El Camino College
Student Services Program Review
Learning Resources Center, Spring 2018

A. Program Description

1. Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?

The Learning Resources Center (LRC) is one of three programs within the Library & Learning Resources division (LLR). In the past, the LRC's programs and services were included in the library's program review; however, since LRC services are quite extensive and unique from the library's services, the LRC now for the first time, has its own program review. The LRC's mission is to support student learning and promote student success. To do this, the LRC provides students with academic support resources such as open computer labs, drop-in tutoring, and online tutoring. In addition, the LRC provides training for face-to-face-tutors.

Computer Labs: The LRC provides thousands of students each semester with access to two open computer labs: the Library Media Technology Center (LMTC) and Basic Skills Study Center. The LMTC houses 126 computers for students to use on a drop-in basis during regular library hours. Computers are equipped with Microsoft Office and have Internet access. Students may print documents in black and white or color on a pay-per-print basis. This lab also has a scanner for students to use free of charge.

The Basic Skills Study Center (BSSC) has 138 computers and is a multi-purpose lab. First, it is a drop-in lab for students who want to use a computer. Also, faculty and other campus programs use this lab when they need a large number of computers at one time for administering tests or guiding students through the research process.

Face-to-Face Tutoring: The LRC provides tutoring for approximately 20-30 different subjects each semester. Tutoring in the LRC is unique from other tutoring programs on campus because students do not need to be affiliated with a particular program or cohort.

Tutor Training: The LRC's tutors receive extensive training by enrolling in Tutor Training 200, a one-unit, Pass/No Pass course. This course is administered through the Humanities division and taught by the LRC assistant director. Tutor Training 200 is a requirement to become a tutor for the LRC, and the curriculum is certified by the College Reading and Learning Association (CRLA), an organization that develops standards for tutoring training in the United States and abroad.

By enrolling in Tutor Training 200, tutors learn a variety of strategies and techniques to help students become independent learners. After tutors have completed 25 hours of tutoring and passed the tutor training course, they are awarded a certificate from CRLA.

Online Tutoring: In addition to face-to-face tutoring, the LRC provides free online tutoring through NetTutor, an online tutoring vendor that was selected by the California Community College Chancellor's Office. By providing online tutoring for students enrolled in distance education courses, the College fulfills the accreditation requirement that services offered to students enrolled in traditional face-to-face courses are also offered to students online courses.

Academic Support for Student Athletes: The LRC supports the Athletic department by providing student athletes with a designated space in the Basic Skills Study Center where they formally check in and out, study, and work with tutors and counselors. Currently, the instructional aide for this program is paid through Student Equity funds. To ensure student athletes receive the support they need, LRC staff continually collaborates with the Athletic department and the Student Equity Program staff.

Media Materials: The LRC houses a media material collection that evolves as technology and students' needs change. The LRC staff communicates with faculty regarding the types of learning materials they would like housed in the LRC for their students. Currently, the LRC houses a large collection of anatomy models for students enrolled in anatomy and physiology courses.

How does the program link to the College's mission statement, statement of values, or strategic initiatives?

The mission of El Camino College is to "make a positive difference in people's lives and provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities."

The Learning Resources Center's programs make a positive difference in the lives of students by providing them with a variety of academic support services – tutoring, open computer labs, study materials, and quality student support at the service counters – that promote student learning and success for our diverse student population. When students meet with an inspiring tutor or receive immediate assistance for a computer software program, students become engaged and inspired to learn. Students are not only guided to study the content for their courses, they are also guided to become independent learners for life-long learning.

Strategic Initiative A: Enhance teaching to support student learning using a variety of instructional methods and services.

The Learning Resources Center's tutoring program supports student learning by providing face-to-face and online tutoring. In Tutor Training 200, tutors learn how to use a variety of strategies and methods to support student learning. In addition, one-on-one and small group tutoring gives students an opportunity to learn and develop effective study strategies to meet a variety of discipline-specific learning needs.

Strategic Initiative B: Strengthen quality educational and support services to promote student success.

The LRC continually strives to provide quality academic support for all El Camino College students. Student orientations are customized to meet the needs of particular disciplines and classes. Computer labs are open during all hours the library is open. Tutors are continually trained to support students and their learning needs.

Strategic Initiative C: Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.

The LRC fosters a positive learning environment and sense of community by working collaboratively with colleagues within the Library & Learning Resources division as well as faculty, staff, students, and programs across campus. The LRC staff is well-represented on the Library & Learning Resources' Division Council where policies and procedures are discussed, developed, and implemented. The LRC's full-time staff meets each semester with the large student workers and part-time staff to share work expectations and develop a sense of community.

In addition, the LRC staff meets with faculty to develop positive learning experiences for students when they come to use services such as an orientation in the LRC. The tutoring program coordinates with other campus tutoring programs for workshop presentations, training methods, and program development.

Strategic Initiative D - Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.

THE LRC N/A

Strategic Initiative E: Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

LRC staff meetings are used to review and update annual plans and to discuss SAOs, program goals and objectives. The staff regularly assesses and reviews SAOs for continued program improvement. LRC staff participates in the Library & Learning Resources Division Council where annual plans and SAOs at the division level are discussed and developed.

CI Track, a computerized system to collect data on students' usage of tutoring has been installed and is used to collect data on students' usage of tutoring, generate reports, and plan tutoring schedules for future semesters.

Strategic Initiative F: Support facility and technology improvements to meet the needs of students, employees, and the community.

The LRC continually supports facility and technology improvements to meet the needs of students, employees, and the community. This is accomplished by collaborating with the library's staff, faculty, and director to prioritize improvements on the annual plans.

2. **Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Research & Planning to obtain data.**

The Learning Resources Center is located in the library and is open to all ECC students. Therefore, it is difficult and perhaps not useful to evaluate all the students who come through the doors. Instead, The Office of Institutional Research and Planning (IRP) has collected and analyzed data from various cohorts who use the LRC's services.

Student Population Using Face-to-Face Tutoring: IRP compared data from 398 students who came to the LRC for face-to-face tutoring with the general El Camino College student population. This data compared the ethnicity, gender, and age of these two student populations. The data includes only the students who signed in to meet with a tutor by swiping their ID card into the CI Track check-in computer in spring 2017. Students who came for tutoring but only checked in on the handwritten sheets were not included in this data.

To compare students' ethnicity, IRP noted the following:

- African American students use tutoring in equal proportion to their population on campus.
- Asian students are 15% of the student population, but they accounted for 28% of the students who came for tutoring.
- Latinos are 52% of the student population but used only 42% of the tutoring.
- White students and students from two or more races used tutoring in proportions that were slightly lower than their overall population on campus (Figure 1).

Figure 1. Percentage of Students Using LRC Tutoring by Ethnicity vs. ECC Student Population
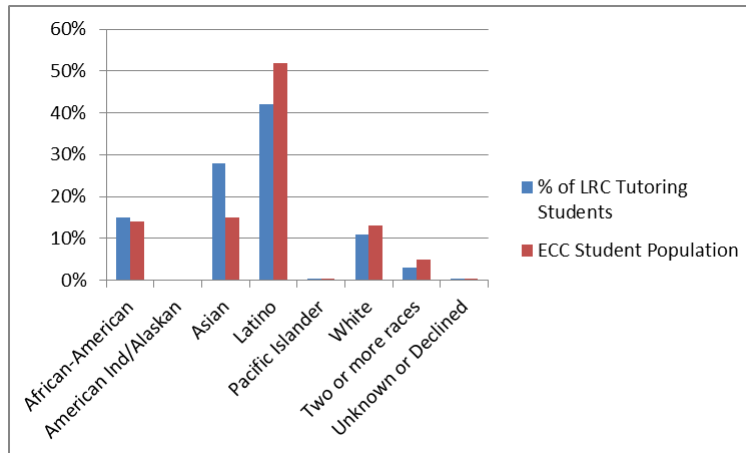
For the ratio of males to females who use tutoring, IRP data indicates that females use tutoring at a higher percentage than their overall population on campus. Fifty-two percent of the student population is female, but they were 57% of the students who used LRC tutoring services. On the other hand, males account for 49% percent of the student population, but they engaged in 43% of the tutoring visits (Figure 2).

*Figure 2. Percentage of Students Using LRC Tutoring by Gender*
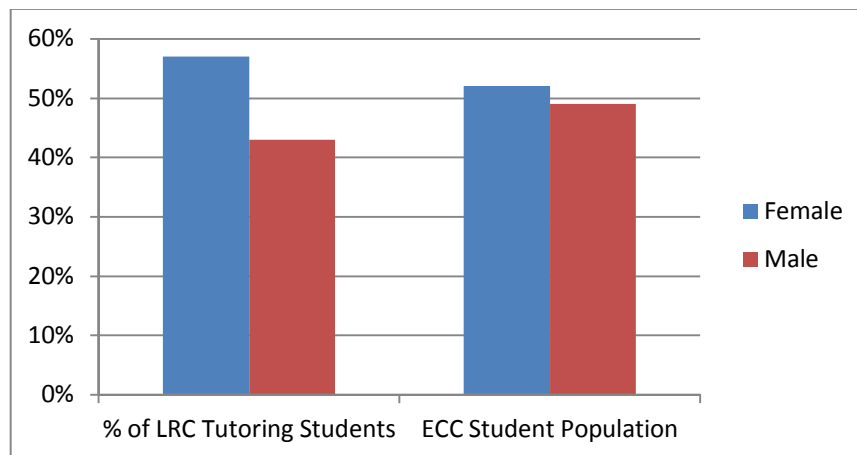
IRP's data notes that student grouped by age tend to use tutoring at percentages fairly close to their overall populations (Table 1 and Figure 3).

Table 1: Use of Tutoring - Percentage of Students by Age

Spring 2017	# of LRC Tutoring Students	% of LRC Tutoring Students	% of Overall ECC Student Population by Age
19 or less	100	25%	28%
Age 20-24	168	42%	42%
Age 25-34	69	17%	20%
Age 35-44	28	7%	5%
Age 45-54	18	5%	3%
Age 55 or over	15	4%	2%
Total	**398**		

Figure 3. Use of Tutoring - Percentage of Students by Age
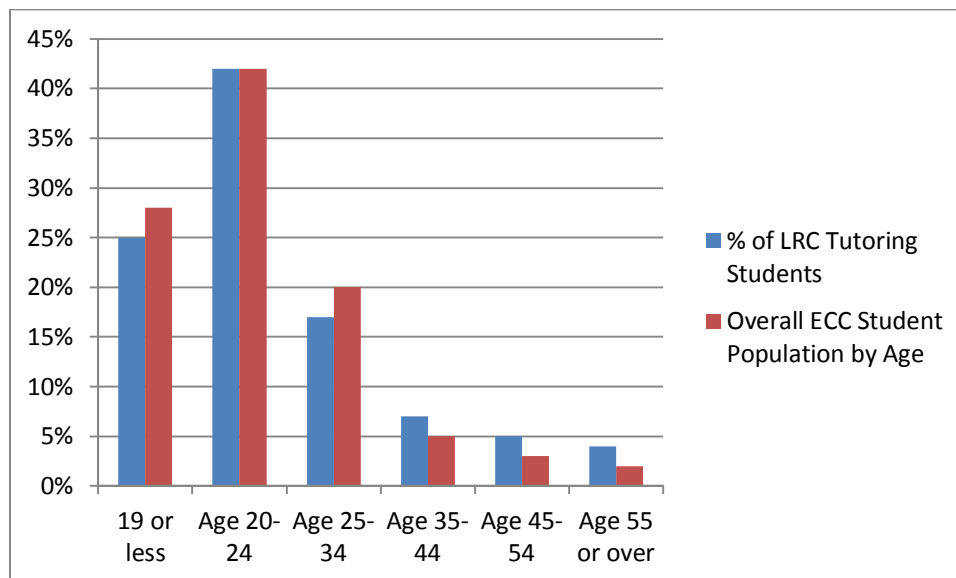
Student Population Using Online Tutoring: To give students who are enrolled in Distance Education online courses access to tutoring, El Camino College provides online tutoring through

NetTutor, a vendor selected by the Chancellor's Office. Additionally, this service has also been available for students in face-to-face courses (Table 2).

