

El Camino Community College

**PROGRAM REVIEW
2017 - 2022**

LIBRARY & LEARNING RESOURCES DIVISION

LIBRARY PROGRAM



DEAN:
DR. CRYSTLE MARTIN

CONTRIBUTOR(S):
MARY MCMILLAN, GARY MEDINA, RYAN GAN,
CAMILA JENKIN, ANALU JOSEPHIDES

TABLE OF CONTENTS

Contents

SECTION 1 Program Overview	3
SECTION 2 Program Assessment	13
Program Contribution to Student Success and Equity	13
Curriculum and Outcomes Assessment.....	15
SECTION 3 Program Vision and Future Planning	39
Program Vision	39
Future Planning.....	39
Program Resources.....	45
Appendix A.....	
CAREER EDUCATION (CE) SUPPLEMENTAL QUESTIONS	10

SECTION 1

Program Overview

A) Provide a brief narrative description of the current program, (e.g., the program’s mission statement, a description of the students it serves) and any highlights of the program’s previous success, future vision, and related needs.

The **Library Program** at El Camino College operates under the **Division of Library & Learning Resources**, which also includes Online & Digital Education, Learning Resources Center (including Tutoring), Media Services, Professional Development, Educational Development, Sign Language, and Special Resource Center departments. Together, these departments collaborate to provide academic resources and support services to all students, faculty, staff, and other members of the ECC community.

The **Library’s Mission Statement** was reviewed and updated in 2019 to better reflect the core values of the department and its purpose as it connects with the overall mission of the LLR division and those of El Camino College. The current mission statement now states that:

The Schauerman Library aims to empower the El Camino College community with the knowledge, tools and life skills necessary to ensure success, through academic guidance, compassion, and encouragement.

The Library Program provides academic support services and instruction designed to serve campus-wide curricular and programmatic objectives, cultivate information and research competencies and ensure academic success. These services include accessible research collections in print and digital formats, information literacy instruction and reference support, research and study spaces, and programming and outreach initiatives managed by a student-focused and caring team of librarians and technicians.

The Library is unique in that it serves the entirety of the ECC curriculum and student body, including those taking face-to-face classes and those enrolled in distance education classes (e.g., online and hybrid), along with supporting the varied needs of our faculty, administrators and wider ECC (and at times South Bay) community. In addition, there are distinct accreditation and statewide standards for community college libraries that require attention beyond those objectives of individual institutions. Due to this distinctiveness of the Library Program, in comparison to those within other academic divisions, the nature in which program services are developed and assessed is different from those of other departments. As such, some of the evidence and analyses provided in this Program Review does not neatly fit into the parameters of the review template and efforts have been made to customize responses to both effectively describe the program’s previous successes, future vision and the related needs in a manner that both addresses the questions specific to this report and adequately aids the Library in its department planning efforts, aligning them to campus ILOs and strategic plans.

Some key terms that best describe the work of the Library since the last Program Review of 2017 include reflection, change, growth and innovation. The past four years have brought about tremendous change for the Library program, particularly considering a number of retirements, new hires and staffing changes, advancing technologies, and the sudden closure of the physical

campus caused by the COVID-19 pandemic. Prior to 2018 the Library was managed by a series

of interim Directors before the current administrator, Dr. Crystle Martin, was hired to head the Division. Under her leadership, several new faculty librarians were hired to replace those who had recently retired, and a much-needed reorganization and rehabilitation has since occurred and is ongoing. This was done after considerable input from across the division faculty & staff as to the current state of our essential and desired services. These changes have provided new energy when it was most needed and greatly improved the Library's ability to successfully support students and faculty, while also cultivating a more positive internal culture and hopeful vision for the future. Some key program highlights of the past four years include:

- Filling key administrative, faculty and staff positions that became open due to department retirements and departures while reorganizing the operating structures of library service areas to meet current programmatic demands.
- Revising the Library Program's mission, program area outcome (PAO), service area outcomes (SAO), and assessment measurements currently used to direct and evaluate library services.
- Cultivating new faculty/librarian partnerships for the Embedded Librarian program and library instructional workshops.
- Developing more asynchronous instructional methods on accessing & using Library resources for student research and classroom integration including online Research Guides, Canvas modules, and video tutorials.
- Establishing librarian research support via live online chat and supporting chat services for other division departments (*ODE/Canvas, Tutoring, International Students*), which has sustained in-person support during the campus closure.
- Increasing access to library e-resources including an expansion of offered eBooks, streaming videos, primary source archives and specialized collections supporting new curricular programs and learning modalities.
- Conducting a full analysis of the library's print collections and making preservation/deselection decisions accordingly for the entire collection of the print book, periodical, textbook reserves and microfilm collections.
- Evaluating the Music Collection, including preservation/deselection decisions. Relocation of the Music Collection to the Schauerman library, creating better support for the collection and student use of the collection.
- Enhancing the discovery of library collection materials (both print & online) by migrating to the new CCC statewide Library Service Platform (LSP), Ex Libris Alma, with its public facing "OneSearch" platform, Primo.
- Offering more campus programming, outreach and faculty professional development highlighting library resources and fostering strong information competencies.
- Renovating physical library building spaces to create a welcoming student space, improve upon safety concerns, building navigation, collection discovery, accessibility, changing study & technology needs of students, and integration of the various departments housed within the Library building to create cohesive academic support.
- Leading campus efforts to reduce barriers and inequities due to high textbook costs through participation in CA statewide Open Educational Resources (OER) and Zero Textbook Cost (ZTC) initiatives.

- Participating in numerous campus committees, taskforces, strategic planning efforts, student support initiatives, Guided Pathways Success Teams, cross-department collaborations and other projects supporting the work of El Camino College.

B) Describe the degrees and/or certificates offered by the program.

The Library Program did not offer formal degrees or certificates during the time period covered under this review, but rather supported other campus degree-bearing programs through a variety of services, along with having shared leadership in the teaching and assessment of the campus Institutional Learning Outcome (ILO) #4 pertaining to information literacy skills. Although the two credit-bearing library classes (LIB 1 and LIB 10) were being offered under the Humanities Division, they had been developed and taught by ECC librarians across many years.

In 2020-2021 the LLR received campus approval to begin developing and offering its own curriculum. The Library & Learning Resources Division Curriculum Committee was formed and has been working towards non-credit certificate pathways with a focus on the academic, life and technological skills needed to succeed in a college environment. In addition, the credit-bearing library classes have been moved from Humanities back to the LLR. It is expected evaluation of these new classes/pathways will be conducted as part of the Library's next program review.

C) Explain how the program fulfills the college's mission.

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

The Library Program, through its array of services and curated resources, directly supports the mission, success, and student learning outcomes of El Camino College, in addition to providing a central hub for bringing together the full campus community. At the heart of any Library program is the expectation of it providing a searchable, accessible, current and authoritative collection of information resources to support the varied academic needs of all the educational programs offered by the college, along with the wide range of potential student research subjects. Librarians are committed to ensuring resources are diverse in scope, available in print & online formats, accessible and that patron privacy is respected.

Of most importance is librarian support in developing information literacy skills, which has been one of the campus ILOs and is of growing concern due to the rapidly changing ways in which information is produced and distributed, including that which is intentionally misleading, access to those "missing voices" in the cultural conversation, and the transformation in scholarly publications and communications. Librarians support student attainment of information literacy competencies through research workshops, an embedded librarian program within some select classes interested in more in-depth learning, individually at the reference desk, and through developed print and online research guides. In addition to cultivating student learning, librarians take responsibility for providing campus faculty with updates on ways in which library resource

access has changed over time, along with professional guidance and collaboration with integrating Library content and research instruction into their classes.

D) Discuss the status of recommendations from your previous program review.

If more than ten recommendations were presented in the previous program review, expand the enumerated list below as needed.

1. **Recommendation:** Library operations need timely replacement of all full-time positions (carryover from 2013 PR).

Status: Active

Notes/Comments: At the time of the last PR, there were seven full-time librarian positions with known retirements pending. Some strides were made by the replacement of positions due to departures or reassignments including our Systems Librarian, Public Access Librarian and Reference Librarian. With the change in services to, and relocation of the former Music Library collection into the main library building, a decision was made to not replace the Music Librarian position that had previously managed that space and corresponding services. To better cultivate campus collaborations and successfully promote library services to the whole of the ECC community, a newly created Outreach Librarian position was successfully filled and has allowed for great advancements. The Outreach Library has created new relationships across campus; connected the library with Student services; created signature events, like flying start week; and has developed special collections, like the new voices collection. The longtime Instruction Librarian retired at the end of 2020-2021, however the position was not prioritized in the last Faculty ID process. To continue the ability to offer robust library instructional services, the coordination of this service was combined with that of library reference services as they are often viewed as being interconnected in that they both are meant to develop student information skills. Additional adjunct librarians were hired to support the delivery of reference services and instruction as full-time librarians spend more time on other campus initiatives and committee work. As the campus demand for librarian support continues to grow, along with expectations of managing new campus programs such as OER/ZTC initiatives and serving on a wide range of campus committees, the Library continues to advocate for a return to having seven full-time librarian positions to share the workload in these expanded roles and allow for further program growth.

2. **Recommendation:** Library operations require a supervisor of classified staff (new position).

Status: Active

Notes/Comments: The Library had long-standing challenges due to the lack of adequate supervision of the many classified staff in the department, which had been previously placed upon a faculty librarian rather than a 12-month administrator. This led to the PR recommendation to create this position for the LLR Division. Since that time, and after several interim administrators, a new Dean of the LLR was hired who took great effort to reorganize, provide guidance, update classified job descriptions, and is now overseeing the job expectations and annual evaluations of LLR staff. However, as the Division expands, a Classified Supervisor would support the operations of the

Library.

3. **Recommendation:** The Library needs to have an Archivist/digitization specialist on staff to oversee the El Camino Campus historical archive materials and support research requests.

Status: Completed

Notes/Comments: A library classified staff member completed her graduate MLIS degree with a specialization in Archives. As part of the reorganization of LLR programs & staff, this person is now filling this particular need so future planning and organization can begin. The staff member works closely with the Public Access Librarian on the development of the Archive.

4. **Recommendation:** The Library needs police personnel stationed with the building for improved safety (carry over from 2013 PR).

Status: Abandoned

Notes/Comments: In the past, the Library was encountering regular incidences in the building including theft of student property, vandalism and fighting (particularly in the evenings), thus placing the faculty librarians and classified staff into the position of needing to manage security needs, which sometimes caused friction and took time away from serving other students. Of course, the closure of the campus due to COVID-19 the past couple of years made this need less of a priority. Prior to the closure, the Library had been collaborating with Campus Police to find ways to resolve safety concerns including increased police cadet rounds throughout the building on a more regular basis. Ongoing changes to spaces in the library to improve sightlines has also contributed to safer spaces, with fewer areas that create conflict and issue. Success at improving safety will be better known upon the return to campus, but it has been decided this recommendation is no longer a priority.

5. **Recommendation:** All student areas need electrical outlets or charging stations throughout the building.

Status: Active

Notes/Comments: Students are regularly looking for places in the Library to charge their laptops and mobile devices, but due to the age of the building there are very few electrical outlets available in the public spaces. A handout was developed for students with a map of where these limited outlets could be found sprinkled throughout various rooms. Unfortunately, it was deemed not feasible to add outlets in the current building structure, but the need continues and is expected to only grow as more students bring their own devices to campus. To help alleviate the problem, a handful of charging stations were purchased for the different wings of the library, but their set-up is not necessarily close to available seating so students do not always feel comfortable leaving their device unattended at the chargers. It is recommended that additional charging stations, lockers or furniture be purchased and, when the time comes for a future library building, the design include more elements for technological flexibility that will be needed as future Library needs, programs & services are developed.

6. **Recommendation:** New carpeting, paint, furniture and ceiling tiles throughout the building.

