

The Tunxis Library Performance Report

2015/2016

The Year in Summary:

The Tunxis Library began this academic year with resolution, even in the midst of great loss.

- The budget situation for the College and the State of Connecticut led to a \$90,000 budget cut for the Library, as well as the nonrenewal of the employment contracts for two vital forces in staffing: *Susan Simonds* and *Alison Hunt*. Both librarians were hired as educational assistants on an annual basis and both were instrumental in the success and vibrancy of the Library.
- These losses forced us to reassess coverage, take on more hours at the public desks, and alter our selection and purchasing of new acquisitions. Rachel Hyland had to strategize collection development among faculty requests, instructional needs, current events, balanced perspectives, and come-hither resources with a \$50,000 cut in funds. The cuts also affected strategic planning, as it was near impossible to plan beyond relevancy and vibrancy in both services and resources.
- Simultaneously, the Board of Regents' new project list for TRANSFORM 2020 included a 5-year strategic plan for information technology services. Section A.6 of this plan, entitled, "Integration and Extensibility," required that CSCU libraries research, select, and implement a new library system that includes:
 - Self-check-out;
 - Efficient and transparent circulation and resource sharing (as if each institution were a member of a single, large multi-branch library system);
 - Extra-consortial borrowing and lending workflows;
 - Shared acquisitions of print, media, and digital resources
 - Proxy services;
 - Collection agency services;
 - Discovery layer;
 - Learning management;
 - Student information systems; and
 - A seamless experience for the hundreds of thousands of students who populate our institutions.

The BOR invested 2.2 million dollars into this project. This upcoming project led much of our work for the year as many of us had to join RFP committees and concentrate on the criteria for selection of a new library system for a brand new consortium. The BOR sees this project as the first true consortial project for the CSCU.

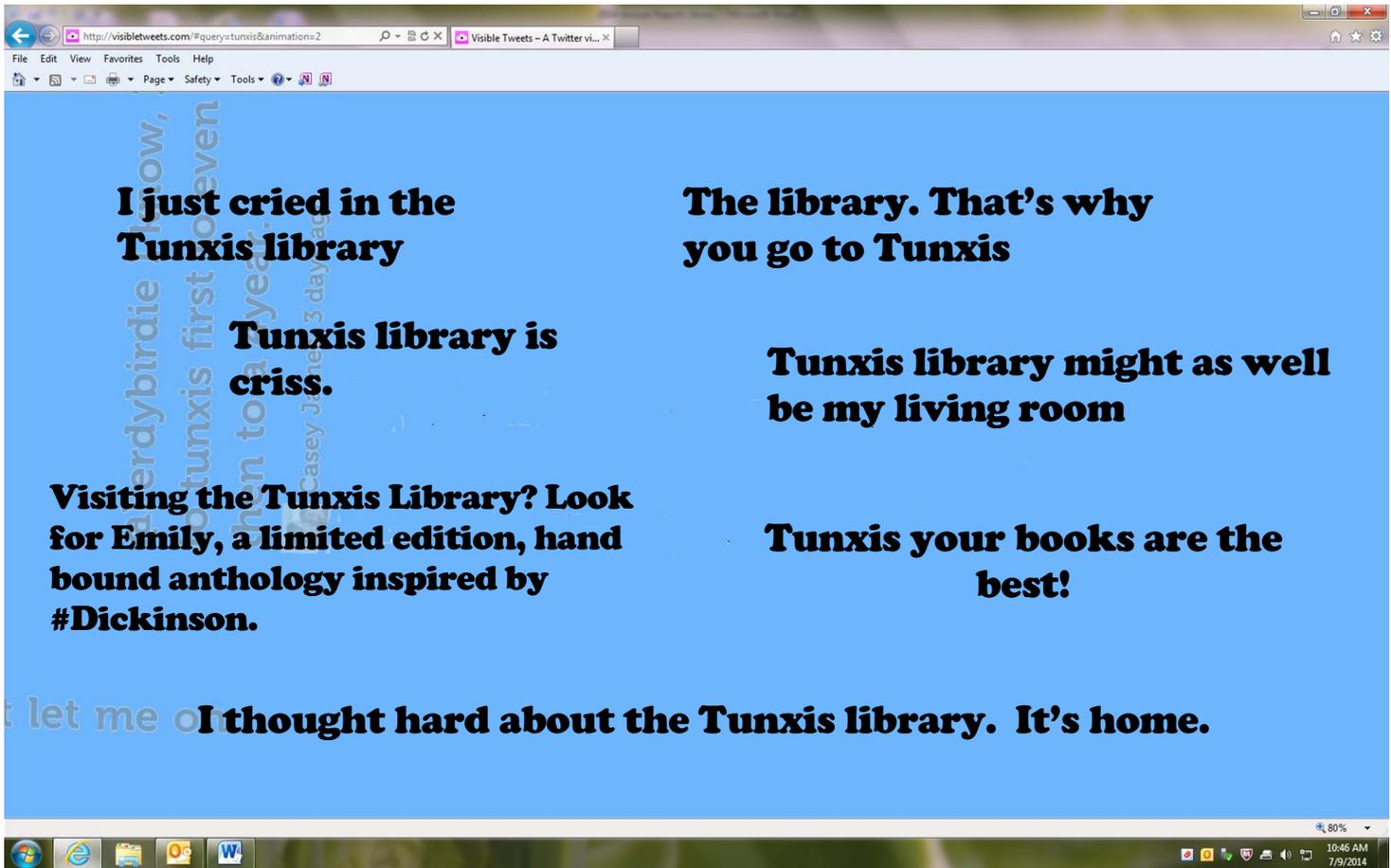
The resolutions that remained, for the existing staff, centered on retaining vibrancy in the face of loss by showing sparkle and relevancy in front displays of materials, by meeting as many requests as possible, by not cutting hours (except for closing one hour earlier during Summer classes), and by keeping the reality of the budget cuts out of sight. We felt that students should not suffer because of the budget situation and we also hoped that our efforts to hide our dire situation from our patrons and the community would show the administration that we were "on the team" to help Tunxis regain financial footing.



This Performance Report shows that we did, indeed, keep our resolutions.

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Library Performance Report 2015–2016

Tweets !!!



twitter

Best Notes of the Year

Dear Library Staff,

Thank you for all the movies, shows, and books you've provided for me over the years. My family and I are moving to Massachusetts so I'll miss you all and thanks again for all you let me rent.

Your loyal customer

Dear Tunxis Library,

Upon entering the library last week, I felt that the library staff made selections with me in mind. I loved the display of material on Jack Kerouac. I appreciate the welcoming environment always created by the staff. Thank you.

Mission Statement

As the architectural centerpiece of the campus, the Tunxis Library is committed to providing support for the College's courses and programs of study, as well as information, services, and resources for individual interest and personal growth.



Library Credo from Library Staff

We will provide students with an environment that is conducive to learning, collaborating, and relaxing.

We will inspire students.

We will open students' minds to resources they did not know existed.

We will teach students how to fish for information so they can feed their minds for a lifetime.

We will show students the many benefits of using modern computer technologies and services in their education.

We will become our students' Sherpas of information, knowledge, and wisdom.

We will ensure that our students can then, in the words of E.M Forster, *only connect*.



Vision Statement

The Tunxis Library will create and nurture a vibrant environment where academic and informal learning can flourish.



About the Library

The current Tunxis Library opened in January 2008 to serve the students, faculty, and staff of Tunxis Community College, as well as our community members. The Library staff is committed to providing a broad range of materials and services that support the College's mission and academic curricula and offer information and resources for individual interests and personal growth.

The Library has an area of 30,000 square feet and occupies most of the 700 building, along with Pages Café and Lounge. There are two floors with two public service points: Access Services and Reference. There is a 24-person computer classroom, seating for 445 (including individual study carrels, tables, or soft seating), three conference rooms of varying sizes, and 12 unique study rooms with DVD players and white boards. Three of the study rooms are "collaboration stations" for group computer work and two of the other study rooms are dedicated to the three-dimensional study of Human Anatomy (including models, microscopes, and models).

There are over 50 computers with networked printers available to students, and three computers with a printing fee for community users. Wireless connectivity is available to those with a Tunxis NET ID throughout the Library and the surrounding halls and lounges, as well as to guests. Coin operated copiers, charging stations, a scanner, and self-check-out computer are also available.



