Palo Verde College
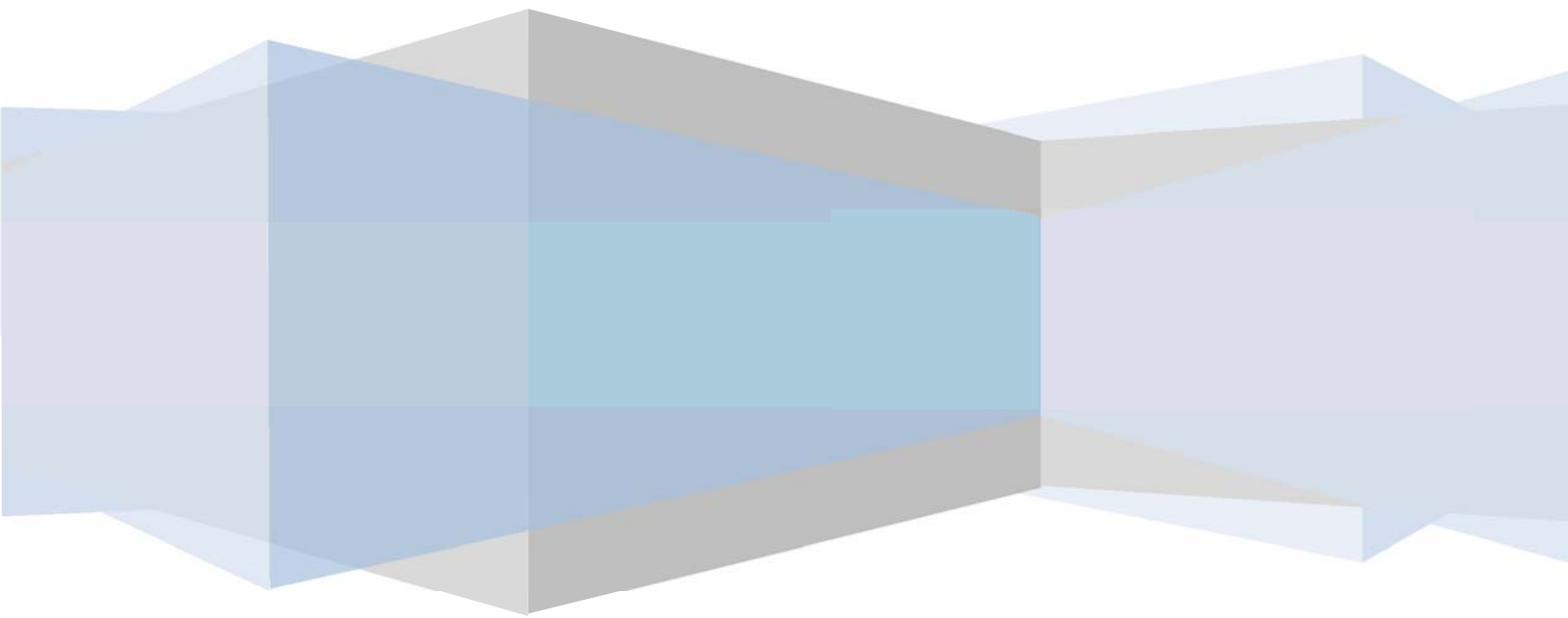
LIBRARY PROGRAM REVIEW

Fall 2010 – Spring 2013

Submitted by J. Turner

1. **SUPPORT OF THE COLLEGE MISSION**

1A. Summarize the program in terms of key functions and responsibilities.

The library offers both print and online subscription resources, research assistance and information literacy workshops to the college community. In addition, the library maintains a computer lab with Internet access, Microsoft software programs, and the Hawkes Math learning system. The library provides comfortable reading areas along with quiet places to study.

1B. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees.

The library program advances student success by offering services to students and the community. Community members are welcome to utilize the library and its resources, thereby promoting lifelong learning. The library supports the area's creative talent by sponsoring art shows and displays now and then from valley area residents and students.

1C. Describe, in qualitative and quantitative terms, the population served by the program.

The Palo Verde College library serves enrolled students of the Blythe and Needles campuses, online and correspondence students, the PVC staff and local Blythe community. As mentioned above, the library provides online subscription and print resources, research assistance and workshops. In addition, the library has seventeen computers available for students and guests to use while in the library with access to the Internet and Microsoft Office programs.

