

# **EL CAMINO COLLEGE**

## **LEARNING RESOURCES UNIT**

# **PROGRAM REVIEW: 2007-2008**

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**P**rogram reviews are conducted to determine how well the needs of students are being met with the assumption that happy students represent sustained or increased enrollment figures. One significant way that the Learning Resources Unit differs from some other units is that we serve the students AND faculty, as well as the staff of El Camino College. By paying attention to and serving all of our main constituent groups, we then are able to provide the necessary services to maximize opportunities for student success. Because of these considerations, we have conducted extensive student and faculty/staff opinion polls, which are extensively reviewed in the body of our program review narratives.

This Program Review will include reviews of the programs of the **LEARNING RESOURCES UNIT**. **Because of its specificity, one of the major areas of activity within the Learning Resources Unit, Distance Education, will conduct its formal Program Review in the next program review cycle.**

## **I. A. DESCRIPTION OF PROGRAMS**

### **THE LEARNING RESOURCES UNIT**

The Learning Resources Unit has a Director, two faculty coordinators for the Learning Resources and Media Services/Distance Education area, 6 full time librarians, 7 part-time librarians, and approximately 15 full time classified staff. It includes three major areas of activity: the libraries, the learning resources center and labs, and media services.

#### **LIBRARY -- El Camino College Library Descriptive Summary**

The ECC Library operations are divided into several departments, including Public Access, Reference, Bibliographic Instruction, Cataloging, Collection Development/Acquisitions, Systems/Online Development, and Music Library.

The **Public Access** department consists of the Circulation and Periodicals/Reserve departments. The Circulation Department, in addition to providing patrons access to materials by checking materials in and out of the Library, is responsible for the book stack maintenance and shelving, and for Interlibrary Loan (ILL) services. Interlibrary loan services are provided for faculty and staff through a contract with OCLC (Online Computer Library Center). The Library also offers a community borrowing program / Friends of the Library for area residents. This permits non-students to check out print materials for home use. Additionally, the department coordinates art exhibitions in the lobby, and a variety of programming with the Friends of the Library organization. The department oversees 7 Group Study Rooms that can be booked by groups of 2 or more students, as well as a self-service copy area, which has photocopy machines, print card

dispensers, a change machine and a vending kiosk for the purchase of supplies. The Unit has additional photocopy machines at various areas in the building.

The Reserve Collection includes textbooks and class readings, as well as Distance Education videotapes and DVDs; these materials have restricted circulation, with most materials available for in-house use only. Electronic Reserves (ERes) is an important online service offered by this Department, providing 24/7 access to Reserve materials via the Internet. There are currently 39 classes utilizing this very popular service. The Periodicals Department handles the purchase and maintenance of 335 current periodical titles, a microfilm collection of 202 titles and 6 microfilm machines.

The **Reference** department is staffed by a certificated librarian whenever the library is open. In addition to assisting students and faculty in utilizing the Millennium online book catalog and periodical databases, the librarians 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. All Reference librarians present Bibliographic Instruction classes and other presentations. The Library web page, the Ask-a-Librarian online reference service, and the management of the electronic databases are all handled by librarians from this department. Additionally, all of the librarians are liaisons for various academic divisions, soliciting book requests and disseminating information of interest.

One Reference Librarian serves as official liaison with our electronic database vendors. The Library has a number of electronic resources in the form of periodical and reference databases. Electronic resources enhance the service to students across the board, allowing students 24/7 access, and especially granting materials access to Distance Education students. The library coordinates with library consortia that aid in the development of purchasing agreements for electronic resources. This has resulted in substantial cost savings for the Library.

The Library webpage provides access to 20 online subscription databases with multiple and varied subject coverage and access to hundreds of magazine, journal and newspaper titles, and reports. Other links on the Library webpage provide access to the Library's online catalog (Millennium) and links to the catalogs of other local libraries and consortia. The webpage also links to the Compton Education Center Library. Links are also provided giving MLA and APA citation help, Library hours and contact information, and "Ask-A- Librarian," an online reference service for patrons which allows them to send research related questions to librarians.

The **Bibliographic Instruction** department provides students with instruction 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 using either lecture or a hands-on lab setting. The department also offers other services like Brown Bag programs and Lunch Hour Labs, which offer informal instruction on library related issues or programs.

El Camino College provides ongoing instruction by qualified faculty during all hours of operation in a variety of ways: Bibliographic Instruction sessions to individual classes upon request, individual reference interactions with students, the on-line Ask-A-Librarian service, on-line tutorials, brown bag sessions, and class offerings.

Bibliographic Instruction sessions are popular with faculty as a way of introducing their students to the library and its resources. The library averages 135 instruction/workshop sessions per semester, seeing a total of approximately 3,500 students per semester.

These sessions are aimed at increasing the information competency awareness and skills in students by introducing them to resources the library offers, and instructing them in how to access and use the resources to best advantage. Additionally instruction is given in how to evaluate sources in terms of the papers they must write, and also in terms of accuracy, authority, content, and currency. Instruction sessions are either general in nature, providing an overview of the resources in general, or tailored to a specific class assignment or discipline and then focused on resources for that particular assignment/discipline. Instruction sessions can also be in a lecture-type format in the library classroom, or more hands-on in the Library Demonstration computer laboratory. Individual instruction and aid is also given at the point of service areas like the reference desk. The Bibliographic Instruction department has a demonstration classroom and oversees a computer lab for classes and hands-on instruction.

Looking toward the ongoing development of various methods of bibliographic instruction, the librarians have provided selected electronic database searching tutorials online for all students, thus reaching Distance Education students who cannot attend face-to-face Bibliographic Instruction sessions. In addition, the library website also contains pathfinders intended to guide students to subject- and theme-specific resources. The librarians have hosted brown bag workshops for students and faculty to promote special programs, like Summer Reading, READ week, and to introduce new databases and other services to the campus.

The library has also taken the lead on campus in trying to get Information Competency made a requirement. The Director and Bibliographic Instruction librarian have made presentations to the Associate Degree Taskforce over the past years, and also ran a pilot program with faculty from the Child Development Center to see if students would benefit from such instruction. Students surveyed seemed to benefit from the pilot.

Student Learning Outcomes have been mandated. The library has been involved in the campus-wide planning, having representatives on the SLO Campus Steering Committee. Program and Course-level SLO's have been identified and written for the Unit and were implemented and measured in the Spring semester of 2007. Assessment of the SLO has begun. The Unit picked the Library Bibliographic Instruction area to pilot our first course-level SLO. The Library committed to a cycle of pre- and post-testing and the result data was compiled. Analysis of the data will allow us to better tailor bibliographic instruction to the needs of the students.

The **Collection Development/Acquisitions** department is responsible for coordinating the selection of new resources by faculty and librarians, for the purchase and

receiving of new materials, and the discarding of outdated, worn, or mutilated titles. 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 taught at the college. In addition, the department strives to provide resources, in sufficient quantity, on topics of current interest needed to prepare papers, speeches, and debates. A major, ongoing task of this department is that of weeding--the culling of irrelevant or out-of-date resources.

The **Cataloging** department is responsible for the cataloging and physical processing (e.g. in-house binding and labeling) of materials for the Library. The Cataloging Department currently uses a part time librarian to oversee the processes of that area and relies solely on the expertise of a single paraprofessional for its day to day activities.

The **Systems Development** department is responsible for the management and maintenance of the online databases, as well as the Library's integrated library system, which includes the Millennium integrated online catalog of ECC library resources and such functions as acquisitions fund management and the cataloging of our wide range of materials. The services offered by the Cataloging and Systems departments have a direct effect on the level of user satisfaction in locating needed information and materials within the Library or from Library resources accessed externally. The hiring of a Systems Librarian in 2007 has allowed us to begin the process of coordinating the needs of all library departments into our integrated library system.

The El Camino Library consists of two physical collections – the main Schauerman Library and the Music Library. The **Schauerman Library** physically houses 104,118 book and serial print titles, 119,976 book and serial volumes, 337 current periodical subscriptions, 202 microfilm titles, 20,781 microfilm reels, 2,422 videotape/DVD titles, and 2,531 videotape/DVDs. The library also subscribes to approximately 20 databases.

The **Music Library** is located in the Music building and provides many of the same services as the main Schauerman library, such as circulation, music reserves, specialized reference, acquisitions, and music cataloging. In addition to books about music, the facility includes titles of printed music, 6800 sound recordings in various formats, laser discs, DVD's, interactive multimedia, and reserve materials. The staff (currently consisting of one full-time librarian, two full-time library media technicians and three part-time evening certificated supervisors) oversees fifteen music practice rooms and the statistical record keeping for some music courses and their labs. The Music Library staff also provide classroom audio discs/tapes for students, and prepare music for the band, orchestra, and choral organizations. The Music Library contains 1,000 books about music, 18,973 titles of printed music available for circulation, as well as at least 4,500 sound recordings. The Music Library hours of operation are very similar to those of the Schauerman Library (see p.6).

