DLLRC Assessment Plan

Hayley Ashby
Network & Multimedia Specialist
Associate Professor, Library

Linda Braiman
Periodicals/Reference Librarian
Associate Professor, Library

Steve Brewster
Distance Learning & Electronic Reference Librarian
Associate Professor, Library

Shannon Hammock
Technical Services/System Access Librarian
Assistant Professor, Library

Jacqueline Lesch
Public Services Librarian
Associate Professor, Library

Paul Moores
Acquisitions Librarian
Associate Professor, Library
Contents

Assessment Plan Overview .................................................................................................................. 3
Descriptions of Library Instruction, Resources, and Services .......................................................... 4
Student Learning Outcomes .............................................................................................................. 5
Service Area Outcomes ..................................................................................................................... 6
Assessment Activities Grids .............................................................................................................. 6
Appendix A: Completed Projects based on Library Assessment ..................................................... 9
Appendix B: Long Term Major Resource Planning .......................................................................... 11
Assessment Plan Overview

The Riverside City College (RCC) Salvatore G. Rotella Digital Library/Learning Resource Center (DLLRC) faculty, administration, and staff continually assess library instruction, resources, and services to ensure all operational activities and procedures align with the library mission:

“...The purpose of the Digital Library and Learning Resource Center (DLLRC) is to support the strategic goals of Riverside City College through enhancing “Student Access and Support,” and “Culture of Innovation.” As library faculty, our professional standards compel us to advance the principles of information competency so that our patrons may learn to locate, evaluate, and use information efficiently and effectively.

Overall, the DLLRC strives to:

• Acquire a wide variety of information to support pre-college, undergraduate, and career/technical curriculum;

• Provide comprehensive library services to promote student engagement and success; and

• Support faculty and classroom activities with instructional media technology.*"

Student learning outcomes and service area outcomes have been developed to assess library instruction, resources, and services. Assessment projects are designed to review and improve as necessary the library’s instructional and operational activities and procedures. Assessment projects are reported annually.

UNIT BACKGROUND AND DESCRIPTION. The DLLRC is an 81,000 square-foot, four-floor facility which opened Fall 2003. The DLLRC replaced the previous library built in 1968. The previous library was unable to accommodate the growing number of students and new and emerging technologies. The new library facility was designed to support multiple functions. The ground level includes the Instructional Media Center*, Digital Library Auditorium, multi-media classrooms, and telecommunications/video conferencing and surveillance equipment. The library occupies 2.5 floors. The 2nd and 3rd floors are publically accessible and include numerous library service desks and seating capacity for 1,200 library users. Library use is open to RCCD students, staff, and community members. Half of the 4th floor houses DLLRC Technical Services and administration and faculty offices. The facility is also utilized by Tutorial Services (ground level) and the Glenn Hunt Center for Teaching Excellence (4th floor)*.

*Instructional Media Center, Tutorial Services, and the Glenn Hunt Center for Teaching Excellence are responsible for assessing their programs.
Descriptions of Library Instruction, Resources, and Services

The DLLRC is a full-service college library offering a wide-range of resources and services. While the DLLRC is open to the larger district and community, the primary objective is to provide learning support services and resources for RCC’s pre-college, transferable, and career and technical programs.

- **Library Instruction** – Students learn to access and use academic information available through the library collections and online subscriptions

  **LIB – 1** – One-unit, transferrable, information competency course. Students must register for the course. Course formats include face-to-face, online, and hybrid.

  **Library Orientations** – Supplemental instruction as requested by faculty to introduce students to library resources and research skills necessary for successful completion of a course project.

  **Reference Desk** – Open access, walk-up desk staffed by faculty librarians during all public operating hours of the library. Librarians provide one-on-one, face-to-face or telephone instruction in the areas of research, library use, and college questions.

- **Library Services** – Students learn about different functions of an academic library

  **Reference Desk** – Open access, walk-up desk staffed by faculty librarians during all public operating hours of the library to support use the library and assist with general questions about the college.

  **Circulation Desk** – Open access, walk-up desk staffed by library classified personnel all public operating hours of the library to support check-out and check-in of library material.

  **Computer Support Desk** – Open access, walk-up desk providing computer support for students in areas including, but not limited to: software/application support, wireless applications, WebAdvisor, student email registration.

  **Information Kiosk** – Open access, walk-up desk located on the 3rd floor of the library. Provides help with general library use questions including located a book on the shelf, assisting with maintaining an appropriate study environment, and directing students with question to the appropriate library service area.

