

SIDNEY SILVERMAN LIBRARY PROGRAM REVIEW



Spring 2017

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BERGEN COMMUNITY COLLEGE

SERVICE DEPARTMENT:	Library
PROGRAM REVIEW TEAM:	David Marks, Rong Wang, Kristen Ko, Joan Dalrymple, Lynn Schott, Dr. Andrew Tomko, Dr. William Mullaney (<i>Ex Officio</i>)
DATE OF THIS REPORT:	Spring 2017
PERIOD OF YEARS BEING REVIEWED:	2011-2016

I. MISSION/VISION

A. LIBRARY MISSION & VISION STATEMENTS

1. MISSION

The Library's staff developed the following mission statement in 2003:

The Sidney Silverman Library recognizes its integral role in support of the College's mission and curriculum. We will provide our diverse community of learners with information resources and dynamic services in a welcoming environment that promotes academic excellence and fosters lifelong learning.

Three of the Library units have mission statements specific to their areas of focus: Library Instruction Program, Media Services and Bergen Community College Archives. The mission statements are included later in this document.

2. VISION

Although the Library has not formalized its own vision and values statements, the Library affirms and supports the College's statements:

Vision: Bergen Community College will be a dynamic partner by bridging potential with opportunities for educational, professional and personal growth.

Values: To fulfill the vision and mission of Bergen Community College, these core values will guide our daily endeavors:

LEARNING • EXCELLENCE • INTEGRITY • RESPECT • CREATIVITY

A. GOALS & OBJECTIVES

Formal goal-setting has been inconsistent over the last five years, due to our changing leadership in the Library. We have been served by three different deans and two interim deans in that time. Currently, we have one Annual Report (2014-15) and *The Sidney Silverman Library Strategic Plan* (Sept. 2015) to refer to for formally identified goals (see Appendices A and B for these documents). The majority of these goals and objectives were identified in the *Strategic Plan* as Initiatives, which were mapped to the College's strategic plan, [*Framework for the Future 2013-2018*](#) (Bergen Community College, Center for Institutional Effectiveness, 2013). These initiatives were developed with the input of all staff within the Library. Staff, faculty and administrators brainstormed and later refined an extensive list of ideas to improve on or create new services for our constituents. Many of these initiatives were prompted by our mission to provide dynamic services. We incorporated ideas prompted by student requests, assessment feedback, exposure to professional development and shared best practices, and our desire to make improvements.

B. CONTRIBUTIONS TO STUDENT SUCCESS

The Library supports students in their information-seeking behavior with a comprehensive list of services aimed to help them succeed in their coursework, but also to educate them in the skills required to become critical thinkers and expert researchers--tools that will be used throughout their lives. Students have opportunities to search the Library's specialized online resources from their mobile devices, home computers or from any of the on-campus computers. Traditional print and media materials (books, magazines, DVDs, etc.) are available six days a week at the main library and on weekdays at the Library at the Meadowlands. We are proud to have some of the longest hours of operation at the College, as we know that students' schedules are *never* simply from 9:00a.m. - 5:00p.m. We are committed to offering extended hours during the conclusion of each semester, so that students have ample access to quiet study spaces, group collaboration rooms, and our professional research and citation specialists--all of which contributes to supporting students through their most stressful end-of-semester projects, papers and exams.

Students attending library research classes (Library Instruction sessions) are educated on how to search, obtain, and evaluate information so that the results retrieved support their course requirements *and* satisfy their curiosity about a topic. Our credentialed librarians teach students to utilize critical thinking in order to be careful consumers of information and to know how to evaluate sources and search results to determine if a source is appropriate for their information needs. This instruction prepares students for academic research throughout their experience at the College, and also to be discerning lifelong learners.

The Library contributes to the College's Student Success goals as defined by the College's 2013-2018 Strategic Plan:

1. Assisting students with access to resources which support their classwork and by providing materials for the completion of their course assignments. (T1.GB)
2. Providing instruction and consultation on how to access and evaluate library materials for coursework completion. (T1.GB) (T1.GA)

3. Providing access to current technology for the completion of assignments. (T1.GB) T4.GC) (T4.GD)
4. Enabling students to use the Library not only for accessing information but as a place to study, with space and hours to accommodate different college schedules. (T1.GB)
5. Providing a central place to access textbooks on reserve for course completion. (T1.GB)

Students spend a great deal of time in the Library, which is filled to capacity each week. Despite the large population of students using the Library, we are still able to serve and assist most of the students' needs. This assertion is supported by our high marks that we receive from the annual graduate survey. We take great pride in serving our students, and the fact that the survey indicates that students hold a greater appreciation for the Library each year demonstrates that the students agree that the Library helps them and is of great value to the College.

Are we successful in our efforts to provide high-quality customer service and research education for our students? Yes. The annual Graduate Follow-Up Survey conducted by the Office of Institutional Research assesses "the extent to which students feel the College's programs, facilities and services have enabled them to achieve their personal, educational and professional goals" (Bergen Community College, Center for Institutional Effectiveness, 2017). We are proud that Bergen's graduates give the Library such strong endorsements. "Throughout the past three administrations, the Library/Learning Resource Center has remained the most highly rated service at Bergen Community College" (Bergen Community College, Center for Institutional Effectiveness, n.d.).

Finally, Library staff and faculty continue to participate as Success Ambassadors and also as IST-123 (Success 101) faculty--reinforcing their commitment to serving students and giving them the tools to succeed at Bergen and in life.

In support of Achieving the Dream initiatives at the College, the theme of equity is well represented in the Library as we provide materials, equitable places to study, and technologies for students from all backgrounds. The Library supports all students in their research and coursework support activities.

II. OVERVIEW

A. HISTORY

The Library at Bergen Community College got its start in 1967, with the appointment of Dr. Sarah "Sally" Thomson as the head librarian. With only a small amount of space and a limited budget, Dr. Thomson was tasked with ordering the Library's "opening day" collection. She purchased eight thousand volumes (books) and identified 150 periodicals that would serve as the initial research resources for the College community. By the summer of 1968, the Library employed between 8-10 individuals. This staff worked with about 20 student volunteers to unpack and organize the collection (books and magazines) so that it would be ready for the first day of classes (1968). (Lenk, 1977)

Today's Library is staffed by approximately 27 full-time and 8 part-time workers. We continue to utilize student workers by offering employment opportunities to students eligible for work study. The Library has also supported a job skills internship initiative through the Turning Point Program.

Currently, the Library's collection includes over 144,000 tangible materials and over 62,000 digital items (see Table 1). Over the last decade or more, the demand for online (digital) content has grown steadily and the Library has been modifying collection development policies and practices to reflect these changes. Many of the constituents using our collections take advantage of the growing array of resources available from off-campus to authenticated users. This transition from print to digital has impacted our overall collection size and the space that is utilized for people vs. materials.

Table 1

Total Library Collection, 2016

	Physical	Digital/Electronic
Books (volume count)	136,749	
Books (title count)	(10,5641)	23,432
Databases	N/A	62
Media	7,225	6,609
Serials	498	32,231
Total	144,472	62,334

Note. Source: ACRL 2015-16 Academic Trends and Statistics Survey (Association of College & Research Libraries, 2016a)

With the 1973 opening of the megastructure, the Library was relocated from temporary space in what is now Ender Hall to a more permanent, central location. Early administrators considered the Library to be "the heart of the college, whether it is a community college, a four year college, or a graduate school. The library is the center of things." (Lenk, 1977) This vision was realized, quite literally, with the placement of the Library in the center of the megastructure, now recognized as the Pitkin Education Center.

Since 1973, the Library in Paramus has undergone two renovations (1991, 2007), which have brought the current space to approximately 56,000 square feet. In addition to the main library in Paramus, the Library at the Meadowlands was built at the College site in Lyndhurst, officially opening in February 2012. It is approximately 6,500 square feet (Bergen Community College, Center for Institutional Effectiveness, 2015).

Both locations feature library instruction classrooms, rooms for group and silent study and media viewing, public-access computers, and multimedia equipment. We have hosted two college computing "Free Time Lab" classrooms (L-309 and L-222) for over a decade, but in Fall 2016 one room (L-222) was converted to the IST-HUB (a designated computer classroom for all Success 101 classes). The Library also houses a variety of additional support spaces, including the Veterans' Study Room (L-207); an OSS room (with adaptive equipment); and an area with three drafting tables (donated by the Industrial Design Technology faculty, which allow students to have extended access to complete their manual drafting exercises).

The Library is open to the public and College community. Please refer to Table 2 for a sample of our operating hours.

Table 2

Library Hours, Spring 2016

Paramus	Monday - Friday: 7:40 a.m. - - 10:40 p.m.** Saturday: 9:00 a.m. - - 4:30 p.m. Sunday: (open two Sundays/semester from 12:00 - -5:00 p.m.) **Extended to 12:00 a.m. during two weeks at the end of the semester
Meadowlands	Monday - Thursday: 9:00 a.m. - - 4:00 p.m.
Virtual Library	24/7 access to various resources

The Library was named after the first president of the college, Dr. Sidney Silverman, on October 22, 1987—Founder’s Day. For a time it was known as the Sidney Silverman Library and Learning Resource Center (LRC), but it is generally now referred to simply as the Sidney Silverman Library.

B. CHANGES (LAST 5 YEARS, 2011-2016)

The last five years have brought a number of personnel changes to both the College’s and the Library’s administrative staff. Since the Fall 2011 semester, the Library has been served by three different deans and two interim deans. The most recent appointment was in August 2016, with the arrival of David Marks to fill the role of Dean of Library Services. In addition, the Library leadership has grown to include a Coordinator for Evening and Weekend Services. This position was developed in 2013 and has been filled by two different candidates, first by Kristen Ko (who advanced to become the Manager of Access Services in 2016) and currently by Judith Hungreder (who joined the library staff in 2016). See Appendix C for a summary of changes in library management since 2011.

Other staffing changes have occurred over the last five years, most frequently in the Access Services, Media Services and Reference/Instruction Services units. Access Services and Media Services saw the retirements of three long-serving staffers, Imogene Papp in 2012 after 40 years of service (Evening Coordinator), Dorothy Novak in 2015 after 29 years of service (Access Services) and Vicky Apitius in 2016 after 32 years of service (Media Services). We have also experienced some turnover in our part-time employee roster. Currently, these vacancies have left us short-staffed in these departments. We have maintained basic services in these departments by using part-time staff and cross-trained full-timers, but have had to reduce public hours, especially at the Library at the Meadowlands, as a result. The Reference/Instruction

department was impacted by the retirement of one librarian (Barbara Walcott in June 2014, after 19 years at Bergen) and the hiring and loss of four Lecturers. Subsequently, a faculty librarian was moved from Access Services to Reference/Instruction in 2015. Faced with these staffing level fluctuations, the Library's staff and faculty made every effort to support basic library services at both the Paramus and the Meadowlands locations. These reduced staffing levels ultimately have a detrimental impact on the Library's long-term goals by compromising our ability to grow or enhance many services outlined in our strategic plan.

In addition to staffing changes, the Library as a whole has experienced many other changes. As recognized in our mission statement, "dynamic services" are something we are committed to providing. Today's libraries seek to keep abreast of changing technology and are constantly making adjustments to continue to serve the information needs of our diverse community of users. The Sidney Silverman Library at Bergen Community College takes its role in providing current technologies and services very seriously. Here are a few examples of the changes we have embraced over the last five years:

- Established a branch library at the Meadowlands
- Instituted inter-campus lending/delivery (across Paramus/Hackensack/Meadowlands)
- Developed digital special collections, hosted via CONTENTdm and established an online catalog of selected materials in the BCC Archives, using ArchivesSpace software
- Started offering online research classes, hosted on Adobe Connect (web conferencing software)
- Completed two formal assessment projects
- Acquired 116 electronic devices (tablets, Blu-Ray, 3-D projectors, LED projectors, scanners) through Perkins grants
- Migrated cataloging practices from AACR2 to RDA, a national standards change
- Reduced our print periodical purchases by over \$10,000
- Increased the number of Group Study rooms
- Increased the number of available electrical outlets for students studying on upper floor
- Time-off requests have migrated to a completely digital process; first as pilot, now permanent
- Pay-to-Print
- Converted to central supply ordering
- Public computers were converted to VDI (virtual desktop)
- New Library Deans

A more comprehensive list of changes may be found in Appendix D.

C. ORGANIZATIONAL STRUCTURE

The Library reports to the Vice President of Academic Affairs, Dr. William Mullaney.

There are five major work units within the Library. Some of these areas can be further divided, based on specialized tasks or services.

- Access Services (includes Textbook Reserves, Interlibrary Loan)
- Administrative Functions and Facilities

- Media Services (providing Portable Electronic Teaching Station [PETS], tablets, LED projectors, digital cameras, scanners, document cameras, overhead projectors, webcam, etc.)
- Reference/Instruction Services (includes Collection Development, Archives)
- Technical Services (includes Acquisitions, Cataloging, Serials)

The organizational chart outlines the hierarchical structure of the Library (see Appendix E). Although the structure is organized around work functions, many Library operations and services require cooperation across structural lines and employee categories. Full-time staffing is supplemented by part-time employees across the work units. In fact, the Library at the Meadowlands is exclusively staffed by part-timers. Work study students and Turning Point students are also utilized during peak demand weeks of the semester. Many of our Library employees are cross-trained to assist in most public service aspects for the work units identified above. This helps us to provide services to our customer base, even if an individual unit is short-staffed on a given day.

There are four administrators who participate in weekly Library Management meetings: Dean, Assistant Director/Head of Media, Manager of Access Services, and Head of Technical Services. The Head of Technical Services position has been active on the Library Management Team since 2015. Although the position has been a part of the Library's staffing roster for decades, leadership practices did not always include the Head of Technical Services formally. That practice has been reevaluated.

In addition to these leaders, a Manager for Evening and Weekend Services was added in 2013. After a reorganization of Access Services in 2015, this position was revised to become a Coordinator for Evening and Weekend Services in 2016. The Coordinator works in concert with the Manager of Access Services to maintain appropriate staffing coverage at public service points during the Library's 6-day work week at both the Paramus and Meadowlands locations.

Due to the elimination of the position of Assistant Director for Patron Information Services in 2010, the Reference/Instruction department does not have a formal head of department or chair. The Library faculty have assumed job duties normally reserved for a department head, and they report directly to the Dean of Libraries. This reporting structure can impact on the chain of communication. While in practice decisions are made collegially among this group, the Dean may have to intervene on department issues that might otherwise be resolved with a formal department leader. Generally, these instances are not very frequent, so the existing organizational structure is not often challenged.

D. CULTURE

At its heart, the Sidney Silverman Library is dedicated to providing excellent service to all of our constituents. Students and student success are central to all of our activities. Even our behind-the-scenes employees value the contributions they make because their tasks directly impact the success of our students, faculty, and community members, in satisfying their information needs. In fact, this commitment to providing excellent service is borne out in our long-standing top-ranked status on Bergen's Graduate Follow-Up Survey. A number of staff have also worked as

Success Ambassadors, continuing the supportive role beyond library-based interactions. Our staff and faculty regularly work with teaching faculty and administrators at the College, teachers and community groups in Bergen County, and also with professional organizations in New Jersey and on a national level. We challenge ourselves to investigate and try emerging services and technologies. We develop workshops to share this knowledge and information on best practices through Faculty Development, CITL (Center for Innovation in Teaching and Learning), and all-College Professional Development Days.

Within the Library, the various units need to work together in order for our information resources (books, magazines, online databases, streaming videos, etc.) to be purchased, processed and accessible. We also strive to cross-train our staff to cover the public service points, so that we can provide support in a timely, consistent manner.

Often our users are anxious and stressed. Our goal is to meet their information needs wherever and whenever we can. We provide face-to face (in-person and also virtually, through Adobe Connect web conferencing software), email, chat, and phone research assistance and customer service. We have some of the longest operating hours on campus, in order to support our diverse community. For times when we are not open, we have self-directed online tools and information through the Library's extensive website and our subject and assignment LibGuides to educate and guide our students.

E. EXTERNAL FORCES

There are a variety of external forces that influence or directly impact our work. Chief among these are the constantly advancing technological innovations, including the broad categories of both hardware and software applications. To meet the students where they are with technology, we need to work hard to purchase equipment, try out new efficiency tools, acquire device-neutral databases and services, meet accessibility standards, and prompt our vendors to develop resources that also take these factors into account. Becoming proficient in these dynamic offerings, and paying attention to workplace technology trends, is essential to our success with educating students and satisfying their information needs.

We are also challenged by economic conditions locally as well as at the national level. Our own budget is subject to many external forces: fluctuations in enrollment/tuition and funding from the county and state. Supporting agencies, like the NJ State Library, have traditionally enhanced our collection's depth and breadth through the provision of high-quality, no cost (to us) online article databases. Their ability to offer these "free" databases stems from grant funding that they secure from national agencies. From year to year we have to work within the parameters of rising costs and fluctuating resources. Publishers and database vendors rarely hold their prices steady and never reduce their prices, so we have a challenge each year in determining how to provide necessary content within our budget constraints.

F. HISTORICAL STRENGTHS

Excellence is at the core of Library's service philosophy. The Library has a longstanding tradition of upholding high levels of service to the College community. The Bergen Community College Graduate Follow-up Survey is a regularly issued assessment tool that reports on many factors, including the strength of the Library's service to students. Over the course of the years

being reviewed for this report, the Sidney Silverman Library has remained the highest-scoring service provider at the College, averaging a 4.3 out of a possible 5 points (see Table 3). We are proud that student graduates strongly value the Library services, materials, and individual assistance that our staff provides, and this motivates us to continue our streak as the best service provider on campus, but also to strive to reach new heights, educating and assisting even more of our students in new and different ways. Rising to the challenge of offering innovative and dynamic services, the Library staff excels in flexibility as workflows must adapt to changing technology.

Table 3

Graduate Follow-up Survey Reports: How Well the Unit Met the Needs of the Students

	2011	2012	2013	2014	2015
Library/LRC	4.18	4.25	4.31	4.32	4.35

Note. Scoring Legend: (Excellent = 5, Good = 4, Average = 3, Fair = 2, Poor = 1)

Source: Perceptions of the Graduates: Summary Report of the Graduate Follow-up Survey 2013-2015 Graduates

We recognize that it is important to assess the needs of the students on a regular basis if we are going to continue to provide the dynamic services and materials that they desire and require. To this end, we have utilized internal (suggestion box, surveys, and focus groups) and external (LibQual) assessment tools over time. We often call upon the Student Government Association (SGA) and the College-Wide Library Committee to help us shape new services and to collect feedback on existing ones. Asking for feedback, and when appropriate, making changes based on these exchanges of information, have been essential to our unit.

A significant student favorite is a service that has been supported for years--the Textbook Reserve collection. All matriculated students are able to borrow copies of current course textbooks for a 2-hour loan period, within the Library. This affords students the flexibility to read or do problem sets from their textbook, without having to take on the burden of purchasing each required book individually. This savings can be around \$500 per semester for most students. Although we do not purchase all course materials (like laboratory manuals, for example), the service still accounts for 18,676 transactions per semester. Even older textbooks are kept within the Library's collection, so that students can make use of them for additional problem sets or alternative explanations.

Our educational classes on research skills (also known as Library Instruction) have historically been one of the most visible services utilized within the Library. We average 290 sessions each fall semester and 239 sessions each spring. With an estimated twenty-four students in each class, that means we are serving between 5,800-8,000 students each term (see Appendix F). The Library Instruction Program serves not only English Composition and Developmental English, but also a range of disciplines, such as the health professions, business, psychology, and Success 101, among others.

Historically, the Library's collection has been a strength. The carefully curated collection has grown to include print and digital books and periodicals, multimedia, streaming video and audio, and an extensive offering of databases, all to support the College curriculum and to encourage literacy (see Appendix G for a list of the top ten databases). Librarians with subject area expertise select materials, examining existing collections for depth and currency.

To be successful, the Library cannot operate in isolation. We have enjoyed fruitful partnerships with internal and external constituents for many years, which allows us to do more for our diverse constituents. Outreach is a cornerstone of the foundation of library service. For example, we partner with the Bergen County Cooperative Library System (BCCLS) and VALE to offer reciprocal borrowing, thereby expanding our reach to the community at large. Our relationships with local schools, libraries, and community agencies are long-standing. The Library's partnerships are described in detail in the Constituencies section of this document.

We also derive strength from our long-term commitment to Bergen. As home to the BCC Archives, which collects evidence of the College's history, and through our own collective memories of the institution and its programs, the Library staff is uniquely positioned to guide students along their paths through Bergen. We are engaged in a variety of ways--as leaders, participants and recorders of the social, cultural, academic, and technological changes on our various campus locations. Sometimes we can provide a missing piece to a puzzle (an information request) that has found its way to us. Consistent responses are also important to us, so we work hard to make sure that our internal communications are frequent and clear.

G. IMPROVEMENTS

Our mission drives us to provide "dynamic services." This pushes us to constantly consider how we can improve what we do.

