Rogue Community College

Department / Program Review

Library

June 2017

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Section One:
Mission Overview

How does your department and its program(s) fulfill the larger work of the college (the strategic plan and mission)?

Regardless of institution, strong library services are at the core of student education.

At Rogue Community College, librarians promote lifelong learning, and teach students how to effectively gather and evaluate information. The library provides free access to information sources that are generally not available to the public, such as textbooks and subscription databases. It also provides low-cost or no-cost access to technology (such as computers, graphing calculators, and anatomical models).

The library also offers a one-credit, online course called LIB127: Introduction to Academic Research, which prepares students for research in their academic and professional lives. LIB127 is required by most degree programs, and is either required or an approved elective for most certificate programs.

The library plays a key role in supporting student success by fostering Institutional Learning Outcomes. Among these are:

- **Approach to Learning (AL5):** Use of technological tools to research new information, solve problems, and communicate effectively
- **Communication (COM4):** Work respectfully with others by considering opposing viewpoints and different cultural perspectives.
- **Critical Thinking (CT2):** Raise significant and relevant questions.
- **Critical Thinking (CT3):** Locate, organize, analyze, and interpret data.

More specifically, the library features a broad array of services that help fulfill the strategic plan and mission, as well as the larger work of the college:

Core Themes
Promote Student Access and Success   *The library promotes student access and success by providing:*   • A safe, comfortable and monitored environment, including convenient open hours, a variety of furnishings (study carrels; tables; comfortable chairs, couches, and loveseats), and group and solo study rooms.   • Materials for direct educational purposes, such as textbooks, laptop computers, and calculators, at no or low cost.   • Materials for personal growth, such as college and career planning, job search, and other school related searches.   • Friendly, repeated promotion of library services and amenities to each new student or person encountered by staff.

- Individual mentoring and encouragement.
- Referrals to services within the college.

Advance Student Learning
The library advances student learning by providing:

- Resources for projects and papers beyond the textbook for students in courses.
- Direct assistance with course content through individual and group instruction.
- A current and relevant library collection in print, electronic, and other media.
- Off-campus access to online databases and resources, available to students 24/7.
- Active, thoughtful collection development – we seek resources in traditional and non-traditional formats to add to the collection.
- Instruction in library use, library resource use, and computer use.

Strengthen Our Diverse Communities
The library strengthens our diverse communities by providing:

- Materials specifically selected about and for our diverse student and community groups; our most recent project is the World Languages collection of movies, documentaries, and books in non-English languages.
- Library Social Nights at Redwood campus, a partnership with student government that show cases a different club each month.
- A warm and friendly place to study as shared, social experience with other students.
- ADA-accessible safe zones.
- Thematic displays of materials on a variety of human-interest topics, such as Black History Month and #BlackLivesMatter; Women's History Month; National Mental Health Month; banned books and censorship; stories by and about veterans; and "Coming Out" Month and GLBT issues.

Model Stewardship
The library models stewardship by providing:

- Textbooks, computers, calculators and other necessary supplies for students who are trying to pay for school with limited funds.
- Computers and study areas for students to do homework during the day.
- Interlibrary loans -- students and faculty can borrow books and articles from libraries worldwide, at no cost.
- Expanded buying power through consortiums, cooperatives and other partnerships.

Section Two:
Profile

A brief history of department.
The library was established when the school was built, as libraries are essential in institutions of higher learning. Fun fact: the L-Building at Redwood campus was so-named because it originally housed the Library. In December 1971, the Southern Oregon Education Association donated 7,000 books to the library, including a first edition copy of "Tom Sawyer." In January 1977, Lillian Wiseman, a retired Grants Pass seamstress and dress designer, anonymously gave $10,000 to RCC; serving as seed money, her gift made it possible to construct the building that houses the Redwood campus library today.

The library has been collaborating with local public libraries since the early 1980's. Our current partnership is with Jackson County Library Services, which provides RCC students and staff with access to fifteen county libraries, and a combined collection of nearly 610,000 items. In 2015, we began issuing JCLS cards to RCC students who live in Jackson County to ensure a seamless transition to their local library branch after they completed their studies at RCC. We also partner with Southern Oregon University's Hannon Library, offering reciprocal borrowing for both student populations. These partnerships expand the availability of services offered to students, staff and faculty.

A special studies course in online research (LIB199) was offered in academic year 1999/2000, with 43 students attending; that course became LIB127, and has been offered regularly since Fall 2000. The course is designed to help students learn the information-searching skills they would need to succeed at the college and in transfer to other schools. A completely re-written version was launched in Summer 2016, intended to focus less on scavenger hunts and specific databases, and more on critical thinking and measurable research skills.

The RCC Library has evolved to meet the needs and interests of students and optimize resources available. Much of our budget now goes for online resources, while maintaining a smaller, but strong and current print collection.

List the classes that this department offers.
The library currently offers only one class, LIB127: Introduction to Academic Research.

Enrollment and demographics (by each degree/certificate)
Enrollment in LIB127 has been in steady decline for the last few years. In brief:

2013 – 2014: 47 sections, 1036 students, 83.15% pass rate
2014 – 2015: 47 sections, 926 students, 83.07% pass rate
2015 – 2016: 36 sections, 791 students, 84.16% pass rate
2016 – 2017: 30 sections, 660 students (through Spring), 81.11% pass rate (through Winter)

For full details on enrollment, please refer to Table 1 in Section 8.

As far as demographics go, LIB127 is a required, general education class for the following degrees and certificates:

- Associate of Applied Science (AAS)
- Associate of General Studies (AGS)
- Associate of Science (AS)
  - Not including ASOT Business and ASOT Computer Science
- Business Assistant (Certificate of Completion)

LIB127 is also an approved elective for the following certificates of completion:

- Dental Assistant
- Emergency Medical Services
- Practical Nursing

We work with a significant cross-section of RCC students, across multiple programs and interests.