- **Library Resources** – Students are provided access to information, technology, and study areas

  **Library Website** – Student information portal providing information about the library and access to subscription research tools.

  **Databases** – Collection of multi-disciplinary subscription databases to support the RCC curriculum. Database content is available online on college computer and off-site to currently
registered students. Students moderate to extensive instruction from a librarian to use the databases.

**Reference Collection** – Collection of multi-disciplinary material including but not limited to encyclopedias, dictionaries, manuals, and directories. This material remains in the library. Students require moderate to extensive instruction from a librarian in the use of this material.

**Mainstack Collection** – Collection of books acquired by the library to support the RCC curriculum. This material may be borrowed for 3 weeks and renewed throughout the semester. Students require moderate to extensive instruction from a librarian to find material to support their learning projects.

**Reserve Collection** – Collection of course material including textbooks. The library does not purchase textbooks. This collection is donated by professors or departments for students to access and use in the library.

**Media Collection** – Collection of multi-disciplinary material in formats including but not limited to: DVD, VHS, audio books. This material remains in the library unless borrowed by faculty or staff.

**Computers** – Students have access to computers with current office applications and Internet access to support their academic goals.

**Printers/Photocopiers/Scanners** – Students have access to paper-production equipment to support their academic goals.

**Study Areas** – Students have access to adequate areas for individual or group study to support their academic goals.

### Student Learning Outcomes

Library instruction is provided in three formats: one-on-one tutoring at the Reference Desk; group library/information competency orientations; and the LIB-1 credit course.

**LIB-1 Credit Course**

Student learning outcomes from the Course Outline of Record:

1. Determine and articulate information needs
2. Find information using a variety of resources
3. Describe and apply criteria for critically evaluating information
4. Use information effectively to accomplish a specific purpose
5. Identify and summarize ethical and social issues related to information and its use
Library Orientation Student Learning Outcomes

Reference Desk Student Learning Outcomes

Service Area Outcomes
Library faculty, staff, and administrators review department operations to ensure services are effective to meet the needs of library users. Library services support two general outcomes:

- Library users will learn about the resources and services available from a college/academic library; and
- Library users will learn how to use the different areas of a college/academic library.
# Assessment Activities Grids

## Student Learning Outcomes – Library Instruction

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
<th>Instrument</th>
<th>Type</th>
<th>Cycle</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIB-1 Course</strong></td>
<td>Student Learning Outcomes</td>
<td>Final exam with rubric</td>
<td>Direct</td>
<td>Continuous</td>
<td>Exam administered in both face-to-face and online sections taught Fall 2011 and Spring 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Library Orientations</strong></td>
<td>Student feedback/evaluation on the usefulness of the library orientation. Collect self-reported data on whether this is the first library orientation</td>
<td>Print/online survey distributed to students</td>
<td>Indirect</td>
<td>Fall 2011</td>
<td>Print survey distributed for past Fall 2011 orientations;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computers in DL 205/206</td>
<td>Library IT to review the computers and provide an inventory including age of the computers, operating system and installed applications</td>
<td>Spring 2012</td>
<td></td>
<td>Computers replaced Spring 2012 with refurbished models.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reference Desk</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Service Area Outcomes – Service Desks

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
<th>Instrument</th>
<th>Type</th>
<th>Cycle</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Desk</td>
<td>Collect reference transaction statistics that reflect the types of support library users seek from the reference desk</td>
<td>Revise the reference transaction tally sheet used by librarians at the Reference Desk</td>
<td></td>
<td></td>
<td>Sheet revised and implemented Fall 2011</td>
</tr>
<tr>
<td></td>
<td>Reference Desk computers</td>
<td>Librarians report at department meeting the Reference Desk computers are no longer sufficient to use for instruction with the databases. Unable to open/download PDF attachments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area</th>
<th>Instrument</th>
<th>Type</th>
<th>Cycle</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Website</td>
<td></td>
<td>Direct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Catalog</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Databases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference Collection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix A:
**Completed Projects based on Library Assessment**
(need project descriptions and dates)

- Save paper/photocopy expense by making a classroom set of commonly used handouts
- Add more computers to empty spaces in the computer classroom DL 205 to accommodate larger class sizes
- Name cards in classroom to promote student/librarian interaction during orientations
- Information Kiosk needed on the 3rd floor to accommodate staffing needs. All library personnel maintain shifts at the Information Kiosk to monitor noise level and provide directional assistance
- Circulation Desk provide change for bills up to $20.00 (students need change for pay-per-print and photocopy. Previously students had to go to the cashier’s office across campus)
- Allow students with valid/legal identification to check-out material if they forgot their library card
- Renew books online
- Citation feature in Library Catalog
- Book jackets in Library Catalog
Google preview in Library Catalog

Add Computer Support sign in the Computer Commons area to raise awareness of computer support

Highlight areas of the library collection by adding book displays.

