

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

2014 - 2018



Office of Educational Services

Moreno Valley College
Library

Prepared by: Debbi Renfrow, Cid Tenpas

A. Mission and Relationship to the College

Fostering learning and personal growth for the community it serves, the Moreno Valley College Library supports the educational mission of the Moreno Valley College through information literacy, equitable access to high quality, appropriate information sources, and adequate library facilities to ensure the educational needs of the community it serves. Through the professional and paraprofessional staff, the library will provide resources and services that promote and support student success in a learning-centered environment.

B. History

Personnel

Since the last review, Moreno Valley College Library has seen many changes in organizational structure and operational processes. As stated in the previous Comprehensive Instructional Program Review, the administrative structure of the MVC Library mirrored that of the Riverside City College Library and Norco College Library. That symmetry has been removed. As of July 1, 2014, the position of Dean, Technology and Instructional Support Services was eliminated. This position was held by a Dean with a Faculty Service Area (FSA) in Library Science. Upon elimination of the position, administratively, the Dean of Instruction is now responsible for the Moreno Valley College Library. This organizational change maintains the library under the academic side of the college.

When the Dean of Technology and Instructional Support Services position was eliminated, the previous dean retreated to the Moreno Valley College Library. This resulted in the library gaining a second full-time librarian faculty, who is also a member of the Communications department.

This development aligns with Strategic Theme 2 of the RCCD Strategic Plan to “Recruit outstanding faculty, and support faculty development, and teaching excellence for the improvement of student learning outcomes.”

With the addition of a second full time librarian, the hours available for associate faculty in the library decreased from 44.5 hours per week to 29 hours per week, and then to 20 hours per week. Since 2010 the library has maintained the same operational hours.

Technology

1. Through various surveys, student comments, and librarian observations it was determined that students would be more successful with added technology in the library. Therefore, using Print Revenue funds, the library purchased 3 additional scanners for student use, as well as 10 laptops for in-library use.

This added technology aligns with the following RCCD Strategic Theme:

- Student Access: Remove barriers to access for all students, while making the process of accessing new student information and applying to District Colleges more user-friendly.

2. The MVC library web site has been redesigned to more fully utilize the resources and services it subscribes to. Additionally, the revised library web site strives to reduce any technical barriers to students' research needs.

The redesign of the library's web site aligns with strategies within multiple MVC College Strategic Themes:

- Student Access and Success: "Promote accessibility to all student services, providing accurate and timely information on the college website and within the service area."
- Technology Utilization: "Increase efficiency in the accessibility of student support services using technology."

Library Resources

In fall 2012 the library began receiving 36 textbooks each academic year as part of the contract the college has with Barnes and Noble. The availability of these textbooks has been extremely popular with the students. Through Perkins funding, the library was able to purchase the Primal Pictures resource for the Dental Hygiene and Dental Assisting programs so the library no longer has an annual subscription cost for this resource. The sustainability of this resource has helped the accreditation of both of those programs.

Library Space

With the completion of the SAS building, the library experienced secondary effects. As a result of the secondary effects, space on the third floor of the library building was returned as library space. Library data illustrated the substantial need for additional group study rooms for students. As a result, the library made this additional space available as four group study rooms.

Discipline Changes

Since we are now able to submit a college specific Comprehensive Program Review, the library was able to develop its own Mission Statement and Service Area Outcomes.

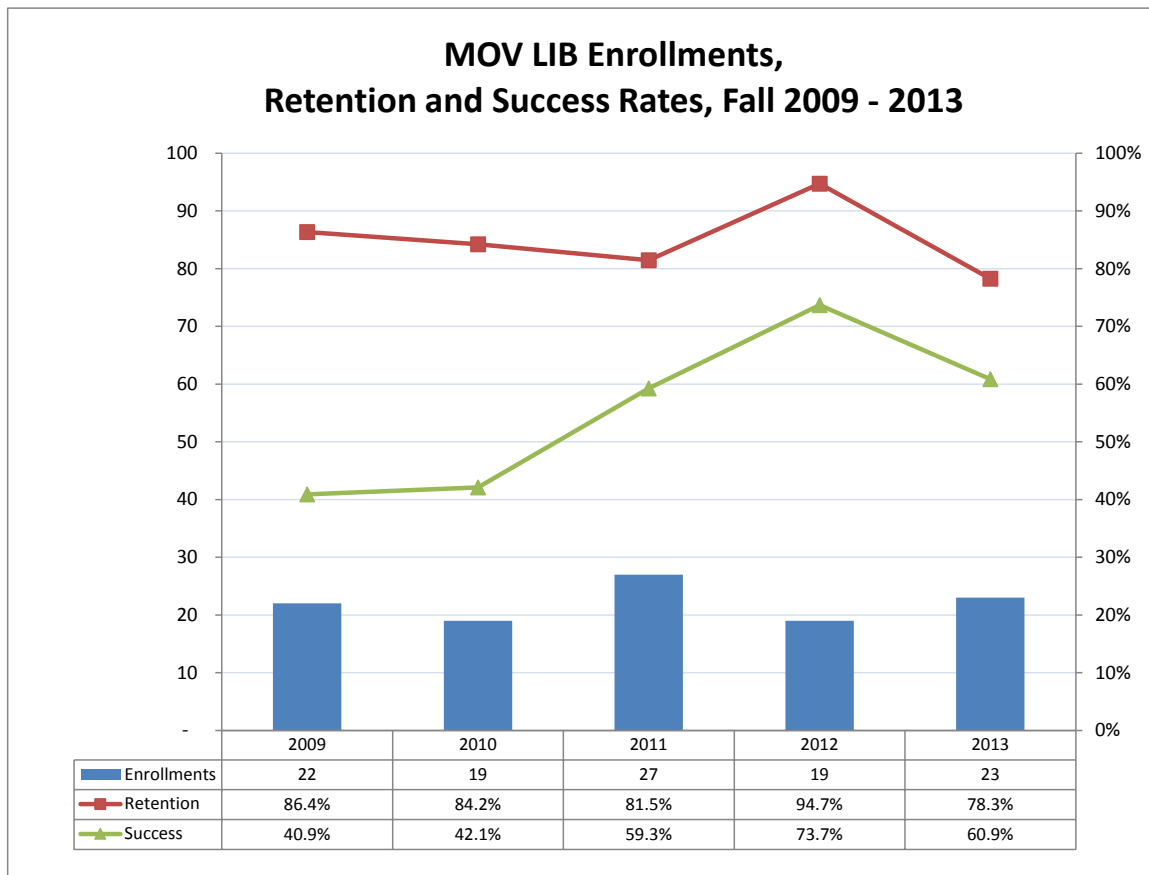
The library serves a unique role in providing resources, services, and subject matter expertise across the college, both in instructional support and student support.

