

**POTTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS**

Name of Program/Operational Area: Library

Contact Person: Chris Ebert

Submission Date: 1-23-19

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

Porterville College Mission Statement:

With students as our focus, Porterville College provides our local and diverse communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career 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, career 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.

Program Mission Statement:

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 faculty (full-time and adjunct), student services division, 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.

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- 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.

Services Area Outcomes:

(Please list your SAOs and provide an overview of the assessments that have been conducted, changes to your program based on those assessments, and your planned assessment cycle. Include target population; assessment timeframe, tool(s) and results; and analysis/action plan with target date.)

In Spring 2018, two surveys were distributed in order to assess two target populations. The first survey was physically handed out in the library. The SAO stated “Patrons will indicate satisfaction with the library amenities”. The second survey was sent via campus email to full and part-time professors at Porterville College. This SAO stated “Faculty and Adjunct faculty will be satisfied with the library physical and electronic resources”. The goal of this survey was to find out if the professors had sufficient materials for their classes.

- The patron survey was given to students at the circulation desk. In the future, we may benefit from offering the survey outside of the library due to the fact that results may be skewed by the fact that people who took the survey utilize the library regularly.
- Patron survey of physical amenities of the building and SAO report rubric: Desired outcome was reached of 80%+ of students “Agree” or “Strongly Agree” that they feel the library facilities as a whole meet their study needs.
- The items that got the fewest positive remarks on the patron survey were the computers and the tv/dvd players. In the summer of 2018 after the survey was given, both the computers and DVD players were replaced. The computers were updated to newer models with Windows 10, and the DVD players were replaced with Blu-ray players.
- The Faculty survey of physical materials and SAO report rubric: We only received 30 responses to this survey and it was therefore inadequate for analysis. Not all the surveys were completed by

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teaching faculty which is who the survey was primarily aimed at. It has been proposed that future faculty surveys be paper based and a copy placed in professor's campus mailbox.

Program Analysis and Trends

(Please review current performance based on the data provided by the Office of Institutional Research (or other relevant data) for your department(s) and summarize trends for the past three years.)

The Library directly supports the fourth Institutional Student Learning Outcome -- 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." 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., M – TH, and 8 a.m. – noon on Fridays during the fall and spring semesters. Library open hours for summer session are typically 7:00 a.m. – 7:00 p.m., M – TH). The number of library users in the 2018 school year was 68,366 The average number of daily entrants was 602. These numbers are actually higher as our security gates were broke for most of the month of September, and therefore our count for that month was low. Many of these visitors were going to go to classes held in the Library's classroom, L449. A typical student count of Library users at any given morning hour is about 60 with as many as 80+. Afternoon and evening visitors average number is 35.

Some of the most important services offered by the library techs are: "checking out" to students reserve and circulating books; processing into and out of the catalog, new and discarded books; and answering directional and informational questions about the library and the campus. Reserved textbooks and other materials provided by faculty and the Library may be the only way some students can read assigned materials. The library has been able to annually add to this reserve collection, instructor's textbooks and supplemental texts purchased with \$1,880 donated by the campus Barnes and Noble PC Bookstore.

Another important function performed by library staff is answering informational and directional questions. 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. Librarians provide reference assistance to students which is really teaching students how to find the information they need for assignments. Depending on the time of the semester, the full-time librarian averages 5 – 15 questions/day. A reference session may last five minutes or 25 minutes depending on the complexity of the question and the starting point. Often students have no ideas for their topic of research nor where to find the information they will need. Helping students narrow or broaden their topics to fit the information available is critical to reference librarian service. In addition to instructional one-on-one reference work with students, librarians teach information literacy presentations to classes at instructor request, designing these orientations specifically for the student's assignments. The current librarian averages 20 classroom teaching sessions/semester. If the average class size is 30, that means that 600 students/semester are given information literacy

