Porterville College Mission Statement:

With students as our focus, Porterville College (PC) provides our local and diverse communities an excellent educational experience that fosters intellectual curiosity and growth, lifelong learning, and prepares our students for personal and academic success.

In support of our values and philosophy, Porterville College will:

1. Provide quality academic programs to all students who are capable of benefiting from community college instruction.
2. Provide comprehensive support services to help students achieve their personal, vocational and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

The Library’s staff, services, and resources support three of the six values above (see bold face type).

Program Mission Statement:
(Please list the mission statement of the program or department here)

The mission of the Porterville College Library is to develop, provide, and maintain the information and library resources needed by members of the college community in their study, teaching, research, public service, and professional development; and to support the educational processes described in the college mission statement. In fulfilling this mission, the Library is committed to the following objectives:

- Acquire materials in appropriate formats including electronic and in sufficient quantity, depth, and diversity to support teaching and basic research in the subject areas of the current and future curriculum.
- Maintain an effective liaison between the instructional staff, student development staff, and administrators to assist in the planning and development of effective programs and services.
- Support the freedom of access to all library resources and the confidentiality of all library patrons’ rights of privacy.
- Promote information literacy through individual and group instruction, appropriate uses of technology and electronic information resources, and adequate staff development activities.
- Provide all citizens access to information regardless of format and regardless of where the information is stored and make the access available from anywhere in or outside of the
immediate college location. Some database electronic information due to contractual proprietary agreements is available only to PC students and staff.

- Provide the campus community, especially PC students, with a welcoming place for study, self-education outside the classroom, and tools for lifelong learning.
- Establish collaborative partnerships with other area libraries and outside agencies via networks, collection sharing, and other reciprocal agreements so as to improve information access to students and the community at large.
- Provide for all library staff a work environment that encourages individual development, a thoughtful approach to problem-solving, clear and open communication, mutual respect, initiative, cooperation, and the development of expertise.

**Student Learning Outcomes:**
Please list here the program/workshop/class presentation-level outcomes for your area.

The full-time reference librarian has participated and completed the PC Student Learning Outcomes (SLO) training. Her SLO project concerned a combination of a one-credit information research class and a typical library orientation for using library information resources presented to classes by instructor request. Repeated invitations by teachers for the librarians to return to their classes to present the custom-designed information competency single-class workshops indicate the value ascribed by the teachers to these presentations. Instructors tell librarians that their information literacy workshops enable students to produce better papers using more substantive information.

However, this questionnaire/survey tool and rubric were more appropriate for a one-credit class on information competency than a 50-minute classroom presentation. A rubric, “Student Learning Outcomes for Information Competency Presentations to Classrooms”(Student Learning Outcomes (SLO) Assessment Report is located in Inside PC’s Group Files/SLO Discuss, Library SLO/SAO files. Desired student outcomes after they have experienced a 50-minute information competency presentation by a librarian:

- 80% will demonstrate ability to locate a book in HORIZON, the online library catalog
- 80% will demonstrate ability to locate an electronic book from the Library’s electronic book collections
- 80% will demonstrate ability to find a total of two database articles on the same topic from two different databases

The questionnaire to elicit the data, “Student Learning Outcomes Assessment for Library Resources Orientation Presentation” has yet to be compiled from the previous questionnaire to fit the 50-minute format of a single-class information competency presentation.

In addition to finding out what information research skills students gain from the 50-minute librarian presentations discussed above, another SLO rubric and survey were created to find out if students perceived and/or believed that the librarian presentations for information competency were helpful and of value. These SLO tools, “Librarian Classroom Instruction Survey” and its rubric, Student Learning Outcomes (SLO) Assessment Report, can be found in Inside PC’s Group Files/SLO Discuss, Library SLO/SAO files. “The desired outcome is that 80% of students “agree” or “strongly
agree” that the librarian’s presentation was positive and was helpful toward their future information searching efforts for their research paper. This survey was distributed in 2011 and results need to be assessed in 2012.

Service Area Outcomes (SAO)

Fall semester 2011 four surveys were distributed to establish baseline assessments by students and faculty regarding their experiences of the services and resources provided by the Library. It seemed important to first establish if library services performed by reference librarians and library technicians were satisfactory, hopefully better than satisfactory. These service area outcome surveys and their concomitant assessment reports are located in Inside PC’s Group Files/SLO Discuss, Library SLO/SAO files. Results will be evaluated in 2012-2013 and plans made to improve service areas where needed.

- Faculty Survey to Assess Librarian Class Presentations and SAO Assessment Report
  (Desired outcome is that 80% of the instructors “agree” and “strongly agree” about the value of the presentations for improving the information students incorporate in their research papers.”)

- Reference Librarian Service Student Survey and SAO Assessment Report
  (Desired outcome is that at least 80% of students “agreed” or “strongly agreed” that they had a “positive” experience with the librarian they worked with.)

- Library Service Desk (Check-out Counter) Survey and SAO Assessment Report
  (Desired outcomes: find out what resources and services are requested by students at the check-out counter and their satisfaction with the aforementioned. The desirable outcome is that at least 80% of students “agreed” or “strongly agreed” that their experience was positive.)

- Student Survey of PC Library Resources and SAO Assessment Report
  This level of library resource assessment was actually begun in fall of 2011 with the distribution of the “Student Survey of PC Library Resources.” This questionnaire was given to students in classrooms where the full-time librarian gave stand-alone workshops on using library resources to find the information they needed for research papers. The survey was designed to determine the information resources that students used and their satisfaction with those resources. The goal is at least 80% satisfied or very satisfied students with resources they used. It was discovered in first administration of survey that students need more explanation/direction/assistance by instructor or librarian in the classroom when they are filling out the survey. These results need to be evaluated in 2012 and plans made to improve the resources provided if necessary.

Institutional Student Learning Outcomes upon Completion of a Degree:

The Library directly supports the fourth Institutional Student Learning Outcome recently approved by faculty vote, August 2010:

4. “Technology, Information Literacy, and Information Competency: Students will effectively use multiple formats, including print, computer and emerging technologies to locate, access, analyze,
evaluate, and utilize information that facilitates learning and critical inquiry.”

