INSTRUCTIONAL PROGRAM REVIEW

Library and Learning Resources

Moreno Valley Library

Moreno Valley College

Riverside Community College District
Office of Institutional Effectiveness

Web Resources:
http://www.rcc.edu/administration/academicaffairs/effectiveness/review.cfm

Need Help? Contact Jim Thomas or Kristina Kauffman

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2007-2010 Program Review for Library and Learning Resources

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A. Mission and Relationship to the College(s)

What is the mission of your unit? Comment on the areas of the mission, vision, and strategic plan of the college(s) and district that are most closely related to the mission of your unit. Please see website for the mission statements.

Our discipline aligns with the district’s mission by supporting undergraduate curriculum, and by providing information resources and learning services that foster lifelong information competency skills, while participating in continuous dialogue of program assessment and strategic planning to attain the resources necessary to respond to the unique needs of our users.

Aligned with the Moreno Valley College Mission Statement, the purpose of the Library/Learning Resource Center is to support the curriculum (baccalaureate transfer, professional, pre-professional, and pre-collegiate), by providing learners with a wide range of lower division, undergraduate resource materials; provide basic information literacy training; make available computer facilities; and through the Instructional Media Center (IMC), support faculty multimedia/instructional technology needs. Through the library faculty’s Information Competency efforts, the District’s mission of preparing students for “critical and independent thought, and self-reliance” is reinforced.

The library serves as a vital component of the college in that it contributes to the mission statement, which says that the Moreno Valley College “offers academic programs and student support services…to provide lifelong learning opportunities.”

B. History

1. History (update) since last review:
   a. What have been the major developments, activities, changes, and/or projects in the unit since the last review?

2. What were the goals and recommendations in the unit’s last program review (if any) and how has the unit responded to those goals and recommendations?
   a. For example, what strategies have been used to accomplish the goals and recommendations?
   b. Have these strategies proved successful? If so, please describe.

Since 2006, the Moreno Valley campus library has undergone several changes. After the previous comprehensive program review, the Moreno Valley campus gained its own web site independent of Riverside City College. Since 2006 a new printing system was instituted at the library, a transition which affected both staff and students. The library also stopped issuing separate library cards and became part of the campus wide one-card system.
As of January 2010 the Moreno Valley campus is now its own fully accredited college. This development has had significant impacts on the library. Shortly after this accomplishment, the Associate Dean of the library became the Dean of Technology & Learning Resources to mirror the administrative structure of the Riverside City College. The library is also now responsible for choosing and purchasing its own online database subscriptions rather than purchasing as a consortium with the Norco and Riverside colleges. This is beneficial in that it provides the library more authority over which databases best fit the college’s needs. However, it also requires that the college provide funding for these resources. Currently, all library databases at the Moreno Valley College are dependent upon grant funds.

In 2009, the library hired a full-time, tenure-track librarian, who also became part of the Communications department. This supports the department’s strategic goal of hiring new faculty for transfer level courses. The addition of a full-time librarian provides consistency for the students and faculty, but also allows for long-term outreach and planning. Moreover, the Moreno Valley College now offers LIB 1, a one-unit course on information competency. Subsequent to the last comprehensive program review, the library did regain a hands-on computer classroom to conduct library orientations. However, in 2010 the library once again lost this classroom space in order to convert it to office space. Some of this space may be regained when Phase III, secondary effects is completed.

All of these changes along with the accreditation indicate that the overall structure and strategy of the Moreno Valley College library is shifting from a centralized library to ideally one of complete autonomy and independence from both the Norco and Riverside Libraries. In 2010-2011, with additional adjunct funds the library was able to expand its hours. The continuation of these expanded hours is contingent upon funding for both adjunct librarians and staff. The increase in library hours supports the college’s mission to provide student support services.

The overall strategy of becoming more autonomous has proven successful as the Moreno Valley College Library has been able to tailor its resources and services to the needs of its specific students, such as subscribing to the most relevant databases and extending the hours.

