



Library Services Video Project

**Community College of Philadelphia
Leadership Institute 2007-2008**

Samuel Coleman

Lisa Handler

Carol Jewett

Project Overview

Our team project is a student-centered video that will highlight the services offered by the College's Library at both Main Campus and the Regional Centers. Our goal is to produce a video that will illuminate student services in a more dynamic format than is currently available in order to serve the needs and interests of the student population better.

Many areas of the College remain elusive to both incoming and current students. The lack of organizational transparency makes the College difficult to navigate for many students and may well contribute to some of the retention problems faced by the College.

In an effort to address some of these difficulties, we have chosen one department of the College as our project focus. The Library, like many other departments in the College is not well known to incoming or current students according to both students and librarians. Students are often unaware of the services available through the Library at all of the College's locations. With our video, we hope to help correct that.

Project relationship to “Fostering Student Engagement and Persistence”

The Library is important to students' experience at the College for myriad reasons. It is a place where students can find a wealth of resources for research that they are engaged in for their classes. But, the importance of the Library extends beyond the research resources it provides. Students use the space the Library offers at both Main Campus and the Regional Centers for studying individually and collectively. They also interact with the Library faculty who provide information and support beyond the academic. The Library is a place where students connect with the College and its mission. CCP institutional data consistently report that connections to the College *strengthen* engagement and foster persistence. The video is a testament to that, highlighting through student accounts how their experiences with the Library contributed to their success at the Community College of Philadelphia.

Research Summary

There were three primary areas of research: the Library, library videos, and video production. We reviewed the Library's recent audit which provided important evaluative information regarding Library services. The audit included interviews with all Library stakeholders: Library faculty, staff, administrators and users. It also included a thorough review of Library services. We met with and solicited input from Library faculty about student usage, and which services they thought it would be beneficial to highlight. We also reviewed existing library services videos from other colleges and universities. Finally, we researched video production by interviewing CCP faculty who have been involved with video production. Members of CCP's Audio/Visual department also met with and advised us on making videos.

Project Steps

The project had three phases: Pre-Production, Production, and Post-Production.

Pre-Production

- Met with Dave Watters, our project mentor
- Interviewed Library faculty
- Reviewed existing Library videos
- Met with Peggy Meecham and Rel Dowdell, faculty members
- Met with Jody Bauer, C.I.O, about technology resources for hosting video
- Visited filming locations
- Identified student actors
- Finalized preferred video style

Production

- Developed video storyboard and shot list
- Set up filming schedule with Bob Duvall and Joe McFadden, Audio/Visual
- Filmed

Post-Production

- Reviewed and selected footage
- Reviewed and selected music
- Edited video
- Determine source for hosting streaming video (i.e. YouTube or streaming server possibilities at CCP)
- Incorporate closed captioning
- Post video on Library website and New Student Orientation online module
- Announce release of Library video to the college community

Short and Long Term Goals

The immediate goal is to complete the video with an intended release during Fall 2008 Professional Development Week.

The next steps for the project are to complete production and continue with post-production. A few more students will be interviewed to better represent the student body of the College and some additional shots of the Library facilities need to be taken. Editing will continue and closed captioning will be added. The video needs to be piloted with Library faculty and students over the summer and if any revisions are suggested, they need to be made. Finally, the video needs to be launched on the Library's website and included in the new student orientation online module.

Institutionalization within the College

The video already has two institutional homes on the Library's website and the student orientation module software. The video was created with the intent that it last for years. Barring drastic changes in the Library or its services, it should. The video can be further institutionalized if other service areas at the College follow suit and create videos for their departments.

Project Assessments

The Library conducts an annual survey of its users. We will arrange to include questions in the survey about the video. The questions will focus on whether students used the video and how useful they found it. We are also investigating the possibility of including an automatic counter to see how frequently the video is accessed on either the Library website or through the new student orientation module.

