



2019-2020
Annual Department Review

Library

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Section 1: Department Planning

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

Access, equity, support, and flexible services are the overarching goals of the library.

Internal Analysis

Over the past year (2018-2019), the Library has seen growth in all library services including online library workshops, face-to-face library instruction, library reference, library website visits, database searches, and incarcerated related library assistance. The library hired two part-time faculty librarians in spring 2019 to help manage the increased workload related to its growth. This brings the library faculty to one full-time librarian and three part-time librarians.

The Library started the implementation of the state Library Services Platform (LSP) project in Spring 2019 which was a much bigger project than anticipated and proved to be overwhelming for the current faculty librarians. The Library Services Platform took time away from all library services including outreach to increase library awareness. While library services showed growth in usage statistics, the Student Area Outcomes survey results showed small increases in *“Knowledge of Library Resources”* (see Table 1).

Library goals for the coming year directly relate to the Library Service Platform:

- Complete implementation of ALMA and PRIMO VE for the Library Service Platform.
- Complete weeding activities at the Student Success Centers to adequately reflect the evolving curriculum needs while keeping the collection up-to-date.
- Add textbooks and other course required materials to the Library Services Platform to facilitate their discovery and increase usage.

Other library goals focus on awareness of library services and resources and continuing to work toward access, equity, support, and flexible services for all students.

Survey Results

Student

Library Resources

Students were asked to demonstrate their knowledge of the Coastline Library and library resources by selecting all the resources that they think Coastline's library offers. The results are shown in Table 1.

Table 1. *Knowledge of Library Resources*

| Answer Options | 2018-19 Response | 2017-18 Response | 2016-17 Response |
|---|-------------------------|-------------------------|-------------------------|
| Library webpage on the Coastline College website | 73.2% (396) | 69.3% (553) | 40.5% (464) |
| Online ebooks and article databases accessible with username and password | 54.5% (295) | 53.5% (427) | 29.3% (336) |
| Electronic books, newspapers, magazine, and journal articles | 53.1% (287) | 51.0% (407) | 25.7% (294) |
| Librarian to help with research needs | 47.9% (259) | 47.7% (381) | 23.4% (268) |
| Textbook Reserve Library where students read textbooks on-site | 40.7% (220) | 40.6% (324) | 21.7% (249) |
| Coastline Library YouTube Channel | 24.4% (132) | 20.6% (164) | 8.8% (101) |

About three-quarters (73.2%) of respondents indicated that they believe there is a **library webpage** on the Coastline College website. Additionally, about half of respondents believe that **online ebooks and article databases** are accessible with their MyCCC password (54.5%) and that **electronic** books, newspapers, magazines, and journal articles are an available resource (53.1%). Less than half of respondents think that there is a **librarian** to help with research needs (47.9%), and 40.7% believe that there is a **Textbook Reserve Library** where students can read textbooks on-site. Finally, 24.4% of respondents think that there exists a Coastline Library **YouTube channel**.

Qualitative Responses

Many respondents who provided commentary indicated that they have not utilized and/or were not aware of library resources. The Library believes this response is directly related to the librarians' commitment to work on the Library Services Platform instead of working on outreach with marketing. Respondents who have utilized library services indicated that the librarian is helpful.

Library Resource Utilization

Respondents were asked to indicate the ways in which they have utilized the Coastline Library. The most common responses included meeting a **requirement** for a class (29.4% of respondents), finding **articles** for an assignment (28.9%), and finding and accessing **ebooks** (17.7%).

Table 2. *Library Resource Utilization*

| Answer Options | Response Percent | Response Count |
|---------------------------------------|-------------------------|-----------------------|
| To meet a requirement for a class | 29.4% | 189 |
| To find articles for an assignment | 28.9% | 186 |
| To find and access ebooks | 17.7% | 114 |
| For textbook help | 12.1% | 78 |
| To get assistance with citing sources | 11.4% | 73 |
| Library workshop in Canvas | 10.7% | 69 |

| | | |
|--|-------|-----|
| To get other information, i.e. textbooks, registration, directions, etc. | 10.3% | 66 |
| For a Library YouTube video | 9.3% | 60 |
| I contacted the Library via phone, text, or email for help | 5.1% | 33 |
| I worked with a Librarian in a class or on my own | 3.3% | 21 |
| None of the above | 46.0% | 296 |

Library Services

Respondents were asked to indicate their level of satisfaction with Coastline’s library services. The majority of respondents are satisfied with all of the services shown in Table 2. Respondents are most satisfied with the **online article databases** (80.0%), the **library webpage** (78.4%), and **Library eBooks** (75.3%). Satisfaction with Library Services has continued to improve over the last three years but as shown in Table 3, the response count is down significantly. Is this because fewer people responded to the SAO survey or because fewer people were aware of library services?