A new wing for the Learning Resources Unit is currently under construction with a scheduled completion date of spring 2008. The new wing will consist of the following: a Distance Education classroom, the campus Archives, the Ella Rose Madden collection,

Nursing classroom, a digital processing center, storage, and an expansion of the Basic Skills and Tutoring Centers. These newly-constructed areas will enhance access to resources and services by providing space and technologies beyond what is currently available to students, faculty and staff.

The Schauerman Library, is open Monday – Thursday from 7:30 am to 9pm, Friday 7:30 am to 4:30 pm, and Saturday from 9:30 am to 2:30 pm.; totaling 68 hours per week. Hours are slightly abridged for winter and summer sessions. During library hours students may access the electronic materials and resources via the computers in the reference area, and labs on campus.

Remote students have access to databases via the ECC Portal and this access is guaranteed for the hours of 8am – 9pm, Monday through Saturday. The system may be up additional hours, but ITS does not guarantee its availability due to system maintenance requirements. Students may also access the library web page for other information relating to hours of operation, announcements, subject pathfinders, and other library services. Remote access to Reserve materials is also provided via Electronic Reserves (ERes). Currently 39 classes offer remote access to supplemental resources utilizing this service. Copyright approved materials are either directly linked or scanned into the ERes system, allowing 24 hour access to materials.

The Schauerman library staff has negotiated reciprocal agreements with two local university libraries, California State University Dominguez Hills, and California State University Long Beach. This program enables El Camino College students, faculty and staff to check out books and appropriate periodical materials. A recent review was made of the Mutual Lending Privileges of Library Materials between El Camino College and the aforementioned Universities.

There are no written processes in place at CSUDH for identifying the quantity of services provided however, CSULB produces an annual statistical report. It indicates how many items are sent to El Camino College, which services are being used, and the number volumes being used by ECC students. At Cal State Dominguez Hills, the library can, upon request, run a statistics report to determine the level of use.. These serve as reliable monitors of the service .

## **MEDIA SERVICES**

Media Services provides a key set of services dedicated to ensuring student success via technology on campus. These services are provided primarily to faculty and staff. The department includes the Distance Education Program and media support for the entire campus. Media Technicians and specialists perform a variety of activities that support educational technology on campus.

The Distance Education program offers fully accredited college courses via television and computer. The office provides support to distance learning faculty and is a key communication link for students in the program.

The Equipment Services area provides audio/visual, video, and multimedia services to the El Camino College Community. Projection, recording, amplification, and playback equipment is available for loan. Support is provided for classroom facilities on campus with built in media equipment. Training on the operation and utilization of media equipment is also provided. Media Services inventory of equipment is for short-term loan. The Media Materials area purchases, houses, and distributes media materials for the use by ECC faculty and staff. The extensive media library includes film, video, CD-ROM, DVD, and laser disk formats. The Multimedia Production component of the department works with faculty and staff in the conceptualization, planning and production of numerous forms of educational and promotional media to enhance classroom teaching, and to document activities and events on campus. The department also has responsibility for the college Cable Television channel and facilitates meetings and classroom activities via videoconferencing technology.

**As mentioned above, Distance Education, though a major function falling under the Media Services Department, will not be part of our current program review study.**

## **LEARNING RESOURCES CENTER**

The ECC Learning Resources Center (LRC) is dedicated to helping students, faculty, and staff of El Camino College achieve their academic goals. Through the LRC, users have access to a wide range of academic learning materials and services.

The LRC offers programs to enhance teaching and learning for all members of the ECC community in the following labs and centers, housed in various locations. Class orientations to all LRC facilities are available by request.

Learning Resources Center (Library, West Wing, Upper Level)

Basic Skills Study Center (Library, West Wing, Upper Level)

LRC Tutorial Program (Library, West Wing, Upper Level mostly, and a couple of satellite locations)

LMTC Computer Commons (Library, East Basement)

CAI Lab – Computer Assisted Instruction (Communications 204)

TOP Lab – Technical Occupational Programs (Technical Arts 205)

MCS Reading Labs – Mathematics 218/219

LRC facilities located within the Library have the same hours as the Library. LRC facilities located in other buildings typically have shorter hours than the Library, and no weekend hours. Most LRC facilities use a Windows based computer check-in system to record student usage data. Information about LRC services and materials are available on the LRC webpage at <http://elcamino.edu/library/lrc>.

### **Learning Center**

The Learning Center houses an extensive media collection in a variety of formats and appropriate viewing equipment that supplements instruction in many disciplines at El Camino College. The media collection includes:

- Audio tapes for ESL, foreign languages, and more
- Video tapes for history, foreign languages, ESL, sign language, nursing, all ITV distance ed., and more
- DVDs
- Rocks, slides, and models for biology, chemistry, and other natural sciences
- Skeletons and body part models for anatomy, physiology, and health sciences classes
- Maps, text materials, art and much more

### **Basic Skills Study Program**

The Basic Skills Study Center provides students access to individualized, adaptive computer assisted instruction in basic reading and math via a network of computer workstations. The program, with full reading and math curricula, includes diagnostic testing, evaluation, and monitoring of student progress. Students can register for the one unit course Academic Strategies 1abcd or participate in a non-credit independent study program. Entering students will be given a diagnostic placement test and a personal plan of study.

Another computer assisted instruction software in the Basic Skills network provides instruction in CBEST preparation, physics, and chemistry. A new program, WorkKeys, is being added to provide basic skills and workplace readiness instruction.

### **LRC Tutorial Program**

The LRC Tutorial Program has free drop-in tutoring for 20-30 disciplines. Most tutoring is located in the Learning Center in the Library. A few subjects are located elsewhere on campus. All tutoring is provided by highly trained, certified tutors. The tutor training program is certified by the College Reading and Learning Association. The current tutoring schedule is posted in the Learning Center and on the Learning Resources Center website  
<http://elcamino.edu/library/lrc/tutoring>.

### **LMTC (Library Media Technology Center) Computer Commons**

The LMTC Computer Commons is ECC's central general-use drop-in computer lab serving students of all academic programs. The Computer Commons uses fully networked Windows computers. Students have complete access to a wide range of resources including laser and color printing, scanning, adaptive access tools, and full Internet access.

Software on the LMTC Computer Commons workstations include the most widely use word processing, database, spreadsheet, presentation, and graphics programs. In addition, on-line text reference, computer-assisted instruction, and other specialized applications are available for many academic programs.

### **CAI (Computer Assisted Instruction) Lab**

To be located in the newly opened Humanities Building, the CAI Lab is a fully networked Windows instructional lab that houses software for English and Foreign



Language courses. The lab is used for classroom meetings and is open for drop in use to all ECC students.

### **TOP (Technical & Occupational Programs) Computer Lab**

Located in the Technical Arts building, the TOP Computer Lab is a general-use drop-in lab for all ECC students. It is equipped with computer resources tailored to the particular needs of ECC vocational students, including those in the divisions of Industry & Technology, Business, Health Sciences, and Nursing. The TOP Lab uses fully networked Windows computers.

### **MCS Reading Computer Labs**

The LRC also staffs and oversees operation of the MCS Reading Computer Labs. These labs are dedicated to scheduled use by reading classes, and drop-in use by reading students.

The Learning Resource Center is open the same hours as the Library, except that the two satellite labs – the TOP lab and the CAI lab are not open on weekends. The basic skills area of the Learning Resources Center and the LMTC (Library Media Technology Center) Computer Commons have a variety of adaptive devices and software to allow all students access to computer- based instruction and resources. Also available are more than 4000 audio and video recordings, text, computer-assisted instruction programs, models and other realia supporting and supplementing most academic disciplines at El Camino College. In addition, the LRC includes the LMTC in the Schauerman Library, the CAI Lab in the Communications Building, the TOP lab in Technical Arts, and the MCS Reading Computer Labs in Math & Computer Science. An upgraded Windows-based check-in system records student usage data for all the LRC areas. Additionally, the LRC webpage provides information on services and materials. The Learning Resource Center provides a heavily used tutoring program free of charge to students in the LRC, the TOP Lab and at other satellite locations around the campus. The Center contains individual and small-group audiovisual viewing and study areas.

### **LRU Relationship to Institutional Mission & Goals**

The programs of the Library and Learning Resources Center are integral to the entirety of El Camino College's stated Missions and Goals. Because of our Unit's service to the entire student, faculty, and staff community, in more ways than can be specified, the Unit strongly contributes across the board, as outlined below.

**“The Mission of El Camino College is to meet the educational needs of our diverse community and ensure student success by offering quality, comprehensive educational opportunities.”** The Library and Learning Resources Center contribute heavily to the educational needs of the vast majority of our students and contributes continuously toward ensuring student success, because we are here to assist our students in successfully completing their assignments with, along with many other skills, the development of lifelong learning and information retrieval skills. The Mission of the Learning Resources Unit is to foster a productive learning environment by providing

quality resources, instruction and instructional support services to the El Camino Community.

