

Appendix A

ECC Library Program Review

2017

Public Access Services Statistics

Including Circulation of materials, Interlibrary Loans,
and Group Study Rooms

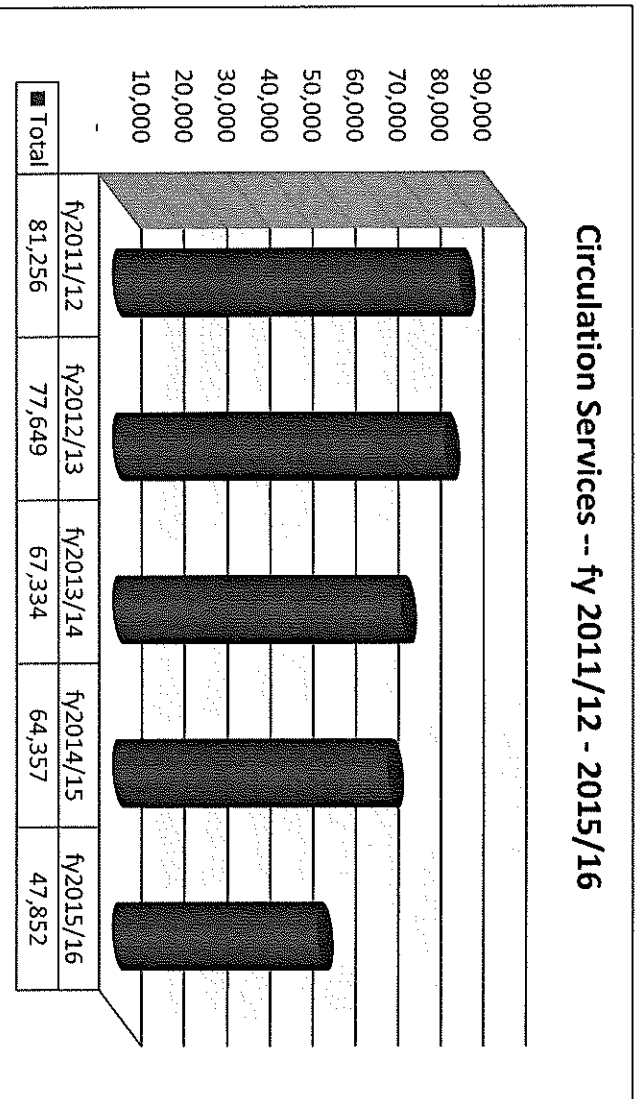
2011/12-2015/16

Circulation Services Statistics – fy 2011/12 – 2015/16

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Circulation Services -- fy 2011/12 - 2015/16													
Month	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy2011/12	3,110	2,313	13,092	9,262	8,509	3,778	1,694	8,820	10,296	7,234	8,767	4,381	81,256
fy2012/13	3,449	3,867	11,341	10,166	7,037	3,299	1,920	8,779	9,716	6,783	7,130	4,162	77,649
fy2013/14	3,473	3,138	10,189	9,025	6,500	3,040	5,516	8,146	5,869	7,434	4,196	808	67,334
fy2014/15	2,565	3,593	10,944	7,656	5,917	2,836	4,852	7,689	5,724	6,867	3,188	2,526	64,357
fy2015/16	2,771	4,164	8,661	6,422	5,253	1,998	4,400	5,980	271	5,314	167	2,451	47,852

Circulation Services	
Fiscal Year	Total
fy2011/12	81,256
fy2012/13	77,649
fy2013/14	67,334
fy2014/15	64,357
fy2015/16	47,852



ECC Library Interlibrary Loan Statistics

The El Camino College 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.

ILL Statistics (2013-2016)

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

ECC Library Group Study Room Statistics

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.

Appendix B

ECC Library Program Review

2017

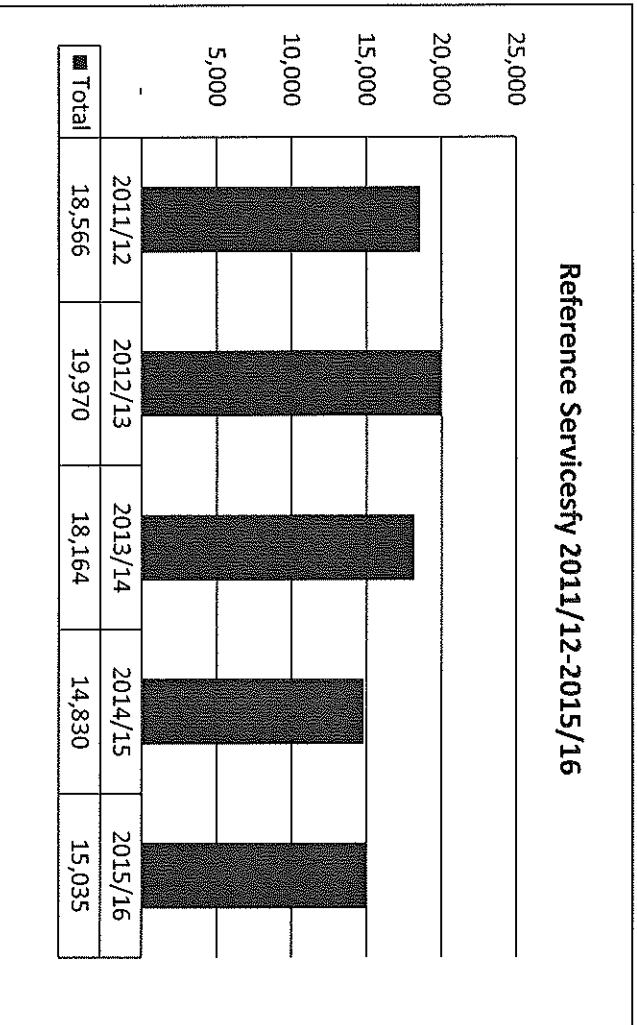
Reference Services Statistics

2011/12 – 2015/16

Reference Services Statistics – FY 2011/12 -2015/16

Reference Services Statistics – fy 2011/12 - 2015/16													
Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 11/12	818	984	2,658	1,881	1,918	896	667	1,834	1,886	1,474	2,259	1,291	18,566
fy 12/13	1,191	1,224	2,521	2,409	1,966	758	526	2,054	2,021	1,729	2,243	1,328	19,970
fy 13/14	1,127	1,186	2,624	2,051	1,637	697	1,402	1,801	1,368	2,207	1,345	719	18,164
fy 14/15	834	718	2,136	1,793	1,705	648	1,140	1,349	1,183	1,810	746	768	14,830
fy 15/16	889	1,600	2,133	1,471	1,778	551	1,049	1,341	1,163	1,425	610	1,025	15,035

Summary of 5-Year Reference Services	
Fiscal Year	Total
2011/12	18,566
2012/13	19,970
2013/14	18,164
2014/15	14,830
2015/16	15,035



Appendix C

ECC Library Program Review

2017

EBSCO Databases Usage Statistics

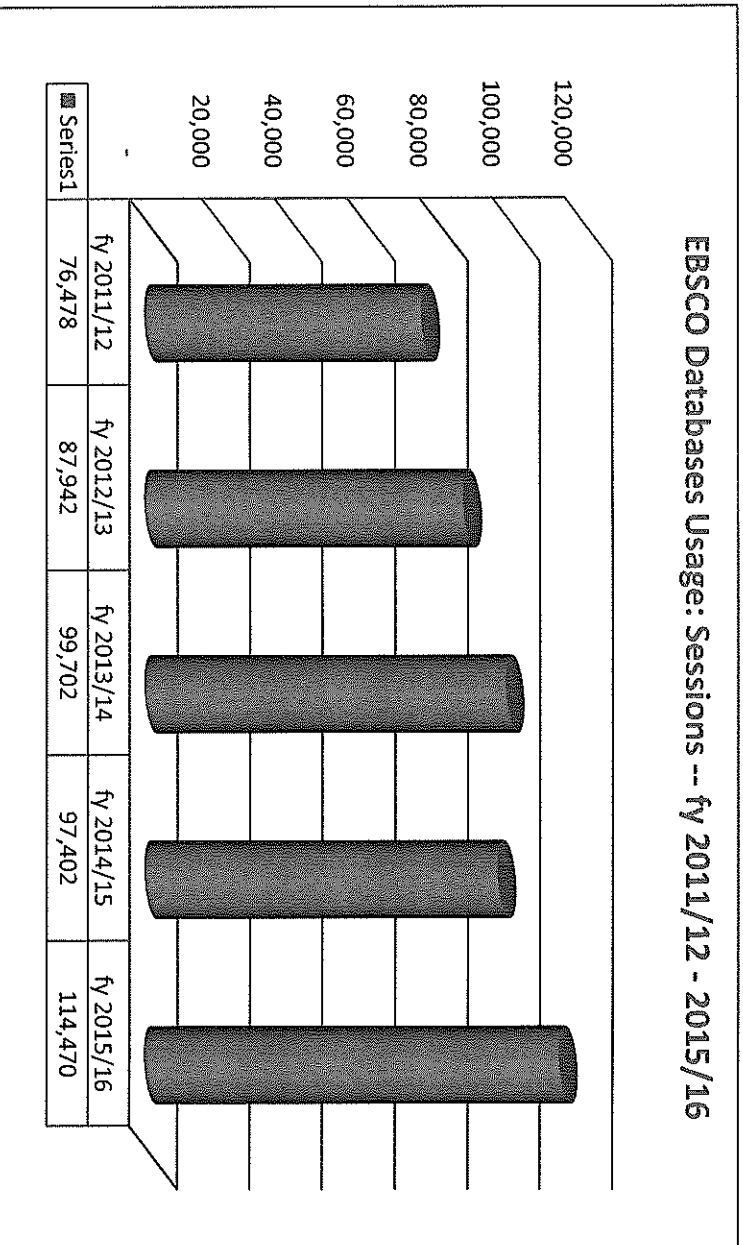
2011/12 – 2015/16

EBSCO Databases Usage Statistics – FY 2011/12 - 2015/16

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EBSCO Databases Usage: Sessions -- fy 2011/12 - 2015/16													
Month	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 2011/12	3,992	645	3,253	8,670	13,561	7,896	2,544	2,522	5,471	7,691	16,344	3,889	76,478
fy 2012/13	5,427	857	3,525	9,897	15,602	8,421	2,431	2,620	5,967	9,386	19,706	4,103	87,942
fy 2013/14	6,841	932	3,990	11,678	18,956	10,659	1,151	4,716	7,385	18,575	10,531	4,288	99,702
fy 2014/15	3,721	2,998	5,175	8,139	18,369	9,293	1,830	5,002	7,578	18,254	11,015	6,028	97,402
fy 2015/16	3,356	3,292	5,512	9,930	24,002	9,476	798	6,961	11,434	23,057	11,642	5,010	114,470

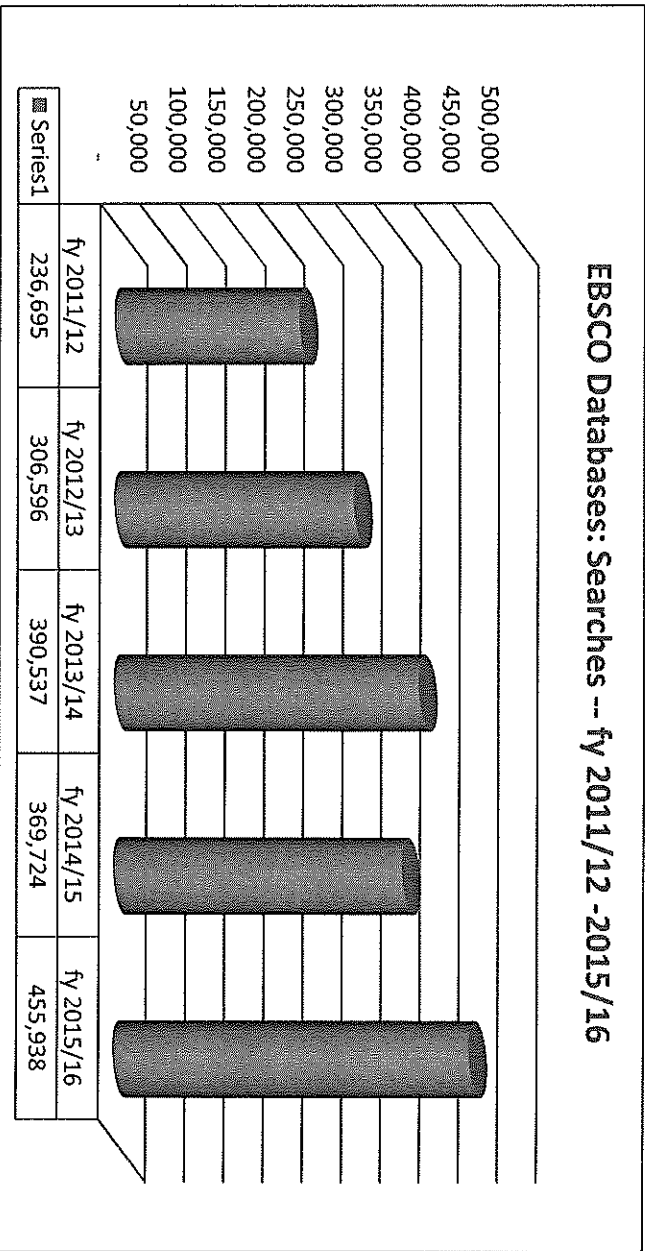
EBSCO Databases: Sessions		Total
Fiscal Year		
fy 2011/12		76,478
fy 2012/13		87,942
fy 2013/14		99,702
fy 2014/15		97,402
fy 2015/16		114,470



EBSCO Databases Usage: Searches -- fy 2011/12 - 2015/16

Month	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 2011/12	13,917	1,946	10,553	27,505	41,892	24,069	7,659	7,434	17,868	24,325	47,381	12,146	236,695
fy 2012/13	18,376	3,814	10,108	33,903	52,961	25,564	8,068	9,533	22,650	34,476	72,648	14,495	306,596
fy 2013/14	26,942	3,078	13,365	48,433	75,171	39,459	3,895	18,199	28,591	75,592	39,090	18,722	390,537
fy 2014/15	13,389	9,365	18,432	31,319	72,854	31,114	6,520	20,050	29,274	73,053	42,827	21,527	369,724
fy 2015/16	12,670	12,178	26,186	42,957	90,737	39,315	3,598	28,521	50,898	90,352	41,930	16,596	455,938

EBSCO Databases: Searches	
Fiscal Year	Total
fy 2011/12	236,695
fy 2012/13	306,596
fy 2013/14	390,537
fy 2014/15	369,724
fy 2015/16	455,938

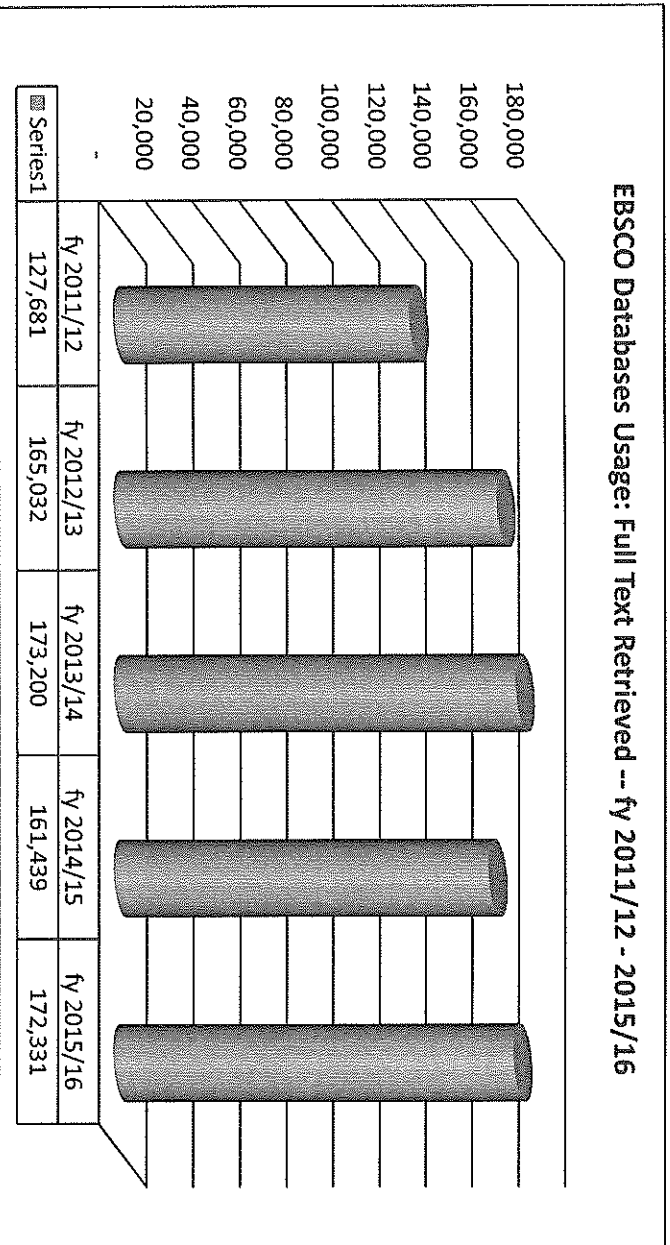


Five Year Library Usage Statistical Report

EBSCO Databases Usage: Full Text Retrieved -- fy 2011/12 - 2015/16

Month	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 2011/12	7,842	1,165	4,804	13,031	22,542	12,297	4,314	3,840	9,597	14,800	28,173	5,276	127,681
fy 2012/13	9,529	3,225	6,276	19,287	33,507	15,529	4,013	4,854	11,540	17,350	33,633	6,289	165,032
fy 2013/14	11,805	1,667	6,168	20,913	34,783	16,840	2,827	8,464	13,102	33,123	15,916	7,592	173,200
fy 2014/15	6,101	5,577	10,264	17,750	38,589	12,287	934	10,946	14,387	35,505	14,337	5,654	172,331
fy 2015/16	6,216	4,125	8,421	14,609	34,369	13,975	1,992	6,573	13,240	31,774	15,738	10,407	161,439

