



2020-21
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.

Expanding access, advancing equity and support, and the implementation and design of flexible services are the overarching goals of the library.

Internal Analysis

Over the past year the Coastline Library has seen an increase in library usage and become a leader in online library services for academic libraries both locally and nationally.

The internal analysis for the academic year for 2019-20 should be examined as three different semesters; Fall 2019, Spring 2020, and Summer 2020. COVID-19 in March 2020 created upheaval for many academic libraries around the state of California and the library at Coastline emerged as a leader in online library services for students and faculty providing training and consultation to libraries in California and nationally.

Fall 2019 saw increased usage of library services including online library workshops, library reference, library website visits, database searches, and incarcerated related library assistance. The Coastline Library was the first library in the California Community College system to “go live” with the Library Services Platform project (LSP) in early December. Intersession and Spring 2020 library stats continued to climb and an additional part time librarian was hired bringing the library department to four part time librarians and one full time librarian. In mid-March the Coast District moved all college instruction and services online due to COVID-19 and the Coastline Library seamlessly made the transition. Web based project management tools and Zoom kept the librarians in touch with each other, faculty, and students and all library projects and services stayed on track. Full Time Librarian Elizabeth Horan was asked to provide training to other community college librarians about [how to run an online library](#) and presented on [engaging students in an online library](#). Through all of this the library continued to see steady increases in usage of all library services.

Events in Summer 2020 brought into focus issues related to diversity, equity, and inclusion in the United States. The state Chancellor’s Office issued a Call to Action for all community colleges to respond to the systemic racial barriers that have affected Black students, staff and faculty. While Coastline formulated its own call to action, the Library started an audit of its resources with a focus on diversity and inclusion.

Library Goals for 2020-21

- External - Expand Library resource awareness. Target audience - Coastline students, faculty, staff.
- Internal - Audit library resource collections with a focus on diversity and inclusion
- External - Expand access and offerings of online Library Workshop in Canvas.
- Internal - Optimize settings in the Library Service Platform / Library Catalog to increase access to library resources and textbooks. - Target audience - Coastline students, faculty
- Internal - Write library policies and procedures related to the LSP for usage, collection, and maintenance of the Library Service Platform / Library Catalog
- External - Submit LIBR C110 to the Open Education Initiative (OEI) Exchange
- External - LIBR C110 Course alignment with OCC / GWC

Survey Results

Student Survey Results

In the annual Service Area Outcomes (SAO) survey 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 the tables below.

Table 1. *Knowledge of Library Resources*

Answer Choices	2019-20 Responses	2018-19 Responses	2017-18 Responses	2016-17 Responses
Library webpage on the Coastline College website	75.28% (530)	73.2% (396)	69.3% (553)	40.5% (464)
Online ebooks and article databases accessible with username and password	61.22% (431)	54.5% (295)	53.5% (427)	29.3% (336)
Electronic books, newspapers, magazine, and journal articles	58.24% (410)	53.1% (287)	51.0% (407)	25.7% (294)
Librarian to help with research needs	54.69% (385)	47.9% (259)	47.7% (381)	23.4% (268)
Textbook Reserve Library where students read textbooks on-site	47.73% (336)	40.7% (220)	40.6% (324)	21.7% (249)
Coastline Library YouTube Channel	33.38% (235)	24.4% (132)	20.6% (164)	8.8% (101)

About three-quarters (75.28%) of respondents indicated that they were familiar with the library webpage on the Coastline College website. Additionally, about half of respondents are aware that online ebooks and article databases are accessible with their MyCCC password (61.22%) and that electronic books, newspapers, magazines, and journal articles are an available resource (58.24%). More than half of respondents acknowledge that there is a librarian to help with research needs (54.69%), while less slightly under half (47.73%) are aware that there is a Textbook Reserve Collection where students can read textbooks on-site. Finally, 33.38% of respondents think that there exists a Coastline Library YouTube channel.

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 (35.74% of respondents), finding articles for an assignment (35.02%), and finding and accessing ebooks (22.86%).