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

- 41 online databases of magazine, journal, newspaper, media, and book resources, 24/7.
- Two full-text, free-to-students and staff, e-book databases with over 180,000 digital titles.
- Library Webpage is the access portal for library online and print resources, 24/7.
- The Library provides current print subscriptions (and back issues) for three newspapers and 39 magazines and journals. For students to access the above online resources, the library has 19 computers, 5 media viewing stations and Wi-Fi access. The Library provides 2 copiers, a printer for the computer work stations, and a full-service workstation for students with Disability Resource Center learning technologies. 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.
 - 7 study rooms
 - 32 seats in the Reading Room for individual and group quiet study and laptop access
 - 8 study tables
 - 44 individual study carrels
 - 2 conference rooms
 - Anthropology Library
 - Technology Learning Center for staff
 - 9 office spaces for librarians, faculty, and staff

The Child Development Center (CDC) brings their children to the Library twice a month for story time and to check books out. New children's books have been purchased to encourage more "reading" by the children. The CDC has also been filling the library lobby display cases with children's art projects that tie into the books that sparked the display's theme.

As can be seen in the previous discussion, the Library and library staff support the Porterville College Mission Statement to "provide comprehensive support services to help students to:

- achieve their personal, vocational, and academic potential
- prepare students for transfer and success at four-year institutions
- provide developmental education to students in information competency instruction"

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 to document their sources.

Changes in Program over Last Three Years

- Hired a new librarian as the previous librarian/unofficial director of the library retired.
- Hired a new Library Technician.

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- Beginning the process of transferring to a new Library Service Platform. **The LSP project** is a State funded effort to provide all California community colleges with a shared solution to replace existing Integrated Library Systems at individual colleges.
- On a monthly basis, the library presents new book displays above the “Valley Writers” section. This display is unique and reflect global and culturally diverse themes.
- In Spring 2018 began a Lending Library that checks out 366 calculators, 50 iClickers, and 28 different required textbooks equaling 671 books.
- In Fall 2017 we began offering stress relief games during finals weeks (Word Find, Origami, Connect 4). Further, the library has created a designated area where students can build puzzles throughout the semester during their downtime.
- We now keep usage statistics on our databases.
- We keep In-House Use statistics on our books and keep a daily gate count to know how many people come into the library on any given day.
- We dropped NewsBank and Job and Career Accelerator in Fall of 2017 as well as Gale Global Issues in Context in Fall of 2018. We had an abundance of newspaper databases, and because of the JEC on campus felt that Job and Career Accelerator was not needed. We had two other databases that did the same thing as Global Issues. By dropping NewsBank, and Job and Career Accelerator we were able to bring our database budget back into the “black”.
- We have retagged the entire Reference Collection from just “R” designating these books as reference to “Ref”. This makes it easier for students to understand these books are Reference books, and not “R” books in the General Collection.

Data Review

- **Gate Count:** The library began keeping daily gate count statistics beginning in the Fall of 2017. This allows an accurate count of how many people are coming into the Library on any given day. We will have more data by the next program review.

Starting in the Fall 2017 through Fall 2018 we had 106,915 patrons pass through our gates. Not all of these people were coming into the building to use library materials but were there to utilize the classroom and conference rooms. The library is busiest between the hours of 10am and 4pm

- **Number of books checked out:** We began keeping checkout stats beginning in Fall 2017. The library checked out 1900 physical books in the 2016-2017 school year, according to the California

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Community Colleges Chancellor's Office Annual Library Data Survey. The number of physical books checked out went up in 2017-2018 to 2106. The goal is to have the check-out numbers continue to climb. We will have more statistics by the next Program Review.

- Database usage – Beginning in Fall 2017 we began keeping database usage statistics. These stats typically consist of Database Sessions, Total Searches and Total Requests. These numbers help us make decisions on whether or not to keep databases. As an example we have a database that has had 172 Sessions since Spring 2017 and only had 185 Full Text Requests in that time. Compare this to our most popular database that had 21,170 sessions and 17,229 Full Text Request during the same time period. We will be removing the above mentioned database and will spend that money on a database that will be more beneficial to our student population.
- Lending Library – The Lending Library checked out 207 items in Spring 2018 and 344 items in Fall 2018. Between Spring and Summer of 2018 we saved the students \$27,172.33 by having them checkout items from the Lending Library. We plan on adding more materials to the lending library every year. With the additional material we believe our numbers will continue to increase. We are working on better outreach for the lending library in the hopes of increasing these numbers.