One major improvement is rolling out in Fall 2017. By the start of the semester, the Library should be completely migrated from our existing library operations computer system, Innovative Interfaces' Millennium, to a new product--WorldShare Management Service (WMS) from OCLC (Online Computer Library Center). Although Millennium has served us for over 15 years, it has become a burden financially. The system has not changed significantly in that time, and only offers upgrades at great cost. Additionally, the hardware and computer support that have been necessary to house and run our database (patron files, materials inventory, etc.) on site at Bergen also has become more burdensome. After reviewing other library software packages on the market, the Library has made arrangements to license WMS. This product will be cloud-based, reducing the dependence on local IT assets. It also incorporates more functionality within the standard installation modules, which means we will streamline some of our invoicing and slightly reduce our overall costs.

One exciting new component of WMS will be the introduction of a Discovery Service, greatly facilitating a student's ability to find information resources available throughout our physical *and* digital collections. Until now, researchers have been forced to carry out their information searches through many separate searches--books in one place, articles in another three or four databases. The new software will give a student one search box that can deliver a results list incorporating all of these diverse, high-quality resources in one consolidated list.

Although we are not currently running on this new system, we anticipate that our workflows/processes will improve, becoming more efficient after we have climbed the learning curve and adjusted to the new system.

Training (and in particular cross-training) will be another continuing improvement. The new library system software will require us to do extensive training. Some of this will be accomplished through the vendor's training team, but much will need to be reinforced and established by our in-house migration team. As staff changes, it will be necessary to implement new or revised instruction.

Another ongoing component of our services is the design and content of our webpages. The Library's web presence demands constant change. Sometimes the changes are minor (an updated URL/link), but review and revision of the design elements must also be undertaken with some regularity, as there are many external forces that influence the site's usability. With the launch of the new WMS system, the web pages have to be redesigned to support the new functionality. The web pages are also a primary means of communicating with our constituents, so the information presented should remain clear and current, especially since it is a gateway to our entire collection and the services we provide. The Library has limited capacity for making changes to the website, relying upon coordination with the Office of Information Technology.

Beyond the areas touched by the library software change, there are other elements that must be addressed. Student use of the Group Study rooms has steadily increased since they were first offered in 2007. We have grown from four to six collaborative learning spaces. Students have requested that the rooms include more options for technology in those spaces. Whether that means more electrical outlets for their own devices, or SMART Boards in place of dry erase white boards, it is our intent to revise these spaces to support their academic pursuits.

Finally, these improvements can only be undertaken and completed if we have the right staffing and skill sets in the Library. We would like to fill the vacancies within our structure, so that we can proactively pursue our goals and objectives. Just stretching staff to cover public service points will not put us in a position to move forward. We need to operate from a point of strength, not of weakness.

III. CURRENT SERVICES

The Library is comprised of several service units: Access Services, Media Services, Technical Services, Reference Services, Library Instruction Program, the BCC Archives, and Administration & Facilities.

A. ACCESS SERVICES

Access Services includes functions such as Circulation, Interlibrary Loan, Course Reserves, and stacks management. The Circulation department is the main customer service unit of the Library, helping students and guests to borrow Library materials including books, videos, Textbook Reserves, and issuing keys to students for the Group Study rooms. The staff also resolve issues related to Library accounts, authorize guest access to computers (for community users), and

educate students about use of our copiers and scanners as well as troubleshooting any resulting errors. Table 4 summarizes the scope of responsibilities for Access Services. As the frontline service providers for the Library, the Access Services staff answer or refer general questions about the College. This unit employs several work study students each semester.

Table 4

Access Services Summary

AccessServicesSummary	
<ul style="list-style-type: none"> ● Provide access and borrowing to our collections: <ul style="list-style-type: none"> ○ Print: books, periodicals. ○ Electronic: databases, e-books, e-journals, streaming. ○ Media: DVD, CD, audiobooks. ○ Reserves: in-house access to most BCC textbooks. 	
<ul style="list-style-type: none"> ● Work in conjunction with faculty to provide electronic reserves for students to access 24/7. 	
<ul style="list-style-type: none"> ● Provide Interlibrary Loan services. If the Library does not own a book or article, BCC students, faculty, and staff can request from another institution. We also fulfill similar requests from other institutions. 	
<ul style="list-style-type: none"> ● Provide Intercampus delivery of library material. BCC students, faculty, and staff can request library materials to be sent from one BCC location to another. 	
<ul style="list-style-type: none"> ● Provide various study spaces to support student learning: <ul style="list-style-type: none"> ○ Silent Study Rooms ○ Individual Study Carrels ○ Quiet Study Areas ○ Group Study Rooms for collaborative work 	
<ul style="list-style-type: none"> ● Work with Office of Specialized Services (OSS) to offer multi-media room with adaptive technology: <ul style="list-style-type: none"> ○ 3 workstations equipped with same assistive technology as OSS ○ 2 closed circuit television magnifiers to enlarge text of print materials 	
<ul style="list-style-type: none"> ● Responsible for stacks maintenance to keep collection readily accessible: <ul style="list-style-type: none"> ○ Shelving of materials ○ Perform inventory and weeding ○ Maintain shelf signage 	
<ul style="list-style-type: none"> ● Extended borrowing privileges through Bergen County Cooperative Library System (BCCLS). Bergen County residents who are 18 years of age or older may borrow from the Sidney Silverman Library by using their BCCLS town library card. 	

<ul style="list-style-type: none"> Facilitate reciprocal borrowing through Virtual Academic Library Environment of New Jersey (VALE). Full-time BCC faculty may apply for borrowing privileges at most college and university libraries in NJ.
<ul style="list-style-type: none"> Develop displays featuring items from the collection, especially when related to College celebrations (Women's History Month, etc.)

B. MEDIA SERVICES

Media Services is the unit of the Library that provides multimedia equipment for faculty and students. Its mission is to support the College's curriculum by providing multimedia instructional materials to faculty for use in the classroom. See Table 5 for the complete mission statement and a summary of services. A variety of tablets, digital cameras, LED projectors, document cameras, and other equipment is available for faculty and students to use. In addition, two media viewing rooms are available in the Library so that students may view multimedia materials. Media Services provides services at the Pitkin Education Center and at Ender Hall.

Table 5

Media Services Summary

Media Services Summary
<ul style="list-style-type: none"> Mission: To support the college's curriculum by providing multimedia instructional materials to be viewed in the classroom; to provide state-of-the-art technology for faculty and students to access materials in a variety of formats; to provide state-of-the-art mobile equipment to faculty and students for academic-related use; to provide IT support to the library staff, the library instruction classrooms, and computers on the library public floor; and to provide state-of-the-art technology to support students' academic achievement.
<ul style="list-style-type: none"> Provide state-of-art technology for faculty and students, allowing them to access materials in a variety of formats.
<ul style="list-style-type: none"> Provide state-of-art mobile equipment to faculty and students for academic purposes.
<ul style="list-style-type: none"> Provide IT support to library staff, library instruction classrooms, and public computers in the Library. Maintain and troubleshoot computers, printers, scanners, and other equipment.
<ul style="list-style-type: none"> Install and maintain library-related software and hardware for the library staff.

C. TECHNICAL SERVICES

Technical Services is a unit of the Library that is not visible to users, but its functions are essential. Technical Services accomplishes a wide variety of tasks to get materials in the hands of the students. Responsibilities include acquisitions, cataloging, processing, budgeting for library materials, and stacks maintenance for the Paramus and Meadowlands libraries. Table 6 offers a summary of responsibilities of this unit. Often called upon to step in at public-facing service desks when there are staffing gaps, the Technical Services unit is constantly managing the priority of its work. High demand items, such as Reserve Textbooks, are fast-tracked, when possible. Additionally, the Serials Librarian works with Technical Services staff to order, process, claim and cancel magazine, journal, newspaper and other periodical publications.

Table 6

Technical Services Summary

Technical Services Summary	
<ul style="list-style-type: none"> Obtain, catalog, and maintain access to the library collection through the Library catalog and Library system for discovery and retrieval. 	
<ul style="list-style-type: none"> Assists in collection-wide inventories and weeding of Library materials. 	
<ul style="list-style-type: none"> Maintain item records for catalog, withdraw and order replacements for missing and billed items. 	
<ul style="list-style-type: none"> Order items for subject liaison librarians and Reserves Collection. 	
<ul style="list-style-type: none"> Order periodical titles (journals, magazines, newspapers) per liaison librarian requests, for two campuses. 	
<ul style="list-style-type: none"> Create and maintain holdings records for print and online titles and manage permanent and Reading Roomshelving. 	
<ul style="list-style-type: none"> Maintain and upgrade library management system acquisitions, cataloging and serials modules for improvement. 	
<ul style="list-style-type: none"> Research on open educational resources and government documents, create records link to those resources to expand students and faculty's access to learning. 	
<ul style="list-style-type: none"> Facilitate the transfer of print to online access. 	
<ul style="list-style-type: none"> Weeding of periodical titles that no longer support the curriculum. 	
<ul style="list-style-type: none"> Serials Librarian works with our periodical vendor, EBSCO, to order, claim and develop reports in support of the collection. 	
<ul style="list-style-type: none"> Update the legal studies materials with pocket parts and loose-leaf inserts as well as weed the collection as needed. 	

D. REFERENCE SERVICES

Reference Services works directly with students, faculty, staff and community users. See Table 7 for a summary of responsibilities in this area. As the secondary public-facing customer service team, the librarians are the in-house research specialists, fielding questions about source materials, available resources and citations. Additionally, they answer or refer questions about college offices, events, and policies. Reference librarians also work in collaboration with faculty, developing teaching and learning resources to support curriculum while expanding information literacy skills.

Table 7

Reference Services Summary

ReferenceServicesSummary	
<ul style="list-style-type: none"> ● Assist with research assignments, papers, and citations. Service is provided in multiple formats: <ul style="list-style-type: none"> ○ In person at the Reference desk. ○ By Phone. ○ Virtual chat or video conference through Adobe Connect. ○ By Email ○ By Chat (through the LibChat/LibAnswers service). ○ Schedule appointments & provide one-on-one (customized) research assistance. 	
<ul style="list-style-type: none"> ● Develop print and online tools to enhance student's information literacy skills using LibGuides. 	
<ul style="list-style-type: none"> ● Refer or answer questions about College forms, policies, events. Give directions to offices and classrooms. 	
<ul style="list-style-type: none"> ● Recommend or order new materials which support course assignments. 	
<ul style="list-style-type: none"> ● Identify out-of-date materials, suited for removal from the collection. 	
<ul style="list-style-type: none"> ● Research topics for College faculty and administration, or educate them on how to use our resources. 	

E. LIBRARY INSTRUCTION PROGRAM

The Library Instruction Program provides research classes (in-person and online) to cultivate skills in finding, evaluating, and using information in order to promote academic excellence and foster lifelong learning. The Library Instruction Program contributes to the mission of the College and the Library through curriculum-integrated instruction in information literacy skills. Faculty librarians plan and teach each class to closely align with the teaching faculty member's research assignment and is centered around hands-on learning time so that students can immediately practice important skills. Information literacy is recognized as a critical skill by New Jersey's Council of County College's general education guidelines (New Jersey Council of County Colleges, 2011) and the Middle States Commission on Higher Education's

Characteristics for Excellence in Higher Education (2006). A 2012 collaborative project with the General Education Committee involved the review of approximately 180 general education courses for information literacy components, revealing integration across the disciplines (New Jersey Council of County Colleges, 2016).

In addition to a mission statement (see Table 8), the Library Instruction Program has specific goals and student learning outcomes, outlined on the Library website:

<http://bergen.libguides.com/libraryinstruction>. These were articulated in 2015, utilizing the guiding document *Guidelines for Instruction Programs in Academic Libraries* (Association of College & Research Libraries, 2011). A core team of librarians, led by two co-coordinators, meets regularly to plan and discuss issues related to library instruction, such as assessment, pedagogical techniques, and outreach to faculty. All instruction sessions are taught by full-time Library faculty and one experienced adjunct faculty member who was hired in Fall 2015. The guiding document for training and professional development of our instruction librarians is the *Standards for Proficiencies for Instruction Librarians and Coordinators: A Practical Guide* (Association of College & Research Libraries, 2007).

The Library Instruction Program recently undertook several assessment projects in order to evaluate the program. In 2015, surveys were administered to students and faculty at the end of each instruction session. In Fall 2016, a new assessment project was initiated to learn more about students' prior research experience. These assessment projects are described in more detail in the Assessment section of this document. Also in Fall 2016, the instruction librarians developed an electronic form for librarians to fill out after each instruction session, addressing topics such as which databases were used, what teaching techniques were employed, the nature of the topics and assignment, and if any technology or equipment problems occurred. The results of these forms will be analyzed in summer 2017 with the intention of using the results to enhance the program by sharing teaching techniques, examining database usage, and noting patterns of technology-related concerns.

The Library Instruction Program has adopted the *Information Literacy Progression Standards for Use in New Jersey Colleges and Universities* (New Jersey Library Association, College and University Section, 2010) and is currently examining the new *Framework for Information Literacy for Higher Education* (Association of College & Research Libraries, 2016b) for application to the program. An additional project for 2017 is the revision of older information literacy student learning outcomes for English Composition.

Table 8

Library Instruction Program Summary

Library Instruction Program Summary
<ul style="list-style-type: none"> ● Mission: The Library Instruction Program contributes to the mission of the College and the library through curriculum-integrated instruction in information literacy skills. The Library Instruction Program provides instruction in person and online to cultivate skills in finding, evaluating, and using information in order to promote academic excellence and lifelong learning.

<ul style="list-style-type: none"> ● Provide education in research, critical thinking, and effective use of information.
<ul style="list-style-type: none"> ● Instruction is available during all regularly scheduled class hours. Sessions are offered for on-campus as well as distance learners: <ul style="list-style-type: none"> ○ in person. ○ remotely via Adobe Connect for distance learners.
<ul style="list-style-type: none"> ● During the 2016-2017 academic year, the Instruction Services department taught 561 research classes.
<ul style="list-style-type: none"> ● Librarians serve as liaisons to all academic departments to collaborate and solicit input on research assignments, Library services, and selection of materials for the collection.

F. ADMINISTRATION & FACILITIES

The Administration and Facilities staff are responsible for interfacing with Buildings & Grounds, the custodial staff, Purchasing, and other administrative offices. Without their efforts, we could not offer the materials or inviting study and working spaces that we do. Staff in this area split their time between back-office functions and interfacing with our internal and external constituents. Table 9 lists the responsibilities of this unit.

Table 9

Administration & Facilities Summary

Administration & Facilities Summary
<ul style="list-style-type: none"> ● Responsible for inter-campus deliveries (Library materials sent via purple courier bag).
<ul style="list-style-type: none"> ● One Fire Warden, coordinates evacuations and communicates with Public Safety.
<ul style="list-style-type: none"> ● Although the move to Central Supply at the College has changed some of the responsibilities, staff still process special item orders and re-stock supplies.
<ul style="list-style-type: none"> ● Increased study spaces and electrical outlets for student use in the public areas of the Library.
<ul style="list-style-type: none"> ● Staff identify equipment that needs to be repaired or replaced.
<ul style="list-style-type: none"> ● Coordinate with vendors to accept shipments, oversee deliveries of large items.
<ul style="list-style-type: none"> ● Installed atomic clocks, which no longer require resetting at Daylight Savings Time, power outages, etc.
<ul style="list-style-type: none"> ● Unit's timekeeper--responsible for timesheets and Datatel entry.
<ul style="list-style-type: none"> ● All purchase orders are processed and tracked; budget allocations reviewed.
<ul style="list-style-type: none"> ● Pay-to-print requires additional reporting, handled by staff.

<ul style="list-style-type: none"> • First office to pilot digital time-off request forms on campus.
<ul style="list-style-type: none"> • Digitize documents for storage and communication with vendors.
<ul style="list-style-type: none"> • Prepares all necessary paper work for and communications with Board of Trustees and Executive Offices.

G. BERGEN COMMUNITY COLLEGE ARCHIVES

The Bergen Community College Archives serves as a repository for the historical records of Bergen Community College. The mission statement and services are summarized in Table 10. Additional information about the Archives, including goals, is available on the Library website at <http://bergen.libguides.com/bccarchives>. Its primary purpose is to document the history of the College and to provide source material for administrators, faculty, students, alumni, and other members of the College community. Two faculty librarians and one part-time project archivist work together to appraise, collect, organize, describe, make available, and preserve the historical records of the College. We also provide reference assistance to a range of constituents (internal and external). The Archives is open by appointment. With limited funding, the Library regularly pursues grant funding to address the needs of the Archives. The librarians make time to cover the needs of the archives, while balancing a full load of other library responsibilities.

The Archives has a number of digitization projects that have supported researchers, including students. Projects include paper (scanning documents, student newspapers, etc.) and video items (re-formatting U-matics to .MP4) for the 50th Anniversary of the College, for example. Within the last two years the Archives has expanded its efforts beyond the College by partnering with the Bergen County Historical Society.

Table 10

Bergen Community College Archives Summary

Bergen Community College Archives Summary	
<ul style="list-style-type: none"> • Mission: The Bergen Community College Archives serves as the final repository for the historical records of Bergen Community College, Paramus, New Jersey. Its primary purpose is to document the history of the College and to provide source material for administrators, faculty, students, alumni, and other members of the College community. 	
<ul style="list-style-type: none"> • Collection includes: <ul style="list-style-type: none"> o Yearbooks o Newsletters o Course catalogs o Commencement programs o Oral histories o Blueprints o Photographs o Audio-visual materials from College productions (theater, Public Relations, faculty scholarship, <i>On</i> 	

<ul style="list-style-type: none"> o Press releases o Student newspapers o Board of Trustee Minutes o Faculty Senate Minutes o Curriculum Committee Minutes 	<ul style="list-style-type: none"> <i>Campus series, etc.)</i> o Ephemera (t-shirts, mugs, pens, etc.) o Faculty publications o Student publications (<i>Labyrinth, Pegasus, etc.</i>) o Theater programs (print and video) o etc.
<ul style="list-style-type: none"> ● Preservation best practices are followed, when possible, to assure future access to the materials. This can include climate control, format and storage. 	
<ul style="list-style-type: none"> ● Frequently curate displays featuring materials from the Archives' collection. Recent work included the purchase of new display cases and supports, funded by the Dr. Richard Lenk estate. 	
<ul style="list-style-type: none"> ● We are often asked to provide photos of people and/or events for retirement parties, presentations, and even the local newspaper. Public Relations has made use of a number of historic photos from the collection for facebook posts ("Flashback Fridays") and other initiatives. 	
<ul style="list-style-type: none"> ● Within the last five years we have begun to utilize two software programs (CONTENTdm and ArchivesSpace) which facilitate public access to some of our collections. In addition, these programs help us to organize and describe the various items within our collections. 	

IV. CONSTITUENCIES

The Library serves a variety of internal and external constituencies, and is affiliated with several professional organizations and consortia.

A. INTERNAL CONSTITUENTS

Within the College, the Library serves the entire community: students, full-time and part-time faculty, administration, and staff in all areas. The Library provides services to internal constituents at the Paramus, Meadowlands, and Ciarco locations. In addition, services are provided to students and faculty to support online learning. The Library communicates regularly with its constituents regarding what services are offered and how the Library can support various departments. The Library makes every attempt to be proactive if there are anticipated changes.

B. EXTERNAL CONSTITUENTS

The Library regularly interacts with external constituents in various categories, as illustrated below in Table 11.

Table 11

External Constituents

External Constituents	Description of Affiliation
Alumni	Members of the BCC Foundation Network are granted library borrowing privileges.
BCCLS members	Patrons with BCCLS cards from Bergen County libraries are granted library borrowing privileges.
General public	Collection use and computer use are permitted.
Other Libraries	Interlibrary loan.
Area high schools	We offer resources and Reference assistance for projects requiring the use of our collection. We have long standing commitments with high school honor classes and the other special high school groups who interact in accordance with our rules and guidelines.
BELS Consortium of School Library Media Centers	Library consortium for school library media centers, supports professional development. We partner with BELS to provide space for professional development.
LibraryLink NJ	Membership-based library cooperative for all types of libraries in New Jersey for interlibrary loan delivery services, professional development, and library advocacy.
VALE, V ALE institution faculty	Reciprocal borrowing privileges are available to faculty of V ALE institutions. V ALE provides member institutions with discounts on annual database subscriptions and sponsors an annual conference.
WALDO (Westchester Academic Library Directors Organization)	This consortium, located in NY state, provides group pricing on databases that offer a rate lower than if quoted for one school.
NJLA (New Jersey Library Association)	Promotes advocacy for both public and academic libraries in NJ. Many professional development workshops are offered throughout the year. Our librarians and staff regularly attend the annual conference.
OCLC	Online Computer Library Center is a non-profit organization that provides cataloging records for our library. We also are migrating to their integrated library system- Worldshare Management System (WMS).

The Library uses direct communication with constituents as the main means of making priorities, policies and procedures known, as well as learning about our constituents' needs and how the Library can improve services or whether we meet standards. Librarians play a critical role in that they have direct interaction with teaching faculty, serving as subject liaisons and collaborating on research; and interact regularly with students at the reference desk and in the classroom. Librarians and administrators also promote library services at new faculty orientations, adjunct faculty conferences, open houses, and student orientation events.