Table 2. *Library Resource Utilization Comparison*

Answer Choices	2019-20 Responses	2018-19 Responses
To meet a requirement for a class	35.74% (297)	29.4% (189)
To find articles for an assignment	35.02% (291)	28.9% (186)
To find and access ebooks	22.86% (190)	17.7% (114)
To get assistance with citing sources	16.00% (133)	11.4% (73)
Library workshop in Canvas	13.60% (113)	10.7% (69)
For textbook help	13.12% (109)	12.1% (78)
To get other information (e.g., textbooks, registration, directions)	12.64% (105)	10.3% (66)

For a Library YouTube video	8.42% (70)	9.3% (60)
I contacted the Library via phone, text, or email for help	5.78% (48)	5.1% (33)
I worked with a Librarian in a class or on my own	4.93% (41)	3.3% (21)
None of the above	42.24% (351)	46.0% (296)

Satisfaction with Library Resources

Table 3. *Satisfaction with Library Services Comparison*

Answer Options	Satisfied				Dissatisfied				Response Count / Not used 19-20				
	19-20	18-19	17-18	16-17	19-20	18-19	17-18	16-17	19-20	18-19	17-18	16-17	Not used
Library webpage	81%	78.4%	73.9%	70.8%	.02%	1.6%	3.3%	3.2%	801	384	980	537	273
Online Article Databases	80%	80.0%	72.1%	70.4%	.03%	2.0%	2.7%	4.2%	791	345	969	477	293
Library eBooks	79%	75.3%	70.1%		.02%	2.0%	3.5%		788	300	964		372
Help from librarian	78%	73.0%	69.1%	73.9%	.01%	0.8%	3.1%	2.8%	783	256	961	353	412
Textbook Reserve Library	79%	72.6%	68.5%	68.8%	.03%	2.4%	5.2%	6.1%	786	292	960	378	396
Library workshop in Canvas	79%	72.3%	67.0%		.01%	1.4%	1.8%		785	285	959		375
Library YouTube videos	77%	72.2%	64.4%	62.4%	.00%	2.2%	4.2%	3.2%	793	273	958	340	385

*Satisfied = Very Satisfied and Satisfied. Dissatisfied = Dissatisfied and Very Dissatisfied from the student survey results. Results percentage were adjusted for students who had used Library Services.

Respondents were asked to indicate their level of satisfaction with Coastline’s library resource. The majority of respondents are satisfied with all of the services shown in the table above. Respondents are most satisfied with the library webpage, online article databases, and Library eBooks.

Qualitative Responses

Of the 41 qualitative responses, nearly half indicated that they have not utilized and/or were not aware of library resources. Other feedback indicated the workshops and librarians were helpful. Other feedback suggested that the library website is difficult to use and navigate.

Service Area Outcome(s)

The library has continued to meet its Service Area Outcomes since its comprehensive department review in 2017-18.

Table 4. *Service Area Outcomes (SAOs)*

SAO	Measures/Targets
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 the number of Library website page views.	2.Measure: Library website analytics Target: 10% increase of page views 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”

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

- In 2019-20, there was a 34.78% increase of library awareness on the 2020 Service Area Outcomes Survey. This exceeded the 10% target from the 2016 - 2017 Library CDR.
- 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 2019-20, there was a 170% increase of Library website page views from 2016-2017. This exceeded the 10% target from the 2016 -2017 Library CDR.
- 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-3a Students will demonstrate knowledge of the availability of “Ask the Librarian.”

- In 2019-20
- In 2018-19, there was a 89% increase in library reference statistics. This exceeded the 10% target from the 2016 - 2017 Library CDR
- In 2017-18, there was a 17% increase in library reference statistics. This exceeded the 10% target from the 2016 - 2017 Library CDR.

SAO-3b Students will demonstrate knowledge of the availability of “Ask the Librarian.”

- In 2019-20, there was a 139% increase in awareness of “Librarian to help with research needs” on the 2020 Service Area Outcomes Survey compared to 2016-2017. This exceeded the 10% target from the 2016 - 2017 Library CDR.
- In 2018-19, there was a 105% increase in awareness of “Librarian to help with research needs” on the 2019 Service Area Outcomes Survey. This exceeded the 10% target from the 2016 - 2017 Library CDR.
- 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.

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.

In Summer of 2020 the librarians collaborated on a master version of LIBR C110 to submit to the Online Education Initiative (OEI) as a team. The course will be submitted in Fall 2020.

The CCC District has migrated to a new registration system with a “single term” and has asked curriculum committees at the three colleges to “align” courses to have similar numbering across the district. The Coastline Library hopes to work with OCC and GWC to align library courses in 2020-2021.

Table 5. Curriculum Review

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

Progress on Initiative(s)

Progress on initiatives since the library comprehensive department review in 2017-18.