Staffing Narrative: Provide the following information for each of the last three years:

	Year 1:14/15		Year 2:15/16		Year 3:16/17	
	FT	Adj	FT	Adj	FT	Adj
Number of faculty:	3	1	3	2	3	2
Number of sections taught:	33	14	17	19	21	9

Classified staff (if applicable): FT: 4   PT: 4

Are your staffing levels adequate to support achievement of your student learning outcomes? Why or why not?
The library's staffing levels are adequate but not ideal. Our greatest concern is retaining the full-time librarian position currently held by Mary Pierce, who is retiring on June 30, 2017, and beginning a transition year on July 1, 2017. It will not be possible to maintain our current levels of service with one full-time librarian, and one department chair. Our next concern would be returning the Library Specialist II (Processing) position to full-time status (it is currently part-time with benefits, at 24-hours per week).

Other staffing concerns include:

- It is difficult for the circulation staff to cover every shift when illness or vacation happens during term. We have very little back up if any staff member is not available.
- We have only one person to handle all ILL article and book requests, and that hampers our ability to promote them very much.
- Additional Computer Lab Tutor coverage to cover open lab times would be desirable.
- Table Rock Campus had a 19-hour Library Specialist I position when it opened in 2005; that position was eliminated a year later. The TRC Learning Center would

benefit from the Library Specialist I position being restored. This person could give needed back-up coverage, and possibly work one or more evening shifts.

- There is a growing need for additional support staff for electronic resource management and social media.

Budget Narrative: Are your Materials & Supplies and Equipment budgets adequate to support achievement of your program learning outcomes? Why or why not? Provide relevant data.

The library's materials and services budget was reduced by approximately $35,000 in the last decade. As a direct result, we have been asking for (and gratefully receiving) a portion of that lost budget through Non-Computer Technology funds. Those funds allow us to purchase much-needed books, textbooks, and other print materials, as well as continue our subscriptions to databases and other online services. We would not be able to provide current levels of service without the Non-Computer Technology funds.

For capital projects, such as replacing carpet or furniture, we have been able to save funds, and request grants and other funds from Ad Hoc committees, the RCC Foundation, and other internal sources. When special projects have been developed (the World Languages collection, for example), it has been possible to find money through grants for them.

Facility Narrative: Are the college facilities adequate to support achievement of your program learning outcomes? Why or why not? Provide relevant data and reference to field best practices.

Redwood Campus:
The RWC computer lab is not set up well for classroom instruction. It is too small and the design means that student are facing sideways to the instructor. In an average session, students have to twist around to see what is on the screen, and swivel back to look at their computer screen. There are only 22 workstations, which does not always accommodate an entire class of students.

The climate controls and ventilation are erratic. LIB1 is frequently too cold, regardless of season, while the computer lab (LIB6/7) and technical services office (LIB8/9) are typically too hot.

Lighting is also an issue in the library. There is inadequate lighting over the reference desk and the front computers, at the book stacks near LIB9, and in the Reserve Book Room.

Riverside Campus:
The RVC Library is lacking staff office space. This results in a noisy work environment and often makes it impossible to work on lesson plans for an upcoming class, or work on things like this survey. The reference librarians have been resorting to booking one of the student study rooms and using a staff laptop, or using the staff computer at the teaching station at the front of the Main Lab, but students come and ask questions, which is good, but also difficult. A redesign will be necessary to provide more efficient work spaces for staff, and comfortable and accessible student study areas.

In addition, public library decisions and patrons have an outsized impact on our ability to provide services. The public library hires a security guard to maintain the front door when the Riverside branch is open, but the public side is closed (as of May 2017, that's 8:00 – 10:00 AM, Monday through Wednesday, all day Thursday, and 8:00 – 12:00 on Fridays). The public library's concern is that members of the general public are not allowed access to the building; only currently enrolled RCC students and staff are allowed. While we have had a mostly positive relationship with the security guards, it is a constant source of training on our part to ensure that students are welcomed, and not turned away.

Offensive behavior by public library patrons in the Medford library / Riverside branch has escalated. This includes theft, bathing and drug use in the restrooms, vulgar language, body odor and picking fights. This type of patron often uses the RCC quiet study area, and some students do not feel comfortable or welcome there anymore. Other students have complained that they are uncomfortable using the library now because of this behavior.

Table Rock Campus:
The multi-purpose shared space is tight without growth opportunities, like the addition of multiple quiet study rooms or expansion of shelf space. It is located in the southwest corner of the building, literally the furthest corner away from the main parking lot / bus stop / "front door". It is also distant and disconnected from related services (Rogue Central, bookstore, etc.)

Our primary concern about Table Rock campus is that the existing library is not a standalone location with its own facilities and staff, but is bundled in with testing, tutoring, and GED preparation. The addition of an Allied Health training center should include a significant expansion of library services, including a prominent, front-door location; adequate shelving, classrooms, and offices; and of course, staff.

College Resource Narrative: Are the college resources such as the library, technology, marketing, tutoring, testing, etc. adequate to support achievement of your program learning outcomes? Why or why not? Provide relevant data and reference to field best practices.
The computers at Redwood campus are currently updated and maintained by library staff. The Library has recently been receiving some strategic web marketing development and assistance to re-design the Library website, which is the portal to library resources. This is a vital tool and deserves to be expanded and upgraded with additional emphasis on functionality and ease of access.

Section Three:
Program Context

How do your programs reflect national/regional/program/discipline trends?
The Library provides access to research tools and databases that are consistent with other community colleges in the state. The instruction that supports these tools is comprehensive and available to all students and staff. Space in the library is continually repurposed as student learning styles change. The Library has added group study rooms and computer configurations that promote open access.

Library trends include checking out non-traditional items; we currently check out bike lockers, laptops, hard drives, smart pens, voice recorders, anatomical models, and so on. We also host the annual Human Library event, which "check out" "human books".

Library instruction in general is in alignment with regional and national trends. We are investing more effort in information literacy instruction. The recent shift in the LIB127 course reflects a general trend toward teaching higher-level skills through academic libraries across Oregon and the country.

"One-Shot" Instruction:
The library faculty began a multi-year project in Winter 2016. Our goal is to change the "one-shot" instruction sessions into highly relevant, active instruction sessions, utilizing an outcomes-and-assessments based model. Our goal is to integrate library services into the college curriculum, and actively work with faculty to create appropriate lesson plans.