Hours

Hours listed are when classes are in session.

Summer 2015

Monday – Thursday.....8 a.m. – 6 p.m.*

Friday8 a.m. – 4 p.m.

Fall 2015

Monday – Thursday.....8 a.m. – 9 p.m.

Friday8 a.m. – 4 p.m.

Spring 2016

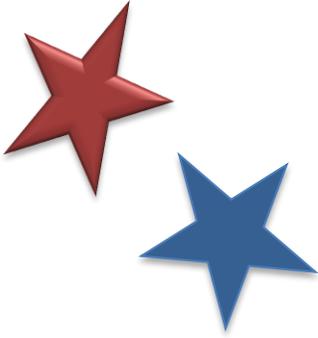
Monday – Thursday.....8 a.m. – 9 p.m.

Friday8 a.m. – 4 p.m.

**One hour earlier than in previous years.*



Staff



Ashley FosterLibrary Associate
Behnaz Perri..... Librarian
Carolyn Boulay.....Librarian (P/T)
Eugene Vrublewski Information Technologist
Lisa Christiansen Library Associate
Lisa LavoieDirector of Library Services
Lori Sirois Secretary II (reassigned to new department in December 2015)
Rachel Hyland Librarian
Rob Royer.....Librarian
Todd Falkowski.....Librarian (P/T)



Academic Dean (Acting position): Darryl Reome



Our Students

Alison Hunt's extensive online student survey for the Tech Resources Committee provided the following statistics about our users:

- 95% of our students have internet access at home;
- 88% of our students own a mobile device and 87% use that device while on campus;
- 57% of our students use their smartphones for classwork;
- 78% of our students favor the use of chalkboards, dry erase boards, and whiteboards;
- 89% of our students use email;
- 76% of our students enjoy learning through images and video;
- 71% of our students prefer to get their tech support from Tunxis staff.

Library Response to the Student Survey Results

- We added a 2nd mobile charging station;
- We maintained subscriptions to our 50 online databases and added more research guides (LibGuides), and online chat service;
- We moved our DVD players to more visible public areas;
- We began emailing courtesy notices to students about upcoming due dates on their materials;
- We maintained 100% staffing on both the Ref and Circ desks during all hours of operation;
- We created a mobile version of the Tunxis website for one click access to the treasures of the Library from your phone;
- We created the MOBILE APPs Research Guide for access to our electronic resources for 24/7 use;
- We added “available full-text at TXCC Library” to Google search results so students could connect Google searches to our full text database articles immediately.
- We utilized the Campus Digital Sign System to promote our online resources and chat services;
- We provided a scanner for free scanning to both email and flash drive;
- We promoted the scanner for creating a “print to speech MP3 file;
- We provided flash drives for student use;
- We designed short videos with student actors on navigating the Library's digital resources.

Library Attendance

Grand total for 2015-2016154,572

Up from 143,604 (2014-15 report)

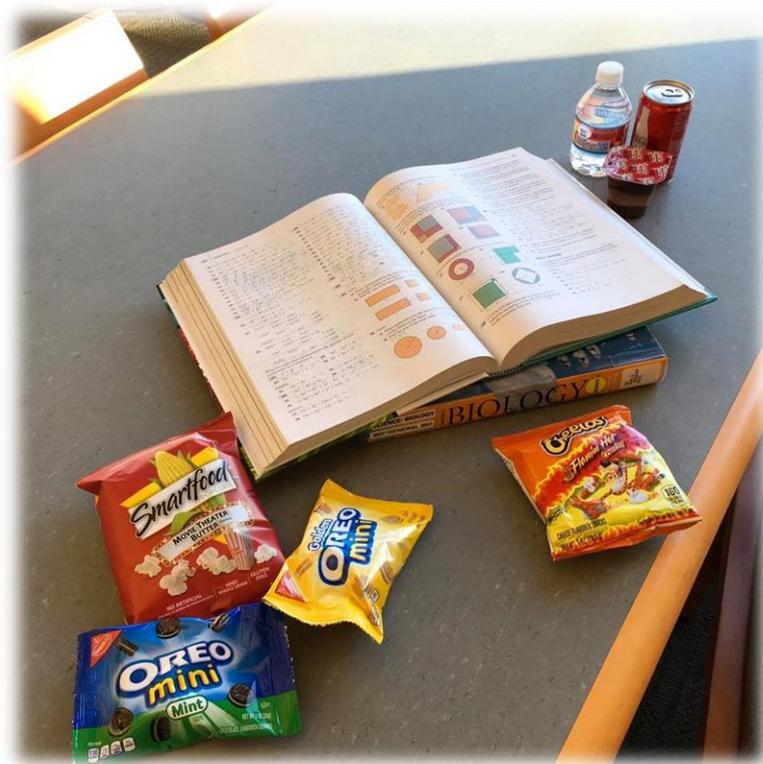
Weekday Attendance

Summer 2015:	13,980
Fall 2015:	83,153
Spring 2016:	57,439

College's FTE Counts

Fall 2015: 2396

Spring 2016: 1846



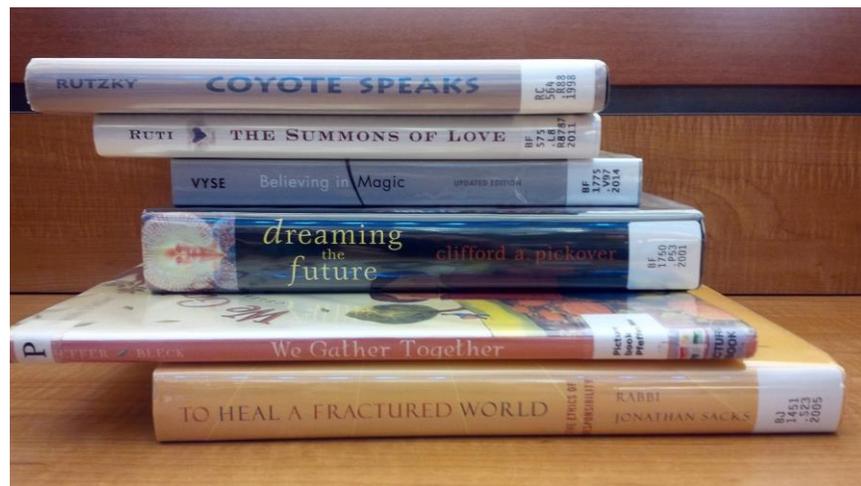
Memberships:

Institutional Memberships Were Cancelled in 2015/16, Due to Financial Exigency

- ~~American Library Association (ALA)~~
- ~~Association of College & Research Libraries (ACRL)~~
- ~~Connecticut Library Association (CLA)~~
- ~~Connecticut Library Consortium (CLC)~~
- ~~Council of Connecticut Academic Library Directors (CCALD)~~
- ~~Lyrisis~~

Museum Memberships

- Harriet Beecher Stowe Center, Hartford, CT
- Hill-Stead Museum, Farmington, CT
- Imagine Nation, Bristol, CT
- Mark Twain House, Hartford, CT
- Mystic Aquarium, Mystic, CT
- New Britain Museum of American Art, New Britain, CT
- Roaring Brook Nature Center, Canton, CT
- The Children's Museum, West Hartford, CT
- Wadsworth Atheneum, Hartford, CT



Staff Accomplishments in Meeting the Needs of our Community

We continue to be the LIBRARY OF GOOD IDEAS!

- First Year Experience classes were treated to Carolyn's new type of library instruction that incorporated social media and student perceptions of using the Library. This was especially timely as a 5-year study conducted by David England resulted in showing the impact of the First Year Experience course on STUDENT SUCCESS. Students who pass FYE have significantly higher retention rates and GPAs.