EBSCO Databases: Full Text Retrieved		Total
Fiscal Year		
fy 2011/12		127,681
fy 2012/13		165,032
fy 2013/14		173,200
fy 2014/15		161,439
fy 2015/16		172,331



Appendix D

ECC Library Program Review

2017

CQ Researcher Databases

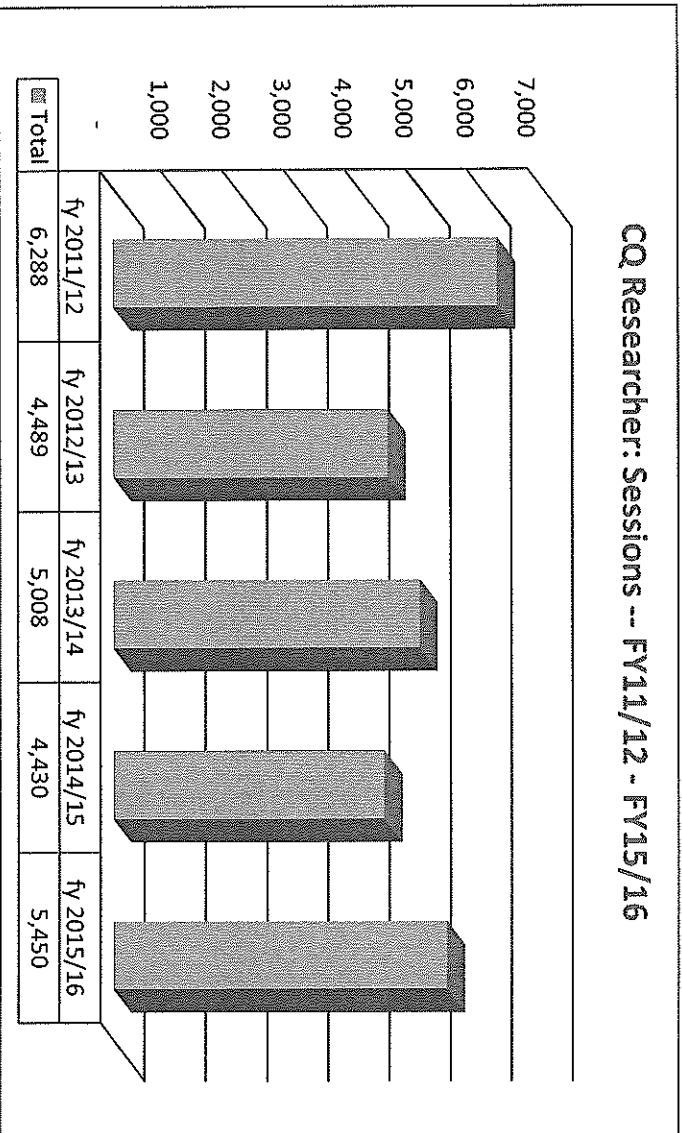
Usage Statistics

2011/12 – 2015/16

CQ Researcher Databases Usage Statistics – FY 2011/12 – 2015/16

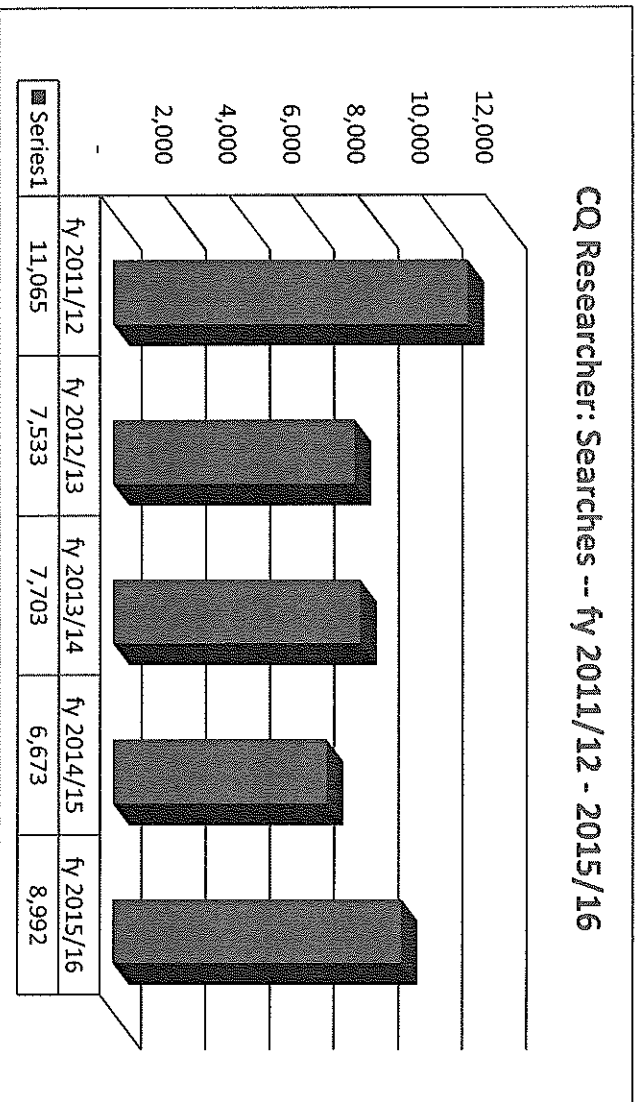
CQ Researcher Usage: Sessions -- fy 2011/12- 2015/16													
Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 2011/12	415	23	253	612	1,050	687	140	212	651	651	1,366	228	6,288
fy 2012/13	388	33	211	737	771	151	19	85	320	551	1,073	150	4,489
fy 2013/14	502	28	94	646	718	415	30	254	278	1,261	575	207	5,008
fy 2014/15	105	164	183	277	1,072	423	66	197	282	848	419	394	4,430
fy 2015/16	84	101	181	427	1,396	513	24	191	468	1,350	482	233	5,450

CQ Researcher: Sessions	
Fiscal Year	Total
fy 2011/12	6,288
fy 2012/13	4,489
fy 2013/14	5,008
fy 2014/15	4,430
fy 2015/16	5,450



CQ Researcher Usage: Searches - fy 2011/12 - 2015/16													
Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 2011/12	634	47	391	993	1,850	1,212	236	315	1,175	1,175	2,632	405	11,065
fy 2012/13	577	53	518	1,330	1,324	229	30	104	638	638	1,864	228	7,533
fy 2013/14	693	25	129	981	1,126	493	40	491	469	2,065	723	468	7,703
fy 2014/15	152	200	199	431	1,591	539	71	409	385	1,428	540	728	6,673
fy 2015/16	140	138	335	849	2,136	839	17	282	751	2,379	746	380	8,992

CQ Researcher: Searches	
Fiscal	Total
fy 2011/12	11,065
fy 2012/13	7,533
fy 2013/14	7,703
fy 2014/15	6,673
fy 2015/16	8,992

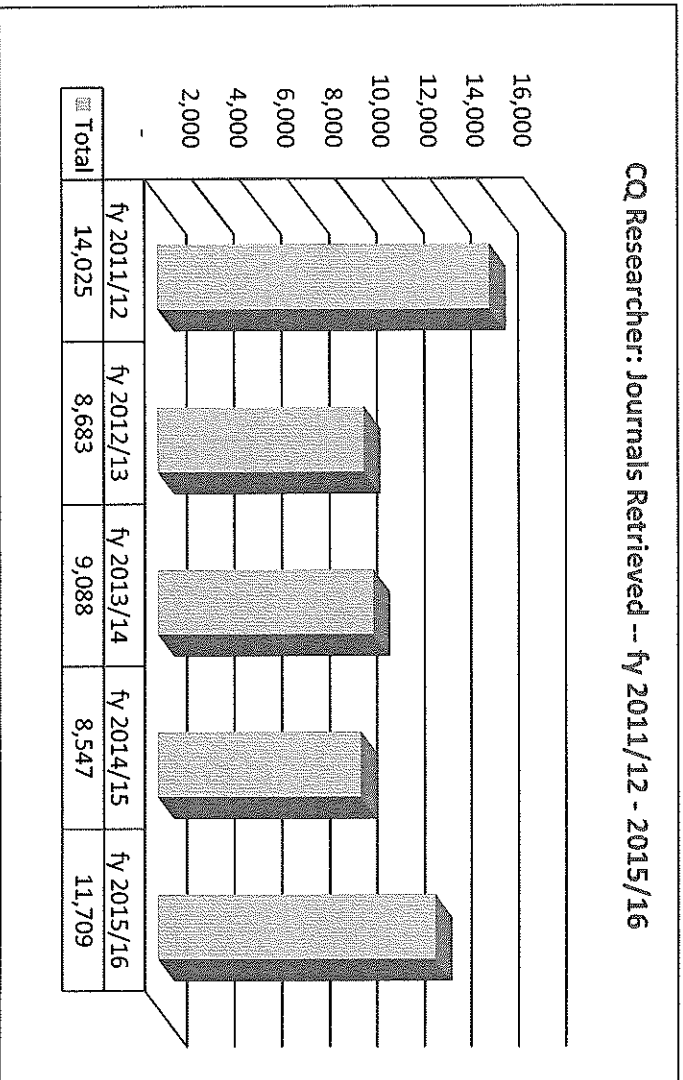


Five Year Library Usage Statistical Report

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CQ Researcher Usage: Journals Retrieved -- fy 2011/12- 2015/16													
Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 2011/12	921	31	432	1,192	2,137	1,376	277	431	1,650	1,650	3,501	427	14,025
fy 2012/13	923	46	496	1,661	1,329	262	9	126	640	640	2,315	236	8,683
fy 2013/14	921	21	92	1,384	1,229	634	38	526	491	2,478	984	290	9,088
fy 2014/15	119	254	269	494	2,419	649	244	521	484	1,650	663	781	8,547
fy 2015/16	98	217	285	1,033	3,112	958	23	388	1,111	3,064	1,015	405	11,709

CQ Researcher: Journals Retrieved	
Fiscal	Total
fy 2011/12	14,025
fy 2012/13	8,683
fy 2013/14	9,088
fy 2014/15	8,547
fy 2015/16	11,709



Appendix E

ECC Library Program Review

2017

Gale Databases Usage Statistics

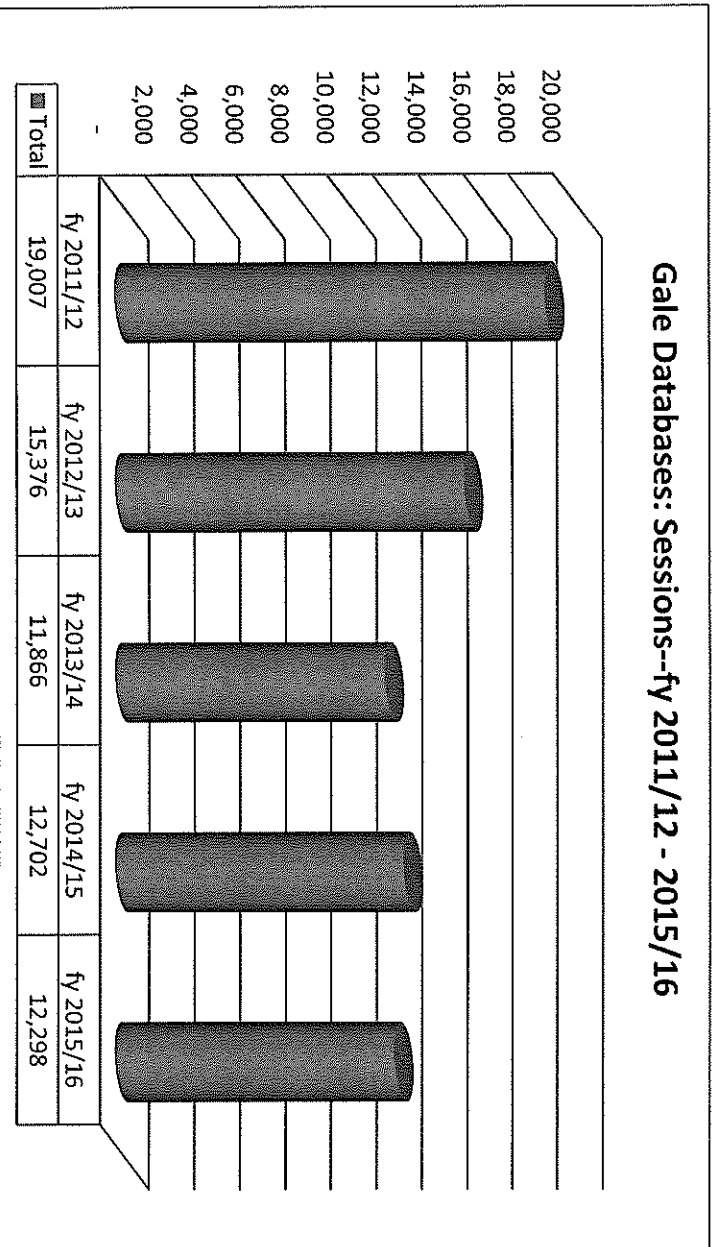
2011/12-2015/16

Gale Databases Usage Statistics – FY 2011/12 – 2015/16

A-16

Gale Databases Usage: Sessions- fy 2011/12 - 2015/16													
Month	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 2011/12	2,063	92	490	1,925	2,889	2,096	873	334	1,307	1,498	3,374	2,066	19,007
fy 2012/13	2,243	162	434	1,772	2,913	255	1,302	40	1,093	1,308	2,747	1,107	15,376
fy 2013/14	1,139	171	582	1,172	2,503	367	92	641	577	1,468	1,847	1,307	11,866
fy 2014/15	422	473	711	1,431	2,084	1,292	261	414	944	2,452	1,457	761	12,702
fy 2015/16	269	278	480	1,595	2,320	972	49	606	1,127	2,635	1,566	401	12,298

Gale Databases: Sessions	
Fiscal Year	Total
fy 2011/12	19,007
fy 2012/13	15,376
fy 2013/14	11,866
fy 2014/15	12,702
fy 2015/16	12,298



Five Year Library Usage Statistical Report

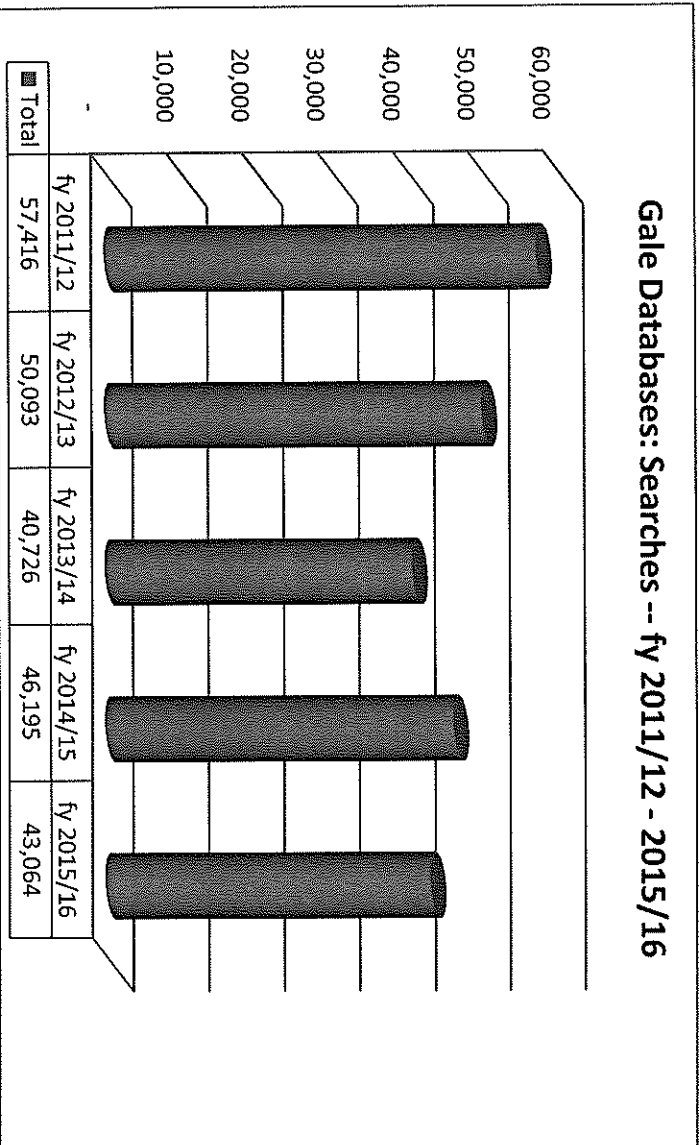
Gale Databases Usage: Searches -- fy 2011/12 - 2015/16