Population served in quantitative terms can be measured in part by electronic database usage statistics, circulation statistics, gate count, number of students receiving formal library instruction, and the number of questions received from incarcerated students for library-generated research.

When selecting which usage statistics to report for online subscription resources, several options are offered by database vendors. For example, a "hit" is how many times a student clicks on a resource, and is usually a far greater number than the number for actual content downloaded. Only the "downloaded" statistics are included in this report. The downloaded content is more representative of a successful search in that the student didn't merely "hit" the resource, but also formulated a search and in the end, chose to download content. Database usage

statistics are calculated on an academic year beginning with July and ending in June.

EBSCOhost is the backbone of the library's subscription databases, and includes a variety of periodical databases with multi-discipline as well as subject-specific databases thereby serving students in nearly every discipline. Thanks to state Telecommunication and Technology Infrastructure Programming (TTIP) funding that was specifically earmarked for California community college libraries for online subscription and other electronic resources for many years, the PVC library was able to offer students a variety of online databases. However, in 2009, the TTIP money (not being tied to a contract), dissolved due to California's budget crisis. In 2010-2011, the PVC library purchased only one of the EBSCO databases, the multi-disciplinary Academic Search Elite, the least expensive multi-disciplinary periodical database EBSCO offers. Good news occurred in January, 2012, when the state completed a state-wide purchase for a suite of EBSCO databases for community colleges, with the contract running three years. All California state community college libraries receive the middle-tier multi-disciplinary database, Academic Search Premier, along with other multi-disciplinary and subject specific EBSCO databases.

Academic Search Premier allows student access to full-text articles from over 4,600 journals, 3,900 of which are peer-reviewed. Most journals have back files for several years, including one-hundred titles that have back files dating to 1975. This popular periodical package digitizes magazine, journal and newspaper content as well as limited book content.

Some of the more heavily used databases within the EBSCOhost package include Academic Search Premier, Master File Premier, (also multi-disciplinary, but less scholarly than Academic Search Premier), Business Source Elite, Newspaper Source Plus and America: History and Life. Other EBSCOhost databases offer specialized content in the areas of medicine, religion, philosophy and communications.

Total number of EBSCO articles downloaded	2009-10	2010-11	2011-12	2012-13
Totals	11,669	5,388	7,901	6,753

In addition to the EBSCOhost databases, a number of other online resources are offered through the library website. The Facts on File History databases have proved to be popular for students enrolled in history and other courses, and has been a library staple for many years. The database includes several subject-specific history databases including American Indian, African American, American History, American Women, Ancient and Medieval, and Modern World. The following table shows the usage

statistics from fiscal years 2009-2010 through 2012-2013 for the individual databases that comprise the Facts on File history collection of databases. Again, these statistics include only times when actual articles have been downloaded, not "hits." It's possible that some of the decrease in usage stats in 2012-2013 may have been due to assignment changes.

FACTS ON FILE HISTORY ARTICLE DOWNLOADS BY DATABASE	2009-2010	2010-2011	2011-2012	2012-2013
AFRICAN AMERICAN	371	470	495	261
AMERICAN HISTORY	461	565	607	440
AMERICAN INDIAN	302	707	486	253
AMERICAN WOMEN'S	306	452	489	271
ANCIENT AND MEDIEVAL	311	812	467	248
MODERN WORLD	300	479	497	239
Total articles downloaded	**2,042**	**3,485**	**3,041**	**1,712**

The Opposing Viewpoints Resource Center offers students a database with pro and con articles on a variety of current social issues. Opposing Viewpoints is especially useful for argumentative or persuasion essays. The database consists of the digitization of articles from the popular print book series by the same name. In addition to the book "articles" written by prominent people with knowledge of the subject matter, this database also includes tabs to current magazine, journal and newspaper articles for each social issue along with a tab for statistical information and other resources.