C. Data Analysis and Environmental Scan

1. The unit was provided with a substantial amount of data from Institutional Research. Review the data, discuss it with your colleagues, and identify major changes or trends you expect to be of particular relevance to your discipline in the next four years. Not everything provided will be useful to every unit. Please use only data you believe to be of relevance to your discipline, which should at a minimum include:
   - WSCH/FTES
   - Student Success (including retention and persistence as applicable)
   - The number of degrees and certificates, if applicable
Discuss (verbally) with your unit enrollment trends which might include data on gender, ethnicity, night vs. day, traditional vs. non-traditional age, etc. Think BIG picture trends, not small details.

a. Write about enrollment trends that the unit believes are important to the unit’s planning and resource needs. Why might these trends be occurring? NOTE: If enrollment trends suggest stability, state that and go to question 2 in this section.

b. Considering these trends how well is the unit doing in meeting the needs of the various learner populations in the District? And, what might the unit need to do to address these trends?

2. In addition to the enrollment trends, which you have described above, what is the unit’s overall assessment of its performance? Clearly state the performance/quality indicators unit uses to judge this (you may wish to reference the District or College Strategic Plan). In framing your answer reflect on the strengths, weaknesses, improvements, and accomplishments of the unit.

The addition of a full time, tenure track librarian at the Moreno Valley College has made it feasible to regularly offer LIB 1: Information Competency to Moreno Valley students in a face-to-face format. In 2009-2010 this class was taught as part of a learning community connected to an English class. In 2010-2011 this class will be taught as a face-to-face 8 week class. In the future, Moreno Valley College plans to offer LIB 1 in a variety of formats, including a hybrid and online format. Long range plans include offering multiple sections of LIB 1 at Moreno Valley College. This would require the hiring of at least one additional librarian. This variety and increase in sections would make the course more accessible to Moreno Valley College students, once again supporting the mission of assisting the students in becoming lifelong learners.

Data for LIBRARY I for fall 2009 – All students taking LIBRARY I were considered day students.

- Efficiency - 473.23
- WSCH - 31.56
- FTES - .98
- Success – 40.9%
- Retention – 86.4%

The majority of Moreno Valley College students are high school graduates whose educational goals are largely program based. As high school graduates they will need college level research skills to reach their educational goals. As program based students, they will further need information competency skills in order to remain current in their chosen field as well as become self-reliant, lifelong learners at states in the college mission. As the health college, being able to remain current in their field is particularly vital. These information competency needs would have an impact on enrollment for the Library 1 course.
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2009</strong></td>
<td><strong>2009</strong></td>
</tr>
<tr>
<td>White, 26%</td>
<td>20-24, 30%</td>
</tr>
<tr>
<td>African American, 15%</td>
<td>35 and over, 21%</td>
</tr>
<tr>
<td>Hispanic, 47%</td>
<td>Under 20, 29%</td>
</tr>
<tr>
<td>Other, 10%</td>
<td>Under 20, 29%</td>
</tr>
<tr>
<td>Asian, 7%</td>
<td>25-34, 21%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Student Unit Load</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2009</strong></td>
<td><strong>2009</strong></td>
</tr>
<tr>
<td>Female, 34%</td>
<td>&lt; 6 units, 38%</td>
</tr>
<tr>
<td>Unknown/Nonresp., 1%</td>
<td>&gt; 11 units, 28%</td>
</tr>
<tr>
<td>Male, 45%</td>
<td>6-11 units, 34%</td>
</tr>
</tbody>
</table>
Age of Collection at Moreno Valley College

The library subscribes to more than 60 online databases and provides access to 39,000 electronic books. With more information becoming available online and in a variety of formats, it is increasingly important for students to be competent in using and evaluating information. Teaching students to be information competent fulfills the library’s mission of preparing students for “critical and independent thought, and self-reliance.”