Bibliographic Instruction *Ineffective method that we are moving away from*	Information Literacy *Design goals that we are moving toward*
1. One-shot instruction	Integrated into curriculum
2. Focuses on learning to use library resources	Focuses on information management
3. Often not linked to classroom assignments	Integral to course assignments
4. Session often focusses on passive learning	Active learning
5. May lack clearly defined goals and objectives	Goals and objectives are carefully linked to course
6. Librarian lectures, demonstrates	Librarian and faculty facilitate learning
7. Librarian provides instruction asked for	Librarian and faculty design and implement together

Textbook Affordability:
The library has been very actively working on textbook affordability since the recession of 2008. We began by purchasing the most needed textbooks for our reserve book room; this was a significant change from our previous model, which was driven by instructor and bookstore donations.

We have also added a couple of services to our EBSCOhost database subscription. The first notable service is the eBook Community College collection. From the publisher:

> *"Focused on the academic and trade information needs of community colleges, this multidisciplinary collection contains more than 55,000 e-books, including thousands of workforce development titles. The collection covers key subject areas including humanities, social sciences, business, science, technology and literary criticism. The complexity of the information available in this collection varies from introductory/basic content to higher-level content, providing students with a range of information to meet their needs as they develop in their areas of study. All titles are available with unlimited user access, and titles are regularly added to the collection at no additional cost."*

The second service that we added was a plugin for Blackboard, which allows faculty to add articles and eBooks from our EBSCOhost subscription directly into an online course. Students are already authenticated when they login to Blackboard, so there is no additional login required to access the materials. And, since the students are actually retrieving the items directly from EBSCOhost, there is no copyright infringement on the instructor's behalf.

We have also been very active in supporting the Open Education Resources (OER) movement in Oregon. Felishia Jenkins attended an OER "Train the Trainer" event in March 2016, and has since led several OER workshops:
- Spring 2016 (May 19th) – two sessions and an "open hour", 21 in attendance
- Winter 2017 (February 7th and 9th) – sessions at Redwood and Riverside campuses, 22 in attendance, with 5 additional reviews from previous attendees
- Spring 2017 (June 9th) – sessions at Redwood and Riverside campuses.

We have purchased several print copies of OERs to help with faculty review and adoption, and are considering other trainings and workshops that we can offer.

Discuss local trends or issues in the community or the college that impact your program(s).

System Wide
We constantly work against the pervasive perception that libraries are outmoded and outdated. However, this is a community with a very distinct digital divide. The need for basic technology training for all students is evident. Students need in-person access to librarians, and digital online to research tools.

The cost of college attendance, economic hardship, and the local job market are other factors that impact the library. More students are working while going to school, which

increases the need for flexible material availability, affects how we structure open hours and reference services, and affects our selection of online resources and Reserve Collection offerings. We recognize that all students need access to textbooks, computers, software, reliable connectivity, and group and individual instruction, to make the most of all the resources available.

Redwood Campus
Historical lack of stable funding for public libraries in Josephine County contributes to the lower levels of college readiness for some residents when they attend college. We are very excited that Josephine County will have a library district, and look forward to new opportunities and potential partnership with a new local system.

Riverside Campus
Meeting the needs of the Hispanic community in Jackson County is a concern. There is a distinct need for bilingual speakers to help serve our ESL students; we also would like to better understand the information-needs of that community, so we can provide adequate resources, and possibly prepare event programming.

Probably like other areas of Riverside campus, we are also having a real problem with theft, drugs, and the homeless in the RVC library, which is located on the second floor of the Medford public library. A student reported recently that she has been worried about coming into the library first thing in the morning as a group of homeless people are outside the main library doors waiting for the public library to open. In January 2017, an iPhone, laptop, backpack, and wallet were reported stolen from patrons at the library. A young man was arrested and trespassed for one year from the public library; he was in the upstairs restroom next to the RCC reference desk, allegedly possessing and using heroin.

List your external stakeholders (e.g. advisory boards, employers, transfer schools).
We work closely with the Jackson County Library Services, and the Hannon Library at Southern Oregon University, who are very likely to work with our students after they "graduate" from the RCC library. Both library systems are also partners with the RCC library: we share an integrated library system (ILS) called Polaris with the Jackson County Library Services, and Southern Oregon University pays for one-half of one of our Library Specialist I positions.

Describe how you gather external stakeholder feedback (e.g. survey, focus group, advisory board meetings).
We tend to have close working relationships with our colleagues in both library systems. External stakeholder feedback is often informal, conducted by phone call or e-mail. In the case of the Jackson County Library Services, we work in the same building and see members of library management on a daily basis. It is easy and convenient to work with these partners.

Showcase highlights and any changes needed or made based upon that feedback.
As mentioned above, Southern Oregon University pays for one-half of one of our Library Specialist I positions. This is a 19-hour library clerk position, intended to keep the

Riverside campus library open later hours in the evenings, and on Saturdays. The later evening and Saturday hours were intended to support SOU students attending classes in the Higher Education Center.

In 2015, we reviewed our hours of operation at all locations. We were able to use circulation statistics, computer logins, and direct observation to show that the Riverside campus library was underutilized between the hours of 7:00 and 8:00 PM. However, we were also able to look at computer logins to show that SOU students were using the Riverside library computer lab on Saturdays. We negotiated a compromise with SOU, whereby we reduced our evening hours to 7:00 PM, and scheduled a reference librarian to work during Saturdays. The reduction of hours did not impact SOU students at all, but allowed for much more flexible scheduling at Riverside campus. The addition of a reference librarian on Saturdays increases available resources for both RCC and SOU students.

Section Four:
Program Learning Outcomes and Assessment

Background

The library's initial Program Learning Outcomes were taken entirely from the Joint Board's Articulation Committee's information literacy learning outcomes for Writing courses.

Initial Program Learning Outcomes
As a result of their experiences with the RCC Library, learners will be able to: 1. Formulate a problem statement. 2. Determine the nature and extent of the information needed to address the problem. 3. Access relevant information effectively and efficiently. 4. Evaluate information and its source critically. 5. Understand many of the economic, legal, and social issues surrounding the use of information.

These learning outcomes are designed for classroom instruction (such as that provided by LIB127: Introduction to Academic Research); however, they do not describe the informal and non-linear learning experiences that the majority of students receive at the library. These learning experiences are typically random, being driven by homework needs, program or degree requirements, or simple curiosity on the part of the student.