**“El Camino College is committed to being an open access institution and serving students of all ages, cultures and backgrounds.”** The Library and Learning Resources Center is most definitely open access for all of our students and members of our community, including those individuals of any age, cultural, or ethnic background.

The services and resources offered by the Library and Learning Resources Center are an integral part in the attainment of the following stated educational goals of the College:

- **Achievement of Associate Degrees in Arts and Sciences** -- The majority of academic disciplines require the usage of library/learning resources/informational retrieval skills for the successful completion of a degree.
- **Transfer to baccalaureate institutions** – Part of the expectations for a transfer student is that of the development of library research and information retrieval skills
- **Mastery of basic skills such as critical thinking, mathematics, written and oral communication** – The library and learning resources provide many services which enhance mastery of these and other basic academic skills (by providing a wide variety of resources, tutoring, labs, etc.)
- **Cultural enrichment and lifelong learning** – the resources the library and learning resources provides contribute to lifelong learning of our entire community, especially in light of the expansion of services available to distance learners, such as databases
- **Acquisition of the necessary career education and skills to successfully participate in the workplace and global economy** – The library and learning resources contribute through providing resources and available workshop and individual instruction and tutoring in a wide range of subjects. Few things are more basic than informational retrieval skills in our modern world economy.

In addition, the Library and Learning Resources are major contributors to the attainment of the following stated institutional goals of El Camino College:

- **Maintain optimal academic standards**
- **Ensure the availability of academic and student support services**
- **Provide the technology, infrastructure and facilities to support teaching and learning**
- **Foster a positive campus climate**
- **Create educational, business and community partnerships**
- **Support continuous professional development for faculty and staff**

In addition, the Library and Learning Resources Center is an integral part of the college's **Statement of Philosophy:**

**“Everything at El Camino College is or does must be centered on our community, for without our community, we have no students, no faculty or staff, no reason to exist. It is our community that saw the need and valued the reason for the creation of El Camino College. Therefore, it is to our community that we must be responsible and responsive in all matters educational, fiscal and social.”** The Library and Learning Resources Center strives to be very responsive to our entire community. The data survey results support this conclusion well.

## **B. STATUS OF PREVIOUS RECOMMENDATIONS**

This is the first formal Program Review that has been conducted by this Unit. Therefore, the LRU does not have a formal set of previous recommendations to work from in this initial review. However, the Unit does have data and planning documents produced during the past three years. These include Q-Builder Planning and success indicators for all major Unit areas, such as the following:

### **Strategic Goals, Objectives, & Success Indicators – July 2004 – June 2007**

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#### ***A. Support and constantly improve the quality of our educational offerings.***

1. Develop Collections that support the ECC curriculum.
  - By June 2006, core collections will meet new & ongoing course requirements.
    - books – 60% will be less than 20 yrs old
    - media – 40% will be less than 20 yrs old
  - By June 2005, all new courses will be reviewed for print and media collection support.
    - interact with new course developers during course development to identify required supplemental resources
    - develop a survey as part of the curriculum process for new courses that will identify required supplemental resources
    - develop and implement a combined sign-off procedure for print and media collections.
  - General fund allocation for base-level collections will be increased by 25% by June 2007.
2. Expand the Distance Education program.
  - By June 2005, Introduce a minimum of 4 new courses and additional faculty to meet the demonstrated student demand for these courses.
  - By June, 2007, develop courses and provide adequate support for students to earn an AA degree in a minimum of one discipline, offer an Associates degree entirely online in a minimum of one discipline.
    - develop courses as needed
    - provide adequate student support

**ANALYSIS:** Some progress has been made regarding the age of book and media collections. The need for a new Acquisitions Librarian is evident in that real collection development efforts are not feasible with current staffing configurations. Some funding increases for book purchases have allowed the library faculty to make some progress with newer materials. An area of concern is that the Media Services department budget for collection development has shown no increase for a number of years; however, 95% of the purchases are based on recommendations from faculty. A concentrated effort has been made to move from film and videotape toward a digital (DVD) collection. A conscientious effort has also been made to make the collection ADA complaint. The Distance Education program will receive its own program review in the next cycle.

The need for digitized media formats to comply with ADA requires a budget supplement of at least \$5,000 a year. The captioning grant of \$10,000 a received annually from Special Resources has provided some needed support, but this is not sufficient for compliance. An example of expenses involved is the captioning of a 30-minute DVD, which costs approximately \$175.00.

Traditional technologies like VCRS and Televisions (48.48%) are still being used but are declining. PowerPoint presentations using computers (62.50%) have replaced Slide Projection (10.35%). Overhead projectors are still heavily used (56.26%). Their use is expected to decline as more rooms are equipped with digital document cameras. The LCD is the most frequently used piece of equipment (71.01%) because of the need to display video, websites and computer presentations (PowerPoint) in the classroom.

***B. - Promote student-centered learning to increase student success***

1. Maximize Student Access by providing materials and services onsite and electronically for distance education students.
  - By June 2005, provide web access to 10% of the Reserve Collection
  - By June 2006, increase number of online databases to 15.
  - By June 2006, develop and implement a helpdesk model to support students' use of Learning Resource Unit materials/services.
2. Develop a program that meets recognized Information Competency goals.
  - By June 2005, librarians will work with the faculty to develop IC guidelines that can be used in designated courses.
  - By June 2006, librarians will work with faculty and administrators to adopt IC guidelines.
3. Provide sufficient tutorial support to meet student needs.
  - By June 2006, expand online tutorial offering by 15%
  - By June 2005, develop LRC Tutorial Center facility expansion plans to accommodate a 40% increase in face to face tutorial offerings.
  - By June 2006, improve coordination of Tutorial Program by increasing support staff by 50%
4. Provide Basic Skills instruction to all ECC students who need it.

- By the end of the year, adapt Basic Skills curriculum to meet the particular needs of students in a minimum of one other discipline as identified by faculty of that discipline.
- By June, 2005, develop a facilities, staffing and resources plan that will accommodate the growing demand for Basic Skills instruction.

**ANALYSIS: Greater web access of reserve materials has been achieved and continues to expand; many more databases are now in place for LRU users. Information competency is an expanding emphasis for library faculty. The tutoring services program has brought in more monies from more sources and continues to expand, while Basic Skills programs are expanding. Both tutoring and basic skills will double in capacity with the inauguration of the new wing of the library.**

**The staffing of this new facility is negatively impacted by a vacant FT classified position and the ten-month schedules of the other FT classified Learning Resources employees. The fulfillment of these currently will require a budget infusion of \$90,000. (See staffing chart on p. 35)**

***C. - Support innovative practices that enhance the educational experience***

1. Transition non-print collections from analog to digital.
  - Increase digitalization of existing collections by 15% by June 2006.
  - By June 2007, develop a centralized storage and retrieval system for 10% of classroom oriented digital assets.
2. Increase percentage of non-print collection to be accessible to students with disabilities.
  - By June 2007, 75% of video collections will be in compliance with ADA requirements. by June 2007.
3. Provide faculty with training and technical support to transition from analog to digital instructional materials.
  - By June 2006, acquire appropriate resources to work with faculty on a minimum of 5 conversion projects.
4. Create an El Camino College Archive Collection.
  - By June 2005, create an advisory group to develop guidelines for the collection.
  - By June 2006, develop and implement the Archive Collection facilities plan.
5. Implement multi-functional web-accessible data system for LRU
  - By June 2006, 100% of the print and media catalogs will be accessible via web.
  - By June 2007, implement an online equipment reserve and check out system.
    - By June 2007, implement an online scheduling system for classroom/lab/study room/tutoring use.

**ANALYSIS: Some progress has been made with digitization. ERes (electronic reserves) have expanded and now include video files. An ECC Archive Collection**

will be established after the opening of the new library wing. While print and media catalogs of materials are generally available online, the scheduling/equipment reserves system is just in the process of being implemented.

The campus has done a good job installing equipment in classrooms on a permanent basis reducing the demand for equipment loan from a central department, such as Media Services. Every classroom on El Camino's campus has the capability to connect to the Internet. The college also makes available to all distance education faculty the use of the Etudes NG course management system. Instructors teaching traditional classes also have the opportunity to use this system.

***D. - Support and develop effective and motivated employees***

1. Provide employees with up-to-date technology to increase the effectiveness of their work
  - By June 2005, ensure that 100% of the LRU hardware is not more than 5 years old.
  - By June 2005, ensure that Windows or other operating system is no more than 3 years old.
2. Provide specialized training opportunities for staff.
  - By June 2006, 65% of staff will participate in specialized training.
  - By June 2007, 25% of staff will attend a work-related conference.
3. Provide opportunities for staff to develop sense of collegiality.
  - Annually, a minimum of 80% of the staff will participate in Unit-wide programs or activities.
  - At least 25% of the staff will be active on campus-wide committees.
4. Provide staffing levels to meet public service and technical support requirements.
  - By June 2005, restore all of the casual and student support lost to recent budget cuts.