<table>
<thead>
<tr>
<th></th>
<th>2005/06 Titles owned</th>
<th>2006/07 Titles owned</th>
<th>2007/08 Titles owned</th>
<th>2008/09 Titles owned</th>
<th>2009/10 Titles owned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books (total)</td>
<td>21,948</td>
<td>26,749</td>
<td>30,402</td>
<td>33,870</td>
<td>38,426</td>
</tr>
<tr>
<td>Books (more than 5 yrs old)</td>
<td>17,578 (80%)</td>
<td>18,951 (71%)</td>
<td>20,743 (68%)</td>
<td>23,220 (69%)</td>
<td>26,681 (69%)</td>
</tr>
<tr>
<td>Books (5 yrs old or less)</td>
<td>4,370 (20%)</td>
<td>7,798 (29%)</td>
<td>9,659 (32%)</td>
<td>10,650 (31%)</td>
<td>11,745 (31%)</td>
</tr>
<tr>
<td>Media (total)</td>
<td>340</td>
<td>406</td>
<td>439</td>
<td>488</td>
<td>596</td>
</tr>
<tr>
<td>Media (more than 5 yrs old)</td>
<td>279 (82%)</td>
<td>301 (74%)</td>
<td>317 (72%)</td>
<td>372 (76%)</td>
<td>492 (83%)</td>
</tr>
<tr>
<td>Media (5 years old or less)</td>
<td>61 (18%)</td>
<td>105 (26%)</td>
<td>122 (28%)</td>
<td>116 (24%)</td>
<td>104 (17%)</td>
</tr>
<tr>
<td>Periodicals (total)</td>
<td>128</td>
<td>128</td>
<td>130</td>
<td>132</td>
<td>133</td>
</tr>
</tbody>
</table>
D. Programs and Curriculum (please keep your response to two pages maximum – the evidence to back this section will be in Curricunet)

One of the very important tasks within the program review process is to complete a thorough review of all Course Outlines of Record (CORs), and Program Level SLOs.

The process you use to start the review of all your CORs should commence with a top down analysis/review of the following:

(*the verbal conversation within your discipline should be detailed, but if you need to answer any of these questions in writing please do so in an annotated list and keep the comments brief)

1. What programs/courses do you currently offer and why? (This may be self-explanatory, if you choose to elaborate please use an annotated list). Be sure to update the program level SLOs in Curricunet.

2. Review and summarize recent additions, deletions, or revisions. (if significant changes are made please use an annotated list of the changes)

3. Check on the adequacy of offerings related to transfer articulation, vocational certificates and the relationship of your offerings to our college’s mission statement (comment on this only if you make changes).

4. A critical element of this review is the content review required for each prerequisite, co-requisite, advisory and limitation on enrollment (LOE). The content review’s purpose is to ascertain that the prerequisite, co-requisite, advisory and LOE are still supported by the discipline, your department and that they are in compliance with Title 5 Section 55201. (Contact your curriculum committee representative for assistance if needed)
   a. Perform entry skill validation if applicable (Note that you have done this and comment further only if you make changes)
   b. Perform validity of entrance skills testing, if applicable (Note that you have done this and comment further only if you make changes)

When you have updated all CORs notify your respective curriculum committees that your current CORs have been reviewed and are up to date. All changes to curriculum are now submitted through Curricunet.

Current programs and courses offered include:

- Library 1: Information Competency. A 1-unit course offered since Fall 2009, as both a web-enhanced class that was part of a learning community and as an 8-week stand alone course.

Why we offer our courses:

- Aligned with the Moreno Valley College Mission Statement, the purpose of the Library/Learning Resource Center is to support the curriculum (baccalaureate transfer, professional, pre-professional, and pre-collegiate), by providing learners with a wide range of lower division, undergraduate resource materials;
provide basic information literacy training; make available computer facilities; and through the Instructional Media Center (IMC), support faculty multimedia/instructional technology needs. Through the library faculty’s Information Competency efforts, the District’s mission of preparing students for “critical and independent thought, and self-reliance” is reinforced.

