



2015 Annual Department Review

Library

Table of Contents

Section 1: Department Planning

Section 2: Human Capital Planning

Section 3: Facilities Planning

Section 4: Technology Planning

Section 5: New Initiatives

Section 6: Prioritization

Section 1: Department Planning:

Internal Analysis

Enrollment and FTES:

Enrollments have not increased significantly.

Efficiency (FTEF/30 and fill rates):

Offering Library Science C110 is not efficient.

Student Demographics:

Students who take LS C110 represent the diversity of the college.

Success:

Students who complete the class, take all the texts, contribute to the discussions, and turn assignments in, pass the course with As or Bs. The success rate (51.9%) is so dismal because non-performing students have not been dropped from the class in a timely manner. The syllabus very clearly states that students who do not complete the Letter of Agreement or fail to participate in the class (submit assignments, participate in the discussion forums, and complete the final exam) will be dropped by the instructor.

Retention:

Retention is pretty strong (81.5%) primarily because students are not dropping the course and, as mentioned above, the instructor has not been dropping non-performers.

Persistence in Subject:

LS C110 is not part of a program.

Service Activity:

The Coastline Online Library serves students in the following ways:

- Instruction in research and information competencies. Instruction is delivered in face-to-face in-class presentations, online tutorials, one-on-one exchanges (telephone, email, onsite), and traditional mail (incarcerated students)
- Develop and maintain an online library with access to thousands of periodicals, books, images, and other resources.
- Provide reference support through email, telephone, in-person, and online. Most of the reference questions pertain to textbooks and often result in lengthy in-service training on ordering from the online Bookstore.
- Offer access to a limited number of donated textbooks in the Information Commons at Garden Grove Center. This service is expanding so that a similar collection is available in the Student Success Centers at each learning center.

The Coastline Online Library serves faculty in the following ways:

- Work with faculty to develop appropriate library assignments; that is, assignments that fulfill a requirement for the course and that are structured to provide library instruction and develop information competencies.

- Research specific topics for presentations, projects, dissertations, etc.
- Field copyright questions and assist faculty in determining whether an item (image, video, document, etc.) can be used in their class and if so, to what extent. Provide training pertaining to copyright, Fair Use, and Open Education Resources (OER).
- Administer and maintain the Turnitin account, which includes GradeMark and PeerMark in addition to the originality checking service. Provide training and assistance as necessary for all of the features of Turnitin.

Table 1.1 Department Review Data for Library

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	0	29	27
FTES:	0	2	2
FTEF30:	0.0	0.1	0.1
WSCH/FTEF:	n/a	246	197
Fill Rates:	n/a	37.5%	30.0%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT			
Fall-to-Spring:	n/a	n/a	n/a
F-to-S Persistence:	n/a	n/a	n/a
DEGREES AND CERTIFICATES			
Certificates:	0	0	0
Associate Degrees:	n/a	n/a	n/a

STUDENT DEMOGRAPHICS			
GENDER			
Female:	.0%	69.0%	77.8%
Male:	.0%	31.0%	18.5%
Unknown:	.0%	.0%	3.7%
AGE at TERM			
Less than 19	.0%	10.3%	.0%
20 to 24	.0%	27.6%	18.5%
25 to 29	.0%	13.8%	22.2%
30 to 34	.0%	10.3%	.0%
35 to 39	.0%	3.4%	14.8%
40 to 49	.0%	10.3%	14.8%
50 and Older	.0%	24.1%	29.6%
RACE/ETHNICITY			
African American:	.0%	20.7%	11.1%
Asian/Pac Islander:	.0%	13.8%	44.4%
Hispanic:	.0%	.0%	3.7%
Multiple Race:	.0%	20.7%	3.7%
White:	.0%	37.9%	25.9%
Unknown:	.0%	6.9%	11.1%

