



EL CAMINO COLLEGE

Learning Resources Unit

**Program Review**

**2013**

(inclusive of years 2008 – 2013)

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**October 9, 2013**

# LEARNING RESOURCES UNIT

## PROGRAM REVIEW

2013

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

This Program Review will include reviews of the programs of the LEARNING RESOURCES UNIT. But because of its specificity, one of the major areas of activity within the Learning Resources Unit, Distance Education, produces a separate report in lieu of a quadrennial or quintennial Program Review.

### Desired Outcomes

- To provide an examination of the strengths and opportunities of the components of Learning Resources.
- To determine the growth of the programs within the unit since the last program review.
- To provide a mechanism for ascertaining the alignment of the current activities with the Mission of the Unit and the College.
- To provide an evaluation of efforts to serve our college community as follows, so that the ECC campus community:
  - a) will become better partners in the education process by actively seeking information from the public services staff

- b) will gain knowledge of online and on-campus Library & Learning Resources services and resources
- c) will utilize more of the Unit's many available learning resources for its research and instructional support.

### **Program Description**

1. *Describe the program, emphasizing the program's objectives and how the program supports the college's mission and vision states, strategic initiatives, and core competencies.*

### **THE LEARNING RESOURCES UNIT**

The Learning Resources Unit has a Director, an Assistant Director for the Learning Resources Center, and a faculty coordinator for the Media Services/Distance Education area , 7 full time librarians, several part-time librarians, and approximately 13.5 full time classified staff. It includes three major areas of activity: the libraries, the learning resources center and labs, and media services.

A new wing for the Learning Resources Unit was completed in spring 2008. The new wing houses the campus Archives, the Ella Rose Madden Health and Nursing collection, a digital processing center, storage, an expansion of the Basic Skills and Tutoring Centers, teleconference center and a Distance Education innovative-classroom. These newly-constructed areas enhance access to resources and services by providing extra space and technologies to students, faculty and staff.

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

The El Camino Library consists of two physical collections – the main Schauerman Library and the Music Library. The Schauerman Library physically houses 104,118 book and serial print titles, 119,976 book and serial volumes, 12,609 eBook titles, 198 current periodical subscriptions, 436 microfilm titles, 21, 863 microfilm reels, 2,422 videotape/DVD titles, and 2,531 videotape/DVDs. Currently the library also subscribes to approximately 48 databases.

The **Schauerman Library**, is open Monday – Thursday from 8:00 am to 9 pm, Friday 8:00 am to 4:30 pm, and Saturday from 9:30 am to 2:30 pm.; totaling 65.5 hours per week. Hours are slightly abridged for winter and summer sessions. During library hours students may access the electronic materials and resources via the computers in the reference area, and labs

on campus. The following link may be used by students, staff and faculty to access library materials from the internet: [http://www.elcamino.edu/library/library\\_ser/index.asp](http://www.elcamino.edu/library/library_ser/index.asp)

To aid student success, the librarians work closely with faculty in other Divisions and each librarian serves as a liaison to a specific Division(s). Additionally the library hosts a Library Advisory Committee. The librarians have hosted brown bag workshops for students and faculty to promote special programs, and to introduce new databases and other services to the campus.

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

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

The **Public Access** department consists of the Circulation and Periodicals/Reserve departments. The Circulation Department, in addition to providing patrons access to materials by checking materials in and out of the Library, is responsible for the book stack maintenance and shelving, and for Interlibrary Loan (ILL) services. Interlibrary loan services are provided for faculty and staff through a contract with OCLC (Online Computer Library Center). The Library also offers a community-borrowing program / Friends of the Library for area residents. This fee-based program permits non-students to check out print materials for home use. Additionally, the department coordinates art exhibitions in the lobby, and a variety of programming with multiple campus organizations.

In the latest full year, the ECC Libraries had the following checkout statistics: **77,649 items** were checked out items from all materials collections; **223 items** were provided to other libraries through interlibrary loans (ILL); **57 items** were received from other libraries through interlibrary loans (ILL). The statistical charts in **Appendix A** illustrate the significant usage of circulation department services. These figures include Music Library usage statistics.

The department oversees 10 Group Study Rooms that can be booked by groups of 2 or more students, as well as a self-service copy area, which has photocopy machines, printing

account-management stations, a change machine and a vending kiosk for the purchase of supplies. The Unit has additional photocopy machines at various areas in the building. In addition, the printing vendor company employs student workers to assist the library users in setting up printing accounts and in utilizing the library's printing services.

The ECC librarians have negotiated **reciprocal agreements** with two local university libraries, California State University Dominguez Hills, and California State University Long Beach. This program enables El Camino College students, faculty and staff to check out books and appropriate periodical materials. Periodic reviews are made of the mutual lending privileges of library materials between El Camino College and the aforementioned Universities.

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

The **Reserve Collection** includes textbooks, calculators, and assigned class readings, as well as Distance Education videotapes and DVDs; these materials have restricted circulation, with most materials available for in-house use only. This collection has very heavy usage—in fact, it is the most heavily used part of our materials collections. In the most recent annual tally, **53,845** items were checked out from the Reserve Desk collections.

Electronic Reserves (ERes) is an online service offered by this Department that provides 24/7 copyright law-compliant access to Reserve materials via the Internet. The number of classes using this service has declined as other options have emerged (MyECC team sites, Etudes, faculty web pages), but it still offers a valuable, flexible, and convenient way for students to gain access to important course materials. The Periodicals Department handles the purchase and maintenance of 198 hard copy periodical titles (186 general use periodicals and 12 Ella Rose Madden funded nursing titles), a microfilm collection of 436 titles, totaling 21,863 reels and a microfilm reader and microfilm reader/printer machine by which students may read the film and save items digitally. It should be noted that, because of the availability of many of these materials in online databases and the changing research needs of the campus community, the library has made a decision to no longer subscribe to any microfilm titles.

The Public Access department also oversees a small media collection of 2,422 videotape/DVD titles, and 2,531 videotape/recordings. This collection is available for faculty use only in their classroom.

The Public Access Department is also responsible for the campus archives collection. The collection was created to identify, collect, preserve and make accessible materials and records related to the history of the college. Included in that collection are reports, annuals, publications, photographs, memoirs, documents and other unique items relevant to the history of the campus.

The **Reference** department is staffed by at least one certificated librarian whenever the library is open; all librarians have some scheduled weekly Reference Desk assignments. In addition to assisting students and faculty in utilizing the Millennium online book catalog and periodical/reference databases, the librarians suggest specific resources and strategies for research needs. They also work with individual faculty and divisions to assist with class assignments and projects. All Reference librarians present customized instruction classes and offer other presentations. Librarians in the Reference Department have developed assorted print and web-based pathfinders and bibliographies of helpful research and teaching resources as well as guides to the Modern Language Association and American Psychological Association citation styles which are used by many classes and the Writing Center. The Ask-a-Librarian virtual reference service, research and reference videos, the management of electronic resources, and their corresponding web pages are all created and handled by librarians from this department.

The Library has significantly increased the number and variety of electronic resources available to students and faculty in the form of periodical/reference databases and electronic books. Electronic resources provide greatly enhanced sources of information that are available to students 24/7, on- and off-campus. These resources are particularly useful for Distance Education students. One Reference Librarian manages the selection of, and overall access to electronic resources and takes advantage of the cost-effective subscription and purchasing agreements offered by the Community College League of California Consortium. This has resulted in substantial cost savings for the Library. To provide smooth access, the librarian works in coordination with the Systems Librarian and the Acquisitions/Cataloging Librarian. To ensure availability, the librarian manages relationships with the resource vendors. In 2012 the El Camino College library incorporated the common slate of five (5) databases that the statewide Consortium provides free to all California Community Colleges. The statistical charts in **Appendix B** illustrate the large usage of reference services, and the statistical charts in **Appendix C** graphically illustrate the usages of selected electronic databases.

Occasionally, the librarians in the Reference Department also sponsor special campus-wide programs/forums and mount Reference Room book displays on current topics of interest and notable books, authors, etc.

The **Bibliographic Instruction** department provides students with instruction in retrieving information and researching resources to enable them to develop skills needed for research planning and execution. The librarians meet with classes and orient students to the library hours and services and instruct them in the use of specific reference materials and in the use of various databases using either lecture or a hands-on lab setting. The department also offers other services like Brown Bag programs and Lunch Hour Labs, which offer informal instruction on library related issues or programs.

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

Bibliographic Instruction sessions are popular with faculty as a way of introducing their students to the library and its resources. The library averages 135 instruction/workshop sessions per semester, seeing a total of more than 5,000 students per semester. These sessions are aimed at increasing the information competency awareness and skills in students by introducing them to resources the library offers, and instructing them in how to access and use the resources to best advantage. Additionally, instruction is given in how to evaluate sources used for writing research papers and how to increase accuracy, authority, content, and currency. Instruction sessions are either general in nature, providing an overview of the resources in general, or tailored to a specific class assignment or discipline and then focused on resources for that particular assignment/discipline. Instruction sessions are presented in various formats: in a lecture- type format in the library classroom; a more hands-on format in the Library Demonstration computer laboratory; or in the form of a class visit.

Individual instruction and aid is also given at points of service areas like the reference desk. The Bibliographic Instruction department has a demonstration classroom and oversees a computer lab for classes and hands- on instruction.

Looking toward the ongoing development of various methods of bibliographic instruction, the librarians have provided selected electronic database searching tutorials online for all students, thus reaching Distance Education students who cannot attend face-to-face Bibliographic Instruction sessions. In addition, the library website also contains pathfinders intended to guide students to subject- and theme-specific resources. Pathfinders are also available in print format. Instructional videos aimed both at reinforcing lesson learned during an orientation, or the online learner, are an exciting new initiative.

The video tutorials are an effort to make bibliographic instruction, and information competency skills more accessible to the student population and to those that do not have an

opportunity to go to an instructional session. The tutorials are being posted on the Schauerman library webpage. The tutorials, although not intended to replace a bibliographic instruction session, will help supplement specific aspects of a session, and give students a better understanding of how to use library resources while becoming more information competent. Attempts will be made to fulfill the goals of established learning objectives, when applicable.

The library has also taken the lead on campus in advocating for some level of Information Competency to be made a requirement. As a result of these efforts, Information Competency was elected to be one of the college's core competencies in 2010/2011. The aforementioned reference and instructional videos will also help in this initiative. The reader can peruse the statistics for Bibliographic Instruction for 2010-2013 in **Appendix H**.

The **Collection Development/Acquisitions** department is responsible for coordinating the selection of new resources by faculty and librarians, for the purchase and receiving of new materials, and the discarding of outdated, worn, or mutilated titles. Collection development involves the identification, selection, acquisition, and evaluation of library resources for a community of users. While the main goal of the department is to ensure that the collection adequately meets or exceeds the needs of the college curriculum by providing the necessary supplemental and research titles for class assignments in all disciplines taught at the college, this is not ever entirely realized due to financial constraints, the diversity of user information needs, and the vast amount of available information. . Nonetheless, the library strives to provide the greatest number of library resources to meet the information and recreational needs of our user community, within the confines of fiscal realities. In addition, the department strives to provide resources, in sufficient quantity, on topics of current interest needed to prepare papers, speeches, and debates.

Collection development is a shared responsibility. Staying abreast of developing disciplines and tracking new directions in teaching and learning is an important function of faculty. Members of the teaching faculty are encouraged to initiate requests for library materials to meet teaching needs and to support student learning. Faculty, students, and staff may submit requests for library materials appropriate to the collection and to support administrative, professional, and academic needs. Primary responsibility for acquiring materials and implementing collection guidelines for the Library rests with the Collection Development/Acquisitions Librarian with the assistance of the other librarians. Faculty members are selected or assigned by their deans to serve as liaisons to the Library in materials selection. The faculty library liaisons provide assistance in selecting materials for purchase through the use of *Choice* cards as a selection aid.

In January 2013 the Schauerman Library was awarded a National Endowment for the Humanities Grant consisting of materials called the "Muslim Bookshelf", which are specialized



materials highlighting the Muslim culture in America and the world. The grant proposal process was highly collaborative.



NATIONAL ENDOWMENT FOR THE  
**Humanities**

January 9, 2013

Congratulations!

Your institution is among the 842 libraries and state humanities councils selected to receive the Muslim Journeys Bookshelf, a project of the National Endowment for the Humanities Bridging Cultures initiative. The twenty-five books and three films will be shipped to your library this week. ALA will ship additional materials, including bookmarks, bookplates, and posters, in mid-February. A few weeks from now, you will also receive information about a Muslim Journeys companion website with digital resources relating to the Bookshelf.

Yesterday, we notified your United States Senators and Representative that you have received this award. In the past, some Members of Congress have offered public congratulations to institutions in their district who received an NEH bookshelf program. Before you announce your award publicly, we would encourage you to contact the district offices of your Members of Congress to see if they would like to be involved in the public announcement.

Here you can find more information about the Muslim Journeys project and a complete list of all the libraries receiving this award.

If you applied on behalf of multiple libraries in your district, you will find them listed here. If you did not apply directly for this award, you will discover your library listed as one of several libraries that were part of a district-wide application.

Thank you again for your interest in the Muslim Journeys Bookshelf. We hope you find the Bookshelf valuable. We look forward to hearing more about how you use this opportunity to promote community discussion in your library and build bridges among diverse cultures and faiths.

Finally, all libraries that have received the Bookshelf will also be eligible for upcoming public programming grant opportunities. We will release guidelines for these grant opportunities on January 15, 2013. Please feel free to contact us with any questions or concerns.

Sincerely,

*Eva Caldera*

Eva Caldera

Assistant Chairman for Partnerships and Strategic Initiatives

A major, ongoing responsibility of this department is that of weeding--the culling of irrelevant or out-of-date resources. But, in the recent history of the college, there had not been an organized weeding of the collection; therefore, after the new Collection Development Librarian was hired in 2008, the major task of weeding the collection began in an organized fashion. This will continue to be an on-going project of the department. In 2010, the "B" classification, representing the areas of Religion and Philosophy, has been cleared of unwanted resources. Currently, the "T" section, representing Engineering, Technology, and Photography are being reviewed for weeding. It is worthwhile to mention here that the part-time librarians are carrying out a significant part of the de-selection procedure. It is the intention of the library faculty to continue this important activity, which improves the "age of collection" ratio, especially as newly-published resources are purchased. Please refer to **Appendix D**, which illustrates the library's recent "age of collection" ratio.

With the transfer of responsibility for processing the media collection from the Media Services department, the Collection Development department has assumed the added responsibility of selecting vendors and purchasing videos requested by faculty.

The **Cataloging** department is responsible for the cataloging and physical processing (e.g. in-house binding and labeling) of materials for the Library and adding this information to the College Library's online catalog. A full-time librarian oversees the processes of this department and relies on the expertise of two paraprofessionals for its day to day activities. In addition, the Department maintains the integrity of the catalog by updating bibliographic information and holdings, and prepares materials for the shelves, and for the commercial bindery.

The Department's primary source for bibliographic and authority records is the Online Computer Library Center (OCLC). Other authoritative sites and databases that the Cataloging department consults are the Library of Congress, Resources for College Libraries (RCL), and Books in Print (BIP).

The media collection that was formerly housed in the Library Media Technology Center and is a key support service to instructional programs and institutional activities at El Camino College has been moved to the Public Access Department. In the same token, all materials currently owned and are purchased in the future are processed by the Cataloging technician for easy check out by faculty and staff.

The **Systems Development** department is responsible for the management and maintenance of the Library's integrated library system (ILS) Millennium, the library webpages, and liaising with El Camino's Information Technology Services Dept., Academic Technology Committee and College Technology Committee on systems and network matters.

The Millennium system consists of multiple modules: 1) The Online Public Access (OPAC) module which allows users to search for library materials, 2) the Acquisitions module for materials purchasing management functions, 3) the Serials module for periodicals management functions, 4) the Cataloging module for collection management of a wide range of materials, 5) the Circulation module for materials lending functions. The services offered by the Systems department have a direct effect on the level of user satisfaction in locating needed information and materials within the library, or from library resources accessed remotely. The systems librarian manages the LIS system to ensure that all modules in the system function smoothly and properly.

The library webpages serve as the library façade for users to search for books and other materials, access online resource subscriptions, as well as access a wide range of Unit information and research guides. The department also provides the Unit office a monthly summary of statistical data, e.g., circulation counts and individual database usage.

The **Music Library** is located in the Music building of the Fine Arts Division (MU 126) and provides many of the same services as the main Schauerman library, such as circulation, music reserves, specialized reference, acquisitions, along with more specialized music, sound recording, and non-book cataloging. In addition to reference books about music, the facility includes titles of printed music, 6000 sound recordings in various formats, laser discs, DVDs, interactive multimedia, and reserve materials. The staff (currently consisting of one full-time librarian, two full-time library media technicians and three part-time evening certificated supervisors) oversees fifteen music practice rooms and the statistical record keeping for some music courses and their ADA labs. The Music Library staff also provides classroom audio discs/tapes for students and prepares music for the band, orchestra, and choral organizations. The Music Library contains ca. 1,000 books about music, 18,973 titles of printed music available for circulation, as well as at least 6,000 sound recordings. The Music Library hours of operation are very similar to those of the Schauerman Library, currently open 64.5 hours/week during regular scheduled semesters. Online information about the Music Library is available at: [http://www.elcamino.edu/library/library\\_ser/musiclib.asp](http://www.elcamino.edu/library/library_ser/musiclib.asp)

## **MEDIA SERVICES**

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

Media Services personnel participate and play a key role in the design and implementation of new classroom and meeting spaces that require technology. Recently (2012) two full-time staff members were added to this department, which adds to the effective running of this important area. Online information about Media Service is located at: <http://www.elcamino.edu/library/media/index.asp>

The Equipment Services area provides audio/visual, video, and multimedia services to the El Camino College Community. Projection, recording, amplification, and playback equipment is available for loan. Support is provided for classroom facilities on campus with built in media equipment. Training on the operation and utilization of media equipment is also provided. Media Services inventory of equipment is for short-term loan. The Multimedia Production component of the department works with faculty and staff in the conceptualization, planning, and production of numerous forms of educational and promotional media to enhance classroom teaching and to document activities and events on campus.

The department houses a digital TV studio, recently updated with new technologies. Programming is produced for instruction and playback on the college's Cable Television channel. Support is also provided to facilitate meetings and classroom activities via videoconferencing technology.

A multimedia collection of videos and DVDs was recently moved (2012) to the Circulation area for more convenient, effective and efficient check-out. Please refer to **Appendix E** for statistics regarding services provided by the Media Services Department.

The **Distance Education** program offers fully accredited online and hybrid courses. This Unit department provides support to distance learning faculty and embodies a key communication link for students in the program.

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

## **LEARNING RESOURCES CENTER**

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

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

The Learning Resources Center includes the Library Media Technology Center (LMTC), Basic Skills Study Center, the Media Materials Collection, and Tutoring Program. All areas of the Learning Resources Center have the same hours of operation as the Schauerman Library. Information about LRC services and materials are available on the Learning Resources Center webpage at: <http://elcamino.edu/library/lrc>. The reader can view the statistical reports of the Learning Resources Center in **Appendix J**.

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

The Library Media Technology Center is a general use, drop-in computer lab located in the Library, and it is supervised by one 10-month computer lab specialist. In the Library Media Technology Center, students have access to more than 100 networked Windows-based computers, color and laser printing, scanners, adaptive access tools, and the Internet. All computers are equipped with software that includes word processing, database, spreadsheet, presentation, and graphics programs. Specialized applications support academic programs such as business, computer science, fine arts, health sciences, nursing, English, ESL, and foreign languages. Instructors schedule orientations in the LMTC to familiarize students with the hardware, software, and pay-per-print system.

Since the 2008 Self-Study, many improvements have been made. A Unit-wide vendor for the pay-per-print system has been contracted, a new networking system was installed and computers were upgraded. Also, students are now required to log on to computers with a user name and password, so they no longer need to provide their student ID cards in the Library Media Technology Center. Online information about this center is located at: <http://www.elcamino.edu/library/lrc/clabs/lmtc.asp>

**The Basic Skills Study Center (BSSC)** opened in 2008 with over 100 computers to provide students with computer-aided instruction to develop skills in reading and math. All computers are equipped with academic learning software that is used as the main resource for the Academic Strategies 1 course curriculum. The software programs include diagnostic

testing, evaluation, and monitoring of student progress. Students may also use these software programs without enrolling in AS 1 by participating in a non-credit independent study program.

The Learning Resources Center's **Tutoring Program** has tutors on a drop-in basis for a variety of subjects. Most tutoring is located in the Learning Center in the Library with a few subjects located elsewhere on campus. Computers with Internet, Microsoft Office and other learning software are available for students to use as they meet with tutors. Tutors help students prepare for tests, learn new concepts, improve study techniques, and they help answer questions about assignments. All tutors enroll in the Tutor Training 200 course and receive certification from the College Reading Learning Association. The current tutoring schedule is posted in the Learning Center and on the Learning Resources Center website: <http://elcamino.edu/library/lrc/tutoring>.

**Media Materials Collection** includes media in a variety of formats and viewing equipment to supplement instruction in many disciplines. This area houses audio cassette tapes, video recordings on VHS format, models, CDs, and other instructional materials such as rocks, slides, and anatomy models. Also, faculty may have media materials stored in the Library for students to check out and use in the Library.

**2. Describe the student population served by the program using the available data.**

The library serves the entire ECC student population – day students, international, and evening students as well as distance education students; it also addresses the needs of faculty and staff on campus. Information on student demographics can be obtained from reports compiled by ECC Institutional Research.

<http://www.elcamino.edu/administration/ir/eccprofile.asp>

The Library's statistics indicate more than one million gate entries in 2012, up from just over 950,000 entries in 2011.

**3. What happens after students participate in the program's activities? If applicable, address whether students are successful in meeting their educational goals.**

Several services within the Learning Resources Unit do not have direct statistical evidence linking specific services to specific instances of student success. However, particular areas of activity do have some demonstrable statistical linkage. As an institutional competency, Information and Technology Literacy was assessed in spring 2013 by a committee with campus-wide representation. The Committee included a co-chair from the Learning Resources Unit. The Committee used **Standardized Assessment of Information Literacy Skills (SAILS)**, the nationally

benchmarked assessment instrument. The website for this program is:

<https://www.projectsails.org/>

The Standardized Assessment of Information Literacy Skills (SAILS) instrument used 161 question items to test the five Information Literacy standards across eight skill sets. A good sample size of over 400 El Camino and Compton Center students took the assessment, and the students scored better than the national benchmark average across all eight skill sets. While scoring better than average across the board, nevertheless the assessment was able to show rankings within the skill sets.

ECC Scored Best to Worst in the Skill sets as follows:

- Understanding the Economic, Legal, and Social issues
- Developing a Research Strategy
- Searching
- Documenting Sources
- Evaluating Sources
- Selecting a Finding Tool
- Using Finding Tool Features
- Retrieving Sources

Recommendations and attention will be focused on areas that showed the weakest scores, however we feel this reflects well on the institution and faculty as a whole, and that the Learning Resources Unit can be proud of its significant contributions in this area.

Much information about whether students are having their needs addressed is available by careful perusal of the Library/Learning Resources Unit Surveys of the past several years. These indicate high levels of satisfaction by our users. Please see **Appendix F**.

***4. List notable achievements that were linked to the College's Strategic Initiatives that have occurred since the last program review.***

The Learning Resources Unit has continued to strengthen the quality and range of educational instructional methods and services by supporting classroom faculty in bibliographic instruction, equipment updates and maintenance, by provision of one-on-one reference and reserve materials services to the ECC community. In 2013, the concept of an embedded librarian has been instituted in selected English 1A classes. This collaboration strengthens the skills of these students by providing opportunities for multiple interactions with a designated librarian. **(Strategic Initiative A – “Enhance teaching to support student learning using a variety of instructional methods and services”)**

The Learning Resources Unit continues to provide quality collections of printed materials and electronic resources to the ECC community, along with quality tutoring and instructional services which promote student success. A pilot online tutoring program was instituted in 2011. With the moderate successes identified, it will become a continuing offering of the Learning Center. **(Strategic Initiative B – “Strengthen quality educational and support services to promote student success.”)**

The Learning Resources Unit staff has collaborated with others to improve printing services to the ECC community and continues to provide an appropriate library/study environment for our students. The printing services are being expanded to include printing from portable devices and the use of credit cards to put monies on their print account. **(Strategic Initiative C – “Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.”)**

The faculty and staff have reached out to other institutions of higher learning to provide resource services to ECC students beyond our campus. A new collaboration is being developed with Loyola University librarians to help facilitate use of their expanded collection by our students. Reciprocal agreements are already in place for CSULB and CSDH. **(Strategic Initiative D – “Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.”)**

The Learning Resources Unit improved services such as the printing services as a direct response to surveys and assessments. Clickers have been adopted as a method of learning measurement, and resource allocations have been in direct response to collected data. **(Strategic Initiative E – “Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.”)**

Directly related to the previous statement, Unit decisions about facility and technology improvements are designed to meet the demonstrated needs of students, employees, and the community. These decisions are often driven by recommendations from the Library Advisory Committee or the results of the annual student survey. **(Strategic Initiative F – “Support facility and technology improvements to meet the needs of students, employees, and the community.”)**



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

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

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

**“Everything at El Camino College is or does must be centered on our community, for without our community, we have no students, no faculty or staff, no reason to exist. It is our community that saw the need and valued the reason for the creation of El Camino College. Therefore, it is to our community that we must be responsible and responsive in all matters educational, fiscal and social.”**

The Library and Learning Resources Center strives to be very responsive to our entire community. The data survey results displayed in [Appendix F](#) support this conclusion well.

**5. What prior program review recommendations were not implemented, if any, and why? What was the impact on the program and the students?**

**Recommendation 1 (2007):** *“Appropriate classified staffing should be facilitated in the Unit to reduce the dependency on temporary and student help and improve the structural services provided. Five positions have been identified as priority hires within the three major departments of the Learning Resources Unit.*

**Status:** *Mostly implemented – very positive impact upon the Unit.*

**Recommendation 2 (2007):** *“Expand staffing to meet near-term projected staffing needs in the Tutorial Program (LRC); this budget should be enhanced by 10% beyond the current level of \$165,000.*

**Status:** *Not implemented—budget for tutoring cut even further. Over the past three years, the tutorial program was significantly reduced by budget cuts. Serious*

*negative impact on student learning has resulted. With current increased emphasis on student success and educational needs, these services must be appropriately funded.*

**Recommendation 3 (2007):** *“....A planned updating of media equipment and software replacement should be implemented as a ongoing budgeting and planning process.”*

**Status:** *Bond funds were received to upgrade the TV studio and replace cameras used by Media Services staff. The continuing rapid changes in technology necessitate the establishment of a General Fund Equipment item for this department.*

**Recommendation 4 (2007):** *“Stable budget allocations with regular COLA increases should be provided. This stabilization of funding should enable the systematic updating of book, media, database, and instructional software resources.”*

**Status:** *A stable budget general fund allocation has been provided. However, regular cost of living increases must be implemented in the general fund to facilitate adequate updating of the resources. Grant funds have also been used to improve the funding, but the amount has fluctuated over the years.*

**Recommendation 6: (2007):** *“The Library Archive and Music Library have thousands of items to be digitized. Staffing for this ongoing project should be incorporated into budget planning. Costs associated with this need should require approximately \$20,000 annually.”*

**Status:** *Small steps have been made toward the Unit’s digitization needs. A small amount of staff time has been allocated for the project. Foundation I-grant funds and CTEA funds have provided special funding to digitize some music accompaniment tapes and the campus newspaper, yearbook and literary magazine. Student learning and access to valuable resources can be enhanced greatly by providing digitized formats. Digitization needs have been identified in every major department of the Learning Resources Unit. A consensus has developed that the Unit needs at least a .5 FTE staff position, with someone properly trained in the myriad technological skills involved with digitization.*

**Recommendation 8: (2007):** *“Provide equipment to maximize access to the 57,000 reels of library-owned microfilm by conversion to digital formats. Equipment identified which would facilitate this conversion is estimated to cost approximately \$50,000. Additional staffing to address this ongoing project is estimated to require a budget enhancement of approximately \$25,000/yr.”*

**Status:** *Two computer-based microfilm readers were purchase by the library-- one for the public and the second for the digital access area. Additional staffing is needed to move desired portions of this project forward. Many items will not need to be digitized because of their accessibility in digital format through library subscriptions to various databases.*

**Recommendation 9: (2007):** *“Library Information Science classes should be moved to the Learning Resources Unit to facilitate the continuity, growth and expansion of the academic program. The management and scheduling of the faculty assigned to these classes will also be facilitated by this move. One factor in support of transferring the academic classes back to the LRU would be that the efforts to generate Average Daily Attendance associated with labs would be planned and implemented within the Unit.”*

**Status:** *Not implemented – Learning Resources Unit faculty concur that planning and implementation of Library Science classes will be improved by administering the classes within this Unit.*

**Recommendation 12 (2007):** *“Commence planning toward efforts to generate Average Daily Attendance associated with labs related to curriculum.*

**Status:** *Not achieved, and not considered to be achievable at this time, due to limitations on the number of operative positive attendance projects allowable.*

**Recommendation 14: (2007):** *“Continued planning towards offering more Courses, leading to the proposed Library Media Tech certificate.”*

**Status:** *The reduced employment market for library media technicians and the opening of programs at Pasadena City College and Long Beach City College resulted in the abandonment of this project..*

## **Service Area Outcomes (SAO)**

The ongoing development and evaluation of Service Area Outcomes throughout the college have been mandated. The Learning Resources Unit has been involved in the campus-wide planning., having representatives on the ECC Assessment of Learning Committee. The Unit falls into the Student Services Area in regards to SAO assessment, and terminologies are slightly different. Program and Course- level SAOs have been identified as appropriate and written for the Unit and are implemented and measured in accordance with the cycle of pre- and post-testing and the compilation of result data. Analysis of the data allows us to better tailor the

library services and programs to the needs of the students and the stated goals of the College. The Program level SAO of the Learning Resources Unit states “Students will demonstrate knowledge of the various Learning Resources Unit services, including Basic Skills, Bibliographic Instruction, Book Collections, Periodicals, and Public Services.”

**1. Describe how program personnel are engaged in the creation, discussion, and review of SAO statements, assessment results, and reports.**

The Learning Resources Unit has a representative on the campus Assessment of Learning Committee which looks at campus wide outcomes planning and initiatives, and plans campus wide surveys of the college core competencies. Members from the Learning Resources Unit are also Co-Chairing and participating in the next College core competency to be assessed. Information and Technology Literacy: Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use. This will involve a campus-wide assessment effort.

A librarian is co-chairing the Faculty Development Committee – a Committee of the Academic Senate – which works closely with the Assessment of Learning Committee to present flex day programs and information sessions on the SAO processes and core competency assessment results to ensure continued campus buy-in, interest, compliance, and currency.