Table 3. Satisfaction with Library Services

| Answer Options | Satisfied | | | Dissatisfied | | | Response Count | | |
|----------------------------|-----------|-------|-------|--------------|-------|-------|----------------|-------|-------|
| | 18-19 | 17-18 | 16-17 | 18-19 | 17-18 | 16-17 | 18-19 | 17-18 | 16-17 |
| Library webpage | 78.4% | 73.9% | 70.8% | 1.6% | 3.3% | 3.2% | 384 | 980 | 537 |
| Online Article Databases | 80.0% | 72.1% | 70.4% | 2.0% | 2.7% | 4.2% | 345 | 969 | 477 |
| Library eBooks | 75.3% | 70.1% | | 2.0% | 3.5% | | 300 | 964 | |
| Help from librarian | 73.0% | 69.1% | 73.9% | 0.8% | 3.1% | 2.8% | 256 | 961 | 353 |
| Textbook Reserve Library | 72.6% | 68.5% | 68.8% | 2.4% | 5.2% | 6.1% | 292 | 960 | 378 |
| Library workshop in Canvas | 72.3% | 67.0% | | 1.4% | 1.8% | | 285 | 959 | |
| Library YouTube videos | 72.2% | 64.4% | 62.4% | 2.2% | 4.2% | 3.2% | 273 | 958 | 340 |

Service Area Outcome(s)

The library has continued to meet its Service Area Outcomes since it’s comprehensive department review.

Table 4. Service Area Outcomes (SAOs)

| SAO | ASSESSMENT MEASURE /TARGET |
|---|--|
| <p>1.Students will demonstrate knowledge of the Online Library.</p> <p>2.Increase the number of Library website page views.</p> <p>3.Students will demonstrate knowledge of the availability of “Ask the Librarian.”</p> | <p>1.Measure: Survey regarding library services Target: 10% increase of awareness of the online library</p> <p>2.Measure: Library website analytics Target: 10% increase of page views on the library website</p> <p>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”</p> |

SAO-1 Students will demonstrate knowledge of the Online Library.

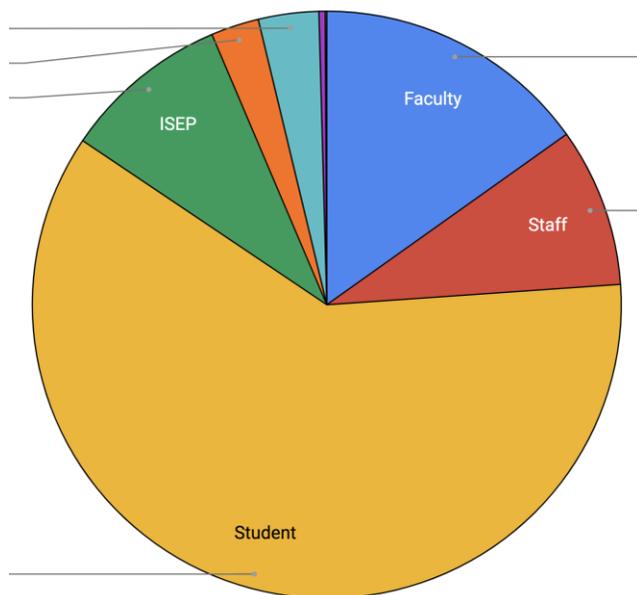
- In 2018-19, there was a 32.7% increase of library awareness on the 2019 Service Area Outcomes Survey. This exceeded the 10% target from the 2016 - 2017 Library CDR.
- In 2017-18, there was a 28.8% increase of library awareness on the 2018 Service Area Outcomes Survey. This exceeded the 10% target from the 2016 - 2017 Library CDR.

SAO-2 Increase number of Library website page views.

- In 2018-19, there was a 142% increase of Library website page views. This exceeded the 10% target from the 2016 - 2017 Library CDR.
- In 2017-18, there was a 102% increase of Library website page views. This exceeded the 10% target from the 2016 - 2017 Library CDR.

SAO-3 Students will demonstrate knowledge of the availability of "Ask the Librarian."

- 3a. In 2018-19, there was a 89% increase in library reference statistics. This exceeded the 10% target from the 2016 - 2017 Library CDR
- 3a. In 2017-18, there was a 17% increase in library reference statistics. This exceeded the 10% target from the 2016 - 2017 Library CDR.
- 3b. In 2018-19, there was a 105% increase in awareness of "Librarian to help with research needs" on the 2018 Service Area Outcomes Survey. This exceeded the 10% target from the 2016 - 2017 Library CDR.
- 3b. In 2017-18, there was a 104% increase in awareness of "Librarian to help with research needs" on the 2018 Service Area Outcomes Survey. This exceeded the 10% target from the 2016 - 2017 Library CDR.