Month	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 2011/12	6,667	292	1,439	6,545	7,806	6,417	3,478	1,068	4,717	5,264	10,867	2,856	57,416
fy 2012/13	7,085	471	1,284	5,906	10,131	769	4,035	92	3,515	4,094	8,920	3,791	50,093
fy 2013/14	3,961	522	1,780	3,758	7,926	1,293	195	2,595	2,401	6,050	6,408	3,837	40,726
fy 2014/15	1,731	1,510	2,818	5,686	8,444	4,276	1,101	1,523	3,718	8,242	4,845	2,301	46,195
fy 2015/16	666	699	3,010	6,353	7,875	3,090	54	1,979	4,257	8,752	5,203	1,126	43,064

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Gale Databases Searches	Total
Fiscal Years	57,416
fy 2011/12	57,416
fy 2012/13	50,093
fy 2013/14	40,726
fy 2014/15	46,195
fy 2015/16	43,064

Gale Databases: Searches -- fy 2011/12 - 2015/16

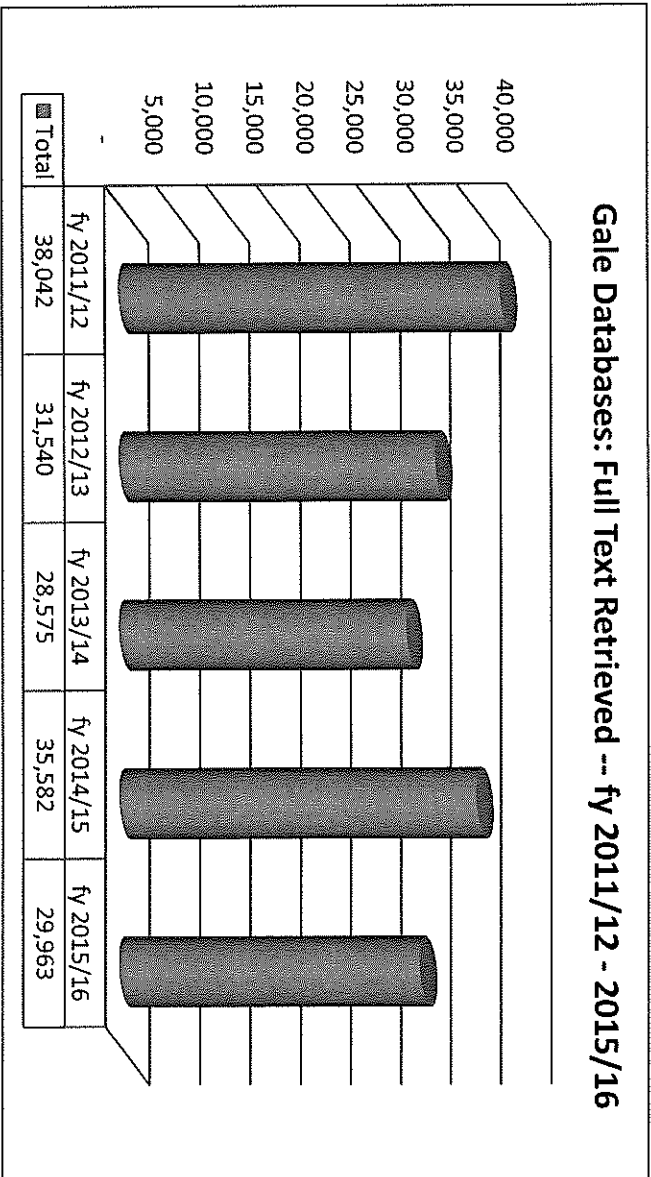


Five Year Library Usage Statistical Report

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Gale Databases Usage: Full Text Retrieved - 2011/12 - 2015/16													
Month	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 2011/12	3,948	157	798	3,850	6,393	4,703	2,431	644	2,796	3,535	6,731	2,056	38,042
fy 2012/13	4,695	207	691	3,692	7,158	742	3,413	91	2,390	2,929	2,766	2,766	31,540
fy 2013/14	2,932	273	1,424	2,307	5,069	1,083	125	1,475	1,704	4,463	4,467	3,253	28,575
fy 2014/15	1,266	1,029	1,309	4,767	4,836	3,283	4,536	808	2,401	5,958	3,352	2,037	35,582
fy 2015/16	434	728	1,779	4,296	5,391	2,031	55	1,634	2,972	6,192	3,579	872	29,963

Gale Databases Full-Text Retrieved	
Fiscal Year	Total
fy 2011/12	38,042
fy 2012/13	31,540
fy 2013/14	28,575
fy 2014/15	35,582
fy 2015/16	29,963



Appendix F

ECC Library Program Review

2017

Facts on File News Digest

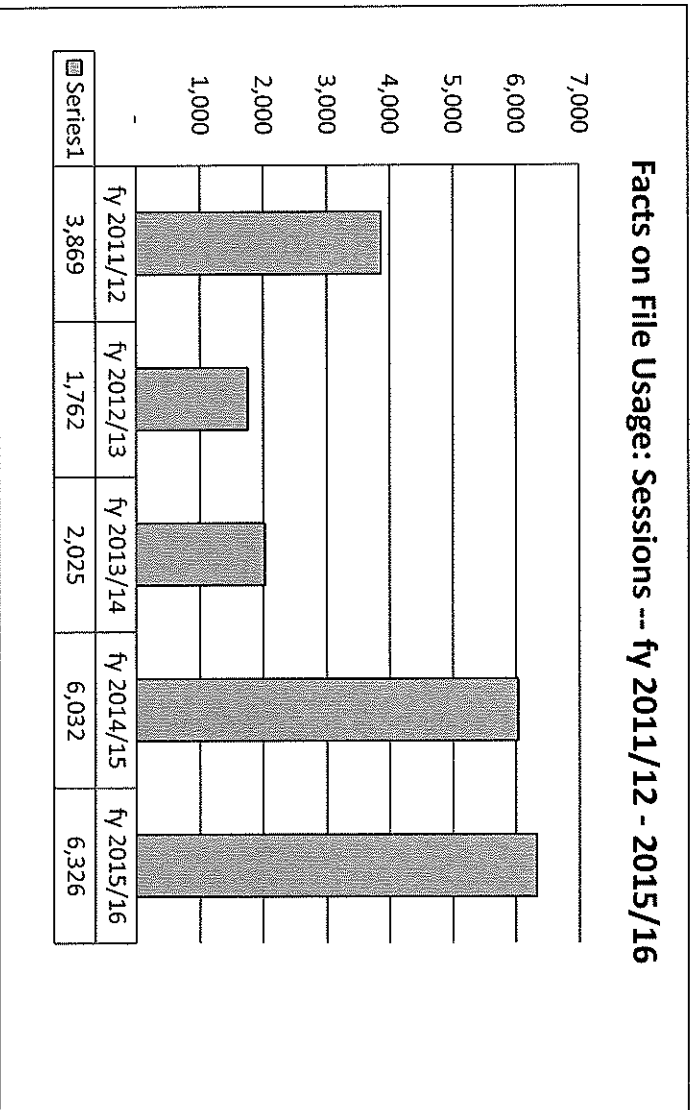
Usage Statistics

2011/12 – 2015/16

Facts on File News Digest Usage Statistics – FY 2011/12 – 2015/16

Facts on File: Sessions – fy 2011/12 - 2015/16													
Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 2011/12	130	70	339	294	418	15	123	152	338	507	1,187	296	3,869
fy 2012/13	351	50	232	331	121	111	44	51	101	120	162	88	1,762
fy 2013/14	152	34	133	334	331	143	45	119	156	252	195	131	2,025
fy 2014/15	65	258	454	585	1,080	543	140	238	697	1,261	555	450	6,326
fy 2015/16	182	29	254	723	1,121	469	41	236	644	1,293	625	415	6,032

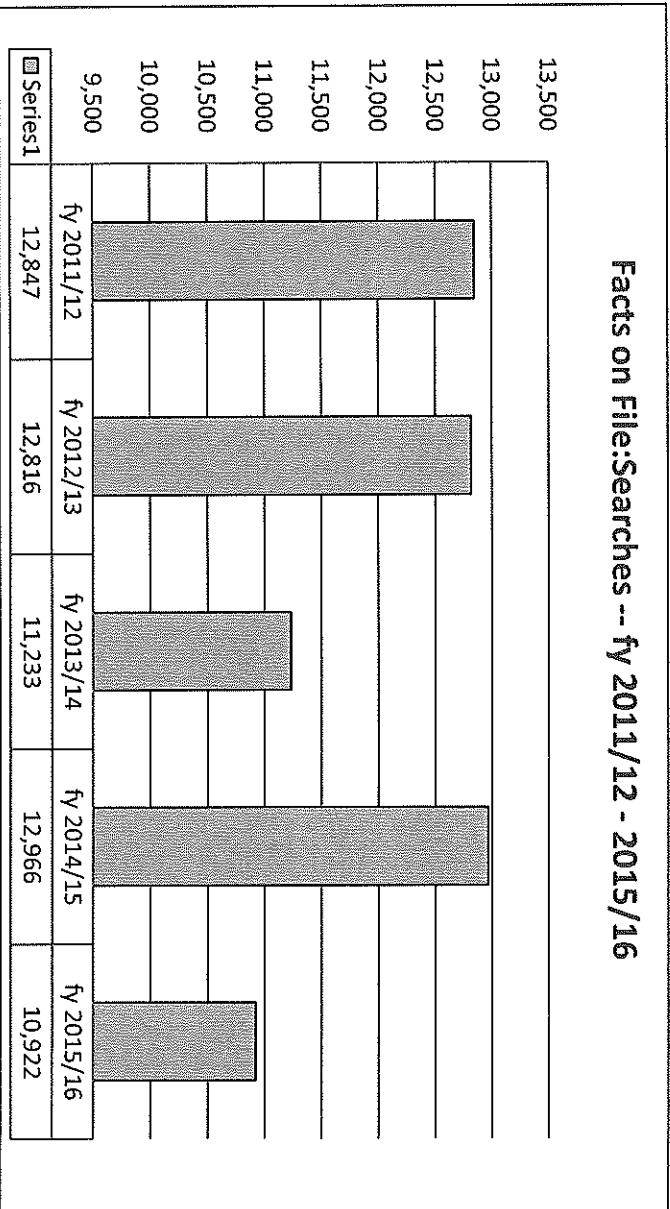
Facts on File: Sessions	
Fiscal Year	Total
fy 2011/12	3,869
fy 2012/13	1,762
fy 2013/14	2,025
fy 2014/15	6,032
fy 2015/16	6,326



Facts on File: Searches – fy 2011/12 - 2015/16

Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 2011/12	306	39	781	1,123	1,320	96	304	395	960	2,289	4,510	724	12,847
fy 2012/13	1,099	85	826	1,901	1,946	892	136	245	796	1,425	2,999	466	12,816
fy 2013/14	821	90	214	2,057	2,732	934	85	478	712	1,645	949	516	11,233
fy 2014/15	395	280	542	1,055	2,001	1,053	119	557	1,979	2,973	1,198	814	12,966
fy 2015/16	379	43	641	1,809	304	834	71	377	1,696	2,974	1,235	559	10,922

Facts on File: Searches	
Fiscal Year	Total
fy 2011/12	12,847
fy 2012/13	12,816
fy 2013/14	11,233
fy 2014/15	12,966
fy 2015/16	10,922

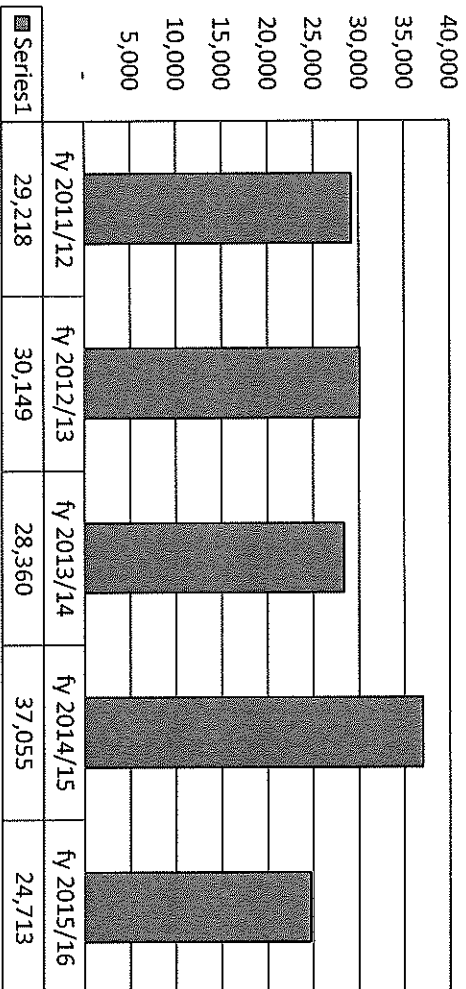


Facts on File: Articles Retrieved -- fy 2011/12 - 2015/16

Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy 2011/12	948	172	1,949	2,482	2,866	24	719	1,035	2,422	4,749	10,096	1,756	29,218
fy 2012/13	2,738	254	1,732	4,427	4,288	2,206	469	572	1,981	3,400	6,896	1,186	30,149
fy 2013/14	2,287	217	934	4,961	6,473	2,162	222	1,231	1,788	4,077	2,831	1,177	28,360
fy 2014/15	823	988	1,688	3,916	6,067	2,567	526	1,271	5,141	8,281	3,019	2,768	37,055
fy 2015/16	1,008	87	1,527	4,829	2,708	1,238	119	849	3,617	5,133	2,137	1,461	24,713

Facts on File: Articles Retrieved	
fy 2011/12	29,218
fy 2012/13	30,149
fy 2013/14	28,360
fy 2014/15	37,055
fy 2015/16	24,713

Facts on File: Articles Retrieved -- fy 2011/12 -2015/16



Appendix G

ECC Library Program Review

2017

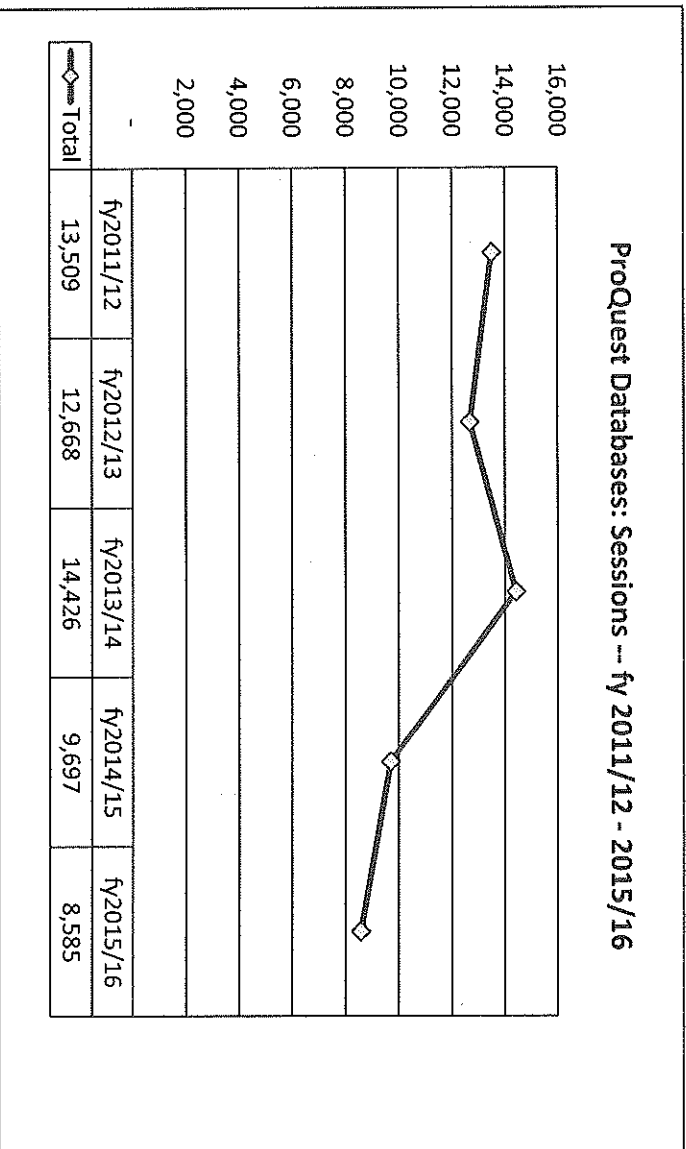
ProQuest Databases Usage Statistics

2011/12 – 2015/16

ProQuest Databases Usage Statistics – FY 2011/12 – 2015/16

ProQuest Databases: Sessions – fy 2011/12 - 2015/16													
Month	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy2011/12	1,149	93	368	1,135	2,605	1,299	600	500	741	1,427	3,002	590	13,509
fy2012/13	113	59	441	1,679	2,884	1,409	101	273	693	1,357	2,952	707	12,668
fy2013/14	920	97	394	1,498	2,509	1,239	75	374	862	2,799	3,068	591	14,426
fy2014/15	338	568	603	1,130	2,301	729	81	291	571	1,637	1,041	407	9,697
fy2015/16	166	320	325	751	2,367	602	37	279	720	1,898	681	439	8,585

