

Standard Six: Information and Learning Resources

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

6.1 *Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.*

Descriptive Summary:

El Camino College offers its students, faculty, and staff several sources for procuring information and obtaining learning resources. The primary areas for these services are the Schauerman Library (the general campus library), the Music Library, the Special Resource Center, the Learning Resources Center, computer labs, tutorial programs, and the Media Services department. Learning resources, in the form of text, media materials, and technology, are also located in other learning centers and areas that provide student support services (6.1).

Library

Descriptive Summary:

The Schauerman Library houses over 120,000 books, 496 periodical titles (in either microform or hard copy), and a variety of online databases for the retrieval of periodical articles and citations. It is divided into several departments, including Collection Development/Acquisitions, Bibliographic Instruction, Cataloging/Systems Development, Public Access, and Reference (6.2).

The Collection Development department is responsible for coordinating the selection of new book titles by faculty members and librari-

ans, for the purchase and receiving of new books, and for the discarding of outdated, worn, or mutilated books. The main goal of the department is to ensure that the collection adequately meets or exceeds the needs of the college curriculum by providing the necessary supplemental and research titles for class assignments in all disciplines. In addition, the department provides titles, in sufficient quantity, on topics of current interest needed to prepare papers, speeches, and debates.

The Bibliographic Instruction department provides students with instruction and assistance in retrieving information and researching resources. The librarians meet with classes and instruct them in the use of specific reference materials and in the use of various databases. They also provide 300 bibliographic orientations annually, serving 10,000 students.

The Cataloging/Systems Development staff are responsible for the cataloging and physical processing of materials for the library. In addition, the department is responsible for the management and maintenance of computerized databases, as well as the in-house public catalog. The services offered by the department have a direct effect on the level of user satisfaction in locating needed information and material within the library or from library resources accessed externally.

The Public Access department consists of the Circulation and Periodicals/Reserve departments. In addition to providing patrons access to materials by checking materials in and out of the library, the department is responsible for book stack maintenance and for Interlibrary Loan (ILL) services. Additionally, the depart-

ment coordinates monthly art exhibitions in the lobby and a variety of programming with the Friends of the Library organization. It also publishes the division's newsletter, *Lamppost*, which is distributed throughout the campus and highlights the activities of the division (6.3). The Reserve department also maintains a textbook collection, which provides students with materials for their coursework.

The Reference department is staffed by a librarian whenever the library is open. In addition to assisting students and faculty in utilizing book and periodical computers and databases, the staff suggest specific resources for research needs. They also work with individual faculty and divisions to assist with the development of bibliographies, assignments, and class projects.

The Music Library is located in the Fine Arts building and provides many of the same types of services as the Schauerman Library departments, such as reference, cataloging, circulation, and other public access services. In addition to books, the facility includes printed music, sound recordings in various formats, laser discs, interactive multimedia, and reserve materials. It has recently been renovated and has new furniture and equipment.

In addition to providing music resources, the Music Library is responsible for the distribution of practice room keys and statistical record keeping for some music courses and their labs. The staff also reproduce classroom audio tapes for students and prepare music folders for the band, orchestra, and all choral organizations.

Self Evaluation:

The campus information facilities generally provide sufficient resources to support the curriculum of the college (6.4). However, there are areas which will need continued careful attention.

Schauerman Library has expanded physically by adding a new two-story wing for text ser-

vices and a basement area housing the Library Media Technology Center. In addition, in Summer, 2001, the college completed construction that provided space for a Staff/Faculty Development computer lab and a renovated Library Demonstration Room.

However, based upon library space standards defined by the Chancellor's Office (6.5), El Camino's library does not yet come up to state minimum standards of square footage per FTES to qualify it for library construction funding. Library and facilities staff have begun planning for an expansion of the North Wing from one story to three stories. When completed, this wing will provide expanded seating, shelving, and space for expanded services and resources.

Despite recent renovation, the Music Library is still in need of additional storage space and shelving due to the annual increase in acquisitions of 1,500 items and due to the specialized shelving requirements for the variety of music materials formats. The library also needs additional student study facilities (6.6).

Special Resource Center

Descriptive Summary:

The Special Resource Center (SRC) provides services to over 1,500 students with special needs (6.7). It is divided into the following areas: Counseling, Deaf and Hard of Hearing Services, High Tech Center, Learning Disabilities, Physically Disabled, Visually Impaired, and Adaptive Physical Education (6.8).

SRC counseling staff assist students with disabilities to achieve their academic, vocational, and personal goals at El Camino College. The staff provide both academic counseling and career counseling. The office scheduled 1,745 counseling appointments and drop-in advisement contacts during the past year. Counselors also made referrals to other campus and community resources and recommended accommodations for students with psychological disabili-

ties, developmental disabilities, and acquired brain injuries.

The Deaf and Hard of Hearing component of the SRC offers courses in basic skills and personal assessment designed specifically for the needs of hearing impaired students. Class enrollments totaled 167 during the 1999-2000 academic year. In addition, this area offers a Sign Language/Interpreter Training Program.

The High Tech Center trains disabled students in the use of computers and other access technologies so that they can use their skills in other settings on campus and in their careers. The center has approximately 16 computers, as well as other devices such as Kurzweil machines, that assist students with limited vision and other disabilities.

The Learning Disabilities component provides diagnostic testing, test accommodations, and related support services for El Camino students. The total number of students served increased from approximately 800 in 1998—1999 to 950 in 1999-2000.

The Physically Disabled/Visually Impaired section provides a variety of services, including educational development courses in assisted computer literacy.

The adapted physical education program is a joint venture between the Special Resource Center and the Physical Education department. This program allows individuals with a variety of disabilities to participate in physical education.

The college has created new SRC positions, including a part-time career specialist in the Counseling area, two additional part-time learning disability specialists, and a full-time assistive technology specialist. The institution restructured classroom facilities, reorganized office space, and provided expanded facilities for testing. It also provided facilities for proctoring 507 tests from 257 classes, test accommodations, as well as in-class accommodations

for 84 cases.

Self Evaluation:

The Special Resource Center excels at providing a wide variety of services to a diverse population of students, as described in the Disabled Students Programs and Services Program Review conducted in February, 2001 (6.9). It serves a continuously growing number of students, and recent additions to the staff enhance the ability of the SRC to meet the needs of all students who need special accommodations that enable them to continue their education.

