STANDARD II.C
Library & Learning Support Services
Standard II.C: Library & Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

The Wilfred J. Airey Library, located on the Norco Campus of the Riverside Community College District (RCCD), is one of three campus libraries sharing resources with the other RCCD libraries.¹ Until recently the district had a fully centralized library system; the Digital Library/Learning Resource Center on the Riverside City College campus acted as host to the Airey Library on the Norco Campus. Beginning February 1, 2007, administrative oversight of the Airey Library was assigned to the Norco Campus, and a newly hired Assistant Dean of Library Services assumed immediate oversight responsibility.

The Airey Library is housed on the second floor of the library building and covers 8,914 assignable square feet, with seating for 172 patrons. The library currently offers 4 study rooms that double as tutorial rooms, meeting rooms, and testing rooms for Disabled Students Programs & Services (DSP&S). There is also a small video conferencing room. Library skills workshops are scheduled in classrooms equipped with computers, or are held on library computer stations during peak library usage periods. In addition, there is a circulation office, a technical processing room, the Assistant Dean’s office, and a faculty office. Three additional rooms are occupied by the Instructional Media Center (IMC). Adaptive equipment and software are available to assist disabled students in the learning process. Ramps and elevators provide ac-

¹ The Wilfred J. Airey Library opened on March 13, 1991, and was dedicated in honor of former RCC Board Trustee Wilfred J. Airey on September 16, 1992. In early 1996, the library moved to a new 9,687 square foot facility which original had seating for 186 and included eight study rooms; the Instructional Media Center (IMC) now operates from three of these rooms.
cess to the library and learning centers as well as to all buildings, classrooms and offices on campus (II.C.1-1).

The Assistant Dean of Library Services, one full-time librarian, three part-time librarians, two full-time clerks, one part-time clerk, and a minimum of five student workers currently make up the Norco library staff. The majority of library operations function under the administration of the Vice President of Educational Services, Norco; however, all cataloguing, acquisitions, and resource processing (e.g., accounting, requisitioning materials, invoice-ing, and labeling) are handled at the library on the Riverside City Campus (II.C.1-2).

As of spring 2007, the Wilfred J. Airey Library held 26,676 volumes of books, 6,230 e-books which are shared between all three RCCD campuses, 106 hard copy periodical subscriptions, 9 newspaper subscriptions, 90 sets of videotapes for telecourses, and 169 DVDs and videos. There are 53 computer workstations with Internet access. The Library has one adaptive technology workstation used exclusively by patrons with visual, auditory, or mobility difficulties. Forty-seven terminals are enabled for Microsoft Office (Word, Excel, Access, PowerPoint, InfoPath), and streaming Media, CD / DVD, audio ports, USB ports, floppy drive, and hard drive access. Five terminals are designated for online catalog (LAMP) use only. There are 3 VHS players and monitors and one DVD player and monitor. Also located in the library are two photocopiers (one self-service copier), two CCTVs for enlarging print materials, and a drafting table for interaction between other learning support services and instructional faculty and staff to meet the needs of students.

**Instructional Media Center.** IMC provides the following production services:

- Video
- Audio
- Graphics
- Digital imaging
- Scanning
- Digital photography
- PowerPoint presentations

The expansion of enrollments and faculty at the Norco Campus has led to a greater than five-fold increase in the number of work orders received by Norco IMC. In 2003 IMC received 520 work orders; work orders increased 417 percent, to 2,692 in 2006. (II.C.1-4)

In addition to these physical resources, Norco students are provided access to two District library websites, LAMP: [http://library.rcc.edu](http://library.rcc.edu) and IMC: [http://imc.rcc.edu](http://imc.rcc.edu). LAMP is an online resource for all students in the district that includes:

- the online catalog containing the bibliographic records of all library materials, including hardcopy and electronic books, periodicals, and media;
- 6,230 e-books, 290 streaming media titles and electronic course reserve materials (available district-wide online);
- electronic resources via 53 district-wide subscription databases, which contain citations, abstracts and full texts of articles from magazines, journals, newspapers, and reference resources;
- tutorials and guides to finding and using information; and
- general information about library resources and services (II.C.1-2, II.C.1-3).
The IMC website provides 24/7 access to information regarding (1) KRCC, Riverside City College’s television station; (2) audiovisual equipment available at RCC campus; (3) production, satellite downlinking and videoconferencing information; and (4) procedures and forms for requesting IMC equipment and services (II.C.1-4).

The Wilfred J. Airey Library’s collection supports all the programs offered at Norco Campus (II.C.1-5). Collection development is based upon fund availability and as mentioned above, all cataloguing, acquisitions, and resource processing are under the control of the Digital Library/Learning Resource Center on the Riverside City College campus.