Table 2. Number of Online Tutoring Sessions for Face-to-Face vs Online Students

Academic Year	Number of Sessions for Face-to-Face Students	Number of Sessions for Online Students
2014-2015	644	218
2015-2016	2045	294
2016-2017	755	321
Summer 2017 - Fall 2017	43	229

Student Athletes: In fall 2017, there were 509 students who were enrolled in at least one of the 17 intercollegiate athletic teams. Nine of these teams had more than one of their student athletes visited the LRC (Table 3).

Table 3. Fall 2017 Athletes and LRC Visitors by Team

Team Sport	Number of Enrolled Student Athletes	Visited the LRC
Baseball*	41	11
Cross Country	21	1
Football	134	87
Men's Basketball	32	12
Men's Golf*	14	
Men's Soccer	28	25
Men's Tennis*	11	1
Men's Volleyball*	25	11
Men's Water Polo	24	1
Softball*	28	27
Swimming*	28	1

Team Sport	Number of Enrolled Student Athletes	Visited the LRC
Track and Field*	40	6
Women's Basketball	15	1
Women's Soccer	26	25
Women's Tennis*	12	
Women's Volleyball	17	17
Women's Water Polo	13	1

*Indicates an off-season team.

Data from IRP indicates the athletes are more likely to visit the LRC when their sport is in season. Of the total 226 students who came to the LRC in Fall 2017, 57 (29%) participated in an off-season sport while 170 (55%) of the visits came from student athletes in an in-season sport (Table 4).

Table 4. LRC Participation Rate by Season in Fall 2017

	Number of Students	Visited the LRC	Percent Who Visited the LRC
Off-Season	199	57	29%
In-Season	310	170	55%
All Athletes	493	226	46%

IRP also collected data on the student athletes' ethnicity in comparison to the overall ethnic representation at ECC. It is interesting to note that four ethnic groups of student athletes -African Americans, Pacific Islanders, Two or More, and Whites - used the LRC in higher percentages than their overall representation at ECC. On the other hand, Asians and Latino student athletes used the LRC at a lower percentage than their overall representation at ECC (Table 5).

Table 5. Ethnicities of Student Athletes and LRC Users Compared to the ECC Student Body

Ethnicity	Percent of All Student Athletes (Fall 2017)	Percent of Student Athletes who Used LRC Services (Fall 2017)	Representation at ECC (Fall 2017)
African American	27%	30%	14%
Asian	8%	6%	15%
Latino	33%	35%	52%
Pacific Islander	4%	4%	0.5%
Two or More	8%	8%	5%
Unknown	0.6%	0.9%	0.5%
White	19%	15%	13%

Computer Labs: The Basic Skills Study Center (BSSC) and Library Media Technology Center (LMTC) are two large open computer labs for students.

Basic Skills Study Center (BSSC): From 2007 until 2014, the BSSC computer lab was used primarily by students enrolled in the Academic Strategies 1 course. However, Fall 2014 was the last semester the course was offered, so the computer lab became a multi-purpose lab to best utilize the 138 computers located in one large room. Now, the primary use is for students to use the computers on a drop-in basis during all library hours of operation. Also, faculty and staff across campus may reserve computers in the BSSC when they need several student computers for activities such as testing and research.

The Library Media Technology Center (LMTC): The LMTC is ECC's main drop-in computer lab for students. Students who need to use a computer, print documents, or use a scanner come to the LMTC. When faculty, staff, or special programs need a computer lab in an enclosed room, reservations can be made for one of the LMTC's three rooms with 24-26 computers in each room.

Students log onto the computers in the LMTC thousands of times each semester. Rather than analyze data from this large user group, the IRP suggested surveying students and analyzing data from one week in the Fall 2017 semester. Out of ninety-one students who completed a short survey, IRP highlighted the following:

- Most students arrived at the LMTC between 8:00 am - 10:00 am and this is the typical time of their visits.
- Most users came to use a computer for academic purposes such as coursework or to log onto ECC's portal or website.
- For the number of visits to the computer lab per week, most students come more than once per week.

Federal Work Study (FWS) Student Staff: Each academic year, 20 – 30 FWS students are hired, trained, and supervised to work in the Learning Resources Center. Many of these student employees have had minimal previous work experience. By working at the LRC service desks and computer labs, the student workers gain valuable experience and communication skills that enhance future employment opportunities.

Students Enrolled in Tutor Training 200 – In the fall and spring semesters, tutors from the Learning Resources Center and other campus tutoring programs enroll in Tutor Training 200. In this class, tutors explore methods and strategies they can use to help other students be successful independent learners. Passing this class is a requirement to be a tutor for the Learning Resources Center.

3. **Describe how interaction with the program helps students succeed or meet their educational goals.**

Data from Institutional Research and Planning (IRP) clearly illustrates that students who interact with tutors and take advantage of LRC services have a better success and retention rate than students who do not.

Face-to-Face Tutoring and Student Success: In Spring 2017, Institutional Research and Planning (IRP) compiled a report titled, "Learning Resources Center Tutoring Program Outcomes Spring 2017." This report analyzed 398 unique students who came for tutoring and made 1,041 visits. On all measurements, students who came for tutoring were more successful than the comparison group.

For example, IRP data indicates that 79% of the students who came for tutoring were successful in their courses; on the other hand, the ECC student population as a whole had a success rate of 69% (Table 6).

Table 6. Success Rate of Students Who Use LRC Tutoring Compared to ECC Population

Spring 2017	LRC Tutoring Students	ECC Student Population
Success Rate	79%	69%

The average GPA of students who came for tutoring was 2.61; for the ECC population, it was 2.46 (Table 7).

Table 7. Average Term GPA of Students Who Use LRC Tutoring Compared to ECC Population

Spring 2017	LRC Tutoring Students	ECC Student Population
Average Term GPA	2.61	2.46

Online Tutoring and Student Success: Institutional Research & Planning (IRP) analyzed data from students who met virtually with tutors from an outside service provider, NetTutor. These students were enrolled in both face-to-face and online courses. For a meaningful analysis of more than 1,100 student log-ons with online tutoring, IR&P aggregated student grades in courses related to the NetTutor programs at the department level and then compared the success and retention rates of ECC students who did and did not use NetTutor.

Although the percentage of ECC students who used online tutoring is small, the results indicate online tutoring support benefits students. In four departments – chemistry, economics, English, and math – the success rates for NetTutor users exceeded the department success rate by at least 12 percentage points (Table 8).

Table 8. Departmental Success Rates for NetTutor Users and All ECC Students Spring 2015 – Spring 2017

		NetTutor Users		All ECC Students	
	% Using NetTutor	**Total Grades**	**Success Rate**	**Total Grades**	**Success Rate**
Business	0.45%	37	68%	8,137	65%
Chemistry	1.43%	64	81%	4,488	60%
Economics	0.54%	22	91%	4,063	78%
English	0.64%	219	83%	34,441	65%
Math	0.89%	340	66%	38,156	54%
Physics	2.41%	74	61%	3,067	60%

Student Users in Computer Labs: Data from IRP's "Learning Resources Center Computer Lab Usage Survey" indicates that students use the computers primarily for school-related business such as coursework, checking the ECC website or logging on to MyECC for class schedules, transcripts, etc. Since students are using the LRC's computer labs for academic purposes rather than personal purposes such as shopping, it can be concluded that having computers readily available for students is necessary for their academic success (Table 9).

Table 9. What did you use a computer for today?

Response	Number of Times Option Was Selected	Percent
Coursework (Anything related to an ECC course)	74	84%
Check email	19	22%
Check the ECC website or log-in to MyECC	29	33%
Other Personal Business	16	18%

Student Athletes: IR&P analyzed data from in-season and out-of-season student athletes who visited the LRC. In-season athletes who visited the LRC had a course success rate of 71%, nearly seven percentage points higher than their in-season peers who did not visit the LRC. For retention rate, in-season athletes who came to the LRC had more than a five-percentage point difference than their in-season peers who did not come to the LRC (Table 10).

Table 10. Success and Retention Rates, by LRC Participation

All teams				
	Number of Students	Number of Grades	Success Rate	Retention Rate
Visited LRC	226	742	73%	86%
Did Not Visit	267	784	71%	85%
All	493	1,526	72%	85%
In-season teams only				
	Number of Students	Number of Grades	Success Rate	Retention Rate
Visited LRC	170	543	71%	87%
Did Not Visit	140	392	64%	81%
All	310	935	68%	84%
Off-season teams only				
	Number of Students	Number of Grades	Success Rate	Retention Rate
Visited LRC	56	199	79%	84%
Did Not Visit	121	392	78%	88%
All	177	591	78%	87%

4. How does the program interact with other on-campus programs or with off-campus entities?

The Learning Resources Center (LRC) is located in the Schauerman library; therefore, the LRC staff continually collaborates with the library faculty and staff so all LRC policies and procedures are consistent with the library. To facilitate this goal, at least two LRC staff members are on the Library Learning Resources (LLR) Division Council where policies, procedures, planning are discussed and voted on.

The LRC staff also interacts with faculty and programs across campus to develop and provide services to meet the needs of the students. For example, the LRC staff collaborates with faculty to provide discipline-specific orientations of the LRC services. For a basic skills writing course, the LRC staff gives an orientation of the computer labs that highlight how students create their own print account, send essays to the print queue, and release their essays at the print stations. For students in pre-nursing courses, the LRC provides orientations that highlight tutors and learning materials appropriate for their courses.

The LRC program interacts with departments across campus to know what kind of learning materials should be housed in the LRC for students. For example, the LRC maintains a collection of anatomy models for students to use while studying for anatomy courses. Since the models are heavily used and quite expensive, the LRC requests funding for the models in the annual plan based on recommendations from the anatomy and physiology faculty. If funds are allocated for the models, the LRC consults with the faculty for anatomy to determine which models should be purchased based on their students' needs.

The El Camino College faculty plays a vital role in the LRC's tutoring program. Faculty identifies, recruits, and recommends potential tutors. The LRC staff regularly communicates with faculty who teach the disciplines that have tutors in the LRC. By doing this, faculty is confident the tutors have the necessary academic, communication, and personal skills to assist students.

The LRC depends on a large pool of student staff each semester to assist students at three service counters for 65.5 hours per week during the fall and spring semesters. In addition, student employees are needed for fewer hours during the winter and summer terms. Many of these student employees are paid through the Federal Work Study (FWS) program with an array of rules and guidelines. When hiring new student workers, the LRC staff regularly interacts with ECC's Human Resources and Federal Work Study departments to ensure that the rules, guidelines, and laws that govern FWS are followed.

The LRC regularly participates in and makes presentations at several campus events such as New Student Welcome Day, CalWorks Mini-Conference, TOPS Conference. The LRC participates in these events by hosting scavenger hunts throughout the Library & Learning Resources building and staffing information tables at resource fairs.

The LRC has approximately 250 computers with pay-per-print capabilities for students to use on a drop-in basis. To maintain quality hardware, software, and printing, continual communication

and planning with ECC's Information Technology Services (ITS) staff is vital. In addition, the LRC regularly communicates with technicians at Ricoh, the vendor that provides ECC with copiers, printers, and stations to pay for printing.

The LRC coordinates with the Athletic department and Student Equity Program to provide an instructional aide and a designated study space for the students in the Athletic Achievement Program. To support this program, the LRC collaborates with the Athletic department to hire and train instructional aides for the program. The LRC also collaborates with the Student Equity Program (SEP) that funds this program.

In the case of an emergency, the LRC is aware of the daunting task to keep the large number of students who are in the library safe and secure. To be as well-prepared as possible, the LRC staff participates in many safety training opportunities on campus.

The assistant director of Learning Resources teaches Tutor Training 200, a course that trains tutors to guide students to be successful in their courses. This course is offered through the Humanities division, so interaction with this division is needed for maintaining Student Learning Outcome assessments, grading, attendance, syllabus, etc.

