LIBRARY/LEARNING CENTER

Program Review

Submitted Fall, 2017

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Learning Support Full Review
PALO VERDE COLLEGE

1. PURPOSE OF THE PROGRAM

"Palo Verde College provides opportunities for personal and professional growth to a diverse community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals." PVC Mission Statement 01/2016

a. State the purpose of the program.

The Palo Verde College Library offers print and online subscription resources and research help to students. In addition, the combined Library and Learning Center provide the services of assessment testing, tutoring and proctoring of correspondence exams.

b. How does the program support the College Mission?

The Library and Learning Center offer a variety of services to ensure student success and equity. Copies of all course textbooks are on reserve in the library for student use. In addition, a variety of subscription databases is available to students to use as reputable research alternatives to the open Web. The librarian provides research to incarcerated students thereby allowing those students access to materials that are not readily available to them in the incarcerated setting. Incarcerated students are, in turn, able to write their papers and complete their assignments. The peer tutoring services provide tutoring mostly for basic skills students in the physical space of the Learning Center. In addition, embedded (in-class) tutors are present in many basic skills Math, Reading and ESL courses. The tutoring service helps students progress through their basic skills courses, and continue on to earn their degrees or certificates. In addition, the library provides a relatively quiet and comfortable environment for students taking the assessment exam and correspondence quizzes and exams.

2. POPULATION(S) SERVED

a. Describe the populations served by the program, identifying special populations, if any.

The Library/Learning Center serves face-to-face (FTF), new, online, incarcerated, and correspondence students. The Library and Learning Center serve all students and

provides an inclusive environment for all. The Library/Learning Center has computers available for students to use with access to the Internet, Hawkes Math learning software and Microsoft Office programs. Correspondence students take their proctored exams and quizzes in the library. New students come to the library to watch orientation videos, take the orientation quiz and the assessment exam. Basic skills students utilize the tutoring service the Learning Center offers. The librarian provides research to incarcerated students and helps FTF students with their research needs. All students, whether on campus, in Needles or at home are welcome to utilize the subscription research databases available through the library website and the online subscription tutoring service. In addition, the library offers books for checkout and printed research articles are provided to incarcerated students who currently do not have access to the Internet. The gate count for 2015-16 was 16,939 (one-way) and for 2016-17, it was 19,509 (one-way). Library workshops average about 75 students per academic year.

Correspondence testing: Correspondence testing now takes place in the Library/Learning Center.   The counts below include all proctored tests, quizzes and assignments for the indicated academic year.

Proctored Correspondence Tests/Quizzes	Fall	Spring	Summer	Totals
2014-2015	677	459	216	**1,352**
2015-2016	530	417	320	**1,267**
2016-2017	464	521	177	**1,162**

Assessment Testing: Assessment testing is another service now housed in the Library/Learning Center. Students are able to watch the online orientation and take the assessment test in a relatively quiet testing environment. The table below includes all assessment tests given (mostly the full Reading, English and Math assessments, but also just English only and just Math assessments only are included in the totals below).

Academic Year	# Assessments
2013-2014	**334**
2014-2015	**374**
2015-2016	**281**
2016-2017	**315**

Incarcerated Student Research Requests: The chart below includes figures for all completed research requests and questions from the incarcerated students from ISP, CVSP and others. The decrease in numbers in the past two academic years is likely due to several factors, including a request from the correspondence department for facility proctors to keep research on hand if possible, faculty limiting the number of research

topics, and at least one instructor compiling her own research packets and having the correspondence department e-mail it to all facility proctors.

Incarcerated Student Research Requests	# Requests	# Questions
2013-2014	272	452
2014-2015	408	827
2015-2016	280	447
2016-2017	244	381

Library EBSCO database usage: The suite of EBSCO periodical databases is funded for all California community colleges through a statewide purchase.   It is the most consistent database we have, occurring year after year. Facts on File (FOF) databases are also used, but there were times when certain FOF databases were not subscribed to and it seemed best to present statistics with the one consistent and main library database, the EBSCO periodical database, throughout all four years. When times were lean, we had few online subscription resources.

EBSCO	# Searches	# Downloaded articles
2013-14	9,994	1,768
2014-15	11,421	1,869
2015-16	14,265	2,052
2016-17	14,035	2,819

Tutoring Services: The figures below shows all students who signed in the Learning Center for the respective academic years. The figures below will be somewhat lower than actual sign-ins as often students had trouble logging in for a variety of reasons, the computer or software wasn't working properly and we had a small amount of walk-in tutoring taking place in the CL building which isn't recorded below. We also are not capturing the tutoring happening with the embedded classroom tutoring.   However, the session time hours will most likely be over-reported since some students forget to sign out.

There is a noticeable drop from the student sign-ins from 2014-2015 to 2015-16. This is most likely due to the result of more tutors being embedded in the classroom (mostly math classrooms) and the students receiving help on the spot in the classroom and directly after the lecture portion of the course. The tutors often stay and tutor student tutees even after the course time is over. (Summer, 2016 = 4 students and 12 sign-ins).

Learning Center FTF Tutoring	Total Students Using FTF Peer Tutoring	Total Student Sign-ins for Tutoring Help
2014-2015	60	508
2015-2016	72	383
2016-2017	73	373

Tutee Visits by Course 2014-2017

Subject Area	Sign-ins
BIO-100 Intro to Biology	6
CHE-101 Chemistry 101	64
EDU-131 Sign Language	27
ENG-081 Basic Writing I	51
ENG-082 Basic Writing II	14
ENG-095 Writing improvement I (CORR)	6
ENG-096 Writing Improvement II (CORR)	8
ENG-099 Basic Composition	46
ENG-101 Reading and Composition	86
ENG-103 Critical Thinking	17
MAT-080 Basic Math	164
MAT-081 Pre-Algebra (CORR)	37
MAT-082 Pre-Algebra (FTF)	152
MAT-083 Elementary Algebra (CORR)	5
MAT-084 Elementary Algebra (online/FTF)	121
MAT-086 Intermediate Algebra (CORR)	61
MAT-088 Intermediate Algebra (online/FTF)	186
MAT-106 Statistics (CORR/FTF)	14
MAT-110 College Algebra (online/FTF)	156
SPA-101 Spanish I	16
SPE-101 Introduction to Speech	5
These courses had less than five sign-ins: BIO-111, CHD-101, CIS-101, ESL-080 AND 081, RDG-086, 094 AND 096, SPA-115	Low sign-ins in the courses to the left may be due to lack of tutors to tutor in that area and/or lack of funding for non-remedial courses.

The chart above shows that correspondence students use the peer tutoring services less than FTF students do. Below chart: Math 80 and 82 are nine-week courses and are heavily embedded with peer tutors, as many as three in each course in 2016-2017, so it would seem that students are getting the help at the point-of-need.

Student Tutee Visits by Math Courses only 2014-2017

Course	Student Sign-ins 2014-2015	Student Sign-ins 2015-2016	Student Sign-ins 2016-2017
MAT-080 Basic Math	66	67	31
MAT-081 Pre-Algebra (CORR)	22	5	10
MAT-082 Pre-Algebra (FTF)	62	55	35
MAT-083 Elementary Algebra (CORR)	4	1	0
MAT-084 Elementary Algebra	33	45	43
MAT-086 Intermediate Algebra (CORR)	34	5	22
MAT-088 Intermediate Algebra	46	68	72
MAT-106 Statistics (CORR/FTF)	5	9	11
MAT-110 College Algebra	142	3	0

The information below shows there is not a lot of difference in students utilizing the tutoring services Monday through Wednesday, but there is a dip on Thursday and on Fridays, there is little activity on campus and the library was only open ½ day. However, tutor availability and schedules also come into play.

Tutee Sign-Ins by Day of week and Session Time 2014-2017

2014-2017 Day of Week	Tutee Daily Sign-ins	Tutee Daily Session Time (hours)
Monday	299	897
Tuesday	345	853
Wednesday	313	859
Thursday	295	698
Friday	24	57

We serve from 60 to 70 FTF student tutees per year, plus the students who are in courses where the embedded tutoring takes place.

Brainfuse is our online subscription tutoring service. The company hires qualified tutors in their field. The Brainfuse tutors can be based anywhere but connect virtually with our students. The table below shows the Brainfuse virtual tutoring usage for the past couple of years. College Algebra and Pre-Algebra were the most requested subjects.

Brainfuse Online Tutoring Stats by Subject 2015-17	Student Session Count	Total Session Minutes
Anatomy & Physiology	1	21
College Algebra	61	1,191
College General Chemistry	26	427
College Writing	9	52
General Math	26	564
Pre-Algebra	55	1,303
Pre-Calculus	3	51
Writing Lab	5	150
Total	**186**	**3,759 (62.65 hrs.)**

b. **Describe other populations that should be served by the program and identify plans for serving them in the future.**

As the college adds more online courses to its offerings, it will be necessary to find ways to offer additional means of research help and tutoring services to those students who may live too far to participate in local services or who may never need to step foot on campus. Although we subscribe to Brainfuse virtual tutoring, peer tutors who are part of the online class and can be available during certain times of the day might be another way to serve the tutoring needs of non-incarcerated correspondence or online students.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS

a. **List previous Full Review goals, and describe progress in achieving each goal, providing evidence documenting such achievements.**

Goal #1 from previous 2014 Program Review: Systematic Library Workshop Plan. Goal as stated from 2014: *"The librarian dialogued with instructors during the Fall, 2013 semester to come up with a systematic workshop plan. The plan incorporates FTF GES courses in Blythe and in Needles, History 130 courses, specific Reading courses and more."* **Response**: Although the librarian continues to give library workshops, understaffing and lack of permanent staff hampered efforts to implement any type of systematic workshop plan. In addition, it is best to tie workshops to student assignments.