Table 6. Progress on Forward Strategies

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 the 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. 2019-20 Cite right with MLA piloted in Summer 2020	2017-18 <i>Avoiding Plagiarism</i> reduced plagiarism in classes where the workshop was assigned. 2018-19 <i>Library Orientation Workshop</i> created a better understanding of library services available to students. 2019-20 In response to requests from students, the <i>Cite right with MLA</i> library workshops was created to provide detailed information about MLA citation styles with hands on exercises.
Upgrade the Coastline Textbook Reserve Collection and transition to an online Library Catalog so students and faculty can seamlessly search for items in the Library.	Completed	2017-18 Inventoried Textbooks Reserve Collection at all campuses. Added OERs to Textbook Reserve Collection list. Worked with faculty to update textbooks.	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

		<p>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 to keep the textbook reserve library up to date.</p> <p>2019-20 Coastline goes live with the LSP project in December 2019.</p>	<p>working with the district, our sister colleges, and community colleges across the state and the vendor to get things working correctly. 1/8 of textbooks for Coastline have been entered into the ALMA platform.</p> <p>2019-20 The LSP project creates a Library Catalog for Coastline that provides a search feature for textbooks at the different Coastline campuses.</p>
<p>Move toward equitable access of library resources for all students</p> <p>https://www.coastline.edu/about/equity-at-coastline/index.php</p>	Ongoing	<p>2018-19 The library focused on improving access for incarcerated and military students this year.</p> <p>2019-20 Increased access to library research requests for incarcerated students</p>	<p>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.</p> <p>Military Students: Library worked with Military Education Offline, to create library resources in Canvas for military students.</p> <p>2019-20 The library research request sheet / form was added to the incarcerated student guide so all incarcerated students have access to it.</p>
<p>Increase access to information competency and library skills trainings</p>	Completed / Ongoing	<p>2018-19 Library created Library Orientation Workshop. Librarian also increased face to face library class visits and outreach.</p> <p>2019-20 Library works with faculty to assign library workshops in their classes.</p> <p>Librarian Horan answered library skills questions on YouTube.</p>	<p>2018-19 Increased awareness and utilization of library resources.</p> <p>2019-20 More faculty assigned library workshops in their class so more students receive information competency and library skills training.</p> <p>Questions answered on YouTube were available to more students and highlighted in The Sandbox, the Coastline student newsletter.</p>

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.	Completed	2019-20 Completed. The Coastline Library transitioned to the LSP (library catalog) in December of 2019.	2019-20 When the LSP / Library Catalog went live at Coastline it increased access to library resources and provided a way to search 95% of all library resources in one place.
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 the lottery.	Completed	2019-20 Completed. VPI provided one-time funds from lottery.	2019-20 The Coastline library is up to date on its billing cycle and able to make purchasing decisions based on current statistics.

Response to Program and Department Review Committee Recommendation(s)

Table 7. *Progress on Recommendations*

Recommendation(s)	Status	Response Summary
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.
Continue to collaborate with the Student Success Center and the Intercultural Resource Center (IRC) to create tools and activities to support student success.	Addressed	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. In Fall 2018 the Library Orientation was 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.

Department Planning and Communication Strategies

The library engaged in multiple methods of communication to discuss Service Area Outcomes (SAOs), equity, access, inclusion, and institutional performance data. The department met bi-monthly to discuss these issues and ongoing library projects. Library statistics were shared at least quarterly with the division dean and faculty librarians via email and posted on Monday.com, the project management tool the library utilized. The full-time librarian met with the dean at least twice a semester for library updates and feedback. Additionally, the full-time librarian and Student Success Coordinator presented to each constituent group in early fall to share performance data and outline goals for the year. The collaboration between the Library and Student Success Centers was a commendation from the Accreditation Team in 2019.

Communication in the department was facilitated through verbal and electronic interactions. The library team used the chat / message feature in Monday.com to communicate with each other and to manage library projects and priorities. This tool helped the library seamlessly transition to 100% remote work in Spring 2020 during the global pandemic.

Screenshot of Monday.com

The screenshot displays two task lists in Monday.com. The first list, 'SU Library Workshops', includes tasks like 'APA Workshop' (Priority: Three, Status: Working on it), 'MLA Workshop' (Priority: Two, Status: Working on it), 'Grade - Workshops - Summer' (Priority: One, Status: Working on it), 'Grading Schedule' (Status: Completed), 'Set up Fall Workshops' (Priority: Two, Status: Pending), 'Set up SUMMER' (Status: Completed), and 'Wrkshp Tech Support / Issues' (Status: Pending). The second list, 'Incarcerated Students', includes 'APA ISEP handbook' (Status: On Hold), 'ISEP Reference' (Priority: One, Status: Working on it), 'Proctor Database access' (Status: On Hold), and 'FYI: ISEP Handbook Link' (Status: FYI).