For online tutoring support, ECC has a contract with NetTutor, a company that provides online tutoring for students. The LRC regularly meets and plans with Link-Systems to maintain this service with the provider.

The LRC's tutoring program has developed a tutor training program that is approved by a nationally-recognized organization, the College Reading and Learning Association (CRLA). For this approval, the LRC's tutor training program has met the CRLA's rigorous guidelines for tutoring topics with appropriate depth and breath for tutor training. As a CRLA approved tutor training program, the LRC awards tutors with the CRLA's Level I, II, and III tutoring certification after tutors have met CRLA requirements.

5. List notable achievements that have occurred since the last Program Review.

In the past, the LRC was included in the Program Review for the Library & Learning Resources (LLR). This is the first time the Learning Resources Center (LRC) is submitting its own Program Review, and this report has provided a perfect opportunity to reflect on notable achievements.

Printing and Copying: In summer 2017, the LLR contracted with a new company to improve and upgrade printing and copying services for students. The services and hardware this company provides are superior to the previous one. This company has installed new printers, print-release stations and copiers. Over the summer, the LRC staff, Information Technology Services (ITS) and the company worked to implement a pay-per-print system that allows students to put their money for printing on their account with their myECC credentials.

Basic Skills Study Center (BSSC): LRC staff is able to quickly adapt and change as the needs of the campus community changes. Until fall 2014, the BSSC was reserved primarily for students enrolled in Academic Strategies 1 class. After 2014, the course was cancelled, so the

staff needed to determine how to best utilize the computer lab. This lab is now reserved by programs when they need many student computers, used as a drop-in student lab, and reserved by faculty when they need to bring students to a computer lab. By using this lab for drop-in students, there are no lines for a computer in the LRC's labs.

Online Tutoring: In 2012 the LRC started to offer online tutoring through a vendor, NetTutor. Since then, many students have taken advantage of this service. According to the internal reporting function within the NetTutor, in Fall 2016, students had 525 tutoring sessions with a virtual tutor. In spring 2017, there were 439 visits.

Face-to-Face Tutoring: CI Track, a computerized system to maintain data on students' usage of tutoring has been implemented. This system eliminates hours of labor that is needed for a staff member to manually type information of students who have used tutoring. Although CI Track is a rather basic system, it does greatly reduce the number of errors in students' names, ID numbers and duration of time a service is used.

Student Athletic Program: Since the previous Program Review, the LRC staff has collaborated with the Athletics program so that student athletes have had a dedicated place in the Learning Resources Center to study and meet with tutors. Over the years, the program has grown and developed with more teams and students taking advantage of the services and support.

According to the handwritten sign-in sheets, there were 64 student visits by student athletes when the program began in Fall 2012. By Fall 2016, this number dramatically increased to 4800 student visits. In Fall 2017, a computerized sign-in system was used and recorded 3,900 student visits. In addition, counselors have added their support to the program by coming to the LRC during registration times to counsel student athletes for the upcoming semester. A dedicated instructional aide has been hired by the Student Equity Program. This aide is also a coach on one of the sports teams, so the aide is well-aware of the particular needs and challenges of student athletes (Figure 4).

Figure 4. Number of Student Athlete Visits by Semester
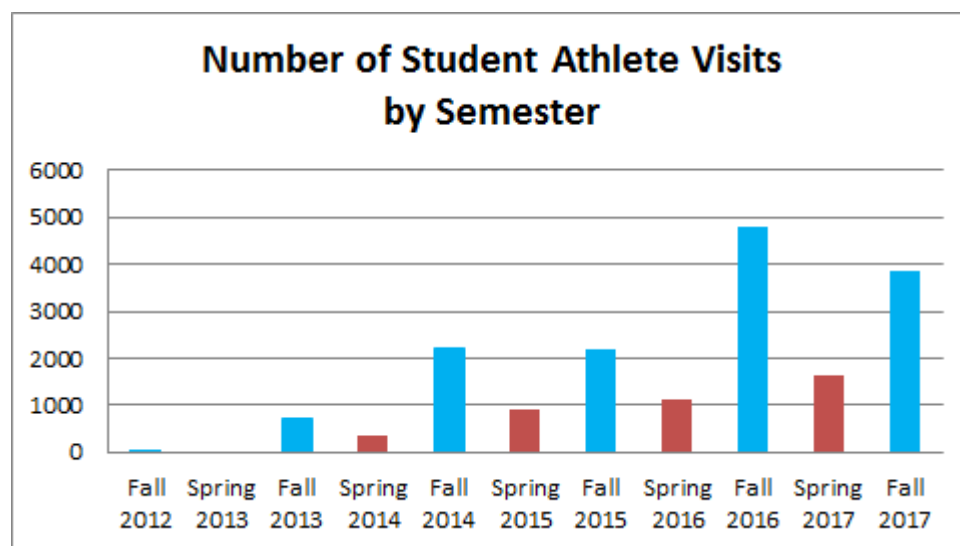
Handwritten sign-in sheets indicate that the LRC's tutoring center experienced a lot of activity from 2013 – 2017 with many students meeting with tutors in the fall and spring semesters. Tutoring is also offered in the winter and summer, but the variety of subjects and number of tutors is limited (Table 11).

Table 11. Number of Student Visits with a Tutor

Semester and Year	Number of Student Visits With a Tutor
Fall 2013	4,600
Spring 2014	4,650
Fall 2014	4,000
Spring 2015	3,300

Semester and Year	Number of Student Visits With a Tutor
Fall 2015	3,700
Spring 2016	3,700
Fall 2016	4,800
Spring 2017	1,650
Fall 2017	3,900

Tutor Training Reaches Across Campus: The LRC's tutor training program has been evaluated and approved by the College Reading and Learning Association (CRLA). CRLA is a national organization that sets standards and expectations for tutor training programs. Recently, other tutoring programs on campus such as the Reading Success Center (RSC), Knowledgeable Engaged and Aspiring Students (KEAS) program, and the Peer Assisted Study Session (PASS) have found value in formalized tutor training and are sending their tutors to the tutor training classes.

Staff Training: The LRC depends on 25-30 part-time workers to provide excellent customer service at three different counters. Most of these employees are students, and for many, their job in the LRC is their first. To ensure the entire staff is properly trained, the LRC full-time staff has instituted training sessions for part-time employees each semester. The training sessions cover policies, strategies for conflict resolution, day-to-day duties, and communication skills.

Orientations: The LRC provides several orientations each semester for faculty and their classes. To ensure students leave with an understanding of the LRC's services, each orientation begins and ends with a Student Achievement Outcome quiz. Results of the quiz are tallied and analyzed, so orientation presenters know what areas should be improved in the future.

6. What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

This is the first time the LRC is submitting its own program review. In the past, the LRC was included in the library's Program Review; therefore, most of the recommendations in the *2013 Library Program Review* did not address the LRC specifically. One recommendation relevant to the LRC was to reconfigure the Basic Skills Study Center to create collaborative learning spaces. This has not been done because reconfiguring the learning spaces would require increasing and moving power and network outlets significantly. Also, various programs on campus have made use of the Basic Skills Study Center with the current configuration.

B. Program Environment

1. **Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?**

General Overview of Program Location: The Learning Resources Center's Basic Skills Study Center (BSSC), Library Media Technology Center (LMTC), and tutoring area are scattered throughout the Schauerman Library with adequate space to provide services. For today's students, there are enough computer terminals for students to use on a drop-in basis during all hours of operation.

However, the LMTC, BSSC, and tutoring area are far apart and on different floors of the library. The tutoring area is on the library's second floor, west wing. Most of the LRC's tutoring occurs in this area; however, there are also tutors in other locations because the tutors and students need special equipment to be effective. For example, music tutors meet with students in the Music Library because that building has practice rooms with pianos. The Basic Skills Study Center is on the 2nd floor of the library's west wing. The campus's main student computer lab, the Library Media Technology Center, is in the library's east basement with 125 computers located in four different rooms.

It is difficult to collect data on students' usage of tutoring, computers, and learning materials because the LRC does not have adequate computer programs for this. The LRC uses CI Track, a computerized system to track students' usage of face-to-face tutoring; however, the version currently in use has only basic reporting functions. There are also many learning materials such as anatomy models that should be checked out electronically, rather than using the current paper and pencil method. LRC staff used to get data on computer usage from Information Technology Services, (ITS) but this is no longer provided.

The LRC's service counters are not always positioned to maintain a communicative and efficient work flow. Often times, students enter the tutoring area and never notice the staff behind the counter to provide assistance. In the LMTC, the offices for full-time staff are so far away from the service counter that staff cannot efficiently interact with student workers and patrons when needed. In addition, the service counters in the tutoring area and other locations throughout the Learning Resources Center are very tall and need to have a universal design to accommodate a range of access needs.

Tutoring Area: The tutoring area is currently the only location in the library where students are allowed to work and talk, so when the area is crowded it becomes quite noisy.

Tutors and students may use the 10 desktop computers in the tutoring area; however, tutors often use their personal laptop computers to assist students at tables without computers. Mobile devices such as tablets that can be checked out would be convenient for tutors who do not have access to a laptop.

Basic Skills Study Center: The Basic Skills Study Center (BSSC), with 138 computers in one large room, is across from the tutoring area on the library's second floor. Since the BSSC is a large space, it could be reconfigured in the future as the needs of students, programs, and ECC change. Although the Basic Skills Study Center is a relatively new addition to the library, there are water leaks when there is heavy rainfall.

The BSSC and tutoring areas are connected by a hallway. This makes it necessary to have staff at two service counters during all hours of operation. If these two areas were not separated by a hallway, staff would be needed at only one service counter.

Library Media Technology Center: The LMTC is located in the library basement with 125 computers located in four different rooms. The rooms that are used by classes and programs on campus have around 25 computers in each room, so the rooms are too small when an entire class wants to use a computer lab.

2. Describe the number and type of personnel assigned to the program. Please include a current organizational chart.

A large staff is needed to service all the students who come to use LRC's services during the 65.5 hours per week of operation. The personnel assigned to Learning Resources Center (LRC) program are the director of the Library & Learning Resources, an assistant director for Learning Resources, a Library Media Technician (LMT) III who is dedicated to serving students during the afternoon and evening hours, a Library Media Technician III who is assigned to the morning and daytime hours, a Library Media Technician IV who mainly serves students in the LRC's basement computer lab during the day. In addition, the staff includes 3-5 casual staff members, 20 - 30 student workers, and 20 - 30 part-time tutors. (Figure 5)

Figure 5. Learning Resource Center's Organization Chart
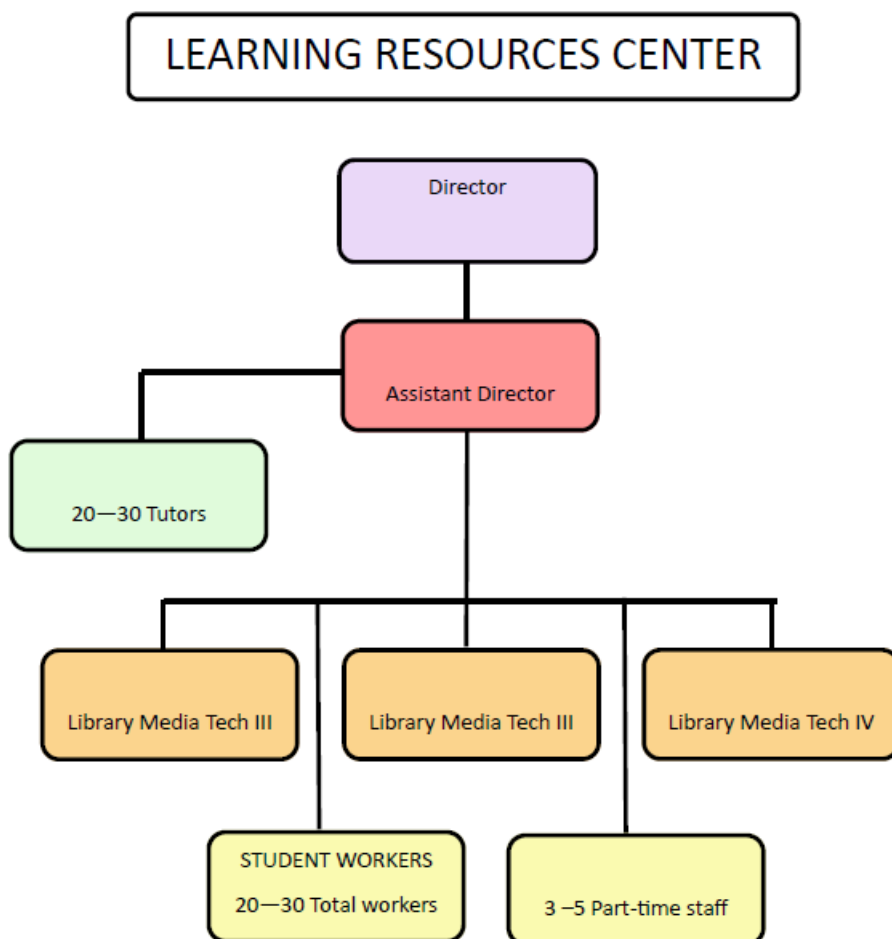
3. Describe the personnel needs for the next four years.