Of note is that Library Reference statistics show more students are contacting the library for reference assistance.

Curriculum Review

The library offers a two-credit course, *LIBR C110 - Library Research and Information Competency*. It is part of the Paralegal Certificate. LIBR C110 is offered once in the first eight weeks of the spring semester. It supports the Institutional Learning Outcome for Information Competency.

Table 5. Curriculum Review

| Course | Title | Term Reviewed | Status |
|--------------|---|---------------|--------|
| LIBR C110 | Library Research and Information Competency | Fall 2018 | Active |

Progress on Initiative(s)

Table 6. Progress on Forward Strategy Initiatives

| Initiative(s) | Status | Progress Status Description | Outcome(s) |
|--|---------------------|--|---|
| Expand the online Library to increase service to students and faculty | Completed | Completed | 2017-18 The library has expanded its services to Canvas, social media, ISEP, and military. |
| Facilitate more awareness of the Coastline Online Library and resources available to students, faculty, and staff. | Completed | Completed | 2017-18 The library has facilitated more awareness of its resources. Statics show high usage of library resources and librarians. |
| 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. | Completed / Ongoing | 2017-18 Avoiding Plagiarism Library Workshop piloted in Spring 2018 and will be offered each Fall, Spring, and Summer semester. 2018-19 Library Orientation Workshop created. | 2017-18 Avoiding Plagiarism reduced plagiarism in classes where the workshop was assigned. 2018-19 Library Orientation Workshop created a better understanding of library services available to students. |
| 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. | Ongoing | 2017-18 Inventoried Textbooks Reserve Library at all campuses. Added OERs to Textbook Reserve Library. Worked with faculty to update textbooks. 2018-19 Started implementation of the state-funded Library Service Platform” (LSP) to have a library catalog and robust search for all library content. Created policy and procedures | 2017-18 Textbook Reserve spreadsheet is accurate for students to access online. 2018-19 LSP outcomes (so far) are that Coastline is in “production” and working with the district, our sister colleges, and community colleges across the state and the vendor to get things working correctly. 1/8 of |

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| | | to keep the textbook reserve library up to date. | textbooks for Coastline have been entered into the ALMA platform. |
| Move toward equitable access of library resources for all students | Ongoing | 2018-19 The library focused on improving access for incarcerated and military students this year. | 2018-19 Incarcerated Students: Library created three instructional worksheets for incarcerated students (Planning your Research, APA Basics, MLA Basics). The library also worked with Distance Learning to find ways for incarcerated students to access online library resources. Military Students: Library worked with Military Education Offline, to create library resources in Canvas for military students. |
| Increase access to information competency and library skills trainings | Completed / Ongoing | 2018-19 Library created Library Orientation Workshop. Librarian also increased face to face library class visits and outreach. | 2018-19 Increased awareness and utilization of library resources. |

Response to Program/Department Committee Recommendation(s)

Table 7. Progress on Recommendations

| Recommendation(s) | Status | Response Summary |
|--|-----------|--|
| 1. Explore the demand for in-person workshops. | Addressed | The Program Review Committee asked for the Library to “explore the demand for in-person workshops”. Based on this request, the library explored targeted instruction to COUN C105 classes and was successful with those. Each semester the library works with the onsite COUN C105 classes and online classes. |

| | | |
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| <p>2. Continue to collaborate with the Student Success Center and the Intercultural Resource Center (IRC) to create tools and activities to support student success.</p> | <p>Addressed</p> | <p>The Program Review Committee recommended collaboration with the Student Success Centers (SSC) and the Library. Working with the SSC Coordinator, the Library designed an online library orientation in Canvas using the quiz feature. This was embedded in Online Tutor training in Spring 2018. In Summer 2018 the Library Orientation was added as a bonus section to the Library Workshops in Canvas and 58 students completed it! In Fall 2018 the Library Orientation will be added as an additional “Library Workshop” in Canvas. The Library continues to work with the Student Success Centers and Intercultural Resource Center in addition to ASG, the Academic Success Coaches, Coastline Ambassadors, and the Student Mentors.</p> |
|--|------------------|---|

Department Planning and Communication Strategies

The part-time faculty in the Library department has increased in the last two years and planning and communication strategies have evolved with this growth. The department meets bi-monthly during the semester to discuss departmental planning and performance data in addition to library projects. The library has used various forms of communication to manage interactions. Most recently the library piloted using Monday.com to manage library projects and communicate effectively as librarians are on multiple campuses or working remotely. The full-time librarian meets with the dean at least twice a semester for library updates and feedback. Additionally, the full-time librarian and Student Success Coordinator present to each constituent group in early fall. The collaboration between the Library and Student Success Centers was a commendation from the Accreditation Team.