**ANALYSIS: Progress has been made in providing employees updated computers and equipment at their worksites, as referenced in the Equipment Recommendation on p. 28. However, there is a need to have a defined cycle for upgrading staff computers. Unit participation levels in staff development and campus-wide activities has remained high. Classified staffing levels remain inadequate in several departments, as evidenced in the Staffing needs chart on p. 34-35**

***E. - Improve and enhance internal and external communication***

1. Orient faculty who wish to incorporate existing or new LRU services and resources in their academic offerings.
  - By June 2007, develop and implement an orientation module on how to utilize available services and resources.
2. Orient students to LRU services and resources relevant to their academic needs.
  - By June 2006, develop and implement ongoing promotion of services via video, print and web.
3. Increase community awareness of El Camino College's programs and offerings through ECC cable channel programming.
  - By June 2005, acquire and install an automated playback and distribution

- equipment to enhance program scheduling and playback.
- By June 2006, increase production by 25% of informational and
- promotional programs.

**ANALYSIS:** The librarians have made an effort to encourage and accommodate orientations over the past few years, offering in- house, laboratory hands- on settings, and in- class visits. Though the number of orientation requests has dipped, the librarians have offered outreach efforts like lunch labs and brown bags for faculty and the ECC community to showcase our services and collections and keep the lines of communication open.

## **II. PROGRAM STATISTICS**

### **A. Demand / Usage**

#### **PROGRAM REVIEW COMPARATIVE STATISTICS**

	2006-2007	2005-2006	2004-2005		2002-2003
ITEM					
All libraries	118,766	120,637	119,796	119,803	119,381
Book Holdings					
Turnstile count – persons entering main library	932,982	1,203,317	1,060,231	1,057,381	1,012,330
Circulation Mus&main	47,731	49,160	59,966	69,898	61,477
Reference Questions	22,005	14,255	18,644	22,562	23,857
#Class orientations	257	278	288	317	304
Total Staff (FTE)	22.5	22.5	22.5	30	30
Operating Expenses	3,058,965	2,536,685	2,516,928	2,354,091	2,332,117

In-house Use	194,290	198,270	204,485	135,671	108,093
Interlibrary Loans	58	25	85	69	92
ECC Student Count (FTE)	23,560	23,816	24,998	24,564	25,560

**Analysis:** During the 5-year period the:

- Book collection size has remained stable (.5% variation)
- Turnstile count **dropped** by 7.8%.especially during the humanities building construction when one of the lobby doors was unavailable.
- Number of reference question requests **dropped** by 22.3%..Recent statistics show that on line database use has doubled.
- Number of bibliographic classroom orientation sessions **dropped** by 15.4%.
- Total staff (FTE) **dropped** by 25%, due to resignations and retirements.
- In-house usage of materials **increased** by 80%.
- ECC Student count **dropped** by 7.8%, the same percentage as the turnstile count during the same period.

**Additional observations:**

- Library turnstile count dropped by the same percentage as the total ECC FTE count
- While the number of reference questions (22.8%) and bibliographic orientation sessions dropped (15.4%), the in-house use of materials increased significantly, at 80%.

## B. Satisfaction & Importance Statistics

The LRU Program Review Committee chose to conduct separate Student and Faculty/Staff Opinion Polls, as has been done in past years. But, unlike past years, it was decided that a general, overall Unit poll would be done, rather than separate, customized polls for each “point of service” area of the library (e.g., Schauerman Library, Music Library, Learning Resources Center, LMTC, etc.). The efficacy of this decision will be discussed later, in Section IIC.

Because of severe time constraints for the completion of the Program Review, the decision was made by the Committee to allot ten days in early November for the activation of our user polls. Both manual and online formats were provided for the students to complete opinion polls, while faculty & staff were given an online choice only.



Another significant departure from past poll designs was the opportunity for users to evaluate the **importance** of the Unit's variety of services and resources.

Significantly, the services of the library rated very high in the campus-wide online Student Opinion Survey taken in Spring 2006 by the Office of Institutional Research. The Library's programs and services ranked number one in satisfaction by ECC students; in the same poll they were ranked number three in importance, when compared with twenty other campus-wide services.

These very positive figures lead us directly into a summary of the Fall 2007 student and faculty/staff opinion polls.

## **C. Comments & Interpretation of the Opinion Poll Results**

In this set of program reviews, students and faculty/staff have had two separate opinion polls by which they were able to express themselves. A general observation, which is applicable to both polls, is that satisfaction levels of individuals willing to express opinions were quite high, with exceptions to this general rule being discussed further. The Summaries of the opinion polls are to be found in APPENDIX C.

### **Student Poll observations**

The student poll will be discussed first. First, some observations about the student respondents:

- A very strong cross-section of academic disciplines was represented
- A two-to-one ratio of full time to part time students.
- 82% of the student respondents are daily or weekly library/learning resources users.
- Among those willing to state satisfaction levels, a very high satisfaction rate is prevalent; some of the more specialized service departments in the LRU (e.g. Music Library, Basic Skills Lab, etc.) have a considerably higher level of "no opinion" respondents.
- Conversely, dissatisfaction rates are quite low, the only ones over 5% being the "Textbook Collection" (5.7%), "Printers/copiers/debit machines" (6.3%) and "Microfilm readers/printers" (6.7%) in Schauerman Library. All three of these areas are also the areas that have the lowest percentage of students who have registered opinions of "unimportant".
- The LRU resources and services which have highest importance (expressed as %) to our general (rather than specialized) users are the printed book collection, the reference collection, the textbook collection, the online catalog, computer availability, printers/copiers, and all aspects of the facilities of Schauerman Library.
- Because of the low dissatisfaction levels, combined with reasonable correlation with opinions about importance, it is fair to observe that most of our users are being served in adequate ways by our Unit and its personnel.
- All students willing to express an opinion agreed that the Textbook Collection is important to them.

## **Faculty/Staff Poll observations:**

A. Five-to-one (5 to 1) FT/PT faculty respondent distribution.

B. Remarkably, numerous areas received **unanimous expressions of satisfaction among those who expressed an opinion:**

- ERes services
- Reference Desk services
- Ask-a-Librarian services
- Bibliographic Instruction services
- Online catalog (Millenium)
- Library Media Technology Center (LMTC)
- Learning Resources Center orientations
- Helpfulness of staff in Schauerman Library operations
- Music Library functionality
- Music Library staff helpfulness
- Music Library practice room operation
- Music Library learning
- Basic Skills Lab staff helpfulness

C. Areas of **highest dissatisfaction** (over 8%) for faculty/staff:

- Book Collection of Schauerman Library (10.9%)
- Textbook Collection of Schauerman Library (9.8%)
- Film/Video Collection of Schauerman Library (8.2%)
- Printers/copiers available in libraries (16.1%)
- Operating hours of Schauerman Library (13.8%)
- Operating hours of LMTC (10%)
- A/V Equipment of Media Services (9.8%)

D. Areas with the **highest levels of importance** to faculty/staff (over 70%):

- Reference Desk services in Schauerman Library (76%)
- Book Collection (76%)
- Reference Materials collection (75%)
- Textbook Collection (75%)
- Online databases (79%)
- Online catalog (73%)
- Disability accessibility (71%)
- Computer availability (80%)
- Printers/copiers in libraries (74%)
- LMTC (70%)
- Tutoring services (75%)
- Functionality of Schauerman Library (90%)
- Staff helpfulness of Schauerman Library (94%)
- Operating hours of Schauerman Library (89%) and LMTC (76%)
- Learning environment of Schauerman Library (84%)
- Computer availability in Schauerman Library (81%)

- Functionality of the Learning Resources Center (70%)
- Staff helpfulness in the LRC (80%) and LMTC (75%)
- Learning environment in the LRC (73%) and LMTC (70%)
- Computer availability in the LRC (70%)
- Film/Video collection in Media Services (73%)
- A/V Equipment in Media Services (89%)
- Media production services (76%)

E. In addition, some areas did not register over 70% importance levels, but did have more than 50% “very important” ratings:

- Reserve Desk services
- LRC Overall Importance
- Computer availability in the Music Library
- LRC Materials (Collections)
- LRC Operating hours
- LMTC Computer availability
- Basic Skills Lab staff helpfulness

F. Much higher percentages than the student poll were unwilling to state opinions or that they never have used particular services or resources.

## **D. Program contributions to student retention and success.**

### **What evidence do we have to verify that we help students achieve success?**

The Student Opinion Poll included questions directly related to how various departments within the Learning Resources Units helped students succeed (See APPENDIX A, Results, p.11). More than 70% of students agreed with the statements ending in “has helped me complete courses” and “has helped me improve grades.”

