



2017-2018
Comprehensive Department Review

Library

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Executive Summary

The Coastline Library is unique in the California Community College System; it is 100% online and does not have a physical location or physical collection of books. Instead, the Coastline Library can be accessed anywhere it is needed; it has a collection of digital materials, including full text journals, magazines, newspapers, and electronic books (ebooks) that Coastline students and employees can access through an authentication process via the website. The Coastline Librarian is available via email, text, phone, office walk-ins, and by appointment. During July 2016 - June 2017, **25,097** people visited the Coastline Library website and **76,903** Library Article Database searches were performed. The Coastline Library is unique in that it has only one librarian and no library staff or direct support.

During the 2016-2017 academic year, the library began to be integrated inside Canvas. The Canvas template was updated to include a more robust library section in the "Course Orientation" module. In addition, the "Library Website" can now be installed as a tool in the left navigation menu of instructor's Canvas shells. Authentication changes by district technology services and Library Resources has made it easier to link library resources inside Canvas so students can seamlessly access them.

Not all Canvas - Library interactions have been successful. The library created an Avoiding Plagiarism Information Competency Library Workshop to pilot in Fall 2016 in Canvas. The lack of a process at the college and the district related to non-credit / Banner courses in Canvas created road blocks the library did not anticipate. To date the library has not been able to offer information competency library workshops inside Canvas.

The Coastline Library has one librarian who has been at Coastline since April 2016. The first year the librarian identified some gaps in library-related services, most notably a lack of library resources being effectively integrated into Canvas courses across the curriculum. It is a goal of the Library to work with faculty to see how library resources can enhance the curriculum and student learning experience. The Library has created a Library Faculty Resources web page on the library website with specific library information for faculty. Additionally, the library would like to make it easier for students, faculty, and staff to access and be aware of the resources the Coastline Library has available.

Moving forward the Library has three goals.

1. Increase student use and awareness of the Coastline Library by seeing an increase in awareness in the annual Service Areas Outcomes Survey.
2. Integrate and embed library resources and services in classes across the curriculum by working with faculty to infuse Canvas with library services and resources.
3. Upgrade the Coastline Textbook Reserve Library and transition to an online Library Catalog so students and faculty can seamlessly search for library items.

The future vision of the library focuses on increasing the use of library services and resources. In three to five years (2020-2022) the library will work to improve awareness and utilization of the Coastline Library and its resources.

Section 1: Department Planning:

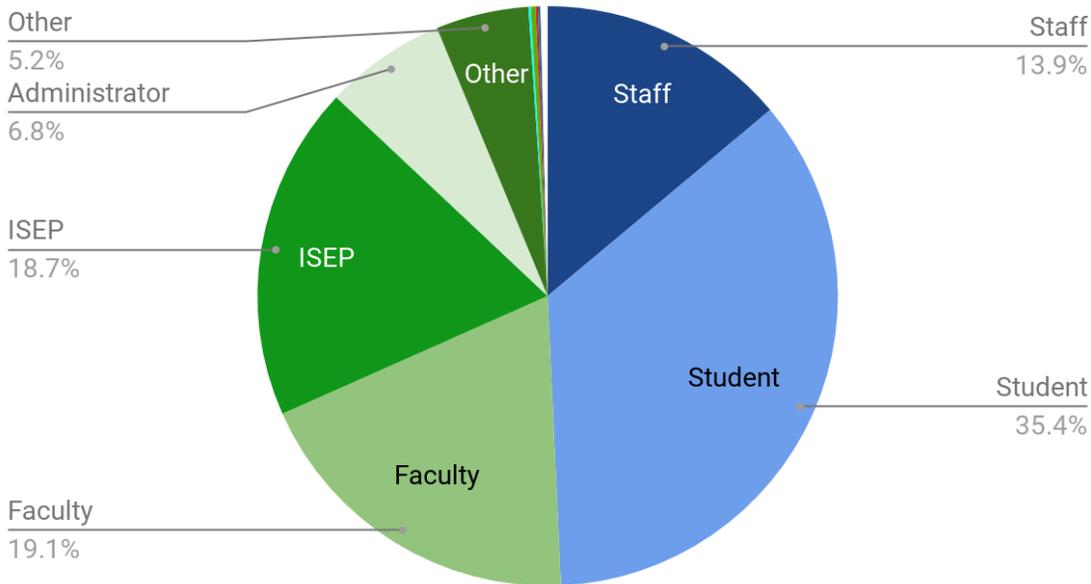
Mission Statement

The mission of the Coastline Community College Library is to provide training, support, and resources for Coastline students and employees to enable them to find and evaluate information effectively.