Examples of this support:

- The full-time librarian gave 29 information competency presentations to classes and helped students in 24 class visits to the Library, fall 2010.
- In spring 2011, this librarian gave 22 class presentations and helped students in 15 class visits.
- This faculty librarian also had 112 reference consultations (individual teaching sessions with students) in a two week period from 9/19/2011 – 9/30/2011.

Measure the Library’s role in meeting the “Institutional Student Learning Outcomes upon Analysis of Current Performance:

(Using whatever data or other typical assessment tools are common in your area, please provide here a description of the status of your program or service area, particularly focusing on changes since your most recent program review.)

The Library’s primary function is to serve the Porterville College community (students and staff: faculty, administrators, classified) with the information resources and services needed by this educational institution. The Library is typically open from 7 a.m. – 9 p.m., Monday – Thursday, and 8 a.m. – noon on Fridays during the fall and spring semesters. Library open hours are shortened during the summer six-week session.

The number of library users since the building opened in 2008 is 914,128 as of February 21, 2012. Please note that some of these library users were entering to go to classes held in the Library’s classroom, L449. The number entering the library spring semester 2010 was 115,483. As many as 96 students may be in the library at any one time. A 10-day sampling of students using the library, excluding the classroom, revealed the high-use average number of students at any given time/day to be 72.

The library currently has one full-time librarian who was paid a stipend to do some of the tasks normally done by the retired library director. That stipend was not renewed for 2011-2012. Instead, PC administrators gave the librarian three hours/week release time to do some of the tasks normally done by a library director and added three hours/week to the adjunct librarians’ schedule. Beyond the three hours of release time given to the full-time librarian, no provisions have been made for the tasks normally done by the retired library director like accreditation, program review, budget, staff supervision, Service Area Outcomes, technology plan, etc.

Since the last program review, the Library has not had its retired librarian position filled. In lieu of hiring a replacement full-time librarian, adjunct reference librarian service is available for a total of 12 hours/week, Monday – Thursday. These 12 hours equal about 75% of the time worked by the full-time retired librarian (12 hours to 44 hours/week).

The Library has also experienced losses in its technicians since its last program review. The two full-time library tech IIs were reduced to 9 month work schedules instead of their former 12 month contract. The transfer of the AV/library media technician to the Information Technology (IT) department has resulted in another reduction of library staff since the last program review.

Some of the most important services offered by library staff are: “checking out” to students reserve and circulating books, reference assistance, and information competency instruction in the classroom.
and at the reference desk. The average number of reserve items requested by students/day averaged 187 in a 10 day sampling 9/19 – 9/30/2011. Reserved textbooks and other materials provided by faculty and the Library may be the only way some students can access assigned materials. The Library was able to add to its reserve collection, faculty textbooks purchased with $1,880 donated by the campus Barnes and Noble bookstore. Librarians provide reference assistance to students which is really teaching students how to find the information they need for assignments. In a two-week sampling, the average number of reference sessions be they for a minute or twenty minutes, was 13/day. In addition to instructional one-on-one reference work with students, librarians do information literacy presentations to classes at instructor request, designing these workshops specifically for the student’s assignments. Librarians conducted 100 classroom visits in 2009-2010. At 30 students/class, that is a total of 3,000 students who have been given an introduction to information literacy and competency. Instructor-requested librarian information literacy classroom presentations plus two workshops were conducted in the 2010 fall semester.

Another important function performed by library staff is answering informational and directional questions—an average of 34/day in a 10 day sample. The Library serves as a secondary information center during the day, and the unofficial information center when the campus information desk is closed at night.

The Library is the information hub for the campus community. It provides information resources in many formats: print, media, and electronic/online.

- 24 online databases of magazine, journal, newspaper, media, and book resources, 24/7. Online library users visited these databases 13,926 times for 122,973 searches (1-9/2010)
- NetLibrary (now EBSCO eBooks) electronic full text book collection of 22,000+ titles was visited 3,625 times from 1/1/2010 to 11/1/2010.
- Library Webpage was visited 11,923 times from 1/1/2010 – 9/20/2010.
- The new HORIZON automation system is online.
- The Library’s book catalog is online.
- The Library has 35,535 titles in its print and media collections: reference (4,040), fiction/nonfiction (27,219), anthropology (438), short stories (321), Valley Writers (496), children’s (1,501), and media (1,520 DVDs, CDs, VHS).
- The Library provides current (and back issues) for 5 newspapers and 43 magazines and journals.

Porterville College Library has been able to double its database offerings to over 50 as of July 2012 due to their purchase by the State of California through the Community College League of California. The Library also purchased another electronic book collection, ebrary, for the PC community adding 20,000+ online books to its resources.

For students to access the above online resources, the library has 15 computers, 5 media viewing stations and Wi-Fi access.

The Library provides 2 copiers, a printer for the computer work stations, scanner, and a machine-readable print enlarger.

Facility and space resources available in the library are listed below. For many students, the provision of study spaces is essential to their success as they may not have quiet space at home to do their work.
PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Name of Program/Operational Area: Library  
Contact Person: Lorie Barker  
Submission Date: August 2012

[Note: The information in this area will repeat on all pages.]

- 7 study rooms were used by an average of 357 students/month during the fall 2009 and spring 2010 semesters
- 32 seats in the Reading Room for individual and group quiet study and laptop access
- 7 study tables
- 43 individual study carrels
- 2 conference rooms
- Anthropology Library
- Technology Learning Center for staff
- 7 faculty offices
- 3 additional office spaces for the IT manager, the educational media design person, and the Early Alert Program counselor.

As can be seen in the previous discussion, the Library and library staff “provide comprehensive support services to help students achieve their personal, vocational, and academic potential” (Porterville College Mission Statement). The Library and library staff “provide comprehensive support services” that help “prepare students for transfer and success at four-year institutions,” and “provide developmental education to students” in information competency instruction (Porterville College Mission Statement). The Library and its staff are instrumental in student success and retention because of the resources, services, and study spaces they provide for students from all disciplines. “Teaching librarians” help students choose viable topics for their research assignments; show students how to find and evaluate relevant information for their topics; and help them with documenting their sources. In addition to teaching students how to find information, PC librarians offer them encouragement, enthusiasm, and esteem. Librarians and library techs are invisible links that help make possible PC student success and retention.