Goal #2 from prior PR in 2014, New Library Website. Goal as stated in the 2014 PR: "*Although the librarian constructed a new library website from "scratch" during the 2005-06 academic year, a newer, fresher website is needed. This was also a 2010 goal. Although an entire-re-do from scratch is probably not possible as mentioned, perhaps a different look for the existing website can be developed."* **Response:** A new library website was designed in academic year 2016-2017 thanks to a couple of student workers who helped design it. We continue to monitor and change the website to make it more user-friendly, and this goal is now a continuing goal.

Goal #3 from prior PR, Student Surveys. Goal as stated in the 2014 PR: *"A more systematic plan is needed for student surveys. Perhaps student surveys can take place on a rotational basis, some students in courses receiving the surveys one year, and other years targeting different courses. In addition, a way to survey our online and incarcerated students is needed."* **Response:** A number of surveys were given to students including the newer services of tutoring, assessment and correspondence testing (please see appendix A, B and C). Due to lack of time, no surveys were administered to online or incarcerated students.

b. **Explain modifications, if any, of goals outlined in the previous Full Review, providing evidence documenting such modifications.**

For previous Goal #1, workshops really need to be tied to an assignment to make them meaningful for the students, instead of just a general overview of everything, so this goal has been removed. Goal #2 is now a continuing goal.

4. STRENGTHS, WEAKNESSES & NEW GOALS

**a. List and comment on the major strengths of the program.**

Textbooks: Through Equity funds, all textbooks are available on reserve in the library each semester for students.
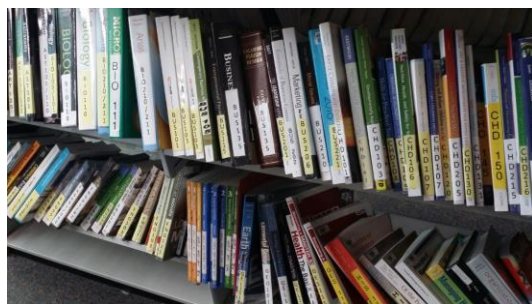
FINDING 3: HIGH TEXTBOOK PRICES HAVE A DISPROPORTIONATE IMPACT ON STUDENTS AT COMMUNITY COLLEGE. One thing is clear – the current state of the textbook market is unsustainable. Unnecessarily high textbook prices contribute to student economic hardship, and are a drag on enrollment, completion, and student success.

Student Public Interest Research Groups (PIRGS) www.studentpirgs.org/textbooks, 2016.

New Library Website: A more user-friendly library website was created in the past couple of years.
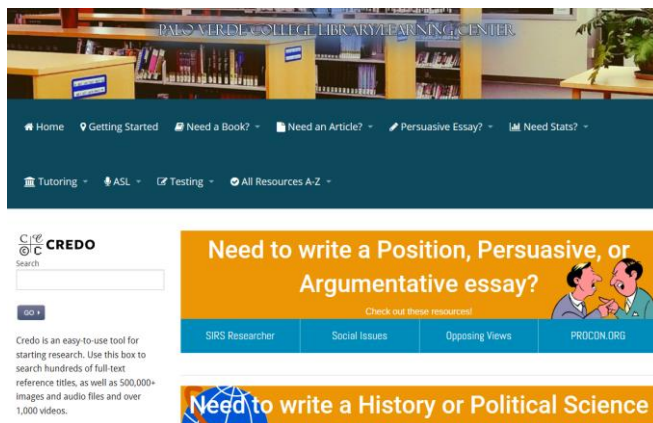
Hire of a full-time bi-lingual library technician: A full-time bi-lingual library technician was hired April, 2017. This full-time position benefits the Library/Learning Center by having another full-time employee besides the librarian, and allows the library to remain open more hours, especially in the morning and on Friday afternoons. Instead of being open 40 hours, the library is now open 49 hours per week.

Correspondence Testing: Many years ago, correspondence testing took place in the mall area of the CL building, where it was noisy and distracting. Then the testing was held in the CS building but it was difficult for distance-ed staff to monitor students because of the set-up of the rooms. Now, front desk library staff can fully monitor testing students because the testers are seated directly in front of staff at the front desk. The library provides a mostly quiet environment for test taking and library staff can monitor students better than previous testing locations.

In May and June of 2016, the librarian conducted a survey to find out how

correspondence students felt about the correspondence testing area and process (please see Appendix B for the full survey). Ten correspondence students responded. To summarize, six out of ten students were comfortable with the open setting of the testing area, eight out of ten were comfortable sharing large testing tables with other students taking exams, four out of six would prefer cubicles rather than open testing tables, only four out of ten students said the library chairs were comfortable for taking exams, and all ten students said the staff was courteous and that the check-in process was efficient. (We changed the chairs). In addition, five out of ten students said an enclosed room for testing would not matter, most thought the hours were sufficient, eight out of ten said the noise-level was acceptable, and there were several ending comments.

Assessment Services: A placement sheet was developed and is given to students upon completion of their assessment exam so they more clearly understand in what levels they placed.

The Learning Center staff participate in the Summer Bridge program. The tutors help prepare new students to take the assessment exam, and library staff administer the assessment exams.

A survey was given to students taking the assessment exam from December 12, 2016 to February 3, 2017 (please see Appendix C for the actual survey). To summarize, students were happy with the testing hours, seating arrangement and the quietness of the room. Most all students were given an enrollment checklist by the staff, and all were given the cut-score placement sheet. Most students were told about the re-testing policy and most were happy with their scores or were offered a study guide to prepare for re-testing. Most were told about the CHOICE scholarships, and all comments were favorable in the last question where the survey asked for any additional comments.

Tutoring Services: The tutoring services have expanded to a great degree. Tutoring services were assigned to the Library/Learning Center after the retirement of an adjunct. Prior to the Learning Center, tutoring services were held in a classroom that served as a combined tutoring and assessment testing room and consisted of two tutors and a part-time adjunct overseer. Now, the tutors and tutees have a dedicated area to tutor within the library that is separate from other areas of the library. The tutoring services started with walk-in tutoring, then expanded to include embedded classroom tutoring and appointment tutoring and finally, subscription online tutoring through the use of Brainfuse (in 2014). Embedded (in-class) tutors help students at the point of need in the classroom and labs.

New tutoring appointment software (Accudemia from Engineerica) is utilized which sends both student and tutor a notice when an appointment has been made and reminds the student on the day of the appointment. In addition to library staff, both tutors and tutees can make appointments.

Tutors now have access to nine tutor training modules from TutorLingo, three of which are shown below.

Learning Theory
Course

The Nature of Helping
Relationships

The Role Of The Tutor
Course

Almost all of the funding for tutors comes from the basic skills grant. The basic skills grant can fund tutoring for students in any remedial course for Math, English, Reading and ESL. When the college was awarded Edison STEM funds, tutors could tutor in the Sciences and upper-level Math courses. In addition, if a tutor is financed by the Financial Aid program, that tutor can tutor in any subject (however, this is rare).

Criteria for the hiring of tutors was developed by the librarian in collaboration with the Math and English departments. A tutoring application and faculty recommendation forms were developed. Exams are given to Math tutors in order to ensure they can tutor in at least the two lowest Math courses to be hired. Tutors for English must receive two positive faculty recommendations and pass additional criteria.
A tutoring website was created with tabs labeled About Us, Appointments, Helpful Links, Brainfuse and Employment.

Brainfuse, an online subscription tutoring service with real-time tutors available in other parts of the country, is available for students to use to receive professional tutoring help in a variety of subjects; most tutoring is available 24/7. Brainfuse was used by students most in the subjects of Pre-algebra and College Algebra.

An e-mail survey was administered to students who received tutoring help in the Spring, 2016 semester. Twelve tutees responded. (Please see appendix A for the full survey). All tutees would recommend the tutoring services to other students. Ten out of twelve tutees felt they would not have passed their course without the help of tutor(s) and two thought they *might* have passed. All tutees found the texting and e-mail appointment notifications and reminders helpful (automatically done through the appointment software Accudemia). Suggestions from tutees (question 10): more tutors and hours, more subjects covered, more tutors for higher-level Math.

Diversity Displays: The library creates a diverse environment by creating displays for Black History Month, Day of the Dead, Women's History Month and more.

Research for incarcerated students and workshops for FTF students: The librarian continues to support incarcerated students by providing research for their assignments, as well as providing workshops for campus students.

Committee work: The librarian is an active member of the Student Success/Equity committee and Academic Senate and participates in the Summer Bridge Program.

Professional development: Due to the various student success services the library offers, all conferences and workshops are funded by BSI or 3SP funding except for library workshops or conferences.

b. **List and comment on the major weaknesses of the program.**

Assessment of services: More time is needed to assess services. The tutoring services are especially difficult to assess and to know what statistics, if any, have meaning. Many colleges struggle with this. Is the assessment that the student passed the course and

continued to the next level or is it something else? Do we measure the students who received tutoring against the students who did not, but that is complicated as well since many variables come into play. And, how do we measure the effectiveness of embedded tutoring? In the future, a survey will be administered to instructors to obtain feedback regarding their thoughts on peer embedded tutoring.

For the library: the Association of College and Research Libraries changed the information literacy standards into a framework model. College librarians are struggling with the change and may have to adapt their SLO assessment and methods of instruction.

Tutoring Concerns: Although there are new online tutor-training modules developed by a company specifically for online tutor training which helps train new tutors, there is not time at the beginning of the semester to work more with the tutors and to give them additional tasks to further their training. Also, more outreach is needed to promote the tutoring services. We need to promote our online tutoring service (Brainfuse) more. We focus primarily on English, Math, Reading and ESL tutors for the basic skills students. We need a permanent adjunct tutor in the Sciences and Writing. Just recently, the college hired an adjunct instructor to tutor upper-level Math.

Hours: With limited staff for the past four years, the library was only open 40 hours per week from 9 a.m. to 6 p.m. Monday through Thursday and Fridays from 9 a.m. to 1 p.m. (However, with a full-time library tech on board March, 2017, starting with the Fall, 2017 semester the Library/Learning Center is able to open at 8 a.m. every day until 6 or 6:30 and until 4:30 on Fridays. The earlier morning hour especially helps correspondence testers and others who needed earlier access to the library).