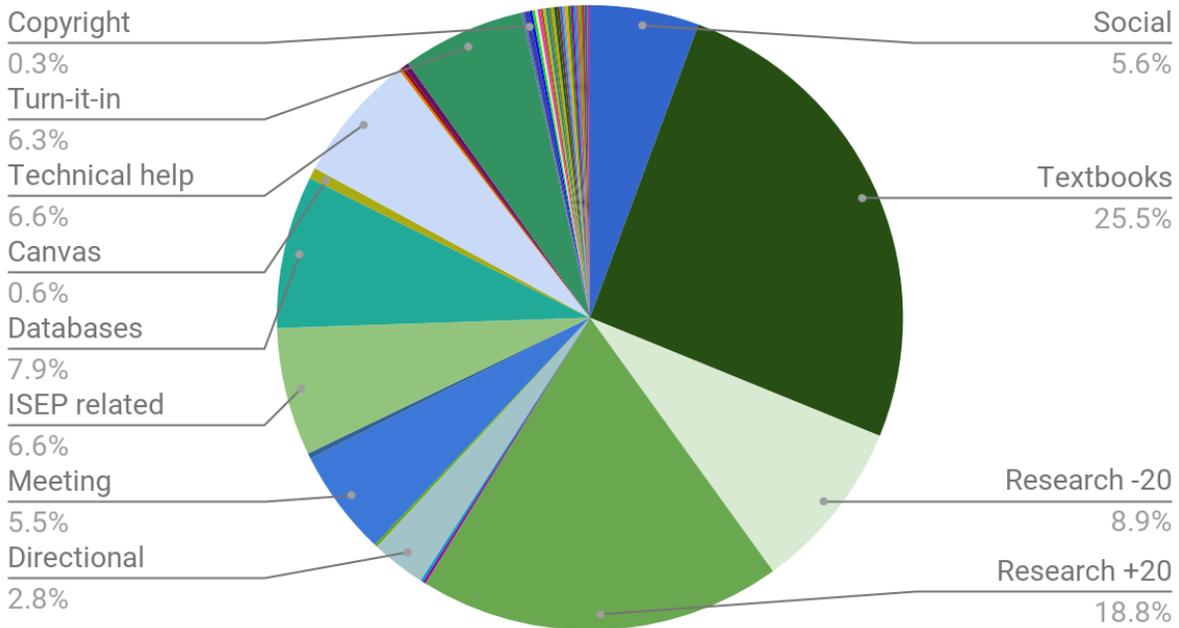
Overview

The Coastline Library is 100% online and run / managed by one full-time librarian. The library utilizes a Google Voice number so students can call and text the library during and after business hours. Of the 755 recorded library reference session in 2016-17, 28.9% of people contacted the Coastline Library using the google voice phone number or text option, 32.9% of people used email, 20.8% physically visited the librarian, 4.5% used the college library office phone, and 11.5% contacted the library via correspondence, and the remaining 1.4% reference sessions were impromptu at Coastline gatherings. The Library provides research assistance to all Coastline students including military and incarcerated students (ISEP). Additionally reference statistics show that faculty and staff utilize the library frequently.

2016 - 17 Library Reference (n=755)



Reference Questions by category



**The library answers many questions. They have been placed in categorized in the graph above. Research -20 is a research request that took less than 20 minutes. Research +20 took more than 20 minutes. The 20 minute break is defined by a state library survey that asks for research sessions that are over 20 minutes long.*

Recently the library website was redesigned with the college website and access to library databases was updated to the EZproxy authentication system (a library standard) which has been integrated with the Coast District Single Sign-On System. These backend changes have been implemented to help students and faculty access library resources more effectively. These resources include subscriptions to online article databases and ebook collections, youtube videos, tutorials, web links, citations assistance, and plagiarism prevention tools. The Coastline Library is moving toward having library resources be accessed seamlessly through Canvas and hopes these backend changes will help facilitate that.

As a whole the Coastline Library is an academic support service aimed at helping students and faculty develop information competency skills. The library does this by providing training (online and in person), creating tutorials, workshops, and videos, and by maintaining a digital collections of ebooks, newspaper articles, magazine articles, and journal articles so students and faculty have access to academic resources providing a safe learning environment where authentic research and assessments help students and faculty evaluate information effectively.

Internal Analysis

Over the past five year the library department has seen a lot of changes. Most notable was the retirement of founding librarian Cheryl Stewart and the hiring of Elizabeth Horan in April of 2016. Cheryl Stewart helped create the Coastline Library and had nurtured its growth for many years. She retired in a time of transition at Coastline College, and Elizabeth Horan was hired to reposition the Library as

Coastline moved to the Canvas LMS system, offered more on-site classes, and faced more competition from community colleges across the state as California implemented the Online Education Initiative (OEI).

Traditional library services such as reference and instruction were expanded to new formats. Library reference, which was provided through phone, email, and in-person contact, was expanded to include a library specific email (library@coastline.edu) and a library google voice phone number so the librarian could be reached at any time by phone or text. This increased library reference interactions by 46% for the 2016-17 term compared to 2015-16.

Library instruction at Coastline was also fairly traditional, following a face-to-face lecture format offered as classroom visits and workshops. These options remained available and were expanded to include library workshops in Canvas and instructional videos hosted on YouTube. The Avoiding Plagiarism Library Workshop was piloted with the LIBR C110 class in Spring 2017. The information competency Library Workshops experienced technical challenges because they were not a “credit course” in Banner and this prevented the Library Workshops from being offered to all Coastline students in Canvas. The Library hopes to offer two library workshops in Canvas during the 2017-2018 academic year.

Library Reference and Instruction

Fall, Spring, Summer Semesters	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
TOTAL Reference questions	535	414	356	404	755
Face-to- Face:					
Library classroom visits	12	12	13	6	10
Library classroom visit attendance	480	480	520	240	160
Library Workshops sessions	0	1	7	3	0
Library Workshop attendance	0	90	227	45	0
FacStaff Training sessions	0	0	0	0	5
FacStaff Training attendance	0	0	0	0	79
TOTAL Instruction face-to-face	480	570	747	689	239
Online					
Library Workshop sessions					1
Library Workshop attendance					11
YouTube videos created				10	8
YouTube videos watched				460	2,243
TOTAL Instruction online				460	2,257

The Library offers one section of the 2-unit credit course LIBR C110 online once or twice a year. This class supports the Coastline Institutional Learning Outcome (ILO) regarding Information Competency. In 2016-17 students were dropped per the strict RSI standard implemented at Coastline College based on attendance and participation, but enrollments had been low for this course over the past five years. Even though LIBR C110 supports a Coastline ILO, low enrollments had brought up questions related to continuing this course. For this reason, LIBR C110 has not been brought to Curriculum for review while the librarian and manager consider whether this course should continue to be offered or be suspended.

As the college moves forward with Guided Pathways, the future of LIBR C110 will be decided. It is not scheduled to be offered in 2017-2018. See appendix for full data of LIBR C110.