Number of Opposing Viewpoint articles downloaded	2009-10	2010-11	2011-12	2012-13
Totals	1,701	1,061	901	353

The decrease in usage statistics for 2012-2013 for Opposing Viewpoints is somewhat disheartening since it's a great resource for position papers. It's also possible that CQ Researcher and Issues and Controversies (both fairly new) may have been utilized by students as well, thereby lessening the OV statistics. The librarian spoke to faculty on one of the recent flex days to encourage their students to utilize this database (among others) and to mention the database by name in their syllabus when appropriate. The decrease in usage statistics may also be due to a decrease in the number of workshops given by the librarian in 2012-2013, resulting in fewer students being aware of the resource.

A few subscription resources were eliminated since the last program review. After consultation with instructors in the communications division, it was decided not to continue the subscription to the online Oxford English dictionary resource. The subscription had become somewhat pricey for a dictionary (albeit a very distinguished etymologic dictionary). Rand California and Encyclopedia Britannica were also eliminated due to low usage. CQ Researcher and Issues and Controversies are fairly new and statistics for those resources aren't included here. It's possible that either or both of these resources may be able to replace the more expensive Opposing Viewpoints database if usage doesn't increase with that resource.

The Gale e-Books collection consists of over 70 subject encyclopedias, mostly multi-volume sets. The library purchased reference e-books (mostly multi-volume encyclopedic sets) from June of 2005 through December 2006. There is an ongoing annual host fee. The e-books are still valuable for their background content in philosophy, religion and history and other areas. Other subjects are dated and those e-books should probably be removed or updated.

Number of E-BOOK articles downloaded	2009-10	2010-11	2011-12	2012-13
Totals	401	383	382	180

Library workshops are part of the services of the library program and commonly offer students an orientation to the library, plus instruction on how to locate or utilize print and online resources, evaluate websites, cite sources and more. In addition, tailor-made workshops are given to correspond with instructor's assignments. In 2009-10, the librarian offered drop-in workshops. Many students in remedial classes were sent to the workshops, but it was deemed the material would be better administered in more advanced classes, and so the librarian returned to the former model of working with individual instructors to promote library resources and concepts to students. The dip in the number students receiving formal library instruction during 2012-2013 occurred when there was only one full-time employee, the librarian. The variety of student workers with minimal hours didn't work especially well unfortunately. There has been better coverage for 2013-14 and the librarian has been able to conduct more workshops for the current year.

Academic Year	#Students Receiving formal Library Instruction
2009-10	317
2010-11	132
2011-12	156
2012-13	62

Supporting the research goals of incarcerated students is a priority. The incarcerated students submit research requests on a standardized form and in turn receive printed research from reputable sources in order to fulfill their research needs. In the past, the number of individual research requests was recorded, but in this review, the total number of questions will be recorded (from 2010-11 on) as a more accurate total of the research generated. Most research requests have several questions the student wishes to have researched.   These totals represent questions from students enrolled in programs from Ironwood State Prison, Chuckawalla State Prison and other prison facilities.

Number of Research Questions Submitted by Incarcerated Students

2009-2010	2010-2011	2011-2012	2012-2013
437 individual requests, # questions unknown	963 questions	1,096 questions	890 questions

Circulation statistics include all physical items housed within the library and checked out or renewed by patrons via Alexandria, the library's integrated library system (ILS). Materials checked out include both print and audio-visual material such as books, periodicals, textbooks, DVD's and videos. The circulation counts for the past four academic years are as follows:

Academic Year	Circulation
2009-2010	3,719
2010-2011	3,991
2011-2012	3,446
2012-2013	3,294*

*2012-2013 circulation stats are estimated due to a reporting glitch from the online catalog vendor, possibly due to transferring records from a local server to the vendor's server.

The gate count gives a snapshot of the number of people who visit the library each year. The following chart gives the annual statistics of people using the library. There is a substantial decrease in 2012-2013 from the prior year, and it seems likely the decrease would be due to the reduced hours of the library.   Gate counts, although once indicative of the number of patrons using the library, should be considered in addition to the number of students using the online library resources (which are available any

time day or night, whether a student is on or off-campus). Gate counts only represent people entering the library (not exiting).

Academic Year	Gate count
2009-10	26,799
2010-11	28,189
2011-12	22,966
2012-13	17,639

.