In 2017 faculty and students responded to four questions that specifically addressed the importance of students and library resources. These questions were part of The Community College Faculty Survey of Student Engagement conducted by Porterville College.

- Faculty responses were as follows: 86.6% of all faculty surveyed believe that library resources are very important to students, 11.9% of all faculty surveyed believe library services to be somewhat important to students, and 1.5% believed library resources to be not at all important to students. Additionally, on the survey faculty stated that they referred students to the library, often 38.8%, sometimes 43.3%, or rarely 17.9%.
- Students responses were reported for questions similar to those queried with the faculty. Students were surveyed on the importance of library resources and services were at the college. 65.3% thought very important, 20% somewhat important, and 14.7% not at all important. Students were also asked how often they had utilized library resources in the year: 31.2% of student had used the library 5 or more times, 28.8 percent used resources 2-4 times, 15.3% had used library resources 1 time, and 24.8% responded that they never used the library.
- This survey pointed out that a quarter of our students do not use the library or its materials. I would like to see that number drop by the next program review. The library is coming up with outreach ideas and programs to help lower the number.

Program Strengths

Library Program Strengths:

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- Providing students with vetted online information (now 41 database resources and two online book collections). Most instructors require their students to use database articles for their information resources in their documented essays and research papers.
- Continuing to add to the Library's online subject encyclopedias now totaling 88. Subjects include: environment, health, immigration, science, history, psychology, racism, business, energy, etc.
- Adding, annually, over 20 faculty-requested textbooks and supplementary texts to the Library's reserve book collection by the \$1,880 book scholarship donation by the Barnes and Noble PC bookstore.
- Checking-out the faculty reserved books and media to students for use in the library enables students unable to buy textbooks a means to take classes.
- Buying books, media, and electronic information resources requested by faculty and students, and purchasing complementary and supplementary information resources.
 - Promoting the addition of new books, media, and online information by display and emails.
 - Adding to The Valley Writers Collection which is a most unique research and preservation resource for books written by authors who have lived and/or worked in the Great Central Valley.
 - Quiet study space for students in study rooms, carrels, and reading room.
 - Teaching information literacy to classes at teacher request – average of 20/semester. At an estimated 30 students/class--librarians teach information resources and searching to 600 students a semester.
 - Reference service from faculty teaching-librarians for individual students as needed showing them how to become information literacy competent (5-15 sessions/day from five minutes to 25 minutes).
 - Late homework and adjunct assignment collection service.
 - Sarah Phinney, Educational Media Design Specialist, has her office and Technology Learning Center for staff in the Library. She is available to help students and staff with their online class questions and she is also most willing to help students at the Library's computer stations with software and technology questions.
 - Supporting the campus Cultural and Historical Awareness Program (C.H.A.P.) by buying books, online resources, and media materials for student information research on the yearly changing theme.
 - Providing glass-enclosed display space in the library lobby for campus groups and classes as well as for community service organizations for exhibits.
 - By default, the Library is the unofficial information center for questions from students, faculty, staff, and the community when the Information Desk and campus offices are closed.
 - By default, the Library is also the place to ask for help in emergencies when the Information Desk and campus offices are closed.
 - Created a Lending Library: To help battle the rising cost of text books the library teamed with Reagen Dozier and, using grant money from BSSOT and Equity, purchased 671 textbooks and 50 iClickers. The math department donated 366 calculators to add to the lending library. So far we have checked out 546 items which otherwise would have been purchased or rented by our students.

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Areas of Improvement

• **Updating the General Collection** - Our collection is woefully out of date in many of the subject areas taught on campus. The book budget has not been increased since 2011 and has consistently decreased since that time. Without adequate funding our physical collection will continue to become more and more out of date. More funding is necessary for eBooks so that students can access library resources offsite.

STRATEGY – It is our goal to increase the book budget through the Budget Committee. We will speak with different departments on campus such as Foundation and ASBPC to see if they are willing to donate money to the library for book purchases.

• **Adding Reserve Books into the Catalog** – Our Reserve Books are one of the library's most popular collections. Adding the Reserve books into the Catalog will allow us to keep statistics on which books are being used for which classes, and to inform the faculty on the books they may want to keep on Reserve. Reserve book collection statistics will be utilized for surveys the library has to do each year. This will also allow students to search for Reserve Books using the library catalog.