Task	People	Priority	Status
APA Workshop	[Avatar]	Three	Working on it
MLA Workshop	[Avatars]	Two	Working on it
Grade - Workshops - Summer	[Avatars]	One	Working on it
Grading Schedule	[Avatars]		Completed
Set up Fall Workshops	[Avatar]	Two	
Set up SUMMER	[Avatar]		Completed
Wrkshp Tech Support / Issues	[Avatars]		
+ Add			

Task	People	Priority	Status
APA ISEP handbook	[Avatar]		On Hold
ISEP Reference	[Avatars]	One	Working on it
Proctor Database access	[Avatar]		On Hold
FYI: ISEP Handbook Link	[Avatars]		FYI

Communication of library services and resources was done at the college level through college newsletters, social media, YouTube videos, face to face and zoom instruction and presentations.

Coastline Pathways

The department has been involved with Coastline Pathways over the last year. Librarians have attended pathways presentations and training. Full time librarian Elizabeth Horan was assigned as a team member for *Coastline Pathways 1.0 - Learning Journey - Create First Year Experience Course*.

Equity

Equality v. Equity –

Equality is about sameness; it focuses on making sure everyone gets the same thing.

Equity is about fairness; it ensures that each person gets what they need to be successful academically. The definition above was circulated in Summer 2020 with a collection of definitions related to diversity, equity, and inclusion at Coastline College. Access to the Coastline Library requires an internet connection. As most courses at Coastline are online courses it is expected that students taking these courses have an internet connection. The exception being incarcerated students and military students on deployment. The library identified this equity issue and is working toward equitable solutions for these student groups.

Because there is no way to track who is using library resources, the library does not have data to discuss equity in terms of demographics related to library resource usage. Instead the library plans to audit its collection for diversity and inclusion based on the demographics of the student body and align our content with our students and the curriculum.

Efficiency

Based on a review of department data and processes I have identified the following efficiency gap and accomplishment.

Efficiency Gap

- The library needs a Library System Technology Librarian. This dedicated (full time) librarian's main job would be to maintain the LSP Alma / Primo VE systems. Review of department data and processes show the lack of an expert in this subject requires extensive library hours to be used to keep this product running at the minimum level.

Accomplishment

- Flexible librarian schedules and project management system Monday.com have enabled librarians to work evenings and weekends to better serve students. Monday.com has been beneficial to the library for project management and communication.

Implications of Change

Department analysis for 2019 - 2020 showed the strengths of the online library and also provided some opportunities for change. The Service Area Outcomes survey (SAO) showed small increases in awareness of library services but also showed almost half of the students who took the survey are not aware of library resources. This leads to an opportunity for change related to access and awareness.

- Expand Library resource awareness.
- Expand access and offerings of online Library Workshops in Canvas.
- Optimize settings in the Library Service Platform / Library Catalog to increase access to library resources and textbooks.

When the LSP went live in early December many opportunities of change were identified to optimize this product.

- Hire a full time Library Systems Technology Librarian
- Write library policies and procedures related to the LSP for usage, collection, and maintenance of the Library Service Platform / Library Catalog
- Audit library resource collections with a focus on diversity and inclusion

Curriculum review of LIBR C110 identified some opportunities of change.

- Submit LIBR C110 to the Open Education Initiative (OEI) Exchange
- LIBR C110 Course alignment with OCC / GWC

Section 2: Human Capital Planning

Staffing

Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	Dean of Innovative Learning	1	3	0	0
Current year	Dean of Innovative Learning	1	3.5	0	0
1 year	Dean of Innovative Learning and CTE	1	4	0	0
2 years	Dean of Innovative Learning and CTE	2	4	0	0
3 years	Dean of Innovative Learning and CTE	2	4	0	0

In the next three years the Coastline Library would like to have four part-time librarians and to hire a full-time librarian with expertise in library system technology to oversee the LSP / Library Catalog. The educational requirements for a faculty librarian are an MLIS degree. This position would specialize in library system technology.

Professional Development

Professional Development

Professional Development	Outcome
Elizabeth Horan, Librarian	
Future Thinking Training	Applied future thinking logic to library planning
Coastline Flex Day - Fall 2019	Learned about new technology to use in teaching
CLASS - ANTRO	Experienced Canvas as a student
LSP ALMA Workshop	Expanded knowledge of LSP ALMA
Internet Librarian	Networked with other digital / online librarians
Coastline Flex Day - Spring 2020	Learned new teaching tricks
STRS Planning your retirement	District training, learned what is needed to retire
Equity-Minded Student Services in the Online Environment	Expanded knowledge of equity in the online education environment
Cascade Website Training	Learned how to update the Library Website
CCL Spring workshop - Town Hall	Learned what is happening in the state for Community College Libraries
CCL Spring workshop - Presenter	Presented on engaging students in an online library
California Virtual Campus-Online Education Initiative. Faculty Information Meeting.	Developed an understanding of the California Community Colleges requirements for submitting high-quality online courses to the OEI.
CCL Spring workshop - Accessibility	Learned about accessibility at the tech center
CCL Spring workshop - LSP	Heard updates about the LSP
How to Spark and Sustain an OER Movement	Heard about other college OER programs
AL\$ / AB 798 Webinar:	Learned about AB798
ELUNA / CAL-Rug: Efficient Management of Electronic Resources in Consortium Using Alma	Expanded knowledge of LSP