Status: Active

Notes/Comments: At the time of the past PR, the library building had been neglected over the years and was showing its age, making the space less than welcoming while also posing safety hazards (*e.g., regularly falling ceiling tiles*). The campus facilities department has made great strides in making improvements where possible and is

continuing to do so on an ongoing basis, and as funding becomes available. So far, this includes painting of spaces throughout the building, improved lighting, replacing worn carpeting in certain areas (still needed in others), acquiring some new furniture and repurposing others as program space needs changed, replacing service counters, and fixing fallen ceiling tiles more expeditiously. The oldest of the carpet (dating from 1997) was completely replaced in May 2022. New furniture for some areas has been ordered and will arrive before the end of the 2021-22 fiscal year, but more is needed to offer students a high-quality study experience. There are also plans to replace these old ceiling tiles completely in some reading rooms so that they no longer pose a hazard to students studying in those spaces, this should take place in late Summer or early Fall 2022.

7. **Recommendation:** Expansion / remodeling of Library classrooms 102 & 10 to better meet needs of library instruction.
Status: Completed
Notes/Comments: The expansion of library classrooms was deemed structurally unfeasible. However, new instructor workstations are planned for both rooms, new chairs and student computer workstations were acquired for Library Demonstration Classroom (LDC) 10, and Classroom 102 furniture was replaced.
8. **Recommendation:** Repurposing of Microfilm Room
Status: Completed
Notes/Comments: The former microfilm room was repurposed as a student copy center, due to the high demand for use of the library's student printers & copiers. The microfilm collection was eliminated due to it being limited in use by patrons for many years, much of the content now being accessible via library database subscriptions and aligned with current trends in library collection development. Only rare items were retained and relocated to storage for preservation. The remainder of the collection was recycled to reduce environmental impacts. As is common with the continually changing functions of libraries, the copy room has now been moved to a space that is in a more visible place for students and the Microfilm room is now an office for a classified staff that was relocated from the Music Library.
9. **Recommendation:** Hire professional consultant for the most effective Library building space redesign.
Status: Abandoned
Notes/Comments: It was determined this recommendation was not achievable until the college secures funds for a full remodel or construction of a new library building.
10. **Recommendation:** Reconfiguration/remodeling of all services desks/counters.
Status: Completed
Notes/Comments: Library circulation and reserves services were combined into one area to create a more streamlined experience for students and for more effective staffing. The removal of the former periodicals/reserves counter was completed, and the circulation counter was given a new veneer. The former reference desk was replaced with an new configuration for assisting library patrons. In addition, student computers in the reference room were replaced.

11. **Recommendation:** Upgrading of student group study areas (carryover from PR 2013).
Status: Completed

Notes/Comments: The Library created designated group study space using the North Reading Room that expands out to the adjacent outdoor patio. It is now called the “Collaboration Room” and students who wish to study in larger groups requiring more conversational interaction started using it actively prior to the COVID-19 closures. The group study rooms also received new carpet, as well as new chairs.

12. **Recommendation:** Upgrade Library lobby art gallery spaces.

Status: Completed

Notes/Comments: A new art rail and lighting was installed, which has greatly eased the process of installing the library’s displays of student & community art.

13. **Recommendation:** Improve accessibility for ADA compliancy throughout the Library.

Status: Active

Notes/Comments: Some improvements have been made and ongoing needs are being evaluated. A new ADA compliant door was installed for the Collaboration Room, the location and spacing of furniture, along with any new furniture selections, have taken ADA into consideration. Improvements were made to the Library’s “Adaptive Access Room”, now called the Assistive Technology Room, including two new scanning systems, a second CCTV screen and three updated computer workstations with software necessary to better support students with different disabilities. These changes were made upon recommendations by representatives of the Special Resource Center. In addition, the reference desk furnishing used by librarians was replaced with those that are ADA compliant.

14. **Recommendation:** Repurposing of Ella Rose Madden (ERM) Room

Status: Completed

Notes/Comments: The ERM Room, which formerly housed print titles in the Health Sciences/Nursing collection, was repurposed to house the Law Collection and create additional instruction space. There had been ongoing challenges of students struggling to locate health titles (the “R” section of Library of Congress Classification) because they had been separated out from the regular circulating collecting and housed in a different room. As the Law collection is not circulating, does not adhere to traditional LC classification rules, and is used for specialized research, it was determined it would be better suited for this space. Moving the Law Collection also created a higher quality instructional experience for students who can take their practical courses in a quality space, instead of trying to learn about using the collection while crammed into an aisle between two shelves.

15. **Recommendation:** Install a new system of security cameras

Status: Abandoned

Notes/Comments: Campus police have the ability to monitor internal cameras currently installed and have stated that additional cameras are unnecessary.

16. **Recommendation:** North Reading Room/patio reconfiguration or repurposing for flexible group study configuration or creation of possible student café.

Status: Active

Notes/Comments: As noted above, the North Reading Room was repurposed for

dedicated group study space. Patio furniture was repainted and solar umbrellas

installed. The space is now being cleaned and landscaping attended to regularly. Purchase of a coffee cart is in the works, along with more picnic tables and solar umbrellas. Facilities is also working on refurbishing or replacing the large glass sliding doors from the 1960s. An architect has assessed the patio area and modifications will be made to lighting and ADA accessibility.

17. **Recommendation:** Reconfiguration of collection shelving throughout the Library.
Status: Completed
Notes/Comments: As Library building spaces were repurposed, and in an effort to improve safety & sightlines, the print collection was shifted to allow for the strategic removal of a number of high shelving in certain areas.
18. **Recommendation:** Replacement of Library security system/door gates.
Status: Abandoned
Notes/Comments: After much research and determining that new security gates would necessitate a \$100k - \$200k investment, not including periodical maintenance costs, it was determined that a better solution would be to remove the old, and rarely operational, gates. The average loss of library print materials is approximately \$1000-\$2000 per year so it did not seem to justify the expense or effort needed to reconfigure security measures. This is a trend in libraries overall due to the issue of equity and needing to create more welcoming environments. Old security gates frequently caused unnecessary issues by stopping students, particularly represented by marginalized groups, that did not have library materials. Formal complaints from marginalized groups have been filed with the campus Title IX Coordinator because of these dysfunctional security gates that resulted in unjustified searching and questioning by library staff in a public area. Removal of the gates supports our desire to create a welcoming and supportive atmosphere.
19. **Recommendation:** Improve monitoring and evaluation of student printing services.
Status: Active
Notes/Comments: Printing services were outsourced to a new company, although there continues to be some concerns. We have worked with the vendor to convert the print system to free printing for students. This is a great benefit to students and has removed some of the more challenging piece of the system, like the cash boxes which had a tendency to jam.
20. **Recommendation:** Institutionalize funds into the college's operating budget for electronic resources to support expanding online educational offerings, with appropriate annual increases.
Status: Completed
Notes/Comments: Funding for library e-resource subscriptions have been stabilized the past few years, which has been essential for successfully navigating the campus during the Covid-19 closure and being able to extend resources to support new academic programs. The Library now has access to more than 200k eBooks, more online periodicals, streaming videos, and an expansion into providing primary source archives that support common history research assignments.

21. **Recommendation:** Institutionalize full book funding into the college's operating budget, with appropriate annual increases (carryover from 2013 PR)
Status: Completed
Notes/Comments: Funding for print book acquisitions has been institutionalized and has expanded since the last program review.
22. **Recommendation:** Develop more secure/predictable reserve textbook funding methods, such as lottery money designation or designated/formulaic or Associated Students funding streams (carryover from 2013 PR)
Status: Active
Notes/Comments: Providing access to new & updated textbooks, available to students through our Library Reserves service, continues to be an ongoing need. The Library does not currently have a funding source and depends on donations from classroom faculty. Some funding was provided by the ECC Foundation to purchase highly used Math & Science textbooks for this purpose. As we return to campus, it is anticipated that this need will be in the forefront as students face barriers due to high textbook costs. Funding has also been secured through SB 85 funds for 2021-22. It is hoped that as more faculty move towards adopting alternative textbook options, such as Open Educational Resources (OER), this need begins to diminish.
23. **Recommendation:** Create more opportunities to expand the information literacy program and to collaborate with more departments of El Camino College with an aim to grow the Embedded Librarian program and to expand the online presence of the library's resources in support of the college's growing online education offerings
Status: Active
Notes/Comments: Interest in the Embedded Librarian program had seen growth earlier in this review period, although the campus closure and faculty need to hold classes fully online negatively impacted this growth. In surveys, participating faculty were "too busy to engage as normal" and this led to some frustrations in the planning processes. While faculty continued to assess the program as being of high value, there was a move to requesting more asynchronous online instruction materials that could be embedded into a Canvas class. While this has some benefits, students do not receive the same amount of customized instruction as might be found with an in-person workshop where students can better engage with library faculty on their specific areas of concern or confusion relating to the research process, and "put a face" to the library to help increase comfort levels. In addition, classroom faculty may not be as knowledgeable of regular changes to library collections and search interfaces so there is less assurance that online materials are updated accordingly. Faculty participants recommend continuing the embedded program as the benefits include increased instructional and library faculty collaboration, SLO/SAO applications, student interest and information literacy improvement. This continues to be an active recommendation as library faculty currently review instructional needs and objectives.
24. **Recommendation:** Create a library technology plan.
Status: Abandoned
Notes/Comments: –With changes in ITS administration and representation of the library on the Campus Technology Committee, this plan is already completed.

Improvements have included more responsive support from the ITS Technical Services, a formalized computer replacement plan, direct relationships established between the library faculty and administrators and ITS counterparts, and library items included in the Campus Technology Plan.

25. **Recommendation:** Develop new signage through the Library building.
Status: Active
Notes/Comments: In order to improve navigation in the building, a full signage audit was completed, and new signage is currently being installed. It is expected that all new signage will be installed by the end of Summer 2022.
26. **Recommendation:** Reorganize Library SAO assessments.
Status: Completed
Notes/Comments: SAOs were updated to better reflect current Library services & program areas. The new SAOs still need to be added to Nuventive for ongoing assessment.
27. **Recommendation:** Update policies and procedures on a regular cycle.
Status: Completed
Notes/Comments: All active policies have been revised and a new 3-year review cycle has been developed. Many policies were retired or combined into the new Library Community Agreement, which was developed in consultation with ASO.
28. **Recommendation:** The Library will establish a new “Library Student Achievement Award.”
Status: Abandoned
Notes/Comments: It was determined that there are better means to engage students, specifically through research partnerships with ECC cohorts.

SECTION 2 Program Assessment

Program Contribution to Student Success and Equity

For the program under review, examine the following data for the last four years by:

- **Disaggregating by race/ethnicity, gender, and age where possible.**
- **Discussing internal and external factors contributing to constant, increasing or decreasing trends.**
- **Highlighting equity gaps found among different groups of students.**

❖ *If the program under review is a Career Education Program, please examine a) through k) from the list below.*

❖ *If students taking courses from the program under review end with a degree or certificate issued by the program, please examine a) through h) from the list below.*

❖ *If students taking courses from the program under review do not end with a degree or certificate issued by the program, please examine d) through g) from the list below.*

For this Program Review cycle, the Library department was not offering any degree or certificate options, so the below questions do not directly apply. However, as new curricular programs and classes are under development by the LLR Division, and the credit-bearing LIBR 1 and LIBR 10 were moved back to under the LLR from Humanities beginning Fall 2021, assessment data of this sort will be better integrated into the next PR cycle. Both classes underwent curriculum review in Fall 2021 and revisions were made to course numbering, SLOs, objectives and assessment measures to better reflect the changing nature of library research platforms and necessary information skills.