Federal Work Study Student Recipients: Approximately 25 student workers who receive Federal Work Study (FWS) funding are employed by the LRC during the fall and spring semesters, with a few during the winter and summer sessions. Each FWS student is generally awarded $3,000 that they earn by obtaining a job on campus. Therefore, the LRC receives approximately $75,000 from the federal government to pay student workers. The LRC depends on the FWS recipients to assist students at three different service counters during the regular hours of operation.

Part-Time Staff - The part-time staff members who are not students are necessary for the LRC to continue providing good customer service to our students. These employees are often available to work at the service counters when the student employees are in class and therefore cannot work. The part-time staff who have longevity at ECC understands the policies and procedures of the LRC, the library, and the campus.

When the full-time staff is unavailable to help students, the part-time staff is often available to answer questions related to printing problems, tutoring schedules, copying issues, etc. Since the LRC needs full-time staff members for all hours the library is open, an additional full-time staff person would be beneficial to the thousands of students who use LRC services each semester.

Library Media Technician Job Descriptions: The job descriptions for the Library Media Technician (LMT) series have not been updated in decades. These job descriptions need to be reviewed and updated so that the LRC can hire employees with the ability and flexibility to use technology in an ever-changing work environment.

In-House Online Tutors: Currently, ECC students have access to online tutors who work for NetTutor, the vendor selected by the California Community College's Chancellor's office. Since the tutors are virtual, faculty and students do not know the tutors and the tutors' academic backgrounds. Most of the time, the tutors' schedule of availability is during hours most convenient for students located on the east, not west coast. In addition, wait times can be long. To improve online tutoring for ECC students, the LRC should train its face-to-face tutors to also meet with students online. If this comes to fruition, and face-to-face tutors also become virtual tutors, the tutoring budget should be increased to pay for the tutors' added duties and training.

Tutoring Supervisor: Currently, California legislators are reviewing Assembly Bill 1935, a bill that would authorize apportionment funding for tutoring students in credential/degree-applicable and transfer-level courses. If AB 1935 passes, the LRC and other tutoring programs on campus have an opportunity to generate funds through tutoring. However, one of the requirements for claiming apportionment from tutoring is to have a designated faculty supervisor assigned to the tutoring center. The LRC would need to hire a faculty member to meet this requirement.

On-Site Campus Police: Issues involving students and non-students who behave inappropriately in the Learning Resources Center are ongoing and very time consuming to manage. In addition, since the LRC is located within the library building, library patrons often migrate throughout the building while creating discipline problems in various locations within the facility. A full-time staff from Campus Police in this building would significantly reduce these problems.

Tutoring: A student survey for the tutoring program in Spring 2017 included the question, "If you could change one thing about the LRC's tutoring program, what would it be?" Out of 37 written responses, 11 (30%) responses indicate students strongly feel a need for tutors to be more available.

4. Describe facilities needs for the next four years.

Designated Space for Group Study: Today's students are encouraged and taught to study collaboratively. Given this trend, the Learning Resources Center needs to provide enough space for students to study in groups, with and without computers. Currently, active group learning is allowed only in the library's ten study rooms and the tutoring area. The ten study rooms are often all used at the same time, so groups of students come to the tutoring area to study. Although it is

wonderful to witness students engaging in collaborative learning, the tutoring area is too small for several study groups and tutoring sessions, so the area becomes crowded and noisy which negatively impacts tutoring.

Outlets: Today's students use several electronic devices such as tablets, laptops, and cell phones at the same time. To recharge these devices, students use the few existing outlets in the LRC, stretch the cords across walkways and study areas, creating tripping hazards. To alleviate this problem, more outlets with better accessibility have become a student necessity.

Staff Offices: The office location for full-time staff in the LMTC, the basement computer lab, is not situated so the staff can easily interact with and help students. If the service counter in the middle could be moved closer to the full-time staff offices, the staff would be better situated to easily assist students and the student workers.

Space for Food and Beverage Consumption: A designated area for part-time employees is needed. Although the LRC has more than 50 employees, the LRC has no appropriate place for them to heat up food and eat before or after their shift.

Computer Labs: The student computer labs are in two different locations within the library. First, the Library Media Technology Center lab is located in the library's east basement. The Basic Skills Student Center is located on the 2nd floor of the library's west wing. The distance between these two labs makes managing and maintaining the labs difficult. A more desirable layout would be to have the computer labs on the same floor or on different floors but on the same side of the library building.

Also, the computers in both labs are in large rooms that are not designed to be used as classroom space. However, faculty want to bring their classes to a computer lab a few times each semester. The Learning Resources Center accommodates these requests although the spaces are not ideal. A better design would be to have 35-40 computers in an enclosed area with other equipment such as digital projectors.

Learning Resources Center receives requests from faculty and staff who want to use a computer lab between semesters when the building is closed. These requests are usually not fulfilled because it is not possible to block access to other areas within the library while keeping a computer lab open. To do this, elevators throughout the building would need to be locked, and several doors need locks installed.

Temperature Control: The temperature in the Learning Resources Center is often too hot or cold for the season, and it is very difficult for Facilities to appropriately manage the temperature for all areas in the library. An upgraded, modern heating and air conditioning system is needed.

Ceiling Tiles: The ceiling tiles in the tutoring area fall down frequently. Facilities have re-applied glue to the tiles or screwed the tiles back into the ceiling. However, since the tiles are old, they are now crumbling when they get re-attached to the ceiling. This causes an ongoing safety concern has ceiling tiles have fallen on students and staff, and can fall at any moment. The

LRC received a budget of $15,000 to fix this problem, FPS is trying to find a solution, but it seems that a long term solution will cost more than the original money allotted.

Height of Service Counters: The service counters throughout the LRC do not help to foster a sense of good customer service. The counters in the Library Media Technology Center and tutoring areas have no section that is lowered for students in wheelchairs. The counter in the Basic Skills Study Center has a glass front that makes face-to-face conversations with students rather cumbersome.

Safety: Maintaining safety for all students, staff, and faculty is always on the minds of LRC employees. In the past, fire alarms that locked the door for 15-seconds were installed to prevent exiting through fire doors, for safety and security. This kind of alarm is on the emergency exit door in the Library Media Technology Center, way in back of the library basement. If there ever is a fire or active shooter, people will not be able to exit for 15 seconds. The main issue with these doors is that they are not connected to the fire system in the building. That means if the alarm goes off the door still takes 15 seconds to open, causing potential for trampling and panic. If the doors were connected to the fire system they would open immediately when the alarm sounds. Considering today's safety concerns such as an active shooter, this type of alarm is not acceptable.

Another alarm that needs to be replaced is in the tutor area on the 2nd floor emergency exit. Below is a photograph to illustrate how old and unusable the alarm is.

In addition to alarms in the tutoring area, the glass door that does not lock should be evaluated for safety (See photo above). A solid door that locks might be a better for certain safety concerns.

5. Describe the equipment (including technology) needs for the next four years.

Hardware and Software: Technology develops and changes so quickly, making it is difficult to foresee what kinds of hardware and software students might need in the future. The LRC will need to remain flexible and current to continually meet the students' needs for technology.

At the present time, there are enough computers for student use. However, since so many students log on LRC computers each day, it can take several minutes for students to log on with their username and password. This problem must be fixed, so students do not need to wait to log on a computer in the LRC. ITS has indicated that the problem is outdated network switches and that the switches throughout to building need to be replaced to solve the network slowdown.

Students interact with other students and technology differently, depending on their projects and assignments. Sometimes a group of students needs one computer; other times, a group of students needs a computer for each student. To meet this need, students and tutors would welcome mobile devices that can easily be moved around depending on the project.

Furniture: Although the furniture in the Basic Skills Study Center is only ten years old, some computer table pieces are falling apart. Trays for the keyboards have broken, so they are no longer attached to the tables. The wrist pads have fallen off the trays and are so worn the gel material on the inside came out. The casing to hold the wire management system underneath the computer tables has fallen off and cannot be re-attached. The chairs in this area have held up, but students easily tip over when they sit on the edge of the chairs.

Furniture in the tutoring area is a collection of mismatched pieces. Tables and chairs that are easily moveable for different group sizes would be better to facilitate the interactions of tutoring sessions.

Software to Track Usage of Services: The Learning Resources Center (LRC) has CI Track, a computerized system to track students' usage of face-to-face tutoring; however, the version currently in use has only basic reporting functions. Reports cannot be emailed to faculty. In addition, there are many learning materials such as anatomy models that should be checked out electronically, rather than the current paper and pencil method. Also, students' usage of the computers is also not easily tracked. Software and reporting functions are needed to efficiently collect and track this data for planning purposes.

6. Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?

Since the Learning Resource Center (LRC) is located in the library, the LRC is open during the library's regular hours of operation. During the fall and spring semesters, the LRC is open 65.5 hours per week. The hours are:

- Monday through Thursday, 8:00 am - 9:00 pm;
- Friday 8:00 am - 4:30 pm; Saturday 9:30 am - 2:30 pm

In the summer the LRC is open from 8:00 am – 7:00 pm, Monday through Thursday.

Winter hours of operation are:

- 8:00 am – 7:00 pm Monday through Thursday
- 8:00 am – 4:30 pm on Friday

However, the LRC services within the library such as tutoring are not offered during all hours the library is open. Tutoring occurs Monday through Friday, but the tutors' schedules are based on when the classes are taught, tutors' availability, and day and time most students are most likely to take advantage of the tutors. On the Spring 2017 survey that asked students' opinions about the LRC's tutoring program, students were asked, "If you could change one thing about the LRC's tutoring program, what would it be?" Out of 38 responses, 11 (30%) expressed a need for more tutoring.

7. Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?

College Reading and Learning Association: Learning Resources Center tutors are awarded a tutoring certification from the College Reading and Learning Association (CRLA). To be a part of this certification program, the LRC must submit an application every five years to validate that the LRC's tutor training program includes topics, learning materials, and evaluation processes that meet the requirements and guidelines determined by CRLA.

Federal Work Study Program: The Learning Resources Center (LRC) depends on students who receive financial aid through the Federal Work Study (FWS) program. These students work on campus, but get paid through this federal government program. In the 2017-2018 academic year, the LRC's student workers on the Federal Work Study program received more than a total of $75,000. This funding pays the student workers who are dedicated to maintaining the day-to-day operation at the LRC's three service counters during the 65.5 hours per week the LRC opens. If funding for the FWS program is reduced, the LRC services will be severely impacted.

According to a March 17, 2017 article, "Work Study Worries" found in *Inside Higher Ed,* the current United States president's "broad budget outline calls for reducing Federal Work-Study 'significantly...'" At the present time, the proposed budget cuts are unclear. However, should the FWS funding be reduced, the LRC's operation will be severely impacted. To maintain the current level of service and hours of operation, the budget for student employees would need to be increased significantly.