ELUNA / CAL-Rug: Campus Community Insights: Primo Usage and Satisfaction Survey	Expanded knowledge of LSP
ELUNA California Users Group (CAL-Rug) Conference, Online: Through the Looking Glass: Maintaining a User-Centered Approach to Discovery	Expanded knowledge of LSP
ELUNA California Users Group (CAL-Rug) Conference, Online	Expanded knowledge of LSP
Veronica D'Aquino, Part time Librarian	
French Int V+ Lingual Institute, Costa Mesa. Fall 18 - current.	Continued developing written and oral skills in French
Coastline Flex Day - Spring 2020	Learned how to apply Cranium Café, a browser-based virtual meeting platform, to improve student engagement and increased support in online courses and departmental services. Increased my awareness of the impact and value of Coastline's incarcerated education program. Gained an understanding of Coastline's goals and current challenges.
Webinar: UNESCO Learning Cities' Response to COVID-19 –. Prison education.	Further developed an understanding of the ongoing challenges and the current effects of the COVID-19 crisis on prison education.
California Virtual Campus-Online Education Initiative. Faculty Information Meeting.	Developed an understanding of the California Community Colleges requirements for submitting high-quality online courses to the OEI.
Esther Diaz. Subjetividad y Poder. Universidad Libre de Rosario, Argentina. Online Classes (1-3). Online. May 1-3, 2020.	Further developed my theoretical understanding of the emergence of subjectivity studies: M. Foucault's concept of biopolitics, the relationships between power and ethics, and the concept of post-truth.
Coastline College. Diversity and Equity Committee. Solidarity: Open Conversation.	Gained greater self-awareness of some of my own implicit biases, and a deeper understanding of the effects of white privilege and race on our communities. Gained access to key resources available at Coastline College for developing teaching and learning strategies.
ELUNA California Users Group (CAL-Rug) Conference, Online	Gained an understanding of the upcoming LSP updates and retrieval issues affecting FRBR records in PRIMO, as well as best practices for submitting cases for review, etc.
Nora Shea, Part time Librarian	
California Virtual Campus-Online Education Initiative. Faculty Information Meeting.	Developed an understanding of the California Community Colleges requirements for submitting high-quality online courses to the OEI.
Coastline Flex Day - Spring 2020	
Tracie Hall, Part time Librarian	
Library Juice Academy 4-week Workshop	Prepared for Initializing a new library catalog system.
Alma-Primo Workgroup Webinars	Prepared for initializing the new library catalog system.
Springshare tutorials for creating LibGuides	Prepared for creating LibGuides for Citation Styles.
ELUNA Conference webinars	Developed understanding of and implementation skills for Library Catalog System.
Coursera 6-week course	Update skills in detecting "fake news" to support Library C110 course preparations.

California Virtual Campus-Online Education Initiative. Faculty Information Meeting.	Developed an understanding of the California Community Colleges requirements for submitting high-quality online courses to the OEI.
April Cunningham, Part time Librarian	
Coastline Flex Day: RSI Tips & Tricks	Gained knowledge of the definition of Regular, Substantive Interaction. Gained knowledge of the tools available to facilitate RSI. Librarian Cunningham will use this knowledge to contribute to the strengths of the library's workshops and to ensure RSI if I have the opportunity to teach the library's credit-bearing course.
Coastline Flex Day: Coastline Enrollment Management	Gained knowledge of the enrollment management challenges created by Coastline's varied locations. Librarian Cunningham will apply this knowledge to be mindful of the wide range of campus cultures and academic goals of Coastline students as I help them navigate the online tools and workshops.
Coastline Flex Day: The Value of Coastline's Inmate Education Program	Gained knowledge of the experience of the students in the Inmate Education Program. Librarian Cunningham will apply this knowledge to communicate more effectively with the students who seek support from the library.
Crip Camp: The Official Virtual Experience 2020	Gained knowledge of the history of the disability rights movement, the legislation that was passed, and the work that is ongoing. Gained knowledge of the range of access barriers and access benefits that virtual meetings create. Librarian Cunningham will use this knowledge to evaluate and improve my work in the library because I am now able to recognize barriers better.
ACRL's President's Program: Shifting the Center: Transforming Academic Libraries through Generous Accountability	Gained knowledge of the definition of generous accountability and its value for creating inclusive libraries. Librarian Cunningham will use this knowledge to reflect on and make changes in my approach to professionalism and my active appreciation of difference in the workplace. The video is available here: https://youtu.be/P2pnoUcF_o4
Becoming Antiracist: A Learning Series for White "Liberal" Teachers	Gained knowledge of anti-racist inventories and books I can consult for continued learning. Gained new vocabulary to describe the value of anti-racist teaching. Librarian Cunningham will implement and share with my colleagues' suggestions from the presenters to more effectively center students' needs in my work.

