

## Standard II: Student Learning Programs and Support Service

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### Standard II.B – Library and Learning Support Services

#### Standard II.B.1

***The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)***

#### *Evidence of Meeting the Standard*

In order to provide a rigorous and supportive learning environment that fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world, Bakersfield College approaches our learning support services through a three-pronged approach:

- 1) Providing the cornerstone of a higher-education institution: a library with sufficient print and electronic sources to support the wide variety of courses found at Bakersfield College;
- 2) Offering a wide range of academic support services that provide tutoring hubs staffed with faculty and other academic professional experts to give students the direct help they need on assignments and to strengthen academic skills to succeed in the classroom; and
- 3) Operating many computer labs throughout the College and a full-service Media Services department that provide the technology necessary for our face-to-face classes at multiple locations and our distance education classes.

#### *Analysis and Evaluation*

##### *Library*

The mission of the Grace Van Dyke Bird Library at Bakersfield College is "to contribute to and support the Bakersfield College mission by serving as an information and research center, and providing direct and instructional support with a full range of timely information resources. The primary goals are to help students college-wide to learn and succeed, and to support the Bakersfield College curriculum by serving students, faculty, staff, and administration" (II.B.1-, IIB\_LIB\_CollectnDevPol\_doc). The print and electronic sources available from the Library are sufficient in quantity, currency, depth, and variety to support our educational programs regardless of location or means of delivery. Library resources as of June 30, 2016, include a reference and general collection of 91,377 volumes, including 10,671 e-books.

In 2015-16, 1,404 volumes were added to the collection and 11,050 items circulated. The Library also subscribes to 140 print periodicals, 39 online databases, and an e-book database with over 140,000 titles (II.B.1-, IIB\_LIB\_AnnualRpt1516\_doc). The Library's numerous online databases make the sources students and faculty need available 24/7 from anywhere there's an internet connection (II.B.1-, IIB\_LIB\_Homepage\_web). The Panorama campus branch is open 60 hours per week in the fall and spring semesters and 42 hours per week in the summer session. The Delano campus branch is open 24 hours per week and students are able to request materials from the Panorama branch. At least one librarian is on duty while a branch is open. To support our new inmate education project, librarians create annotated bibliographies and packets of resources that are mailed to inmates since prison students are not able to access computers or the physical library (II.B.1-, IIB\_LIB\_PrisonENGB1AOct16\_doc). The Library is building a collection to support the new Bachelor of Science in Industrial Automation program and has acquired the EBSCO Applied Science & Technology Source database, as well as providing links on the library website to online journals related to the program (II.B.1-, IIB\_LIB\_IntrntResrcTech\_web). These resources were selected collaboratively by the Industrial Automation faculty and librarians.

Ongoing instruction for users of the Library include:

- The Library B1 Introduction to Library Research course, a one-unit transferable course on the basics of research for academic courses including when to use the internet and when to avoid it (II.B.1-, IIB\_LIB\_LIBRB1-SylSpr17\_doc).
- Six different library/research-skills workshops offered multiple times every semester during the middle ten weeks of the term (II.B.1-, IIB\_LIB\_LibrWrkShops\_web, IIB\_LIB\_WkshpSchedSpr17\_web).
- Orientations in the Library or in classrooms that are tailored to meet the needs and assignments of each individual class (II.B.1-, IIB\_LIB\_EnglB1A-orient\_doc). The evidence file is an example orientation page for an English B1A class taught in Spring 2016. In Spring 2017, the Library acquired a software suite from SpringShare—LibChat, LibGuides, and LibAnswers. LibChat will enable our distance education and rural students to chat with our librarians. LibGuides provide tutorials and discipline-specific pathfinders that can be embedded in the Library's website and in the instructor's class website on Canvas (II.B.1-, IIB\_LIB\_SpringShareInfo\_doc, IIB\_LIB\_LibGuid-HistB18\_web).
- One-on-one instruction with our librarians while the Library is open.