Within the Unit, the Learning Resources Unit program SAO has been divided into sub categories to reflect the Unit departments, and all Learning Resources Unit members belong to a team that oversees the creation, analysis and measurement of collected data, that helps improve current operations and serves as the basis for forward department and Unit planning. The teams are as follows: Basic Skills, Bibliographic Instruction, Book Collection, Periodicals, and Public Service. This information has been posted to the Unit webpage at <http://www.elcamino.edu/library/>. It is also contained in **Appendix G** of this document.

Other examples exist that involve SAO procedures. The annual customer service survey is administered as a means to gather satisfaction data and a means to make decisions on the continuation or changing of services to our users. The annual Open House, started in the Fall 2013 was determined to be a useful marketing tool, as were two, earlier, similar events. The entire SAO series of reports can be found in **Appendix G**.

**2. How does the program ensure that SAOs are assessed consistently?**

The individual teams have agreed upon an evaluation cycle, and the Unit SAO coordinator helps move the process along. All teams contribute questions to the annual

student satisfaction survey, which provides useful data for the teams and also provides information for future planning.

Plans and progress are discussed at Unit SAO meetings and Unit Council meetings. Planning is linked to budgeting and equipment and materials that may be needed for, or as a result of assessment must be placed in Plan Build if they are to be realized, so consistent assessment is necessary - for example: new book purchases consider current curriculum, assignments and student reading skills, plans for collection location mapping consider the flow and ease of use of the library as it relates to student time, and past purchases (Clickers), and potential future purchases consider the role of new technologies in the library as they relate to information competency and student learning and success .

### **Individual Learning Resources Unit SAO teams**

**Periodicals SAO committee** has conducted several SAO assessments based on in-class (using the 1 unit Library classes) pre-and post-tests. The team has met and discussed results, and focused on the few questions that are missed by the most students. For example, students particularly had problems with the questions related to the benefits of online databases and whether the content of articles in databases was essentially the same that appeared in the printed journal/magazine/newspaper. The problem areas were to be highlighted in the next cycle of teaching. The team also discussed and acted upon giving test results back to students more quickly and using clickers for testing to improve learning. The Periodicals team has entered information into CurricuNET.

**Basic Skills SAO team** attended the CurricuNET training sessions, but had a little trouble following up on the training so has arranged to meet with the LRU SLO co-ordinator for a brief refresher training session. The Learning Resources Unit SAOs should use CurricuNET as it applies to the student services, not the academic side of CurricuNET. The team collected surveys from students, and discovered most students are very satisfied with the quality of tutoring in the LRC. We are proud of this! A constant challenge faced is funding for tutoring. There is not enough budgeted money to pay enough tutors to meet the needs of our students.

The **New Books SAO team** noted the newer books are a little lost in the old collection so the weeding project needs to continue. The Unit responded by purchasing some scanners to help with statistics and this has helped in statistics collection. Although the book collection team has not held formal meeting, we made enhancement to several tasks that we established since 2009.

#### A. Marketing/Awareness

The original one monthly New Booklist has been divided into 3 shorter lists grouped by items' location as follow: Reference, general collection, and McNaughton. The

benefit of having a shorter and specific location type of items list is that users can select the list of their interest and go through it with less time, for example if a user is looking for new books that s/he wants to borrow and take home, the general collection list would be the place to see; and if the goal is to find a light reading book to take on a vacation trip, one should check the McNaughton list. Another improvement to the three *New Booklist* links is that each list has a prominent distinctive and attractive icon on the library homepage.

B. Measuring the process:

The original scope of collecting usage has been expanded from new books (5 years or less) to include all books in the library with the exception of Reserves items. We also make an effort to account for all items that are used to measure accurate usage. The effort results in showing a measurable usage count of library collection. However, the usage is low in comparison against the total number of books in the collection which includes new books and also older books that have not been circulated for a long time or have not been circulated at all.

C. Resulting enhancements:

New, more specific location codes have been placed for each item into the Millennium catalog. The new location codes are: **North Wing-Ella Rose Madden Room, West Wing, Basement West, 1<sup>st</sup> Floor East, 2<sup>nd</sup> Floor East**. Items have been assigned a location code based on their physical location with the library building. The process helps users become more fully oriented regarding locating books in the library.

The **Bibliographic Instruction SAO Team** ordered clickers and used them for BI and Periodicals team testing and in Library classes. This involves students using clickers and responding in real time to a Clickers/powerpoint highlighting items covered during an instruction session. Positive feedback on their use has been noted. Higher scores are reported that on post-tests held “after the fact”, and misunderstandings can be addressed immediately before moving on to other concepts. A faculty evaluation on Library instruction sessions is in the works, and three of nine questions refer specifically to student learning objectives and the faculty’s impression of how effectively they are addressed. The Bibliographic Instruction team has entered information into CurricuNET.

The Public Access SAO Team spearheads an annual Student Satisfaction survey, compiled with input from all the SLO teams and the results are applicable to and useful for all team areas. The Public Access team has entered information into CurricuNET.

The Campus also has oversight on SAO work, and requires periodic reporting via CurricuNET. Additionally, faculty and staff evaluations are linked to SAO project contributions.

Three reference and instruction librarians are currently piloting an embedded librarian project with five Humanities faculty to reach more students and to provide a more in-depth information literacy experience.

**3. *Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?***

Assessment cycles have revealed areas that need minor improvement or tweaking in all departments. Changes have been implemented where possible, and other changes are being implemented as budget conditions allow. Further, long range improvements are being addressed through the Program Review process of creating Recommendations.

The printing services offered in the Learning Resources Unit are an example of a very successful process of program improvement as a response to documented need. In 2008, student surveys indicated a strong need to improve printing service options for students. Unit staff initiated new contracts with vendors and, currently, numerous additional capabilities for printing are available, including wireless/remote printing and scanning. The most recent survey indicated an overwhelming satisfaction with this service, even higher than previous ones. Another example of assessment-driven changes would be that more in-depth inter-departmental, as well as specific department training sessions for casual and student staff are being implemented. In support of these claims, please refer to **Appendix F**, the Customer Service survey from **2013**. The Unit has also been conducting Customer Service Surveys annually for a number of years.

**Program improvement:**

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

Using comments from internal Learning Resources Unit surveys, SAO assessments and college provided data (Cite Student/Faculty Satisfaction survey, SAO data, and Institutional Research produced Campus Climate surveys) the program has attempted to improve service areas and remain relevant to students and faculty primarily in the following ways:

**Staff training and education:** Types of training include Safety Meetings to address safety situations and needs for staff and students and emergency situations, such as Active Shooter Training, Fire extinguisher training, building walk-throughs. All Learning Resources Unit SAO team members will also soon receive training on the new Tracdat system

Staff members are encouraged to attend Workshops presented by Staff Development, Webinars, and attend conferences such as “The Internet Librarian”. Unit staff members are active in hosting presentation for various campus events, like Flex Day and various ethnic celebrations annually.

To advance professional development within the Unit, faculty members are encouraged to apply for Sabbaticals.

**Outreach programs:** Learning Resources Unit staff members plan and present various extra-curricular programs. These have included a Library Snapshot Day, an annual READ Poster award during National Library Week, annual Honors Transfer Program presentations, several Learning Resources Unit Open Houses, and special campus-wide programs such as the following recent programs:

- A presentation from the author Jeanne Wakatsuki Houston on Farewell to Manzanar,
- A Diversity in the Hispanic/Latino Community panel discussion
- A California Missions panel program
- A program celebrating Muslim cultural heritage.

Brown bag presentations for extra credit included ones on these topics: “Banned Books”, “Search Tools – Wolfram Alpha”, the “Testing and Education Center Database”, and “Science Databases in the Library”.

In an effort to extend the availability of reference services to our users, the librarians have offered a virtual, e-mail service called Ask-A-Librarian for several years. In spring 2013, an online link to Ask-A-Librarian was established in the Etudes system to further promote the use of the service by Distance Education students. The library also began marketing its services through social media with a Facebook page in 2010. Numbers of hits vary, but the page has a weekly total reach of around 2000 people.

**Instructional innovation:** As a result of SAO assessments, Clickers are now used for appropriate bibliographic instruction workshops to increase student engagement and retention, library presentations are being given in the classrooms to reach students in their



familiar class settings. Based on accepted best practices in the profession, several new instructional videos have been prepared by the lead Reference librarian and have been mounted on the library's web pages.

Librarians are demonstrating useful databases to faculty and service groups directly where they may be useful in their teaching or job duties – presentations to the Natural Sciences faculty were made in 2011, to the Counseling faculty in 2012, and to Cosmetology faculty in 2013. Librarians are also piloting an “embedded librarian” project with librarians working closely with various Humanities faculty.

**2. How have program personnel used metrics to improve program services?  
(Provide metrics from the last four years).**

Many metrics have been used for decision-making within the department. Please refer to Appendices and links below for Student Survey statistics, SAO statistics, Campus Climate Surveys, Circulation statistics, Reference statistics, Bibliographic Instruction statistics, Student Technology Surveys, etc.

The Office of Institutional Research has conducted numerous surveys which cite a number of concerns at El Camino College that could be addressed regarding technology. As a very technology-dependent component of the college, the LRU generally supports needed improvements across the board in technology. Metrics have influenced enhancement decisions about services offered to the students, such as:

**Electronic resources:**

- 2008 – 32 databases, no e-journals
- 2013 – 48 databases (50% increase), 2 e-journals. We offer more specialized databases with deeper or broader coverage. New curriculum areas are now supported: for example, American history, vocational and career preparation. Also, one database subscription now offers numerous online reference books and a way to search multiple databases simultaneously in one search. See:  
[http://www.elcamino.edu/library/library\\_ser/docs/Subscription\\_Databases\\_Fall2013.pdf](http://www.elcamino.edu/library/library_ser/docs/Subscription_Databases_Fall2013.pdf)
- 2008 – 2,681 eBook titles, all shared with other California community colleges, but with no downloading capabilities.

- 2013 - 12, 609 eBook titles. During this last year, the nearly 5,000 eBooks we added are owned by the ECC Library, and they can be downloaded and printed without the usual Digital Rights Management restrictions.

These significant increases in the online resources offered reflect a strategic effort to extend the availability of resources beyond the walls of the physical library to all students and faculty, but particularly those in Distance Education, to more flexibly meet their needs. Since the 2008 Program Review, we are acting more aggressively in recognition of the general trend of student preference and familiarity with using tools online. The library was able to accomplish this major expansion by shifting expenditure priorities, capitalizing on market competition, leveraging vendor promotions, and careful budgeting.

The **printing services** offered in the Learning Resources Unit are a fine example of a successful implementation of program improvement as a response to documented need. In 2008, student surveys indicated a strong need to improve printing service options for students. Unit staff initiated new contracts with vendors and, currently, numerous additional capabilities for printing are available, including the new implementation of wireless/remote printing and scanning. The 2013 survey indicated a very strong satisfaction level with this service.

Examples of specific requests by students in the **Student Tech Survey** include A) more resources online as an extension of lectures and B) more class-related supplemental materials available online. When instructors work with Learning Resources Unit librarians and staff, these requests can be addressed by the inclusion of class-related materials and web links in the electronic reserve system. The Student Tech Survey of 2012 can be viewed at this website: [http://www.elcamino.edu/administration/ir/docs/survey/TechSurvey\\_Presentation.pdf](http://www.elcamino.edu/administration/ir/docs/survey/TechSurvey_Presentation.pdf)

**3. If applicable, explain any patterns in students' success, retention, and persistence in terms of students' characteristics and program objectives and discuss planned responses or changes.**

The Learning Resources Center, which provides a range of services to students and which is a department of the Learning Resources Unit, has developed an outline for several improvements to be made:

**A. Re-Purposing the Basic Skills Study Center**

The Basic Skills Study Center has been used by students enrolled in Academic Strategies 1 and Math courses since it opened in 2008. However, it is likely fewer students will be using

the computers in the BSSC for two reasons. First, with the opening of a new computer lab in the Math, Business and Allied Health building (MBA), the math students who have been using the BSSC will be directed to computer labs in the MBA building. In addition, students will no longer be allowed to repeat the Academic Strategies 1 course; therefore fewer students using computers for this course are expected. In the near future, the use of computers and space in the BSSC should be diversified to meet the changing needs of today's students. To begin to develop and implement the change, the library staff will be surveyed for input and suggestions.

#### **B. Renaming the Basic Skills Study Center and Other Areas of the Learning Resources Center**

The name "Basic Skills Study Center" can be limiting, so that students believe this area is only for students who need assistance with "basic skills." If the area is re-purposed, a new name for this area should be assigned. Also, the other names of areas within the Learning Resources Center such as "Learning Center," "Tutoring Center," "Media Materials Collection" and "Library Media Technology Center" are confusing to the students and faculty. All Learning Resources Unit staff should be surveyed to discuss more concise, descriptive, and inclusive names for these areas.

#### **C. Learning Resources Center (LRC) Orientations**

To make students aware of the variety of services provided by the Learning Resources Center, an LRC orientation will be developed. It would be offered early each semester. Students are now given a formal LRC orientation only if it is scheduled by their instructor. This new service would give students an opportunity to receive an orientation in a small group format.

#### **D. Updating/Weeding Media Materials Collection –**

The media materials collection has over 3,000 pieces to supplement students' learning needs. The collection consists of audio cassette tapes, VHS tapes, CDs, DVDs, rock samples, and anatomy models. The outdated formats such as audio VHS tapes are rarely used. Therefore, the audio/visual materials should be updated to a digitized or to other formats that are currently being used. To implement this change, the entire staff of the Learning Resources Unit will collaboratively develop policies for maintaining media materials. For example, policies on the usability, frequency of use, and frequency of faculty referrals might be considered.

#### **E. Media/Objects in Learning Resources Center**

Also, the checkout system for the media materials collection in the Learning Resources Center is not computerized, so the data on usage of media materials is difficult to gather. To

improve the LRC's checkout system for materials, implementing the Millennium system already used in the Library should be considered.

## **Program Environment**

- 1. Discuss the program environment, including the relationship among program staff and students and involvement with other programs or support areas.***

The Learning Resources Unit works closely with all the principal constituent groups on campus: faculty, staff, and students; thus a myriad number of close formal and informal relationships have been established. Basic Skills labs provide orientations to computer lab etiquette and special subject programs upon request. Similarly, faculty members arrange for general and assignment specific bibliographic instruction sessions with the reference librarian faculty members, and these same librarians consult on the assignment and format of the instruction sessions.

Library classes "Introduction to Library Skills" and "Library Research Using the Internet" are taught by librarians under the auspices of the Humanities Division, which necessitates working closely with that Division.

The Acquisitions Librarian chairs a Library Advisory Committee which has general faculty and student members.

As mentioned above, workshop demonstrations of databases and services are made to other divisions and user groups, including student support areas like Counseling.

The librarians each have at least one liaison appointment to other academic Divisions to solicit input for Book selection, disseminate relevant information, and field questions about library resources.

The library Public Access department works closely with the Foundation office in arranging programs and artist/faculty/student displays.

Representatives from the Learning Resources Unit have for years been well-represented on campus-wide committees, including Faculty Development, Academic Senate, Campus Technology, Hiring Committees, Curriculum Committees, Unit and Colleges Councils, Insurance Benefits Committee, and Calendar Committee.

The Learning Resources Unit coordinates activities with other support services like the Writing Center in an attempt to ensure that services are not duplicated unnecessarily.

The Learning Resources Unit has arranged with the Police Department to speak to Unit staff on safety topics, and has arranged to have police and cadets patrol the building for patron safety.

The Learning Resources Unit works closely with the Information Technology Services department to try to ensure the smooth running of the computers in the library and the networked systems for remote access to library services and databases. The subject of technical support is of continued concern, as is the subject of keeping the computers and other equipment up to date to support technology trends and advances.

The library works closely with Divisions that need specified library resources for accreditation, including the Nursing and Law programs, consulting with them on the currency of resources and the inclusion of certain standard materials and resources.

The Unit works closely with other Divisions in providing Tutoring services; plans are underway to introduce online tutoring in many disciplines.

The Unit works closely with the Special Resource Center to provide research/study services to special needs students. The library contains an adaptive access room in the reference area which is maintained principally by the Special Resources Center.

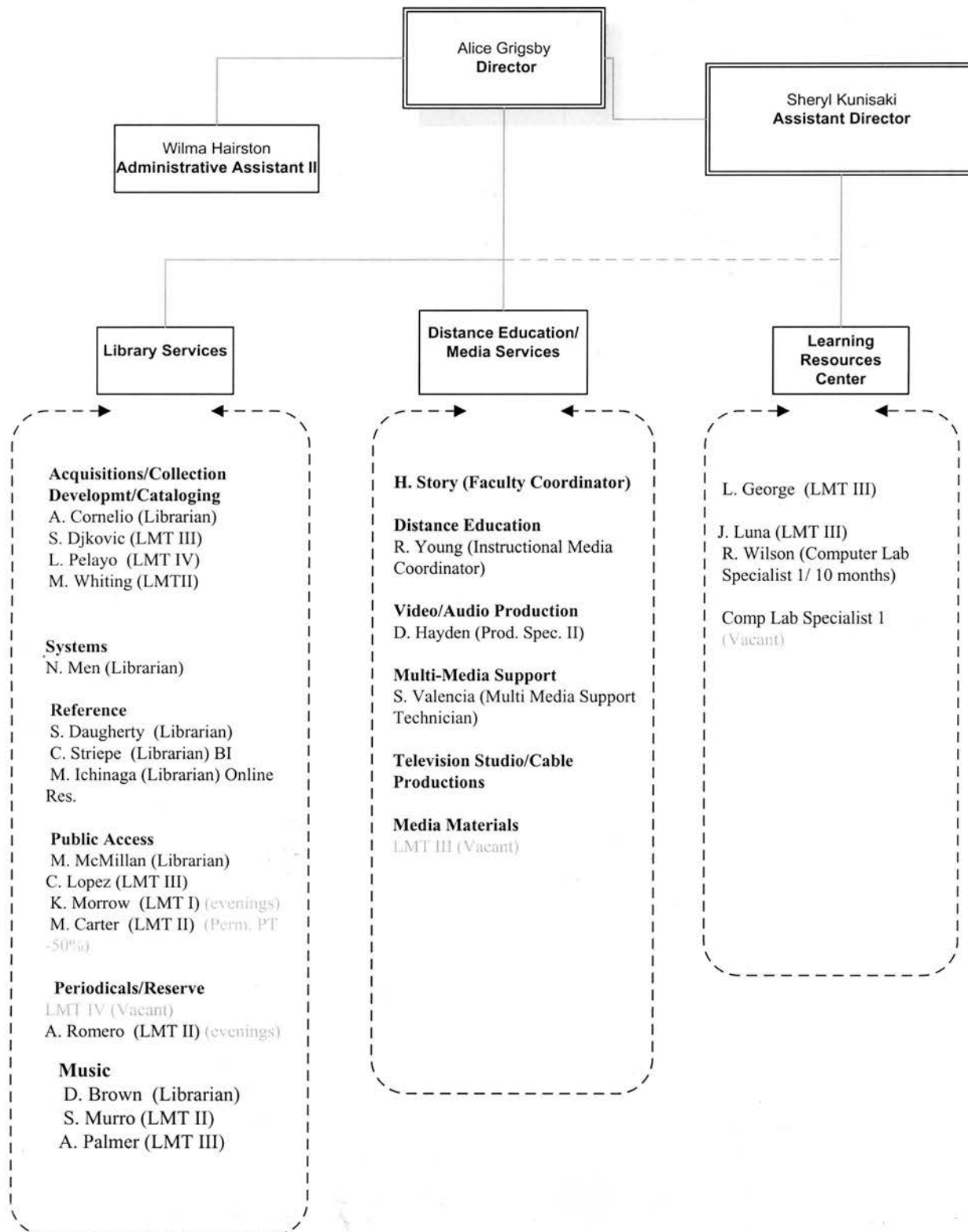
**2. Describe the number and type of staff and faculty (include current organizational chart).**

The Learning Resources Unit numbers twenty-six (26) Full-Time Equivalent staffing. These consist of a Director and Assistant Director, a Faculty Coordinator, 7 librarians, 14 full-time staff, 4 part-time librarians, and 3 - 5 casual staff.

The Librarians have full status as faculty members, with similar expectations for professional academic credentials, development, and evaluation criteria. This status is supported by the American Association of University Professors in their official statements on the matter, issued January 11, 2013, found at the following site:

<C:\Documents and Settings\dbrown\Local Settings\Temporary Internet Files\Content.Outlook\T3SD8BVQ\Joint Statement on Faculty Status of College and University Librarians AAUP.htm>

The Learning Resources Unit organizational chart follows:



**3. Describe facilities or equipment needs for the next four years.**

A full-cycle replacement of ALL computers and computer-based equipment should be accomplished within the next few years.

Collaborative seating pods should be developed in study areas with equipment for preparing group presentations, etc.

Faculty and staff need new technologies (iPads, other tablets, etc.) to be used for instructional innovation.

**4. Describe how well the scheduled hours of availability meet student demand and indicate the specific hours the program operates.**

User surveys indicate an overall satisfaction with the LRU operating hours.

Semester hours are Mon – Thurs 8:00am – 9:00pm, Fridays 8:00am – 4:30pm, and Saturdays 9:30am to 2pm. The Music Library has similar hours.

Summer session hours vary but are slightly less in number according to programs offered, especially since the campus is normally operating only Mon – Thurs in summer.

The Unit has not had any compelling requests for additional operating hours.

**5. Describe the influences that external factors such as state laws, changing demographics, and the characteristics of the students served have on the program and services and how the program addresses these factors.**

In accordance with the above, the Library has significantly increased the number and variety of electronic resources available to its users, thus providing sources of information that are available 24/7, on- and off-campus. These resources are particularly important for Distance Education students.

In 2012 the El Camino College library incorporated the common slate of 5 databases that the State, through the Community College Consortium, provides free to all California Community Colleges.

To meet the needs of all faculty and students, the library offers instruction sessions in the Library and labs as a lecture, in a hands-on lab setting or goes to the classroom.

The Library has greatly upgraded the Unit web pages to reflect needs of students and faculty and introduced services like Ask-A-Librarian and Facebook, and various instructional videos. The Unit is continuing to digitize some music and archival materials for preservation of the College history, and for research/study purposes, as staffing permits.

As previously mentioned, the Unit works closely with other Departments and Divisions to ensure that specific programs are compliant with their respective accreditation requirements.

The library also provides an adaptive access room in the library for Special Resources students, and offers tutoring services.

## **Customer Service**

***1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.***

User surveys are conducted each year in the Learning Resources Unit during the Spring semester. The following are a few highlights of the most recent (2013) survey of our users: students, faculty, and other community users, **Appendix F**.

- **81% of our users are students**; virtually all of the remainder are faculty (10%) & staff members (9%).
- **50% use one or more Learning Resources Unit services daily or weekly**; 40% occasionally; 10% rarely
- **More Learning Resources Unit users come to use computers than for any other service**; all other library services are utilized by a third or fewer of our total users.
- **Of those who come to the Learning Resources Unit to study, 42% primarily study individually, while 30% come primarily to study in a group**
- **A third of users come to the Learning Resources Unit to check out a book or other resource**
- **80% of users are willing to use eBooks when it is the only choice available; though eBooks assist in the interests of distance education, this format is not preferred as being the only choice, however.**

The Learning Resources Unit offers numerous specialized services and departments (e.g. study space, textbooks, librarian assistance, audio/visual materials, computers, tutoring, music library materials, basic skills study center, etc.). The importance of our wide variety of services is highlighted by the fact that an overall **majority of library users are utilizing each of the unit's services at least occasionally, except** the Basic Skills Study Center and the Music Library. Each of these services has a specialized user base. The wide range of services that the Unit offers is, therefore, important to maintain so that we are able to serve the wide range of needs of our users.



**Satisfaction levels trending very high:** It is obvious that any user survey should measure levels of satisfaction among its users, and the Learning Resources Unit surveys have trended very positively during the past several years in customer satisfaction levels. While reaching 100% of user satisfaction is an unrealistic goal, the Unit surveys for 2013 reveal an overwhelming satisfaction level, with dissatisfaction measured at less than 2% for users for all major unit service areas, arguably a statistically insignificant level. For the past several years, dissatisfaction levels have generally been in the single-digit percentages, with a few a bit higher.

Our surveys have always provided an option of “not applicable”, due to the fact that each user should evaluate only those Learning Resources Unit service that he/she has utilized. For this reason, the “not applicable” portion of the survey is not considered in the calculation of satisfaction levels among our users for any given service. Each distinct service mentioned in the survey has been evaluated by the vast majority of respondents saying that they are satisfied, unsatisfied, or have no opinion/not applicable.

Ideally, a survey such as ours would be able to determine specific reasons for dissatisfaction levels, but, as this is an anonymous survey, any reasons for a customer being dissatisfied will need to be determined in another manner. The customer comments included on the 2012 and 2013 surveys were generally either positive or were at most only moderately helpful in determining specific reasons for dissatisfaction.

It will be incumbent upon the Unit to address comments regarding dissatisfaction—indeed some may have already been addressed or explainable. Examples of these are:

- a) having better instructions for students trying to log on to WiFi in the library, and getting universal WiFi across the entire campus;
- b) many complex printing services issues have been successfully addressed—the entire print queue system has been working more smoothly since July 2012, and additional services have recently been activated, such as printing from WiFi and/or remote connections.
- c) any disputes with students vs. staff will need to be addressed on a case-by-case basis.

The reader is referred to **Appendix F**, the Learning Resources Unit Customer Service survey of 2013 for a better understanding of data details.

Using comments from internal Learning Resources Unit surveys, SAO assessments and college provided data (please see **Appendices A through F**) the program has attempted to

improve service areas and remain relevant to students and faculty primarily in the following ways:

**Staff training and education:** Types of training include Safety Meetings to address safety situations and needs for staff and students and emergency situations, such as Active Shooter Training, Fire extinguisher training, building walk-throughs.

Staff members are encouraged to attend Workshops presented by Staff Development, Webinars, and attend conferences such as “The Internet Librarian”

To advance professional development within the Unit, faculty members are encouraged to apply for Sabbaticals.

**Outreach programs:** LRU staff members plan and present various extra-curricular programs. These have included a Library Snapshot Day, an annual READ Poster award during National Library Week, annual Honors Transfer Program presentations, several LRU Open Houses, and special campus-wide programs such as the following:

- A presentation from the author Jeanne Wakatsuki Houston on Farewell to Manzanar,
- A Diversity in the Hispanic/Latino Community panel discussion
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- A program celebrating Muslim cultural heritage (2013).

Brown bag presentations for extra credit included ones on these topics: “Banned Books”, “Search Tools – Wolfram Alpha”, the “Testing and Education Center Database”, and “Science Databases in the Library”.

In an effort to extend the availability of reference service, the library has offered a virtual, e-mail service called Ask-A-Librarian for several years. In spring 2013, an online link to Ask-a-Librarian was established in the Etudes system to further promote the use of the service by Distance Education students. The library also began marketing its services through social media with a Facebook page in 2010.

**Instructional innovation:** As a result of SLO assessments, Clickers are now used for appropriate bibliographic instruction workshops to increase student engagement and retention, library presentations are being given in the classrooms to reach students in their familiar class settings. Based on accepted best practices in the profession, several new instructional videos have been prepared by the lead Reference librarian and have been mounted on the library’s web pages.

Librarians are demonstrating useful databases to faculty and service groups directly where they may be useful in their teaching or job duties – presentations to the Natural Sciences faculty were made in 2011, to the Counseling faculty in 2012, and to Cosmetology faculty in 2013.

***2. What aspect(s) of the program's service needs improvement? Explain how the program will address service improvements.***

In the past few years, not only have cutbacks reduced the number of part-time and casual employee hours, but several full-time staff members have retired or moved on. The timely replacement of these staff members is crucial for the maintenance of program services. Indeed, there is a strong need for improved funding for part-time and casual employees to increase and improve services in the several areas of public service, not the least of which is tutoring, public desk service, and collection maintenance. A distinct need for staffing trained in the processes of digitization has been identified.

The regular and constant updating of computers and software for student and staff use is a campus-wide concern, and it is particularly so in the LRU. It will be crucial to the Unit's ability to serve our public to always have high consideration for maintenance and updating in these areas. In addition, our Unit has a further concern for the regularly-scheduled updating of media equipment in various service areas. A serious need has been identified for a line item for instructional technologies to be made available to unit faculty.

Another budgeting concern for the Unit is a regular COLA addition to our materials, software, and equipment budget items. Inflationary pressures reduce the purchasing power in these areas each year, thus lowering our ability to keep updating as is necessary.

The Basic Skills Center needs to have its space re-purposed to maximize the available computer and software resources for the students of ECC. Decisions will need to be made how it will be re-configured and how a new name will describe its purpose. Indeed, our Unit survey indicates that there is an increased need for more collaborative learning spaces for students throughout our facilities.

There is a need to establish a student focus group which can assist the librarians and other staff in making decisions about service enhancements, digital resources, and physical space changes such as those for collaborative learning; this connection with the student body should improve communication and beneficial decision-making.

The Unit, with most of the various services and personnel spread out over a quite large Schauerman Library building, has become increasingly concerned about security. Security has

also been a concern expressed by a number of students on our 2013 survey. There is a need for more security personnel to be stationed within the main building of the Unit.

## *Conclusions and Recommendations*

### 1. Summarize the program's strengths and areas that need improvement.

**Strengths:** The Learning Resources Unit programs have persisted in providing **high-quality services** to its various user groups during the past several years. Our user groups have been surveyed annually during the period since the previous Program Review in 2008; with slight variations, our user groups have expressed exceptionally **high levels of satisfaction**, with overwhelming levels of satisfaction (over 98%) being registered in the latest, 2013, survey.

The more than twenty different services provided in our Unit each have a particular audience of users, none of which may represent a majority of individuals using our services, indicating that **each service has importance** to the overall community. Moreover, the staff of the Unit has welcomed the **increased overall usage** of library services of the past few years, especially when the usage of our electronic (remote) services is included.

Within the limitations of budget considerations, the staff has created **innovations** and has particularly increased the number of **electronically-based databases** available to our users. These databases serve an ever-widening range of disciplines offered at El Camino College. We have created real **value for the college**, as we remain well-connected to state-wide consortiums allowing us substantially-discounted services, and we have created methodologies and relationships which have provided further discounts in the general acquisitions of resources in many formats.

**Bibliographic instruction** remains one of the very popular services. Working quite closely with class instructors, librarian workshops are imbedded into classes in a wide range of disciplines, adding an important component addressing information competency for ECC students

**Outreach (marketing) to our community** has increased substantially during the past several years, and has created strong followings among faculty and students. These have been in the form of special events, cultural celebrations, wide-ranging art exhibits, topical workshops, and other less visible strategies.

The Learning Resources Center has been providing strong **tutoring services** and **general computer services** through the Library Media Technology Center. However, demand is also extremely strong and **more of these services** need to be available to the students. It is particularly important that funding will be increased for tutoring and that computers and software are regularly replaced and/or updated.