Learning Resources Center

Descriptive Summary:

The Learning Resources Center (LRC), located on the second floor of Schauerman Library, houses more than 4,000 audio and video recordings, filmstrips, texts, CD-ROMs, laser-disc materials and computer-assisted instruction programs (6.10). In addition, the LRC oversees facilities in other areas of the Schauerman Library and in three campus buildings (6.11).

One faculty coordinator, five full-time classified staff, one part-time faculty tutorial coordinator, and casual employees staff the LRC. The LRC assists students, faculty, and staff to achieve their academic goals by providing access to a wide range of academic learning materials and services in the following areas: Basic Skills Study Center (BSSC), Computer Assisted Instruction Lab (CAI), the Learning Center (Library, 2nd floor), the LMTC Computer Commons (CC), the LRC Tutorial Program, the Technical and Occupational Program Lab (TOP), and the MCS Reading Lab. An upgraded, Windows-based check-in system records student usage data for all the LRC areas (6.12).

The Learning Center houses an extensive media materials collection, as a supplement for most academic disciplines at El Camino College. It contains individual and small-group audio-visual viewing and study areas.

In the Basic Skills Study Center (BSSC), staff members work with students in a laboratory atmosphere. Using computer-assisted instruction and networked computer workstations, the basic skills program is built around an individualized interactive learning system for reading and mathematics. It includes online diagnostic testing, computer-assisted instruction, and monitoring of student progress (6.13).

Self Evaluation:

The college heavily uses the Learning Resources Center despite facilities that are widely dispersed on campus. The LRC is open for 62-67 hours per week and documents more than 80,000 student visits per year. LRC staff works continuously with faculty to ensure that the materials collection and services most nearly meet student need from disciplines across the college. Student satisfaction surveys conducted for evaluation of Partnership for Excellence funding projects show repeatedly that students believe their experience in the LRC leads to greater success in the classroom.

Tutorial Programs

El Camino provides on-campus and online tutorial support to its students through programs located throughout the college. The college funds and operates these independently of each other.

Descriptive Summary:

The **Humanities Writing Center** is open 60 hours per week, providing drop-in tutoring for students who need advice on classroom writing assignments and transfer application essays. Students receive assistance (both in-person and e-mail) in prewriting, format, and content development. The Center also provides grammar tutorials and grammar workshops (6.14). It screens the tutors at the Writing Center to ensure that they are qualified to perform their jobs. At a minimum, they have a bachelor's degree, and many are graduate students or college instructors.

The **Learning Resources Center (LRC) Tutorial Program** assists students in meeting their academic responsibilities. It offers free drop-in and online tutoring, including e-mail, chat, and online conferencing for numerous subject areas each semester. In addition to the Tutorial Center in the Schauerman Library, tutoring is also available at various satellite locations around the campus. Highly trained, certified peer tutors provide content-specific tutoring and help in improving study techniques and preparing for tests.

All LRC tutors must complete the Tutor Training 200 course, which teaches the tutorial skills needed for successful tutoring in all subject areas and which is certified by the College Reading and Learning Association (CRLA), one of the largest professional organizations in the field.

Over the past few years, the LRC Tutorial Program has expanded to offer tutoring in 45 subject areas and, over the 2000-2001 year, has increased the number of delivery modes from predominantly drop-in tutoring to include class-oriented supplemental instruction, long-term small group tutoring, and individualized tutoring for students with disabilities (6.15). The implementation of online tutoring, made possible through the Fund for Student Success (FSS) Beep-a-Tutor grant and subsequent Partnership for Excellence (PFE) funding, has led to the expansion of online tutoring to support both on-campus and distance education courses offered through the college. While usage of the online tutorial offerings has been low, efforts continue to promote this program to both faculty and students.

Over the 2000-2001 academic year, the LRC Tutorial Program staff have also expanded their outreach significantly. They have produced for faculty an informational videotape that describes the tutorial program and how it can help teachers and students succeed. It has also completed a promotional/informational videotape for students about various services, including the Tutorial Program, that the LRC offers.

In addition, it has broadcast public service announcements on KECC, the college student radio station, and distributed a variety of flyers, bookmarks, and other promotional materials (6.16).

The Student Athlete Independent Learning (SAIL) program, originally funded by a Fund for Student Improvement (FSI) grant, now offered by the LRC Tutorial Program and co-sponsored by the Health Sciences and Athletics Division provides tutoring and academic support specifically designed to meet the needs of the student-athlete (6.17). The program targets athletes who have an unsatisfactory grade point average and who seem to be struggling with the demands of athletic and academic life. Students in the SAIL program must attend tutoring sessions for a minimum of three hours a week during which they receive tutoring and general academic assistance.

The **MESA Tutorial Program**, part of the MESA (Mathematics and Engineering Science Achievement Program) Undergraduate Program, provides support to community college students who are majoring in math or science, so that they excel academically and transfer to four-year institutions. MESA CCCP is based on a rigorous academic program that uses various components to support the students. The program's components help to build an academically based peer community to provide student support and motivation (6.18). Its programs include workshops similar to those of the Honors Transfer Program, an orientation course that exposes students to fields in engineering, career advising, transfer assistance, organizational links, professional development workshops, and an Industry Advisory Board, which further connects students with the industry.

The **Math Tutoring Center** is a supervised, drop-in tutoring center that serves all students currently enrolled in a Mathematical Sciences Division math course. Each semester the center services approximately 2,000 math students. The center has been established to provide positive guidance and assistance toward the devel-

opment of math skills and study skills. Math students of all levels learn to read, analyze, and conceptualize mathematics problems with an emphasis on understanding mathematical concepts, applying mathematical techniques, and solving problems in a clear and logical manner.

In addition, the Math Sciences Multimedia Computer Lab enables the math students to learn how to make the best use of technology and acquire proficiency in the use of specific applications. It is supported by a full-time computer lab specialist, receptionists who are available to help the students with computer problems, and math tutors who are familiar with the math software to help students acquire proficiency with the software.

Students are strongly encouraged by faculty to take advantage of the tutorial services provided, and students who have previously failed a math course participate in a support program in which they specifically agree to use all available resources, including the math tutoring program.

Tutors in the math tutoring program include student peer tutors and certificated tutors with advanced degrees, some of whom are also teaching faculty. All tutors are encouraged to take the Tutor Training 200 course.