 # Hours library open per week

Academic Year	# Hours open/week
2009-10	56.5
2010-11	56.5
2011-12	47.75 (average of 2 semesters)
2012-13	40

 # Permanent Staff

Academic Year	Permanent Staff
2009-10	3.5
2010-11	3.5
2011-12	3 in Fall, 2 in Spring
2012-13	1

The librarian felt she would like to try working with student workers in 2012-2013 to see what the staffing needs might be before advocating for any permanent replacements. One thing that did not work in 2012-2013 was trying to work with several six-hour student workers. It proved to be inefficient and in turn, there needed to be one person with more hours in order to work with the librarian on a daily basis and to complete projects. In the Fall of 2013, a student worker with 19 hours was assigned to the library and it was a much better arrangement, although there are still times when coverage is needed.

To summarize, the college population consisting of Needles, Blythe and incarcerated students, as well as the Blythe community, is served by access to or content delivered through the library's online and print resources. In addition, information literacy workshops and in-house research assistance serve to instruct the population as to how to best utilize the library's resources.

The reasons for the decline in library usage statistics will be subjective of course, but good guesses would be:

a) a drastic decline in library hours thereby resulting in less over-all usage (gate count would naturally decrease, and less one-on-one instruction as to how to use the library subscription databases would result in less students utilizing the subscription resources)

b) a large decrease in number of permanent staff resulting in fewer opportunities for interactions with students and less workshops being given to students by the librarian on how to utilize the library's resources, resulting in decreased subscription database stats

c) Other possible reasons might be more students enrolled in online courses and less students overall on campus

2. ACCOMPLISHMENTS IN ACHIEVING GOALS OUTLINED IN THE PREVIOUS PROGRAM REVIEW

2a. Describe progress in achieving goals outlined in the previous program review, including evidence documenting such achievements.

Goal from 2010: Information literacy workshops, Blythe and Needles.

   Due to decreased staffing, the number of information literacy workshops decreased in academic year 2012-2013. In order to give a workshop, someone must cover the library while the librarian is away. Coverage was difficult because of working with student workers who worked minimal hours. The librarian was also concerned about closing the library in order to give workshops. However, with one 19-hour student worker for Fall, 2013, the librarian has conducted more workshops already than during the Fall semester, 2012.

   In addition, there is now a systematic plan in place to incorporate specific information literacy skills into courses, in other words "infusing" the skills into courses. The librarian dialogued with divisions and individual instructors to come up with a plan. Each semester the same workshops will be given to students in GES courses, History, Psychology and more. In the past, the instructor or the librarian would initiate a workshop (which can still take place of course) or the drop-in workshop model was used. (Note: some of this was put on hold this semester due to the librarian overseeing the tutoring in Spring, 2014).

   Needles: The Needles secretary, Needles Director and the Blythe librarian decided upon an ITV library workshop to be given at least once per semester in the GES course. The Needles secretary will post flyers and do the advertising for the workshop and the Blythe librarian will train students remotely. (Needles students

have access to the PVC library's subscription resources 24/7, and some Needles students telephone the PVC librarian each semester for help).

Goal from 2010: Textbook issue.

The textbook issue seems to be somewhat resolved. The librarian received positive feedback from faculty in Spring, 2013 in order to use library funds to purchase textbooks to be placed on reserve in the library for students. The librarian and faculty still try to obtain complimentary copies of textbooks first. Although the library won't be able to obtain every textbook for every course through publisher donations and purchases, it is hoped that many more can be obtained.

Goal from 2010: Increase library workshop material into online delivery systems.

The use of LibGuides software to support assignments and introduce concepts has been a help. LibGuides software can incorporate a variety of resources into one online guide and offers the ability to showcase book covers, subscription resources and websites and embed videos and other material into one single digital guide. The librarian gives the instructor the link to the guide and the instructor can then place the link to the guide in the online course system. The librarian has designed guides for English 101 novels, MLA and APA format, locating online editorials, social issues and more. This is beneficial in that a change can be made from the librarian's end and it instantly changes the guides everywhere, unlike static paper guides.

A subscription to "Research Ready," an online resource system incorporating several information literacy modules, was obtained for the current academic year. The librarian conducted test trials with students enrolled in courses during the Fall, 2013 semester to obtain some feedback, and she will make additional modifications to modules. When ready, a link to a module can be placed within an instructor's course management system for online, correspondence as well as FTF students to work through at their own pace.

Goal from 2010: Surveys.