The reference and instruction team began examining the library's program learning outcomes in March 2016, with the goal of developing a new, accurate set of outcomes. In After discussing the topic at our quarterly instruction meetings, the team met with Lori Sours in February 2017 to create a final set of fully revised program learning outcomes.

Revised Program Learning Outcomes
As a result of their experiences with the RCC Library, learners will be able to: 1. Evaluate information based on currency, relevance, authority, accuracy, and purpose. 2. Recognize when they need to consult an expert in an appropriate field. 3. Correctly identify and distinguish information sources such as books, newspapers, magazines, and journals. 4. Effectively use technology to find information. 5. Use information ethically and responsibly.

Program Map (Digital Version Coming Soon)
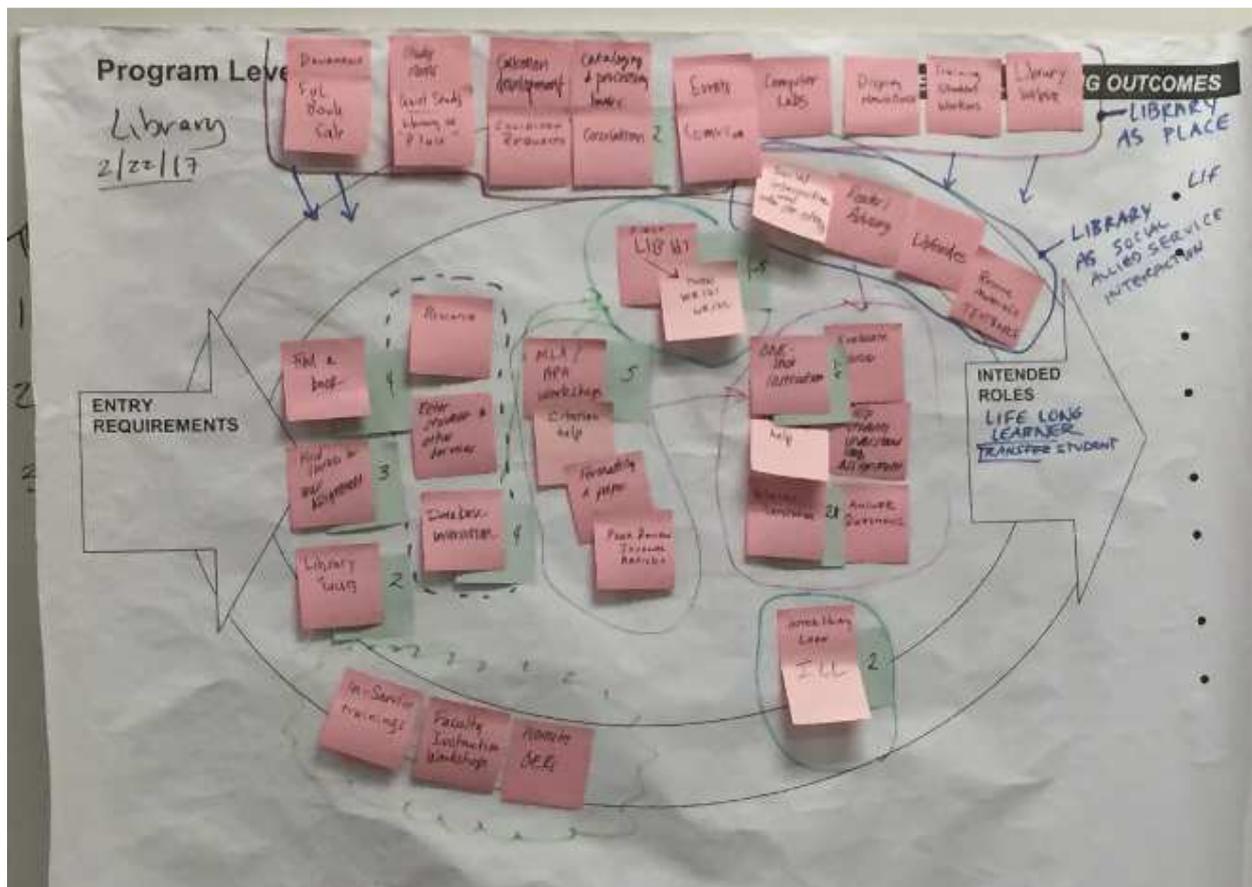
In reviewing the library's program map, it is essential to consider the library as a physical place, a formal and informal classroom, a place for social interactions and allied services, and as a set of services for faculty. The library's "program of study" is a combination of formal and informal training, as well as formal and informal use.

Library as Place:

- Donations / Friends' of the Library Book Sale
- Study Rooms / Quiet Study / Library as "Place"
- Collection development / Collection requests
- Cataloging and processing books / Circulation
- Events / Comic Con
- Computer Labs
- Display handouts
- Training student workers
- Library website / Online ("fourth") campus

Library as Social Interaction or Allied Service Interaction:

- A place to meet / Social interactions and de-stress
- Reader's Advisory
- LibGuides
- Reserve Materials and Textbooks

Library as Faculty Service:

- In-Service Trainings
- Faculty Instruction Workshops (Turnitin, OERs, etc.)
- Promote OERs in general

Program Map (Text Version):

While a student may have a structured path in a degree or certificate program, we recognize that students use the library in a typically random or disorganized manner. Their entry and exit points cannot realistically be mapped or structured into a consistent pathway. For example, many students wait to take LIB127 until after they've taken WR121 and WR122; ideally, they should take LIB127 immediately before or concurrent with WR121.

The program map is therefore structured in an "ideal path"; if we could visualize the "ideal" student who receives every library service in its logical progression, what would that path look like?

Entry Requirements: None. The library is open to RCC students, staff, and faculty; but also to community members. Everyone is welcome at the library.

- **Initial Steps:**
    - Find a book
    - Find sources for an assignment
    - Library orientation tours
- **Emerging Steps:**
    - Research
    - Refer student to other services at college
    - Database instruction
- **Developing Steps:**
    - MLA / APA workshops
    - Citation Help
    - Formatting a paper
    - Peer review journal articles
    - First LIB127, then WR121 and WR122

- **Highly-Developed Steps:**
  - One-shot instruction
  - Technical help
  - Reference interviews
  - Evaluate sources independently
  - Help students understand their assignments
  - Answer questions
  - Interlibrary Loans

Intended Roles: Life-long learner, transfer student.