The Library collaborates with many departments such as Public Relations, utilizing the *Bergen Daily* to send out information on a wide scope of services, and with CITL (Center for Innovation in Teaching and Learning) and Faculty Development to offer specialized workshops on Library offerings and services. Furthermore, to increase marketing efforts an official Library marketing committee was created in 2016. The Library created a new logo and designed a new web banner (see Figures 1 and 2). Future projects include revising the Library brochure, additional handouts, and defining a social media presence.



Figure 1. New Library logo created as part of outreach efforts (2016).



Figure 2. New Library banner image for website incorporating new logo (2016).

The Library's website also contains a wealth of information outlining services and policies. Librarians maintain subject-specific guides for students and faculty, which can be accessed from the website.

C. COMPLIANCE WITH EXTERNAL ORGANIZATIONS

The Library determines its policies, procedures, and practices through consultation with recommendations and standards provided by professional organizations on national, state, and local levels. Below are some of the external organizations that provide practices and standards for compliance. See Appendix H for a complete list.

Middle States Commission on Higher Education (MSCHE): This organization provides standards requiring the presence of information literacy skills throughout the entire College curriculum. The information literacy standard is supported through the Library's liaison program with all the academic departments as well as the dean's participation in meetings with other academic deans. Librarians are an active part of the curriculum review process with representation on the Curriculum Committee and in the Faculty Senate. The Library is included in the Middle States self study, and in Spring 2016 representatives from the Library met with MSCHE reviewers during the site visit to discuss information literacy initiatives and assessment.

American Library Association (ALA): The largest professional organization for librarians, this association provides guidelines and standards for libraries and many areas of librarianship such as library services, ethics, and privacy.

Association of College & Research Libraries: This division of the ALA provides guidelines and standards for academic libraries, such as information literacy standards.

The Library must comply with a number of county, state, and federal regulations. An abbreviated list of regulations appears below in Table 12, while a full list is in Appendix H. To remain up-to-date on these issues, the Library routinely monitors professional and legal literature and collaborates with appropriate College personnel. Most notably, copyright regulations impact various library services, such as electronic reserves, interlibrary loan, scanning, and photocopying. Decisions about hiring, technology, electronic resources, and facilities are heavily influenced by the Americans with Disabilities Act. The Library works with the Office of Specialized Services to ensure universal access to computers and learning materials.

Table 12

Compliance Issues and Impact on the Library

Compliance Issues	Impact on the Library
Copyright	Interlibrary loan, electronic reserves are primarily affected.
Americans with Disabilities Act	Impacts personnel, electronic resources, technology, facility decisions, furniture layout and selection
Record Retention	Compliance with state regulations about how long to keep patron records, equipment records, and other types of data.

D. ASSESSMENT

The Library defines its success and demand for services through quantitative and qualitative measures. The current integrated library system (ILS), Millennium, provides statistics on Library usage related to number of circulations per materials type. For example, through the reporting feature, administrators can provide a breakdown of statistics based on number of books, reserve textbooks, media items, and study rooms which have circulated. The Library also keeps a record of the number of visitors that come through each day, our “gate count.”

The Library is heavily utilized as illustrated in Table 13. Gate counts remain strong with over half a million visitors each year.

Table 13

Measures of Library Use

Library Use Statistics	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Gate count	726,003	652,392	629,679	641,934	578,564
Circulation (includes books, course reserves, & media equipment)	97,634	90,326	78,963	75,264	63,401
ReservesCollection	49,902	49,091	43,165	46,420	37,353
Group study rooms	3,194	3,096	3,219	3,645	3,578

Source: Statistics generated from Millennium’s reporting feature for fiscal year 2011-2012 to 2015-2016.

Although circulation numbers for physical items have continually decreased as more resources have become available online, one would assume other library services might also be on the decline but to the contrary, students are utilizing the Library in other ways such as steadily seeking out group study space as demonstrated in Figure 3. The figure illustrates overall circulation is down, which is consistent with national trends, but group study room use is up. From 2011-2012 to 2015-2016, group study room use increased 12%.

In addition to the figures that reflect usage of our physical spaces and materials, the Library maintains statistics of usage for virtual offerings, including databases. Appendix G provides a summary of the Library’s top ten databases for 2016-17 by number of searches and by number of record views within the databases. These statistics demonstrate heavy usage of the Library’s electronic resources and they are used to assist in making collection development decisions.

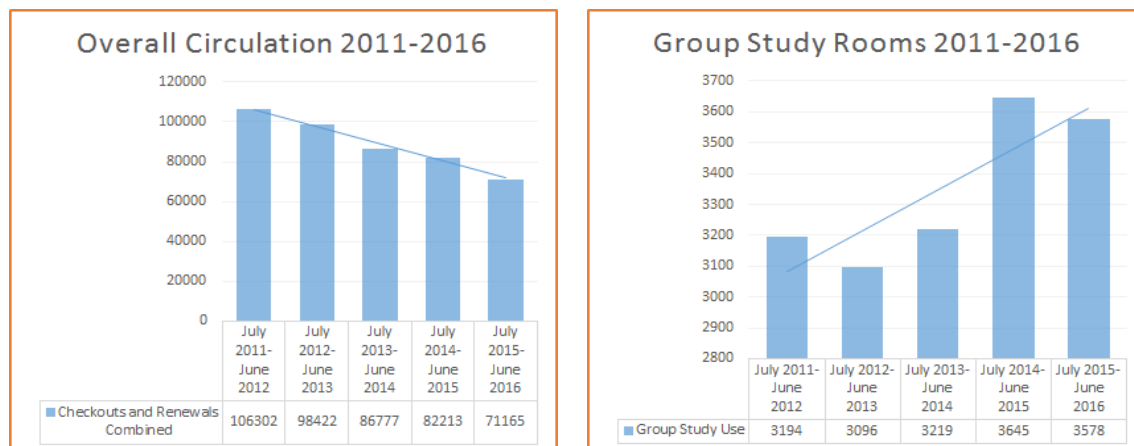


Figure 3. Overall circulation in comparison to Group Study Room use 2011-2016.

The findings as illustrated in Figure 3 are an important indicator of strength as they demonstrate that the Library is fulfilling the needs of its constituents. Based on the data, students are doing more collaborative work, which validates our increase in the number of available Group Study rooms for students.

In addition to group study spaces, the Library provides an array of spaces tailored to different learning styles and preferences. Students have access to open study tables that can seat up to four, individual quiet study carrels, four Silent Study rooms (3 in Paramus, 1 in the Meadowlands), comfortable seating in the atrium and reading room, and a veterans-only study space.

Library space utilization is routinely reviewed and modified for improvements to space access and use. In 2014, zones in the Library were created for three main study area types: silent, quiet, and group. Signage was created and displayed to help students navigate the different study areas. In 2015, two media viewing rooms were converted into group study rooms due to increases in demand. Furthermore in 2017, more carrels will be added for additional seating on the upper floor.

Media Services has been providing excellent support to faculty and students. From 2012-2016, Media Services has had 25,719 requests to use the multimedia equipment, representing a total of 51,145 hours of use (See Figure 4 and Figure 5).

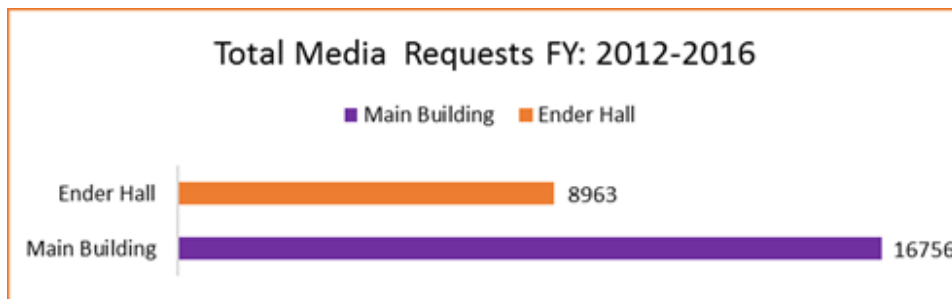


Figure 4. Total media equipment requests from 2012-2016.



Figure 5. Total hours media equipment was utilized 2012-2016.

Librarians keep separate statistics including the number of library instruction classes taught and the number of reference transactions. The Instruction Team sets performance goals and targets, successfully meeting instruction demands (e.g. 300 fall /250 spring). See Table 14 for the number of library instruction classes taught since 2011. The number of sessions may fluctuate with enrollment, which impacts the number of course sections.

Table 14

Number of Instruction Sessions by Location and Academic Year

Library Instruction Classes by Semester and Location				
Semester	Paramus	Lyndhurst	Online	Total
2011-2012	513	28*	13	554
2012-2013	497	62	24	583
2013-2014	444	49	14	507
2014-2015	414	54	5	473
2015-2016	436	50	27	513
2016-2017	485	46	30	561

Note. Source: Library Instruction Program

*Library at Meadowlands opened in February 2012.

The Library takes pride in staying within budget while providing optimal services during the 82.5 operating hours per week that we are open. Requests for library and media services are fulfilled within 48 hours and questions received in person or by email are answered promptly at all service points.

Intercampus delivery requests have a target fulfillment timeframe of two business days. The service promotes resource sharing between the Paramus and Meadowlands campuses and is heavily used by students. In 2015-2016, 193 requests were fulfilled; approximately 76% of the requests were from by students followed by 17% by staff and the remainder by faculty (details

can be found in Appendix I). Paramus was the preferred pick-up location approximately 28% more often than pickup at the Meadowlands. Intercampus book delivery service is also available at the Ciarco Learning Center in Hackensack.

As mentioned earlier, the Library assesses satisfaction through the results of the annual Graduate Follow-up Survey completed by College's Center for Institutional Effectiveness. Graduates were asked how well services met their needs as students. According to the report, "the most highly rated services, with a composite score of 4.32, was that of the Library/LRC. This service has continued to be the most highly rated over the last three administrations." The Library has consistently received the highest ratings and has increased in score ranking each year (see Appendix J for complete survey results and full report).

The Library routinely performs assessments in order to provide optimal service to its constituents. During the 2013-2015 assessment cycle, the Library completed a usability study of the Library website with a focus group of STEM (science, technology, engineering and math) students who were observed while performing specific research tasks. As a result of this student- focused assessment project, the Library website has been modified, utilizing many of the STEM students' suggestions.

In Fall 2015, the Library focused its assessment efforts on the Library Instruction Program by surveying both faculty and students at the end of library instruction sessions. The student survey assessed level of satisfaction as well as what was learned. The faculty survey addressed level of satisfaction and sought suggestions for future sessions. The feedback was overwhelmingly positive, and comments revealed insights about what students intend to retain from the session. Results have been used to emphasize particular concepts and skills during library instruction (see Appendix K "Summary Results of Faculty Evaluation" and "Summary Results of Student Evaluation").

In Fall of 2016, the Library began a new assessment project to gauge the level of preparedness of the students in WRT-101 classes. Students completed a survey at the beginning of the library instruction session, answering questions about their level of experience with research assignments. Students rated their abilities on various information literacy skills. Faculty members provided the librarians with copies of final research papers, and in Spring 2017, these artifacts will be rated using an information literacy rubric. The librarians will use the results to inform their teaching.

E. GETTING FEEDBACK & IMPROVING

Constituents can express feedback or make recommendations through a variety of channels. The most frequent method is verbal, through in-person communication at the Service Desk or Reference Desk, or through the Library liaisons to academic departments. Email communications are also another way constituents can make contact. Anonymous comments may also be left in suggestion boxes located throughout the Library. The College-Wide Library Committee, a subcommittee of the Faculty Senate, consists of elected members representing all academic departments and is chaired by the Dean of Libraries. This is a forum for sharing information about the Library and for receiving feedback from faculty about library initiatives. Reports are given periodically at Faculty Senate meetings. Faculty may also express ideas and concerns through this venue. The Library strives to inform constituents about services in

workshops through CITL, Faculty Development, and Day of Development. These events provide an opportunity for feedback.

Communications are reported to Library Administration for record keeping and if further action is required, the appropriate department or individuals are contacted to resolve complaints. The turnaround time between when a complaint is reported and when follow-up is initiated is within 24-48 hours.

If a pattern of suggestion for improvements is noted, then Library Administration makes note to analyze how improvements can be accomplished, working within parameters and including outside departments if necessary.

Staff at the Service Desk also interact on a daily basis with students. All feedback is passed along to the Manager of Access Services. This feedback is then presented at weekly Library Management team meetings.

Librarians and administrators also serve as representatives in a multitude of College committees such as Staff Senate, College Council, General Education, and the College-Wide Library Committee. They participate in open houses, new student orientations, international student orientations and veteran orientation events.

Lastly, the Library uses assessment forms and comment boxes for feedback.

Students have requested that color printing, fax receiving capabilities, wireless printing, guest WiFi access, scanning (at the Meadowlands), and wireless charging stations be offered at the Library. None of these is currently available. Many of these services require additional infrastructure and funding. Adding a scanner at Meadowlands is a goal that the Library hopes to accomplish in 2017.

F. RELATIONSHIPS AMONG COLLEGE UNITS OR LOCATIONS

The Library has ongoing strong relationships with many departments, units, and locations within the College. Relationships with co-providers are listed below in Table 15:

Table 15

Relationship with Co-Providers Summary

Relationship with Co-providersSummary
<ul style="list-style-type: none">• OIT - Provides computer support, hardware and software for the Library. Determines access rights and profiles.
<ul style="list-style-type: none">• Public Safety - Provide safety measures for the Library. Walks through the public spaces a few times a day to monitor the behavior and safety of our users.
<ul style="list-style-type: none">• Office of Specialized Services - Work in conjunction to offer multi-media room with adaptive technology and partner up to host and train Turning Point Students. Provides Library staff with

guidance and training on working with the adaptive equipment and accommodating OSS students.
<ul style="list-style-type: none"> • Academic departments - Librarians serve as liaisons to communicate Library services; Faculty make purchase recommendations; development of course assignments and research guides
<ul style="list-style-type: none"> • Buildings and Grounds - Provide custodial services for the Library.
<ul style="list-style-type: none"> • Tutoring Center/Testing Center - Library-developed training workshops for tutors.
<ul style="list-style-type: none"> • ELRC (English Language Resource Center) - Collection is cataloged through integrated library system.
<ul style="list-style-type: none"> • Bursar - Works in conjunction with Library to collect lost/replacement/late fines, and also copier and pay to print monies.
<ul style="list-style-type: none"> • Registration & Admissions - Acquire patron information for the Library.
<ul style="list-style-type: none"> • Financial Aid - Work in conjunction to assign work study students to work in the Library for academic year.
<ul style="list-style-type: none"> • CITL (Center for Innovation in Teaching and Learning) - Partner up to provide Library workshops and training for staff/faculty.
<ul style="list-style-type: none"> • Human Resources - Work in conjunction to hire part-time and full employees.
<ul style="list-style-type: none"> • Foundation - Provide alumni list to create and extend alumni library privileges.
<ul style="list-style-type: none"> • Continuing Education/ Dual Enrollment - Coordinate to provide access to students in continuing education programs.
<ul style="list-style-type: none"> • IST 123: Success 101 - Library creates dedicated space for IST Hub in 2016.
<ul style="list-style-type: none"> • Success Ambassadors Program - Library staff/faculty volunteer to serve as Success Ambassadors.
<ul style="list-style-type: none"> • Child Development Center - Provide media equipment needs during Summer session.
<ul style="list-style-type: none"> • Veteran's Office - Provide dedicated study space for Veteran students.
<ul style="list-style-type: none"> • Bookstore - Work closely to acquire reserve textbooks each semester.
<ul style="list-style-type: none"> • Meadowlands - Service as branch library offering same library services as Paramus.

- | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Ciarco - Provide intercampus book delivery for faculty/staff of Hackensack. |
| <ul style="list-style-type: none"> • ILR (Institute for Learning in Retirement) - Teach courses about information literacy for the Institute. |

Of the co-providers mentioned above, four provide critical services to the Library. The first is Public Safety. Public Safety provides a safe and comfortable environment for Library staff to work in but also ensures an environment conducive to learning for all of our constituents. They are responsive when situations escalate and also provide support during medical emergencies. As mentioned in the above table, OIT (Office of Information Technology) provides computer support, hardware and software for the Library. The Library would not be able to function without this crucial partnership. Third is Buildings and Grounds, which provides custodial support of restrooms and all spaces in the Library on a daily basis. The Library is heavily used and services provided ensure staff, faculty, students, and the public find a clean, welcoming environment. Lastly, Registration provides account information upon which our integrated library system creates its user library accounts. Information is completely updated each semester to provide accurate library records, so that we assure access to materials for our authorized users.

The Library's partnership with the College's academic departments serves to strengthen its mission to integrate information literacy skills across the curriculum. Each academic department has a librarian liaison to address library instruction needs, research assignment design, and select curriculum-related materials for the collection. Librarians often attend academic division and department meetings in order to foster open communication and collaboration.

G. STRENGTHS, SUCCESS & INNOVATION

The Library strives to achieve excellence in providing services for its various constituencies. The principal indicators of success include gate counts, circulation and library instruction statistics, assessment results, and the annual graduate survey.

As one of the Library's greatest strengths, the Library Instruction Program is the most essential component for fulfilling the Middle States requirement of establishing information literacy skills throughout the College's educational offerings. The Library faculty have built strong relationships with teaching faculty across the disciplines, and as a result, the Library Instruction Program has grown over the last several years. The Library Instruction Program is continually evolving to meet the needs of the College's diverse population and to align with dynamic curriculum. Library instruction for online students is made possible through the use of innovative videoconferencing software, Adobe Connect, for both synchronous and asynchronous learning. The Library pioneered the use of this software at the College, and it has been adopted by other areas to support online learning.

The Library's heavily utilized Reserve Textbook collection is a "best practice" which supports student success and learning by making all of Bergen's course textbooks available to students during library hours. Students faced with financial challenges may not be able to afford all of the textbooks for their courses. Access Services partners with the bookstore to acquire lists of all required textbooks prior to the start of each semester. Technical Services prioritizes processing

the high demand Reserve Textbook collection. The Library maintains a collection at both the Paramus and Meadowlands locations.

Another outstanding service for Library constituents is the availability of tablets and other mobile devices for students to check out. This service, like the reserve textbooks, promotes equity by giving all students access to technologies which support digital and information literacy.

Another strength of the Library is our service to the public community. Bergen County residents who are in good standing at their public library may obtain borrowing privileges through Bergen County Cooperative Library System (BCCLS). Librarians also continue to do outreach by working with local high school librarians, particularly in schools where students are dual enrolled at the College. A partnership was established with the Bergen County Historical Society (BCHS) in order to provide access to their library and manuscript collection for the public. The Library played an important role in creating space for the BCHS Library and Archives at the Ciarco location, opening to the public in November 2014.

H. IMPROVEMENT

The Library continually evaluates and prioritizes its offerings based on available resources. Budgetary implications directly impact the Library's ability to offer services to its constituents. Due to statewide budget cuts and the loss of four full time positions, staffing the Library has become a challenge. As mentioned earlier, two of the four positions lost through retirement have not yet been replaced. We have maintained basic services in these departments by using part-time staff and cross-trained full-timers. Reductions in staffing and budget cuts have resulted in reduced hours at the Meadowlands and elimination of regular weekly Sunday hours in Paramus. The Library hopes the remaining two full-time positions will be filled in 2017.

Technology-related concerns need to be addressed as a priority. Aging equipment, especially in the library instruction classrooms, has emerged as a major issue. The SMART Boards in the classrooms are at the end of their life cycle and need to be replaced with upgraded technology. This equipment is an essential teaching tool, used primarily during library instruction, and also for research workshops. Another concern is the lack of technology in the group study rooms, which are dedicated spaces for students conducting academic work. The demand for these rooms has risen as students increasingly work on collaborative assignments. The Library has been exploring technology options which facilitate collaboration and support the requirements of the College curriculum.

Another area for improvement is in marketing and outreach. In 2016, the Library initiated a marketing and outreach task force as a result of Strategic Planning where this was recognized as a need. The task force outlined several goals and an action plan, and achieved most of its goals, most notably a new logo and web banner. Additional staff resources are needed to carry out the remaining goals and to sustain a consistent effort.

Finally, to assess the effectiveness of Library service, a large-scale survey should be implemented using a standardized survey instrument. Such a survey would provide quantitative and qualitative data that can be used to evaluate and improve all aspects of the Library. The last large scale survey, a tool called LibQual, was administered in 2011.