Self Evaluation:

While El Camino's tutorial programs operate independently of each other, coordination among the programs has increased over the past three years. The quality of tutoring available to students has improved due to the fact that increasing numbers of tutors from programs enroll in Tutor Training 200, or in tutor training workshops with similar but abbreviated content. And in 2000, tutorial program coordinators from all the college programs worked together to develop a common set of tutorial job descriptions and a pay schedule that made it easier for programs to recruit and retain tutors who work in multiple areas.

With the increase in available tutors in the **Humanities Writing Center**, expansion of tutoring hours, and the addition of 14 computer stations in the Center and overflow access to adjoining labs housing an additional 67 stations, the number of students utilizing these facilities has tripled, producing over 11,000 student contact hours for Fall, 2001. The Writing Center has also created a student-friendly web site that includes information about the hours of operation, workshops on specific grammar problems, Writing Center policies, and links to other relevant sites.

In various surveys, students rate the **LRC Tutorial Program** as contributing significantly to their academic success (6.19). However, in order to provide students the support they need to be successful in achieving their academic goals, the tutorial program must continue its efforts at outreach and expansion of the methods of delivery (6.20). The college needs to provide greater contact between tutors and faculty, since instructor recommendation is the major way in which the college makes the students aware of the availability of tutoring services.

In response to demand from faculty and students alike, as well as increased funding from Partnership for Excellence funds, the LRC Tutorial Program continues to work at expanding the number of subject areas tutored, the modes of tutorial delivery, and the number of students participating in these tutorial offerings. However, the program cannot meet all students needs, and program staff and tutors continue to explore new ways to successfully expand the program in quality as well as quantity.

Throughout the program's history it has attracted highly skilled tutors, both students and individuals from the community, despite the fact that the salary for tutors has not been raised in over 15 years. However, with the growth of other tutorial programs on campus, a few of which offer higher salaries, some experienced tutors took positions elsewhere. In Summer, 2001, the district adopted a new tutorial classifi-

cation and pay schedule for most tutorial programs on campus, which has reduced the difficulties the LRC Tutorial Program faces in retaining its most highly qualified tutors although it has simultaneously increased funding needs for the program (6.21).

The SAIL program has been very beneficial for El Camino athletes. Since the FSI grant ended, the program has occasionally faced difficulty in maintaining full tutorial hours due to limited funds and difficulty in finding qualified tutors. However, both faculty and coaches have approved the program. As a result, it has expanded to serve students in all sports, not just football.

The **MESA Tutorial Program** has been in existence at El Camino since October, 1999, and has had a full-time coordinator since January, 2000. It has met most of its stated objectives. As a result of two separate grants totaling \$85,000, MESA has been able to fund a full-time temporary director position, computers, and other equipment for students (6.22).

With the adoption of a student check-in system that permits tracking of individual students tutorial usage and the addition of computer lab resources for math tutees, the math tutoring program has become very successful in assisting the large numbers of students enrolled in the division. The recent award of a PFE grant has allowed the center to hire certificated tutors who have their master's degrees. The grant has also allowed program expansion to include tutoring in calculus and other transfer level courses.

Computer Labs

Descriptive Summary:

The computer labs on campus can be divided into three types: open-access, class-use, and mixed purpose.

Open-access labs are labs intended for student use on a drop-in basis. Students use these labs

to explore Internet resources, do research, and complete out-of-class assignments.

Class-use labs are essentially classrooms with computers. Classes are scheduled in these labs on a semester basis, and an instructor is present when the lab is in use.

Mixed-purpose labs are used in a variety of ways. In some cases classes are held in the lab, but unoccupied stations are simultaneously made available for drop-in use; in other cases,

classes are held in the lab, but it is available for drop-in use at other times. Some mixed-purpose labs are also used by instructors three or four times a semester in order to provide students with an orientation, not only to the lab in general, but to specific course software, after which time they use the lab on a drop-in basis for required computer-assisted instruction.

The following chart indicates the various computer labs currently available for student use:

Location	Description	Number of Stations	Use
Art 5	Art Graphics Lab	24	Mixed
Art & B Sci 320/322	CIS Lab	44	class use
Business 6/8	CIS Lab	45	class use
Business 9/11	Word Processing Lab	70	class use
Business 10	Law/Accounting Lab	44	class use
Communications 203	CAI Lab	30	mixed
Communications 204	CAI Lab	71	mixed
Communications 205	Writing Lab	36	class use
Library Demonstration Lab	Classroom	35	class use
Library	LMTC Commons	133	open access
Library LRC	Basic Skills	76	class use
MCS 7/8	Math Labs	68	mixed
MCS 108	CIS Lab	45	mixed
MCS 109	CIS Lab	45	mixed
MCS 111	CIS Lab	45	class use
MCS 218/219	Reading Lab	96	mixed
MU 3	Music Lab	26	mixed
Physics 8	Computer Science Lab	42	mixed
TA 101	Nursing	12	class use
TA 204	CAD Lab	28	class use
TA 205	TOP Lab	36	open access
TA 206	CAD Lab	28	class use
TA 251	Art/CAD Lab	28	class use
TA 252	CAD/Architecture	20	class use
TOTAL		1,127	

Of the 1,127 computers available for student use on campus, only 169 are located in open access labs. This is only 15% of the student-use computers on campus. Class use accounts for 474 or 43% of the computers, and the remaining 447 computers are in mixed-use labs. In most cases, there is relatively little time when these mixed-use labs are open for drop-in use, and relatively few stations are available. Most often, they are restricted to students enrolled in specific classes.

Self Evaluation:

The college meets the state Tech II recommended minimum standard of one student-access computer for every 20 FTES (6.23). However, the Tech II Plan, which has been adopted by the Board of Governors but currently is not state-funded, also specifies that at least 50 percent of the funded total cost of ownership model computers be assigned to open student computer labs. The plan defines a lab as open access if it is available for any student's use to conduct general computer-related tasks without regard to any specific subject matter, such as conducting online research for a paper, word processing, participating in student class-based online discussions, and submitting homework electronically (6.24). El Camino is somewhat deficient in this respect, with only 15% of its student computer resources available as open access although demand may be somewhat reduced by the number of mixed use facilities.

