



EL CAMINO COLLEGE

Library Learning Resources

# **Library Services Program Review 2017**

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# El Camino College

## 2017 Library Services Program Review

### Table of Contents:

<u>Part 1:</u>	Program Description	page 3
	Program Environment	20
	Service Area Outcomes	26
	Program Improvement	29
	Customer Service	33
	Conclusions and Recommendations	35
<u>Part 2:</u>	<b>Appendices:</b>	
	Appendix A – Circulation Services	A-1
	Appendix B – Reference Services	A-5
	Appendix C – EBSCO Databases Usage	A-7
	Appendix D – CQ Researcher Databases Usage	A-11
	Appendix E – Gale Databases Usage	A-15
	Appendix F – Facts on File News Digest Usage	A-19
	Appendix G – ProQuest Databases Usage	A-23
	Appendix H – JSTOR Databases Usage	A-27
	Appendix J – Age of Collection Statistics	A-30
	Appendix K – 2015 LLR Customer Survey	A-35
	Appendix L – 2016 Student Focus Group Report	A-53
	Appendix M – 2016 Embedded Librarian Report	A-60

## EL CAMINO COLLEGE

### LIBRARY SERVICES 2017 PROGRAM REVIEW

Program reviews are conducted to determine how well the needs of students are being met with the assumption that satisfied students represent sustained or increased enrollment figures. One significant way that Library services differ from some other services is that we serve students AND faculty, as well as administrators and community members of El Camino College. By paying attention to and serving the needs of all of our main constituent groups, we are able to provide the necessary services to maximize opportunities for student success. Because of this range of considerations, we have conducted extensive student and faculty/staff opinion polls, as well as gathered statistics and generated evidence of student learning, which are analyzed and reviewed in the body of program review narratives. Previous reviews included other major areas within the Division (Learning Resources, Media Services, etc.), but during this program review cycle, Library Services are preparing this separate program review.

#### Desired Outcomes

- To provide an examination of the current strengths and future trends of the services of the Library
- To determine the growth and support of the programs of the library since the last program review
- To provide a mechanism for ascertaining the alignment of Library services with the Mission of the Division and the College
- To provide an evaluation of efforts to serve our college community as follows, so that the ECC campus community:
  - a) will become better partners in the educational process by actively seeking collaboration with all of our librarians and staff members;
  - b) will gain knowledge of online and on-campus Library services and resources;
  - c) will utilize more of the Library's many available resources for its research and instructional support.

#### Program Description

##### 1. Describe the program. Linkage to College's mission statement, statement of values, or strategic initiatives

##### El Camino College Mission Statement

*El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.*

The Library's programs support the **college mission** by providing excellent comprehensive services to promote student's learning and success. Students are guided by library staff to make informed choices in the use of library resources in preparing academic assignments and the greater learning process. Library faculty select and provide vital resources for students' academic success through bibliographic instruction workshops, in-class workshops and orientations, and one-on-one interaction and guidance.

The library's services embody the college's **core values** of People, Respect, Integrity, Diversity and Excellence (PRIDE). Library Services provide ongoing training and professional development to managers, faculty, staff and student employees that are student centered and encompass core values. The Library respects the input of everyone and provides safe space for open dialogue to work towards division excellence. It is also diverse in its own representation and is sensitive to the needs of the diverse student population that we serve. Exemplary learning communities such as the Music Library are an example of programs that meet a wide range of needs and services to its student and faculty population. To ensure the library's programs are provided with quality and excellence, the division utilizes a process of continuing evaluation through surveys, Service Area Outcomes (SAOs), focus groups, and regularly scheduled faculty and staff evaluations.

Library programs support the college's **Strategic Initiatives** (SI.A-E) at varying levels. Library faculty and staff actively engage in campus-wide and division committees to collegially develop and implement policies to support Student Learning (SI.A), which is one of the library's most apparent strengths. The Library's programs also strongly support Student Success and Support (SI.B). Furthermore, the library, in its organizational, committee, and operational structure strongly embodies Collaboration (SI.C). As an example, the Music Library, located in a different building from the majority of the library staff, enjoys a strongly cooperative relationship with library faculty and staff, utilizing the integrated library system for its catalog and room reservations, along with emergency staffing needs. In addition, the division has a long tradition of collaboration in its decision-making processes. To support comprehensive services across campus, the Library continues to increase its efforts to align with other student and academic support programs to address Institutional Effectiveness (SI.E).

### **Library Collections and Resources:**

The **El Camino College Libraries** consist of several extensive physical collections, including print book, reserve, periodicals, media collection & archival materials available in the **Schauerman Library** and the printed music, sound recordings, video recordings, and equipment collections in the **Music Library**. Pieces of the Music Library collections (such as the extensive band, orchestra, and jazz band collections) are located in other locations, such as the band/orchestra rehearsal hall in Marsee Auditorium. Our extensive **online collections** include eBook and periodical electronic database and resources collections. The Library still holds microfilm collections of periodicals, and is reviewing the relevance of various formats and

technologies on an ongoing basis. To aid student success, the librarians work closely with faculty in all other Divisions and each librarian serves as a liaison to (a) specific Division(s). The librarians and staff engage various methodologies to promote special programs, and to introduce new databases and other services to the campus, as well as ongoing promotion of the use of the library's print and electronic resources.

In recent years, the Library has significantly increased the number and variety of **digital resources** available to students and faculty in the form of periodical/reference databases and electronic books. The ECC Librarians are committed to providing leadership and expertise in acquiring and integrating digital collections and services that provide seamless user access to proprietary online content including e-books, periodical subscriptions, streaming video, and other digital media assets supporting the curriculum and research needs of our students and faculty in both face-to-face and online learning environments. Staying up-to-date with the ever-changing trends within information technologies, scholarly publishing, teaching methods and user expectations has become increasingly vital for the library and brings forth both opportunities and challenges.

Currently, the Library provides online access to:

- 42 subscription databases with 28,088 periodical/journal titles
- 403 periodicals
- 25,395 e-books
- 21,851 streaming videos
- ECC Digital Archive: historical yearbooks (1947-1962) and student newspapers (1946-2012)

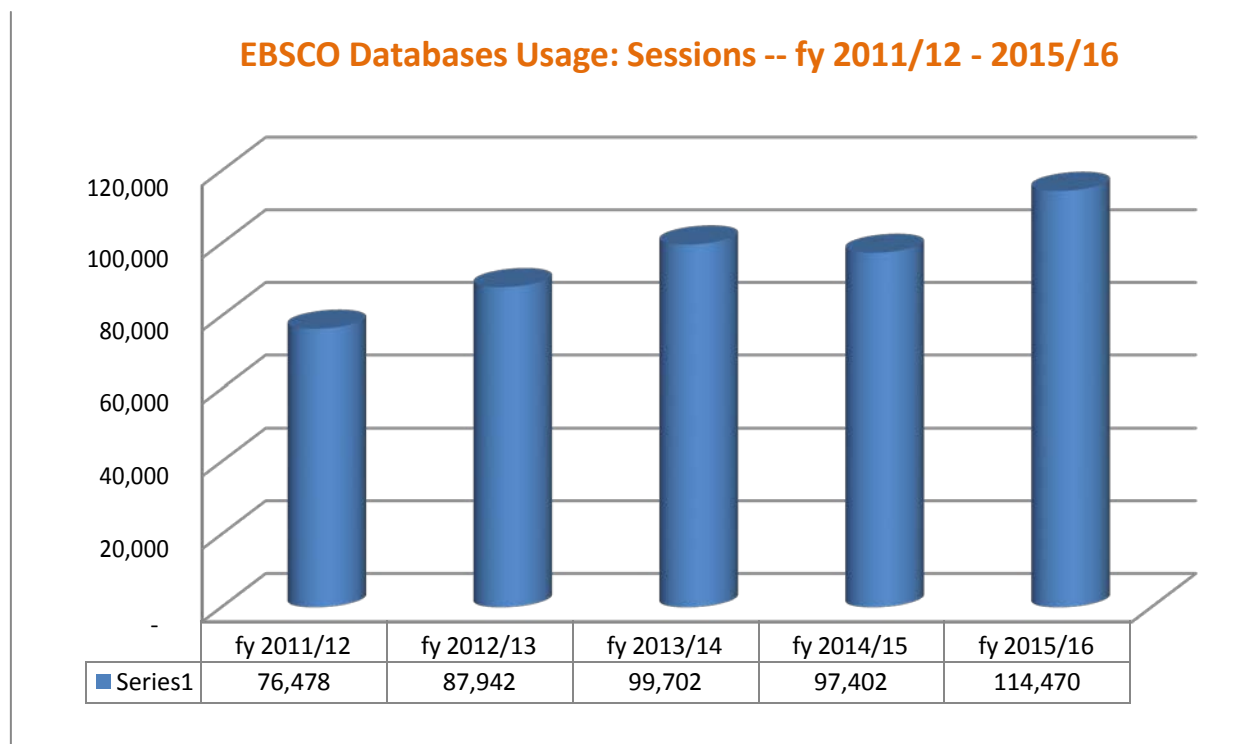
The Digital Resources Librarian is responsible for the management of the life cycle processes for our online collections which includes being the primary liaison with vendors, identifying resources for consideration, establishing product trials for evaluation, managing license and contract terms, ordering, providing access, troubleshooting, providing statistical and budget analysis, and evaluating usage. This is done in close collaboration with the Systems Librarian who ensures effective integration with the Sierra ILS and the Library's website and the Distance Education staff for integration into Etudes/Canvas; the Distance Education classes all have a link to the library page enabling access for all DE students.