V. RESOURCES

A. HUMAN

In order to serve over half a million visitors annually, the Library relies on a regular staff of almost forty workers. We have full-time and part-time employees serving at two physical locations, as well as engaging with off-site (virtual) users. Our staff is diverse in its background and experience. We have many nationalities represented, which helps us to serve our diverse student population -- sometimes offering assistance in languages other than English. Some of our employees started as students here at Bergen, which adds an additional dimension to their service. Our full-time employees currently average just over 15 years of service to the Library, with our longest-serving employee celebrating 38 years. Our part-time employees average just over three years of service, with the part-timer with the longest current streak of employment in the library marking 15 years. In total, our staff has a cumulative of 469.5 years of service to the Sidney Silverman Library. [See Appendix L] In addition to the regular staff, we make use of work study students each semester. Finally, we also count students from the Turning Point Program as an additional complement to our workforce.

Preparedness for work in the Library does not stop in the classroom or in the first days of work on the job. Our tools and services are constantly changing, so it is vital that our staff also continue to develop professionally. One way that this can be accomplished with great flexibility is through webinars. These web-based workshops and instructional courses are offered by professional associations, vendors, and other institutions. Most are scheduled at convenient times for live, synchronous participation. When schedules are in conflict with announced times, staff can take advantage of recordings, which can be viewed at a more convenient time. Often, these are offered for free or low-cost, however, some do require a larger registration/participation fee. Our staff can participate individually at a PC, or we can broadcast the webinar in one of our classrooms, for a roomful of people.

Other educational avenues include participation in person at conferences and workshops. The professional development activities for the Library Faculty consist of local (i.e. VALE, NJLA) and regional and national workshops such as the Mid-Atlantic Regional Archives Conference – MARAC and the American Colleges and Research Libraries-ACRL conference. These conferences and workshops offer best practices in library innovations and library instruction. Due to liaison duties and library instruction, these workshops and conferences are essential in staff remaining current for teaching and collection development strategies. Most of the Library faculty hold a variety of professional memberships in these and other associations. Professional development for the Library staff consist of CITL and outside training in plant and related workshops as related to job duties. For example, several of our staff, in 2015 and 2016, attended disaster planning readiness workshops.

Librarians present papers and give presentations at workshops and conferences, often by invitation. This shows that our librarians are continuing to be in the forefront for innovation and instruction for our profession. The Library faculty routinely present at the annual VALE conference for NJ academic librarians, the New Jersey Library Association conference, and other state and national conferences. [See Appendix M for selected recent scholarly activity.]

All levels of staff in the Library are encouraged to further their formal education, in addition to the professional development already described. All of the Library faculty have at least one Master's degree; one completed a Doctorate in Education and two librarians are doctoral candidates. Several Library staff also have Master's degrees, and all of the staff continually seek professional development opportunities. [See Appendix M for a list of the staff and faculty credentials.] We work in education, but we also believe in continuing our education.

Our partnerships with other organizations are detailed fully under the External Constituents section, page 24. These organizations shape and reflect the Library's core values. The Library, by necessity, does contract with a number of vendors and service providers. Our most beneficial partnership for this year will be with OCLC and the migration from Millennium to WMS for our new integrated library system. WMS offers a Discovery feature that will display periodicals, books and electronic resources in one catalog. This streamlining of services provides greater user and cost efficiencies from our current ILS system with Millennium. The Library also cuts costs by outsourcing digitization of materials to an external vendor to provide electronic access to the College newspaper and other archival documents essential to the College's history.

The Library, as a unit, provides for the backup of critical staff functions, using both part-time staff and cross-trained full time staff. This is a challenge for the Library since our department is open over 82 hours a week and almost 90 hours during extended hours at the end of each semester. This large number of hours requires staff to be available for our students. Currently, we use part-time staff with full-time staff to cover these hours at the Service Desk. For busy times such as during lunch periods Monday through Friday, we have double and triple staffing due to the demands of information requests from our students. The ability to have proper staffing and trained staff is of paramount importance for the efficient and effective delivery of our many services. For the Reference Desk, there is double staffing at critical times, too. The Student Technology Consultants (STCs) assist with printing and computer issues for many hours that the Library is open. [They are provided by the Academic Computing department, a division of the Office of Information Technology (OIT).]

B. PHYSICAL

Facilities

The Sidney Silverman Library includes two locations: Pitkin Education Center (on 2nd and 3rd floors) at Paramus and on part of the second floor of the Lyndhurst campus.

Paramus Library

The Library is located in the center of the Pitkin Education Center. The Library moved to its current location in 1973, and went through two renovations, 1991 and 2007. After the 2007 library renovation, the Library currently occupies two floors, and totals around 55,323 square feet; the main floor has 35,813 square feet, of which 20,635 square feet are available for the public; the upper floor has 19,510 square feet with 15,244 square feet available to the public. The Library has devoted 65% of its space to the public.

Table 16

Square Footage in the Library

LOCATION	TOTAL SQUARE FT.	PUBLIC SQUARE FT.
Main Floor	35,813	20,635
Upper Floor	19,510	15,244
Grand Total	55,323	35,879

Note. Source: Library Renovation documentation.

The Library has created several study zones for the needs of students: quiet study areas, group study areas, periodical reading area, etc. The Library has 2.5 Library Instruction classrooms, which can hold up to 67 students. [See Appendix N for the full list of available seats]

Lyndhurst Library

The Lyndhurst library has a total of 6,500 square feet. There are 3 group study rooms in the Library—each equipped with a computer and white board. One silent study room is available for our patrons. A reading area provides comfortable seating and access to current periodicals. The Library instruction classroom has 24 seats with computers.

Technology

WiFi access is available at both Paramus and Lyndhurst libraries.

Paramus Library

There are 114 computers on the public floor available for the College community and the public, and 67 computers are available for the Library's research classes. The Library's Media Services department provides multimedia equipment for faculty and students to use in (non-library) classrooms and also for academic projects. iPads are also available for faculty to use in the classrooms. Microsoft Surface Pro 2, iPads, Kindle HD, Nook HD, and Samsung Galaxy tablets are available for students to use in the Library or to check out on loan. Digital cameras, document cameras, overhead projectors, laptops, portable screens, etc. are available for faculty and students.

The Service Desk, Media Service Desk, and Reference Desk are equipped with computers that help faculty and students with library materials transactions and research needs. Barcode readers are installed on the computers at both the Service Desk and Media Services Desk.

The Library has two book/document scanners, which are available to allow students and faculty to digitize materials they need. One of the scanners has the ability to send a fax, a frequent student request. There are five printers in the Library that fulfill the printing needs of our users. Five black and white copiers are also available for the public. The Library has 3 dedicated computers for special needs students.

Lyndhurst Library

The Library at Lyndhurst officially opened in 2012. At the Lyndhurst location 24 computers are available for the public to use, including 2 computers dedicated for students with special needs. The Library classroom (which also serves as a Free Time Lab if needed) has 24 computers available. iPad, Kindle HD, and Nook HD tablets are available for students to check out. A copier is also available for the public. Also in use is RFID (Radio Frequency Identification) for the security of library materials.

Furniture, Fixtures, & Other Equipment

Many of the Library's furnishings and fixtures have been in service since the 1973 construction that established us in the megastructure. Although we have had to replace broken or unserviceable items over time for safety and functionality, this has left us with a variety of furniture sizes and styles that are in various conditions from very good to adequate to needing repair. Budget constraints are likely to continue this practice, as a major capital improvement is unlikely in the near future.

Also worth noting are College systems which impact our operating space. The piecemeal development of the HVAC system on campus leads to regular difficulties with temperature regulation and concerns about the overall environment. A few spaces (like the smaller student Silent Study rooms) have no measurable airflow, so we purchased and put in free-standing fans so that students are able to use the space. In other areas, space heaters are used year-round to mitigate the icy temperatures. Some ceiling tiles have staining, which may indicate a need for further investigation into potential leaks and/or environmental concerns.

Other Physical Resources

The Library needs to upgrade the furniture, the technology in the Library Instruction Classrooms, Group Study Rooms, and Media Viewing Room. HVAC and ceiling tiles are in need of replacement.

C. FINANCIAL

The College's budget consists of funding from three major sources: tuition and student fees, county aid and state funding. The breakdown for all three sources is: 51.7% (tuition), 16.1% (student fees) totaling 67.8%; New Jersey provides 10.9% and Bergen County provides 18%. The remaining sources of income come from other sources totaling about 3%. With these funding sources in mind, the Library is very cost-conscious.

We use academic library-approved vendors that are usually sole source providers, such as OCLC, or limited in the library field for materials processing. We use Yankee Book Peddler (YBP) and other vendors for the selection of requested titles while being cognizant of the best price.

The operating budget of the Library is primarily directed toward resources for our students, faculty and the Bergen community. The expenses of books, databases, media and our integrated library system amount to about 87% of our operating budget. The remaining 13% consists of software, maintenance agreements, a small line for furniture, copier expenses, and travel and

membership obligations. The Library clearly devotes most of the budget to materials on a yearly basis.

Our greatest challenges for expenses are the costs of journals and databases that rise between 5-8% per year. Due to the uniqueness of these resources and their necessity (providing support to the College's programs of study), the ability to negotiate is limited. However, we do negotiate with vendors for many databases through our consortial partners: VALE and WALDO. Starting with FY 2017-18, we are migrating to a new integrated library system, Worldshare Management System (WMS) from OCLC, to provide a cost savings and a more seamless user interface. Library users will be able to access WMS for books, databases and periodicals through one search box, rather than having to toggle among different search systems.

VI. PLANNING

A. PLANNING PROCESS & KEY PARTICIPANTS

The Library consists of several planning groups. The Management Team consists of the Dean, Assistant Director, Manager of Access Services and Head of Technical Services. This Team meets weekly to discuss Library operations and analyzes issues and problems that arise during the week and plans for upcoming weeks. The Team uses evening reports delivered through FormSite from the evening staff at the Sidney Silverman Library and staff at the Meadowlands library to detail workflow issues such as material and instruction requests and any student issues that are in need of addressing such as equipment or behavioral issues.

The librarians are divided into two groups: the Instruction Team and the Reference Team. Both teams teach library instruction classes as well as staff the Reference desk. The two teams meet several times throughout the semester to plan and schedule services for instruction and reference. The Library faculty contribute to collection development through general selection meetings and through individual subject liaison responsibilities. There are also project-focused groups such as the Marketing Team and the ILS Implementation Team to assist with the migration from Millennium to WMS. Both will be working together this year to promote and publicize the new Integrated Library System, WMS.

Library services are also provided at sites outside of Pitkin Education Center. At Ender Hall, the Library provides mobile equipment, such as laptops and projectors, for non-smart classrooms. Troubleshooting and technical assistance are provided by a staff member of the Library's Media Services unit. Extensive off-site planning is required for the Meadowlands campus library for adequate staffing and for coordinating library instruction services at that location.

For summer 2017, our intent is to craft a strategic plan which will align with the College's master strategic plan. Those tasked with developing the strategic plan will use this Program Review report, focus groups, and also data from the Library's operations to develop a strategic plan. A previous strategic plan from 2014-2016 is included in Appendix B.

B. STRENGTHS, SUCCESS, & INNOVATION

The librarians and staff have been very active in and responsive to identifying issues and solutions to best serve students and faculty. They have proposed solutions and provided data to determine the level of success attained. The principal factors that have determined the Library's success have been the longevity of the staff, the economies of scale and cohesiveness of the group to "pitch in and work together toward a common goal." The longevity of the staff, detailed previously in this report, has been a great source of information in that the staff and librarians are very familiar with the faculty and our students in terms of their information-seeking needs. While syllabi change over time, the librarians and staff have maintained strong relationships with faculty while staying current with their assignments and the information-seeking behavior of our students. With the large number of classes taught each year and the fact that several librarians teach Success 101, there is a knowledge base of what students need from our collection and how best to provide assistance in finding and understanding this access. Currently, the librarians are working on several projects to measure the effectiveness of library instruction and impact on the completion of faculty class assignments.

These "best practices" have been obtained from a qualitative analysis of our webpage (webpage modifications) and the offering of library services to support the curriculum such as online, traditional library instruction and a combination of both. We have also provided workshops for faculty regarding copyright, OER (open education resources), and current modifications for citing sources such as the use of the 8th edition of MLA. Our librarians are involved in various local, regional and national organizations that search for and promote best library practices as identified by NJLA, ALA, and ACRL, VALE. Faculty librarians travel to conferences, serve on committees for NJLA, and participate in numerous activities to acquire knowledge of best practices for academic libraries. The librarians also provide in-service training (such as CITL workshops) on new innovations and technologies for other librarians and staff in our group as well as for the larger College community. For this current academic year, the librarians have created four new workshops in partnership with CITL. For the fall and spring days of professional development, there have been several Library-sponsored workshops open to faculty and staff to promote and provide information for our collections and services. For the future, we plan to integrate WMS and continue to push out this information to all members of the Bergen community through workshops and marketing initiatives.

C. IMPROVEMENT

Internally, the various schedules of each group--the librarians, staff, and part-timers--make planning a challenge. The academic year is a difficult time since the semesters are busy with daily work commitments. Summer and January pose challenges due to vacations being taken during this time. The solution is organization and small "chunking" of work each month so that at the end of the academic year or summer, there are accomplishments.

Externally, changes in technology demand adjustments in planning. The Library has unique needs with our workstations such as our integrated library system, our scheduling software S3W and other client-based programs that make the need for a PC important for staff and the librarians. With migration planned from OIT to a VDI system this summer, this presents a challenge. There are software programs that are client-based and we are working with OIT to

ensure that they work in a VDI environment. If this software does not work with VDI technology, we will need to keep some PCs. A second issue is the updating of our library instruction technology, specifically the SMART Boards. They are ten years old and more current technological boards would greatly assist technology in our library instruction classrooms that are used heavily each semester. Looking into the future years at the Library, there is the role that the Library will play in supporting OER that are being used in colleges across the country. The issues of copyright, fair use, and open access to instruction materials such as textbooks are concerns with which the Library and our entire staff will be closely involved. We will be working with OIT and faculty to address these issues.

The continual need to balance rising costs with a budget that is basically flat remains a challenge. The ability to reduce costs in some liaison areas to support collection development in new and developing areas requires careful examination of our resources to avoid unnecessary overlapping. More collaboration between faculty and the librarians for cost-conscious and saving methods needs to be investigated in an era of flat budgets. The librarians are very willing to propose cost-savings ideas and to research these alternatives. Moving forward, more meeting and collaboration with faculty will be the catalyst for change.

Finally, the maintenance of the Library is an issue to be addressed. The need for cleaning and maintenance of the less accessible areas of the Library (high ceilings and areas for dusting and light bulb changes) is a focus being put on a schedule yearly or bi-yearly. The final issue of concern is part of a strategic goal of remodeling parts of the second floor. The Library is used heavily every day and the need for study space of different types (silent study, small group study) is a frequently recurring issue especially since the first floor is always full. This issue is planned to be addressed in our strategic plan to be created in 2017-2018.

VII. SUMMARY

A. MISSION, GOALS AND OBJECTIVES

As a center for teaching and learning, the Library meets its mission of providing dynamic instructional and public services as well as research resources in order to further the academic mission of the College. The Library supports lifelong learning through collections and services that benefit the entire College community. The Library recognizes the needs of the population it serves, and it strives to offer an inclusive environment through welcoming spaces and diverse collections. The Library evaluates its services through regular assessment activities and uses results to improve.

The Library's administration has seen three deans and two interim deans in just the last five years. This rapid turnover has led to some inconsistent development and assessment of goals and objectives. Given the available Annual Report (2014-15) and Strategic Plan (Sept. 2015) (see Appendix A and B for those documents), our current review of the available goals and objectives would suggest that the Library has been overly optimistic about the timeline for achieving its goals and strategic objectives. In part, this may be due to the reduction of available staff required to accomplish these goals. With staff being pulled off projects to cover vacancies in public services, the projects become stalled--sometimes temporarily, but often for longer periods.

Also, some of our goals and objectives require us to work with other agencies on campus and also outside of the College. It is difficult to estimate the amount of time these outside constituents will take with their parts of these projects, so this also impacts our completion rate for the stated goals and objectives.

We have successfully achieved the following goals:

- Creation of a Student Resources Center (our Success Collection)
- Educating students about scholarship opportunities in hands-on workshop (2015, 2016)
- Implementation of selected webpage changes that resulted from our website assessment project (2014-2015)
- Advancement of the Online Educational Resources (OER) project on campus
- Conducting the Instruction Assessment project (2016-17)
- Investigation of available means for reduction of the cost of legal resources, as through group purchase with partner institutions
- Development and provision of Faculty Development workshops
- Creation of an online training guide for Library personnel
- Outreach to high school librarians in the county
- Acquired and documented a small collection of materials at the conclusion of the SMA Fathers exhibit of African art
- Selection and purchase of a new library management system
- On-going collaboration and support of College constituents, e.g. Suburban Studies Group
- Update of the Textbook Reserve policies
- Review policies that impact the public users of the Library
- Increase staff professional development opportunities
- Train staff on all electronic devices available to students in order to promote their use
- Annual efforts to secure more Perkins Grant funds for materials and equipment
- Implement student tutor training

The following goals and objectives have progressed, but have not been completed:

- Update the Collection Development policies
- Implementation of the new library management system (to be complete in August 2017)
- Increase the visibility and frequency of Public Safety in the Library
- RFID for Paramus (have determined not to pursue this goal at this time)

These projects have not yet been attempted, yet remain important:

- Run a LibQual or MISO survey
- Install new technology in the Group Study Rooms
- Integrate, more fully, the Library's services into Moodle
- Outreach to and engagement with Continuing Education and Alumni Network
- Review policies and procedures for Media Services (in the Library) and the College's Media Technologies office.
- Implement a marketing plan, including regular social media posts
- Develop a strategic plan for the Library utilizing the College-Wide Library Committee, a student advisory board, and alumni (starting in summer 2017)

In conclusion, these projects will be a part of a strategic plan for improvement that continues to address student and faculty needs while still ensuring an excellent collection and superior library services by staff and librarians.

B. STRENGTHS

The Library is characterized by several strengths:

- Excellent service to students, as demonstrated by the Graduate Survey.
- Robust library instruction program in support of the Middle States requirement to include information literacy skills throughout the curriculum.
- Equitable access to research resources, textbooks, and information.
- Curated print and digital collections to support and deliver College curriculum and self-directed education.
- Research services by Library faculty with subject area expertise for students, faculty, staff, and the community.
- Solid partnerships with other College units and academic departments enable the Library to develop and provide services in support of the Library mission.

C. CHALLENGES

The Library has some needs and areas of concern:

- Secure funding for the end of lifecycle equipment and technologies to ensure the delivery of research and innovative media services. Sustainable funding resources are needed for the Library's aging equipment and technologies, such as the SMART Boards in the instruction classrooms and mobile equipment in direct support of student learning and classroom instruction.
- Autonomous management of the Library's unique and very dynamic website. In order to offer high quality research and instruction services, the Library's website requires constant updating. The ability of the Library to self-manage the website, in partnership with the Office of Information Technology, permits the Library to keep this vital resource up to date.
- Library faculty and support staff have not been replaced upon retirement or separation from the College, impacting the ability to expand services as well as resulting in reductions in existing services.
- Additional outreach and marketing is needed to keep the entire College community informed of Library services, resources, and events. While the Library established a marketing task force last year, a successful marketing effort requires personnel dedicated

to planning and sustaining outreach on a consistent basis. This has been difficult in light of staffing challenges.

D. CELEBRATION AND RECOGNITION

- Dr. Paula Williams completed the Mid-Career Fellowship Program at Princeton University (Spring 2012).
- Yolanda Sheppard and Marissa Drukker received an Innovation in Technology Award from the NJ chapter of ACRL (Association of College and Research Libraries) in Spring 2015.
- Lynn Schott received the President's Award from the New Jersey Library Association (May 2016).
- Professors Joan Cohen and Kate McGivern were recognized by the New Jersey Library Association for 25 years of service to libraries (April 2017).
- Advanced degrees recently earned:
 - Professor Kate McGivern earned a second Master's Degree in Liberal Studies at Thomas Edison University in Spring 2013.
 - Yumi Pak, Electronic Reserves & Interlibrary Loan Coordinator, received a Master's Degree in Design Studies in Historic Preservation from Boston Architectural College in Spring 2015.
 - Dr. Paula Williams earned a Doctorate in Education in Instructional Technology and Distance Education from Nova Southeastern University in December 2015.
 - Professor Joan Dalrymple earned a second Master's Degree in Instructional Design and Technology from Walden University in December 2016.
 - Marissa Drukker, Senior Library Assistant, earned a Master's Degree program in Educational Leadership, with a concentration in Higher Education at Montclair State University in May 2017.
 - Professors Annemarie Roscello and Kate McGivern are enrolled in the Doctorate of Education program at National American University.
 - Yolanda Sheppard, Professional Assistant, is enrolled in a Master's Degree program in Information Technology at American Public University.

E. RECOMMENDATIONS FOR CHANGE

- Build upon the existing partnership with the Office of Information Technology to plan and deliver technologies which impact the Library.
- Revise and improve usability of the Library website as a streamlined central point for research.
- Initiate a sustainable and consistent outreach and marketing effort to inform the College community of new and existing services and resources, expanding upon the Library's ongoing partnership with the Public Relations department.
- Pursue filling vacancies in the organizational structure, including one full-time librarian and two full-time support staff, in order to carry out goals which will advance the Library's mission.