The librarian conducted faculty and student surveys during the Fall, 2013 semester consisting of questions about resources and hours. Most students did not know the library had subscription resources. A good plan may be to survey courses a few weeks after a workshop. Most all students felt the library's hours were acceptable. The majority of faculty felt both the print and electronic resources were acceptable.

2B. Explain modifications of goals outlined in the previous program review, including evidence documenting such modifications.

Modification of goal from 2010: Further assessment beyond pre and post tests for library workshops.

Unfortunately, further assessment beyond pre and post tests for workshops probably won't occur soon due to lack of time and staffing.

Modification of goal from 2010: Library website.

An entirely new website was designed and implemented by the librarian the end of calendar year 2005. Although the website introduced graphics, color, and was an improvement over the prior website, a totally new website would be beneficial. The current website seems a bit tired. Finding the time to design and roll-out an entirely new website probably isn't feasible at present, but perhaps a partial re-design is possible, time permitting.

2C. <u>Describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes, including measures employed to evaluate program effectiveness in achieving such outcomes</u>.

All student learning outcomes relate to the goal of students becoming information literate upon completion of their academic goals. Information literacy can include many concepts in order that students become familiar with the resources and services offered by the library including both the physical and virtual library, as well as other skills. These concepts can include the ability to search the library's online catalog and locate items within the physical library, navigate the online subscription resources, evaluate websites, cite sources properly, understand keyword searching, use limiters and Boolean operators in online database searching, recognize the difference between magazine and scholarly journal articles, incorporate the use of efficient tactics when searching Google and more. This is accomplished both through workshops and individual instruction.

Pre and post tests are the primary vehicle for assessing student learning outcomes. Student learning outcomes differ depending on the workshop. Please see the accreditation website for the SLO's that are often used during library workshops.

Library orientation workshops normally require students to search the online catalog for specific titles and then locate those items in the library. This assessment is informal and conducted on the spot. In addition, locating an article using the EBSCO periodical database is often part of the orientation workshop.

Instructors may request specific workshop topics to coincide with class essays or projects. Also, as mentioned before, there is a plan to incorporate or infuse specific information literacy skills into workshops. Through trial and error, including drop-in workshops, this infusion model seems it will be the most successful model.

In summary, workshop assessment will continue to include a variety of informal and formal assessment measures.

3. NEW GOALS

Outline new goals including an explanation how the program supports the achievement of student learning outcomes, and state timeliness for completion, measures for evaluating achievement of such goals, and a process for implementing improvements.

The librarian dialogued with instructors during the Fall, 2013 semester to come up with a systematic workshop plan. The plan incorporates face-to-face GES courses in Blythe and in Needles, History 130 courses, specific Reading courses and more. More work is needed with the English courses. In addition, the Research Ready modules, when modified, can be incorporated into the online courses, especially to reach online students.

Although the librarian constructed a new library website from "scratch" during the 2005-2006 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.

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.

In summary, goals include implementing the systematic workshop plan for both Needles and Blythe students, completing modifications for the online information literacy modules using Research Ready, developing a systematic plan for student surveys, and making some changes to the current website.

4. PERSONNEL SUMMARY

4A. Provide an organizational chart of the program, showing personnel coverage of key functions and responsibilities.

> Librarian: Coordinates daily operations including teaching students how to utilize the physical and virtual library and provides research assistance.. Conducts information literacy workshops. Provides physical research for all inmate student research requests. Trains student workers. Helps students navigate the Bridge, MS Office applications and other computer-related applications. Updates the library website as needed. Helps patrons throughout the day with copier and printing questions and other issues. Checks items in and out to patrons. Enters purchase requisitons for library resources.. Keeps statistics. Completes the annual library report for the Chancellor's office and bi-annual NCES Federal report. Committee work. Displays. Spring, 2014: overseeing Learning Center/Tutoring.

> Student worker: Helps patrons on a daily basis, performs basic clerical functions including the processing of items.

4B. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain.

With the retirement of the library technician and library clerk in December of 2011 and the adjunct librarian being let go in the Fall of 2011, the challenge has been how best to serve the needs of the students. In Spring, 2012 and part of Fall, 2011, one full-time clerk was trained in anticipation of the retirements of both the library clerk and technician, but this new clerk received a promotion during the summer/early fall of 2012 and so the library started out academic year 2012-2013 with one full-time permanent person (the librarian).