No coverage for library tech during winter and summer breaks: If the library tech should become ill during the long winter and summer breaks when the librarian is not here, there is no one to cover the library and the library would probably have to close.

Time constraints in general: Given the additional services housed in the library, it is sometimes difficult to give 100% to any one area, including our original service of library services. Research for the incarcerated students along with managing the tutoring services takes a great deal of time and library workshops and outreach for campus students suffers. It would have been helpful, especially in past years, to have additional help with the research for the incarcerated students in order to free up time for other services and to complete the research faster. Although it would seem to save money by not hiring an adjunct librarian, the reality was that other areas suffered including the turn-around time on the research for the incarcerated students.

Space management: In recent years, libraries are morphing into more of a Learning Commons. The modern Learning Commons is a place where students can congregate, relax, collaborate on projects and perhaps enjoy a snack or cold drink from a juice or coffee bar. Students need a place to congregate and hang out. They

"The first is the desire of higher education institutions to attract students.
The learning commons, with its fun, inviting interior spaces and creature comforts like gourmet food options and tech-friendly workspaces, is often one of the first stops on a campus tour….The learning commons serves as a 'student success center' of sorts."
http://www.cumberland.edu/sm_files/45_LearningCommons_BDC0314.pdf Building Design+Construction, March 2014

need large tables for group collaboration, inviting study rooms and a variety of seating arrangements. Modern Learning Commons contain a variety of seating and table arrangements for individual and group collaboration/study, along with study rooms and natural light, making it a functional and attractive place for students to congregate. The PVC Library has added the services of correspondence testing, assessment testing and tutoring. The college has been in its present location since August of 2001, making the library almost seventeen years old. The library houses multiple services now and could use some professional design help to allow for better space allocation of services and to make the areas more inviting and useful for students. (In addition, sometimes noise can be an issue).

c. **List continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.**

New Goal #1, Assess the tutoring program: Many colleges struggle to find a reliable way to measure the effectiveness of tutoring, and an agreed-upon measurement is needed to assess tutoring. We can start by perhaps surveying the instructors to get feedback on the tutoring program in general and especially the embedded tutoring.

New Goal #2, Tutoring program needs additional tutors and consistent tutors year after year: An adjunct Math instructor to tutor students in upper level Math courses started October 25, 2017. This upper-level Math tutor was very much needed as many of the peer tutors aren't experienced enough to tutor in the upper level Math courses and sometimes take those courses as they're finishing their community college career, so aren't able to help tutor before that. Moreover, some students need those Math courses in order to graduate.   In addition, basic skills funding only funds tutoring for remedial   courses, so even if we have peer tutors who are capable of tutoring non-remedial courses, we can't utilize them due to lack of funding. We could use an expert English/Reading tutor as well, and a tutor for the Sciences. We need additional professional and consistent tutors who can tutor semester to semester to maintain consistency. (AB 705 may affect tutoring and assessment support services).

New Goal #3, Plan to have tutors available in online/correspondence courses. We have walk-in, appointment, embedded and subscription virtual tutoring (Brainfuse). The next step would be to work with faculty to enable our own tutors to be available in online and correspondence courses or just online in general. Investigate the use of ConferZoom/CCConfer or World Wide Whiteboard by Link-Systems.

New Goal #4, Request a proposal from a Learning Center consultant to better utilize Library/Learning center space. In the meantime, do what we can to utilize space better for the students.

New Goal #5, Conduct more information literacy workshops (tied to assignments): There is still a time constraint on library outreach workshop activities.

New Goal #6, If applicable, formulate SLO's for the services of tutoring and possibly assessment testing and correspondence exam proctoring: Develop SLO's for the newer services held in the library, if applicable.

New Goal #7, Accudemia student login: Work with IT to allow students to login to the tutoring software (Accudemia) to make their own appointments using their Bridge log-in instead of creating a separate user account.

New Goal #8: Survey faculty regarding direction of library resources: Survey faculty to determine what percentage of library resources should be electronic and/or physical.

Continuing Goal #1: Ongoing modifications to the library and tutoring websites.

Continuing Goal #2: Multicultural displays.

d. **Describe the alignment between continuing and new program goals and institutional goals and objectives stated in the current Integrated Strategic Plan, which can be found on the college website.**

New goals #1-8 relate to Goal 1: "**Provide exemplary services and instructional programs in recognized and emerging fields that lead to successful attainment of degrees, certificates, employment, and transfer.**"

New goals #1-5, 7 and continuing goal #2 relate to Goal 2: "**Implement strategies to increase access and success for underrepresented and disproportionately impacted students and to advance diversity and equity across the district.**" In addition, **new goals 1-8 and continuing goal #1** relate to Objective 2.1.2 "**Strengthen Student Success services**" and Objective 2.1.3 "**Provide an enriched and equitable college experience for all students.**"

Continuing Goal #1 pertains to Strategy 2.2: "**Explore and implement events, activities and programs to advance diversity and equity across the district**."

New Goal #7 pertains to Goal #7**, "Maximize state-of-the-art technology to ensure instructional, student support, and operational effectiveness and to provide for data informed decision-making across the institution.**"

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5. STUDENT LEARNING OUTCOME (SLO)

SLO QUANTITATIVE DATA

Aggregate data annually for all SLOs. Define the SLOs and provide the success rate for each term since your last Program Review in the table below.

Success Rate for Student Learning Outcomes for LIBRARY				
Student Learning Outcome Definitions	% Successful Students ACAD YR 2013-14	% Successful Students ACAD YR 2014-15	% Successful Students ACAD YR 2015-16	% Successful Students ACAD YR 2016-17
SLO #1: Students will distinguish the library's online catalog from other resources, understand the purpose of the online catalog and utilize the catalog by applying effective search strategies to identify and locate library resources.	74%	66%	97%	100%
SLO #2: Students will recognize the difference between the library's subscription resources and the open web.	92%	78%	66%	88%
SLO #3: Students will understand applicable library resources available to them.	100%	83%	74%	94%
Average % of Successful Students by Year	89%	76%	79%	94%

Methodology: 2013-14 LIBRARY				
Student Learning Outcome	Method of Assessment ACADEMIC YR 1	Baseline for Success (Measurement system and the specific number that constitutes success)	Number of students that met or exceeded baseline	Number of students assessed
SLO #1	Pre/Post	70%	28	38
SLO #2	Pre/Post	70%	35	38
SLO #3	Pre/Post	70%	38	38

Methodology : 2014-15 LIBRARY				
Student Learning Outcome	Method of Assessment ACADEMIC YR 2	Baseline for Success (Measurement system and the specific number that constitutes success)	Number of students that met or exceeded baseline	Number of students assessed
SLO #1	Pre/Post	70%	21	32
SLO #2	Pre/Post	70%	18	23
SLO #3	Pre/Post	70%	19	23

Methodology : 2015-16 LIBRARY				
Student Learning Outcome	Method of Assessment ACADEMIC YR 3	Baseline for Success (Measurement system and the specific number that constitutes success)	Number of students that met or exceeded baseline	Number of students assessed
SLO #1	Pre/Post	70%	37	38
SLO #2	Pre/Post	70%	25	38
SLO #3	Pre/Post	70%	28	38

Methodology : 2016-17 LIBRARY				
Student Learning Outcome	Method of Assessment ACADEMIC YR 4	Baseline for Success (Measurement system and the specific number that constitutes success)	Number of students that met or exceeded baseline	Number of students assessed
SLO #1	Pre/Post	70%	14	14
SLO #2	Pre/Post	70%	7	8
SLO #3	Pre/Post	70%	34	36

SLO ACTION PLANS

In the table below, describe the action plans based on the results of the SLOs that your department has made since your last program review.

Program Name	Associated SLO #	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
Library	#1	Too many components to measure. #1 can be broken into three SLO's.	Break SLO #1 into smaller components.	Pre and post tests	Success rate: 97% (2015-16) and 100% (2016-17)	Academic year three and four
Library	#3	Too many resources	Only resources needed	Pre and post tests	74% (2015-16) to 94% (2016-17)	Year four

SLO QUALITATIVE DATA

a. **Were any SLOs revised/deleted in the past year based on assessment evaluations? If so, indicate what the change was and provide a detailed explanation of the changes.** Yes, for SLO #1, it is now broken down into individual SLO's. There were too many components to the SLO and it was difficult to measure. By breaking the SLO into multiple SLO's and focusing on individual components, it is much easier to measure. Regarding SLO #3, "library resources" instead of going over all the online subscription resources the library had to offer, the librarian now only focuses on the resources pertinent to the assignment and briefly mentioned or did not mention at all the resources that were not needed for the assignment. In addition, the Association of College and Research Libraries (ACRL) revised their guidelines and produced a framework model instead of standards in 2016. This may require re-tooling all SLO's.

b. **Provide specific examples of program improvements resulting from the assessment of SLOs.** Workshops given in 2016-2017 were focused solely on the specific resource needs of the course assignment, rather than trying to include most or all resources as an introduction to all the library resources. By narrowing the focus of the workshop, the post-test results were much better. For instance, a research paper assignment in English 101 may require researching the library's EBSCO subscription databases. Therefore, instruction and SLO's pertaining to the library catalog were eliminated from those workshops. Pre and Post-test questions were shortened considerably. Also, although students may not have fully understood the pre and post-test questions, most times they did well on activities such as looking up a book in the library's online catalog and then finding the physical book in the library or searching for an article in the EBSCO database and

sending it via e-mail to the librarian. However, the activity part of the workshop was not included in the SLO measurement; instead, the pre and post-test questions were used. In the future, the activity part of workshops may be measured.