STRATEGY – We will ask the faculty to come and remove any items that are not currently being used. We will then create a “Reserve Book” field in the catalog and begin to barcode and catalog the collection.

• **Advertise Lending Library** – As our lending library continues to grow, we need to proactively advertise it to faculty and students.

STRATEGY - We need to do outreach through email, displays on campus, banners and pop ups on Canvas.

• **Technology in the library** – The library is a nice building but needs to keep up with the needs of students. Students have requested places to practice group presentations in front of a screen. This is something most four year institutions offer. Having a “Smart Classroom” would be great however a group study room with a computer and projector would be sufficient.

STRATEGY – Work with Jay Navarrette on figuring out cost and materials needed for a presentation room.

Security Gates – The security gates in the library are beginning to malfunction. The gates are outdated and the model is no longer being created. Further, the company stopped making spare parts for this model and it is only a matter of time before the gates fail and we are unable to repair.

Strategy – Keep these gates working for as long as possible, and begin to work with Arlitha on a plan to pay for the new gates.

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The Anthropology Library – The resources are not accessible for students and faculty because there is no one able to manage the collection and to schedule open hours. The un-cataloged, donated books and other information resources still need to be cataloged into LC and organized for easy access. Currently, cataloged books can be checked out if library staff unlock the room and find the book.

STRATEGY – Continue discussions with the anthropology instructors, librarian, and library technicians about cataloging and management. One plan to implement is to move the LC cataloged circulating anthropology books to an area of the Reading Room. Books and materials designated as reference and preservation, can remain in the Anthropology Library. The possibility of volunteer help can also be considered.

• **Coordinator (director/manager/supervisor) for the Library** - A “coordinator” is needed to provide vision and supervision of classified staff, to do the critical administrative tasks like accreditation, program review, SAO, technology and education plans, campus committee meetings and governance, grants, community networking and participation, budget, and other typical “coordinator” responsibilities performed by the retired library director. Having a library coordinator would free the current librarian from the director duties she has been doing beyond the allotted three release hours/week so she can get back to doing the full-time reference librarian work that she has was originally hired to do. In order to get the essential librarian tasks accomplished to keep the college library functioning to meet the needs of the campus community, the current full-time librarian has documented the hours beyond her 44 hour contract week.

STRATEGY – Continue to ask for a “replacement” librarian position that would be a half-time library coordinator and half-time reference librarian. Or a coordinator position that oversees the library and the learning center.

• **Part-time or full-time librarian** - many of the support tasks necessary to provide library services and resources for students and faculty are compromised. For example: implementing, managing, and training staff for the new ALMA Library Service Platform; managing, exploring, and promoting the databases; taking advantage of the many professional webinars about librarianship in the digital age, expanding the reach of the Library’s Webpage with popular mobile applications; teaching information competency classes for credit; promote campus information competency initiatives, network with colleagues; participate 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 librarians, to do the professional work previously performed by the retired library director and retired second librarian.

STRATEGY -- Continue to ask for a “replacement” librarian position that would be a half-time library coordinator and half-time reference librarian.

• **Library technician supervision** – Library techs need direct leadership, goal-setting, training, accountability, and constructive evaluation for maximum productivity. Since the library director

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retired, various college administrators have been responsible for the Library and supervision of library technicians without line-of-sight.

STRATEGY – Regular meetings of library staff with the current library administrator and a SAO assessment regarding library service by the library technicians.

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

| Goal(s) | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|--|--|--|
| 1. Create a plan of action for the Anthropology Library: goal and vision statement; plan of action to manage, catalog, move circulating books to Reading Room area, promote Dr. Simpkins' core collection titles, etc | Plan by Fall 2016 and moving the circulating collection to Reading Room area for viewing and check-out. | Time for discussion and planning by principals involved: anthropology faculty, library staff, volunteers, etc. College library will supply processing and cataloging supplies. | Librarian Anthropology Dept. Library Staff | Time to assess, think, strategize, consult, etc. |

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 2020)

Comments:

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The Anthropology Library's conversion from DEWEY to LC has been completed. Discussion and decisions about management and future of the Anthropology Library still need to take place as well as organizing and processing remaining donated, uncataloged books and ephemera.

| Goal(s) | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|--|-----------------|------------------|-----------------------|---|
| 2. Finish putting spine label protectors on books in collection and do minor repairs (20,000 estimated titles) | Spring 2017 | Book repair | Library Techs | Scheduling library techs to accomplish task |

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 Spring 2017)
 Revised (Date)

Comments:

This goal was completed.