Nursing 50 Workshops (list duration)

Completely Silent room

Add Cybrarian to computers in Reference section

Add ‘Quiet’ signs throughout the library with table-top tents

Use computer classrooms for sports’ teams study hall

Use multi-media library instruction rooms for group study, computer overflow, web advisor lab

Schedule multi-media rooms for class research labs

Food Zone

Add more detailed shelf range 3x5 cards to the book shelves.

Study rooms – 2 hour checkout

RCC Information pamphlet wall

Pay-per-use student Fax

Evacuation exercises

Database A-Z list (previously students needed to determine a resource type and choose from 4 different lists)

Update Reference statistics tracking sheet
Appendix B:
Long Term Major Resource Planning

2009 – 2013 (from the Comprehensive Program Review)

- Secure on-going operational funding for library books, media, periodicals, and subscription databases in support of student learning and success and to ensure that accreditation standards established in Standard II.C are met.
- Hire an additional full-time librarian in order to restore sections of LIB-1 that were cut due to the district reallocation of the Riverside Library funds, and to fully develop ILA-800 library instruction.
- Secure/restore funding for associate library faculty to provide evening and weekend reference coverage, thereby allowing the Riverside Library to restore and extend its hours of operation.
- Hire additional IMC permanent part-time positions to meet the demand for instructional support in the classroom.
- Investigate alternative integrated library systems (ILS), and, if appropriate, acquire and migrate to a separate and enhanced ILS. As the three college libraries transition from a centralized system towards greater autonomy, the Riverside Library needs an ILS that supports the mission, goals, and vision of the college. Currently any changes made to the ILS affect all three libraries, because the libraries share one system.
- Resolve issues related to Riverside Library/IMC faculty and staff positions that support multi-college library/IMC functions.
- Continue to pursue information competency as a general education degree requirement.
- Develop new and refine existing assessment methods for evaluating service area outcomes in the library and IMC.
- Redesign the Riverside Library website, and integrate Web 2.0 services.
- Provide additional library support for online courses, so that library resources and instruction are more available for distance education students.
- Integrate and assess the use of mobile technologies for library instruction.
- Provide access to media production software/hardware for students in the library in order to fulfill the planning agenda established in the RCC 2007 Accreditation Comprehensive Self-Study Report.
- Create a permanent home for the Riverside City College Archives, and hire a part-time Archivist to oversee the collection.

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

- Permanent on-going funding added to the library’s budget to support library materials.
- Funding to support positions associated with the library’s goals.
DLLRC Assessment Plan

Riverside City College

- Adherence to the Long Range Educational Master Plan as it pertains to the DLLRC facility and the LIB-1 course. The Educational Master Plan establishes the space allocation requirements per Title V Standards and identifies the library and Instructional Media Center as two of the five key categories monitored by the State Chancellor’s Office that will require additional space by 2024. The program of instruction profile for the library projects the number of sections of LIB-1 to be offered in the future (refer to Appendix C). In order to successfully plan for the future the library and IMC need assurance that the space currently used for library instruction and in support of instruction college-wide will not be reallocated or repurposed.

- Confer with the instruction/reference librarians of CSU, San Bernardino and UCR, with which Library 1 course articulates, about latest policies, pedagogies, and prospects related to information competency instruction as mediated in various ways, for example:
  - Formal courses, such as LIB-1;
  - Formal workshop series similar to the ILA-800 series;
  - One-on-one and small-group tutorial reference guidance/assistance sessions;
  - On-demand, faculty requested, general and subject- /course-specific library instructional sessions.

Continual assessment of library instruction, resources, and services. Combination of student learning outcomes and assessment of services areas and resources (service area outcomes). Continually review library mission statement and long-range planning goals. Document assessment projects.

Explain how the mission statement and general library student learning outcomes are linked to library resources and services.