Assembly Bill 1935: Currently, the California Community Colleges are able to claim apportionment funding from tutoring for basic skills courses, but not for tutoring in transfer-level courses. AB 1935 would change this by authorizing apportionment for tutoring students in credential/degree-applicable and transfer-level courses. If AB 1935 passes, the LRC and other tutoring programs on campus have an opportunity to generate funds through tutoring.

Increase in the Minimum Wage: The minimum wage continues to increase but budgets remain the same. This puts considerable pressure on the LRC to maintain the same level of services with fewer and fewer staff members and tutors.

C. Service Area Outcomes (SAOs)

1. List the program's SAOs.

The SAOs for the Learning Resources Center are:

1. After attending an orientation of the Learning Resources Center's services, students will have knowledge of the academic support resources and services available to them.

2. Students who join the Learning Resource Center's (LRC) team as a staff member or tutor will gain confidence, develop skills for the workplace, and be knowledgeable about the services the LRC provides.

3. Students who engage with a tutor in the LRC will be more successful than those who do not.

2. How were the SAOs developed? Who was engaged in the creation of the SAOs?

The Learning Resource Center's assistant director and three classified staff are responsible for the development of the SAOs. This team discusses and develops SAOs during regularly scheduled staff meetings. Email and a shared document file are used so all team members have opportunities to provide input and ideas.

SAO #1: The LRC staff wants to be sure students understand the important points that are highlighted during orientations. To accomplish this SAO, the LRC staff developed a short quiz that is given at the beginning and end of each orientation. (Table 12)

Table 12. Questionnaire for Students Who Attend LRC Orientations

1. I need my student ID card when I use a computer in the Library Media Technology Center in the basement of the library.	True	False
2. I need my student ID card when I use a computer in the Basic Skills Study Center.	True	False
3. I need to make an appointment to meet with a face-to-face tutor.	True	False
4. I will use my non-El Camino email address to access the online tutoring service.	True	False
5. It costs _____ per page to print or make a copy.		

SAO #2: To know whether or not the part-time staff found their work experience to be valuable for their professional growth, the LRC staff developed the "Student Worker Survey " that is given to part-time employees during the spring semester. (Table 13)

Table 13. Student Worker Survey

Students who join the Learning Resources' team as a staff member or tutor will gain confidence, develop skills for the workplace, and be knowledgeable about services Learning Resources provides.

Are you a tutor or LRC staff?
Circle one: TUTOR   or   STAFF

	Completely Agree	Agree	Somewhat Agree	Disagree	Completely Disagree
1. I am comfortable speaking with my supervisors and faculty about topics relevant to my job in Learning Resources Center.	5	4	3	2	1
2. I am comfortable helping students in Learning Resources Center.	5	4	3	2	1
3. If I don't know the answer to a student's question, I am able to approach another person to find out the answer.	5	4	3	2	1
4. I have developed skills for the workplace environment.	5	4	3	2	1
5. I am knowledgeable about the services in Learning Resources Center.	5	4	3	2	1
6. I am comfortable sharing information with other students about services in Learning Resources Center.	5	4	3	2	1

Other Questions for Thought

- Think about how you were when you started working here and compare it to yourself today. How has being a part of the Learning Resources staff helped you develop as a student and employee?
- What can your supervisors do to help you develop further?
- What changes do you think should be made?

SAO #3: To learn how LRC tutors affect student success, Institutional Research and Planning analyzed data from approximately 400 students who met with tutors in spring 2017. The data was collected from students swiping their ID cards into a computer installed with a usage tracking software. The collected data includes each student's name, ID number, course they are seeking help in, date, time in and time out.

3. How often are the SAOs assessed and who is engaged in the discussion?

SAO #1. To understand the efficacy of the LRC's orientations, the SAO is assessed whenever an LRC staff member gives a class orientation. The four members of the LRC staff discuss the results of the assessment at a staff meeting.

SAO #2: To understand how student employees perceive their work experience in the LRC, the SAO is assessed on an annual basis. The full-time staff discusses the results and based on the results, they may make changes to the training sessions and share results at tutor and student staff meeting to get input from the employees.

SAO #3: To understand how tutoring relates to student success, SAO #3 was assessed for the first time in Spring 2017. In the past, it was difficult to assess the efficacy of tutoring because when students met with a tutor, they recorded their name, course, and student ID number by writing it down on a piece of paper. Now that students are electronically recording their usage of tutoring, the data is more accurate. In the future, the survey for SAO #3 will be given out annually to students who use tutoring.

4. What has been done if the SAO assessment results were not as anticipated?

If SAO assessment results were not as anticipated, the staff discusses the results, develops a plan for positive change, and implements these plans. For example, after an orientation, only 36% of the students answered the following statement correctly:

> "I need my student ID card when I use a computer in the Library Media Technology Center in the basement of the library."

Later, in the post quiz, only 11% answered the following statement correctly:

> "I will use my non-El Camino email address to access the online tutoring services."

To improve the results, the LRC staff decided they would observe each other giving orientations. By doing this, they could learn ways to improve their own orientations and adjust the wording of the questions for clarity.

5. **Where are the SAOs shared with staff, students, and the public?**

The Learning Resources Center's SAOs are publicly available on the ECC web page. The SAOs are also posted in the Basic Skills Study Center, Library Media Technology Center, and tutoring areas. The SAOs are also included on appropriate documents such as job applications. For internal use, the SAOs are input into TracDat.

6. Have the SAO assessment results indicated the need to change or modify components of the program?

Overall, the SAO assessment results have been favorable; however, the results do indicate a need to supplement what the LRC is already doing. For example, when the student staff and tutors were asked, "What can your supervisors do to help you further develop?" the responses included useful suggestions such as "provide training and workshops to deal with difficult students." To address this concern, new tutor and student employees attend a training session presented by our campus psychologist.

Since results of SAO #2 indicate the part-time staff is very satisfied and confident with their LRC work experience, the LRC staff changed the focus of the survey in the 2018 training. The latest survey asks the staff to answer 13 questions related to issues that frequently occur at the service counters. If questions are answered incorrectly, the LRC full-time staff meets individually with the part-time staff to provide clarification and guidance (Table 14).

Table 14. Employee Training Quiz

Please answer the following questions.

1. What number do you call if you are going to be late or absent?
2. Why is it not a good idea to call or email just one of the supervisors?
3. What would you do if an instructor asked you to reserve computers in the Basic Skills Study Center?
4. What would you do if a student asked you to "watch my stuff" while she goes to the restroom?
5. If you are in Basic Skills and a student doesn't have his or her student ID but offers his or her driver's license instead, what would you do?
6. What would you do if the printing system is down and students ask you to write a note to give to the instructor explaining why they don't have their essay printed?
7. What would you do if a student needs just two pages printed before a class that starts in five minutes, but the student doesn't have any money?
8. What would you do if there is a student who is at the counter and you feel uncomfortable but you are not sure why?
9. What would you do if a student asks you to charge his or her cell phone behind the

service counter because all the other plugs are in use?
10. How do you connect to Nixle?
11. How do you transfer a call?
12. What do you do with valuables that someone has left behind?
13. What can you do when there aren't many students who need your attention at the counters?

On a scale of 1 – 10 (1 being not a good place to work at all, and 10 being the best job ever.) How would you rate the morale of this department? What do you think we can do to improve morale?

SAO #3: Although the SAO for tutoring clearly indicates students do benefit from tutoring, the research revealed that 72% of the students who came for tutoring, came for less than three visits. Tutors have not collectively discussed and shared solutions and ideas for this, but it is planned for upcoming meetings and training.

D. Program Improvement

1. What activities has the program engaged in to improve services to students?

Printing and Copying Services - Prior to Summer 2017, the Learning Resources Center contracted with a small vendor to provide printing and copying services for our students. The LRC and library staff was not satisfied with the service provided by this small company. The printers and copiers were old and broke down often with no alternative equipment solutions. Paper and toner were delivered in small quantities, so staff had to call often for supply refills. On occasion, the LRC ran out of supplies so students could not print for hours at a time. On-site support for problems with the printing and copying hardware and software was not adequate.

To address this problem, the Learning Resources Center (LRC) in conjunction with the Library coordinated with El Camino's ITS and contracted the copying and printing services with another company. By doing this, students have access to new printers and copiers that can handle large volumes. Students also have a user-friendly virtual system to send print jobs from off-site computers and mobile devices. When problems occur with the hardware or software for the printers and copiers, most problems are quickly resolved.

Diversified Usage of Computer Labs - In the past, the only computer lab students could use on a drop in basis was in the Library Media Technology Center in the library's east basement. During certain times of the academic year such as midterms and finals, students waited in a long line to use a computer. To eliminate the wait time, the Basic Skills Study Center, another large student computer lab in the library, was opened to students on a drop-in basis.

In addition, to address the times when programs and classes need a computer lab for large groups of students, all LRC computer labs are available to reserve and use after considering the needs of drop-in students. In Spring 2017, many groups used the computer labs such as:

- Math Academy
- Outreach for high school students' placement test
- Orientations for nursing students
- Emergency Medical Technician Testing
- English and ESL faculty for student research papers
- El Camino Language Academy
- Counseling to guide and support students with registration
- Athletics for student athletes' registration, new student athlete intake
- Cosmetology testing and research
- New Student Welcome Day

Addition of Athletics Instructional Aide

As more student athletes came to the LRC for tutoring and study time in the LRC, the program needed more support to communicate with coaches, create and send attendance reports, maintain data for usage of the program etc. To fulfill the need for more instructional aide hours, the LRC obtained funding from the Student Equity Program.

Implemented Computerized System to Track Students - In 2016, the LRC installed a computerized system that allows students to electronically check in and out of the tutoring areas. Although the current system does not have extensive reporting and data collecting functions, it is far better than maintaining data with a paper and pencil and then using this data for planning and improving services.

2. How has program personnel use metrics to improve program services? Provide metrics from the last four years.

Metrics for Tutoring: This data has been used to schedule tutors at times that are best for students. For example, the data below indicates only nine students met with a particular tutor who had limited availability during the month of September. Based on this data, the tutor's schedule was changed. Data for subsequent months indicate this was a positive change because more students were able to meet with the tutor (Table 15).

Table 15. Number of Student Visits with a Tutor in Fall 2017

Month	Number of Student Visits
September 2017	9
October 2017	28
November 2017	42
December 2017	16

Metrics for Computer Labs: The Basic Skills Study Center (BSSC) has 138 computers for students to use on a drop-in basis. In Spring 2013, data from Information Technology Services (ITS) indicated the BSSC lab was under-utilized. To allow more students and programs access to this large lab, the usage policy was evaluated and changed, so faculty and campus programs could bring large groups of students to the lab as needed. The data collected by LRC staff who had access to ECC's portal reporting services indicates that from Spring 2015 until Fall 2016, many more students used the computer in BSSC compared to Spring 2013 (Table 16).

Table 16. Student Log-ons in Basic Skills Study Center

Semester	Number of Student Log-Ons in the Basic Skills Study Center
Spring 2013	5,862
Fall 2013 - Fall 2014	Data unavailable due to a retirement of ITS personnel who provided this data
Spring 2015	8,900
Fall 2015	8,900
Spring 2016	7,300
Fall 2016	7,300
Spring 2017 - present	Data no longer available from ECC portal

Metrics for Anatomy Models and Other Learning Materials - Data from students' check out cards for learning materials has been used to discard some materials while requesting other new materials through the annual planning process. For example, audio and visual tapes became obsolete, so those items were removed from the collection. On the other hand, anatomy models are consistently checked out more than 1,000 times per semester, so funding for more models has been included in the LRC's annual plan.

3. If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.

Data from Institutional Research and Planning (IRP) for face-to-face tutoring, online tutoring, and student athletes was analyzed to determine if LRC services have an effect on success and retention.