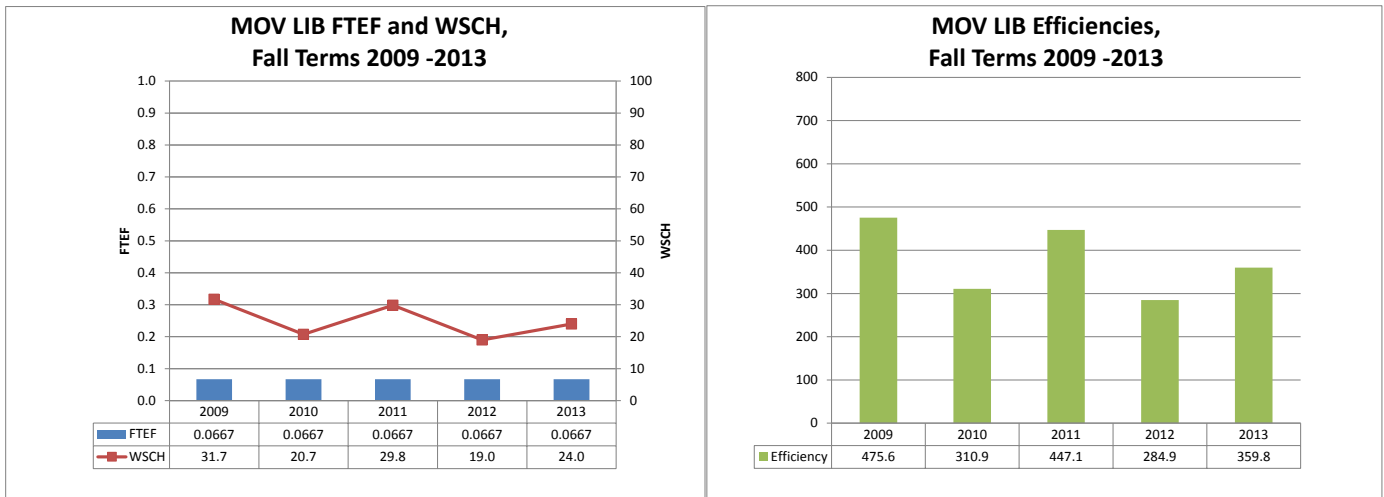
Goals and recommendations from previous review

1. Secure permanent funding for both print materials and database subscriptions.
 - a. A substantial portion of the library's electronic resources are still funded through the Perkins grant for CTE programs.
2. Hire an additional full time librarian.
 - a. The addition of a second full time Public Services Librarian is a step in the right direction. However, the need for a librarian with an archives or technology background with a designation of evening duty is necessary.
3. 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 independently of the Riverside City College library.
 - a. The server that contains all three libraries Integrated Library System was at end of life in 2013-2014. While researching ILS systems, the server that the ILS is on went down, leaving all three libraries without a circulation system and online catalog. Due to the vital nature of having a reliable server for the ILS, the Riverside City College campus purchased a new server for the ILS. This has provided the libraries with a reprieve for the time being while various systems continue to be researched. However, funding for a new ILS has not been secured to the best of the librarians' knowledge.
4. Hire a Library Systems Coordinator to provide support for the Integrated Library System at the Moreno Valley College.
 - a. The librarians have no knowledge of the status of this goal.
5. 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.
 - a. The classroom in the library was not converted to office space as was once discussed. However, this classroom is used by classes and groups college-wide. It is not solely for the use of library orientations, workshops, classes, or computer overflow.
6. 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).
 - a. The library did not receive any of the space vacated by the Instructional Media Center due to secondary effects. It is unknown to the librarians why the library was not able to expand into this space.

7. 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.
 - a. The librarian and Dean at the time were involved in revisions to the Final Project Proposal of the Learning Resource Center.
8. Transfer the library's web site to a Moreno Valley College server in order to provide additional reference service and integrate emerging technologies. This will require assistance from both web and technical staff.
 - a. This was completed and the library's web site now resides on a server at the Moreno Valley College.

C. Data Analysis and Environmental Scan





The library discipline offers one section of LIB 1: Information Competency, a one-unit transferable course, every semester. Enrollment in LIB 1 has not varied significantly between 2009 and 2013.

In the 2009 – 2010 academic year, LIB 1 was taught as part of a learning community in a face-to-face, 16 week format. Students enrolled in LIB 1 were required to be concurrently enrolled in English 50. If a student withdrew from one of these courses, they were required to withdraw from both. This constraint could have contributed to the lower success rates in LIB 1 during this time. Students could have been focusing on succeeding in their Eng 50 class, which is a three unit class that is a necessary prerequisite to higher level, transferable English courses.

