INSTRUCTIONAL PROGRAM REVIEW
2011-2014

Library and Learning Resources
Riverside City College
Salvatore G. Rotella Library

http://library.rcc.edu/

RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

Office of Educational Services

April 9, 2015
2011-2014 Comprehensive Instructional Program Review (CIPR) for Library/Learning Resources, Rotella Library

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Note: The names Library and Learning Resources, Rotella Library, Riverside Library, and the library, are used interchangeably and all refer to the library housed at the RCC campus.

A. Mission and Relationship to the College(s)

The mission of Library/Learning Resources is to promote student engagement and success by:

- Providing instructional opportunities to foster information literacy;
- Acquiring a wide variety of information resources to support career-technical, transferable, and pre-college courses; and
- Offering library resources and services as an essential component of academic support available at low or no-cost to students.

Library/Learning Resources aligns with the mission of Riverside City College to foster critical thinking, develop information and communication skills, and expand the breadth and application of knowledge by providing innovative information resources and learning services that foster lifelong information literacy skills.

Library/Learning Resources aligns to the strategic goals of Riverside City College of student access, institutional effectiveness, resource and learning environment, and community engagement. As library faculty, our professional standards compel us to advance the principles of information literacy so that our students may find, evaluate, interpret, and manage information efficiently and effectively.

B. History

Independent Libraries
The Moreno Valley, Norco, and Riverside College libraries remain linked through a commercial integrated library system (ILS) used for purchasing library material (acquisitions); ensuring library material has descriptive details searchable online (cataloging); managing journal, magazine, and newspaper subscriptions (serials); and tracking which library material has been borrowed and when it is due (circulation). The operation and cost of the ILS and library proxy servers is maintained by Riverside Library/Learning Resources.

The previous CIPR detailed the effects of the transition to a multi-college district on the three college libraries which had operated as a coordinated unit with one Executive Dean of Technology Learning Resources overseeing Moreno Valley, Norco, and Riverside campus libraries. Prior to 2010, the Riverside Library/Learning Resources performed technical and circulation service functions for all three RCCD libraries including acquisitions, cataloging, physical processing, serials management, and processing overdue notices and fines. The three libraries shared one website housed and maintained by Riverside. Riverside was responsible for securing database subscriptions shared by all three libraries as the vendors considered RCCD as one college with satellite locations. Public service procedures for all three libraries were developed by Riverside. With the transition to a multi-college district, library deans were hired at each college and the libraries began the process of operating more independently. Since the previous CIPR, Moreno Valley and Norco libraries have assumed responsibility for some portions of the acquisitions process, and all aspects of serials management, database subscriptions, college specific library public services procedures, and maintaining separate websites. Technical and circulation services, the ILS/proxy server and the associated costs continue to be shouldered by Riverside.

Leadership
The most significant change since the 2010 CIPR has been the evolution of the Library/Learning Resources administrative leadership. Library/Learning Resources and IMC reported to the Dean of Technology and Learning
Resources who was appointed to serve concurrently as Interim Vice President of Academic Affairs for the entire college from 2011 – 2012. Later, the Dean of Technology Learning Resources position was restructured to Dean of Instruction with the additional purview of 65 full-time and 120 part-time faculty in the areas of Behavioral and Social Sciences, Communication Studies, Economics, English, English as a Second Language, Film Studies, Geography, History, Humanities, Journalism, Political Science, Reading, and World Languages (American Sign Language, Arabic, French, Italian, Japanese, Russian and Spanish). When the Dean took a medical retirement in 2013, the Dean of Instruction from Math, Science and Kinesiology assumed oversight of the Library/Learning Resources and IMC. Currently, the Interim President is acting dean. Library/Learning Resources has been challenged to operate and plan in the absence of a dedicated, discipline-specific dean who understands the unique nature of college library instruction programs, resources, and services.