However, librarians have actively worked towards growing our offerings with student success and equity at the forefront of our planning, which is highlighted in the outcomes assessment reporting below. This includes acquisition of a greater diversity of collection materials, improvements of discovery systems and access to online services, upgrading facilities to ensure ADA compliancy, the development of new outreach & programming efforts, providing coordination for campus OER/ZTC initiatives, and continuing to advocate for an integrated “critical information literacy” instructional program.

a) Degree Completion: Number/percent of students earning a program degree

n/a

b) Certificate Completion: Number/percent of students earning a program certificate

n/a

c) *Transfer to a four-year institution: Number/percent of students transferring to a four-year institution*

Library 1 and 10 now 100 and 110 are transferable to both UC and Cal State. The library does not host the number or percentage of students transferring to a four-year institute since we do not have a degree or certificate of completion under our division.

d) Scheduling of courses: Percentage of students enrolled in day/evening courses, on campus/online/hybrid courses, days of the week

	Day	Evening	Online
2017-18	100%	0%	0%
2018-19	100%	0%	0%
2019-20	76%	0%	24%
2020-21	0%	0%	100%

Library 1 and 10 were offered only as an in-person course from 2017 through to fall of 2019 and went fully online from Spring 2020 through 2021 due to the pandemic. We offered no hybrid courses, and all courses were on Mondays and Wednesdays from 1pm to 3pm. Library 1 was offered each semester during the first 8-weeks of the semester and Library 10 was offered during the second 8-weeks of each semester. We did not offer these courses during the winter and summer inter-session. Starting in the fall of 2022 we offered two sections of library 1 and one section of library 10. One section of Library 1 during the fall is part of the UMOJA-Project Success Learning Community. Starting in fall 2022 the one section of library 10, now going forward as 110, will be part of the myPATH learning community and opened to all students. The library will now participate with two learning communities at ECC. These are one credit 8-week courses transferable to both the UC and Cal State systems. Due to low enrollment and covid-19 one section each of library 1 and the library 10 course for spring 2022 were cancelled.

e) Fill rate: Percentage of actual students enrolled in a term in relation to total seats offered

The following were obtained from the Program Review dashboard, and combined for Library 1 and Library 10

2017-2018: 68%
 2018-2019: 84%
 2020-2021: 70%
 2021-2022: 73%

f) Grade Distribution: Percentage of students in a course receiving each of the possible grades that can be awarded

Course	Term	A	B	C	D	F	P a s s	No Pass	W	Total	Course Success	Course Comple tion
LIBR-1	2018/FA	7	9	5	0	11	0	0	0	32	65.60%	100.00%
LIBR-1	2019/FA	18	10	0	0	0	0	0	1	29	96.60%	96.60%
LIBR-1	2018/SP	18	1	0	0	1	0	0	1	21	90.50%	95.20%

LIBR-1	2020/FA	8	4	7	0	4	0	0	2	25	76.00%	92.00%
	Total Grades	51	24	12	0	16	0	0	4	107		
	Percentage Grades	47.7	22.4	11.2	0	15	0	0	3.7			

Course	Term	A	B	C	D	F	Pass	No Passes	W	Total	Course Success	Course Completion
LIBR-10	2019/SP	24	1	0	0	3	0	1	0	29	86.20%	100.00%
LIBR-10	2020/SP	11	0	0	0	3	0	0	0	14	78.60%	100.00%
LIBR-10	2018/SP	16	0	0	0	0	0	0	1	17	94.10%	94.10%
LIBR-10	2018/FA	8	4	0	0	2	0	0	1	15	80.00%	93.30%
LIBR-10	2020/FA	17	0	0	0	4	1	0	2	24	75.00%	91.70%
LIBR-10	2021/SP	14	0	0	0	1	0	0	2	17	82.40%	88.20%
LIBR-10	2019/FA	11	1	1	0	0	0	0	6	19	68.40%	68.40%
LIBR-10	2017/FA	2	3	2	2	5	1	0	8	23	34.80%	65.20%
	Total Grades	103	9	3	2	18	2	1	20	158		
	Percentage Grades	65.2	5.7	1.9	1.3	11.4	1.3	0.6	12.7			

g) Course Success: Percentage of students enrolled at census who complete the course with a grade of A, B, C, or P

The percentage of students enrolled at census who completed the library 1 course with an A over the past four years 2017 to 2021 was 50%. The percentage of students enrolled at census who completed the library 10 course with an A over the past four years 2017 to 2021 was 65%. See section f right above for detailed individual year and grading of how many students received an A, B, C, and or P.

h) Unit Accumulation: Number of units accumulated by students working towards a program degree/certificate. Discuss whether students who take units beyond the requirements for their educational goals serve educational purposes or not. Focus on general trends, not on particular courses within the program.

n/a

i) Annual earnings: Median annual income of alumni who attended the program under review (or the closest related sector)

n/a

j) *Living Wage Attainment:* Percent of alumni who attended the program under review (or the closest related sector) and earn living wage

n/a

k) *Job in Field of Study:* Percent of alumni who pursued a career education path with a job related to their field of study.

n/a

Curriculum and Outcomes Assessment

For this review cycle, Library faculty were not directly responsible for teaching classes and do not have PLOs/SLOs in the same manner as classroom instructors, although these are being created as new curriculum is developed under the LLR division. This is a unique program in that it falls under Academic Affairs, is responsible for cultivating student information literacy skills, develops online learning materials (e.g. Canvas modules, tutorials, research guides), cultivates an academic collection for research purposes, and supports not only student needs, but those of our faculty body and campus community as a whole. For this reason, the program serves student learning objectives, but due to other determined operational needs, the Library currently uses **Service Area Outcomes (SAOs)** to guide its endeavors and better reflect the full range of the work being done by Library faculty and staff.

Library Program Level Outcome (PLO):

The El Camino College Library fosters the academic and personal success of the ECC community through collections that support the curriculum and different learning modalities, through seamless access to library collections, services and facilities, and through the instruction of information literacy skills.

The Library regularly uses a wide variety of assessment measure to evaluate its services, which include annual statistics gathering of service & collection use, student & faculty surveys, information literacy workshop pre/post tests or “minute papers,” and focus groups. For example, in 2019, the Library distributed a survey to ECC students and faculty to assess awareness of, and satisfaction with, its various program services and resources. The results of the survey were positive overall, but areas in need of improvement were highlighted and helped to guide ongoing library planning. Statistical data is also used to complete annual surveys required of academic libraries by the CCC Chancellor’s, IPEDS and the Association of College & Research Libraries (ACRL).

To better reflect the primary ways in which the Library supports student success and the campus community, Library SAOs were revised and separated into five distinct but operationally interconnected areas:

Library Service Area Objectives (SAO):

Instruction SAO:

Library Reference and Instruction sessions will aid students in developing their information literacy and research skills in identifying, locating, evaluating the credibility of, and effectively using information for their academic and personal needs.

Outcomes Assessment:

Library **instruction and reference services** work together to support the development of student information literacy (IL) and research skills, which is at the heart of the Library’s mission and works in tandem with the academic objectives of course and institutional learning outcomes at El Camino. While teaching IL is not solely the responsibility of librarians, and is integrated into the

SLOs of numerous classes in the curriculum, ECC librarians base the core of their work on standards most recently developed by the Association of College & Research Libraries (ACRL), [Framework for Information Literacy for Higher Education](#), which advocates for the cultivation of “critical” information literacy, as well as from the observed challenges students face with academic research and navigating the ECC Library, in practice, during interactions with reference librarians.

Instruction Services:

Over the past four years, information literacy and library research instruction has been conducted from multiple fronts, including both synchronous and asynchronous methodologies, ensuring a broad reach to as many students as possible and at their time of need. At the same time, librarians have created opportunities for going more in-depth in the teaching of certain subject areas in collaboration with classroom faculty and through individual workshops offered to students beyond the classroom. Librarians partnered with campus ILO assessment coordinators to plan for the information literacy assessment (ILO #4), which was conducted using the well-known Project SAILS tool, faculty surveys and other measures.

Faculty requests for librarian-led “one-shot” research workshops continued to be high until the 2-year campus closure. These were tailored to support specific research assignments while being focused on introducing students to basic information literacy concepts and library research techniques.

The “Embedded Librarian” (EL) program has provided deeper collaborations between participating classroom faculty and librarians, and from across disciplines. Participants worked together throughout a semester to create strong research assignments and cultivate student information skills through a series of integrated workshops and/or Canvas modules customized to the specialized needs of the class.

Classroom faculty assess student impact through the quality of research assignment submissions. Assessment of student participation and engagement has been conducted in the past using a mix of pre/post tests, minute papers and reflection surveys.

Librarian assessment of the EL program has been done by surveying classroom faculty and librarian participants each term who have noted the program as being useful, even essential, for helping realize class SLO and SAO objectives. Survey feedback demonstrates the service provides a positive experience that builds student confidence, success, and transfer preparation. Information literacy skills are essential for all college classes and online search and information evaluation skills took on an added importance during this year as the upheaval from Covid and world events.

Annual Library Instruction Statistics

	2017-2018	2018-2019	2019-2020	2020-2021
BI Workshop Sessions	176	213	158	81

# of Students	4285	5921	unknown	unknown
Embedded Librarian Sessions	91	108	132	116
# of Students	1831	2740	unknown	unknown

During the COVID closure, some faculty still requested live workshops be held for their classes via Zoom, which were oftentimes recorded for students who were unable to attend, while other faculty have utilized librarian developed online modules and [Libguides](#) that were made for adding to a webpage or Canvas class. Some of these modules have been made available through Canvas Commons using the search “El Camino Library” and others are in development. Librarians intend to continue developing a suite of online learning objects (videos, tutorials, guides, modules) that can be embedded in a wide variety of places for faculty and student access. While asynchronous instructional content provides a means for reaching more students, particularly those in fully online classes, keeping them regularly updated as library search tools and resources change, and ensuring faculty are providing the most current version of online learning objects, is a challenge. In addition, methods for gaining assessment data is more limited unless built into the module and used across classes, then being made available to librarians for program analysis. This is an area that librarians should consider strategically moving forward to ensure the most sustainable approach.

Demand for in-person library workshops upon the return to face-to-face learning is still unknown, but it is anticipated that the move to developing more online learning content will continue and with the ongoing changes to library search tools and methods, they will require continual updating. Librarians continue to seek innovative ways to integrate into Canvas and other online spaces where students may reside. However, in-person instruction should also still be encouraged when possible as it serves to create a positive personal connection between students and ECC librarians, our program services, and resources and helps librarians better notice where there are gaps in student understanding of IL concepts and how to effectively search library collections.

The librarians are looking ahead and where the instructional program should continue developing, and how information literacy learning can be more strategically scaffolded across the curriculum. There is potential for better integration using designated “gateway” courses, the new “myPATH” program and Guided Pathways initiatives that will be considered across the next Program Review period, along with the development of new academic skills classes. myPATH learning community is already working with our division to add to its learning community the library 110 Critical Thinking and Digital Literacy course to the fall 2022 schedule.

Reference Services:

Reference Services is staffed by both full time and adjunct faculty librarians, who are available to support student research from both the physical reference desk in the library, and online via live chat, as well as help faculty identify print and e-resources that support the development of

their in-classroom assignments. Reference Services also help the campus wide community in identifying library resources needed to support various initiatives.

The reference services team of librarians also work in partnership with the Special Resources Center (SRC) in providing access to the Adaptive Access room (AAR) overseen by the reference librarians. In partnership with the SRC the library purchased new equipment, such as scanners and added a second CCTV for students with visual impairments. The ECC IT division updated the three computers software needed for our special needs students. New desks were placed in the AAR. The use of this room is limited to those students who have been approved and received training on equipment/software by SRC staff. Statistics on the number of students who use this space, and during which hours of the day, are gathered for assessment purposes.

During this review period, the library had the opportunity to hire additional adjunct librarians who have collaborated on numerous projects, greatly aided in ongoing coverage of in-person & online reference hours for students and provided full-time librarians with the ability to spend time supporting more campus-wide initiatives.