#### [Academic Support Services \(Tutoring Hubs\)](#)

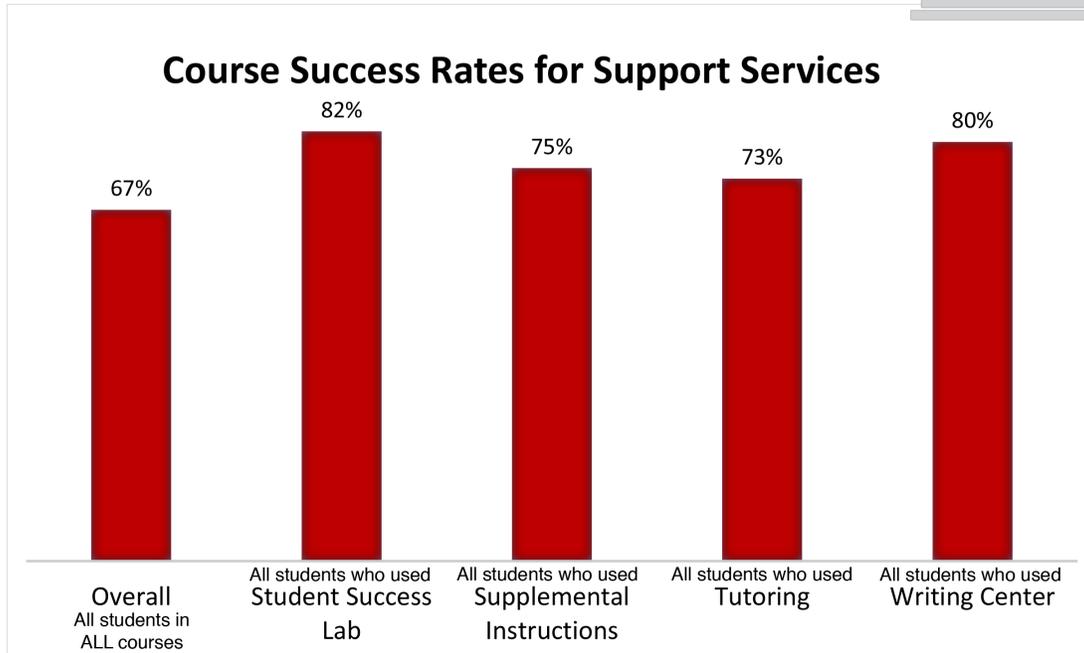
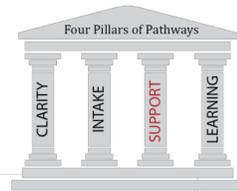
Bakersfield College offers a wide range of academic support services to support student learning and achievement for students working toward Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. The academic support services are a crucial piece of the third pillar of the Guided Pathways system we are implementing at BC ("Stay on the Path"). These services include:

- MESA in the Aera STEM Success Center: Math-Engineering-Science-Achievement (MESA) students receive tutoring (peer and faculty tutors), Academic Excellence Workshops (AEW) using peer-to-peer problem-solving with a faculty sponsor who assists the student workshop facilitator to develop the particular AEW that can cover Calculus, Biology, Chemistry, Physics, and other Science, Technology, Engineering, and Math (STEM) disciplines as needs arise. Although, MESA students are the most at-risk STEM students, the MESA student success rates match or exceed the rest of the STEM population and general BC student body (II.B.1-, IIB\_STEM\_MESAdescriptn\_web, IIB\_STEM\_MESAatutorsched\_web, IIB\_STEM\_MESAsuccess3yr\_doc).