After spring 2010, LIB 1 was no longer offered as part of a learning community. The removal of this concurrent enrolment requirement could be one factor that contributed to the increased enrollment. Between fall 2010 and spring 2012 LIB 1 was taught as a face-to-face, eight week class that began in the second half of the semester. The shift from a 16 week course to an eight week course could be another contributing factor for the increased enrollment as well as success and retention rates increasing.

In the 2012 – 2013 academic year, LIB 1 was taught as an eight week, hybrid course in which half of the weekly student contact hours were completed online. During this time, enrollment increased slightly; however, success and retention rates decreased slightly. This could indicate that students are more successful in a smaller class where there is more time for individual attention.

In an effort to accommodate more students' schedules and appeal to a variety of learning styles, beginning in spring 2015 LIB 1 will be taught as a fully online, eight week course. The goal is to increase enrollment while allowing students to have as much individualized help as needed and possible to be successful.

1. Enrollment Goal: Add an additional section of LIB 1 and maintain an enrollment of 30 per section.
2. Success Goal: Maintain a minimum success rate of 65%.
3. Retention Goal: Maintain a minimum retention rate of 70%.
4. Efficiency Goal: 525

D. Programs and Curriculum

Name of Course / Program	Date CORs Last Updated	Comments - CORs
<u>LIB 1: Information Competency</u>	<u>Fall 2014</u>	

E. Student Learning Outcomes Assessment

Since 2010, an assessment rotation has been created for LIB 1.

The SLOs are subject to change as the COR is revised. They will be assessed on a regular basis.

Over the last several semesters, one student learning outcome of each section of LIB 1: Information Competency has been assessed using a variety of direct assessment methods.

1. In fall 2012 SLO 2 was assessed.
2. In spring 2013 SLO 3 was assessed.
3. In fall 2013 SLO 1 was assessed.
4. In spring 2014 SLO 5 was assessed.

These assessments have resulted in modifications to assignments, lectures, in-class activities, and homework.



Course Assessment Report - 4 Column

Moreno Valley College

Discipline (COMM) - LIB

SLOs	Means of Assessment & *Performance Targets (Required) / Tasks	Summary & Analysis of Data	Action Plan & Follow-Up
<p>Discipline (COMM) - LIB - LIB-1 - Information Competency - SLO 1 - Determine and articulate information needs (Created By Discipline (COMM) - LIB)</p> <p>SLO Assessment Cycle: 2013 - 2014 (Fall)</p> <p>SLO Status: Active</p>	<p>Assessment Method: Students are faced with numerous information choices when doing research. Often times students have difficulty know if it is more appropriate to use a web site, magazine, journal article, or book for their particular information need. Additionally, students have difficulty determining exactly what their information need is or the information they are looking for. To address this skill, students were asked to consider the 5Ws in relationship to their topics.</p> <p>The chosen student learning outcome was incorporated into a research log that students had to complete over the duration of the course.</p> <ol style="list-style-type: none"> 1. Choose a general topic 2. Write a paragraph that: <ol style="list-style-type: none"> a. Describes your topic. Write down any questions/opinions, etc. you have about your topic at this point. b. Write down what you already know about the topic. c. Write down what you would like to learn about the topic. d. Write down any answers to the 5Ws in relationship to your topic. You do not have to have a response to all of these! <ol style="list-style-type: none"> i. Who: Does your topic relate to a certain group of people (ethnicity, age, gender, etc) ii. Where: Does your topic relate to a certain geography location (United States, California, city versus country, etc) iii. What: What is the issue surrounding your topic? (Economic, environmental, social, psychological, etc) iv. Why: Why is your topic important or controversial? (Religious objections, political objections, etc) v. When: What time period does your topic relate to? (Current, historical, etc) 3. Develop a clear thesis statement/research question at the end of your paragraph. <p>Assessment Tool: Direct: Capstone Project/Assignment</p> <p>*Performance Target (Required):</p>	<p>06/18/2014 - Eighteen students completed the research log. The average grade on the research log was 86%.</p> <p>Performance Target Met: No</p> <p>Semester Assessed: 2013 - 2014 (Fall 2013)</p> <p>Course Type : Hybrid</p> <p>Class Meeting Time: Daytime (Starts before 4:30 pm)</p> <p>When did you assess the course?: Beginning and end of term</p> <p>Total # of Students Assessed: 18</p> <p>Notes: Daytime, 8 week, hybrid class on the Moreno Valley College campus</p>	<p>09/11/2014 - Individual sections of the research log asked students to locate information from magazines, newspapers, journals, books, and web sites. In the future I will include questions in each of these sections of when it would be most appropriate to use which type of information source. Additionally, the next time this SLO is assessed, I will consider grading each section of the research log individually to be able to more easily assess individual SLOs.</p> <hr/>