As recommended from previous program reviews, significant improvements have been made to the reference and research area space of the library in the East Wing, particularly to improve accessibility, navigation and functionality. Student computer workstations were relocated to the Learning Resources Center and the LMTC to create a central computer area for student research. The space is now a more welcoming environment for those seeking librarian support.

Annual Reference Services Statistics

	2017	2018	2019	2020	2021
Reference Queries	7,528	11,263	7,267	7,411	5,261

The pandemic shifted reference services from in-person to fully virtual and online. Just prior, librarians launched the online chat, Ask-A-Librarian (LibChat), service which provides a platform for live online research support from a librarian, including a Zoom integration for instant screensharing if needed. It also hosts a FAQ’s page that supports student research. Having this service already launched was essential to the library’s ability to quickly move our support services fully online upon the 2020 campus closure, and we aided other campus departments develop their own online chat services using the LibChat platform including for live Tutoring services, live Canvas support, Tutoring services, the International Student Program, and Canvas support for Online & Distance Education. Library reference services shifting to support a virtual online environment proved successful in helping students maintain continuity in their academic pursuits and feel supported by a live person, and at their time of need, during a tumultuous time.

Reference Services Visual Experience Equity Series hosts workshops addressing Equity, Diversity, and Inclusion (EDI) topics. This series produced four workshops per semester and hosted presenters from across disciplines and ECC support services. Reference librarians partnered with the Academic Senate’s Equity, Diversity, and Inclusion Standing Committee to promote EDI in online visual materials that students access and apply to their research and in-classroom assignments. Topics have included Black and African Americans, Women’s Suffrage, Asian American, Native Hawaiian, and Pacific Islanders, Poetry, Indigenous and Native American Cultures, and Latin American History. These presentations included student

participation as panelist and attendees. One of the series that addressed LGBTQIA+ traumas opened participation to the greater South Bay schools and community.

Collections SAO:

The library supports and is responsive to campus programs, curriculum, and students' research needs by developing and providing a robust and equitable collection in both print and online formats that is current, diverse, and easily accessible.

Outcomes Assessment:

Library collections are living things that require being responsive to curricular and research needs, availability, and demand for access to new information formats, currency of the content, changing publisher practices, funding allocations, physical storage space, and many other factors that go into collection selection and retention decisions regularly made by librarians. Based upon the results from library surveys, faculty requests for library materials, student research queries, database use statistics, and system platform changes, there has been tremendous work done the past four years to review the entirety of the ECC Library collection, grow in areas where there were discovered subject gaps or needs, and reduce in areas where demand has waned over time. The library collection consists of its **physical print materials** (books and subscription periodicals), **online e-resources** (annual subscription databases and/or purchased for perpetual ownership), and the **El Camino College Historical Archive**. The commitment to improving collection content and navigation aided the Library program in maintaining student and faculty access to needed resources during the campus closure and has ensured preparation for its reopening.

Print collection (books and periodicals):

Great efforts were made the past four years to conduct a comprehensive review and holdings inventory of the Library's entire **print monograph collection**, a very labor-intensive project requiring all faculty librarians and classified staff. This process of collection review, including inventory and deselection when needed had not been done more than 20 years. This review process is important to ensure that our collection is supporting the ongoing needs of the ECC community. The review includes updating materials that better align with areas on campus that include (though, not limited to) changing demographics; course listings; subject updates; popularity of student research topics; patron requests; relevant social issues; and collection proportionality.

While this had been a program objective at the start of this review period, the unexpected opportunity to migrate to the new statewide Library Service Platform (LSP) made this work an essential task. An inventory was done of the entire print book collection and records of missing titles removed from the catalog. In addition, books across all subjects were individually reviewed for currency of content, unnecessary duplication, wear & tear, and circulation statistics over time. Decisions were made to either keep titles, update to new editions, or remove them from the library's collection. Catalog records of kept items were cleaned to ensure the metadata properly migrated over to the new system. Once this was done, a shifting of the entire library print collection was done to better integrate some subjects in proper Library of Congress classification (making them easier to locate) and create a better collection flow throughout the library building.

This full review of a library collection is a major undertaking and a tremendous accomplishment, which has greatly improved book search results and removed frustrations for students trying to navigate a confusing library facility.

Librarians made book acquisition selections based on new curricular needs, known subject gaps, research assignments, faculty requests, and an effort to better highlight particular collections such as the newly developed Graphic Novels, which has been increasing in demand, and New Voices collections, which serves to promote Young Adult Fiction books written by underrepresented authors. Young Adult Fiction is an important gateway genre for many ECC students fresh from high school and helps bridge the gap between high school reading expectations and college-level reading options. Each librarian serves as a “liaison” to an assigned academic division and consults with faculty on collection needs, particularly when new courses are being proposed requiring library resources, and various ways in which the library can best support a program.

The popular McNaughton Collection, a subscription collection of popular fiction and nonfiction books, was evaluated and will be re-focused for the future to include culturally important popular titles, instead of titles that skew towards pleasure reading. This collection will expose students to contemporary writers and titles in a prominently placed space in the library.

The **print Periodicals collection** is maintained by the Public Access area of the department. The Library has been moving to more online resources for these needs, however, print periodicals are still being used by faculty in support of certain classes, keeping students informed to current events and career-related issues, as well as for leisure reading popular with many of our students, ECC staff and community members. The library currently maintains subscriptions approximately 90 physical periodical titles, including an array of local and national newspapers, popular magazines, and some select journal titles, although access to academic journal publications more fully is now available through online databases. This collection area has been reduced in past years as demand for online periodical access has expanded and continues to be monitored to reflect current needs and requests of the ECC community. Librarians are exploring online options related to this collection and plans to request funding be provided, or reallocated, to use for this type of “popular reading” content to be available using a platform allowing for a “reader view” typical of the experience someone would have with an individual publication subscription (e.g., *Flipster* or *Pressreader*), as it has become increasingly requested.

The **microfilm collection** has seen a dramatic decline in usage since the popularity and increased usage of library databases. This collection only recorded 3 users since the last program review. Those users included librarians demonstrating the methods used for research in the past. A detailed review was conducted by the Public Access Librarian and only those titles deemed “rare” were kept. All the others were removed from the collection.

Microfilm contains minerals that can be hazardous to the environment. We did not want to dispose of them in the traditional manner. Research was conducted to find contractors that can accommodate these unique items for recycling. We found a local company to conduct this work and all removed microfilm was discarded in an ethical manner.

The **Music Collection** has made a dramatic shift from a closed-stack collection to an open-browsing collection. Previous to 2019, the substantial sheet music collection was only discoverable through the ECC Library catalog, not through browsing. As a result, checkouts skewed towards popular items that students knew about, but many important items remained unused. Now that the music collection is moving to a new space in the main Schauerman Library

building, the collection will be completely re-shelved so that students can openly browse and discover items. In addition to open browsing, the music collection will be shelved to make discovering instrumental and vocal sections much easier and more pleasant for students. The previous shelving of the music collection was unfortunately extremely tight due to lack of space, and this change from closed stacks to open browsing will dramatically improve students' experience with the collection.

The former Music Library space has been converted to the Music Commons: a space for Music tutoring, practice room checkout, storage of the expansive choral collection, and study space. The Music Commons is currently open and has been functioning with little to no downtime during the music collection transition.

The statistics below provide a snapshot of library print collections at the time they were pulled from the library system.

Library Physical Collections

Material Type	Resource Type	Titles pre-2000	Titles 2000-2010	Titles post-2010	Titles (Total)
Book	Book - Physical	51%	22%	26%	72,782
	Manuscripts - Physical	100%			9
	Microforms	80%	20%		5
	Monographic component part - Physical	100%			3
Book Total		51%	22%	26%	72,799
Journal	Microforms	96%	4%		47
Journal Total		96%	4%		47
Map	Atlas - Physical	24%	38%	38%	55
Map Total		24%	38%	38%	55
Music	Audio musical - Physical	8%	57%	36%	439
	Audio nonmusical - Physical	38%	38%	25%	8
	Manuscripts - Physical	100%			3
	Microforms	100%			3
	Music – Component Part	71%	29%		7

	Notated music - Physical	89%	8%	3%	12,366
Music Total		86%	10%	4%	12,826
Visual material	2D non-projectable graphic - Physical	100%			1
	Projected medium - Physical	34%	65%	1%	433
Visual material Total		34%	65%	1%	434
Grand Total		57%	21%	23%	86,161

e-Resource Collections:

The Library offers a robust collection of online information content that is accessible to all students 24/7, from any device, and from any location (e.g., on-campus or remotely). Content provided includes eBooks, periodicals, primary source archives, streaming videos, career prep tools, and more. The Digital Resources Librarian manages the lifecycle of our online collections from content review, budget/invoicing, selection, activation and integration into various systems (Alma, Canvas, Libguides), technical troubleshooting, use statistical gathering and platform assessment. This position is the liaison to e-resource vendors and the CCLC consortium through which CCC libraries acquire their database subscriptions.

In compliance with content publisher/vendor license agreements, users accessing e-resources from off-campus or on a wireless device are prompted to “authenticate” that they are an ECC student or employee by logging in with their ECC email and password. This access was improved several years ago when the decision to begin using the OCLC EZProxy hosted service was implemented, which was a longstanding goal of the librarians since the previous method for remote access was routinely problematic. In addition, the current A-Z directory of databases, using the Springshare Libguides platform, was developed and has improved access to this content from the former method of maintaining numerous individual website pages and now provides the means to filter databases by subject area and information format type (e.g. eBooks, streaming media), while also integrating librarian chat reference services and related research guides so they are readily available to library patrons at their time of need.

The following statistics include databases of content that were perpetually owned or accessible via subscription at the end of each academic year. The collection of statistical data, introduction of a library discovery platform, significant increase in available eBooks, and what statistical data is provided by vendors has changed in the time period provided so the usage numbers are not fully comparable between the years without having context for what may have caused certain increases/decreases to specific resources.

Annual eResource Statistics

	2017-2018	2018-2019	2019-2020 <i>COVID Closure 3/20</i>	2020-2021

*Library Databases Evaluated	47	46	49	52
**Database Searches Conducted	1,735,331	434,265	562,730	483,745
eBook Titles Total (Subscription & Owned)	25,154	83,634	81,763	208,936
eBooks Owned	12,655	15,019	14,088	19,869
eBook Views	6,580	21,360	28,508	44,859
Periodical Serial Titles	25,517	25,371	26,720	28,056
Full-Text Article/Content Entry Views and/or Downloads	655,524	488,014	172,711	152,296
Streaming Video Titles	23,229	26,310	30,191	104,169
Streaming Video Views	35,310	60,997	187,063	109,067

* Statistics gathered are for those e-resources available to ECC during the listed academic year. While new databases may be added, others may be discontinued, so the total number fluctuates annually. Some databases, as listed on the library's A-Z directory, are sub-collections of larger database collections with content organized to be searched separately (e.g., Gale OneFile). These are only counted once a part of the originating database. A suite of EBSCO databases is provided to all CCC libraries as part of a 5-year contract between EBSCO and the state of California. Beginning in 2018-19, with the start of a new contract, 13 EBSCO databases were provided, which is a reduction from the 19 that were provided from the previous contract period.

** The method for tracking search statistics changed as more platforms began using the new COUNTER 5 measurements and inclusion of search counts duplicated from the discovery platform were removed. Larger search numbers seen 2016-2018 are due to the inclusion of searches on the former EBSCO Discovery platform. In 2018-19, the library began its migration away from EDS and to Alma/Primo OneSearch. Search statistics from that new platform are not yet being reflected.

Fortunately, funding for e-resources has been stable the past several years, which allowed the Library to maintain its online collections throughout the time when online access became crucial to student research success. In addition, there were opportunities to grow the collection to include new databases, particularly in the area of primary sources archives (heavily used by classes in the BSS division) food studies (a new curricular offering), fine arts (where we lacked in online content), statistical content, language learning, streaming videos, and by expanding eBook holdings by more than 100k new titles.