What are your PLO assessment methods? (Include types of direct evidence such as tests, projects or displays and indirect evidence such as surveys, informal feedback, and results from "What Do You Think?")
We have not fully developed a system for assessing our Program Learning Objectives. However, we have identified the most likely areas for assessment, and will start trialing a system in Fall 2017.

Program Learning Outcome	Where Assessed
1. Evaluate information based on currency, relevance, authority, accuracy, and purpose.	LIB127 One-shot instruction
2. Recognize when they need to consult an expert in an appropriate field.	LIB127 One-shot instruction Check out materials from circulation Library orientation tours Reference interview Interlibrary loan
3. Correctly identify and distinguish information sources such as books, newspapers, magazines, and journals.	LIB127 One-shot instruction Find sources for their assignments
4. Effectively use technology to find information.	LIB127 One-shot instruction Find a book Database instruction
5. Use information ethically and responsibly.	LIB127 One-shot instruction MLA / APA workshops

Number of courses "owned" by this department.
The library currently owns only course, LIB127: Introduction to Academic Research.

What is this department's schedule and process for updating official course outlines? (Note: CCWD requires course outlines to be updated at least every three years.)
The course outline was last brought to the Curriculum and Academic Standards Committee in 2015/16. The outline was updated to reflect a title change (LIB127 had previously been "Introduction to Library Research Methods"), and the course description was modified to reflect changes in the content planned for Summer 2016. The course learning outcomes were unchanged.

LIB127 now requires a textbook. Instead of focusing on products and services, we teach academic research through the lens of information literacy. Students are taught that there is a beginning (task definition), middle (seeking and evaluating information), and end (using information) to the research process, which includes discrete, measurable tasks (skills) at each point in the process. Students receive repeated emphasis that academic research is an attempt to create new information from different pieces of published evidence, and not a "book report" on "information I have found."

Now that the new content has been taught for an academic year, we will probably update the course outline in 2017/18. I expect we will stay on a two- to three-year process of updating the course outline.

List the stakeholders (by group/affiliation/business) who are involved in the creation and review of your Program Learning Outcomes (PLOs):
Our stakeholders are RCC students and faculty. We have revised our Program Learning Outcomes, and are developing assessment methods to check the relevance and accuracy of those outcomes.

How does your PLO assessment inform program or department changes in curriculum and/or prerequisites?
Not applicable.

Program map(s) for certificate or degree programs.
Not applicable.

Faculty Development:
The reference librarians typically meet twice per term, to review the materials budget, and to discuss such topics as material selection and deselection, engaging with faculty, planning library orientations, and so on. In Winter 2016, we began splitting the focus of our meetings: one meeting would focus on the operation of the physical library (a typical reference meeting), and one meeting would focus solely on instruction.

The instruction meetings are designed to accomplish one concrete goal per session, with a planned multi-year arc of changing our "one shot" lessons from bibliographic instruction to genuine information literacy (described in section three, above). The idea is that we will be able to grow and learn together, by working on educational projects as a team.

Goal	2016-17	2017-18	2018-19	2019-20	2020-21
One-shot instruction moved to outcomes and assessment model	Develop master list of outcomes, work on assessment model	Finalize outcomes and assessments, work on instruction menu	Begin assessment, roll out instruction menu	Fine tune everything	Use assessment data for program review, and to improve instruction

Librarians with a lot of teaching experience can help guide those librarians with less experience; and, since the model will be new to everyone, everyone will be able to grow in some capacity.

Internally, we have started talking about additional, structured faculty development. We are still exploring how this will look, or what form it will take, but the goal is for librarians to take a class or read a book, and then share the information learned in a workshop format, possibly at in-service or during one of the instructional meetings.

Staff Development:
Library staff actively pursue training and life-long learning opportunities. In 2015, we held a half-day "winter retreat" with our dean, where (among other activities) we participated in a "just in case" training with Roger Friesen (who was dean of student success at the time). We have since continued holding a half-day retreat on the fourth Friday in Winter term. In 2016, we focused on understanding personality traits through the lens of the Myers-Briggs Types Indicator, and in 2017, we worked on program review as a team.

Some other highlights of recent staff development include:
- Many of us have taken online courses at RCC, specifically to use Blackboard and understand how it works.
- A course in Word Press (Fall 2016), in the hope of starting a library blog.
- "Cataloging and Classification Basics eCourse" from Amigos (June 2017).
- OER Train the Trainer workshop – March 2016.
- ILAGO Information Literacy Summit – May 2016.
- Beyond the OER Champion workshop – March 2017.
- The Stephen Covey, Speed of Trust presentation – September 2016.
- OER workshop with Amy Hofer – May 17, 2016.
- FBI Strategic Shooter Conference: Behavioral, legal and threat mitigation considerations for Mental Health Specialists in Ashland
- "Are our brains keeping us from being culturally competent? Understanding & managing unconscious bias", Melissa Bullen
- "Sexual assault dynamics on campus: bridging Title IX & best practices", Jackie Sandmeyer
- 2-day CareerTrack seminar titled, How to Communicate with Tact and Professionalism (Winter 2016).

Section Five:
Significant Changes

"Faculty outreach" is a persistent concern in academic libraries. We fully recognize that this area needs improvement, and have considered many different outreach models. At the time of this writing, the most likely structure will involve the library offering to host another department's regularly scheduled meeting, with the hope of:

- meeting faculty and developing or growing our collegial relationships;
- describing existing library services and co-teaching opportunities; and,
- listening to department concerns and dilemmas, with the goal of helping that department improve student learning.

We are actively designing resources to improve our communication with faculty. Current projects include a brochure of services oriented toward faculty, and an online "instruction menu" so faculty can better understand library instruction and make informed choices that fit well with their instruction goals.

We will also be developing a new class to parallel LIB127: Introduction to Academic Research. This class will be intended for certificate and non-transfer students; tentatively titled "Introduction to Practical Research", this class will focus on information literacy (as LIB127 currently does) in a personal, rather than academic, setting. We expect to present this course to the Curriculum and Academic Standards committee in 2017-18; if approved, the first class would be offered in Summer 2018.