Communication at the department level is done through verbal and electronic interactions. Communication of library services and resources is done at the college level through college newsletters, social media, YouTube videos, and face to face instruction and presentations.

Coastline Pathways

The library was involved with Coastline Pathways over the past year. The full-time librarian was a member of the “Persist” workgroup and attended the 2-day summer kick-off event. As Coastline defines pathways for itself the library looks forward to being involved with this cultural change.

Implications of Change

Analysis of the library department during the 2018-19 cycle showed a shift away from innovation and creation of new content to a year of maintenance of existing services and working on a weekly deadline for the state-funded Library Service Platform (LSP) project. When the implementation of this project began it became over fifty percent of the workload in the library for all librarians.

The Library Services Project presents an opportunity for change. When implemented fully and launched for students it has the potential to increase access to library resources and create a more equitable search interface. If the state project has not been falsely advertised, the Coastline Library is excited about this positive opportunity for change.

The workload associated with the implementation and ongoing management of the Library Services Platform products ALMA and PRIMO VE has dictated a huge change in library workflow and priorities. It has almost mandated an “opportunity” to hire a full-time librarian who specializes in Library systems.

In the best-case scenario, Coastline would hire a Librarian who has expertise in library systems to run and coordinate the Library Services Platform products ALMA and PRIMO VE. This would allow the current full-time librarians to resume outreach for the library as both librarians look for innovative ways to serve students.

Opportunity for change: Hire a Librarian who specializes in Library systems.

Section 2: Human Capital Planning

Staffing

Table 8. Staffing Plan

| Year | Administrator /Management | F/T Faculty | P/T Faculty | Classified | Hourly |
|---------------|-----------------------------|---------------|----------------------------------|------------|--------|
| Previous year | Dean of Innovative Learning | Librarian (1) | P/T Librarian (1) | | |
| Current year | Dean of Innovative Learning | Librarian (1) | P/T Librarian (1 Fall, 3 Spring) | | |
| 1 year | Dean of Innovative Learning | Librarian (2) | P/T Librarian (3) | | |
| 2 years | Dean of Innovative Learning | Librarian (2) | P/T Librarian (3) | | |
| 3 years | Dean of Innovative Learning | Librarian (2) | P/T Librarian (3) | | |

Professional Development

Professional Development for Faculty Librarians focused on the Library Services Platform (Horan and D'Aquino), national conferences about instruction and universal design (D'Aquino) and regional workshops and trainings (all librarians).

Table 9. Professional Development

| Name (Title) | Professional Development | Outcome |
|---------------------------------|--|---|
| Elizabeth Horan, Librarian | | |
| | ASCCC Fall Curriculum Regional Meeting South. MtSac College. | At the end of this event, Librarian Horan reported increased awareness of Curriculum hot topics, AB705 and Title 5, roles of academic senate/ curriculum committee and the faculty union, UC TCA, new funding formula and non-credit. |
| | CCL. Library Service Platform (LSP) kick-off meeting. Ontario, CA. | At the end of this meeting the Library Services Platform project officially began. |
| | ALMA Certification - Library Services Platform. Online. | When certification was earned by two librarians, Coastline was able to have a "production environment" to start testing and working on the Library Services Platform with Coastline data. |
| | ELUNA. ExLibris Users of North America Conference. Atlanta, GA. | |
| | PRIMO Certification - Library Services Platform. Online. | When PRIMO certification was completed by Librarian Horan, the student interface side of the Library Services Platform was opened to configure and text. |
| | Coastline College. Data Coaching Program. Online. | |
| Veronica D'Aquino, PT Librarian | | |
| | ALA. Examining Privilege in Classifications: Connecting Critical Information Literacy to Conversations on "Latinx", Webinar. | Gained an understanding of the intersections of identity, language, gender, and privilege through the term "Latinx" |
| | ALMA Certification - Library Services Platform | When certification was earned by two librarians, Coastline was able to have a "production environment" to start testing and working on the Library Services Platform with Coastline data. |

| | | |
|----------------------------------|---|--|
| | ACRL. Confronting Algorithmic Bias in Open Research Collections, Webinar. | Gained an understanding of common cultural markers and biases within library systems and in open research collections |
| | ACRL ISDGSC: "Make Small Changes, Get Inclusive Results: Bringing Universal Design into Library Instruction Confirmation". Webinar. | Will be able to implement Universal Design Instruction principles to promote inclusive access to face-to-face and online learning environments |
| | Coastline College. Data Coaching Program. Online. | Research project proposal related to our incarcerated students' current needs . |
| | LibrePlanet 2019 Conference "Trailblazing Free Software." Boston, MA. | Gained an understanding of the latest implementations of free software for social justice and online privacy. |
| Nora Shea, PT Librarian | | |
| | NISOD Regional Workshop. Garden Grove, CA. | Gained an understanding of online collaboration tools and techniques |
| | Coastline College. Canvas Training. Online. | Coastline CMS training for creating and teaching workshops and credit courses |
| | Coastline College. Data Coaching Program. Online. | Research project proposal regarding scope and use of disabled student services |
| Tracie Hall, PT Librarian | | |
| | Library 2.019- Shaping the Future of Libraries with Instructional Design. Mini-conference. Online. | Explore Instructional design for libraries |
| | Coastline College. Canvas Training. Online. | Coastline CMS training for creating and teaching workshops and credit courses |
| | Coastline College. Data Coaching Program. Online. | Understand research at Coastline College |