F. ADDITIONAL DATA NEEDED TO EFFECTIVELY EVALUATE THIS PROGRAM

- A large-scale library survey instrument is recommended to evaluate the collection and services. The last large-scale survey of library users was in Spring 2011. The Library collection has not undergone analysis using a specialized survey instrument. The implementation of the new library services platform creates a prime opportunity for collection analysis.
- Analytic software should be explored to provide further data regarding library services especially since our migration of our integrated library system to WMS will be used for collection development analysis and to track library statistics for circulation and equipment use.

VIII. ACTION PLAN

<i>Goal</i>	<i>Objectives</i>	<i>Target (Time-frame)</i>	<i>Responsible Parties</i>	<i>Resource Implication</i>
1. Replace end-of-lifecycle Integrated Library System (library ILS software)	A. Improve off-campus access to library resources using up-to-date authentication software	Installation and activation of authentication software. (Aug. 2017)	IT, Library systems group, Electronic resources group	Allocation of staff time
	B. Implementation of new library management system (OCLC Worldshare Management System, WMS).	100% fully functional library management system (WMS) (Sept. 2017)	WMS implementation team, IT	Allocation of staff time
	C. Incorporate new discovery service search interface into Library website	Retirement of old system and full implementation of WMS WorldCat Discovery Service. (Sept. 2017)	Library webmaster, Library systems group, Technical Services, Librarians	Allocation of staff time
	D. Train staff (and constituents) on how to use new library software	100% attendance and training from staff. (Aug. 2017)	Library management team, Technical Services, Librarians and Library Staff	Allocation of staff time
	E. Inform constituents of new search interface	Provide information sessions and workshops through CITL, various college committees and promotional activities. (Dec. 2017)	Library Dean, Librarians and Library Staff	Partnership with library staff, CITL and PR.

2. Provide collection that is well mapped to the curricula	A. Perform analysis of the print and electronic collection to the College curriculum	Review and update the collection development statements for each section of the library's collection. (Dec. 2018)	Technical Services, Collection Development Librarian, Librarians	WMS Collection Development Reports.
	B. Increase accessibility of the Archives collection	Digitization of finding aids and student newspapers. (Dec. 2017)	Archives Staff	Continued funding of part-time project archivist position.
3. Provide state of the art technology supporting instruction and research.	A. Specify innovative technologies to support library instruction sessions and academic assignments.	Propose electronic equipment upgrades for all library classrooms. (Sept. 2018)	Librarians and Library Staff	Designated budget and grants for electronic equipment upgrades in coordination with the IT department.
	B. Implement equipment upgrades for supporting student academic coursework.	Perform assessment of media equipment that is designated for student use. (Aug. 2019)	Media Services and Librarians	Designated budget and grants for specific equipment chosen for upgrades to our existing equipment collection.

IX. GLOSSARY

AACR2- Anglo-American Cataloguing Rules, 2nd Edition.

Access Services- The department that operates at the Service Desk. This department deals with all Circulation (borrowing) matters. This department is staffed every hour the Library is open.

Acquisitions- the department that orders library materials

ACRL-Association of College and Research Libraries, a national organization that sets standards for college libraries and also promotes best practices.

ALA- American Library Association, the main national advocacy organization for libraries.

Archives- the location where papers, objects and ephemera pertaining to Bergen Community College history are stored. This department is located in L-317, on the upper floor of the Sidney Silverman Library.

ArchivesSpace- software used by the Archives staff to catalog materials held in the Archives' collection. The list of materials is searchable on the web for all to see (not limited to students/faculty/staff of Bergen).

Bibliographic Instruction (BI)- teaching research and information literacy skills, especially through instruction in the use of our catalog, databases and print collection. Taught by credentialed faculty librarians.

Bibliographic Framework (BIBFRAME)-initiated by the Library of Congress, BIBFRAME provides a foundation for the future of bibliographic description, both on the web, and in the broader networked world that is grounded in Linked Data techniques. A major focus of the initiative is to determine a transition path for the MARC 21 formats while preserving a robust data exchange that has supported resource sharing and cataloging cost savings in recent decades.

Catalog- an online list of our entire Library collection--includes both print and electronic materials. The catalog contains the physical description of the item and the location among other important data such as subject headings.

Circulate- when an item is checked out (borrowed) from the Library's integrated library system so that a patron can use the material or materials for a prescribed period of time.

Circulating Materials- materials that are eligible to be checked out and used outside of the Library.

Circulation Staff (a.k.a. Access Services)- those staff members who work in the Circulation Department and at the Service Desk.

Collection Development- acquiring and eliminating materials (both print and electronic format) to meet the needs and requirements of the populations to be served such as a student population in support of assignments to be completed in the courses offered at an learning institution of higher education (i.e. Bergen Community College).

Content Providers- those vendors or deliverers of material, usually in electronic format, that offer articles, books, and abstracts in record format for use often in a database or another e-format such as an e-book.

CONTENTdm- software used to manage and host digital content (often scanned documents, photos, and videos) in the Archives' collection. The materials are available online and may be searched by all (not restricted to Bergen Community College).

Copy Cataloging- is the process of expanding upon an original cataloging record using an established bibliographic record found in such databases as OCLC or the Library of Congress usually with the intention of attaching one's item to this cataloging record in a linking process that is ultimately displayed in an integrated library system.

Databases- (also referred to as electronic resources) Collections of articles or other resources (i.e. videos, images) which can be accessed using keyword, title, subject or author searches. Typically, offered through a subscription purchase.

Digital-using 0 and 1, this format provides electronic resources to be accessed by library users; this is a kind of format.

Discovery Service- a library service which allows users to search across multiple databases, to make it easier to locate the diverse offerings from the Library's catalog (books, videos), magazines, journals, e-books and other electronic database collections.

Electronic Resources- online content which is often available through a subscription database. May include value-added tools like automatic citation generators. Users may access records and information using keywords, author and title terms, see *databases*.

FormSite- a software program used to develop online forms. Access is subscription-based.

GOBI- a web-based tool for selecting and purchasing library materials in both print and electronic book formats. Access is subscription-based.

Information Literacy- information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." (Taken from the ACRL definition as accessed from the ALA website).

Innovative Interfaces, Inc. (a.k.a. ILL)- the company that provides the integrated library system that the Library has subscribed to for the past two decades. We have been using their Millennium product for the following modules: cataloging, library access and patron data.

Interlibrary Loan- the ability to provide access to materials for patrons requesting them that are not available at one's own library.

IP Range -Internet Protocol addresses that enable databases and other electronic resources to be accessed using a defined parameter as defined by the database provider or the internet provider that enables these digital resources to be accessed.

IPEDS- Integrated Postsecondary Education Data System

LibGuides- a content management system provided by Springshare. Online guides are developed and hosted through this service. Topic or subject resources may be detailed and explained through Library database links, books, e-books, videos and web pages. Guides are listed alphabetically or by subject.

Library Instruction- providing teaching assistance to students in how to access, use and analyze our library's resources in both print and electronic formats (see *information literacy* or *bibliographic instruction*).

Library Liaison (or Subject Liaison)- a librarian that works with an academic department to provide assistance in collection development, library instruction and information literacy to assist students and faculty in providing Library services in support of academic coursework and programs.

LYRASIS- library consortial group; partners with members libraries, archives and museums and other cultural heritage organizations to create, access and manage information with an emphasis on digital content, while building and sustaining collaboration, enhancing operations and technology, and increasing buying power. (Taken from the LYRASIS website, lyrasis.org)

MARC records-**MA**chine-**R**eadable **C**ataloging record using fields and data to enable a physical or electronic collection item to be able to be cataloged.

MarcEdit- a Windows-based editing tool that converts MARC records to text and text to MARC record format.

Media Services- the department in the Library that provides equipment access such as projectors, laptops, etc. in lieu of a classroom not being a "smart" classroom.

Millennium-our current integrated library system (ILS) that is owned by Integrated Innovative Interfaces, III.

Monographs-books or works on a single subject.

NJLA- New Jersey Library Association

NJVID-(from the New Jersey Research and Education Network) is a digital media repository and publishing offering for streaming and archiving videos, audio, PDF and other digital content. (taken from the NJVID website)

OCLC-Online Computer Library Center. This company is a non-profit company and is the sole source of our cataloging records. Currently, we are migrating our ILS system from Innovative's Millennium to the Worldshare Management Services, which is an OCLC product.

OPAC-online public access catalog, the searchable list of items in the Sidney Silverman Library collection.

Pamphlets-a small booklet, often in a bi-fold or tri-fold format, detailing information about a single topic.

Patrons- the library users or specialized population that frequents a library who check out circulating materials and attend library instruction, in Bergen's case, they are students, faculty, staff, and the public.

Patron-Driven Acquisition (PDA)- also known as Demand Driven Acquisition, is when the Library purchases materials only when they have been specifically requested by a patron, in our case, a student or faculty member.

Periodicals- a magazine or newspaper published at regular intervals (weekly, monthly, quarterly, etc.)

PET Stations- A portable electronic teaching station, often including a laptop and projector.

Print- material that is available in paper format.

Processing (books or other materials)- the procedure of labeling, providing security and other modifications (such as cataloging an item) so that it can be properly placed on a library shelf for access.

Pocket Parts- a document located in the back of a book (usually the inside back cover) providing added information and data; acts as a current update of information for the entire book; most often used with legal resources.

Proxy Server - a computer program that enables one computer to enable another computer to access data or information using, quite often, an authentication process.

RDA - Resource Description and Access; replaces AACR2 as the current cataloging standard.

Reference Materials- materials, often print, that are accessible for patrons to use only in the library, as they are not able to be checked out. They often are handbooks, encyclopedia and guidebooks.

Reference Transaction or Reference Interview- the act of a Reference Librarian engaging in a series of questions to assist the librarian and the patron in defining and refining their request for knowledge, often taking the output as what type of information to be obtained, in what formats and at what technical level.

Reserves (a.k.a. Textbook Reserves)- Library materials that circulate only within the physical library; often textbooks or other materials placed at the Service Desk for students to access for a limited amount of time. The reserves are created jointly by the Library staff and the teaching faculty.

Serials- periodicals or newspapers.

Serials Solutions- a discovery service listing databases and periodicals in both alphabetical format and by subject noting the type of material and the time period a title is owned at a library.

Series- a group of materials either by subject or year or other grouping method, quite often in print format, that enables a patron to access a title with subsequent years or topics.

Service Desk- the main information desk at the Sidney Silverman Library, located on the right as you enter the Library containing Reserves, and offering a friendly and knowledgeable staff that assist with the checking in and out of library materials.

Services- those featured value-added offerings that provide assistance for patrons either hands - on or self that assist in providing access to the Library's collections.

Standing Orders- materials that have been paid for yet are delivered to a library in regular intervals such as yearly or more frequently as part of a collection or series.

Streaming Video- online a/v material that is delivered to an end user in real time.

Technical Services- the department that orders, processes and catalogues all the materials in the Library including both print and electronic items.

URL- Uniform Resource Locator (popularly known as a web address)

VALE-Virtual Academic Library Environment, a consortium of academic libraries in New Jersey

Virtual Reference- a service when library reference assistance is conducted using a computer and an internet connection to perform reference assistance remotely with a patron.

WALDO - Westchester Academic Library Directors Organization, founded in 1982, providing consortium membership and procurement assistance of databases for libraries.

WAM- Web Access Management, a service from Innovative; see also *proxy server*.

Weeding- the systematic removal of resources from a library's collection, the opposite of material selection.

WMS- WorldShare Management Services; an integrated library system provided by OCLC that Bergen Community College is migrating to in August 2017.

WorldCat- a union catalog that 72,000 libraries in 170 countries contribute cataloging records into a database that is managed by OCLC.

YBP- Yankee Book Peddler, an acquisition service from EBSCO that enables print and e-books to be purchased and acquired by an academic institution like Bergen.

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XI. APPENDICES

Appendix A: Annual Report, 2014-15

Appendix B: Strategic Plan (2015)

Appendix C: Library Management Changes, 2011-2016

Appendix D: Changes in Library Units

Appendix E: Sidney Silverman Library Organizational Chart

Appendix F: Instruction Statistics

Appendix G: Top 10 Databases--Searches & Record Views, 2016-2017

Appendix H: Library Regulations/Compliance

Appendix I: Intercampus Borrowing

Appendix J: Grad Follow-up Survey

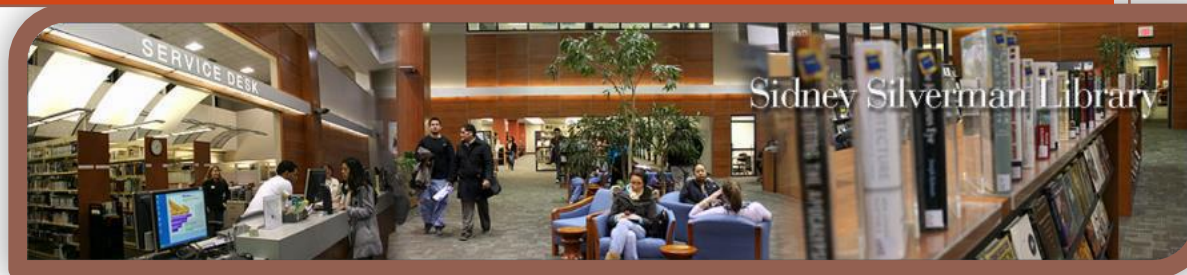
Appendix K: BI Assessment - Survey Results

Appendix L: Staff List - Longevity

Appendix M: Library Credentials & Selected Recent Faculty Scholarship

Appendix N: Physical Seats in the Library

Sidney Silverman Library Annual Report 2014-2015



Annemarie Roscello, Interim Dean
Sidney Silverman Library
August 1, 2015

Library Program Review: Appendix A**Executive Summary**

The library had a busy and productive year with increased visits and requests for services. Although there are continual changes in how students, faculty and staff utilize library materials and services it is the goal of the Library faculty and staff to anticipate these changes proactively.

Student success is a number one priority for the Library. Therefore, an additional study room was created from existing furniture. Also, the Perkins grant afforded the ability to offer scanning and increase the number of tablets available.



In conjunction with the SMA African Art Museum of Teaneck the Library has been hosting the *Encoded Messages: Reading African Art* exhibit since February 2015. This large exhibition has allowed the students, faculty, staff and the public an opportunity to experience the vast and varied art of the Museum.

As part of the biannual assessment cycle, the Sidney Silverman Library Assessment Team turned in their final report for the cycle and received an exemplary rating.

The coming year will focus on initiatives that align closely with the College's strategic plan. One initiative is researching and implementing a new library management system that will upgrade and enhance patron access and improved internal workflows.

Library Program Review: Appendix A

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Library Program Review: Appendix A

Reference /Instruction

Librarians teach at both the reference desk and in the classroom along with being the liaisons to academic departments.



Reference/instruction librarians taught 490 classes and answered approximately 6,655 reference questions and had 1,052 other reference interactions.

The Honors library liaisons, Professors Joan Dalrymple, and Kate McGivern held two workshops for Honors students. Mobile technology and how to do a scholarship search.

Professor Paula Williams worked with the IST123 coordinator to revise the master course syllabus to include more elements of information literacy.

Library faculty continue to serve on numerous committees and sit on all college-wide committees.

Library Program Review: Appendix A

Media



Media services

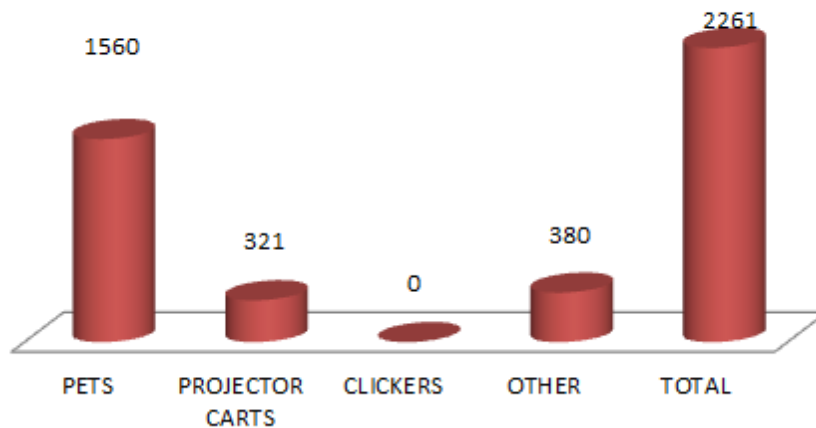
operate two

locations at the Paramus campus. During the 2014-2015 academic year, 4,676 requests were fulfilled for equipment. Media services also completed an inventory of the entire library collection that included print material, periodicals, media, and equipment.

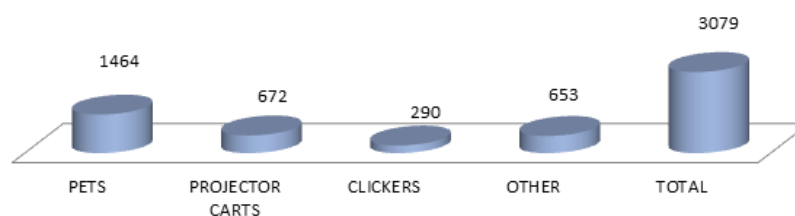
In addition to lending equipment, the Media department is responsible for partnering with other offices on campus to support library technology. Support has been given by installing a new scanner for OSS students that save to an MP3 file. Maintain tablets, Ipads and PET stations along with educating users.

Two staff members were awarded the New Jersey Library Association College and University Section/ACRL-NJ Technology Award for developing the BCC Library App.

TOTAL ENDER HALL REQUESTS BY TYPE FY: 2014 - 2015



TOTAL MAIN BUILDING REQUESTS BY TYPE FY: 2014-2015



Library Program Review: Appendix A

Access Services

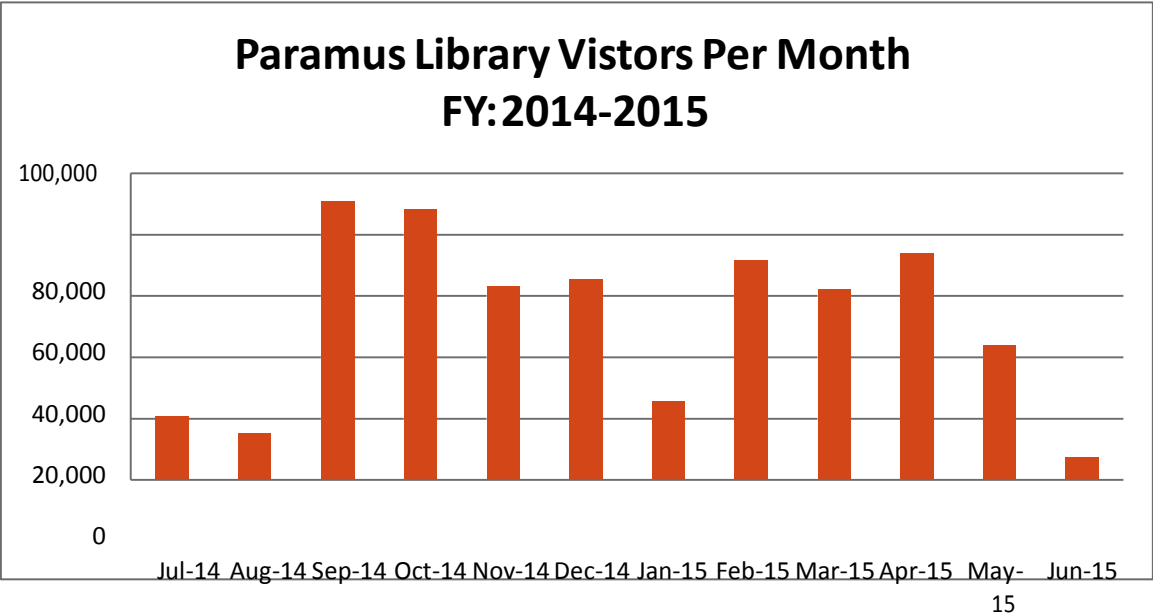
Access services provide many services in addition to operating the service desk. In conjunction with other library departments, many other functions are the responsibility of the service desk.



During the first 11 months of the 2014-2015 academic year, the Paramus Library welcomed 628,164 visitors that was a 2% increase over 2013-2014, and the Meadowlands library welcomed 31,255 visitors.

The Library at the Paramus campus had 148,554 item transactions, and the Meadowlands campus had 8,703 transactions. Also, the delivery system for moving materials from Paramus to Meadowlands and vice a versa is a smooth daily operation of 104 items moving between locations at no additional cost to the College.