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

| Goal(s) | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|--|-----------------|--------------------------------------|-----------------------|---|
| 3. SLO for classroom custom-designed information literacy presentation | 2016-2017 | Time to work with English Professors | | Reduction of full-time librarian time hampers this kind of project. |

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| revised to include pretest, post-test, and rubric | | | | | |
|---|--|--|--|--|--|

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:

If we decide to continue with it this, the item will be assessed in the SAO section.

| Goal(s) | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|-----------------|-------------------|-----------------------|---|
| 4. Sale of weeded and donated books and media | 2016 | Tables from M & O | | Permission from PC administrators (and District) for sale |

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:

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This goal was not completed by the previous librarian. The new librarian allowed the “discarded” books to be given to Language Arts to hand out during Senior day and the Art department made “book art” out of the books. Many of the books that would have sold have been removed from the discarded books by these two events. Only outdated material and items remain.

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

| Goal(s) | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|----------------------|---|-----------------------|----------------------------------|
| 5. Supporting the annual C.H.A.P. theme with library information resources and promotional materials and activities | Annually in the Fall | Budget money to purchase information resources related to the theme (books, databases, media, etc.) | Librarian | Time of Librarian |

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 Summer/Fall, annually)
 Revised (Date)

Comments:

It is expected that the Library (staff and resources) will continue to support C.H.A.P. with special collections, books, databases, other informational materials, and resources guides as well as promotional activities as it has in the past. In the future this will not be listed as a goal as it is now regular practice.

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

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| Goal(s) | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|--------------------|------------------|-----------------------|----------------------------------|
| 6. Ask for security camera coverage for student computer work stations in center of Library | When budget allows | Budget money | | Budget and priorities |

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:

Cameras were put in across campus. The library now has 22 total cameras, and the student computer area now has decent coverage.

Completed (Date 2016)
 Revised (Date)

Comments:

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

| Goal(s) | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|--|-----------------|--|--------------------------------|--|
| 7. Revise and administer “Library Service Desk (Check-out Counter) survey for SAO assessment | Fall 2017 | Time of library tech administrative supervisor | Tech administrative supervisor | Scheduling the survey and implementing it. |

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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| <p>Item 1 <input type="checkbox"/> Item 2 <input checked="" type="checkbox"/> Item 3 <input type="checkbox"/> Item 4 <input type="checkbox"/> Item 5 <input type="checkbox"/> Item 6 <input type="checkbox"/></p> <p>Progress on Goal:</p> <p><input type="checkbox"/> Completed (Date) <input checked="" type="checkbox"/> Revised (Date Fall 2018)</p> <p>Comments: This SAO was a survey that focused on the library staff, and because of the lack of a library director to oversee the survey it was not given. In the future SAO's will be assessed in the SAO section.</p> <p>Goals (This section is for you to report on progress on <i>previously established goals</i>. If your program is addressing more than 2 goals, please duplicate this page)</p> <table border="1"><thead><tr><th>Goal(s)</th><th>Completion Date</th><th>Needed resources</th><th>Person(s) Responsible</th><th>Obstacles to completion (if any)</th></tr></thead><tbody><tr><td>8. Complete 2018 accreditation report</td><td>Spring/Fall 2018</td><td>Time and Data</td><td>Librarian/Accreditation Team</td><td>Lack of Library coordinator and librarian time to do this library management task</td></tr></tbody></table> <p>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)</p> <p>Item 1 <input type="checkbox"/> Item 2 <input checked="" type="checkbox"/> Item 3 <input checked="" type="checkbox"/> Item 4 <input type="checkbox"/> Item 5 <input checked="" type="checkbox"/> Item 6 <input type="checkbox"/></p> <p>Progress on Goal: This goal was completed.</p> <p><input checked="" type="checkbox"/> Completed (Date Spring 2018) <input type="checkbox"/> Revised (Date)</p> <p>Comments:</p> <p>Goals (This section is for you to report on progress on <i>previously established goals</i>. If your program is addressing more than 2 goals, please duplicate this page)</p> | | | | | | Goal(s) | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) | 8. Complete 2018 accreditation report | Spring/Fall 2018 | Time and Data | Librarian/Accreditation Team | Lack of Library coordinator and librarian time to do this library management task |
|---|------------------|------------------|------------------------------|---|--|---------|-----------------|------------------|-----------------------|----------------------------------|---------------------------------------|------------------|---------------|------------------------------|---|
| Goal(s) | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) | | | | | | | | | | | |
| 8. Complete 2018 accreditation report | Spring/Fall 2018 | Time and Data | Librarian/Accreditation Team | Lack of Library coordinator and librarian time to do this library management task | | | | | | | | | | | |