SLOs	Means of Assessment & *Performance Targets (Required) / Tasks	Summary & Analysis of Data	Action Plan & Follow-Up
	<p>80% of students be able to develop a clear thesis statement and determine the type of information they need.</p> <p>Related Documents: Assessment13Fall.pdf</p>		
<p>Discipline (COMM) - LIB - LIB-1 - Information Competency - SLO 2 - Find information using a variety of resources (Created By Discipline (COMM) - LIB)</p> <p>SLO Assessment Cycle: 2012 - 2013 (Fall)</p> <p>SLO Status: Active</p>	<p>Assessment Method: Students were asked to locate five articles using five different databases.</p> <p>Assessment Tool: Direct: Capstone Project/Assignment</p> <p>*Performance Target (Required): The goal is for 80% of the students to earn 90% or higher.</p> <p>Related Documents: identifying_locating_articles.pdf</p>	<p>06/16/2014 - 12 students completed the assignment. 7 students earned 100%, 3 students earned 80%, and 2 students earned 60% or below. Therefore, 83% of the students earned 80% or above.</p> <p>Performance Target Met: Yes</p> <p>Semester Assessed: 2012 - 2013 (Fall 2012)</p> <p>Course Type : Hybrid</p> <p>Class Meeting Time: Daytime (Starts before 4:30 pm)</p> <p>When did you assess the course?: Throughout term</p> <p>Total # of Students Assessed: 12</p> <p>Notes: This was a late-start, 8 week course.</p>	
<p>Discipline (COMM) - LIB - LIB-1 - Information Competency - SLO 3 - Describe and apply criteria for critically evaluating information (Created By Discipline (COMM) - LIB)</p> <p>SLO Assessment Cycle: 2012 - 2013 (Spring)</p> <p>SLO Status: Active</p>	<p>Assessment Method: Students were given a worksheet where they were asked to locate two web sites and evaluate them according to criteria discussed in class and in the textbook.</p> <p>Assessment Tool: Direct: Capstone Project/Assignment</p> <p>*Performance Target (Required): 75% of students earn 70% or higher.</p> <p>Related Documents: Assessment13Spring.pdf</p>	<p>06/18/2014 - Seventeen students completed this assignment with the following results:</p> <p>Greater than 100 0 90 - 100 6 80 - 89 2 70 - 79 3 60 - 69 0 50 - 59 0 40 - 49 0 30 - 39 0 20 - 29 0 10 - 19 0 0 - 9 6 Less than 0 0</p> <p>Based on these results, 64% received a 70 or above. The goal for the next assessment cycle of this SLO is to increase that percentage to 75%.</p> <p>Performance Target Met: No</p> <p>Semester Assessed: 2012 - 2013 (Spring 2013)</p>	<p>09/11/2014 - The next time this SLO is assessed, I will provide additional examples of credible and non-credible web sites and as a class we will evaluate at least one web site together.</p>

SLOs	Means of Assessment & *Performance Targets (Required) / Tasks	Summary & Analysis of Data	Action Plan & Follow-Up
		<p>Course Type : Hybrid</p> <p>Class Meeting Time: Daytime (Starts before 4:30 pm)</p> <p>When did you assess the course?: Throughout term</p> <p>Total # of Students Assessed: 17</p> <p>Notes: The next time this SLO is assessed, I will provide additional examples of credible and non-credible web sites and as a class we will evaluate at least one web site together.</p> <p>Related Documents: Evaluating Web Sites.pdf</p>	
<p>Discipline (COMM) - LIB - LIB-1 - Information Competency - SLO 5 - Identify and summarize ethical and social issues related to information and its use (Created By Discipline (COMM) - LIB)</p> <p>SLO Assessment Cycle: 2013 - 2014 (Spring)</p> <p>SLO Status: Active</p>	<p>Assessment Method: Students watched a video on data brokering in class, and were asked to watch a video on fair use as well as read an article on copyright for academics in the digital age. There were also optional readings on information ethics and the economics of information. Students were then asked to write a 200-300 word paragraph identifying two reasons for the existence of copyright and why they do or do not agree with those reasons.</p> <p>Assessment Tool: Direct: Writing Assignment</p> <p>*Performance Target (Required): The benchmark for this SLO would be 70% of the students receiving a 70% or above on the assessment. Therefore, at least 70% of the students enrolled in the course would be able to summarize an ethical issue related to information and its use.</p>	<p>09/11/2014 - 4 received 50/50 (100%) 1 received 40/50 (80%) 1 received 35/50 (70%) 1 received 10/50 (20%) 9 received 0/50</p> <p>The students who received 0s were due to not doing the assignment at all. It wasn't that they did the assignment and received a score of 0. Since this assignment was given at the end of the course, the students had likely already calculate their grade and determined the assignment would not make a significant difference in their grade.</p> <p>Performance Target Met: No</p> <p>Semester Assessed: 2013 - 2014 (Spring 2014)</p> <p>Course Section Number(s): 23072</p> <p>Course Type : Hybrid</p> <p>Class Meeting Time: Daytime (Starts before 4:30 pm)</p> <p>When did you assess the course?: End of term</p> <p>Total # of Students Assessed: 16</p> <p>*Name and Contact Information (Required): Debbi Renfrow debbi.renfrow@mvc.edu (951) 571-6109</p>	<p>09/11/2014 - In order to get more students to complete the assignment, I would assign it earlier in the course. By assigning it toward the end of class, some students had already determined that the assignment would not impact their grade. Therefore, they chose not to complete it.</p>

E. 2. Service Area Outcomes

Service Area Outcome 1: Instruction

Library instruction sessions for students (orientations, workshops, and one-on-one instruction with librarians) assist students in achieving the Information Competency & Technology Literacy Institutional Learning Outcome which states that, “Students should be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.”

By participating in library instruction sessions, students will become more efficient and effective information users and be more successful in their academic careers.

Library Data Measures:

1. Statistics on the number of library instruction sessions taught
2. Institutional Research data on the success of students who receive a library orientation as part of another class versus those who do not.
3. Student survey of individual instruction sessions (Reference)
4. Institutional Learning Outcomes data from other courses
5. Graduation Survey Results
6. *Experiences with Information Literacy* module of the National Survey of Student Engagement

Service Area Outcome 2: Resources

All students will have ample access to library information and technological resources, both in the library and online, supporting and supplementing the college curriculum and course assignments. Adherence to these guidelines will help ensure student success as well as the achievement of the General Education Student Learning Outcomes and Institutional Learning Outcomes.