The Norco Campus Academic Master Plan that is currently under development will be used to plan and describe the vision, goals, and needs of library services, including staffing, technology and acquisition of resources. Planning for the Norco library is part of the Norco Campus Strategic Planning process. Materials for the Norco Library are selected with Norco discipline faculty input in accordance with collection development policy guidelines and are processed by the Riverside City College Campus Library (II.C.1-7).

The Association of College and Research Libraries (ACRL) provides recommendations for the assessment of library service outcomes which are either content or context based. Content-based outcomes are related to library materials, facilities and equipment. The library’s current content-based outcomes are provided in the form of traditional library output data, which is used internally for tracking trends in the use of library services and the growth of collections, and submitted annually to various library agencies and organizations.

To ensure that materials and services available through the library meet the needs of the students and their respective assignments, library faculty and staff are in regular contact with faculty members to supply library materials of appropriate currency, depth, and variety on a regular basis (II.C.1-8). The following interactions between library faculty and discipline faculty assist in this process:

- Library faculty members attend Norco department meetings to receive discipline faculty input and recommendations.
- Library faculty members have membership on the Norco Academic Senate and attend the monthly meetings.
- Discipline faculty members place materials on reserve at the library for student use.
- A local curriculum committee has recently been instituted, and a library faculty member has been asked to serve on this committee² (II.C.1-9).

In addition, Norco library faculty consult professional and popular review sources; add new materials to the collection and deselect others; utilize collection analysis reports provided the host library at Riverside to determine patterns of use of the collection; contribute to the collection inventory for the library and for the audio/visual division (IMC); and collect circulation and visitor statistics (II.C.1-2). Other assessment tools used to determine that materials are adequate to meet student needs include an annual library user satisfaction survey (CCSEQ, see standard II.C.1.b.) and course assessment of the Library 1 class SLOs.

² However, since curriculum is district-wide, new course outlines are still submitted for signature approval to the district curriculum liaison, who ensures that the library system holds sufficient materials in the relevant subject area.
**Self-Evaluation**

The standard is met. Norco library faculty and discipline faculty acquire materials which support student learning and meet the mission of the Norco Campus. Library faculty continually assess the effectiveness of the current collection by evaluating whether the current materials are of sufficient relevancy and currency to meet the students’ research needs. For example, in 2005-06, 593 new titles were added to the Airey Library. In general, books are selected by the Norco Library based on their assessment of the curriculum needs of the campus.

Based on a fall 2006 analysis of the collection and the degree of faculty participation in its accrual, the campus has begun implementing a strategic initiative geared toward improving the currency of book holdings and strengthening the degree of faculty participation in library book acquisition. Specific targets for collection currency and faculty involvement have been established and the Assistant Dean of Library Services has been charged with its implementation.

In fall 2006, the Vice President of Educational Services allocated the entire library budget ($40,000) to the purchase of books and related materials by faculty, and has negotiated for an additional $20,000 in funds for the same purpose (II.C.1-10). As a result, in January 2007 requisitions were submitted for over 600 new books, all of which were selected by Norco faculty members. A second round of purchases is planned for March 2007, and this process will be repeated annually. By taking a more systematic approach to library acquisitions, Norco Campus will enhance the currency of the Airey Library collection and strengthen the critical role of faculty members in selecting library materials.

The present Norco Campus Library is small and needs more physical space, books, learning resources, equipment and personnel to meet educational program and student learning needs at RCC Norco.

A recent development affecting future library services is that in fall 2006, the John F. Kennedy Middle College High School opened on the Norco Campus. The opening enrollment was 600 students, but the high school was built to accommodate 1000 students. The high school does not have a separate library, and the arrangement between the Corona-Norco Unified School District and RCCD calls for the Wilfrey J. Airey Library to serve the high school as well as the college. The ongoing impact of serving these additional students is currently unknown and needs to be further explored.

The three campus libraries have been decentralized so that each library functions independently. For budgetary reasons, administration of the online library catalog, materials cataloging/processing, and licensing for online databases are maintained by the Riverside Campus. These functions will be transferred to the campuses as funds become available. The three campus libraries continue to share resources through intercampus loan service, so that learners have access to the entire circulating collection, regardless of where an item is housed.

Online databases are selected to support the curriculum of the district based upon input from library and discipline faculty across the district.

Technological innovation requires a strong leadership and financial commitment from the district and Norco Campus, not just for the infrastructure but for software licensing, copyright compliance, maintenance and training of personnel. In order for the Nor-
 Assistant Dean, Library Services positions were created in fall 2006 as a first step; the Assistant Dean of Library Services at Norco began work in the spring of 2007.

In terms of equipment needs, additional servers must be acquired to expand the library’s bandwidth capabilities and to allow greater access to online services by students, staff, and faculty. The present space housing the server at Norco requires attention as it is not equipped with adequate temperature controls. However, the planned Norco Operations Center (NOC), part of the construction plan approved by Proposition 1D, will soon alleviate problems of bandwidth, access, and appropriate facilities to house the servers locally (II.C.1-11).