In addition, student surveys taken at the end of workshops and library classes have usually contained many positive, verbal comments supporting the view that they have been assisted in very positive ways (SEE APPENDIX C).

### **How are these related to satisfaction statistics for students ?**

- Among those willing to state satisfaction levels, a very high satisfaction rate is prevalent; some of the more specialized service departments in the LRU (e.g. Music Library, Basic Skills Lab, etc.) have a considerably higher level of “no opinion” respondents.
- Conversely, dissatisfaction rates are quite low, the only ones over 5% being the “Textbook Collection” (5.7%), “Printers/copiers/debit machines” (6.3%) and “Microfilm readers/printers” (6.7%) in the Schauerman Library. All three of these areas are also the areas that have the lowest percentage of students who have registered opinions of “unimportant”. The assumption is that many had not used the service.

- The LRU resources and services which have highest importance (expressed as %) to our general (rather than specialized) users are the printed book collection, the reference collection, the textbook collection, the online catalog, computer availability, printers/copiers, and all aspects of the facilities of the Schauerman Library.
- Because of our low dissatisfaction levels, combined with reasonable correlation with opinions about importance, it is fair to observe that most of our users are being served in adequate ways by our Unit and its personnel.
- All students willing to express an opinion agreed that the Textbook Collection is important to them.

### III. PROGRAM CONTENT

**NOTE: This section is adapted from those questions dealing with Curriculum on the recommended PR format sheets.**

#### A. What disciplines are using the library/learning resources services the most?

The fact that our student and faculty/staff poll respondents represented the entire gamut of El Camino students & faculty/staff demonstrated that the LRU serves all areas of the campus to some degree. It is difficult to gauge which academic discipline any given library user may represent. However, one of the ways by which we can gauge our usage by discipline is to look closely at the disciplines whose instructors are using the library's bibliographic instruction programs. Here we have a general divisional breakdown of Bibliographic Instruction workshops/classes.

In the most recent semester:

70 instructors requested BI (some have scheduled multiple classes)	100%
-----	
45=Humanities	64%
4=Business 2 Law, 2 Business Communications	5.7%
13= BSS	19%
1=FA (1 Speech, alternate semesters we do get Art History classes as well)	1.4%
3=Nursing	4%
1 Language Academy Tours	1.4%
3 Library Science	4%

Other semesters are very similar. Fine Arts usually has a considerable number of Art and Speech Department requests. It must be noted that many instructors (e.g. Nursing instructors) tend to sign up for multiple classes. A general spread overall:

Humanities	60%
BSS	20%
Fine Arts	6%
Business	6%
Nursing	4%
Other (Lang Acad. Lib Science. etc)	4%

## **B. Information Competency Efforts:**

### **Orientations/ Workshops/ Reference Services**

The basics of information competency are: Defining an information need, selecting appropriate information sources, using those information sources effectively and efficiently, critically evaluating the information found and using information ethically. These skills are taught by librarians while providing reference services, in library orientations to classes and in library workshops that are being held collaboratively, in some cases, with some sections of English 1A. Reinforcement and participation is currently voluntary and does not carry the weight of required skills for transfer or graduation. However, many instructors are now offering extra credit, or requiring attendance at Library Workshops in their syllabi.

### **Information Competency & Collaborative Efforts**

Library faculty are studying options for incorporating information competency into the curriculum. Librarians also continue to link up with learning communities (e.g., First-Year Experience) various topics (e.g., “What is a good library assignment?”) during campus professional development days.

As a part of this study, library faculty have done extensive reading and research, held discussions with colleagues at other community colleges and local high schools, and attended workshops and conferences on a variety of topics that comprise information literacy. Conversations have taken place with members of the classroom faculty, especially in English, History, and Basic Skills disciplines. Collaboration also continues with instructors from other disciplines including the social sciences, and humanities. Expansion of offerings have consistently considered the staffing and financial limitations of the College.

### **Library Information Science Courses**

The library faculty teach a for-credit, transferable, 1-unit course entitled **Library /Information Science 10: Library Research Using the Internet**, offered through the Humanities Division. Library Information Science 1: Introduction to Library Skills is also offered.

### **Orientations & Workshops**

Goals and objectives for all orientations and workshops are discussed initially by library faculty and based on library student learning and instructional outcomes. Development of the workshops have seriously considered current and innovative best practices in librarianship and the teaching of library research and information literacy skills. Orientations are primarily held by request of teaching faculty. The teaching faculty member who makes the request collaborates with the librarian to set the goals for a specific library orientation. Librarians place a high priority on teaching the basics of information competency in each library orientation session. Feedback on the success of library orientations is obtained from the instructor who requested the library session and through end-of session testing, using the collegially-adopted bibliographic instruction SLO. The ease or difficulty students are having with an assignment after receiving library instruction is also an indicator of the general success of bibliographic instruction.

The library workshops serve at least three functions:

(1) They act as an orientation to the College Library and an introduction to information competency skills. Students become familiarized with the services the Library has to offer, the Library's rules and physical layout, finding a book and how to use one of the Library's research databases. Students often are also given some hands-on supervised time with the library catalog and databases.

(2) After the students are oriented to the campus library, the emphasis moves to information competency: Defining a research topic, selecting and effectively using relevant information sources and critically evaluating what is found. Students also learn how to find background information on a topic and the importance of citing sources. At the end of the workshop, students are encouraged to begin work on their research. Numerous research guides on specific topics have been prepared by library faculty to assist and guide students in their efforts to effectively use available library and information resources. Through observation and student and faculty feedback, librarians are able to ascertain effectiveness. The library faculty have been able to collaboratively infuse many classes with the information competency basics through library orientations (library faculty guest lectures and presentations) and to hold a series library drop-in workshops throughout the year.

(3) Evaluating information, citing sources and avoiding plagiarism.

### **Web-based support**

The Library also is beginning the process of designing web-based instructional materials to aid distance education students with their research skills. Library faculty has responded to the increased interest and demand for instruction by instructors in a variety of additional ways including: developing new print, and electronic/online materials, not the least of which is the effort to expand the number of databases available through our library website.

Moreover, interest in information competency skills has grown due to librarian interaction with faculty through discussions at division, learning community clusters, and workshop attendance by faculty. Direct feedback from students and faculty is also solicited by librarians. The increased involvement and exposure to beginning library research, and critical thinking skills employed in information literacy has a beneficial

effect on student learning and academic success. This effect is reflected in increased persistence of students that attend library instruction. (See APPENDIX B)

## C. Surveys/Users/Offerings

### a. What do our respondents/users say about the kinds of resources that are most important to them in addressing their needs?

Reference service provides direct one-on-one student-faculty instruction. Students are directly involved in the learning process and receive immediate feedback from library faculty. Much of the contact between students and librarians is driven by class assignments. Library faculty reach out to students rather than passively waiting for students to approach the reference desk. Library faculty follow-up with students to see if the student was helped by the initial contact and if more instruction is needed.

#### SURVEYS

In virtually every academic year the departments of the library and learning resources center & labs, circulate a student survey to help evaluate and measure program effectiveness. A faculty survey is usually sent out during the same time period. In preparation for this program review, an extensive Student Opinion Poll and Faculty/Staff Opinion Poll was issued through the campus. The extensive graphic analysis is included as Appendix B. The current Program Review Committee (2007) has come to consensus that future surveys may more accurately receive better user participation if each separate point of service location has a customized, separate poll, as has been done in the past.

#### ANALYSIS

Analyses of the Unit's recent **student opinion poll results** indicate a generally high degree of satisfaction among our library users. Three areas of dissatisfaction and high importance are "textbook collection", "printers/copiers", and "microfilm equipment." The LRU resources and services which have highest importance (expressed as %) to our general (rather than specialized) users are the printed book collection, the reference collection, the textbook collection, the online catalog, computer availability, printers/copiers, and all aspects of the facilities of Schauerman Library.