- Math Learning Center: The Math Learning Center (MLC) at the Panorama campus provides developmental instruction in the Pre-Algebra, Beginning Algebra, and Intermediate Algebra hybrid courses through the ALEKS-based program and faculty and student peer tutoring for students in the hybrid and face-to-face courses. Daily monitoring of student progress by the MLC enables staff to identify the struggling students and use intrusive interventions to remedy the problems. The MLC also offers proctored math exams for students not in the hybrid courses. The MLC coordinator works with students at the Delano campus to accommodate their coursework (II.B.1-, IIB\_MLC\_Homepage\_web, IIB\_MLC\_ALEKS-BCdashbrd\_web, IIB\_MLC\_Orientation\_doc).
- Student Success Lab: The Student Success Lab (SSL) offers free reading, writing, and math guided tutorials using the PLATO software at both the Panorama and Delano campuses. At least one faculty member is on duty when the SSL is open to provide one-on-one assistance. The SSL also provides instruction on the basics of computer use at a college: accessing campus email, using the Banner registration system, navigating course websites on Canvas, and using the Microsoft Office Suite. On average, over 300 students use the SSL every day and in Spring 2017, the SSL logged 4347 total sessions amounting to 5475 hours to time logged on the system (II.B.1-, IIB\_SSL\_Homepage\_web, IIB\_SSL\_Handout\_doc, IIB\_SSL\_SystmUseReprt17\_doc).
- Tutoring Center: The Tutoring Centers at the Panorama and Delano campuses offer free peer tutoring to students in most of our courses for 44 hours per week and 32 hours per week, respectively. Students can receive one scheduled 50-minute session per week for any subject and multiple 15-minute drop-in tutoring sessions per week for Math and English. In Fall 2016, there were 3486 scheduled appointments at the Panorama campus with about 70 tutors for about 90 subjects and 609 appointments at the Delano campus with 16 tutors in 44 subjects (II.B.1-, IIB\_TC\_Homepage\_web, IIB\_TC\_AppointCntF16\_doc, IIB\_TC\_TutorAssignS17\_doc).
- Writing Center: Nine degreed professional writing specialists and three student workers per term offer free help with all steps of the writing process, from understanding the assignment, to developing the essay, to writing the essay for all students, including those in the Baccalaureate program. The Writing Center staff offer one-on-one consultations, one-hour workshops, exam proctoring for the English and EMLS courses, and tutoring in rhetorical reading strategies. At the Panorama campus, the Writing Center is separate from the Tutoring Center but they are combined at the Delano campus. The Writing Center is open for 44 hours per week and 32 hours per week at the Panorama and Delano campuses, respectively. The Writing Center has averaged about 3700 sessions per term since Fall 2015 for students in the English composition courses of various levels in both the English and EMLS departments and other courses such as History B18 and Philosophy B9 (II.B.1-, IIB\_WC\_Homepage\_web, IIB\_WC\_PresBrdRprtApr16\_doc, IIB\_WC\_Spring17SemReprt\_doc).
- Supplemental Instruction: Supplemental Instruction (SI) are group tutoring sessions set up for specific courses or subjects (168 course sections in 42 course subjects in Fall 2017). Each session is led by a student (SI Leader) who has already passed the course with an A or B grade and was recommended by the discipline faculty. The SI Leader attends the course meetings all semester, so he or she knows exactly what the instructor is requiring. The SI Leader holds two hours of weekly study sessions for students enrolled in the course they are supporting (II.B.1-, IIB\_SI\_Homepage\_web, IIB\_SI\_Fall17Schedule\_doc, IIB\_SI\_Descriptn-packet\_doc)

Students who use the Academic Support services have significantly higher success rates. The graphic below shows the success rates for students who used our academic support services compared to the success rates for all students in all courses. Note that the first bar includes students who used the support services and those who did not.

# SUPPORT SERVICES INCREASE SUCCESS



## Computer Labs and Media Services

Bakersfield College makes heavy use of computer and audiovisual technology to support student learning and achievement. There are over 1000 computers in specialized computer labs to support student learning in math, tutoring services, computer graphics, multimedia, drafting, business, and health sciences on the Panorama campus. In addition, there are 160 computers in the Computer Commons open computer lab in the Library and another 90 computers in Academic Development computer lab. At the Delano Center campus there are ten computer labs with a total of 183 computers (II.B.1-, IIB\_IT\_1720TechnlgyPlan\_doc, IIB\_IT\_DelanoLabs\_doc).

Our Media Services Department staffed with just two people provides instructional technology and support for classes as well as video production and video-conferencing services for students, staff, and faculty at the Panorama campus, Delano campus, Weill Institute, Arvin High School, and Delano high schools. Media Services has presentation technology and resource materials that can be used in all classrooms at these sites. Approximately 141 classrooms are technology-enhanced with some sort of computer-media technology installed in the room and our annual program review process is used to which additional rooms will become technology-enabled as well as which rooms will be upgraded.