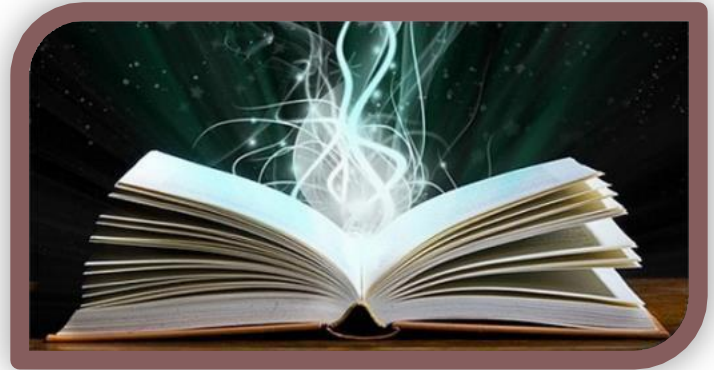
Interlibrary loan service lent 568 items to other libraries and received 302 items for BCC patrons. The e-reserve system that supports posting material for faculty members recorded 71,643 hits.



Library Program Review: Appendix A

Technical Services

Technical services handle processing new material and over the past year this small department has cataloged 12,967 items that include all formats including, print, e-books and streaming video.



Completed an inventory of the print collection and reviewed and corrected 6,241 bibliographic records with missing item records.

Revised the paperback handling procedure to save money in processing these materials

Purchased a new spine label printer and integrated it with the existing Millennium Library System. This involved writing scripts, setting up drivers and settings.

Library Program Review: Appendix A

Community Outreach

The Library partnered with the Bergen County Historical Society to establish a historical archive at the Ciarco Learning Center in Hackensack.

In addition to the SMA African Art Exhibit, there was an exhibition sponsored by the Rotary Club entitled *Myanmar*.

The Sidney Silverman Library continues to participate in the Bergen County Cooperative Library System of reciprocal lending to public library patrons.



Sidney Silverman Library

Strategic Plan

Annemarie Roscello, Interim Dean

Date: September 1, 2015

About Plan

This plan was developed in conjunction with the Library's faculty and staff.

Strategic direction is aligned with Bergen Community College's 2013-2018 Strategic Plan.

Projects include library services and resources at the Paramus, Meadowlands and Ciarco locations.



Initiative Strategic Theme 1 Student Success and Excellence	Strategic Plan Element	Timeline
Prepare to conduct the LibQual survey or MISO survey during the 2016-2017 academic year.	T1.GA.a4	Spring/Summer 2016
Student Resources Center – Promote the library’s academic career resources, print and electronic, by creating a dedicated book area for career, scholarship and transfer materials.	T1.GA.a2	Fall 2015
Student Workshops – plan, publicize and hold student workshops on scholarship resources, library technology and advanced resource utilization	T1.GA.a3 T1.GC.a1	Fall/Spring 2015-2016
Pilot Personal Librarian Service – Develop and implement a plan so that students can consistently work with the same reference librarian. Students will be able to develop a rapport and increase the student’s comfort level with asking information questions.	T1.GA.a3 T1.GB.a2 T1.GC.a1	Fall/Spring 2015-2016
Increase use of electronic devices by students through outreach, advertising and announcements. In addition, bring in new technology as appropriate.	T1.GA.a3	Fall/Spring 2015-2016
Install technology in group study rooms to ensure students have the ability to collaborate and share resources.	T1.GA.a3	Fall/Spring 2015-2016
Implement recommendations from the library assessment team to make the library’s webpage more student user friendly.	T1	Fall 2015
Make library collections more easily integrated in to course management systems. Work with faculty to make them aware of resources available, benefit to students and the course experience	T1.GA	Spring 2015

Initiative Strategic Theme 1 Student Success and Excellence	Strategic Plan Element	Timeline
Explore open educational resources to engage students and decrease the cost of required textbooks	T1.G A T1.GB	Spring 2016
Reduce the cost of legal resource purchasing by exploring institution-to-institution purchasing and an examination of current purchases.	T1.GB.a5	Fall 2015-Summer 2016
Plan, initiate and report on the cyclical library assessment project.	T!	2015-2016 academic year

Initiative Strategic Theme 2 Faculty and Staff Success and Excellence	Strategic Plan Element	Timeline
Update library's collection development policies to reflect new formats and shifts in purchasing priorities to ensure the library's mission and vision are achieved.	T2	Spring/Summer 2016
Participate in the adjunct professional development program by offering in-person and online opportunities to adjunct faculty	T2.GA.a2 T2.GC	2015-2016 Academic Year
Train student tutors about library services and information literacy. This training will include when to refer students to a librarian.	T2.GA.a1 T2.GA.a2	Fall 2015 potential for continuation
Encourage staff development by seeking out internal and external opportunities for training and growth and supporting these endeavors with time and funding.	T2.GA	2015-2016 Academic Year
Review and post online library training materials for new library employees.	T2.GB.a1	Summer 2016
Review all departmental workflows for efficiency, relevance and cost	T2	Fall 2015 – Circulation Spring 2016 – Technical Services, Media Summer 2016 – Collection Development, Administrative Office, Reference/Instruction
Faculty and staff training of library technology. Train all library employees on how to use internal and lending equipment.	T2.GA.a2	2015-2016 Academic Year

Initiative Strategic Theme 3 Commitment to Bergen County	Strategic Plan Element	Timeline
Plan and implement a in-service for feeder high school librarians to facilitate student transitions to BCC	T3.GA.a1	Fall 2015 or Spring 2016
Collaborate with continuing education and alumni relations to determine how the library can best serve their constituents.	T3.GC	Spring 2016
Evaluate policies which relate to community users to ensure the library privileges align with the college's strategic plan	T3.GA	Summer 2016
Evaluate and implement a plan for the SMA Fathers African art exhibition.	T3.GA	Fall 2015-Spring 2016

Initiative Strategic Theme 4 Institution Building	Strategic Plan Element	Timeline
Examine textbook reserve policies regarding purchases, processing and utilization.	T1 T4.GB.a1 T4.GB.a2 T4.GB.a3	Fall/Spring 2015-2016 (majority of the work in Fall 2015 with implementation in Spring 2016)
Formalize relationship between media technologies and the library's media department to ensure patrons are satisfied and policies fair, objective and documented.	T4.GA T4.GB.a1 T4.GB.a2 T4.GB.a3	Fall 2015
Conduct a needs assessment, secure funding, issue an RFP, and implement for a new library management system.	T4.GB.a2 T4.GB.a3 T4.GD.a2	2015-2016 Academic Year
Apply for and obtain Perkins funding to keep the library's technology cutting edge and available for all students. Effectively and efficiently implement the technology material from the 2014-2015 Perkins grant.	T4.GD	Fall 2015 – Spring 2016 implementation Summer 2016 - application
On a scheduled basis contribute to the college's social media and develop and implement a comprehensive marketing plan	T4.GA	2015-2016 Academic Year
Work with public safety to have more public safety presence at the library entrance and create guidelines for public safety officers posted in the library.	T4.GA T4.GB	Fall 2015
Work with buildings and grounds to come up with a comprehensive plan to keep the library facilities clean and welcoming. Develop a long term plan for maintenance which is time consuming or costly.	T4.GC.a2 T4.GC.a3	Spring 2016 – Summer 2016
Work with the college wide library committee for guidance on strategic direction. Create a student advisory board to allow students and opportunity to voice concerns and suggestions for the library. Engage alumni.	T4.GA.a3 T4.GA.a4	Spring 2016
Investigate RFID tagging and a new gate for the Paramus collection.	T4.GD	Fall 2015-Summer 2016
Collaborate with other College community initiatives to promote activities such as Suburban Studies (by procuring materials, etc)	T4.GB	Ongoing

APPENDIX C: LIBRARY MANAGEMENT CHANGES, 2011-2016

Table C1

Library Management Changes from 2011-2016

Name	Role	Years in Role	Administrators
Patricia Denholm	Director, then Dean	--10/2011	Dr. Judith Winn
Rong Wang	Interim Dean Assistant Director - Systems & Technology	(ID) 11/2011-6/2012 (AD) 10/2001-	Dr. J. Adames (acting President)
Mark Thompson	Assistant Director - Patron Information Services	2005-07/2010	
Amy Beth	Dean	06/2012 - 05/2015	Dr. J. Adames, Dr. B. Kaye Walter
Annemarie Roscello	Interim Dean	06/2015 - 08/2016	Dr. B. Kaye Walter
David Marks	Dean	08/2016 - present	Dr. B. Kaye Walter, President 2012- present
Joan Dalrymple	Head of Access Services	10/2001-6/2015	
Kristen Ko	Manager for Evening & Weekend Services; Head of Access Services	7/2013-2016 2016-Present	
Judith Hungreder	Coordinator for Evening & Weekend Services	2016-Present	

APPENDIX D: CHANGES IN LIBRARY UNITS, 2011-2016

Table D1

Sub-Unit Changes Since 2011

Access Services	<p>2012:</p> <ul style="list-style-type: none">● Established branch library at Meadowlands.● Instituted Inter-campus lending/delivery form between Paramus-Meadowlands campuses.● Retirement of longtime Evening Coordinator. <p>2013:</p> <ul style="list-style-type: none">● Hired Evening/Weekend Services Manager.● Instituted email notices through Millennium (ILS).● Completed Summer inventory of entire collection.● Extended Inter-campus lending/delivery form between Paramus-Meadowlands-Hackensack campuses. <p>2014:</p> <ul style="list-style-type: none">● Established position of Coordinator for Reserves. <p>2015:</p> <ul style="list-style-type: none">● Reorganization: Head of Access Services moved to Reference/Instruction. Evening/Weekend Services Manager moved to daytime.● Retirement of longtime staff member (vacancy remains in 2017)● Expanded group study rooms: 2 viewing rooms converted to group study rooms.● Food/Noise Policy task force created to formalize and revise Food and Noise policy.● Stacks signage revised for 3 types of study spaces. <p>2016:</p> <ul style="list-style-type: none">● Hired Manager of Access Services.● Evening/Weekend coordinator position developed and filled.● Retirement of longtime staff member (vacancy remains in 2017)● Hired evening staff member.
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Archives	<ul style="list-style-type: none"> ● CIRD grants (equipment and processing) <ul style="list-style-type: none"> ○ 2010-11 “Archival Photograph Preservation” ○ 2011-12 “Archival Artifacts Preservation” ○ 2012-13 “Archives Digitization Project” ○ 2015-16 “Breathing New Life into a Forgotten Format” ● CAPES (Caucus Archival Projects Evaluation Service, provided by MARAC, funded by New Jersey Historical Commission) survey (2012) ● Archives@bergen.edu email (2012) ● NJ Collections Care workshops [5-6 (?) different topics] <ul style="list-style-type: none"> ○ 2013 ○ 2014 ● CONTENTdm (2013) and ArchivesSpace (2015) software ● library budget line (2016-17) ● phone extension (2016) ● 50th anniversary
Reference / Instruction Services	<ul style="list-style-type: none"> ● Adobe Connect - software license acquired 2011-2012; software used to facilitate online research classes and professional development ● FormSite - online form service; in use since 2011; used heavily for library service requests (class scheduling, research questions) and for assessment (student and faculty surveys) ● Library Assessment, First Cycle (2013-15) ● LibAnswers/Chat - subscription started in 2014; ● ProQuest Research Companion - subscription started in 2014; access to over 80 videos on research and literacy topics; includes assessment quizzes; used by library research classes and Success 101 ● Hired adjunct librarian in 2015 to conduct evening instruction ● Became primary provider of workshops for adjunct professional development credit - starting in 2015 ● Converted L-222 to IST HUB (2016) ● Instituted Instruction and Reference Teams to focus the services offered and encourage development of new or revised programming ● Collection Development - reviewed and revised procedures

	<ul style="list-style-type: none"> ● Review of standing order lists to improve fiscal accountability ● Development of follow-up assessment forms used by librarians after instruction classes (2016) ● Instituted “1-on-1” appointments service for students or faculty requiring individual assistance with research
Media Services	<ul style="list-style-type: none"> ● Perkins equipment - tablets, Blu-Ray, 3-D projectors etc. ● Award-winning BCC Library App for mobile devices - designed by our staff; helps students to access library resources, provides mobile Student ID for convenient borrowing ● 2 Scanners in Paramus ● Nursing iPads ● Acquired webcams for librarians to use in online instruction, collaboration, and professional development ● Developed FormSite media request form to replace paper slips ● VDI computers for students in public spaces (in Paramus) ● Website changes--regular alterations necessary to keep pace with service and technology advancements; some improvements driven by Website Assessment Project
Serials	<ul style="list-style-type: none"> ● Significant changes to print vs. online subscriptions; increase in online-only to support multiple campus locations and student preference for online, 24/7 access ● Continuous review of subscriptions for budget and content requirements ● Reduction of approximately \$10,000 in serials subscriptions since 2013 ● Workflows have been streamlined, with more online processing and reporting possible from vendors and partners
Technical Services	<ul style="list-style-type: none"> ● Change in standard cataloging rules (RDA replaced AACR2). ● Review and revision of policies and procedures required as vendors and partners constantly change technology and licensing agreements ● Increased contact with vendors and partners to troubleshoot issues or to alter workflows and system functionality ● As more streaming video and e-book materials are added to the library’s collection, staff are challenged to accommodate these changes in workflow and additional technological skills ● Library computer system restraints were impacting the staff’s ability to complete jobs; new WMS system should remove those restraints.

	<ul style="list-style-type: none"> • Due to staffing shortages, Technical Services staff spend more time working at public service areas. • Create and provide more statistics and lists for the library and library liaisons. • Opening of the new Meadowland library required creation of new procedures and policies for processing library materials • CIRD grant 2012-13: Patron Driven Access to E-books - A Library Collection Development and Acquisitions Pilot Project. • Customize bibliographic records such as foreign languages and archives collections to increase find ability of resources that are more relevant to users' particular needs.
Library Facilities	<ul style="list-style-type: none"> • Increased number of group study rooms to include "E" & "F" • Large silent study room (2014) • Purple courier bag - delivery to/from Meadowlands (2012) • SMA Fathers African art display (2015-2016) • Fire Warden, which includes a radio from Public Safety (for communication during alarm situations) • Drafting boards (2013) • Removal of self-checkout machine (2017) • Central Supply • More electrical outlet strips for students, on outer wall of upper floor by windows and in large silent study room • Replacement of materials (white boards for classrooms, etc) • Purchased and installed atomic clocks in all the public areas to eliminate the need to change the time • Emptied the 3rd floor closet for the Verizon wireless hub (2014) • Veteran's Room
Library Administration	<ul style="list-style-type: none"> • Timesheets - since 2015, the college no longer generates the time reports; had to manually keep records for about 1.5 years, now can add to Datatel some of the information; still a labor-intensive process (have to interface with each staff member to verify what has been used) • More blanket purchase orders are now used to make it easier to purchase materials for the library. This helps with the workflow in the Library and in Purchasing. • At request of dean (2013-14), worked with the Electronic Resources team to align the majority of the database subscriptions so that they all started and ended on the same date;

	<p>(have 70 databases; took over a year to complete)</p> <ul style="list-style-type: none"> ● August 2014 introduced the new Central Supply in A-Wing. Completely changed the workflow for supply orders. Restrictions on items and quantities requires more oversight and signatures, slowing down the process somewhat; some items must be purchased through Datatel/Purchasing (that we used to get on our own). ● Spring 2016 -- Pay to Print arrived; need to track Copy Card purchases that are for copies vs. those that are for printers. They are in two different budget lines and this is time-consuming. Tracking 4 machines at 3 locations. ● Related to the Pay to Print, our scanners have impacted the income that was collected by the Copy Cards (b/c there is no charge on scanning); this led to us reducing the number of copiers we lease (reduced by one machine in the Meadowlands and one machine in Paramus) ● More refunds b/c of inferior batch of Copy Cards supplied; many more requests to refund due to “misread” errors. ● Reduction in deliveries to Post Office ● More digital processing (scanning, etc.) of paperwork, as business practices changed ● Dean/Director covering at service point ● Time-off Request Forms - launched as a pilot in the library, now completely digital throughout campus; progressed from paper to Sharepoint to Dynamic Forms; electronic “blue book” and Datatel
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APPENDIX F: INSTRUCTION STATISTICS

Table F1

Library Instruction Classes by Semester and Location

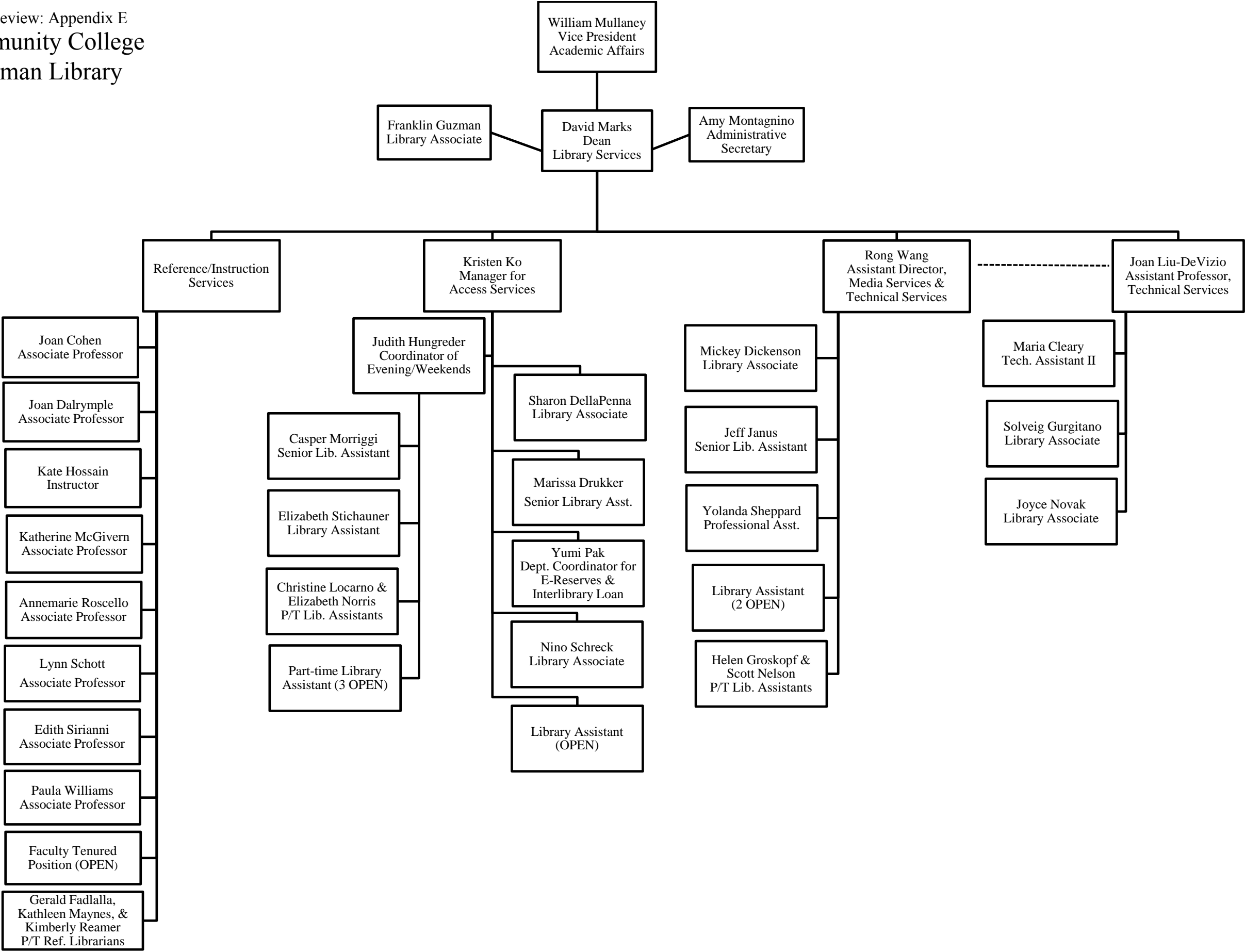
Library Instruction Classes by Semester and Location				
Semester	Paramus	Lyndhurst	Online	Total
Fall 2011	270	N/A*	13	283
Spring 2012	243	28		271
Fall 2012	289	35	17	341
Spring 2013	208	27	7	242
Fall 2013	257	31	8	296
Spring 2014	187	18	6	211
Fall 2014	221	29	1	251
Spring 2015	193	25	4	222
Fall 2015	229	23	14	266
Spring 2016	207	27	13	247
Fall 2016	277	25	15	302
Spring 2017	208	21	15	244