Table 10. *Participation on Committees / Meetings*

2019-20 Committees/ Task Force/ Workgroups	Elizabeth Horan, Librarian
Coastline	
Chair / FT Faculty Meeting	X
Instructional Services Wing	X
Library Department Meetings	X
Coastline Pathways	X
Standard II.B - Accreditation	X
Tenure Review Committee (last year of 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	
LSP Fridays (CAL-West + Local Community Colleges)	X
Deans and Directors – Cancelled for COVID-19	X
Library Service Platform Lead - Coastline College	X
2019-20 Committees/ Task Force/ Workgroups	Veronica D’Aquino, Part-time Librarian
Coastline	
Library Department Meetings	X
Technology Committee	X
Coastline Equity and Diversity Webinar	X
2019-20 Committees/ Task Force/ Workgroups	Tracie Hall, Part-time Librarian
Coastline	
Library Department Meetings	X
2019-20 Committees/ Task Force/ Workgroups	Nora Shea, Part-time Librarian
Coastline	
Library Department Meeting	X
Curriculum Committee	X
2019-20 Committees/ Task Force/ Workgroups	April Cunningham, Part-time Librarian
Library Department Meeting	X

Section 3: Facilities Planning

Facility Assessment

In Fall 2019 and through March of 2020, the Library Office was centralized at the Fountain Valley location at the main building in room 206. The Library Office will remain at the Fountain Valley location when the new Student Service Center is built. Keeping the physical library office in a central location seems to serve faculty and students most effectively.

In mid-March the Coastline Library moved to 100% remote services with much of the state and district. The facilities in our work from home offices were lacking compared to the library office environments. District Risk Services provided ergonomic assessments as needed.

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 / Knowmania and YouTube to host videos. Librarian Horan has been known to try to break Canvas by having mass enrollments in non-banner library workshops. Additionally, the library manages multiple library system technologies; the newest being ALMA and PRIMO VE through the Library Services Platform project.

Four out of the five librarians have Coastline provided laptops which made it possible to continue remote library services when the district moved everything online in mid-March. The librarians continue to update technologies on these laptops to stay compliant with security and keep up to date with Canvas and Proctorio's requirements for the online library workshops.

When the campuses re-open the Library Services Platform / Library Catalog will create a technology need for the library. Coastline does not have a physical library, but the college has 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 / Library Catalog allows students to search the Textbook Reserve Collection 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 / Library Catalog will allow each center to have a digital check out system that can be tracked for usage and returns. 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. Coastline will need to streamline a check out process for textbooks and each location will need to have a designated person who can check out books.

Section 5: Ongoing/New Initiatives

Initiative:

Optimize the LSP / Library Catalog at Coastline to enable students, faculty, and staff to find resources easily and effectively.

Describe how the initiative supports the college mission:

Optimizing the LSP / Library Catalog at Coastline will provide a “google like” library search for the library to “meet students where they are” and “provide innovative services designed to achieve equitable outcomes”.

What college goal does the initiative support?

- X Reduce all student equity gaps regarding **access** and achievement (Equity)
- Increase student completion and achievement outcomes (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- X Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

Coastline Pathways is an equity-based mindset and practice to facilitate student success. Having a library resource, the LSP / library catalog, that can be optimized so all students with internet access can search it to find resources to support their own success supports Coastline Pathways.

What evidence supports this initiative? Select all that apply

- X Learning or Service Area Outcome (SLO/SAO) assessment
- Internal Research (Student achievement, program performance)
- X External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

In the SAO students indicated the library website was hard to navigate. The LSP / Library Catalog is separate from the library website and provides a simpler “google like” search for all library resources.

The state of California funded the Library Services Platform (LSP) for all 114 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:

A new full-time librarian that specializes in Library System Technology is needed to oversee the LSP / Library Catalog. The educational requirements for a faculty librarian are an MLIS degree. This position would specialize in library system technology.