Table 1.2 Department Review Data for Library by Modality

Academic Year	2011-12	2012-13	2013-14
Total SUBJECT Enrollment	---	29	27
- Success Rate	0.0%	48.3%	51.9%
- Retention Rate	0.0%	65.5%	81.5%
SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Correspondence Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Hybrid Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Online Enrollment	---	29	27
- Success Rate	0.0%	48.3%	51.9%
- Retention Rate	0.0%	65.5%	81.5%
Telecourse Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Traditional Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	875	558	766
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
Correspondence Enrollment	453	524	813
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
Hybrid Enrollment	1,245	689	627
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
Online Enrollment	23,260	22,827	25,551
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
Telecourse Enrollment	10,657	9,664	15,993
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
Traditional Enrollment	14,712	12,345	10,517
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

SAO Student Services Survey

Textbook Reserve Library & Virtual Library

Respondents were asked to indicate their level of satisfaction with Coastline’s Textbook Reserve Library and Virtual Library. Of those who have heard of the Textbook Reserve Library, 26.8% have used the service and are **satisfied**, 7.4% have used the service and are **not satisfied**, and 65.8% have heard of the Textbook Reserve Library but **don’t need it**. Of the 601 respondents, 44.1% have **never heard of** the Textbook Reserve Library and don’t need it.

Table 1.3 Satisfaction with Textbook Reserve Library and Virtual Library

Answer Options	Used/ Satisfied	Used/ Not Satisfied	Heard Of/ Don't Need	Never Heard Of/ Don't Need	Response Count
Textbook Reserve Library	26.8%	7.4%	65.8%	44.1%	601
Virtual Library	41.8%	10.0%	48.2%	37.1%	604

Of those who have heard of the Virtual Library, 41.8% have used the services and are **satisfied**, 10.0% have used the service and are **not satisfied**, and 48.2% have heard of the Virtual Library but **don’t need it**. Of 604 respondents, 37.1% indicated that they have **never heard of** the Virtual Library and don’t need it.

Library Resources

Students were asked to demonstrate their knowledge of the CCC library resources that support student success by selecting all the resources that they think Coastline’s library has. The results are shown in Table 36.

Table 1.4 Knowledge of Library Resources

Answer Options	Response Percent	Response Count
Textbook Reserve Library where students read textbooks on-site.	23.0%	127
Physical Library in Newport Beach	13.0%	72
Virtual Library accessible with MyCCC password	34.5%	191
Electronic books, newspapers, and journals	23.9%	132
Don't know	60.0%	332

Of 553 respondents, 23.0% indicated that they think Coastline’s library has a **Textbook Reserve Library** where students read textbooks on-site; 13.0% believe that there is a **physical library in Newport Beach**; 34.5% think that there is a **Virtual Library** accessible with their MyCCC password; and 23.9% think that the library has **electronic** books, newspapers, and journals. Finally, 60.0% of respondents indicated that they **don’t know** which of these features Coastline’s library has.

Library Use

Four hundred ninety-five respondents indicated that they **use** the CCC library. Of those respondents, over a quarter (28.3%) use the library to **find articles** for an assignment, and 18.0% said they use the library to **meet a requirement** for a class. Respondents use the library the **least** to get **other types of information**, i.e. registration, financial aid, distance learning, etc. (9.5%). All results are shown in Table 37.

Table 1.5 Reasons for Utilizing the CCC Library

Answer Options	Response Percent	Response Count
To find articles for an assignment	28.3%	140
To get assistance with citing sources	14.5%	72
To access textbooks for my classes	15.2%	75
To get other types of information, i.e. registration, financial aid, distance learning, etc.	9.5%	47
To find and access ebooks	14.5%	72
To meet a requirement for a class	18.0%	89

Service Area Outcome(s)

The Online Library continues to suffer from lack of recognition and awareness. Despite the low responses from the student survey, use of the library databases and ebooks has steadily grown since 2011 (Table 2).