Note. *Lyndhurst library opened February 2012

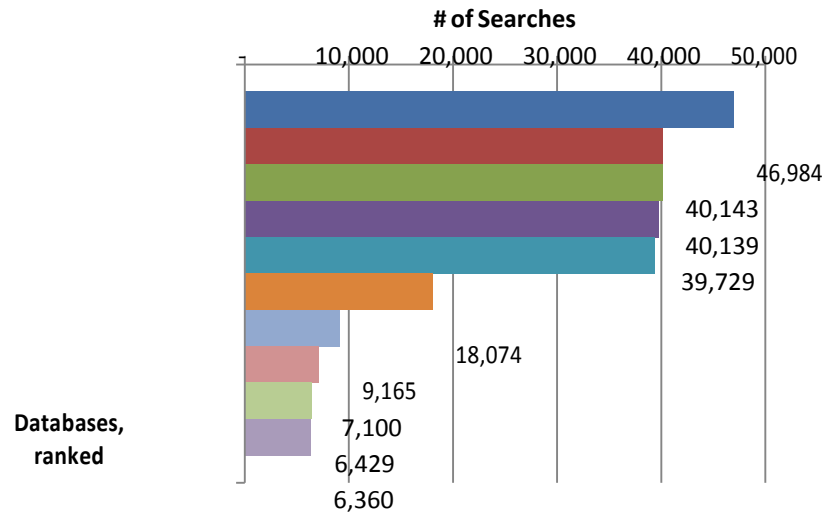
Table F2

Research Instruction by Subject Area

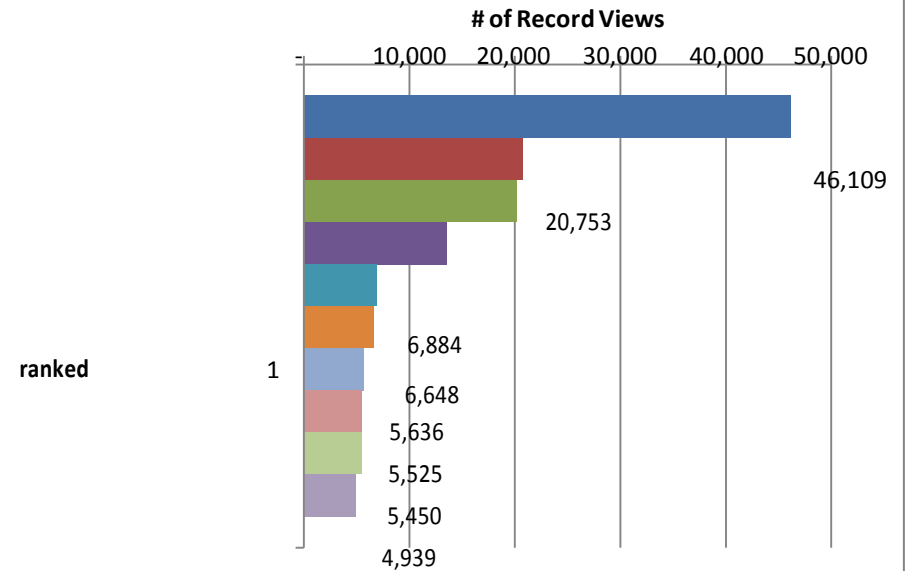
Research Instruction by Subject Area --2016-2017 Academic Year		
Course or Division	Fall 2016	Spring 2017
American Language Program	22	17
English Basic Skills	57	31
English Composition I	77	56
English Composition II	40	49
Success 101	61	26
“Other” - BASS Division	26	31
“Other” - HP Division	5	4
“Other” - SMT Division	12	14
“Other” - HUM Division	17	16
Total	317	244



Top 10 Databases--Searches 2016-2017



Top 10 Databases--Record Views 2016-2017



AcademicSearch Premier	46,984
Historical New York Times	40,143
ProQuest Research Library	40,139
ABI/Inform Complete (Global)	39,729
CJPI/Criminal Justice Periodical Index	39,358
Opposing Viewpoints in Context (Gale)	18,074
Issues & Controversies	9,165
Bloom's Literature	7,100
PsycARTICLES	6,429
Literature Resource Center (Gale)	6,360

Academic Search Premier	46,109
Safari (Business & Tech) BooksOnline	20,753
Opposing Viewpoints in Context (Gale)	20,150
STAT!Ref	13,532
ProQuest Research Library	6,884
Lexis-Nexis Academic	6,648
Literary Reference Center (EBSCO)	5,636
BoardVitals	5,525
PsycARTICLES	5,450
Points of View Reference Center	4,939

APPENDIX H: LIBRARY REGULATIONS/COMPLIANCE

Table H1

Compliance Issues and Impact on the Library

Compliance Issues	Impact on the Library
Copyright	Interlibrary loan, electronic reserves are primarily affected.
ADA	Impacts personnel, electronic resources, technology, facility decisions, furniture layout and selection
Record Retention	Compliance with state regulations about how long to keep patron records, equipment records, and other types of data.
Labor Laws (federal, state, local)	Library managers are cognizant of labor laws at various levels.
Union contracts	Three unions (faculty, staff and professional)
Vendor Licenses	Licenses, such as for electronic resources, stipulate restrictions that must be honored.

APPENDIX I: INTERCAMPUS BORROWING

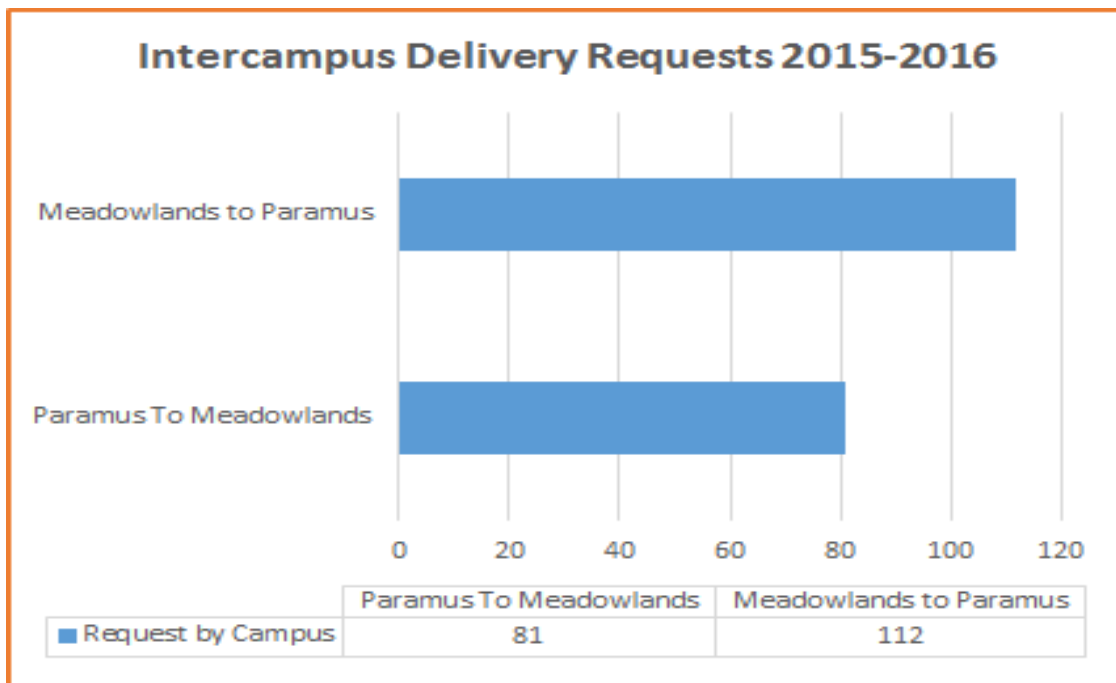


Figure 11. Intercampus delivery requests between Paramus and Meadowlands from 2015-2016.

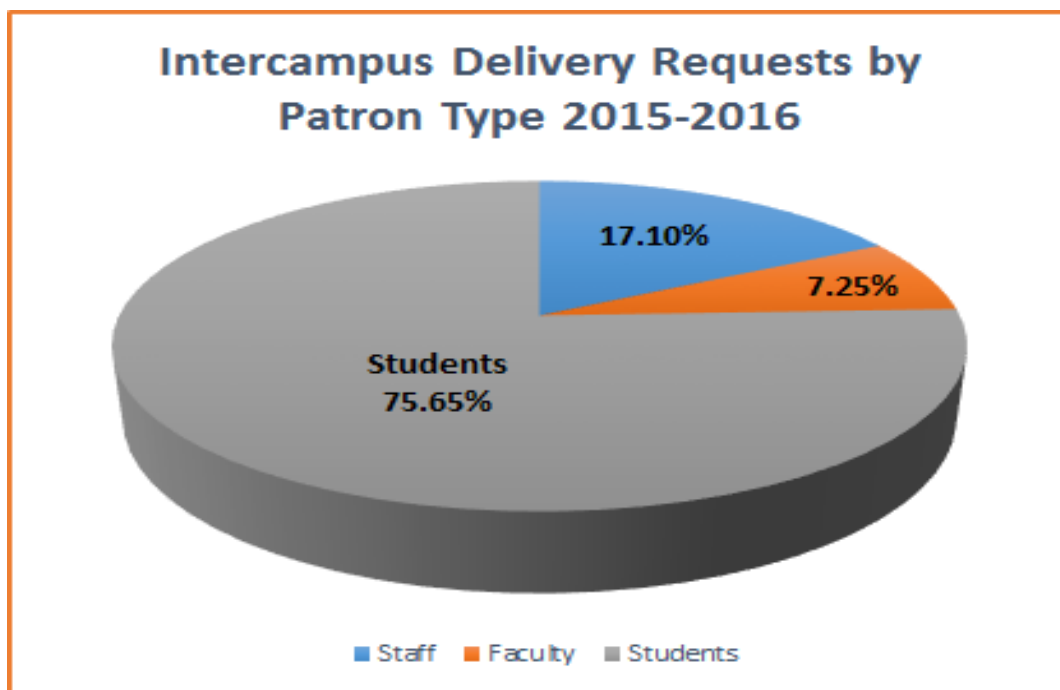


Figure 12. Intercampus delivery requests between Paramus and Meadowlands by type of patron (staff, faculty, and students).

SIDNEY SILVERMAN LIBRARY

GRADUATE FOLLOW-UP DATA BRIEF

| JANUARY 2017 |



The table below shows the composite scores of those who responded to the question: how well did the following services at our college meet your needs as a student? Composite scores were calculated as the average value using the scale shown below and are based on responses of graduates who indicated that they had used the service.

(Excellent = 5, Good = 4, Average = 3, Fair = 2, Poor = 1)

The most highly rated service amongst 2015 graduates, with a composite score of 4.35, was the Library/LRC. This service has continued to be the most highly rated over the last three administrations with an average score of 4.33 (a rating between *Good* and *Excellent*).

Question: How well did the following services at our college meet your needs as a student?

Service	On a Scale of 1 – 5		
	2013 Grads (n=403)	2014 Grads (n=373)	2015 Grads (n=293)
Academic Advising	3.71	3.51	3.57
Admissions	3.77	3.79	3.84
Counseling	3.61	3.47	3.57
Financial Aid	3.39	3.24	3.35
Job placement assistance	2.69	2.83	3.03
Transfer advisement	3.61	3.39	3.53
Library/LRC	4.31	4.32	4.35
Registration procedures	3.85	3.80	3.80
Student Life activities	3.73	3.73	3.82
Career counseling	3.20	3.26	3.34
Tutoring services	4.05	4.04	4.22
Services for students with disabilities	4.14	4.03	4.29
Cooperative Education	3.82	3.76	3.81
Quality of world language instruction	4.00	3.79	3.81
Quality of major course instruction	4.04	3.91	4.03
Quality of developmental English	4.03	3.88	3.97
Quality of developmental math	3.89	3.80	3.95

Regarding the Library/LRC, our graduates said:

“improving the NURSING TUTORING CENTER and also NURSING BOOKS in the library, there is just a few.”
-2013 Graduate

“Improving courses, Nursing was quite a change from my other classes. I would have benefit from an orientation that discussed clinical rotations, how they are assigned they can be a coin toss sometimes. A list of supplies and books is provided but perhaps an estimation of expenses as well; uniforms, books, clinical supplies supplemental materials like nclex books. Luckily, you do have many books in the library which are pretty good.” -2013 Graduate

SIDNEY SILVERMAN LIBRARY

GRADUATE FOLLOW-UP DATA BRIEF

| JANUARY 2017 |



"I absolutely loved my experience at BCC. Now that I am at a new school I miss it so much more. The honors courses prepared me for the "though" classes at my school and I would definitely recommend anyone to take them. I miss the library too! It is still probably my favorite place to study. I think an improvement would be for BCC to have an app with the current updates (weather, class cancelations, tutoring center and library hours, scholarship deadlines, etc). This could also be a great project for CS students to engage on. They would learn a lot and help out Bergen at the same time. Maybe this could be done in collaboration with the STEM Student Union." -2014 Graduate

"I very much enjoyed my time at BCC. The library was very helpful. The private rooms for studying and computers helped me a lot. The only complaint I can think of is that the WIFI did not connect everywhere. They could improve with the connection more." -2014 Graduate

"More library journal subscriptions" -2014 Graduate

"My experience at BCC was very good. I found many of my professors to be helpful and caring. However, there are some areas that need some improvements such as in the tutoring section. I found some classes in the Business major such as accounting and finance that didn't have any tutoring support. I hope you will develop study groups for these areas because you have them for students in Science majors like Biology and Chemistry. In addition, please open your library on Sundays again. I found it extremely difficult the last couple of semester not being able to study on Sundays as I am a working parent. Let's be fair to those adults that are also trying to get an education." -2015 Graduate

"Honestly, Bergen had great studying resources from borrowing textbooks in libraries & using free iPads. It would have been nice to have taken more advantage of the career counseling center; I came into Bergen not knowing what I wanted out of a career - I think many people are in the same boat. I wish I had received more guidance or was encouraged more considering that topic amongst faculty" -2015 Graduate

Summary Results of the Information Literacy Efficacy Survey developed by the Sidney Silverman Library Instruction Team: Student Evaluation

Purpose: To gather data regarding students' perceptions and attitudes regarding the instruction they received.

Study Period: Administered in fall 2015 at the end of each instruction session.

Total number of classes surveyed: 93 (initial count/ actual number may vary + - 10)

Total number of student responses: 1209

Total number of librarians participating: 5

No. of students who received prior library instruction at the Sidney Silverman Library	Yes	No
	396	813
	% 32.75	% 67.25

1. Student responses on scale questions (percentage)

	1	2	3	4	5
Today's session was useful in helping me to	1.82%	0.41%	6.2%	22.75%	68.82%
After participating in the library session, I am more likely to use the library for my research.	2.56%	1.82%	8.93%	24.57%	62.12%
This session helped me understand how to use the library's website and resources (e.g. databases, books, journals, reference materials).	1.74%	0.83%	5.96%	21.92%	69.56%
I now feel more confident about conducting library research.	1.65%	1.49%	8.85%	27.13%	60.88%
I understand the purpose of the instruction session.	1.82%	0.66%	4.55%	19.93%	73.04%
I felt encouraged to participate and ask questions.	1.9%	1.65%	8.44%	20.6%	67.41%
I had enough time in class to practice what was demonstrated.	1.9%	1.08%	6.78%	21.01%	69.23%
The material was presented in a clear and understandable manner.	1.9%	0.58%	4.63%	16.46%	76.43%

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

2. Student responses on scale questions (sum)

	1	2	3	4	5
Today's session was useful in helping me to prepare for my paper or research project.	22	5	75	275	832
After participating in the library session, I am more likely to use the library for my research.	31	22	108	297	751
This session helped me understand how to use the library's website and resources (e.g. databases, books, journals, reference materials).	21			265	841
I now feel more confident about conducting library research.	20	18	107	328	736
I understand the purpose of the instruction session.	22	8	55	241	883
I felt encouraged to participate and ask questions.	23	20	102	249	815
I had enough time in class to practice what was demonstrated.	23	13	82	254	837
The material was presented in a clear and understandable manner.	23	7	56	199	924

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Summary Results of the Information Literacy Efficacy Survey developed by the Sidney Silverman Library Instruction Team: Faculty Evaluation

Purpose: To gather data regarding faculty perceptions and attitudes regarding the instruction given to their students.

Study Period: Administered in fall 2015 at the end of each instruction session.

Total number of classes surveyed: 93 (initial count/ actual number may vary + - 10)

Total number of faculty responses: 56

Total number of librarians participating: 5

1. Faculty responses on scale questions (percentage)

	1	2	3	4	5
The library session served the purpose I intended for my students.	1.79%	1.79%	0%	14.29%	82.14%
The session's content was appropriate to the assignment and course level.	1.79%	1.79%	0%	10.71%	85.71%
The lesson was logically structured, enabling the session to flow smoothly.	1.79%	1.79%	1.79%	10.71%	83.93%
The amount of material covered was suited to the time allotted.	1.79%	1.79%	7.14%	10.71%	78.57%
Electronic and/or print sources relevant to the course were identified and demonstrated.	1.79%	1.79%	0%	16.07%	80.36%
The librarian communicated effectively with the students.	1.79%	1.79%	1.79%	8.93%	85.71%
The librarian encouraged student participation and questions.	1.79%	1.79%	3.57%	10.71%	82.14%
During the session, the students were given sufficient time to implement what they were taught.	1.79%	5.36%	3.57%	17.86%	71.43%
I would recommend a library instruction session to other faculty members.	1.79%	1.79%	0%	7.14%	89.29%

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

2. Faculty responses on scale questions (sum)

	1	2	3	4	5
The library session served the purpose I intended for my students.	1	1	0	8	46
The session's content was appropriate to the assignment and course level.	1	1	0	6	48
The lesson was logically structured, enabling the session to flow smoothly.	1	1	1	6	47
The amount of material covered was suited to the time allotted.	1	1	4	6	44
Electronic and/or print sources relevant to the course were identified and demonstrated.	1	1	0	9	45
The librarian communicated effectively with the students.	1	1	1	5	48
The librarian encouraged student participation and questions.	1	1	2	6	46
During the session, the students were given sufficient time to implement what they were taught.	1	3	2	10	40
I would recommend a library instruction session to other faculty members.	1	1	0	4	50

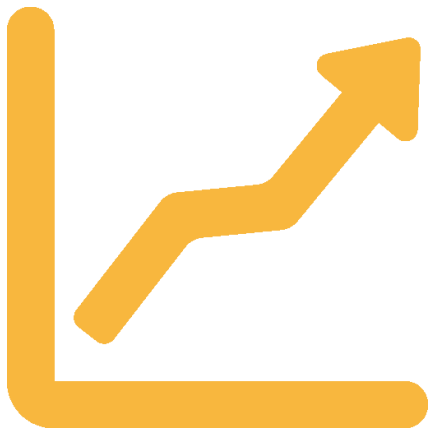
Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Sidney Silverman Library

LONGEVITY IN STAFF TENURE

AND COLLECTIVE KNOWLEDGE BASE:

**Full-time average of years
worked at SSL:**



15.2 years

Full-time longest years worked :
38 years



**Part-Time
Average of years
worked at SSL:**
3.2 years



Longest Part-time:
15 years



**Overall total years
of service at SSL:**
469.5 years

<u>Name</u>	<u>Start BCC</u>	<u>Start SSL</u>	<u>PT</u>	<u>PT Time (Years</u>		<u>FT Time</u>		<u>(Years on</u>		<u>Paramus</u>	<u>Meadowlands</u>
				<u>on Job)</u>	<u>FT</u>	<u>Job)</u>	<u>Out</u>				
Cleary, Maria	1992	1992	Yes		1 Yes		24 No		Yes	No	
Cohen, Joan	1992		Yes		1.5 Yes		22 No		Yes	Yes	
Cohen, Katie	2015	2015	Yes		2 No		No		Yes	Yes	
Dalrymple, Joan	2001	2001	Yes		0.75 Yes		15 No		Yes	Yes	
DellaPenna, Sharon	1997	1997	No		Yes		20 No		Yes	No	
Dickenson, Mickey	1981	1981	Yes		0.75 Yes		36 No		Yes	No	
Drukker, Marissa	2008	2008	No		Yes		9 No		Yes	Yes	
Fadlalla, Jerry	2006	2006	Yes		10.5 No		Yes		Yes	No	
Fisher, Danielle	2013	2013	Yes		4 No		No		Yes	Yes	
Groskopf, Helen	2013	2013	Yes		3.25 No		No		Yes	No	
Gurgitano, Solveig	1997	1997	No		Yes		20 No		Yes	Yes	
Guzman, Franklin	2006	2006	Yes		0.5 Yes		10 No		Yes	Yes	
Hossain, Kate	2013	2013	No		Yes		3 No		Yes	Yes	
Hungreder, Judith	2016	2016	Yes		Yes		No				
Janus, Jeff	1993	1993	No		Yes		23 No		Yes	No	
Ko, Kristen	2013	2013	No		Yes		2.5 No		Yes	Yes	
Liu-DeVizio, Joan	2004	2004	Yes		5 Yes		8 No		Yes	No	
Locarno, Christine	2016	2016	Yes		0.75 No		No		Yes	Yes	
Marks, David	2016	2016	No		Yes		0.5 No		Yes		
McGivern, Kate	1992	1992	Yes		15 Yes		7 No		Yes	Yes	
Montagnino, Amy	2002	2002	No		Yes		15 No		Yes	No	
Morrighi, Cap	1975	1978	No		Yes		38 No		Yes	No	
Nelson, Scott	2015	2015	Yes		1 No		No		Yes	No	
Norris, Libby	2015	2015	Yes		2 No		No		Yes	Yes	
Novak, Joyce	1994	1994	Yes		1 Yes		22 No		Yes	No	
Pak, Yumi	2003	2003	No		Yes		14 No		Yes	No	
Reamer, Kim	2010	2010	Yes		5.25 Yes		1 No		Yes	Yes	
Roscello, Annemarie	2001	2001	No		Yes		15.5 No		Yes	Yes	
Schott, Lynn	2001	2001	No		Yes		15 No		Yes	Yes	
Schreck, Nino	2007	2007	No		Yes		10 No		Yes	No	
Sheppard, Yolanda	2002	2002	Yes		2 Yes		12 No		Yes	Yes	
Sirianni, Edith	1985	1985	No		Yes		31 No		Yes	Yes	
Stichauner, Beth	2014	2014	Yes		1.75 Yes		1 No		Yes	Yes	
Wang, Rong	2001	2001	No		Yes		15 No		Yes	Yes	
Williams, Paula	1994	1994	No		Yes		22 No		Yes	No	
				58	Total		411.5				469.5
				3.2	Average		15.2				

