

# RRCC Library Strategic Plan 2021-2025

The mission of the Red Rocks Community College Library is to support the educational goals of the students, faculty, and staff both in the classroom and beyond the walls of the college. We are building an inclusive, collaborative, and vibrant campus destination that facilitates and celebrates the academic and creative activities of the RRCC community. We strive to provide equal access to information, ideas, and knowledge, and we uphold the [Library Bill of Rights](#) and the [ALA Code of Ethics](#).

The RRCC Library Strategic Plan draws directly from the RRCC Strategic Plan and aligns initiatives with the goals set forth in the College Plan.

## **Goal 1: Engage students through high quality, impactful, educational programs**

Regardless of mode of delivery, type of program or degree, whether students are starting, extending or supplementing their lifelong path of learning and personal enrichment, RRCC is committed to student engagement. RRCC is committed to developing and supporting diverse and flexible pathways which lead to student success.

### **Objective: Develop a robust Media Literacy program which addresses the specific needs of academic departments, the RRCC community and the local community**

#### **Rational**

During the 2019 legislative session, the Colorado General Assembly passed [House Bill 19-1110](#), Concerning Implementing Media Literacy in Elementary and Secondary Education. While this bill addresses K-12 education specifically, it sets important standards for lifelong learning.

Colorado House Bill 19-1110 defines media literacy as: a) Ability to access, analyze, evaluate, create, and act through the various forms of media; b) Ability to analyze the reliability of information, claims, and sources presented in the various forms of media; and c) Practice of digital citizenship, including norms of appropriate and responsible behavior and discourse when engaging with media, and the prevention of cyberbullying.

The [Media Literacy Advisory Committee](#) report submitted to the House and Senate Education Committees of the Colorado General Assembly highlights the National Association for Media Literacy Education (NAMLE)'s Core Principles as the roadmap for media literacy education. Core Principle 3: "Media Literacy Education builds and reinforces skills for learners of all ages. Like print literacy, those skills necessitate integrated, interactive, and repeated practice" illustrates the importance of continuing this education at the post-secondary level. "Media literacy is not a 'have it or not' competency, but rather an ever-evolving continuum of skills, knowledge, attitudes, and actions."

Media Literacy Education benefits all RRCC students: those seeking AA/AS degrees, those seeking BAS degrees, those seeking MPAS degrees, those seeking credentials, and those in workforce development programs, and is an essential part of the lifelong path of learning and personal enrichment.

#### **HLC Criteria**

- 1.B. The institution’s mission demonstrates commitment to the public good.
- 1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.
- 2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.
- 2.E. The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.
- 3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

**Activities**

- 1. Conduct an environmental scan
- 2. Develop a Continuous Improvement Plan for Media Literacy Program
- 3. Pilot program
- 4. Assessment of the pilot

**Goal 2: Commit to equity across all levels of the institution**

The RRCC service area is changing, and we are becoming more racially and ethnically diverse. If we are to fulfill our mission of providing opportunities for growth and development, we must ensure that our delivery and supports are also responsive to the changing needs of our student body. We recognize that institutions of higher education were initially designed for a very specific subset of the population, and while access for other identities has expanded, curriculum and service delivery has not to the extent that it allows all students to be successful. Therefore, we will employ the following strategies to close equity gaps and ensure that we are responsive to the needs of all learners in our community

**Objective: Conduct an in-depth review of all materials in the collection for relevance, currency, program standards, and equity of voices and content. Remove outdated and irrelevant materials and purchase new materials to meet curriculum and community needs**

**Rational/Data**

The RRCC Library collection contains approximately 18,400 print books, 1,800 DVDs, 1000 CDs, and other miscellaneous items. The electronic resources are comprised of 42 databases, ebooks, streaming video, and other resources. In FY22, the budget for physical materials is \$20,000 per year, and the electronic resources budget is \$103,972.25.

The RRCC Library is tasked with supporting 77 academic programs and areas of study. RRCC offers:

Associate of Arts Degree Programs	20
Associate of Science Degree Programs	7
AGS Generalist Degree	1
Associate of Applied Sciences Degree Programs	49
Bachelor of Applied Sciences Degree Programs	2

Masters of Physician Assistant	1
Certificates	173

*Data from 2021-2022 RRCC Academic Catalog*

Several degrees and certificates are offered through Warren Tech, and the library has traditionally provided no specialized support for these programs, however, these students are entitled to the same resources and services as other RRCC students. Similarly, the library historically has not provided specific support to the Rocky Mountain Education Center and the OSHA Training Institute and Education Center. With the increased focus on workforce development at RRCC and within the state of Colorado, it will be important to support these programs through library resources and services.

Furthermore, as RRCC expands the modes of delivery for classes, we need to ensure that materials are accessible to our students regardless of their location. While, in some cases, electronic resources can help meet this need, not all materials are available in an electronic format, and electronic formats do not always meet the needs of all learners. Therefore, we will need a variety of approaches to ensure equity of access.