**Areas for improvement:** In the past few years, not only have cutbacks reduced the number of part-time and casual employee hours, but several full-time staff members have retired or moved on. The timely replacement of these staff members is crucial for the maintenance of program services. Indeed, there is a strong need for improved funding for part-time and casual employees to increase and improve services in the several areas of public service, not the least of which is tutoring, public desk service, and collection maintenance. A distinct need for staffing trained in the processes of digitization has been identified.

The regular and constant updating of computers and software for student and staff use is a campus-wide concern, and it is particularly so in the LRU. It will be crucial to the Unit's ability to serve our public to always have high consideration for maintenance and updating in these areas. In addition, our Unit has a further concern for the regularly-scheduled updating of media equipment in various service areas. A serious need has been identified for a line item for instructional technologies to be made available to unit faculty.

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There is a need to establish a student focus group which can assist the librarians and other staff in making decisions about service enhancements, digital resources, and physical space changes such as those for collaborative learning; this connection with the student body should improve communication and beneficial decision-making.

The Unit, with most of the various services and personnel spread out over a quite large Schauerman Library building, has become increasingly concerned about security. Security has also been a concern expressed by a number of students on our 2013 survey. There is a need for more security personnel to be stationed within the main building of the Unit.

## 2. List prioritized recommendations.

*Recommendation 1: Facilitate timely replacement of all full-time positions in the Unit to maintain and improve program services.*

*Recommendation 2: Request budgeting to expand student and casual staffing in the Unit to meet public needs of students and faculty.*

*Recommendation 3: Coordinate with ITS to plan for regular updating of LRU computer equipment and software to keep up with education, research, and workflow need, understanding that ITS has developed a campus-wide computer replacement schedule.*

*Recommendation 4: Request an ongoing budget line item for a regular replacement schedule for media equipment and software.*

*Recommendation 5: Institutionalize regular Cost of Living Adjustments (COLA) for resource purchases; these increases would assist in the systematic updating of book, media, database, and instructional software resources.*

*Recommendation 6: Request budgeting to expand tutorial services and staffing to meet the needs of the Learning Resources Center.*

*Recommendation 7: Review the uses and aims of the Basic Skills Center and rename the area to align with the new repurposing.*

*Recommendation 8: Establish student focus groups to address issues relating to library service improvements.*

*Recommendation 9: Request an ongoing budget line item for new technologies to be used by staff for instruction.*

*Recommendation 10: Coordinate with the El Camino College Police Department to have more security personnel placed in the Library facilities.*

*Recommendation 11: Request an ongoing staffing budget for digitization projects. Digitization will promote digital formatting of selected Unit materials, eliminate many physical storage issues, and provide users with convenient remote access, thus allowing greater access.*

*Recommendation 12: Review other Divisions' Program Reviews for the mention of LRU/Library services, in the interest of more effectively serving curriculum needs and improving services to students and faculty.*

*Recommendation 13: Utilize Millennium system to create check-out capabilities for selected materials in the Learning Resources Center.*

*Recommendation 14: Investigate ways to provide more facilities for students to engage in collaborative learning within the Unit through physical reconfigurations of space.*

3.

**X** Continue program

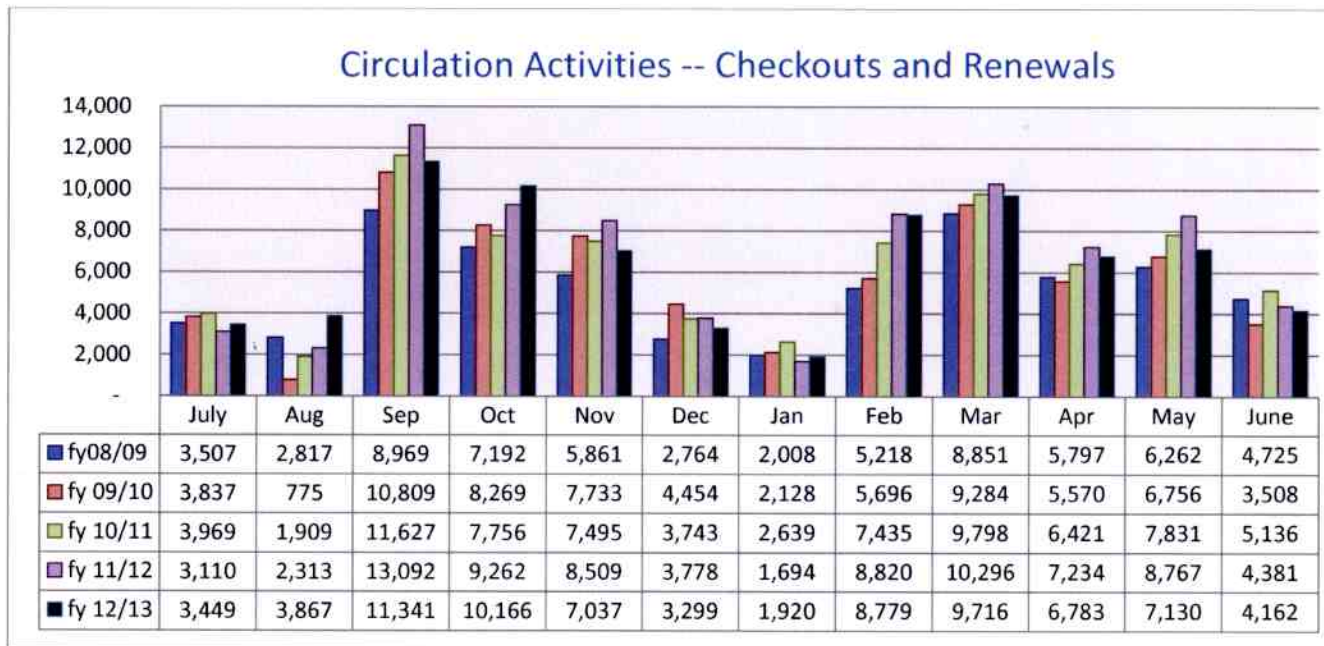
\_\_\_\_\_ Discontinue program (Explain how the program's services could be handled by other services on campus if the program has been declining or is no longer fully utilized).

# APPENDIX A

## Millennium Circulation Statistics – Checkouts and Renewals



<b>Circulation Activities -- Checkouts &amp; Renewals</b>													
<i>Fiscal</i>	<i>July</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>June</i>	<b>Total</b>
fy08/09	3,507	2,817	8,969	7,192	5,861	2,764	2,008	5,218	8,851	5,797	6,262	4,725	<b>63,971</b>
fy 09/10	3,837	775	10,809	8,269	7,733	4,454	2,128	5,696	9,284	5,570	6,756	3,508	<b>68,819</b>
fy 10/11	3,969	1,909	11,627	7,756	7,495	3,743	2,639	7,435	9,798	6,421	7,831	5,136	<b>75,759</b>
fy 11/12	3,110	2,313	13,092	9,262	8,509	3,778	1,694	8,820	10,296	7,234	8,767	4,381	<b>81,256</b>
fy 12/13	3,449	3,867	11,341	10,166	7,037	3,299	1,920	8,779	9,716	6,783	7,130	4,162	<b>77,649</b>



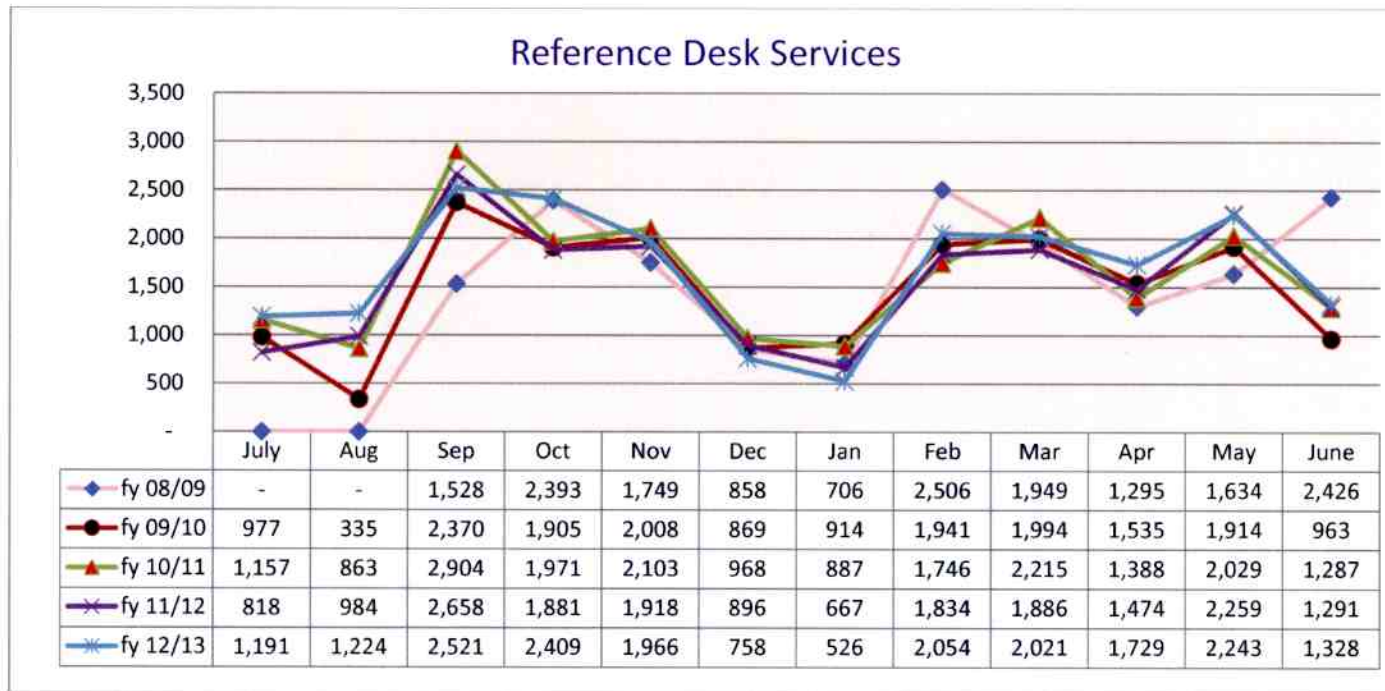
# APPENDIX B

## Reference Services Statistics

### Public Access Services

Reference Desk Services													
Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 08/09	-	-	1,528	2,393	1,749	858	706	2,506	1,949	1,295	1,634	2,426	<b>17,044</b>
fy 09/10	977	335	2,370	1,905	2,008	869	914	1,941	1,994	1,535	1,914	963	<b>17,725</b>
fy 10/11	1,157	863	2,904	1,971	2,103	968	887	1,746	2,215	1,388	2,029	1,287	<b>19,518</b>
fy 11/12	818	984	2,658	1,881	1,918	896	667	1,834	1,886	1,474	2,259	1,291	<b>18,566</b>
fy 12/13	1,191	1,224	2,521	2,409	1,966	758	526	2,054	2,021	1,729	2,243	1,328	<b>19,970</b>

2008 July & Aug. data not available

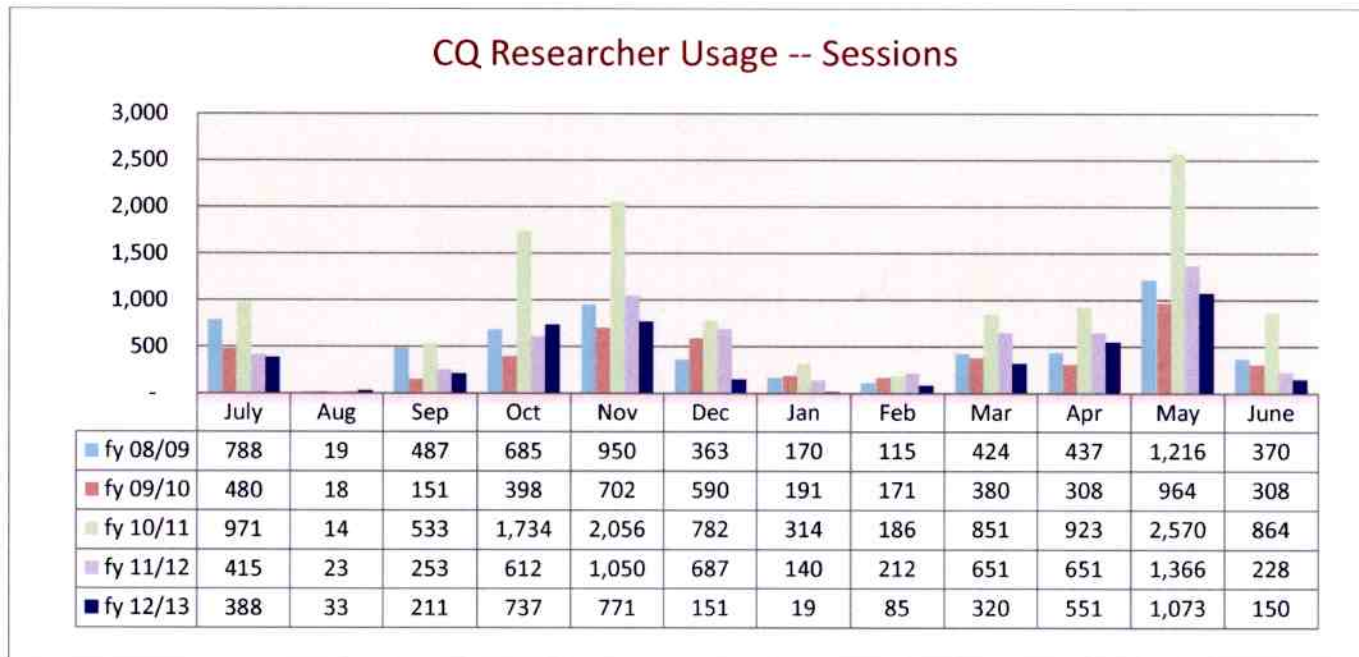


# APPENDIX C

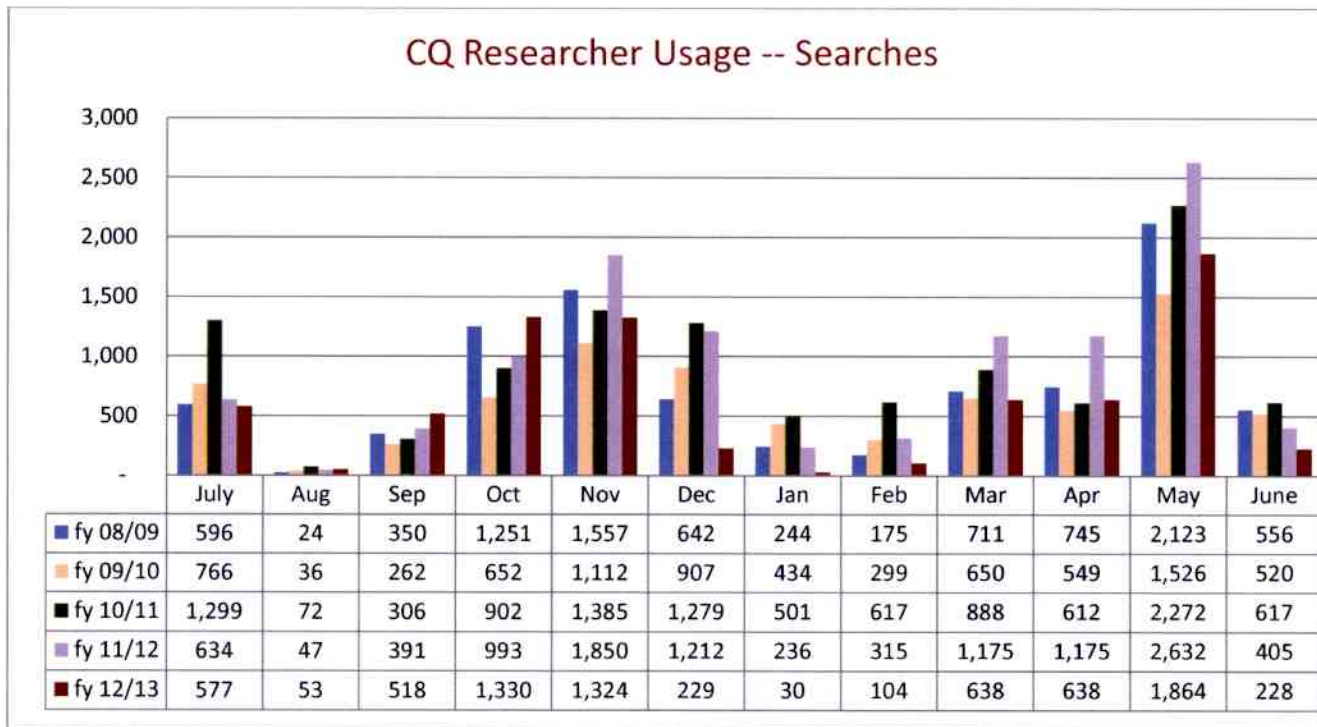
## Selected Database Usages

### CQ Researcher Databases

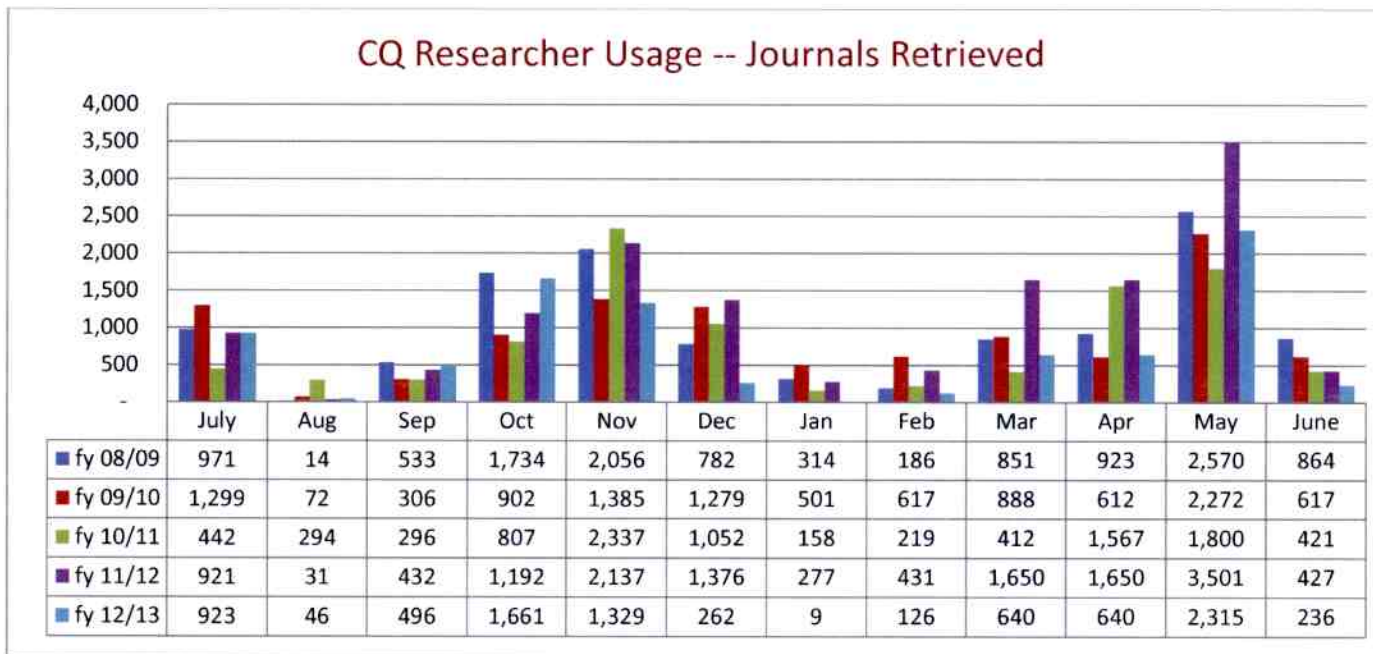
CQ Researcher Usage -- Sessions													
<i>Fiscal</i>	<i>July</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>June</i>	<i>Total</i>
<b>fy 08/09</b>	788	19	487	685	950	363	170	115	424	437	1,216	370	<b>6,024</b>
<b>fy 09/10</b>	480	18	151	398	702	590	191	171	380	308	964	308	<b>4,661</b>
<b>fy 10/11</b>	971	14	533	1,734	2,056	782	314	186	851	923	2,570	864	<b>11,798</b>
<b>fy 11/12</b>	415	23	253	612	1,050	687	140	212	651	651	1,366	228	<b>6,288</b>
<b>fy 12/13</b>	388	33	211	737	771	151	19	85	320	551	1,073	150	<b>4,489</b>



CQ Researcher Usage -- Searches													
<i>Fiscal</i>	<i>July</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>June</i>	<i>Total</i>
<b>fy 08/09</b>	596	24	350	1,251	1,557	642	244	175	711	745	2,123	556	<b>8,974</b>
<b>fy 09/10</b>	766	36	262	652	1,112	907	434	299	650	549	1,526	520	<b>7,713</b>
<b>fy 10/11</b>	1,299	72	306	902	1,385	1,279	501	617	888	612	2,272	617	<b>10,750</b>
<b>fy 11/12</b>	634	47	391	993	1,850	1,212	236	315	1,175	1,175	2,632	405	<b>11,065</b>
<b>fy 12/13</b>	577	53	518	1,330	1,324	229	30	104	638	638	1,864	228	<b>7,533</b>



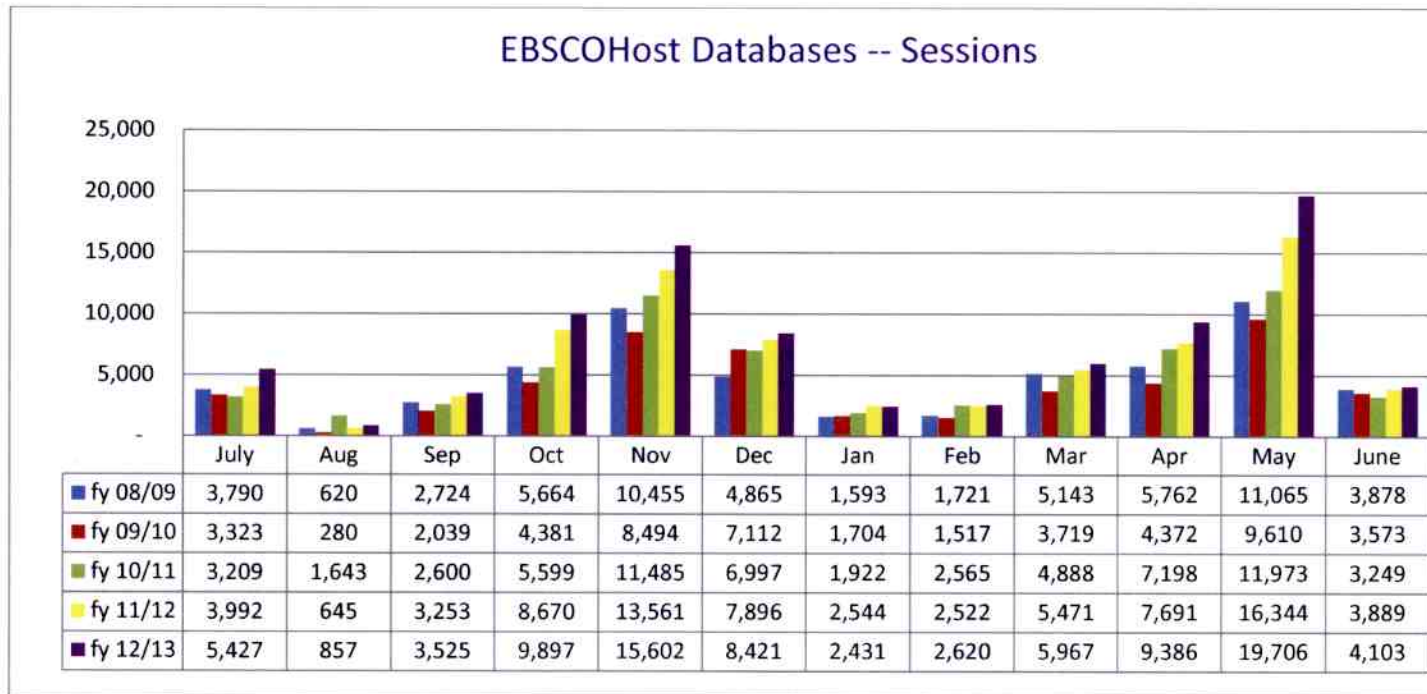
CQ Researcher Usage -- Journal Retrieved													
<i>Fiscal</i>	<i>July</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>June</i>	<i>Total</i>
<b>fy 08/09</b>	971	14	533	1,734	2,056	782	314	186	851	923	2,570	864	<b>11,798</b>
<b>fy 09/10</b>	1,299	72	306	902	1,385	1,279	501	617	888	612	2,272	617	<b>10,750</b>
<b>fy 10/11</b>	442	294	296	807	2,337	1,052	158	219	412	1,567	1,800	421	<b>9,805</b>
<b>fy 11/12</b>	921	31	432	1,192	2,137	1,376	277	431	1,650	1,650	3,501	427	<b>14,025</b>
<b>fy 12/13</b>	923	46	496	1,661	1,329	262	9	126	640	640	2,315	236	<b>8,683</b>



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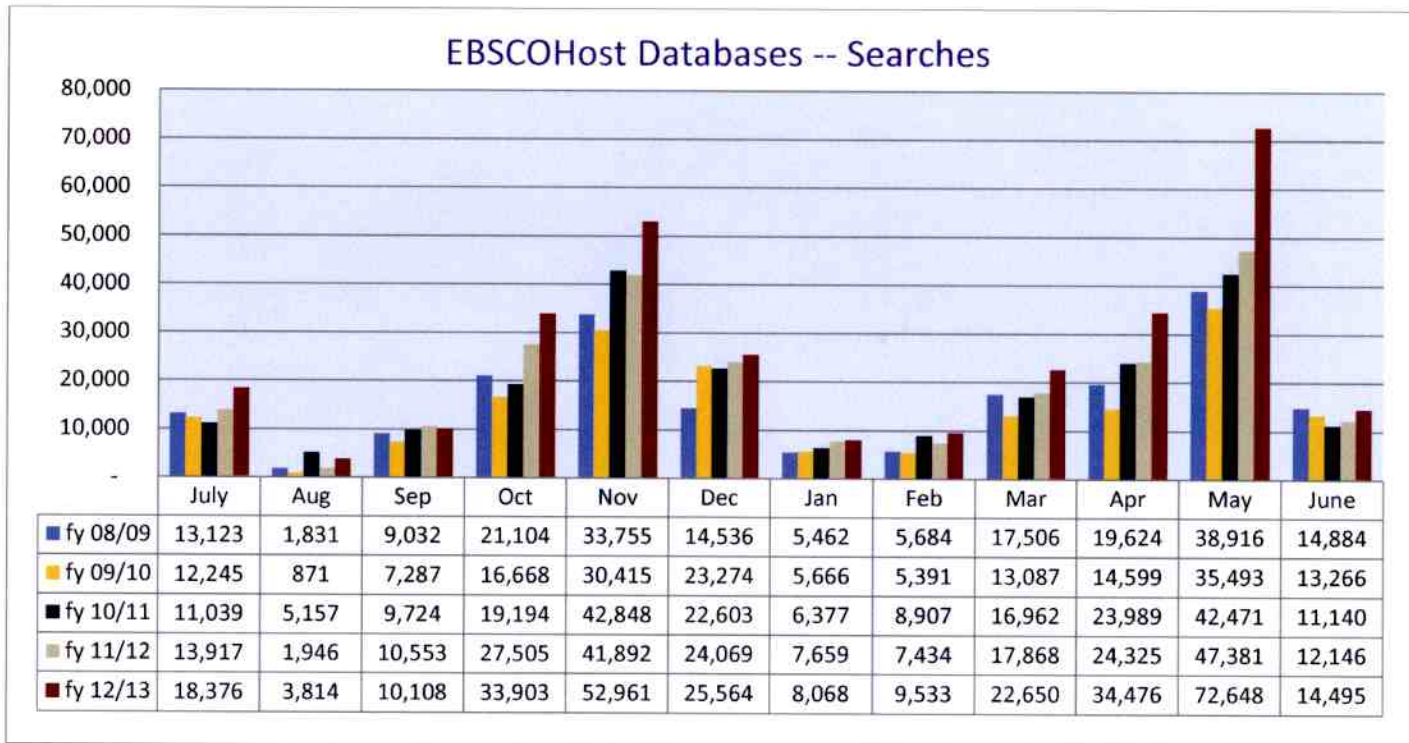
### EBSCOHost Databases

EBSCOHost Databases Usage -- Sessions													
Month	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 08/09	3,790	620	2,724	5,664	10,455	4,865	1,593	1,721	5,143	5,762	11,065	3,878	<b>57,280</b>
fy 09/10	3,323	280	2,039	4,381	8,494	7,112	1,704	1,517	3,719	4,372	9,610	3,573	<b>50,124</b>
fy 10/11	3,209	1,643	2,600	5,599	11,485	6,997	1,922	2,565	4,888	7,198	11,973	3,249	<b>63,328</b>
fy 11/12	3,992	645	3,253	8,670	13,561	7,896	2,544	2,522	5,471	7,691	16,344	3,889	<b>76,478</b>
fy 12/13	5,427	857	3,525	9,897	15,602	8,421	2,431	2,620	5,967	9,386	19,706	4,103	<b>87,942</b>