Face-to-Face Tutoring: When the success rate for the top 10 courses where students sought tutoring was analyzed, IRP discovered that in all 10 courses, those who came for tutoring consistently did better (Table 17).

Table 17. Top 10 Courses LRC Tutoring Students Seeking Assistance In and Success Rates in Those Courses

Spring 2017	# of LRC Tutoring Students	Course Success Rates of LRC Tutoring Students	Course Success Rates of ECC Student Population
English 1A-Reading and Composition	32	75%	65%
Math 150-Elementary Statistics w/Probability	26	77%	59%
Oceanography 10-Introduction to Oceanography	23	83%	81%
English 1C –Critical Thinking/Composition	18	72%	67%
ESL 53C–Advanced Essay Writing and Grammar	14	85%	83%
Anthropology 1–Introduction to Anthropology	13	62%	57%
Business 1A–Financial Accounting	13	62%	56%
Math 80–Intermediate Algebra-Sci/Engr/Math	12	42%	39%
Chemistry 4–Beginning Chemistry	10	70%	57%
Math 40–Elementary Algebra	10	70%	51%
Total	**171**		

IRP data also illustrates that out of 398 students, 287 (72%) came for tutoring for fewer than three visits (Table 18). Further research needs to be done to understand why so many students don't return for tutoring. For example, were these students as successful as the students who came for more tutoring? Did the student get the needed help in a few sessions? Should the LRC train tutors differently, so that students return for tutoring more often?

Table 18. Number of Student Visits with a Tutor

Spring 2017	# of LRC Tutoring Students	% of LRC Tutoring Students
Less than 3 visits	287	72%
3 or more visits	111	28%
Total	**398**	

Online Tutoring: As a requirement for accreditation, online tutoring is a service that must be provided for students enrolled in online classes. Therefore, IRP analyzed data for NetTutor users who were also students taking online courses. A highlight of this data shows that while 53% of all ECC students in online English courses received passing grades, 86% of NetTutor students taking online English courses were successful. For math, 76% percent of NetTutor users were successful in their online math courses, compared to an overall department success rate of 56% for online courses. (Table 19)

Table 19. Departmental Success Rates for NetTutor Users and All ECC Students in Online Courses, Spring 2015 – Spring 2017

		NetTutor		All ECC Students	
	% Using NetTutor	**Total Grades**	**Success Rate**	**Total Grades**	**Success Rate**
English	4.09%	76	86%	1,860	53%
Math	2.79%	42	76%	1,503	56%

Data collected from NetTutor's online reporting function indicates a much smaller percentage of the online tutor users are enrolled in online classes. (Table 20) Future surveys should find out why online students tend to not use a service that is meant specifically for their needs.

Table 20. Online Tutoring Usage: Student Enrolled in Online Course vs Face-to-Face Course

Semester	Number Online Tutoring Hours Used by Students Enrolled in Online Course	Number of Online Tutoring Hours Used by Students Enrolled in Face-to-Face Course	Total for the Semester
Spring 2015	77 (27%)	213 (73%)	290
Fall 2015	34 (9%)	360	394
Spring 2016	48	340	388
Fall 2016	47	170	217
Spring 2017	56	110	166

To understand the relationship between using online tutoring and students' ethnicity, IRP disaggregated success rates by department and ethnic group. Although the data does not indicate higher success rates for all NetTutor students for all departments, there are notable success rates in this data.

According to IRP's research, "Latino and African American students did seem to benefit from NetTutor usage in English courses, especially Latino students, who outperformed the ECC all-student success rate by 15 percentage points. The success rate for African American NetTutor students in the English department also exceeded that of all ECC students, by a small margin of three percentage points. Where there were sufficient students to draw comparisons, White students were the most successful of the ethnic groups, with success rates higher than the larger ECC population in four departments: chemistry, English, math, and physics," (Table 21).

Table 21: Departmental Success Rates for NetTutor Users, by Ethnicity

	African American		Asian		Latino		Two or More		White		All ECC
	#	Success Rate	#	Success Rate	#	Success Rate	#	Success Rate	#	Success Rate	Success Rate
Business	11	55%			15	60%					65%
Chemistry			14	79%	31	81%			11	91%	60%
English	34	68%	57	91%	102	80%			19	95%	65%
Math	44	52%	80	76%	162	61%	14	86%	38	76%	64%
Physics			25	60%	26	65%			14	64%	60%

Student Athletes: LRC/Athletic Program collaboration is funded by Student Equity, a program that closes the equity gap between students on campus. Therefore, it is important to examine the academic success of student athletes by ethnicity. Institutional Research and Planning (IRP) stated that,

> "In almost all of the ethnic groups, LRC visitors had higher success rates than non-visitors. For African American, Pacific Islander, and Two or More students, the magnitude of that gap was at least 10 points. In other words, it appears that students belonging to these groups experienced the greatest advantage from visiting the LRC. However, there was no difference in the success rates between Latino students who did and did not visit the LRC," (Table 22).

Future research should be done to understand why these students do not benefit from the student athlete/LRC program.

Table 22. Success Rates, by Ethnicity and LRC Participation

Course Enrollments			Success Rate		
Total		**Visited LRC**	**Did Not Visit**	**Visited LRC**	**Did Not Visit**	**Difference**
African American	390	218	172	60%	50%	10%
Asian	119	43	76	93%	88%	5%
Latino	511	255	256	72%	72%	0%
Pacific Islander	58	31	27	71%	59%	12%
Two or More	132	62	70	77%	67%	10%
White	307	127	180	91%	86%	5%
All Students	1,526	742	784	73%	71%	2%

E. Customer Service

1. **How was the survey conducted? Please include a copy of the survey in the appendix.**

Students who used services in one of three areas of the Learning Resources Center mid-Spring 2017 semester were randomly asked to complete a customer service survey. When they left, the staff in each area asked students to complete a survey that was left on the service counter. Students were asked to indicate whether they were in the LMTC, BSSC, or tutoring area when they completed the survey. This was done in case a highlight or concern was revealed for a particular location.

Thirteen of the prompts asked for students to rate a particular aspect of the LRC services on a scale of "very good, good, adequate, poor, unacceptable, N/A, or missing." In addition, students were asked what they like best and what they would change in each area (Appendix A).

2. What were the major findings of the customer service survey?

Overall, survey responses indicate students are satisfied with the services they receive in the LRC. Most responses for all three areas were either "very good" or "good." Most survey participants feel the staff responses and knowledge are good or very good. In addition, most students indicated they visit the LRC weekly or daily.

None of the prompts received more than one response in the "unacceptable" category. For the "poor" category, the only prompt that received more than one response was for outlets in the LMTC.

When comments for all three areas were examined, a few consistent comments can be noted.

Highlights from Written Responses:

Tutoring Program: The prompt, "What did you like best about the LRC's tutoring program?" received 45 written responses. Most of the responses were compliments and positive statements expressing the tutors are helpful, patient, and supportive.

For the prompt, "If you could change one thing about the LRC's tutoring program, what would it be?" Highlights of the responses are:

- Eleven responses (29%) asked to increase the availability of tutors in terms of time and variety of classes tutored.
- Three responses (8%) asked to have the air conditioning fixed.
- Two responses (5%) mentioned students who are too loud.

Basic Skills Study Center: The prompt, "What did you like best about this service?" received 19 written responses. Highlights of the responses are:

- Five responses (26%) expressed an appreciation for having access to a nice area.
- Six responses (31%) expressed an appreciation for having access to computers.

When asked what they would like to change about the service, there were ideas expressed by individual students, but no consistent ideas were noted.

Library Media Technology Center: The prompt "What did you like best about this service?" received 32 written comments

- Seven responses (22%) indicate students appreciate the services provided by the staff.
- Six responses (19%) indicate students appreciate the quiet atmosphere of the LMTC.

When asked what they would like to change about the service, there were ideas expressed by single students, but no consistent ideas were noted.

3. Describe exemplary services that should be expanded or shared with other programs.

The Learning Resources Center (LRC) is special because students and faculty from the entire campus community may take advantages of the services. The LRC houses ECC's only open computer labs that are available to all students on campus. Tutors are also available to all ECC students without requirements to be affiliated with a special cohort or program.

Computer Labs and Printing Services: The LRC's computer labs are the main hub for students' printing and copying needs. The LRC houses the only open computer labs that are available on a drop-in basis to all El Camino students. The hours of operation are extensive, particularly during the fall and spring semesters when students have access to the labs 65.5 hours per week.

LRC Staff: To assist thousands of students each semester, the LRC depends on a large staff that consists of three classified staff, three to five part-time staff, and 20-30 student employees and an assistant director. The classified staff works diligently to train and guide the large group of student employees, many of whom are experiencing their first job. Adequate training is vital to the day-to-day operation of the LRC because the student and part-time staff are usually the first point of contact for students who come to the LRC. As a result of this training, thousands of students are met with kind and helpful LRC staff members who are dedicated to providing excellent customer service.

Tutoring: The LRC is particularly proud of the tutors who are dedicated to sharing their passions for learning with many students each semester. All LRC tutors complete 18 hours in the Tutor Training 200 course during the first semester they work as a tutor. Tutors are trained to connect with El Camino's diverse student population, guide students to become independent learners, and share effective student skills. This training is likely a reason why many respondents in the customer service survey were very satisfied with tutoring and complimented the tutors.

Some tutors from other campus tutoring programs such as the Extended Opportunity Program and Services (EOPS), Reading Success Center (RSC), and Knowledgeable, Engaged, and Aspiring Students (KEAS) Program also enroll in the tutoring training class even though these programs do not require tutors to complete this class.

4. What aspect of the program's service needs improvement? Explain how the program will address service improvements.

Noise in the Tutoring Area - The LRC's tutoring area is the only place in the library building where students are officially allowed gather in small groups, other than the limited number of study rooms. Because this space is not large, it can get very loud in the tutoring area, especially during midterms and finals. Although only three survey participants indicated noise to be a problem, it is often a concern of tutors and staff.

Having other spaces within the library facility that are dedicated for group work would be ideal. In addition, these groups should have access to spaces with multiple computers for groups. To

make this a reality, the LRC staff would need to collaborate and plan with the faculty librarians, director, and others who would be affected by this change.

Tutoring Hours and Pay - Students indicated on the survey they want the tutors to be available for more hours. This is a challenge as minimum wage has increased while the budget for tutoring has not. Also, tutors should have an opportunity for raises as they advance in skills through training and experience.

Upgrade the Heating and Cooling System: Survey responses indicate a need to upgrade the heating and cooling system. Students completed the surveys when the air conditioner made the tutoring area uncomfortably chilly. On other days, the area can be uncomfortably warm.

Data Collection - It has been difficult to collect useful data on the LRC's program and services because information has been recorded by hand on pieces of paper. Students checked in and out with the tutors by handwriting students' information on a log sheet; learning materials are checked out on handwritten cards. For student computer log-ons, Information Technology Services (ITS) used to provide this data, but no longer does.

Decrease Log-in Time on Computers in the Library Media Technology Center (LMTC)- Staff in the LMTC has reported inconveniently long wait times to log onto the computers. A recent meeting with ITS, the LRC staff learned that the problem could be solved by investing in an updated network switches and cabling.

F. Conclusions and Recommendations

1.   Summarize the Program's Strengths

The Learning Resources Center's services - the drop-in computer labs, printing, face-to-face tutoring, academic support materials and online tutoring - are available to all ECC students. Unlike other campus programs, students do not need to be a member of a particular cohort or program to access services.

In addition, the LRC's services are located in the Schauerman library, so the computer labs are available during the 65.5 hours per week when the library is open in the fall and spring semester, and generally 44-55 hours per week in the winter and summer terms.

Although the staff of student workers and tutors is quite large, students who use the LRC services are very satisfied with the customer service and support they receive. The LRC's full-time staff works diligently and collaboratively to ensure all student staff and tutors are trained to provide students with the best possible customer service and support.

The LRC staff is flexible and willing to tailor services such as class orientations to meet the individual needs of faculty and their students. For example, students from nursing and human development courses both come to the LRC for orientations, but the content the staff presents is relevant to the particular course.