While the discipline of library science spans all three campuses in the district, it is anticipated that the Norco library will assume more responsibilities when Norco achieves individual college status. In order to enhance the Norco mission, the ultimate purpose of Airey Library is to support the curriculum by providing learners with a wider range of undergraduate resource materials, computer facilities, and through the IMC, support for faculty multimedia/instructional technology needs.

**PLANNING AGENDA**

- Under the leadership of the Assistant Dean of Library Services, continue efforts to enhance the currency of the materials collection, with the following goals for 2008-2009:
  - At least 20 percent of the collection will consist of materials published after 2000;
  - More than half of all volumes will have been selected by Norco faculty.
- Redefine and strengthen the relationship between the Norco Library and the Norco Strategic Planning Council and the Norco Academic Master Plan.
- Explore resource and equipment needs for Norco Library relative to JFK High School student needs.
- Continue to explore new technologies that may support student learning, such as RFID, podcasting, and online information competency/literacy training.

**II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

**DESCRIPTIVE SUMMARY**

Library orientation and instruction are ongoing during all semesters and sessions. Reference service is available during all open hours and is conducted at the reference desk or provided as one-to-one service with students at a library workstation. Librarians conduct scheduled workshops/orientation lectures via individual student sign-ups during the day, evening, and weekend hours in order to accommodate different student schedules (II.C.1-12). Library 1 (Information Competency) courses are available for Norco students in an online format.

Through these instructional means, students are taught the basics of information competency, including how to conduct searches in the online library catalog, and the use of electronic resources. The general learning outcomes listed below are the goal of library orientation, reference services, workshops, and courses. Achievement of these outcomes enables students to develop skills in information competency.

- Determining and articulating informa-
tion needs;
- Finding information using a variety of resources;
- Describing and applying scholarly criteria for the critical evaluation of information;
- Using information effectively to accomplish a specific academic purpose;
- Identifying and summarizing ethical and social issues related to information and its use (II.C.1-2).

To assess the effectiveness of workshops and library tours as well as information competency instruction in the online Library 1 course, the library uses several means (II.C.1-2):

- A student survey (a “start of course” and “end of course” information competency assessment test) (II.C.1-13)
- “One-minute paper” assessments
- A general assessment of student satisfaction with library services (CCSEQ) – (II.C.1-14)
- Course-embedded assignments designed to assess specific competencies
- Self-reflection journals
- Library faculty observation and commentary on student participation and work.

Assessment instruments indicate that students are responding well to the library workshops, tours, and online courses offered. Survey responses show that 87 percent of Norco students feel that they “learn something, or benefit from, using the library.” Therefore, it is presumed that library resources and services are contributing to the achievement of student learning outcomes.

**LEARNING SUPPORT SERVICES**

Tutorial Services, the Math lab, the CIS (computer) lab, and the Writing and Reading Center (WRC) offer a variety of services to enhance student skills in information competency, which in turn meet general education SLOs at the district level as well as the fulfilling the Norco mission to “equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education” (II.C.1-2).

**Tutorial Services.** Tutorial services is a stand-alone learning support program structured on a peer tutoring model. The tutorial staff works toward creating innovative means to help support and unite students with both faculty and student services. Three hours of tutoring per subject, per week are available to all students enrolled in a Norco or district course, with additional time provided for those who are in special programs such as EOPS and TRIO (II.C.1-15). Tutorial appointments are made through the Tutorial Services office; students and tutors utilize study rooms within the Airey Library. Currently, more than 25 tutors staff the Tutorial Services center.

Tutorial Services, in collaboration with a Title V grant, has set up a pilot program of tutor training beginning with a once-a-month session with a faculty member from the math discipline on one of the following topics: learning styles, technology use, or how to tutor difficult students. The monthly meetings will soon include other disciplines as well. Additionally, under an innovative program funded by Title V, Tutorial Services has provided tutors in the math lab (II.C.1-16, 17, 18). Instructors are also given the opportunity to request tutor participation in the classroom.

**Math Lab.** The Norco Campus mathematics lab has been in operation since 2004. It is staffed by a coordinator and several trained
student tutors who are available to help students understand course material from their mathematics classes (II.C.1-19). The lab serves students enrolled in any mathematics class, providing the following instructional support services:

- Individual and group study areas
- Tutoring by instructors or instructional assistants/student tutors
- Supplementary support material such as videos and tutorial software
- Workshops on selected topics in math
- Regular problem-solving sessions with instructors or trained tutors
- Test and quiz proctoring (II.C.1-19).