6. PERSONNEL SUMMARY

a. **Provide an organization chart of the program, showing personnel coverage of key functions and responsibilities. Below is the <u>current </u>organizational chart.**
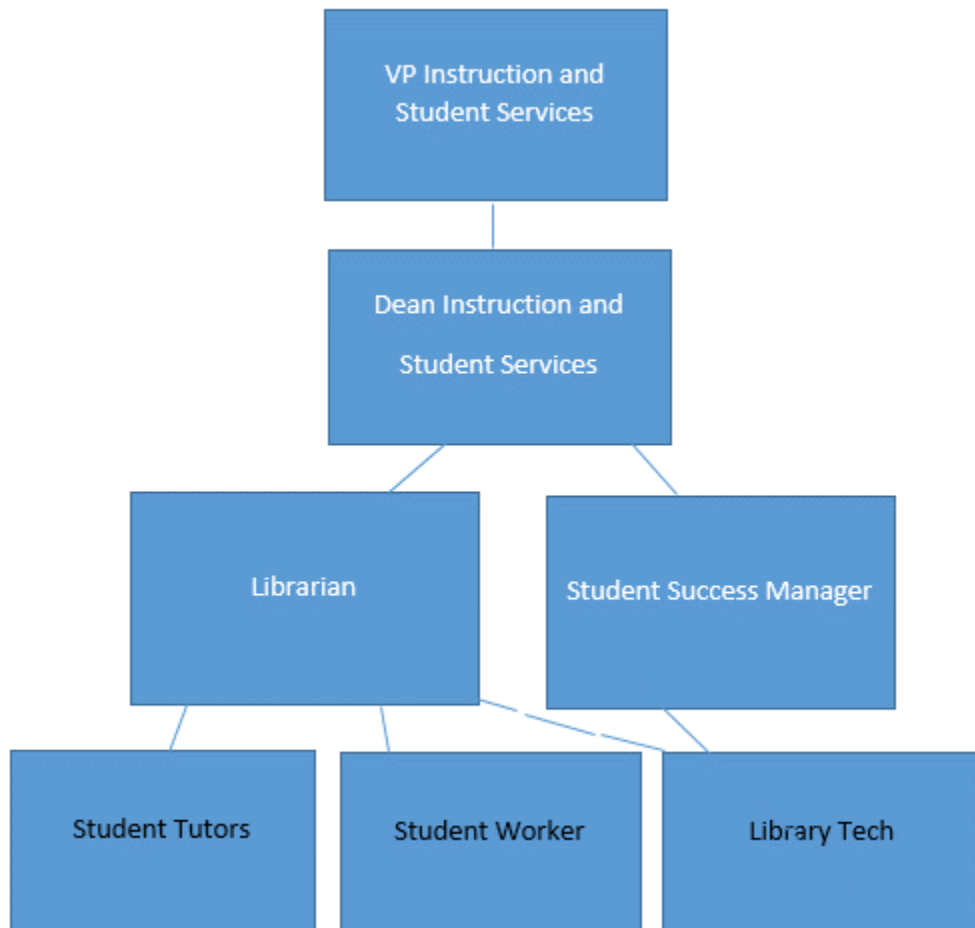
Prior Years' Staffing Levels (One Librarian plus staff below)

Library Tech and Library Clerk	Retired, December 2011
Part-Time Librarian	Laid off, Fall, 2011
Clerk (transferred, then promoted out Fall 2012)	Part of Fall, 2011-Summer, 2012
Student workers	Fall, 2012-Fall, 2013
Temporary One Tech	10/09/2013 - 07/22/2014
Temporary Two Tech	04/11/2014 - 06/25/2015
Temporary Three Tech	08/13/2014 - 04/04/2015
Part-Time One Library Tech	10/25/2015 – 03/25/2017
Part-time Two Library Tech	11/18/2015 – 02/09/2016
Part-time Three Library Tech	04/25/2016 – 02/15/2017
Part Time One became Full-Time Library Tech	03/26/2017 - Current

Temporary library techs one and two would probably be considered over-qualified and were transferred to the library. They moved on to find permanent jobs elsewhere. Part-time library tech one became permanent full-time.

b. **Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain.**

During the academic year when school is in session, the librarian and library tech can cover the open hours. However, during the summer and winter breaks when the librarian is not here, there is no one to cover the library should the library tech become ill or need time off for other reasons. The library would probably have to close during those instances. In addition, if either of us were to be out for any length of time during the normal school year due to an illness or otherwise, the days are very long from 8 a.m. to 6 p.m.

There were times when an adjunct librarian to replace the part-time librarian would have been helpful in order to help with the incarcerated student research to reduce the turn-around time needed to complete the research and let the librarian focus on other service areas. In past years, the librarian worked weekends and many additional hours to complete research in addition to other duties and the additional services. Other services suffered, and still do at times mostly during the first half of the semester since a large chunk of time is devoted to doing research for the inmate students. Supposedly, the state and EBSCO will come together in order to offer digital research capabilities to incarcerated students, but this seems like a long time coming. There is only librarian and a full-time library technician, and a student worker at times who can work a few hours.

In addition, we need steady, adjunct tutors in the Physical Sciences and Writing.

c. **Describe organizational changes that would improve program performance. Provide timelines for the achievement of such changes, and describe measures that assess the effectiveness of such measures.**

Although the research is not as heavy in the past couple of years due to a number of factors (encouraging facility proctors to keep research on file and faculty limiting the number of

topics or providing research themselves), there are times an adjunct would be helpful, for a few hours per week or as needed. This would free up time for the librarian to give additional Library/Learning Center workshops to students and be more involved with the tutoring and other duties.   Also, hire ongoing, consistent adjunct tutors who can help students with English and the Sciences.   Someone who can cover for the library tech during summer and winter breaks as needed.

7. STAFF DEVELOPMENT

a. **Describe specific professional development activities in which program members participate and explain how such activities benefit or enhance the program and support and facilitate student learning.**
The librarian is able to attend several professional development workshops, meetings and conferences per year. The librarian has attended tutoring conferences on a consistent basis, as well as assessment and library workshops or conferences. All of the workshops and conferences introduce new ideas and practices for the Learning Center service areas. Embedded and online subscription tutoring are two ideas that have been incorporated at PVC along with other ideas that came from attending workshops or conferences. A recent library workshop introduced a new framework model and different ways of getting across information literacy concepts to students that will be more meaningful for them.

b. **Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address these needs.**
At the moment, the professional development needs of the librarian are being met. The library tech continues to expand learning of the various software used in all the service areas and continues to develop more skills. However, the BSI funding is slated to go away in two years and it is unclear how the tutoring and assessment conferences and workshops will be paid for (or even if the assessment testing will continue with AB 705 on the horizon or if the tutoring will remain within the library).

8. FACILITIES & EQUIPMENT

a. **Are current facilities, such as offices and equipment, adequate to support the program? Explain.**
Yes, on a day-to-day basis. However, moving forward, the library needs collaborative and other student-centered spaces and an overall inviting interior for students. Although there seems to be a lot of space in the library, it needs to be professionally re-designed in order to better utilize space and to incorporate students' collaborative learning needs. We need more network capability and modern technology (collaborative spaces and technology for students to share PowerPoints, do mock presentations, etc.) including computers.   Professional guidance is needed to better allocate or re-allocate current space used for the various services the Library/Learning Center supports and to make the spaces more functional for students. The campus does

not have a central "living room" for students, staff and faculty.   There is adequate office space for staff.

b. Describe plans for future changes to support facilities or equipment.
Hopefully, the library will go through a re-design and space will be better utilized in order to meet students' needs. This could include more group study rooms with modern technology (there is only one study room plus a conference room). It could use some more modern furniture – bar stools and a laptop table and a variety of modern seating, tables and technology (including an additional phone/tablet/laptop charging station).

9. FINANCIAL RESOURCES

a. Provide a financial report showing, for each of the preceding five (5) years, budgeted vs. actual expenditures for each line item, at a minimum: personnel salaries, personnel benefits, supplies, contract services and capital expenditures. Explain deviations from budget exceeding 10% of any line item (please see Appendix D).
Any deviations in the 6310 object code (resources) were due to purchasing what was essential, but not excessive, hence utilizing less than the given amount.

b. Describe whether the current budget is adequate to carry out the responsibilities of the program or operation.
Yes, the current budget is adequate to run the Library and Learning Center. However, the seventeen year-old library needs new furniture (a variety of seating, tables and a laptop counter and stools) to make it more appealing to students, plus the seventeen year-old easy chairs need cleaning. Glass-enclosed study rooms would be helpful for tutoring and group study and for a place for students to collaborate without a noise issue worry. The library needs more network capability and modern technology resources and equipment for students (mentioned in 8A). An adjunct librarian to help with the research for a few hours per week for the first half of the semester or during the summer would be helpful. Permanent tutors are needed. Someone is needed to cover the library during summer and winter breaks should the library tech need time off. And, a small budget for coffee and refreshments is needed.

c. Describe plans for future budget changes, if any.
A consistent travel budget to enable the librarian to attend the annual Chief Librarian conference in Sacramento as well as two library workshops per year would strengthen the program.   (Most other meetings for assessment and tutoring are taken care of through BSI or 3SP funding). In addition, everything described in letter B above. However, if BSI funding goes away (and it is slated to do so in a couple of years), the librarian may need to find other funds for assessment and tutoring conferences. (At this point, we are unsure if assessment testing will continue, or if AB705 will have an impact on the tutoring services).

Tutoring Survey, Appendix A

Administered May and June, 2016 by librarian
via Survey Monkey

Q1   Customize   Export ▼

Did you find the tutoring services to be helpful?