As library access to periodical publications is increasingly dependent on subscriptions to online database packages, and demand for eBooks and streaming videos continue to grow by both

students and faculty, it is recommended that the college maintain funding to library subscriptions and provide room for necessary growth due to regular vendor/publisher increases to annual subscription costs.

Increased demand for e-resources necessitates consideration for how future collection funding is allocated and it is recommended that the Library do a review & refresh of its Collection Development Policy that better reflects current trends and campus needs.

In addition, focus has been given to encouraging the incorporation of more library e-resource collection content into faculty classes, both for student research assignments as well as for faculty course content development. Library vendors continue to improve the means for connecting library collection content directly into Canvas class pages (e.g., *the Films on Demand video LTI*) and plans are underway to set-up additional library/Canvas integrations at ECC including other library streaming video platforms (*Academic Video Online*), EBSCO database content (*via Curriculum Builder for reading lists*), along with new ways of connecting to popular databases by Gale, CREDO and more.

A new faculty-focused professional development workshop series was launched, “Bits & Bytes,” with the goal of offering training to faculty on library e-resources, the special features available to them, and the many ways in which it can be used in their courses, particularly Canvas integrations, and professional development.

The **El Camino College Archive** was created to identify, collect, preserve, and make accessible materials and records related to the history of the college. This collection includes institutional reports, yearbooks, publications, photographs, memoirs, ephemera, and other unique items relevant to the history of the campus. Efforts have been made to increase the digitization capabilities for preservation and searchability of these rare materials. To assist with digitization efforts an archival quality scanner has been purchased and installed for creating images that represent areas of the physical collection. The library obtained a digital archival platform (OCLC CONTENTdm) to host collections that can be accessed by the ECC community and those interested in the history of the college globally. Additionally, the College President’s office has been relocated from the temporary location in the archival area to the new administration building. As such, we have developed a new position and now have an Archive Specialist to develop projects and oversee this collection.

Dr. President Maloney requested a long-term project of assembling a collection to the archive dedicated to the Compton and El Camino College Partnership. This was a long-term project designed to assemble all relevant materials related to this unique period in ECC’s history. Compton College lost its accreditation and ECC partnered with them by voluntary assignment approved by the State of California. This was the first partnership of its kind by any community college in the United States and successfully resulted in Compton College receiving independence again with proper accreditation.

The Compton/ECC partnership archive was created over a two-year period. The contents were assembled for perpetuity and include:

- ECC Board Meeting minutes
- California government decrees
- Audio interviews and transcripts with relevant parties of this agreement
- Signed documents
- Photographs
- Print media articles
- Research dissertations

All the contents have been assigned shelving space in the physical archival collections. The digital files have been saved to a local hard drive. A separate website was created utilizing Omeka.net to assist in researchers' needs until a separate archival platform for this and future projects could be secured with appropriate funding.

Systems SAO:

The Library facilitates access to library accounts, collections and resources via the library's service platform (LSP), discovery tools, and website supporting on-campus and remote users.

Outcomes Assessment:

The **Systems** service area supports library collections and services by offering effective student-centered and integrated library platforms, including the management and maintenance of the Library's Library Service Platform (LSP) Alma/Primo, Springshare platforms, the library webpages, liaising with El Camino's Information Technology Services, Academic Technology Committee and College Technology Committee on systems and network matters, and develops technology planning for the Library. The services offered by the Systems department have a direct effect on the level of student and faculty satisfaction in locating needed information and materials within the library, or from library resources accessed remotely.

One of the most significant improvements made by the Library since the last program review has been the migration away from the former Integrated Library System (ILS) Innovative Sierra, which functioned as the library catalog and accounts software, to Ex Libris's upgraded Library Service Platform (LSP), Alma, and its public facing "OneSearch" discovery platform, Primo. This is the newly adopted statewide platform for the California Community Colleges (CCC) and California State University (CSU) libraries, providing an opportunity for system-wide shared support and a seamless library experience for students across the state. The implementation requirements for this project dominated the work of the entire Library staff for two years and became an essential element in the success of the Library in meeting the demands posed by the COVID closure and move to fully online services, as it was launched to the El Camino campus in January 2020 and continues to be developed for improved services across the CCC campuses.

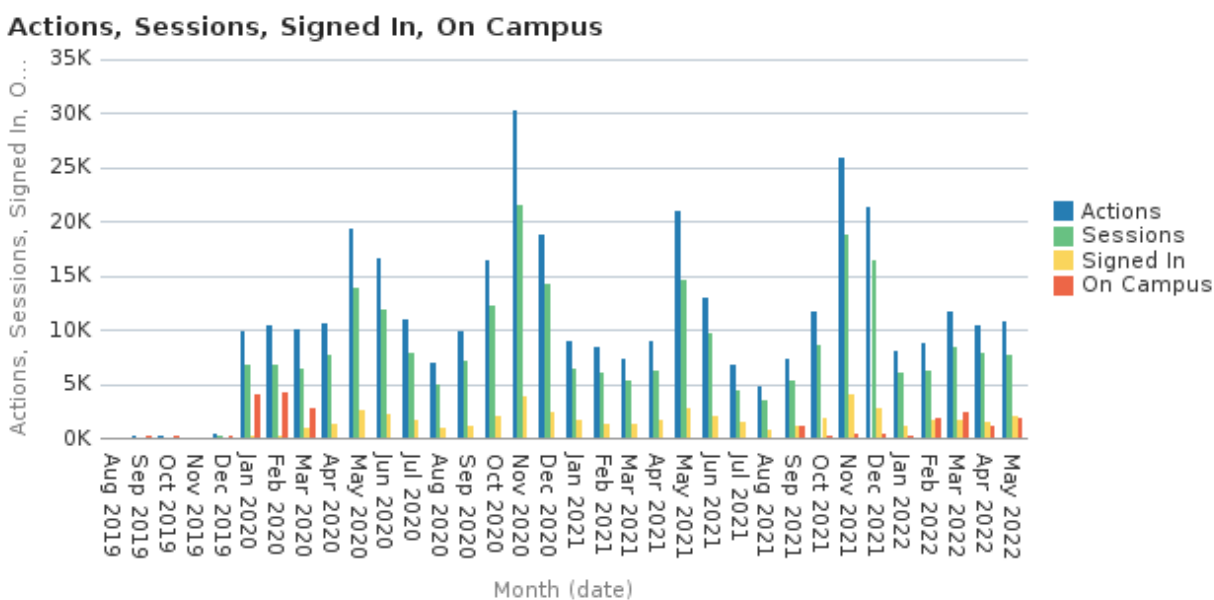
The LSP is a Software as a Service (SaaS) which coordinates Acquisitions, Cataloging, Circulation, Serials, Online Public Access Catalog (OPAC), and Course Reserves. Alma/Primo consists of multiple modules: 1) The Online Public Access (OPAC) module which allows users to search for library materials, 2) the Acquisitions module for materials purchasing management functions, 3) the Reserves module for managing short term textbook loans to students, 4) the Cataloging module for collection management of a wide range of materials, 5) the Circulation module for materials lending functions. Essentially, Alma is the system that allows the Library to provide its daily function of making resources accessible to the ECC community and is robust enough to allow the library to expand upon current services as new needs arise or features are developed.

The public-facing side of the LSP is Primo, which has been branded as **OneSearch**, called such because it allows library patrons to not only search the print collection, but also search across almost all the individual database collections bringing library holdings together into one meta-

results interface with various refining options available. This has greatly improved the discovery of library materials and provides a platform that is more attuned to current search habits and modes for making library resources accessible.

Since **OneSearch** has been implemented, students and faculty have used the new LSP to a great extent.

Year	Number of Sessions
2019 (During Migration)	599
2020 (OneSearch is live)	121,019
2021	105,100
2022 (Up to May 18, 2022)	36,065



In addition to Alma/Primo streamlining the search experience for library patrons, it has greatly improved the “behind-the-scenes” operations of library faculty and staff. Being a hosted platform, rather than software being downloaded on individual workstations, librarians and technicians were able to continue their work remotely more easily, which was essential during the COVID closures. With the prior library system no one was able to login to the ILS without having a static IP address. Since migrating to the new LSP Alma/Primo, faculty and staff were able to work from different computers within the library without having special software installed. While in lockdown, faculty and staff were able to carry out their duties without having to have a static IP address which was a considerable savings in time and monies to the college.

Technical Services is responsible for the cataloging and physical processing (e.g., in-house binding and labelling) of print materials for the Library and adding this information to the library’s online catalog. One specialist and two technicians carry out the day-to-day activities for this department. The staff maintains the integrity of the catalog by updating bibliographic information and holdings working within the LSP backend Alma, prepares materials for the shelves, and for the commercial bindery, ensuring “discoverability” of resources by users. All media materials currently owned and purchased in the future are processed by the Cataloging

technician for easy check out by faculty and staff. The primary source for bibliographic and authority records is the Online Computer Library Center (OCLC). Other authoritative sites and databases that the Cataloging staff consults are the Library of Congress, Resources for College Libraries (RCL), and Books in Print (BIP).

Being a new platform impacting numerous library services, and now that there has been time to “clean up” various bugs that were found after the initial system migration (and ongoing project), it is time to begin planning a larger assessment and its influence on student success in navigating the library.

The Library utilizes the products by the company **Springshare**, which is popular in libraries for providing an online chat reference option (*LibAnswers*), but also other products such as *Libguides*, which is used for the library’s e-resource management (ERM, A-Z Directory) and the creation of our course, subject and technology research & support guides. This system also hosts *LibCal* which provide the library with its ability to have online room reservations for student group study rooms, but also for individual seat reservations (*LibSeats*), which was added on in response to the soft-reopening of the library building in Fall 2021 and the need for social-distancing measures. This platform includes other modules that are still being explored by the librarians for potential growth in other areas including *LibInsights* and *LibWizard* for potential assessment tools.

The benefit of having built out these products over the past several years is that they integrate to provide a user-friendly, well-designed platform for providing online library instructional tools and programs and continues to be improved upon. In addition, content is easily integrated into Canvas, which has helped improve outreach in the environment where students are directly learning. Librarians strive to keep online guides continually updated as library resources change

over time, but also to continue developing additional content for better asynchronous online support.

Public Services SAO:

Public Services will provide responsive and service-oriented support to the El Camino College learning community. Students and faculty will demonstrate awareness of and satisfaction with the range of services and resources available online and in-person via the Library Public Service desk, including Circulation and Reserves, in the Schauerman and Music Library.

Outcomes Assessment:

The library remains a central location for students to receive services and provides a space to study. Prior tracking of visits to the physical library building had been conducted utilizing the security gates at multiple locations throughout the building. These were inaccurate in providing an idea as to building usage due to students using the library lobby as a short-cut to other areas on campus—severely inflating traffic numbers.

The security gates also posed a challenge with equity and inclusion initiatives for consistently providing “false” alarms due to technological glitches. As a result, students often were inappropriately stopped and questioned for having a library item, of which the majority did not. Multiple complaints were filed with ECC administration, culminating in a minority group filing a formal Title IX case.

There is a trend among multiple college campuses for removing security gates specifically to improve relations with students and focusing more on equitable treatment. We followed that trend and removed the security gates for the time being. An assessment will be made in the future about the effectiveness of this change. Library Patron Tracking is now being managed by Public Access staff and conducted by taking headcounts throughout the building on an hourly basis.