Note from an FYE instructor:

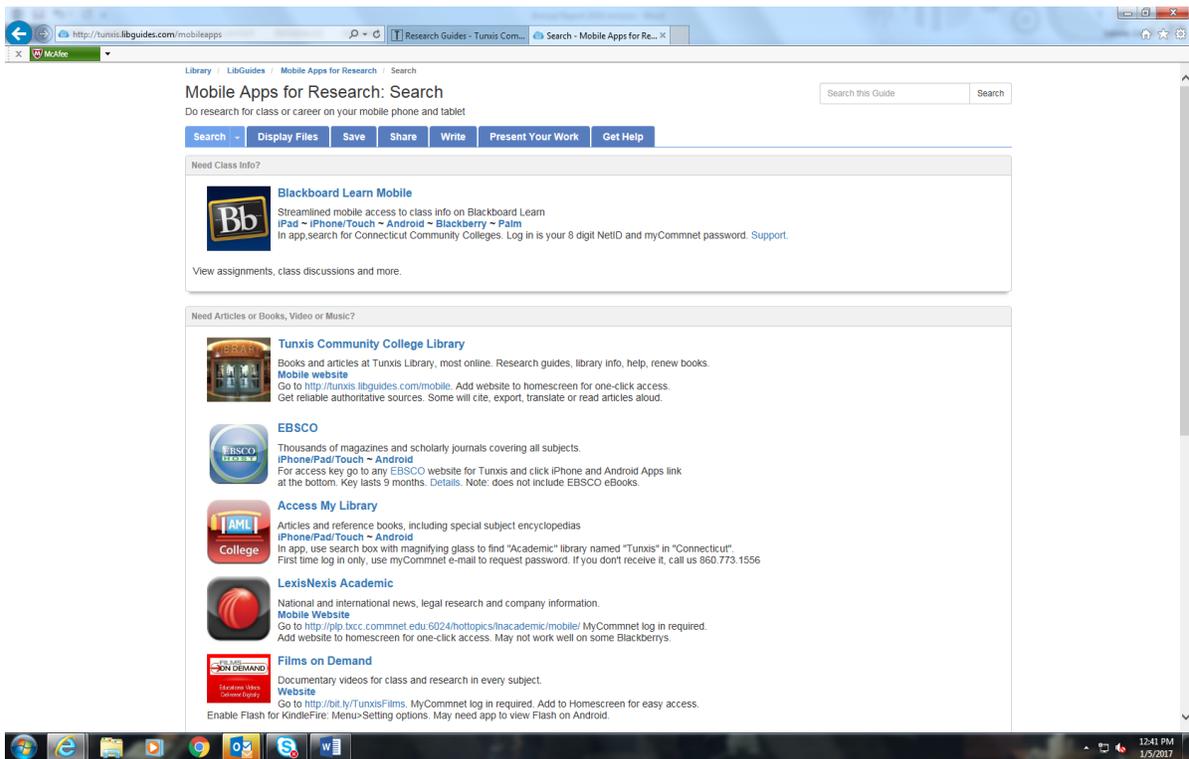
"I just want to thank you for your (continued) wonderful work with the FYE students. I do appreciate all of your efforts – your expertise, good humor and intense interest in getting our students to appreciate all that the library has to offer. I do want to report to you that many of the students in the two classes who visited early in the semester reported in their weekly journals that they became regular visitors to the library and found the environment very conducive to studying. Many of them also reported that it was not the kind of place they envisioned themselves using before they came to Tunxis. So thank you. I look forward to working with you again next semester."

- Alison Hunt crafted a script and worked with Michael Zych and student actors to create two library videos: one for using the Tunxis homepage of resources and one for the Introduction to Business classes (including classes held online, on-ground, and in conjunction with dual enrolled high school students in our service areas). The videos are available in research guides, on the Tunxis podcast page, and via Vimeo and YouTube.
- Behnaz Perri utilized Follett Scholarship funds (cut from \$1000 last year to \$500 this year) to select and purchase textbooks for our Reserve collection for students who do not have the money to purchase their own textbooks and/or students who forget their textbooks at home. Her criteria for selection was based on high cost of the text, as well as high enrollment in the course.
- We offered complimentary and mobile access to the New York Times online for the entire Tunxis community.
- We worked with the math faculty to circulate graphing calculators to math students - and each semester all 58 (now 80+) were loaned within the first two weeks of classes.
- We relaxed our loan periods and item limits so students could charge out more items for longer time periods.
- We created a kiosk of books on JOBS and CAREERS.
- We expanded the TRANSFER table and kept it stocked with current CSCU/UConn transfer materials.

- We expanded our ECE collection with more Caldecott award winning titles (to promote the teaching and learning of visual literacy strengths) along with books encouraging character development and appreciation of diversity.
- We moved subject-specific periodical titles to displays near books on the same discipline.
- We added, with the help of Dave Misluk, Chris Okenquist, and Chuck Cleary, a wheelchair accessible entry to the Circulation Desk.
- We added, with the help of Rob Lavin, more wireless hotspots.
- We purchased specific cleaning products for stains, gum removal, and carpet cleaning.
- We added more trash cans.
- We sanitized all the upholstered chairs and couches.
- We allowed food and drink in the Library.
- We provided free snacks to students during pre-Finals week, with funding from SGA.
- We added additional signage around the Library.
- We added a second PRINT and RUN computer.
- We added a second Charging Station for the 2nd floor.
- We improved library instruction and added more offerings, particularly in Transitions program, high school dual enrollment programs, and FYE classes.
- In 2015, Connecticut penned its commitment to lowering textbook costs for higher education students with the passage of the **Open Education Resources Bill**. The main tenets forced us to: a) assess the use of OER at Tunxis; b) build awareness and promote the use of OER; c) join the campus taskforce to identify best practices for OER adoption and implementation; d) report back to the legislature and also State and New England Taskforces on OER on data collection and the potential savings from early adopters (as well as any barriers). Results: Rachel Hyland joined the “Going Open” Committee, founded by Adrienne Kelly and created a campus-wide Research Guide with definitions, legislative goals, how-to’s on finding resources, and guidance. Rachel also presented to faculty about OER and worked with individual faculty on finding resources and textbook adoption.
- We played major roles in the research of a new integrated library system for CSCU institutions, including the CT State Library.
- We enabled a visual connection between Google searches and our full-text articles.
- We clarified the downloading of eBooks from our eBook databases to individual devices.
- We offered several popular RELAXATION and STRESS REDUCTION activities for students during Midterms and Finals, including “make a snowflake,” “design a kite,” “create geometric patterns,” and “make a Valentine.”
- We continue to be what the New York Times calls a “LOT” (Library of Things), allowing students to check out ukuleles, hula hoops, calculators, Kindle, headphones, flash drives, anatomy models, and band instruments. We were a LOT before it became a national trend.

- We created many venues for chatting with a librarian:
Call us: 860.773.1556
Text us: 860.498.4442
Email us: tx-reference@tunxis.edu
Live chat with us from our website. Just click on ASK US!
- We conducted Stock and Flow assessment of library usage between 8 pm and 9 pm to gauge whether we could close earlier next year, when Robert Royer retires.
- Behnaz relocated, refreshed, redesigned, and promoted the ESL collection and relocated the Memoir Collection.
- Carolyn Boulay led a campus-wide “Wish Tree” project, along with Rachel Hyland and Maggie Carlin, which culminated in a moving video of wishes for peace from all areas of the community.

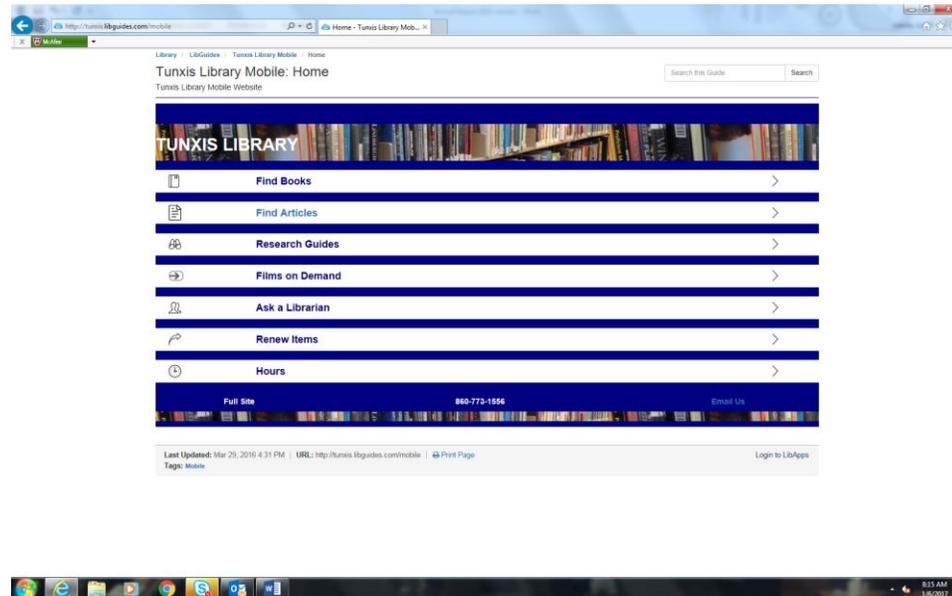




According to Pew Research Center (April 2015), most college students are using their phones for research, writing papers, accessing educational resources, learning breaking news, and navigating job and employment opportunities.