ProQuest Databases: Sessions	
Fiscal	Total
fy2011/12	13,509
fy2012/13	12,668
fy2013/14	14,426
fy2014/15	9,697
fy2015/16	8,585



Five Year Library Usage Statistical Report

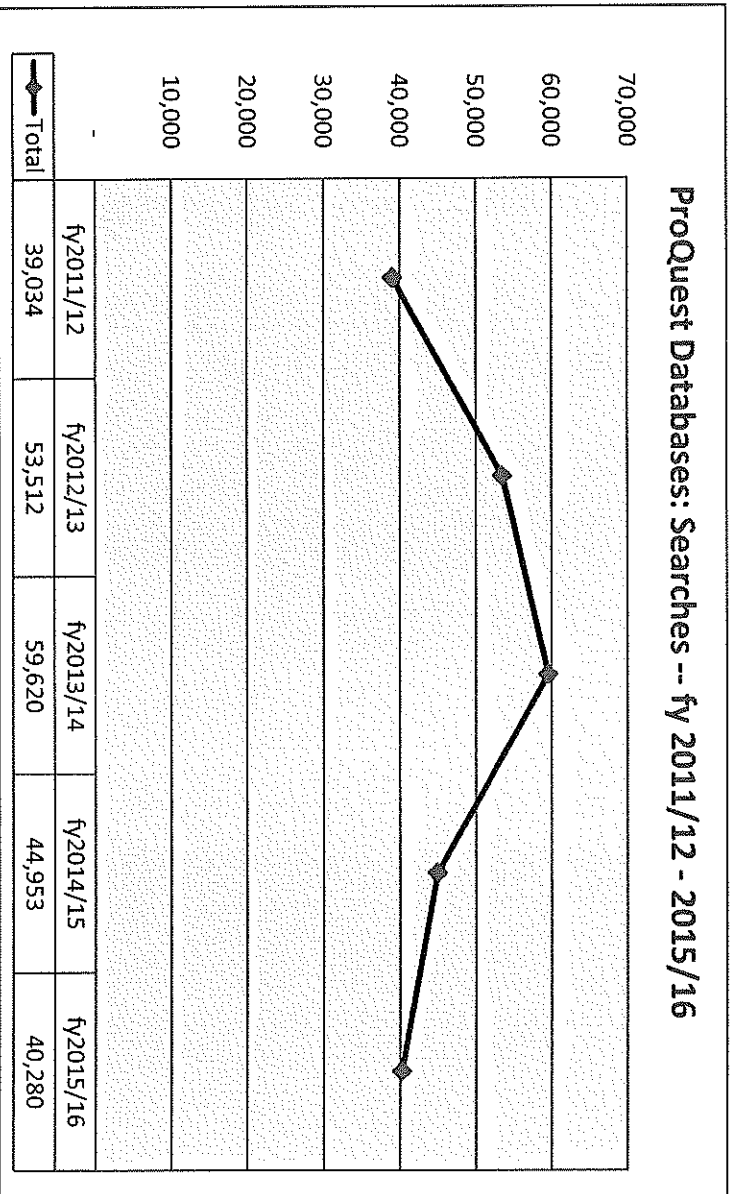
ProQuest Databases: Searches -- fy 2011/12 - 2015/16

Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy2011/12	3,404	176	1,040	3,859	7,636	3,300	1,810	1,352	2,007	4,454	8,478	1,518	39,034
fy2012/13	189	479	1,099	7,515	12,669	6,940	609	907	2,812	3,243	13,618	3,432	53,512
fy2013/14	3,799	412	1,824	8,589	13,101	5,461	284	1,734	412	14,933	6,150	2,921	59,620
fy2014/15	1,474	1,113	3,012	6,057	11,689	2,983	264	1,441	2,707	7,655	4,580	1,978	44,953
fy2015/16	899	1,705	1,229	3,272	12,531	2,605	120	1,216	3,038	8,234	3,018	2,413	40,280

ProQuest Databases: Searches

Fiscal	Total
fy2011/12	39,034
fy2012/13	53,512
fy2013/14	59,620
fy2014/15	44,953
fy2015/16	40,280

ProQuest Databases: Searches -- fy 2011/12 - 2015/16



Five Year Library Usage Statistical Report

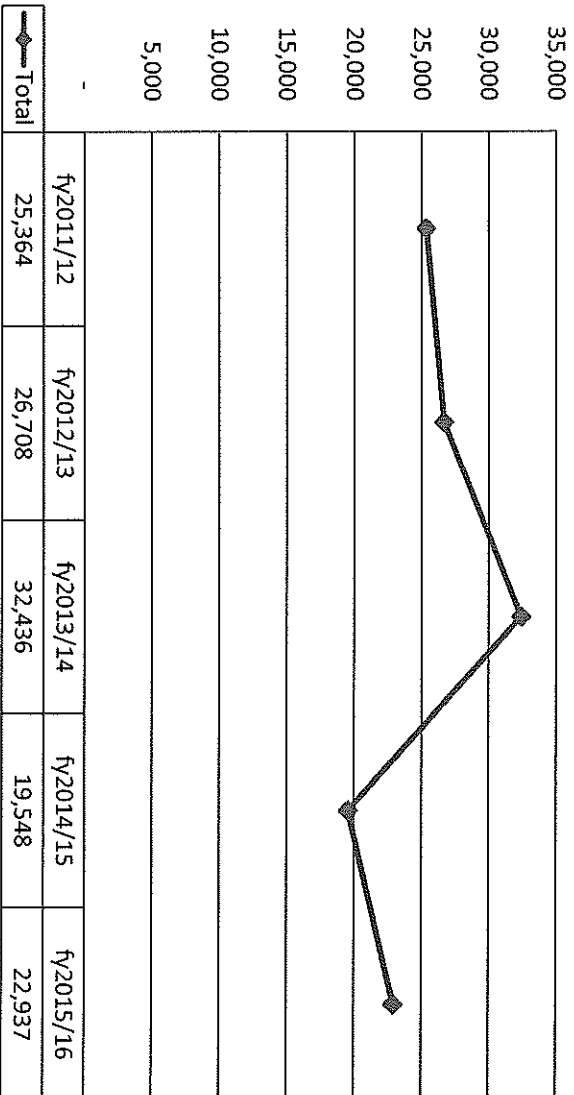
ProQuest Databases: Articles Retrieved – fy 2011/12 - 2015/16

Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy2011/12	2,272	116	502	2,192	5,129	2,335	1,557	906	1,233	2,614	5,673	835	25,364
fy2012/13	69	179	545	3,751	6,627	3,384	247	150	1,429	1,682	7,088	1,557	26,708
fy2013/14	1,906	211	1,084	4,962	7,622	2,607	190	763	1,994	6,756	2,714	1,627	32,436
fy2014/15	814	479	998	3,271	1,384	1,617	799	704	1,356	4,369	2,588	1,169	19,548
fy2015/16	388	988	413	2,044	6,854	1,239	60	379	2,316	5,093	1,629	1,534	22,937

ProQuest Databases:
Full-Text Retrieved

Fiscal	Total
fy2011/12	25,364
fy2012/13	26,708
fy2013/14	32,436
fy2014/15	19,548
fy2015/16	22,937

ProQuest Databases: Full Text Articles Retrieved -- fy 2011/12 - 2015/16



Appendix H

ECC Library Program Review

2017

JSTOR Databases Usage Statistics

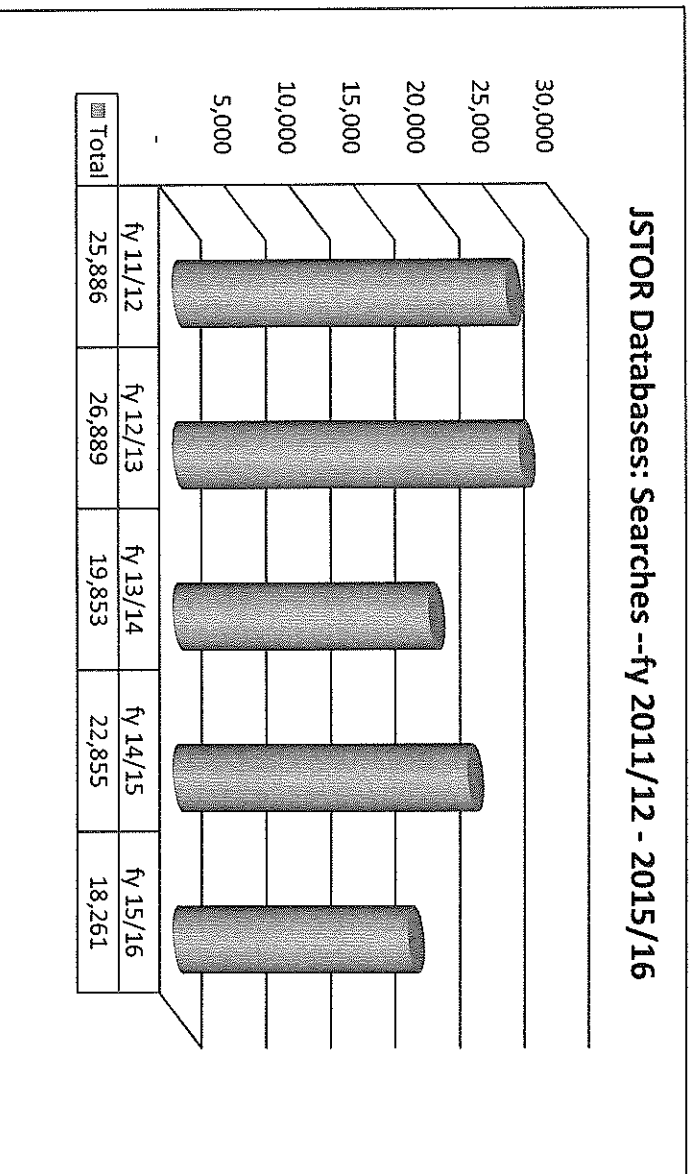
2011/12 – 2015/16

JSTOR Databases Usage Statistics – FY 2011/12 – 2015/16

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JSTOR Databases: Searches – fy 2011/12 - 202015/16													
Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy2011/12	1,925	268	563	2,009	4,227	2,415	998	697	2,304	4,011	5,642	827	25,886
fy2012/13	1,455	171	755	3,395	4,899	3,030	525	685	1,808	3,611	4,698	1,857	26,889
fy2013/14	1,180	100	669	3,003	4,853	2,137	201	1,157	2,179	1,598	1,605	1,171	19,853
fy2014/15	602	521	1,192	2,829	3,696	2,620	682	796	1,617	3,774	2,848	1,678	22,855
fy2015/16	491	591	1,262	2,119	3,703	1,816	167	783	1,427	3,407	1,858	637	18,261

JSTOR Databases: Searches	
Fiscal	Total
fy2011/12	25,886
fy2012/13	26,889
fy2013/14	19,853
fy2014/15	22,855
fy2015/16	18,261



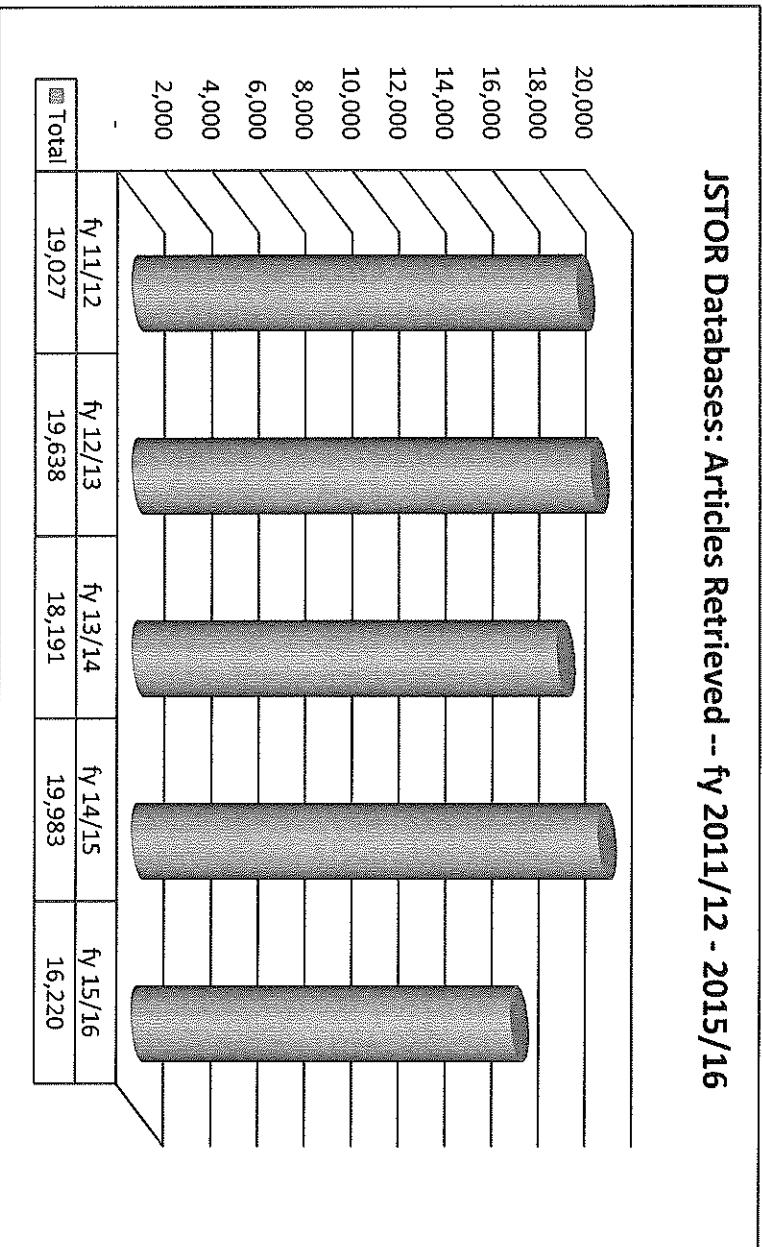
Five Year Library Usage Statistical Report

JSTOR Databases: Articles Retrieved -- fy 2011/12 - 202015/16

Fiscal	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
fy2011/12	1,686	213	402	1,448	2,686	2,033	800	650	1,816	2,543	4,037	713	19,027
fy2012/13	915	87	483	2,481	3,345	2,522	475	636	1,131	2,529	3,684	1,350	19,638
fy2013/14	666	94	570	2,073	3,784	1,893	298	1,062	1,974	3,156	1,755	866	18,191
fy2014/15	446	500	951	2,007	3,171	2,504	2,704	678	1,012	3,038	2,009	963	19,983
fy2015/16	565	688	1,241	1,479	3,018	1,681	192	619	1,215	3,153	1,816	613	16,280

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JSTOR Databases: Articles Retrieved	
Fiscal	Total
fy2011/12	19,027
fy2012/13	19,638
fy2013/14	18,191
fy2014/15	19,983
fy2015/16	16,220