Library Data Measures:

1. California Community College Title V Library Survey
2. Association of College and Research Libraries (ACRL) Survey
3. National Center for Education Statistics (NCES) Survey
4. Database Usage
5. Circulation statistics
6. Course Reserves Usage
7. Computer Usage statistics
8. Door Counts

Service Area Outcome 3: Services

The library will support student success by providing all students with adequate library space and appropriate library services, both in-person and online, to meet students’ academic needs.

Library Data Measures:

1. Group Study Room usage
2. Reference statistics
3. Blackboard Survey
4. Operational hours of the library
5. NCES Academic Library Comparisons
6. Library Services Survey

Assessment Timeline of Mission Statement and Service Area Outcomes

14Fall	15Spring	15Fall	16Spring	16Fall	17Spring	17Fall	18Spring
Write Mission Statement and Create SAOs	Assess	Reflect	Implement & Adjust	Assess	Reflect	Implement & Adjust	Assess Mission Statement and SAOs and adjust

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

1. 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, Dental Hygiene, Dental Assisting, English, Guidance, Speech, Speech Language Pathology, and more.
2. In addition, the library coordinates with the Student Activities Director on such events as National Poetry Month, Breast Cancer Awareness, Constitution Day, 9/11 Remembrance, and more. The library also provides presentations to the ASMVC with relevant library-related information.
3. Additionally, the library 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.
4. A librarian serves as the co-chair to the One Book / One College committee.

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.

1. In 2011 the MVC librarian collaborated with a librarian at UC Riverside and California State University, Long Beach to provide a presentation at the California School Librarian Association conference titled “Postsecondary Perspectives on lifelong learning essentials.”
2. In July – August 2014, an MVC librarian collaborated with a librarian at UC Riverside and California State University, Long Beach to provide a presentation at the LiLi Conference titled “Post-secondary Perspectives on Lifelong Learning: Information Literacy Essentials for College Success.”
3. Possible future collaborations: Collaborating with the same librarians, a possible presentation at the American Libraries Association Conference in June-July 2014.

H. Long Term Resource Planning

The Function Map includes indicators that depict the level and type of responsibility as follows:

P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function which may include design, development, implementation and successful integration.

S = Secondary Responsibility: Secondary responsibility indicates support of a given function which may include feedback, technical assistance, input and communication to assist with successful integration.

SH = Shared Responsibility: Pertains primarily to functions for which responsibility is shared, either by the faculties of the three District colleges/campuses (in the case of curriculum) or by the college/campus and the District Office (in the case of human resources, technology services and financial management).

Year One (2014)

Goals	College	Faculty
1. 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 cataloging librarian, 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 independently of the Riverside City College library.	P	S
2. Continue to advocate for a new library facility. 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.	SH	SH
3. Secure funding for the <i>Experiences with Information Literacy</i> module of the National Survey of Student Engagement.	P	S
4. Increase associate librarian budget.	P	S
5. Extend the operational hours of the library.	P	S

Year Two (2015)

Goals	College	Faculty
1. Continue Goals from previous year(s) if not completed.	SH	SH
2. Secure permanent funding for both print materials and database subscriptions.	P	S
3. Seek funding to replace the public computers and laptops in the MVC library.	P	S
4. In collaboration with appropriate departments/areas on campus, develop archival guidelines, collection development policy, and plan based on the Moreno Valley College Archive Assessment Report completed in May 2011.	S	P
5. Develop a plan to conduct an inventory of library materials and establish the necessary equipment (barcode scanners, etc) needed to conduct the inventory.	S	P

Year Three (2016)

Goals	College	Faculty
1. Continue Goals from previous year(s) if not completed.	SH	SH
2. Hire a Library Systems Coordinator to provide support for the Integrated Library System and EZProxy software at the Moreno Valley College.	P	S
3. Purchase EZproxy software to be installed in a server at the Moreno Valley College.	P	S
4. Investigate the viability of migrating the library's print collection to RFID (radio frequency identification) technology	S	P
5. Identify the necessary budget to migrate the library's print collection to RFID technology.	P	S

Year Four (2017)

Goals	College	Faculty
1. Continue Goals from previous year(s) if not completed.	SH	SH
2. Hire an additional full time librarian with a specialty in archives and/or technology and a designation of evenings.	P	S



Unit Assessment Report - Four Column

Moreno Valley College Program Review - Library

Mission Statement: Fostering learning and personal growth for the community it serves, the Moreno Valley College Library supports the educational mission of the Moreno Valley College through information literacy, equitable access to high quality, appropriate information sources, and adequate library facilities to ensure the educational needs of the community it serves. Through the professional and paraprofessional staff, the library will provide resources and services that promote and support student success in a learning-centered environment.

Has mission statement changed since last review?: Yes

If yes, please explain why.: This is the first comprehensive instructional program review being completed specifically for the library discipline at Moreno Valley College. Therefore, the library mission statement was revised to reflect the mission of the library of this specific college.

Align your discipline mission to college mission: 1. challenges, and empowers our diverse, multicultural community of learners to realize their goals;

Academic Year for this program review: 2014-2015

Major development, change, and/or project #1 : Personnel

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Discipline Changes

Since we are now able to submit a college specific, Comprehensive Program Review, the library was able to develop its own Mission Statement and Service Area Outcomes.