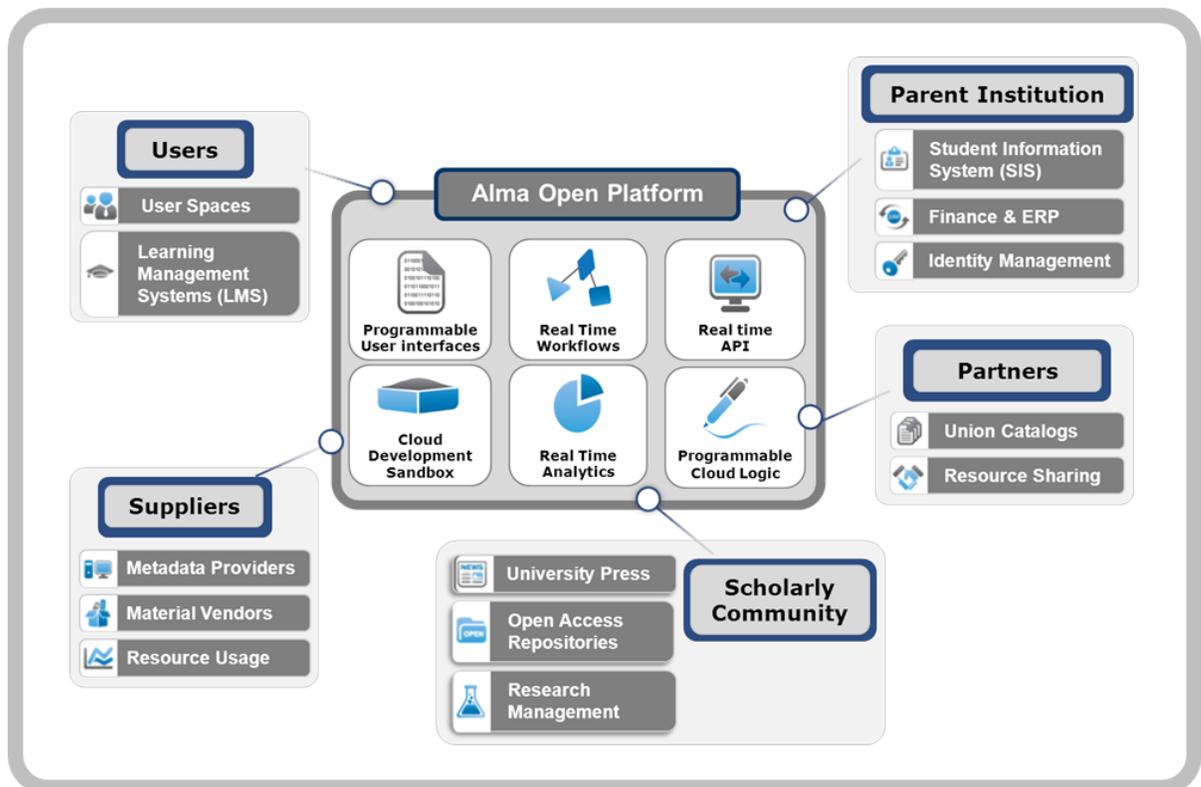
To this end, we added mobile access to our website and promoted mobile access to our favorite databases for those students who prefer to access information on their phones.

--Alison Hunt, Eugene Vrublevski, Rachel Hyland



Our CSCU Committee Work

- *Eugene Vrublevski* is selected as LIBRIS Systems Administration Project Director. This two year volunteer position follows a previous two-year *vice-chair* position. *Eugene* will also serve as the Systems liaison to the BOR-IT department, as well as to the other CSCU libraries and our shared initiatives.
- *Eugene* is selected to serve on the CSCU Systems subcommittee of the RFP committee. This subcommittee is made up of both CSU and CCC systems librarians who will develop a list of functional requirements for the system. He is working with J McAuliffe and T. deRito from the BOR, as the liaison for the new mycommnet system (Luminis 5).
- *Behnaz Perri* is the co-chair for the CSCU Circulation Group with a focus on preparing for the CSCU shared integrated library system. The group has designed a survey to acquire and compare the policies, procedures, and functionality of circulation departments across the 16 institutions.
- *Rachel Hyland* is selected to serve on the CSCU Acquisitions Group for the design of the RFP for the new library system.
- *Lisa Lavoie* is the Co-Chair of the CSCU Library Directors Group.



Staff Committee and Liaison Work

Our Continued Participation in Campus Committees

Academic Affairs	Lisa Christiansen
Academic Strategies Liaison.....	Lisa Lavoie
Allied Health and Dental Liaison.....	Rob Royer
Alumni Association	Behnaz Perri, Ashley Foster
Art and Music Liaison	Unfilled due to non-renewal of Susan Simonds' contract
Business Liaison.....	Rob Royer
Center for Teaching.....	Carolyn Boulay
Crisis Management Team	Lisa Lavoie (Chair)
Emergency Medical Response Team.....	Behnaz Perri, Ashley Foster
ESL Liaison	Behnaz Perri
4 C's Liaison	Ashley Foster
Fresh Check Committee.....	Ashley Foster
Great Books Discussion Group.....	Carolyn Boulay, facilitator
Health and Safety Committee.....	Ashley Foster
Humanities Liaison	Carolyn Boulay
Institutional Effectiveness Committee.....	Lisa Lavoie
IT Liaison	Eugene Vrublevski
Math and Science Liaison.....	Behnaz Perri
Online Instructors Group.....	Rachel Hyland
Open Educational Resources	Rachel Hyland
Service Learning Committee	Behnaz Perri
Short Story Discussion Group	Rachel Hyland, facilitator
Social Sciences Liaison	Rachel Hyland
Technology Resources Committee.....	Lisa Lavoie
Textbook Committee.....	Behnaz Perri

LibGuides Rule! – A Snapshot of Online Research Guides Created by Tunxis Librarians

“LibGuides can help us curate free, high quality web resources to supplement and extend our subscription content – this helps us ride out a sea change, as traditional publishing gives way to new web models and more people publish on the web.”

Librarian, Alison Hunt

LibGuide views for 2015-2016.....14,475

123 Research Guides in order of *most use* this year:

Composition II/Brown

Composition I / Hickox

Dental Hygiene / Assisting

Going Open: Open Educational Resources

Access Services: Tunxis Library

Holocaust

ESL Resources

Composition II/Terrell/Spring 2016

Children's Literature

Business

Tunxis Library Mobile

Composition II

Writing for Business

Introduction to Business - Feest

FYE: Juliano-Coudriet

Early Childhood Education

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Kulpa/Comp

Comp II Polistena-D'Agosto Fall 2016

Introduction to Business

Human Services / Social Problems

Composition I / Corey

Mathematics Resources

Composition I / Klein

Public Speaking

Composition I / Dominello

World Civ II

Shakespeare

Breslin Photography

Find a Source for Your Rhetorical Analysis

Visual Arts & Graphic Design

Center for Teaching @ Tunxis

Reference & Sites of Interest

Vietnam War

"Old School" Research:

Criminal Justice

Contemporary Issues in Criminal Justice

Health Careers

American Government

Photography

Comp II- JS

Sociology of the Family

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Comp II Krupinski

Mobile Apps for Research

U.S. History since World War II

Survey of Literary Genres

Developmental Psychology

Perspectives in the News

Examine a Year

Composition/Terrell/Family

Composition I / Huston

Can I trust this source?