Appendix J

ECC Library Program Review

2017

Age of Collection Statistics

February 2017

Age of Collection -- February 2017

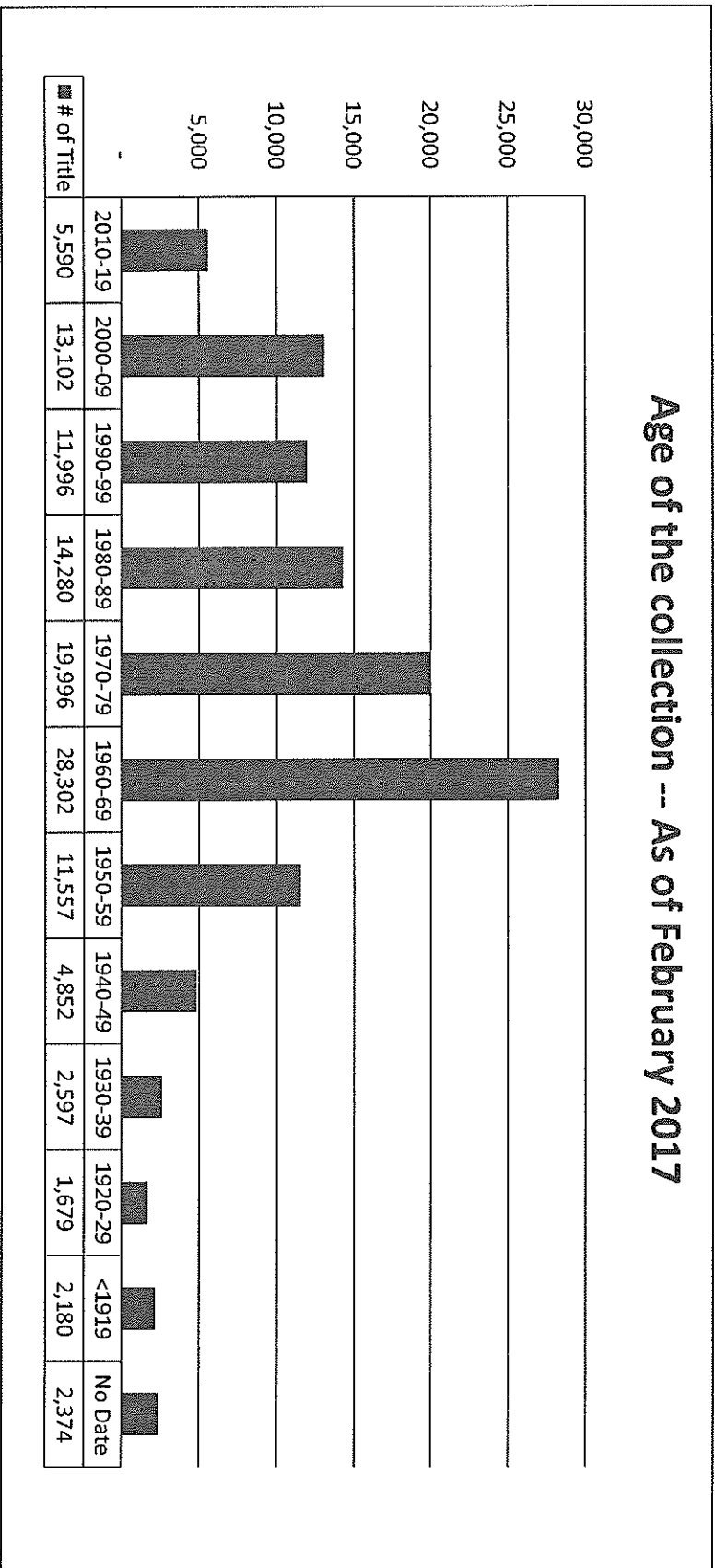
Description	Call#	2010-19	2000-09	1990-99	1980-89	1970-79	1960-69	1950-59	1940-49	1930-39	1920-29	<1919	No Date	TOTAL
General works	A	5	16	26	38	68	128	75	7	6	3	44	15	431
Philosophy	B	472	729	496	521	557	725	295	91	28	25	19	57	4,015
Aux. Sci. of Hist	C	74	74	91	115	203	388	151	62	24	20	6	6	1,214
History Europe	D	266	866	760	883	1507	2879	1148	386	186	120	129	38	9,168
History America	E	252	792	796	763	1489	2014	809	318	146	99	143	12	7,633
History America	F	111	342	272	370	716	1263	472	265	128	87	86	21	4,133
Geography, Anthropol	G	272	499	470	617	761	967	352	88	53	17	12	11	4,119
Social Sci.	H	887	1625	1176	1525	2241	2166	751	185	96	32	57	24	10,765
Political Sci.	J	171	286	121	275	545	758	299	128	38	18	16	16	2,671
Law	K	146	243	180	263	308	288	86	15	7	3	4	10	1,553
Education	L	156	415	244	428	372	405	122	37	13	6	9	8	2,215
Music	M	211	1139	1676	1223	1430	2140	1638	1129	873	674	1090	1854	15,077
Fine Arts	N	266	482	292	551	719	1266	542	208	49	16	19	61	4,471
Languages & Lit.	P	943	2741	2927	3746	6470	8834	3275	1529	791	532	494	154	32,436
Science	Q	456	1036	594	1075	1199	2914	1033	236	90	3	30	39	8,705
Medicine	R	388	870	570	466	310	163	61	18	11	4	1	2	2,864
Agriculture	S	129	90	74	95	215	221	136	59	26	10	13	7	1,075
Technology	T	302	496	270	485	518	450	230	65	26	8	2	10	2,862
Military	U	33	76	43	165	96	157	29	12	0	1	2	2	616
Naval Sci.	V	6	95	769	583	161	68	26	7	3	1	1	23	1,743
Biblio. Lib Sci.	Z	44	190	149	93	111	108	27	7	3	0	3	4	739
Total		5,590	13,102	11,996	14,280	19,996	28,302	11,557	4,852	2,597	1,679	2,180	2,374	118,505

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Age of Collection -- February 2017													
Publication Years	2010-19	2000-09	1990-99	1980-89	1970-79	1960-69	1950-59	1940-49	1930-39	1920-29	<1919	No Date	TOTAL
# of Title	5,590	13,102	11,996	14,280	19,996	28,302	11,557	4,852	2,597	1,679	2,180	2,374	118,505
Percentage	5%	11%	10%	12%	17%	24%	10%	4%	2%	1%	2%	2%	100%

Age of the collection -- As of February 2017



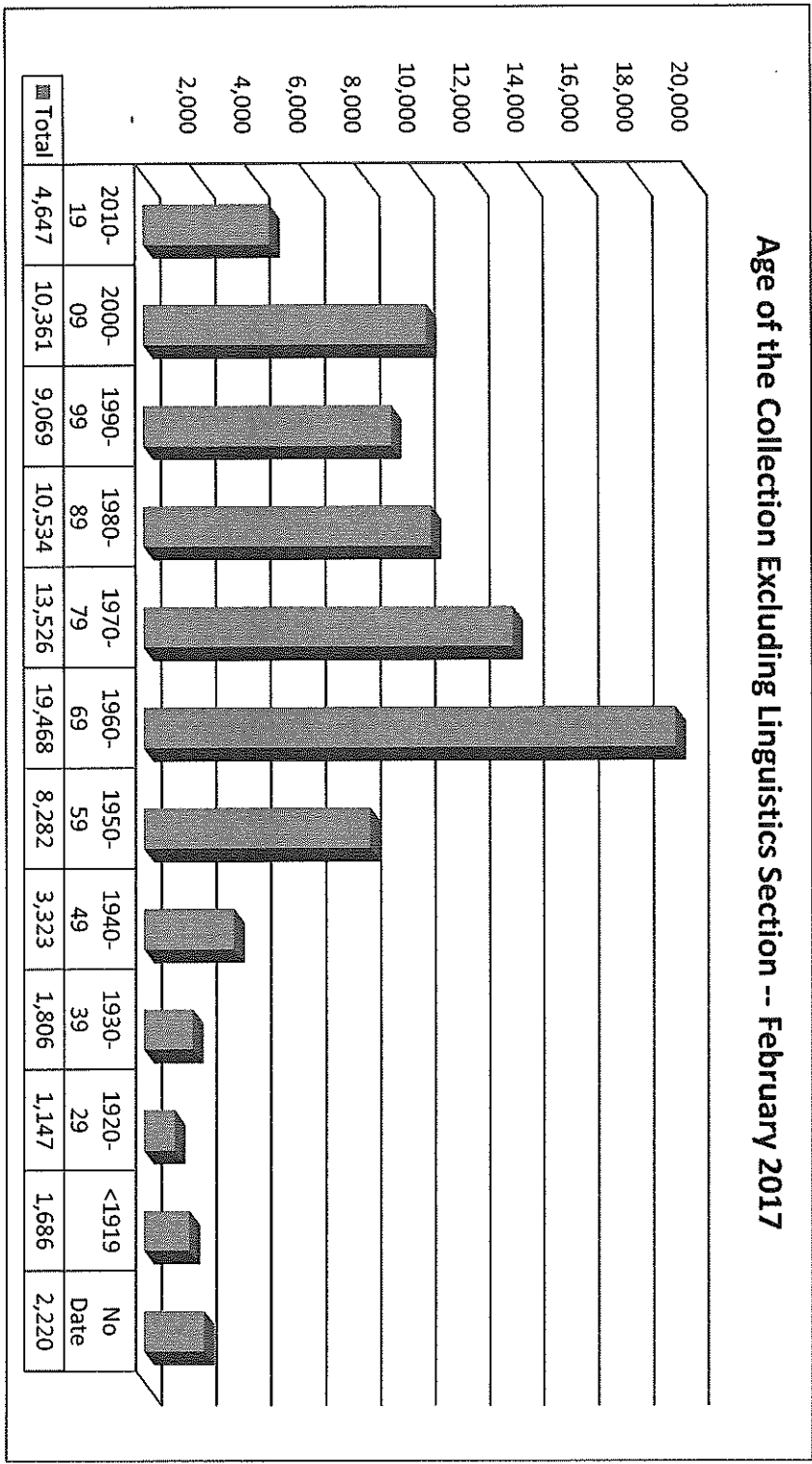
Age of Collection (excluding Linguistics (Ps) section) - As of February 2017

Description	Call#	2010-19	2000-09	1990-99	1980-89	1970-79	1960-69	1950-59	1940-49	1930-39	1920-29	<1919	No Date	TOTAL
General works	A	5	16	26	38	68	128	75	7	6	3	44	15	431
Philosophy	B	472	729	496	521	557	725	295	91	28	25	19	57	4,015
Aux. Sci. of Hist	C	74	74	91	115	203	388	151	62	24	20	6	6	1,214
History Europe	D	266	866	760	883	1,507	2,879	1,148	386	186	120	129	38	9,168
History America	E	252	792	796	763	1,489	2,014	809	318	146	99	143	12	7,633
History America	F	111	342	272	370	716	1,263	472	265	128	87	86	21	4,133
Geography, Anthrop.	G	272	499	470	617	761	967	352	88	53	17	12	11	4,119
Social Sci.	H	887	1,625	1,176	1,525	2,241	2,166	751	185	96	32	57	24	10,765
Political Sci.	J	171	286	121	275	545	758	299	128	38	18	16	16	2,671
Law	K	146	243	180	263	308	288	86	15	7	3	4	10	1,553
Education	L	156	415	244	428	372	405	122	37	13	6	9	8	2,215
Music	M	211	1,139	1,676	1,223	1,430	2,140	1,638	1,129	873	674	1,090	1,854	15,077
Fine Arts	N	266	482	292	551	719	1,266	542	208	49	16	19	61	4,471
Science	Q	456	1,036	594	1,075	1,199	2,914	1,033	236	90	3	30	39	8,705
Medicine	R	388	870	570	466	310	163	61	18	11	4	1	2	2,864
Agriculture	S	129	90	74	95	215	221	136	59	26	10	13	7	1,075
Technology	T	302	496	270	485	518	450	230	65	26	8	2	10	2,862
Military	U	33	76	43	165	96	157	29	12	0	1	2	2	616
Naval Sci.	V	6	95	769	583	161	68	26	7	3	1	1	23	1,743
Biblio. Lib Sci. Info	Z	44	190	149	93	111	108	27	7	3	0	3	4	739
Total		4,647	10,361	9,069	10,534	13,526	19,468	8,282	3,323	1,806	1,147	1,686	2,220	86,069

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Age of Collection (Excluding Linguistics Section) -- February 2017													
Description	2010-19	2000-09	1990-99	1980-89	1970-79	1960-69	1950-59	1940-49	1930-39	1920-29	<1919	No Date	TOTAL
Total	4,647	10,361	9,069	10,534	13,526	19,468	8,282	3,323	1,806	1,147	1,686	2,220	86,069
Percentage	5%	12%	11%	12%	16%	23%	10%	4%	2%	1%	2%	3%	100%



Appendix K

ECC Library Program Review

2017

2015 Library Learning Resources (LLR)

Assessment Survey and Results

2015 Library and Learning Resources (LLR) Assessment Survey

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

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

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

	Daily	Weekly	Occasionally	Never Almost Never
2A. Reference (Librarian Research Support)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2B. Circulation (Check Out Materials, Holds, IDs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2C. Periodicals/Reserves (Textbooks, News/Magazines)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2D. Music Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2E. Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2F. Open Computer Lab (LMTC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2G. Basic Skills Study Center (Learning Software)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2H. Distance Education Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2I. Copy/Print Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2J. Group Study Rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2K. Wi-Fi Access to the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. If you have used any of the following, please indicate your satisfaction with them. (*If you rate any Unsatisfied, please explain the reason(s) in the box at the end of this survey.)

	Satisfied	Unsatisfied	No opinion Not applicable
3A. Reference (Librarian Research Support)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3B. Circulation (Check Out Materials, Holds, IDs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3C. Periodicals/Reserves (Textbooks, News/Magazines)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3D. Music Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3E. Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3F. Open Computer Lab (LMTC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3G. Basic Skills Study Center (Learning Software)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3H. Distance Education Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3I. Librarian Instruction Sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3J. Copy/Print Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3K. Group Study Rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3L. Wi-Fi Access to the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. If you have used the following Library online services, please indicate your satisfaction with them. (*If you rate any Unsatisfied, please explain the reason(s) in the box at the end of this survey.)

	Satisfied	Unsatisfied	No opinion Not applicable
4A. eBooks (Electronic Books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4B. Library Databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4C. Library/Learning Resources Websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4D. Ask-a-Librarian Reference Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4E. Online Tutoring (Net Tutor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4F. Online Room Reservation System (Libcal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4G. Video Tutorials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please rate the Library and Learning Resources in terms of the following. (*If you rate any as Poor or Fair, please explain the reason(s) in the box at the end of this survey.)

	Excellent	Good	Fair	Poor
5A. Cleanliness of the Facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5B. Noise Levels in Study Areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5C. Safety Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5D. Staff Helpfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5E. Hours of Operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5F. Overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

	1	2	3	4	5	6	7
6A. To Check Out Books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6B. To Use a Computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6C. To Study In a Group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6D. To Study Individually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6E. To Seek Assistance From a Librarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6F. To Borrow Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6G. For WiFi Access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	1	2	3	4
7A. To Check Out Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7B. To Use The Practice Rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7C. To Use Audio/Visual Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7D. To Seek Assistance From Library Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	1	2	3	4	5
8A. Basic Skills Study Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8B. To View Video Or Listen To Audio Tapes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8C. Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8D. To Study Human Body Models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8E. Group Study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. If you use the open computer lab (LMTC) what do you use it for? (Please rank your answers from most to least often where 1 indicates used most often).

	1	2	3	4
9A. Study/Tutorial Software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9B. Word Processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9C. Printing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9D. Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Are you aware that the primary objective for the Library and Learning Resources (LLR) unit is that students will demonstrate awareness and knowledge of the range of resources and services available throughout the various LLR areas.

- Yes
- No

11. If a book is only available from the Library in electronic format (an eBook), would you still use it considering the content is the same?