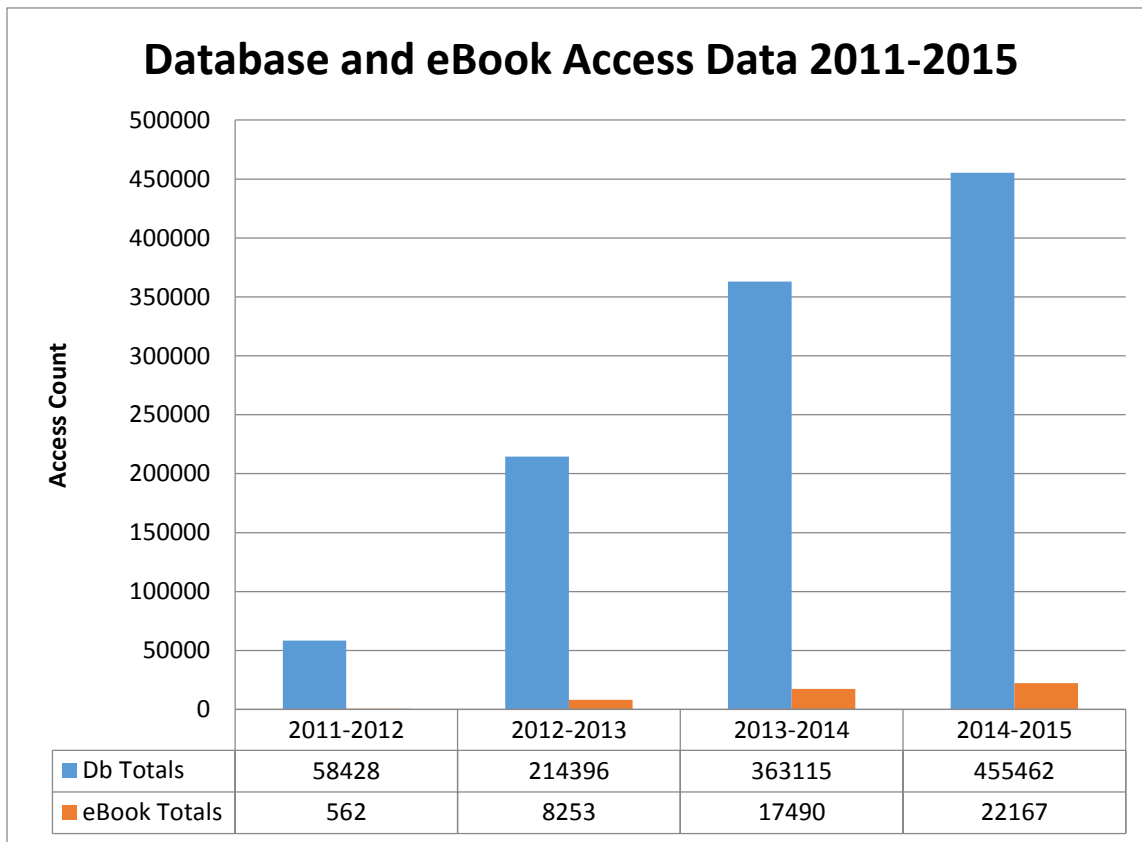


Table 2 Database and eBook Access Data 2011-2015

	2011-2012	2012-2013	2013-2014	2014-2015	2011-2015
Class Visits Number of Students	250	480	480	520	+108% increase
Reference Number of Interactions	519	535	414	356	-31% decrease

The number of class visits has steadily been increasing since 2011 as shown in Table 3:

The goals established in the 2012 program review and progress toward completion is shown in Table 4:

Goal #	Goal	Completion Date
1	Increase student use of library databases by 20%.	Spring 2016
	<ul style="list-style-type: none"> From 2011 through 2015, the total database usage went from 58,428 to 455,462. This is an increase of 397,034 uses which is an overall increase of 680%. We have added new and removed unused databases, increased the number of online tutorials, and more instructors are assigning library projects in their classes. 	
2	Increase the number of student contacts through class visits and workshops by 15% and through reference interactions by 20%.	Spring 2016
	<ul style="list-style-type: none"> See chart #1 below. There were several months during the year that logging the reference interactions was very spotty. Nevertheless, the decrease is alarming; steps will be taken to make logging the interactions more consistent. Many students may be using our online tutorials and use of these has not been collected yet. 	
3	Library Science C110 will improve its retention rate by 50% and its success rate by 25%.	Spring 2016
	<ul style="list-style-type: none"> From fall 2012 to spring 2015 retention improved by 12.8% and success improved by 3.9%. Although the goals set in the 2012 self-evaluation were unrealistic, there has been steady improvement each semester in both retention and success. 	