The math lab is equipped with graphing calculators, computers and computer software, white boards, protractors, compasses, and drawing triangles. Textbooks, solutions manuals, instructional and class videos can also be checked out and used in the math lab.

CIS Computer Lab. The Norco CIS Computer Lab is a resource for any student enrolled in a lab practicum or computer information science class. The lab is equipped with more than 60 desktop computers providing internet access, word processing, spreadsheet, database, and web design capability, as well as specialty programs designed to support specific courses such as geography, video gaming, and math and computer programming. The lab provides training and on-going support in the use of many computer applications and is designed to work hand-in-hand with college computer classes. Lab instructors are on duty at all times and student lab aides are available for assistance during peak times.\(^3\) Also, trained tutors are scheduled to meet with students in the lab to provide individualized assistance with specific assignments or questions. Limited drop-in assistance is provided for students not enrolled in computer labs or practicums (II.C.1-20).

Writing and Reading Center (WRC). The Writing and Reading Center at Norco is located in the Library building and offers required supplemental instruction for students enrolled in English matriculation courses, ESL 54 and 55, and Reading 83. Tutoring and instructor assistance for writing and grammar are available to all Norco students; however, access to computers and their software is limited to students enrolled in the above classes or in writing practicum classes, English 96 and 97 (II.C.1-21, 22).

The WRC is staffed by part-time and full-time faculty from the English, ESL, and reading disciplines, by trained student tutors in English, and by a computer aide. Services offered by the WRC include:

- Tutoring and faculty assistance for English and ESL composition students, both walk-in and by appointment;
- Print resources which include textbooks, handbooks, dictionaries, graded reading materials, ESL resource materials, and over 100 handouts focusing on specific writing problems, punctuation, and grammar;
- Access to 32 desktop computers and two printers, as well as a computer and scanner suitable for disabled student use, tables for group work or individual study, and a service desk;

\(^3\) New CIS curriculum changes, which went into effect in summer 2006, embedded 18 lab hours into most CIS classes. In anticipation of the resulting increased utilization of the CIS lab, additional lab aides were hired and trained for spring and summer 2006. (Ref. 21)
• Access to word processing, grammar websites, ESL grammar software, reading instruction, Internet, and Library (LAMP) resources. (II.C.1-21, II.C.1-22).

Hours of operation and a description of services for the Wilfred Airey Library and for each learning services center are posted on the doors of each center and on the college website.

SELF-EVALUATION

The standard is met. Information competency skills training is provided formally in scheduled workshops and online courses, and informally through library tours and other one-on-one assistance. Workshops and/or online courses cover a variety of topics including the use of electronic resources (scholarly journals, newspaper and magazine articles), remote access of electronic resources, and general research skills (exploring databases, use of citations, Noodle Tools, and advanced internet searches).

A variety of learning support services labs and tutorial services provide both individual and group assistance with classroom assignments though planned and drop-in tutoring. The number of workshops/orientation lectures for the Norco Library has steadily grown, from 68 in 2002-2003 to 104 in 2004-2005, a 53 percent increase over two years.

Know Your Library training sessions are available to district faculty on the Riverside City College campus. However, there is currently no formalized campus-specific library orientation offered to staff and faculty as part of faculty and staff development activities. Faculty members could benefit significantly from on-site Norco Campus training, to learn how their students do research in the digital age, by attending workshops orienting them to changes in library sciences over the past 10 years. All faculty need regular updating in the efficient use of online library databases and journals, general reference resources, content indexes, and how to conduct intercampus searches.

PLANNING AGENDA

• As Norco attains college status, library policies, procedures and learning support services will be reviewed in order to assess when and how additional services need to be offered to students and faculty.
• Norco Library faculty will explore the possibility of offering Library 1 (information competency) courses in a face-to-face format at JFK High School in the late afternoon.
• Develop a library orientation/update series of workshops for new and continuing faculty.
• Conduct assessment of tutorial services by 2007-2008, comparing the success rates of students using the service with success rates of non-users.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services providing adequate access to the library and other learning support services, regardless of their location or means of delivery.

DESCRIPTIVE SUMMARY

RCC Norco Library and staff are dedicated to providing services, materials, training, and educational programs to all students and faculty regardless of location, special need, or type of program. This includes John F. Kennedy High School, basic skills, and DSP&S students.
For DSP&S students, special services provided by the IMC and Disabled Student Services include access to closed captioned videos that meet Section 508 of the Rehabilitation Act, special computer stations and equipment for the disabled (II.C.1-23, 24, 25). The WRC (Writing and Reading Center) provides lower level reading materials for English as a Second Language (ESL) and developmental reading students, and the library offers customized instruction for ESL and basic skills students.