- Yes
- No

12. If you answer No, please list your reason in the box below.

Library and Learning Resources Assessment 2015

N = 100

1. You are a:

Response	Frequency	Percent	Mean: 1.22
Student	78	78.00	
Faculty	2	2.00	
Staff	9	9.00	
Missing	11	11.00	

2B. Circulation [Check Out Materials- Holds- IDs]

Response	Frequency	Percent	Mean: 2.32
Daily	16	16.00	
Weekly	19	19.00	
Occasionally	37	37.00	
Never Almost	21	21.00	
Never			
Missing	7	7.00	

2D. Music Library

Response	Frequency	Percent	Mean: 1.87
Daily	16	16.00	
Weekly	7	7.00	
Occasionally	12	12.00	
Never Almost	50	50.00	
Never			
Missing	15	15.00	

2F. Open Computer Lab [LMTC]

Response	Frequency	Percent	Mean: 2.81
Daily	31	31.00	
Weekly	25	25.00	
Occasionally	22	22.00	
Never Almost	13	13.00	
Never			
Missing	9	9.00	

2H. Distance Education Office

Response	Frequency	Percent	Mean: 1.45
Daily	5	5.00	
Weekly	3	3.00	
Occasionally	16	16.00	
Never Almost	59	59.00	
Never			
Missing	17	17.00	

2A. Reference [Librarian Research Support]

Response	Frequency	Percent	Mean: 2.25
Daily	15	15.00	
Weekly	15	15.00	
Occasionally	40	40.00	
Never Almost	22	22.00	
Never			
Missing	8	8.00	

2C. Periodicals/Reserves [Textbooks- News/Magazines]

Response	Frequency	Percent	Mean: 2.25
Daily	16	16.00	
Weekly	13	13.00	
Occasionally	31	31.00	
Never Almost	24	24.00	
Never			
Missing	16	16.00	

2E. Tutoring

Response	Frequency	Percent	Mean: 2.19
Daily	13	13.00	
Weekly	13	13.00	
Occasionally	30	30.00	
Never Almost	24	24.00	
Never			
Missing	20	20.00	

2G. Basic Skills Study Center [Learning Software]

Response	Frequency	Percent	Mean: 2.21
Daily	18	18.00	
Weekly	16	16.00	
Occasionally	19	19.00	
Never Almost	34	34.00	
Never			
Missing	13	13.00	

2I. Copy/Print Services

Response	Frequency	Percent	Mean: 2.66
Daily	26	26.00	
Weekly	21	21.00	
Occasionally	29	29.00	
Never Almost	14	14.00	
Never			
Missing	10	10.00	

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2J. Group Study Rooms

Response	Frequency	Percent	Mean: 2.17
Daily	15	15.00	
Weekly	14	14.00	
Occasionally	31	31.00	
Never Almost Never	29	29.00	
Missing	11	11.00	

3A. Reference [Librarian Research Support]

Response	Frequency	Percent	Mean: 1.53
Satisfied	70	70.00	
Unsatisfied	4	4.00	
No opinion Not applicable	20	20.00	
Missing	6	6.00	

3C. Periodicals/Reserves [Textbooks-News/Magazines]

Response	Frequency	Percent	Mean: 1.57
Satisfied	64	64.00	
Unsatisfied	2	2.00	
No opinion Not applicable	17	17.00	
Missing	17	17.00	

3E. Tutoring

Response	Frequency	Percent	Mean: 1.48
Satisfied	55	55.00	
Unsatisfied	7	7.00	
No opinion Not applicable	17	17.00	
Missing	21	21.00	

3G. Basic Skills Study Center [Learning Software]

Response	Frequency	Percent	Mean: 1.12
Satisfied	41	41.00	
Unsatisfied	3	3.00	
No opinion Not applicable	32	32.00	
Missing	24	24.00	

3I. Librarian Instruction Sessions

Response	Frequency	Percent	Mean: 1.22
Satisfied	44	44.00	
Unsatisfied	1	1.00	
No opinion Not applicable	28	28.00	
Missing	27	27.00	

2K. Wi-Fi Access to the Internet

Response	Frequency	Percent	Mean: 3.11
Daily	50	50.00	
Weekly	15	15.00	
Occasionally	12	12.00	
Never Almost Never	14	14.00	
Missing	9	9.00	

3B. Circulation [Check Out Materials- Holds- IDs]

Response	Frequency	Percent	Mean: 1.59
Satisfied	73	73.00	
Unsatisfied	2	2.00	
No opinion Not applicable	18	18.00	
Missing	7	7.00	

3D. Music Library

Response	Frequency	Percent	Mean: 0.95
Satisfied	39	39.00	
Unsatisfied	4	4.00	
No opinion Not applicable	43	43.00	
Missing	14	14.00	

3F. Open Computer Lab [LMTC]

Response	Frequency	Percent	Mean: 1.66
Satisfied	73	73.00	
Unsatisfied	2	2.00	
No opinion Not applicable	14	14.00	
Missing	11	11.00	

3H. Distance Education Office

Response	Frequency	Percent	Mean: 0.65
Satisfied	26	26.00	
Unsatisfied	1	1.00	
No opinion Not applicable	54	54.00	
Missing	19	19.00	

3J. Copy/Print Services

Response	Frequency	Percent	Mean: 1.70
Satisfied	68	68.00	
Unsatisfied	10	10.00	
No opinion Not applicable	8	8.00	
Missing	14	14.00	

3K. Group Study Rooms

Response	Frequency	Percent	Mean: 1.38
Satisfied	48	48.00	
Unsatisfied	5	5.00	
No opinion Not applicable	20	20.00	
Missing	27	27.00	

4A. eBooks [Electronic Books]

Response	Frequency	Percent	Mean: 1.16
Satisfied	36	36.00	
Unsatisfied	2	2.00	
No opinion Not applicable	26	26.00	
Missing	36	36.00	

4C. Library/Learning Resources Websites

Response	Frequency	Percent	Mean: 1.55
Satisfied	39	39.00	
Unsatisfied	1	1.00	
No opinion Not applicable	11	11.00	
Missing	49	49.00	

4E. Online Tutoring [Net Tutor]

Response	Frequency	Percent	Mean: 0.88
Satisfied	14	14.00	
Unsatisfied	2	2.00	
No opinion Not applicable	18	18.00	
Missing	66	66.00	

4G. Video Tutorials

Response	Frequency	Percent	Mean: 0.85
Satisfied	14	14.00	
Unsatisfied	0	0.00	
No opinion Not applicable	19	19.00	
Missing	67	67.00	

5B. Noise Levels in Study Areas

Response	Frequency	Percent	Mean: 3.14
Excellent	24	24.00	
Good	21	21.00	
Fair	10	10.00	
Poor	3	3.00	
Missing	42	42.00	

3L. Wi-Fi Access to the Internet

Response	Frequency	Percent	Mean: 1.49
Satisfied	51	51.00	
Unsatisfied	23	23.00	
No opinion Not applicable	10	10.00	
Missing	16	16.00	

4B. Library Databases

Response	Frequency	Percent	Mean: 1.66
Satisfied	69	69.00	
Unsatisfied	3	3.00	
No opinion Not applicable	13	13.00	
Missing	15	15.00	

4D. Ask-a-Librarian Reference Service

Response	Frequency	Percent	Mean: 1.31
Satisfied	41	41.00	
Unsatisfied	3	3.00	
No opinion Not applicable	21	21.00	
Missing	35	35.00	

4F. Online Room Reservation System [Libcal]

Response	Frequency	Percent	Mean: 1.15
Satisfied	30	30.00	
Unsatisfied	1	1.00	
No opinion Not applicable	22	22.00	
Missing	47	47.00	

5A. Cleanliness of the Facility

Response	Frequency	Percent	Mean: 3.48
Excellent	37	37.00	
Good	19	19.00	
Fair	7	7.00	
Poor	0	0.00	
Missing	37	37.00	

5C. Safety Environment

Response	Frequency	Percent	Mean: 3.53
Excellent	37	37.00	
Good	15	15.00	
Fair	6	6.00	
Poor	0	0.00	
Missing	42	42.00	

5D. Staff Helpfulness

Response	Frequency	Percent	Mean: 3.64
Excellent	55	55.00	
Good	18	18.00	
Fair	5	5.00	
Poor	0	0.00	
Missing	22	22.00	

5E. Hours of Operation

Response	Frequency	Percent	Mean: 3.51
Excellent	40	40.00	
Good	26	26.00	
Fair	4	4.00	
Poor	0	0.00	
Missing	30	30.00	

5F. Overall

Response	Frequency	Percent	Mean: 3.38
Excellent	39	39.00	
Good	27	27.00	
Fair	10	10.00	
Poor	0	0.00	
Missing	24	24.00	

6A. To Check Out Books

Response	Frequency	Percent	Mean: 3.50
1	22	22.00	
2	13	13.00	
3	10	10.00	
4	5	5.00	
5	8	8.00	
6	5	5.00	
7	15	15.00	
Missing	22	22.00	

6B. To Use a Computer

Response	Frequency	Percent	Mean: 2.77
1	39	39.00	
2	9	9.00	
3	9	9.00	
4	4	4.00	
5	2	2.00	
6	3	3.00	
7	13	13.00	
Missing	21	21.00	

6C. To Study In a Group

Response	Frequency	Percent	Mean: 4.17
1	19	19.00	
2	9	9.00	
3	7	7.00	
4	6	6.00	
5	4	4.00	
6	5	5.00	
7	27	27.00	
Missing	23	23.00	

6D. To Study Individually

Response	Frequency	Percent	Mean: 2.88
1	35	35.00	
2	12	12.00	
3	11	11.00	
4	4	4.00	
5	1	1.00	
6	2	2.00	
7	15	15.00	
Missing	20	20.00	

6E. To Seek Assistance From a Librarian

Response	Frequency	Percent	Mean: 4.04
1	18	18.00	
2	6	6.00	
3	9	9.00	
4	10	10.00	
5	8	8.00	
6	5	5.00	
7	20	20.00	
Missing	24	24.00	

6F. To Borrow Textbooks

Response	Frequency	Percent	Mean: 3.74
1	19	19.00	
2	11	11.00	
3	7	7.00	
4	12	12.00	
5	4	4.00	
6	7	7.00	
7	16	16.00	
Missing	24	24.00	

7A. To Check Out Materials

Response	Frequency	Percent	Mean: 2.31
1	27	27.00	
2	9	9.00	
3	4	4.00	
4	21	21.00	
Missing	39	39.00	

7C. To Use Audio/Visual Equipment

Response	Frequency	Percent	Mean: 2.79
1	19	19.00	
2	5	5.00	
3	3	3.00	
4	31	31.00	
Missing	42	42.00	

8A. Basic Skills Study Center

Response	Frequency	Percent	Mean: 2.68
1	27	27.00	
2	9	9.00	
3	6	6.00	
4	4	4.00	
5	19	19.00	
Missing	35	35.00	

8C. Tutoring

Response	Frequency	Percent	Mean: 2.76
1	26	26.00	
2	11	11.00	
3	3	3.00	
4	5	5.00	
5	21	21.00	
Missing	34	34.00	

6G. For WiFi Access

Response	Frequency	Percent	Mean: 4.08
1	24	24.00	
2	6	6.00	
3	7	7.00	
4	3	3.00	
5	4	4.00	
6	9	9.00	
7	25	25.00	
Missing	22	22.00	

7B. To Use The Practice Rooms

Response	Frequency	Percent	Mean: 2.51
1	27	27.00	
2	3	3.00	
3	4	4.00	
4	27	27.00	
Missing	39	39.00	

7D. To Seek Assistance From Library Staff

Response	Frequency	Percent	Mean: 2.68
1	19	19.00	
2	5	5.00	
3	12	12.00	
4	24	24.00	
Missing	40	40.00	

8B. To View Video Or Listen To Audio Tapes

Response	Frequency	Percent	Mean: 3.57
1	17	17.00	
2	2	2.00	
3	5	5.00	
4	3	3.00	
5	34	34.00	
Missing	39	39.00	

8D. To Study Human Body Models

Response	Frequency	Percent	Mean: 3.66
1	16	16.00	
2	4	4.00	
3	2	2.00	
4	3	3.00	
5	37	37.00	
Missing	38	38.00	

8E. Group Study

Response	Frequency	Percent	Mean: 3.26
1	20	20.00	
2	5	5.00	
3	7	7.00	
4	4	4.00	
5	29	29.00	
Missing	35	35.00	

9B. Word Processing

Response	Frequency	Percent	Mean: 2.00
1	33	33.00	
2	16	16.00	
3	7	7.00	
4	13	13.00	
Missing	31	31.00	

9D. Internet

Response	Frequency	Percent	Mean: 2.04
1	39	39.00	
2	6	6.00	
3	10	10.00	
4	16	16.00	
Missing	29	29.00	

11. If a book is only available from the Library in electronic format (an eBook), would you still use it considering the content is the same?

Response	Frequency	Percent	Mean: 0.76
Yes	62	62.00	
No	20	20.00	
Missing	18	18.00	

9A. Study/Tutorial Software

Response	Frequency	Percent	Mean: 2.64
1	23	23.00	
2	6	6.00	
3	9	9.00	
4	28	28.00	
Missing	34	34.00	

9C. Printing

Response	Frequency	Percent	Mean: 1.90
1	41	41.00	
2	9	9.00	
3	8	8.00	
4	13	13.00	
Missing	29	29.00	

10. Are you aware that the primary objective for the Library and Learning Resources (LLR) unit is that students will demonstrate awareness and knowledge of the range of resources and services available throughout the various LLR areas.

Response	Frequency	Percent	Mean: 0.71
Yes	59	59.00	
No	24	24.00	
Missing	17	17.00	

Comments

Question: 12. If you answer No, please list your reason in the box below.

Response

No compatible device.

Question: 13. Any additional comments.

Response

the 2nd floor computer lab is so noisy. it should be a quiet study room. the staff does not seem to care about that. they should tell the students who is loudly talking be quiet or they should not be at the quiet study area. it is for students to study. it is not an area to talk.

Excellent and helpful library staff all around. Circ desk staff are very friendly and helpful and seem very supportive to students. The lobby art displays are fantastic--a real point of distinction for our Library. Thanks, Everyone!

The library is a helpful quiet place I use to work on assignments and homework. I am very satisfied with the faculty and materials there.

A-44

2015 Library and Learning Resources (LLR) Assessment – Text Responses

Question 11/12: If a book is only available from the Library in electronic format (an ebook), would you still use it considering the content is the same? If you answer No, please list your reasons.

- *I'm not in love with my Apple so I don't stick around a computer for long. I get lots of text messages. How do I get these various people off my computer?*
- *Even though I am pretty computer savvy, I would prefer to read a book rather than to stare at a tablet, laptop, phone or computer monitor just to preserve my eyes and mind. Computers are literally re-wiring people's brains and cause anxiety and who knows what other negatives are coming from this. I do believe computers are great, but only in moderation!*
- *I like to have physical copies because it is a reminder to read the book rather than leave it on my tablet and not even open it.*
- *Books are to be read through the physical use of being printed on either a hardcover and/or paper cover books so that if a person needs to refer to a page in the book that they are reading they can refer to it by looking at the page number as well as the chapter that it is in and that they can go back to it later if they need to.*
- *I need a physical copy.*
- *I like the feel of paper old school...less likely to get distracted.*
- *I do not have any electronic device to carry around.*
- *I have used the services provided from the Library and Learning Resources, but was not aware of the objectives. I prefer tangible textbooks and books where I can put post-its so I know where I left off from before.*
- *I don't mind using an ebook if I really have to, but I prefer the actual book because it's easier to write your notes on, etc.*
- *Hard copies are better. Ebooks can't be used when you don't have a battery for the electronics.*
- *I prefer a tangible book and being able to open & close it, look through it, etc.*
- *I'm not online at home – it would require me coming onto campus. Computer reading is also more strenuous.*
- *If no internet then I can't see an ebook.*
- *I don't have a computer at home, with a physical copy I would be limited in use.*
- *Because I hate electronic displays.*
- *I don't have access to wi-fi to read ebooks*

Supplemental Question #1: If the Library were to remodel its facility in the future, please list design elements that you would like to see included or current elements you would like to see removed.

- *The Music Library should have no less practice rooms than it currently has. Demand for them is high enough that adding a few more would be easily justified. I would highly recommend that the rooms be equipped with sound proofing padding as well so students practicing don't distract one another or nearby classes taking place. The Music Library itself could also use more shelves to accommodate all the new music books arriving in the future. A larger area behind the desk might solve the problem even more actually.*
- *Wi-Fi needed and a tape to CD burner. More Broadway collections.*
- *I like the library very much as is.*
- *We need Wi-Fi! Sometimes all the computers are all used and there is no wi-fi to do homework.*
- *Vending machines near the music library, vocal tutors, jazz vocal group*
- *I would like wireless Internet to be added. I would come in handy for when the computers are all occupied.*
- *I only use the Music Library. The music library could use more tables and chairs, maybe some windows. The whole music building is full of awful lighting. The sliding cabinets lining the walls of the music library seem pointless. I've never seen anyone, not even a librarian, touch any of the books on the shelves/cabinets. I've only ever seen materials retrieved from behind the counter. Seems like a lot of wasted space. That space could be filled with a better selection of musical theater scores.*
- *The Music Library needs Wi-Fi access, a printer that works, a tape to cd burner, new ceiling tiles (they are falling off), and an air conditioner for the outside room.*
- *For the Music Library, I'd like to see another computer/scanner at the circulation desk so that there are two. One to check out practice rooms and one to check out books. This will allow for shorter lines and students that need help can actually get help without waiting a long time. Please also get someone to supervise the reading rooms in the main library. I've seen too many students talking on their phones and disrupting other students trying to study.*
- *A designated room for tutors in the music library so when she/he needs to play something for us to help us understand we can have immediate access. Music rooms need to be updated...those darn circles on the walls make me dizzy. Remove all the equipment that is not useful...upgrade and add equipment that we can use.*
- *More computers, easier to find books, and an extra floor wouldn't hurt.*
- *Everything is okay right now!*
- *If the Library were to be remodeled in the future, it would be nice to add a coffee shop so that students can enjoy their coffee, relax, and do homework. Coffee helps people stay awake after a long day of school. It would also be nice to be able to bring our lunch in the library and eat their without anyone preventing it or having to ask you to go and eat outside*

- *LMTC needs more, or better, natural lighting. No carpet.*
- *Bathrooms need to be fixed. Why are pipes in the ceiling?!? Needs more \$\$\$.*
- *Better Wi-Fi and more plugs to connect computers on multi-seated tables.*
- *I really appreciate it. The facilities are doing their jobs.*
- *I think we need one or two more printers.*
- *I believe the addition of more computers on the first level would be convenient to the students, and also on the first floor level Microsoft Word software should be installed onto the computers for student use. Also, the change machines in the copy/print center should be repaired. They always seems to be broken.*
- *Include new seating areas, perhaps updates to some computers. Remove some magazines for more poetry.*
- *Better ventilation in the study rooms. Smart boards and TVs in the study rooms for displaying powerpoints to your group. Bigger study rooms. Café in the library. Higher ceilings. Free printing and copying.*
- *I would like to see better & brighter lights so I can actually see the writing on my books.*
- *Random ID checks to ensure the safety of students like myself who study during the evening hours.*
- *Lounge or open courtyard that's partially covered. Make it bigger.*
- *Hammocks, comfortable chairs, massage chairs, bean bag chairs.*
- *I'd like bullet proof glass, in case of emergencies. I'd also like food in the library.*
- *Foster a more reliable internet connection.*
- *Allow food and drinks in the library. Have a library lounge. Provide a police roaming in the library for more safety.*
- *Student staff need a good lunch room. New toilets.*
- *More open rooms and computers*
- *I would like to add the music library with the main library. Add more instruments to reserve other than just the pianos.*
- *I like it as it is...maybe more study rooms.*
- *Larger Wi-Fi range to reach areas of the library next to the windows for people who prefer to work next to sunlight. Outlets for computer labs for charging an e-book enabled device while using the computer*

to write notes, book report, help find "pages" to quote in the document and input other data as a shortcut of using a cloud for text documents.