- In Fall 2006 in resolution 9.03, the Statewide Academic Senate of the Community Colleges “urged local senates, in resolution 9.01 F02, to pursue information competency requirements on their own campuses to ensure that California community college students are appropriately prepared to function in this information and accreditation era; and Whereas, Employers today demand that workers have the academic and technical ability to access information using a wide variety of resources, and to think critically.” ([http://www.topsy.org/infocomp.html](http://www.topsy.org/infocomp.html))

1. Review and summarize recent additions, deletions, or revisions:

   The teaching of Library 1 is a new addition for the Moreno Valley College. Previously this course was not offered through the Moreno Valley Campus. Future plans include offering Library 1 as a hybrid and online course.

2. Check on the adequacy of offerings related to transfer articulation, vocational certificates, and the relationship of your offerings to our college’s mission statement:

   - Transfer Articulation: No change: that is, Library 1 continues to transfer as 1-unit, per current articulation agreements, to the University of California and to the California State University.
   - Vocational Certificates: No change: Not applicable.
   - Relationship to respective college mission statements: Aligned with the Moreno Valley College Mission Statement, the purpose of the Library/Learning Resource Center is to support the curriculum (baccalaureate transfer, professional, pre-professional, and pre-collegiate), by providing learners with a wide range of lower division, undergraduate resource materials; provide basic information literacy training; make available computer facilities; and through the Instructional Media Center (IMC), support faculty multimedia/instructional technology needs. Through the library faculty’s Information Competency efforts, the District’s philosophy of preparing students for “critical and independent thought, and self-reliance” is reinforced.

3. Content review required for each prerequisite, co-requisite, advisory, and limitation on enrollment (LOE).

   - Prerequisite, co-requisite, and advisory: Not applicable
   - Limitation on Enrollment (LOE): N/A
Library 1 (face-to-face). When offered LOE = N/A

Library 1 (online). LOE = N/A

NOTE: The Library 1 Course Outline of Record has been reviewed, is up-to-date, and has been submitted through Curricunet.

Enrollment:
The hiring of a full time librarian has resulted in the library being able to regularly offer Library 1: Information Competency. In Fall 2009 and Spring 2010 this course was taught in conjunction with an English 50 class as part of a Learning Community. In Fall 2010 this class will be taught as a stand-alone 8 week course.

The enrollment figures for Library 1 indicate an upward demand for this course. This is not surprising given:

a) The recent option of being able to take the course independent of an English class;

b) The ongoing emphasis during our various library orientations and other instructional opportunities (one-on-one reference counseling, etc.) to infuse “information competency training;” and

c) Our regular promotional efforts, directed both to students and faculty, including counselors.

<table>
<thead>
<tr>
<th>Library Section (Class Code)</th>
<th>Date</th>
<th>All Students (Initial Registrants)</th>
<th>Active Students (End-of-Class Enrollment)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL 2009</strong> (one section, Web-enhanced)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27712</td>
<td>8/31 – 12/18</td>
<td>29</td>
<td>26 = 89% of initial registrants</td>
</tr>
<tr>
<td><strong>SPRING 2010</strong> (one section, Web-enhanced)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22748</td>
<td>2/16 – 6/9</td>
<td>34</td>
<td>27 = 79% of initial registrants</td>
</tr>
<tr>
<td><strong>FALL 2010</strong> (one section)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27371</td>
<td>10/28 – 12/18</td>
<td>Current enrollment per web advisor = 32</td>
<td>N/A</td>
</tr>
</tbody>
</table>
E. Student Learning Outcomes Assessment

At this time the discipline does not participate in any district-wide assessment activities; assessment for the Moreno Valley Library takes place at the college-level and is reported in the Annual Program Review.

F. Collaboration with Other Units including Instructional, Student Services or Administrative Units (Internal)

Discuss any collaborative efforts you have undertaken with other units; offer an assessment of success and challenges; and evaluate any potential changes in collaborative efforts.

As stated in the college mission statement, “Responsive to the educational needs of its region, Moreno Valley College offers academic programs and student support services...for all who can benefit from them.”

- As part of the student support services, the library collaborates with both full and part-time faculty at the Moreno Valley College, Ben Clark Training Center, as well as at the March Dental Education Center. Such disciplines that work in collaboration with the library include but are not limited to Counseling, English, Fire Technology, Guidance, Speech, Speech Language Pathology, Reading, and more.

