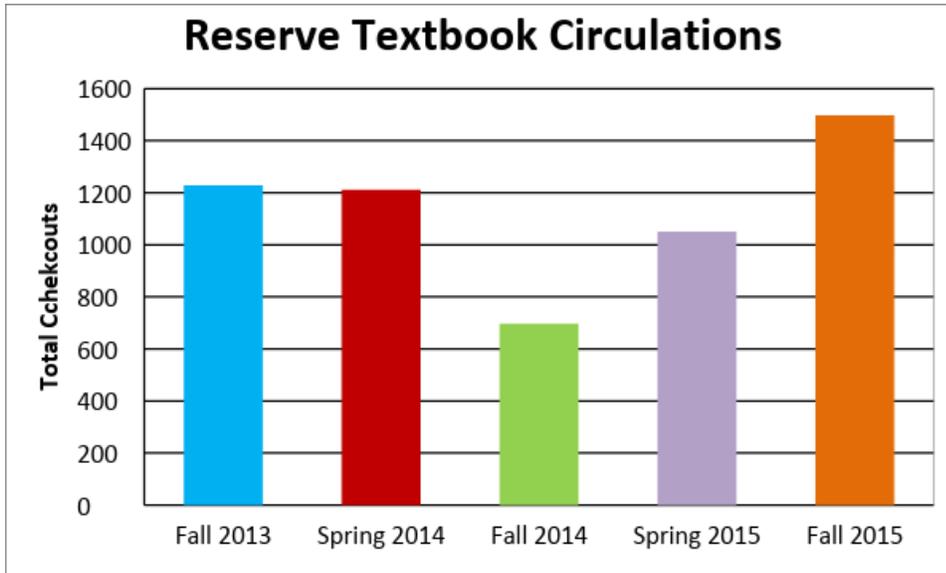


Figure 4: Reserve Textbook Circulations

The decline in the number of total circulation transactions (Fig. 5a) reflects a decline in the demand for laptops; this may be due to both the increased availability of desktop computers in the library and the increasing use of students' own devices to complete work within the library. Laptop checkouts have decreased six-fold in the past three years, a situation that has resulted in our exploration of new uses for these machines. The most probable explanation for this is the proliferation of personal devices—inexpensive Chrome Books, tablets, and large smart phones-- students are using to conduct research and complete work. Other community college libraries are experiencing similar declines and have begun to pilot extended laptop checkouts for students so they can take them home to complete their work. Desktop computer use, on the other hand, remains robust, with total unique users increasing in the past three years, and averaging 12,874 hours of computer use per year (Fig.5b)

Figure 5a: Circulation Transactions 2012-2015

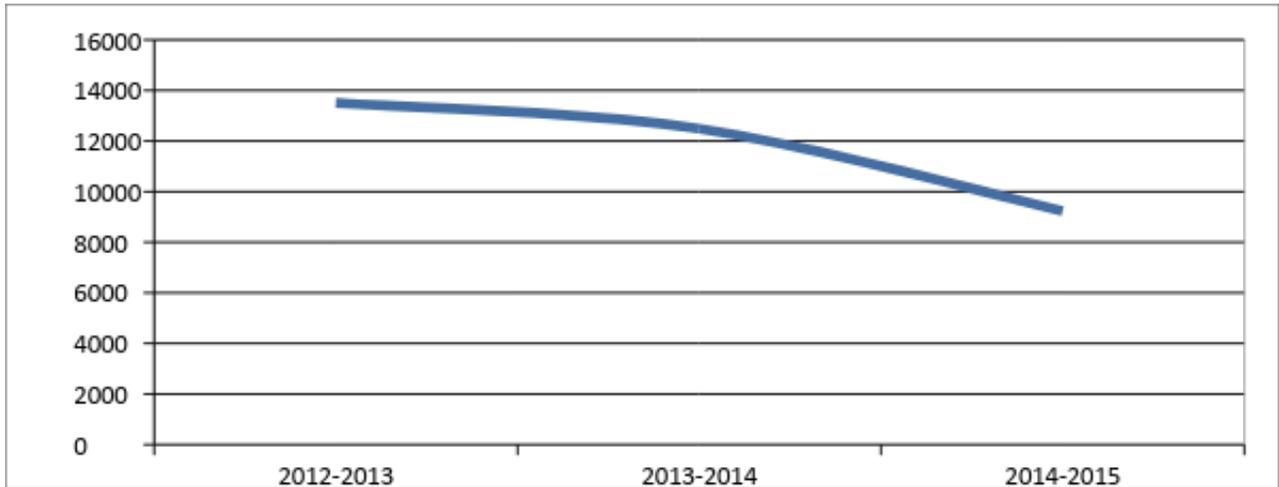
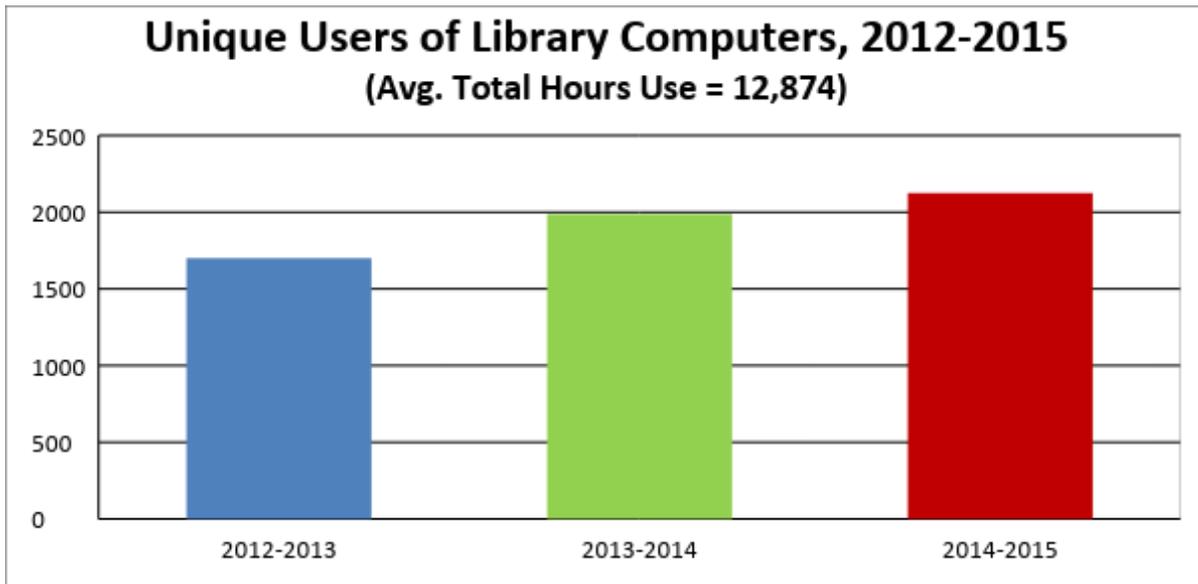