- A student lounge would be nice. This can be an area in the library where we would be allowed to eat and have small conversations because sometimes I stay late to study and by not being allowed to eat or drink I am forced to step outside of the library delaying me from completing the task I wanted to finish.
- White boards in the private rooms.
- I would like to see in the library a room where we can go and eat because students in the study rooms & around the library itself already do it. Also, I would like to see on the library study rooms glass that is soundproofed because some students tend to be loud. Also, new computers to print because sometimes it goes down & students have to run and print out paper for class. I would like to see in the library friendly people and also have one exit because it creates chaos in the library. A lounge would be good for students because some of us have two or three hour breaks and we can relax. Also, it would be fun to have a Starbucks on campus because students like to drink coffee.
- The Music library needs a remodel. Also, the main library needs more study rooms.
- I like the display area in the main lobby. I like the way it changes with new relevant material from time to time.
- Better printing. Better instructions about ID cards in the computer labs.
- The LMTC has great computers and staff, but the place likes like s*@!. Instructions on everything aren't clear enough and the men's restroom constantly smells like pee, either because nobody cleans/repairs it or there is not circulation in there. Urgent fix needed!
- Whiteboard walls in the study groups. Remove the old carpet. More study rooms. Remove clutter to make more space for tables for study groups.
- The seats smell like butt crack in every single place in this library. Please either wash them or get new ones.
- I wish at least the 2nd floor was open until 11:00pm in the night for students who can't afford to go to a Denny's or McDonald's every night to study with classmates and study groups.
- Definitely more study rooms. Also a more modern looking circulation desk / maybe with more screens providing information.
- More options to check out for other subjects.
- The bathroom in the LMTC smells like pee all the time. Get new bathrooms please!
- I would prefer to see adjustments to the Wi-Fi settings all throughout the library. The library needs more staff members at the circulation desk and more computers available for students. I would like to see the online tutoring system removed and have more strict enforcement of noise control throughout the library.

- *Maybe adding some rooms for those students that need to have conversations besides conference rooms. My concern is to somehow find a good idea to eliminate the noises in study areas.*
- *I am hoping we can have a stronger wi-fi that works anytime, and also tutors being available every day rather than only on certain days. I also hope we can have one or two study rooms that can fit more than 8 people, or make it into a sleep lounge where sleep deprived students can take a quick nap before the next class, especially during finals week.*
- *Student staff need their lunch area!! Somewhere that isn't dark and scary – we need some sunlight!*
- *New toilets and remodeled restrooms!!!*
- *I would like to see more art, maybe a more modern look. There is poor lighting and I feel like I am in a hospital.*
- *Printing machine payments should be removed and it should be free printing.*
- *The library is perfect the way it is.*
- *More couches (Basic Skills)*
- *Better instructions of checkout system for computers (Basic Skills)*
- *Replace the ceiling. Remove carpet for tile. Get rid of unnecessary things around the library. More pay stations. (Basic Skills)*
- *More desks with plugs to charge our electronic devices. Bigger area for students to sit and study. (Basic Skills)*
- *More outlets to plug in computers, couches, and more chairs. (Basic Skills)*

Supplemental Question #2: If you rated any LLR services with “Unsatisfied,” please explain the reason(s) here, or provide any additional comments or suggestions.

- *If the practice rooms could be open more hours on Saturday, as so many rooms are occupied by “music teacher’s assoc.” in the South Bay. Also, have practice rooms open on Sundays and on 3-day weekends. Most of the kids do not have a piano, or place to practice, except at ECC.*
- *Wi-Fi is very unreliable at the main library and the music library doesn’t have any Wi-Fi at all. Although many students use the internet for personal entertainment, some students really benefit from being able to access music ear training and audio materials, among other things like accessing sheet music online. The different between using the library’s computers or the Wi-Fi is that with Wi-Fi any resources accessed by students would be on their mobile phone, tablet, laptop, etc, and they would be able to use the resources in a practice room where it is most helpful to musicians.*
- *No Wi-Fi in the music library.*

- *Printing in the computer labs take forever. The program has slowed down significantly, this leads to longer lines.*
- *The computer for checking in & out is antiquated and slow. Make more practice rooms available. The students who have made their quota in practice hours should have to wait for students that need hours. The final week shouldn't be cut to 30 min. practice time.*
- *The printer in the Music Library does not work and wi-fi access is terrible.*
- *The Ask-a-Librarian services takes way too long to reply.*
- *The Wi-Fi access is terrible. It varies from where you are and it's super slow.*
- *Everything in this library is absolutely wonderful!!! Especially the staff! I sincerely mean that from the bottom of my heart!*
- *Librarian assistance is EXCELLENT!*
- *Bathrooms smell like piss.*
- *Okay, it's great to be in the library. I really appreciate it.*
- *I think that there are not enough English tutors. Therefore, students often wait for a long time. I wish there was an English tutor during later afternoons to night-time.*
- *I am satisfied with most of the services. Thank you. Cindy Lopez is the most helpful, sweet, and understanding staff member at the front desk. She makes using the Library very efficient and effective.*
- *You could upgrade the Wi-Fi.*
- *Wi-Fi is very unstable and cannot be accessed in all locations.*
- *Derek is a helpful employee.*
- *I am really satisfied with all of the resources that the library offers.*
- *Wi-Fi is relatively unreliable, on works at times.*
- *The Wi-Fi has a weak signal and drops occasionally.*
- *The President of El Camino should show up more on campus and interact with students. Most of the students here at El Camino don't know who he is and it would be nice to see him once in a while on campus.*
- *More tutors in music.*
- *The bathrooms smell like piss. There are electricity wires running under the floor while the pipe system seems to be overhead. Who thought of that? Fix please!!*

- *Longer hours for the library (open early and late); allow food or coffee*
- *People come here to talk & laugh with their friends. They also come to charge phones and not to actually study, while others come to actually study & use the computer to do their homework.*
- *Police rarely patrol this building and that is just a safety issue with all the sexual predators in this area.*
- *I love working here.*
- *No circulation; nobody fixing the urinals, nobody is cleaning the bathrooms.*
- *Too high of noise levels; not enough computer access for students; understaffed circulation desk; poor to no wi-fi access (the library should have excellent wi-fi throughout the building); very little copiers are available to students.*
- *Personally, I feel as if the library ought to be open 24 hours every day. I also hate the online group signup for room reservations and would desire to see it cancelled.*
- *Noise in study areas is a major problem. A lot of students socialize in study areas and do not pay attention to posted signs and verbal notices of volunteers. Please do something about that.*
- *Cindy Lopez and Kim Morrow are excellent and are always helping students beyond and above the call of duty. Overall, the whole operation is excellent and thanks to all of you.*
- *I question the safety of the students in the study areas. I wanted to call the police and Lisa refused to make a report and question the staff and the safety of our students after numerous attacks, harassment & threats. There were several witnesses about this claim. Lisa does not care about the students.*
- *I am unsatisfied with the wi-fi access because I am able to log in, but it is very slow and cannot even go to certain sites needed for researching.*
- *The circulation desk is helpful. Cindy is very helpful so I am satisfied with that.*
- *I have always been very satisfied with all of the employees here. I enjoy coming to the library because of Kim, Tam and Cindy. They have always been very nice and helpful.*
- *I like the library services and it was very helpful to see tutors in person.*
- *This library is absolutely perfect in my opinion, especially the librarians and staff. More helpful than any other place and extremely friendly. I personally LOVE that! Thank you!*
- *The librarian does not keep a quiet library conducive to studying. Librarian would not ask noisy students in the library to be quiet, and ensure they comply, even when requested by a student.*
- *The library should be opened for extra time – like 9pm on the weekends as well.*

- *Music tutors should have a practice room automatically available.*
- *Wi-fi is poorly serviced in the music library.*
- *Jeff is great! Super helpful with everything. He should get a raise! (Basic Skills)*
- *Improve wi-fi!! I can't ever connect! (Basic Skills)*
- *The on-floor staff in the Basic Skills Center is constantly moving around making sure that there is no disturbance and always helping us out. Charrisa and Jeff makes this LRC/BSC a warm and welcoming place for students, unlike the people in the office that just sit there and look at us like we are the #1 problem in their life. It would be more welcoming if the staff in the office would interact with the students in a way other than just telling us what we're doing wrong. (Basic Skills)*
- *No one in here is helpful, everyone is always in their office doing nothing. Only people I find helpful when I need something are Jeff and Charissa. Other than that everyone else just looks at you like you're crazy. The staff mentioned above are the only ones who help when asked. (Basic Skills)*
- *Open computer lab – I don't like when the girl assisting with the ID's in front asks what I am working on? Of course, schoolwork..Duh! Why does she ask me this? Copy print services – the machine has stolen my money a lot of times. (Basic Skills)*

Appendix L

ECC Library Program Review

2017

2016 Student Focus Group

Report

Library Facilities and Services

Focus Group – Library Facilities and Services – November 2016

(Brown, Medina, Striepe)

Number of attendees: 9

Step 1: As we tour the library, pay particular attention and jot down comments relating to issues of **Safety** (do you feel safe?, are the Exit signs clearly marked?), **Layout** of the building (Is there a logical flow?), **Cleanliness** of facility, **Atmosphere**, (do I feel welcome and engaged?, am I quickly steered to the correct desk/area for my needs? Does the signage help/hinder?), **What would I like to see** that could help me as a student?

Safety:

*Need emergency markings that glow when lights are out...also in bathrooms,
more signage (labels),*

emergency exits not well marked

emergency exits and signs

lights are out in the building

Not many emergency exits

Lights are dim

there should be an emergency (first aid) kit by the fire extinguisher in case of emergency

*Emergency exits not clearly marked. According to the sign the emergency doors open in 15 seconds –
that is not fast enough in the case of an active shooter*

downstairs LMTC rest rooms isolated

Emergency exits

Bad Lighting

Better/more stairs

emergency exits

Bathrooms

Emergency exits not obvious to students

Lights out at exit signs

Not enough emergency exits obvious to students

Layout:

Needs improvement, return the R's (to regular shelf flow)

more signage (labels),

improve the connection to the lower and upper floors,

*neon lights for the small signs in the reading rooms. I never knew these wings existed, I thought they
were fire exits*

*Could be better managed – certain areas like the (West and North wing) unused circulation desks could
be made into study group areas or used for more productive things*

book order is confusing and makes things hard to find

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should label the places/rooms so people know where they are going...I didn't know some rooms existed
The split DS collection from West to East wing is confusing
WiFi...Dear God, fix the WiFi!!!
Nursing collection entirely isolated
More charging stations
Good layout, but not mapped or connected very well
The N Reading room needs layout change for groups
we need more outlets
More charging stations
Update the chairs, make them more comfortable
Bad, not connected or clear which room you are in
Better signage to direct you to other wings

Cleanliness: *Water fountains are gross,*
put lids on trash cans, bigger trashcans with lids so people do not have to smell the trash,
do not let employees eat at desks,
there is a lot of dust in the study areas on the desks,
bathrooms are filthy,
the chairs are old,
Bathrooms are dirty, some tiles have fallen off, especially at the corners
AIR CONDITIONING! AIR CONDITIONING! AIR CONDITIONING!
Bathrooms are not always fully clean and bad odors sometimes travel in that part of the library
People eat and do not tidy up – no food or drinks, water only.
I see coffee cups and trash near copiers/printers
Dusty
Trash cans - there should be trash cans for certain things (cans, plastic, paper)
Restrooms dirty, no janitorial staff. Restrooms in East wing frequently clogged
food left behind
dust on lobby kiosks
No supervision on eating and people leave trash behind
Water fountain in East reading room is broken and water quality is poor
Dirty and lack of bathrooms
The tables and chairs ALWAYS dirty.
Upstairs workers eat and drink
restrooms are dirty
Facility needs dusting
Janitor services needed in bathrooms
too much dust, study rooms are gross, people bring food
Workers eat
water fountains are gross

Atmosphere: *Air conditioning and lighting need improvement,
some employees are rude,
greater use of id's,
more posters and paintings,
brighter lighting,
more charging ports,
rude employees,
I would like to see more charging stations
Should be a noise limit, certain times it is not as quiet as it should be, causing distractions
fix A/C
Lighting could be brighter
Noise level too loud
Employees a bit rude
Staff should be more friendly, makes you not want to ask for help
better lighting
more charging space to let people charge computers
Put café on patio or N reading room to be welcoming and enticing
Convert N reading room to group study areas
Make more accessible - Perhaps provide recreation area
lighting gives me an uneasy feeling
Air con needs fixing
Art outdated/damaged sometimes
People can be loud (students and Staff) – can be remedied by having a “loud” area.
Lighting is dim, yet not “warm”
Too noisy
Rude employees and manager over the employees – especially in the LRC on the second floor
Stuffy, not welcoming, workers are rude
needs A/C
Lighting needs to be improved*

Printing Services

*I haven't yet used them but they appear adequate
Inputting account info on copy machines should be made easier
Cash is more convenient for use in copiers/printers
Area is too small
We should have a change machine
Need larger area
No cash environment
No cash is OK if we could use debit cards*

What are the possibilities?

Library should go to a student id card only to be used for services such as printing, copying, cafeteria or any service where money needs to be exchanged

Café in the reading room/balcony/verandah

Green solar panels that students can plug electronics into

A card system could be an easy solution to the copy/print system

Greater use of ID

There should be a coffee vending machine

Do you find group study areas to be more desirable than individual study carrels?

yes,

Yes, much more desirable

They are both fine options, I think since there are two levels, they can make certain areas group based and others for individuals, and that way it won't affect anyone

Yes, Students often come together to study so there should be more group study areas

Yes, groups tend to lead to better success

Yes with comfortable chairs and wiFi

Yes, there is enough room for groups, They're always full anyways so you can't even use them

Should we offer more options for group study?

Yes, with easy computer access

Yes

I would like to see a wing or large area devoted to group study and other "louder" study areas – this could reduce noise in other areas

I tried to join the anthropology Club...no one showed

Yes, more options for people with special needs

yes

Yes, but perhaps have them apart from individual study so noise does not affect others

Yes

Do you think that the library would be a more engaging place if it had a café with drinks/snacks?

No, we already have stores nearby,

I think it would be a great idea. I have a hard time trying to find a place to eat and study. In the building you are able to get away from the elements(heat, sun, rain)

Most definitely. Possibly in the North wing with the patio

WiFi for all (and ice cream!)

Absolutely! It would help keep students engaged and awake, provide a social area

Yes, but in the North reading area since it has a patio

Yes it would be a relaxing on-campus area for people to meet and study. Coffee also keeps people awake

Step 2: The Focus Group will gather in Lib 102 for discussion. Some comments from the last Student Satisfaction Survey will be shared as an icebreaker, followed by group discussion.