The College meets Standard II.B.1

## List of Evidence

IIB\_LIB\_CollectnDevPol\_doc  
IIB\_LIB\_AnnualRpt1516\_doc  
IIB\_LIB\_Homepage\_web  
IIB\_LIB\_PrisnENGB1AOct16\_doc

IIB\_LIB\_IntrntResrcTech\_web  
IIB\_LIB\_LIBRB1-SylSpr17\_doc  
IIB\_LIB\_LibrWrkShops\_web  
IIB\_LIB\_WkshpSchedSpr17\_web  
IIB\_LIB\_EnglB1A-orient\_doc  
IIB\_LIB\_SpringShareInfo\_doc  
IIB\_LIB\_LibGuid-HistB18\_web  
IIB\_STEM\_MESAdescriptn\_web  
IIB\_STEM\_MESAatutorsched\_web  
IIB\_STEM\_MESAsuccess3yr\_doc  
IIB\_MLC\_Homepage\_web  
IIB\_MLC\_ALEKS-BCdashbrd\_web  
IIB\_MLC\_Orientation\_doc  
IIB\_SSL\_Homepage\_web  
IIB\_SSL\_Handout\_doc  
IIB\_SSL\_SystemUseReprt17\_doc  
IIB\_TC\_Homepage\_web  
IIB\_TC\_AppointCntF16\_doc  
IIB\_TC\_TutorAssignS17\_doc  
IIB\_WC\_Homepage\_web  
IIB\_WC\_PresBrdRprtApr16\_doc  
IIB\_WC\_Spring17SemReprt\_doc  
IIB\_SI\_Homepage\_web  
IIB\_SI\_Fall17Schedule\_doc  
IIB\_SI\_Descriptn-packet\_doc  
IIB\_IT\_1720TechnlgyPlan\_doc  
IIB\_IT\_DelanoLabs\_doc

## Standard II.B – Library and Learning Support Services

### Standard II.B.2

***Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.***

#### *Evidence of Meeting the Standard*

Bakersfield College uses the annual program review process (described in our responses to Standards I.A and I.B) to identify the educational equipment and materials needs of the instructional programs and student support areas. Two groups with faculty representatives from across the College, the Information Services Instructional Technology (ISIT) Committee and the Career and Technical Education Council (CTEC) prioritize the educational technology equipment requests from the program review process and make recommendations of equipment selection and maintenance to the College President (II.B.2-, IIB\_ISIT\_Homepage\_web, IIB\_CTEC\_Homepage\_web).

Librarians select books, journals, and other library materials through discipline faculty requests, reviews from professional journals, an understanding of college curricula, course assignments, information gleaned from working with students at the reference desk, and class reading lists.

#### *Analysis and Evaluation*

##### *Library Collection*

The Library Collection Development Policy states materials which “directly meet student curricular needs in the courses and/or programs of instruction offered” are top priority in collection development, followed by materials that support student papers and reports. Other considerations are materials that add depth and breadth to the collection, support faculty preparation of class instruction, and that support faculty professional development (II.B.2-, IIB\_LIB\_CollectnDevPol\_doc). A library representative sits on the Curriculum Committee to ensure the Library stays abreast of new course offerings and the course needs of the library collection.

Correlating circulation statistics with book purchases shows that current selection decisions are meeting student needs. During the 2015-16 fiscal year, the top five Library of Congress call number ranges in books purchased were Social Sciences, American History, Literature, Religion/Philosophy/Psychology, and Technology. Circulation statistics from September 1, 2016 through March 1, 2017 indicate the top five LC call number ranges circulated were Social Sciences, American History, Religion/Philosophy/Psychology, Literature, and Medicine (II.B.2-, IIB\_LIB\_CallNumRang1516\_doc, IIB\_LIB\_HighCircTitles\_doc).