Answered: 12   Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	83.33%	10
Somewhat	16.67%	2
No	0.00%	0
TOTAL		12

Q2
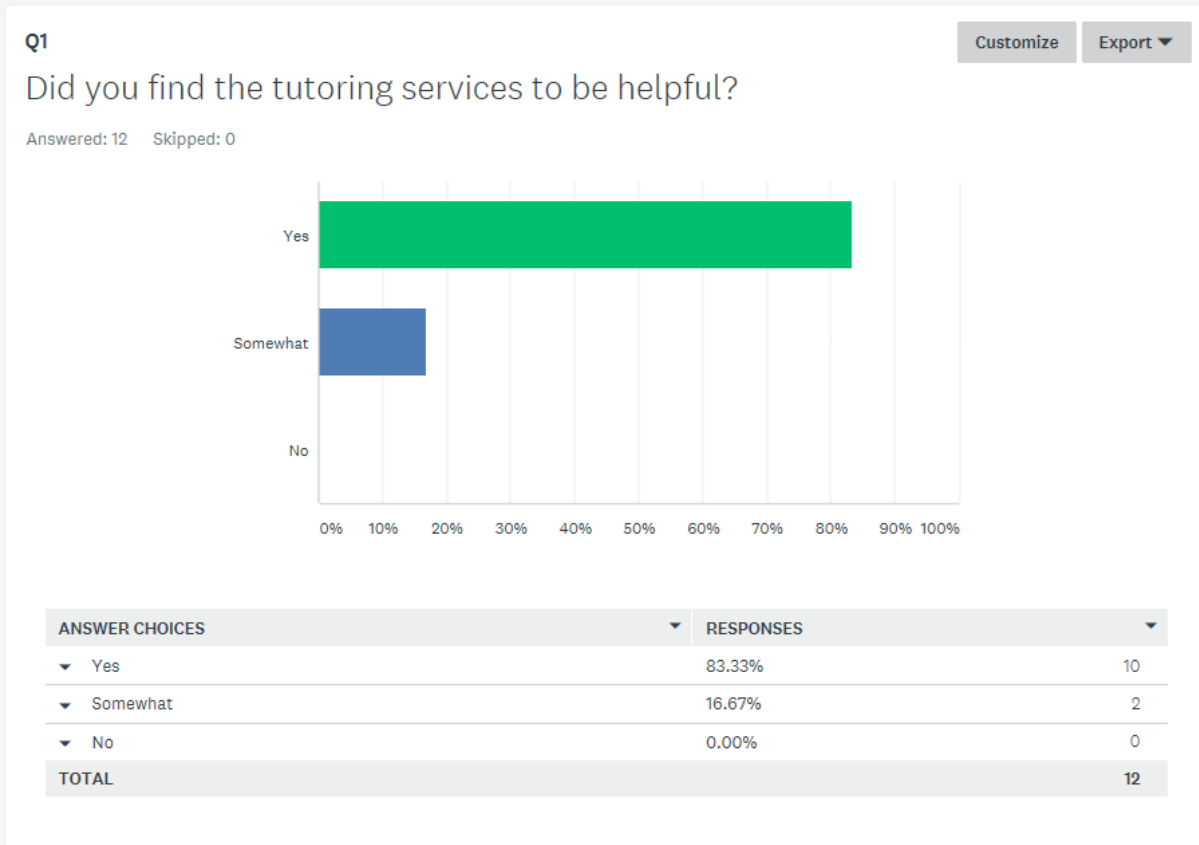
What did you like or dislike about the physical tutoring facility? - Chairs, computers, location, etc.

Answered: 9   Skipped: 3

RESPONSES (9)   TEXT ANALYSIS   MY CATEGORIES

Categorize as... ▾   Filter by Category ▾

Search responses 🔍   ❓

Showing **9** responses

Loved my tutor

6/7/2016 11:06 PM   View respondent's answers

I dislike that the library closes at 6. Aside from that it was good

6/4/2016 10:59 AM   View respondent's answers

I like the one on one time but the computers are not all in good working shape. When I would need a program like Microsoft word or the hawks not all the computers have them so we would have to find one that does. I think all the computers should have the same programs and they need up graded.

5/26/2016 9:03 AM   View respondent's answers

Tutoring not long enough. I need at least one hour and a half

5/24/2016 9:36 PM   View respondent's answers

The Tutors were very helpful and knowledgeable.

5/24/2016 12:25 PM   View respondent's answers

every one is great

5/24/2016 11:28 AM   View respondent's answers

I like it, could be more private.

5/24/2016 11:22 AM   View respondent's answers

I liked the tutors they were very helpful and friendly. I also like that it is held in the library so it is quite with no distractions.

5/23/2016 6:12 PM   View respondent's answers

I enjoy a lot because they help me a lot especially when I had trouble in understanding a subject.

5/23/2016 5:50 PM   View respondent's answers

Q3

Customize Export ▼

Did you find the tutors to be knowledgeable?

Answered: 12   Skipped: 0
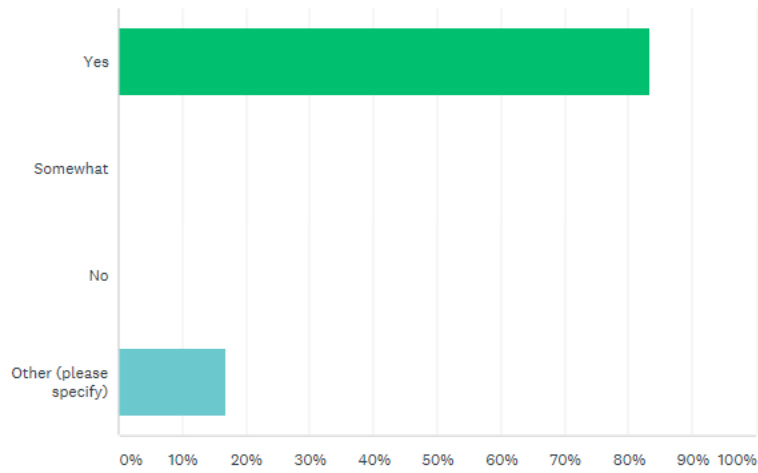
ANSWER CHOICES		RESPONSES	
▼ Yes		83.33%	10
▼ Somewhat		0.00%	0
▼ No		0.00%	0
▼ Other (please specify)	Responses	16.67%	2
TOTAL			12

RESPONSES (2)   TEXT ANALYSIS   MY CATEGORIES

Categorize as... ▼   Filter by Category ▼   Search responses 🔍 ❓

Showing **2** responses

the tutoring is wonderful

5/26/2016 9:03 AM   View respondent's answers

Yes but, not all.

5/24/2016 11:22 AM   View respondent's answers

Were the tutors empathetic toward your needs? (Caring, nurturing, etc).

Answered: 12   Skipped: 0
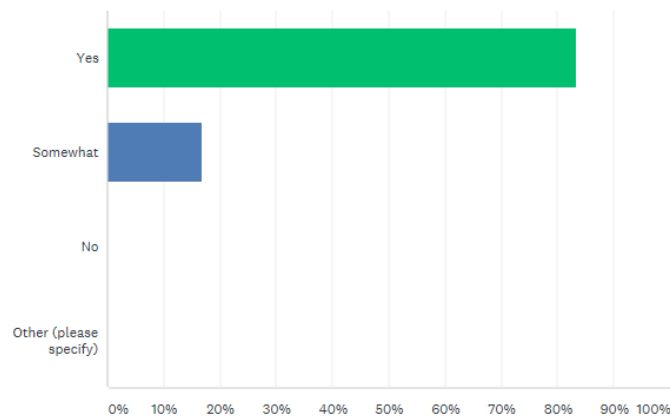
ANSWER CHOICES		RESPONSES	
▾ Yes		83.33%	10
▾ Somewhat		16.67%	2
▾ No		0.00%	0
▾ Other (please specify)	Responses	0.00%	0
TOTAL			12

Do you feel you would have passed your course without the help of the tutor (s)?

Answered: 12   Skipped: 0
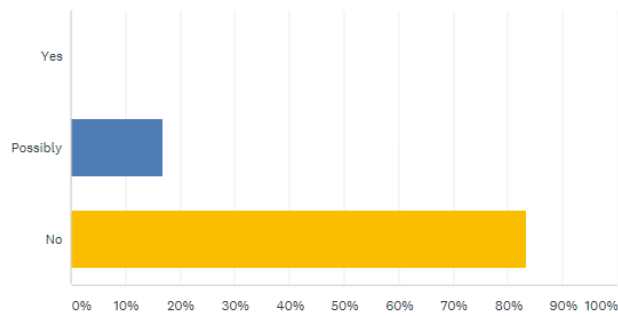
ANSWER CHOICES		RESPONSES	
▾ Yes		0.00%	0
▾ Possibly		16.67%	2
▾ No		83.33%	10
TOTAL			12

Q6

Customize · Export ▾

Did you find the texting and/or e-mail appointment notifications helpful?

Answered: 11   Skipped: 1
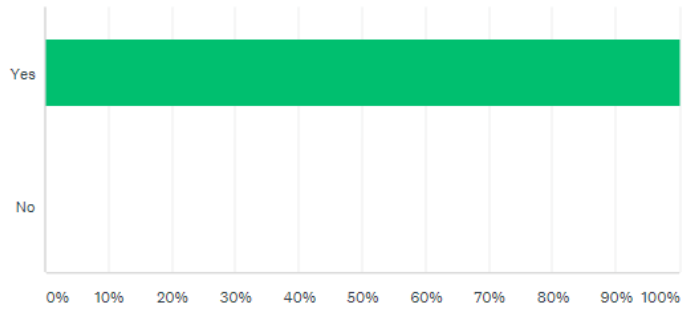
ANSWER CHOICES ▾	RESPONSES ▾	
▾ Yes	100.00%	11
▾ No	0.00%	0
TOTAL		11

Comments (5)

RESPONSES (5)   TEXT ANALYSIS   MY CATEGORIES

Categorize as... ▾   Filter by Category ▾   Search responses 🔍 ❓

Showing **5** responses

I didn't receive appointment reminders

6/4/2016 10:59 AM   View respondent's answers

Closer to the appointment

5/25/2016 11:49 PM   View respondent's answers

its good

5/24/2016 11:28 AM   View respondent's answers

No

5/24/2016 11:22 AM   View respondent's answers

closer to the appointment like,a 30 minute reminder

5/23/2016 6:12 PM   View respondent's answers

Q7

Customize   Export ▼

Overall, how satisfied were you with the tutoring services in the library/learning center?