Library Patron Tracking

Year	Winter	Spring	Summer	Fall	Total
2017	9,069	121,954	No data	123,446	254,469
2018	11,659	100,200	14,846	101,987	228,692
2019	4,927	110,250	13,400	107,020	235,597

Public Access consists of the **Circulation** and **Periodicals/Reserve** services librarian and staff, and functions as a large service-oriented department. The areas were originally two separate service counters but were combined as one service counter in Fall 2019. Circulation and Reserves services are located in the lobby of the library and is often the first contact for many students due to its visibility and central location on campus and library building. Staff at the circulation desk check-in/out library materials and answer general questions about library services, but also general campus items, as well. In 2019, staff started to track the number of questions being asked at the lobby area circulation desk to gain a better understanding of the frequency of patron interactions in this area.

Circulation Desk Question Tracking

Academic Year	Winter	Spring	Summer	Fall	Total
2019	1,696	17,413	2,963	12,042	34,114
2020	1,449	4,753*	No data	No data	6,202

**ECC closed physical facilities to students due to the COVID 19 pandemic the week of March 17, 2020.*

This area is also responsible for book stack maintenance and shelving items, and for **Interlibrary Loan (ILL)** services. ILL services are provided for faculty and staff through a nationally shared user system OCLC (Online Computer Library Center). In addition to utilizing OCLC to borrow materials from other libraries, ECC lends materials collegially to other universities and colleges throughout the United States.

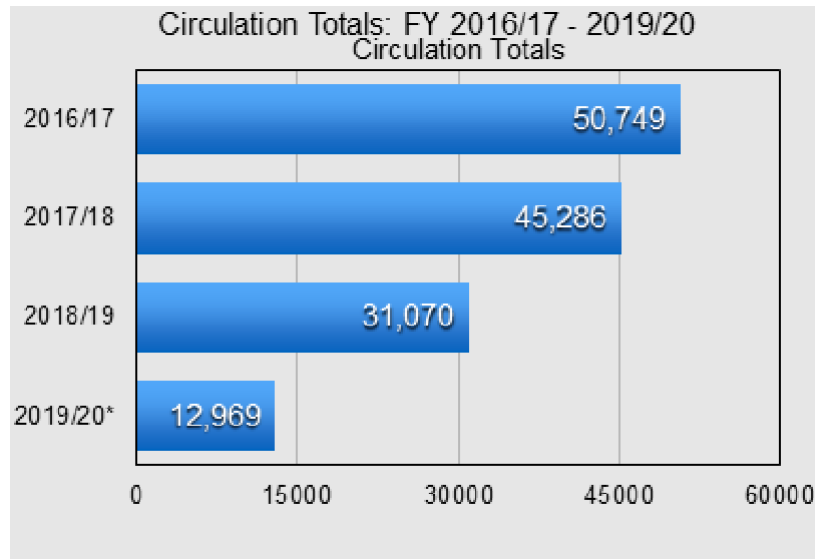
The Library's interlibrary loan service provides resource sharing between nationally participating libraries. The bulk of requests come from outside libraries requesting to borrow ECC Library materials for their patrons. Only General Collection items are available for outside lending. Requests for Reference, Law collection, or Reserve items are denied.

The bulk of items borrowed from other libraries is generally requested from ECC faculty. Our students' needs are more immediate, and as such, they rely on other resources provided by the library. The typical request to borrow from another library can take an average of 1-2 weeks. Usage is dropping over this time, reflecting a general trend for these types of services as more materials are becoming available through online resources.

Interlibrary Loan Requests

Year	ECC Items Lent	Items Borrowed from other Libraries
2016/17	247	28
2017/18	192	21
2018/19	137	24

The **circulation of print materials** has been in decline for numerous years, but still remains a valuable component of the library, particularly for content that is not yet affordably accessible in an online format. It should be noted that the pandemic caused by COVID 19 in academic year 2019/20* had a major impact on library services, particularly the circulation of its print materials.



ECC librarians have negotiated reciprocal borrowing agreements with two local university libraries, California State University Dominguez Hills and California State University Long Beach. In 2018, we agreed to share a similar arrangement with Compton College. This program enables El Camino College students, faculty, and staff to check out books and other approved circulating items. These relationships are periodically reviewed and updated, as necessary.

The **Reserves** area of Public Access includes instructor donated textbooks, general collection items highly utilized by students, and the backfiles of past issues of print periodical subscriptions. These materials have restricted circulation, utilized for in-house use only. This is the most utilized part of the library’s collection, accounting for an average of slightly over 80% of circulation totals for any given academic year. Most reserve items are donated by faculty for use by ECC students only. A small budget is allocated through grants and foundation funds for purchasing heavily circulated items typically in the Math and Sciences. The consistent updates in textbook editions, cost, and the large number of classes on campus make the ongoing purchasing of such materials for classes unsustainable and unrealistic. The trend towards Open Educational Resources (OER) and Zero Textbook Cost (ZTC) resources to better assist students with the burdens of textbook affordability will hopefully soon become ubiquitous in higher education, which should help to alleviate this student inequity.

The Reserves area high use consistently created problems with consistent staffing. We primarily utilized student workers and part-time staff to operate this service desk during open hours. A combination of factors, including reductions in financial aid work study, increasing and minimum wage, and limitations with hiring new part-time staff created a need for a change in the structure of this area.

We merged this department with Circulation in 2019 providing a “one-stop” location for students to get Public Access services in the library. This improved service to students by negating the need to redirect them to a separate area of the library. It also assisted in making full-time Classified staff more involved in the operation of this popular service, which made staffing more stable and improved service to students.

COVID presented numerous challenges for this area, primarily due to it being focused on in-person services. However, services were adapted to assist during this time. The physical collection was made available to students by creating a virtual book hold request system in winter 2021. This project allowed students to pick-up requested items during designated days/times. We received a total of 80 student requests for library books in support of their studies.

Public Access also oversees the use of 10 **Group Study Rooms** that can be reserved online by groups of two or more students. This is a popular service in the library, providing additional capacity for students to have dedicated study space. Room bookings are maintained through LibCal, an online space management system.

Study Room Bookings

Academic Year	Summer Bookings	Fall Bookings	Winter Bookings	Spring Bookings	Total Bookings
2016/17	888	5,655	449	3,762	10,754
2017/18	701	3,169	718	3,481	8,069
2018/19	283	2,142	454	1,785	4,664
2019/20*	330	1,957	436	327*	3,050

*ECC closed physical facilities to students due to the COVID 19 pandemic the week of March 17, 2020.

The opening and closing of **the library building** are usually managed by the Public Access staff. The library also maintains a copy room dedicated for student use. Students use the copier services to scan chapters of Reserve materials and print remotely from computers utilized on and off campus. Public Access staff are tasked with servicing this highly utilized service, often with the assistance of ECC Work Study qualified students. The ECC College Archive is also managed and service by Public Access staff.

The library provided limited opening hours to ECC students during fall 2021. This was a significant achievement and marked an official return to in-person services since the beginning of the pandemic in March 2020. The circulation desk was staffed with full-time staff, emphasizing safety by rotating days to limit employees being on campus at the same time. Though study rooms remained closed, study tables limited to one person were provided through a reservation and check-in process as a precaution of COVID.

Outreach SAO:

The Library will raise awareness of its resources through partnerships with ECC programs, discovering the information needs of students, and matching library services to the specific needs of our campus population.

Outcomes Assessment:

Increasing awareness of our many library services and finding new ways to collaborate with campus departments & initiatives supporting student success has been an essential goal of the librarians since the previous program review. Essential to our growth in this area has been the

hiring of an Outreach Librarian whose focus in this area has greatly aided in efforts to better connect students to the Library and other campus support offices.

The library's collaborative relationship with the ECC Writing Center has increased significantly since Fall 2019. We have created and co-hosted a new, recurring event each semester: Research Paper Panic Week, and regularly collaborate on MLA and APA workshops.

The library lobby is an art gallery space for the ECC community to showcase photography, paintings, and more. Over the past four years we have hosted an exhibit by the Machine Tool Technology program, ECC Photography with Professor Darilyn Rowan, ECC staff member Linda Detweiler-Burner's photography, and several local Torrance artists. Each exhibit gives ECC students the chance to have their art recognized and to discover local artists.

In summer 2021 the library joined the majority of ECC programs in creating an Instagram account. This account was created with a very strategic purpose: to share information primarily with other ECC programs and have those programs relay our information to students through their own methods. To date, we have 205 followers, which includes almost all ECC programs that have an Instagram presence as well as trustee Kenneth Brown, several ECC instructors, and ECC students. Our Instagram posts reminders of our resources, research tips, and information literacy tips weekly. We also promote new books and sheet music through the account, as well as help other ECC programs promote their events which has built a strong reciprocal connection.

Since ECC Meta Major Teams were formed, librarians have been serving on the teams for Fine Arts, Languages, Journalism & Composition, and Behavioral and Social Sciences.

Our collaboration with Guided Pathways continues to grow, and in Spring 2022 we will pilot our first event with Guided Pathways Success Coaches participation titled "Flying Start Week". This event will feature Skill Stations, where GP Success Coaches will share essential skills such as how to email an instructor and how to attend office hours. In addition to collaborating on Flying Start Week, the Guided Pathways Success Coaches will physically be in the LLR building when we return in the Spring 2022 semester, allowing for easier collaboration in the future. During Flying Start Week students learned about all LLR resources and completed an activity on misinformation where they were asked to identify information manipulation techniques. Guest presenters during the event included the Writing Center, GP Success Coaches, and the Health Center. One standout activity was a blank banner we laid out for students with the prompt "how have the past few years been and what are you looking forward to this semester?". Students wrote their observations and histories on the banner, which is archived for posterity in the ECC Archives as an important artifact from the pandemic.

The Library Open House ran three times before we shut down for Covid, in Spring 2019, Fall 2019, and Spring 2020. The event was carefully conceived to introduce library and tutoring services to ECC students early on in their academic careers. The event featured a self-guided passport tour of the LLR, with required stops including Reference, Circulation/Reserves, The Tutoring Center, The Study Center, (former) LMTC, (former) Reading Success Center, and a table for our music collection. We surveyed students after the event and responses are included. The Library Open House garnered extremely positive results from students and ECC staff alike, helping students learn about essential academic supports early in the semester. The Library Open

House is being re-envisioned as Flying Start Week, which will be piloted in Spring 2022.

As a result of our Library Open House events and according to our survey data collected, students gained a new appreciation for library services and many requested the event be run more often during their time at ECC. Students specifically mentioned the Mango Languages database, research help with librarians, our book collections, and online database collections as major areas of learning during the Open House event. (See appendix for full survey data).

From Fall 2018 to the present the library has been completely a full signage audit of our building and printed materials. This process included taking inventory of every sign in our building, assessing desired changes, and implementing a new signage vision for the LLR. The inventory of our signs revealed a trend of non-student-centered language, which was our primary goal to fix. Before we could implement new signage, we spent time re-imagining our library image and creating the experience we wanted students to have in our building. New sign implementation is nearly complete and is focused on student-centered language and de-escalation.

Signage audit survey takeaways: (see appendix for full documentation)

Professional, less negative, cohesive, simplifying, helping patrons have a better understanding of spaces

Specific Takeaways:

- Rename study rooms to account for missing room B, etc.
- Rename North Reading Room
- New signs needed in specific bottleneck areas
- Wayfinding element in lobby needed

The librarians convened and participated in semester long website redesign before lockdown. This involved consolidating, eliminating old links, and renaming weblinks to make the library website more easily navigable by students, faculty, and staff. The outreach librarian has been conducting focus groups using a user experience framework with the current library website, to be able to create new changes based on student user experience. While the overall parameters of the Library website are set within the campus-wide template, the Library's website is not only focused on the marketing of library services but provides the functionality in how those services and collections are made available.

In Fall 2021 the library began offering Research & Academic Integrity workshops, seeing a need for proactive and holistic academic integrity interventions. We will continue offering these workshops each semester, focusing on prevention of plagiarism before it becomes an issue for students.