While funding for book and periodical purchases is sufficient, funding for electronic database resources has remained flat over the past four years while subscription costs have increased (II.B.2-, IIB\_LIB\_DatabasFndAlloc\_doc). There is routinely a \$20,000 gap between annual subscription costs and allocated funds. Librarians evaluate database usage annually to ensure resources are meeting student research needs. Usage of nearly all databases has increased year to year, with the exception of Gale’s Academic One File. We have retained One File because it is the only library database which includes full-text of the New York Times. In early 2016 the Library initiated a subscription to EBSCO’s Applied Science and Technology Source in support of the new Bachelor of Science in Industrial Automation. The database has seen significant use with over 52,000 searches between April and June 2016. It appears it is being used by students well beyond the small cohort currently in the program (II.B.2-, IIB\_LIB\_AnnualRpt1516\_doc). Computer and audiovisual technology requests for the Library are handled through annual program review process.

### Academic Support Services (Tutoring Hubs)

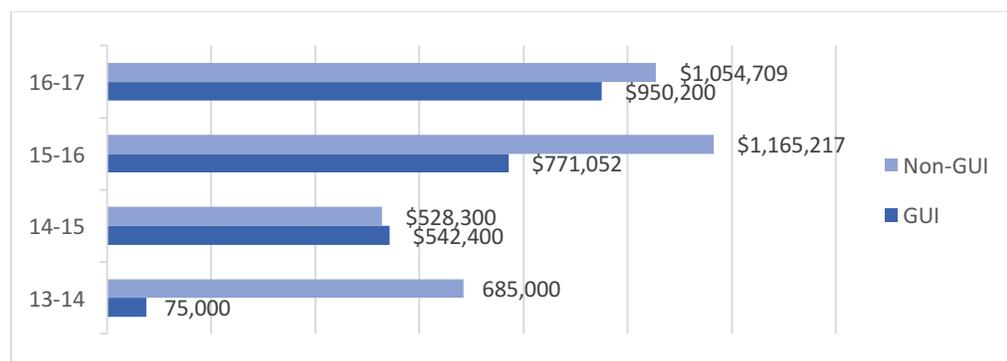
The selection and maintenance of educational equipment and materials to support student learning and enhance the achievement of the mission happens through our annual program review process. Educational equipment needs are collected on the Technology Request form (aka “the ISIT form”) included in the program review packet (II.B.2-, IIB\_LIB\_SSL-TechReqF16\_doc). The evidence file is the technology requests from the Library and the Student Success Lab in Fall 2016. Computer technology and audiovisual equipment requests are presented and justified to the full ISIT Committee by the requesting departments. ISIT Committee members vote to prioritize the technology requests. This prioritized list is then used to purchase new technology equipment as funding becomes available (II.B.2-, IIB\_ISIT\_05Dec16Minutes\_mtg, IIB\_ISIT\_TechReqVoteF16\_doc).

### Computer Labs, Media Services, Other Equipment

Computer labs with up-to-date equipment and software are critical to educating students in the twenty-first century and to prepare them to work in a technologically advanced environment. Also critical are the audiovisual presentation equipment used in the classroom Bakersfield College follows a three- to five-year replacement cycle as closely as the budget will allow. The Technology Support Services Department establishes a minimum configuration for all desktop computers. Computer equipment and software purchases are evaluated and determined through the annual program review process described above. Purchases of computers for student and instructional use are given priority, with used lab and classroom computers being pushed down to meet the needs of employees.

The selection of educational equipment for Career-Technical Education (CTE) programs can also be decided by CTEC. Equipment needs are identified through the annual program review process, CTE department chairs present their requests for prioritization to CTEC and CTEC votes to prioritize the equipment requests. The CTE Dean evaluates the prioritization list for appropriate funding streams (i.e., VTEA/Strong Workforce can only pay for CTE equipment while instructional block grants can cross disciplines). The priority list is presented to the Educational Administrators Council for further discussion and then to the Vice President of Academic Affairs. We have been able to purchase the majority of equipment requests through this process the past two years.

The graph below shows the technology funding allocations over the past four years. We use a creative mix of grants, categorical program funds, bond money, and general fund money to pay for our educational equipment needs in order to achieve our mission (II.B.2-, IIB\_IT\_StateofTechSuprt\_doc).



The College meets Standard II.B.2.