Distance education students, and others working from remote locations have access to databases and other electronic resources via the College's home page, and this access is available remotely 24/7. Students may also access the library web pages for other information relating to hours of operation, announcements, subject pathfinders, and other library services.

Librarians have implemented tools to aid users in their information search including the cloud-based ILS *Sierra*, the newly launched EBSCO Discovery System providing an aggregated search across the library's many subscription databases in a more "Google-like" experience, and Serial

Solution’s 360 core full-text periodical finder. In addition, the library has integrated new digital services such as the LibCal online room reservation system and the use of LibGuides for supplementing library and information literacy instruction.

Our principal vendor of our largest databases is EBSCO. The annual usage has increased by approximately 50% over the past few years (see Appendices C- H for more statistics and charts).



The **College Archives** was created to identify, collect, preserve, and make accessible materials and records related to the history of the college. Included in that collection are reports, annuals, publications, photographs, memoirs, documents and other unique items relevant to the history of the campus. There remains a continuing need for more digitization capabilities to maintain and expand our **Digital Archives**. No funding or personnel are currently assigned to these duties. Because of realignment of the College President’s office within the Library Learning Resources building, the College Archives are currently in storage, with limited access.

### Services

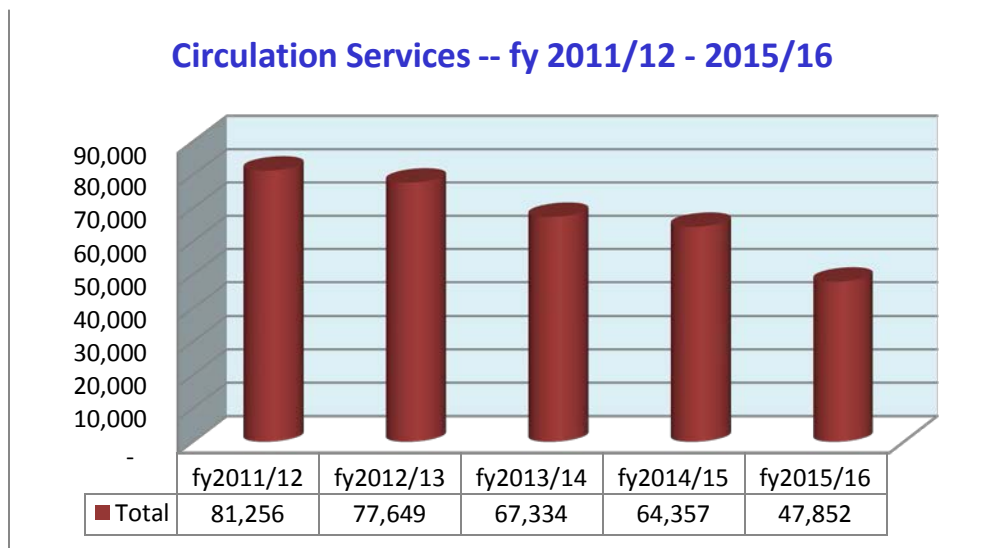
The ECC Library services are divided into several service areas, including Public Access, Reference & Bibliographic Instruction, Collection Development/Acquisitions, Cataloging/Systems/Website Development, the operations of which are located in the Schauerman Library building, and Music Library services, located in the Fine Arts building.

**Public Access** consists of the Circulation and Periodicals/Reserve services librarian and staff, and functions as a large service-oriented department. The Circulation Department, in addition to

providing patrons access to various materials by physically checking them in and out of the library, is responsible for the book stack maintenance and shelving, and for Interlibrary loan (ILL) services. Interlibrary loan services are provided for faculty and staff through a contract with OCLC (Online Computer Library Center), the world’s major library holdings utility.

Opening and closing the building on a daily basis falls upon the staff of Public Access, usually with minimal help and security assistance. Outreach activities are included as part of Public Access responsibilities. For example, the library also offers a community-borrowing program / Friends of the Library for area residents. This fee-based program permits non-students to check out most print materials for home use. Additionally, the department coordinates art exhibitions in the lobby, and a variety of programming with multiple campus organizations.

In addition to all of the above, Public Access staff are the initial contact in the library building for many and numerous facility-related issues. The College Archives is also operated by Public Access services. The Library has had declining circulation statistics of print materials during the past five years (Appendix A-2), which is a growing trend in academic libraries as more students migrate to using digital collections.



Public Access provides 10 Group Study Rooms that can be booked online by groups of two or more students. The online room reservation system has been in place for the past two years, utilizing Springshare’s LibCal software, starting in the 2014/15 academic year.

Group Study Rooms in Schauerman Library are well-utilized. The statistics for the past several years are presented here:

ACADEMIC YEAR	SUMMER BOOKINGS	FALL BOOKINGS	SPRING BOOKINGS	TOTAL BOOKINGS
2013-2014*	740	2768	3710	7218
2014-2015*	n/a	3115	2877**	5992
2015-2016	672	3405**	3838	7915

- \*The Library launched LibCal, our online room reservation system, in Spring 2015. Reservations and statistics tracked prior to this time were done manually by the Circulation staff.
- \*\*Study room C was unavailable for bookings from June 2015 – January 2016 for repairs.
- Group study rooms can be booked for a maximum of 2 hours per day and 6 hours per week per user.

The department also offers self-service photocopy machines, printing account-management stations, a change machine and a bookstore-provided vending kiosk for the purchasing of supplies. The copy services are provided by an outside contract vendor. This service is under ongoing review by for contract renewal or replacement.

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

The **Periodicals/Reserves** area of Public Access includes textbooks, calculators, recent periodicals, assigned class readings; these materials have restricted circulation, with most materials available for in-house use only. This collection has very heavy usage—in fact, it is the most heavily used part of the collections. In the most recent annual tally, 40,845 items were checked out from the Reserve Desk collections. However, library is not able to purchase textbooks with operating budget funding. Therefore, textbooks are obtained through faculty donations, grants and foundation fund. The librarians are examining new ways to fund textbook acquisitions. There is a strong need for new, more secure ongoing streams of funding for textbooks.

The Periodicals/Reserves service area handles the purchase and maintenance of 198 hard copy periodical titles, a microfilm collection of 436 titles, totaling 21,863 reels and a microfilm reader and microfilm reader/printer machine by which students may read the film and save items digitally. Budgetary considerations and changes in student and faculty research trends necessitate annually dropping more printed periodicals in favor of electronic formats. It should be further noted that, because of the availability of many of these materials in online databases



and the changing research needs of the campus community, the library has made a decision to no longer subscribe to any microfilm titles.

A small media collection of 2,422 videotape/DVD titles, and 2,531 videotape/recordings is available for faculty use only in their classroom. The media collection was formerly housed in the Library Media Technology Center and is a support service to instructional programs and institutional activities at El Camino College. Increasingly, instructors are using videos from our large streaming services available as part our online database offerings. Currently, the library rarely purchases hard-copy media materials.

The Library’s interlibrary loan service provides resource sharing between participating libraries. The bulk of requests come from other libraries wanting to borrow our materials for their patrons. However, some ECC Library items are not available for lending (e.g. Reference, Reserve textbooks, Archive collections, and some Music Library materials) and, in these circumstances the request is denied (as reflected in the numbers below).

Currently, for students of ECC, this service is provided as part of the privileges offered through ASB. Students who have acquired an ASB “membership” are able to borrow materials from other lending libraries through their interlibrary loan services. Future consideration should be given to opening up the service to all students, but the risk of doing so is that requests would spike without the proper staffing levels to manage a significant increase in demand.

ECC faculty tend to utilize the service for their research more than our students primarily because students typically are not willing to wait the 1-2 weeks it takes for a book to be shipped here from other libraries. They want materials that are available at the very moment of their research needs.

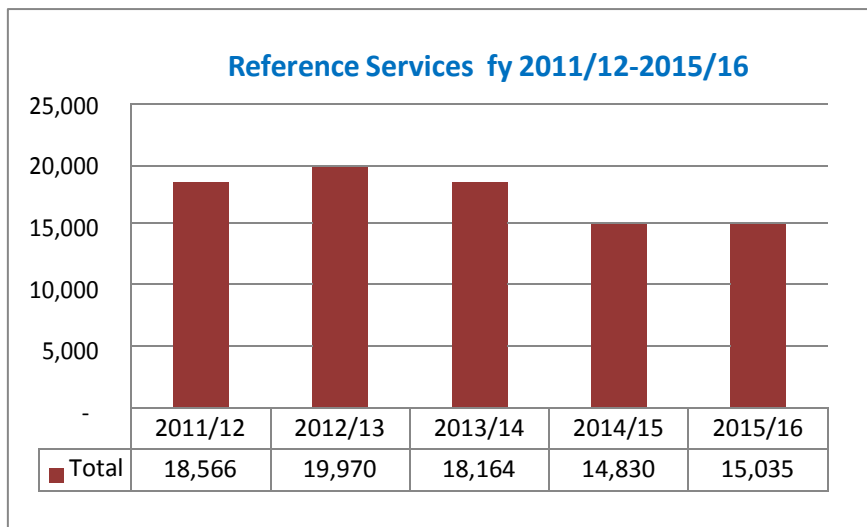
The statistics below reveal that interlibrary loan requests from other libraries has dropped over the past few years, which has become more typical as libraries build their digital collections and materials become more readily accessible by other means (e.g. periodical database subscriptions, online open-access). Items that are more highly sought are those unique collection items that are not available from many other libraries. For example, the Music Library’s sheet music collection is very popular as these are not collected in most libraries lacking a robust music program, nor can much of it be found freely available online.