Comments from Discussion

- *Cleaner, better water fountains, cleaner bathrooms, signage*
- *In the lobby there are picture posted on the walls but there is no signage as to what they are about. Is it for a photography class? History class project or what? And what is the topic?*
- *There should be a coffee vending machine*
- *It'd be nice if the reading areas had more books in them*
- *The balcony/verandah deserves a covering from the sun*
- *Didn't even know West Reading Room existed*
- *Offset lighting to brighten the corners*
- *Retile the ceilings*
- *Bigger/better/more bathrooms*
- *Emergency doors that open in 15 seconds*
- *Why does the E section start on the far right?*
- *Lighting in lobby doesn't feel "warm"*
- *N Reading room "desk" could be café*
- *Verandah – no umbrellas, no covers, no options for dining, no emergency exit*
- *Restrooms not clearly marked depending on entry point*
- *W. wing desk converted to computer area?*
- *W Wing emergency exit not clear on entry – obstructed*
- *Printing room needs ventilation*
- *H's – inconvenient fro staff shelving and awkward for students*
- *Use the circulation desks again*
- *Patio area make more study rooms with more time to study 4-5 hours*
- *Outside patio empty rooms, more bathrooms*
- *More lighting*
- *More comfortable chairs*
- *Map and label areas of the library*
- *More room for special needs in areas not being used*
- *Bring in something relaxing, like a fish bowl with water*
- *Allow the library to be a place for learning, so get people that are older and professional with a degree and that are willing to help*
- *Make printing area less distracting*
- *The west reading room desk can be replaced with computers for students to search the library records*
- *I noticed some library rooms do not have emergency exits*

- *The patio area is unknown to students, so it should have a walkway, handicap accessible, open to the café by the Humanities building, also there should be more seating and a cover from the sun*
- *The North reading room should change its layout and be more open for group study for students*
- *Layout of the library is odd and doesn't flow*
- *North room: not enough safety exits and the outside patio is empty and uncovered, needs easier access and more tables. Maybe a coffee shop?*
- *West room: not enough safety exits, elevator is out of service, it should have a computer to search books*
- *East room: needs A/C*
- *We need more group study rooms. I liked the North room for group study*
- *We need more outlets to plug in phones, computers, etc*
- *Certain parts of the library are not even being used properly –some of the old circulation desks could be used for big study groups, the outside open area could use something for shade/rain so we can still go outside and study*
- *They should place more signs, especially in the lobby*
- *There should be more helpers to help first time students to look for books and understand where we can/cannot go*
- *Library isn't as quiet as it should be, there should be a noise limit – some people cannot concentrate in a noisy environment*

Initial LIBRARIANS ANALYSIS OF COMMENTS:

Some comments that could drive policy and procedure decisions and staff involvement/training include

- **Facility overall cleanliness is an issue.**
- **Quiet areas are desired**
- **More staff/student worker training in customer service (rude workers, workers eating at service areas)**
- **More signage**
- **Charging stations desired**
- **Better wifi....where does the library stand in relation to for the campus –wide upgrade?**
- **More bathrooms desired – cleaner bathrooms desired**
- **Group study areas desired**
- **Café/coffee options desired**
- **Criticism of furniture and dust**
- **Better lighting desired**

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Appendix M

ECC Library Program Review

2017

2016 Embedded Librarian Program Report

APPENDIX M -- EMBEDDED LIBRARIAN REPORT 2016

EMBEDDED LIBRARIAN PROJECT Fall 2016 REPORT

Library Participants: Mary McMillan, Claudia Striepe Humanities Participants: Barbara Jaffe, Lauralee Welsh

Cosmetology Participants: Sheila Murray, Merriel Winfree Fine Arts Participants: Darilyn Rowan

Team members McMillan/Striepe/Jaffe presented at Spring Flex 2016 on the theme of *Strengthening Partnerships to Support Student Success*, on behalf of the entire team. (See Attachment 1.)

Team members saw 25 class visits in Spring 2016, but this number was lower (22) in Fall due to the resignations/retirement of librarians Daugherty and Ichinaga

Librarians Seth Daugherty and Moon Ichinaga left ECC at the end of Summer 2016, so the Embedded Librarian project was two librarians down for the fall semester. As a result Humanities faculty Lyman Hong and Christina Nagao did not participate in the Fall 2016 project. Librarians Gary Medina and Analu Josephides began at ECC in Fall 2016, and after a term of orientation to bibliographic instruction and general mentoring, have agreed to participate in the Embedded librarian program. Gary Medina will partner with Professor Hong, and Analu Josephides will partner with Professor Nagao. Librarian Mary McMillan replaced Moon Ichinaga immediately to work with the Cosmetology department, and worked with Fine Arts Photography professor Darilyn Rowan (Spring 2016 only).

The Embedded Librarian project will expand in Spring 2017 as Humanities professor Rachel Williams has agreed to join the program in Spring 2017, and her two classes will work with Mary McMillan and Claudia Striepe. We are also hoping to expand the project participants to other Divisions, and are liaising with faculty from the Behavioral & Social Science Division. As mentioned earlier, librarians Josephides and Medina will resume the work with Professors Hong and Nagao.

Informal responses show 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 exercises 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. (See Attachment 2)

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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)

We would like to thank Dean Lew and Director Russell for their continued support of the Embedded Librarian Project Program.

FACULTY SURVEYS (Humanities/Librarians/Cosmetology 2015 – see below)

STUDENT POST CLASS SURVEYS (CS Example....MM to add – and analysis to de done)

CLASS INTRODUCTORY HANDOUT EXAMPLE

EXERCISE: Pair-Share or Small Group

FACULTY/LIBRARIAN SURVEY 2015 SPRING

Embedded Librarian with Humanities Faculty project Spring 2015 semester – Faculty Librarian Feedback (7 respondents)

- I. For evaluation purposes, please answer these questions.
 - a) Please rate the quality of the interaction between faculty and librarian. Circle one of the following:
1 (excellent) 7 2 (good) 3 (fair) 4 (poor)
 - b) How did our project help with your SLO(s)? Please describe.
 - The project complemented our SLOs perfectly since the focus of English 1A is the research paper.
 - The Embedded Librarian Project helped me not just meet but exceed the second SLO for English 1A. This particular SLO asks students to “integrate multiple sources, including a book-length work and a variety of academic databases, peer-reviewed journals, and scholarly websites”. Due to Seth’s presentations, my students knew how to distinguish between a credible and non-credible website, and they found relevant, current sources for their research essays.

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- The class helped provide data for the value of library resources and library led programs for student research and success.
 - This project helped students locate sources to be used in composing the essay to be assessed for the SLO for the course.
 - SD did a wonderful job of explaining to my English 1A students strategies for developing an acceptable research question. In addition, he developed a very useful activity intended to help students narrow the research topic. Both activities assisted with the fulfillment of SLOs 1 and 2
 - It allows me to reach out to students in a more impactful way which means I am able to teach more to the SAOs. It also provides more opportunity for assessment. As a librarian, assessment opportunities can often be few and far between because of the nature of our interaction with students. With the embedded program there is more face time, so more opportunity to assess the learning and see if we are meeting the SAO objectives.
 - The collaboration allowed me to more fully engage with my SLO work. Having the opportunity of more time allows the librarian to go in-depth on the concepts being presented, those that simply cannot be taught effectively in a one-shot session with any meaningful impact.
- c) Did the project help you and/or the class in any other way? Please describe, especially any measurable results.
- I always learn so much in terms of improving my own library skills, but the students have a specific librarian to work with, which is extremely beneficial for them. Students generally do better with obtaining their sources as a result of the program. Perceptually, I feel they have made tremendous progress in the ease of being able to collect their 5 different sources.
 - A number of students commented that they now regularly use the Advanced Search function on Google rather than the general search tab. This strategy has helped me as well – especially when I am looking for information and am not connected to the school's databases.
 - Minute papers were used to gauge student's responses to concepts introduced, and later to gauge the value of the program as a whole to the students. Data from the minute papers and the survey have, and will continue to be used in Flex presentations, SAO assessment, Program Review, and for refining program content. Student/librarian contact visits have increased.
 - The project helped me determine how many students were understanding how to access databases and the book catalog. Their anonymous responses to the librarian's survey let me know how many needed further help. I followed up on answering their questions and posted the librarian's follow-up answers to the class website.
 - I certainly feel that the project helped the class understand the research process, but I don't have any quantifiable data at hand. In the future I will develop a brief survey that examines the attitudes of the students before and after the embedded librarian presentation.

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- I had the students in my class complete a summative assessment where they were asked to reflect on their learning. Of course, this is self-reported learning and is not a demonstration that they are actually utilizing the strategies taught, however reflecting is still an important part of the learning process.
- The areas that students most reported as having learned from the workshops and benefited from during their research process include: using advanced Google/search engine techniques; developing keywords to better refine their searches; distinguishing the type of website via the top-level domain (e.g. .gov, .edu); searching for books using the catalog.
- Students also commented on ways in which the workshop can be improved including: providing more instruction on developing a research topic and using library databases; giving a physical tour of the library; developing videos on how to do what was discussed in class.

d) Are there ways in which the instruction and support can be improved?

- I like the structure and content.
- Perhaps provide 4 sessions instead of three?
- This is my 4th time (I think) participating in the Project and Seth and I have figured out all of the issues. We have a three presentation format that works well for the students and us. Because we are now familiar and comfortable with the format, I don't see any changes that need to be made.
- Faculty are very generous with their time and are fully involved with making the project a success. The collaboration between faculty and librarians has been very positive. Visits are noted in the syllabi. Given the constraints of time, instruction and support would be difficult to improve. However the phasing in of the new LibGuides may enable us to either impart more material, and/or reach more students and classes._
- Perhaps more emphasis on assessing student's information competency skills before and after the embedded program, more interactive lesson plans where students are actively searching the catalog and databases, and perhaps turning in assignments based on the material covered in the embedded portion of the class.
- I am looking forward to using additional tools such as library guides for specific classes.
- Perhaps a mini-assignment along the way could be developed and graded by the librarian, in collaboration with the classroom instructor, for information literacy assessment purposes. A "building-block" step focusing on research as a process of inquiry that goes beyond the final product of a formal paper. Additionally, it would be wonderful to have students submit an additional copy of their bibliography to the librarians so we can assess whether or not they are selecting sources that demonstrate use of the library's resources and critical thought about the quality of information selected.
- I would also like to reconsider the order in which I am presenting concepts to the class. More time seems needed on the development of a topic as this continues to be a real challenge for students.
- One thing that has not been as successful is students seeking out the assistance of their embedded librarian outside of the workshops. Perhaps they did not find additional

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support was needed, but I doubt that is the case. We could consider requiring all students to schedule at least one meeting with their librarian, however, I am not fully confident this would be sustainable for the librarians.

- I think it would be more impactful to have the workshops here in the library's demonstration classroom so that we can bring in more hands-on learning activities and also get students more comfortable with navigating the physical library. Too much lecture gets boring and does not reflect what we know to be effective pedagogy for deeper learning.

e) Would you like the project to continue in the fall? Yes 6 No Yes 1, with improvements noted above.

I would be interested in learning more about the types of activities / instruction being done in the other EL classes. It would be great to come together at the beginning of the semester to share out and brainstorm on ideas.

Spring 2015 Embedded Librarian Project with Cosmetology faculty.(Merriel Winfree/Moon Ichinaga)

I know that this is a very busy time of year; however, I have questions for you about summer cosmetology class(es) and feedback about the embedded librarian project this academic year with TERC.

- II. I am participating in the ECC pre-retirement program which does not allow me to work during the summer. Do you plan to have any of your cosmetology classes work with TERC this summer? Yes No X

Have the students in the class(es) already received instruction from me on using TERC?

Yes X No

If no, and there is a need for TERC instruction, specify which class(es)/section(s)? We will have to work out a special arrangement.

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III. For evaluation purposes, please answer these questions.

f) Please rate the quality of the instruction and support that I provided you and your students in using the cosmetology practice tests. Circle one of the following: Excellent
1 (excellent) 2 (good) 3 (fair) 4 (poor)

g) How did our project help with your SLO(s)? Please describe.

 The project have helped our department focus specifically on designated SLO(s) and PLO(S) in assessing to improve our department program and curriculum for students learning.

h) Did the project help you and/or the class in any other way? Please describe, especially any measurable results.

 The project has provided our students the opportunity to improve exponentially their written testing scores. In 2012, our students were passing the written part of the exam at 49%. In 2014, students are successfully passing the written exam at 98%. The department is so pleased with the results that the department will continue to use the TERC database for fall 2015.

i) Are there ways in which the instruction and support can be improved?

 No. The instruction and support materials that are part of the TERC orientation that our cosmetology students received from Moon Inchinaga are extremely helpful and informative. The students are taught how to sign-on, navigate the TERC database, and print out completed homework assignments that are due weekly for a grade. The instruction and support materials are successful for students learning outcome.

j) Would you like the project to continue in the fall? Yes X No Yes ,
with improvements noted above.

Embedded Librarian – Research Process Learning Reflection
English 1A – Jaffe / Striepe (19 student respondents)

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?)*

- I received a lot of information on books, but a LOT of them are from the late 90's and not a lot of new books.
- How to use the databases from the ECC library page
- Which websites are reliable
- You can ask a librarian to help you with your research
- Learned how to use keywords to search exactly what I want
- Learned how to use MasterFile Premiere database resource
- You can keep a book for 3 weeks
- You can find good resources in EbscoHost
- Learned how to use keywords to get to my exact topic
- How to use Masterfile Premier Ebsco
- Where to find books around the library
- People in the library can help you with your research
- I learned how to search for topics more effectively on Google
- It made book searching easier
- I learned to look for topics using databases
- I learned to use the databases more efficiently
- I learned to be more specific when searching
- Learned we can use our library cards at other universities in the area
- To change word order to get better results
- How to get online scholarly sources outside of El Camino
- I learned how to do more detailed searched in Ebscohost
- I learned how to do a more detailed and effective search on Google
- I learned how to spot and identify credible websites
- You don't have to be at school to have access
- Research can be really easy to set up by using keywords
- Some books from the library cannot be checked out
- I learned how to use a database
- I learned how to narrow down searches, especially on Google
- I learned there are many categories in the databases
- How to use databases
- Using keywords for concepts
- How to narrow down searches with dates, words and symbols like *
- How to verify a website by looking at who/what company posted it

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- How to plug in keywords in databases and internet searches
- How to create an enhanced search in the databases
- How to search for books in the catalog
- How to make the search clearer
- How to choose credible websites
- Key phrases are important
- You can narrow your research by checking more settings
- Check if sources are reliable
- I learned how to use databases
- I learned how to narrow down my research
- I learned how to input key words
- I learned the ways to access databases
- How to look up a book online
- How to find a reliable website
- How to access databases
- How to find the books in the library
- How to reserve a book if it is checked out

Question 2: Please list two specific strategies you used while conducting your research for this assignment that you found effective?

- I used the ECC Library homepage and the database search pages and found more on my topic that I realized I would.
- I found databases EbscoHost and Proquest effective
- Join keywords with "and" for articles in databases
- Use the "phrase" search
- Learned how to use keywords more efficiently that allowed me to narrow down to relevant sources
- Narrowing searches by date for recent information
- To gather as many resources as possible before beginning my research paper
- I used "and" to join keywords to find exact topic
- I used books from the library
- I used Masterfile Premier
- Searching for articles online
- Narrowing searches by limiters
- Using specific databases for certain topics
- Limiting Google searches
- Quotations when looking for a phrase
- Truncating words
- I used Ebscohost to search for the 2 required articles
- I used strategies like Truncation and date to get the exact results I wanted

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- I used Ebscohost while doing my research
- Strategies helped me find a good website
- Using keywords in my searching
- Using the automatic citations in MLA format in databases
- Narrowing to specific words in a database
- I reached out to a librarian
- I found several articles in Ebscohost
- Looking up books online for my research
- I used different keyword strategies
- How to use e-books from our El Camino site
- Book searching techniques
- Making the web search more specific
- Narrowing down my research by being more specific
- Checking if resources are reliable
- I checked out books
- I accessed databases

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.

- I have become more aware of my book resources.
- The way it changed was that I thought everything showed online was reliable, and the top, first picks were the best ones.
- The Internet/web is complicated but fun
- I learned all the resources are online and you don't have to go to the library
- The information I found helped me a lot for my research paper
- I was able to find appropriate articles much faster than if I hadn't participated in the workshops
- By participating in the workshops I feel more comfortable writing research papers because I know how to properly research
- The workshops were really helpful for me to understand how to access the information I need
- I feel researching using databases is faster and saves time rather than using hard copy books
- I have more understanding of Google
- There are many different resources that are provided online and especially in our library databases. In reality there isn't a need to go to the library if you know your way around the databases
- It really allowed me to have a clear path when searching for my sources
- My understanding changed because I learned more about the online information I can get
- My understanding has changes because I know how to find educational sources through searching for .gov, .edu, and .org
- It helped me understand all the different ways of wring a research paper and looking up information

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- There are many different ways to gather information for research

Question 4. Is there something else we should include in these workshops that you felt we missed or that could have been useful to you?

- Update the library Book Collection please, please, please!
- Something that may be useful is having the students in the computer lab and having them search their topic while learning how to use the tools.
- No, I feel I know everything about the library and resources
- No, everything I used was because of the library workshops
- No, it was perfect!
- No, I felt everything was covered
- No, Great!
- Use more examples than EbscoHost for scholarly sources
- I think everything was covered really well
- Everything was very clear, the workshops were very beneficial
- It is a great program and thank you for your time, I really appreciate it.
- No, I think everything was quite helpful in allowing me to get the proper information for my research paper.

THANK YOU! ☺

EXERCISE: Pair-Share or Small Group DRAFT/SUGGESTION

Information Literacy is one of the 4 ECC ILOs:

ILO #4 – INFORMATION LITERACY

Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

- *Evaluate and choose credible sources for information.*
- *Understand when and how to give citations in the format appropriate for their field of study.*
- *Research data and draw conclusions based on an analysis of that data.*

Ratified by the Academic Senate on 5/08/2014.

Questions:

- 1. What does Information Literacy mean to you?**

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2. What does Information Literacy mean to your Division Department?

3. How do you communicate these expectations to your students, especially as relating to a research paper? (Do you come for a library instruction session? Do you teach them skills yourself? – and if so, how do you coach the IL concepts?)

4. How do you keep up with information sources in your area, and how do you learn about new library materials and resources like databases, or Films on Demand?

5. Do you think an embedded librarian approach could work for your class?

6. Would you consider a LibGuide for your class? Please name the class – ie: Philosophy 1