LIBR Courses

	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
LIBR	Fall	Spring	Su												
Enrollments	21	9		12	12		8	16		13	17			12	
FTEs	1.8			1.5			1.5			1.8			0.7		
Sections	1	1	0	1	1	0	1	1	0	1	1		0	1	0
Fill Rate	37.5%			30.0%			30.0%			37.5%			30.0%		
FTEF/30	0.1			0.1			0.1			0.1			0.1		
WSCH/FTEF	225			180			180			225			180		
Success	42.9%	62.5%		45.5%	58.3%		71.4%	46.7%		53.8%	58.8%			50.0%	
Retention	57.1%	87.5%		90.9%	66.7%		100.0%	73.3%		76.9%	88.2%			66.7%	
Degree	3			2			0			0					
Certificates	0			0			0			0					

The Coastline Library is an “Online Library” with 99% of its resources available online 24 hours a day. The Librarian is not always online and would be the 1% of the library that is not always immediately available. The library website is the current “door” to library resources. Over the past three years traffic to the library website has increased by 28%.

Library Website

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
2016 - 2017													
Pageviews	2013	2015	1872	2144	1858	1921	1953	2157	2091	2065	2726	2282	25097
Unique	1682	1749	1590	1808	1524	1550	1605	1726	1600	1690	2136	1926	20586
Returning	331	266	282	336	334	371	348	431	491	375	590	356	4511
2015 - 2016													
Pageviews	1478	1809	1779	1802	2420	1080	1121	1713	1779	1544	2072	2242	20839
Unique	1179	1515	1461	1535	1968	897	920	1380	1474	1315	1711	1917	17272
Returning	299	294	318	267	452	183	201	333	305	229	361	325	3567
2014 - 2015													
Pageviews	2058	1550	1462	1541	1514	1113	1142	1136	1779	1410	2253	1063	18021
Unique	1665	1259	1194	1293	1297	969	948	977	1440	1156	1815	865	14878
Returning	393	291	268	248	217	144	194	159	339	254	438	198	3143

*The Coastline website was redesigned and launched in Fall 2017. The Library link in the main navigation header was replaced with a small logo. It will be interesting to see if the library pageviews statistics decline in the next year because of this.

The increase in pageviews over that last few years could be related to an increase in enrollments at Coastline but the number of returning pageviews has also increased. The library has been updating the website to make it easier to use and this might be a reflection of this change.

The Library subscribes to twenty subscription databases and two eBook collections that support the Coastline curriculum. These resources are available to current Coastline students and employees through an authentication process. The librarian is a permanent member of the Curriculum Committee at Coastline and continuously evaluates resources in the library to make sure courses are supported with its resources. Curriculum and user statistics determine when resources should be added and discontinued in the library. The items highlighted in red below are under review for removal based on low usage and high cost. Additionally, instructors sometimes request items be added when the resource is broad enough to support multiple departments. An example is PsychARTICLES, which was added in 2016-2017. 1,088 more people used the library subscription database in 2016-2017 as compared to 2015-2016.

Library Subscription Databases 2016-2017

DATABASE	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
AccessScience	121	3	44	91	179	103	14	28	55	70	167	8	883
													0
CQ Researcher	38	10	41	47	126	130	10	38	35	36	46	9	566
													0
CountryWatch	47	8	48	129	14	32	1	13	51	26	48	3	420
(Views / Visits)	11	3	19	39	7	11	1	8	12	7	10	1	129
Credo Reference	3	1	4	9	20	10	0	2	13	20	12	0	94
	9	7	12	14	16	20	12	10	11	11	11	3	136
Encyclopedia Britannica	132	5	56	496	78	80	6	36	65	78	75	0	1107
	36	2	16	59	14	15	3	3	30	8	26	2	214
JSTOR (NEW)	2	3	35	86	168	304	32	71	343	316	609	93	2062
													0
Mango Languages													0
	28	17	18	19	11	17	20	23	17	66	77	19	332
Morning Star	0	0	3	18	3	0	(Cancelled)						24
(Cancelled)	2	7	4	10	3	0	(Cancelled)						26
Oxford English Dictionary	20	26	25	35	57	0	29	23	50	94	75	0	434
													0
Oxford Reference Online	10	5	17	19	5	0	6	1	10	0	8	0	81
													0
ProQuest Research Library	1191	312	442	750	948	1652	107	329	848	0	1508	220	8307
	281	81	106	191	250	533	38	120	288	0	415	73	2376
National News Expanded	1191	308	445	838	1030	1730	124	375	1316	1105	2811	222	11495
-ProQuest	282	82	113	215	286	552	45	127	426	315	763	74	3280
PsychARTICLES (NEW)						258	14	133	265	559	568	78	1875
						77	7	33	109	187	269	21	703
RAND													0
	1	0	4	4	9	2	1	5	4	5	23	0	58
SIRS Knowledge Source	654	109	90	309	891	1316	40	63	138	170	542	2	4324
	236	46	29	105	235	471	18	13	36	56	170	7	1422
\$48,949													TOTAL:
													32062
EBSCO Database Analysis													
Academic Search Premiere	3724	983	1041	2106	1774	2053	130	2094	2429	820	2749	230	20133
	1041	308	333	808	791	896	47	237	872	397	1088	118	6936
Art Museum Image Gallery	946	289	209	458	385	87	13	19	97	61	91	25	2680
	229	68	55	153	137	37	6	12	33	35	38	8	811
ebook Academic	1215	633	608	755	621	253	221	210	428	299	372	337	5952
	369	186	173	269	226	103	87	93	145	140	215	166	2172
ebooks Netlibrary	1307	981	840	1075	726	412	320	436	475	377	610	722	8281
	399	303	266	369	275	169	140	175	197	171	225	286	2975
History Reference Center	1098	279	299	531	458	152	16	38	183	48	166	34	3302
	293	71	71	186	176	74	6	26	56	21	64	17	1061
Read Ill	18	0	4	8	24	4	5	3	9	0	31	5	111
English Language Learner	5	0	1	3	12	3	2	5	4	0	13	3	51
Science Reference Center	1305	287	282	628	606	190	12	132	248	175	485	32	4382
	379	79	89	264	266	130	6	34	122	857	241	15	2482
Database TOTAL COST													Ebsco
													44841
													TOTAL ALL
													76903

The library has a section in the annual Service Area Outcomes Survey administered by Coastline College. According to the survey, less than 50% of students are aware of the Coastline Library. Of the students who are aware of the Coastline Library, only 40% of them know the library has a webpage on the Coastline College website, and only 23% of them know there is a librarian to help with research needs. These results show there is an opportunity for the library to serve many more students. In 2017-2018 the Coastline Library and marketing department started a marketing campaign to increase awareness of library resources. The success of this campaign will be measured when the results of the 2017-2018 Service Area Outcomes Survey are tallied.