### **HLC Criteria**

- 2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.
- 2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.
- 3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.
- 3.D. The institution provides support for student learning and resources for effective teaching.
- 5.C. The institution engages in systematic and integrated planning and improvement.

### **Activities**

1. Compile data on enrollment, course offerings, degree plans, career and technical education programs, and workforce development services and training
2. Conduct needs assessments for curricular areas
3. Collect and analyze electronic and physical collections for coverage and usage
4. Perform a diversity audit of the library collection
5. Establish assessment metrics
6. Develop a comprehensive data-informed collection maintenance plan with a regular assessment cycle

## **Goal 3: Develop and support partnerships within our community**

RRCC is committed to developing and maintaining partnerships with transfer institutions, concurrent enrollment partners, employers and community organizations. Developing a highly-skilled workforce is critical to the economic development and competitive vitality of the region. Collaborating with business and industry, the College must be responsive and flexible in its curriculum delivery to meet evolving workforce and employer needs. Partnerships and collaborations contribute to the overall economic health of the region and enrichment of the academic experience.

## **Objective: Support the Colorado Online @ shared library project**

### **Rational**

“We will centralize instructional design (keeping the curriculum in the hands of the faculty), online library resources, academic technology, professional development, consortial marketing, and other online academic and student services in CCCOnline to provide equitable access regardless of home college,” Colorado Online @: Consortial Model Overview, November 2020.

While the Colorado Online @ project is focused on the delivery of online resources and services to online students, this consolidation will be a major shift in how the library has acquired resources and supported students and faculty. Collective buying and managing of electronic resources may shift some workload (and budget) to a centralized library. An expansion of chat services, online reference appointments, and online instruction to serve all CCCS (Colorado Community College System) students may increase demands on RRCC librarians to provide those services in support of rural colleges with limited or no library staff. The full implications of the Colorado Online @ implementation cannot be foreseen at this time, but will require the library staff to be responsive, creative, and nimble.

### **HLC Criteria**

- 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.
- 3.D. The institution provides support for student learning and resources for effective teaching.
- 4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.
- 5.B. The institution’s resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.
- 5.C. The institution engages in systematic and integrated planning and improvement.

### **Activities**

1. Participate in the Colorado Online Learning Resources Subcommittee by collecting data, researching options, and preparing recommendations
2. Relay impacts of decisions to RRCC Executive Team, CCCS library directors, the RRCC library staff, the RRCC community
3. Participate in implementation and testing as appropriate
4. Revise RRCC Library services, scope, budget, and staffing in response to implemented changes
5. Provide necessary training and outreach to library staff and the RRCC community
6. Assess and provide feedback on the student experience and student learning outcomes

## **Goal 4: Proactively address challenges and opportunities to ensure institutional effectiveness**

RRCC values responsible citizenship and stewardship. Students and the community are best served through consistent communication, responsiveness and agility in the provision of education and services, and by taking a long-term view in the use of its resources. Sustainable practices at every level of the institution will result in a consistently high level of service to students and the community, regardless of budget fluctuations.

## **Objective: Build structure, culture, and evidence in support of Open Educational Resources**

### **Rational/Data**

Without OER options, the average RRCC student spends over \$1,000 on textbooks and materials annually, meaning many of our low-income/first generation students choose to not buy textbooks at all and, as a result, struggle to complete their education. Specifically, the vast majority of RRCC students are considered “non-traditional”—the average student age is 28, most work part- or full-time, and many have families to support. Fall of 2019 headcounts show that of the 7,035 students enrolled, 30% reported a minoritized racial identity, 51% were first generation college students, and 28% qualified as low-income; among students of color, 69% of students were first generation college students and 61% were Pell-eligible. The RRCC OER Pathway project impacts RRCC’s population of low-income/first generation students and students of color, eliminating financial barriers for an estimated additional 1,579 students who will therefore be more likely to successfully reach their educational goals.

In Fall 2021, RRCC offered 193 Zero Textbook Cost sections (25% of total sections). In the 2020-21 Academic year, 2345 students were enrolled in a ZTC section, with an estimated savings of more than \$307,000.

### **HLC Criteria**

- 2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.
- 2.E. The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.
- 3.D. The institution provides support for student learning and resources for effective teaching.
- 4.A. The institution ensures the quality of its educational offerings.
- 4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

### **Activities**

1. Develop best practice guides for implementing, creating, and sharing OER content and establish the library as a central hub for discovering and sharing OER resources
2. Conduct a survey to determine training needs and offer training opportunities
3. Collect and evaluate data to demonstrate OER impact on student enrollment, retention, and completion
4. Collect and evaluate data to address faculty barriers to OER adoption
5. Work with the Center for Teaching Excellence to establish a culture of OER
6. Develop Zero Textbook Cost pathways in coordination with Deans, Chairs, and Advising
7. Compile evidence to support the need for continued institutional support for OER