The challenge seemed to be how much help was needed in order to best serve the students. Due to less funds, the number of physical items requiring processing had decreased quite a bit compared to the past, which meant two full-time clerical-type positions would probably have been a bit redundant anyhow. In addition, A/V material and delivery is rarely requested by faculty anymore and that used to take part of the clerk's time.

The librarian tried working with student workers throughout 2012-2013. During the Fall, 2012 semester, the library had one excellent student worker who was already trained from the prior semester. By the end of the semester however, it was clear this six-hour per week position was not enough help. During Spring, 2013, the library received a couple of additional student workers. However, there were

absentee issues. It was also difficult to try to train two more student workers who were only assigned six hours apiece for each week. There was no continuity.

Learning from this, the librarian requested one 19-hour position for 2013-2014 and through a categorical program, one was placed in the library for Fall, 2013. There are still times when coverage and some extra help are needed however. For instance, the librarian may need to give a workshop and the student worker may have class.   A permanent part-time clerical staff position would be beneficial. The librarian needs an "on-call" person who can occasionally help out with the research requests. With the librarian's additional duties of overseeing the learning center and assessment, there are times when the turn-around time on the inmate research requests is not as optimal as it used to be.

There needs to be funding for tutors who tutor non-remedial courses if we cannot find suitable students who meet tutoring criteria who are also eligible for Federal Work Study funds. Plus, we may need additional tutors beyond what the FWS program can provide for.

4C. Describe organizational changes that will improve program performance, provide timeliness for the achievement of such changes, and describe measures that will assess the effectiveness of such changes.

At some point, the library will probably need some permanent clerical help, as it is time-consuming for the librarian to keep re-training students. However, with a suitable 19-hour position, and some help with another student worker, there is some continuity and more can be accomplished. Also, some help now and then with research requests would greatly improve the turn-around time on those requests. As our society continues to advance technologically, job descriptions will need to reflect the need for employees to possess greater technological skills.

5. STAFF DEVELOPMENT

5A. 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 outcomes.

The full-time librarian participates in relevant online library workshops, and subscribes to multiple library e-mail discussion groups. From the e-mail discussions, the

librarian can learn from other librarian's questions and discussions and can also pose questions on the listserv to other academic librarians. The librarian attends the annual Council of Chief Librarians day-long workshop(s) in Ontario, California. Online workshops provide an opportunity to update skills without having to travel. The librarian utilizes some of the knowledge and tips learned in the workshops, thereby supporting student learning outcomes. Also, with the use of BSI funds, the librarian has been able to attend a number of workshops relating to tutoring and learning assistance.

5B. **Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address those needs.**

It is beneficial to meet with other librarians at the annual workshop in Ontario. Although the workshop material presented is always worthwhile, the tips and information gained on an informal basis from other librarians and Directors are most beneficial. The librarian could benefit from traveling to other academic libraries and talking with other librarians. All employees can benefit from computer training, especially the Microsoft applications for clerical positions. The librarian would like the time to try different things, such as incorporating mobile applications and resources.

6. FACILITIES AND EQUIPMENT

6A. **Are current facilities, such as classrooms, offices and equipment, adequate to support the program? Explain.**

As far as library space, yes, the space seems adequate for the available resources. Classrooms CS234 and CS236 are ideal for library workshops because of their proximity to the library, and since they are both computer classrooms, the classrooms enable students to have hands-on experience in workshops using the library's virtual subscription resources. The location is especially helpful when the librarian does general orientation workshops that introduce students to both the physical and virtual library. Since both classrooms need to be shared with other classes and functions, once in a while, there is a scheduling conflict. Also, the computers in CS234 seem to have had issues over the years, hampering student success, however that may have changed recently.

The new student learning center needs computers to facilitate the tutoring process as well as for students to use. The librarian is working on obtaining some practice software for students to use in remedial math and English courses as an additional resource besides the tutoring.

6B. Is available dedicated space adequate to support the program?

It is hoped that with some changes in the new learning center, there will be additional study and tutor areas available. However, a sound barrier is needed between the testing area in the correspondence area and the learning center.

6C. Is available equipment adequate to support the program? Explain.