As stated in standard II.C.1.a., the district has a centralized library system. While all acquisitions, cataloging, and resource processing functions are handled at the Riverside Community College District Digital Library, students, faculty, and staff have access to the entire circulating collection of the three campus libraries, regardless of where an item is housed, through intercampus library loan. Faculty members also are extended interlibrary loan privileges. Materials borrowed from Riverside City College campus are delivered to Norco via inter-campus mail system. Norco students may use the Digital Library and the services provided at Riverside City campus. Additionally, the library home page (LAMP) for the district can be accessed from the Norco Campus home page. The single online catalog (LAMP) allows students, faculty, staff, and community to research the entire district library collection. On the other hand, reference and reserve materials serve unique purposes at each of the campus libraries and, therefore, do not circulate.

From the library’s 53 workstations or from any computer on campus having Internet access, students, faculty, staff, and community borrowers have access to the library’s website, LAMP: http://library.rcc.edu (II.C.1-3). From the LAMP website, the library’s online catalog can be searched as well as 54 subscription databases. Remote access to these databases is available 24/7 to students, faculty, and staff with ID number and password. A systems printer allows printing from any of the 53 library workstations using a print card that is purchased from one of the card machines located in the library or the computer lab.

The circulation department carries out all aspects of the circulation of library materials, the shelving of the collection, and the ongoing maintenance of the circulation database records. The circulation department ensures prompt and courteous service to all students, staff, faculty, and community borrowers.

**Hours of Operation.**

During the fall and spring semesters the library is open at the following times:

- Monday - Thursday 8:00 a.m. - 8:00 p.m.
- Friday 8:00 a.m. – noon
- Saturday and Sunday 8:00 a.m. - 4:00 p.m.

Hours for the winter intersession are:
- Monday - Thursday 8:00 a.m. - 4:00 p.m.
- Saturday and Sunday noon - 4:00 p.m.
- Closed Fridays.

Hours for summer session are:
- Monday - Thursday 8:00 am – 2:00 p.m., and 5:00 p.m. – 8:00 p.m.
- Saturday and Sunday noon - 4:00 p.m.
- Closed Fridays.

During regular library hours, students may visit the library or telephone library faculty members for research assistance (II.C.1-26).

ACRL provides recommendations for the assessment of library service outcomes which are either content or context based. Content-based outcomes are related to library materials, facilities and equipment (also discussed in standard II.C.1.a above). Context-based outcomes are linked to the student patron’s experience with the library.
in terms of interactions with staff, the comfort of the facilities, and the convenience of use. Assessment of these context-based outcomes occurs in the form of questions and statements appearing on suggestion box forms, library surveys, questions embedded in course assignments for Library 1, and one-minute papers. The data that is collected from content- and context-based tools is used for the improvement of services that enhance student learning at Norco.

The chart below records usage information for the Norco library over the three-year period from 2002 to 2005. Door count, circulation of materials, directional questions, help with computers and other machines, and orientation workshops have all increased proportionately to the increase in FTE enrollment on the Norco Campus from 2002-2005, indicating that overall, access to the Norco Library and learning support services is adequate to meet campus growth and student learning needs (II.C.1-2). However, as indicated in the chart below, reference inquiries have declined since 2003 at Norco Campus. The reason for this decline is unknown.


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<tbody>
<tr>
<td>Door Count</td>
<td>87,769</td>
<td>90,884</td>
<td>111,416</td>
<td>114,861</td>
</tr>
<tr>
<td>Circulation of Materials</td>
<td>45,543</td>
<td>53,036</td>
<td>61,360</td>
<td>72,895</td>
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<tr>
<td>Directional Questions</td>
<td>2,071</td>
<td>2,199</td>
<td>2,256</td>
<td>2,546</td>
</tr>
<tr>
<td>Reference Questions</td>
<td>5,078</td>
<td>4,372</td>
<td>4,100</td>
<td>3,337</td>
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<tr>
<td>Machine Assistance</td>
<td>677</td>
<td>1,419</td>
<td>1,656</td>
<td>2,280</td>
</tr>
<tr>
<td>Orientation Lectures/Workshops</td>
<td>68</td>
<td>78</td>
<td>104</td>
<td>114</td>
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**Instructional Media Center (IMC).** During campus open hours, there is daily classroom support for basic set-up and maintenance of media equipment for instructor presentations, video conferencing, satellite downlinks, and media equipment maintenance and inventory control. IMC services include delivery of audio-visual equipment to classrooms on and off the Norco Campus, video and audio productions, repair and service of all technological equipment on the Norco Campus (supported by Riverside IMC personnel), the installation of new audio visual equipment, upgrades, special audio set ups on and off the campus, testing, inventory, training, recommendation of new audio visual equipment, PowerPoint production and training, and technical support to staff, faculty and students on the Norco Campus. Use of the IMC is evaluated with the Student Satisfaction Survey (CCSEQ) (II.C.1-14).