Progress on Forward Strategy Initiative(s)

See SAO section above

Table 1.6 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year	0.25		1			
Current year	0.25		1	0.5		
1 year	0.25		1	0.5		

The Coastline Library has one librarian. In 2014, the state chancellor's office backfilled 40% in the spring and 20% in the fall for the librarian's special assignment in Sacramento. The addition of the half-time librarian pointed out very clearly that the addition of a 9-12 LHE librarian would expand library capacity nearly 100%.

Professional Development

The librarian attended many webinars and workshops on library issues. She was a panelist at seven national conferences and she conducted workshops for the Council of Chief Librarians with 150 librarians in attendance. The librarian is a member of the Academic and Research Libraries Association, the American Library Association, and ALA interest groups pertaining to Service to Special Populations (incarcerated), Instruction, and Distance Learning. Besides these external professional development opportunities, the librarian has attended the Summer Institute and other workshops, webinars, etc. on governance, teaching, and technology.

Section 3: Facilities Planning

Facility Assessment

The library primarily functions online. There are no facilities needs in the upcoming year.

Section 4: Technology Planning

Technology Assessment

The review of technology has found that there are a few innovative projects that the Library may want to undertake:

Coastline Archive Project:

Coastline was established in 1976 as the “College Beyond Walls.” Coastline has certainly matured in 39 years. It is time to create an organized searchable archive of photographs, documents, publications, and other artifacts from the earliest days of the college. Such a project will entail two connected collections: the physical items and their digital counterparts.

Collection Development

During the 2014-2015 academic year, several faculty members evaluated the efficacy and usability of commercial databases on behalf of the Coastline Online Library. The goal of the evaluation was to determine if the databases were appropriate for Coastline students and if they would, in fact, be used by the instructors for course assignments. The databases were:

Mango – international language learning system – was evaluated by Rosemary Miller, Sandra Basabe, and Nate Harrison.

Morningstar Investment Research Center – stock market analysis; equity, mutual fund, and ETF research, ratings, and picks; portfolio tools; and IRA, 401k, and 529 plan research – was reviewed by Rick Lockwood and Kevin Erdkamp.

RAND California – statistical databases covering California and public policy collections from California research institutions.

The results from the faculty were very positive and the databases were deemed worthy of being added to the library collection.

Information Literacy Badge Program

Information Literacy is comprised of an array of skills and knowledge necessary for success in the 21st century. Coastline has offered an IL class for over 10 years, but enrollments are always extremely low. The students who successfully complete the course are grateful for the skills and knowledge that they develop from the course because this kind of instruction is usually not available anywhere else. Furthermore, Coastline has adopted information literacy as one of its 8 institutional outcomes.

The Association of College and Research Libraries (ACRL), a division of the American Library Association, has developed the Information Literacy Competency Standards for Higher Education. The standards are:

- Standard One: The information literate student determines the nature and extent of the information needed.
- Standard Two: The information literate student accesses needed information effectively and efficiently.
- Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

In order to teach the competencies and to assess and document student achievement, embedded IL modules would be positioned in course lessons so as to provide IL instruction when it is most needed and documentation of student achievement. The documentation (i.e., the badges earned) could then be used for institutional learning outcomes assessment.

Such a program would require participation by instructors teaching GE required courses and electives. The modules could be offered for credit or extra-credit or as an option for interested students; however, unless it is offered for credit by all courses, any data that is generated will be relatively useless. The institutional learning outcome is not just for students who want extra credit or are motivated to complete an optional module.

The modules would be developed in collaboration with instructors, either individually, as a discipline, or all instructors who teach the same course. The modules would deliver instruction while providing students with a mechanism for completing the assignment. Upon completion, an assessment would be completed by the student and if the appropriate level of achievement has been reached, a badge would be issued to the student.