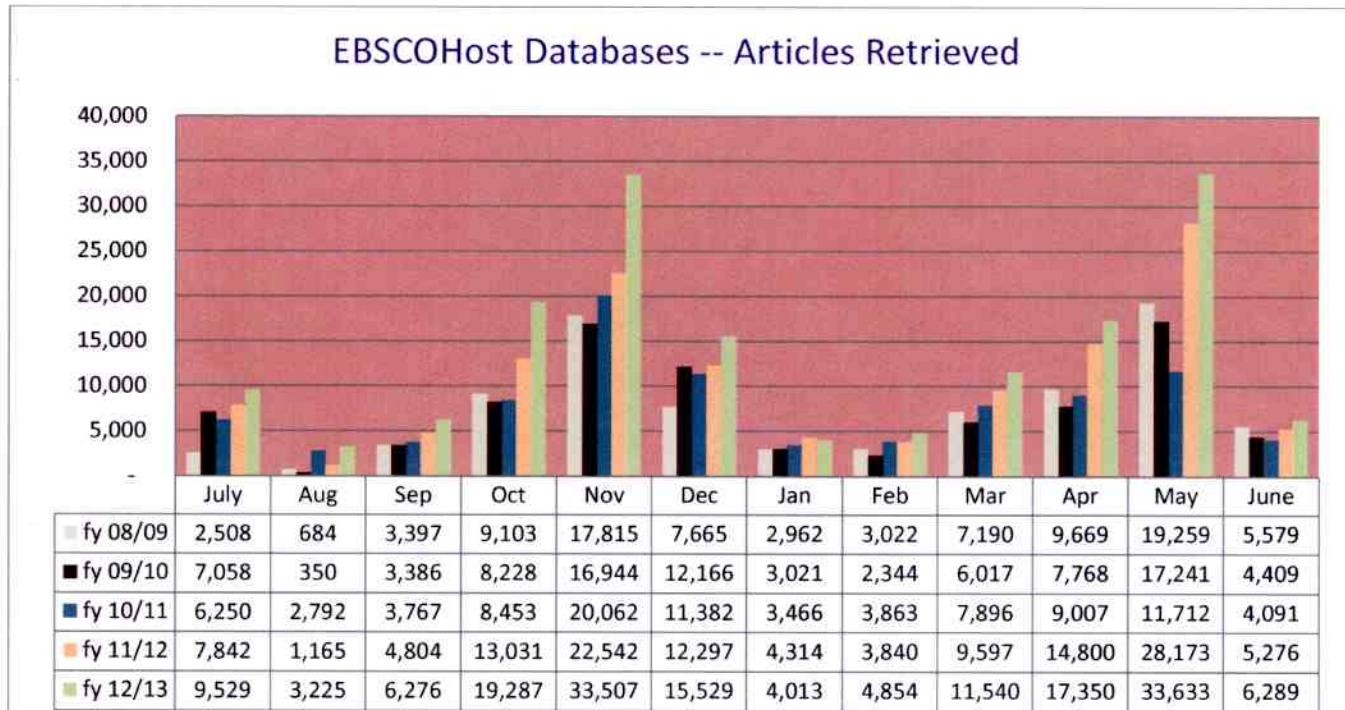




EBSCOHost Databases Usage -- Searches													
<i>Fiscal</i>	<i>July</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>June</i>	<i>Total</i>
fy 08/09	13,123	1,831	9,032	21,104	33,755	14,536	5,462	5,684	17,506	19,624	38,916	14,884	<b>195,457</b>
fy 09/10	12,245	871	7,287	16,668	30,415	23,274	5,666	5,391	13,087	14,599	35,493	13,266	<b>178,262</b>
fy 10/11	11,039	5,157	9,724	19,194	42,848	22,603	6,377	8,907	16,962	23,989	42,471	11,140	<b>220,411</b>
fy 11/12	13,917	1,946	10,553	27,505	41,892	24,069	7,659	7,434	17,868	24,325	47,381	12,146	<b>236,695</b>
fy 12/13	18,376	3,814	10,108	33,903	52,961	25,564	8,068	9,533	22,650	34,476	72,648	14,495	<b>306,596</b>



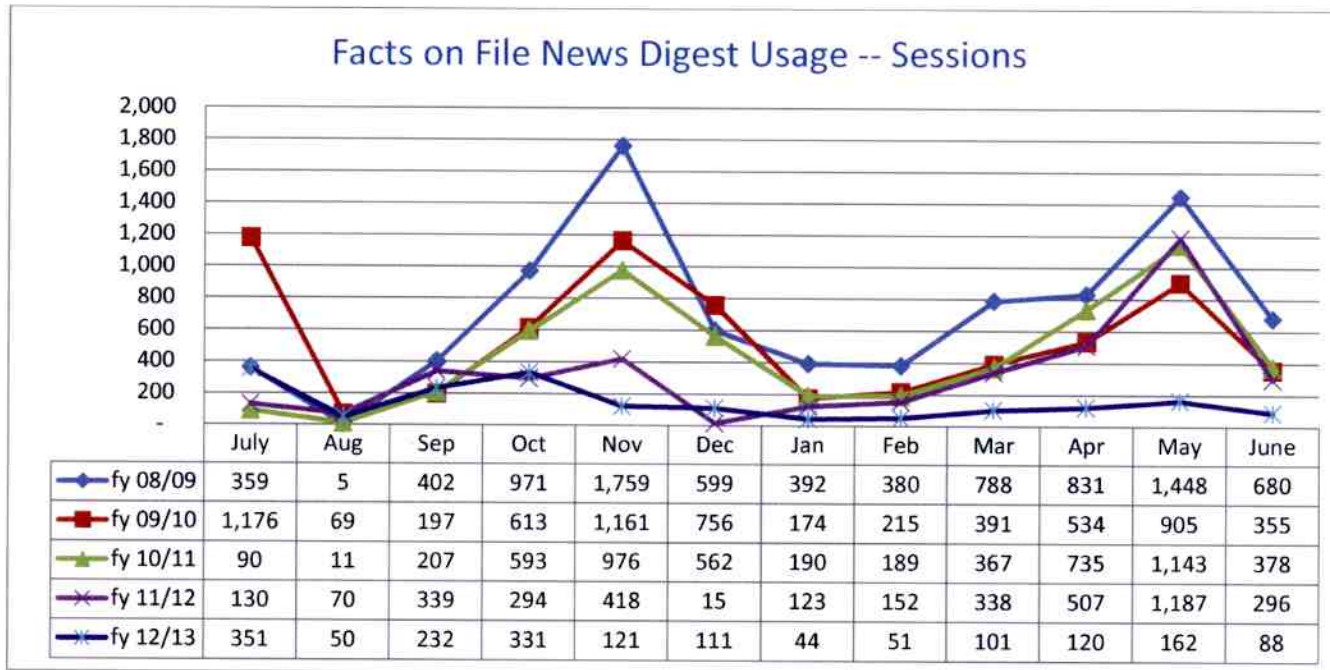
EBSCOHost Databases Usage -- Articles Retrieved													
Month	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 08/09	2,508	684	3,397	9,103	17,815	7,665	2,962	3,022	7,190	9,669	19,259	5,579	<b>88,853</b>
fy 09/10	7,058	350	3,386	8,228	16,944	12,166	3,021	2,344	6,017	7,768	17,241	4,409	<b>88,932</b>
fy 10/11	6,250	2,792	3,767	8,453	20,062	11,382	3,466	3,863	7,896	9,007	11,712	4,091	<b>92,741</b>
fy 11/12	7,842	1,165	4,804	13,031	22,542	12,297	4,314	3,840	9,597	14,800	28,173	5,276	<b>127,681</b>
fy 12/13	9,529	3,225	6,276	19,287	33,507	15,529	4,013	4,854	11,540	17,350	33,633	6,289	<b>165,032</b>



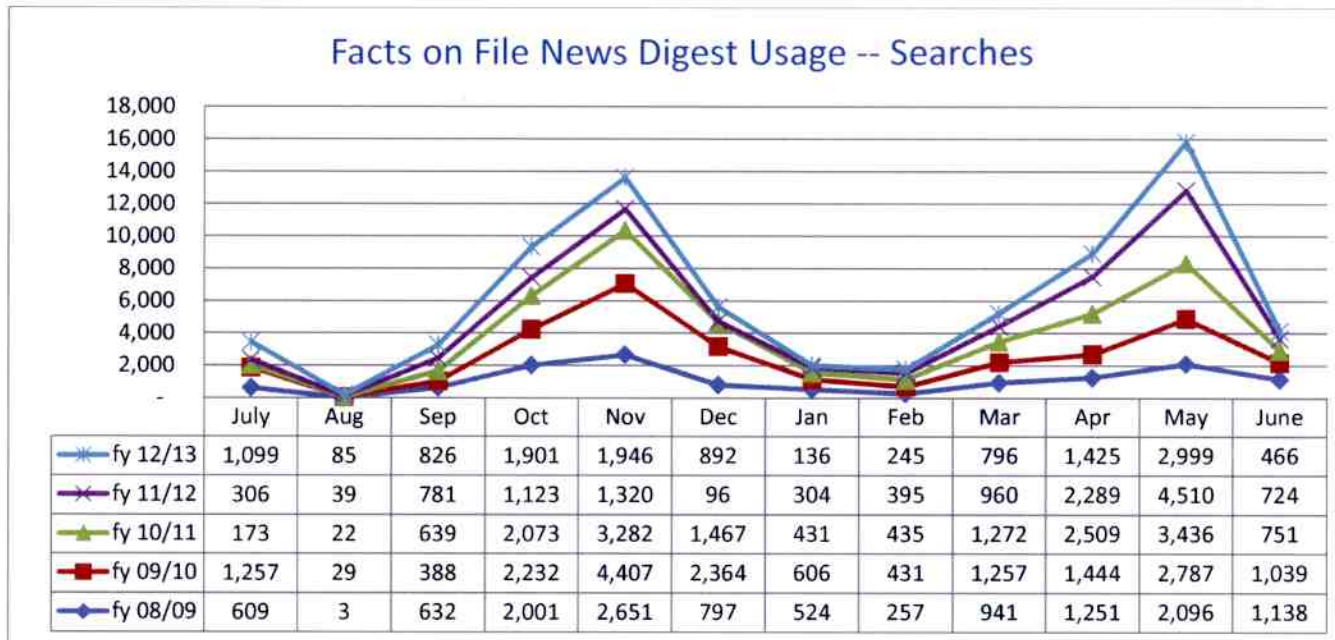
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### Facts on File Databases

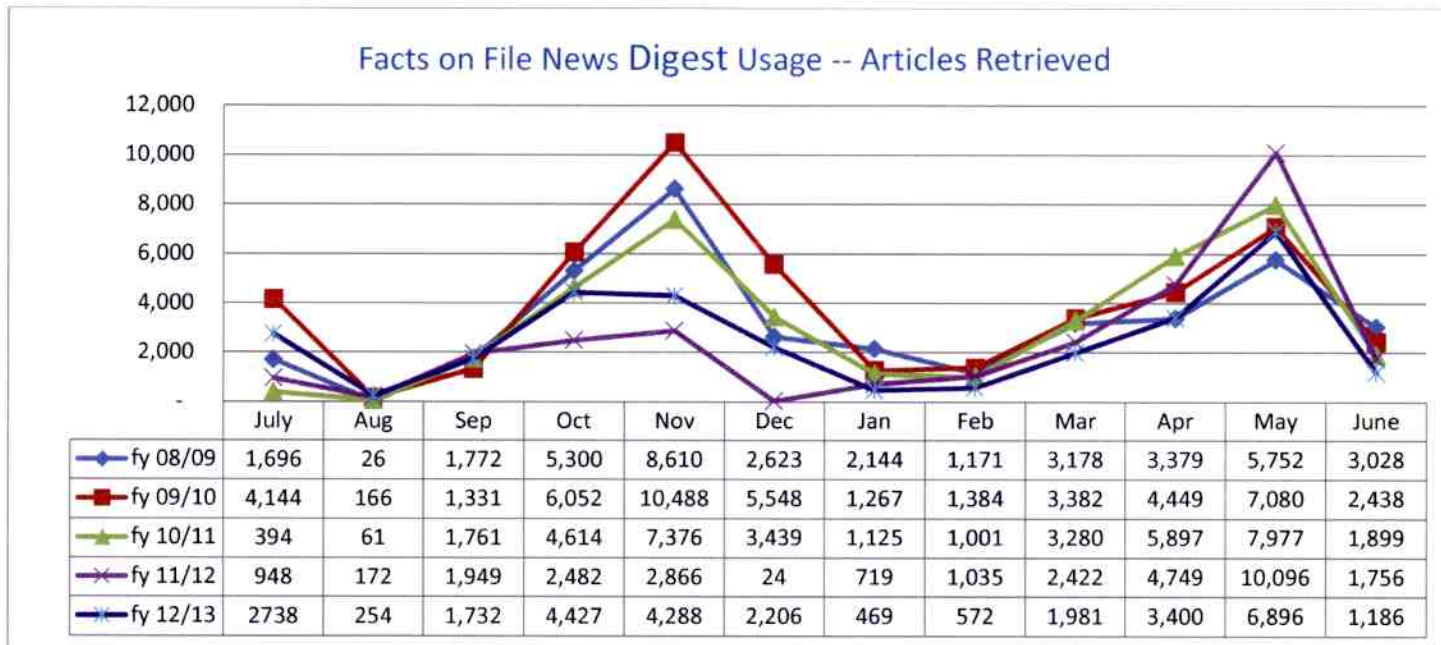
Facts on File News Digest Usage -- Sessions													
Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 08/09	359	5	402	971	1,759	599	392	380	788	831	1,448	680	<b>8,614</b>
fy 09/10	1,176	69	197	613	1,161	756	174	215	391	534	905	355	<b>6,546</b>
fy 10/11	90	11	207	593	976	562	190	189	367	735	1,143	378	<b>5,441</b>
fy 11/12	130	70	339	294	418	15	123	152	338	507	1,187	296	<b>3,869</b>
fy 12/13	351	50	232	331	121	111	44	51	101	120	162	88	<b>1,762</b>



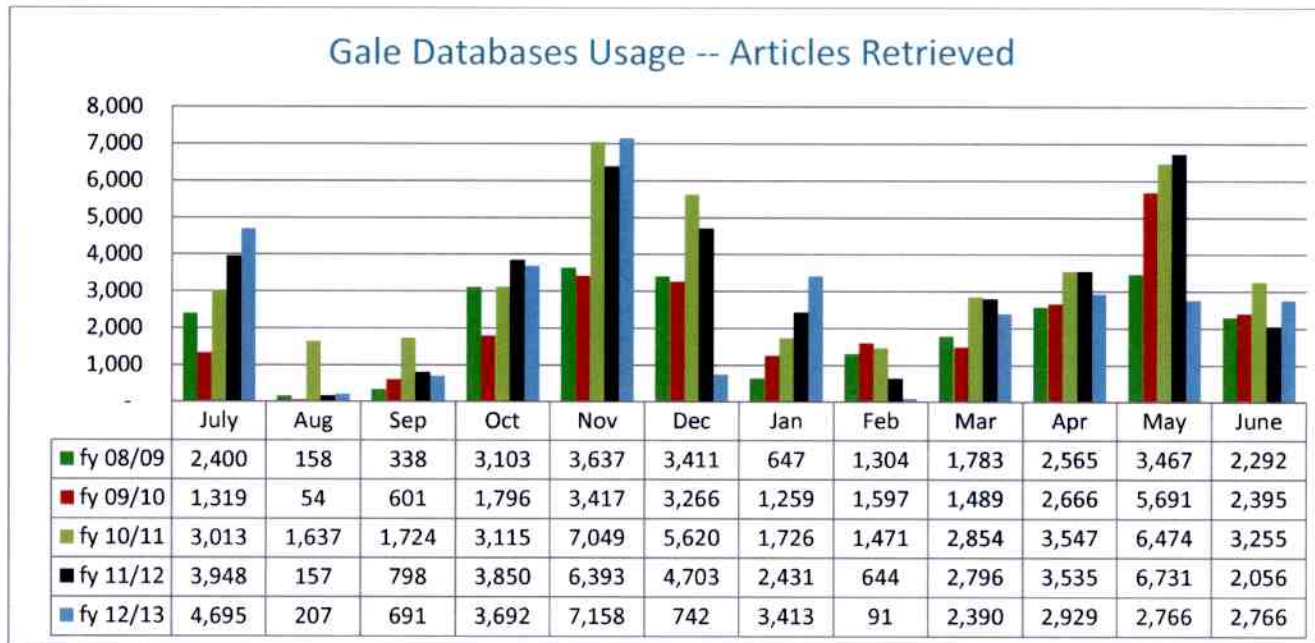
Facts on File News Digest Usage -- Searches													
Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 08/09	609	3	632	2,001	2,651	797	524	257	941	1,251	2,096	1,138	12,900
fy 09/10	1,257	29	388	2,232	4,407	2,364	606	431	1,257	1,444	2,787	1,039	18,241
fy 10/11	173	22	639	2,073	3,282	1,467	431	435	1,272	2,509	3,436	751	16,490
fy 11/12	306	39	781	1,123	1,320	96	304	395	960	2,289	4,510	724	12,847
fy 12/13	1,099	85	826	1,901	1,946	892	136	245	796	1,425	2,999	466	12,816



Facts on File News Digest Usage – Articles Retrieved													
Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 08/09	1,696	26	1,772	5,300	8,610	2,623	2,144	1,171	3,178	3,379	5,752	3,028	<b>38,679</b>
fy 09/10	4,144	166	1,331	6,052	10,488	5,548	1,267	1,384	3,382	4,449	7,080	2,438	<b>47,729</b>
fy 10/11	394	61	1,761	4,614	7,376	3,439	1,125	1,001	3,280	5,897	7,977	1,899	<b>38,824</b>
fy 11/12	948	172	1,949	2,482	2,866	24	719	1,035	2,422	4,749	10,096	1,756	<b>29,218</b>
fy 12/13	2738	254	1,732	4,427	4,288	2,206	469	572	1,981	3,400	6,896	1,186	<b>30,149</b>



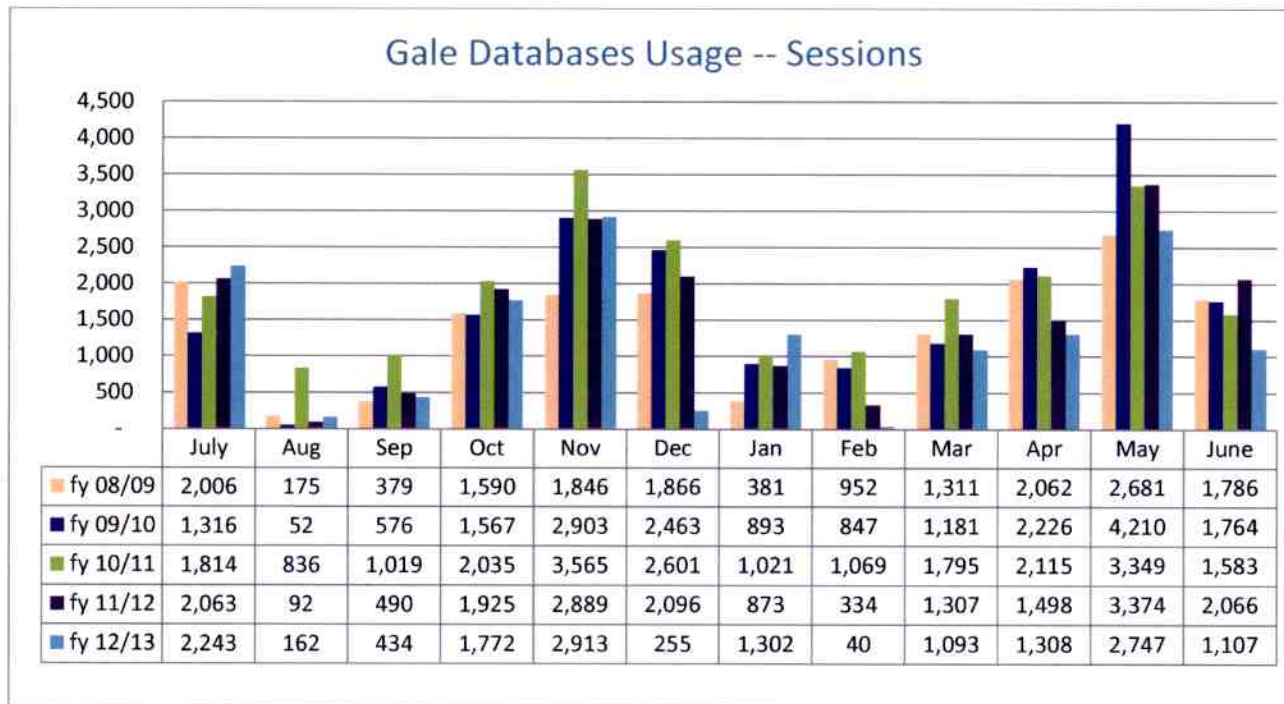
Gale Databases Usage – Articles Retrieved													
Month	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 08/09	2,400	158	338	3,103	3,637	3,411	647	1,304	1,783	2,565	3,467	2,292	25,105
fy 09/10	1,319	54	601	1,796	3,417	3,266	1,259	1,597	1,489	2,666	5,691	2,395	25,550
fy 10/11	3,013	1,637	1,724	3,115	7,049	5,620	1,726	1,471	2,854	3,547	6,474	3,255	41,485
fy 11/12	3,948	157	798	3,850	6,393	4,703	2,431	644	2,796	3,535	6,731	2,056	38,042
fy 12/13	4,695	207	691	3,692	7,158	742	3,413	91	2,390	2,929	2,766	2,766	31,540



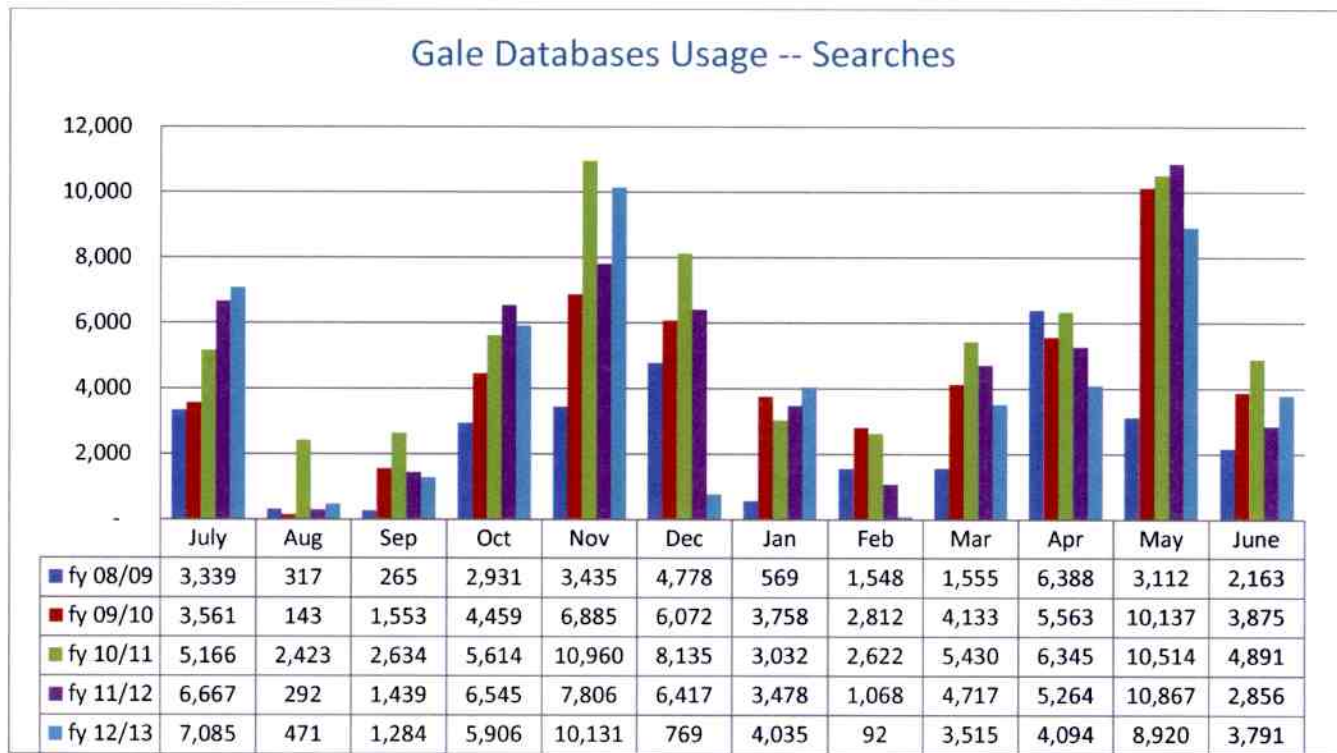
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### Gale Databases

Gale Databases Usage Sessions													
<i>Fiscal</i>	<i>July</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>June</i>	<i>Total</i>
fy 08/09	2,006	175	379	1,590	1,846	1,866	381	952	1,311	2,062	2,681	1,786	<b>17,035</b>
fy 09/10	1,316	52	576	1,567	2,903	2,463	893	847	1,181	2,226	4,210	1,764	<b>19,998</b>
fy 10/11	1,814	836	1,019	2,035	3,565	2,601	1,021	1,069	1,795	2,115	3,349	1,583	<b>22,802</b>
fy 11/12	2,063	92	490	1,925	2,889	2,096	873	334	1,307	1,498	3,374	2,066	<b>19,007</b>
fy 12/13	2,243	162	434	1,772	2,913	255	1,302	40	1,093	1,308	2,747	1,107	<b>15,376</b>



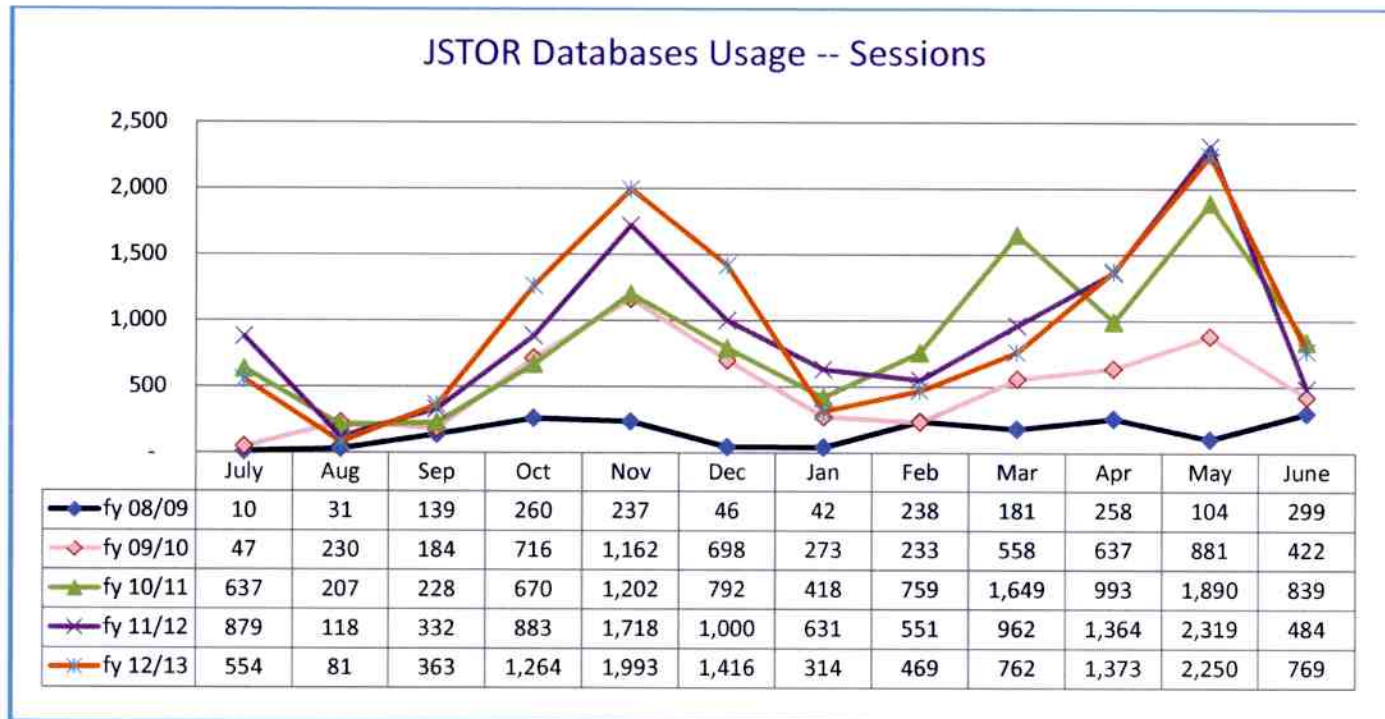
Gale Databases Usage -- Searches													
Month	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 08/09	3,339	317	265	2,931	3,435	4,778	569	1,548	1,555	6,388	3,112	2,163	30,400
fy 09/10	3,561	143	1,553	4,459	6,885	6,072	3,758	2,812	4,133	5,563	10,137	3,875	52,951
fy 10/11	5,166	2,423	2,634	5,614	10,960	8,135	3,032	2,622	5,430	6,345	10,514	4,891	67,766
fy 11/12	6,667	292	1,439	6,545	7,806	6,417	3,478	1,068	4,717	5,264	10,867	2,856	57,416
fy 12/13	7,085	471	1,284	5,906	10,131	769	4,035	92	3,515	4,094	8,920	3,791	50,093