Respondents of the SAO survey were asked to indicate their level of satisfaction with Coastline’s library services. The majority of respondents are satisfied with all of the services. Respondents are most satisfied with **help from the librarian** (73.9%), the **library webpage** (70.8%), and **online article databases** (70.4%).

Satisfaction with Library Services

Answer Options	Satisfied	Neutral	Dissatisfied	Response Count
Help from librarian	73.9%	23.2%	2.8%	353
Library webpage	70.8%	26.1%	3.2%	537
Online Article Databases	70.4%	25.4%	4.2%	477
Textbook Reserve Library	68.8%	25.1%	6.1%	378
Library YouTube videos	62.4%	34.4%	3.2%	340

A big change at the Coastline Library is a shift of services. Over the last year the library has tried to focus on providing library services to Coastline students and employees instead of being involved in multiple projects at the college that are not specifically library-related. Items have been curated from the Librarian’s plate as part of the tenure process, and the library was happy to pass Turnitin (plagiarism detection software) over to the Canvas administrator at Coastline per the direction of the district office in July 2017.

The librarian was asked to be on many committees, task forces, and work groups in the past year. Many of these were declined, including managing Open Educational Resources (OER) at Coastline and a college archive. While all of these projects and groups were interesting, the library declined taking a leadership role as the library has one librarian who is focused on library services for the college. If part-time librarians are hired in the future that might allow librarians to serve on more college committees, task forces, and work groups.

The Librarian currently serves on the following committees, groups, task forces, and hiring committees:

- Council of Chief Librarians Deans and Directors - state and regional meetings
- Curriculum (*in librarian contract*)
- Hiring committee - Dean of Innovative Learning (Spring 2017), Director of IT Coastline / OCC (Fall 2017)
- Instructional Services Wing
 - Faculty Chair meetings
 - Full Time Faculty meetings
- Standard II.B - Accreditation
- Technology Committee (*in librarian contract*)
- Tenure Review Committee (currently the librarian is going through the tenure process)

Service Area Outcome(s) and Student Learning Outcome(s)

Service Area Outcomes (SAO) and Student Learning Outcomes (SLO) for the library have evolved over the last five years. The new librarian has been at Coastline for just over a year and was not able to see consistent assessment measures in the previous department reviews for reflection and comparison in this review. The 2016-2017 Annual Department Review (ADR) measured four SAOs regarding the library based on the Service Area Outcomes Survey but the survey questions were modified the next year and comparable data was not available. “For credit courses”; Coastline is transitioning to assessment methods linked to Canvas courses and the library credit course is part of the “measurement timeline”. Updated Library SAOs are below with the desired measurement. They will be assessed in spring 2018.

Table *Library SAOs*

SAO	ASSESSMENT MEASURE /TARGET
1.Students will demonstrate knowledge of the Online Library.	1.Measure: Survey regarding library services Target: 10% increase of awareness of the online library
2.Increase number of Library website pageviews.	2.Measure: Library website analytics Target: 10% increase of pageviews on the library website
3.Students will demonstrate knowledge of the availability of “Ask the Librarian.”	3a.Measure: Reference statistics Target: 10% increase in library reference statistics 3b.Measure: Survey regarding library services Target: 10% increase of awareness of “Ask a Librarian”

External Compliance

The Library follows the guidelines of the American Libraries Association (ALA), the Association of College and Research Libraries (ACRL) and all state and federal laws related to academic libraries. The library has a section in the colleges accreditation report for ACCJC. The Coast Community College District has board policies governing the libraries in the district (BP 4040) and service agreements that the Coastline Library follows. On an annual basis the Library reports information to the State of California Library Annual Data Survey and to IPEDS.

Progress on Initiative(s)

Table *Progress on Forward Strategies*

Initiative(s)	Status	Progress Status Description	Outcome(s)
Develop a Coastline Community College archive	Terminated	Under review and evaluation for applicability.	Terminated. Not in the scope for the direction of the library.
Expand the Coastline Community College collection to increase the usability of commercial databases	Completed	Cheryl Stewart had databases reviewed by faculty and added three commercial databases to the collection at Coastline. Mango Languages, MorningStar Investment Research Center, and RAND California.	By adding these commercial databases students and faculty will be able to access commercial resources to support their courses.
Establish an information literacy badge program	Terminated	Under review and evaluation for applicability.	Terminated. Not in the scope of the library plan based on technological relevance
Expand the online Library to increase service to students and faculty	Completed/ Ongoing	Under review and evaluation for applicability.	The library has expanded its services to Canvas
Facilitate more awareness of the Coastline Online Library and resources available to students, faculty, and staff.	Completed/ Ongoing	Started doing this in Fall 2017. Modified SAOs to include measures for this.	

Department Planning and Communication Strategies

The Coastline Library is a department of one librarian. Currently the librarian reports to the Vice President of Instruction, and on average they have meetings about once a month. During the summer term the meetings consisted of planning for the next academic year and assessing the previous academic year and the library.

The librarian at Coastline has created two peer networks to inform library goals and outcomes. The first is a peer group of librarians. The new librarian has built bridges with the Coast District sister colleges Orange Coast College and Golden West College and organizes annual meetings with all the librarians. An active member of the Cal-West Library Consortium (CCCD and North Orange Community College District), the librarian attends meetings for each sub-group of Cal-West and stays up to date on changes and challenges in Cal-West.