Analyses of the Unit's recent **faculty/staff opinion poll results** indicate, once again a generally very high level of satisfaction, but certain areas had a higher level of dissatisfaction (over 8%) than did the student poll:

- Book Collection of Schauerman Library (10.9%)
- Textbook Collection of Schauerman Library (9.8%)
- Film/Video Collection of Schauerman Library (8.2%)
- Printers/copiers available in libraries (16.1%)
- Operating hours of Schauerman Library (13.8%)
- Operating hours of LMTC (10%)

- A/V Equipment of Media Services (9.8%)
- Only 7.69% use the Media department services weekly and 18.46% monthly compared to 70.77% rarely or never use the services.
- Only 34.42% of the survey respondents were somewhat or very satisfied with the media materials collection. 59.9% felt that the collection was important.
- Film/Video loan is part of the media materials collection. 15.79% were satisfied and 36.84% very satisfied with “film/video loan”. This represents over 50% of the respondents. However, some 72.73% of those surveyed felt that this service was important or very important.
- Film/Video loan is part of the media materials collection. 15.79% were satisfied and 36.84% very satisfied with “film/video loan”. This represents over 50% of the respondents. However, some 72.73% of those surveyed felt that this service was important or very important.
- Satisfaction with the Audiovisual Equipment (68.29%) was slightly higher. 88.89% of survey respondents ranked this area as being very important (61.11 very, 27.78 somewhat). The use of technology has increased due to the development of laptop computers and the ability to display digital content to large audiences with multimedia projectors.
- The Media Production area received a 53.86% satisfaction rating and the pattern continued with 76.47% rating the service important.
- A section of the survey was designed to try to gage the use and demand for some of the new technologies. Instructors are beginning to use web technology in their classrooms. Every classroom on El Camino’s campus has the ability to connect to the Internet. The college also makes available to all distance education faculty the use of the Etudes NG course management system. Instructors teaching traditional classes also have the opportunity to use this system. 33.34% reported having used a course management system in their traditional courses. It is highly probable that a large percentage of these respondents were also teaching distance education sections. 54.54% have used websites in their classrooms.

Additional student surveys are distributed and evaluated during library faculty’s tenure review process. In almost all cases, librarians receive feedback from classroom faculty. Library faculty also participate in campus-wide discussion in *clusters*, the college’s learning communities to discuss information literacy in the various disciplines.



**b. Should any new programs and offerings be added?**

**Recommendation:** Library Information Science classes should be moved to the Learning Resources Unit to facilitate the continuity, growth and expansion of the academic program. The management and scheduling of the faculty assigned to these classes will also be facilitated by this move. One factor in support of transferring the academic classes back to the LRU would be that the efforts to generate ADA associated with labs would be motivated and implemented within the Unit.

**Recommendation:** Continued planning toward offering more courses leading to the proposed Library Media Tech certificate.

**Recommendation:** Continued planning toward conversion of currently-offered courses in an online format.

**Recommendation:** Institute planning toward efforts to generate ADA associated with labs related to curriculum.

**c. Is there a need to delete any programs or offerings?**

None

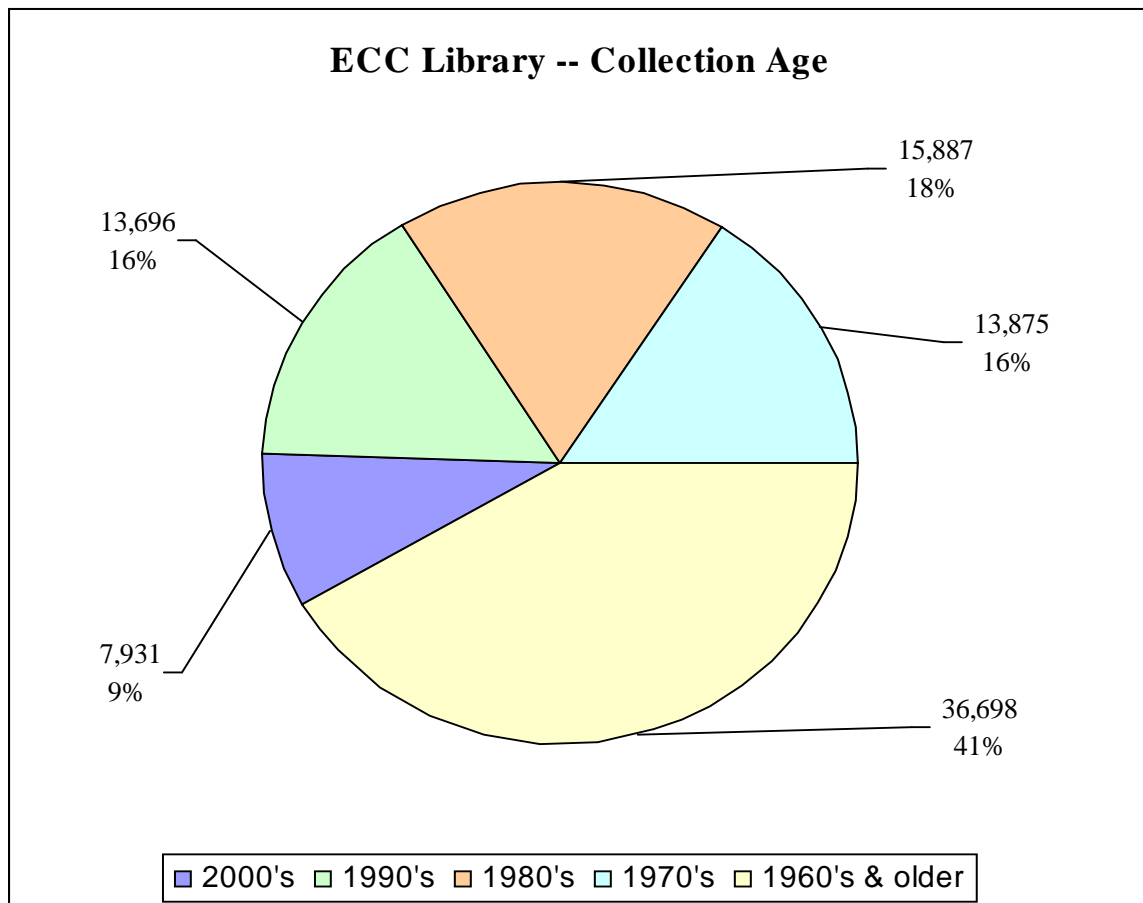
**d. Are our programs and offerings consistent with current practice in the field?**

Faculty members are active in the supporting professional organizations. As a result, the process of keeping current with professional developments in national, statewide, and local trends is ongoing.

## IV. PROGRAM REQUIREMENTS

### A. Resources and Services

ECC Library -- Collection Age					
Years	2000's	1990's	1980's	1970's	1960's & older
Title Count	7,931	13,696	15,887	13,875	36,698



Data used for this statistics excludes:

- Reserve Collection
- Faculty Collection
- Periodicals Collection
- Treasury Collection
- Learning Resources Center Collection
- Media Collection
- All Music Library Collection

**Resources:** Based on previous analyses of poll data the following recommendations are made:

**Recommendation:** Stable budget allocations with regular COLA increases should be provided. This stabilization of funding should enable the systematic updating of book, media, database, and instructional software resources.

**Recommendation:** The Library Archive and Music Library have thousands of items to be digitized. Staffing for this ongoing service should be incorporated into budget planning. Costs associated with this need should require approximately \$20,000 annually.

**Services:** Based on previous analyses of poll data the following recommendations are made:

**Recommendation:** Access externally to the library databases via the portal should be available 24/7. Currently the portal message indicates the hours of operation as Monday – Saturday from 8:00AM to 9PM. The weekly hours of availability of online services to our community should be maximized. This is a scheduling issue within the ITS Department

**Recommendation:** Provide equipment to maximize access to the 57,000 reels of library-owned microfilm by conversion to digital formats. Equipment identified which would facilitate this conversion is estimated to cost approximately \$50,000. Additional staffing to address this ongoing project is estimated to require a budget enhancement of \$25,000/yr.

**Recommendation:** The need for digitized media formats to comply with ADA requires a budget supplement of at least \$5,000 a year. The captioning grant of \$10,000 a received annually from Special Resources has provided some needed support, but this is not sufficient for compliance. An example of expenses involved is the captioning of a 30-minute DVD, which costs approximately \$175.00

## **B. Facilities and Equipment**

During the past ten-year period, the department budget has remained the same and even reduced in a few areas. Instructional equipment funds frequently are distributed among the Academic Divisions leaving little and sometimes zero dollars for the department assigned the responsibility for providing technology support to the entire college. Equipment and software have not kept pace with the development of new digital technologies. Inadequate replacement parts such as lamps and equipment for loan are often not available to meet emergencies.

**Recommendation:** The entire operation of the Unit is equipment and technology dependent. It is critical that departments in the Unit are able meet the demands of faculty

and staff needing to make use of newer technologies (CD\_ROM/DVD video conferencing, Quick Time movies, etc.) A planned updating of media equipment and software replacement should be implemented as an ongoing process. Budget allocations should be available annually to facilitate these replacements

**Recommendation:** Provide appropriate security equipment in the library facility, including new security cameras. Door security systems should be upgraded to comply with ADA regulations. The door security system will require an allocation of \$37.000; security cameras will require further consultation before true estimated costs are known.

## C. Staffing

**LIBRARY:** Current staffing provides minimal coverage for basic library services. The staff budget, however, does not allow for adequate coverage for all operating hours of the library in the public service areas. The staff concerns will be further exacerbated by the opening of the new wing of the Library, where the campus archives, digital processing center, and expansion of Learning Resource Center services, will challenge the current staff. The public service areas rely heavily upon casual staff, in addition to its full-time staff, to meet basic needs until work-study students are available. Work-study students are utilized extensively to supplement critical public service functions. Unfortunately, these students have no authority and are haphazard for scheduling, often not even starting work until well past half-way through the semester.