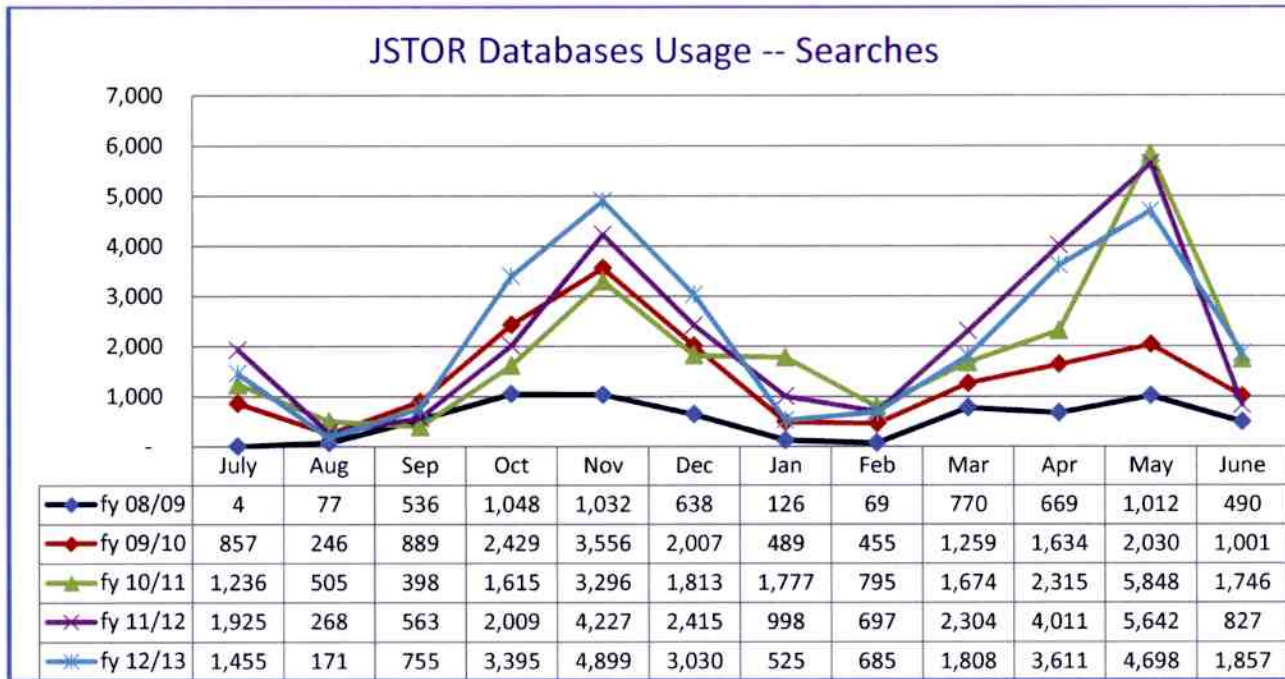


### JSTOR Databases

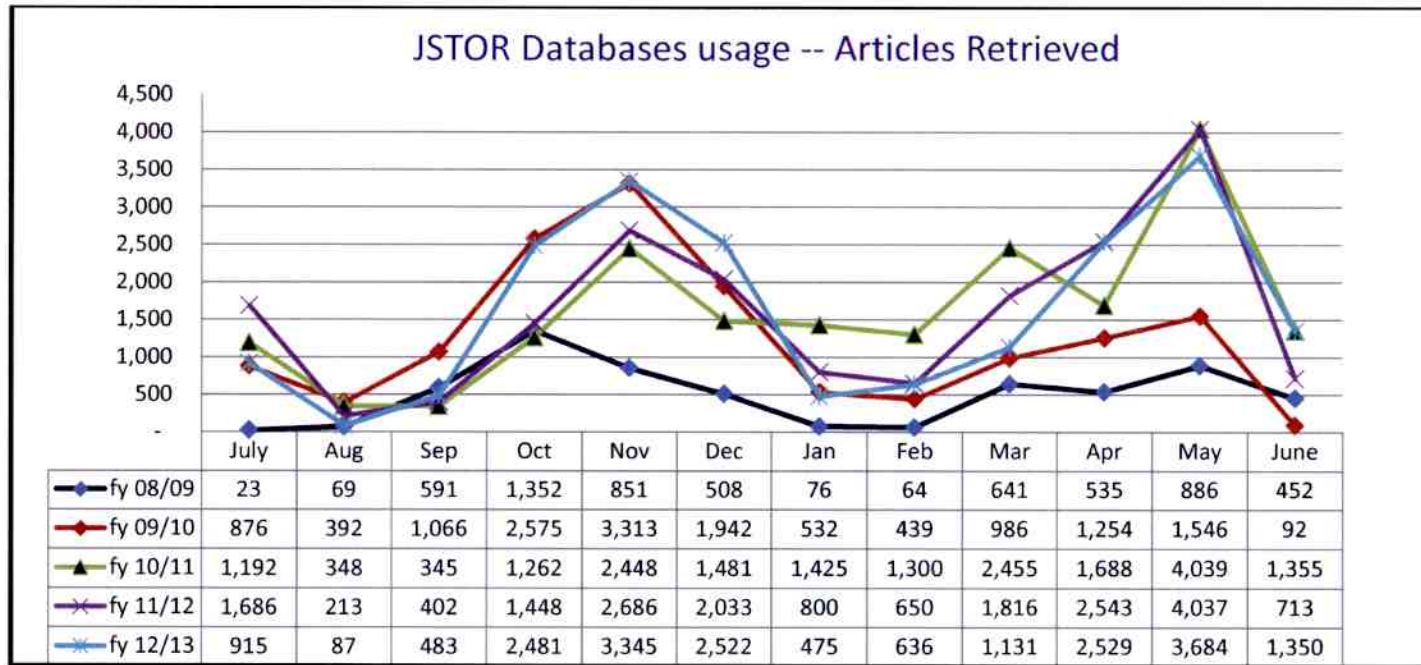
JSTOR Databases Usage -- Sessions													
Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 08/09	10	31	139	260	237	46	42	238	181	258	104	299	1,845
fy 09/10	47	230	184	716	1,162	698	273	233	558	637	881	422	6,041
fy 10/11	637	207	228	670	1,202	792	418	759	1,649	993	1,890	839	10,284
fy 11/12	879	118	332	883	1,718	1,000	631	551	962	1,364	2,319	484	11,241
fy 12/13	554	81	363	1,264	1,993	1,416	314	469	762	1,373	2,250	769	11,608



<b>JSTOR Databases Usage -- Searches</b>													
Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 08/09	4	77	536	1,048	1,032	638	126	69	770	669	1,012	490	<b>6,471</b>
fy 09/10	857	246	889	2,429	3,556	2,007	489	455	1,259	1,634	2,030	1,001	<b>16,852</b>
fy 10/11	1,236	505	398	1,615	3,296	1,813	1,777	795	1,674	2,315	5,848	1,746	<b>23,018</b>
fy 11/12	1,925	268	563	2,009	4,227	2,415	998	697	2,304	4,011	5,642	827	<b>25,886</b>
fy 12/13	1,455	171	755	3,395	4,899	3,030	525	685	1,808	3,611	4,698	1,857	<b>26,889</b>



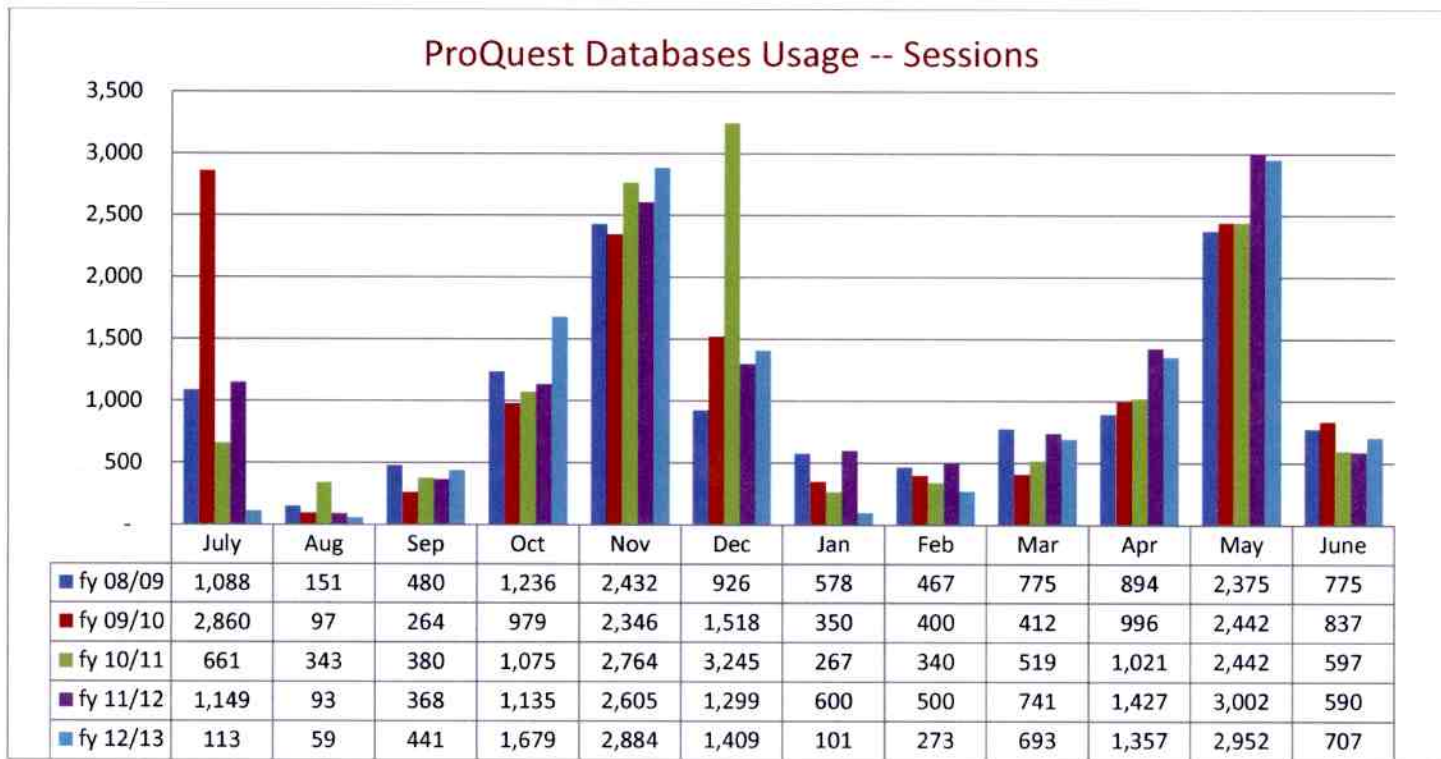
JSTOR Databases Usage -- Articles Retrieved													
Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 08/09	23	69	591	1,352	851	508	76	64	641	535	886	452	6,048
fy 09/10	876	392	1,066	2,575	3,313	1,942	532	439	986	1,254	1,546	92	15,013
fy 10/11	1,192	348	345	1,262	2,448	1,481	1,425	1,300	2,455	1,688	4,039	1,355	19,338
fy 11/12	1,686	213	402	1,448	2,686	2,033	800	650	1,816	2,543	4,037	713	19,027
fy 12/13	915	87	483	2,481	3,345	2,522	475	636	1,131	2,529	3,684	1,350	19,638



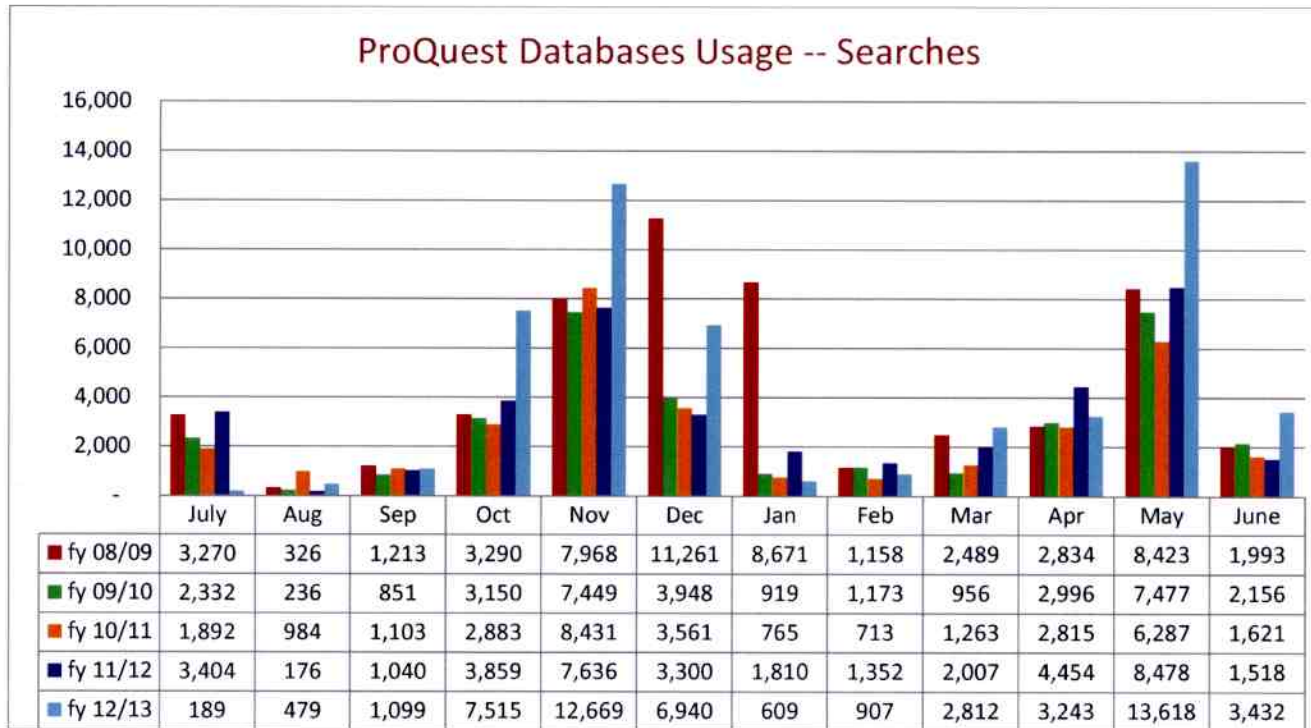
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## ProQuest Databases

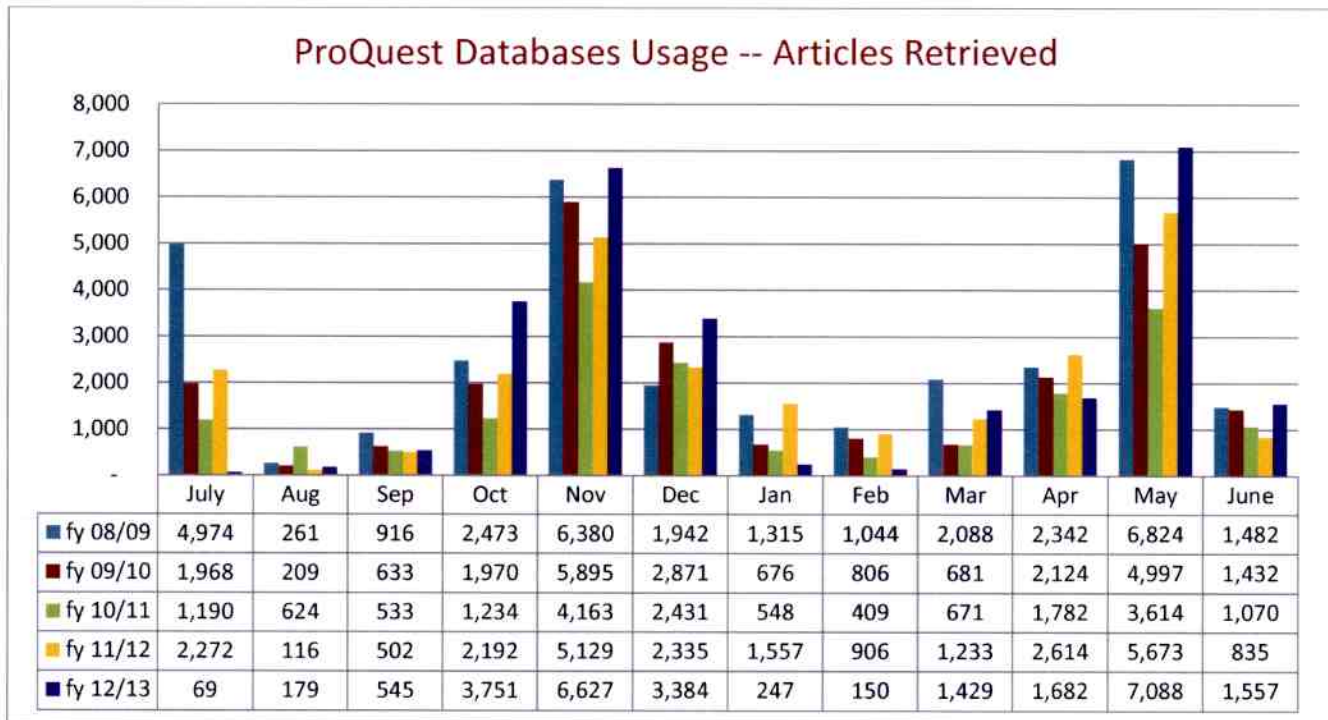
ProQuest Databases Usage -- Sessions													
Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 08/09	1,088	151	480	1,236	2,432	926	578	467	775	894	2,375	775	12,177
fy 09/10	2,860	97	264	979	2,346	1,518	350	400	412	996	2,442	837	13,501
fy 10/11	661	343	380	1,075	2,764	3,245	267	340	519	1,021	2,442	597	13,654
fy 11/12	1,149	93	368	1,135	2,605	1,299	600	500	741	1,427	3,002	590	13,509
fy 12/13	113	59	441	1,679	2,884	1,409	101	273	693	1,357	2,952	707	12,668



ProQuest Databases Usage -- Searches													
Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 08/09	3,270	326	1,213	3,290	7,968	11,261	8,671	1,158	2,489	2,834	8,423	1,993	52,896
fy 09/10	2,332	236	851	3,150	7,449	3,948	919	1,173	956	2,996	7,477	2,156	33,643
fy 10/11	1,892	984	1,103	2,883	8,431	3,561	765	713	1,263	2,815	6,287	1,621	32,318
fy 11/12	3,404	176	1,040	3,859	7,636	3,300	1,810	1,352	2,007	4,454	8,478	1,518	39,034
fy 12/13	189	479	1,099	7,515	12,669	6,940	609	907	2,812	3,243	13,618	3,432	53,512



ProQuest Databases Usage -- Articles Retrieved													
Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 08/09	4,974	261	916	2,473	6,380	1,942	1,315	1,044	2,088	2,342	6,824	1,482	32,041
fy 09/10	1,968	209	633	1,970	5,895	2,871	676	806	681	2,124	4,997	1,432	24,262
fy 10/11	1,190	624	533	1,234	4,163	2,431	548	409	671	1,782	3,614	1,070	18,269
fy 11/12	2,272	116	502	2,192	5,129	2,335	1,557	906	1,233	2,614	5,673	835	25,364
fy 12/13	69	179	545	3,751	6,627	3,384	247	150	1,429	1,682	7,088	1,557	26,708



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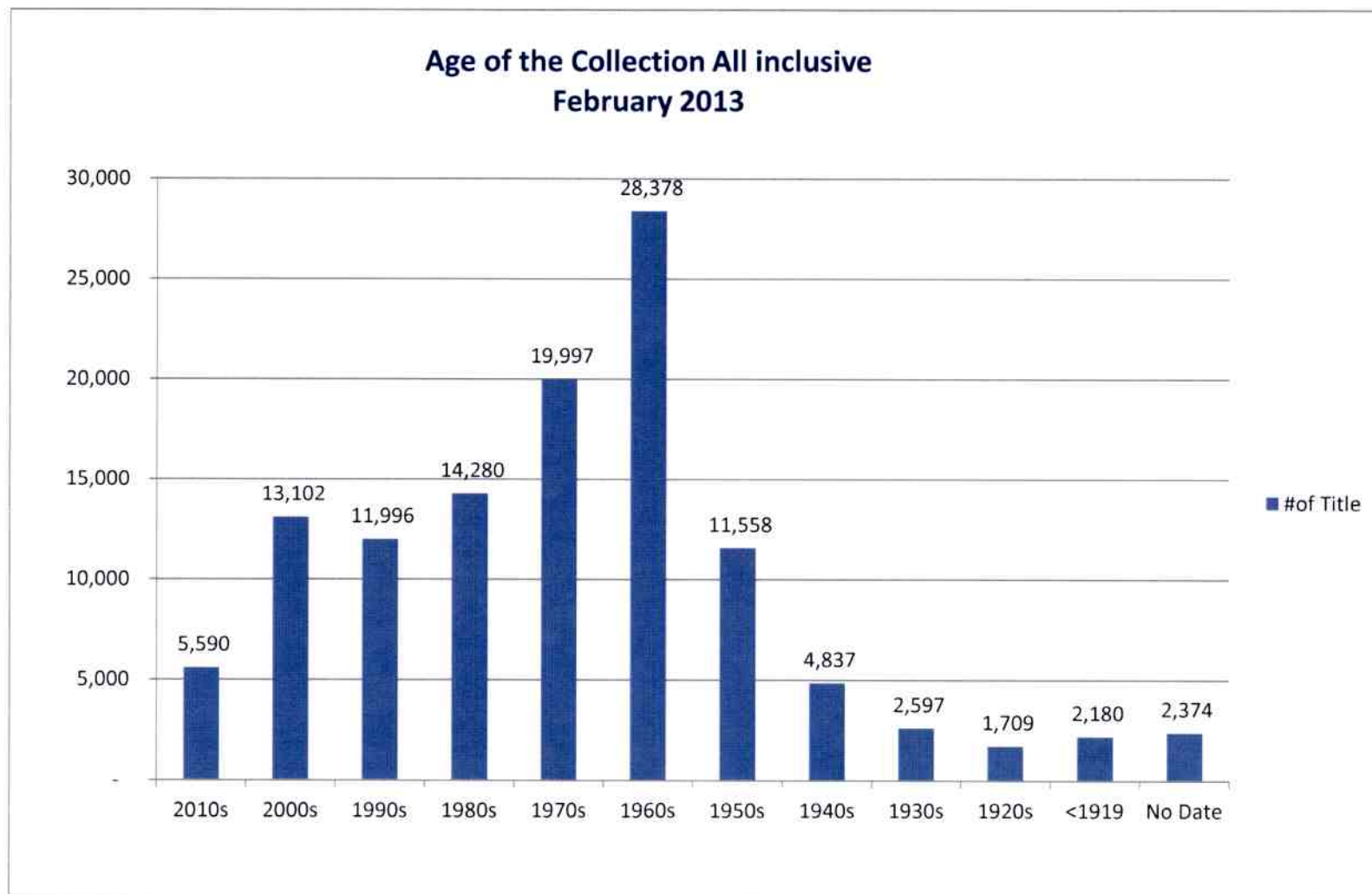
# APPENDIX D

## Age of Collections Reports

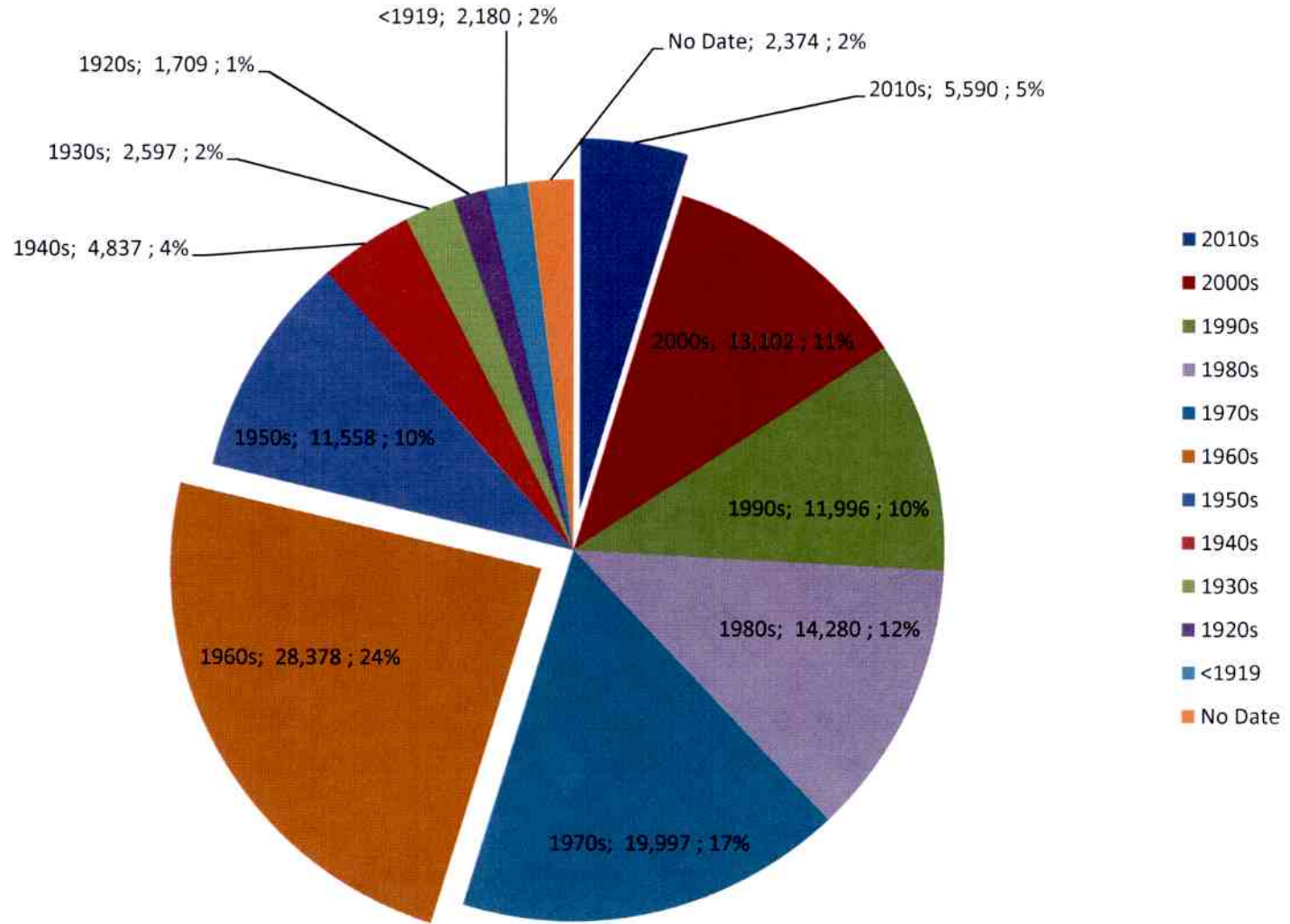
LC													
Age of the Collection Reports -- February 2013													
Call#	2010-19	2000-09	1990 -99	1980 -89	1970-79	1960 -69	1950 -59	1940 -49	1930 -39	1920 -29	<1919	No Date	Total
A	5	16	26	38	68	128	75	7	6	3	44	15	431
B	472	729	496	521	557	725	295	91	28	25	19	57	4,015
C	74	74	91	115	203	388	151	62	24	20	6	6	1,214
D	266	866	760	883	1,507	2,889	1,148	386	186	120	129	38	9,178
E	252	792	796	763	1,489	2,041	809	318	146	99	143	12	7,660
F	111	342	272	370	716	1,263	472	265	128	87	86	21	4,133
G	272	499	470	617	761	967	352	88	53	17	12	11	4,119
H	887	1,625	1,176	1,525	2,241	2,166	751	185	96	32	57	24	10,765
J	171	286	121	275	545	758	299	128	38	18	16	16	2,671
K	146	243	180	263	308	288	86	15	7	3	4	10	1,553
L	156	415	244	428	372	407	122	37	13	6	9	8	2,217
M	211	1,139	1,676	1,223	1,430	2,140	1,638	1,129	873	674	1,090	1,854	15,077
N	266	482	292	551	719	1,266	542	208	49	16	19	61	4,471
P	943	2,741	2,927	3,746	6,471	8,871	3,276	1,514	791	532	494	154	32,460
Q	456	1,036	594	1,075	1,199	2,914	1,033	236	90	33	30	39	8,735
R	388	870	570	466	310	163	61	18	11	4	1	2	2,864
S	129	90	74	95	215	221	136	59	26	10	13	7	1,075
t	302	496	270	485	518	450	230	65	26	8	2	10	2,862
U	33	76	43	165	96	157	29	12	-	1	2	2	616
V	6	95	769	583	161	68	26	7	3	1	1	23	1,743
Z	44	190	149	93	111	108	27	7	3	-	3	4	739
<b>Total</b>	<b>5,590</b>	<b>13,102</b>	<b>11,996</b>	<b>14,280</b>	<b>19,997</b>	<b>28,378</b>	<b>11,558</b>	<b>4,837</b>	<b>2,597</b>	<b>1,709</b>	<b>2,180</b>	<b>2,374</b>	<b>118,598</b>



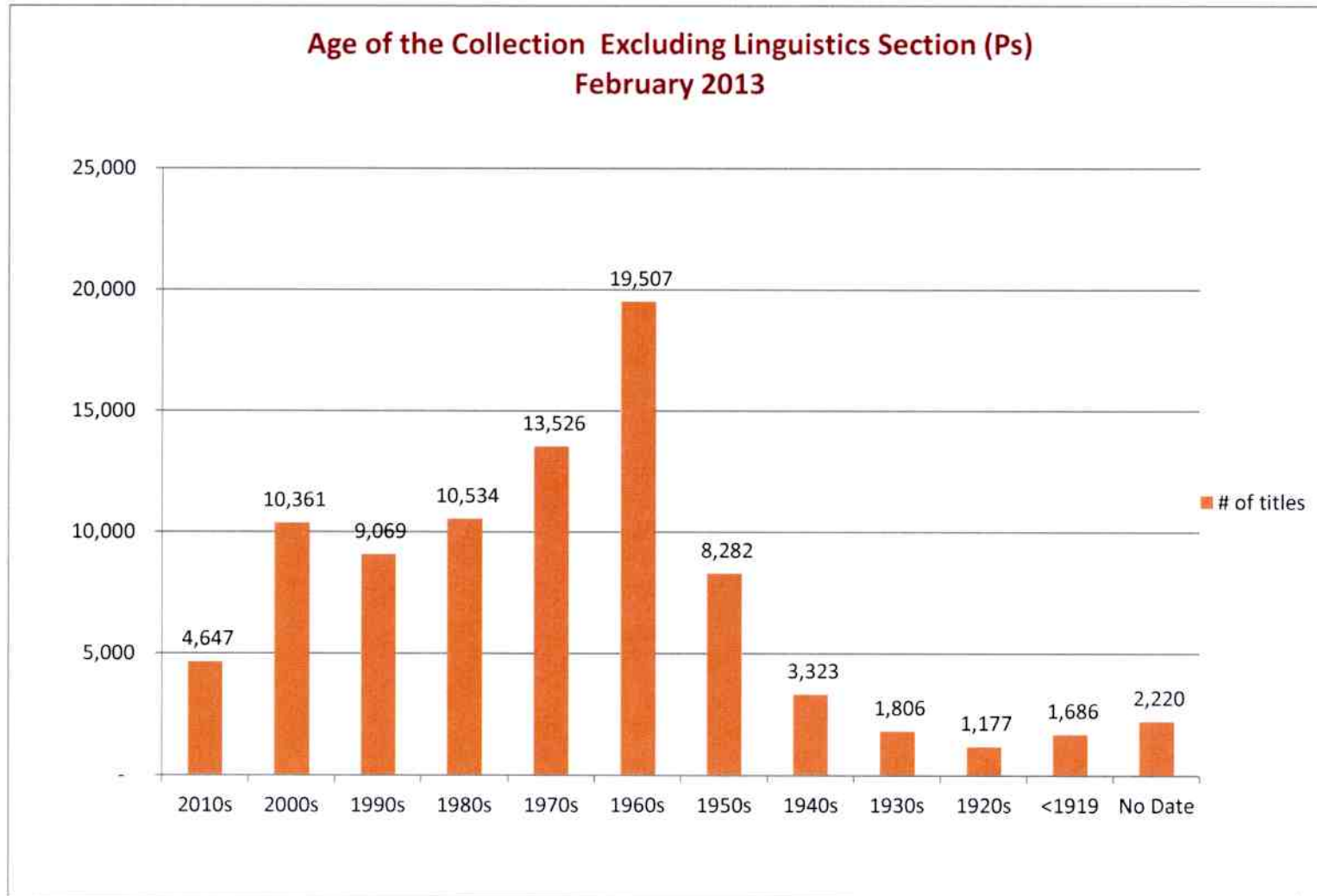
Age of the Collection --February 2013													
Decade	2010s	2000s	1990s	1980s	1970s	1960s	1950s	1940s	1930s	1920s	<1919	No Date	Total
#of Title	5,590	13,102	11,996	14,280	19,997	28,378	11,558	4,837	2,597	1,709	2,180	2,374	<b>118,598</b>
Percentag	4.71%	11.05%	10.11%	12.04%	16.86%	23.93%	9.75%	4.08%	2.19%	1.44%	1.84%	2.00%	100%



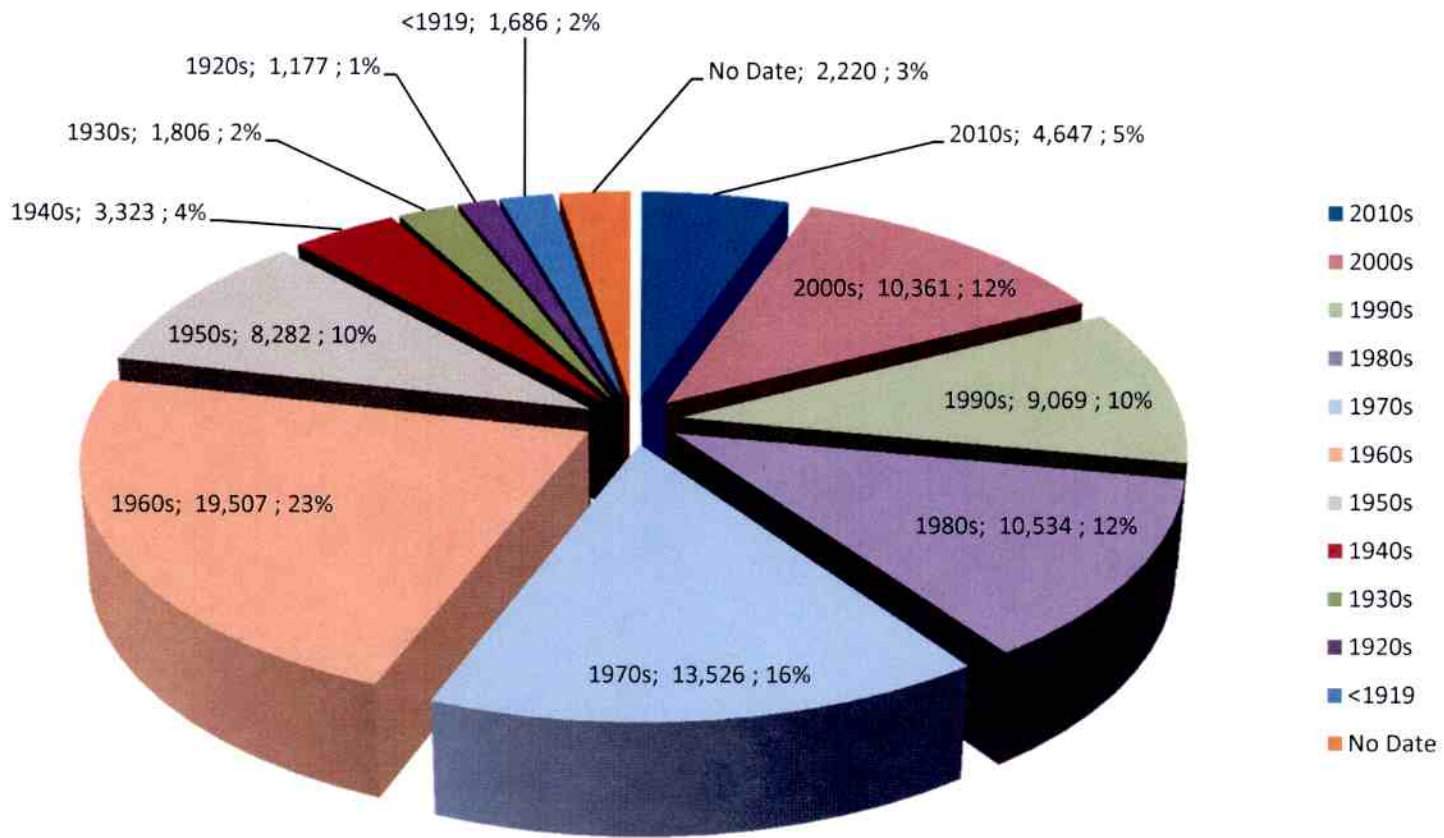
Age of the Collection -- February 2013



Age of the Collection Excluding Linguistics (Ps) section--February 2013													
Decade	2010s	2000s	1990s	1980s	1970s	1960s	1950s	1940s	1930s	1920s	<1919	No Date	Total
# of titles	4,647	10,361	9,069	10,534	13,526	19,507	8,282	3,323	1,806	1,177	1,686	2,220	<b>86,138</b>
%	5.39%	12.03%	10.53%	12.23%	15.70%	22.65%	9.61%	3.86%	2.10%	1.37%	1.96%	2.58%	<b>100%</b>



### Age of the Collection Excluding Linguistics (Ps section) -- February 2013



# APPENDIX E

Media Services Dept.