Technology and Online Resources
Faced with the loss of Telecommunications and Technology Infrastructure Program (TTIP) state funding for our database subscriptions, the VP of Academic Affairs provided assistance until the end of 2011 at which time the state restored its funding in the form of a state-wide buy of core resources with access through 2016 for all its community colleges. This and continued support from Perkins grants has enabled the library to provide sufficient online offerings for basic library research. Database usage was previously based on a shared license by the three campuses; after almost two years a new benchmark has been re-established to reflect usage for Riverside City College only. Despite the separation of libraries and the recent decline in enrollment, database usage is still quite strong.

Library/Learning Resources has investigated ILS alternatives since the 2010 CIPR. At that point, while our Innovative Millennium ILS software was still functional, the ILS server was already well past recommended lifespan. In addition, there was the cost of the annual maintenance contract to consider.

In 2011, Online Computer Library Center, Inc. (OCLC) introduced a new platform, WorldShare, targeting California community college libraries to switch from their existing ILS. Riverside Library/Learning Resources received a quote from OCLC in January 2012 and subsequently learned that Moreno Valley Library was also requesting quotes from ILS vendors. Riverside Library/Learning Resources conducted a side-by-side comparison of the existing Millennium ILS system with the newly launched OCLC WorldShare platform through site visits to Hope University and San Bernardino Valley College. Moreno Valley and Norco librarians were also invited to attend. The majority of librarians agreed that OCLC had not developed features/functionality that would have put Worldshare on par with the more robust Millennium ILS.

The pros and cons of remaining with the existing system versus migrating to a new platform were analyzed. After a few system failures of the ILS server, a decision was made to remain with Millennium. A new ILS server was acquired June 2014. The new server has a recommended lifespan of approximately five years. Due to Innovative’s focus on its new service platform, Sierra, there is some concern regarding how long Innovative will continue to support Millennium.

1. What were the goals and recommendation in the unit’s last program review (if any) and how has the unit responded?

The library stated twelve goals in the previous 2007-2010 Program Review for Library and Learning Resources and has included the current status for review. The goals addressed operational funding needs for library materials, database subscriptions, staffing, operating hours, and library technology maintenance to support library instructional programs and services. Goals were largely unmet with the exception of:

• Investigate alternative integrated library systems (ILS); and
• Provide access to media production software/hardware for students in the library.

C. Data Analysis and Environmental Scan
1. Enrollment Trends
a. The following table details the enrollment trend for fall 2010 through fall 2013 for all formats of LIB-1, including face-to-face, hybrid and online:

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Number of Sections</th>
<th>Enrollment at Census</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 10</td>
<td>2</td>
<td>87</td>
</tr>
<tr>
<td>Fall 11</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>Fall 12</td>
<td>2</td>
<td>81</td>
</tr>
<tr>
<td>Fall 13</td>
<td>2</td>
<td>88</td>
</tr>
</tbody>
</table>

Based on the data provided in the table above, the library faculty identified the following trends:

- The number of sections offered continued to decline from the previous CIPR. From a high of six sections per semester as late as fall 2008, the course offerings fell to a low of two sections starting in fall 2010 mainly due to overall cuts in sections. In spring 2013, an additional section was added; bringing the total offered to three. We have continued offering these courses in a variety of formats, including face-to-face, hybrid, and online. Based on developing campus-wide initiatives, we anticipate a possible need for additional sections in the near future.

LIB-1 success and retention rates for 2004-2013 are represented in the following chart:
After a significant drop in fall 2010, the success rate has risen in the past few years, and is comparable to historical averages dating back to 2004. At 79.5% for fall 2013, the success rate of LIB-1 is well above the Riverside College success rate of 64.6% for the same semester.¹

While reference instruction and orientations requested by faculty for their courses does not generate FTES, these activities constitute a significant portion of the discipline’s instructional program. The following table provides a summary of non-credit library instruction:

<table>
<thead>
<tr>
<th>Year</th>
<th>Instruction Sessions (Library Orientations)</th>
<th>Reference Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/2011</td>
<td>138</td>
<td>6,133</td>
</tr>
<tr>
<td>2011/2012</td>
<td>119</td>
<td>8,572</td>
</tr>
<tr>
<td>2012/2013</td>
<td>109</td>
<td>4,831</td>
</tr>
<tr>
<td>2013/2014</td>
<td>123</td>
<td>5,052</td>
</tr>
</tbody>
</table>

Instruction sessions requested by faculty can address course, subject, and/or assignment-specific research needs. From 2011-2013 there was a significant decrease in the number of instruction sessions that were requested as a result of section cuts that took place across the college/district as a whole. The downward trend of fewer sessions requested by instructors rebounded somewhat in 2013/2014. Reference instruction appears to take a significant drop in 2012/13, which can be explained by the revision of the reference transactions tally sheet to distinguish between information competency instruction and other types of assistance with the library or college in general.

b. In discussing how well the library is meeting the needs of learner populations the library considered both college demographic and enrollment data and the major findings from the Project Information Literacy Progress Report.

College demographics and enrollment trends that the library faculty identified as significant to the unit’s planning and resource needs are:

- 87% of RCC students are under the age of 35;
- 17% of RCC students are “evening only”; and
- 13% of Riverside FTEs are distance education.

Students born after 1977 are considered “digital natives,” in that they have grown up with digital technology such as computers, the Internet, and mobile devices. Roughly 87% (an increase of 6% since 2010) of students enrolled at RCC are digital natives, and have certain expectations when it comes to technology and information. Digital natives are accustomed to receiving information immediately, frequently multi-task and parallel-process, and prefer random access. The digital natives that make up the majority of library users expect the “Digital Library” to have up-to-date computer equipment, fast network speed, and access to a wealth of online resources. In meeting the needs of the college’s learner population the library faculty strive to ensure that computer hardware/software is updated according to the schedule outlined in the college’s technology plan and to maintain library computer support staff who provide immediate and indispensable assistance and support for the many students who rely on the library’s Computer Commons, laptops, and digital classrooms. In addition, it is incumbent on library faculty to plan for continued and expanded access to electronic resources in the form of online subscription databases containing book, periodical, and reference material.

Providing online library resources and instruction for students is especially crucial for the 17% of students who are evening only and the 13% of students who are taking either an online or hybrid class. Both online and evening students rely heavily on the library’s digital collections, and information/guides posted to the library website. Online students may never step foot on campus, while evening students have fewer opportunities to use the library’s

physical resources due to reduced evening hours. The library has responded to this need by continuing to purchase electronic resources such as the Springer science e-book collection, titles from the Gale Virtual Reference Library and adding select freely available sources such as the University of California e-book collection to the catalog.

Some of the major findings of the current *Project Information Literacy Progress Report* (which updates the report we used in the 2010 CIPR) that are of particular relevance to the library are:

- Approximately three-fourths (74%) of the students surveyed said they struggled with simply “selecting keywords and formulating efficient search queries.” Once they passed this step however, 43% of the freshmen felt that they still had “trouble making sense of, and tying together, all the information they had found.”
- Tied with their English composition instructors for the top spot, 29% of students said that librarians were the most useful people on campus to help them with research.
- “Most freshmen said their research competencies from high school were inadequate for college work. As they wrapped up their first term, freshmen said they realized they needed to upgrade their research toolkit.”

The results of this study highlight the fact that **while many of the college's learners may be technologically savvy, they are not necessarily information literate.** Using the framework of information literacy, the library’s various methods of instruction (i.e., LIB-1, orientations, and reference interviews) focus on the research process and online resources as part of its core curriculum. In order to address the college’s goals of student access and success, the Rotella Library needs to provide more instructional opportunities in the form of extended library hours to allow for greater access to library faculty, additional sections of LIB-1, and information competency instruction/workshops in additional/enhanced formats.