Finally, we are beginning to implement targeted group training. In Fall 2017, a group of four (possibly five) staff members will take a six week course, "Fundamentals of Cataloging". Offered by the American Library Association, this six-week online course is a basic primer for library cataloging concepts and practices. We hope to use this experience as a guide for developing and promoting future group trainings within the library.

Section Six:
Institutional Learning Outcomes (ILOs)

Not applicable.

Section Seven:
Summary

Describe the major strengths, challenges, and themes that emerged from your department/program review.

Strengths:

The library provides free access to information sources that are generally not available to the public, such as textbooks and subscription databases. It also provides low-cost or no-cost access to technology (such as computers, graphing calculators, and anatomical models). More specifically, the library features a broad array of services that help fulfill the strategic plan and mission, as well as the larger work of the college

We are an energized and creative team, and we are constantly looking for ways to improve our services and outreach. We recognize that this is an enduring and continual process; we recognize that there is value in having a journey instead of a destination. We can create lesson plans for any assignment or information need, and we are happy to work with faculty to improve student learning outcomes.

Our primary goals are to ensure access to quality information, and to improve student learning and performance.

Challenges:

Our greatest challenges currently involve our facilities:

- The Riverside campus library is located within the Medford public library. We are subject to their rules, as well as their patrons. It also places us away from the rest of the campus; the second-floor location just adds to student frustration and inconvenience.
- The Table Rock campus library is adequate for the current student population; however, we are not prepared for the addition of Allied Health students, let alone the possible addition of general education students. We will need a new, larger space, and dedicated staff.

Staffing is always a challenge. We are able to maintain high-levels of quality, effective service and instruction with our current team. However, we need to ensure that vacancies (from retirement or otherwise) are filled in an appropriate and timely manner. We cannot afford to lose positions or hours.

Themes:

- Textbook affordability is a primary concern; the library is and will continue to be an active partner in addressing this issue.
- Faculty training and outreach are key to a successful library system. We will be doing more workshops and looking for more networking opportunities.
- Outcomes and assessments have given us a clear direction for improving our instruction model.

Section Eight: Attachments

Table 1: Enrollment

LIB127 Enrollment, 2013-14

	Classes	Students	1				5					10			13
Summer	8	179	25	25	24	24	21	22	19	19					
Fall	13	285	21	24	25	22	24	22	16	23	22	25	22	23	16
Winter	13	292	20	24	22	21	23	21	22	24	25	22	22	23	23
Spring	13	280	23	23	21	22	24	21	23	22	23	24	23	19	12
Total	47	1036													

LIB127 Enrollment, 2014-15

	Classes	Students	1				5					10			13
Summer	8	152	22	20	21	18	24	16	11	20					
Fall	13	280	23	24	26	24	22	19	22	22	17	19	20	22	20
Winter	13	245	23	23	24	23	22	23	23	23	24	14	10	8	5
Spring	13	249	22	23	22	25	20	21	20	21	21	21	14	13	6
Total	47	926													

LIB127 Enrollment, 2015-16

	Classes	Students	1				5					10			13
Summer	7	137	21	22	21	24	22	0	14	13					
Fall	12	265	24	21	21	22	24	23	22	22	21	22	22	0	21
Winter	9	200	23	20	22	23	22	23	19	23	25	0	0	0	0
Spring	8	189	25	21	22	22	26	23	25	25	0				
Total	36	791													

LIB127 Enrollment, 2016-17 (new course content)

	Classes	Students	1				5					10			13
Summer	5	96	21	24	21	19	11								
Fall	9	203	23	23	21	23	23	23	21	24	22				
Winter	8	180	24	23	23	23	22	24	22	19	0				
Spring	8	181	25	24	24	22	21	23	22	20	0				
Total	30	660													

LIB127 Introduction to Academic Research
Syllabus

Course Description
Students will learn basic information literacy skills and concepts, including modern methods of library research. Topics include: understanding sources of information and identifying an information need (task definition); developing an effective search strategy (identifying options and selecting sources); accessing, analyzing and evaluating results (refining the search process); and using information effectively and ethically. Students will also be introduced to a variety of public and subscription services. Given the online nature of this course, research resources and communication with the instructor will take place through the Internet.

Off-Campus Log On
We will be using several subscription databases this term. You can access these databases directly if you are on campus; however, if you are off campus, you will need to login to gain access. ***Important note:*** You must access our databases directly from the class or library website. If you try to access one of our databases through Google (or Bing or whatever), you will never be able to connect. Never.

The login for our subscription databases is the same as what you use in an RCC computer lab. That is, your username is [firstname dot lastname dot last four numbers of your student ID] , and your password is whatever you set up the first time you logged onto one of the campus computers. For example, [carol.kuhlthau.8899]

If you haven't set up a password yet, or if you can't remember your password, or if your login doesn't work for some reason, you may use the following credentials to access our resources:

Username: rccstudent	**Password:** evergreen

Required Text
Concise guide to information literacy; by Scott Lanning. Students will have three routes of access for this title:

- you can purchase a print copy online (through a vendor such as CampusBooks.com) or at the college bookstore;
- the RCC library has a few print copies available for short-term loan at each branch; and
- the ebook version of the book is linked directly to this class.

In addition, I may assign additional, outside reading. Some of the additional reading will be optional, some will be required. All required and optional readings will be available through the Internet, via links supplied by the instructor.

Computer Competancies
Because LIB127 is taught entirely online, students must have access to a Windows PC (XP SP3, Vista, 7, 8 or 10) or Mac (OSX) with Internet access. Acceptable computers are also available at each RCC campus at the student computer labs; please be aware that the days and hours of operation, as well as their general availability (for example, labs may be closed for scheduled classes) may be different at each location.

Web-based classes require a higher level or self-discipline and motivation. You will be expected to check your course messages on a regular basis as this is the only way that I will have of communicating with you reliably. I will also post course announcements on the homepage.

Communication / Response Time
Blackboard's Course Messages tool should be used whenever possible to communicate with me. This provides a record of our correspondence and allows me to keep all of our communication in one area. I check email each weekday, with the exception of college holidays/closures, and you can expect an email response from me within 24-48 hours. I generally do not respond to email over the weekend, but it doesn't hurt to try -- and you might be pleasantly surprised with a response.

If you have a question about the class, I welcome your email, but I cannot always respond to last minute requests for help as a deadline looms. Please ask questions well before the deadline. You may also want to post your questions to the online, public discussion board; often times another student will be able to assist you faster than I can.

