	All other operating expenditures	\$7,430.00	\$17,539.00
311	<b>TOTAL EXPENDITURES (sum of lines 205, 300, 303, 305 through 310)</b>	\$647,171.00	\$672,424.00

## PART D - LIBRARY COLLECTIONS, FY

**2009**

Item	Collections	Added during the	Prior	Held at end of	Prior
		Fiscal Year	Yr	Fiscal Year	Yr
		(1)		(2)	
400	Books, serial backfiles and other paper materials (including government documents)	1033	1190	66777	66987
401	E-Books	0	0	3300	3300
402	Microforms	0	0	5745	5745
403	Audiovisual materials	888	16	3788	1009
404	Current serial titles	2	5	284	306
405	Electronic reference sources and aggregation services	0	2	95	67
406	<b>Is the library collection entirely electronic? Yes/No <u>No</u></b>				

## PART E - LIBRARY SERVICES, FY 2009

Note: See instructions  
for definitions.

Item	Services	Number	Prior Yr
<b>Interlibrary loans and documents provided to other libraries:</b>			
500	Returnable	1861	1900

501	Non-returnable	0	0
502	<b>Total provided</b> (sum lines 500 and 501)	1861	1900
<b>Interlibrary loans and documents received:</b>			
503	Returnable	903	1436
504	Non-returnable	0	0
505	Documents received from commercial services	0	0
506	<b>Total received</b> (sum lines 503, 504, 505)	903	1436
<b>Circulation:</b>			
507	General circulation transactions	10470	11167
508	Reserve circulation transactions	6615	8496
<b>Information services to groups:</b>			
509	Number of presentations	210	227
510	Total attendance at all presentations	3150	3502

## PART F - LIBRARY SERVICES, TYPICAL WEEK, FALL 2008

Note: See instructions for definitions.

Item	Services	Number in a typical week	Prior Yr
600	Number of weekly public service hours	86	86
601	Gate count in a typical week	5515	4912
602	Reference transactions in a typical week	75	74

## PART G - ELECTRONIC SERVICES, FY2009

See instructions for definitions

Item	Services	YES	NO
<b>Does your library provide the following?</b>			
700	Documents digitized by the library staff	X	
701	Reference service by email or the Web		X
702	Technology to assist patrons with disabilities (e.g. TDD, specially equipped workstations)	X	
703	Electronic theses and dissertations produced by your students		X

## PART II - INFORMATION LITERACY, FY2009

See instructions for definition.

Please respond to each item by selecting "Yes" or "No".

Item	Does your institution have the following, or has it done the following? Yes/No	YES	NO
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