Goals from last program review and current data	Actions and/or Performance Targets & Performance Targets / Tasks	Data Analysis and/or Evaluation of Action Plans	Action Plan & Follow-Up
<p>Program Review - Library - Enrollment Analysis_CIPR - 2009 = 22 2010 = 19 2011 = 27 2012 = 19 2013 = 23</p> <p>Goal: Add an additional section of LIB 1 and maintain an enrollment of 30 per section.</p> <p>Type: Data Analysis</p> <p>Goal Status: No status - Data Analysis</p>	<p>Describe Data or Action taken toward goal: This data is enrollment analysis for a five-year period from 2009 - 2013.</p> <p>Evidence of Action/Source of Data: Direct: Institutional Research or Other Data</p>	<p>10/15/2014 - The library discipline offers one section of LIB 1: Information Competency, a one-unit transferable course, every semester. Enrollment in LIB 1 has not varied significantly between 2009 and 2013.</p> <p>In the 2009 – 2010 academic year, LIB 1 was taught as part of a learning community in a face-to-face, 16 week format. Students enrolled in LIB 1 were required to be concurrently enrolled in Eng 50. If a student withdrew from one of these courses, they were required to withdraw from both. This constraint could have contributed to the lower success rates in LIB 1 during this time. Students could have been focusing on succeeding in their Eng 50 class, which is a three unit class that is a necessary prerequisite to higher level, transferable English courses.</p> <p>After spring 2010, LIB 1 was no longer offered as part of a learning community. The removal of this concurrent enrolment requirement could be one factor that contributed to the increased enrollment. Between fall 2010 and spring 2012 LIB 1 was taught as a face-to-face, eight week class that began in the second half of the semester. The shift from a 16 week course to an eight week course could be another contributing factor for the increased enrollment as well as success and retention rates increasing.</p>	

Goals from last program review and current data	Actions and/or Performance Targets & Performance Targets / Tasks	Data Analysis and/or Evaluation of Action Plans	Action Plan & Follow-Up
		<p>In the 2012 – 2013 academic year, LIB 1 was taught as an eight week, hybrid course in which half of the weekly student contact hours were completed online. During this time, enrollment increased slightly; however, success and retention rates decreased slightly. This could indicate that students are more successful in a smaller class where there is more time for individual attention.</p> <p>In an effort to accommodate more students’ schedules and appeal to a variety of learning styles, beginning in spring 2015 LIB 1 will be taught as a fully online, eight week course. The goal is to increase enrollment while allowing students to have as much individualized help as needed and possible to be successful.</p> <p>Report Due: Fall 2014</p> <p>Report Submitted: 2014 - 2015 (Fall 2014)</p>	

<p>Program Review - Library - Success Analysis_CIPR - 2009 = 40.9% 2010 = 42.1% 2011 = 59.3% 2012 = 73.7% 2013 = 60.9%</p> <p>Goal: Maintain a minimum success rate of 65%.</p> <p>Type: Data Analysis</p> <p>Goal Status: No status - Data Analysis</p>

<p>Program Review - Library - Retention Analysis_CIPR - 2009 = 86.4% 2010 = 84.2% 2011 = 81.5% 2012 = 94.7% 2013 = 78.3%</p> <p>Goal: Maintain a minimum retention rate of 70%.</p> <p>Type: Data Analysis</p> <p>Goal Status: No status - Data Analysis</p>

<p>Program Review - Library - Efficiency</p>
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Goals from last program review and current data	Actions and/or Performance Targets & Performance Targets / Tasks	Data Analysis and/or Evaluation of Action Plans	Action Plan & Follow-Up
<p>Analysis_CIPR - 2009 = 475.6 2010 = 310.9 2011 = 447.1 2012 = 284.9 2013 = 359.8</p> <p>Goal: 525</p> <p>Type: Data Analysis</p> <p>Goal Status: No status - Data Analysis</p>			
<p>Program Review - Library - Integrated Library System (ILS) - Secure funding for an Integrated Library System for the Moreno Valley College Library as we move toward a more autonomous structure.</p> <p>This would be dependent upon the Moreno Valley College Library having its own cataloging librarian, acquisitions librarian as well as their support staff and IT person for maintenance of the Integrated Library System.</p>	<p>Describe Data or Action taken toward goal: The librarians have researched the top ILS systems, attended webinars, visited other colleges with various ILS systems, met with district wide colleagues, and maintained currency on changes to ILS systems through professional listservs.</p> <p>Evidence of Action/Source of Data: Direct: Institutional Research or Other Data</p> <p>Performance Target :</p>	<p>10/15/2014 - Since the ILS is a district-wide system, the library discipline will recommend the ILS that best serves the students needs across the district.</p> <p>Report Due: Fall 2014</p> <p>Report Submitted: 2014 - 2015 (Fall 2014)</p>	
<p>Type: Other types of Goals</p> <p>Start Date: 10/15/2014</p> <p>Goal Status: Ongoing</p>			
<p>Program Review - Library - New library facility - Continue to advocate for a new library facility.</p> <p>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 .</p>	<p>Describe Data or Action taken toward goal: In accordance with the Comprehensive Master Plan, the library is the college's top construction priority. The Final Project Proposal has been accepted by the State Chancellor's Office and the college is awaiting bond funding. Multiple forms of data regarding library use prove that the library as a facility is impacted and struggles to support the current student enrollment.</p>	<p>10/15/2014 - Justified using ALA statistics and other various library standards for door counts, square footage, users, etc., the college will build a new library facility. See Comprehensive Master Plan for additional analysis, specifically the facilities plan.</p> <p>Report Due: Fall 2014</p> <p>Report Submitted: 2014 - 2015 (Fall 2014)</p>	
<p>Type: Other types of Goals</p> <p>Start Date: 10/15/2014</p> <p>Goal Status: Ongoing</p>	<p>http://researchguides.mvc.edu/libdata</p> <p>Evidence of Action/Source of Data: Direct: Institutional Research or Other Data</p>		
<p>Program Review - Library - Experiences with Information Literacy Survey - Secure funding for the Experiences with Information Literacy module of the National Survey of Student Engagement.</p>	<p>Describe Data or Action taken toward goal: Cost for this survey has been on previous Annual Instructional Program Reviews. The data from this survey will better help identify student library needs helping to ensure student success and achievement of the Information Literacy Institutional Learning Outcomes.</p> <p>Evidence of Action/Source of Data:</p>	<p>10/15/2014 - This data will be analyzed and will help with decision making as it relates to library resources and services.</p> <p>Report Due: Fall 2014</p> <p>Report Submitted: 2014 - 2015 (Fall 2014)</p>	