Respectful Communication
This course deals with topics that may be sensitive and perhaps even controversial. This course may challenge the way you look at a variety of issues. My expectation is that you will keep an open mind. We will all work to establish a foundation of respect and trust. In order for us to engage in discussion and debate with each other about issues in this class, everyone is entitled to express her thoughts and reactions. This means that we may disagree with one another or that we may attempt to push our thinking further, but this should be done in ways that do not involve personal attacks nor dismissing another person's experience, ideas, and/or feelings.

Failure to demonstrate respect may result in consequences up to, and including, being dismissed from class or given a failing grade. An atmosphere of trust and respect is critical to a positive learning environment. You are not asked to agree with all of your peers (or your instructor). You are asked to carefully reflect on their position, and if desired, respond with a critically well thought out research based response. Foul language, disparaging comments, discrimination, or breaches of trust will not be tolerated under any circumstances. Assignments that violate the student code of conduct -- ***at very least*** -- will not be graded (that is, they will earn zero points) and will not count towards the final grade.

Definition of a "week"
Due dates are clearly posted on each assignment. In this course, a "week" is defined as starting on a Monday at 8:00 AM, and ending on Sunday at 11:59 PM. All assignments

are available as soon as you have completed the pre-test, which is both short (five questions), and ungraded (worth zero points). There is an assignment due every week, no later than Sunday, by 11:59 PM (one minute before midnight).

All assignments are open-note and open-book. If you're stuck on a question, feel free to look online or ask me (I won't give answers, but I will clarify something if needed). You may work ahead if you wish: some students complete the entire class in a few weeks, others stick to the weekly schedule. Either method is fine for me, as long as your work is submitted on time (see *"Missed Assignments"* below for details).

Grades
Grades in this course will be based on total points; there are 8 homework assignments, a midterm exam, and a comprehensive final exam.

- Assignments 1 - 4: 50 points each, or 20% of total grade (5% for each assignment)
- Midterm Exam: 200 points, or 20% of total grade
- Assignments 5 - 8: 75 points each, or 30% of total grade (7.5% for each assignment)
- Final Exam: 300 points, or 30% of total grade

Grading Scale

- 900-1000 = A
- 800-899 = B
- 700-799 = C
- 600-699 = D
- Below 600 = F

You are responsible for understanding the course grading scale. If you have any questions, please contact me.

X / Y / Z Points
Some questions will be marked with a range of points: for example, "2 / 5 / 10 points". That range of numbers is how many points you can earn for that question, based on the effort put into answering the question; in the above case, you can earn 2, 5, or 10 points for your answer. I will not assign "in-between" points. If your answer is better than 5 points, but not worth 10 points, you have earned 5 points.

Here is a rubric to help you understand how I will determine points for your answer:

X / Y / Z Points			
Zero points	**Minimum points** **(X points)**	**Intermediate points** **(Y points)**	**Maximum points** **(Z Points)**
Unacceptable	**Needs Improvement**	**Acceptable**	**Exceptional**

Minimal response to topic; uncertain focus; details random, lack elaboration, or barely apparent. Incomplete or incorrect sentences. Evidence is insufficient, misconstrued, or misrepresented. Unclear connections between evidence and argument. Answer wanders or is incomprehensible. Simple, awkward, or inappropriate sentence structure and word choices. Contains many spelling, grammar, or punctuation errors.	Doesn't fully respond to assignment; demonstrates some misunderstanding of concepts and materials. Evidence is weak or minimally relevant; connections between argument and evidence need further development. Answer jumps from one idea to the next. Sentence structure and word choice frequently unfocused, wordy, or confusing. Several spelling, grammar, and punctuation errors. Minor citation errors.	Single focus; details appropriate but may be uneven. Generally well-constructed flow of ideas. Evidence is relevant, but may not be strong or specific; analysis of evidence needs further development. Generally well-constructed ideas and appropriate word choice. May contain a few spelling, grammar, or punctuation errors. Sources cited correctly. Minor revisions and editing needed.	Single, distinct focus; details effective, vivid, explicit, and pertinent. Evidence is specific, appropriate, and thoroughly supports the answer. Answer flows logically to craft a cohesive argument. Chooses words carefully for their precise meaning. Demonstrates thorough and thoughtful editing. Almost entirely free of spelling, grammar, and punctuation errors. All sources cited correctly and completely.

Test Conditions and Support
All assignments are online, with no time limit (other than the due date). You can open and work on an assignment, save your work, and re-open it later. However, no make-up homework or exams will be given for late or missed work. Computer and network problems can happen when you least expect them, so don't wait until the last minute to do your homework.

It is possible that you may experience a technical problem and not be able to submit an assignment on time. If that is the case you must contact the Rogue Online Support Desk. They will verify that you did or did not have a valid technical problem. If you did not have a valid technical problem, you will not be allowed to resubmit the assignment.

Late or Missed Assignments
Every assignment, including the midterm and final exams, is available from 8:00 AM on the first day of the term. There is no time limit (other than the due date), and you can open and work on an assignment, save your work, and re-open it later. You are allowed to work ahead, and I encourage you to open the homework and evaluate how much time and effort you will need to complete the assignment.

When the due date for an assignment has passed, the assignment is closed, marked 'Late", earns zero points, and cannot be made up. I do not give partial points for late work. Make-up homework or exams will not be given for late or missing work. I will very rarely make exceptions for extreme circumstances (a death in the family, auto accident, etc.); however, my expectation is that you will contact me as soon as possible, obtain permission to submit late work, and submit your work within an agreed-upon deadline.

Attendance

"Attendance" in an online class generally means that:

- you are reading the weekly lectures and chapters from the textbook, and
- working on the weekly assignments, and
- you contact me if you have questions.

Good attendance would mean that you are doing the above, at your convenience, sometime between Monday and Friday. Students occasionally have questions about the assigned reading, or about the homework, and it's very easy for me to answer your questions during the week. However, I am not always available during the weekend, and there may be a significant delay before I can address your concerns or answer your questions.

LIB127 is a one-credit class. You should expect to spend between three and four hours per assignment. About two hours should be spent reading the lecture material, and one to two hours should be spent on the homework.