<b>Year</b>	<b>Items Lended</b>	<b>Items Denied</b>	<b>Items Borrowed</b>	<b>Items Unfulfilled</b>
2015-2016	78	247	15	12
2014-2015	133	185	11	8
2013 – 2014	178	221	15	12

## Reference and Bibliographic Instruction

The **Reference service desk** is staffed by at least one certificated librarian whenever the library is open; all librarians have some scheduled weekly Reference Desk assignments. In addition to assisting students and faculty in utilizing the Sierra online catalog and periodical/reference databases, the librarians suggest specific resources and strategies for research needs. They also work with individual faculty and divisions to assist with class assignments and projects.

All Reference & Bibliographic instruction librarians present customized instruction classes and offer other presentations. Reference Librarians have developed assorted print and web-based pathfinders, guides and bibliographies of helpful research and teaching resources as well as guides to the Modern Language Association (MLA) and American Psychological Association (APA) citation styles which are used by many classes and the Writing Center. Departmentally-produced research and reference videos, the intensive management and development of electronic resources, and their corresponding web pages all provide resources for the students of ECC and beyond.



Over the course of the past five years, there has been a decrease in the number of transactions at the reference desk (see table above), though the intensity of questions regarding research has increased (See Appendix B). Occasionally, the librarians in the Reference Department also sponsor special campus-wide programs/forums and mount Reference Room book displays on current topics of interest and notable books, authors, etc.

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

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

During the past few years a successful program called the **Embedded Librarian** has been recognized for its excellence by the ACCJC Accreditation Team with a Commendation (see Appendix M). This selective program provides a librarian working very closely with selected class sections in various Divisions. Team members participated in 25 class visits in Spring 2016, but this number was lower (22) in Fall due to the loss of two librarians in 2016.

The Embedded Librarian project has expanded in Spring 2017 as Humanities professor Rachel Williams has agreed to join the program, and her two classes will work with Librarians McMillan and Striepe. Librarians Josephides and Medina are now working with Professors Hong and Nagao. It is hoped the program can be expanded to other Divisions, and will soon include faculty from the Behavioral & Social Science Division.

Informal responses show faculty agreement to continue the project, agreement that multiple visits worked best and that it was beneficial to student success, making students feel nurtured and supported, and in communicating Information Literacy concepts and skills (which is an Institutional Learning Objective).

*“I absolutely want to do it again! I think the students really appreciated the help, and it made a huge impact when we discussed fake news this semester and how to detect it.”*

*“I love the program so much and feel it’s essential for all 1A classes. I am very much dedicated to the program and would like to be a part of it once again in the spring. Thank you!”*

The librarians continued to solicit student participation in the form of pre/post tests or minute papers at the end of presentations to get feedback. Students in participating classes were also surveyed again and these surveys will continue to be analyzed for additional ways to improve the program for students. Faculty worked the librarians into their syllabi again, and emphasized the idea of making personal contact with the librarians. This was reflected in the increased number of student appointments with some librarians. Participants continue to note the positive effects of liaising/interacting with fellow faculty both to help students succeed and promote inter-Division teaching relationships.

We are proud of the fact that the Accreditation Team of 2014 found fit to issue the Project a commendation, noting: “El Camino College is to be commended for exceptional collaboration between librarians and instructional faculty who have instilled information literacy skills in English courses designed to increase student learning and meet Institutional Learning outcome #6” (now #4).

**Bibliographic Instruction** sessions are quite popular with faculty as a way of introducing their students to the library and its resources. The library averages 125 instruction/workshop sessions per semester, seeing a total of more than 6,500 students per semester. These sessions are aimed at increasing the information literacy awareness and skills in students by introducing them to resources the library offers, and instructing them in how to access and use the resources to best advantage. Additionally, instruction is given in how to evaluate sources used for writing research papers and using criteria like accuracy, authority, content, and currency.

Instruction sessions are either general in nature, providing an overview of the resources in general, or tailored to a specific class assignment or discipline and then focused on resources for that particular assignment/discipline. Instruction sessions are presented in various formats: in a lecture-type format in the library classroom; a more hands-on format in the Library Demonstration computer laboratory; or in the form of a class visit. Individual instruction and aid is also given at points of service areas like the reference desk. Bibliographic Instruction utilizes a demonstration classroom and oversees a computer lab for classes and hands-on instruction. Tours of the library and service areas are also conducted upon request.

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

One of the strengths of the Library's Bibliographic Instruction services is the outstanding quality and service philosophy of the librarians and faculty engaged in instruction; also the teaching faculty/librarian collaborations and interaction is robust. The Information Literacy (Institutional Learning) Objective was tested in Spring 2013 and the assessment report can be found at: <http://www.elcamino.edu/academics/slo/corecompassess.asp>

The library has also taken the lead on campus in advocating for some level of Information Literacy to be made a requirement. As a result of these efforts, Information Literacy was elected to be one of the college's core competencies in 2010/2011. In addition, Librarians also offer instruction via two one-unit classes "Introduction to Library Skills" and "Library Research Using the Internet" which have a section devoted to digital resources.

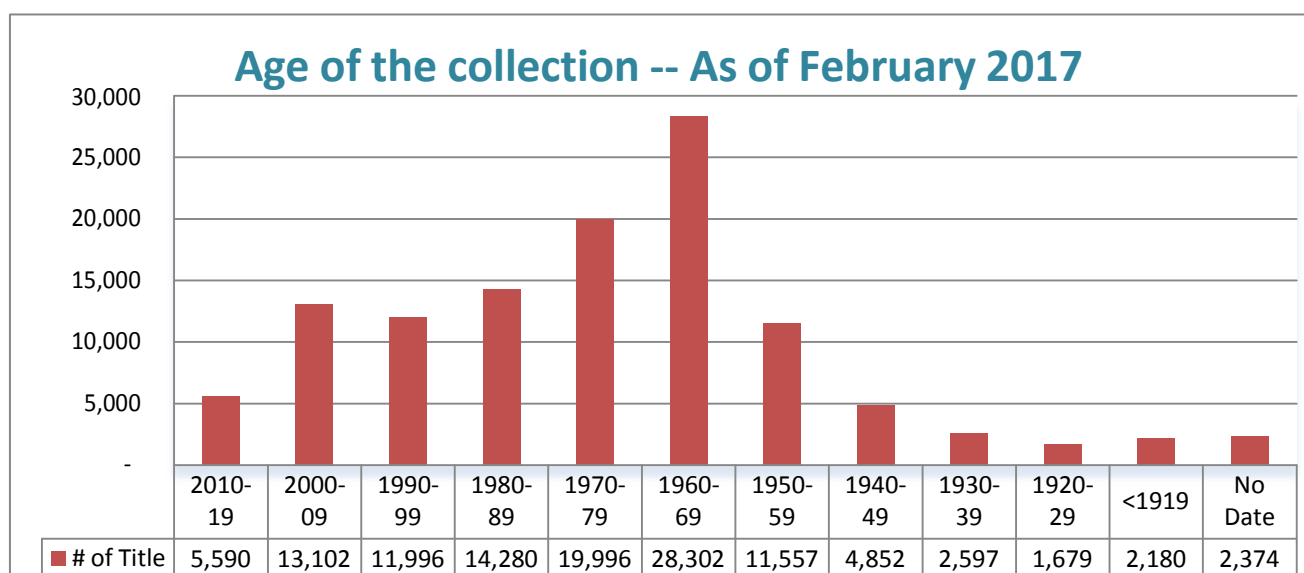
**Collection Development/Acquisitions** is responsible for coordinating the selection of new print (hard-copy) resources by faculty and librarians, for the purchase and receiving of new materials, and the discarding of outdated, worn, or mutilated materials. Collection development involves the identification,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

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

A major, ongoing responsibility of Collection Development services is that of weeding--the culling of irrelevant or out-of-date resources. After 2008, when a Collection Development Librarian was hired, the major task of weeding the collection began in an organized fashion.

This important activity has been hampered by the retirement of our Collection Development librarian in Spring 2016. In the Spring and Summer of 2016, the “Q” classification, representing many areas of the natural sciences, has been cleared of unwanted resources.

It is worthwhile to mention here that the part-time librarians are currently carrying out a significant part of the de-selection procedure. It is the intention of the library faculty to continue this important activity throughout the classification system, which should improve the “age of collection” ratio, especially as newly-published resources are purchased. The eventual replacement of our Acquisitions/Collection development Librarian will be important in supervising our continuing efforts in weeding our collections. Additional information is available in Appendix J, which illustrates the library’s recent “age of collection” ratios. The following is a summary of our current “age of collection” statistics, showing that continuing work needs to be done to “weed” books which are more than fifty years old:



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

**Systems Development/Cataloging** supports library collections and services by offering effective student-centered library systems, including the management and maintenance of the Library’s integrated library system (ILS) Sierra, the library webpages, and liaising with El Camino’s Information Technology Services, Academic Technology Committee and College Technology Committee on systems and network matters, and develop technology planning for the Library.

The Sierra ILS system consists of multiple modules: 1) The Online Public Access (OPAC) module which allows users to search for library materials, 2) the Acquisitions module for

materials purchasing management functions, 3) the Serials module for periodicals management functions, 4) the Cataloging module for collection management of a wide range of materials, 5) the Circulation module for materials lending functions. The services offered by the Systems department have a direct effect on the level of user satisfaction in locating needed information and materials within the library, or from library resources accessed remotely. The systems librarian manages the Integrated Library System (ILS) to ensure that all modules in the system function smoothly and properly.