Statistics 2012/2013

## Media Services

Activity	Number
<ul style="list-style-type: none"> <li>• Facilitation of events in the Distance Education Conference Center</li> </ul>	<u>60</u>
<p><i>Includes Training presenters and setup of laptop computers, power point displays, audio &amp; video playback. Sound reinforcement (PA system).</i></p>	
<ul style="list-style-type: none"> <li>• Videotaping to document events, workshops and training</li> </ul>	<u>15</u>
<ul style="list-style-type: none"> <li>• Production of Cable Television programs and Multimedia</li> </ul>	<u>10</u>
<ul style="list-style-type: none"> <li>• Facilitation of equipment utilization and media presentations in classrooms, Conference and meeting rooms on campus (includes training sessions)</li> </ul>	<u>762</u>
<ul style="list-style-type: none"> <li>• Install troubleshoot, repair and maintain equipment and technology systems</li> </ul>	<u>361</u>
<ul style="list-style-type: none"> <li>• Research and recommend equipment purchases and technology upgrades for Classrooms and meeting spaces</li> </ul>	<u>30</u>
<ul style="list-style-type: none"> <li>• Consultation with architects, contractors, and oversight agency on Bond Construction projects</li> </ul>	<u>25</u>
<ul style="list-style-type: none"> <li>• Duplication and conversion of media (DVD, Video Tapes)</li> </ul>	<u>75</u>

APPENDIX F  
Customer Survey (2013)  
And Results

## 2013 Library/Learning Resource Unit (LRU) Survey

Thank you for participating in our user survey. The results will provide valuable information for improvements based on your concerns, habits, and needs. This survey is completely anonymous.

1. You are a:
- Student
  - Faculty
  - Staff
  - Other

2. Please indicate how often you use the following services and facilities.

	Daily	Weekly	Occasionally	Never / Almost Never
Schauerman Library - Reference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schauerman Library - Circulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schauerman Library - Periodicals/Reserve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Resources Center (LRC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Media Technology Center (LMTC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic Skills Study Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading Success Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. If you have used the service desks in the areas listed below, please indicate your satisfaction with them.

- Satisfied
- Unsatisfied
- No opinion / Not Applicable

4. If you have used any of the following, please indicate your satisfaction with them.

\*If Unsatisfied, please explain the reason(s) in the box at the end of this survey.

	Satisfied	Unsatisfied	No opinion / Not Applicable
McNaughton/New Book Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Book Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reserve/Textbook Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-print Periodical Collection (Journals, Magazines, Newspapers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copy/Printing Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Study Rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bibliographic Instruction/Class Visit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please rate the Library / LRU in terms of the following. \*If you rated any Poor or Fair, please explain the reason(s) in the box at the end of this survey.

	Excellent	Good	Fair	Poor
Cleanliness of the Facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Noise Levels in Study Areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safe Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Available Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hours of Operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**For the next set of questions (questions 6-9), we would like to know more about the way you use the Library/LRU facilities and services. Please check all that apply for each question. If you have never used a service, please skip to the next question.**

6. If you use the SCHAUERMAN Library, what do you use it for? (Please rank your answers from most to least often where 1 indicates used most often.)

	1	2	3	4	5	6	7	8
To check out books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To use a computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To study in a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To study individually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To seek assistance from a librarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To borrow textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For WiFi Access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. If you use the MUSIC Library, what do you use it for? (Please rank your answers from most to least often where 1 indicates used most often.)

	1	2	3	4	5
To check out materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To use the practice rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To use audio/visual equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To seek the assistance from library staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(OVER)



8. If you use the Learning Resources Center (LRC), what do you use it for? (Please rank your answers from most to least often where 1 indicates used most often.)

	1	2	3	4	5
To check out materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To use the practice rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To use audio/visual equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To seek the assistance from library staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



9. If you use the Library Media Technology Center (LMTC) what do you use it for? (Please rank your answers from most to least often where 1 indicates used most often.)

	1	2	3	4
Study/tutorial software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Word processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



10a. If a book is only available from the Library in electronic form, that is, it's an eBook, would you use it?

Yes  
 No



10b. If "No", why not?

11. Noise in the North Reading Room has been a continual source of complaints from patrons. How do you suggest we address the problem? (Mark all that apply):

More "Quiet" signage                       One posted area for louder group study  
 More patrolling of study areas by staff       Other Suggestions  
 Posted/zoned areas for quiet study



12. If you have used the Library's online services, please indicate your satisfaction with them.

\*If Unsatisfied, please explain the reason(s) in the box at the end of this survey.

	Satisfied	Unsatisfied	No opinion / Not Applicable
Book Catalog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eBooks (electronic books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ERes (Electronic Reserves)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WiFi Access to the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library/LRU Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask-a-Librarian Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Library Databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



13. Increasingly, the Library is reducing its print and microfilm periodical subscriptions in favor of online periodical databases, which are more cost-effective and more convenient to use. Please indicate your general satisfaction with the following aspects of just the periodical databases:

	Satisfied	Unsatisfied	No opinion / Not Applicable
Number/variety of database periodicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease of searching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off-campus access through MyECC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



14. Do you use the QR code displayed on Library/LRU brochures and other documents?

Yes  
 No



15. Are you aware of the LRU Program Student Area Outcome (SAO)? It states: "Students will demonstrate knowledge of the various Learning Resources Unit services, including Basic Skills, Bibliographic Instruction, Book Collections, Periodicals and Public Services."

Yes  
 No  
 Not Sure



16. \*Please share any comments or suggestions.

Please drop off completed survey forms to the boxes located near the exits of the library.  
Thank you for completing the survey!

# Library LRU Survey 2013

N = 344

## 1. You are a:

Response	Frequency	Percent	
Student	262	81.11	
Faculty	31	9.60	
Staff	28	8.67	
Other	2	0.62	

## Schauerman Library - Reference

Response	Frequency	Percent	
Daily	19	5.81	
Weekly	55	16.82	
Occasionally	126	38.53	
Never / Almost Never	127	38.84	

## Schauerman Library - Circulation

Response	Frequency	Percent	
Daily	18	5.66	
Weekly	44	13.84	
Occasionally	117	36.79	
Never / Almost Never	139	43.71	

## Schauerman Library - Periodicals/Reserve

Response	Frequency	Percent	
Daily	12	3.92	
Weekly	28	9.15	
Occasionally	110	35.95	
Never / Almost Never	156	50.98	

## Music Library

Response	Frequency	Percent	
Daily	29	9.06	
Weekly	12	3.75	
Occasionally	44	13.75	
Never / Almost Never	235	73.44	

## Learning Resources Center [LRC]

Response	Frequency	Percent	
Daily	29	9.51	
Weekly	35	11.48	
Occasionally	102	33.44	
Never / Almost Never	139	45.57	

## Library Media Technology Center [LMTC]

Response	Frequency	Percent	
Daily	28	8.92	
Weekly	43	13.69	
Occasionally	74	23.57	
Never / Almost Never	169	53.82	

## Basic Skills Study Center

Response	Frequency	Percent	
Daily	19	6.23	
Weekly	24	7.87	
Occasionally	72	23.61	
Never / Almost Never	190	62.30	

## Reading Success Center

Response	Frequency	Percent	
Daily	14	4.42	
Weekly	18	5.68	
Occasionally	51	16.09	
Never / Almost Never	234	73.82	

## Schauerman Library - Reference

Response	Frequency	Percent	
Satisfied	208	65.20	
Unsatisfied	4	1.25	
No opinion / Not Applicable	107	33.54	

## Schauerman Library - Circulation

Response	Frequency	Percent	
Satisfied	179	56.11	
Unsatisfied	3	0.94	
No opinion / Not Applicable	137	42.95	

## Schauerman Library - Periodicals/Reserve

Response	Frequency	Percent	
Satisfied	145	47.85	
Unsatisfied	2	0.66	
No opinion / Not Applicable	156	51.49	

**Music Library**

Response	Frequency	Percent	
Satisfied	87	27.62	
Unsatisfied	5	1.59	
No opinion / Not Applicable	223	70.79	

**Library Media Technology Center [LMTC]**

Response	Frequency	Percent	
Satisfied	134	42.81	
Unsatisfied	6	1.92	
No opinion / Not Applicable	173	55.27	

**Reading Success Center**

Response	Frequency	Percent	
Satisfied	80	25.72	
Unsatisfied	3	0.96	
No opinion / Not Applicable	228	73.31	

**General Book Collection**

Response	Frequency	Percent	
Satisfied	145	45.89	
Unsatisfied	6	1.90	
No opinion / Not Applicable	165	52.22	

**In-print Periodical Collection [Journals- Magazines- Newspapers]**

Response	Frequency	Percent	
Satisfied	105	34.88	
Unsatisfied	3	1.00	
No opinion / Not Applicable	193	64.12	

**Group Study Rooms**

Response	Frequency	Percent	
Satisfied	137	44.19	
Unsatisfied	7	2.26	
No opinion / Not Applicable	166	53.55	

**Cleanliness of the Facility**

Response	Frequency	Percent	
Excellent	175	54.18	
Good	130	40.25	
Fair	17	5.26	
Poor	1	0.31	

**Learning Resources Center [LRC]**

Response	Frequency	Percent	
Satisfied	153	52.04	
Unsatisfied	3	1.02	
No opinion / Not Applicable	138	46.94	

**Basic Skills Study Center**

Response	Frequency	Percent	
Satisfied	106	37.59	
Unsatisfied	5	1.77	
No opinion / Not Applicable	171	60.64	

**McNaughton/New Book Collection**

Response	Frequency	Percent	
Satisfied	77	27.11	
Unsatisfied	3	1.06	
No opinion / Not Applicable	204	71.83	

**Reserve/Textbook Collection**

Response	Frequency	Percent	
Satisfied	143	50.71	
Unsatisfied	6	2.13	
No opinion / Not Applicable	133	47.16	

**Copy/Printing Services**

Response	Frequency	Percent	
Satisfied	159	56.99	
Unsatisfied	10	3.58	
No opinion / Not Applicable	110	39.43	

**Bibliographic Instruction/Class Visit**

Response	Frequency	Percent	
Satisfied	99	40.57	
Unsatisfied	4	1.64	
No opinion / Not Applicable	141	57.79	

**Noise Levels in Study Areas**

Response	Frequency	Percent	
Excellent	103	31.99	
Good	130	40.37	
Fair	61	18.94	
Poor	28	8.70	

**Safe Environment**

Response	Frequency	Percent	
Excellent	178	60.14	
Good	93	31.42	
Fair	24	8.11	
Poor	1	0.34	

**Hours of Operation**

Response	Frequency	Percent	
Excellent	142	47.81	
Good	119	40.07	
Fair	32	10.77	
Poor	4	1.35	

**To check out books**

Response	Frequency	Percent	
1	74	33.79	
2	32	14.61	
3	24	10.96	
4	18	8.22	
5	18	8.22	
6	12	5.48	
7	9	4.11	
8	32	14.61	

**To study in a group**

Response	Frequency	Percent	
1	57	29.69	
2	30	15.63	
3	31	16.15	
4	9	4.69	
5	12	6.25	
6	10	5.21	
7	6	3.13	
8	37	19.27	

**To seek assistance from a librarian**

Response	Frequency	Percent	
1	42	24.42	
2	29	16.86	
3	24	13.95	
4	17	9.88	
5	14	8.14	
6	10	5.81	
7	12	6.98	
8	24	13.95	

**Available Staff**

Response	Frequency	Percent	
Excellent	166	51.55	
Good	126	39.13	
Fair	26	8.07	
Poor	4	1.24	

**Overall**

Response	Frequency	Percent	
Excellent	153	48.26	
Good	143	45.11	
Fair	20	6.31	
Poor	1	0.32	

**To use a computer**

Response	Frequency	Percent	
1	104	38.66	
2	23	8.55	
3	21	7.81	
4	18	6.69	
5	20	7.43	
6	9	3.35	
7	17	6.32	
8	57	21.19	

**To study individually**

Response	Frequency	Percent	
1	107	41.80	
2	17	6.64	
3	23	8.98	
4	17	6.64	
5	18	7.03	
6	9	3.52	
7	10	3.91	
8	55	21.48	

**To borrow textbooks**

Response	Frequency	Percent	
1	58	24.89	
2	27	11.59	
3	20	8.58	
4	19	8.15	
5	22	9.44	
6	17	7.30	
7	14	6.01	
8	56	24.03	

**For WiFi Access**

Response	Frequency	Percent	
1	70	39.77	
2	20	11.36	
3	9	5.11	
4	12	6.82	
5	10	5.68	
6	7	3.98	
7	9	5.11	
8	39	22.16	

**Other**

Response	Frequency	Percent	
1	54	30.68	
2	5	2.84	
3	8	4.55	
4	17	9.66	
5	10	5.68	
6	5	2.84	
7	5	2.84	
8	72	40.91	

**To check out materials**

Response	Frequency	Percent	
1	53	31.74	
2	13	7.78	
3	10	5.99	
4	3	1.80	
5	88	52.69	

**To use the practice rooms**

Response	Frequency	Percent	
1	56	27.32	
2	10	4.88	
3	11	5.37	
4	9	4.39	
5	119	58.05	

**To use audio/visual equipment**

Response	Frequency	Percent	
1	33	26.61	
2	6	4.84	
3	6	4.84	
4	6	4.84	
5	73	58.87	

**To seek the assistance from library staff**

Response	Frequency	Percent	
1	50	25.51	
2	15	7.65	
3	13	6.63	
4	8	4.08	
5	110	56.12	

**Other**

Response	Frequency	Percent	
1	32	25.40	
2	8	6.35	
3	7	5.56	
4	2	1.59	
5	77	61.11	

**Basic Skills Study Center**

Response	Frequency	Percent	
1	59	27.96	
2	18	8.53	
3	22	10.43	
4	16	7.58	
5	9	4.27	
6	87	41.23	

**To view videos or listen to audio tapes**

Response	Frequency	Percent	
1	29	12.89	
2	8	3.56	
3	22	9.78	
4	38	16.89	
5	13	5.78	
6	115	51.11	

**Tutoring**

Response	Frequency	Percent	
1	39	19.50	
2	16	8.00	
3	25	12.50	
4	15	7.50	
5	13	6.50	
6	92	46.00	

**To study human body models**

Response	Frequency	Percent	
1	35	17.07	
2	9	4.39	
3	15	7.32	
4	14	6.83	
5	12	5.85	
6	120	58.54	

**Other**

Response	Frequency	Percent	
1	40	22.22	
2	8	4.44	
3	19	10.56	
4	8	4.44	
5	3	1.67	
6	102	56.67	

**Word processing**

Response	Frequency	Percent	
1	76	33.63	
2	29	12.83	
3	29	12.83	
4	92	40.71	

**Internet**

Response	Frequency	Percent	
1	106	44.92	
2	24	10.17	
3	21	8.90	
4	85	36.02	

**Group study**

Response	Frequency	Percent	
1	46	22.77	
2	22	10.89	
3	27	13.37	
4	15	7.43	
5	10	4.95	
6	82	40.59	

**Study/tutorial software**

Response	Frequency	Percent	
1	51	23.61	
2	28	12.96	
3	26	12.04	
4	111	51.39	

**Printing**

Response	Frequency	Percent	
1	108	48.87	
2	22	9.95	
3	22	9.95	
4	69	31.22	

**10A. If a book is only available from the Library in electronic form, that is, it's an eBook, would you use it?**

Response	Frequency	Percent	
Yes	242	80.40	
No	59	19.60	

11. Noise in the North Reading Room has been a continual source of complaints from patrons. How do you suggest we address the problem? (Mark all that apply):

Response	Frequency	Percent	
More <input type="checkbox"/> Quiet <input type="checkbox"/> signage	65	22.57	
More patrolling of study areas by staff	116	40.28	
Posted/zoned areas for quiet study	89	30.90	
One posted area for louder group study	131	45.49	
Other Suggestions	23	7.99	

#### eBooks [electronic books]

Response	Frequency	Percent	
Satisfied	106	38.13	
Unsatisfied	9	3.24	
No opinion / Not Applicable	163	58.63	

#### WiFi Access to the Internet

Response	Frequency	Percent	
Satisfied	136	47.39	
Unsatisfied	39	13.59	
No opinion / Not Applicable	112	39.02	

#### Ask-a-Librarian Service

Response	Frequency	Percent	
Satisfied	102	36.17	
Unsatisfied	20	7.09	
No opinion / Not Applicable	160	56.74	

#### Number/variety of database periodicals

Response	Frequency	Percent	
Satisfied	141	48.62	
Unsatisfied	10	3.45	
No opinion / Not Applicable	139	47.93	

#### Book Catalog

Response	Frequency	Percent	
Satisfied	161	56.69	
Unsatisfied	4	1.41	
No opinion / Not Applicable	119	41.90	

#### ERes [Electronic Reserves]

Response	Frequency	Percent	
Satisfied	92	34.59	
Unsatisfied	8	3.01	
No opinion / Not Applicable	166	62.41	

#### Library/LRU Website

Response	Frequency	Percent	
Satisfied	122	45.69	
Unsatisfied	10	3.75	
No opinion / Not Applicable	135	50.56	




#### Online Library Databases

Response	Frequency	Percent	
Satisfied	163	58.42	
Unsatisfied	2	0.72	
No opinion / Not Applicable	114	40.86	



#### Ease of searching

Response	Frequency	Percent	
Satisfied	144	49.48	
Unsatisfied	18	6.19	
No opinion / Not Applicable	129	44.33	




**Off-campus access through MyECC**

Response	Frequency	Percent	
Satisfied	164	56.36	
Unsatisfied	14	4.81	
No opinion / Not Applicable	113	38.83	

**14. Do you use the QR code displayed on Library/LRU brochures and other documents?**

Response	Frequency	Percent	
Yes	40	13.16	
No	264	86.84	

**15. Are you aware of the LRU Program Service Area Outcome (SAO)? It states:  Students will demonstrate knowledge of the various Learning Resources Unit services, including Basic Skills, Bibliographic Instruction, Book Collections, Periodicals and Public**

Response	Frequency	Percent	
Yes	64	20.45	
No	140	44.73	
Not Sure	109	34.82	



## Written Responses

### Question: Q10B

Response
I prefer hard copy books.
Prefer to curl up with pages not technology.
Prefer hard-copy book.
Like the traditional books
Like hard copies to read
can only read/view one page on screen at a time. not easy to flip back and forth as needed.
I don't have the facilities to accomidate it.
I would likely find another source for the book. I don't like looking at computer screen more than I already look at it.
i put yes, because library more about their computer page web.

### Question: Q16

Response
I love the online resource databases – I use them often with my children's research assignments.
In the past, some students have complained about staff in the LRC being rude and not helpful.
Get more databases and hire more Seths.
The staff in the library are always helpful! thank you for your great service to ECC!
The hours of service need to be more appropriate to the night students. When I was attending ECC the library was open until 11:00pm on most nights, and also open on the weekends. I know that staffing issues are the problem, but what is the value of a library if you can not use it! I liked the late night hours, bring them back! Please, thank you for allowing me to voice my opinion.
need to share with campus community hours and closures during spring break and summer...
Seth does a great job, thanks for the help!!
i think that this school of a el camino college has more information to find.
The Library provides many fine services for students and staff.

# APPENDIX G

SAO Committee Reports

Learning Resources Unit

## Learning Resources Unit SLO/SAO's and Assessment

### History:

**In 2007** the Unit decided to pilot the SLO with the Bibliographic Instruction area piloting the SLO After a bibliographic Instruction session students will be able to use the Millennium catalog to find a book and be aware that guidance is available from the librarians at the reference desk.

Plans were also formulated to move ahead with teams and these plans were discussed and the teams formed.

**In 2008-2009** the Unit created a Program Level SLO "**STUDENTS WILL DEMONSTRATE KNOWLEDGE OF LRU(LEARNING RESOURCE UNIT) SERVICES**" that was divided into 5 team sections, aligned to the different LRU work areas.

- **Book Collection – Men x6474 nmen@elcamino.edu** SLO: Students will increase their use of new book acquisitions to support their assignments. (2008)
- **Public Services – Martinez x3876 emartinez@elcamino.edu** SLO: Students will become partners in the education process by actively seeking information from the public services staff. (2008)
- **Periodicals – Ichnaga x6482 michinaga@elcamino.edu**
  1. SLO: 1.Students will demonstrate awareness of the library's periodicals holdings in multiple formats and know that help is available at the Periodical and Reference desks. (2008)
  2. Students will demonstrate knowledge of the difference between scholarly and popular periodicals.
  3. Students will show knowledge of the elements of a periodical citation and the benefits of using periodicals for research.
- **Bibliographic Instruction – CStriepe x 6006 cstriepe@elcamino.edu** SLO: After a bibliographic Instruction session students will be able to use the Millennium catalog to find a book and be aware that guidance is available from the librarians at the reference desk. (2007)
- **Basic Skills – Hall/George x6722 lhall@elcamino.edu Kunisaki skunisaki@elcamino.edu** SLO: Students will demonstrate knowledge of LRU Basic Skills resources and services.(2008)
- **Learning Resources/Distance Education – Robles x3874 vrobles@elcamino.edu Motley Imotley@elcamino.edu** SLO: Students will gain knowledge of on-line and on-campus LRU services and resources by visiting the LRU web page. (2008) *This team was disbanded when L. Motley left the staff.*

**2010** saw the teams address their SLOs and create assessment instruments, some assessment occurred.

**In 2011** it was also decided to use our annual student and Faculty Satisfaction Surveys as part of the SLO effort, and each team was asked to contribute a question that could later be analyzed and the data used as part of the team SLO. The Public Services team takes the lead in producing the survey and distributing the results to the teams.

The LRU also teaches 2 library classes that are administered via Humanities...these classes have their own course SLO's and assessment and analysis reported to the Humanities SLO coordinators. In 2011 the library held a Snapshot day, and again teams followed through with assessments, and/or created new SLOs to assess based on previous assessment data.

2012 saw less activity as the teams found the Curricunet system impossible to use, and there were several changes in Curricunet administrative staff which made training and progress very difficult. Also the Unit was shifted from having "academic" to "support" status on Curricunet and this area was not as robustly thought through as the other academic areas. The situation was exacerbated when Dr. Lee left ECC.

In 2013 several staff members have left/will leave the Unit and the current teams are as follows:

- **Book Collection – Men x6474 nmen@elcamino.edu** SLO: Students will increase their use of new book acquisitions to support their assignments. (2008) Team members: N. Men, L. Pelayo, D. Brown, K. Morrow, A. Romero.
- **Public Services** SLO: Students will become partners in the education process by actively seeking information from the public services staff. (2008) Team members: E. Martinez, R. Ferrari, W. Hairston, A. Valdry, S. Muro, D. Hayden. (K. Bossin – retired)
- **Periodicals – Ichinaga x6482 michinaga@elcamino.edu**
  - SLO 1. Students will demonstrate awareness of the library's periodicals holdings in multiple formats and know that help is available at the Periodical and Reference desks. (2008)
  - SLO 2. Students will demonstrate knowledge of the difference between scholarly and popular periodicals.
  - SLO 3. Students will show knowledge of the elements of a periodical citation and the benefits of using periodicals for research.Team members: M. Ichinaga, A. Cornelio, S. Djokic, H. Story, A. Romero. (S. James – retired, M. Cater – extended sick Leave)
- **Bibliographic Instruction – CStriepe x 6006 cstriep@elcamino.edu**
  - SLO 1. After a bibliographic Instruction session students will be able to use the Millennium catalog to find a book and be aware that guidance is available from the librarians at the reference desk. (2007).
  - SLO 2. Students will be aware of the range of research resources available from the library on and off-campus, and be aware that further help is available from the Reference staff.Team Members: Cs. Striepe, S. Daugherty, R. Young (V. Robles - retired, L. Motley – resigned)
- **Basic Skills – Hall/George x6722 lhall@elcamino.edu Kunisaki skunisaki@elcamino.edu** SLO: Students will demonstrate knowledge of LRU Basic Skills resources and services. (2008) Team Members: S. Kunisaki, L. George, M. Whiting, E. Pratt, (T. Evans – resigned, R. Cash – resigned)

### 2013 Spring

The College was put on warning re: the level and consistency of SLO assessment and follow-up. The College is seen to be lagging behind in this area.

The LRU must continue to assess and integrate data from assessment into department activities and action plans. Formal timelines must be re-established and followed.

Some new directions going forward:

We must post LRU SLO meeting minutes and collect assessments and data, etc. We will ask N.Men to set up a new page on the Unit site where we can post our SLOs and subsequent progress and assessments

Get more activities/objectives that all teams can **share** in – much like the cooperative effort on the Satisfaction Survey and Library Snapshot Day.

Stagger activities so that we are not all assessing each semester.

Collapse the 6 teams into fewer teams.

**Possible COOPERATIVE TEAM ideas: - ideas must be measurable!!!**

Library Week – tours of LRU and specific areas, with Scavenger hunt questions, prize drawings...in Fall semesters when there are new cohorts of students.

Brown Bags for extra credit.

Video tutorials for all areas, include 3 quiz questions...track hits for assessment.

Set up “How are we doing?” area on each department web page to invite comment and questions and track these and our responses.

**FALL2013**

The LRUnit is officially under the umbrella of Student Services for purposes of outcomes assessment. Mr. William Garcia came to talk on the matter to Unit representatives. The language used is a little different – SLO are SAOs – Service Area Outcomes, for example.

The college as a whole is also moving away from CURRICUNET and ACL representatives looked at several alternate systems during the semester and the college will be trained on the new system Trackdat, from Fall2013.

The LRU is conducting its Program Review Fall 2013 and Spring 2014 and will report on these matters there.

Due to more staff changes, the number of SAO's were reduced and an effort will be made to have more activities in which all teams can participate.