Answered: 12   Skipped: 0
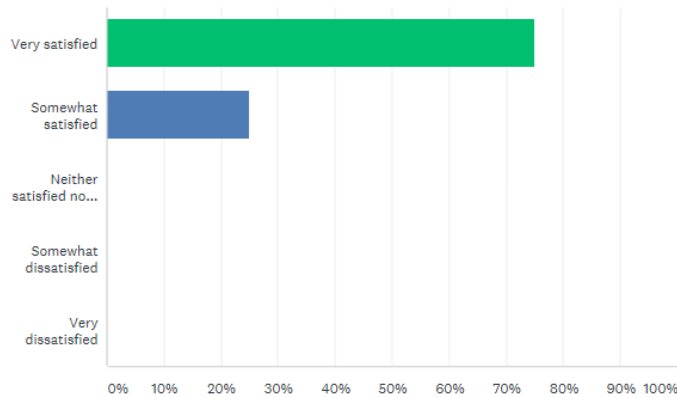
ANSWER CHOICES	RESPONSES	
▼ Very satisfied	75.00%	9
▼ Somewhat satisfied	25.00%	3
▼ Neither satisfied nor dissatisfied	0.00%	0
▼ Somewhat dissatisfied	0.00%	0
▼ Very dissatisfied	0.00%	0
TOTAL		12

Q8

Export ▼

If you answered dissatisfied or very dissatisfied above, please let us know why so we can improve our services.

Answered: 2   Skipped: 10

RESPONSES (2)   TEXT ANALYSIS   MY CATEGORIES

Categorize as... ▼   Filter by Category ▼   Search responses 🔍 ❔

Showing **2** responses

New girls in front need to learn how to make the right appt times

6/7/2016 11:06 PM   View respondent's answers

The tutor that is appointed for my math also helps in English and not enough openings for her, when there are other people qualified to tutor in English that are not being used.

5/24/2016 11:22 AM   View respondent's answers

Q9

Customize   Export ▼

Would you recommend the tutoring services in the library to another student?

Answered: 12   Skipped: 0
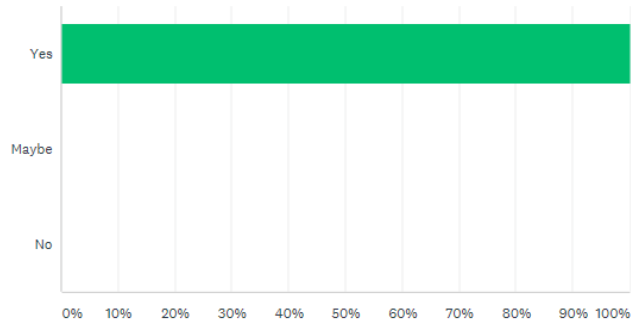
ANSWER CHOICES		RESPONSES	
▼	Yes	100.00%	12
▼	Maybe	0.00%	0
▼	No	0.00%	0
TOTAL			12

Q10

Export ▼

What suggestions do you have to improve on our services? What would you change or improve about the tutoring services? For instance, more tutors, more hours, more subjects covered, etc. (and which ones), etc. Please be specific! What did you like the most or least? Any comments are appreciated! Thank you!!!

Answered: 7   Skipped: 5

RESPONSES (7)   TEXT ANALYSIS   MY CATEGORIES

Categorize as... ▼   Filter by Category ▼   Search responses 🔍 ❓

Showing **7** responses

More tutors and hours
6/7/2016 11:06 PM   View respondent's answers

more hours, more subjects covered
5/26/2016 9:03 AM   View respondent's answers

We need More tutors please
5/25/2016 11:49 PM   View respondent's answers

we at least need hour and half or 2 hours of tutoring. Because 1 hour of tutoring isn't enough.
5/24/2016 9:36 PM   View respondent's answers

everything is great
5/24/2016 11:28 AM   View respondent's answers

More tutors qualified for higher level math!

Correspondence Testing Survey, Appendix B

Administered May and June of 2016
by librarian via Survey Monkey
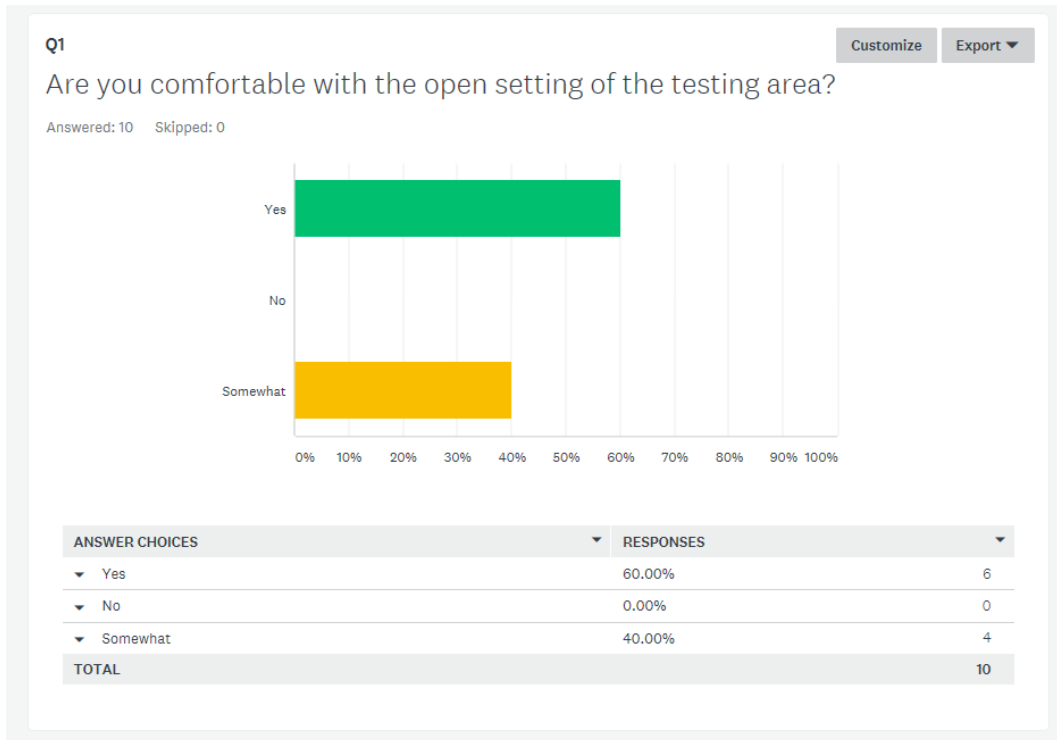
Q1				Customize	Export ▼

Are you comfortable with the open setting of the testing area?

Answered: 10   Skipped: 0

ANSWER CHOICES ▼	RESPONSES ▼	
▼ Yes	60.00%	6
▼ No	0.00%	0
▼ Somewhat	40.00%	4
TOTAL		10

Q2

Are you comfortable sharing the large testing tables with other students also taking exams?

Answered: 10   Skipped: 0
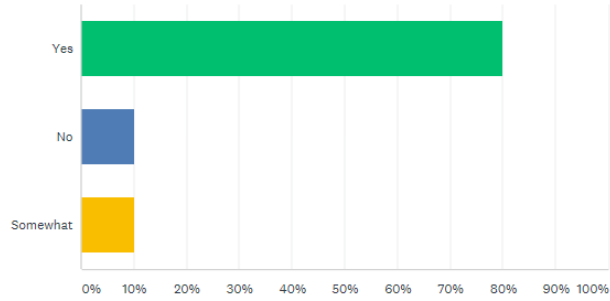
ANSWER CHOICES	▼	RESPONSES	▼
▼ Yes		80.00%	8
▼ No		10.00%	1
▼ Somewhat		10.00%	1
TOTAL			10

Q3

If you answered no or somewhat to the answer above, would you prefer individual testing cubicles rather than the open table setting? Or, something else? If you'd prefer something else besides the cubicles, please check no and add comments in the comment box.

Answered: 6   Skipped: 4
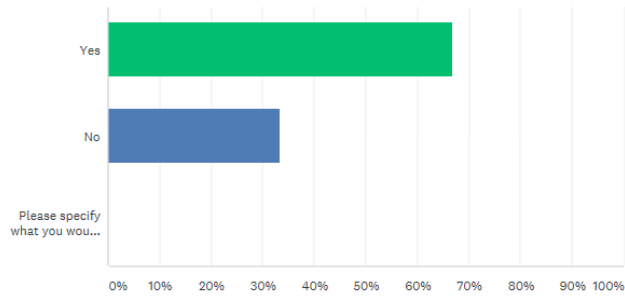
ANSWER CHOICES	▼	RESPONSES	▼
▼ Yes		66.67%	4
▼ No		33.33%	2
▼ Please specify what you would prefer other than the large testing tables or cubicles.	Responses	0.00%	0
TOTAL			6
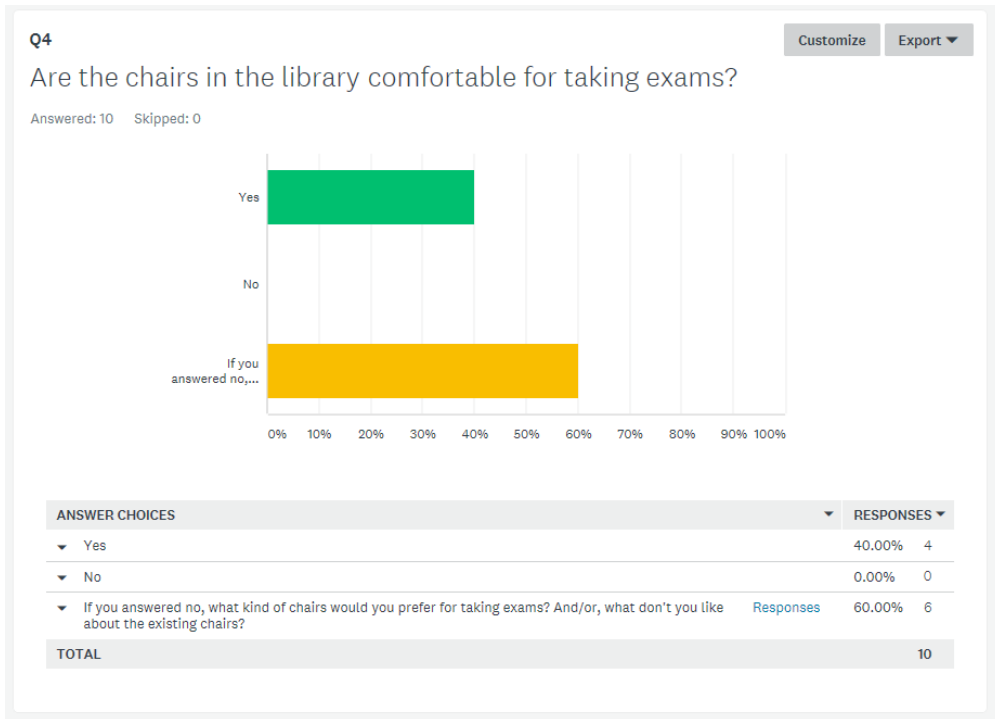
Q4

Customize | Export ▼

Are the chairs in the library comfortable for taking exams?