The library webpages serve as the online library for users to search for books and other materials, access online resource subscriptions, as well as access a wide range of Division and useful user and research guides. The past year, 2015-16, has seen the successful implementation of our new Discovery system, which allows for federated searching of most databases and our ECC library catalog in one search using a widget on the library home page, which results in articles, book materials, e-books, media materials, and many other formats appearing on the results screen, thus allowing the user quicker access to nearly all available resources on results screens. Users can use filters to drill down to specific formats.

Systems Development also provides a monthly summary of statistical data, e.g., circulation counts and individual database usage, along with numerous other statistics used for assessing services and informing decision-making.

**Cataloging** services are responsible for the cataloging and physical processing (e.g. in-house binding and labeling) of print materials for the Library and adding this information to the library's online catalog. A librarian oversees the processes of this department and relies on the expertise of a paraprofessional for day to day activities. The staff maintains the integrity of the catalog by updating bibliographic information and holdings, and 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).

## **Music Library**

The **Music Library** is located in the Music building of the Fine Arts Division (MU 126) and provides many of the same services as the main Schauerman library, such as circulation, music reserves, specialized reference, and acquisitions, along with more specialized music, sound recording, and non-book cataloging. **Collections:** In addition to reference books about music, the facility includes titles of printed music, sound recordings in various formats, laser discs, DVDs, interactive multimedia, and reserve materials. **Services:** the staff (currently consisting of one full-time librarian, two full-time library media technicians and four part-time

evening/weekend certificated supervisors) oversees fifteen music practice rooms and the statistical record keeping for some music courses and their “positive attendance” labs, resulting in up to 60 transactions per hour for practice room management.

During the current academic year, staff has instituted a well-received online room reservations system for the lab students, utilizing the main library’s SpringShare/LibCal software, thus allowing students the flexibility to vary their practice room reservations on a weekly basis. The Music Library staff also provides classroom audio discs/tapes for students and maintains music for the band, orchestra, and choral organizations. The Music Library contains ca. 900 music-related books, 19,733 titles of printed music available for circulation, thousands of band and orchestra score/parts sets and choral multiple-copy sets available only to the faculty for classroom usage, as well as at least 6,000 sound recordings. The Music Library staff is investigating how best to dispose of obsolete formats in the collection, such as vinyl recordings, cassette tapes, and the laserdisc collection, some of which are no longer being used by faculty or students. The Music Library receives and honors a large number of nationwide Interlibrary loan requests, because of its very fine performance-related holdings.

The library accounts receive credits from its bibliographic utility, OCLC, Inc., when we cooperatively lend materials to others through Interlibrary loan programs. Online information about the Music Library is available at: [http://www.elcamino.edu/library/library\\_ser/musiclib.asp](http://www.elcamino.edu/library/library_ser/musiclib.asp)

**2. Describe the students served by the program. Source of data referenced.**

The library serves the entire, diverse ECC student population – day students, international, and evening students as well as distance education students; it also addresses the academic resources needs of faculty and staff on campus. Information on student demographics is available from reports compiled by ECC Institutional Research. The document is located at this web location: [http://www.elcamino.edu/administration/ir/docs/eccprofile/FactsAndFiguresFA2016\\_ECC.pdf](http://www.elcamino.edu/administration/ir/docs/eccprofile/FactsAndFiguresFA2016_ECC.pdf)

As of Fall semester 2016 the office of Institutional Research student data reveal a total of 24,000 students enrolled. Of these students, 6.1% indicated their intended educational goal was to earn a certificate or degree, 55.8% planned to transfer, and 22.1% stated to being undecided about their academic goal. Furthermore, 66.9% of our student population is considered part-time compared to 33.1% who are enrolled full-time.

In the previous Program Review for the Library, we had gate count figures numbering over one million entries per year into the building. However, the gate count mechanisms have become unreliable, and the librarians are looking for new and better solutions to maintain reliable statistics and estimates of building usage.

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



A recent report issued by the Association of College and Research Libraries (ACRL), "Documented Library Contributions to Student Learning and Success: Building Evidence with Team-Based Assessment in Action Campus Projects," shows compelling evidence for library contributions to student learning and success. The report focuses on dozens of projects conducted as part of the program *Assessment in Action: Academic Libraries and Student Success* (AiA) by teams that participated in the second year of the program, from April 2014 to June 2015. Synthesizing more than 60 individual project reports (fully searchable online) and using past findings from projects completed during the first year of the AiA program as context, the report identifies strong evidence of the positive contributions of academic libraries to student learning and success in four key areas:

1. ***Students benefit from library instruction in their initial coursework.*** Information literacy initiatives for freshmen and new students underscore that students receiving this instruction perform better in their courses than students who do not.
2. ***Library use increases student success.*** Students who use the library in some way (e.g., circulation, library instruction session attendance, online databases access, study room use, interlibrary loan) achieve higher levels of academic success (e.g., GPA, course grades, retention) than students who did not use the library.
3. ***Collaborative academic programs and services involving the library enhance student learning.*** Academic library partnerships with other campus units, such as the writing center, academic enrichment, and speech lab, yield positive benefits for students (e.g., higher grades, academic confidence, and retention).
4. ***Information literacy instruction strengthens general education outcomes.*** Libraries improve their institution's general education outcomes and demonstrate that information literacy contributes to inquiry-based and problem-solving learning, including critical thinking, ethical reasoning, global understanding, and civic engagement.

The three-year Assessment in Action program is helping over 200 postsecondary institutions of all types create partnerships at their institutions to promote library leadership and engagement in campus-wide assessment. Each participating institution establishes a team with a lead librarian and at least two colleagues from other campus units. Team members frequently include teaching faculty and administrators from such departments as the assessment office, institutional research, the writing center, academic technology, and student affairs. Over a 14-month period, the librarians lead their campus teams in the development and implementation of a project that aims to contribute to assessment activities at their institution.

"The findings about library impact in each of the four areas described above are particularly strong because they consistently point to the library as a positive influencing factor on students' academic success," said Karen Brown, who prepared the report and is a professor at Dominican University Graduate School of Library and Information Science. "This holds true across different

types of institutional settings and with variation in how each particular program or service is designed." We believe that ECC's Library fits well within the parameters described.

In addition, there is mounting evidence of positive library impact in five areas, although they have not been studied as extensively or findings may not be as consistently strong:

- Student retention improves with library instructional services.
- Library research consultation services boost student learning.
- Library instruction adds value to a student's long-term academic experience.
- The library promotes academic rapport and student engagement.
- Use of library space relates positively to student learning and success.

**4. *Description of program interaction with other on-campus programs or with off-campus entities?***

The following listing demonstrates the wide range of interactions that the Library maintains:

- Learning Resources Center
- Distance Education
- Bibliographic instruction for numerous instructors and class sections
- CSULB & CSUDH (cooperative agreements for circulation)
- California Community College Consortium (for library resources)
- Music Department (Music library/lab operation)
- Embedded Librarian program across several Divisions (Industry & Technology); Fine Arts; Behavioral and Social Sciences; Humanities)
- Campus safety workshops and trainings; etc.
- ECC Foundation (Textbook Fund, Friends of the Library fund)
- Public Relations (READ program, Art Exhibit promotionals)
- Special Resources Center (Adaptive Access Room, student tours)
- Professional Development department (New Faculty Learning Academic orientations, building space)
- Academic Senate (office and meeting space)
- Writing Center orientations
- Honors Transfer Program
- Interlibrary Loans (ILL) across the nation
- Local public libraries (maintaining communications and referrals)
- Reading Success Center (building space)
- ITS (computing support, Sierra patron load data, Colleague)
- Cashiers Office (library fines, calculator deposits)
- Bookstore (reserve textbook purchases)
- National Asian Pacific Center for Aging (NAPCA) (our senior volunteers)
- Better World Books (accepts our discarded books, sells them on the open-market with % of proceeds coming back to the library)
- Graduation Initiative (purchase of Math & English textbooks for reserves)
- Math Department (management of graphing calculator reserves)

- Admissions & Records (process requests for course catalog descriptions from other institutions or former students – old catalogs in Archive)
- Campus Archive support (fulfilled requests from the following offices: President, VPAA, Foundation, Public Relations, Athletics, Honors Transfer Program)
- Financial Aid Work/Study program (many students are employed in ECC libraries)
- Liaison Librarian program: librarians work with teaching faculty & students as assigned. Each assigned librarian may assist by:
  - contacting each Division Book Selection Committee about potential book orders for their area.
  - marketing Library Services and compiling ideas for potential new services for faculty and students.
  - gathering department assignments to share with Reference desk librarians to better help our students.
  - soliciting ideas for potential workshops to help students and faculty with information literacy and research.
  - suggesting your students make an appointment with the Division liaison for in-depth help with assignments.
  - developing bibliographies/webliographies/libguides for faculty on assignment topics.
  - referring you to the correct individual(s) for assistance in a particular area/service of the library.
  - informing you of new books, journals, databases we may have acquired in your field of study.
  - attending a few Division meetings to hear what is trending in each division.