### List of Evidence

IIB\_ISIT\_Homepage\_web

IIB\_CTEC\_Homepage\_web

IIB\_LIB\_CollectnDevPol\_doc  
IIB\_LIB\_CallNumRang1516\_doc  
IIB\_LIB\_HighCircTitles\_doc  
IIB\_LIB\_DatabasFndAlloc\_doc  
IIB\_LIB\_AnnualRpt1516\_doc  
IIB\_LIB\_SSL-TechReqF16\_doc  
IIB\_ISIT\_05Dec16Minutes\_mtg  
IIB\_ISIT\_TechReqVoteF16\_doc  
IIB\_IT\_StateofTechSuprt\_doc

## Standard II.B – Library and Learning Support Services

### Standard II.B.3

***The institution evaluates the library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.***

#### *Evidence of Meeting the Standard*

Bakersfield College has a deeply-rooted culture of evaluation dialog that occurs in our formal structure as well as less formally in workshops and in between meetings. Our formal structure ensures that a systematic and regular evaluation dialog about the Library and other learning support services happens because it is intentionally designed. The Grace Van Dyke Bird Library and other learning support services participate in the annual program review process as well as the dialog in committees to assure the adequacy of all our learning support services in meeting identified student needs. Along with ongoing evaluation that is embedded in our formal structure, the Library and other learning support services will regularly survey students and faculty.

#### *Analysis and Evaluation*

The annual program review process requires the learning support service to explain how their goals match up with the College Strategic Directions, the first two of which are Student Learning and Student Progression & Completion. The process also requires the learning support service to give an assessment of the service's strengths and weaknesses and to include an assessment of learning outcomes on the Assessment Report Form. The Program Review Committee and Assessment Committee provide feedback to the services.

#### *Library*

The evidence files show how the Library's goals contribute to Student Learning and also the assessment of the Library's services (II.B.3-, IIB\_LIB\_ProgRevAU-16\_doc, IIB\_LIB\_Assessfrm1617\_doc). The second evidence file gives the assessment of the first SLO in the Library B1 (Introduction to Library Research) course and the analysis of how the library workshops contribute to the attainment of student learning outcomes. Each of the Library's six workshops ends with an in-class assignment specific to that workshop that is graded to assess learning outcomes as well as an evaluation form for student feedback on the effectiveness of the workshop as a whole (II.B.3-, IIB\_LIB\_ResStratWksheet\_doc, IIB\_LIB\_WkshpStudEval\_doc). At the end of the semester, the librarians analyze the trends, successes, weaknesses, and the improvements that need to be made to create the "workshop debriefing" document summarizing the trends and student assessments (II.B.3-, IIB\_LIB\_WkshpDebriefF16\_doc). The regular Bakersfield College Services Survey includes a question to BC employees about the effectiveness of the Library's services. The 2016 survey showed that 98% of those familiar with the Library's services agreed that the Library provides effective services. The Library also has each instructor requesting a library orientation for their class fill out a survey after the orientation to assess how well the orientation met their needs (II.B.3-, IIB\_LIB\_AIQSurvey16-q15\_doc, IIB\_LIB\_FcltySurResSp17\_doc).