Table 10. *Participation on Committees / Meetings*

| 2017-18 Committees/ Task Force/ Workgroups | Elizabeth Horan, Librarian |
|---|-----------------------------------|
| Coastline | |
| Chair / FT Faculty Meeting | X |
| Curriculum Committee | X |
| Instructional Services Wing | X |
| Faculty Center - Faculty Task Force | X |
| Library Department Meetings | X |
| Pathways - Persistence Group | X |
| Search Committee - COMM full time | X |
| Standard II.B - Accreditation | X |
| Coastline Pathways - Persist | X |
| Data Training | X |
| Tenure Review Committee (currently the librarian is going through the tenure process) | X |
| CCCD | |
| CCCD Librarian's Meetings | X |
| Equivalency Committee - Librarian | X |
| CAL-WEST (CCCD + NOCCCD) | |
| Systems Librarians | X |
| CAL-WEST Deans and Directors | X |
| CCL-State Consortium | |
| Deans and Directors | X |

| | |
|---|---|
| Library Service Platform Lead - Coastline College | X |
| Library Service Platform Workgroup - UX | X |
| 2018-19 Committees | Veronica D'Aquino, Part-time Librarian |
| Coastline | |
| Library Department Meetings | X |
| Technology Committee | X |
| Data Training | X |
| CCL-State Consortium | |
| Library Service Platform Workgroup - Circulation | X |
| 2018-19 Committees | Tracie Hall, Part-time Librarian |
| Coastline | |
| Library Department Meetings | X |
| Data Training | X |
| 2018-19 Committees | Nora Shea, Part-time Librarian |
| Coastline | |
| Library Meeting | X |
| Data Training | X |
| NISOD Training | X |

Section 3: Facilities Planning

Facility Assessment

Currently, the Library Office is centralized at the Fountain Valley location in the main building in room 206. This 172 square foot space served the solo- librarian well as it was the only physical library space Coastline had, but the growth of library services and personnel have seen the librarians flow to other workspaces. Librarians work remotely, in the Faculty Center, on Coastline campuses, and rotate working in the Library Office. As the college makes plans for a new student services building it is encouraged that the library office remain at the Fountain Valley location and expand its square footage to match its growth.

Section 4: Technology Planning

Technology Assessment

The Coastline Library is a heavy user of technology. In addition to desktop and laptop computers, librarians use smart boards and apple TV in the classroom, create videos with Camtasia, use Relay and YouTube to host videos, try to break Canvas by having mass enrollments in non-banner library workshops and work with and manage multiple library systems; the newest being ALMA and PRIMO VE through the Library Services Platform project.

The Library Services Platform project will most likely create a technology need for the library. Coastline does not have a physical library but the college does have a Textbooks Reserve Collection at each campus and the Library has been coordinating those collections across Garden Grove, Newport Beach, and Westminster. The Library Services Project will allow students to search the Textbook Reserve Library and see which campus has their textbook. Currently the Textbooks Reserve Collections are in the

Student Success Centers and Learning Commons. “Check-out” systems vary by location, but the Library Services Project will allow each center to have a digital check out system that can be tracked for usage and returns. The Library will need equipment to check out textbooks and to barcode and secure the books in the Textbook Reserve Collection. It is unknown at this time if the current computers in the Student Success Centers could be utilized to check out books or if new equipment would be needed.

Section 5: New Initiatives

Growth initiatives for the library will be directly linked to the number of full-time librarians at Coastline. As much as I (Elizabeth) want to dream big, the reality of the Library Services Platform project and maintenance will dictate library growth initiatives in the future.

The focus of the coming year directly relates to the Library Service Platform:

- Complete implementation of ALMA and PRIMO VE for the Library Service Platform.
- Complete inventory and weeding of the Coastline textbook collection and add textbooks to the Library Services Platform to increase access.
- Integrate online library database into ALMA / PRIMO VE

Initiative 1: Provide a short description of the initiative.

Complete the transition to the state-funded, cloud-based Library Services Platform (LSP) (ExLibris ALMA and PRIMO VE) at Coastline to increase access of library resources for Coastline students and staff.