Program Strengths and Areas for Improvement:
(Based on the information above and history since previous review, describe the program’s strengths, areas that need improvement, and strategies and actions to make those improvements.)

Library Program Strengths:
- Keeping the library doors open for students the same number of hours less 1 hr/week (60 hrs/week) despite the reduction of library personnel. Providing students with vetted online information from 50+ database resources and three online book collections. Except for print sources and Internet Web sites, databases are how a majority of students are able to get the information they need for their class work on and off campus.
- Annual library budget total has been enhanced to provide for more books (2007-2008) and the increased cost of the new HORIZON automation system (2010-2011).
- Continuing to enlarge the Opposing Viewpoints reference collection—the most used print collection in the library.
- Buying books, media, and electronic information resources requested by faculty, and students and...
**Library Program Areas Needing Improvement; Strategies/Actions to Make those Improvements**

- It’s not clear how library circulation desk services and support tasks can be sustained when both library techs have had their hours cut by 25% each. Some library tech services during the school semesters include customer service for students, faculty, and staff; managing the reserve collection and print periodicals collection; ordering supplies and processing POs, cataloging and making shelf-ready, books, etc. Because of their reduced schedule, library techs are not able to do library support tasks normally done during semester breaks like book...
processing, shelf-reading, and book shifting. It is difficult during the school semester for the two library technicians to make much progress on the migration of the remaining 5,000 items from Dewey cataloging to LC cataloging as their first support task priorities are to process new books and reserve books. Another priority for library techs is to process the new books purchased for the CHAP collection and processing books from the regular collection into the special CHAP collection (100s of titles). A big part of the migration is shifting the fiction and non-fiction collection in the “stacks” -- approximately 20,000 books. This time-consuming task has to be done to make room for new books and to spread out the books that were jammed onto the shelves when the Library was moved into its new location in 2008. Another downside to the 25% reduction of library technician schedules is the loss of student aide workers. Student aides can not be placed in the Library to do the work that library techs would be doing if working at 100%. The librarian has had to turn away students and community members wanting to volunteer in the Library for the same reason—not legal to use volunteers and student aids to fill in for library technicians.

STRATEGY – Library staff work with PC administrators to reinstate the library techs to full-time and discuss ways to staff to work more effectively.

- When 75% library techs are absent due to illness, jury duty, vacation, personal emergency, etc., the circulation service desk has to be closed to students unless a librarian or substitute technician is present. Librarians “covering” the circulation desk then are not able to devote themselves to students needing reference help, go to meetings, or teach classes, etc.

STRATEGY – A pool of substitute library classified workers has been created. In 2011, one part-time PC employee was trained and has worked in the Library. Substitute techs will need at least four hours of training.

ACCOMPLISHED

- Migration from the Dewey cataloging system to the Library of Congress (LC) cataloging system is not completed. Migration from Dewey to LC involves: finding the pre-produced barcode and spine labels; finding the physical book, finding the book in the online catalog; processing the book electronically and physically, and shelving the book. For books not in the online catalog with pre-printed labels, the call number has to be looked up in another library; barcode and spine labels have to be produced; the book has to be processed online and physically; the book has to be shelved. It can 15+ minutes to over an hour to process a Dewey book. Dewey books on the shelf that have not been processed to LC are not accessible to students because the catalog now shows LC numbers. The following items still need to be processed physically and electronically from Dewey to LC:
  - Anthropology Collection = 438
  - Valley Writers Collection = 496
  - Children’s books = 1,501
  - AV/media collection = 1,520
  - “Problem” books not processed the first time are stacked in the workroom – approximately. 1,476
  - Protective spine labels have to be put on approximately 20,000 books. Spine labels which have the call number/location number are falling off the books.
- Donated books not processed – Approx. 350
- Shifting approximately 20,000 books to fit better on the shelves from their original moved-in shelving in 2008.

STRATEGY – Begin implementation of the newly revised (2011) collection development plan to prioritize and streamline the Dewey to LC migration process. (See PC Library Collection Development Plan, 2011, in this program review’s appendix.) To expeditiously accomplish the new migration plan, library techs need to be restored to full-time and librarians need more assigned hours to work on weeding Dewey books to be eliminated from the collection and the catalog.

- In the process of migrating the video/VHS collection to LC many titles will be withdrawn or archived if outdated, not closed captioned, etc.

STRATEGY -- See the PC Library Collection Development Plan, 2011.

- The Anthropology Library’s resources are basically not accessible for students and faculty because there is no one able to process the Dewey books to LC and to catalog all the donated items.

STRATEGY – Continue discussions begun in 2011 with the full-time PC anthropology instructor partnering with library staff to manage the Anthropology Library. Pursue the possibility of volunteer help with PC administrators.

- Enhance accessibility to computer technology, hardware and software, in the Library for students needing the resources they can access in the Disability Resource Center (DRC).

STRATEGY – A computer is on order (January 2012) to connect to the Telesensory unit in the Library. This will enable students to research and word process their school assignments. “Read and Write Gold” has already been installed in a Library computer work station.

- The major weakness in the Library is the lack of an on-site, line-of-sight director/manager/coordinator/supervisor for the Library. Library staff needs leadership, goal-setting, training, accountability, and constructive evaluation for maximum productivity. A “director” is also needed to provide vision for the college library and to do the administrative tasks necessary like: accreditation, program review, SAO, educational master plan, technology plan, campus committee meetings and governance, community networking and participation, budget, and other typical director responsibilities. Having a library director would free the current librarian from the director duties she is doing beyond the allotted three release hours so she can get back to doing the full-time reference librarian work that she has been unable to do and was originally hired to do. See the “Non-Instructional Service Level Area (SLS) Questions” document for the Library’s sustainability report.