Hartford, Connecticut

Composition I / McCarthy

Banned Books

Composition/Sullivan

Science

College & Career

Media and War

Composition I / Verge

Gender in American Society- K. Jarvis

Gender McCarthy

Philosophy

Chatman Comp II - Food

Studies in Women's Literature

Tunxis Library (New EZProxy)

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Citations

Intro to Mass Communication/Hamilton

Music Appreciation

World Religions

TXCC Comp

Chatman Comp

First Year Experience

Interpersonal Communication / Research Article

Juvenile Delinquency - Soc. 241

Theater

Comp Chatman Fall

Digital Electronics (EET 252)

Scanning Your Hometown

Intro to R/W Trager

Police and the Community

Comp Stem Cell HPV



Information Literacy/Continuing Learning

"The greatest challenges student researchers face is not finding sources. It is framing good questions, scanning the landscape of the literature, interpreting the evidence, weighing other people's interpretations and coming up with their own conclusions."

--Barbara Fister, library leader and blogger

Ability-Based Education (ABE):

The Ability language for Information Literacy was as follows:

Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them through their academic, professional, and personal lives.

The accompanying Rubric was as follows:

The student collects and synthesizes relevant and authoritative information resources appropriate to need and audience and utilizes current technologies to solve problems, complete projects, and make informed decisions.

The student does not collect and synthesize relevant and authoritative information resources appropriate to need and audience nor satisfactorily utilize current technologies to solve problems, complete projects, and make informed decisions.

At the end of the spring 2015 semester, the AAT Committee voted to table their Abilities-Based Education work. This hold on ABE allowed us to return Information Literacy to the librarians' control and to motivate us to build stronger relationships with FYE, Composition, and Composition II faculty and students. It also gave us the latitude to create more modular information literacy units, menus of options for faculty, and an increased number of online Research Guides for individual topics, classes, and assignments.

At the same time, the BOR was beginning to promote cross-institutional Competencies, which initially did not include Information Literacy. The Council of Librarians for the 17 institutions successfully lobbied for inclusion of Information Literacy in the Competencies, however, it was included as: **Continuing Learning/Information Literacy**. This diluted the main tenets of the IL ability by allowing departments to include this Competency in their courses with a focus on the concept of "continuing learning," and not on "information literacy." The Competencies were part of a larger TAP program for transferability of courses in designated programs from the community colleges to the state universities.

Instruction Classes Taught

This listing summarizes the important work we do to support teaching and learning.

Grand total for 2015-201683

Summer 2015.....3

Fall 201541

Spring 2016.....39

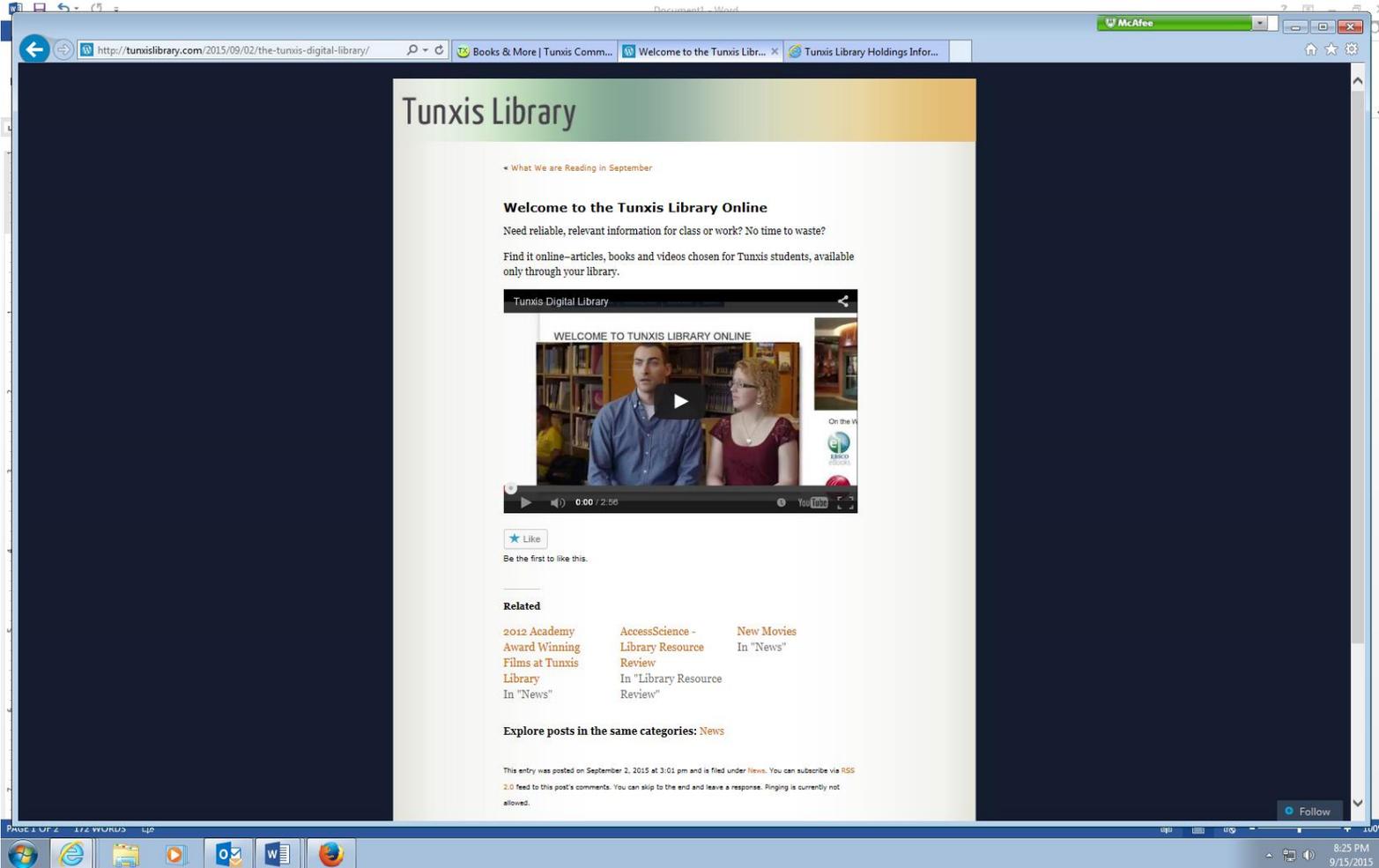
Course	Faculty Member
July	
Writing for Business	Clark
Public Speaking	Kovach
August	
Dental Hygiene Research Seminar	Nocera
September	
Intro. to Business	Feest
Investigations in Health Careers	Annecharico
Intro. to Human Services	Richard
Social Problems	Richard
Composition I	Huston
Intro. to Human Services	Hernandez
ESL Reading and Writing II	Feeman-Huff
First Year Experience	Mahmood
First Year Experience	Mahmood
First Year Experience	Reome
Dental Assisting Research Seminary	Annecharico
Composition	Abbot
First Year Experience	Vitale
Intro. to College English	Cassidy

Composition I	Cassidy
Composition II	Brown
Principles of Finance	Madden-Hennessey
First Year Experience	Mahmood
October	
Intro. to Business	Milewski
Composition I	Huston
Photography	Breslin
Composition II	Polistena-D'Agosto
Composition II	Polistena-D'Agosto
Composition II	Sullivan
Composition II	Sullivan
Composition II	Brown
Intro. to College English	Lynch
November	
Business Law	Bullock
Writing for Business	Carbone
Composition I	Klein
Composition I	McCarthy
Composition I	McCarthy
Composition I	Rose
Writing for Business	Carbone
Composition I	Choffel
Composition I	Kulpa
Composition I	Jarvis
Writing for Business	Schena

Intro. to College English	Wendehack
Infant/Toddler Growth & Development	Bomely
Intro. to Composition	Zaccardo
January	
Intro. to College English	Zaccardo
Children's Literature	Jarvis
Intro. to College Reading & Writing	Keifer
Intro. to College Reading & Writing	Keifer
Intro. to College Reading & Writing	Wendehack
Early Childhood Education	Voisine
Early Childhood Education	Voisine
February	
Intro. to Human Services	Richard
Intro. to Human Services	Hernandez
Composition I	Verge
Investigations in Health Careers	Annecharico
Contemporary Issues In Criminal Justices	Marchand
First Year Experience	Mahmood
Photography	Breslin
Composition II	Brown
ESL Grammar II	Strack
First Year Experience	Mahmood
March	
Composition II	Terrell
Composition II	Brown
Composition II	Polistena-D'Agosto