Answered: 10   Skipped: 0

ANSWER CHOICES ▼		RESPONSES ▼	
▼ Yes		40.00%	4
▼ No		0.00%	0
▼ If you answered no, what kind of chairs would you prefer for taking exams? And/or, what don't you like about the existing chairs?	Responses	60.00%	6
TOTAL			10

RESPONSES (6)   TEXT ANALYSIS   MY CATEGORIES

Categorize as... ▼   Filter by Category ▼   Search responses 🔍 ⊙

Showing **6** responses

The chairs are very hard and rock. It feels like I might tip over.

6/1/2016 10:52 AM   View respondent's answers

Like the chairs in the computer area

5/31/2016 10:15 PM   View respondent's answers

Softer chairs

5/31/2016 10:12 PM   View respondent's answers

Cushioned chairs that dont rock back and forth

5/31/2016 9:48 PM   View respondent's answers

Something soft

5/31/2016 7:36 PM   View respondent's answers

Chairs can be a bit stiff for sitting in longer than an hour.

5/31/2016 6:30 PM   View respondent's answers

TOTAL	10

Q5

Was the staff courteous?

Answered: 10   Skipped: 0
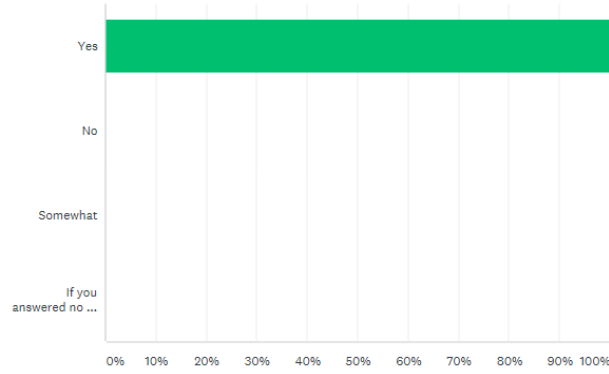
Yes	
No	
Somewhat	
If you answered no ...	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

ANSWER CHOICES	RESPONSES	
▾ Yes	100.00%	10
▾ No	0.00%	0
▾ Somewhat	0.00%	0
▾ If you answered no or somewhat, please state your concerns. Responses	0.00%	0
TOTAL		10

Customize   Export ▾

Q6

Was the check-in process efficient? Did we explain the instructor's exam rules, offer a textbook if the exam was open-book, etc.?

Answered: 10   Skipped: 0

Yes	
No	
Somewhat	
If you answered no ...	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

ANSWER CHOICES	RESPONSES	
▾ Yes	100.00%	10
▾ No	0.00%	0
▾ Somewhat	0.00%	0
▾ If you answered no or somewhat, please tell us how to improve or change our check-in process (the sign-in process before you take your exam). Responses	0.00%	0
TOTAL		10

Customize   Export ▾

Full Review Library, Fall 2013 – Spring 2017   31

Q7

Customize   Export ▼

Would you prefer an enclosed room to test in?

Answered: 10   Skipped: 0
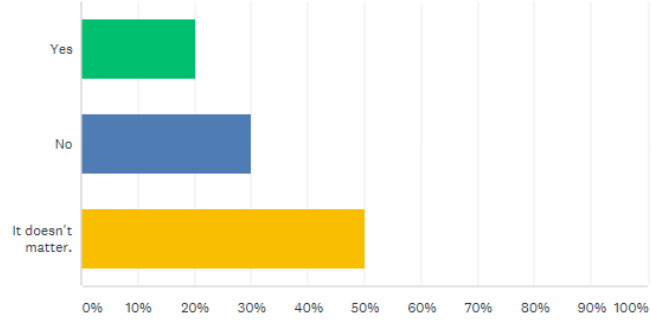
ANSWER CHOICES ▼	RESPONSES ▼	
▼ Yes	20.00%	2
▼ No	30.00%	3
▼ It doesn't matter.	50.00%	5
TOTAL		10

Q8

During the Fall and Spring semesters, the library is open for exam/quiz/test-taking from 9 a.m. to 6 p.m. Monday through Thursday and from 9 a.m. to 1 p.m. on Friday. Do these hours meet your needs? You may select more than one answer.

Answered: 10   Skipped: 0
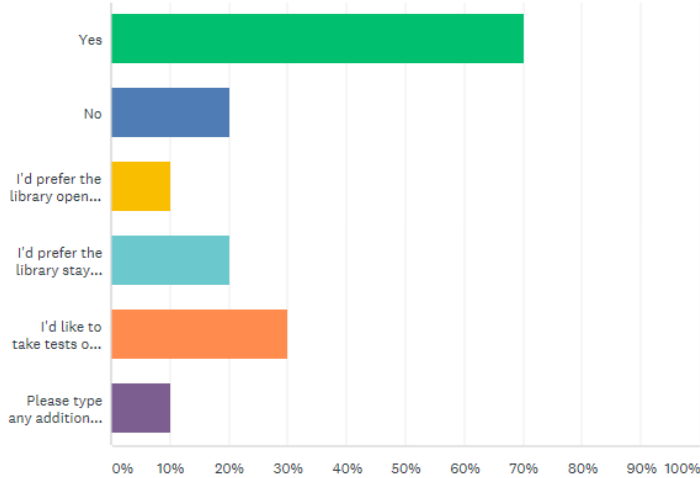
ANSWER CHOICES		RESPONSES	
▼ Yes		70.00%	7
▼ No		20.00%	2
▼ I'd prefer the library open one or more mornings at 8 a.m. for test-taking.		10.00%	1
▼ I'd prefer the library stayed open one or more nights until 7 p.m. for test-taking.		20.00%	2
▼ I'd like to take tests on Friday afternoon after 1 p.m.		30.00%	3
▼ Please type any additional comments about the hours here.	Responses	10.00%	1
Total Respondents: 10			

RESPONSES (1)   TEXT ANALYSIS   MY CATEGORIES

Categorize as... ▼   Filter by Category ▼   Search responses 🔍 ❓

Showing **1** response

8am - 7pm

5/31/2016 7:36 PM   View respondent's answers

Q9

Was the noise level acceptable when you were taking your exams(s)? Was the staff along with other people in other areas of the library quiet enough for you to concentrate on your exams/tests/quizzes?

Answered: 10   Skipped: 0
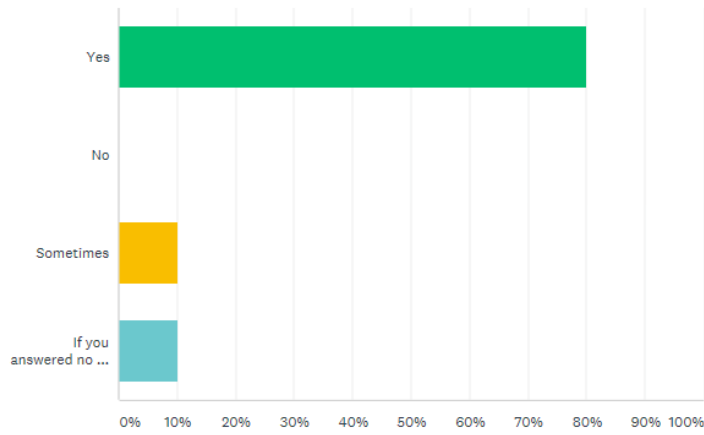
ANSWER CHOICES	▼	RESPONSES	▼
▼ Yes		80.00%	8
▼ No		0.00%	0
▼ Sometimes		10.00%	1
▼ If you answered no or sometimes, please state your concerns here. Thank you.	Responses	10.00%	1
TOTAL			10

RESPONSES (1)   TEXT ANALYSIS   MY CATEGORIES

Categorize as... ▼   Filter by Category ▼   Search responses 🔍 ❓

Showing **1** response

It's to much movement and can't stay focus

5/31/2016 7:36 PM   View respondent's answers

Q10

Export ▼

What suggestions do you have to improve our services? What would you change or improve? What did you like the most or least? Any comments are appreciated! Thank you for completing this survey!!

Answered: 6   Skipped: 4

RESPONSES (6)   TEXT ANALYSIS   MY CATEGORIES

Categorize as... ▼   Filter by Category ▼   Search responses   🔍   ❓

Showing **6** responses

The way its done now is good.

6/2/2016 8:49 AM   View respondent's answers

The staff is always helpful and courteous.

6/2/2016 12:08 AM   View respondent's answers

Offer hours for testing that are more friendly towards people who work during the day.

6/1/2016 10:52 AM   View respondent's answers

I feel really conferable taking tests in the library. The proctors give you enough space so you still feel conferable but still be watching you at the same time. I have no problems. Good work!

5/31/2016 10:12 PM   View respondent's answers

Better chairs and maybe not near the entrance because every time someone walks in you look up and get distracted where as is if you were more towards that back of the room there are less distractions. People arent walking in and out or putting money in the printer machine or talking to the people at the front desk.

5/31/2016 9:48 PM   View respondent's answers

Get quite areas for testing.

5/31/2016 7:36 PM   View respondent's answers

Assessment Testing Survey, Appendix C

Assessment survey conducted from December 12, 2016 through February 3, 2017 via handout at the library front desk. There were 22 respondents.