**2016-2017 Liaison Librarians**

Behavioral & Social Science	Mary McMillan
Business & Law	Gary Medina
Fine Arts	Donald Brown
Health Sciences & Athletics and Nursing	Analu Josephides
Humanities	Claudia Striepe
Industry & Technology	Noreth Men
Mathematics	Claudia Striepe
Natural Science	Donald Brown

**5. Listing of notable achievements that have occurred since the last Program Review.**

**6. Listing of prior Program Review recommendations not implemented and its impact on the program and students?**

The previous Program Review, completed in 2013, included recommendations in areas within the LLR Division (e.g. Learning Resource Center, Distance Education) that will receive their own Program Review treatment in this cycle. We will discuss here only Recommendations from 2013 that are directly related to Library operations.

**2013 Recommendation #5:** Institutionalize regular budgetary increases for resource purchases; these increases would assist in the systematic updating of book, media, database, and instructional software resources.

**Status:** While the Library has received supplemental funds, increases in funding remain precarious year to year, thus diminishing the ability to fund longer-term projects and maintain current levels of e-Resources/subscriptions due to inflationary realities.

**2013 Recommendation #9:** Request an ongoing budget line item for new technologies to be used by staff for instruction.

**Status:** No funding for staff iPad(s) for roaming or classroom services to students. These devices would allow for roaming assistance within the library or elsewhere.

**2013 Recommendation #10:** Coordinate with the El Camino College Police Department to have more security personnel placed in the library facilities.

**Status:** Not accomplished. Students and staff need to be made more safe.

**2013 Recommendation #11:** Request ongoing staffing budget for digitization projects.

**Status:** Not accomplished: Digitization will promote digital formatting of selected library materials, eliminate many physical storage issues, and provide users with convenient remote access, thus allowing greater access.

**2013 Recommendation #14:** Investigate ways to provide more facilities for students to engage in collaborative learning within the library through physical reconfiguration of space.

**Status:** The students are clamoring for more varied study spaces and environments, as evidenced in our student surveys and student focus groups, as evidenced in student focus groups.

## **Program Environment**

***1. Description of program environment, including the program's location and resources to provide the required programs and services to staff and students.***

In the most recent graduate survey, the Library received more commendations than any other service unit on the campus. Students find the library to be a welcoming and safe environment where they can find friendly assistance, resources, and study space to support their academic success. However, the Library faces numerous challenges in staffing, securing, and upgrading an aging facility that was originally built as a bomb shelter. The facility lacks the adequate infrastructure to support technological upgrades and collaborative spaces needed by 21<sup>st</sup> century students.

In addition, it is vital to mention the impact of recent and planned retirements on the Library's services. In the past year, four of seven FT librarians have retired. In order to recruit and retain the influx of "next generation" librarians, the administration needs to commit funding and support for innovations that will enable the library to bring its systems and services into the 21<sup>st</sup> century. Moreover, there is a serious loss of institutional/cultural memory; there is required training and mentoring, and reduction in tenured, FT staffing and campus-wide committee participation needs, etc.

***2. Description of personnel assigned to the program. Inclusion of organizational chart.***

In addition to the Director (who also oversees Learning Resources, Distance Education) and the 6 FTE Faculty Librarians, the Library and Learning Resources departments share a common group of classified support personnel: the Library Media Technician (LMT) series. The three FT LMTs serving in the Learning Resources department are not considered part of the Library but they are charged to the Library budget.

This is the first time in many years the Library has been fully staffed – for years, many classified positions were left unfilled. The Library is able to provide such outstanding service because of the quality of staff that have been hired, and the cooperative nature between departments and units in the Division. For example, Library staff will assist Learning Resources during the evenings and weekends to ensure coverage and appropriate procedures are followed during closing to ensure the safety and security of the students and the facility.

The Library would not be able to maintain its current level of services without the support of casual staff who are able to provide additional coverage so staff can participate in campus wide events and trainings, and cover sick, vacation, jury duty, and committee meetings.

Library personnel currently include:

**Administration:**

Director (also oversees Learning Resources, Distance Education & Media Services)

**Faculty:**

6 FT Librarians (+ 1 FT Vacancy)

1.5 FTE PT Adjunct Librarians

**Public Access Services** (Circulation Desk, Periodicals/Reserves & Copy Center):

1 FT LMT IV (supervises & trains 30 + student workers)

1 FT LMT III (daytime front desk) -- Interlibrary loan duties

1 FT LMT II (evening – all services) – Periodicals desk

1 FT LMT I (daytime staff) – missing book searches, supplies

1 FT LMT 1 (evening staff) – overdue notifications & billings

4 Casual Staff

**Technical Services:**

1 FT LMT IV (cataloging)

1 FT LMT III (book ordering & processing)

**Music Library:**

1 FT LMT III (materials processing)

1 FT LMT II (front desk)

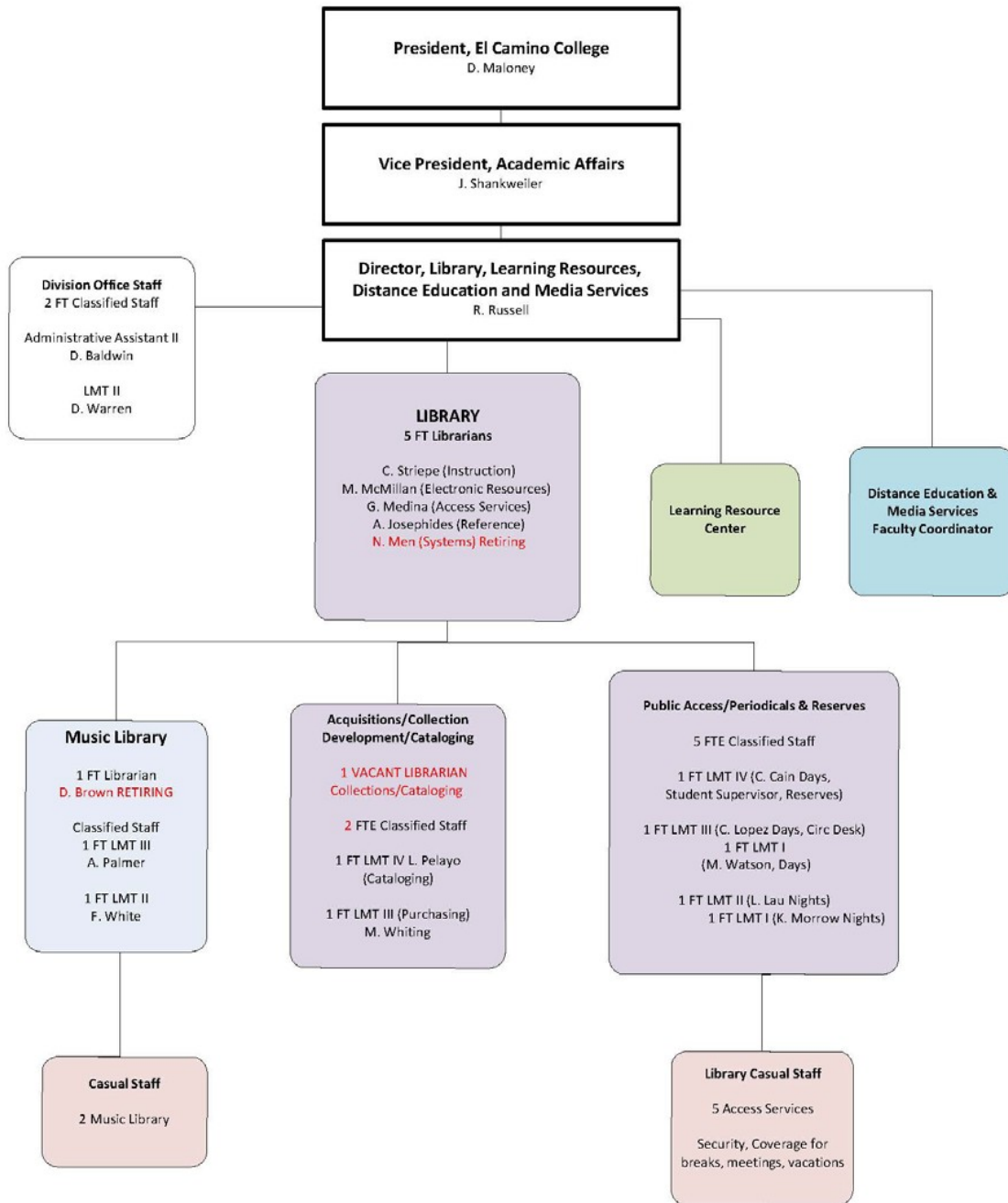
2 Casual Staff

**Division Support:** (supports three program areas in the LLR)

1 Administrative Assistant II

1 LMT II (payroll and order processing for all units)

## Library Learning Resources Organizational Chart – May 22, 2017



### ***3. Description of personnel needs for the next four years.***

At the end of the 2015-2016 academic year, both the Electronic Resources and Collection Development Librarians retired. However, at the end of the year, the Reference librarian unexpectedly resigned to take a position closer to home. The Library was granted permission and successfully filled two of the three positions in an emergency hiring during the Summer.

In June 2017, the Systems Librarian is retiring so that position was prioritized for hiring leaving the Collection Development position unfilled for a second year. The Music Librarian, who has been overseeing the Music Library since 1992, is also retiring in June 2017. With the pending retirements of both the Music and Systems Librarians, the Library must be allowed to restore its additional positions to meet Title V faculty requirements for oversight of the Library. Per Association of College and Research Library (ACRL) standards, the number of FT Librarians supporting ECC's 18,000+ FTES students should be closer to 11 FTE. As a preventative measure, six adjunct librarians were hired in Spring 2017 to provide additional faculty oversight should the Systems Librarian search be unsuccessful, and the number of FT Librarians drops to four for the 2017-18 academic year.