Norco IMC hours of operation are as follows:
Monday – Thursday 7:00 a.m. to 10:00 p.m.
Friday 7:00 a.m. to 4:00 p.m.
Saturday 7:30 a.m. to 4:00 p.m.  
Sunday 7:30 a.m. to 12:30 p.m.

CIS (Computer) Lab  
In the fall and spring semesters, the CIS Lab  
is open Monday through Friday from 8:00  
a.m. to 8:30 p.m. and on weekends from  
9:00 a.m. to 4:00 p.m. During the winter and  
summer sessions the hours are reduced  
somewhat and vary slightly from semester  
to semester.

Math Lab  
The math lab hours vary from semester to  
semester. Generally, the lab is open from  
8:00 a.m. to 6:00 p.m. Monday through  
Thursday, with shorter hours on Fridays  
and weekends. The schedule is posted on  
the Norco Mathematics webpage.

Writing and Reading Center (WRC)  
The WRC is open from 8:00 a.m. to 7:00 p.m.  
Monday through Thursday, Friday from  
1:00 p.m. to 3:00 p.m. and Saturday from  
1:30 p.m. to 6:00 p.m., with shorter hours  
during winter and summer intercessions.

SELF-EVALUATION  
The standard is met. The library and learn-  
ing support services at Norco provide ade-  
quate access to students, staff, and faculty  
on campus.

IMC has temporarily expanded its opera-  
tional space and resources to meet increas-  
ing work orders and equipment maintenance  
and repair requests. Further expansion is  
necessary and projected demand for service.  
Norco faculty members have expressed the  
need for increased promptness and efficiency  
of IMC services in order to meet growing  
instructional demands. As a result, Norco  
has identified hiring another full-time staff  
member for the IMC as a top priority. Addition-  
ally, there will be an opportunity to consider  
locating the IMC to a larger and more con-  
tiguous area within the library building.

PLANNING AGENDA  
- Create and implement an effective fac-  
culty/staff needs survey of the Norco  
IMC.

II.C.1.d. The institution provides ef-  
fective maintenance and security for  
its library and other learning support  
services.

DESCRIPTIVE SUMMARY  
The Norco Campus Library provides ade-  
quate security for its facilities and materials.  
3M Security gates at the entrance to the Ai-  
ley Library monitor materials taken from  
the library; Gaylord magnetic strips protect  
print and non-print media and non-  
magnetic pieces of equipment. Fire safety  
measures are in effect for the library, and  
fire extinguishers are available in staff and  
public areas. Emergency exits are accessible  
to all patrons and staff and clearly marked;  
evacuation plans are prominently displayed.  
No security cameras have been required to date.

The printers and copy machines in the li-  
brary are on maintenance contracts enabling  
parts, hardware and software to be replaced  
without additional charge. Norco IS techni-  
cians maintain student and staff computers  
(hardware and software) and update all the  
software and security packages. The IMC is  
responsible for maintaining, installing, and  
upgrading audio-visual equipment (see De-  
scriptive Summary). Multimedia equip-  
ment in the library, including televisions,  
DVD players, and VCRs, is secured to table-  
tops to prevent theft.

STANDARD II.C: LIBRARY & LEARNING SUPPORT SERVICES
NORCO CAMPUS ACCREDITATION SELF STUDY
The Library, Tutorial Services Center, DSP&S, and computerized labs all have maintenance agreements for electronic equipment at these facilities (II.C.1-28). Campus security personnel are contacted immediately if there is any vandalism or attempted misuse of library or learning support facilities equipment and/or furnishings (II.C.1-29, II.C.1-30).

The Writing and Reading Center has an alarmed entrance with a card passkey system which students must obtain after registration in appropriate English and ESL classes. Students log into a central terminal to verify registration in a valid lab class. Students show ID to take tests and to check out books and reference materials. The lab is locked by instructors upon closing, and staff members monitor students entering and leaving the lab. The computer and math labs share lab space and have similar alarm setups and card passkey procedures. Students show their ID to take tests and to check out books, calculators, headphones, and transcription machines. No video cameras are used to document activity in the lab spaces.

The Instructional Media Center (IMC) has a routine equipment maintenance schedule which is currently district-based. Each semester, the IMC:

- provides preventive maintenance on all related classroom media equipment
- evaluates and repairs any equipment needing maintenance.
- assists faculty and staff with the acquisition of new media equipment and technology for the classroom.
- recommends equipment based on need and establishes equipment specifications and budget.
- generates requisitions for the purchase of media equipment
- coordinates equipment installation including any necessary wiring, (excluding electrical) and assists with installation when required
- once equipment has been installed, the IMC trains faculty and staff on proper use of the equipment (II.C.1-4, II.C.1-31).