**Data Analysis and Environmental Scan: Library Public Services**

In order to analyze trends in the usage of public services, the library reviews standard data collected by college libraries statewide and submitted in the Annual Data Survey. This data along with patron commentary are important for the library’s planning and resource needs.

The opening of the Math/Science, and Nursing buildings effectively positioned the library at the center of campus. This has probably contributed to the increasing door count, which in 2013-14 reached its second highest record at 545,308 entries. Circulation of textbooks on reserve and library holdings are down slightly, which could be attributed to a mix of factors – an inability to restore the library’s hours, an inability to restore the budget for print books, increased access to e-books, and textbook rental programs. Database usage was previously based on a shared license by the three campuses; two years after the separation, a benchmark was established to reflect usage for Riverside City College only. Despite the separation of libraries and declining college enrollment, library database usage increased steadily, reaching an all-time high in 2013 of 1,286,887 searches. However, in 2014 the number of searches decreased to 1,279,376. This change might be attributed to a number of factors including, the library had two fewer databases than in 2013, there were several weeks of technical problems in accessing the content to the Press Enterprise, and finally, more vendors are adopting the Counter Compliant standard for reporting statistics, which presents more realistic usage (for example, the number of times the search key was used vs the number of page views).

A 2011 article from the *Press Enterprise* reported that students give the RCC libraries highest marks. Various library surveys of students and college personnel indicate that the library’s strengths include: the library staff, the Computer Commons (especially the assistance provided), W1-F1, and the variety of resources offered to conduct research. It appears that services which are within the library’s direct control are performed to the satisfaction of the campus community. The chart below details the improvements to public services since the previous CIPR.

**Public Service Improvements**
<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long lines for obtaining college cards in order to logon to computers.</td>
<td>Software programming change to allow student access to computers using 7-digit student ID number</td>
</tr>
<tr>
<td>Turn-a-ways for textbook titles unavailable at the library.</td>
<td>Coordinated with the college bookstore to identify and process 18 textbook donations each fall and spring semester</td>
</tr>
<tr>
<td>When the pager system permanently failed, long lines formed at the Circulation Desk as students waited for keys to the study rooms.</td>
<td>Replacement of the wireless pager system to notify students when library study rooms are available</td>
</tr>
<tr>
<td>Groups were exceeding the legal occupancy of library study rooms</td>
<td>At the discretion of the librarian on duty, allow large study groups to use the bibliographic instruction rooms and/or the library archives room.</td>
</tr>
<tr>
<td>Increasing system crashes and slow performance of the library’s ILS server</td>
<td>Installation of new ILS server and migration to III release 2009b</td>
</tr>
<tr>
<td>Increasing inquiries at public desks for outlets to charge electrical devices</td>
<td>Acquisition of one goCharge station</td>
</tr>
<tr>
<td>Increasing student requests for hardware/software to create presentation materials.</td>
<td>Installation of the Creative Media Center</td>
</tr>
<tr>
<td>Increasing requests for critical supplies such as pencils, Scantrons, and blue books.</td>
<td>Coordinated with the college bookstore in order for the library to host one bookstore vending machine.</td>
</tr>
</tbody>
</table>

The library’s weaknesses – limited operating hours, an aging book collection, and the cleanliness of the public restrooms, are tied in part to factors outside the library’s control. These issues, and others can no doubt be attributed to the instability/uncertainty related to ongoing library administrative leadership (i.e. the number of deans in short period of time).

D. Programs and Curriculum

<table>
<thead>
<tr>
<th>Name of Course / Program</th>
<th>Date CORs Last Updated</th>
<th>Comments - CORs</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIB-1 Information Literacy</td>
<td>10/10/14 (updated in CurricuNet 1/20/2015)</td>
<td>• Minor change in title to reflect Association of College &amp; Research Libraries (ACRL) 2015 revised standards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Updated out-of-class assignments to include social media.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Updated textbooks to include newer editions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pending curriculum committee approval.</td>
</tr>
</tbody>
</table>
E. Student Learning Outcomes Assessment

Library faculty annually perform LIB-1 course-level assessment projects and submit results to the Riverside City College Assessment Committee. A common final is administered in all sections of LIB-1. A common rubric is used to compare student performance of four course SLOs:

- Determine and articulate information needs.
- Find information using a variety of resources.
- Describe and apply criteria for critically evaluating information.
- Use information effectively to accomplish a specific purpose.