1) Did the assessment/library testing hours accommodate your schedule?
   Yes (21) No (1)

2) Was the seating arrangement comfortable for taking the assessment exam and was the room quiet enough?
   Yes (22)

3) Before taking the orientation and/or the assessment exam, did the staff explain the process to you?
   Yes (21), Somewhat (1)

4) For any new students, if you weren't already given a checklist by another department, were you offered a checklist by the assessment/library staff?
   Yes (19), Skipped (3)

5) Upon receiving your printed assessment scores, did the staff give you a sheet of paper that showed the levels you scored into on your assessment exam?
   Yes (22)

6) Were you told about the re-testing policy?
   Yes (19), No (3)

7) Were you offered a study guide to prepare for re-testing or told other options (such as visiting with a counselor) if you weren't happy with your scores?
   Yes or Happy with scores (20), No (1), Skipped (1)

8) Was the CHOICE scholarship explained to you and did you understand where to fill out the application and what department to give it to?
   Yes (19), No (1), Skipped (2)

9) Any comments or suggestions to improve our services? Likes or dislikes? All comments are welcome!
   a) I don't really have a lot to say because the library staff was really helpful to me and also really kind.
   b) Good
   c) Your school is very workable. I can't wait to start
   d) Like

Financial Report, Appendix D

View Financial Summary 2013-14

DISTRICT 05 - PALO VERDE COMMUNITY COLLEGE

Begin Date: 07/01/2013 / End Date: 06/30/2014

NOTE: Generated from Galaxy screen on 03/20/2018 1:27 PM   2013-2014

Fund	School	Resource	PY	Goal	Function	Object	Revised Budget	Rev/Exp Net of Abatements
11	LIB	0	2	6120	0	1210	76,662.00	55,471.02
11	LIB	0	2	6120	0	2139	0	5,061.12
11	LIB	0	2	6120	0	2331	0	733.21
11	LIB	0	2	6120	0	3130	6,325.00	4,110.99
11	LIB	0	2	6120	0	3320	0	313.8
11	LIB	0	2	6120	0	3325	0	73.39
11	LIB	0	2	6120	0	3335	1,112.00	804.33
11	LIB	0	2	6120	0	3430	16,058.00	9,187.45
11	LIB	0	2	6120	0	3520	0	2.53
11	LIB	0	2	6120	0	3530	843	27.72
11	LIB	0	2	6120	0	3620	0	90.64
11	LIB	0	2	6120	0	3630	1,198.00	867.57
12	BSI	0	2	6120	0	4320	0	0
11	LIB	0	2	6120	0	4330	1,200.00	0
12	BSI	0	2	6120	0	4350	1,690.00	1,689.00
11	LIB	0	2	6120	0	4550	2,700.00	602.51
11	LIB	0	2	6120	0	4556	300	0
11	LIB	0	2	6120	0	5220	150	90.52
12	BSI	0	2	6120	0	5220	1,500.00	1,384.40
11	LIB	0	2	6120	0	5310	150	150
11	LIB	0	2	6120	0	5630	0	2,958.82
11	LIB	0	2	6120	0	5648	1,207.00	1,195.00
11	LIB	0	2	6120	0	6310	0	65.64
12	LOT	0	2	6120	0	6310	15,000.00	10,233.21
12	LOT	0	2	6120	0	6491	6,193.00	0

View Financial Summary

DISTRICT 05 - PALO VERDE COMMUNITY COLLEGE   **2014-15**

Begin Date: 07/01/2014 / End Date: 06/30/2015

NOTE: Generated from Galaxy screen on 03/20/2018 1:26 PM   **2014-2015**

Fund	School	Resource	PY	Goal	Function	Object	Revised Budget	Rev/Exp Net of Abatements
11	LIB	0	2	6120	0	1210	80,073.00	31,339.60
11	LIB	0	2	6120	0	2139	14,008.00	10,875.04
11	LIB	0	2	6120	0	3130	7,110.00	2,782.95
11	LIB	0	2	6120	0	3320	869	674.23
11	LIB	0	2	6120	0	3325	203	157.7
11	LIB	0	2	6120	0	3335	1,161.00	454.45
11	LIB	0	2	6120	0	3410	0	1,250.00
11	LIB	0	2	6120	0	3430	14,823.00	14,823.48
11	LIB	0	2	6120	0	3520	7	5.45
11	LIB	0	2	6120	0	3530	40	15.68
11	LIB	0	2	6120	0	3620	219	194.12
11	LIB	0	2	6120	0	3630	1,252.00	559.4
11	LIB	0	2	6120	0	4330	0	0
11	LIB	0	2	6120	0	4550	649.99	652.81
11	LIB	0	2	6120	0	4556	0	0
11	LIB	0	2	6120	0	5220	200.01	200.01
11	LIB	0	2	6120	0	5310	150	150
11	LIB	0	2	6120	0	5630	3,500.00	4,276.48
12	IEP	0	2	6120	0	6310	0	3,977.39
12	LOT	0	2	6120	0	6310	11,193.00	8,421.93

View Financial Summary   2015-16

DISTRICT 05 - PALO VERDE COMMUNITY COLLEGE

Begin Date: 07/01/2015 / End Date: 06/30/2016

NOTE: Generated from Galaxy screen on 03/20/2018 1:25 PM   **2015-2016**

Fund	School	Resource	PY	Goal	Function	Object	Revised Budget	Rev/Exp Net of Abatements
11	LIB	0	2	6120	0	1210	32,029.00	32,029.20
11	LIB	0	2	6120	0	2139	5,530.00	5,545.29
11	CAW	0	2	6120	0	2331	0	612.47
11	LIB	0	2	6120	0	3130	3,437.00	3,436.70
11	OBP	0	0	6120	0	3130	0	3,604.00
11	LIB	0	2	6120	0	3320	343	343.82
11	LIB	0	2	6120	0	3325	80	80.43
11	LIB	0	2	6120	0	3335	464	464.5
11	LIB	0	2	6120	0	3430	6,792.00	7,491.88
11	LIB	0	2	6120	0	3520	3	2.82
11	LIB	0	2	6120	0	3530	16	16
11	CAW	0	2	6120	0	3620	0	11.26
11	LIB	0	2	6120	0	3620	99	101.89
11	LIB	0	2	6120	0	3630	572	588.3
12	SEP	0	3	6120	0	4100	4,500.00	4,495.96
11	LIB	0	O	6120	0	4220	0	0
12	LOT	0	2	6120	0	4220	0	5,000.00
12	SEP	0	3	6120	0	4220	12,061.19	11,003.24
12	BSI	0	2	6120	0	4350	1,689.00	1,689.00
11	LIB	0	2	6120	0	4550	0	0
11	LIB	0	2	6120	0	4556	0	0
12	LOT	0	2	6120	0	4556	0	975.92
11	LIB	0	2	6120	0	5045	0	0.98
11	LIB	0	2	6120	0	5220	749.52	513.2
12	BSI	0	2	6120	0	5220	299	126.47
11	LIB	0	2	6120	0	5310	150	150
11	LIB	0	2	6120	0	5630	3,779.98	3,488.86
11	LIB	0	O	6120	0	6310	5,000.00	0
12	IEP	0	2	6120	0	6310	0	0
12	LOT	0	2	6120	0	6310	12,040.00	16,677.44
12	SEP	0	2	6120	0	6310	0	1,981.30
12	SEP	0	3	6120	0	6310	1,981.30	0
12	SEP	0	3	6120	0	6491	6,173.98	6,173.98

View Financial Summary   2016-17

DISTRICT 05 - PALO VERDE COMMUNITY COLLEGE

Begin Date: 07/01/2016 / End Date: 06/30/2017

NOTE: Generated from Galaxy screen on 03/20/2018 1:24 PM   2016-2017

Fund	School	Resource	PY	Goal	Function	Object	Revised Budget	Rev/Exp Net of Abatements
11	LIB	0	2	6120	0	1210	35,679.60	35,679.60
11	LIB	0	2	6120	0	2109	2,853.00	2,853.00
11	LIB	0	2	6120	0	2139	6,561.13	6,561.13
11	LIB	0	2	6120	0	3130	4,488.50	4,488.50
11	LIB	0	2	6120	0	3220	396.24	396.24
11	LIB	0	2	6120	0	3320	583.72	583.72
11	LIB	0	2	6120	0	3325	136.53	136.53
11	LIB	0	2	6120	0	3335	517.38	517.38
11	LIB	0	2	6120	0	3420	1,219.41	1,219.41
11	LIB	0	2	6120	0	3430	7,556.64	7,556.64
11	LIB	0	2	6120	0	3520	4.74	4.74
11	LIB	0	2	6120	0	3530	17.8	17.8
11	LIB	0	2	6120	0	3620	162.64	162.64
11	LIB	0	2	6120	0	3630	618.34	618.34
12	SEP	0	3	6120	0	4100	7,019.87	7,019.87
11	LIB	0	O	6120	0	4220	-5,000.00	-5,000.00
12	SEP	0	3	6120	0	4220	0	0
12	SEP	0	6	6120	0	4220	2,612.72	2,612.72
12	SEP	0	3	6120	0	4320	926.84	926.84
12	BSI	0	2	6120	0	4350	1,689.00	1,689.00
11	3SP	0	3	6120	0	4360	660	660
11	LIB	0	2	6120	0	4556	0	0
12	LOT	0	2	6120	0	4556	1,838.36	1,838.36
11	3SP	0	3	6120	0	4557	1,203.23	1,203.23
11	LIB	0	2	6120	0	5045	3.72	3.72
11	LIB	0	2	6120	0	5220	543.13	543.13
12	BSI	0	2	6120	0	5220	1,995.00	1,362.20
11	LIB	0	2	6120	0	5310	150	150
11	LIB	0	2	6120	0	5630	3,348.35	3,348.35
12	IEP	0	2	6120	0	6310	3,151.00	3,151.00
12	LOT	0	2	6120	0	6310	17,830.40	17,830.40