STRATEGY – The Library’s Accreditation Report, 2012, (draft) addresses the need for a library staffing plan to be discussed in 2012. The current full-time librarian put in a faculty request to the Academic Senate (2011) for a full-time librarian/library director. The Academic Senate ranked librarian/library director its first choice over eight other requests in 2011. Due to other campus considerations, PC’s president’s five faculty recommendations to the district chancellor did not include the librarian/library director position. The current librarian has documented the tasks and hours spent doing the librarian/library director tasks necessary to keep the Library functioning for students and faculty and the PC community.
Without a second full-time librarian many of the support tasks necessary to provide services and resources for students and faculty are compromised. For example: implementing, managing, and training staff for the new HORIZON automation system; organizing the LC migration process; managing the databases; implementing the College’s new online/Internet portal and consequently the Library’s Webpage; teaching an information competency classes for credit; exploring ways to better serve students and faculty; promote information competency initiatives, network with colleagues; participate more in community endeavors, keep up professionally, etc. There are not enough working hours in a day and evening for one full-time librarian and 12 hours of adjunct reference librarian service in a week, to do the essential professional work previously performed by the retired library director and retired second librarian.

STRATEGY – Continue to ask for a librarian’s position to do double duty as a library director and librarian. A faculty request form was submitted to the Academic Senate in 2011 for a librarian/library director replacement. As previously discussed in this section, PC’s president chose to send other faculty positions forward to the District’s chancellor. Currently the full-time librarian asks the two adjunct reference librarians to do what tasks they can accomplish with the limited work schedule that they have. Also, the current librarian needs to meet with PC administrators to realistically appraise and manage the tasks that librarians need to do for the PC community.

Limited hours of reference librarian service during the summer session are an annual concern. Each year the full-time librarian has to request hours for summer session service as no regularly, established annual provisions are made.

STRATEGY – Full-time librarian advocates to PC administrators, spring semester, for summer session reference librarian service. This can be provided by offering 10 or more “extra days” to the full-time librarian in addition to creating an adjunct reference librarian pool. In the past, librarians were given 195 day contracts to cover work during summer school sessions. The current full-time librarian is given a 175 day contract.
Name of Program/Operational Area: Library  
Contact Person: Lorie Barker  
Submission Date: August 2012

### Goals

(This section is for you to report on progress on previously established goals and listing of new goals. If your program is addressing more than 2 goals, please duplicate this page)

<table>
<thead>
<tr>
<th>Goal(s): Accomplished</th>
<th>Timetable for Completion</th>
<th>Needed resources</th>
<th>Obstacles to completion (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Library catalog put online for the public and conversion to LC begun</td>
<td>Accomplished</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

- Item 1
- Item 2_X
- Item 3
- Item 4
- Item 5
- Item 6

Progress on Goal:

- ___ Completed (Date: 2010 – catalog online)
- ___ Revised (Date

Comments:
Books and media showing in the online catalog have not all been processed from Dewey to LC so they are not actually available to students because the Dewey books have not been processed to match catalog information and call number location. See Continuing Goals and “PC Library Collection Development Plan” in the appendix for tasks in the LC conversion project.

<table>
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<tbody>
<tr>
<td>2. Create substitute library assist/tech pool</td>
<td>Accomplished</td>
<td>Budget money to pay for subs</td>
<td>NA</td>
</tr>
</tbody>
</table>

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

- Item 1
- Item 2_X
- Item 3
- Item 4
- Item 5
- Item 6

Progress on Goal:

- ___ Completed (Date: 2011 – PC part-time employee has already subbed for a library tech)
- ___ Revised (Date

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PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Name of Program/Operational Area: Library
Contact Person: Lorie Barker   Submission Date: August 2012

Goal(s): Continuing

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<tbody>
<tr>
<td>Fall of 2014 with current staffing level</td>
<td>Spine labels, spine label protectors, and barcode labels. Staff time.</td>
<td>Library techs reduced to 75% do not have winter and summer breaks to work uninterruptedly.</td>
</tr>
</tbody>
</table>

1. Complete migration of Dewey items to LC catalog and necessary processing

2. Weed the children’s collection (1,501 books)

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___  Item 2_X__  Item 3__  Item 4___  Item 5___  Item 6___

Progress on Goal:
- Note that newly purchased books and media have priority in processing over LC conversion (400 – 600 titles/year)
- Reference, nonfiction, fiction, short story, and poetry books (approx. 31,000) have been processed from Dewey cataloging to LC and are available for use. They need spine label protectors affixed.
- To be processed from Dewey to LC:
  - Anthropology Collection – 438
  - Valley Writers Collection -- 496
  - Children’s Collection – 1,501
  - Problem books from reference, fiction, nonfiction, etc. – 1,800
  - Media items that need to be weeded, archived or processed for availability and changes need to be reflected in the online catalog or shown to be archived – 1,520
  - Donated books waiting to be processed -- 350

Comments:
- Estimated time to process a new book = 15 - 30 minutes if no problems (400-600 titles/year)
- Estimated time to process Dewey books = 30 – 60 minutes (5,000+ titles)
- Books that were processed summer and winter breaks after 2009: NF, FIC, REF, SSC
- See “PC Library Collection Development Plan” in appendix

Revised August 2012
PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Name of Program/Operational Area: Library
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</table>

Progress on Goal:
- ____Completed (Date )
- ____Revised (Date )

Comments:
This project has been discussed with one of the adjunct librarians. To date, reference work with students and other librarian tasks have had priority. Five hours/week is not enough adjunct reference librarian time for sustained efforts for this project. Weeding the collection should make conversion to LC quicker for library techs for the remainder of the collection. See “PC Library Collection Development” in appendix.