IMC media equipment is subject to rigorous security procedures. All equipment is inventoried and bar coded. The list is updated as new equipment is purchased, and regularly sent to district Inventory Control, with a copy kept in the Norco IMC office. Permanent classroom equipment is protected by security cables and locks or alarms. Mobile equipment is picked up by evening staff and locked in a storage room with limited key access.

**Self-Evaluation**

The standard is substantially met. Norco Campus provides effective maintenance and security for its library and other learning support services. Maintenance agreements are a regular part of all electronic equipment purchases. Campus security responds quickly when called in an emergency.

**Planning Agenda**

None

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II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of
these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

**DESCRIPTIVE SUMMARY**

All contracted services utilized by the Norco library, and evaluation of these services, are under the control of the Digital Learning Library (the host library) at Riverside City College. The district Digital Library at Riverside has formal agreements with other academic institutions for interlibrary loan services offered to RCCD faculty.

**SELF-EVALUATION**

The standard is met. Norco Campus Library, through the district Digital Library at Riverside, maintains fully automated circulation and cataloging systems. The library catalog is online, providing access to books and audiovisual materials. Online subscription databases provide access to articles, statistical information, and reference sources such as dictionaries, encyclopedias, and citation guides. Inter-library loan is available. All services are available to faculty and students on and off campus by accessing the library’s LAMP website.

**PLANNING AGENDA**

- The Digital Learning Library at Riverside City College campus will maintain appropriate contracts.
- Norco library staff will continue to explore the utilization of new technologies that may require additional contracted services.

**List of References**

II.C.1-1 DSP&S Usage Reports
II.C.1-2 Library and Learning Resources Program Review, Fall 2006
II.C.1-3 LAMP website - [http://library.rcc.edu](http://library.rcc.edu)
II.C.1-4 IMC website - [http://imc.rcc.edu](http://imc.rcc.edu); Norco IMC Operation Chart and Structural Information
II.C.1-5 Norco Collection Documents [http://library.rcc.edu/norco.htm](http://library.rcc.edu/norco.htm), including statistical data reports
II.C.1-6 Riverside City College Academic Master Plan
II.C.1-7 RCCD Library Acquisitions Policy
II.C.1-8 Sample e-mail messages from faculty to library staff at Norco
II.C.1-9 Norco Academic Senate Curriculum Committee By-Laws
II.C.1-10 E-mails from Gaither Loewenstein re: library budget, books purchased, etc.
II.C.1-11 Proposal for Construction of Network Operations Center, Norco (RCCD Fact Book)
II.C.1-12 Sample Norco Library Workshop attendance sheets
II.C.1-13 Norco Library Student Survey
II.C.1-14 CCSEQ Student Satisfaction Survey
II.C.1-15 Sample Tutorial Services student usage report
II.C.1-16 Title V grant
II.C.1-17 Title V annual report
II.C.1-18 Sample Title V monthly report
II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

Norco Campus undertakes active, ongoing evaluation of library and other learning support services in order to improve its services to students and substantiate the achievement of student learning outcomes. In terms of the ACRL recommended context-based outcomes, a number of evaluative tools are used by Norco library and learning support to assure that the institution is meeting its mission to improve student learning. These include:

- CCSEQ Student Satisfaction Survey (II.C.2-1)
- Library student surveys, suggestion box forms, and “one-minute paper” assessments (II.C.2-4)
- ACCUTRAK (provides Writing and Reading Center utilization data)
- Utilization data provided by the Office of Institutional Research for the math and computer labs, DSP&S, and the library, under review by the Norco Campus Outcomes Assessment specialist (II.C.2-3)
- Library Program Review data (II.C.2-4).

Analysis of the data collected from these tools is used for the improvement of services. For example, in spring 2006 an automated library survey was conducted on the library’s LAMP website. Responses showed that 87 percent of Norco students feel that they “learn something or benefit from using the library” (II.C.2-5). This response indicates that library resources and services are contributing to the achievement of student learning outcomes not just for the library but across all disciplines (II.C.2-4).

Significant additional data for Norco Campus library skills instruction resulted from the administration of the “one-minute paper” assessment, which was instituted in fall 2005 and obtained from students attend-
ing the library orientation workshops. Responses indicated that students were pleased that the library offered online databases, but that they also needed:

- Workshops increased to 90 minutes in length
- Advanced workshops
- Options for workshops on a single theme; for example, 50 minutes on literary criticism
- Options for a single database/online tool; for example, 50 minutes on Noodle Tools.

Through the Riverside City campus-based Library 1 (Information Competency) online course, it is expected that students will achieve the following general outcomes:

- Determining and articulating their information needs
- Locating, evaluating, and using information effectively
- Identifying and summarizing ethical and social issues related to information and its use (II.C.2-4).