Administrative Drop

You may be subject to administrative drop at the end of the first week of class for non-participation. It is your responsibility to contact me during the first week of classes to maintain your status in the course. This can be done by submitting an assignment, posting to the discussion board, or sending me a message in the course. For more information on the college's Administrative Drop policy, please refer to the following web page:

http://www.roguecc.edu/Enrollment/dropwithdraw.asp

Refund policy

Students dropping a class by 11:59 p.m. on Wednesday of the second week of the term get a full refund. After that there is no refund.

Withdrawal from class

A student may withdraw from a class between the Thursday of Week 2 and the Friday of Week 8 at 11:59 pm. (Week 5 during summer term). A grade of W will be assigned.

Academic Honesty

Cheating, plagiarism, and other acts of academic dishonesty are regarded as serious offenses. Instructors have the right to take action on any suspected acts of academic

dishonesty. Depending on the nature of the offense, serious penalties may be imposed, ranging from loss of points to expulsion from the class or college.

For LIB127, I will be asking you to review websites and online databases, as well as answer questions from material covered in the lecture or other reading. Whenever written feedback is requested, please put everything in your own words. Copying content from the lecture, another student, or from another online resource will result in no points at best, or serious penalties being imposed.

Etiquette
Respect for others is essential in an online learning environment, therefore the following netiquette guidelines are expected to be used by all students in the course:

- Show respect for the instructor and for other students in the class.
- Respect the privacy of other students.
- Express differences of opinion in a polite and rational way. Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) other students.
- Maintain an environment of constructive criticism when commenting on the work of other students.
- Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Using humor is acceptable but be careful that it is not misinterpreted. For example, are you being humorous or sarcastic?
- Do not use offensive language. Present ideas appropriately.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive.
- Use good grammar and spelling, and avoid using text messaging shortcuts.

If I feel that a student is violating any of the above guidelines, I will contact that student to discuss the situation in person. If you feel that a student is behaving inappropriately, please send me a private message explaining the situation as soon as possible.

Please Note
Success in a course of this nature is dependent upon your ability to work independently, seek help if you need it, and establish and maintain a regular work schedule. There are no scheduled classes or meeting times for LIB127. Materials and assignments will be made available through the course Web page. Student submissions are due on Sunday evenings at 11:59 PM (one minute before midnight). If for any reason you need assistance or additional explanation of course content, policies or procedures, do not hesitate to contact me at your earliest convenience.

Learning Outcomes
RCC faculty are studying what successful college students do and have identified a set of indicators that are included in all credit classes. These Institutional Learning Outcomes (ILOs) are: Personal Growth (PG), Communication (COM), Approach to Learning (AL),

Critical Thinking (CT), and Application of Knowledge (AK). You will be assessed on your growth on this class's indicators, which are noted in this syllabus. The scores will not affect your course grade or your GPA. The cumulative results (all students, all classes) will tell the college how well we are supporting student growth across all courses and departments. As the college refines the data collection, your distinct scores may become available to you as you graduate.

Course Learning Outcome	Assessment Methods	ILO Key Indicators
1. Describe the academic research process, and explain the concepts of information literacy.	1. Outcome primarily assessed through the midterm and final exams.	
2. Refine a topic based on background searches and available resources.	2. Outcome primarily assessed through **Unit 1 - Task Definition**. Students will refine an overly broad topic into a workable research question, and assess which resources are most likely to be useful. Students will continue refining broad topics throughout the term as part of otherwise unrelated assignments.	
3. Select and analyze information resources, and communicate the results.	3. Outcome primarily assessed through **Unit 2 - Seeking Information**. Students will gather information using both proprietary and open databases, analyze their findings and evaluate the results. Student interpretation of databases and results will be submitted to the instructor in weekly assignments.	**AL 5** - *Use technological tools to research new information, solve problems, and communicate effectively.*
4. Judge which databases will produce the desired results.	4. Outcome primarily assessed through **Unit 3 - Evaluating Information**. Students will select appropriate databases for pre-selected problems and will include an evaluation of the databases and why they were used.	**AK 1** - *Demonstrates ability to transfer learning in familiar and unfamiliar contexts in order to complete tasks.*
5. Use information and information technologies ethically and legally.	5. Outcome primarily assessed through **Unit 4 - Using Information**. Students will label ideas and quotes from others, check for accuracy of citations and bibliographic references, and practice summarizing information found.	

Student Evaluations
Students enrolled in all credit (and some non-credit) courses will receive an RCC email around the 8th week of each term to complete online evaluations on each course they are

enrolled in. Full instructions for accessing and completing the evaluations will be in the reminder email. These evaluations are anonymous and will not be released to the teachers until after the term is over. Early grade release will be available to students who have completed their evaluations.

Course Policies and Procedures
Students are expected to respect and follow the Student Code of Conduct.

Withdrawal
Because this is an online course and not a regularly scheduled class, it is difficult for the instructor to know if the student is continuously enrolled. Make certain that you follow college policy and time lines if you plan to withdraw from the class. After the last date to drop classes, the instructor will assign the grade the student earned for the work completed during the term. The responsibility of withdrawing from the class rests with the student to initiate and complete.

Pass/NP/Audit
Students are advised that a grade of "C" or better is required for credit toward a certificate or degree. Grades of "Pass," "No Pass," or "Audit" will not count toward graduation and students should check into their transferability.

"W," "I" and "Z" Grades
Students on financial aid should be aware of the effect that "W," "I," or "Z" grades have on their award status. Check with the Financial Aid office if you are unclear.

Disability & Special Services
RCC recognizes that students with a disability may have special needs, and it is the College's commitment to provide equal access to educational opportunities. Any student who feels that he or she may need academic accommodations for a disability, such as vision, hearing, orthopedic, learning disabilities, psychological or other medical conditions, should make an appointment with the Disability Services Office. Questions regarding services and/or reasonable accommodations should be directed to:

- ***Redwood Campus (Wiseman Tutoring Center)***
    - Phone: 541-956-7337; Fax: 541-471-3550; Oregon Relay Service: 7-1-1

- ***Riverside and Table Rock Campuses (main office: Riverside Campus B-9***
    - Phone: 541-245-7537; Fax: 541-245-7649; Oregon Relay Service: 7-1-1

For more information, go to http://www.roguecc.edu/disabilityservices/.