<table>
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</thead>
<tbody>
<tr>
<td>3. Process the video/VHS Dewey collection to LC, 1,520 titles</td>
<td>Spring 2014</td>
<td>Spine labels and barcode labels and cases for any VHS made into DVD. Staff time.</td>
<td>Reduced staff time as the library’s AV/media tech was transferred to IT.</td>
</tr>
</tbody>
</table>

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

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Progress on Goal:
- ____Completed (Date )
- ____Revised (Date )

Comments:
- The AV/Media technician in the IT department has been working on the conversion
- Which titles should be kept, processed into LC, and made accessible to users?
- Which titles should be archived/stored or weeded?
- Catalog has to reflect action taken with videos
- See “PC Library Collection Development Plan” in appendix
### Goal(s) Continuing

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<tr>
<td>4. Decide what to do w/Anthropology Library collection and begin its LC conversion of 438 Dewey titles and as many uncataloged items.</td>
<td>Fall 2012 for decision on plan for conversion, including who, how, when, etc.; next step is to</td>
<td>Spine label protectors, bar code labels, book covers, etc.</td>
<td>Staff time to work on the project. Maybe volunteers could work on this as it is a special collection. Be clear with classified union if legal.</td>
</tr>
</tbody>
</table>

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2__X__ Item 3___ Item 4___ Item 5___ Item 6___

Progress on Goal:
____Completed (Date            )
____Revised      (Date           )

Comments:
An adjunct reference librarian has put the Dewey books in order so they can be processed more expeditiously. A volunteer group has talked with the anthropology instructor partnering with the Library regarding making the Anthropology Library accessible and functional. As of October 2010, the collection is closed because there is no one to process the Dewey books to LC and catalog the donated materials (approximately 500 items). See “PC Library Collection Development Plan” in the appendix.

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<th>Obstacles to completion (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Convert Valley Writers Collection to LC (496 titles)</td>
<td>Fall 2015. This collection is the one to convert last.</td>
<td>Spine label protectors, bar code labels, book covers, etc.</td>
<td>Not enough library staff time.</td>
</tr>
</tbody>
</table>

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2__X__ Item 3___ Item 4___ Item 5___ Item 6___

Progress on Goal:
____Completed (Date            )
____Revised      (Date           )
Comments:
This will be the last collection on the priority list to convert as the books do not check out. Even though the books are visible in the Valley Writers Collection, specific titles are hard to locate as they have not been processed to match the LC catalog call number. See “PC Library Collection Development Plan” in appendix.

<table>
<thead>
<tr>
<th>Goal(s) Continuing</th>
<th>Timetable for Completion</th>
<th>Needed resources</th>
<th>Obstacles to completion (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Shift all the books in the “stacks” (fiction/nonfiction)</td>
<td>Spring 2013</td>
<td>Book repair supplies, shelving signage.</td>
<td>Library techs need to be restored to 100% so they have time during semester breaks to accomplish huge projects.</td>
</tr>
</tbody>
</table>

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 ___  Item 2  ___  Item 3 ___  Item 4 ___  Item 5 ___  Item 6 ___

Progress on Goal:
_____ Completed   (Date ___)
_____ Revised    (Date ___)

Comments:
The task of shifting a whole collection of books (20,000 approx.) is most efficiently and effectively done with two people working together: the process goes faster physically and shelving problems and questions arise that take two people to solve.

<table>
<thead>
<tr>
<th>Goal(s) Continuing</th>
<th>Timetable for Completion</th>
<th>Needed resources</th>
<th>Obstacles to completion (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. SLO for classroom custom-designed information literacy presentations and information research one-credit class needs to be revised</td>
<td>2012 -2013</td>
<td></td>
<td>Reduction in number of PC librarians and the time they have for library support tasks.</td>
</tr>
</tbody>
</table>

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 ___  Item 2  ___  Item 3 ___  Item 4 ___  Item 5  ___  Item 6 ___
The full-time librarian has revised the SLO Assessment Report entitled: “Student Learning Outcomes for Information Competency Presentations to Classrooms to better fit the student learning outcomes possible in a stand-alone, faculty-requested presentation on identifying and using library information resources. The goal is for 80+% of students to be able to locate a book from the library catalog, HORIZON; to locate an electronic book in one of the three electronic book collections, and to find two different articles on the same topic from two of Library’s 50+ databases. Student Learning Outcomes (SLO Assessment Report located in Inside PC’s Groups and SLO Discuss.) The questionnaire to measure these SLO still needs to be re-created from the current survey and implemented.

Please note that the following new goals are not necessarily in priority order.

<table>
<thead>
<tr>
<th>New Goal(s)</th>
<th>Timetable for Completion</th>
<th>Needed resources</th>
<th>Obstacles to completion (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Library’s presence created for PC portal, Inside PC</td>
<td>When the portal supersedes PC’s Webpage (2013?)</td>
<td>District and PC implementation</td>
<td>Insufficient librarian time to work on portal presence.</td>
</tr>
</tbody>
</table>

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2_X__ Item 3___ Item 4___ Item 5_X__ Item 6___

Progress on Goal:
_____Completed (Date ___)
_____Revised (Date ___)

Comments:
The Library’s interactive presence in the Inside PC portal will provide students with electronic information resources and reference librarian services and instruction that will provide “support services,” “prepare students for transfer and success,” and assist in the “understanding of basic skills."
## Goal(s) New

<table>
<thead>
<tr>
<th>Goal(s) New</th>
<th>Timetable for Completion</th>
<th>Needed resources</th>
<th>Obstacles to completion (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Implementation of printer/copy card system for students at computers</td>
<td>When District decides on which system to purchase and PC IT techs implement (2012-'13)</td>
<td>PC/KCCD budget</td>
<td>Technology worked out.</td>
</tr>
<tr>
<td>3. Establish remote proxy access server so students have single point universal access for databases.</td>
<td>Fall 2012</td>
<td>Limited librarian time to work on the details with other principals in the process.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1 ___ Item 2 X ___ Item 3 ___ Item 4 ___ Item 5 ___ Item 6 ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress on Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed (Date)</td>
</tr>
<tr>
<td>Revised (Date)</td>
</tr>
</tbody>
</table>

**Comments:**
Since the Computer Commons has been open the same hours as the Library, students usually have access to a copy card dispenser and printing station when the print card system fails in the Library. The IT department was able to purchase the replacement parts needed to improve the print/copy card procedure for students. PC’s IT department is working toward installation of the universal card system. It is possible that the student’s universal ID card may not work for the print copying system. In that case the needs for the students wanting to make copies from the print copiers will have to be addressed. Will the current copy card/dispenser system work or will a new procedure need to be implemented?
Comments:

One of the adjunct librarians is working with the automation librarian at Bakersfield College, the database vendors, and the PC IT manager to set up a single point of entry for the Library’s databases so students don’t have to know unique user names and passwords for each of the 50+ databases and three electronic book collections. This improvement in electronic access will aid student success by making it easier, simpler, and quicker for students to get the information they need.