The library has been tabling at each major ECC resource fair, including the Student Support Expo, Extreme Registration, First-Generation Week, College Night, and Warrior Smart Start. Our presence at each event has helped us build connections with other ECC programs and gain collaborators for future projects. We have a recurring way to reach prospective students through Warrior Smart Start and College Night, where we emphasize the academic support found through the ECC Library.

OTHER OUTCOMES:

Campus OER & ZTC Initiatives:

Since 2017, the Digital Resources Librarian has provided leadership for coordinating campus activities aligned with California statewide initiatives to reduce barriers to students caused by

increasingly high costs of textbooks through faculty adoptions of Open Educational Resources (OER) and the development of Zero Textbook Cost (ZTC) degree and certificate pathways. While librarians have not traditionally been as involved with faculty textbook selections, due to their knowledge of eBooks, online publishing models, copyright, and student textbook reserves challenges, it was determined they could support faculty professional development in this area, completing the requirements of the obtained AB798 grant and being a liaison to the ASCCC OERI and other statewide bodies involved in this ongoing work.

El Camino College was one of 45 California higher education campuses awarded AB798: Textbook Affordability Grant funding from the CCC Chancellor’s office in support of statewide initiatives towards affordable learning solutions. The overall goal of the grant was to provide start-up funding for faculty professional development and campus support for increasing the adoption of OER in order to reduce students’ textbook costs by a minimum of 30% in participating class sections. This initiative spearheaded campus awareness of OER, increased faculty OER adoptions, saved students almost \$1 million in textbook costs, and launched the campus OER Advisory Committee to continue the coordination of this work after the initial grant-funded period came to an end. Relatedly, the growth of OER adoption supports California efforts towards ZTC degree/certificate pathways.

The following results reflect class sections of grant-participating faculty that piloted the use of OER to reduce student textbook costs by a minimum of 30% and adheres to the reporting requirements of the AB798 grant, which changed slightly between the 1st round of the grant and the 2nd round beginning in Fall 2018. In the 1st round, participating campuses were asked to only track and report a new OER-adopting class section once per grant period. For the 2nd round, campuses were asked to track and report OER sections each time they were offered during the grant period, whether or not they were new OER adoptions.

The results of the AB798 grant are found below. Data gathered does not reflect all “zero-textbook cost classes” as later reported per SB1359, which includes sections that do not use OER (*e.g., no assigned or optional textbooks*).

Term	Course Sections	Students Served	Cost Savings
Spring 2017	14	479	\$57,633.25
Summer 2017	2	56	\$8590.50
Fall 2017	8	256	\$32,858.85
Winter 2018	2	63	\$9,003.20
Spring 2018	5	154	\$21,342.30
Fall 2018	26	852	\$137,813.27
Winter 2019	4	174	\$29,112.00
Spring 2019	38	1290	\$177,790.79
Summer 2019	15	493	\$67,348.65

Fall 2019	37	1361	\$198,451.03
Winter 2020	17	546	\$73,401.90
Spring 2020	43	1252	\$155,181.78
TOTALS:	180	5968	\$958,527.52

The campus has tried to sustain and build upon the successes of the AB798 grant and formalize campus OER & ZTC work to ensure its continued progression. We have seen tremendous improvements in collecting data on both OER and ZTC class sections, a growth in OER adoptions across the disciplines, increased professional development opportunities, more student awareness of OER & ZTC offerings, emerging interest in ZTC Degree pathways, clarification on policies & procedures, along with further statewide support for equity minded, accessible OER development in more subject areas.

Post AB798, the continued coordination of campus OER/ZTC efforts has been operationalized in two areas: the **Library & Learning Resources Division** and the **OER Advisory Committee**. The state has operationalized the ongoing CCC system-wide support via the **ASCCC OERI**, which includes OER liaisons at each campus. This work has grown exponentially across the past several years to include helping the college meet the SB1359 mandate to note ZTC class sections in the online schedule and planning for potential ZTC degree development.

In addition to an increased awareness of and comfort level with OER, the development of higher quality OER in more subject areas and impacts from the move to online teaching due to the COVID-19 pandemic, another significant factor was the move in spring 2021 to have faculty report ZTC/OER sections via the Bookstore's Textbook Requisition Form (TRF).

Methods for data collection had been a challenge in the past and various pilots for how to best streamline faculty reporting were lacking and deemed unsustainable as the program saw growth. At the recommendation of the ASCCC OERI to campuses, it was determined that the most successful means is through the TRF. The campus Bookstore collaborated to develop a new TRF that included a way for faculty to designate their class as ZTC (which is then used to add the section into Schedule Builder for student searching of ZTC options) and for inputting any OER textbooks (which will be used to share them with students and other faculty interested in potential OER adoption). Beginning Summer 2021, the TRF has been updated once again to be fully online, including links to information regarding ZTC/OER designations, and should improve data collection overall.

The following chart presents reported ZTC courses & sections, those sections using OER and faculty OER adopters in 20-21. Of note were increased reporting from across divisions of the college and from adjunct faculty.

2020-2021	OER Course Sections	Faculty OER Adopters	ZTC Courses**	ZTC Sections**
Summer 2020	21	15	35	60

Fall 2020	67	23	48	99
Winter 2021	20	12	23	36
Spring 2021*	144	70	100	275
TOTALS:	252	121	206	470

**In Spring 2021 faculty began reporting their ZTC class sections and OER adoptions via the Bookstore's Textbook Requisition form. The data was shared & compiled by the LLR.*

***Reported ZTC courses & sections include classes that have adopted OER, where no textbook is assigned and/or are optional, or those using ECC Library e-resources that provide unlimited simultaneous access to the full class.*

In Fall 2021, ECC faculty were offered the opportunity to enroll in the Canvas course, “Demystifying OER, ZTC & the Equity Connection,” developed by the Digital Resources Librarian, as a means to provide ongoing professional development for faculty who are at different places in their “OER journey,” from those completely new to the topic to those looking to remix or create their own OER and develop ZTC Degree pathways. The decision has been made to offer the class to interested faculty as a self-paced course and eligible for Flex Credit. However, it should be noted that high-quality OER integration & course design can take a significant amount of time and effort. It is recommended that the campus consider other ways faculty can be incentivized to take what they learn into practice by redesigning their courses to use OER and/or author new OER to share statewide, including as potential sabbatical projects.

As campus OER/ZTC initiatives and expectations for campuswide support continue to develop, the workload needed to do so successfully has grown beyond it being added onto the responsibilities already held by a full-time faculty librarian, particularly when there has been a 30% reduction of full-time librarians since the previous program review. An additional librarian is needed who can prioritize campus OER/ZTC coordination.

a) Examine the program curriculum using an equity lens by responding to the following questions: To what extent does the curriculum:

- **Prepare students to actively engage in a diverse society?**

Critical information literacy and research skills help students to find diverse sources and quality information. This helps them not only in their academic pursuits, but throughout their lives, make informed decisions, based on accurate information.

The skills needed to resist mis/disinformation are critical for equity work. Mis/disinformation is a direct threat to democracy, justice work, and the goals of a diverse society, and the ease with which it spreads is at crisis level. Librarians work with students both in class and at the Reference Desk to cultivate information literacy skills which will help students, their families, and their communities deal with mis/disinformation.

- **Include multicultural content?**

The library collects multicultural materials across the collection in both print and online, as well as developing collections like the New Voices and the upcoming Social Justice collection that are collected through a specific equity lens. The library is planning to work on an equity analysis of the collection to determine gaps in the collection.

- **Respond to diverse students' learning needs?**

The library provides materials in a variety of formats to meet the diverse learning needs of our students. The library has been proactive in ensuring that as technology expands, the library resources are curated to be accessible in the digital pedagogical space. Though print books are still widely available and popular with students, we've focused on building databases access to over 100 platforms; increased eBooks to over 200,000 titles; expanded video content; and continue to innovate by creating customized online guides to be shared in Canvas.

The physical space has been curated to adapt to various learning styles. We have spaces for group study that can be reserved for use by students only. Additionally, we've developed separate environments in the library dedicated to collaborative and quiet study.

In addition, the Library has partnered with the Special Resources Center to provide a dedicated space with furniture, equipment and computing software geared to serve students with special needs.

- **Encourage instructors and students to investigate their own views, biases and values and discuss multiple perspectives different from their own?**

Critical information literacy specifically gives students a framework to investigate their own biases through information and to find information from perspectives different from their own. These skills are taught by the library faculty to students across the college.

- **Use critical/equity-oriented pedagogy?**

Critical information literacy is starting to be taught by the library faculty, in place of more traditional information literacy models. As this becomes more pervasive it will ensure more students are exposed to this framework.

- **Ensure creating an empowering classroom environment?**

Critical information literacy and information literacy in its more traditional forms is specifically about empowerment. It is about empowering students to be able to evaluate and understand information and its sources, making them critical users instead of passive consumers.

- **Use multiple evaluation techniques sensitive to the diverse ways students can demonstrate understanding?**

Library faculty all select their own ways of evaluating students. But an example of this would be activities the Outreach librarian has implemented to help students develop critical information literacy skills. Another example would be the focus groups held by the former instruction librarian and the reference librarian to explore indigenous information literacy practices.

- b) Summarize SLO and PLO assessment results over the past four years for key/gateway courses. Gateway courses are determined by your department & division – contact your Dean.**

We do not currently have SLO and PLO assessments, but we will for the next Program Review. The Library Science courses that focus on information literacy and research skills development, have been under the Humanities Division until Fall of 2021, but have returned to the Library for the first time since the early 2000s.

In person library use had declined before COVID, and then obviously COVID closed the building completely. The in-person decline was driven by a lack of Outreach directly to students,

declining concerted outreach to faculty, and the declining state of the library spaces themselves. With the addition of the Outreach librarian who is taking an active role in connecting with campus and building relationships with departments, and much needed maintenance and upgrades to the spaces, we hope to make gains on where we were pre-pandemic.

Digital services and resources have been growing for several years and use expanded even more during the pandemic. Digital instruction has expanded substantially. Before COVID, the library did very little digital instruction, either synchronously or asynchronously, but now it is a standard part of offerings.

c) Discuss programmatic factors contributing to constant, increasing or decreasing trends in the results for SLO and PLO assessment within the previously examined courses.

- The demand for e-resources is increasing. The Dean was able to secure \$50,000 per year extra starting in 2022-23 for the following 4 years, but after that these funds will need to be institutionalized along with more increases to the base funding.
- Limitations due to reliance on subscription-based content, particularly for faculty using in ongoing course learning materials/assignments (content can be discontinued for access)
- A more streamlined means of communication of library changes to the ECC Community is needed. The Outreach librarian is developing a newsletter and other communication methods to solve this problem.
- Initial OER/ZTC implementation has increased the library workload. Although as the processes become institutionalized the workload may lessen, an OER Librarian is needed to help support the efforts of the campus.

d) Highlight equity gaps found in SLO and PLO assessment results among different groups of students.

Over the pandemic one of the largest equity gaps that the library was unable to serve was students not having access to quality study space at home. Many students dropped out of classes because they were unable to find dedicated space where they could study, listen to lectures, or take exams. Study space is a major academic support that the library provides

The high cost of textbooks is a continual problem. The Reserves collection has been a highly used academic support for students. Students were cut off from this support during COVID, rebuilding the collection to current textbook additions is a top priority for the library.

Lack of knowledge of library resources and services, and the benefits they provide, is a challenge for all students, but for 1st generation students and other minoritized groups there is more of an impact. Future assessment and intervention designs are needed.

SECTION 3

Program Vision and Future Planning

Program Vision

A) Describe the vision of the program for the next four years considering the assessment reported in the previous section, student groups that are underrepresented in the program's field, and any relevant changes within the program field/industry. A vision statement describes the desired future state of the program.

The vision of the department is to be the go-to place for Research Support and Guidance; to have all students feel welcome, safe and supported in the library, and to continue to change and expand services to meet the changing needs of the campus community.