Personal Impact

Carol Jewett: I consider my experience as a participant in the Leadership Institute to be a rich one for many reasons. It provided a venue for meaningful dialogue with colleagues about some of the challenges faced by the different departments and areas of the college. Within our physical structure, the opportunity for such dialogue is not common. I found this year's class to be particularly good at being respectful and protective of our conversations as well as supportive of one another.

It was good to see the institution from different perspectives as well as to hear about how similar and different challenges have been handled at other institutions. The speakers selected to participate were very interesting and were successful with relaying clearly and concretely their experiences with challenges of being in a position of leadership. I found hearing from a variety of leaders both in-house and around the country to be a unique experience which in fact has broadened my tendency toward a frontline view of how administrative decisions are influenced and considered.

The personality tests helped to illuminate more clearly a range of human motivational tendencies and approaches that I truly never fully considered or explored prior to the Leadership Institute. In fact, this new personality information immediately proved to be helpful in committee sessions and other projects outside of the Institute. I look forward to finding out about the Hermann Brain Dominance Inventory results.

Finally, I most appreciate the team project. The process of forming an idea, making a plan, interacting with colleagues to help execute the plan, and creating a product is a

stimulating experience. Admittedly, the challenge for getting the team together and working out the logistics has been formidable. Since I am located at NERC, impromptu meetings have not really been possible. As a result, my team has had to use a somewhat “pass the baton” approach to getting things done at times.

I am glad to have been a part of the Leadership Institute and would most definitely recommend it to anyone. In fact, I have colleagues who have become interested based on my participation. I walk away feeling more prepared to face circumstances and scenarios requiring a leaders perspective and feeling more equipped to be a flexible team member.

Lisa Handler: Working on the Library Services Video project taught me a lot about videos and the process involved in making them. Thinking about and conceptualizing working in a medium such as film was engaging and challenging. It opened up possibilities of using and applying the medium in other contexts in which I work with students. I learned practical applications as well, such as how to more effectively set up a shoot and interview students on film. This is not a project that was a ‘natural’ for me, and I’m delighted to have had the opportunity to expand in this direction. It would not have happened without the Institute or my team.

I also learned of the rich resources available at CCP, both at the main campus and at the regional centers. There are many resources available through A/V of which I was unaware and fellow faculty and staff have a wealth of experience that they are willing to share.

Our leadership project reinforced the value of bringing together people from different parts of the institution. The assimilation of ideas from people with disparate vantages can often lead to directions and insights not otherwise available. That was the case for this project. The project also reinforced the value and challenges of working with people with different leadership styles. I think the most significant impact on me as a leader has been the reminder of the importance of dealing constructively with conflict, in all its forms, for the success of a real team project.

Samuel Coleman: I have learned the importance of balance. This project has caused all of our team members to make sacrifices, change schedules, and above all constant communication in order for our success. Working for Community College of Philadelphia brings sometimes long and busy days. As a leader, I understand that I must be flexible and understanding to the needs of those that I work with. I also realize the important sacrifices needed to ensure student success and to promote the vision of the college.

Putting together a video project is no easy task. Simply finding time to meet as a team was difficult enough. Because none of us had any extensive video production experience, we are very thankful for the support from Audio Visual, Dave Watters, and each other. We must have had three different ideas in the beginning before changing to our present project. Communication was very important in our team meetings, and all

ideas were accepted. We did not use the term “no” but rather offered an alternative or addition to a proposed idea.

To future participants to the Leadership Institute, I would simply suggest you get to know your team members. Be creative and open minded to ideas. Consider all the possibilities of the strengths that individuals bring to your team. Realize through every set back or road block your team faces there are lessons to be learned and shared as a leader.

Acknowledgements

Jodi Bauer, Chief Information Officer

Robert Dauvall, Audio Visual

Rel Dowdell, English Department

The Library Faculty

Joe McFadden, Audio Visual

Peggy Mecham, English Department

The Student Actors: LeRoy Mace, Dorothy Maddox, Dekermu Weeder, Deborah Byrd,

Tracey Ung

Dave Watters, Acting Dean of Students

Monique Wescott, The Office of Marketing and Government Relations