Anthropology Museum

Descriptive Summary:

The Anthropology Museum, opened in 1971, is housed on the third floor of the Art and Behavioral Science building and contains 1,800 square feet of exhibition space with 40 locked cases to house its various shows throughout the year (6.25). Through its museum studies course, the museum provides students a hands-on opportunity to work with archeological and ethnological artifacts. In this class, the students help create, design, and display exhibitions,

including Guatemala: La Conquista Incompleta, Echos of Han: Cross cultural Currents in Asia, and Treasures of the Kingdoms: Art and Culture in West Africa. The museum also houses permanent and visiting collections.

Self Evaluation:

The Anthropology Museum is one of the few of its kind at a California community college. It provides valuable experience to students in the anthropology department and also is a resource for students in other departments. Since the last accreditation, the annual budget has been increased from \$500 to \$2,000. The museum has a continuing need for an independent air conditioning system to protect artifacts (6.26).

Art Gallery

Descriptive Summary:

The Art Gallery is a museum facility that hosts six shows each year. It educates the community and showcases the activities of the art department. The Art Gallery acts as a visual arts laboratory for the art appreciation and art history classes. Students view and write analyses of art works as a class requirement. Faculty, students, and community members attend lectures given by visiting artists, in conjunction with scheduled shows (6.27). As a community gallery, admission, lectures, and receptions are all free and open to the public.

Art 34, Gallery Management and Artist Career Issues, is a class concerning the business and the presentation of art in a gallery or museum environment. The students receive essential, firsthand experience in exhibition design, lighting, and art administration.

Self Evaluation:

Currently, the Art Gallery continues to serve as an exhibition site for the work of student and professional artists, but due to limited financial resources, the gallery must be selective regard-

ing the setup and transportation costs of its annual shows.

Planetarium

Descriptive Summary:

The planetarium services the astronomy classes as both a classroom and a laboratory facility. The interior houses a Spitz star projection system, with several other smaller telescopes and supporting equipment, to fulfill its needs as a working observatory. Students in the astronomy program receive hands-on experience when viewing and operating the equipment.

Astronomy programs are also scheduled as a community service on an on-call or occasional basis for elementary school visitors and members of the community.

Self Evaluation:

The Natural Sciences Division, in conjunction with the astronomy department, has received a state grant to repair, update, and acquire new equipment for the planetarium. Within the past academic year, the department has been given approval to hire a full-time planetarium manager, who will run and maintain the facility, although it has had difficulty in filling the position. This is a major step towards revitalizing the planetarium. After the severe budget cuts of the past, this position has been vacant for eight years. The college has also approved funding to replace old equipment, such as the aging video projection system, and to establish an Internet connection with the observatory on Mt. Wilson. The department has also allotted funds to expand the services of the Planetarium by offering shows to students and the public.

Media Services

Descriptive Summary:

Media Services, located in the Library Media Technology Center, is a key support unit for instructional programs and institutional activities at El Camino. The department service

areas Distance Education, Equipment Distribution, Media Materials Circulation/Acquisition, Graphic Arts and Media Production provide an interlocking set of functions designed to enable ECC faculty and staff to use current media technologies effectively (6.28).

Distance Education continues to grow as a program, offering 50 courses enrolling 2,500 students in 2000-2001, an increase of 114% for instructional television, 447% for online instruction, and 181% total enrollment since 1997-1998 (6.29). In addition, it has implemented e-mail, chat, and online conferencing, in support of the tutoring program for remotely located students in order to improve retention and student success rates. Department web pages have been created and a semesterly News at a Distance newsletter distributed. Internet assistants provide training for teaching faculty in the development of web sites.

Media Services works with numerous divisions, departments, and off-campus vendors to specify equipment, determine appropriate location, troubleshoot, and assist with the installation of AV technology on campus. There is an extensive ongoing effort to create multimedia presentation rooms throughout the campus. Media Services staff have worked closely with other district staff to accomplish these goals, and consequently 24 rooms have been completed through Spring, 2001, and more are in the planning stages.

AV equipment loan, a support service for faculty, staff, administration, and various organizations that use El Camino College's facilities, totaled approximately 3,700 requests (6.30). The college has also had a shift towards an increasing permanent base of classroom equipment that requires both maintenance and training.

In 1998-1999, Media Materials provided 788 requested titles from the Media Materials regular collection and rented 47 titles from the Los Angeles County Office of Education.

Additionally, 95 new media titles were purchased, consisting of both VHS and CD-ROM. The collection has grown to over 1,700 titles. In addition, the college published a new media catalog and made the holdings more accessible through the Schauerman Library online public catalog.

In 2000-2001, Media Production produced 10 cable programs for faculty presentations and commercials promoting the college. In the same year, the college participated in more than 60 teleconferences and videoconferences, including training, information, and interactive meetings sponsored by state and federal agencies, educational institutions, and corporations, an increase of 20%. In conjunction with Southwestern College, El Camino also offers Introduction to Surgical Technology, a fully interactive teleconferenced course. The school also has the capacity to access educational and informational satellite programming.

The demand for teleconferencing and video conferencing continuously increases. As such, the college recently installed a digital satellite downlink system and purchased additional videoconferencing equipment. In addition, funding from the state Telecommunications Technology Infrastructure Program (TTIP) (6.31) allowed the school to install an additional T1 line for videoconferencing that provided improved dissemination of information to support academic programs and administrative support services.

Self Evaluation:

At present, Media Services adequately supports the college's courses, programs, and degrees. It has 1,700-1,800 videotapes in its media library and is able to rent others so that the college faculty obtains what they need. The college is gradually installing multimedia equipment permanently in classrooms throughout the campus, and until this is accomplished, Media Services maintains an inventory of media equipment for short-term loan.

In addition to maintaining a print catalog of media, media is now a component of the library GEAC system (online catalog), which is available online to students, faculty, and administrator, both on-campus and off.

Other ECC Technology

Descriptive Summary:

The El Camino College Technology Plan (6.32) defined a detailed framework for comprehensive and efficient acquisition and implementation of much needed software, hardware, and networking technology in all areas of the college.

Computer resources available for student, faculty, and staff support have improved significantly since this time. The campus-networking project, completed in Spring, 2000, required the installation of fiber optics between all major buildings and provided all classrooms, laboratories, and offices on campus with high-speed connections to El Camino's wide area network. Most of the computer laboratories have been reconfigured to allow student access to both the World Wide Web and web-based e-mail. The college participates in a software consortium that has allowed it to standardize on Microsoft Office support software and has installed it on all faculty and student computers and most of the academic networks.