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| Goal(s) | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|------------------|------------------|-------------------------|----------------------------------|
| 9. Create special book collection for "basic skills" readers, "The Townsend Collection" | Spring/Fall 2016 | Staff time | Librarian/Library Techs | Should be doable |

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: This goal has been completed.

Completed (Date 2017)
 Revised (Date)

Comments:

Goals (This section is for you list *new goals* for your program. If your program is creating more than 2 new goals, please duplicate this page)

| Goal(s) | Timeline for Completion | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---------------------------------------|-------------------------|---|-----------------------|----------------------------------|
| 1. Put Reserve books into the Catalog | Summer 2019 | Spine Labels, barcode labels and spine label protectors | Classified Staff | None |

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

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| <p>Progress on Goal:</p> <p><input type="checkbox"/> Completed (Date) <input type="checkbox"/> Revised (Date)</p> <p>Comments: Putting the Reserve Books into catalog will allow us to keep better statistics on what is being used. The library has multiple surveys it must fill out for the State that requires these statistics. We will be able to keep the professors better informed of what is being used by their students.</p> <table border="1"><thead><tr><th>Goal(s)</th><th>Timeline for Completion</th><th>Needed resources</th><th>Person(s) Responsible</th><th>Obstacles to completion (if any)</th></tr></thead><tbody><tr><td>2. Weed, Catalog, and shelve into General Collection the Short Story Collection</td><td>2020</td><td>Spine Labels, barcode labels and spine label protectors</td><td>Librarians and Classified Staff</td><td>Other priorities for librarians Time</td></tr></tbody></table> <p>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)</p> <p>Item 1 <input type="checkbox"/> Item 2 <input checked="" type="checkbox"/> Item 3 <input type="checkbox"/> Item 4 <input type="checkbox"/> Item 5 <input type="checkbox"/> Item 6 <input type="checkbox"/></p> <p>Progress on Goal:</p> <p><input type="checkbox"/> Completed (Date) <input type="checkbox"/> Revised (Date)</p> <p>Comments: This is an underutilized section and removing it will allow us to move something that will be more popular into its location. This is a possible location for the "Recreational Reading" space.</p> | | | | | Goal(s) | Timeline for Completion | Needed resources | Person(s) Responsible | Obstacles to completion (if any) | 2. Weed, Catalog, and shelve into General Collection the Short Story Collection | 2020 | Spine Labels, barcode labels and spine label protectors | Librarians and Classified Staff | Other priorities for librarians Time |
|--|-------------------------|---|---------------------------------|---|---------|-------------------------|------------------|-----------------------|----------------------------------|---|------|---|---------------------------------|---|
| Goal(s) | Timeline for Completion | Needed resources | Person(s) Responsible | Obstacles to completion (if any) | | | | | | | | | | |
| 2. Weed, Catalog, and shelve into General Collection the Short Story Collection | 2020 | Spine Labels, barcode labels and spine label protectors | Librarians and Classified Staff | Other priorities for librarians Time | | | | | | | | | | |

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Goals (This section is for you list ***new goals*** for your program. If your program is creating more than 2 new goals, please duplicate this page)

| Goal(s) | Timeline for Completion | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|-------------------------|---------------------|---------------------------------|----------------------------------|
| 3. Implement new Library Service Platform | 2020 | Unsure at this time | Librarians and Classified Staff | |