The LRU web page added a statement (<http://www.elcamino.edu/library/index.asp>)

**LRU Program Level SAO**

**Students will demonstrate knowledge of the various Learning Resources Unit services, including Basic Skills, Bibliographic Instruction, Book Collections, Periodicals, and Public Services.**

**LEARNING RESOURCES UNIT**

Institutional (ILO) and Program (PLO) Alignment

**Program: Learning Resources**

Institutional Learning Objectives	1.Content Knowledge	2.Crit., Creative & Analy. Think.	3.Commun. & Compreh.	4.Prof. & Personal Growth	5.Commun. & Collab.	6. Inform. & Tech. Literacy
Program Rating	4	3	3	4	2	4

**PROGRAM LEVEL SLO: "STUDENTS WILL DEMONSTRATE KNOWLEDGE OF LRU(LEARNING RESOURCE UNIT) SERVICES"**

<b>Service Area Objectives</b>				Dates	Assessment Instruments	Data & Analysis
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<b>Collaborative SSOs:</b> Student satisfaction Surveys Library "Open House"				Every Spring Every Fall	Survey Worksheet	Report Report
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<b>Basic Skills –Kunisaki skunisaki@elcamino.edu</b> SSO 1. Students will demonstrate knowledge of LRU Basic Skills resources and services.(2008) SSO 2. After participating in an orientation, students will be more aware of the services provided by the Learning Resources Center. (2013) Team Members: Kunisaki (x6121), George, Whiting, Pratt					Pre/post quiz	Report
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<b>Bibliographic Instruction – CStriepe cstriepe@elcamino.edu</b> SSO 1. After a bibliographic Instruction session students will be able to use the Millennium catalog to find a book and be aware that guidance is available from the librarians at the reference desk. (2007). SSO 2. Students will be aware of the range of research resources available from the library on and off-campus, and be aware that further help is available from the Reference staff. (2010) SSO 3. Students will have access to video tutorials and score 80% on associated quiz. (2013) Team Members: Striepe (x6006) Daugherty, Young					Pre/post test  Clickers  Video tutorial/quiz	Report  Report  Report
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<b>Periodicals – Ichinaga michinaga@elcamino.edu</b> SSO 1.Students will demonstrate awareness of the library’s periodicals holdings in multiple formats and know that help is available at the Periodical and Reference desks. (2008) SSO 2. Students will demonstrate knowledge of the difference between scholarly and popular periodicals. SSO 3. Students will show knowledge of the elements of a periodical citation and the benefits of using periodicals for research. Team members: Ichinaga (x6482), Cornelio, Djokic, Story, Romero					Pre/post test  Pre/post test  Clickers	Report  Report  Report
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<b>Book Collection/Public Services – Men nmen@elcamino.edu/</b> SSO 1. Students will increase their use of new book acquisitions to support their assignments. (2008) SSO 2. Students will become partners in the education process by actively seeking information from the public services staff. (2008) Team members: Men (x6474), Pelayo, Brown, Morrow, Martinez, Ferrari, Hairston, Valdry, Muro, Hayden					Statistics	Report
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### **Fall2013Flex Day Presentation: Presentation and outline of plans (as below)**

Accreditation activity is gaining momentum as the time for the team visit approaches and the College attempts to finalize the college Accreditation report warning. A huge part of accreditation is showing that we have, and are assessing and implementing SLO/SAOs (Service Area Outcomes). The college is looking to address:

- 1) Describe how program personnel are engaged in the creation, discussion and review of SAO statements assessed end results and reports.
- 2) How does the program ensure that SAOs are assessed consistently?
- 3) Has the SAO assessment results indicated the need to change or modify components of the program, if so, were the changes implemented?

### **Plans for Fall 2013:**

- **LRU Orientation for Students in first week (Wednesday, Thursday, Friday)**
- **Add new staff to SAO teams**
- **Have teams meet to bring new members up-to-date and perhaps get new ideas**
- **Convene 2 meetings during semester of team leaders**
- **Submit SAO portion of Program Review to Unit SAO coordinators for feedback and amend Program Review planning accordingly, and report back on same to team leaders to make necessary adjustments if needed. As you can see from the above 3 "items to address" we may have to alter our strategies slightly. Again we fall between 2 areas so we have a certain license, but we would do well to consider these factors in addition to what we already do.**
- **Plan for training on new reporting system Trackdat**
- **Teams move ahead with individual assessment as per plan. Teams will be encouraged to keep assessment reports until further notice/training on the new system**
- **Discuss developing more cooperative, inter-team assessments to cut down on team work load and be more inclusive of all LRU areas**
- **Reference and instruction librarians are also piloting an embedded librarian project where three librarians are embedded into classes with five Humanities instructors to reach more students, and offer a more in-depth information literacy experience to students.**

Useful interim models (until training for new system is finalized)

<http://www.elcamino.edu/administration/ir/sao.asp>

[http://www.elcamino.edu/studentervices/co/docs/sao/assessmenttesting\\_sao1.pdf](http://www.elcamino.edu/studentervices/co/docs/sao/assessmenttesting_sao1.pdf)

### **Documents and Assessments**

1. **LRU User Survey** (Blank Form) Cooperative LRU effort, with assistance from Institutional Research (pg1 shown)
2. **LRU User Survey Assessment and Analysis 2011**
3. **Open House Worksheet** (Blank)
4. **Open House Assessment and Analysis 2013**
5. **Bibliographic Instruction Assessment Report example Fall 2011**
6. **Bibliographic Instruction SAO Video page on Library website showing current choices**  
[http://www.elcamino.edu/library/library\\_ser/videos.asp](http://www.elcamino.edu/library/library_ser/videos.asp)
7. **Periodicals Team Assessment Report example Fall 2010**



Dear El Camino College Community,

Thank you for participating in our user survey. The results will provide valuable information for improvements based on your concerns, habits, and needs. This survey is completely anonymous.

We appreciate your time and thank you.

1. Please indicate how often you use the following services and facilities of the Library and Learning Resources:

	Daily	Weekly	Occasionally	Never or Almost Never
<input type="checkbox"/> Schauerman Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Millennium (OPAC) Book catalog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Book Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Reference Librarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Circulation Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Periodicals/Reserve Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Electronic Reserves (ERes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Music Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Learning Resources Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Library Media Technology Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. If you have used any of the above facilities or services at least once, how satisfied were you with your experience?

	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	No opinion or Not Applicable
<input type="checkbox"/> Schauerman Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Millennium (OPAC) Book catalog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Book Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Reference Librarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Circulation Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Periodicals/Reserve Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Electronic Reserves (ERes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Music Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Learning Resources Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Library Media Technology Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the next set of questions, we'd like to know more about the ways that you use Library and Learning Resources facilities and services. Please check all that apply for each question. If you have never used a service, please skip to the next question.

3. If you use the Schauerman Library, what do you use it for? (mark all that apply)

- To check out books
- To study
- To use study rooms
- To borrow textbooks
- To use a computer
- To seek assistance from a librarian
- Other (please specify) \_\_\_\_\_

4. How often do you check-out books either for personal or class use?  Daily  
 Weekly  
 Monthly  
 Never or Almost Never

5. Do you feel safe in the Schauerman Library?  Yes  
 No  
 Other (please specify) \_\_\_\_\_

6. Are library hours adequate?  Yes  
 No

(OVER)

7. If you sought research assistance from a reference librarian, please indicate the kind(s) of assistance. (mark all that apply)
- To find a book
  - To search the Internet
  - To search library databases
8. If you use the Circulation Department of the library, what do you use it for? (mark all that apply)
- To check out books
  - To reserve a study room
  - To place book(s) on hold or search status
  - Other (please specify) \_\_\_\_\_
9. If you use the Periodicals/Reserve Department of the library, what do you use it for? (mark all that apply)
- To check-out reserve textbooks
  - To check-out periodicals
  - To use the microfilm machines
  - Other (please specify) \_\_\_\_\_
10. If you use the Music Library, what do you use it for? (mark all that apply)
- To check out materials
  - To use the practice rooms
  - To use audio or visual equipment
  - To seek the assistance of the music library staff
  - Other (please specify) \_\_\_\_\_
11. If you use the Learning Resources Center, what do you use it for? (mark all that apply)
- Basic Skills
  - Tutoring
  - To view Distance Education videos
  - To view videos assigned by a professor
  - To study human body models
  - Other (please specify) \_\_\_\_\_
12. How did you find out about the Learning Resources Center? (mark all that apply)
- Instructor/Counselor
  - Peer/Friend/Classmate/Family
  - Website
  - Flyer/Brochure/Catalog/Schedule of Classes
  - I was not aware of LRC services
13. If you use the Library Media Technology Center what do you use it for? (mark all that apply)
- Study/tutorial software
  - Printing
  - Word processing
  - Internet

14. Please add any comments or suggestions:

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# 2011 Library/LRU Unit Survey

378 Responses

## 1. You are a:

Response	Frequency	Percent	Mean: 1.32
Student	275	79.94	
Faculty	34	9.88	
Staff	30	8.72	
Other	5	1.45	

## Schauerman Library

Response	Frequency	Percent	Mean: 2.88
Daily	129	38.05	
Weekly	80	23.60	
Occasionally	92	27.14	
Never or Almost Never	38	11.21	

## Reference Department

Response	Frequency	Percent	Mean: 1.88
Daily	25	7.81	
Weekly	36	11.25	
Occasionally	133	41.56	
Never or Almost Never	126	39.38	

## Circulation Department

Response	Frequency	Percent	Mean: 1.87
Daily	28	9.21	
Weekly	32	10.53	
Occasionally	116	38.16	
Never or Almost Never	128	42.11	

## Periodicals/Reserve Department

Response	Frequency	Percent	Mean: 1.75
Daily	25	7.96	
Weekly	29	9.24	
Occasionally	101	32.17	
Never or Almost Never	159	50.64	

## Music Library

Response	Frequency	Percent	Mean: 1.70
Daily	38	12.38	
Weekly	22	7.17	
Occasionally	58	18.89	
Never or Almost Never	189	61.56	

## Learning Resources Center

Response	Frequency	Percent	Mean: 2.23
Daily	50	14.79	
Weekly	80	23.67	
Occasionally	106	31.36	
Never or Almost Never	102	30.18	

## Library Media Technology Center

Response	Frequency	Percent	Mean: 1.97
Daily	41	13.31	
Weekly	46	14.94	
Occasionally	84	27.27	
Never or Almost Never	137	44.48	

## Basic Skills Study Center

Response	Frequency	Percent	Mean: 1.92
Daily	44	13.58	
Weekly	49	15.12	
Occasionally	68	20.99	
Never or Almost Never	163	50.31	

## Schauerman Library

Response	Frequency	Percent	Mean: 3.64
Very Satisfied	209	69.44	
Somewhat Satisfied	79	26.25	
Somewhat Unsatisfied	9	2.99	
Very Unsatisfied	4	1.33	
No Opinion or Not Applicable	0	0.00	

**Reference Department**

Response	Frequency	Percent	Mean: 3.60
Very Satisfied	135	67.50	
Somewhat Satisfied	53	26.50	
Somewhat Unsatisfied	8	4.00	
Very Unsatisfied	4	2.00	
No Opinion or Not Applicable	0	0.00	

**Circulation Department**

Response	Frequency	Percent	Mean: 3.50
Very Satisfied	114	63.69	
Somewhat Satisfied	46	25.70	
Somewhat Unsatisfied	14	7.82	
Very Unsatisfied	5	2.79	
No Opinion or Not Applicable	0	0.00	

**Periodicals/Reserve Department**

Response	Frequency	Percent	Mean: 3.50
Very Satisfied	104	62.28	
Somewhat Satisfied	47	28.14	
Somewhat Unsatisfied	12	7.19	
Very Unsatisfied	4	2.40	
No Opinion or Not Applicable	0	0.00	

**Music Library**

Response	Frequency	Percent	Mean: 3.55
Very Satisfied	90	67.16	
Somewhat Satisfied	30	22.39	
Somewhat Unsatisfied	12	8.96	
Very Unsatisfied	2	1.49	
No Opinion or Not Applicable	0	0.00	

**Learning Resources Center**

Response	Frequency	Percent	Mean: 3.54
Very Satisfied	149	65.64	
Somewhat Satisfied	58	25.55	
Somewhat Unsatisfied	13	5.73	
Very Unsatisfied	7	3.08	
No Opinion or Not Applicable	0	0.00	

**Library Media Technology Center**

Response	Frequency	Percent	Mean: 3.54
Very Satisfied	114	66.28	
Somewhat Satisfied	42	24.42	
Somewhat Unsatisfied	11	6.40	
Very Unsatisfied	5	2.91	
No Opinion or Not Applicable	0	0.00	

**Basic Skills Study Center**

Response	Frequency	Percent	Mean: 3.59
Very Satisfied	111	68.52	
Somewhat Satisfied	40	24.69	
Somewhat Unsatisfied	7	4.32	
Very Unsatisfied	4	2.47	
No Opinion or Not Applicable	0	0.00	

**Online Library Catalog [Millennium]**

Response	Frequency	Percent	Mean: 3.57
Very Satisfied	147	66.52	
Somewhat Satisfied	56	25.34	
Somewhat Unsatisfied	16	7.24	
Very Unsatisfied	2	0.90	
No Opinion or Not Applicable	0	0.00	

**Electronic Reserves [ERes]**

Response	Frequency	Percent	Mean: 3.46
Very Satisfied	90	60.00	
Somewhat Satisfied	46	30.67	
Somewhat Unsatisfied	7	4.67	
Very Unsatisfied	7	4.67	
No Opinion or Not Applicable	0	0.00	

**Copy Services**

Response	Frequency	Percent	Mean: 3.46
Very Satisfied	140	60.34	
Somewhat Satisfied	66	28.45	
Somewhat Unsatisfied	18	7.76	
Very Unsatisfied	8	3.45	
No Opinion or Not Applicable	0	0.00	

**Print Services**

Response	Frequency	Percent	Mean: 3.42
Very Satisfied	136	60.99	
Somewhat Satisfied	56	25.11	
Somewhat Unsatisfied	19	8.52	
Very Unsatisfied	12	5.38	
No Opinion or Not Applicable	0	0.00	

**Electronic Books**

Response	Frequency	Percent	Mean: 3.53
Very Satisfied	83	64.84	
Somewhat Satisfied	34	26.56	
Somewhat Unsatisfied	7	5.47	
Very Unsatisfied	4	3.13	
No Opinion or Not Applicable	0	0.00	

**LMTC computers**

Response	Frequency	Percent	Mean: 3.50
Very Satisfied	117	63.59	
Somewhat Satisfied	48	26.09	
Somewhat Unsatisfied	13	7.07	
Very Unsatisfied	6	3.26	
No Opinion or Not Applicable	0	0.00	

**Reference Room computers**

Response	Frequency	Percent	Mean: 3.50
Very Satisfied	97	60.63	
Somewhat Satisfied	49	30.63	
Somewhat Unsatisfied	11	6.88	
Very Unsatisfied	3	1.88	
No Opinion or Not Applicable	0	0.00	

**Basic Skills computers**

Response	Frequency	Percent	Mean: 3.62
Very Satisfied	108	71.05	
Somewhat Satisfied	33	21.71	
Somewhat Unsatisfied	8	5.26	
Very Unsatisfied	3	1.97	
No Opinion or Not Applicable	0	0.00	

**Wi-Fi Access**

Response	Frequency	Percent	Mean: 3.24
Very Satisfied	120	54.79	
Somewhat Satisfied	48	21.92	
Somewhat Unsatisfied	34	15.53	
Very Unsatisfied	17	7.76	
No Opinion or Not Applicable	0	0.00	

**Group study rooms**

Response	Frequency	Percent	Mean: 3.57
Very Satisfied	139	67.48	
Somewhat Satisfied	51	24.76	
Somewhat Unsatisfied	10	4.85	
Very Unsatisfied	6	2.91	
No Opinion or Not Applicable	0	0.00	

**Book collection**

Response	Frequency	Percent	Mean: 3.47
Very Satisfied	119	60.71	
Somewhat Satisfied	56	28.57	
Somewhat Unsatisfied	15	7.65	
Very Unsatisfied	6	3.06	
No Opinion or Not Applicable	0	0.00	

**Tutoring**

Response	Frequency	Percent	Mean: 3.55
Very Satisfied	122	67.40	
Somewhat Satisfied	41	22.65	
Somewhat Unsatisfied	13	7.18	
Very Unsatisfied	5	2.76	
No Opinion or Not Applicable	0	0.00	

**To study**

Response	Frequency	Percent	Mean: 0.60
No	145	39.62	
Yes	221	60.38	

**To borrow textbooks**

Response	Frequency	Percent	Mean: 0.28
No	265	72.01	
Yes	103	27.99	

**To seek assistance from a librarian**

Response	Frequency	Percent	Mean: 0.27
No	271	73.24	
Yes	99	26.76	

**Bibliographic instruction/Class visit**

Response	Frequency	Percent	Mean: 3.58
Very Satisfied	91	68.42	
Somewhat Satisfied	31	23.31	
Somewhat Unsatisfied	8	6.02	
Very Unsatisfied	3	2.26	
No Opinion or Not Applicable	0	0.00	

**Periodical collection**

Response	Frequency	Percent	Mean: 3.48
Very Satisfied	86	57.33	
Somewhat Satisfied	53	35.33	
Somewhat Unsatisfied	8	5.33	
Very Unsatisfied	3	2.00	
No Opinion or Not Applicable	0	0.00	

**To check out books**

Response	Frequency	Percent	Mean: 0.38
No	230	61.99	
Yes	141	38.01	

**To use group study rooms**

Response	Frequency	Percent	Mean: 0.30
No	258	70.30	
Yes	109	29.70	

**To use a computer**

Response	Frequency	Percent	Mean: 0.50
No	183	50.00	
Yes	183	50.00	

**Other (please specify)**

Response	Frequency	Percent	Mean: 0.08
No	316	92.13	
Yes	27	7.87	

**Learning environment**

Response	Frequency	Percent	Mean: 3.44
Excellent	173	55.81	
Good	103	33.23	
Fair	31	10.00	
Poor	3	0.97	

**Noise**

Response	Frequency	Percent	Mean: 2.91
Excellent	103	33.55	
Good	102	33.22	
Fair	74	24.10	
Poor	28	9.12	

**Overall**

Response	Frequency	Percent	Mean: 3.38
Excellent	148	49.66	
Good	117	39.26	
Fair	30	10.07	
Poor	3	1.01	

**To search the Internet**

Response	Frequency	Percent	Mean: 0.28
No	261	72.50	
Yes	99	27.50	

**Databases**

Response	Frequency	Percent	Mean: 0.54
No	166	45.98	
Yes	195	54.02	

**Ask a Librarian (reference)**

Response	Frequency	Percent	Mean: 0.16
No	305	84.25	
Yes	57	15.75	

**Other (please specify)**

Response	Frequency	Percent	Mean: 0.04
No	323	95.56	
Yes	15	4.44	

**To use the practice rooms**

Response	Frequency	Percent	Mean: 0.17
No	289	83.05	
Yes	59	16.95	

**Cleanliness**

Response	Frequency	Percent	Mean: 3.43
Excellent	181	57.10	
Good	96	30.28	
Fair	34	10.73	
Poor	6	1.89	

**Safety**

Response	Frequency	Percent	Mean: 3.46
Excellent	179	57.19	
Good	105	33.55	
Fair	23	7.35	
Poor	6	1.92	

**To find a book**

Response	Frequency	Percent	Mean: 0.49
No	186	51.38	
Yes	176	48.62	

**To search library databases**

Response	Frequency	Percent	Mean: 0.37
No	228	63.33	
Yes	132	36.67	

**Book catalog**

Response	Frequency	Percent	Mean: 0.38
No	223	61.77	
Yes	138	38.23	

**Distance Education**

Response	Frequency	Percent	Mean: 0.16
No	303	84.40	
Yes	56	15.60	

**To check out materials**

Response	Frequency	Percent	Mean: 0.26
No	260	74.50	
Yes	89	25.50	

**To use audio or visual equipment**

Response	Frequency	Percent	Mean: 0.18
No	284	81.84	
Yes	63	18.16	

**To seek the assistance of the music library staff**

Response	Frequency	Percent	Mean: 0.18
No	288	82.29	
Yes	62	17.71	

**Basic SkillsStudy Center**

Response	Frequency	Percent	Mean: 0.35
No	225	64.84	
Yes	122	35.16	

**To view Distance Education videos**

Response	Frequency	Percent	Mean: 0.05
No	330	95.10	
Yes	17	4.90	

**To study human body models**

Response	Frequency	Percent	Mean: 0.14
No	299	86.17	
Yes	48	13.83	

**Instructor/Counselor**

Response	Frequency	Percent	Mean: 0.46
No	189	53.69	
Yes	163	46.31	

**Website**

Response	Frequency	Percent	Mean: 0.11
No	308	88.51	
Yes	40	11.49	

**I was not aware of LRC services**

Response	Frequency	Percent	Mean: 0.08
No	319	92.20	
Yes	27	7.80	

**Printing**

Response	Frequency	Percent	Mean: 0.37
No	217	62.90	
Yes	128	37.10	

**Internet**

Response	Frequency	Percent	Mean: 0.44
No	195	56.36	
Yes	151	43.64	

**Other (please specify)**

Response	Frequency	Percent	Mean: 0.09
No	307	90.56	
Yes	32	9.44	

**Tutoring**

Response	Frequency	Percent	Mean: 0.35
No	225	64.66	
Yes	123	35.34	

**To view videos assigned by a professor**

Response	Frequency	Percent	Mean: 0.12
No	304	87.61	
Yes	43	12.39	

**Other (please specify)**

Response	Frequency	Percent	Mean: 0.11
No	302	89.09	
Yes	37	10.91	

**Peer/Friend/Classmate/Family**

Response	Frequency	Percent	Mean: 0.37
No	219	62.75	
Yes	130	37.25	

**Flyer/Brochure/Catalog/Schedule of Classes**

Response	Frequency	Percent	Mean: 0.13
No	305	87.39	
Yes	44	12.61	

**Study/tutorial software**

Response	Frequency	Percent	Mean: 0.33
No	232	67.05	
Yes	114	32.95	

**Word processing**

Response	Frequency	Percent	Mean: 0.33
No	232	67.44	
Yes	112	32.56	



## Open Ended Questions and Comments

Question: Other (please specify)

Respondent	Response
7	In the past I've scheduled my students for an orientation in preparation for a 1A research paper.
11	meeting rooms
14	read periodicals
20	Class tours, class project that requires students to learn about library resources, textbook loan program through reserve, LMTC classroom visits
22	library resources for my students
23	Instructional assistance
28	meetings
29	I schedule bibliographic orientations through the library.
37	faculty meetings
40	For Faculty research and volunteer research
46	My students use the library study rooms and computers regularly.
50	Quiet place to read during lunch
65	student orientation

Question: Other (please specify)

Respondent	Response
22	MLA Guide

Question: Other (please specify)

Respondent	Response
7	Some of my students have gone to the LRC for tutoring. I've not been pleased with the results. Some students reported rudeness. And I've seen papers that were over-tutored.
20	class projects where students are required to learn about campus resources
22	orientation for my students
46	I recommend the tutoring to my students.
63	New Century--Great!

Question: 13. Please share any comments or suggestions for how the Library can improve its services:

Respondent	Response
8	The Library Databases online are amazing -- an incredible resource that I and my children use for research. Thank you for all you do.
11	I like that events and meetings are held in the library- it encourages me to get over to that side of campus and see what's happening in different buildings. An open house is usually not enough since I am not a student and don't need these services myself. Faculty should know what is available to students first hand.
20	I appreciate the environment of innovation and the commitment to service in the library. My colleagues go out of their way to assist my students and to support my classroom activities. They always have workshops, exhibits and new offerings, even when funding is tight. So, this is evidence of their creativity and commitment to service and to learning.
22	It would be really nice if the LRC had CD players for students so that I could put CDs (vs. cassette tapes) on reserve for them.

**Question: 13. Please share any comments or suggestions for how the Library can improve its services:**

<b>Respondent</b>	<b>Response</b>
23	Charissa Penn, Lisa Hall, and Shaun James (and all the staff) have been awesome in assisting my needs as an instructor. Ida is a wonderful tutor for my students.
28	very helpful place with great staff! Hope we can keep the databases we currently have (some say "trial")
29	The staff is excellent and courteous. I'm proud to be a colleague.
31	The best part of the library are the librarians and the staff. Thanks!
36	More group study rooms
40	The Library does a tremendous job in serving the students and staff. The staff is always professional, friendly and informed. Thank you very much!
41	We need more Full-Time staff in both libraries so that the students and Faculty can be serviced in a more timely manner and work loads can be more evenly distributed.
43	Ed Martinez you are the best...
46	My students use the library services regularly and are happy with the services and environment. I consistently recommend the tutoring, study rooms, online databases and use of textbooks on reserve. Each semester, I request tours for my classes. The tours are comprehensive and very informative for students. Great job everyone!
47	I have attended excellent faculty development sessions that were designed by the ECC librarians and every one has been outstanding. Thank you!
52	longer hours for the Learning Resources Center.
60	The library has always been extremely supportive of my needs. Library staff is professional and friendly. I'm very pleased with the services provided.
63	I'm writing as an instructor saying yes to use of library as I've recommended students to use the library and have taken students to the library to use. Personally, I mostly use the library databases including CQ Researcher, ERIC and others. I haven't checked out a book at the library in a long while. I haven't called on the expertise of the great librarians for assistance in classroom or otherwise for a long while as I've been teaching the lowest level classes and simply don't have room to do so at the low level. I've enjoyed some library related programs this semester, however. Ed hosted the Eva Brown memorial which was really well done. I appreciate the updates you send on new purchases to the campus. Wonderful. Thank you for all that you do!



EL CAMINO COLLEGE LIBRARY



Library/LRU  
**Open House**  
Wednesday 4<sup>th</sup> and  
Thursday 5<sup>th</sup> September

**SNAPSHOT**



***DROP IN AND...***

- **Get a picture of how the library/LRU works**
- **Pick up helpful hints for your success**
- **Complete the Library/LRU Information Hunt worksheet and be eligible for prizes**
- **Attend drop-in library tours at 11am and 2pm both days**
- **Become aware of the resources and services of the Library/LRU that can help you!**

*The El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, physical or mental disability, or retaliation*

**SNAPSHOT DAY - Open House Worksheet El Camino Library/Learning Resources Unit Fall 2013.**



Name: \_\_\_\_\_ ECC Email: \_\_\_\_\_

**All questions must be answered correctly to be eligible for the prize drawing.**

**Answer the questions to get a picture of how the Library /LRU can help you be a successful student!**

**ECC ID card (Circulation area)**

MY ID card doubles as a library card. True False  
I must get a new sticker for my ID each semester. True False

**Research Assistance (Reference area)**

Items in the Reference area can be checked out and taken home. True False  
The Library catalog you use to search for ECC library materials is called \_\_\_\_\_

**Periodicals/Reserves/Textbooks (Periodicals area)**

Newspapers, magazines, and journals are examples of "periodicals." True False  
"Reserve" library materials (materials that have certain use restrictions) can be taken home. True False  
The Library's Textbook collection offers some course textbooks, but they can be borrowed only for 2-hour use in the Library. True False

**Tutoring (Learning Resource Center area)**

Is there a tutor for a course you are currently taking? Yes No  
If so, what is the tutor's name and what days and times is he/she available? Yes No

**Computer Labs (LMTC area)**

You may type and print essays in the LMTC. True False  
The LMTC is a drop-in computer lab. True False

**Reading and Math Help (Basic Skills area)**

What computer program is available here to help you with math and reading? \_\_\_\_\_

**Distance Education area**

Where can I get help for my online class? \_\_\_\_\_

**Copy/Print Room area**

I can use cash/coins AND/OR MyECC account in the copy room? True False

**LIST TWO FACTS/SERVICES WE PROVIDE THAT CAN HELP WITH YOUR SUCCESS AS A STUDENT**

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**What additional service/s would you like to see in the LRU in the future?**

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**ANALYSIS OF SNAPSHOT DAY and Open House Worksheet El Camino Library/Learning Resources**

Unit Fall 2013



Name: \_\_\_\_\_ ECC Email: \_\_\_\_\_

**All questions must be answered correctly to be eligible for the prize drawing.**

THE PLAN: The Unit wanted to make the Open House an annual (Fall) event to introduce incoming students to the LRU. This is consistent with our current Program SLO "Students will be aware of the services offered by the LRU" This would also be an activity that the entire LRU could take part in and contribute to. We have run 2 Open House events in the past with success, but not as part of an established plan. The second week of the Fall semester was chosen as the date after the initial first week rush.

Much work was done, cooperatively to make the 2 day (Wed/Thurs) event a success. Posters were put up around campus advertising the event, emails to the campus were sent out, posters with the Unit SAO's (both program and department level) were created and displayed, supplemented with posters detailing the services and resources in each area. Balloons gave the LRU a festive air. Worksheets were created so that students could "tour" the library and find answers to the worksheet questions, thereby becoming fully involved in the Open House. Each department contributed questions to the worksheet. Students were invited to return the worksheets and a prize drawing was held and 9 prizes distributed – again to encourage involvement. Free tours were offered twice a day on the two days of the Open House.

ANALYSIS: The Unit worked very well as a team to make this happen. Cooperation was excellent. The event went off smoothly. Unfortunately, participation was not high. Now that posters have been made, they should be kept so that next semester the concentration can be on marketing the event to ensure better participation. Alternatively, another date might be chosen. The idea was to get the new students familiar with the library as soon as possible – however, perhaps the students and faculty are too caught up adding classes, getting textbooks and otherwise settling in, so a later date might be more appropriate. With this modest beginning, the event should show growth with better advertising.

**WORKSHEET**

**Answer the questions to get a picture of how the Library /LRU can help you be a successful student!**

**ECC ID card (Circulation area)**

MY ID card doubles as a library card. True False **14/15 correct**

I must get a new sticker for my ID each semester. True False **15/15 correct**

**Research Assistance (Reference area)**

Items in the Reference area can be checked out and taken home. True False **9/15 correct**

The Library catalog you use to search for ECC library materials is called \_\_\_\_\_ **3/15 correct**

**Periodicals/Reserves/Textbooks (Periodicals area)**

Newspapers, magazines, and journals are examples of "periodicals." True False **13/15 correct**

"Reserve" library materials (materials that have certain use restrictions) can be taken home. True False **9/15 correct**

The Library's Textbook collection offers some course textbooks, but they can be borrowed only for 2-hour use in the Library. True False **13/15 correct**

**Tutoring (Learning Resource Center area)**

Is there a tutor for a course you are currently taking? Yes No **15 answers**

If so, what is the tutor's name and what days and times is he/she available? Yes No **Needs to be reworded**

**Computer Labs (LMTC area)**

You may type and print essays in the LMTC. True False **13/15 correct**

The LMTC is a drop-in computer lab. True False **13/15 correct**

**Reading and Math Help (Basic Skills area)**

What computer program is available here to help you with math and reading? **6 answers**

**Distance Education area**

Where can I get help for my online class? **7 correct/acceptable answers**

**Copy/Print Room area**

I can use cash/coins AND/OR MyECC account in the copy room? True False **13/15 correct**

**LIST TWO FACTS/SERVICES WE PROVIDE THAT CAN HELP WITH YOUR SUCCESS AS A STUDENT**

**Answers here included: helpful staff, study rooms, labs, help with questions, group study rooms, drop in tutoring, reading success center, basis skills help, assistance finding books, Multiple mentions for study rooms and tutoring.**

**What additional service/s would you like to see in the LRU in the future?** Areas to eat in LRU, Video room to watch videos as a group (seen at LMU), better /renovated lighting in East reading Room, jobs for students, more tutoring, homework help clubs, more hours for tutoring, more programs/services to help students at home (specifically how to solve a writing or math problem at home), additional subjects for tutoring,

**PLAN FOR THE WORKSHEET:** Each SAO department team in the LRU contributed a question or two to the worksheet. Some questions could be tweaked based on clumsy wording, based on student confusion (see analysis), or changed as being too easy/obvious.

We also included a question re: what students would like to see in the LRU to get ideas for future direction, or programming.

**ANALYSIS OF THE WORKSHEET:** 250 worksheets were made and about 86 were taken, but only 15 returned. This indicates that perhaps we need to specify that the sheets be returned the same day and to advertise the PRIZE DRAWING more clearly.

**SEE WORKSHEET QUESTION AREA FOR ANALYSIS OF INDIVIDUAL QUESTIONS**

The 4 free tours also only netted about 8 people in total, so this needs to be better advertised as well, perhaps with faculty cooperation like class announcements and extra credit offerings.

