**Description**

The library occupies a central role in supporting students’ education. With its computer resources, reference assistance, instruction and links to other academic libraries within the state, the library provides essential platforms and services to help realize the college’s academic vision. Library and information resources receive regular and consistent operational allocations. As new technologies have been introduced, additional funds have been included in the operating budget allocations to support these technologies. (Appendix 7.1 – 7.2). Information technology funding has seen regular and consistent increases in the last three years with significant gains in the information technologies areas and moderate increases in the academic computer lab expenditures. (Appendix 7.3). Three of the campus libraries were identified as in need of upgrading and renovation; as a result, the Knight Campus library was renovated in the summer of 2009 and the remaining renovations were funded in FY 13.

To enhance the classroom experience and respond to students’ varying learning styles, faculty have access to an array of technology, including recent additions of computers, laptop carts, LCD projectors and SMART symposiums. [https://ccri.edu/it/classrooms/techclassrooms.html](https://ccri.edu/it/classrooms/techclassrooms.html)

CCRI’s Technology Renewal Plan outlines a two- to four-year replacement cycle for all faculty, staff, lab and classroom computers. [https://ccri.edu/it/policy/techrenewal.html](https://ccri.edu/it/policy/techrenewal.html). Between 2009-11, CCRI converted from WebCT, its learning management system (LMS), to Blackboard Learn Release 9.1.12 CP4. Further upgrades for Web-based instruction include Respondus Lockdown Browser software, Camtasia Relay lecture capture system and Adobe Captivate.

The four libraries are staffed by 13 full-time and 15 adjunct librarians, all of whom hold a master’s degree in library science or related degree. Each campus has Access Services paraprofessionals as well as student aide help (nine FTE across all campuses). Two paraprofessional positions in Technical Services have been vacant since July 2008. The librarians, who maintain faculty status, serve on all major college committees, play a leadership role in HELIN consortium governance and participate in regional and national organizations.

Information Technology support is divided into six areas (User Services; Instructional Technology Media Services; Network and Telecommunications; Operations; Management Information System; Web Services) and employs 40 full-time staff and 11.4 FTE. (Appendix 7.4). These individuals serve the academic and administrative support needs of the entire student, faculty and staff populations. All staff members meet the academic requirements outlined in the official job descriptions.

CCRI has full-service library facilities on each campus. With the exception of intersession and spring break, Knight, Flanagan and Newport County Campus libraries are open weekdays, evenings and Saturdays for a total of 60 hours per week throughout the calendar year.
Campus is open an additional 12 hours on weekends to support Weekend College programming during the academic year. The Shepard Building Providence satellite campus allows CCRI students access to the University of Rhode Island’s full-service library. Students at the Westerly satellite must travel to the closest CCRI library for access to materials. With the use of an activated CCRI ID, all students, irrespective of campus location, have access to electronic materials while off campus.

The collections for all campuses total 94,744 items. In addition to print resources, library users have access to 180 electronic databases and other e-resources, which may be accessed both on and off campus. The collection includes nearly 1,400 e-book titles either through direct access or other library subscriptions. (Appendix 7.5). The 4,240-item microfilm collection, housed at the Flanagan Campus, includes all backfile periodicals and is available to all library users. CCRI is one of 11 academic library members of the HELIN Library Consortium, www.helin.uri.edu, that provides access to an additional 4.5 million items. Limited borrowing privileges extend to all Rhode Island residents.

From 2008 to 2012, intranetwork lending of CCRI resources to other HELIN libraries has increased approximately 26 percent. Meanwhile, CCRI borrowing from HELIN libraries in the same time period has decreased by 38 percent. Overall, annual circulation transactions in the past four years have increased 40 percent from 19,453 to 27,929. Average weekly gate counts have also increased 6 percent from 5,808 to 6,150* during the academic year (*excludes Liston Campus gate counts).

Academic computer labs are available on all campuses. The Desktop Support Services staff works with the academic departments prior to the start of the semester to ensure that the academic computer labs are equipped with the software required to support courses being offered.

Reference services are available in the library during all operating hours for one-on-one reference consultation. Librarians also teach one- and two-hour instruction sessions in library skills and research materials, as well as courses in information literacy and research skills: LRCT-1010: Introduction to College Research, a one-credit introductory library skills course and LRCT-1015: College Research, a three-credit advanced information literacy skills course.