Each module would focus instruction on one or two literacy standards. Achievement of a requisite number of badges could result in a certificate of achievement or credit on the transcript. If it is possible to automate much of this processing, additional staffing will probably not be required.

Library Expansion Proposal

During the spring 2014 semester, the Library began exploring the feasibility of expanding its capacity and its offerings to students and faculty at Coastline College at minimal or no-cost using open source or low cost server based software. We identified the following projects:

Consolidating our ebook collections and other academic ebook collections freely available on the Web via an open source discovery system. Installing a CMS to develop support systems for the library:

- A web-based circulation station for the Information Commons at the Garden Grove Center for automatic textbook circulation reporting.
- A resource sharing portal for prison librarians and facilitators who work with the information needs of incarcerated students.
- A dynamic website directory where librarians and faculty can identify and evaluate external websites for students, including sites submitted by students, as both a resource for student research and an exercise in the development of information literacy skills for students.

Reorganizing the Library's existing web site, surfacing databases that are useful but often overlooked by information seekers.

We chose these projects because we felt they could be realized in a reasonable amount of time, at minimal cost, and would produce significant outcomes that could be easily measured and improve library operations and reporting:

- Automated circulation data collection and reporting on course reserves
- Increased use of electronic databases
- Increased use of library and other major publicly available ebook collections
- Increased library interaction with faculty and students
- Increased opportunities for information literacy instruction and reference transactions

As of May 6, 2014, we have installed the discovery system (VuFind) and imported our ebook records, and developed a working prototype of the circulation station for course reserves at the information commons on an external server, using the ExpressionEngine CMS. We have also reorganized the Library's database access page. All of these changes and additions are operational, albeit unofficial (except for the database web page, which is live and in production), and exist mainly as a proof of concept and a way to test their utility. Below is a description of the systems we installed and their dependencies.

Section 5: New Initiatives

Initiative: Develop a Coastline Community College archive

Describe how the initiative supports the college mission:

It would provide the public access on information regarding Coastline.

What college goal does the initiative align with?

- | | |
|--|--|
| <input type="checkbox"/> Student Success | <input type="checkbox"/> Partnerships |
| <input type="checkbox"/> Access, Persistence and Retention | X Culture of planning, evidence and inquiry |
| X Innovation | <input type="checkbox"/> Growth and efficiency |

What College planning document(s) does the initiative align with?

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> Educational Master Plan | <input type="checkbox"/> Facilities |
| <input type="checkbox"/> Staffing | <input type="checkbox"/> Technology |

What evidence supports this initiative?

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

Describe how the evidence supports this initiative.

The lack of evidence provides an indication of need

Recommended resource(s) needed for initiative achievement:

Scanner, Cataloger/Indexer (adjunct librarian) (\$5,000)

What is the anticipated outcome of completing the initiative?

Provide the history and enrichment to the college

Provide a timeline and timeframe from initiative inception to completion.

1. Create a rubric for assessing assets.
2. Inventory assets.
3. Develop the plan of work for Phase 1.
4. Secure the necessary equipment, materials, tools, and staffing.
5. Create the digital repository structure.

Initiative: Expand a Coastline Community College collection to increase the usability of commercial databases

Describe how the initiative supports the college mission:

The initiative would increase access to services to faculty to provide new material to support student learning and success.

What college goal does the initiative align with?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Student Success | <input type="checkbox"/> Partnerships |
| <input checked="" type="checkbox"/> Access, Persistence and Retention | <input type="checkbox"/> Culture of planning, evidence and inquiry |
| <input type="checkbox"/> Innovation | <input type="checkbox"/> Growth and efficiency |

What College planning document(s) does the initiative align with?

- | | |
|---|-------------------------------------|
| <input checked="" type="checkbox"/> Educational Master Plan | <input type="checkbox"/> Facilities |
| <input type="checkbox"/> Staffing | <input type="checkbox"/> Technology |

What evidence supports this initiative?

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The lack of evidence provides an indication of need

Recommended resource(s) needed for initiative achievement:

Mango- Purchase all campus options for \$8,100 or Subscribe for one year for \$1,620

Morningstar- 1 user \$1,695

RAND Community college subscription is \$369

TOTAL 10,000

What is the anticipated outcome of completing the initiative?