The student pay-per-print system has been upgraded with better printers and vendor services. Since its inception in Summer 2017, according to the print count on the printers, students have printed more than 240,000 pages in the LRC's computer labs.

The Learning Resources Center's tutors are trained to guide students to become independent learners. The content for the tutor training course follows the requirements of the College Reading and Learning Association (CRLA), an organization that certifies tutor training programs internationally. Tutors from other campus tutoring programs such as the Reading Success Center have enrolled in this training course as well.

Institutional Research and Planning (IRP) has carefully researched and analyzed data from the student computer labs, face-to-face tutoring, online tutoring, and the student athletes in the LRC. In all of the IRP's research reports for the LRC, analysis of the data supports that students have better retention and success rates when they use LRC services.

2. Summarize the program's areas that need improvement.

Facilities: The Learning Resources Center's (LRC) three areas – Basic Skills Study Center, Library Media Technology Center (LMTC), and tutoring program - are scattered throughout the east and west wings, basement and second floor of the Schauerman Library. Having the LRC's three areas spread out is inefficient and makes communication with staff challenging.

The service counter for the tutoring area is not clearly visible to students when they enter the area. Often times, students enter the area and never notice the staff behind the counter to provide assistance. In addition, this service counter is not the right height for compliance with the Americans with Disabilities Act (ADA).

A designated area for part-time employees to eat and relax is needed. The LRC's part-time employees have no appropriate place to store, heat, and consume food before or after their shifts.

The LRC is a good place for students to study in groups, but unfortunately, it is the only place in the library where this is an appropriate activity. The LRC staff needs to collaborate with the library's staff and faculty to designate other areas in the library for group activities and studying.

The temperature in the Learning Resources Center is often too hot or cold for the season, and it is very difficult for Facilities to appropriately manage the temperature for all areas in the library. An upgraded, modern heating and air conditioning system for the entire building is needed.

A solution is needed to solve the problem of the ceiling tiles falling down. The LRC received a budget of $15,000 to fix the ceiling tiles, FPS is trying to find a solution, but it seems that a long-term solution will cost more than the original money allotted. Depending on the solution to fix the ceiling, $15,000 might not be enough to pay for the repairs.

Outlets: Today's students need outlets to charge their electronic devices. Although the student surveys did not strongly indicate there is an outlet shortage, staff are concerned because students

plug in their electronic devices with power cords that block areas where patrons walk, creating a tripping hazard.

Safety: Safety on college campuses is a major concern today. To make the LRC areas safer, the old fire alarms in the LMTC and tutoring area must be replaced with new ones. Doors without locks should be examined and replaced with doors that lock.

Tutoring: Although reports compiled by the office of Institutional Research & Planning indicate that students who use face-to-face and online tutoring are more successful than students who do not, the reports also bring attention to some areas for improvement.

- IRP data points out that out of 398 students, 287 (72%) came for tutoring for fewer than three visits. Further research needs to be done to understand why so many students don't return for tutoring. Also, it would be helpful to know if these would benefit from more tutoring.

- Latinos are 52% of the student population, but used only 42% of the face-to-face tutoring. Further research should be done to understand what the LRC could do to encourage these students to use tutoring.

- IRP also collected data on the student athletes' ethnicity in comparison to the overall ethnic representation at ECC. IRP noted that Asians and Latinos used the LRC at a lower percentage than their overall representation at ECC. Further research is needed to understand why these two ethnic groups are less likely to use tutoring and what can be done to encourage them to use more tutoring.

- Data collected by LRC staff from the online tutoring vendor's reporting function indicates a very small percentage of the users are enrolled in online classes. Future surveys should find out why online students tend to not use a service that is meant specifically for their needs.

Equipment for Tutors: Tutors and students may use the 14 desktop computers in the tutoring area. Often tutors use their own laptops when working with students at tables without computers. Mobile devices such as tablets that can be checked out would be convenient for tutors who have their sessions at the tables without a computer.

Furniture: The computer tables in the Basic Skills Study Center are falling apart. Trays for the keyboards are broken and are no longer attached to the tables. The wrist pads have fallen off the trays and are so worn the gel material on the inside came out. The cases for the wire management system under the tables have broken off. The chairs in this area easily tip over when students sit on the edge of the chairs. The chairs are currently in the process of being replaced.

Furniture in the tutoring area is a collection of mismatched pieces. Tables and chairs that are easily moveable for different group sizes would be better to facilitate the interactions of tutoring sessions.

Technology: The Learning Resources Center has CI Track, a computerized system to track students' usage of face-to-face tutoring; however, the version currently in use has only basic reporting functions. In addition, there are many learning materials such as anatomy models that should be checked out electronically, rather than the current paper and pencil method. Also, students' usage of the computers is not easily tracked. Software and reporting functions are needed to efficiently collect and track this data for planning.

It can take several minutes for students to log on a computer in the LRC with their username and password. This problem must be fixed, so students do not need to wait to log on a computer in the LRC.

3. List the program's recommendations in a prioritized manner to help better understand their importance to the program.

- Replace all old fire alarms on doors in the LRC
- Repair or replace the heating and cooling systems in the LRC
- Ask Campus Police to evaluate the LRC doors without locks and make recommendations for replacement doors
- Purchase necessary equipment to solve the problem of lengthy log-on time for student computers in the Library Media Technology Center.
- Increase budget for face-to-face tutoring
- Replace service counters in LMTC and tutoring areas
- Purchase new tables for the 138 computers in the Basic Skills Study Center
- Continue to develop solutions to replace falling ceiling tiles in the tutoring area, and implement the solutions.
- Purchase mobile tablets for tutors to use during their tutoring sessions
- Improve data collection processes for students' use of LRC services by upgrading current software or implementing new software as needed
- If Assembly Bill 1935 passes, hire new staff to meet Title 5 requirements so that ECC can claim apportionment for supervised tutoring.
- Hire a full-time staff person to work in all three areas of the LRC
- Develop and implement a system so learning materials such as anatomy models can be checked out electronically, rather than the current paper and pencil method.
- In addition to the tutoring area, designate areas within the library for group work
- Purchase devices students can use to charge electronic equipment
- Update job descriptions for the Library Media Technician (LMT) series
- Designate an appropriate meal and break space for part-time staff
- Conduct research on tutoring to understand:
  - Why many students come to tutoring for fewer than three visits.
  - Why Latinos students tend to use face-to-face tutoring in proportions smaller than their student population and what can be done to encourage usage of tutoring.
  - Why Asian and Latino student athletes come to the LRC at percentages lower than other ethnic groups

4. Please indicate whether the program should continue or be discontinued.

XXX   Continue Program

___   Discontinue Program. Explain how the program's services could be handled by another on-campus entity if the program has been declining or is no longer fully utilized.

Appendix A: Customer Satisfaction Survey

Learning Resources Center (LRC) Survey-Basic Skill Study Center

N=25   Spring 2017   El Camino College

Where did you receive this survey?

Response	Frequency	Percent
Basic Skills Study Center	25	100.00
Tutoring Area	0	0.00
Library Media Technology Center	0	0.00
Missing	0	0.00

How often do you use this service?

Response	Frequency	Percent
Daily	12	48.00
Weekly	9	36.00
Monthly	4	16.00
Almost Never	0	0.00
Missing	0	0.00

Knowledge level of staff

Response	Frequency	Percent
Very Good	8	32.00
Good	11	44.00
Adequate	5	20.00
Poor	0	0.00
Unacceptable	0	0.00
N/A	0	0.00
Missing	1	4.00

Quality of staff response to your questions and concerns

Response	Frequency	Percent
Very Good	9	36.00
Good	14	56.00
Adequate	1	4.00
Poor	0	0.00
Unacceptable	0	0.00
N/A	1	4.00
Missing	0	0.00

Ease of navigation through the building

Response	Frequency	Percent
Very Good	12	48.00
Good	11	44.00
Adequate	1	4.00
Poor	0	0.00
Unacceptable	0	0.00
N/A	0	0.00
Missing	1	4.00

Cleanliness of the area

Response	Frequency	Percent
Very Good	14	56.00
Good	7	28.00
Adequate	3	12.00
Poor	1	4.00
Unacceptable	0	0.00
N/A	0	0.00
Missing	0	0.00

Quality of computer hardware and software

Response	Frequency	Percent
Very Good	12	48.00
Good	11	44.00
Adequate	1	4.00
Poor	1	4.00
Unacceptable	0	0.00
N/A	0	0.00
Missing	0	0.00

Quality of printing services

Response	Frequency	Percent
Very Good	9	36.00
Good	10	40.00
Adequate	4	16.00
Poor	0	0.00
Unacceptable	0	0.00
N/A	2	8.00
Missing	0	0.00

Learning Resources Center (LRC) Survey-LMTC

N=36   **Spring 2017**   **El Camino College**

Where did you receive this survey?

Response	Frequency	Percent
Basic Skills Study Center	0	0.00
Tutoring Area	0	0.00
Library Media Technology Center	36	100.00
Missing	0	0.00

How often do you use this service?

Response	Frequency	Percent
Daily	12	33.33
Weekly	13	36.11
Monthly	6	16.67
Almost Never	4	11.11
Missing	1	2.78

Knowledge level of staff

Response	Frequency	Percent
Very Good	20	55.56
Good	12	33.33
Adequate	2	5.56
Poor	0	0.00
Unacceptable	0	0.00
N/A	2	5.56
Missing	0	0.00

Quality of staff response to your questions and concerns

Response	Frequency	Percent
Very Good	20	55.56
Good	10	27.78
Adequate	3	8.33
Poor	0	0.00
Unacceptable	0	0.00
N/A	2	5.56
Missing	1	2.78

Ease of navigation through the building

Response	Frequency	Percent
Very Good	22	61.11
Good	10	27.78
Adequate	3	8.33
Poor	1	2.78
Unacceptable	0	0.00
N/A	0	0.00
Missing	0	0.00

Cleanliness of the area

Response	Frequency	Percent
Very Good	23	63.89
Good	11	30.56
Adequate	2	5.56
Poor	0	0.00
Unacceptable	0	0.00
N/A	0	0.00
Missing	0	0.00

Quality of computer hardware and software

Response	Frequency	Percent
Very Good	18	50.00
Good	13	36.11
Adequate	5	13.89
Poor	0	0.00
Unacceptable	0	0.00
N/A	0	0.00
Missing	0	0.00

Quality of printing services

Response	Frequency	Percent
Very Good	16	44.44
Good	15	41.67
Adequate	4	11.11
Poor	0	0.00
Unacceptable	0	0.00
N/A	1	2.78
Missing	0	0.00

Learning Resources Center(LRC)-Tutoring Center

N=21   **Spring 2017**   **El Camino College**

Where did you receive this survey?

Response	Frequency	Percent	
Basic Skills Study Center	0	0.00	
Tutoring Area	21	100.00	
Library Media Technology Center	0	0.00	
Missing	0	0.00	

How often do you use this service?

Response	Frequency	Percent	
Daily	12	57.14	
Weekly	7	33.33	
Monthly	1	4.76	
Almost Never	0	0.00	
Missing	1	4.76	

Knowledge level of staff

Response	Frequency	Percent	
Very Good	9	42.86	
Good	10	47.62	
Adequate	0	0.00	
Poor	0	0.00	
Unacceptable	0	0.00	
N/A	1	4.76	
Missing	1	4.76	

Quality of staff response to your questions and concerns

Response	Frequency	Percent	
Very Good	13	61.90	
Good	7	33.33	
Adequate	1	4.76	
Poor	0	0.00	
Unacceptable	0	0.00	
N/A	0	0.00	
Missing	0	0.00	

Ease of navigation through the building

Response	Frequency	Percent	
Very Good	14	66.67	
Good	3	14.29	
Adequate	2	9.52	
Poor	0	0.00	
Unacceptable	0	0.00	
N/A	0	0.00	
Missing	2	9.52	

Cleanliness of the area

Response	Frequency	Percent	
Very Good	14	66.67	
Good	6	28.57	
Adequate	1	4.76	
Poor	0	0.00	
Unacceptable	0	0.00	
N/A	0	0.00	
Missing	0	0.00	

Quality of computer hardware and software

Response	Frequency	Percent	
Very Good	5	23.81	
Good	10	47.62	
Adequate	4	19.05	
Poor	0	0.00	
Unacceptable	1	4.76	
N/A	0	0.00	
Missing	1	4.76	

Quality of printing services

Response	Frequency	Percent	
Very Good	3	14.29	
Good	10	47.62	
Adequate	5	23.81	
Poor	1	4.76	
Unacceptable	0	0.00	
N/A	1	4.76	
Missing	1	4.76	

BSSC What did you like best about this service?