In conjunction with the completion of the wide area network project, the college reorganized and expanded the Information Technology Division. Administrative and academic hardware and software support for personal computers has been consolidated into one unit under Information Technology Services, and the area hired additional support technicians, as well as new personnel, to allow for the implementation of a help desk to support faculty and staff. The college created a network services unit and gave it the responsibility for the expansion and maintenance of various college networks and telephone systems. It also assigned web support to this unit and established a web developer posi-

tion. This position expanded rapidly to include the recruitment, training, and support of six to ten Internet assistants. Funded by a grant, these students provide direct web support to faculty. This support includes, but is not limited to, creation of web pages, designing of graphics, and programming of Java or ASP subroutines.

In 1999-2000, the college implemented a faculty and staff training facility. It consists of 17 workstations and is used to provide training in administrative software, office support software, and effective web utilization. Staff Development and Information Technology Services offer classes to faculty and staff. During this period, the college also expanded an Intranet web site that now provides the campus community with access to documents, policies, procedures and information on events, notices, and activities. It provides for submission of work requests or problem notifications to both facilities and Information Technology Services. It also has an updated telephone directory available via the Intranet.

In conjunction with the existing computers used by faculty in their divisions, the college also initiated a program to provide all full-time faculty members with laptop computers, either Apple or Intel-based. It also enhanced support to part-time faculty by the creation of ten faculty workrooms. Each workroom is configured with two Intel-based desktops, one Macintosh, one heavy-duty laser printer, and one scanner. All workrooms are connected to El Camino's wide area network and have Internet and e-mail access. In addition to the network connections installed in classrooms, laboratories, and offices, the college also maintains a 48-port modem pool providing off-campus access to faculty and staff.

During the 2000-2001 academic year, the college expanded administrative support to include a network-based student imaging system to provide counselors and others with access to archival student data. It has enhanced the student information system to allow students web-based access to course offerings, registration,

grades, unofficial transcripts, and financial aid information. By the conclusion of the 2000-2001 academic year, students will also be able to utilize degree audit functions and pay all outstanding fees via credit card over the web. Prospective students will be able to complete an Application for Admissions on the district's web site.

Self Evaluation:

The college has made significant strides in implementing the recommendations made in the ECC Technology Plan. Data networking has been installed to every classroom, laboratory, work area, and office throughout the college. Existing student-use computer labs have been upgraded, and new labs have been installed. The college has also implemented an integrated data system. Classrooms and meeting areas are being upgraded to allow the use of multimedia.

The goal of providing increased access to technology by faculty and staff has been largely achieved through the disbursement of computers to all full-time faculty and the creation of staff and faculty workrooms. The Student Services area received upgrades or new computers in departments, such as the Extended Opportunity Programs and Services (EOP&S), Transfer Center, Financial Aid, Student Development, and the Assessment/Testing Center. These computers are capable of supporting most general-purpose office applications and access to the Internet. However, they are typically not capable of supporting the specialized applications used in courses by instructors in various programs throughout the college, such as computer animation, web design, electronic music, mechanical drawing, architecture, computer science, computer information systems, and distance education. Currently, the college is working to provide both full- and part-time faculty immediate access to the hardware and software that is intrinsic to the courses they teach and to which they need immediate and ongoing access for class preparation.

6.2 *Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.*

Descriptive Summary:

Library

The Schauerman Library faculty and staff utilize a variety of methods to ensure faculty involvement in the selection of materials so that those purchased are appropriate for the curriculum. The acquisitions librarian works closely with faculty in soliciting suggestions for print resources. Faculty participate on the Book Selection Committee, distributing book lists and other relevant materials to colleagues in their respective divisions, who then submit requests to the acquisition librarian. In addition, librarians regularly review professional literature to locate new resources to support curriculum. The library's newsletter regularly informs faculty and staff of important new acquisitions and solicits suggestions for future purchases. Areas in the book collection that have been especially enhanced as a result of input from faculty include literary criticism, gay/lesbian studies, ethnic studies, nursing/allied health, basic skills, and contemporary issues.

Librarians, students, and faculty review periodical databases through trial demonstrations provided by periodical services. They submit selected databases for approval based on established guidelines including currency, cost, access, and potential curricular utilization. The campus also participates in the Community College League of California consortium and, therefore, receives substantial discounts for databases.

The music librarian works specifically with faculty in the Fine Arts Division to ensure that appropriate materials are selected for inclusion in the collection. The librarian works with local and national organizations and also reviews pro-

fessional literature to keep in touch with current trends in the field.

Special Resource Center

The High Tech Center in the Special Resources Center is able to provide state-of-the-art adaptive equipment for students and staff due to the efforts of staff, who solicit suggestions from colleagues nationwide and from information received from statewide and national organizations. In addition, the Special Resource Center faculty and staff work closely with the other college personnel to ensure that the library, labs, and all student support resources are accessible for students with disabilities. The SRC houses a collection of assistive technology software and devices that can be installed as needed in computer labs across campus.

Learning Resources Center

The LRC Media Materials Collection consists of over 4,000 audio and videotapes, slides, models, maps, rocks and mineral samples, and computer software. In many cases, the faculty selects materials that the division or LRC purchases. Occasionally, the LRC purchases materials that fill needs identified by student request.

LRC Tutorial Program

LRC Tutorial Program tutors and students have access to textbooks and other resources such as slides and videos provided by the instructor. They also have full access to all materials in the LRC Media Materials Collection.

The Writing Center

The Writing Center's equipment consists of 14 computers, all providing Internet access and equipped with writing tutorial programs and MS Office for student use. The Writing Center has also been remodeled to permit overflow use in the adjoining computer labs.

Computer Labs

As part of the college's commitment to provide students and faculty appropriate and up-to-date

hardware and software, the college intends to upgrade all student-use computers on a three-year cycle (6.33). Selection of hardware specifications for these upgrades is based upon instructional software requirements. Decisions on the selection and purchase of instructional software are made by the appropriate faculty.

Other ECC Technology

The college allocates academic divisions limited funds to purchase audio visual and other equipment necessary for use within the division. Media Services has been assigned responsibility for coordinating the Partnership for Excellence-funded conversion of lecture classrooms across the college to multimedia presentation rooms.