APPENDIX M: LIBRARY CREDENTIALS & SELECTED RECENT FACULTY SCHOLARSHIP

Library Management Team

David Marks, Dean of Library Services; B.S., University of Baltimore; M.L.S., University of Maryland
Rong Wang, Assistant Director; B.A., Yunnan University, China; MLIS, Brigham Young University
Kristen Ko, Manager of Access Services; B.A., Rutgers College, The State University of New Jersey; M.L.S., Rutgers, The State University of New Jersey
Joan Liu-DeVizio, Assistant Professor; B.A., National Cheng Kung University; M.L.S., M.C.I.S., Rutgers, The State University of New Jersey
Amy Montagnino, Administrative Secretary, B.S., Berkeley College

Full-time Faculty Librarians

Joan G. Cohen, Associate Professor; B.A., Brooklyn College, The City University of New York; M.A., Fairleigh Dickinson University; M.L.S., Columbia University
Joan Dalrymple, Associate Professor; B.A., University of Notre Dame; M.L.S., Syracuse University; M.S., Walden University
Kate Hossain, Instructor; B.A., Drew University; M.L.S., Rutgers, The State University of New Jersey
Tsung (Joan) Liu-DeVizio, Assistant Professor; B.A., National Cheng Kung University; M.L.S., M.C.I.S., Rutgers, The State University of New Jersey
Katherine McGivern, Associate Professor; B.A. Eastern Connecticut State College; M.L.S. Rutgers, The State University of New Jersey, M.A.L.S. Thomas Edison State College; Ed.D. (in progress), National American University
Annemarie J. Roscello, Associate Professor; B.S., Rochester Institute of Technology; M.L.S., Rutgers, The State University of New Jersey; Ed.D. (in progress), National American University
Lynn D. Schott, Associate Professor; B.A. B.S., Lehigh University; M.L.S., Rutgers, The State University of New Jersey
Edith Sirianni, Associate Professor; B.A., Montclair State University; M.L.S., Rutgers, The State University of New Jersey
Paula Williams, Associate Professor; B.A., University of the West Indies; M.L.S., State University of New York at Buffalo; Ed.D., Nova Southeastern University

Full-time Library Staff

Maria Cleary, Technical Assistant II; A.A., Bergen Community College
Sharon DellaPenna, Library Associate; A.A., Bergen Community College; B.S., University of Maine
Mickey Dickenson, Library Associate
Marissa Drukker, Senior Library Assistant; B.A. & M.A., Montclair State University
Solveig Gurgitano, Library Associate
Franklin Guzman, Library Associate; A.A., Bergen Community College
Judith Hungreder, Coordinator of Evening/Weekends; A.A., John Jay College; B.A., Mercy College; M.A., Massachusetts College of Liberal Arts
Jeff Janus, Senior Library Assistant
Casper Morriggi, Senior Library Assistant; A.A., Bergen Community College
Joyce Novak, Library Associate
Nino Schreck, Library Associate; B.S., Tbilisi Pedagogical Institute, Republic of Georgia
Elizabeth Stichauner, Library Assistant; A.A., Bergen Community College; B.A., Ramapo College of New Jersey
Yolanda Sheppard, Professional Assistant; A.A.S., Bergen Community College; B.S., Seton Hall University
Yumi Pak, Department Coordinator for E-Reserves & Interlibrary Loan; B.S., Boston College; M.A., Boston Architectural College

Part-time Library Staff

Gerald Fadlalla, Part-time Reference Librarian; B.A., St. Bonaventure University; M.L.S., University of Pittsburgh

Helen Groskopf, Part-time Library Assistant; B.S., Fairleigh Dickenson University

Christine Locarno, Part-time Library Assistant; A.S., Bergen Community College

Kathleen Maynes, Part-time Reference Librarian; B.A., Ramapo College of New Jersey; M.L.S., Rutgers, The State University of New Jersey

Scott Nelson, Part-time Library Assistant; B.S., Glassboro State College

Elizabeth Norris, Part-time Library Assistant; B.A., Montclair State University;

Kimberly Reamer, Part-time Reference Librarian, B.S. State University of New York at New Paltz; M.L.I.S., Rutgers, The State University of New Jersey

Marissa Drukker, Senior Library Assistant, earned a Master's Degree program in Educational Leadership, with a concentration in Higher Education at Montclair State University in May 2017.

Elizabeth Norris, Part-time Library Assistant, is enrolled in a Master's in Information program at Rutgers, the State University of New Jersey.

Yumi Pak, Electronic Reserves & Interlibrary Loan Coordinator, received a Master's Degree in Design Studies in Historic Preservation from Boston Architectural College in Spring 2015.

Yolanda Sheppard, Professional Assistant, is enrolled in a Master's Degree program in Information Technology at American Public University.

Selected Recent Faculty Scholarship (2015-2016)

Joan Cohen along with Lynn Schott and Kim Reamer was the CIRD 2015-2016 MINI-GRANT program "Breathing New Life into a Forgotten Format", \$2,400 awarded to digitize 50 U-matic videos that represent aspects of the college's almost 50 year history.

Joan Dalrymple was the co-editor of the NJLA CUS/ACRL-NJ Chapter Newsletter, Fall 2011-Present. She served as member of NJLA CUS/ACRL-NJ Marketing and Communications Committee and ex-officio member of Executive Board. She presented a Scholarship Search 101 Workshop in partnership with the Foundation Office at Meadowlands (February 2016). She attended both NJLA and ALA conferences (May and June 2016 respectively).

Kate Hossain attended the ACRL Information Literacy Conference (March 2016) and NJLA (May 2016).

Joan Liu-DeVizio attended MAIUG-The annual Mid-Atlantic Innovative Users Group: 10/12/15 and NJLA 2016 conference (May 2016).

Kate McGivern presented on Nov. 17, 2015- Long Branch, NJ- New Jersey Association of School Librarians with Helen-Ann Brown Epstein on results of a survey of high school librarians. Presentation included discussion and small group breakout sessions about the needs, frustrations, etc that high school librarians face.

Lynn Schott attended NJLA (May 2016) and was the recipient of the President's Award from the New Jersey Library Association. Lynn is also the Academic representative to the NJLA Executive Board, elected in May 2016 for a 3-year term starting July 2016.

Annemarie Roscello presented at the AASL National Conference "Best of the Best Selection Committee: Using the university press books in your school library" (November 2015) and attended ALA and NJLA (January 2016).

Paul Williams presented at the 27th International Conference on Teaching & Learning (Jacksonville, FL April 4-7, 2016). Topic" Problem-Solving Across All Disciplines. She also completed her Doctoral Dissertation: Developing Student Competencies in Information Literacy Sessions through Web-Based Instruction for Distance Learners. Nova Southeastern University, 2015. Paula is a Member of Editorial Board, NEA's *Thought & Action Journal*.

APPENDIX N: PHYSICAL SEATS IN THE LIBRARY

Table N1

Number of Seats Available in Library (Paramus Location)

SIDNEY SILVERMAN LIBRARY SEATING INFORMATION			
PARAMUS LIBRARY			
ATRIUM			
ITEM	LOCATION	# OF ITEM	# OF SEAT
Computer	Atrium	88	88
Computer	OSS Room	3	3
Table	Periodical area	8	32
Table	Periodical area	2	4
Carrel	Outside of media	3	3
Table	by Ref Desk	1	3
Green chair	Middle of the atrium	6	6
Green chair	Current magazines	16	16
Group Study Room	L226A & L226B	8	16
Media Viewing Room	L226C	6	6

Media Viewing Room	L226D	5	5
TOTAL		146	182
MAIN II			
ITEM	LOCATION	# OF ITEM	# OF SEAT
Computer	Main II	26	26
L204	Main II	25	24
L205	Main II	25	24
L206	Main II	17	16
Group Study Room	Main II	4	32
Table	Main II	10	40
Carrel	Main II	7	7
Table	Outside Group Study Room	6	24
Table	By Copy Room	6	6
Table	By elevator	5	5
Table	Behind Ref Desk	5	5
Index table	Law area	2	12
Index table	By stairs	3	9

Brown chair	By elevator	3	3
Green chair	Behind Ref Desk	4	4
Carrel	Outside public bathroom	3	3
Drafting table	Outside public bathroom	3	3
TOTAL		154	243

UPPER FLOOR			
ITEM	LOCATION	# OF ITEM	# OF SEAT
Computer	By HV	1	1
Table	By glass wall	10	40
Table	By back wall	4	4
Table	Between E & F	6	24
Table	By Q	8	32
Brown table	By elevator	3	6
Index table	By fire hose	4	24
Index table	Between E & F	2	10
Index table	Between Rt & SF	2	12
Carrel	By fire hose	5	5

Carrel	By A section	18	18
Carrel	By back wall	21	21
Carrel	Between HV & LB	13	13
Carrel	Silent Study Room	27	27
Carrel	Study Room L303	4	4
Carrel	Study Room L304	4	4
Brown chair	Along the stairs	25	25
Brown chair	Silent Study Room	3	3
Brown chair	Study Room L303	1	1
Brown chair	Study Room L304	2	2
TOTAL		163	276

Table N2

Number of Seats Available in Library (Lyndhurst Location)

SIDNEY SILVERMAN LIBRARY SEATING INFORMATION			
LYNDHURST			
ITEM	LOCATION	# OF ITEM	# OF SEAT

Computer	on the floor	25	25
BI classroom		25	24
Table	Reading area	3	8
Chair	Along the window	12	12
Group Study Room		3	15
Silent Study Room		3	8
Chair	By Study Room	2	2
Table	Around the front desk	2	8
TOTAL		75	102

TO: David Marks, Dean of Library Services
William Mullaney, Vice President Academic Affairs
FROM: Marilyn N. Ochoa, External Evaluator
DATE: July 15, 2017
SUBJECT: External Evaluator Report for the Sidney Silverman Library at Bergen
Community College

This memorandum reports on an external evaluation of the Sidney Silverman Library Bergen Community College, conducted on June 21, 2017, to accompany the internal program review prepared by Dean David Marks. During the external review, I met with librarians to discuss the activities of their service units, Mr. Marks and the Library business manager, and the College's Vice President for Academic Affairs. This report of the operations of the Library is not intended to provide a substantial review of all areas of the Library. Instead, this report offers a statement on the overall Library; highlights some Library features based on various functional areas, services, and administrative areas; and offers possibilities to improve operational activities.

Overall Assessment and Recommendations

Situated in the College's megastructure, the Library is able to maintain its visibility and importance to the College. The Library has been noted as the College's "most highly rated service" in a recent annual Bergen Community College (BCC) Graduate Follow-up Survey. Along with offering a variety of study spaces, user services, materials, and technology for use in research and coursework, and the librarians and staff work to engage the College community. The Library aims to offer dynamic services as expected in a library of the 21st century.

With new technologies available and pedagogical changes, the Library should continue to review and adopt appropriate resources and services to meet the changing needs of the BCC academic community. To accomplish this goal, the Library should conduct a library-wide assessment, such as LibQual, to ascertain user expectations, preferences, and perceptions of services, in an effort to identify areas of user demand and service improvement. Once identified, support for implementing initiatives such as funding of innovative technologies and filling vacancies, are recommended.

Functional Areas and Services Findings and Recommendations

The strength of the Silverman Library stems from a commitment of student-centered librarians and staff who recognize their role as partners in student learning and success. The Library staff finds significant and creative ways in which to integrate into the College, through offering a variety of resources, services, and collaborative and outreach efforts. The combination of functions-- technical services, access services, collections, reference and instruction, and media support services--provides the community a robust set of research and instructional support.

Technical and Web Services. The library recognizes that migrating to a new integrated library system (ILS) will enable it to streamline processes and improve user access to materials. The WMS implementation is a coordinated effort among several librarians to clean up catalog records, migrate to the new platform, and modify outreach and instruction. Moving to this service enables efficiency, cost savings, and multi-functional capability for back and front-end users. This includes streamlined invoicing, elimination of IT dependency, and offering students and faculty ready access to needed resources through features such as the federated discovery services. Among other benefits, other system features may be implemented for further efficiency by embedding request forms to phase out systems such as FormSite. Also, as with other libraries, in-house management of the Library's web presence allows for immediate and responsive modifications to the site to alert users of regular database updates, etc.

Recommendations:

- While the Library has this process planned thoroughly, support from Administration to ensure the WMS implementation team has appropriate resources, including personnel to make the transition as seamless as possible.
- The Library should consider testing and implementing interlibrary loan and reservation booking requests features of WMS to streamline and automate processes for both front and back end users.
- Continuing access and control over the Library's web presence is central to ensuring currency of information available for the end user.

Access Services and Collections. The Library's print and electronic collection appears to meet the curricular needs of Bergen and the criteria of the Association of College and Research Libraries' *Standards for Libraries in Higher Education* to have a varied, authoritative, and up-to-date collection.¹ The Library provides access services at two locations, and provides intercampus and interlibrary loans. Librarians assess resource needs collaboratively with faculty as necessary and participate in consortial purchasing for reduced resource cost. Course reserves, possible through purchase of textbook adoptions each semester and faculty copies as available, accounts for a significant percentage of circulation. Although little has been done, interest in new initiatives in the field that deal with collections and reserves (i.e. open educational resources) was addressed in the program review. Libraries are set to lead or be significantly involved in making classroom materials available for student use at low to no cost; several state systems and some individual institutions across New Jersey offer stipends to faculty to develop new courses integrated with OER components. The BCC Archives Collection is used for projects as the 50th College anniversary, and digitization efforts using ContentDM and LibGuides are supported as possible.

¹ Association of College & Research Libraries (October 2011). [*Standards for Libraries in Higher Education*](#). Chicago: Association of College and Research Libraries.

Recommendations:

- Funding for Course Reserve textbook adoption purchases should be supported and sustained.
- The Library should investigate and encourage the use of open access/OER to offer students classroom resources at low to no cost, which may aid in student retention.
- Once staffing issues are addressed, the Library should emphasize digitization projects for the Archives collections. Seeking internal or external grants with community partners would enable the Library to grow their online digital library presence and perhaps serve as one model for these projects by a NJ community college (few libraries appear to be engaged in these digitization projects).

Reference and Instruction Services. Reference and instruction services give librarians an opportunity to directly support student learning and success by working one on one or in groups with students, faculty, and staff. The reference unit offers traditional walk-in assistance, with one on one consultations by appointment. Reference scheduling is done on a weekly basis as a group effort; each person selects shifts based on their availability and required number of hours, with a higher percentage of the weekly reference shifts given to the reference team. Statistics gathering is essential to determine trends in reference assistance use and needs, and libraries nationwide have long debated what data collection procedures are effective and are meaningful measures of activity.² At Silverman Library, the current practice is to use sampling, and it is unclear how other reference activity beyond the traditional desk is captured. The volume of instructional classes, in person and virtually, is significant and meets the demands of the community. Faculty also often seek out librarians on assignment creation, partnering to improve student success. The assessment activities (two-year cycle) show satisfaction for the outcomes of the sessions by both students and faculty.

Recommendations:

- Encouraging a systematic collection of statistics on activity at and beyond the reference desk can give the Dean the information needed to understand overall Library usage and help to determine if reference activity is appropriate for the College. A review of data may also prompt a review of how the service is marketed and inform shift scheduling practice.
- Use of Adobe Connect to provide video reference and instruction services is an innovative approach that can extend the Library's reach. Encouraging an exploration of how it can be implemented and scaled for a larger number of classes and providing training for additional staff members on using this medium are recommended.

Media Services and Technology (For End User and Staff Use). Media Services provides lending and support for multimedia equipment. As educational technologies, such as tablets, digital

² Novotny, Eric. (2002). [*SPEC Kit 268: Reference Service Statistics & Assessment*](#). Washington, DC: Association of Research Libraries.

cameras, and collaboration and interactive displays (e.g. SMART Boards) are used throughout the Library and/or deployed in BCC classrooms, the Library has also made those available for student use. Having the technology resources that users need keeps the Library relevant and solidifies the Library as a partner in academic learning. However, as equipment ages, the Library has been challenged with updating the necessary equipment. Also, increasing technology services is a goal many libraries across the nation have; such services include offering integration and capability for users to use their personal mobile devices more effectively at the Library.

Recommendations:

- A commitment to update educational technologies and adapt services to keep pace with evolving curricular needs is recommended. This may involve integrating new interactive whiteboard displays in the Library's classroom; adding collaborative, technology-rich workspaces in the public area for group work; or updating Media Services with new maker technologies such as 3D printers. Cooperation and collaboration with campus partners to determine the best resources to implement is recommended.
- Support of student preferences for color printing, wireless printing, scanning at the Meadowlands, and wireless charging stations should be considered.

Facilities and Furnishings. The library is a large service center on campus, open for some of the longest hours at the College. The main floor is open and airy, and the Library offers a variety of study spaces, including quiet study rooms, collaborative spaces, group study rooms, and comfortable seating. Fans are placed in some rooms; ventilation is problematic. Most furniture appears to be in good condition, but some may need to be replaced.

Recommendations:

- Since renovations to the upper level may not be possible without major capital funding, smaller projects could be completed such as painting and purchasing of new furniture. This will give the Library a more consistent and contemporary appearance. In addition, new furniture can be used to support different student learning styles.
- Way-finding signage throughout the Library may be improved.
- HVAC improvements would be ideal, as funding permits.

Administrative Areas

Planning, Outreach, And Collaboration. The Library has a strategic plan from 2015, which was mapped to the College's strategic plan. Despite various obstacles over time (especially staffing), the Library staff has accomplished many of the goals in that plan. Additional initiatives are being considered now, and a plan to develop a new strategic plan seems likely. In terms of outreach and collaboration, the Library is successful in its aim to develop partnerships that are internal (e.g. Faculty Senate and co-providers across campus) and external to the College, along with mechanisms (e.g. Library committee) for continuous discussion and feedback. The Library cooperates with local partners and consortia to maximize dollars spent towards resource development.

Recommendations:

- The development of the strategic plan, using a recognized, large-scale library survey instrument is supported.
- Collecting usage statistics and qualitative feedback from focus groups (e.g. using College-wide Library committee), etc. gives Librarians insight to user priorities.
- Emphasizing marketing and outreach initiatives will result in increased use of the Library and its services. Developing an outreach team with a librarian dedicated to coordinating this task and collaborating with appropriate College partners is recommended.

Staffing. Over the last five years, the Library has had staffing fluctuations and remained understaffed from vacancies of full-time librarian, support staff, and part time staff. As a result, the Library has reduced hours and redistributed current staff to cover public service points; librarians have been cross-trained and reassigned in some cases. The overall effect is that Library can only provide basic support and faces staffing barriers to achieve its strategic priorities and grow as an organization.

Recommendations:

- Vacancies need to be filled to help actualize the Library's goal to be dynamic and implement solutions to meet the demands of students and faculty. Several long term projects were identified in the program review, such as implementation of new technologies, digitization, marketing through social media, OER, and integration into the Moodle LMS. Adding these to the Library's services could result in new full time staff focused on emerging technologies, copyright, instructional design, and marketing and outreach activities (among others) to engage the community around them. While some activities can be delegated to current staff, the staff already has taken on additional roles or not have experience in these new areas. Having additional staff would enable library hours to revert back to original hours before attrition.
- Given the hybrid nature of all librarians to provide both reference and instruction services as well as collection development, review of this model is recommended.

Assessment. Continuous assessment is necessary to ensure that services and resources are meeting user needs. The Library has engaged in data collection activities, and also uses the content provided by the graduate survey. The staff is comfortable with the FormSite product to develop surveys, capture information on requests (e.g. one on one appointments), and create reports. The current ILS can be used to generate reports for circulation. The instruction team realizes a need for assessment, engaging in a two-year cycle of assessment.

Recommendations:

- Completing an assessment of the College community is recommended to identify and meet the changing needs and expectations at BCC. The plan to use a survey such as LibQual is supported.

- Instilling a culture of continuous assessment, particularly in reference, should be a priority.

Conclusion

Although vacancies due to attrition constrain the staff in its progress to offer the full range of dynamic services, it is clear that the Library has succeed in fulfilling many of the needs of the academic community. Under the leadership of Dean Marks, several initiatives are being considered, and should be prioritized based on a student needs assessment. By incorporating those findings as appropriate into their strategic plan and implementing initiatives as possible, the Library will address student needs, remain current and innovative, and strengthen its role in student success.