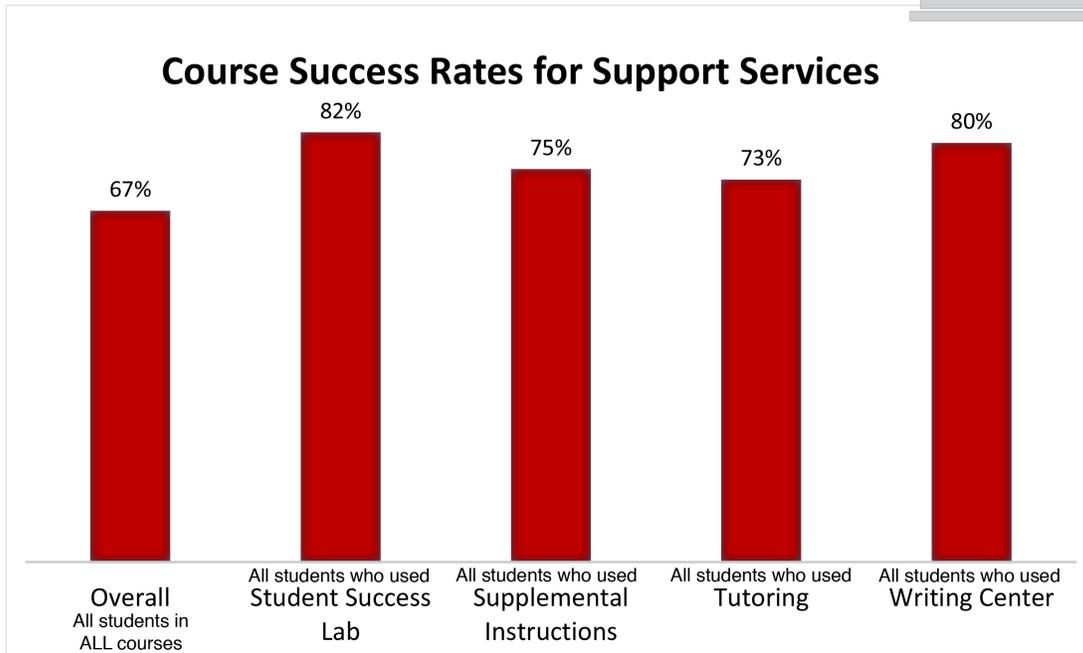
#### *Academic Support Services (Tutoring Hubs)*

- The Math Learning Center (MLC) is included in the Math Department's annual program review (II.B.3-, IIB\_MLC\_MathProgRevF16\_doc, IIB\_MLC\_AssessF16-Math\_doc). The Math Department disaggregates the MLC student assessments from the face-to-face students. The evidence file shows the most recent assessment results an analysis for improvement for SLO#2 for the students taking the Pre-Algebra, Beginning Algebra, and Intermediate Algebra hybrid courses

through the ALEKS-based program in the MLC (II.B.3-, IIB\_MLC\_SLO2-AssessSp17\_doc). Because of the SLO assessment results and low student success rates, the MLC Coordinator is implementing a trial period starting in Fall 2017 of new online applications (Knewton, MyMathLab, and XYZ) to see if they will improve the student success rates (II.B.3-, IIB\_MLC\_AppReq-Spr17\_eml).

- Students who use the Student Success Lab, Writing Center, Supplemental Instruction, and Tutoring Center have significantly higher success rates. The graphic below shows the success rates for students who used our academic support services compared to the success rates for all students in all courses. Note that the first bar includes students who used the support services and those who did not.

## SUPPORT SERVICES INCREASE SUCCESS



The ALEKS software in the MLC and the PLATO software in the Student Success Lab are included in the annual Student Technology Survey (STS). In the 2016 STS, 80% of students using PLATO and 78% using ALEKS rated them very effective or somewhat effective and in 2015, the positive responses were 79% for PLATO and 78% for ALEKS (II.B.3-, IIB\_SSL\_PlatoStdSrvey1516). The Student Success Lab and Tutoring Center are evaluated as part of the Academic Development Department’s annual program review process. The Tutoring Center also conducts a survey during weeks 9 and 10 of the semester asking students to evaluate their peer tutors and the effectiveness of the tutoring service. Positive responses range from 89% to 98% for the questions asked (II.B.3-, IIB\_TC\_ProgEval-Fall16\_doc). Supplemental Instruction goes through its own program review process and it also surveys faculty and students who use the service about the effectiveness of SI (II.B.3-, IIB\_SI\_ProgRevFall16\_doc, IIB\_SI\_EndSemSurvFall16\_doc, IIB\_SI\_FacCommnts-2015\_doc).

### Computer Labs, Media Services, Other Equipment

Our Technology Services Department, that includes both the Information Technology and Media Services, uses our annual program review process to evaluate how well it is helping the College achieve its mission (II.B.3-, IIB\_IT\_ProgRevF16\_doc). In addition, the ISIT Committee administers an online survey about their use and experience of technology at the College every fall. These results offer a snapshot of what aspects of technology on campus are beneficial to students, and what aspects frustrate them. The ISIT Committee and campus Technology Support then use this information to establish priorities for change and improvement. The 2016 survey revealed that over 50% of respondents use campus computers labs on either a monthly or weekly basis. Sixty percent of respondents indicated that computer labs were either very effective or somewhat effective. A few student comments indicated frustration with slow boot times and sluggish operation of computer lab computers (II.B.3-, IIB\_ISIT\_StudTechSurv16\_doc, IIB\_ISIT\_SumryTechSrv16\_doc).