Not having a FT Collection Development Librarian has seriously hampered the Library's ability to weed and reflow the print collection, and has placed an extra burden on the remaining Librarians who have split the responsibilities of keeping the collection current while providing limited guidance to the technical staff processing and cataloging library materials. The new PT librarians have been a tremendous help with weeding and reflowing the collection.

The Library's classified staff are one of the most highly rated and commended service units on the campus. While the number of classified staff in the library appears to be robust compared to other colleges, the size and layout of the facility present numerous security challenges, especially in the evenings and on weekends. The Library is highly dependent on an additional 2 FTE casual workers and 6.2 FTE student workers on a regular basis to help staff meet these challenges. A reduction in Library staff would seriously and negatively impact the quality and hours of library services.

Additionally, not having a classified supervisor overseeing the day-to-day operations and scheduling of all the classified staff, casual and student workers is detrimental to the academic mission of the library. Historically, the Access Services Librarians have been performing this function. With the reduction in the number of FT Librarians, the need for creating a FT LMT Supervisor position is critical to support the Librarians in the efficient operation of the Library.



#### ***4. Description of program facilities needs for the next four years.***

The Library has two locations, the main Schauerman Library, and a Music Library located in the Fine Arts building. As one of the oldest buildings on campus, the Library was included in the latest local college Bond Measure and is scheduled for an estimated \$30M renovation.

The current building layout is not student-centered, and poses major staffing and security challenges. The walls and basements were built as a bomb shelter, so technological upgrades such as Wifi do not penetrate through many areas of the building. There is a serious need for charging station outlets for students' computers and devices. Stairwells leading into the basements are not well-maintained, and are not ADA compliant, hindering students, faculty, and staff in wheelchairs from using services, and posing risks during emergencies. In Fall 2016, the Library was broken into and the ATM was robbed, prompting removal of the ATM from the building. The older elevators are of particular concern and they are often out of service for lengthy periods of time because the antiquated motor parts are difficult to locate. Most recently, a plumbing problem caused a major back flow of sewage into the Division Office and leaked into the basement damaging A/V equipment and disrupting services for several weeks.

Facilities for the Music Library are much older than those for Schauerman Library. Planning for a new Music building is in the early stages, and hopes are high that the Music Library and its many functions can be made more efficient with new facilities. Wi-fi is not even available to students in the current facility—a major drawback—and new wiring for internet connectivity is difficult and expensive. Currently, practice room facilities are not sound-proof and room access is antiquated, using keys rather than electric locking systems. Many features need to be upgraded using new technologies.

The current ECC facilities director had recommended that an architect/design consultant be hired to provide a plan to incrementally modernize and integrate newer 21<sup>st</sup> century technologies into the library and learning resource service areas, making it more student centered, addressing security challenges inherent in the current layout, and to maximize space usage in the building. Rooms and layouts are not conducive to current students' needs in research and study. Students are clamoring for a greater mix of group study spaces, as well as upgraded independent study spaces.

See Appendix L for results of a 2016 Student Focus Group conducted to gather student feedback related to the library facilities.

#### ***5. Description of program equipment needs for the next four years.***

As the Library is incrementally renovated, existing and outdated systems and infrastructure will need to be renovated and upgraded. The following is just an abbreviated list of some of the more pressing items:

- Wi-fi
- Charging stations for students
- Upgrading Library instruction classrooms and computer labs
- Purchasing compact shelving and new perimeter shelving to open up space
- modular furniture for collaborative, flexible spaces
- security systems
- new ADA compliant service counters
- Classroom equipment/rewiring
- Portable tablets for reference librarians
- Flooring and railings in selected parts of buildings

**6. *Description of program hours of operation and explanation if hours of operation meet the needs of staff and students.***

The Schauerman Library is open Monday – Thursday from 8:00 am to 9:00 pm; Friday 8:00 am to 4:30 pm; Saturday from 9:30 am to 2:30 pm, totaling 65.5 hours per week. Hours are abridged during winter and summer sessions. During library hours, students may access the electronic materials and resources via the computers in the reference area and other computer labs in the building. Staff and faculty can access library materials from the ECC website. Electronic resources are now available 24/7 -- an improvement since the last program review.

The Music Library hours of operation are very similar to those of the Schauerman Library, currently open 64.5 hours/week during regularly scheduled semesters: Monday – Thursday from 8:00 am to 9:00 pm; Friday 8:00 am to 4:30 pm; Saturday from 9:00 am to 1:00 pm. Hours are often reduced during extra terms to primarily serve classes being offered in the Music Dept. (e.g. Winter Term 2017: M-F 8 – 2 pm (all music classes were offered during morning hours).

According to student survey results, library hours of operation were rated as excellent or good by 96% of respondents who expressed an opinion.

**7. *Description of external factors that affect the program. Explanation of how the program addresses the external factors.***

- Proposed statewide integrated library system – Participation in initiative & selection of system – hire Systems Librarian to participate
- Immigration laws and California Dreamers – Supporting students by creating welcoming space and training faculty and staff how to be supportive and refer students to support services
- Rapid changes in technology – Need to address challenges to stay current, cost, training – working cooperatively with other divisions, colleges, and community to develop collaborative projects, attract grants and partnerships; design, develop, adapt and

maintain physical spaces to support students engaged in collaborative and connected learning

- a. Digital Literacy – Develop student-centered programs and instruction to support information fluency and digital literacy
- b. OER – continue to develop efficiencies and participate in initiatives to reduce the cost of scholarly materials and increase access to free or reduced cost materials
- c. Annual cost increases for printed materials and e-Resources that are not covered by increases in our operating budget
- d. Association of College and Research Libraries standards should become our framework
- e. Changes in scholarly communications/publishing create challenges

## Service Area Outcomes (SAOs)

### *1. Listing of program's SAOs.*

In 2015 B. Klier (then Associate Dean, Academic Affairs) suggested the Unit not have a Program SAO, but rather focus on team SAOs. Thus it was agreed that the primary objective for the LLR is *that students should demonstrate awareness and knowledge of, and satisfaction with, the resources and services available from the various LLR departments, and be aware of the value of the LLR to their academic careers*; this objective will be articulated via the three team SAOs and assessed and measured accordingly, in addition using data from three “joint” LLR projects – **the assessment of general satisfaction** (assessed via a survey every second Fall semester), and **web page improvements/updates/additions** done on an as-needed basis and measured via usage statistics, and **emergency response planning** (training, safety meetings, plans, signage) to be reviewed annually to ensure patron safety in the LLR.

Due to staff attrition, the LLR now has three teams. The three teams and their basic SAOs are as follows:

### **Research and Instruction Team**

The instruction and research team service area would be **striving to instill abilities to** use the resources and collections, to interpret results, to identify tools/collections/resources best suited to the assignment need, understand citation methods and copyright implications.

*SAO: Students and other patrons will demonstrate information competency and critical thinking skills through their ability to effectively acquire, interpret, critically evaluate and use information and library resources/collections for research, with some understanding of associated ethical and legal implications.*

### **Public Services Team**

The LLR Public Services desks, including Library Circulation, Periodicals/Reserves, Learning

Resources Center and the Music Library.

The team will assess patron: 1) awareness, 2) satisfaction, 3) usage, 4) value (how they believe library/LLR benefits them)...and hopefully they will extend that value to all libraries (public, etc) after they leave ECC.

*SAO: Students and faculty will demonstrate awareness of, and satisfaction with, the range of services and resources available; will utilize services and collections to support course assignments and develop information competencies; will recognize the value of services and resources in the development of their academic and personal success.*

### **Academic Support Team**

*SAO: Students will demonstrate awareness and knowledge of, and satisfaction with, academic support resources and services*

Measurements and assessments are based on team area functions, projects, and objectives, plus some joint LLR surveys and activities. Some SAOs entered into TracDat.

In Fall 2015, Acting Director proposed that the program objective could be enlarged to be more inclusive of trends and college initiatives, as follows “students should demonstrate awareness and knowledge of, and satisfaction with, the resources and services available from the various LLR departments, and be aware of the value of the LLR to their academic careers; and the LLR services will show adaptability to serve the information needs of all student groups as defined by enrollment analysis and SSSP and SEP plans.”

### ***2. Description of how SAOs were developed and who was engaged in the discussion.***

The teams, comprised of librarians and interested classified staff/library technicians meet periodically to discuss the SAOs and conduct assessments. Library Learning Resources has had a long history with the SLO/SAO process, but has had a lot of staff attrition due to resignations and retirements and so the make-up and leadership of the teams has shifted over time. All LLR staff are welcome to join a team and add to the collaboration to realize the aims of the SAOs. The staff involved in each service area are encouraged to participate in the SAO efforts by helping create an assessment tool, and helping to administer and assess the results.

### ***3. Description of how SAOS were assessed and who engaged in the discussion.***

We present the following chart/matrix of assessment of the library’s SAOs.