Goals from last program review and current data	Actions and/or Performance Targets & Performance Targets / Tasks	Data Analysis and/or Evaluation of Action Plans	Action Plan & Follow-Up
<p>Type: Other types of Goals</p> <p>Start Date: 10/15/2014</p> <p>Goal Status: Ongoing</p>	<p>Direct: Institutional Research or Other Data</p>	<p>Notes: http://nsse.iub.edu/html/modules.cfm</p>	
<p>Program Review - Library - Associate Librarian Budget - Increase associate librarian budget.</p> <p>Type: Other types of Goals</p> <p>Start Date: 10/15/2014</p> <p>Goal Status: Ongoing</p>	<p>Describe Data or Action taken toward goal: Budgetary limitations preclude triple coverage at the reference desk which impacts both student success, institutional service opportunities, and professional development opportunities for the full time librarians.</p> <p>Evidence of Action/Source of Data: Direct: Institutional Research or Other Data</p>	<p>10/15/2014 - Upon receiving an increased budget for triple coverage, an assessment of additional coverage in the library will be conducted to determine if greater access to librarians improved service to the students as well as increased institutional service and professional development participation among the full time librarians.</p> <p>Report Due: Fall 2014</p> <p>Report Submitted: 2014 - 2015 (Fall 2014)</p>	
<p>Program Review - Library - Library Hours - Extend the operational hours of the library.</p> <p>Type: Other types of Goals</p> <p>Start Date: 10/15/2014</p> <p>Goal Status: Ongoing</p>	<p>Describe Data or Action taken toward goal: In multiple library surveys, students have indicated the need for longer library hours to help them be successful in their courses. Additionally, as more classes are offered in the evenings and on Friday afternoons, extended library hours would provide equal access to those students.</p> <p>Evidence of Action/Source of Data: Direct: Institutional Research or Other Data</p>	<p>10/15/2014 - Upon increasing library hours, an assessment will be conducted to determine the extent to which access to the library improved student success.</p> <p>Report Due: Fall 2014</p> <p>Report Submitted: 2014 - 2015 (Fall 2014)</p>	
<p>Program Review - Library - Resource Funding - Secure permanent funding for both print materials and database subscriptions.</p> <p>Type: Other types of Goals</p> <p>Start Date: 10/15/2015</p> <p>Goal Status: Ongoing</p>	<p>Describe Data or Action taken toward goal: The library's resources are heavily dependent on grant funding. The costs of library resources have increased approximately eight percent each year over the past five years with no increase in the library's budget. This funding should be institutionalized and inflation costs should be accounted for.</p> <p>Evidence of Action/Source of Data: Direct: Institutional Research or Other Data</p>	<p>10/15/2014 - Upon receiving adequate, institutionalized funding for library resources, the library will no longer need to seek perpetual funding for resources.</p> <p>Report Due: Fall 2014</p> <p>Report Submitted: 2014 - 2015 (Fall 2014)</p>	
<p>Program Review - Library - Computer Funding - Seek funding to replace the public computers and laptops in the MVC library.</p> <p>Type: Other types of Goals</p> <p>Start Date: 10/15/2015</p>	<p>Describe Data or Action taken toward goal: Access to adequate computer resources is vital to students' success. The library's current public computers are more than ten years old. As more students are required to use technology to be successful in their classes, the library must maintain the technology to help ensure students' success. The laptops in the library classroom are</p>	<p>10/15/2014 - The technology available to students in the library should be part of the colleges technology plan that provides regular, appropriate upgrades to help ensure student success in classes.</p> <p>Report Due: Fall 2014</p> <p>Report Submitted: 2014 - 2015 (Fall 2014)</p>	