**CONCLUSIONS:** The event needed more marketing or a different date. The students appreciate the prize drawings as a motivator to answer the worksheets and it builds PR for the library, as does the entire event.

The worksheet yielded interesting comments, and interesting insights into what students understand. This should give some direction for the various areas.

Tutoring services are much sought after and appreciated, as are the study rooms.

It is encouraging that students see the staff as helpful, as the annual student survey sometimes shows otherwise.

## STUDENT LEARNING OUTCOMES ASSESSMENT REPORT STUDENT SERVICES AND COMMUNITY ADVANCEMENT

<i>A. Title of Student Learning Outcome (SLO)</i>	<i>After a bibliographic Instruction Session students will have a basic understanding of how to use, and be aware of, the range of resources and services available to them through the Library.</i>
---	--

### Section 1: SLO and Assessment Proposal

*Directions:* Complete this section to propose an SLO statement and accompanying assessment instrument and rubric.

<i>1A. Date Section 1 Completed</i>	<b>November 2011</b>		
<i>1B. Contact Personnel</i>	<u>Names:</u>	<u>Extensions:</u>	<u>Email Addresses:</u>
	Claudia Striepe	6006	cstriepe@elcamino.edu
<i>1C. Additional Personnel</i>			
<i>1D. Division and Department Information</i>	<u>Division:</u>	<u>Program or Department:</u>	
	<u>LRU Bibliographic Instruction</u>		
<i>1E. Proposed SLO Statement and</i>			
<i>How will you communicate this SLO to students?</i>	In-class announcements, in-class posters, on BI handouts		
<i>1F. Related Core Competency</i>	2, 3, 6		
<i>1G. Proposed Assessment Process</i>	<i>Use of clickers technology in the classroom - student operated response devices with teacher-led ppt via Turning point technology</i>		
<i>1H. Timeline for Assessment</i>	Despite hoping for an earlier completion, the project was piloted in 2010 and run in 2011 Spring and Fall BI classes with assessment to Fall2011		
<i>1I. Rubric and Standards for Success</i>	<i>Turning Point ppt questionnaire (available on request) - instructor responds/corrects immediately to immediate student feedback.</i>		
<i>1J. Resources Needed for Assessment</i>	Clickers set - response devices, receiver, computer, installed Turning Point software.		
<i>1K. Additional Notes/Comments</i>			

After filling out section 1, please save this document and submit it to your division, your SLO Coordinator and [slo@elcamino.edu](mailto:slo@elcamino.edu). Approval is not needed before proceeding to the assessment phase. After assessing the SLO, please continue to section 2 on the same form.

Updated 11/21/08



El Camino College  
Student Learning Outcomes and Assessment



## Section 2: Report of Assessment Results

*Directions:* Complete this section to report results of the assessment described in Section 1.

<i>2A. Date Section 2 Completed</i>	<b>Fall November 2011</b>		
<i>2B. Description of the Data</i>	Put an "x" next to all that apply:		
	Formative Evaluation	x	Summative Evaluation
	One-Time		Multiple-Step
	Direct Evidence		Indirect Evidence
	Qualitative	x	Quantitative
<i>2C. Narrative Report of Data</i>			
<i>2D. Report of Data: Does it Meet Standards for Success</i>	Put an "x" next to the one that applies:		
		Does Not Meet Standards	
		Meets Some Standards	
		Good Enough	
	x	Meets Most Standards	
	Exceptional		
<i>2E. Projected Deadline for Submission of Data Analysis</i>	November 2011 Fall		
<i>2F. Additional Notes/Comments</i>			

After filling out section 2, please save this document and submit it to your division, your SLO Coordinator and [slo@elcamino.edu](mailto:slo@elcamino.edu). Approval is not needed before proceeding to the reflection phase. To analyze the assessment results, please continue to section 3 on the same form.



### Section 3: Reflection on Assessment Results

*Directions:* Complete this section to reflect on the results of the assessment of the SLO.

3A. Date Section 3 Completed	November 2011
---------------------------------	---------------

#### 3B. What were the most important findings from the data?

Students are totally involved with the technology and 100% participation is achieved.

A lot of work goes into creating the Turning Point ppt and so it should be used for a certain common type of BI session, like the Controversial Topics session - -this way we can have a standard presentation that all librarians can be trained to use.

Data/observations can be shared with other teams, and questions inserted for other SLO team use.

Knowing the questions coming up also encourages the instructor to cover all of the material in a logical sequence

#### 3C. What percentage of students met the standards for success? Is this satisfactory?

Where students do not answer correctly the instructor can immediately revisit the concepts and explain while the topic is fresh in student's minds.

#### 3D. Are trends evident? Are there learning gaps?

The technology is easy to use, so there are no "gaps" there. If there are gaps in content knowledge they can be immediately addressed. I have a learning gap in saving/interpreting the data - need to study up on that more.

#### 3E. Will you change assessment methods or standards for success?

No - will continue with clickers for a while for certain targeted classes. The 80% standard can remain.

#### 3F. What changes can be made to address these implications to improve outcomes?

n/a

#### 3G. What resources are needed to make these changes?

n/a



3H. What information from this SLO Assessment Report should be added to Plan Builder and/or Program Review for your program?

Ensure money for upgrades to Turning Point technology in the software area, and for new response systems should these become outmoded. Also small amount of money for response system batteries etc as needed. Money may be needed to be set aside for training sessions for the training of p/t librarians in the technology.

3I. What is the projected semester for this assessment to be performed again?

Spring 2014

3J. Are there any additional comments?

After filling out section 3, please save this document and submit it to your division, your SLO Coordinator and [slo@elcamino.edu](mailto:slo@elcamino.edu). Congratulations! You've now completed an entire student learning outcomes assessment cycle.



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- LEARNING RESOURCES UNIT
- Library (Schauerman)
- Millennium Online Catalog
- Music Library
- Learning Resources Center
- Computer Lab
- Distance Education
- Media Services
- Tutoring
- Staff Directory
- Policies
- Copyright Information
- Student Learning Outcome (SLO)

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## STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

A. Title of Student Learning Outcome (SLO)	Periodicals - Level 3		
B. SLO Type (put an "x" next to the SLO type that applies)	Course-Level	X	Program-Level
C. Program-Level SLOs:	(List the program-level SLOs with which this course-level SLO aligns) Students will demonstrate knowledge of the Learning Resources Unit services.		
D. Core-Competencies	(List the core competencies with which this course- or program-level SLO aligns) Core Competencies: VI. Information and Technology Literacy; I. Content Knowledge; II. Critical, Creative, and Analytical Thinking.		

**Section 1: SLO and Assessment Proposal**

Directions: Complete this section to propose an SLO statement and accompanying assessment instrument and rubric.

1A. Date Section 1 Completed	September 23, 2010		
1B. Contact Personnel	Names:	Extensions:	Email Addresses:
	Moon Ichinaga	6482	michinaga@elcamino.edu
	Alice Cornelio	3522	acornelio@elcamino.edu
	Shawn James	3879	sjames@elcamino.edu
1C. Additional Personnel	Michael Carter, x3881, mcarter@elcamino.edu Ex-officio committee member: Claudia Streipe, x6006, cstreipe@elcamino.edu		
1D. Division and Department Information	Division:	Program or Department:	Course(s):
	LRU	Library	LIS 1, "Introduction to Library Information Science"
1E. Proposed SLO Statement	Students will demonstrate knowledge of the elements of a periodical citation as well as the benefits of using periodicals as information resources.		
1F. Proposed Assessment Instrument or Mechanism	1 pre-test and 1 post-test cycle		
1G. Sections Targeted for Assessment	LIS 1, section 4960, "Introduction to Library Information Science," which will be linked to the Puente Program.		



<i>1H. Timeline for Assessment</i>	The pre-test and post-test will be given during the fall 2010 semester, at times that parallel the beginning and end of the periodicals module in the course.
<i>1I. Rubric or Standards for Success</i>	At least 75% of the students in the course will achieve at least an 80% score on the post-test.
<i>1J. Resources Needed for Assessment</i>	None.
<i>1K. Additional Notes/Comments</i>	None.

After filling out section 1, please save this document and submit it to [slo@elcamino.edu](mailto:slo@elcamino.edu) (for our records) as well as to your division. Approval is not needed before proceeding to the assessment phase. After assessing the SLO, please continue to section 2 on the same form.



## Section 2: Report of Assessment Results

*Directions:* Complete this section to report results of the assessment described in Section 1.

2A. Date Section 2 Completed	June 7, 2011			
2B. Description of the Data	Put an "x" next to all that apply:			
	X	Formative Evaluation		Summative Evaluation
		One-Time	X	Multiple-Step
	X	Direct Evidence		Indirect Evidence
		Qualitative	X	Quantitative
<u>OR</u> provide a narrative description of the data.				
2C. Report of Data	<p>During the first Periodicals SLO Committee meeting of the fall 2010 semester, the team decided to that the test questions did not need to be modified, but we should return to using the LIS I course, "Introduction to Library Information Science," as the target group of students for the assessment, instead of LIS 10, "Library Research Using the Internet." We felt that the content knowledge related to periodicals was more suited to the general, introductory class. As in 2009, to motivate students to take the tests seriously, instructor Claudia Striepe agreed to give students extra credit for participating.</p> <p>The pre-test and post-test consisted of the following questions.</p> <p>1. The term "periodicals" refers to the following:</p> <ol style="list-style-type: none"> <li>Chemistry tables</li> <li>Journals</li> <li>Newspapers</li> <li>Magazines</li> <li>Library reserve items</li> <li>Journals, newspapers, and magazines</li> </ol> <p>2. Periodicals are available in the library in the following format or formats:</p> <ol style="list-style-type: none"> <li>Print</li> <li>Microfilm</li> <li>Online databases</li> <li>All of the above</li> </ol>			

3. If you need help with periodicals, you should ask for help at the following:
- Circulation Desk
  - Basic Skills Lab
  - Periodicals Desk or Reference Desk
  - Library Media Technology Center
  - Distance Education Office
  - Media Services Office
4. The El Camino College Library offers access to both scholarly journals and popular magazines. True or False
5. A periodical index helps you to search for: (Circle all that apply.)
- Newspaper articles
  - DVDs
  - Journal articles
  - Magazine articles
  - Books
6. If you need the most current information about a topic, what should you consult first?
- Books
  - Articles in periodicals
  - Encyclopedia articles
  - Bibliographies
7. What is the best definition of a periodical citation?
- A summary of an article
  - An award given to an article
  - An index to periodicals
  - A reference to an article which usually includes author name(s), article title, periodical title, publication date, and pages on which it appears in the publication
8. Which of the following would be the most helpful to read in order to decide if a journal article is a good source of information for research?
- The article's citation.
  - The full-text of the article
  - Its article of incorporation
  - The article's bibliography
9. For academic research purposes, magazine, journal, or newspaper articles from the past have no value. True or False



	<p>10. Generally, what are the advantages of online periodical databases compared to print collections of periodicals? (Circle all that apply.)</p> <ol style="list-style-type: none"> <li>The databases are available 24x7 to authorized users regardless of their location.</li> <li>Many databases offer full-text articles.</li> <li>Students may not have access to Internet-connected computers which are required in order to use the databases.</li> <li>Database articles cannot be damaged, lost, or stolen.</li> </ol> <p>11. Scholarly journal articles are usually written by experts or specialists in the subject covered by the article, and they are usually reviewed and critically evaluated by a group of experts in the field prior to publication.</p> <p>12. The terms "peer-reviewed" and "refereed" are used often interchangeably to describe the process of evaluating an article for publication in a scholarly magazine. True or False</p> <p>13. For academic research purposes, an article in a scholarly journal is a more valuable resource than an article in a popular magazine, even though the scholarly article is written in language that is more technical and may be difficult to understand. True or False</p> <p>14. Some online periodical databases specialize in providing access to articles in scholarly journals, while others cover articles in both popular magazines and in scholarly journals. True or False</p> <p>15. Generally, the full-text electronic version of an article found in a database is essentially the same in content as the original version of the article found in a print magazine or journal. True or False</p> <p>Instructor Claudia Striepe gave the periodicals SLO <u>pre-test</u> to her class on September 27, 2010. Unfortunately, on that day, only 17 of the enrolled 30 students attended class and took the pre-test, despite the extra credit incentive. These were the results:</p> <ul style="list-style-type: none"> <li>Only 29% of the students scored 80% or higher (i.e. answered at least 12 of the 15 questions correctly.)</li> <li>The two most difficult questions were questions #5 and #10.</li> </ul> <p>About 2 weeks later, 22 students took the post-test, with the following results:</p> <ul style="list-style-type: none"> <li>94% of the students scored 80% or higher.</li> <li>Again, questions #5 and #10 were the most challenging.</li> </ul>
2D. Projected	Not applicable. See section 3 below.

<i>Deadline for Submission of Data Analysis</i>	
<i>2E. Additional Notes/Comments</i>	None.

After filling out section 2, please save this document and submit it to [slo@elcamino.edu](mailto:slo@elcamino.edu) (for our records) as well as to your division. Approval is not needed before proceeding to the reflection phase. To analyze the assessment results, please continue to section 3 on the same form.

### Section 3: Reflection on Assessment Results

*Directions:* Complete this section to reflect on the results of the assessment of the SLO.

<i>3A. Date Section 3 Completed</i>	June 7, 2011
-------------------------------------	--------------

#### 3B. What were the most important findings from the data?

The pre-test success rate was the lowest of all of our previous pre-test assessments. The team consulted with instructor Striepe as to an explanation. Certainly the test sample was small, but the fact that the students are in the Puente program probably at least partially explains the initial inadequate knowledge about periodicals. Also, Claudia noted that many of the enrolled students were athletes who had a spotty attendance record because of their sports commitments.

On the other hand, the post-test success rate was the highest of all of our previous assessments, exceeding our criteria by 19%.

As a result, the improvement in student performance from the pre-test to the post-test was dramatic—an increase of 65% in the number of students who scored 80% or higher. This demonstrated that the students, including disadvantaged Latino students, successfully learned about periodicals as useful information resources.

#### 3C. What changes can be made to address these implications (e.g. changes to the program, curriculum, teaching method, etc.)?

The SLO team and instructor Striepe were happy with the assessment results, which confirm the success of our general approach. That approach has gone through multiple cycles of refinement, and we are satisfied with it at this point in time. Upon the recommendation of the campus coordinator, we postponed drafting an assessment report, with the expectation that CurricUNET's SLO module would be available soon as a more efficient and effective way of creating the report. The team also decided to take a break for the following spring 2011 semester, and re-convene in a meeting at the end of the semester to decide on future directions.

After the break, the team met and took the following actions:

- Discussed campus-wide SLO initiative changes (coordinator changes, the unavailability still of the CurricUNET SLO module, etc.);
- Reviewed our pre-test and post-test questions;
- Reviewed the fall 2010 assessment results and the college's core competencies;
- Brain-stormed about new ideas for improving and measuring student learning;
- Decided to focus our work in the fall on adapting our tests for use with clickers with the goal of implementing a clicker-based approach in the spring 2012 semester.

3D. What resources are needed to make these changes?

No additional resources necessary.

3E. Next time this assessment is performed, what changes need to be made to the SLO statement, assessment, rubric, or method to get better results?

See the response to question 3C.

3F. What is the projected semester for this assessment to be performed again?

Fall 2011

3G. Are there any additional comments?

No.

After filling out section 3, please save this document and submit it to [slo@elcamino.edu](mailto:slo@elcamino.edu) as well as to your division office. Congratulations! You've now completed an entire student learning outcomes assessment cycle.



# APPENDIX H

## Bibliographic Instruction

Statistics 2010-2013

**APPENDIX H**

**Bibliographic Instruction Statistics, 2010-2013**

**2010/11**

**Summer 2010 (June - August)**

BI Sessions: 19

Students: 485

Other: 2 (Dist. Ed classes, Counseling, Fin. Aid Workshops, Libr. Meetings, Classes requiring no librarian)

**Fall 2010**

BI Sessions: 99

Students: 2,984

Library Classes: 2 Total Students: 73

LIS 10 Section 4963 (CS) Internet Research students: 45 – this class taught in Humanities Classrooms

LIS 1 Section 4961 (CS) Library Skills/Project Success students: 28 – this class taught in Humanities Classrooms

Other Class Use: 67 (Dist. Ed classes, Counseling, Fin. Aid Workshops, Libr. Meetings, Classes requiring no librarian)

**Winter 2011 (January- February)**

BI Sessions: 5

Students: 100

Other Class Use: 0 (Dist. Ed classes, Counseling, Fin. Aid Workshops, Libr. Meetings, Classes requiring no librarian)

**Spring 2011**

BI Sessions: 104

Students: 3000

Library Classes: 2 Total Students: 42

LIS 10 Section 4964 (CS) Internet Research students 23 – taught in Humanities Bldg

LIS 1 Section 4960 (CS/EM) Library Skills students 19 - taught in Humanities Bldg

Other Class Use: 84 (Dist. Ed classes, Counseling, Fin. Aid Workshops, Libr. Meetings, Classes requiring no librarian)

Other Library Outreach: 5 (Brown Bags, Library Outreach Programs, etc.)

**TOTALS 2010/11**

**BI Sessions: 237**

**Students reached : 6579**

**Classes: 4 Sections: 4 Students enrolled: 115**

**Other Sessions: 156**

## 2011/12

### Summer 2011 (June - August)

BI Sessions: 20

Students: 500

Other: 3 (Dist. Ed classes, Counseling, Fin. Aid Workshops, Libr. Meetings, Classes requiring no librarian)

### Fall 2011

BI Sessions: 97

Students: 2,900

Library Classes: 2 Total Students: 62

LIS 10 Section 4963 (CS) Internet Research students 31 – taught in Humanities Bldg

LIS 1 Section 4961 (CS) Library Skills/Project Success students 31– taught in Humanities Bldg

Other Class Use: 111 (Dist. Ed classes, Counseling, Fin. Aid Workshops, Libr. Meetings, Classes requiring no librarian)

Other Library Outreach: 4 (Brown Bags, Outreach programs, etc)

### Winter 2012 (January- February)

BI Sessions: 6

Students: 166

Other Class Use: 6 (Dist. Ed classes, Counseling, Fin. Aid Workshops, Libr. Meetings, Classes requiring no librarian)

### Spring 2012

BI Sessions: 107

Students: 2,894

Library Classes: Total Students: 73

LIS 10 Section 4964 (CS) Internet Research 25 students – taught in Humanities Bldg

LIS 10 Section 4965 (CS) 27 students – Distance Ed class

LIS 1 Section 4960 (CS) Library Skills 21 students – taught in Humanities Bldg

Other Class Use: 77 (Dist. Ed classes, Counseling, Fin. Aid Workshops, Libr. Meetings, Classes requiring no librarian)

Other Library Outreach: 5 (Brown Bags, Outreach programs, etc)

Reflections: Slight, but steady drop in BI sessions - could be partly attributed to “regular” faculty library user retirements and show a need to market to new faculty. Increase over last few years in “Other” can be attributed to major building projects at ECC that will last well into 2020 that sees a lack of class space so faculty ask to use library space.

## TOTALS 2011/12

BI Sessions: 230

Students reached : 5,992

Classes: 4 Sections: 5

Students enrolled: 135

Other Sessions: 197

## 2012/13

Summer 2012 (June - August)

BI Sessions: 19

Students: 490

Other: 7 (Dist. Ed classes, Counseling, Fin. Aid Workshops, Libr. Meetings, Classes requiring no librarian)

Fall 2012

BI Sessions: **92**

Students: **2,555**

Library Classes: 3 **Total Students: 88**

LIS 10 Section 4963 (CS) Internet Research **37 students** –taught in Humanities Bldg

LIS 10 Section 4965 (CS) Internet Research **15 students** – this class Distance Education

LIS 1 Section 4961 (CS) Library Skills/Project Success **36 students** - taught in Humanities

Other Class Use: (Dist. Ed classes, Counseling, Fin. Aid Workshops, Libr. Meetings, Classes requiring no librarian) **59**

Other Library Outreach: **4** (Brown Bags, Outreach programs, etc)

Winter 2013 (January- February)

BI Sessions: 4

Students: 170

Other Class Use: 3 (Dist. Ed classes, Counseling, Fin. Aid Workshops, Libr. Meetings, Classes requiring no librarian)

Spring 2013

BI Sessions: 100

Students: 2,892

Library Classes: **Total Students: 51**

LIS 10 Section 4963 (CS) Internet Research 35 students – taught in Humanities Bldg

LIS 1 Section 496 (CS) Library Skills 16 **students** – taught in Humanities Bldg

Other Class Use: 90 (Dist. Ed classes, Counseling, Fin. Aid Workshops, Libr. Meetings, Classes requiring no librarian)

Other Library Outreach: 4 (Brown Bags, Outreach programs, etc – eg: Koran by Heart, Honors Transfer Program presentation)

Reflections: We closed LDC Room 10 for the Fall semester as the computers were too slow and troublesome hence the drop in the OTHER statistics. Room 10 reopened late Spring semester 2013 after upgrades were made to the computers.

**TOTALS 2012/13**

**BI Sessions: 215**

**Students : 6,107**

**Classes: 4 Sections: 5**

**Students enrolled: 139**

**Other Sessions: 159**



# APPENDIX J

Learning Resources Center  
Summary Report 2012/2013

# Learning Resources Center

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## Summary Report: July 2012 – June 2013

The Learning Resources Center (LRC) provides academic support services to thousands of students across campus every semester. The three areas within the LRC include the Tutoring Center and Media Materials Collection, the Library Media Technology Center (LMTC), and the Basic Skills Study Center (BSSC). The LRC's staff includes three full-time classified employees, one assistant director, and approximately 50 part-time student/casual employees. This staff is dedicated to providing services to support the students' academic success in all disciplines.

### **Tutoring Program**

From July 2012 – June 2013, the Learning Center had over 7,000 student visits with a tutor (see table 1). Unfortunately, exact data is not possible to gather because all information is recorded on paper by hand.

Fewer students met with LRC tutors in Fall 2012 because tutor hours were reduced to accommodate the hours and salaries of two casual tutors from EOPS. However, the EOPS tutors decided to not join the LRC's tutoring program, and as a result, more tutoring hours were available in Spring 2013. Another factor that affected the data for student visits is the tutors' availability each week.

From June 2012 – July 2013, thirty-two tutors worked in the Learning Center and all have successfully completed the Tutor Training 200 course. By taking this course and completing other requirements, new tutors received the tutoring certification from the College Reading and Learning Association.

To verify that the LRC's tutoring services contribute to student success, a list of students' names, ID, tutor name, course, and section was given to Institutional Research for evaluation. Each student on the list had met with a tutor at least three times for the same course. From a sample of 67 students, 44 (66%) successfully completed the course they were tutored in. After excluding students who dropped the course before receiving a "W," a sample of 53 students remained. Out of these 53 students, 44 (83%) successfully completed the course. A correlation between the frequency of students' tutoring sessions and success in the course could not be made based on this sample.

The sample size used for this analysis is very small because students who come for tutoring sign in and out on a log sheet by hand. It is extremely difficult to analyze and sort data that is handwritten because students might not use their legal name, write legibly, or record numbers correctly.

Recordkeeping of students' usage of tutoring and other LRC services has improved but is still not ideal. LRC staff transfers handwritten information on students' usage of tutoring to an Excel

spreadsheet. This is time consuming, but at least it provides information that can be used by Institutional Research for analysis.

### Number of Student Visits with a Tutor by Discipline

Table 1

Subject	Total # of Student Visits for Summer 2012 (July 1 – August)	Total Number of Student Visits for Fall 2012	Total Number of Student Visits for Winter 2013	Total Number of Student Visits for Spring 2013	Total Number of Student Visits by Discipline for the Academic Year
Athletics	0	138	0	333	471
Accounting	0	27	0	294	321
Anatomy	0	80	0	203	283
Anthropology	0	39	0	47	86
Art History	0	58	0	89	147
Astronomy	0	89	0	93	182
Biology	0	0	0	163	163
Chemistry	39	429	0	1104	1572
Chinese	28	53	0	72	153
Computer Animation	0	0	0	94	94
English/ESL	98	312	75	647	1132
French	31	141	0	263	435
Geography	0	4	0	105	109
Geology	0	20	0	19	39
Japanese	35	45	0	257	337
Math	0	157	29	568	754
Music	0	107	0	147	254
Oceanography	0	0	0	15	15
Physics/Nursing Math/Electronics	34	105	0	328	467
Political Science	0	27	0	29	56
Spanish	0	45	0	112	157
TOTAL	265	1876	104	4982	7227

## **Tutor Training**

All LRC tutors are required to take the Tutor Training 200 course. In Fall 2012, 18 students successfully completed Tutor Training 200; three of these students were LRC tutors. In Spring 2013, 21 students successfully completed the course; of these 21 students, ten were LRC tutors and three students were from other tutoring programs on campus.

The SLO for this course states that “Students will be able to describe three strategies a tutor could use to promote independent learning and explain how these strategies are used to achieve this goal.”

Twenty-one students (100%) were able to describe three strategies to promote independent learning. In explaining how to use the strategies, 12 students (57%) scored “excellent,” six students (29%) scored “satisfactory,” and three students (14%) scored “needs improvement.”

Tutors attended monthly meeting to discuss tutoring strategies, record keeping procedures, tutoring expectations, and roles. Tutors also reviewed training videos, conducted a self-evaluation, and received evaluations from students and supervisor.

Documentation was submitted to the College Reading and Learning Association (CRLA) in Fall 2012 to re-certify the LRC’s tutor training program by this organization. With this certification, LRC tutors are able to earn and be awarded Level I and II tutor certificates from CRLA.

## **Online Tutoring**

The LRC maintains an account with limited funding for online tutoring time through Net Tutor. Faculty in the Natural Sciences division developed an online tutoring service by reviewing the LRC’s experience with Net Tutor and consulting with the LRC staff.

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

Students used the computers and printers in the LMTC continuously to do research on the Internet, type essays, communicate with faculty, etc. Data for student logons in the LMTC for Fall 2012 indicates students logged onto computers 59,371 times (see table 2). Data for Spring 2013 is not yet available.

**Library LMTC - Student Logons  
Fall 2012**

**Table 2**

<b>Month</b>	<b>Room A42 26 PCs</b>	<b>Room B 44 22 PCs</b>	<b>Room C 46 24 PCs</b>	<b>Room D 31 53 PCs</b>	<b>Room E 36 21 PCs</b>	<b>Total</b>
Sept.	2,419	2,717	1,707	9,972	301	17,116
Oct.	3,016	2,883	2,186	10,758	322	19,165
Nov.	2,323	2,318	1,596	8,144	294	14,675
Dec.	1,241	1,373	1,035	4,605	161	8,415
<b>Total</b>	<b>8,999</b>	<b>9,291</b>	<b>6,524</b>	<b>33,479</b>	<b>1,078</b>	<b>59,371</b>

## Media Materials Collection – Learning Center

The Media Materials Collection houses anatomy models and audio-visual materials. Students check out materials by writing down their name, date, and what they are using. Approximately 549 students supplemented their learning experience by checking out materials more than 2,000 times (see table 3).

### Data on Student Usage of Media Materials Fall 2012 – Summer 2013

Table 3

Semester and Month	Number of Students Who Check Out Materials	Number of Times Items Checked Out
<b>Fall 2012</b>	<b>238</b>	
September		153
October		440
November		361
December		171
<b>Total for Fall 2012</b>		<b>1125</b>
<b>Spring 2013</b>	<b>256</b>	
February		25
March		234
April		291
May		351
June		123
<b>Total for Spring 2013</b>		<b>1024</b>
<b>Summer 2013</b>	<b>55</b>	
June 2013		35
July 2013		125
August 2013		20
<b>Total for Summer 2013-</b>		<b>180</b>
<b>Total for Academic Year</b>	<b>549</b>	<b>2329</b>

## **Basic Skills Study Center**

The Basic Skills Study Center was primarily used by students in four Academic Strategies 1 sections in Fall 2012 and three sections in Spring 2013. To make the transition from a full-time instructor to a part-time instructor for this course, the LRC staff provided support. In addition, a web-based version of the Plato learning software was reviewed and purchased. Staff received training so they could help students and faculty use the software effectively. A pay-per-print system is now available in the Basic Skills Study Center.

## **Tracking Student Usage of Services**

Meetings with other tutor coordinators on campus to review software for tracking students' utilization of support services were held to review Tutor Trac and CI Solutions. Purchasing Tutor Trac was included in the LRU's Plan Builder; however, due to limited funding within the Unit, this request was eliminated.

## **Marketing LRC Services**

LRC services were marketed by attending division meetings, New Faculty Academy, and by responding to individual requests. Meetings were held with coordinators of other tutoring programs such as SI, MESA, Writing Center, Math Study Center, EOPS, and Reading Success Center to promote an attitude of collaboration and cooperation.

Students received emails to know about tutors' schedules for specific courses and disciplines. Students could also learn about LRC tutoring services by going to the Internet at <http://www.elcamino.edu/library/index.asp>. In a few months, this video has been viewed more than 300 times.

## **Accreditation**

Several administrators and program coordinators were interviewed to obtain updated and accurate information about their programs. Findings were reported in Standard IIC, Narrative Summary.

## **Program Review**

The Learning Resources Center's program description, improvements, and recommendation sections of Program Review were composed and included in the report. A small amount of data on successful course completion for students who have used tutoring was also included.

## **Staffing**

Two new Library Media Technician III positions were filled, one in the Circulation area and one in the LRC. Mr. John Luna was hired for the LRC and Ms. Cindy Lopez joined the staff at the Circulation desk. In addition, approximately 50 student and casual employees provided services to students in the LRC. Monthly meetings with staff were held to develop an attitude of teamwork and collaboration. Continued efforts were made to improve communication and cooperation between LRC staff.

The LRC payroll process was streamlined by eliminating duplicate forms. Timelines were developed for processing timesheets and all employees were informed of the timeline. Policies for handling absences and tardies were developed and enforced. An “Employee of the Month” award was developed to honor exceptional employees.

### **Other Activities**

Other activities for June 2012 – July 2013 included participation in the Library’s Unit Council, SSTARS committee, Basic Skills Advisory Group, Muslim Journey, and Reading Apprenticeship workshop. Policies and procedures for computer use, children in the Library, Friends of the Library, and student/casual employees were updated.

### **Plans for 2013 - 2014**

ITS purchased CI Solutions, a software program used to track student usage of computers and other support services. Hopefully this will be installed in all areas of the LRC. If proven successful, other student support services will be encouraged to use this software in their areas.

Data from Spring 2013 has been submitted to IR to evaluate the success of students who met with LRC tutors. Once data is reviewed, a comprehensive report will be written.

An LRC Advisory Group will be formed to develop and expand LRC services to meet the academic needs of the students.

Participation with the Student Success Transfer & Retention and Services (SSTARS) committee will continue.

Participation with the Basic Skills Advisory Group (BSAG) will continue as needed.

Workshops will be developed and given as requested.