The rubric contains four performance categories:
1. Missing;
2. Needs Major Improvement
3. Needs Minor Improvement
4. Meets Expectation

Library faculty set the goal of 80% of students taking the final exam will perform at “Needs Minor Improvement” or “Meets Expectations” categories. Annual assessment data indicates students taking LIB-1 meet or exceed the goal demonstrating learning the knowledge and skills related to the four learning outcomes assessed by the common final exam and rubric. This continues the pattern of success that LIB-1 students have achieved in previous years – for example, for the four LIB-1 sections offered in 2012 (again, two during spring 2012 and two during fall 2012) – 93% (1 percentage point less) of the students successfully learned the knowledge and skills related to the four learning outcomes assessed by the final exam (the same four learning outcomes assessed in 2013).

Library faculty continue to seek methods for improving LIB-1 teaching/learning. Per analysis of the 2012 LIB-1 common final exam assessment tool, library faculty identified the need to improve instruction regarding various fields of a bibliographic record/description as related to a citation, and the importance of developing good habits of citing information sources. Additionally, library faculty continue to consider concentrating assessment efforts to only one or two SLOs rather than four. A revised common final exam has been proposed with multiple questions to measure each SLO.

F. Collaboration with Other Units including Instructional, Student Services or Administrative Unite (Internal). This section is now optional.

- Rotella Library & The Glenn Hunt Center for Teaching Excellence
  - Public Presentation/Lecture Series: Jointly sponsor the Discovery [Lecture/Presentation] Series with at least two presentations each fall and spring term and usually with one speaker from the RCC community (faculty, et al) and the other from outside.

- Rotella Library & The RCCD Honors Program
  - Public Exhibit & Program: In spring (March) 2014 the Library hosted an exhibit of “Honors Program Students & Projects” posters designed by RCC’s IMC Multimedia Graphic Artist Tony Rizo; the posters included an abstract of an Honors student’s research projects and photographs of the student and his/her faculty advisor. The “exhibit opening” was a program featuring remarks by Dr. Thatcher Carter, the RCCD Honors Program Coordinator, and brief statements by each of the students highlighted by respective posters, statements than included how the students used of and benefitted from the library in doing their Honors Program research. This Library/Honors Program collaborative effort is intended to be an annual event.

- Rotella Library & The RCC Diversity Committee
  - Public Exhibit: During the calendar year 2013 we mounted two exhibits (one during March 2013, then the other during October 2013) of the books and DVDs awarded to the RCC Library as one of the recipients of the National Endowment for the Humanities / American Library Association
administered grant: BRIDGING CULTURES – MUSLIM JOURNEYS. The exhibit included various materials and other efforts to promote both awareness of the themes of these materials and of course use of the materials themselves. The Library worked with both the RCC Diversity Committee and the RCC Muslim Student Association to forward these promotional efforts.

- **Public Exhibit & Program:** In spring (May) 2014 the Library hosted an exhibit, including an opening reception, of art work by students who are served by RCC’s Disabilities Resources Center.

- **Public Exhibit & Program:** In spring (April 7-June 1) 2014 the Cal Humanities funded / Exhibit Envoy managed exhibit WHEREVER THERE’S A FIGHT: HISTORY OF CIVIL LIBERTIES IN CALIFORNIA was displayed in the Library. Jointly sponsored/hosted by the Library and the Diversity Committee, the exhibit opening featured a lecture by Dr. Hillary Jenks, Director of the Riverside Community College District’s Center for Social Justice and Civil Liberties.