Figure 5b: Unique Users of Library Computers, 2012-2015



The dip in these transactions, furthermore, in no way negates the regular increase in use of electronic resources. This includes a 14% increase in overall use of our major databases from 2013 to 2014 and a 12% increase in use of those databases from 2014 to 2015 (see Fig. 6). And while overall circulation of print materials has remained relatively steady, the use of high-quality, academic e-books has continued to increase dramatically each year. From 2013 to 2014, there was a 25% increase in e-book use; from 2014 to 2015, there was a 40% increase (See Fig. 7).

Figure 6: Overall Database Usage

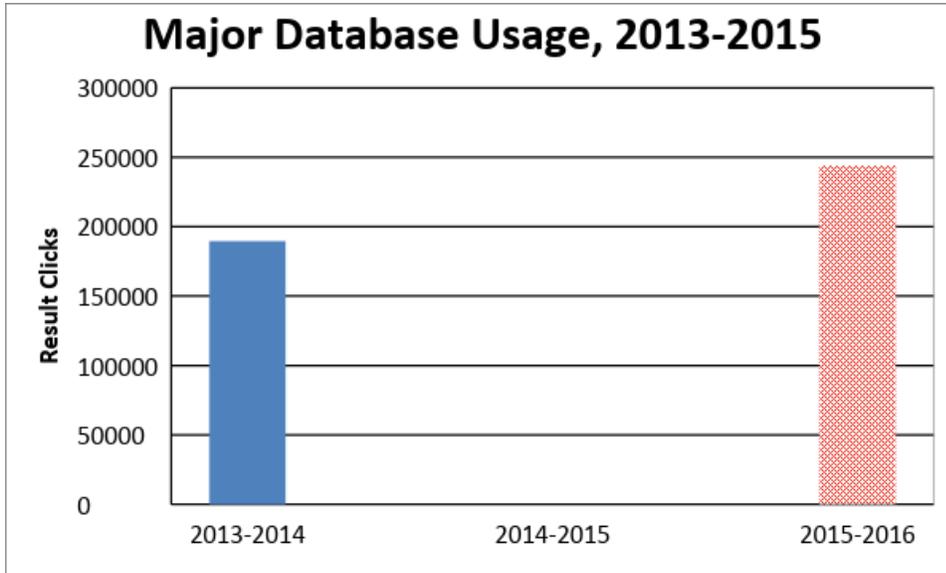
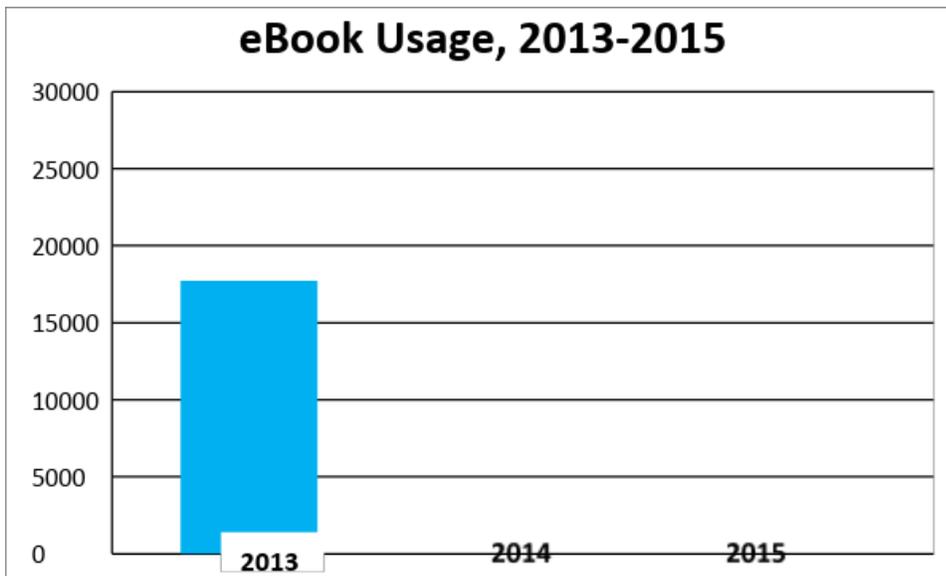