- In addition, the library coordinates with the Student Activities Director on such events as National Poetry Month, Breast Cancer Awareness, Constitution Day, and more.

- Additionally, the library regularly offers FLEX workshops for faculty as a vehicle to promote library resources, thus fulfilling part of our mission of providing information literacy training to the campus.

- The Library collaborated with a faculty member from the Ben Clark Training Center to write and receive a Basic Skills Proposal to receive funds for the America’s Newspapers database.

- The Librarian serves as the co-chair to the One Book / One College committee.

- The Librarian serves as the Faculty co-chair of Resources Subcommittee III, (the subcommittee for Student Learning Programs and Services)
G. Outreach Activities (External)

Discuss any activities or projects you have undertaken with other educational institutions, the community, or business/industry. Do you plan to begin any new outreach activities? If so, please describe.

- The Moreno Valley College Library was one of ten Inland Empire Libraries to partner with the University of California, Riverside Libraries to apply for the Laura Bush 21st Century Librarian Program grant. This grant, which was awarded in July 2010, provides scholarships to Inland Empire students wishing to attend graduate school to pursue Librarianship as a career. More information regarding this grant can be found at [http://library.ucr.edu/?view=ieleads](http://library.ucr.edu/?view=ieleads).

- In spring 2010 the library had a graduate student intern from the San Jose State School of Library and Information Science.

- The library plans to continue serving as a location for Library School student interns.

H. Long Term Major Resource Planning

Normal resource requests are addressed in the annual program review process. However, occasionally a resource need is so substantial that it may impact district-wide planning (examples include: capital expenditures such as construction of a building, or starting a completely new program that requires space, people and equipment). If applicable, describe significant long term resource needs that need to be addressed by the entire district in the next four years. If appropriate, indicate how these resource needs are related to the district’s strategic plan. The McIntyre Report and Educational Master Plans for each campus may provide reference information to support your response.

Please feel free to write N/A as your response to this section if there are no substantial needs at this time.

- Secure permanent funding for both print materials and database subscriptions.
- Hire an additional full time librarian.
- Secure funding for an Integrated Library System for the Moreno Valley College Library as we move toward a more autonomous structure. This would be dependent upon the Moreno Valley College Library having its own cataloger, acquisitions librarian as well as their support staff and IT person for maintenance of the Integrated Library System. This long term planning would assist the library in achieving its goal of functioning independent of the Riverside City College library.
- Hire a Library Systems Coordinator to provide support for the Integrated Library System at the Moreno Valley College.
- Secure permanent access to a classroom to be used for library orientations, LIB 1, workshops, additional computer lab space for students, webinars, web-based training for library staff, and more.
- Through the secondary effects of the Phase III building, expand the Library into the areas currently used by the IMC (which will be housed in the new Phase III building).
- Be part of the planning for a Learning Resource Center which would house the Library and all of the learning labs as well as service centers for the students.
- Transfer the library’s web site to a Moreno Valley College server in order to provide additional reference service and Web 2.0 services. This will require assistance from both web and technical staff.

I. Summary

1. Briefly summarize in list form the goals and objectives the unit has for the next four years?
2. Describe support from the college or district that is needed to help the unit achieve its goals and objectives?

Over the next four years the Moreno Valley Library will strive to:

- Advocate to the Moreno Valley College as a whole the need for additional library space to accommodate the academic needs of the students and faculty.
- Secure a permanent classroom for teaching activities related to the library in order to fulfill our mission of providing information literacy training.
- Secure permanent funding for library resources.

In order to achieve these goals the library would need from the college:

- Funding secured for each of these goals.
- Inclusion in all stages of the planning process for both space allocation and new buildings on campus.

J. Recommendations to the Program Review Committee:

What changes will make the program review process more helpful to you?

Clear understanding on the purpose of the comprehensive program review, who the audience is, and what outcomes can be expected.

From those who read them, a follow-up to the comprehensive program review. What is their impact? What is done with the information?