The next librarian peer group is librarians that Elizabeth Horan worked with while serving on the Council of Chief Librarians Electronic Access and Resources Committee (CCL-EAR). This peer group communicates about state related laws, policies, and changes in community college libraries in California. The final peer group is a national group of librarians formed at the Leadership Institute for Academic Librarians (LIAL) at Harvard. The current librarian attended LIAL in summer 2017. All of these peer groups communicate by phone, email, text, google groups, social media, and face-to-face. As Coastline has only one librarian these peer groups help to support the librarian and offer a venue to discuss and solve library related issues. Relevant knowledge gleaned from these groups is communicated to the appropriate groups at Coastline.

The second peer network is the Coastline faculty and staff. The librarian communicates by presenting at meetings, face-to-face, sending emails, and through marketing channels like the President's Bulletin and the Academic Senate Newsletter. The Librarian works with the Academic Senate and the Faculty

Success Center (FSC) to expand the Coastline Library. The library solicits feedback from the Coastline community when considering library planning and direction.

Student awareness of the Coastline Library always needs to be improved as new students join Coastline. Grassroots marketing efforts by the library will be improved during the 2017-2018 academic year when the library partners with the marketing department to launch a social media library marketing campaign.

Forward Strategy

Educational Master Plan objectives #1 and #2 are driving the forward strategies for the library.

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.

The future vision of the library focuses on increasing the use of library services and resources. In three to five years (2020-2022) the library will work to improve awareness and utilization of the Coastline Library and its resources.

There are three groups the library plans to target to fulfil this goal; faculty, students, and tutors. Below are some idea for each group.

Faculty:

- Department chair outreach
- Individual assignment consultations with faculty to improve use of library resources
- Library Faculty resources section on library website <http://www.coastline.edu/library/library-faculty-resources>
- Expansion of library resources in Canvas
- Class “visits”. Onsite and online.

Students:

- Library social media marketing campaign
- Library Workshops in Canvas
- Library YouTube channel
- ISEP - new plan

Tutors:

- Librarian cameo in EDUC C101
- Participate in Tutor Training Day each semester

Additionally, the library has partnered with the marketing department at Coastline to increase awareness of the the Coastline Library and its resources. 2017-2018 is the first year of this partnership. The marketing department advises using a social marketing campaign to increase awareness of the Coastline Library through Facebook, twitter, and Instagram in addition to the grass root marketing and outreach campaign the library started in 2016.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2016-17	Vice President of Instruction		Librarian (1)			
Current year 2017-18	Vice President of Instruction		Librarian (1)			
1 year 2018-19	Vice President of Instruction		Librarian (1)	P/T Librarian (1)		
2 years 2019-2020	Vice President of Instruction		Librarian (1)	P/T Librarian (1)		
3 years 2020-2021	Vice President of Instruction		Librarian (1)	P/T Librarian (1)		

Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for the number of library faculty based on student FTES. That formula is in the following table:

FTES	
<1,000	
1,001 - 3,000	
3,001 - 5,000	
5,001 - 7,000	
Each Additional 1K	

http://www.asccc.org/sites/default/files/publications/Library-paper-fall2011_0.pdf

Table 2.2 CCCD Libraries - Staffing, FTES, and Enrollments

College	2016 Fall FTES	2016 Fall Enrollments	F/T FTE:	P/T FTE:	Classified
Coastline	3,049	13,260	1	0	0
Golden West	4,976	15,009	4	1	4
Orange Coast	9,722	23,831	6	3	7

Library Profiles <http://www.cclccc.org/directory.php>

The Coastline library has one full time librarian responsible for the library. Daily running of the library coupled with new and existing library projects have shown a need for a part time librarian to assist with growing library services and initiatives. It is projected the library will need an additional 20-30 hours a week of librarian support to meet the increasing needs of students. Examples of new project include a pilot project having a reference librarian at the Le-Jao student center, regular and substantive interaction in the online library workshops, and technical / cataloging knowledge to set up a library catalog that tracks usage of the textbook reserve library and allows students to search all the library resources from one interface.

The Incarcerated Student program is undergoing some changes at Coastline and it is rumored the CDCR facilities might add wifi so this student population could take classes online. It is not know what kind of workload this would add to the Library, but we are excited to find ways to effectively link students to library resources when this happens.

The Library Catalog / Integrated Library System is a big project for the library that is outside the expertise of the current full time librarian. The project would include cataloging and adding the Coastline Textbook Reserve Library textbooks to the catalog so they could be “checked out” and usage data could be collected and recorded to show student need for these resources. When colleges do this it can take up to a year for colleges with traditional collections and library staff. I am not sure how long this project will take at Coastline, but estimate no more than a year. Textbook data that is collected could then inform research allocations related to student success and student equity funds. Coastline has access to over 150,000 electronic books and these could also be accessible through the library catalog. When the library catalog system is in place with all the data entered and configured correctly; there is then the question of how the textbook checkout system will be staffed. Do new staff need to be hired in the library or can staff that currently work with the Textbook Reserve Library be trained on the library catalog system? These are questions that usage data will help answer.

Professional Development

Over the past year Librarian Elizabeth Horan has attended a number of professional development opportunities. From conferences about open educational resources to reviewing research of undergraduates at the California Geographical Society annual meeting and then working with librarians from across the country at Harvard during the Leadership Institute for Academic Librarians. The professional development of the librarian has been very successful this past year. These opportunities have increased the knowledge of the librarian to help keep Coastline on the forefront of digital library services.