Composition II	Polistena-D'Agosto
Interpersonal Communication	D'Arcangelo
April	
Writing for Business	Carbone
Writing for Business	Carbone
Psychology	Benneford
Color Theory	Garside
Composition II	Terrell
Social Problems	Moore-Collins
Composition I	Klein
Public Speaking	Yawin
Health Careers	Annecharico
Composition I	Abbot
Composition II	Choffel
Blackboard	Reale
Public Speaking	Yawin
Composition I	Kulpa
Intro. to College English	Zaccardo
Blackboard	Reale
Public Speaking	Yawin
Perspectives in the Humanities	DeNegre
Perspectives in the Humanities	DeNegre
Blackboard	Reale

Alison Hunt's Directorial Debut: The Tunxis Library Online



Curating the Collection



Rachel Hyland

“Perfection is finally attained not when there is no longer anything to add, but when there is no longer anything to take away.”

--Antoine de Saint Exupery

Curating the Collection

The usefulness of a library collection is often objectively measured by its size, with volume number serving as its badge of honor.

At Tunxis, however, we believe that a library’s value can be best assessed by the depth and currency of what subjects are represented, and how often these library resources are used.

Our resources are regularly lauded and definitely used.

Despite overall book circulation trending downward, an astounding percentage of our 2015/16 fiscal year new acquisitions circulated demonstrating the quality of our selections. We are well above the national average for academic libraries. We are also “net lender” in Interlibrary Loan because of the strength of our collection.

We work on a curation model of collection development, based upon the goal of student success and the framework of faculty/librarian collaboration to improve the accessibility, usability and discoverability of our library collection.

And though we are working with \$50,000 fewer dollars, we continue to succeed because of the talent, scholarship, and intuition of Rachel Hyland who continues to build the most interesting and relevant library collection in the State.

Concurrently, Rachel’s acumen in sleuthing out free resources allows her to find esoteric and educational films and documents that would have cost us upwards to thousands of dollars to purchase, stream, or rent.

We also believe in weeding, or what Rachel describes as the perspective of the *KonMari Test of Collection Strength*: “does this book spark joy?” Or, in library terms, is this book going to further the personal and academic success of the reader?

Thus, bigger is not necessarily better in library collections. We are proponents of quality, vibrancy, relevancy, currency, and joy.

Collection Snapshot

Print Resources

Circulating Books	43,890
College Transfer	2
Career	97
Early Childhood Education	2,274
English as a Second Language Resources.....	1,154
Hot Reads	605
Memoir.....	536
New Fiction	189
Print Periodical Titles	58
Reference Books.....	2,705
Reserve Items.....	483
Total	51,993

Nonprint Resources

Audiobooks	1,171
Educational DVDs	2,327
Entertainment DVDs.....	3,889
Music CDs.....	437
Ukuleles.....	13
Miscellaneous	42
Total.....	7879

Total for print and Nonprint resources 59,872

Electronic collection in subscriptions

Ebscohost.....	147,015
Gale Virtual Reference Collection	290
FOD	19,645
Annenberg	134
Total	167,084

Acquisitions and Withdrawals

Ensuring a current and relevant collection

Total new acquisitions410

Total items withdrawn 4,209

Circulating Books (253 added, 3,064 withdrawn)

Audiobooks (14 added, 114 withdrawn)

DVDs (143 added, 1,031 withdrawn)



Collection Changes from Budget Cuts

We made many decisions based on the \$90,000 cut in our budget this year.

We grappled with our philosophy on whether to maintain a browsing journal collection, and if so, whether should make our retentions based on balance or usage? As we focus primarily on relevancy and usage, we do not feel compelled to preserve backlogs of issues and titles, but do feel compelled to meet the personal and academic needs of our population.

We reviewed our database subscriptions for possible nonrenewal with an eye toward usage and support of our courses and programs.

Following are the subscriptions we opted to cancel for the 2016/2017 academic year.

Database subscriptions cancelled:

- America's Historical Newspapers
- Criminal Justice Periodical Index
- Congressional Digest
- CREDO
- PsycArticles
- Visual Thesaurus
- Ebrary

Savings of \$14,033.90

Standing orders cancelled:

- American Illustration
- Black's Medical Dictionary
- Fodor's New York City
- Foundation Directory
- Frommer's Boston
- Graphis Design Annual
- Graphis Photography Annual
- Graphis Posters Annual
- Society of Illustrators
- J.K. Lasser's Your Income Tax
- Mental Measurements Yearbook
- Peterson's Master the GED
- PDR for Herbal Medicine
- Poet's Market
- Typography
- Scholarships, Fellowships, & Loans
- Harris Directory of Connecticut Business
- Annual Register of Grant Support
- Bender's Dictionary of 1040 Deductions
- Bender's Tax Return Manual
- Drug Facts and Comparisons
- Grants Register

Savings of \$2869.58

Book Budget Cut: Savings of \$50,000

Print Periodicals Still Available in 2015

Adbusters
Alert
American Correctional Association
American History
American Libraries
Art in America
Artforum International
Artnews
ASHE Higher Education Report
Astronomy
Atlantic Monthly
Bristol Press
Car and Driver
Change: The Magazine of Higher Learning
Choice – Current Reviews for Academic Libraries
Communication Arts
Community & Junior College Libraries
Community College Journal
Community College Review
Community College Week
Connecticut
Consumer Reports
Corrections Today
Discover
Easy English News
Ebony
Economist
Entertainment Weekly
Esquire
Families in Society: The Journal of Contemporary Social Services
Forbes
Fortune
Futurist
Game Informer
Guitar World
Harper's Bazaar
Hartford Courant
Hartford Magazine
Health
How
HR Magazine
INC
Journal of Engineering Technology
Journal of the American Dental Association
Journal of the First Year Experience & Students in Transition
Kiplinger's Personal Finance
Law and Order
Library Journal
MAcLife
Marie Claire
Marketing News
Men's Health
Mental Floss
Money
Mother Earth News
Muscle & Fitness
NASCAR Illustrated
Nation
National Geographic
National Review
Natural History
New Britain Herald
New Directions for Community Colleges
New Republic
New York Review of Books
New York Times
New Yorker
News for You
Newsweek
O: The Oprah Magazine
Online Searcher
Out C-W Advocate
Parents
PC Gamer
People
Photo District News
Poets & Writers Magazine
Police Chief
Popular Photography
Prevention
Print
Psychology Today
Redbook
Road and Track
Rolling Stone
Science News
Scientific American
SFX
Sierra Magazine
Smithsonian
Social Problems
Social Work
Sports Illustrated
Teaching English in the Two Year College
Teaching Professor
Teaching Young Children
Time
USA Today
Vanity Fair
Video Librarian
Vogue
Wall Street Journal
Wired
Women's Health
Writer
Young Children

Circulation Quick Facts

46% of annual circulation occurs in the Fall Semester.

41% of annual circulation occurs in the Spring Semester.

13% of annual circulation occurs in the Summer Semester.

DVDs represent 25% of all circulated items.

Entertainment DVDs (which includes popular films used for courses) make up 75% of DVDs circulated.

Educational DVDs make up 18% of DVDs circulated.

International Films on DVD represent the remaining 7% of DVDs circulated.

Reserve items represent 34% of all circulated items.

Books represent 25% of all circulated items.

Books in the stacks collection make up 74% of books circulated.

New Fiction makes up 14% of books circulated.

Hot Reads and Memoirs make up 7% of books circulated.