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 Library Services Platform (LSP) project is a state funded effort to provide all California community colleges with a shared solution to replace existing Integrated Library Systems at individual colleges.

| Goal(s) | Timeline for Completion | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---------------------------------------|-------------------------|--|---------------------------------|---|
| 4. Create a “Popular Reading” section | 2021 | Spine protectors, labels, and barcodes. Additional Funds to help build this collection | Librarians and Classified Staff | Time of librarian and classified staff. Plus the completion of above goals so there is a place to put this new section. |

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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| |
|---|
| Item 1 <input type="checkbox"/> Item 2 <input checked="" type="checkbox"/> Item 3 <input checked="" type="checkbox"/> Item 4 <input type="checkbox"/> Item 5 <input type="checkbox"/> Item 6 <input type="checkbox"/> |
| <p>Progress on Goal:</p> <p><input type="checkbox"/> Completed (Date) <input type="checkbox"/> Revised (Date)</p> <p>Comments: There have been a lot of discussions at Porterville College about the lack of reading interests on campus. The library believes that we can encourage our students to read by making recreational books more easily accessible. We will also put up a "Suggestion Box" where students can put in suggestions for future purchases for the collection. The library hopes this will also encourage more students to come into the library and use our materials.</p> |

| Goal(s) | Timeline for Completion | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|-------------------------------------|-------------------------|------------------------|-----------------------------|----------------------------------|
| 6. Presentation group study room | 2021 | Projector and computer | Librarian Jay Navarrette | Funding |

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:

Students have asked for a place to practice their presentations, having a group study room that has a computer and projector for students to work on projects and presentations would benefit the student population greatly.

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| Goal(s) | Timeline for Completion | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|--|-------------------------|---|-----------------------|----------------------------------|
| 6. More student usage of the library/library materials. | 2021 | More books for the lending library, functions and materials that bring students into the library. | Librarian | Funding |

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_X_ Item 5__ Item 6__

Progress on Goal:

Completed (Date)
 Revised (Date)

Comments:

The library has already started programs in the hope of bringing more students into the library. We have games during finals, and puzzles going all the time. We have also started the lending library, and intend to change the layout of some of the collections to up their usage. We are also planning on a recreational reading area.

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STAFFING REQUEST

| Staff Resources: | | | | |
|--|-------------------------------|---|----------------------|---|
| Current Staffing Levels | | Part-time Staff | | |
| <u>Full-time Staff</u> | | | | |
| Faculty | 1 Reference librarian | Faculty | 3 Adjunct librarians | |
| Temporary | | Temporary | | |
| Classified | 2 Library II Techs | Classified | | |
| Management | | Management | | |
| <p>Project dates of temporary staff:</p> <p>Request for New/Replacement Staff Use one line for each position requested. Justify each position in the space below.</p> | | | | |
| | Title of Position | Classification (Faculty, Classified, or Management) | Full or Part Time | New or Replacement |
| Position 1 | Librarian/Library Coordinator | Faculty or ? | Full-time | Combine the two full-time unreplaceable librarian positions to one librarian/library coordinator position |
| Position 2 | | | | |
| Position 3 | | | | |
| Justification: A full-time librarian acting as half-time librarian and half-time library coordinator, in addition to the current full-time librarian, could possibly, adequately sustain the Library's services and provision of resources for students, faculty, staff, and community. This combined position would be a partial return/reinstatement of the previous director/librarian faculty position and second retired librarian position. In addition to taking on tasks performed by the retired full-time librarian, the current, remaining full-time librarian has done what critical library coordinator (director) tasks she can manage to do outside of librarian responsibilities. These essential responsibilities include reference work and information competency instruction, collection development (print and digital), accreditation, program review, budget, myriad of daily decisions about library matters, etc. There are many librarian and library coordinator tasks, initiatives, and responsibilities that have been put on hold because of lack of time to do them. | | | | |