### Personnel Trend

Personnel Type	# of Staffing	FTE	# of Staffing	FTE
Full-time Faculty (Tenure Track)	6	6.0	8	8.0
Part-time Faculty (Non-Tenure Track)				
Part-time Adjunct Faculty	7	1.0	7	1.0
Full-time Classified Staff	9	9.0	11	11.0
Part-time Classified Staff (Permanent)	.5	.5	.5	.5
Part-time Classified Staff (Temporary)				
Casual Employees	5	1.0	5	1.0
Student Employees	21	6.0	25	7.0

**MEDIA SERVICES:** Despite losing 50% of the Media Services staff in the last ten years due to reorganization, resignation and retirement the department has done a good job of supporting this institutional goal. One graphic artist, repair technician and classroom support technician were not been replaced and many services reduced. However, the greatest affect of these losses has been the quality of service provided to the academic program. During this period the demand and infusion of technology has increased greatly. For example, in 1997 there were very few “Smart” classrooms on campus compared with approximately 80 of these technology rich learning spaces in 2007. Administrators, staff and students increasingly make greater use of presentation technology for delivery of information and training throughout the campus. There is an urgent need to restore and even increase staffing for these services to the campus community. The lack of staff makes it almost impossible to provide any preventive maintenance for classrooms and conference spaces. This trend continues with the resignation of the Production Specialist in November of this year and no current plan for replacement.

#### Personnel Trend

Personnel Type	# of Staffing	FTE	# of Staffing	FTE
Full-time Faculty (Tenure Track)				
Full-time Faculty (Non-Tenure Track)				
Part-time Faculty (Non-Tenure Track)				
Full-time Classified Staff	2	2.0	4	4.0
Part-time Classified Staff (Permanent)				
Part-time Classified Staff (Temporary)			1	5.0
Casual Employees	1	.30	2	1.0
Student Employees	1	.20	2	.50
Manager				
Supervisor				
Temporary Project Administrator				
Faculty Coordinator	.5	.50	1	1.0

**LEARNING RESOURCES CENTER:** Full and part time staffing is shared across the various LRC service areas as shown in charts below. Due to shortage of full time staff, casual and student staff serve as lead employees for less experienced work study student staff and to fill positions requiring specialized skills or knowledge. A major portion of the casual and student staff salary budget is spent from July 1 to December in order to hire students waiting for College Work Study approval.

Staff provides the following services –

- Provide information to students, faculty and other visitors
- Assist patrons in locating media materials and using playback equipment
- Coordinate part time staff hiring, scheduling, work assignments, payroll
- Work with faculty and students to configure resources and services to meet individual student and class needs
- Maintain LRC Media Materials Catalog and other department records.

Current staffing levels are insufficient to meet current need, much less expected growth.

Library Media Technician position will need to be reauthorized after expected retirement in spring 08 in order to oversee Learning Center part time staffing and to handle part time employee scheduling and coordination.

#### Personnel Trend

Personnel Type	# of Staffing	FTE	# of Staffing	FTE
Full-time Faculty (Tenure Track)				
Full-time Faculty (Non-Tenure Track)				
Part-time Faculty (Non-Tenure Track)				
Full-time Classified Staff	2	2.0	2	2.0
Part-time Classified Staff (Permanent)				
Part-time Classified Staff (Temporary)				
Casual Employees	3	2.0	3	2.0
Student Employees	4	1.0	4	1.0
Manager				
Supervisor				
Temporary Project Administrator				
Faculty Coordinator	1	.40	1	.2

**BASIC SKILLS CENTER: Current Staffing and Projection of Future Staffing Needs:** Full and part time staffing is shared across the various LRC service areas as shown in charts below.

Most daily operations in BSSC are handled by casual and student help.

Staff provides the following services –

- Tutorial assistance to Basic Skills students
- Orient faculty and students to Basic Skills resources available in BSSC
- Work with faculty to configure resources and services to meet individual student and class needs
- Maintain software set up on each student station
- Work with software vendors and Tech Services to maintain server-side operations

- Set up student and class profiles on instructional software systems
- Print out student and class reports for students and faculty
- Work with vendors to arrange for on-site staff and faculty training and technical support
- Ensure security of resources and facility

#### Projected staffing needs

- Upgrade current part time paraprofessional to new full time Library Media Technician position to coordinate BSSC staffing, faculty reporting and other user support, student user support, tech support with software vendors, and ITS Technical Services
- Increase PT staffing to meet projected increase in Basic Skills student demand.
- Staffing needs/costs for FT positions are located in table on p. 38.

#### Personnel Trend

Personnel Type	# of Staffing	FTE	# of Staffing	FTE
Full-time Faculty (Tenure Track)				
Full-time Faculty (Non-Tenure Track)				
Part-time Faculty (Non-Tenure Track)				
Full-time Classified Staff	0	0	1	1.0
Part-time Classified Staff (Permanent)				
Part-time Classified Staff (Temporary)				
Casual Employees	6	4.0	8	5.5
Student Employees	8	2.5	10	3.25
Manager				
Supervisor				
Temporary Project Administrator				
Faculty Coordinator	1	..20	1	.2

## **LRC TUTORIAL PROGRAM:**

### **Description of Current Staffing and Projection of Future Staffing Needs:**

LRC Tutorial Program daily operations are overseen by LRC full and part time staff. Tutor training, assessment, recruitment, and coordination with college faculty are overseen by a FT Faculty member reassigned to coordinate program. Budget, program management, and planning are overseen by LRC faculty coordinator. Flyers and other program information are typically produced by tutors.

Most tutors are casual or student employees. There are sometimes also volunteer and work-study tutors.

**Projected staffing needs:**

- casual/student/work-study employee increase to meet projected increase in demand for face to face and online tutoring
- FT faculty position reassigned time needs to be increased to 50% to coordinate tutor training and coordinate with other ECC tutorial program coordinators
- Library Media Technician position needs to be re-filled in order to handle part time employee scheduling and coordination.
- Part time classified position needed to coordinate tutor recruitment and outreach to ECC students and faculty.

**Personnel Trend**

<b>Personnel Type</b>	<b># of Staffing</b>	<b>FTE</b>	<b># of Staffing</b>	<b>FTE</b>
Full-time Faculty (Tenure Track)	1	.16	1	.5
Full-time Faculty (Non-Tenure Track)				
Part-time Faculty (Non-Tenure Track)				
Full-time Classified Staff	1	.3	1	.3
Part-time Classified Staff (Permanent)			1	.5
Part-time Classified Staff (Temporary)				
Casual Employees	33	8.25	40	10
Student Employees	20	2.6	24	3.1
Manager				
Supervisor				
Temporary Project Administrator				
Faculty Coordinator	1	.20	1	.2

**NOTE:** The current budget for the Tutorial Program is \$165,000. This excludes the faculty salaries.

**Recommendation:** To expand staffing to meet near-term projected staffing needs in the Tutorial Program, this budget should be enhanced by 10% beyond the current level of \$165,000.

### **LRC COMPUTER LABS: Description of Current Staffing and Projection of Future Staffing Needs:**

Most daily operations in the computer labs are handled by casual and student help under supervision of full time employees.

Staff provides the following services –

- Tutorial assistance
- Work with faculty to configure resources and services to meet individual student and class needs



- Maintain software set up on each student station
- Work with software vendors and Tech Services to maintain server-side operations
- Set up student and class profiles on instructional software systems
- Make available student and class reports for students and faculty
- Work with vendors to arrange for on-site staff and faculty training and technical support
- Ensure security of resources and facility

First tier technical support staff for all LRC computer labs and Basic Skills Study Center is included in student figures below.

**Projected staffing needs:**

- + 20% casual/student/work-study employees to accommodate increased college-wide integration of technology in the course curriculum
- Reinstate Computer Lab Tech/Library Media Tech position that has been frozen.
- Due to very large inventory and variety of computer hardware, software, and networking, and the fact that these resources are critical to the LRC and Library operations, the LRC continues to have need of 1 FTE in-house casual/student tech support personnel.
- The budgetary implications of all of these staffing needs combined total \$90,000 annually.

**Personnel Trend**

Personnel Type	# of Staffing	FTE	# of Staffing	FTE
Full-time Faculty (Tenure Track)				
Full-time Faculty (Non-Tenure Track)				
Part-time Faculty (Non-Tenure Track)				
Full-time Classified Staff	2	1.3	3	2.3
Part-time Classified Staff (Permanent)				
Part-time Classified Staff (Temporary)				
Casual Employees	8	5.0	10	6.25
Student Employees	14	4.0	17	5.0
Manager				
Supervisor				
Temporary Project Administrator				
Faculty Coordinator	1	.20	1	.2

Based on the analyses above, the following recommendations are made:

**Recommendation:** Appropriate classified staffing should be facilitated in the Unit to reduce the dependency on temporary and student help and improve the structural services provided. Five positions have been identified as priority hires within the three departments within Learning Resources.