Information Technology Services is also developing recommendations for upgrade or procurement of computer equipment based upon (1) frequency of repairs, (2) changes in job functions or instructional requirements, (3) obsolescence of equipment, (4) maintenance of district standards, including operating systems requirements, and (5) maintenance of uniformity within a work group.

Information Technology staff, with input from the MIS Advisory Committee, the Academic Technology Committee, and the ECC Technology Committee, have recommended standard configurations that should meet the needs of most faculty and staff. This does not preclude academic divisions from selecting other equipment or software as appropriate for specific instructional requirements.

Self Evaluation:

The effectiveness of the college's educational equipment and materials is periodically assessed through user surveys, the developing of unit plans, data gathered by Institutional Research, and the periodic updating of a comprehensive Technology Plan. While there is no formal institutional policy, the various areas that provide resources for student use actively work to

ensure that faculty are involved in the selection process.

Faculty participation, along with the knowledge of the librarians in the selection of materials and equipment, ensures that the material and equipment selected for the library are most appropriate to support the educational goals of the college and fulfill instructional purposes.

Similarly, with the assistance of college faculty and staff, the Learning Resources Center provides a wide variety of media and materials to meet the academic goals of students and faculty, although there is an on-going need for additional funding to be able to keep the collection up-to-date.

Adaptive technology is selected and acquired efficiently due to Special Resource Center faculty and staff's active participation in professional organizations and ongoing efforts to remain current in the developments in the field.

The selection of student-use computer equipment and related resources is consistent with curricular requirements. Because the determination of appropriate software for various disciplines requires specialized knowledge, faculty play a primary role in making these decisions.

With the recent expansion of the Writing Center's resources and tutorial services, it has been better able to serve the increasing numbers of students requesting service.

The selection of generic faculty computers meets the general purpose needs of faculty. However, this generic hardware/software may not meet the needs of faculty who require the use of software applications other than MS Office. For example, the equipment, as configured, will not run many graphics, animation, CAD, and simulation applications, which some faculty need to teach their courses.

6.3 Information and learning resources are readily accessible to students, faculty and administrators.

Descriptive Summary:

Library

The Schauerman Library and Music Library are both open 67.5 hours per week, including Saturday. All resources, including the LMTC Computer Commons, may be utilized during these hours. In addition, many of the Schauerman Library resources are available off campus via the Internet. This remote access includes periodical indexes, as well as the OPAC (online public access catalog).

The Schauerman Library collection is open to the public, with the exception of some back issues of periodicals and reserve textbook materials. All other resources, current periodicals, microfilm, and all other print materials, including reference and circulating books, are readily accessible during all business hours. These are self-serve collections although staff are available to assist in locating appropriate materials.

Staff are also developing plans to provide remote access to reserve materials via an electronic reserve service. As appropriate, materials which an instructor wishes to place on reserve are to be scanned and placed on a web site, allowing unlimited access by all students. This will be especially valuable to distance education students. The Special Resource Center will be consulted to ensure that all materials are accessible for students with disabilities.

An interlibrary loan arrangement is also available, providing access to resources that the campus does not own. This service is currently available only to faculty and staff. Staff plan to provide web access to this service so that requestors may simply contact the appropriate site and request materials.

Access to the library resources of California State University, Long Beach, and California

State University, Dominguez Hills, is now also available to students and faculty due to a reciprocal borrowing agreement.

The library has an Access Technology Room available for use by students with disabilities. It contains special hardware and software to allow access to all print materials and the Internet. In addition, the LMTC Computer Commons has several workstations that are equipped with special access technology.

The Music Library has a closed stack of reference books, which may be retrieved by staff for use within the facility during all open hours of the library. In addition, it makes sound recordings, in a variety of formats, available for listening and review on equipment located within the facility.

Special Resource Center

The Special Resource Center provides easy access to a variety of resources from 8:00 a.m. to 7:00 p.m., Monday through Thursday, and from 8:00 a.m. to 3:30 p.m., Friday, and is closed on weekends. Resources are available by request, which include, but are not limited to, readers, interpreters, real time captioning, and in-class aides. The High Tech Center, located in the Special Resource Center, also provides computer access for students. Due to the nature of this population, staff provide specialized services, like counseling and computer training on a drop-in basis; however, the Center encourages appointments.

Learning Resources Center

The Learning Resources Center is open and staffed during the same hours that the library is open (67.5 hours a week). However, on Saturdays, the TOP Lab and CAI Lab are not open, and the college offers limited tutorial services. The basic skills areas of the Learning Resources Center and the LMTC Computer Commons have a variety of adaptive devices and software to allow all students access to computer-based instruction and other computer resources. The LRC catalog of materials is

gradually being incorporated into the library's catalog, which will allow online access. A print version of the catalog is available in the LRC. In addition, the LRC web site provides information on available services and materials.

Computer Labs

The growing number of computer labs on campus has made possible more scheduled class use of computer resources and has led to the incorporation of computer technology in the curriculum and in class activities across many disciplines. The growth in lab space has also made it possible to create labs dedicated to individual use on a drop-in basis. With the completion of the campus network, all computer labs, classrooms, and work areas now have Internet access and access to online resources offered through the library.

Other ECC Technology

Faculty and students now have access to selected administrative functions via the Web.

Faculty and counselors can currently access class rosters, and counselors can review student test scores, register students if desired, view transcripts, and, with Admissions and Records permission, submit grades. In the next year, faculty will also have access to these functions.

The college established a Help Desk for faculty and staff to create a central point of contact for user-support requests.

Students have web-based access to grades, transcripts, and their individual financial status, including financial aid information (6.34). They can also register for classes via the Internet and by Summer, 2001, they will be able to access degree audit information. The college also provides on-campus kiosks for student access. It should be noted that students can register for classes in-person, by telephone, or via the web.

Self Evaluation:

The Schauerman Library, Music Library, Learning Resources Center, and Special Resource Center hours and accessibility are appropriate for student and faculty needs. In addition to its regular hours, the library extends hours during the last two weeks of each semester to accommodate students who are studying for final examinations. In general, these hours meet student demands although there are some who would like longer hours each day, as well as access on Sunday.

Access to the resources is appropriate although some students would like the textbook collection of the Reserve department to circulate beyond the building. However, staff experience has shown that it is necessary to keep the circulation limited to avoid losses.