What is the anticipated outcome of completing the initiative?

The Library Services Platform will provide easy 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.

Spring 2021 - Hire full time librarian that specializes in Library System Technology

Fall 2021 - New Librarian starts at Coastline. Librarian creates phases to optimize LSP / Library Catalog and resource retrieval

Fall 2022 - Phase 1- Optimization

Fall 2023 - Phase 2 - Optimization and maintenance

Fall 2024 - Phase 3 - Optimization and maintenance

Future - The LSP / Library Catalog is an ongoing full-time responsibility. This librarian would continue to work on optimization, maintenance, and updates as well as state-wide participation in the LSP.

Section 6: Prioritization

List and prioritize initiative requests.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	Complete By	Priority
Optimize LSP / Library Catalog	New full-time faculty		ongoing	No	SAO / External	Equity, Innovation & Effectiveness	Spring 2020	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 learning outcomes)

College Goal: Specify what College goal the initiative aligns with

Complete By: Specify year of anticipated completion

Priority: Specify a numerical rank to the initiative

Appendix:

LIBC 110 - was not offered in 2017-18

Internal Analysis and Program Effectiveness: Library

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	23	30	12	0	6
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	1.40	1.77	0.67	0.00	0.37
Sections	2	2	1	0	1
Fill Rate	30.0%	37.5%	30.0%	0.0%	15.0%
WSCH/FTEF 595 Efficiency	180	225	180	0	91
FTEF/30	0.1	0.1	0.1	0.0	0.1
Extended Learning Enrollment	0	0	0	0	0

The percentage change in the number of Library **enrollments** in 2018-19 showed no comparative data from 2017-18 and a substantial decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Library credit courses showed no comparative data from 2017-18 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Library courses in 2018-19 showed no comparative data from 2017-18 and a substantial decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Library courses showed no comparative data from 2017-18 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Library courses in 2018-19 showed no comparative data from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Library courses in 2018-19 showed no comparative data from 2017-18 and a substantial decrease in comparison with the FTEF/30 ratio in 2014-15.

There was no comparative data in the number of Library **Extended Learning enrollments** in 2018-19 from 2017-18 and no comparative data from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	23	30	12	0	6

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	0.0%	0.0%	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%	0.0%	100.0%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	52.2%	56.7%	58.3%	0.0%	66.7%
Male	47.8%	40.0%	41.7%	0.0%	33.3%
Unknown	0.0%	3.3%	0.0%	0.0%	0.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	8.7%	26.7%	16.7%	0.0%	0.0%
American Indian/AK Native	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	13.0%	13.3%	41.7%	0.0%	16.7%
Hispanic	17.4%	13.3%	0.0%	0.0%	16.7%
Pacific Islander/HI Native	0.0%	0.0%	0.0%	0.0%	0.0%
White	43.5%	36.7%	33.3%	0.0%	66.7%
Multi-Ethnicity	17.4%	10.0%	8.3%	0.0%	0.0%
Other/Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	0.0%	20.0%	8.3%	0.0%	33.3%
20 to 24	8.7%	16.7%	16.7%	0.0%	0.0%
25 to 29	17.4%	13.3%	8.3%	0.0%	16.7%
30 to 34	39.1%	6.7%	8.3%	0.0%	0.0%
35 to 39	17.4%	16.7%	33.3%	0.0%	0.0%
40 to 49	8.7%	13.3%	0.0%	0.0%	16.7%
50 and Older	8.7%	13.3%	25.0%	0.0%	33.3%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Library courses made up 0.0% of all state-funded enrollment for 2018-19. The percentage difference in Library course **enrollment** in 2018-19 showed no comparative data from 2017-18 and a substantial decrease from 2014-15. Enrollment in Library during 2018-19 showed 0.0% of courses were taught **traditional (face-to-face)**, 100.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2018-19, Library enrollment consisted of 66.7% **female**, 33.3% **male**, and 0.0% students of **unknown** gender. In 2018-19, Library enrollment consisted of 0.0% **African American** students, 0.0% **American Indian/AK Native** students, 16.7% **Asian** students, 16.7% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 66.7% **White** students, 0.0% **multi-ethnic** students, and 0.0% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Library revealed 33.3% aged **19 or less**, 0.0% aged **20 to 24**, 16.7% aged **25 to 29**, 0.0% aged **30 to 34**, 0.0% aged **35 to 39**, 16.7% aged **40 to 49**, 33.3% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Library