The College meets Standard II.B.3.

### *List of Evidence*

IIB\_LIB\_ProgRevAU-16\_doc  
IIB\_LIB\_Assessfrm1617\_doc  
IIB\_LIB\_ResStratWksheet\_doc  
IIB\_LIB\_WkshpStudEval\_doc  
IIB\_LIB\_WkshpDebriefF16\_doc  
IIB\_LIB\_AIQSurvey16-q15\_doc  
IIB\_LIB\_FcltySurResSp17\_doc  
IIB\_MLC\_MathProgRevF16\_doc  
IIB\_MLC\_AssessF16-Math\_doc  
IIB\_MLC\_SLO2-AssessSp17\_doc  
IIB\_MLC\_AppReq-Spr17\_eml  
IIB\_SSL\_PlatoStdSrvey1516  
IIB\_TC\_ProgEval-Fall16\_doc  
IIB\_SI\_ProgRevFall16\_doc  
IIB\_SI\_EndSemSurvFall16\_doc  
IIB\_SI\_FacCommnts-2015\_doc  
IIB\_IT\_ProgRevF16\_doc  
IIB\_ISIT\_StudTechSurv16\_doc  
IIB\_ISIT\_SumryTechSrv16\_doc

## Standard II.B – Library and Learning Support Services

### Standard II.B.4

***When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17).***

#### *Evidence of Meeting the Standard*

The Grace Van Dyke Bird Library has an agreement with California State University, Bakersfield (CSUB) to provide limited borrowing privileges to students. A student may request a referral form at the Bakersfield College library reference desk to borrow up to five books at a time (II.B.4-, IIB\_LIB\_CSUBAgreement\_doc). The Library maintains an annual contract with SirsiDynix for the Horizon library management system. This contract covers Bakersfield College, as well as Porterville College and Cerro Coso Community College. The library also maintains licensing agreements for electronic usage or content with the following vendors: Gale, EBSCO, CQ Press, JSTOR, Oxford University Press, ProQuest, OCLC, GOBI, The Library of Congress, and SpringShare. (II.B.4-; IIB\_LIB\_LicensAgreemnts\_doc).

Media Services partners with many organizations to provide services and continually evaluates these partnerships to ensure the highest level of service in a cost effective manner. These organizations include: ASCAP, SESAC, BMI music licensing, 3CMedia, CCC Confer, CCC Zoom, Delano Joint Unified School District, Kern High School District, Kern Educational Telecommunications Consortium, Kern County Superintendent of Schools, Polycom, SPS, Extron, Crestron, Serban Sound, Inc., PacWest Sound, Inc., Verizon and Freestyle Event Services.

#### *Analysis and Evaluation*

The college collaborates with multiple outside entities to offer educational support services. Students rarely use the CSUB Library agreement, probably because the resources at our library meet our students' needs. Librarians evaluate database usage annually to ensure resources are meeting student research needs. Usage of nearly all databases has increased year to year, with the exception of Gale's Academic One File. In early 2016 the Library initiated a subscription to EBSCO's Applied Science and Technology Source in support of the new Bachelor of Science in Industrial Automation. The database has seen significant use with over 52,000 searches between April and June 2016. It appears it is being used by students well beyond the small cohort currently in the program (II.B.4-, IIB\_LIB\_AnnualRpt1516\_doc).

The College meets Standard II.B.4.

#### *List of Evidence*

IIB\_LIB\_CSUBAgreement\_doc

IIB\_LIB\_LicensAgreemnts\_doc

IIB\_LIB\_AnnualRpt1516\_doc

### Eligibility Requirements

**#17 Information and Learning Support Services** The institution provides, through ownership or contractual agreement, specific long- term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)