Describe how the initiative supports the college mission:

Provide an explanation of how the initiative supports the College mission.

The initiative supports innovative instruction and services designed to achieve equitable outcomes.

What college goal does the initiative support? Select one

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply

X Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.

X Provide universal access to student services and support programs.

- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

How does this initiative play a part in Coastline Pathways?

The library is a resource students use on their "path" through college. In the Coastline student lifecycle the library intersects the most when students persist and succeed. The Library Services Platform (LSP) will be used by 110 of the community colleges and is used by the CSU system and half the UC system. As we look at a path beyond Coastline, it is nice to keep technology consistent for students and that is how the LSP works long term in a student's path.

What evidence supports this initiative? Select all that apply

- Service Area Outcome (SAO) assessment
- Internal Research (Student achievement, department performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Provide a summary of how the evidence supports the initiative.

The state of California funded the Library Services Platform (LSP) for 110 of the community colleges to increase access to library resources for students and to lower the cost of Integrated Library Systems (ILS) and library catalogs at the college and district levels.

Recommended resource(s) needed for initiative achievement:

Specify what resource(s) are needed to support the completion of the initiative.

One new full-time faculty member is needed to oversee the Library Services Platform products ALMA and PRIMO VE.

What is the anticipated outcome of completing the initiative?

Specify the anticipated result(s) of completing the initiative.

The Library Services Platform will provide access to library resources for students and staff at Coastline. It will create a google like search interface that will allow searchers to find resources from all coastline Library subscriptions and resources. It will allow campuses to track usage of the textbook reserve library and provide statistics that will improve library services.

Provide a timeline and timeframe from initiative inception to completion.

Create a timeline and provide a timeframe that can be used to complete the initiative

~~Spring 2019~~

- ~~● Phase 1 - Library Services Platform implementation begins for all participating colleges~~
- ~~● Part time librarians hired to assist with library workload and LSP~~
- ~~● ***Full time librarian hired for start date in Summer 2019 if possible~~

~~Summer 2019~~

- ~~● Phase 2 - Library Services Platform begins~~
- ~~● Part time librarians hired to assist with library workload and LSP implementation~~

Fall 2019

- Phase 3 - Library Services Platform Production Environment, IT testing, Student Load testing, etc.
- APPROVAL of new Full Time Librarian

Spring 2020

- Library Services Platform continues implementation or goes public

Summer 2020

- Library Services Platform goes public

Fall 2020

- New Librarian starts and creates workflows in ALMA and PRIMO VE, trains staff on textbook reserves, links library digital resources and expands access and services through the Library Services Platform.

Initiative 2: Provide one-time funding so the Coastline Library can catch up on its billing cycles. The current practice is paying library bills when a new budget is approved but 95% of the library bills are then overdue. The library asks for one-time funds to pay bills when they are due. These funds can come from lottery.

Describe how the initiative supports the college mission:

Provide an explanation of how the initiative supports the College mission.

The initiative supports instructional and programmatic excellence because it will insure the library makes purchase decisions with an approved budget. It also supports access and student support because it will allow the library to work with faculty if there are budget cuts and resources stop.

What college goal does the initiative support? Select one

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply

Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.

- Provide universal access to student services and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

How does this initiative play a part in Coastline Pathways?

The library is a resource students use on their "path" through college. In the Coastline student lifecycle, the library intersects the most when students persist and succeed. By approving a one-time cost to move the library payment cycle into the billing cycle, Coastline insures students will have access to resources they need in their classes during their time at Coastline.

What evidence supports this initiative? Select all that apply

- Service Area Outcome (SAO) assessment
- Internal Research (Student achievement, department performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Provide a summary of how the evidence supports the initiative.

In Fall 2019 Library lotto funds were decreased and the library could not afford to pay for library databases it subscribed to. It turned out to be an error, but it brought to light that the library should pay for bills in the cycle they are due. It would be fiscally responsible to this and then the library can make choices about budgets and resources knowing the amount budgeted to the Library.

Recommended resource(s) needed for initiative achievement:

Specify what resource(s) are needed to support the completion of the initiative.

A one-time allocation of lotto funds to pay for library subscription databases in the Spring semester. Estimated cost would be \$60,000.

What is the anticipated outcome of completing the initiative?

Specify the anticipated result(s) of completing the initiative.

The anticipated outcome is that the library would not be late paying its bills, it would be able to make purchase decisions knowing the allocated budget, and library resources would be suitable for the academic year. If anything needed to be discontinued based on funding, the library could work with faculty to find other resources to support their classes.

Provide a timeline and timeframe from initiative inception to completion.

Create a timeline and provide a timeframe that can be used to complete the initiative

Fall 2019 - Instructional Wing approves Initiate.