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	52.2%	56.7%	50.0%	0.0%	100.0%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	52.2%	56.7%	50.0%	-	100.0%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	41.7%	52.9%	57.1%	0.0%	100.0%
Male	63.6%	58.3%	40.0%	0.0%	100.0%
Unknown	0.0%	100.0%	-	-	-

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	100.0%	25.0%	0.0%	0.0%	0.0%
American Indian/AK Native	-	-	-	-	-
Asian	33.3%	50.0%	60.0%	0.0%	100.0%
Hispanic	50.0%	50.0%	-	0.0%	100.0%
Pacific Islander/HI Native	-	-	-	-	-
White	50.0%	72.7%	75.0%	0.0%	100.0%
Multi-Ethnicity	50.0%	100.0%	0.0%	0.0%	0.0%
Other/Unknown	0.0%	-	-	-	-

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	-	83.3%	100.0%	-	100.0%
20 to 24	0.0%	0.0%	50.0%	-	0.0%
25 to 29	50.0%	25.0%	0.0%	0.0%	100.0%
30 to 34	55.6%	50.0%	100.0%	0.0%	0.0%
35 to 39	75.0%	60.0%	50.0%	0.0%	-
40 to 49	100.0%	75.0%	0.0%	0.0%	100.0%
50 and Older	0.0%	100.0%	33.3%	0.0%	100.0%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Library courses in 2018-19 showed no comparative data from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Library 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Library **course success rate** was substantially higher than the **college average** and substantially higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Library success rate for 2018-19, the success rate was no comparative data for **traditional (face-to-face)** Library

courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Library success rate for 2018-19, the success rate was a minimal difference for **female** students in Library courses, a minimal difference for **male** students, and no comparative data for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Library success rate for 2018-19, the success rate was no comparative data for **African American** students in Library courses, no comparative data for **American Indian/AK Native** students, a minimal difference for **Asian** students, a minimal difference for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a minimal difference for **White** students, no comparative data for **multi-ethnic** students, and no comparative data for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Library success rate for 2018-19, the success rate was a minimal difference for students aged **19 or less** in Library courses, no comparative data for students aged **20 to 24**, a minimal difference for students aged **25 to 29**, no comparative data for students aged **30 to 34**, no comparative data for students aged **35 to 39**, a minimal difference for students aged **40 to 49**, a minimal difference for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	78.3%	83.3%	66.7%	0.0%	100.0%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	78.3%	83.3%	66.7%	-	100.0%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	75.0%	88.2%	71.4%	0.0%	100.0%
Male	81.8%	75.0%	60.0%	0.0%	100.0%
Unknown	0.0%	100.0%	-	-	-

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	100.0%	62.5%	0.0%	0.0%	0.0%
American Indian/AK Native	-	-	-	-	-
Asian	100.0%	100.0%	80.0%	0.0%	100.0%
Hispanic	100.0%	100.0%	-	0.0%	100.0%
Pacific Islander/HI Native	-	-	-	-	-
White	60.0%	81.8%	75.0%	0.0%	100.0%
Multi-Ethnicity	75.0%	100.0%	100.0%	0.0%	0.0%
Other/Unknown	0.0%	-	-	-	-

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	-	100.0%	100.0%	-	100.0%
20 to 24	50.0%	60.0%	100.0%	-	0.0%
25 to 29	100.0%	50.0%	0.0%	0.0%	100.0%
30 to 34	77.8%	100.0%	100.0%	0.0%	0.0%
35 to 39	75.0%	80.0%	50.0%	0.0%	-
40 to 49	100.0%	100.0%	0.0%	0.0%	100.0%
50 and Older	50.0%	100.0%	66.7%	0.0%	100.0%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Library courses in 2018-19 showed no comparative data from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Library 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Library **course retention rate** was substantially higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Library retention rate for 2018-19, the retention rate was no comparative data for **traditional (face-to-face)** Library courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Library retention rate for 2018-19, the retention rate was a minimal difference for **female** students in Library courses, a minimal difference for **male** students, and no comparative data for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Library retention rate for 2018-19, the retention rate was no comparative data for **African American** students in Library courses, no comparative data for **American Indian/AK Native** students, a minimal difference for **Asian** students, a minimal difference for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a minimal difference for **White** students, no comparative data for **multi-ethnic** students, and no comparative data for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Library retention rate for 2018-19, the retention rate was a minimal difference for students aged **19 or less** in Library courses, no comparative data for students aged **20 to 24**, a minimal difference for students aged **25 to 29**, no comparative data for students aged **30 to 34**, no comparative data for students aged **35 to 39**, a minimal difference for students aged **40 to 49**, a minimal difference for students aged **50 and older**, and no comparative data for students of **unknown** age.