Use of more resources in the classroom

Provide a timeline and timeframe from initiative inception to completion.

1. Purchase licenses
2. Train faculty on how to access and use the resources
3. Evaluate satisfaction of the resources

Initiative: Establish an information literacy badge program

Describe how the initiative supports the college mission:

The initiative would increase access to services and provide support for student learning and success.

What college goal does the initiative align with?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Success | <input type="checkbox"/> Partnerships |
| <input type="checkbox"/> Access, Persistence and Retention | <input type="checkbox"/> Culture of planning, evidence and inquiry |
| <input type="checkbox"/> Innovation | <input type="checkbox"/> Growth and efficiency |

What College planning document(s) does the initiative align with?

- | | |
|---|-------------------------------------|
| <input checked="" type="checkbox"/> Educational Master Plan | <input type="checkbox"/> Facilities |
| <input type="checkbox"/> Staffing | <input type="checkbox"/> Technology |

What evidence supports this initiative?

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

It is one of Coastline's ISLOs which is currently performing at 55%, internal analysis indicates positive impact if IL courses on student success.

Recommended resource(s) needed for initiative achievement:

The infrastructure for the badge program is available for free online (Mozilla Open Badges Project). There will be labor costs to set-up the system and to maintain the system over time.

What is the anticipated outcome of completing the initiative?

Increase student performance

Provide a timeline and timeframe from initiative inception to completion.

1. Gain approval and institutional buy-in
2. Set-up the badge system and Web page
3. Professional development for faculty
4. Create modules and embed in course LMS
5. Collect data
6. Evaluate the efficacy of the program
7. Make adjustments and improvements as necessary

Initiative: Expand the online Library to increase service to students and faculty

Describe how the initiative supports the college mission:

The initiative would increase access to services and provide support for student learning and success.

What college goal does the initiative align with?

- X Student Success
- X Access, Persistence and Retention
- Innovation
- Partnerships
- Culture of planning, evidence and inquiry
- X Growth and efficiency

What College planning document(s) does the initiative align with?

- X Educational Master Plan
- Staffing
- Facilities
- Technology

What evidence supports this initiative?

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

Describe how the evidence supports this initiative.

Based on internal and external assessment we found that it would increase access and efficiency to library resources.

Recommended resource(s) needed for initiative achievement:

The only software we are considering that has a cost is Expression Engine and certain third party expansions. These costs are one-time costs. These costs are not vital to the project -- the core of ExpressionEngine is free for non-commercial use -- but significantly expand the capability of ExpressionEngine's out-of-the-box capability in a cost-effective manner (In other words, these purchases would cost much less than the work hours necessary to achieve the same result) **COST \$500**

- ExpressionEngine License \$299.00
- Super Search (EE third party expansion) \$89.95
- Rating (EE third party expansion) \$69.95
- Tag (EE third party expansion) \$69.95

What is the anticipated outcome of completing the initiative?

- Automated circulation data collection and reporting on course reserves
- Increased use of electronic databases
- Increased use of library and other major publicly available ebook collections
- Increased library interaction with faculty and students
- Increased opportunities for information literacy instruction and reference transactions

Provide a timeline and timeframe from initiative inception to completion.

Purchase and install the software in summer 2016 for use in fall 2016

Section 6: Prioritization

List and prioritize resource requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Expand a Coastline Community College collection to increase the usability of commercial databases	Mango- Purchase all campus options for \$8,100, Morningstar- 1 user \$1,695, RAND Community college subscription is \$369	10,000	One-Time	No	Internal Research	Student Success; Access, Persistence and Retention	Fall 2016	
Expand the online Library to increase service to students and faculty	Expression Engine software	500	Ongoing	No	SAOs, Internal/External Research	Student Success; Access, Persistence and Retention	Fall 2016	

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Develop a Coastline Community College archive	Hire an adjunct librarian to complete the process	5,000	One-time	No	Internal Research	Innovation	Fall 2016	