**LIBRARY AND LEARNING RESOURCES UNIT 2015 -**

See TracDat for detailed assessment and analysis

<b>Program: Learning Resources (Academic Support Services area)</b>						
Institutional Learning Objectives		Critical Thinking	Community & Personal Development		Communication	Information Literacy
Program Rating		4	3		2	4
(Service Areas not required to align with ILOs)						
<b>Student Service Objectives</b>				Dates	Assessment Instruments & Methods Examples	Data & Analysis Format
<b>Collaborative SSOs/Projects</b> Student satisfaction Surveys LLRU web page updates Safety and Maintenance projects				Alt. Spring As Needed As Needed		
<b><u>Academic Support</u></b>  <i>SSO: Students will demonstrate awareness, Knowledge, and utilization of, and satisfaction with, academic support resources and services.</i>						
<b><u>Instruction &amp; Research</u></b> <i>SSO: Students and other patrons will demonstrate information competency and critical thinking skills through their ability to effectively acquire, interpret, critically evaluate and use information and library resources/collections for research, with some understanding of associated ethical and legal implications.</i> The instruction and research team service area will strive to <b>instill abilities</b> to use the resources and collections, to interpret results, to identify tools/collections/resources best suited to the assignment need, understand citation methods and copyright implications.					Videos and attached quiz  Embedded Librarian project and exercises/pre-post tests, surveys	
<b><u>Public Services</u></b>  <i>SSO: Students and faculty will demonstrate awareness of, and satisfaction with, the range of services and resources available; will utilize services and collections to support course assignments and develop information competencies; will recognize the value of services and resources in the development of their academic and personal success.</i> The Public Services team will strive to assess patron: 1) awareness, 2) satisfaction, 3) collections usage, 4) value (how they believe library/LLR benefits them during their ECC career.					Usage statistics  Satisfaction surveys  Focus group	

#### ***4. Discussion of SAO assessment results, especially if they were not anticipated?***

If SAO assessments show disappointing results, the team meets to see what, if any, improvements can be made to the services in question that will aid in students being more aware of the services available to them that will result in better student success. If the unsatisfactory result was deemed to be the result of a poorly worded or otherwise unclear survey or class question the teaching methodologies or survey questions can be reframed.

#### ***5. Description of where SAO assessment results are shared with staff, students, and the public.***

The results are shared via librarians' meetings and minutes, Division meetings, minutes and reports, TracDat, and the library website.

#### ***6. Discussion on SAO assessment results that indicate the need to change or modify components of the program.***

Assessments have indicated areas for improvement. Some changes have been discussed and implemented. For instance, based on feedback from the student survey, efforts are underway to increase student satisfaction and minimize confusion, by designing and posting additional signage in various areas around the building. Feedback from minute papers given to the embedded librarian classes showed several areas of student information literacy and current and future embedded librarian classes make sure to give these areas special emphasis. Recently, in an effort to work collaboratively with other college areas, representatives from the Library and Learning Resources Center were invited to speak to the EOP&S, CARE/CALWORKS team, Writing Center team, and New Faculty Learning Academy, among others, about the services of the Library Learning Resources so that these ECC staff can advise students on where to go for help. We feel this aids in our core program SAO initiative of helping all student groups and staff of ECC build awareness and knowledge of our services and resources.

### **Program Improvement**

#### ***1. Description of program activities aimed at improving services to students?***

The Embedded Librarian project will expand in Spring 2017, as additional class sections in Humanities are added. We are also hoping to expand the program to other Divisions, and are liaising with faculty from the Behavioral & Social Science Division.

## **2. Description of how program personnel have utilized metrics from the last four years to improve program services?**

Where possible, the Library makes strong attempts to collect concrete evidence of its effective service to students in their learning endeavors. As an example of our collection of evidence, we present here some specific comments recorded from a sample embedded librarian session as evidence of our helping students succeed.

### **Embedded Librarian – Research Process Learning Reflection Responses English 1A Fall 2016**

**Question 1:** Please list three things you learned from the library workshops presented in this class about information and the research process. (Anything surprising? A new search strategy or tool/resource that you didn't know about before?)

- *Three things I learned from the library workshops are where to get resources from the library, what websites are or aren't okay to use, and how to more accurately search for information online.*
- *Advanced researching on Google (searching .edu, .gov – base on keywords); being able to identify what sources are reliable; the way to use the ECC databases*
- *There are so many resources provided by the library, not just books! Google is great if used correctly! There is a hidden web, under the surface.*
- *Narrow search by .edu, .org. etc; how Google works; how to search on databases*
- *More efficient ways of finding information; a better understanding of our college library and how helpful it can be; an overall better understanding of how to research certain topics or interests*
- *How important key search words are when looking for content; how to use Google search more effectively; how to search the library database*
- *How to search for scholarly articles through library search; keywords to use when searching; advanced search on Google*
- *The library has resources they've paid for that I can use so I don't have to pay. Google can be used to search academic articles/scholarly sites. Library resources are available online and have a better turn up of sources than Google.*
- *How to use ECC databases; Google Scholar; Reference desk; how to navigate ECC library*
- *The three things I learned were that El Camino offers subscriptions without me having to pay, an online search engine for El Camino books, and that a Google Scholar search engine existed.*
- *Library database search tools; book search tool on library website; how to use advanced search tool on Google*
- *I learned how to search reputable sources instead of sketchy websites. El Camino has many website databases. Also, .edu, .gov, or .org are some reputable sources I will use for my research paper.*
- *I learned how to properly use Google as a search tool; I learned how to navigate through the El Camino Library databases; I learned how to choose credible useful*

- websites.
- *Scholarly Google; ECC Library databases; the different types of databases*
  - *Not all articles can be looked at/downloaded for free; using the advanced search tool for Google or other search browsers can really help narrow down specific options; sites that say .edu should be looked at with caution due to student papers online too.*
  - *How to use Google correctly; that I can access free articles through El Camino; that some sources can seem credible, but are very biased.*
  - *How to filter through Google; how to decide which source is credible; how to use the library online*
  - *I learned about what tools I could use provided by El Camino, services including EBSCOhost. I learned to use Google Scholar. I also learned that some info may be biased on websites.*
  - *Films on Demand resource; new things about how Google works; navigation through library resources*
  - *How to use the library research tools; Google Scholar*
  - *I learned about Google Scholar, the library provides ebooks and other online sources, and how to use the advanced search on Google.*
  - *Use key terms to search; look beyond the first two pages on Google for info; how to access certain websites*
  - *Google has a Google Scholar; how to use the library's database; how to go through Google more effectively*
  - *Learned how to use library resources; how to use Google better; that we can have one-on-one help*
  - *Library has a large amount of databases; how to enhance my searches; how to access the "deep web"*
  - *ECC search tools have a massive amount of information; Google's minute attention to detail in searches; ease of access to ECC search directories*
  - *The library pays for many online articles which can be accessed by students. By narrowing search terms with more specific keywords one is more likely to access that website. The web prioritized websites which may conceal others.*
  - *I learned that El Camino has a special library search tool, that Google has lots of sketchy websites and to narrow down results to find what I need.*
  - *Google Scholar and advanced searching; library databases pays for articles; using quotes when searching phrases*

**Question 2:** Please list two specific strategies you used/will use while conducting your research for this assignment?

- *Two strategies I've found useful was the iWitness website for online Holocaust testimonies and correctly citing sources.*
- *Brainstorm my top; put in the right keywords*
- *Use better keywords to get better search results. Use scholarly websites.*
- *Narrowing search; keywords to allow effective information*
- *I used the school website; used "key" terms*
- *I used the OneSearch tool to find sources in the ECC Library databases; I was careful to use good keywords*



- *Using the strategies to determine reliability of a source; searching effectively on Google*
- *Wikipedia can be used as a “first step” and has many external links that can help with my topic. Searching keywords on search domains and filtering results.*
- *Keyword search; Google Scholar*
- *The two things I will use will be the Google Scholar as well as looking on the library database online.*
- *Library databases to find books & articles; how to narrow down my search results for things that will actually help me*
- *Google advanced search and filtering the millions of Google search results online.*
- *One strategy I used was beginning with El Camino’s free library database. Another strategy I used was changing my Google search to Google Scholar.*
- *Knowing what keywords to use; picking the right database for your research*
- *Haven’t done any research so far.*
- *Use Google advanced search; use El Camino’s databases advanced search*
- *Databases on El Camino’s website; Google Scholar*
- *Using the right keywords and synonyms of keywords in databases helps a ton. Filtering what websites show up on Google with the advanced search tab.*
- *I used Films on Demand to find a movie about my research topic. I am looking currently through the scholarly journal database.*
- *Advanced search on Google; filtering in the library’s resources*
- *Google Scholar and library ebooks*
- *Using key terms; look at specific websites to see if they are informational or not*
- *Filtering*
- *Google specific searches and credibility verification*
- *I have used the library’s resources to find books on my topic. I have used iWitness.org to look for accounts of my topic.*
- *ECC search tools; Google Scholar*
- *I used the library’s databases; I was able to find more specific articles*
- *Google Scholar; El Camino’s library search tools*
- *Using quotes; online books*

**Question 3:** Please list one way in which your understanding about the modern information landscape or research has changed by participating in the embedded librarian workshops.