Audiobooks: 3%

Print Journals and Magazines: 0.5%

Museum Passes: 1%

Music CDs: 0.5%

- TOP Circulating DVD this year: *Pallisers*
- TOP Circulating Book this year: *Writer's Presence: A Pool of Readings*
- TOP Circulating Audiobook this year: *Iliad*
- TOP Circulating International Film: *Yo-Yo Girl Cop (Japanese)*
- Top Circulating Museum Pass: *The Wadsworth Atheneum*

Circulation Numbers

Grand total for 2015-201613,515

Summer 2015

Total..... 1,976

Fall 2015

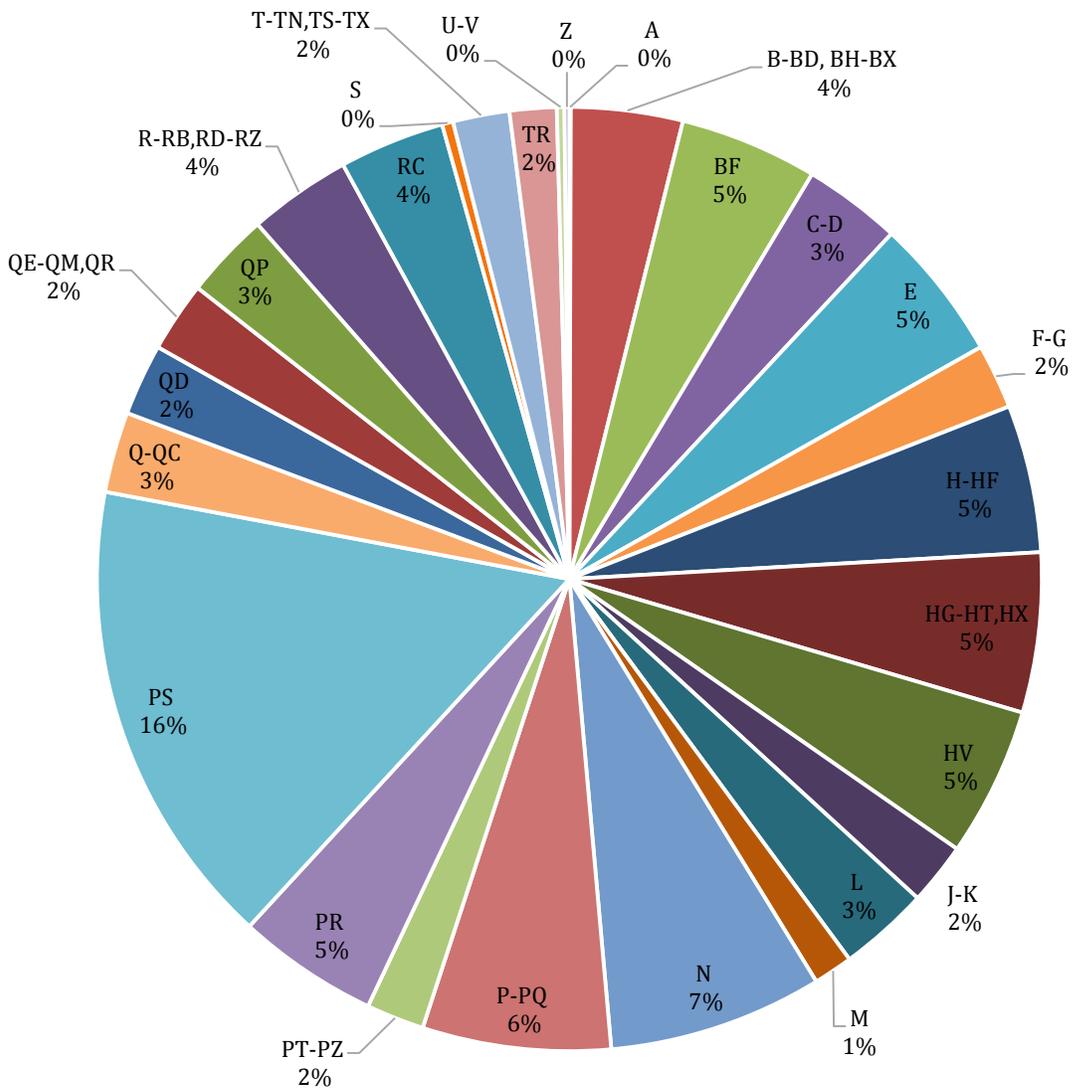
Total..... 6,083

Spring 2016

Total..... 5,456



Circulation by LC Classification



Most used areas of the collection:

H-HV	Social Sciences (sociology, psychology, criminal justice)
PS	American literature
R-RG	Medicine
E	American history
PR	British literature
P-PQ, PT-PZ	Other literature, including young adult fiction
Q	Sciences
N	Art

Interlibrary Loans

Total Number of Items Sent to other libraries: 834 items

- Books 574
- Articles 21
- DVDs 239

Total Borrowed for Tunxis Patrons: 76 items

- Books 54
- Articles 18
- DVDs 4

Summer 2015

Item Types	Items BORROWED from other libraries for Tunxis patrons	Tunxis Library resources SENT to other libraries
Books	7	129
Articles	3	5
DVDs	1	60
TOTALS	11	194

Fall 2015

Item Types	Items BORROWED from other libraries for Tunxis patrons	Tunxis Library resources SENT to other libraries
Books	25	194
Articles	11	9
DVDs	2	95
TOTALS	38	298

Spring 2016

Item Types	Items BORROWED from other libraries for Tunxis patrons	Tunxis Library resources SENT to other libraries
Books	22	251
Articles	4	7
DVDs	1	84
TOTALS	27	342

Reserve Report

Our RESERVE Collection represents our highest circulating collection

Grand Total for 2015-2016	4,694
Summer 2015	480
Fall 2015.....	2,298
Spring 2016.....	1,916



Room Usage is UP! 1759 room reservations

Large Conference Room (191 reservations)

Summer 2015:	20
Fall 2015:.....	87
Spring 2016:.....	84

Small Conference Room (137 reservations)

Summer 2015.....	4
Fall 2015	67
Spring 2016.....	66

Collaboration Study Rooms (790 reservations)

Summer 2015.....	23
Fall 2015	498
Spring 2016.....	269

Room 219 (142 reservations)

Summer 2015	1
Fall 2015	80
Spring 2016	61

Human Anatomy Rooms (499 reservations)

Summer 2015	77
Fall 2015	216
Spring 2016	206

Scanner Usage Statistics

<i>Total pages scanned</i>	23,029
Summer 2015.....	5,814
Fall 2015	9,162
Spring 2016	8,053



Online Database Searches

Grand total for 2015-2016 980,412

Summer 2015

Total..... 50,622

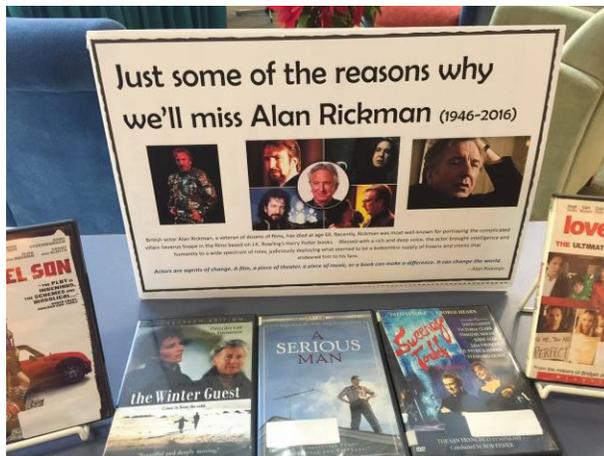
Fall 2015

Total..... 445,350

Spring 2016

Total..... 484,440

Total number of Gale Virtual Reference Library e-book pages: 2843



Library Website Hits

Total..... 132,085 page views



Library Blog Views

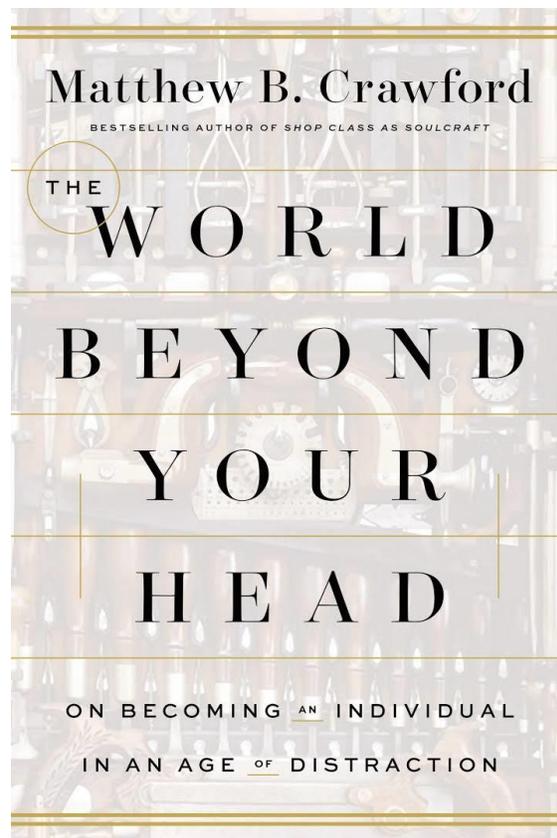
Grand total for 2015-2016 3500

From Wordpress.com: *A San Francisco cable car holds 60 people. If this blog were a cable car, it would take about 55 trips to carry that many people.*

148 pictures were uploaded.