The college is continuing efforts to expand the web-based access provided to students and the campus community. While web-based registration and other student service functions are currently available, there is still a need to expand the services the college provides. Projects, either underway or currently being considered, include an online application for admission, expanded information on financial aid, better information on degree, certificate, or transfer requirements, and other related support services.

This expanded support will necessitate the creation of a student Help Desk service. The help facility should be oriented towards student access or service questions. The utilization of web technology to provide expanded student services should minimize the need for highly technical help desk staff.

Faculty who teach courses that involve computer applications, such as graphics and animation, need off-campus access to current versions of these applications for class preparation purposes. Currently, there is no way to provide this access although the college is reviewing possible alternatives.

6.4 *The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.*

Descriptive Summary:

Qualified staff for the Schauerman Library, Music Library, and the Special Resource Center are available during all hours of operation. A certificated librarian is on duty during all hours that the library is open. Librarians provide individual and group orientations to library services and the utilization of resources. Approximately 300 classes and 10,000 students receive formal bibliographic orientations annually. Staff also work individually with students to ensure proper and effective utilization of databases and other resources.

The Music Library staff, both academic and classified, are all trained and educated music specialists with considerable expertise in the field. Students and faculty who utilize the facility receive expert assistance in securing the desired resources.

Special Resource Center staff are well qualified to assist and counsel students (6.35). Staff work closely with students, providing one-on-one assistance and group instruction. Professional staff offer guidance in specific technologies and identify appropriate programs and services for students.

The Special Resource Center has recently hired an assistive computer technology specialist to assist with computerized services for disabled students and staff to assist the campus in better identifying and addressing the needs of disabled students.

Tutors in the LRC Tutorial Program are well qualified. They must satisfy strict selection criteria, which include recommendation by an instructor in the discipline to be tutored. In addition, all tutors must complete a one-unit

course in tutoring, and most LRC tutors also participate in additional training that qualifies them for nationally recognized Level I or II tutorial certification as authorized by CRLA.

The LRC is open for 62-67 hours per week in its seven different locations. It is served by only five full-time staff, two of whom are ten-month employees, and student and hourly employees who are limited to working no more than 170 days per year.

In recent years, a number of new computer lab facilities have opened, including the Reading Lab and the LMTC Computer Commons (staffed by LRC staff), the CAI Writing Center Lab, Math and Computer Science Labs, and four new labs in Industry and Technology. However, only one new full-time computer lab staff position has been created to oversee the operation of these increasingly sophisticated computer resources.

In 1999-2000, a college reorganization merged all information systems, networking, and technical support services into the Information Technology Services. The college hired additional staff to support networking and technology-support needs. Also, it developed the Internet assistant program to match highly skilled students who possess web design skills with distance education faculty and with faculty or staff responsible for coordinating the development of department web sites.

Self Evaluation:

The campus is staffed with qualified personnel who instruct students in appropriate utilization of resources and technologies. They provide outreach to inform students and faculty of their services and to assist students in more effective use of their programs.

By designating one librarian as the coordinator of bibliographic instruction, the library has efficiently organized library orientations and general introductions in the use of the library and its resources. In addition, the college is initiating

formal library skills programs and is developing plans to offer a certificate program in library technology.

Even with the addition of new staff, Information Technology Services faces significant challenges in meeting the needs created by the rapid growth of networking and computer resources (6.36).

The rapid growth in student computer use has also resulted in a critical need for permanent full-time computer lab staff responsible for the oversight and operation of labs, in particular open access and multi-disciplinary use facilities. There is a need for staff who are responsible for interaction with faculty and students, for coordination of academic software selection, acquisition, installation, and maintenance, for user support, and for security of the facility throughout the day, evening, and weekend service hours.

Faced with increasingly heavy usage, long service hours, a staff shortage, and ongoing challenges in keeping the AV and software collections up to date, the LRC needs additional staff in order to maintain the quality of service.

6.5 *The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.*

Descriptive Summary:

While the library was able to upgrade various of its collections through one-time construction dollars tied to the library expansion project five years ago, the college library book budget has not been increased for several years and provides funds only for maintaining the current continuation of reference materials and some new general collection titles. The budget is only \$3,000 higher than it was 15 years ago, and the buying power of the budget has decreased by nearly 30%. The annual book budget is also impacted by the increasing cost of maintaining collections required by programs

like paralegal and nursing, who need these resources for their individual program accreditation (6.37).

Likewise, the periodicals budget has remained steady over the past few years. The budget does not allow the library to maintain current holdings, and staff have made cuts in subscriptions each year since the last accreditation review. While the budget has remained constant, the cost of periodicals has increased approximately 10% each year. Thus, each year there is no choice but to eliminate titles. The periodicals budget is also impacted by programs that have accreditation requirements. Funding for databases has also remained inadequate and inconsistent, although there are increased demands and expectations upon the institution to provide online resources. Staff have been able to maintain core resources and upgrade terminals in the public use areas due to block grant funding over the past few years, but this funding is uncertain each year.

The Music Library also received funds that allowed it to acquire new computer equipment for staff and public use and to replace furnishings in both staff and public areas.

The Special Resource Center receives funding from the general fund, DSP&S categorical funds, and from external grants. In addition, the college receives monies from a variety of other sources, including VTEA, PFE, and ECC technology grants.

The general fund pays for most full-time technology-related staff and faculty positions. A broad range of sources general fund, grants (VTEA, EOP&S, DSP&S, PFE), and financial aid funds student and part-time staff salaries.

The general fund pays for most staff-use computers and AV hardware. However, grants and projects (VTEA, CalWORKs, Title III, NSF, Library Remodel and Construction Project) fund the vast majority of instructional equipment. Since the inception of PFE, it has funded a significant amount of new equipment.

As with hardware, the general fund pays for most non-instructional software. This includes districtwide site licensing for products such as Microsoft products and anti-virus software. The general fund pays for instructional software and other learning materials, but restricted or one-time sources, such as grants, projects, and PFE, pay for a significant portion of necessary items.

Self Evaluation:

While funding from grants and other sources has allowed the library to maintain a minimum of service, the institution's ongoing funding of library resources, both print and electronic, is inadequate. Grant funding is useful, but it does not provide long-term financial support for items that need to be renewed annually.