Goals from last program review and current data	Actions and/or Performance Targets & Performance Targets / Tasks	Data Analysis and/or Evaluation of Action Plans	Action Plan & Follow-Up
<p>Goal Status: Ongoing</p>	<p>more than 7 years old. Both the public machines and laptops are too old to accommodate features in some library databases, new operating systems, browsers, and software upgrades. Evidence of Action/Source of Data: Report(s)</p>		
<p>Program Review - Library - Permanent classroom for library instruction - Secure a permanent classroom for teaching activities related to the library in order to assist students in achieving the Information Literacy Institutional Learning Outcome. Type: Other types of Goals Start Date: 10/15/2014</p>	<p>Describe Data or Action taken toward goal: While the library has first priority in use of the library classroom, it is not always available when needed for information literacy instruction. A permanent, designated classroom would provide access to a greater number of students for information literacy instruction. Evidence of Action/Source of Data: Direct: Institutional Research or Other Data</p>	<p>10/15/2014 - With access to a designated classroom for library instruction, the library can offer increased instruction in information literacy. Upon gaining access to a designated classroom, the library will collect data to evaluate this increase. Report Due: Fall 2014 Report Submitted: 2014 - 2015 (Fall 2014)</p>	
<p>Goal Status: Ongoing</p>			
<p>Program Review - Library - Develop Archival Plan - In collaboration with appropriate departments/areas on campus, develop archival guidelines, collection development policy, and plan based on the Moreno Valley College Archive Assessment Report completed in May 2011. Type: Other types of Goals Start Date: 10/15/2015 Goal Status: New</p>	<p>Describe Data or Action taken toward goal: The college does not currently have an archival plan to maintain and records its history. Although space has been designed as the college archives, completion of that space is pending with an uncertain completion date. An archives would assist the college in documenting its history for accreditation purposes, college events, etc. The library would collaborate with appropriate departments/areas on campus to develop the archival plan based on the Moreno Valley College Archive Assessment Report completed in May 2011. Evidence of Action/Source of Data: Report(s)</p>	<p>10/15/2014 - Upon completion, an adequate archival plan will be presented to the college for informational purposes. Archive materials would not begin to be collected as part of this plan. Report Due: Fall 2014 Report Submitted: 2014 - 2015 (Fall 2014)</p>	
<p>Program Review - Library - Library Systems Coordinator - Hire a Library Systems Coordinator to provide support for the Integrated Library System and EZProxy software at the Moreno Valley College. Type: Other types of Goals Start Date: 10/15/2016 Goal Status: Ongoing</p>	<p>Describe Data or Action taken toward goal: The staff person would handle the technical aspects of library resources required by vendors as well as the EZProxy software. This would improve speed with which library electronic resources are made available to students and the ease with which they can be maintained. Evidence of Action/Source of Data: Direct: Institutional Research or Other Data Performance Target :</p>	<p>10/15/2014 - This goal would be achieved upon hiring of a library systems coordinator. Report Due: Fall 2014 Report Submitted: 2014 - 2015 (Fall 2014)</p>	
<p>Program Review - Library - EZProxy Software - Purchase EZproxy software to be installed in a server at the Moreno Valley College.</p>	<p>Describe Data or Action taken toward goal: The current web master has indicated that the</p>	<p>10/15/2014 - This goal would be achieved upon purchasing, installing, and maintaining of this software</p>	

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<p>Type: Other types of Goals</p> <p>Start Date: 10/15/2016</p> <p>Goal Status: Ongoing</p>	<p>server at Moreno Valley College can accommodate the technical aspects of this software. Having the software available on the Moreno Valley College campus expedites access to resources for students and faculty.</p> <p>Evidence of Action/Source of Data: Direct: Institutional Research or Other Data</p>	<p>on the Moreno Valley College campus.</p> <p>Report Due: Fall 2014</p> <p>Report Submitted: 2014 - 2015 (Fall 2014)</p>	
<p>Program Review - Library - Additional Faculty - Hire an additional full time librarian.</p> <p>Type: Other types of Goals</p> <p>Start Date: 10/15/2017</p> <p>Goal Status: Ongoing</p>	<p>Describe Data or Action taken toward goal: An additional faculty member would allow the library to expand its services to students and faculty on the main campus as well as at the Ben Clark Training Center. This position could potentially serve students in the evenings as well as provide technical expertise in the library.</p> <p>Evidence of Action/Source of Data: Direct: Institutional Research or Other Data</p>	<p>10/15/2014 - This goal would be achieved upon hiring a full time library faculty position.</p> <p>Report Due: Fall 2014</p> <p>Report Submitted: 2014 - 2015 (Fall 2014)</p>	
<p>Program Review - Library - Inventory Plan - Develop a plan to conduct an inventory of library materials and establish the necessary equipment (barcode scanners, etc) needed to conduct the inventory.</p> <p>Type: Other types of Goals</p> <p>Start Date: 10/15/2017</p> <p>Goal Status: New</p>	<p>Describe Data or Action taken toward goal: In anticipation of a new library facility, an inventory of the collection should be conducted prior to moving into a new building. Such an inventory would also assist in the weeding of the library's print collection prior to transitioning to a new facility.</p> <p>Evidence of Action/Source of Data: Direct: Institutional Research or Other Data</p>	<p>10/15/2014 - An inventory plan would be created to be put to use upon obtaining the necessary materials and equipment needed to conduct the inventory.</p> <p>Report Due: Fall 2014</p> <p>Report Submitted: 2014 - 2015 (Fall 2014)</p>	
<p>Program Review - Library - RFID Viability - Investigate the viability of migrating the library's print collection to RFID (radio frequency identification) technology</p> <p>Type: Other types of Goals</p> <p>Start Date: 10/15/2017</p> <p>Goal Status: New</p>	<p>Describe Data or Action taken toward goal: The librarians will investigate the possibility of RFID technology with the ILS vendor currently in use. This technology allows self-check for faster service to students as well as assists in efficiently locating misplaced library resources.</p> <p>Evidence of Action/Source of Data: Direct: Institutional Research or Other Data</p>	<p>10/15/2014 - The librarians will provide a report of the viability of adding RFID technology to the library's print collection.</p> <p>Report Due: Fall 2014</p> <p>Report Submitted: 2014 - 2015 (Fall 2014)</p>	
<p>Program Review - Library - RFID Budget - Identify the necessary budget to migrate the library's print collection to RFID technology .</p> <p>Type: Other types of Goals</p> <p>Start Date: 10/15/2017</p> <p>Goal Status: New</p>	<p>Describe Data or Action taken toward goal: Upon determination of the the viability of RFID technology with the library's ILS, the librarians will determine the necessary materials and equipment to conduct the inventory to provide the college with the necessary budgetary needs.</p> <p>Evidence of Action/Source of Data: Direct: Institutional Research or Other Data</p>	<p>10/15/2014 - If it is determined that RFID is a viable option with the library's ILS, the librarians will provide a report identifying the necessary materials and budget to integrate RFID technology into the library's print collection. If RFID is not a viable option at this time, this goal will be reassessed.</p> <p>Report Due: Fall 2014</p> <p>Report Submitted:</p>	

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		2014 - 2015 (Fall 2014)	