Spring 2020 - Lotto funds pay for library databases

Section 6: Prioritization

List and prioritize resource requests based on the requests from the initiatives

| Initiative | Resource(s) | Est. Cost | Funding Type | Health, Safety Compliance | Evidence | College Goal | To be Completed by | Priority |
|--|---------------------|-----------|--------------|---------------------------|----------|---|--------------------|----------|
| Complete the transition to the state-funded, cloud-based Library Services Platform | Full time librarian | | Ongoing | No | External | Access & Student Support | 2020-21 | 1 |
| One time funding so the Coastline Library can catch up on it's billing cycle | Lotto money | 60,000 | Ongoing | No | Internal | Instructional and Programmatic Excellence, Access and Student Support | 2020-21 | 2 |

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:

LIBC 110 - was not offered in 2017-18

| Productivity | 2015-16 | 2016-17 | 2017-18 |
|---------------------------------|----------|----------|----------|
| College State-Funded Enrollment | 63,485 | 60,149 | 61,512 |
| Library Enrollment | 30 | 12 | 0 |
| College Student Resident FTES | 6,343.35 | 5,928.76 | 6,189.62 |
| Library Resident FTES | 1.77 | 0.67 | 0.00 |
| Sections | 2 | 1 | 0 |
| Fill Rate | 37.5% | 30.0% | 0.0% |
| WSCH/FTEF 595 Efficiency | 440 | 410 | 415 |
| FTEF/30 | 2.8 | 2.9 | 2.7 |
| Extended Learning Enrollment | 0 | 0 | 0 |

The percentage change in the number of Library **enrollments** in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in 2017-18 **resident FTES** in Library credit courses showed a substantial decrease from 2016-17 and a substantial decrease in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Library courses in 2017-18 showed no comparative data from 2016-17 and no comparative data from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Library courses showed a substantial decrease from 2016-17 and a substantial decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Library courses in 2017-18 showed a slight increase from 2016-17 and a moderate decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Library courses in 2017-18 showed a moderate decrease from 2016-17 and a slight decrease in comparison with the FTEF/30 ratio in 2015-16.

There was no comparative data in the number of Library **Extended Learning enrollments** in 2017-18 from 2016-17 and no comparative data from 2015-16.

| Comparison of Enrollment Trends | 2015-16 | 2016-17 | 2017-18 |
|---------------------------------|---------|---------|---------|
| College State-Funded Enrollment | 63,485 | 60,149 | 61,512 |
| Library Enrollment | 30 | 12 | 0 |

| Modality | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Traditional | 0.0% | 0.0% | - |
| Online | 100.0% | 100.0% | - |
| Hybrid | 0.0% | 0.0% | - |
| Correspondence (Cable, Telecourse, Other DL) | 0.0% | 0.0% | - |

| Gender | 2015-16 | 2016-17 | 2017-18 |
|---------|---------|---------|---------|
| Female | 56.7% | 58.3% | - |
| Male | 40.0% | 41.7% | - |
| Unknown | 3.3% | 0.0% | - |

| Ethnicity | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|----------------|----------------|----------------|
| African American | 26.7% | 16.7% | - |
| American Indian/AK Native | 0.0% | 0.0% | - |
| Asian | 13.3% | 41.7% | - |
| Hispanic | 13.3% | 0.0% | - |
| Pacific Islander/HI Native | 0.0% | 0.0% | - |
| White | 36.7% | 33.3% | - |
| Multi-Ethnicity | 10.0% | 8.3% | - |
| Other/Unknown | 0.0% | 0.0% | - |

| Age Group | 2015-16 | 2016-17 | 2017-18 |
|------------------|----------------|----------------|----------------|
| 19 or Less | 20.0% | 8.3% | - |
| 20 to 24 | 16.7% | 16.7% | - |
| 25 to 29 | 13.3% | 8.3% | - |
| 30 to 34 | 6.7% | 8.3% | - |
| 35 to 39 | 16.7% | 33.3% | - |
| 40 to 49 | 13.3% | 0.0% | - |
| 50 and Older | 13.3% | 25.0% | - |

Library courses made up 0.0% of all state-funded enrollment for 2017-18.

| Awards | 2015-16 | 2016-17 | 2017-18 |
|------------------------------|----------------|----------------|----------------|
| College Awarded Degrees | 2,047 | 2,221 | 2,213 |
| Library Degrees | 0 | 0 | 0 |
| College Awarded Certificates | 600 | 602 | 628 |
| Library Certificates | 0 | 0 | 0 |

The percentage change in the number of Library **degrees** awarded in 2017-18 showed no comparative data from 2016-17 and no comparative data from the number of degrees awarded in 2015-16.