The periodicals budget is also inadequate. Due to inflation, the library has had to drop dozens of frequently used subscriptions over the past few years because the cost has increased approximately 10% annually while the budget has remained the same. It is essential that the college identify sufficient and ongoing funding sources if the library is to maintain collection continuity and provide quality resources for research and reference services.

There has also been an ongoing struggle to identify sufficient funding and predictable funding sources to keep pace with the rapid growth in the use of technology and technology-delivered learning resources. The college articulated this goal in the 1997 ECC Technology Plan. Although significant amounts of funding from various sources have since been targeted toward implementing goals stated in the plan, the college has yet to identify ongoing funding sources that match the costs. However, El Camino can substantiate the fact that since the adoption of that plan, virtually all technology expenditures have related directly to its goals and objectives.

Another major challenge is the development of an ongoing budget for the upgrading and

replacement of AV, computer, and networking equipment. Similarly, there is a critical need for implementing sufficient and continuous funding for instructional software purchase and license upgrade.

6.6 *When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.*

Descriptive Summary:

The library is the only area within the college that has entered into agreements with other institutions for information and learning resources. It has formal reciprocal borrowing agreements with California State University, Long Beach, and California State University, Dominguez Hills, that allow students direct access to the library resources of these two universities (6.38).

Formal procedures are also in place for interlibrary loan processes that follow the National Interlibrary Loan Code for the United States, as prepared by the American Library Association. Staff actively participate in appropriate listservs for interlibrary loans. This service is currently only available to faculty and staff (6.39).

The library also uses the services of the Community College League of California, which negotiates consortia agreements with periodical vendors (6.40).

Additionally, the library has multiple formal license agreements that outline the services and restrictions of database utilization for products such as EBSCOHost Periodical database, WilsonWeb periodical index, ProQuest newspaper index, and FactsOnFile, C Q Researcher (Congressional Quarterly), and others.

Self Evaluation:

The library documents its agreements with other institutions and organizations and ensures that these agreements are adequate, accessible, and usable.

Student access to online resources has increased both from onsite and from home steadily since the last accreditation visit because of the library's acquisition of web and network-based database license agreements.

6.7 *The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.*

Descriptive Summary:

Special attention is given to the need to plan and systematically evaluate learning and information resources and services.

El Camino College engages in a continuous process of planning and self-evaluation (6.41). The college has an Educational Master Plan. Each area of the college also produces a unit action plan each year. The purpose of these plans is to enable the director of each area to consider the overall goals of the college and, in view of those goals, to develop unit goals, which are then broken down into objectives and tasks. Budgets are then formulated based on the objectives that each area has developed.

To meet that goal, the college wrote an ECC Technology Plan in 1997 with extensive recommendations and goals for district technology needs. The school is revising the plan in order to keep abreast of the rapid changes and the dramatic increase in dependence on computer resources and other new technology in every area of education and business. In developing its plans, the college relies on input from the ECC Technology Committee and the Academic Technology Committee (6.42).

Further, opinion surveys are conducted regularly, asking students and faculty about the effectiveness of the library, Music Library, Learning Resources Center, and Special Resource Center (6.43). The information garnered from these surveys is helpful in identifying areas that need improvement.

The Special Resource Center participates in the Academic Affairs program review process. The Chancellor's Office also conducts a DSP&S program review on a six-year cycle. The college reviewed the Special Resource Center by this process in the Spring, 2001 (6.44). The Center has several advisory boards that provide input to DSP&S, sign language, and other grant projects. Membership on these committees includes community businesses, service organizations, students, and faculty.

In the late 1990s, the college initiated steps to upgrade its computer information system. The process had dual objectives. One objective was to identify a system that would facilitate the college's transition to Y2K. The second was to replace the college's mainframe environment, which featured various data systems operating independently of each other, with one that was fully integrated. In 1997, this process culminated in a recommendation by a task force comprised of administrators, faculty, staff, and information systems specialists to purchase a new software system developed by Datatel (6.45). The new system provided full integration of the college's information databases and possessed the potential to facilitate such vital college processes as class scheduling, financial aid, and registration to levels far beyond those possible with the previous mainframe system. Implementation of the system began in fall 1999.

Self Evaluation:

Planning for and evaluating the effectiveness of learning resources is given a high priority by the college. The library, Music Library, and Special Resource Center are included in this institutional technology plan and review. User surveys have also been useful to the cam-

pus by providing insights into areas that need upgrading. The results of these surveys have been used to help support requests for budgetary augmentations and for grant proposals.

While the new integrated data system developed by Datatel has provided access to vast information resources and expedited such processes as purchasing requests and online student registration, programming the system to satisfy all campus needs has been slow, and the system has yet to gain general acceptance by campus users. Chief among the concerns is the frequently time-consuming process that requires the user to map through numerous screens in order to obtain information on both the student and accounting systems. Modifications to the software system to make it responsive to the requirements of areas such as Academic Affairs and Student and Community Advancement have occasionally produced unexpected complications in other parts of the system. Then, too, significant modifications to the system must be vetted through the statewide Datatel network, and the college has encountered difficulties in getting support for its desired changes.

Some of the dissatisfaction among campus users may be a result of the disparate abilities of those using the system since the degree of training and commitment to making the system work has varied from department to department. Moreover, while the integrated system has increased the capabilities of most areas, departments have continued to request specialized adjustments from information resources without exploring the effect on other departments. As a result, there is a need for improved communication among all major departments when changes are made to the system that may have far-reaching consequences.

Planning Agenda:

- ¥ Develop a stable funding source to maintain adequate book and periodical collections. (6.5)
- ¥ Devise a plan to provide equitable student support services during all instructional periods. (6.4)
- ¥ Develop a staffing plan in all labs to provide assistance to students and faculty in the use of technology. (6.1, 6.2)
- ¥ Create online student support services for registration, classes, tutoring, and research. (6.3)
- ¥ Plan the conversion of appropriate classrooms on campus to multimedia classrooms. (6.1)
- ¥ Budget for ongoing technological needs such as supplies, upgrades, maintenance, and security of media presentation equipment. (6.5)
- ¥ Coordinate student tutorial programs and ensure uniformity in training to maximize effectiveness of services. (6.1)
- ¥ Ensure that all campus users are trained to utilize the full potential of the integrated data system. (6.7)
- ¥ Establish close communication and coordination among campus departments whenever modifications and adjustments to the integrated data system are proposed. (6.7)

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