Table 2.2 *Professional Development*

Name (Title)	Professional Development	Outcome
Elizabeth Horan --Librarian	OpenEd conference	Better understanding of OER and the national movement of OER
Elizabeth Horan --Librarian	OCC Canvas Bootcamp	Understood Canvas at OCC and GWC and how they were implementing it.
Elizabeth Horan --Librarian	ACRL Baltimore	Association College and Research Libraries conference. Discovered emerging trends in academic libraries across the country.
Elizabeth Horan --Librarian	California Geographical Society Annual Meeting	Reviewed research presentations of undergraduate students and discovered more ways to help students research and present effectively.
Elizabeth Horan --Librarian	Online Teaching Conference	Learned about Library best practices for Canvas.
Elizabeth Horan --Librarian	Leadership Institute for Academic Librarians	Learned how to be a more effective library leader at my institution, the state, and nationally.

Forward Strategy

The library has expanded services over the last year and sees a growth pattern that requires part-time librarian assistance. Requests to pilot a reference librarian at the new Le Jao student center as well as requests for cataloging the textbook reserve library and gathering statistics at the Garden Grove Learning Center have shown a specific need for a more librarians at Coastline. Having more librarians at Coastline would allow the college to expand library services across the college. Moving forward the library hopes to grow in such a way that it can maintain its services and have a steady growth incline

instead of growth spikes. While the current requests require a physical librarian there is also an opportunity to expand library services online and especially in the Canvas course management system.

Section 3: Facilities Planning

Facility Assessment

The library has an office at the Fountain Valley administrative center. The office is on the second floor and overlooks the entrance to Coastline College. Slightly removed from other office spaces, the library office allows the librarian to meet privately with students, record library videos, and manage and expand library services. Faculty, staff, and administrators visit the library office frequently as seen in the library reference statistics mentioned earlier in this report.

The Fountain Valley administrative center is exploring renovation plans. The Library might be repositioned in the administrative center and needs a space that allows the full time librarian and (hopefully) part time librarian to do their job effectively. An office space can be shared but needs to have storage for books, noise control so videos can be recorded, and be private for meetings and consultations. The current physical library office could be reconfigured to accommodate two librarians if needed. It is recommended that the library office stay at the Fountain Valley, administrative building location. Usage statistics show that the majority of students utilize the library from a distance but that faculty, staff, and administrators visit the librarian at the Fountain Valley administrative center. Usage data will continue to be collected and analyzed to determine the best space to have the Coastline Library office but statistics support the Fountain Valley administrative center as the place for a central library office.

The librarian was asked about moving the Library office into the Faculty Success Center (FSC). While it is important for the faculty to have access to the Librarian, it is also important for students to have access to the librarian. Currently the FSC is behind locked doors and not a student space. The librarian does not see this as a good library office space if the FSC continues to be a faculty space and closed off to students.

Forward Strategy

Moving forward it is recommended that the Coastline Library office retains its current square footage but would be happy to see an increase in space as part-time librarians are hired and library needs increase. As the college center moves forward with a renovation, the library looks forward to serving students more effectively with it's physical space.

Section 4: Technology Planning

Technology Assessment

The Coastline Library relies heavily on technology. The library website (<http://www.coastline.edu/library/>) is the “door” to library resources. The library subscribes to over twenty electronic database collections. The library budget is able to support the current library subscriptions, but price increases have forced the library to juggle existing funds to continue to subscribe to these resources. Lottery funds pay for ⅓ of the library subscriptions and the library would like to see an increase in the general fund library budget so at least 50% of the subscriptions can be supported out of the general fund. Library resources are accessed through an authentication process that uses a MyCCC username and password. Working with the Coastline Webmaster, the library has been able to improve the library website over the last year.

The library uses an iPad, apple TV, and smart boards to teach on-site library orientations to a variety of classes. These technologies enable the librarian to interact more effectively with on-site students.

The library uses camtasia, youtube, canvas, and google to teach online library orientations to a variety of classes.

In April 2016 the new librarian started using other technology to support library services.

- Google Apps
 - Google Voice to create a library phone number that rings on multiple phones to answer library reference questions and allows students to text a librarian
 - Google docs to keep all library related documents in the cloud and accessible
 - Google slides presentations for library workshops
 - Google forms to track library statistics and to schedule research consultations.
 - Google sheets to track library statistics
- Camtasia to create library related videos
- YouTube to create a library YouTube channel to host library videos (<https://goo.gl/mOY2Hd>)
- Lynda.com to receive training on new technologies
- Adobe Photoshop and InDesign to design Library marketing materials

The Librarian was the administrator for Turnitin, an anti-plagiarism tool. In July 2017 the district assigned the Canvas administrator at Coastline to be the administrator for Turn-it-in. The cost for Turnitin comes out of the library budget. It is suggested that Turn-it-in be moved to an instruction technology budget and removed from the library budget. The funds from the library budget that paid for Turnitin should be removed from the Library budget and into this “instruction technology budget”. The library budget should be used for library resources.

Additionally the librarian at Coastline uses Canvas. Library resources from the library are included in each course shell in the orientation module. Faculty have the option to include a “Library Website” link in Canvas in the course navigation menu. The library is pursuing a “Librarian Role” in Canvas so faculty can add a librarian to a course for assistance with library related assignments.

The library has also created a library workshop in Canvas (Avoiding Plagiarism) and will create other library workshops in the same library workshops Canvas shell. Each workshop takes students about an hour to complete and they get a certificate of completion when they complete the workshop with 80% or higher. As mentioned earlier, the library has been unable to offer online library workshops to students in Canvas. There was not a process at the college or district for non-credit Canvas courses.

Forward Strategy

Moving forward the library would like to be infused in Canvas. At the district level Coastline, GWC, and OCC are pursuing having a link to the library in the “global navigation menu”. At the college level the library would like to expand the Library Website link in the course navigation menu to become a “Library Resources” page inside Canvas. The Library is exploring options to create general library resource pages or department specific library resource pages. As over 83% of students at Coastline are “distance students” it is essential to have the library workshops be available to all Coastline students in Canvas. These library workshops support the Information Competency Institutional Outcome and deliver skills students will use the rest of their lives.