<table>
<thead>
<tr>
<th>Goal(s) New</th>
<th>Timetable for Completion</th>
<th>Needed resources</th>
<th>Obstacles to completion (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Periodicals sale of discarded journal, magazine, book titles</td>
<td>2012-2013</td>
<td>Tables from M &amp; O.</td>
<td>Not enough library staff time to set up and manage sale.</td>
</tr>
</tbody>
</table>

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1  Item 2 X  Item 3  Item 4  Item 5  Item 6

Progress on Goal:

Completed (Date )

Revised (Date )

Comments:

Dr. Beheler has approved a periodicals (and book) sale with funds being put into the Library’s Foundation account (2011). Limited library staff with time to do the sale has prevented its implementation.

<table>
<thead>
<tr>
<th>Goal(s) New</th>
<th>Timetable for Completion</th>
<th>Needed resources</th>
<th>Obstacles to completion (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5. Accreditation 2012</td>
<td>Spring 2012 draft.</td>
<td></td>
<td>Not enough librarian time or presence of a library director.</td>
</tr>
</tbody>
</table>

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1  Item 2 X  Item 3 X  Item 4  Item 5 X  Item 6
Successful completion of the Accreditation Self-Study is important for the continued sustainability of the Library for PC students and staff and the community at large. The Library must continue to be supported to provide the resources and services needed by students and faculty to “prepare students for transfer” and “enhance their knowledge and understanding of basic skills.” Despite the “obstacle to completion” of “not enough librarian time or presence of a library director” to do the Library’s portion of the accreditation report, a draft was submitted to the College’s vice president, January 2012. As of July 2012, the Library’s portion of the accreditation self-study and its evidence and evidence links were submitted.

<table>
<thead>
<tr>
<th>Goal(s) New</th>
<th>Timetable for Completion</th>
<th>Needed resources</th>
<th>Obstacles to completion (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Education Master Plan for Library needs total revision</td>
<td>2012-2013.</td>
<td></td>
<td>Insufficient librarian hours.</td>
</tr>
</tbody>
</table>

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 ___ Item 2 _X__ Item 3 _X__ Item 4 ___ Item 5 _X__ Item 6 ___

The current section concerning the Library in the PC Master Educational Plan is outdated. It should be revised when PC does its global revision to its Ed Plan. The Library needs to articulate and plan for its provision of “comprehensive support services,” preparing “students for transfer,” and enhancing students’ “knowledge and understanding of basic skills.”

<table>
<thead>
<tr>
<th>Goal(s) New</th>
<th>Timetable for Completion</th>
<th>Needed resources</th>
<th>Obstacles to completion (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Revise Library’s Technology Plan</td>
<td>2013</td>
<td></td>
<td>Time provided for librarian or library director to develop plan.</td>
</tr>
</tbody>
</table>

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 ___ Item 2 _X__ Item 3 _X__ Item 4 ___ Item 5 _X__ Item 6 ___
Progress on Goal:
____Completed (Date     )
____Revised    (Date     )

Comments:
An updated technology plan for Library hardware and software to meet the needs of PC’s students now and in the future is critical for the Library’s provision of “comprehensive support services,” preparing students for “transfer and success,” and enhancing their “knowledge and understanding of basic skills."

<table>
<thead>
<tr>
<th>Goal(s): New</th>
<th>Timetable for Completion</th>
<th>Needed resources</th>
<th>Obstacles to completion (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Assessment of surveys given to students and faculty in 2011 for SAO</td>
<td>2012-2014, ongoing</td>
<td></td>
<td>Not enough librarian time or library director time</td>
</tr>
</tbody>
</table>

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)
Item 1____ Item 2_X__ Item 3_X Item 4____ Item 5_X Item 6____

Progress on Goal:
____Completed (Date     )
____Revised    (Date     )

Comments:
In 2011, four new SAO assessment tools were designed and distributed to students and faculty. These surveys were intended to determine the level of user satisfaction with Library services and resources. Library staff wanted to know how well they were doing in their service areas of check-out counter and reference desk. The results of these surveys will be assessed in 2012-2013 to see where improvements need to be made. The surveys and the concomitant SAO Assessment Reports are listed. These files can be found in Inside PC’s Groups and SLO Discuss:

- Reference Librarian Service Student Survey
- Library Service Desk (Check-out Counter) Survey
- Faculty Survey to Assess Librarian Class Presentations
- Student Survey of PC Library Resources
Name of Program/Operational Area: Library
Contact Person: Lorie Barker  Submission Date: August 2012

<table>
<thead>
<tr>
<th>Goal(s) New</th>
<th>Timetable for Completion</th>
<th>Needed resources</th>
<th>Obstacles to completion (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Assess Student Learning Outcome (SLO) for “Librarian Classroom Instruction Survey”</td>
<td>2012-2013.</td>
<td>.</td>
<td>Librarian time to implement.</td>
</tr>
</tbody>
</table>

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2 ___X___ Item 3___ Item 4___ Item 5___ Item 6___

Progress on Goal: Assessment of survey needs to be done next.

___ Completed (Date            )
___ Revised     (Date                          )
Comments:
The purpose of this survey was to discover if the students “thought” that the information competency presentations given by librarians were found to be helpful, valuable. The survey and SLO Assessment Report/rubric are located in Inside PC’s Groups and SLO Discuss.

<table>
<thead>
<tr>
<th>Goal(s) New</th>
<th>Timetable for Completion</th>
<th>Needed resources</th>
<th>Obstacles to completion (if any)</th>
</tr>
</thead>
</table>

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2 ___X___ Item 3___ Item 4___ Item 5___ Item 6___

Progress on Goal:

___ Completed (Date            )
___ Revised     (Date                          )
Comments:
It has been noticed that there is no security camera coverage directed to the 15 students computer workstations. Maintenance and Operations is aware of the problem and working on it.