The busiest day of the year was November 2nd, with this post:

[*The World beyond Your Head: On Becoming an Individual in an Age of Distraction*](#)



How We Focused Our Spending

Library Resource	Percent of Library Budget
Online Databases	64%
Library materials: books, DVDs, audiobooks, and CDs	11%
Print Subscriptions	8%
Leasing: Copy machines	7%
IT Software Maintenance	7%
Office Printing/Toner	5%
Office Supplies General	1%
Fees (registration and Museum fees)	Less than 1%
Office Equipment Maintenance/Repairs	Less than 1%
IT Hardware Maintenance	Less than 1%

New NEASC Accreditation Standards Specific to the Library (revised 2015)

Note: Standard 7 “The Library section” was eliminated as part of the 2015 revision of the NEASC Accreditation Standards.

The Tunxis Librarians were instrumental in countering this decision by lobbying NEASC to add libraries and their important work back into the Self Study document.

Because of our lobbying efforts, as well as those of the Connecticut Council of Academic Library Directors and the Association of College and Research Libraries, the following criteria for accreditation below (in YELLOW highlight) were added to the document.

As Professor Bob Brown noted regarding the revisions: “One point that I would make is that the Library should be the center of intellectual activity and ferment on campus and its virtual exclusion from the standards is not a step forward but a step away from meaningful assessment of the educational experience for students.”

STANDARD ONE: The institution’s mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution’s mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution’s effectiveness.

1.3 The institution’s purposes are concrete and realistic and further define its educational and other dimensions, including scholarship, research, and public service. Consistent with its mission, the institution endeavors to enhance the communities it serves.

STANDARD FOUR: The institution’s academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution sets a standard of student achievement appropriate to the degree or certificate awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

4.10 If the institution depends on resources outside its direct control (for example, classrooms, information resources, information technology, testing sites), a written agreement ensures the reasonable continued availability of those resources. Clear descriptions of the circumstances and procedures for the use of such resources are readily available to students who require them. (See also 7.21)

4.12 Expectations for student achievement, independent learning, information literacy, skills in inquiry, and critical judgment are appropriate to the subject matter and degree level and in keeping with generally accepted practice.

4.15 Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind.

STANDARD SIX: TEACHING, LEARNING, and SCHOLARSHIP

The institution supports teaching and learning through a well-qualified faculty and academic staff, who, in structures and processes appropriate to the institution, collectively ensure the quality of instruction and support for student learning. Scholarship, research, and creative activities receive support appropriate to the institution's mission.

Faculty and Academic Staff

6.2 There are an adequate number of faculty and academic staff, including librarians, advisors, and instructional designers, whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential for the fulfillment of institutional mission and purposes.

6.3 The preparation and qualifications of all faculty and academic staff are appropriate to the nature of their assignments. Qualifications are measured by advanced degrees held, evidence of scholarship, advanced study, creative activities, and teaching abilities, as well as relevant professional experience, training, and credentials.

6.2 Consistent with its mission and purposes, the institution provides support for scholarship, research, and creative activities. Faculty and students undertake research to an extent reflective of the level and nature of the degrees awarded. Policies and procedures related to research are communicated throughout the institution.

STANDARD SEVEN: INSTITUTIONAL RESOURCES

The institution has sufficient human, financial, information, physical, and technological resources and capacity to support its mission. Through periodic evaluation, the institution demonstrates that its resources are sufficient to sustain the quality of its educational program and to support institutional improvement now and in the foreseeable future. The institution demonstrates, through verifiable internal and external evidence, its financial capacity to graduate its entering class. The institution administers its resources in an ethical manner and assures effective systems of enterprise risk management, regulatory compliance, internal controls, and contingency management.

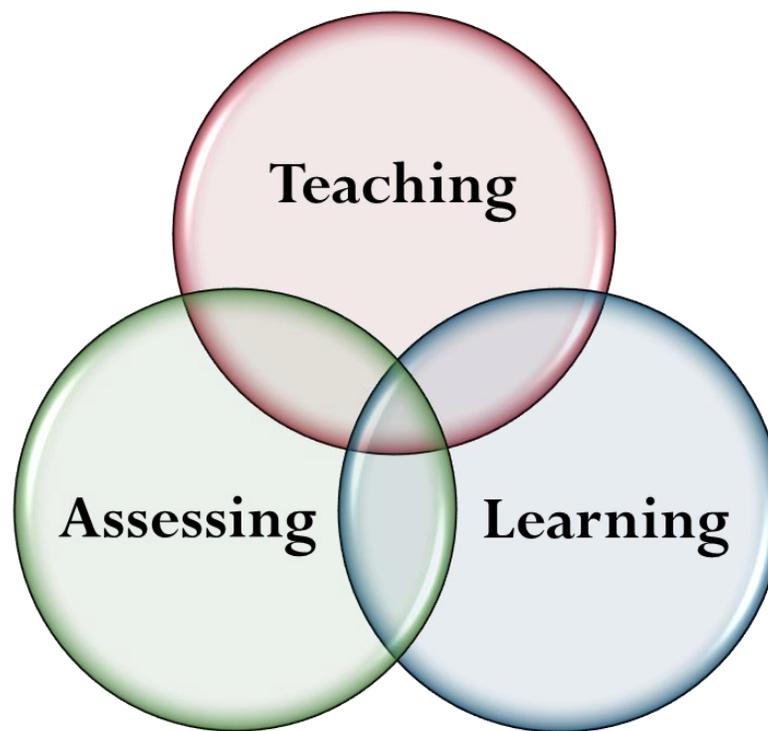
Information, Physical, and Technological Resources

7.21 The institution has sufficient and appropriate information, physical, and technological resources necessary for the achievement of its purposes wherever and however its academic programs are offered. It devotes sufficient resources to maintain and enhance its information, physical, and technological resources. (See also 4.10)

7.22 The institution provides access to library and information resources, services, facilities, and qualified staff sufficient to support its teaching and learning environments and its research and public service mission as appropriate.

7.24 The institution's physical and electronic environments provide an atmosphere conducive to study and research.

7.26 The institution uses information technology sufficient to ensure its efficient ability to plan, administer, and evaluate its program and services.



We Can't Stop Thinking About Tomorrow

We succeeded (exceeded, actually) in meeting last year's goals.

For the next year, our goals are already laid out for us. In addition to keeping the Library staffed for services, teaching, reference, circulation, and collection development, the Tunxis Library has signed on with ExLibris to purchase Alma and Primo – an integrated library system and discovery layer to replace our current online catalog.

We are joining with the other 11 State Community Colleges, the Connecticut State Library, the 4 Connecticut State Universities, and Charter Oak College to form one consortium and one database.

Students of the Connecticut Colleges and Universities will have a seamless and integrated library experience as they travel from one institution to another.

Our new goals:

- Planning with the other 17 institutions;
- Cleaning up our current database and extensively weeding our physical collection;
- Completing Configuration forms;
- Completing Migration forms;
- Completing Link Resolver forms for each of our electronic databases/portfolios;
- Serving on Expert Teams to configure the system for Fulfillment (circulation), Resource Management (acquisitions and cataloging), Electronic Resources, Printing, Self-Checkout, and Primo – a discovery layer allowing all Alma resources to be “discoverable” with one search.

This is a huge undertaking for our Library staff.