- *One thing that’s changed is the use of written sources and how to properly locate and use them*
- *Resources are not just based on the book*
- *There is a lot of info out there! You just have to search it more efficiently.*
- *How to search by using databases*
- *I now know that not all information is reliable*
- *I have become more aware of how to find scholarly sources.*
- *I learned how to explore the web more deeply and in a scholarly manner*
- *I’m less intimidated by library resources and understand how many search engines are similar (even the scholarly ones).*
- *There are many other ways to find sources than just doing a simple Google search.*
- *One thing I learned was how to specifically search for topics on Google.*

- *You have to type certain phrases in the search bar to get what you want.*
- *More useful information comes on Google if you improve how you search.*
- *One way in which my understanding about the modern information research has changed is that I now know that there is much more useful information beyond the first few pages on Google.*
- *Learning about the different databases and how they give different information.*
- *Researching has become easier and more effective.*
- *I can now research topics more effectively.*
- *I understand now why on Google some articles come up before others.*
- *I learned to not trust everything I read online, even if the source is a .edu website. It's not always unbiased.*
- *My understanding has changed by learning effective methods to make the Internet work for me and get me the information I need.*
- *There are many ways to filter my search to see the things I'm looking for.*
- *There are many useful sites that don't get shown on the first two pages of results on Google.*
- *It helps me focus on certain keywords to find important information on my subject.*
- *Even sites that "seem" credible may not be*
- *I see that there is much more than what Google gives you on the surface.*
- *I have gained a better understanding of credible, scholarly websites and articles.*
- *The actual amount of useful information is massive and is often covered by Google's algorithms*
- *The Internet is more vast than I expected.*
- *That there is a hidden web.*
- *Look past the first couple of pages when searching*

**3. *Explanation of patterns in student success, retention, persistence, graduations, and transfer as they relate to student characteristics and program objectives including planned responses or changes.***

The programs of the ECC libraries have a positive effect on student success, retention, persistence, graduations, and transfer. Feedback from alumni often provides positive evidence of the contributions the librarians and staff have made to our students. All of our student-centered decision-making in the LLR is designed to improve access and education to the entire campus community on a continuing basis.

## **Customer Service**

**1. *Explanation of how the survey was conducted? Inclusion of survey to the appendix.***

For this section, data was collected and reviewed from a customer service assessment conducted in the Fall semester of 2015, as well as two student focus group sessions, with smaller groups of students, conducted in the Fall of 2016. The 2015 survey was a satisfaction survey of students and staff, and other users.

Our use of student Focus Groups fulfills a recommendation from our 2013 Program Review expressing the desire to begin using student focus groups as part of the library's data collection. Our 2016 Focus Groups were student users of library services specifically. The 2015 Survey questionnaire and data is presented in Appendix K; the Focus Group notes and comments are presented in Appendix L.

The 2015 Customer Service survey was for the entire Division, before a decision was made that the Library's 2017 Program Review would be separately prepared and only include an assessment of Library services; therefore, this analysis includea results that contain some information about other services (i.e., overall satisfaction ratings) within the Library/Learning Resources Division.

## *2. Explanation of major findings of the customer service survey [and focus groups].*

- **About 80% of our respondents are students;** virtually all of the remaining users are faculty and staff, along with a few community members.
- **65% of users** access the internet through Wi-fi in the library **daily or weekly.**
- **23% of these Wi-fi users are dissatisfied** with their Wi-fi experience.
- **Similar percentages of students come to the library to study in a group setting (33%) as to borrow a textbook, but most students would like more group study options.**
- Most students still **come to the library to study individually,** however.
- **There is a high level of satisfaction with the Library's hours of operation.** Of those who answered the question, more than **95% felt the hours of operation were excellent or good.**
- **More than half** of users come to the library to **check out a book**
- **A high majority (about 80%)** of users are willing to **use a book in electronic format (eBook).**
- **Many students wish** the library to have more engaging features, such as **a café,** adjacent to group study areas, plus more flexible group study spaces.
- **Many students would like the library to update, remodel, and have cleaner facilities.**
- **75% of respondents are aware of the Division's SAO**—that students will demonstrate awareness and knowledge of the range of resources and services available throughout the various LLR areas.
- **94% of respondents** expressed that **staff helpfulness** levels were **excellent or good.**

## *3. Description of exemplary services that should be expanded or shared with other programs.*

- Embedded Librarian program
- General distance education accessibility

- The Music Library is an effective learning community for music students, and this model could be functionally expanded collaboratively to other disciplines.
- Bibliographic Instruction/Reference/Information Literacy programs should be more widely shared and utilized by disciplines across the campus

**4. *Description of the program's services that need improvement including how the program will carry out the improvements.***

- Wifi services are still inadequate in the library building and Fine Arts (Music Library)
- Student charging stations for devices
- More flexible group study spaces
- Planning for the modification/upgrading of group study options
- More printing options
- More reliable textbook and e-Resource funding
- More reliable and increasing book purchase funding
- New, in-house digitization services
- It takes an army of casual staff and student workers to cover the facility due to its current size and configuration. More funding needed.
- Increased use of Library/Information Literacy instruction
- More reference options (e.g. chat)
- Increase collaboration with online faculty
- Upgrading of art display area of library lobby

## **Conclusions and Recommendations**

**1. *Summarization of program's strengths.***

- The Library is one of the most highly rated service areas on the campus. The faculty and staff are eager to assist students and are highly involved in the campus community.
- It is one of the larger facilities on the campus. It offers great potential for redesign as an exceptional 21<sup>st</sup> century facility.
- The Library is scheduled to be renovated as part of the Bond.
- New faculty and staff are bringing innovative ideas and approaches for helping to transform the Library into a more fully integrated 21<sup>st</sup> century academic support center.
- The Library and Librarians are highly collaborative with other faculty and entities across the campus
- The Music Library provides an excellent model as a learning community
- The Library has improved searching capabilities through implementation of its Discovery system
- The Library continues to expand its online & digital resources, even though funding is not correspondingly increased.
- High level of librarians involvement on campus-wide committees
- Strong relationships with faculty in a wide range of disciplines
- Bibliographic instruction/Reference services are outstanding
- Robust digital collections supporting face to face and online learning

## **2. *Summarization of program's areas needing improvement.***

- The facility and infrastructure need to be upgraded to better serve the needs of 21<sup>st</sup> century students.
- Several faculty in the LLR will be retiring in the next year.
- The changing socio-economics in the community require a level of security that the facility doesn't currently have.
- The facility is vulnerable and needs better security. The ATM was robbed, certain doors don't have active fire alarms.
- Information literacy instruction is not provided for all students.
- Serious need for replacement of our Collection Development/Acquisitions librarian.
- Wifi connectivity is not consistent and reliable
- Student charging stations/outlets for devices
- More flexible group study spaces
- Planning for a possible library café in expansion of group study options
- More convenient and dependable printing options
- More reliable textbook funding
- More reliable and increasing book purchase funding
- In-house digitization services
- Library's policies and procedures need updating

## **3. *Listing of program's recommendations in a prioritized manner.***

### **Prioritized Recommendations:**

**NOTE:** The librarians, staff, and Director have chosen to organize our program review recommendations in accordance with TracDat funding categories, where specified overall budgeting categories are utilized. Let it also be noted that each of these recommendations is well-supported within the narrative of this document.

### **STAFFING:**

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

**Recommendation #2:** Our operations require a supervisor of classified staff (New position)

**Recommendation #3:** The Library needs to have an Archivist/digitization specialist on staff (carryover from 2013 PR)

**Recommendation #4:** The Library needs police personnel stationed within library for safety (carryover from 2013 PR)

## **FACILITIES:**

**Recommendation #1:** All student areas need electrical outlets or charging stations throughout building

**Recommendation #2:** New carpeting, paint, furniture and ceiling tiles throughout the building

**Recommendation #3:** Expansion/remodeling of LIB 102 & 103 (classroom) upgrade for bibliographic instruction

**Recommendation #4:** Repurposing of current Microfilm room

**Recommendation #5:** Hire professional consultant for most effective Library building space redesign

**Recommendation #6:** Reconfiguration/remodeling of all service desk/counters

**Recommendation #7:** Upgrading of student group study areas (carryover from 2013 PR)

**Recommendation #8:** Upgrading of Library lobby art gallery spaces

**Recommendation #9:** Improving accessibility for ADA compliance throughout the Library

**Recommendation #10:** Install a system of security cameras

**Recommendation #11:** Repurposing of Ella Rose Madden Room

**Recommendation #12:** North Reading Room/patio reconfiguration/repurposing for flexible group study reconfiguration or creation of possible student café

**Recommendation #13:** Reconfiguration of shelving within library

**Recommendation #14:** Replacement of library security system/gates

## **FURNITURE:**

**Recommendation #1:** New furniture in LIB 102

**Recommendation #2:** Reference desk remodel/reconfiguration

**Recommendation #3:** New/reconfigured lighting in stacks

## **HARDWARE:**

**Recommendation #1:** New laptops in LIB 102 (bibliographic instruction classroom)

**Recommendation #2:** Replacement computers in reference room area

## **INSTRUCTIONAL EQUIPMENT:**

**Recommendation:** Improved ongoing monitoring and evaluation of printing services

## **OTHER:**

**Recommendation #1:** Institutionalize funds into the college's operating budget for electronic resources to support the expanding online educational offerings, with appropriate annual increases

**Recommendation #2:** Institutionalize full book funding into the college's operating budget, with appropriate annual increases (carryover from 2013 PR)

**Recommendation #3:** Develop more secure/predictable textbook funding methods, such as lottery money designation or designated/formulaic or Associated Students funding streams (carryover from 2013 PR)

**Recommendation #4:** 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

**Recommendation #5:** Create a Library Technology Plan

**Recommendation #6:** Develop new signage within the library

**Recommendation #7:** SAO Assessment -- organizational revisions

**Recommendation #8:** Ongoing assessment of website effectiveness

**Recommendation #9:** Update policies and procedures on a regular cycle

**Recommendation #10:** Library will establish a new "Library Student Achievement Award"

*4. Please indicate whether the program should be continued or discontinued.*

## **CONTINUE PROGRAM**