<table>
<thead>
<tr>
<th>Goal(s) New</th>
<th>Timetable for Completion</th>
<th>Needed resources</th>
<th>Obstacles to completion (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Adding computer to Telesensory ADA workstation and moving it to a better access area.</td>
<td>2012-2013.</td>
<td>Cost of computer from IT and staff installation.</td>
<td>Budget and staff time.</td>
</tr>
</tbody>
</table>

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2   X   ___ Item 3___ Item 4___ Item 5___ Item 6___

Progress on Goal: The hardware has been staged in the Library and is waiting for finalization of its software and its physical placement to make an inviting, functional work station.

__Completed (Date                     )
__Revised   (Date                     )

Comments:

The IT manager has approved the purchase of a computer to make the Telesensory workstation more fully functional for students needing the Telesensory unit and a connected computer to do the work necessary for assignments like word processing.
**STAFFING REQUEST**

### Staff Resources:

#### Current Staffing Levels

<table>
<thead>
<tr>
<th>Full-time Staff (FTE)</th>
<th>Part-time Staff (FTE) (Adjunct and stipend)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Faculty full-time</td>
</tr>
<tr>
<td>Temporary</td>
<td>Temporary Two adjunct reference librarians work different evenings, M – Th for a combined total 12 hrs/wk. Assignment is semester by semester</td>
</tr>
<tr>
<td>Classified</td>
<td>Classified</td>
</tr>
<tr>
<td>Management</td>
<td>Management Full-time librarian given in 2011, three hours of release time/week instead of the stipend previously given, to do what library director tasks can be accomplished in that time.</td>
</tr>
</tbody>
</table>

#### Request for New/Replacement Staff

Use one line for each position requested. Justify each position in the space below.

<table>
<thead>
<tr>
<th>Position</th>
<th>Title of Position</th>
<th>Classification (Faculty, Classified, or Management)</th>
<th>Full or Part Time</th>
<th>New or Replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position 1</td>
<td>Librarian/Library Director</td>
<td>Faculty or ?</td>
<td>Full-time</td>
<td>Reinstate (return) to librarian &amp; library director in one position</td>
</tr>
<tr>
<td>Position 2</td>
<td>Library Tech II restored to 100% full-time from current</td>
<td>Classified</td>
<td>Restore to full-time</td>
<td>Replacing/restoring</td>
</tr>
</tbody>
</table>
Name of Program/Operational Area: Library  
Contact Person: Lorie Barker  
Submission Date: August 2012

<table>
<thead>
<tr>
<th>Position 3</th>
<th>75%, one tech position</th>
<th>Classified</th>
<th>Restore to full-time</th>
<th>reduced hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Library Tech II restored to 100% full-time from current 75%, second tech position</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adjuncts and 10-20 extra days for full-time librarian

Adjunct librarians or part-time “director”  
Faculty or ?  
Part-time  
To fill in for retired librarian and retired library director

Justification:
(Address each position requested)

**Position 1 – Librarian also serving as Library Director**

This request reflects a realistic appraisal and response to the budget realities that confront PC in 2012 and beyond. A full-time librarian acting as half-time librarian and half-time library director/coordinator/supervisor, in addition to the current full-time librarian, could possibly, adequately sustain the Library’s services and provision of resources for students and faculty and staff. This combined position would be a partial return/reinstatement of the previous director/librarian faculty position. In addition to taking on tasks performed by the recently retired full-time librarian, the current, remaining full-time librarian has done what critical library director tasks she can manage to do outside of the librarian responsibilities. The current full-time librarian has logged over 190 and 170 hours/semester beyond her contracted 44 hours/week, 2011-2012, to do the what is necessary to keep the Library functioning. These essential tasks and responsibilities accomplished include accreditation, program review, budget, database and book orders, reference work, information competency instruction, etc. There are many librarian tasks and responsibilities that have been put on hold because of lack of time to do them.

The Academic Senate ranked librarian/library director as its number one faculty recommendation above the other departmental faculty position requests to the college president for replacement/rehires and new faculty positions in fall of 2011.

In response to previous accreditation recommendations, the Library’s Self-Evaluation 2012 accreditation draft has as one of its “actionable improvement plans” the necessity of a staffing plan for the Library. It has not been made clear who will do the critical, mandatory, library director tasks that need to be accomplished such as: accreditation, SAO, education master plan, technology plan, etc. To fulfill these mandates, as well as be responsible for the tasks listed below, it is imperative that the Library have someone on-site for day-to-day supervision of staff and for the long-range planning necessary to keep the Library a viable institution on this campus as well as working part-time as a librarian to fill the vacancy left by the full-time retired librarian.
Direction and onsite oversight of library tech IIs. The current full-time librarian indirectly “directs” library staff by suggestion and request. The dean responsible for the Library has been tasked with supervising, scheduling, and evaluating the library staff.

- Work with and direct librarians for expanded and enhanced service to the campus, in-house and online
- Making “on the spot,” “just-in-time” decisions
- Responsible for program review
- Responsible for SAO
- Responsible for accreditation
- Responsible for budget
- Responds to “just-in-time” requests for one-time money expenditures
- Responsible for education master plan
- Responsible for technology plan
- Represents and advocates for the Library at campus meetings like CLC, Student Learning Services (SLS) Division, IT, and more
- Professionally keeps abreast with technological and learning style advances
- Provides vision for the Library’s future value to the campus
- Networks with colleagues in the District and beyond
- Engage in professional activities at local, state, and national levels
- Participate in community organizations and events
- Work to make the special collections like Anthropology and Valley Writers more accessible
- Promote special events like Valley Writer speaking engagements on campus
- Creating more Library online presence and interactivity
- Teaching, or freeing the librarian to teach, information competency classes as linked to English or stand-alone credit-creating classes
- Leading the campus in information literacy/competency initiatives
- Coordination of services and resources with other programs on campus like DRC, Learning Center, and Computer Commons
- Managing the electronic information collections
- Initiating new information competency strategies
- Managing the new automation system and training staff to increase its functionality
- Doing other librarian tasks like working with the book collection and periodical collection

Position 2 – Library Tech II -- Restored from 75% to 100 percent full time.
Position 3 – Library Tech II -- Restored from 75% to 100 percent full time.