They are:

Priority	Position	Range	Annual Est. Salary	In 2006-7 budget	Vacated
1	LMT III – Circulation	28	\$45,000	Yes	2006

Priority	Position	Range	Annual Est. Salary	In current budget	Vacated
2	LMT III – Learning Center	28	\$45,000	Yes	December 1, 2007

#### REVISED JOB DESCRIPTION FOR PROGRAM COORDINATOR VACANCY

Priority	Position	Range	Annual Est. Salary	In current budget	Vacated
3	DE Instructional Materials Specialist	35-36	\$54,000	No	Replaces Program Coordinator vacated 9/05

#### REVISED JOB DESCRIPTION FOR PRODUCTION SPECIALIST I VACANCY

Priority	Position	Range	Annual Est. Salary	In current budget	Vacated
4	Media Support Technician	32	\$48,000	Yes	Replaces Prod Specialist I

#### NEW POSITION

Priority	Position	Range	Annual Est. Salary	In current budget	Vacated
5	LMT III – Learning Center	28	\$45,000	No	New Position

## D. Planning

**Recommendation:** Marketing efforts for LRU resources and services:

An example of underutilized services, as mentioned previously, is Media Services: only 7.69% of the survey respondents use the department services weekly and 18.46% monthly compared to 70.77% rarely or never use the services. Many new faculty members have been hired over the last five years and may not be aware of the stable of services available. The department has limited marketing efforts due to staff reductions

and the fear that it could not meet the needs of the campus. 61.64% have at some time used Media Services. A marketing campaign advancing the services of the entire Unit will address similar concerns of “getting the message out” to the entire campus community. In-house resources will be used to launch this campaign.

## **PROGRAMMATIC GOALS & OBJECTIVES 2007 – 2008**

### **I. Improve the services of the Learning Center**

A. To review / revamp operations within the Learning Center by the end of the fall semester. This will include:

- Tutoring including online tutoring
- Basic Skills
- Special Programs such as Work keys
- Relationship to credit classes
- Preparing for occupancy of new structure

### **II. . Provide lifelong learning skills to El Camino students**

A.. To continue the effort to formally recognize Information Competency as a required skill for graduation from ECC and to collaborate with identified groups to facilitate the integration of IC into many courses

B.. Actualize UCLA partnership via their community college initiative during Spring 2008.

### **III. Prepare a plan for emergency situations common to libraries**

A.. To develop a detailed emergency preparedness plan for the facility for specific challenges such as water in the stack or fire damage. This includes staff responses and identification of external resources.

#### **ACTION ACTIVITIES**

- The unit safety committee will lead this initiative.
- Materials and resources will be prepared for internal use.

### **IV. Complete the planning documents required campus-wide**

A. To successfully combine and see through completion the three tiered review of the Unit including Accreditation Self Study, Program Review and implementation of viable Student Learning Outcomes.

#### **ACTION ACTIVITIES**

1. Standard II C co-chaired by unit representatives
  - . The first draft has been submitted.
  - . Substantial data to be collected and synthesized
- 2 Donald Brown has volunteered to chair the Program Review
  - . Data collection is in the infancy stage
- 3.. Claudia Striepe is the lead person for the SLO continuing process.
  - effective evaluative tools and procedures are being developed.

**V. Improve the niche currently occupied by DE classes**

- A. To coordinate the planned expansion of the Distance Education program in collaboration with identified campus resources and increase the number of offerings by 10% for the 2008/9 school year.

**ACTION PLANS**

- Standardize procedures through the flowcharting of processes. (e.g. Adding students, opening a new section, instructor assignment pre-requisites, etc.)
- Implement the student readiness quiz on the web site to improve student success
- Continue to grow the number of new sections offered each session.

**VI. Successfully move into the new wing of the Learning Resources facility**

- A. To effectively provide the support and information needed by all shareholders as the Learning Resources building construction continues throughout year.

**ACTION PLANS**

- Continue articulation with architects, project managers, etc.
  - Provide periodic updates to LRU constituents
- Coordinate the selection of appropriate and viable furnishings

**VII. Implement Media Services goals:**

**E. Greater coordination with ITS.**

- **Work closely with departments and divisions to design spaces and select appropriate instructional technology.**
- **Work closely with facilities and architects to develop standards and recommendations.**
- **Provide training for users and department staff.**
- **Reorganization of Media Services Department (SEE APPENDIX D)**

## IV. CONCLUSION Prioritized Recommendations –

Following are the fourteen recommendations from the Learning Resources Unit in prioritized order, as determined by Committee consensus:

**1. Recommendation:** Appropriate classified staffing should be facilitated in the Unit to reduce the dependency on temporary and student help and improve the structural services provided. Five positions have been identified as priority hires within the three major departments of the Learning Resources Unit. They are:

Priority	Position	Range	Annual Est. Salary	In 2006-7 budget	Vacated
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### NEW POSITION

Priority	Position	Range	Annual Est. Salary	In current budget	Vacated
5	LMT III – Learning Center	28	\$45,000	No	New Position

**2. Recommendation:** To expand staffing to meet near-term projected staffing needs in the Tutorial Program (LRC), this budget should be enhanced by 10% beyond the current level of \$165,000.

**3. Recommendation:** The entire operation of the Unit is equipment and technology dependent. It is critical that departments in the Unit are able meet the demands of faculty and staff needing to make use of newer technologies (CD\_ROM/DVD video conferencing, Quick Time movies, etc.) Budget allocations should be available initially in the amount of \$100,000 to facilitate these replacements This includes equipment upgrades for campus support @ \$40,000 (Laptop computers, LCD projectors, PA systems, DVD players, projection screens, document cameras, etc.) and production Equipment @ \$60,000 (digital video cameras, computers that will run new editing programs, production lighting, DVD recorders and duplicators, digital film camera, audio equipment, production software, etc.) A planned updating of media equipment and software replacement should be implemented as an ongoing budgeting and planning process.

**4. Recommendation:** Stable budget allocations with regular COLA increases should be provided. This stabilization of funding should enable the systematic updating of book, media, database, and instructional software resources.

**5. Recommendation:** Provide appropriate security equipment in the library facility, including new security cameras. Door security systems should be upgraded to comply with ADA regulations. The door security system will require an allocation of \$37,000; security cameras will require further consultation before true estimated costs are known.

**6. Recommendation:** The Library Archive and Music Library have thousands of items to be digitized. Staffing for this ongoing project should be incorporated into budget planning. Costs associated with this need should require approximately \$20,000 annually.

**7. Recommendation:** The need for digitized media formats to comply with American Disabilities Act requires a budget supplement of at least \$5,000 a year. The captioning grant of \$10,000 as received annually from Special Resources has provided some needed support, but this is not sufficient for compliance. An example of expenses involved is the captioning of a 30-minute DVD, which costs approximately \$175.00

**8. Recommendation:** Provide equipment to maximize access to the 57,000 reels of library-owned microfilm by conversion to digital formats. Equipment identified which would facilitate this conversion is estimated to cost approximately \$50,000. Additional staffing to address this ongoing project is estimated to require a budget enhancement of \$25,000/yr.

**9. Recommendation:** Library Information Science classes should be moved to the Learning Resources Unit to facilitate the continuity, growth and expansion of the academic program. The management and scheduling of the faculty assigned to these classes will also be facilitated by this move. One factor in support of transferring the academic classes back to the LRU would be that the efforts to generate Average Daily Attendance associated with labs would be planned and implemented within the Unit.

**10. Recommendation:** Access externally to the library databases via the portal should be available 24/7. Currently the portal message indicates the hours of operation as Monday – Saturday from 8:00AM to 9PM.. The weekly hours of availability of online services to our community should be maximized. This is a scheduling issue within the ITS Department

**11. Recommendation:** Marketing efforts for LRU resources and services. An example of underutilized services, as mentioned previously, is Media Services--only 7.69% of the survey respondents use the department services weekly and 18.46% monthly compared to 70.77% rarely or never use the services. Many new faculty members have been hired over the last five years and may not be aware of the stable of services available. The department has limited marketing efforts due to staff reductions and the fear that it could not meet the needs of the campus. 61.64% have at some time used Media Services. A marketing campaign advancing the services of the entire Unit will address similar concerns of “getting the message out” to the entire campus community. In-house resources will be used to launch this campaign.

**12. Recommendation:** Commence planning toward efforts to generate Average Daily Attendance associated with labs related to curriculum.

**13. Recommendation:** Continued planning toward conversion of currently-offered courses in an online format.

**14. Recommendation:** Continued planning toward offering more courses leading to the proposed Library Media Tech certificate.