The bulk of student computers in the library were replaced in academic year 2006-2007, and the rest in spring 2008. The computers in the library lab need to be replaced on a rotating basis. More importantly, the learning center needs computers for tutoring purposes, especially for math students needing access to the Hawkes Learning Center. Some tutoring rooms need additional computers as well. Please see 6A.

6D. Describe plans for future changes in support facilities or equipment.

A set amount of computers per year should be purchased for the library lab and/or the learning center. See 6C.

7. FINANCIAL RESOURCES

7A.   Provide a financial report for each year of the preceding three years. Explain deviations from budget exceeding 10% of any line item.

The library's overall budget has not exceeded 10% of the given funds in any year. Please see Appendix A for the financial spreadsheet provided by the business office for academic years 2007-2008 through 2012-2013.

7B. Describe plans for future budget changes.

The librarian needs someone to help with research requests now and then, and some part-time clerical help. The Student Learning Center and the Library need computers and software. Also, the librarian's computer is outdated and needs to be replaced.

8. STRENGTHS AND WEAKNESSES

8A. List and comment on the major strengths of the program.

The online resources, especially EBSCOhost, have consistently strengthened the program by fulfilling the academic research needs of Palo Verde College students, both on campus and remotely, including the Needles campus. In addition, the online

resources have enabled library personnel to satisfy the research needs of incarcerated students. Given the number of research requests submitted by inmate students per academic year, use of the online resources provides the fastest method possible in order to meet those needs. All California community college libraries are fortunate to be provided with the suite of Ebscohost databases, funded by the state.

Although the decrease in the gate count and the database usage statistics decreased quite a bit in 2012-2013, it did show that the library was apparently being utilized more when it was open additional hours. Also, when there was more staff, the librarian could provide more workshops to students, resulting in "normal" database stats.

Although the focus of this program review is on the library, the number of hours students have been tutored in math as part of the learning center services has been over 325 hours in the first nine weeks. A positive note!

The use of LibGuides (mentioned previously) allows support for specific courses and assignments, both online and FTF. The guides provide opportunities to showcase a variety of resources via tabs, or pages. The librarian can easily update the guides online and the guides are instantly changed everywhere, unlike static paper guides which, once printed, remain the same. A unique link for each guide is given to the instructor to place in the resources section of the Bridge coursework.

Also, the online Research Ready modules, although needing some additional modifications, will enable the librarian to offer information literacy and other skills to all students virtually, especially online students.

Offering a space for artwork fosters good will and may introduce the community and future students to the college campus. The last art display was Spring, 2013.

8B. <u>List and comment on the major weaknesses of the program</u>.

Instead of seeing the glass half-empty, it appears that the library was contributing to greater student success when it was fully staffed and open more hours, when we were able to give more workshops, etc. (unlike 2012-2013). It appears that the decrease in hours had a direct effect on the number of people entering the library in 2012-2013 especially. It might also be inferred that the decrease in the number of workshops had a direct effect on database usage statistics. There could be other contributing factors, such as more students taking online courses, less students overall, etc., (if that is indeed the case).

Other reasons for the decrease in database usage statistics may be due to more tolerance by instructors to allow students to use all open-web resources for research. The librarian noted to faculty on a recent flex day if our subscription resources aren't promoted to our students, students will leave PVC never knowing there was a whole

body of research available, namely periodical articles and other digital resources. The students will only know how to obtain research extracted from a google search. The librarian mentioned that students transferring to a university will likely be expected to already know about various digital resources offered to them by their libraries. The subscription resources need to be promoted more by librarian and faculty to both online and FTF students. If more instructors required the use of at least one library resource, it would help students become aware there is more to research than just using google.com.

The staffing, although it is more adequate this year than last, lack of staff at the front desk at all times may inhibit some students from asking for help. When there is no one at the front desk, the librarian can most often see when someone is standing at the front desk needing help (or students simply ring the bell), but it may send a message that we are short-staffed and busy.

It's difficult to know if the 40 hours the library is open is sufficient. On recent surveys given to students, almost all students indicated the hours were sufficient, but the gate count shows a significant decrease in people entering the library.

8C. List recommendations for improving and correcting identified weaknesses.

The librarian uses most of the funds on digital resources, rather than print resources, since digital resources benefit all students, and can be accessed from anywhere, at any time. But, the print collection needs some fresh material as well.