This program review staffing request is to restore both library tech IIs to 100% workload from their Spring 2010 reduction to 75%. The following needs list justifies this proposal:

- Difficulty of scheduling their reduced days off with the least negative impact to students
- Service desk/check-out counter has to close to students if both techs are not at work due to illness, personal emergency, medical appointments, etc.
The one full-time librarian is called from her reference librarian tasks to “cover the desk” when techs are absent for breaks and meals and other scheduled absences.

PC has initiated the process of hiring library tech substitutes to work when the library techs are absent. Clarification is needed regarding the legality of these substitutes working when techs are absent due to the 25% reduction, vacation time taken during their 75% time, etc.

It isn’t feasible to find a library tech substitute to fill in at the last minute due to unexpected absence requests.

When one tech is absent, the working tech has little opportunity to work on projects like converting the collection to LC cataloging as serving students at the check-out counter is their first priority.

As has been previously noted, shifting the fiction/nonfiction collection of 20,000 titles is a two-person job that needs to be done without interruption between semester breaks.

When 25% reduced time off is scheduled during the semester breaks, library projects that support the functions of the Library cannot be performed: processing books into LC, shelf-reading books, repairing books, learning the new automation system, improving current services and procedures in the Library like the reserves collection, keeping up with the periodicals collection, cleaning up problems with the catalog, shifting books to make space for new titles, etc.

Managing the sale of discarded periodicals and withdrawn and donated books.

As of October, 2010, the following books need to be physically processed (labels, etc.) and electronically processed into the new HORIZON automation/catalog system. As has been noted before, it can take from 15 – 60 minutes/item to process these 5,000 titles to LC as well as cataloging new items.

- Valley Writers Collection
- Anthropology Library
- Children’s collection
- “Problem” Dewey books that need to be processed into LC
- Donated books by faculty and staff and community members
- AV materials processed

Adjunct reference librarians and/or library director for all school semesters and 10-20 extra contract days for full-time librarian to work during summer session which is usually 23 days.

Every year the current full-time librarian has to request PC administrators that they hire adjunct reference librarians to fill in for the retired full-time librarian for all three school semesters. A request also needs to be made each year to renew the full-time librarian’s contract for 10 extra days for summer school (or 20 as in the past) so there is some summer session reference service for students. Library staff may not know until the “last minute” what reference service it can offer its students. It would be better if the Library could benefit from adequate, dependable, regularly scheduled reference librarian service during the school semesters, with special attention being paid to the summer session.
Name of Program/Operational Area: Library  
Contact Person: Lorie Barker  
Submission Date: August 2012  

[Note: The information in this area will repeat on all pages.]

### BUDGET REQUEST

<table>
<thead>
<tr>
<th>Account Code</th>
<th>Description</th>
<th>Current Budget</th>
<th>Amount of Increase</th>
<th>Same requested total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000 (Student)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4313</td>
<td>Non-instructional supplies &amp; materials</td>
<td>4,000</td>
<td>0</td>
<td>4,000</td>
</tr>
<tr>
<td>5300</td>
<td>Dues for Comm. Coll. League of CA</td>
<td>Hasn’t shown before as a line item</td>
<td>$150</td>
<td>$150</td>
</tr>
<tr>
<td>5650</td>
<td>Software licensing/maintenance</td>
<td>41,000</td>
<td>0</td>
<td>41,000</td>
</tr>
<tr>
<td>5690</td>
<td>Maintenance and repairs</td>
<td>1,150</td>
<td>0</td>
<td>1,150</td>
</tr>
<tr>
<td>6310</td>
<td>Library books</td>
<td>20,900</td>
<td></td>
<td>20,900</td>
</tr>
<tr>
<td>6311</td>
<td>Magazines and periodicals</td>
<td>5,000</td>
<td>0</td>
<td>5,000</td>
</tr>
</tbody>
</table>

**Justification:**

(Include justification for each amount of increase requested.)

No increase requested at this time during this era of financial budget constraint/crisis/collapse. TTIP may pay for some of the Library’s automation/online costs.
PC Library Collection Development Plan

Goals (current and continuing)

1. Purchase information resources in many formats for students, faculty, and staff of sufficient quality, quantity, depth, currency, breadth, diversity, and variety.
2. Complete the process of migrating the remaining Dewey cataloged collection to the Library of Congress (LC) system now in place in the new HORIZON automation system.
3. Withdraw from the collection, outdated, damaged materials.
4. Process donated books into collection
5. Have a sale of discarded books, periodicals, and media materials (if legal)
6. Establish remote access proxy server to allow for single-point access to databases

Migration from Dewey to LC (priorities)
1. Fiction and nonfiction books waiting for processing located in library work room
2. Video/VHS collection
3. Anthropology Library collection
4. Children’s collection
5. Valley Writers Collection

Video/VHS collection
1. Remove from Dewey shelves and LC catalog, videos that are not:
   a. Closed-captioned
   b. Requested by faculty
   c. Requested by students
   d. Good condition or quality
   e. Current
   f. Vetted and qualified
2. Purchase new and replacement DVD titles as needed
3. Media technician keeps archive of purchased items and makes one copy for campus use.

Anthropology Library collection
1. Find out if can use volunteers or donated funds to pay to process books from Dewey to LC and to catalog and process donated materials
2. Organize donated materials, books, periodicals, etc.
3. Work with anthropology instructor
4. Goal is to make materials in Anthropology Library accessible to College users
Children’s collection
1. Withdraw from shelves and LC catalog, damaged and outdated titles
2. Process remaining books from Dewey to LC and put in LC order on shelves
3. Keep books that are:
   a. Award winners
   b. Unique
   c. Eye-catching
   d. Recent publication date
   e. Interesting to children today
   f. Useful to child development program

Valley Writers Collection
1. Process from Dewey to LC and re-shelve according to LC
2. Reinstate updated Valley Writers Collection Webpage

Other collection development tasks
1. Affix spine label protectors and make minor book repairs
2. Shift books in the fiction/nonfiction collection to make room for new books and to space books out from their original placement in the move from the old library to the new library
3. Signage for fiction/nonfiction shelves
4. Shift reference books to make books more accessible