As part of the Information Technology Department, the Centers for Instructional Technology (CIT), located on all campuses, support the academic mission by assisting faculty in using technology to meet their pedagogical needs. The IT Service Desk, located at the Knight Campus, is staffed by three FTEs and provides general technology support to the CCRI community through a direct phone line and walk in services. A new Blackboard Support Center, staffed by an instructional design specialist, was created in 2012 to articulate with the Service Desk, which then was known as the Help Desk. Services are available from 8 a.m. to 4 p.m. Monday to Friday (www.ccri.edu/it/labs/holidays.html.) Service desk hours are extended until 7 p.m. one week before and after the start of each semester when demand is high. From September 2011 to December 2012, the percentage of abandoned calls was 26 percent during regular hours and 64 percent after-hours. As a result, starting in the Spring 2013 semester, computer lab staff provides additional coverage by taking calls from 4 to 9:45 p.m. Monday to Thursday and from 9:15 a.m. to 1:15 p.m. on Saturday.
Collaborative Technology Suites, established on each campus specifically for student use, provide an opportunity for students to use multimedia technologies to create group projects and to prepare classroom presentations. [www.ccri.edu/it/news/2011/cts_for_students.html](http://www.ccri.edu/it/news/2011/cts_for_students.html) IT staff are available to assist users.

In Spring 2012, CCRI librarians accepted the information literacy definition established by the Association of College and Research Libraries (ACRL). (Appendix 7.6) [http://libguides.ccri.edu/content.php?pid=383268](http://libguides.ccri.edu/content.php?pid=383268). This definition is consistent with the college’s Definition of an Educated Person: Four Abilities, which includes elements of information literacy in its outcome on critical thinking. Recently the Computer Science Department approved a definition of technological literacy (Appendix 7.7). Neither of these definitions has been widely vetted by the college community.

Degree-seeking students are introduced to information literacy through English requirements, in either ENGL 1010: Composition I, ENGL 2100: Technical Writing, or in the case of students in the Law Enforcement and Paralegal Studies programs, ENGL 1005: College Writing. These courses require students to utilize information resources to research a topic and to write a paper. Upon the request of faculty, librarians run instruction sessions and create online Library Guides that organize information resources for students taking specific courses (Appendix 7.8) [http://libguides.ccri.edu/content.php?pid=383268](http://libguides.ccri.edu/content.php?pid=383268).

In Spring 2013 the library conducted the ITHAKA survey of Library and Information Resources, a nationally normed survey provider, for all full- and part-time faculty in an effort to determine faculty use of library resources and their perceptions of student information use. Additional internally generated surveys of students and faculty were planned for Fall 2013.

An online survey is available to provide feedback about the IT Service Desk, but fewer than 1 percent of users complete it. During the Spring 2013 semester, CCRI contracted with Cherwell to provide a self-service portal to report and track service tickets online. IT will be implementing, this system that enables users to communicate with IT about problems in a more timely, direct and detailed manner. The system will also provide improved metrics and reporting capabilities.

**Appraisal**

The library has a clear sense of its purpose, its patrons’ needs, and its abilities to provide appropriate service. The institution values the library’s role and supports it by dedicating renovation funding for three campuses and by continued acquisitions funding. The institution does not mention explicitly, nor clearly defines, what students need to know to demonstrate that they are information literate. The college should define the library’s role of providing information literacy appropriate to support its academic mission including for distance learning classes.

The college has demonstrated a commitment to instructional technology by purchasing a wide variety of classroom equipment and upgrading two positions from information technologists to instructional design specialists.

The department has changed procedures to accommodate faculty, students and staff with their Blackboard technology needs and has begun to address some of the deficits.
Growth of course offerings in satellite locations and for distance learning students challenges some of the current library procedures and requires a revamping of current practices and underlying service philosophies.

As seen in Standard Four, distance learning class offerings are growing rapidly. However, there has been limited growth for related academic support services. Supporting the current growth pace of fully or partially online courses will require additional resources by the college.

One-on-one instructional technology consultations for faculty are popular and effective. Formal workshops provided through IT require registration and often fill up but then are poorly attended. However, workshops are well attended when new technology is being implemented. Overall, in an effort to increase attendance at these events, scheduling and format should be re-evaluated, especially the biannual Faculty Technology Day in August and January, which has had flat attendance.

Limited Service Desk hours have prevented students, especially those in technology-heavy classes, from receiving computer/technology help after 4 p.m. The IT department has expanded its support to accommodate Blackboard related inquiries from faculty, staff, and students after the 4 p.m. time period through the establishment of student supported Service Desks within each of the college’s four (one on each campus) computer labs. The labs are open during weekdays until 10 p.m. weekdays and on weekends.

Introduction to the use of information resources/information literacy is offered for all degree-seeking students through their experience in their required English class. However, because certificate-seeking students are not required to meet the same requirements as degree-seeking students, the college cannot effectively identify and measure where access to information literacy takes place for those students. And while the definitions for information and technological literacy definition have been accepted by the departments from which they were generated, they have not been vetted widely throughout the college nor have they been mapped or measured through the general education outcomes.