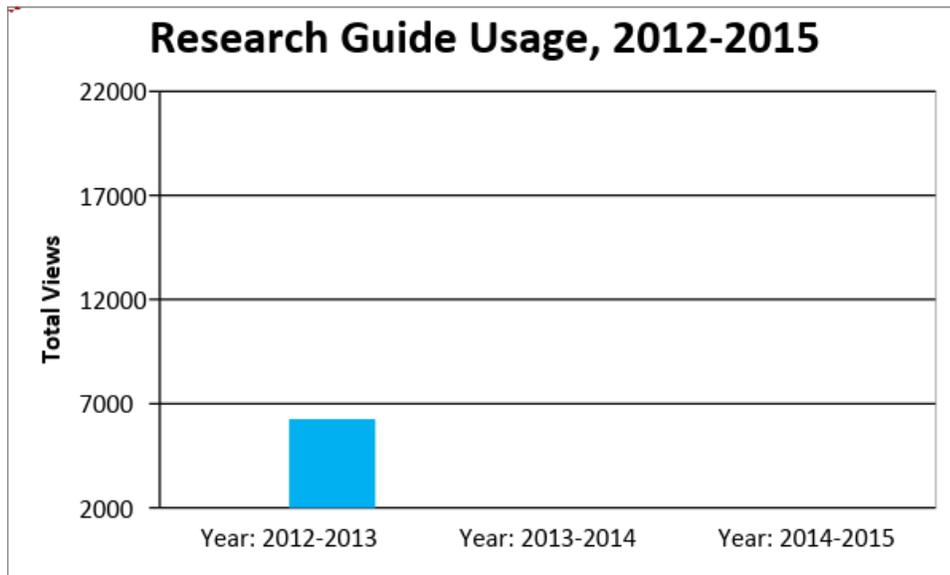
Figure 7: EBook Usage, 2013



The increases in the use of electronic resources correlate with other library program efforts. In 2012-2013, the library began a subscription to a “discovery” search tool, which allows for efficient searches across all our databases, including ebooks and the regular catalog. Keeping this search tool “tuned” requires regular back-end maintenance and communication with vendors, but searches deliver better results and novice searchers tend to find a wider variety of materials than used to be the case. Discovery tools keep evolving and are an important component of an academic library’s resources.

The second recent component in our program that correlates with increased use of electronic resources is the Library Research Guides. These online resource guides, built for individual classes and/or assignments, provide students a one-stop portal to access content specific to an assignment, often accompanied by tutorials in how to best use finding tools and create the kind of product the instructor is looking for. The research guides are built in collaboration with individual instructors; the guides are introduced to the students, and the instructor refers students back to the guide and frequently uses it with subsequent classes from year to year. The research guides were piloted in 2012-2013, and 30 were launched that year for just over 6200 views. The following year, 53 guides were used, but these were accessed at two and a half times the previous year’s rate, for a total of 16,100 views. In 2014-2015, 70 guides were in use; while rate of use flattened, nearly 15,000 views indicate students were making regular and repeated visits to these guides. See Figure 8 for a summary of results.

Figure 8: Research Guide Usage 2012-2015



A third element correlating with the increased use of electronic resources is the uptick in library orientations. These orientations are typically content, course and assignment-specific introductions to the access and use of relevant information resources and are frequently provided in combination with a Library Research Guide. In 2012-2013, library faculty provided 85 orientations in Gilroy, Hollister and Morgan Hill, reaching 1360 students. That number increased to 144 in 2013-2014, reaching approximately 1970 students, and to 145 in 2014-2015, reaching about 2010 students (Fig. 9)