- **Public Exhibit & Program:** The Library and the Diversity Committee are jointly sponsoring programming related to the National Endowment for the Humanities / Gilder Lehrman Institute of American History grant CREATED EQUAL: AMERICA’S CIVIL RIGHTS STRUGGLE. The grant period is for three academic years: 2013/14, 2014/15, and 2015/16 and requires grantees to sponsor various public events based on screenings/discussions of one or the other or all four films awarded to the grantees.

  - In spring 2014 the Library and Diversity Committee (a) mounted an exhibit in the Library and in the exhibit space just outside the entry to the Administration Building – exhibits which featured the four films and their respective themes; and (b) sponsored screenings of two the films: The Abolitionists and The Loving Story – both of which were followed by discussions led by RCC Professors Kristi Woods and Oliver Thompson respectively. The Library and Diversity Committee continue planning other Created Equal programming for the 2014/15 and 2015/16 academic years.

- **Rotella Library & RCC’s Disabilities Resource Center**
  - **Public Exhibit & Program:** In spring (May) 2014 the Library hosted an exhibit, including an opening reception, of art work by students served by RCC’s Disabilities Resources Center. This is intended to be an annual event.

- **Rotella Library & RCC’s Nursing Program**
  - **Nursing Accreditation:** In fall 2013 (October) and fall (October) 2014 the library worked with Nursing to ensure that the print and online nursing collections would meet the standards for the National League of Nursing (NLN) and the California Board of Registered Nursing (BRN).

**G. Outreach Activities (External). This section is now optional.**

- **Rotella Library & Council of Chief Librarians California Community Colleges Electronic Access & Resources Committee (CCL-EAR).**
  - This organization works with the state consortium, colleges, and database vendors to identify, evaluate, and recommend the best electronic resources for freshmen/sophomore research. Attending meetings and working on sub-committees with community college librarians statewide, a member of the library faculty served as regional representative until the term expired in spring 2014. This position required regular contact with librarians at the following community colleges: Barstow, Cero Coso, Chaffey, Citrus, Copper Mountain, Crafton Hills, Desert, Moreno Valley, Mt. San Jacinto, Norco, Palo Verde, and San Bernardino.

- **Rotella Library & Inland Library Roundtable Collaboration**
  - This nascent organization of local academic librarians from the CCCs, UCR, CSUSB, and two school districts, is interested in developing a library bridge from high school to college. College
librarians will gain awareness of the state of resources in the K-12 setting, and high school librarians will learn about the entry-level information literacy skills needed for success in college. The librarians convene to share information and insights, and to set goals. Sharing of resources is not the focus as the most desirable content is restricted by licensing agreement.

H. Long Term Major Resource Planning

The Library continues to forward requests annually from the 2010 Comprehensive Instructional Program Review that have not been addressed through the college’s Strategic Planning Process. Most recently, the Library’s 2014 Mid-Range Financial Plan includes requests to update technology, restore book budget, restore operational hours, and address library database funding.

I. Summary

The Library has developed five guiding principles that align with the RCC Strategic Planning Goals:

- **Student Success**: Expand/design/embed the Library’s information literacy instruction program in line with General Education Student Learning Outcomes and the Association of College and Research Library’s recently adopted Framework for Information Literacy for Higher Education;
- **Student Access**: Evaluate student access to physical and electronic library resources and services including hours of operation, library catalog usability, website usability, and references/circulation/computer support services;
- **Institutional Effectiveness**: Evaluate all workflows within the library in order to promote efficiency and provide better student centered service;
- **Resource and Learning Environment Development**: Evaluate the library’s physical facility for ease of use and access including: layout, signage, furniture, equipment, etc. to enrich and foster a supportive educational environment conducive to research, study activities, and access to educational technology; and
- **Community Engagement**: Investigate library programs that foster educational enrichment opportunities for the community.

A planning retreat for library department faculty, staff and administrative management will be conducted to discuss long-range goals, recommendations, resource needs (TBA) and timelines (TBA) that support the guiding principles. The following grids summarize our plans.