The percentage change in the number of Library **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

Success and Retention

| Comparison of Success Rates | 2015-16 | 2016-17 | 2017-18 |
|---|----------------|----------------|----------------|
| College State-Funded Success Rate | 66.7% | 68.6% | 70.4% |
| College Institution Set Standard Success Rate | 55.6% | 56.7% | 58.3% |
| Library Success Rate | 56.7% | 50.0% | - |

| Modality | 2015-16 | 2016-17 | 2017-18 |
|--|----------------|----------------|----------------|
| Traditional | - | - | - |
| Online | 56.7% | 50.0% | - |
| Hybrid | - | - | - |
| Correspondence (Cable, Telecourse, Other DL) | - | - | - |

| Gender | 2015-16 | 2016-17 | 2017-18 |
|---------------|----------------|----------------|----------------|
| Female | 52.9% | 57.1% | - |
| Male | 58.3% | 40.0% | - |

| | | | |
|---------|--------|---|---|
| Unknown | 100.0% | - | - |
|---------|--------|---|---|

| Ethnicity | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|----------------|----------------|----------------|
| African American | 25.0% | 0.0% | - |
| American Indian/AK Native | - | - | - |
| Asian | 50.0% | 60.0% | - |
| Hispanic | 50.0% | - | - |
| Pacific Islander/HI Native | - | - | - |
| White | 72.7% | 75.0% | - |
| Multi-Ethnicity | 100.0% | 0.0% | - |
| Other/Unknown | - | - | - |

| Age Group | 2015-16 | 2016-17 | 2017-18 |
|------------------|----------------|----------------|----------------|
| 19 or Less | 83.3% | 100.0% | - |
| 20 to 24 | 0.0% | 50.0% | - |
| 25 to 29 | 25.0% | 0.0% | - |
| 30 to 34 | 50.0% | 100.0% | - |
| 35 to 39 | 60.0% | 50.0% | - |
| 40 to 49 | 75.0% | - | - |
| 50 and Older | 100.0% | 33.3% | - |

The percentage difference in the **course success rate** in Library courses in 2017-18 showed no comparative data from 2016-17 and no comparative data from 2015-16. When comparing the percentage point difference in the Library 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Library **course success rate** was no comparative data than the **college average** and no comparative data than the **institution-set standard** for credit course success.

| Comparison of Retention Rates | 2015-16 | 2016-17 | 2017-18 |
|---|----------------|----------------|----------------|
| College State-Funded Retention Rate | 83.4% | 83.7% | 85.1% |
| College Institution Set Standard Retention Rate | 69.9% | 70.9% | 71.1% |
| Library Retention Rate | 83.3% | 66.7% | - |

| Modality | 2015-16 | 2016-17 | 2017-18 |
|--|----------------|----------------|----------------|
| Traditional | - | - | - |
| Online | 83.3% | 66.7% | - |
| Hybrid | - | - | - |
| Correspondence (Cable, Telecourse, Other DL) | - | - | - |

| Gender | 2015-16 | 2016-17 | 2017-18 |
|---------------|----------------|----------------|----------------|
| Female | 88.2% | 71.4% | - |
| Male | 75.0% | 60.0% | - |
| Unknown | 100.0% | - | - |

| Ethnicity | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|----------------|----------------|----------------|
| African American | 62.5% | 0.0% | - |
| American Indian/AK Native | - | - | - |
| Asian | 100.0% | 80.0% | - |
| Hispanic | 100.0% | - | - |
| Pacific Islander/HI Native | - | - | - |
| White | 81.8% | 75.0% | - |
| Multi-Ethnicity | 100.0% | 100.0% | - |
| Other/Unknown | - | - | - |

| Age Group | 2015-16 | 2016-17 | 2017-18 |
|------------------|----------------|----------------|----------------|
| 19 or Less | 100.0% | 100.0% | - |
| 20 to 24 | 60.0% | 100.0% | - |
| 25 to 29 | 50.0% | 0.0% | - |
| 30 to 34 | 100.0% | 100.0% | - |
| 35 to 39 | 80.0% | 50.0% | - |
| 40 to 49 | 100.0% | - | - |
| 50 and Older | 100.0% | 66.7% | - |

The percentage difference in the **retention rate** in Library courses in 2017-18 showed no comparative data from 2016-17 and no comparative data from 2015-16. When comparing the percentage point difference in the Library 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the Library **retention rate** was no comparative data than the **college average** and no comparative data than the **institution-set standard** for credit course success.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

| Language | Range |
|-------------------------------|------------------------|
| Minimal to No Difference | < 1.0% |
| Slight Increase/Decrease | Between 1.0% and 5.0% |
| Moderate Increase/Decrease | Between 5.1% and 10.0% |
| Substantial Increase/Decrease | > 10.0% |