1. Computers
2. A great place to do homework & kill time.
3. Getting to work on computers and do homework.
4. Great place to come to between classes
5. The computers and Grant Palmer.
6. It's a really clean place and enough sunlight to study and more.
7. The unlimited use of computer work.
8. That I could look up what I need in peace and the area was clean.
9. A place to focus & get work done
10. There's usually always computer access
11. Everyone at counter. All were very friendly and eager to help with whatever I needed.
12. It's quiet, quick to use, available when needed the most.
13. Quality of space
14. I like the fact we can use our phones because while being at a computer, unlike the underground lab.
15. When you need help the staff help you without any hesitation. I find all I need in this building.
16. Access to what you need
17. It was quiet
18. Computers.
19. It gives the student to study and do his or her homework. It gives every male and female students the chance to study his studies for his or her major or degree or certificate, or college diploma to a challenge future real world today. It lets the student search for a job.

BSSC **If you could change one thing about this service, what would it be?**

1. Bring more coaches out.
2. Free printing
3. Free printing
4. Nothing.
5. Add value station in 2nd floor. Colored printing in 2nd floor.
6. The nasty head librarian who constantly walks around bothering people telling them to be quiet when it's not even loud and looking over peoples shoulders to see if they have food so she can kick them out. F.Y.I. I'm talking about the one with the glasses and the blue sweater.
7. I think noise level should be reduced. Since, everyone is trying to do study and doing something.
8. I don't think I would change anything about this service
9. I don't really have any complaints.
10. Maybe have a max capacity of people.
11. More outlets needed to be added
12. Less noise level from cellphones and devices.
13. Nothing. Maybe choosing where I want to be seated.
14. Allow food
15. Nothing
16. I wouldn't change a thing.
17. Computers can be slow sometimes. Improve Wi-Fi range
18. Free printing.
19. Better cleaning.
20. Clean all the computers including all the long table where all the computers are. But everyday. Cleanness is good and healthy for everyone here in this school. When the students see cleanness in the school they develop a better attitude. They improve in there studies. Because they are seeing improvement in cleanness in the entire school in the study areas including outside of the building and cleanness of the student parking lot. No trash no where. Trees trim in the student parking lot, etc. Also the computers need to be repair because I as a student of this college I apply for a job using these computers and many of the job site does not let me register for a job. Plus all of this college school men's student restrooms need water faucet repairs. Other men's restroom of this school have scratch mirror and student lockers need repair also. The outside student parking lot across a street next to Redondo Beach Blvd where the students park their cars need the lines repainted and the trees need trimming. And there is a lot of garbage there too especially underneath the branch leaves. I also notice that all of the student El Camino College eating tables are never clean. It is an embarrassment and ashamed to see a filthy college like this one. I know that this college has money to clean this school or it can loan money or borrow money from the government to have this school cleaner.

LMTC -- What did you like best about this service?

1. It was quiet
2. Easy access to resources. Helpful staff that can help you with computer problems.
3. I was short and did not take a lot of time I don't have.
4. Everything
5. What I like best is the service the staff gives us and the noise level.
6. The printing services.
7. I like the fact that I can come in here to finish/print my homework and it's not too loud.
8. Computer
9. Friendly staff
10. That I found and knew everything already I like how when you print there's a stapler already prepared for you
11. This library especially the basement area has always been above and beyond what their job description is, always. And I've been in front and back to ECC…Wish all depts. were like this one.
12. The fast internet access.
13. The respect given, having patience also; clean, fresh
14. The quietness
15. Almost guarantee use of a computer in comparison to the computer lab located in the basement.
16. The staff members are friendly and allow you to sit next to friends.
17. That you are able to sit next to friends & partners.
18. That is a quiet place to do homework
19. It gives me the opportunity to work on the computer when I don't have my own to use.
20. Noise level and study tone of room
21. The computers are large enough to reasonably have two windows open at the same time which is useful for research papers/coding. I also appreciate trying to stagger seating to give users more room.
22. It's quiet
23. Its free
24. Grant Palmer!
25. The computers are good and fast, I also like the quietness of the room.
26. The simplicity of getting a computer
27. This definitely one of my favorite spots to study by myself. Everyone is very respectful to everyone. It's a nice quiet environment and I hardly get distracted.
28. Being able to print my work.
29. Computers are available.
30. New computers, the new remodeled equipment and resources provided.
31. Fast and easy
32. The efficiency.

LMTC If you could change one thing about this service, what would it be?

1. The computers don't start off quickly. Having more staff to assist.
2. I wouldn't change anything
3. The load time for the computers.
4. Add maybe one or two more printing stations just because sometimes there's a wait.
5. Update the windows
6. Better printers. Stations for laptop users.
7. I wouldn't change anything its nice and quiet in here.
8. While there is always room for improvement it's really hard to say. Maybe to open on time & not rush people at every printers before closing.
9. Add a water station in the lobby.
10. Nothing, the service here is good, and I feel comfortable being in the environment.
11. Nothing
12. Nothing
13. Nothing. Everything is perfect.
14. Space between computers.
15. More charging outlets available.
16. None
17. I've always forgotten my IDs few times so maybe that. Honestly, it's pretty good.
18. Space between computer
19. Being able to eat.
20. The head hancho.
21. A bit more charging outlets would be nice but overall I really like the place.
22. Not being able to choose my seat.
23. I would say be more strict on people with the usage of the computer. What I mean by that is there will sometimes be people who don't or are not assigned a computer and just sit at the computers.
24. Less noise, more outlets.
25. Staff should tell loud students to lower voices or to consider moving to a different area of library where you can talk.
26. Nothing.

What did you like best about the LRC's Tutoring Program?

1. It was Monday – Thursday and didn't conflict with my other classes. Tutoring was very helpful.
2. The tutor shows a lot of patience and be very worry about help me to improve my English skills
3. Tutoring.
4. Helpful, friendly and quietly!
5. The tutors help me on all the questions that I have and it is very helpful.
6. I really enjoy the conversations I have with the tutor that pertains to the topic/subject that I'm seeking assistance in. I'm not only advancing and learning more about the subject. I'm also developing a better relationship with the tutor, the more I attend each session. This helps me retain the knowledge, while having a fun time.
7. They help me one on one, make it easier for me to learn.
8. He knows the material very well.
9. The models.
10. The support and guidance helping do well on test.
11. The tutors are very helpful.
12. Tutors are nice.
13. Taking their time to clarify the subject.
14. Hands on training and examples provided.
15. Yingwen! She's an awesome tutor.
16. Yingwen is an awesome tutor.
17. What I like about it is that I can ask many different questions and she/he will help me clarify them.
18. The Japanese tutor, Michiko helped me understand the material when I struggle to grasp it in class. She has been so helpful and had I not met her, my grades would have been lowered. I am so grateful for the help! Thank you to here and the program!
19. He always guide us and never give us the answers eg: Critical Thinking.
20. Chem tutor Joon has helped me to get A's in the class!
21. Good hours to fit everybody's schedule. Great tutors.
22. It really helped me understand my course better.
23. Help explaining questions I have concerning the class.
24. It allows students to go to someone who understands their material.
25. I can talk to someone, ask questions, and get an alternative explanation.
26. They are patient and always help regardless of how much I already know.
27. Tutors are well informed, friendly, and good at explaining. It's convenient being different times for tutoring sessions.
28. The tutors explain everything I don't understand.
29. Ian, he needs a bonus.
30. The one on one interactions that answer my specific questions and the group interactions (w/ other students) where they share their input, which also helps.
31. The tutor which is a professor herself.
32. Friendly tutors.

33. I like that they help you and make sure you understand.
34. The best thing I like about the LRC's Tutoring Program is that the tutors are very good.
35. The English tutor.
36. The tutor gives a lot of free help and she helps me understand when I'm lost in class. Thank you! She helped me so much! I'm grateful!
37. Privacy of space.
38. The help & easy understanding of things.
39. Models.
40. The Anatomy models.
41. The tutors seek for help if a material or concept is not understand/
42. Chemistry tutor.
43. The Anatomical models please get newer models.
44. Help student improve their grade.
45. That there's tutoring available for the class I'm taking, but is there any way to add in more tutoring opportunities for those that take morning class to have tutoring after 3pm as well?

If you could change one thing about the LRC's Tutoring Program, what would it be?

1. More hours
2. Turn down the air condition – here is too cold and this makes more the student uncomfortable.
3. Provide more computers, more Anatomy models, fix the air conditioning system (make it warmer than that because it is freezing here), provide more tutors in different subjects.
4. It would be more ESL and English tutoring. Furthermore, at El Camino College, there are a lot of international students that they need help with English. Thanks!
5. Just more times available.
6. Nothing. Perfect the way it is.
7. More hours, that covers more subjects for other classes.
8. There should be food and drinks provided.
9. Nothing.
10. More computers for groups.
11. That the tutors have more hours or more than one tutor per class so they always available.
12. Take out the noisy students! Thank you!
13. Pay the Chinese tutor more, she's great! Ta hen hao!
14. I wouldn't change anything, it is perfect for me.
15. Have substitute tutors on days the regular tutors are absent, as it happens frequently it seems.
16. Nothing.
17. More time one on one.
18. We need microbiology tutor.
19. More computers at tutor table.
20. Aesthetics.
21. Nothing really.
22. Quieter study area, sometimes it is too noisy.
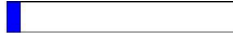
23. More tutors, longer sessions.
24. Nothing, everything is good.
25. NEED MICROECONOMICS!!!
26. So far, nothing. Tutors have all been very helpful!
27. Loud, annoying students.
28. I would change the fact that there is not many tutors.
29. I wouldn't change nothing because everything seem fine so far.
30. Nothing.
31. Send an email to people being tutored that their tutor will be absent so they don't waste time, gas, a long drive when they are not coming.
32. Nothing.-+
33. Get more models.
34. Air conditioning temperature.
35. Nothing.
36. Computers.
37. Have the tutors walk around and offer their help instead of sitting & waiting.
38. Expand the tutoring time.

Learning Resource Center Computer Lab Usage Survey
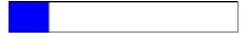
N=91   **Fall 2017**

1. What time did you arrive at the computer lab today? (Select only one)

Response	Frequency	Percent	
8am-10am	38	43.18	
10am-12pm	12	13.64	
12pm-2pm	14	15.91	
2pm-4pm	6	6.82	
4pm-6pm	13	14.77	
6pm-9pm	5	5.68	

2. What did you use a computer for today? (Select all that apply)

Response	Frequency	Percent	
Coursework [anything related to an ECC course]	74	84.09	
Check email	19	21.59	
Check the ECC website or log-in to MyECC	29	32.95	
Other Personal Business	16	18.18	

3. In a typical week, how many days do you visit the computer lab? (Select only one)

Response	Frequency	Percent	
0	5	5.88	
1	15	17.65	
2	27	31.76	
3	15	17.65	
4	11	12.94	
5	9	10.59	
6	3	3.53	

4, In a typical week, when do you visit the computer lab? (Select up to 3 times)

Response	Frequency	Percent	
8am-10am	34	39.53	
10am-12pm	14	16.28	
2pm-4pm	19	22.09	
4pm-6pm	15	17.44	
6pm-9pm	4	4.65	

Learning Resource Center Computer