It's hard to know how students really feel about the hours (currently 9 a.m. to 6 p.m. Monday through Thursday and 9 a.m. to 1 p.m. on Fridays) and even with surveying students, almost all said the hours were sufficient.

Funding is needed for some occasional help with research requests and for tutors who tutor non-remedial subjects (which BSI cannot fund). Permanent part-time help would be beneficial.

Appendix A:

Library			2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
	1000	**Certificated**						
		Librarian	$ 66,307	$ 74,293	$ 78,206	$ 79,927	$ 81,686	$ 82,513
		Asst Librarian	$ 37,369	$ 33,666	$ 24,850	$ 22,663	$ 4,682	$ -
		Total Certificated Expenses	**$ 103,676**	**$ 107,959**	**$ 103,056**	**$ 102,590**	**$ 86,368**	**$ 82,513**
	2000	**Classified**						
		Classified - FT	$ 50,790	$ 73,377	$ 89,879	$ 88,173	$ 50,207	
		Classified - PT	$ -	$ -	$ -	$ -	$ -	
		Students	$ 3,431	$ -	$ -	$ -	$ -	$ 304
		Total Classified Expenses	**$ 54,221**	**$ 73,377**	**$ 89,879**	**$ 88,173**	**$ 50,207**	**$ 304**
	3000	**Benefits**						
		Retirement	$ 10,197	$ 13,050	$ 15,195	$ 16,235	$ 11,928	$ 6,807
		Social Security	$ 5,403	$ 6,531	$ 7,009	$ 6,899	$ 3,395	$ -
		Medicare	$ 2,217	$ 2,591	$ 2,773	$ 2,754	$ 1,961	$ 1,196
		H&W	$ 32,266	$ 38,312	$ 45,470	$ 51,450	$ 32,591	$ 13,756
		Unemployment	$ 81	$ 544	$ 595	$ 1,420	$ 2,199	$ 908
		Workers' Compensation	$ 2,545	$ 2,525	$ 2,738	$ 2,589	$ 1,969	$ 1,228
		Total Benefits	**$ 52,710**	**$ 63,552**	**$ 73,781**	**$ 81,347**	**$ 54,044**	**$ 23,895**
	4000	**Supplies**						
		Instructional Supplies	$ 565	$ 125	$ 1,159	$ 75	$ -	$ 150
		Office Supplies	$ 5,559	$ 2,177	$ 1,738	$ 1,992	$ 2,585	$ 861
		Copying	$ (3,747)	$ (416)	$ (836)	$ (624)	$ (341)	$ 1,206
		Food	$ -	$ -	$ -	$ -	$ -	
			$ -	$ -	$ -	$ -	$ -	
			$ -	$ -	$ -	$ -	$ -	
		Total Supplies	**$ 2,377**	**$ 1,886**	**$ 2,061**	**$ 1,442**	**$ 2,244**	**$ 2,216**
	5000	**Other Operating Expenses**						
		Travel	$ 232	$ -	$ 235	$ -	$ -	
		Postage	$ 65	$ 124	$ 41	$ 9	$ 6	
		Memberships	$ 250	$ 150	$ 200	$ 685	$ 749	$ 150
		Leases	$ 3,408	$ 3,458	$ 3,416	$ 3,648	$ 3,949	$ 1,969
		Contracts						$ 1,207
		Total Other Operating Expenses	**$ 3,954**	**$ 3,732**	**$ 3,892**	**$ 4,342**	**$ 4,704**	**$ 3,326**
	6000	**Capital (Equipment)**						
		Books	$ 10,414	$ -	$ 7,741	$ (428)	$ -	$ -
		Lottery - Database	$ 28,351	$ 4,563	$ -	$ 12,350	$ 9,522	$ 11,995
		TTP	$ 35,409	$ 35,860				
		Library Equip	$ 237	$ -	$ -	$ -	$ -	$ -
		Total Capital Expenses	**$ 74,412**	**$ 40,423**	**$ 7,741**	**$ 11,922**	**$ 9,522**	**$ 11,995**
		Total Revenues	**$ 291,350**	**$ 290,929**	**$ 280,410**	**$ 289,817**	**$ 207,089**	**$ 124,251**