It is hard to predict technology for the future but I know the library will need technology to support the library catalog as we move toward using this system to catalog the textbook reserve library.

Turnitin has been removed from the library and placed under the Canvas administrator. The library would like to have this removed from its budget and placed into an “Instruction Technology Budget”. Turnitin has seen extreme price increases over the last five years and the library budget will not be able to support it next year and maintain the current library subscriptions. It is recommended that Turnitin be moved to a budget for learning support technology.

Section 5: New Initiatives

Library goal: Increase student use and awareness of the Coastline Library

Initiative 1: Offer information competency library workshops in Canvas which lead to students completing the Informational Competency Institutional Learning Outcome and provides them direct access to library resources.

Describe how the initiative supports the college mission:

- Offering information competency library workshops in Canvas supports the Coastline Mission to provide access and flexibility when it comes to courses. Library workshops also support career readiness by providing information competency skills.

What college goal does the initiative support?

- Student Success, Completion, and Achievement
- Access and Student Support

What Educational Master Plan objective does the initiative support?

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.

What evidence supports this initiative?

- Service Outcome (SAO) assessment
- Internal Research (Student achievement, program performance)

Describe how the evidence supports this initiative.

- Information competency is an Institutional Learning Outcome at Coastline Community College. The library is in a position to provide a series of information competency workshops online, in Canvas, to support this outcome.

Recommended resource(s) needed for initiative achievement:

- Library Workshops in Canvas (first one has been created)
- Student access to library workshops in Canvas (maybe a self-enroll option)
- Librarian to create new workshops and assess the Library Workshops and provide feedback and RSI

What is the anticipated outcome of completing the initiative?

- Students who complete the library information competency workshops will have completed an ILO for Coastline and have research skills to locate, analysis, and use information effectively.

Provide a timeline and timeframe from initiative inception to completion.

- Summer 2016 - Avoiding Plagiarism library workshop created in Canvas
- Spring 2018 - PILOT Avoiding Plagiarism library workshop with Coastline students
- Summer 2018 - Create Finding Articles Library Workshop
- Fall 2018 - PILOT Finding Articles Library Workshop
- Fall 2019 - Assessment of Library Workshops and plan for next steps

Library goal: Increase student use and awareness of the Coastline Library

Initiative 2: Upgrade the Coastline Textbook Reserve Library and transition to an online Library Catalog so students and faculty can seamlessly search for items in the Library.

Describe how the initiative supports the college mission:

- Having library resources in an online library catalog supports the Coastline Mission to provide access to resources for students.

What college goal does the initiative support?

- Access and Student Support

What Educational Master Plan objective does the initiative support?

- Provide universal access to student service and support programs.

What evidence supports this initiative?

- Service Outcome (SAO) assessment
- Internal Research (Student achievement, program performance)

Describe how the evidence supports this initiative.

- There have been requests for usage statistics on the textbooks in the Textbook Reserve Library at Garden Grove, Le Jao, and Newport Beach. A library catalog would allow Coastline to track usage statistics and provide a lot of other data. The state of California has provided money in the budget for the California Community Colleges to purchase a statewide Integrated Library System that includes a library catalog. Coastline is part of the Cal-West Consortium (CCCD and North Orange County Community College) and we have a library catalog through that consortia that Coastline does not utilize.

Recommended resource(s) needed for initiative achievement:

- Part-time librarian with cataloging and technical services skills
- Computers and checkout system technology. Estimated one time costs of \$8000.
- Staffing solution to check out textbooks at each campus for 2 hour use.

What is the anticipated outcome of completing the initiative?

- Students will be able to find library resources and textbooks in the textbook reserve library more effectively. Usage statistics will be recorded.
- The state of California has approved 6 million dollars for the California Community College system to purchase a statewide Integrated Library System (ILS). By transitioning the Coastline Library to an online Library Catalog, the college will be prepared to participate when the state moves to a state wide ILS.

Provide a timeline and timeframe from initiative inception to completion.

- Summer 2018 - Summer 2019 - Hire part-time librarian to catalog books and get library catalog set up
- Fall 2019 - Start using system

Section 6: Prioritization

Resource requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	Completed by	Priority
Implementation of a Library Catalog for the textbook reserve library	Technology	\$8000	One-time	No	Internal research	Access and Student Support	Fall 2019	1

Staffing requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	Completed by	Priority
Implementation of a Library Catalog for the textbook reserve library	PT Librarian		Ongoing	No	Internal research	Access and Student Support	Fall 2019	1

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or service outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative

Appendix:

ENROLLMENT AND FTES:

The number of enrollments in **Library** courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the number of enrollments in 2013-2014.

The FTES in **Library** credit courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in with in comparison with FTES in 2013-2014.

EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in **Library** courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and **minimal to no difference** in comparison with the number of sections in 2013-2014.

The fill rate in **Library** courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in **Library** courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in **Library** courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

COURSE SUCCESS RATE:

The course success rate in **Library** courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed a **moderately lower rate (-5.0% to -9.9%)** than the college success average* (**66.6%**) and showed **minimal to no rate difference** than the institutional-set standard* (**56.6%**) for credit course success.

TERM RETENTION RATE:

The term retention rate in **Library** courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed **minimal to no rate difference** than the college retention average* (**83.3%**) and showed a **substantially higher rate (>= 10.0%)** than the institutional-set standard* term retention (**70.8%**) for credit courses.

AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in **Library** in 2015-2016 showed **no previous data** from 2014-2015 and showed a **substantial decrease (>= -10.0%)** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in **Library** in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

MODALITY:

In 2015-2016 **none (0%)** of the **Library** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **All (100%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **none (0%)** of the courses offered were **telecourse**, and **none (0%)** of the courses were offered in **traditional in-person** setting.

GENDER

In 2015-16 there **was NOT a disproportional impact** in **Library** course success rates for *female students*; and there **was NOT a disproportional impact** in **Library** course success rates for *male students*.

AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in **Library** course success rates for students *less than 20 years old*; there **was a disproportional impact** in **Library** course success rates for students *20 to 24 years old*; there **was a disproportional impact** in **Library** course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in **Library** course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in **Library** course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in **Library** course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in **Library** course success rates for students *50+ years old*.

RACE/ETHNICITY

In 2015-2016 there **was a disproportional impact** in **Library** course success rates for *African American* students; there **there was no or incomplete data** in **Library** course success rates for *American Indian* students; there **was NOT a disproportional impact** in **Library** course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in **Library** course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in **Library** course success rates for *White/Non-Hispanic* students; there **there was no or incomplete data** in **Library** course success rates for *Multi-race* students; there **there was no or incomplete data** in **Library** course success rates for students who have *declined to state their race/ethnic identity*.

Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.

Academic Year	2013-14	2014-15	2015-16
CENSUS Enrollment	24	24	30
FTES	1.0	1.0	1.8
FTEF30	0.1	0.1	0.1
WSCH/FTEF	180	180	225
Sections	2.0	2.0	2.0
Fill Rate	30.0%	30.0%	37.5%
DEGREES AND CERTIFICATES			
Associate Degrees	10	0	0
Certificates	14	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment*	23	22	30
GENDER			
Female	73.9%	50.0%	56.7%
Male	21.7%	50.0%	40.0%
Unknown	4.3%	0.0%	3.3%
AGE at TERM			
Less than 19	0.0%	0.0%	20.0%
20 to 24	17.4%	9.1%	16.7%
25 to 29	21.7%	18.2%	13.3%
30 to 34	0.0%	40.9%	6.7%
35 to 39	8.7%	18.2%	16.7%
40 to 49	17.4%	9.1%	13.3%
50 and Older	34.8%	4.5%	13.3%
RACE/ETHNICITY			
African American	8.7%	9.1%	26.7%
American Indian	0.0%	0.0%	0.0%
Asian/Pacific Islander	47.8%	18.2%	13.3%
Hispanic/Latino	13.0%	31.8%	23.3%
2 or More Race	0.0%	0.0%	0.0%
White	26.1%	40.9%	36.7%
Unknown	4.3%	0.0%	0.0%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	0.0%	0.0%	0.0%
SUCCESS & RETENTION			
Course Success (A, B, C, P)	50.0%	52.2%	56.7%

Course Retention (A-F, P, NP)	79.2%	78.3%	83.3%
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* Note: **GRADED ENROLLMENTS** excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	23	22	30
-Overall Success Rate	52.2%	54.5%	56.7%
-Overall Retention Rate	78.3%	81.8%	83.3%

STUDENT DEMOGRAPHICS			
GENDER			
Female	17	11	17
Male	5	11	12
Unknown	1	0	1

<u>Success Rate</u>			
- Female	64.7%	45.5%	52.9%
- Male	0.0%	63.6%	58.3%
- Unknown	100.0%	0.0%	100.0%

<u>Retention Rate</u>			
- Female	82.4%	81.8%	88.2%
- Male	60.0%	81.8%	75.0%
- Unknown	100.0%	0.0%	100.0%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	23	22	30
-Overall Success Rate	52.2%	54.5%	56.7%
-Overall Retention Rate	78.3%	81.8%	83.3%

AGE at TERM			
Less than 19	0	0	6
20 to 24	4	2	5
25 to 29	5	4	4
30 to 34	0	9	2
35 to 39	2	4	5
40 to 49	4	2	4
50 and Older	8	1	4

<u>Success Rate</u>			
Less than 19	0.0%	0.0%	83.3%
20 to 24	50.0%	0.0%	0.0%
25 to 29	40.0%	50.0%	25.0%
30 to 34	0.0%	55.6%	50.0%
35 to 39	50.0%	75.0%	60.0%
40 to 49	75.0%	100.0%	75.0%
50 and Older	50.0%	0.0%	100.0%

<u>Retention Rate</u>			
Less than 19	0.0%	0.0%	100.0%
20 to 24	100.0%	50.0%	60.0%
25 to 29	60.0%	100.0%	50.0%
30 to 34	0.0%	77.8%	100.0%
35 to 39	100.0%	75.0%	80.0%
40 to 49	75.0%	100.0%	100.0%
50 and Older	75.0%	100.0%	100.0%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	23	22	30
-Overall Success Rate	52.2%	54.5%	56.7%
-Overall Retention Rate	78.3%	81.8%	83.3%

RACE/ETHNICITY			
African American	3	7	7
American Indian	11	3	4
Asian	2	2	8
Hispanic/Latino	0	1	0
Pacific Islander	1	0	0
White	6	9	11
Unknown	0	0	0

<u>Success Rate</u>	3	7	7
African American	0.0%	42.9%	71.4%
American Indian	54.5%	33.3%	50.0%
Asian	50.0%	100.0%	25.0%
Hispanic/Latino	0.0%	100.0%	0.0%
Pacific Islander	100.0%	0.0%	0.0%
White	66.7%	55.6%	72.7%
Unknown	0.0%	0.0%	0.0%

<u>Retention Rate</u>			
African American	66.7%	85.7%	100.0%
American Indian	63.6%	100.0%	100.0%
Asian	100.0%	100.0%	62.5%
Hispanic/Latino	0.0%	100.0%	0.0%
Pacific Islander	100.0%	0.0%	0.0%
White	100.0%	66.7%	81.8%
Unknown	0.0%	0.0%	0.0%

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	23	22	30
-Overall Success Rate	52.2%	54.5%	56.7%
-Overall Retention Rate	78.3%	81.8%	83.3%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	23	22	30
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	0	0	0

Success Rate

Cable			
Correspondence			
Hybrid			
Online	52.2%	54.5%	56.7%
Self-Paced			
Telecourse			
Traditional			

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	78.3%	81.8%	83.3%
Self-Paced			
Telecourse			
Traditional			