Future Planning

A) Based on the assessment reported in the previous section, develop program goals to be completed during the next four years in relation to:

- **Adjusting the curriculum for coherence and alignment with students' workforce needs**
- **Advancing towards a more equitable program to close equity gaps among groups of students**
- **Clarifying students' paths to completion, further education and employment**
- **Helping students explore options and build foundation skills**
- **Helping students stay on the path**
- **Integrating applied learning experiences**

Overarching Goals:

G1: Develop innovative programs and services that support academic success

G2: Create new academic pathways that prepare students for their academic pursuits and potential career pathways in librarianship.

G3: Improve facilities to create a welcoming and safe environment that supports student success.

Instruction/Reference Goals:

G4. Make library instruction and reference a go to for instructional faculty across the disciplines whether for online or in person classes.

Collection Goals:

G5: Create a collection that promotes equity, diversity, and inclusion.

Access Services Goals:

G6: Continue evolving Access Services to better utilize new technologies and meet student needs.

Outreach Goals:

G7: Development of signature library events that are recognized across campus.

Systems Goals:

G8: Evaluate and update systems through the lens of student experience and equity.

B) What projects will the program complete to achieve the desired goals? Please specify at least two for each goal.

G1: Develop innovative programs and services that support academic success

- Review program PLOs, SAOs and new course SLOs to ensure alignment with the new campus ILOs.
- Develop a plan for Improved annual assessment methods for program SAOs and impact on student success & equity
- Work with Guided Pathways Success Coaches to determine academic support needs of students and develop services and programs to match.

G2: Create new academic pathways that prepare students for their academic pursuits and potential career pathways in librarianship.

- Continue expansion of NPAS classes and library information science classes.
- Possible creation of a certificate/AA for Library Paraprofessionals

G3: Improve facilities to create a welcoming environment that supports student success.

- Finish Carpet update
- Finish signage and wayfinding
- Update furniture
- Additional power outlets and/or charging stations
- Replace ceilings in West Wing
- Upgrade computers
- Continue to upgrade lighting

G4. Make library instruction and reference a go to for instructional faculty across the disciplines whether for online or in person classes.

4.1 Develop a suite of modular online library resources for in-classroom teachers (A library market of resources). This would be an alternative and addition to those in-classroom

teachers whose schedules do not allow for their class to come to a one-off library instruction

and for online asynchronous sessions. Faculty can either access via Canvas Commons and or request a section from the module (e.g., how to find articles, how to fact check, etc.) This would be done in Canvas via:

- video tutorials
- quizzes that populate answers after student completes quizzes with ability to retake unlimited times.
- embedded specific libguides that support classroom assignment and content.

4.2 Library 1 and 10 were renumbered to Library 100 and 110. SLOs were updated and course records updated. The overarching goal for these two courses is to create online asynchronous access for students to materials, lessons, activities, and information literacy activities that help to develop library research skills.

- Partner with myPATH to work as part of their cohort and not as embedded librarians, but as co-educators in the classroom. This partnership would help with enrollment and increase student success via library research.
- Collaborate with Faculty Counselors to increase enrollment by identifying students with a one credit need for transfer.
- Investigate what is needed to become a gateway course and how viable is this with limited faculty. Would this be offered only in fall or spring as a gateway course? It could mean being a gateway course via the myPATH cohort structure.

4.3 Reference Services Visual Experience Equity Series partners with ECC campus wide community on equity, diversity, and inclusion (EDI) topics that highlight visual content students and faculty can use towards documenting assignments and guiding in-classroom learning. In the next four years this equity series will continue to promote EDI topics by adding both print and visual e-resources from the Schauerman Library's collections that will support student success in research for in-classroom assignments.

- Two 1.5-hour EDI workshops sessions per semester
- In-classroom faculty, faculty librarians, counselors, and student participants
- Print and E-Resources from Schauerman Library Collection showcased

4.4 Join the [California Community College \(CCC\) LibChat Co-op](#) 24/7 chat that helps serve both online and in-person learning and enhance student access to 24-hour research services. Currently, 44 California Community Colleges are members of the Co-op. Working together with other academic librarians, this service will provide our students with 24/7 live reference service.

4.5 As part of Instruction and Reference develop one-on-one 30-minute research appointment sessions as part of the myPATH learning community. Due to the limited number of librarians, identifying students who are in a myPATH learning community to utilize the appointment feature would help facilitate the process and provide a less overwhelming research environment (*Example of this service being provided by other CCC is Contra Costa College, Los Rios Community College like Folsom Lake College, Diablo Valley College, Clovis Community College, and Santa Ana College*).

- First year to start these one-on-one sessions via online.
- Second Year introduce these sessions in person

4.6 Review methods of assessment for library instruction and reference services to ensure required data is being gathered for statistical gathering entities (ACRL, IPEDS, Chancellor) and is used in determining needed service improvements.

G5: Create a collection that promotes equity, diversity, and inclusion.

- Review and ensure the development of a print and online library collection that promotes diversity, equity, inclusion (DEI) and accessibility.
 - Review and update the Collection Development Policy to better reflect future trends in libraries, changes in scholarly communications/publications, information formats and search platforms, along with El Camino faculty & student research needs.
 - Review print periodical subscriptions and explore the move to an online e-reader format for current news & popular magazines.
 - Develop collection materials to support DEI, strong workforce classes, new curricular programs and popular research assignments.
 - Improve access integration of library database content with Alma/Primo (OneSearch)
 - Develop more online guides highlighting library collections and how to search the various platforms.
 - Develop plan for the future of the ECC historical archive including improved finding aids and preservation.
- Advocate for faculty adoption of open educational resources (OER) and the use of library collection materials in support of statewide initiatives to lower student textbook costs and develop ZTC degree pathways.
 - Provide professional development opportunities related to OER, ZTC and Library e-Resources
 - Conduct a “ZTC degree audit” to determine where ECC may be close to developing a full ZTC degree/certificate pathway and where roadblocks reside
 - Collaborate with interested academic departments to develop a ZTC degree/certificate
 - Continue being the liaison between the ASCCC and ECC campus faculty for OER/ZTC initiatives

G6: Continue evolving Access Services to better utilize new technologies and meet student needs.

- Revise staffing schedule patterns to ensure Classified and not Part-time staff are consistently servicing the Circulation Desk. Analyze the reassigning of duties to part-time staff that are focused more on supporting Classified employees. There will be an implementation project focused on adding another Classified employee on the Circulation desk, assessing the impacts of doing this at the end of the 2022/23 academic year.

- Review supporting Open Educational Resource initiatives on campus with the potential for print copy access. Continue to attend ECC OER Advisory Committee meetings to stay informed as to the progress with OER on campus. Research methods being utilized by other California CCC's to potentially implement similar print copy access on a trial basis.
- Work with ECC Academic Divisions for support with proving updated course reserves for popular courses. Manage the current Course Reserve collection to ensure old editions are regularly removed. Work with ECC Divisions to ensure this collection is current.
- Create new tools for locating Course Reserve collection items utilizing features in Alma/Primo. Implement the Course Modules features available in Alma to provide a structure for this collection. Develop continuing workflows for Classified staff to utilize to manage new and removed items from this collection.
- Reorganize the Course Reserves to better manage the collection. Assess the current layout and organization of this collection. Reorganize the collection with part-time staff to better reflect the subject areas the collection encompasses.
- Provide Training for Library Technician II's in areas related to stacks, Course Reserve, and periodicals management/maintenance. Develop best practices and workflows to assist the new Library Technician II . Provide ongoing assistance and training to improve job performance in this area.
- Establish and provide public access to an ECC Digital Archive. Create access points utilizing the Library website and LibGuides for access to the digital archive. Work with staff to ensure that links remain active and resolve any issues with accessibility.

G7: Development of signature library events that are recognized across campus.

- More Faculty PD on critical information literacy and creating strong research assignments.
- Co-create library collections with ECC cohorts.
- Focus on student engagement/connection to guided pathways goals & new ILOs
- Promote resources for career exploration and college success
- Development of signature library events that are recognized across campus.
- I have some more to add, will refine them.

Systems Goal: G8: Evaluate and update systems through the lens of student experience and equity.

- Collaborate with the Digital Services Librarian and CCLC LSP Manager on improving and assessing e-resource integration into Alma/Primo
- Collaborate with Public Access Librarian on launch of Online Reserves module in Alma/Primo.
- Assessment of Alma/Primo Platform
 - Determine measures of evaluation for new LSP through the lens of students.
 - Meet with LSP Systems Workgroup about potential assessment tools built within

Alma/Primo

- Survey Alma/Primo users on experiences using OneSearch for navigating library resources and utilizing personal library functions.
 - Implement a plan for system improvements
- Expand integration of Springshare system modules into our services and programs.

C) When the next program review is due, how will the program determine if the goals have been met? Please specify at least one quantitative target or qualitative accomplishment for each goal.

G1: Develop innovative programs and services that support academic success

- Data from student success coaches that helps inform development of new services
- Data on new services and programs' use and effectiveness

G2: Create new academic pathways that prepare students for their academic pursuits and potential career pathways in librarianship.

- Course fill rates
- Success rates

G3: Improve facilities to create a welcoming environment that supports student success.

- Increase in number of users in the space
- Decrease in negative comments in student surveys about cleanliness, appearance, and safety in the library

G4. Make library instruction and reference a go to for instructional faculty across the disciplines whether for online or in person classes.

- SAO/SLO data
- Number of Instruction Sessions and Instruction Interactions
- Number of Reference Interactions

G5: Create a collection that promotes equity, diversity, and inclusion.

- Data from collection analysis
- Promote the expansion of faculty use of Open Educational Resources (OER)

G6: Continue evolving Access Services to better utilize new technologies and meet student needs.

- Tracking Reserves usage to develop the collection

G7: Development of signature library events that are recognized across campus.

- Number of attendees
- Conversion of attendees to return library users

G8: Evaluate and update systems through the lens of student experience and equity.

- Assessment of use
- User experience analysis of use of OneSearch

Program Resources

In the following areas, what are the resources needed by the program to meet the goals for the next four years?

- **List resources in order of priority. You might want to prioritize them within each category and/or develop an overall prioritized list of resources.**

a) Staffing

- Continue to improve skills of existing staff members – An ongoing process of upskilling/reskilling/redeploying FT staff has been underway to make sure we are maximizing the skills of the staff to best support the students
- OER/ZTC Librarian position
- E-Learning Librarian position
- Classified Supervisor

b) Facilities and Equipment

- Lobby Display Cases for Art Exhibits
- Archival Supplies
- Replacement of worn furniture
- Improve lighting and egress on patio for coffee cart area
- New carpet

c) Technology/Software

- Chromebook Cart for instruction in Classroom 1
- Charging stations / furniture
- Small annual budget provided for content creation software (e.g., image management, etc.) to be used in the development of outreach materials & social media promotions
- Integrate the “Change the Subject” procedure in Alma
- Configure the upcoming EDI Subject Keyword Ex Libris process

d) Contracts/Services

- Funding directly allocated for eBook purchases (approx. \$5k...to start)
- Maintaining existing eResource funds – increase to maintain annual subs. Cost increases, faculty demand for streaming media, more online content, etc.
- Flipster/PressReader for online reading of popular periodicals
- Copier/Print Vendor in conjunction with Learning Resources

- Explain how these resources contribute to the [College's equity goals](#).

A) Staffing

- OER and ZTC support equity because it makes courses more affordable. E-Learning supports efforts to expand information literacy instruction to new modalities.

B) Facilities and Equipment

- Research has shown that creating a clean and welcoming environment in the library encourages students to spend more time in it. Research also shows that students that use the library do better in courses.

C) Technology/Software

- Supporting EDI efforts within the library catalog creates more inclusivity and support equity initiatives across campus.

D) Contract Services

- Diversifying eResources supports college equity initiatives within online and face-to-face courses.