In spring 2006 the librarians reviewed the course outline of record for Library 1 and revised the student learning outcomes to achieve a closer alignment with those suggested by the Association of College and Research Libraries (ACRL). Assessment of these learning outcomes in the course is conducted through a “start of course/ end of course” survey; course-embedded assignments, self-reflection journal entries, and instructor observation. Assessment tests show that students are responding well both to the course content and to the library instructors’ strong commitment to helping students succeed. Library 1 faculty members are planning to further enhance the effectiveness of the course in meeting student needs by aligning it more closely to the Bay Area Community Colleges Information Competency Assessment Project (II.C.2-5).

The data suggest the need for the development of a more comprehensive assessment plan using a new template for student learning outcomes which focuses on “planning, assessment, review, improvement” (II.C.2-2). Results of two trial assessments of learning outcomes have stimulated library faculty discussion about new ways to approach student learning.

The Instructional Media Center (IMC) has been conducting a general online survey, through the Digital Library’s LAMP website, of staff and faculty technology needs for all campuses (see standard II.C.1.c). To date, there have been only a few responses to this survey.

**SELF-EVALUATION**

The standard is met. The Norco one-minute paper assessments and the online LAMP website satisfaction survey have provided useful feedback regarding the achievement of student learning outcomes for Norco Library and students. Also, the alignment of student learning outcomes for library patrons with the ACRL guidelines and other assessment best practices recommendations is a positive step in the direction of serving student learning needs.

However, much of the information regarding the status of library services is obtained at the district level. The CCSEQ survey document does not provide enough information about meeting student learning needs in the library and computerized labs at Norco Campus.

The RCCD Library program review indicates a higher percentage increase at Norco Campus than the other two campuses in door count, circulation of materials, re-
quests for machine help, and orientation lectures (see standard II.C.1.c. above). These statistics point to the need for additional library faculty and staff and for the recently approved Assistant Dean of Library and Learning Support Services position (II.C.2-4).

The Norco course outline of record workshop data results (II.C.2-2) also indicate the need for more library orientation workshops. In addition, longer workshops are indicated, including advanced sessions which focus on a single online database tool such as Noodle Tools, or a single research area such as literary criticism. A more detailed, campus-specific survey of Norco library usage will be necessary as the campus moves to full college status.

Utilization data for the Writing and Reading Center, math and CIS labs, and Tutorial Services at Norco are currently being collected and evaluated by the campus Outcomes Assessment Specialist in order to assess patterns and frequency of usage of those facilities. Some student success rates have been analyzed for the math lab and Tutorial Center; analysis of success rates for students enrolled in English practicum courses (one-on-one assistance in the Writing and Reading Center) is scheduled for analysis in summer and fall 2007. Using this data, learning support facilities will adapt their services to better meet student learning needs.

In assessing the effectiveness of the Tutorial Center and the math lab, the most recent analysis of student success data from spring 2006 indicates that math students who enroll in Math 96 or 97 (supplemental lab courses through which students receive one-on-one assistance in the math lab) have significantly higher rates of success than students enrolled in a math course who do not take Math 96/97.

Data pertaining to utilization of the Tutorial Center in spring 2006 indicate that 49 percent of those students who visited the Tutorial Center did not return for a second visit, while 85 percent of students visiting the Center made five or fewer visits over the course of the semester. The causes of these relatively low Tutorial Center utilization rates have not yet been determined. In general, there is a need for increased assessment of support services such as the math and CIS labs, the Writing and Reading Center, and the Tutorial Center to determine the extent to which they contribute to the achievement of student learning outcomes.

Simple statistics provided by the IMC indicate a major increase in requests for their equipment and services (see standard II.C.1). There is growing Norco faculty and staff dissatisfaction with the IMC services in providing prompt and efficiently operating technology for their classrooms. However, this situation has not been assessed through survey means, which would provide effective data for implementing improvements and changes in services. There is general agreement that a comprehensive survey must be created to assess local Norco faculty requirements and equipment utilization.

**Planning Agenda**

- Explore the possibility of creating longer and more specific library orientation workshops including advanced sessions which focus on a single online database such as Noodle Tools, or a single research area such as literary criticism.
- Develop and implement a comprehensive and campus-specific usage survey for the Norco Library.
- Develop a campus-specific survey pertaining to IMC equipment and services.
• Using data gathered from the Fact Book and Office of Institutional Research, explore the development of a Norco Learning Support Services Plan for WRC, computer and math labs, Tutorial Center, and DSP&S.

• Conduct assessment of math and CIS labs, Writing and Reading Center, and Tutorial Center based on identified student learning outcomes.

List of References

II.C.2-1  CCSEQ Student Satisfaction Survey
II.C.2-3  Sample utilization data for CIS, math, WRC labs, DASP&S, Tutorial Center services: G. Aycock, Outcomes Assessment office
II.C.2-4  Library Program Review