The college has not addressed a method to provide increasingly sophisticated information literacy skills to its students. Some upper-level courses in a variety of disciplines provide students with an opportunity to increase their level of information literacy, and there is an expectation that students are likely exposed to these experiences; however, there is no institutional initiative to measure that effort.

While some strategies are in place to address the effectiveness of the library collection and its services, there is neither regular nor consistent assessment based on data and external measures. Regular and consistent assessment efforts, including student/faculty surveys should be strongly encouraged and used to inform practice. While surveys of Help Desk services and Web services are technically available, responses are negligible, thereby nullifying the effort. More robust assessments with the results reported in a regular manner are required.

**Projections**

- To assure that the technology support needs of the students, faculty and staff are being met, metrics for measuring computer support/Service Desk issues will be improved. The
review of the data will inform practice, services, hours and levels of support. Growth of distance education is discussed in other areas of this self-study; however, any planned growth in that area will be linked to regular and consistent technology support relevant to teaching and learning in the online environment.

- The college will undertake an institution-wide discussion of information literacy and technological literacy with the intent of incorporating these concepts into the Definition of the Educated Person: Four Abilities. It is incumbent upon the college to infuse information literacy and technological literacy into the curriculum in a meaningful way and assure that students are meeting the standards and becoming increasingly sophisticated in their skills as they move through their program at CCRI.

- The staff will collect more library and information resources data in the form of surveys and other formal measures to assess its effectiveness and assist in providing a basis for improvement.

- As the college expands course offerings in distance education, as well as at satellite and other alternate locations, the library staff will assure that library resources and services are made available. Alternative methods for delivering content will be considered.

- Planners of faculty technology events will increase attendance overall, especially at events throughout the semester, and appeal to a wider variety of faculty and to new faculty users.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Appraisal/Priority</th>
<th>Projected Action</th>
<th>Due Date</th>
<th>Responsible Person</th>
<th>Deliverable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Create computer support metrics</td>
<td>Review data collected to inform practice, services, hours and level of support</td>
<td>September 2014</td>
<td>CIO</td>
<td>1. Develop plan for incorporating metrics 2. Incorporate 3. Evaluate</td>
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<td>7.2</td>
<td>Distance learning planned growth</td>
<td>Link growth of distance education to technology support that is relevant to teaching and learning in the online environment</td>
<td>January 2015</td>
<td>CIO, VPAA</td>
<td>1. Analyze current numbers 2. Develop DL growth plan with academic/technology support included</td>
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<td>7.3</td>
<td>Define information and technological literacy</td>
<td>The college will undertake an institution-wide discussion of information literacy and technological literacy with the intent of incorporating these concepts into the definition of the</td>
<td>September 2016</td>
<td>Dean of Learning Resources</td>
<td>1. Distribute definition to Gen Ed. 2. Hold CITLA events 3. Solicit feedback 4. Review curriculum maps 5. Develop measurements 6. Review and report</td>
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<td>7.4</td>
<td>Assessment of library effectiveness</td>
<td>The college will collect more library and information resources data to assess its effectiveness and assist in providing a basis for improvement</td>
<td>May 2014</td>
<td>Dean of Learning Resources</td>
<td>Collect information to improve services</td>
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<tr>
<td>7.5</td>
<td>Appropriate access to library resources</td>
<td>Coordinate support services with increases in distance learning options</td>
<td>September 2015</td>
<td>Dean of Learning Resources</td>
<td>Provide adequate resources for online learning</td>
</tr>
<tr>
<td>7.6</td>
<td>Appropriate training</td>
<td>Planners of faculty technology events will increase attendance and participation in workshops</td>
<td>January 2015</td>
<td>CIO</td>
<td>Increase in awareness on how to use technology as a learning tool</td>
</tr>
</tbody>
</table>

**Institutional effectiveness**

The Library regularly engages in short- and long-term planning activities involving the evaluation of the adequacy, utilization and impact of library and information resources and services. Future plans include further research and broad-based discussions of information literacy and technological literacy with the goal of incorporating these concepts into the college’s Definition of an Educated Person: Four Abilities. CCRI continues to infuse information literacy and technological literacy into the curriculum in meaningful ways to ensure students are meeting the current technological standards.

The college has proven effective at anticipating new demands on technology and takes appropriate and timely steps to upgrade technology in order to continue to support the use of technology to improve teaching and learning, electronic communication, and data management and sharing. Additionally, the college has plans for continued investment in technology upgrades to support the growing participation in distance learning and technological-mediated instruction.