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It has not been made clear who will do the necessary, mandatory library “coordinator” responsibilities such as: accreditation, SAO, program review, budget, staff management, etc. To fulfill these mandates, as well as be responsible for the tasks listed below, it is necessary to have someone on-site for line-of-sight, day-to-day supervision of staff and for the long-range planning necessary to keep the Library a viable institution on this campus. The current full-time librarian indirectly “coordinates” library staff activities by suggestion and request. The Dean of Instruction is currently the administrator responsible for the Library who has been tasked with supervising, scheduling, and evaluating the library staff. What follows is a list of some of the tasks and responsibilities a full-time library coordinator/librarian could be doing:

- Works with and directs librarians for expanded and enhanced service to the campus, in-house and online
- Leads, manages, directs, supervises, motivates, evaluates library technicians
- Makes “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 State-mandated and other requested professional surveys
- Writing grants
- Responsible for education master plan and technology plan
- Represents and advocates for the Library at campus meetings like CC (formerly CLC), Student Learning Services (SLS) Division, IT, and more
- Professionally keeps abreast with technological and learning style advances
- Provides vision and leadership for the Library’s future value to the campus
- Networks with colleagues in the District and beyond
- Engages in professional activities at local, state, and national levels
- Participates in community organizations and events
- Provides key support for C.H.A.P. (Cultural, Historical Awareness Program)
- Works to make the special collections like Anthropology and Valley Writers more accessible
- Promotes special events like Valley Writer speaking engagements on campus
- Creates more library online presence and interactivity
- Freeing the current full-time librarian to teach information competency classes as linked to English or stand-alone credit-generating classes
- Leading the campus in information literacy/competency/digital literacy initiatives
- Coordination of services and resources with other programs on campus like DRC, Learning Center, and Computer Commons
- 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
- Promotes use of the library to the PC community (administrators, faculty, staff)

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TECHNOLOGY REQUEST

Use this section to list any technology needs for your program. It is not necessary to put a price on these items; that will be done by the IT department. If you have more than two technology needs, add rows below.

| <u>Technology Need</u> | <u>Justification</u> |
|---|--|
| Item 1 Presentation group study room | Students need a place to practice presentations and work on group projects that involve technology. There is going to be one in the LRC, but having an additional one or two in the library would be very beneficial for the students. |
| | |

FACILITIES REQUEST

Use this section to list any facilities needs for your program. It is not necessary to put a price on these items; that will be done by the Maintenance & Operations department. If you have more than two facilities needs, add rows below.

| <u>Facilities Need</u> | <u>Justification</u> |
|----------------------------------|---|
| Item 1 Replace Security Gates | The Security Gates in the library are 10 years old. They are beginning to malfunction. Bibliotheca who would repair/replace the Gates says our current gates in the library are no longer being produced. They will be able to repair for as long as they have parts, but parts are no longer being produced. |
| Item 2 | |

SAFETY & SECURITY REQUEST

Use this section to list any safety & security needs for your program. It is not necessary to put a price on these items; that will be done by the Safety and Security Program Manager. If you have more than two safety & security needs, add rows below.

| <u>Safety & Security Need</u> | <u>Justification</u> |
|-----------------------------------|----------------------|
| Item 1 | |

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| | |
|--------|--|
| | |
| Item 2 | |

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BUDGET REQUEST
(Do not include staff increases in this section)

| | Current Budget | Amount of Change | Revised Total |
|----------------------------|----------------|------------------|---------------|
| 2000 (Student Worker Only) | | | |
| 4000 | \$4,200.00 | 0 | \$4,200.00 |
| 5000 | \$50,390.00 | 0 | \$50,390.00 |
| Other | \$25,700.00 | \$28,872.00 | \$54,572.00 |

Justification:

(Include justification for each change requested.)

6000

The book budget has not increased since 2011 in fact, it has decreased. By increasing the budget by three thousand dollars it will allow us to update our physical collection and purchase additional eBooks.

Our current security gates are no longer being built. According to Bibliotheca, the company that built them, they will only supply parts as long as they have them. They are no longer making repair parts for our gates and we should therefore begin the discussion of replacing the gates. The lowest quote for new gates came in at \$23,872.00.

Students need a place to practice presentations and work on group projects that involve technology. There is going to be one in the LRC, but having an additional one or two in the library would be very beneficial for the students. The cost would be around a thousand dollars for the projector and another thousand for the computer. We would be willing to use an old computer to save on money. The cost of wiring and such would be minimal.