



2016-17
Annual Department Review
Library

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Section 1: Department Planning:

Internal Analysis

Over the past year (2015-2016), the Library has seen some changes. The following presents an overview of the changes made throughout the department.

- Librarian Cheryl Stewart retired on April 30, 2016
- Librarian Elizabeth Horan started on April 1, 2016
- Newsbank (library database) was removed due to high cost
- Mango Languages, RAND, and Morning Star were added to the library databases
- Usage statistics for website pageviews started to be recorded monthly
- Database usage statistics refined and recorded in google apps
- Library YouTube channel created in May 2016 (CoastlineLibrary <https://goo.gl/mOY2Hd>)
- Google Voice Library phone number (714.696.1573) created in May 2016
- Library Reference Statistics tracked with Google forms starting May 2016
- Library email (library@coastline.edu) created in May 2016

Library Reference and Instruction

	2012-2013	2013-2014	2014-2015	2015-2016
Reference desk questions	535	414	356	404
Library classroom visits	12	12	13	6
Library classroom visit attendance	480	480	520	240
Library Workshops sessions	0	1	7	3
Library Workshop attendance	0	90	227	45
FacStaff Training sessions	0	0	0	0
FacStaff Training attendance	0	0	0	0
Total	1015	984	1103	689

LIBR Courses

LIBR	2012-2013			2013-2014			2014-2015			2015-2016		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Enrollments	21	9		12	12		8	16		13	17	
FTEs	1.8			1.5			1.5					
Sections	1	1		1	1		1	1		1	1	
Fill Rate	37.5%			30.0%			30.0%					
FTEF/30	0.1			0.1			0.1					

WSCH/FTEF	225			180			180					
Success	42.9%	62.5%		45.5%	58.3%		71.4%	46.7%		53.08%	58.8%	
Retention	57.1%	87.5%		90.9%	66.7%		100.0%	73.3%		76.9%	88.2%	
Degree	3			2			0					
Certificates	0			0			0					

Library Website

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
2015 - 2016													
Pageviews	1478	1809	1779	1802	2420	1080	1121	1713	1779	1544	2072	2242	20839
Unique	1179	1515	1461	1535	1968	897	920	1380	1474	1315	1711	1917	17272
Returning	299	294	318	267	452	183	201	333	305	229	361	325	3567
2014 - 2015													
Pageviews	2058	1550	1462	1541	1514	1113	1142	1136	1779	1410	2253	1063	18021
Unique	1665	1259	1194	1293	1297	969	948	977	1440	1156	1815	865	14878
Returning	393	291	268	248	217	144	194	159	339	254	438	198	3143

Library Subscription Databases 2015-2016

DATABASE	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
AccessScience	101	48	59	64	141	58	3	27	142	59	140	21	863
CountryWatch	21	39	33	39	22	5	7	32	50	17			265
CQ Researcher	42	17	16	69	69	10	2	25	52	45	76	13	436
Credo Reference	3	9	34	7	14	2	1	5	5	0	11	7	98
Encyclopedia Britannica	194	97	101	285	128	110	14	14	473	101	400	68	1985
Mango Languages							NEW	0	15	23	16	14	68
Morning Star							NEW	0	8	8	1	0	17
NewsBank	275	337	247	495	445	303	Cancelled						2102
Oxford English Dictionary	72	50	43	44	22	0	107	43	97	56	54	0	588
Oxford Reference Online	43	8	9	19	59	0	0	10	26	6	6	0	186
ProQuest Research Library	1278	451	631	1299	2290	702	31	212	887	915	1015	219	9930
ProQuest National	1346	471	698	1383	2380	734	35	256	964	963	1067	188	10485
Newspaper Expanded/ Core	267	107	168	325	551	178	10	78	277	233	291	40	2525
RAND							NEW 4	0	3	3	5	5	20
SIRS Knowledge Source	319	247	86	281	1280	242	6	209	270	415	384	17	3756
													TOTAL
													19072

EBSCO													
Academic Search Premiere	2631	1226	1600	2259	3315	1333	166	1021	2247	2659	2696	590	21743
ebook Academic	641	684	491	919	919	444	172	445	840	761	896	451	7663
Art Museum Image Gallery	341	414	321	599	621	377	31	242	409	531	646	300	4832
History Reference Center	954	1035	498	1124	1493	992	52	317	1084	1297	1456	100	10402
English Language Learner	11	39	154	73	47	9	4	183	51	9	18	3	601
Science Reference Center	1186	1043	575	1220	1622	1022	57	387	1230	1284	1708	168	11502
													TOTAL ALL: 75815

Modality:

Library services and instruction are offered in a variety of formats. Library reference questions are answered face-to-face, by phone, email, traditional mail, and through text messages starting in May 2016. Instruction is delivered in face-to-face in-class presentations, online tutorials, one-on-one exchanges (telephone, email, onsite), and traditional mail (incarcerated students). The Library Reference and Instruction chart show the numbers for 2015-2016 were lower than previous years. This appears to be because the number of Library Classroom visits declined by 50% in 2015-2016.

Library credit courses were offered 100% online using Seaport. Data indicates that there has not been a significant increase or decrease in students taking Library courses. New guidelines about drop dates and student interaction should modify the course success and retention rates in a positive way.

The Library website has seen increased usage from 2014-2015 to 2015-2016. Google analytics show an increase in pageviews, unique pageviews, and return visitors. Modifications to the Library website in 2016-2017 plan to make it more user-friendly and a more robust resource for students.

Students access library resources through the library webpage. Statistics show 75,815 searches were conducted in the subscription databases in 2015-2016. Some individual database have lower usage than others. In 2016-2017 the Library hopes to increase awareness of these resources to increase usage.

Demographics:

Students and community members who use the Coastline Online Library represent the diversity of the college and surrounding community.

Service Assessment

Library services are assessed with usage statistics from the Library Website and the Library Subscription Databases. There has been steady growth according to these statistics. For the Library Website, there was an increase of 15% for pageviews. Analytics show 20,839 people visited the Library Website in the 2015-2016 academic year and there were 75,815 searches in the subscription Library Databases. Reference statistics show that 404 reference questions were answered in the 2015-2016 academic year.

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. (In August 2016, new Librarian Elizabeth Horan created a video to help with this titled: How to order a textbook at Coastline College and other textbooks tips <https://youtu.be/RSIHCCBLvEQ>).
- 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. (In August 2016, new Librarian Elizabeth Horan accepted the role of Textbook Reserve Library Coordinator to organize the textbook efforts at Coastline College).

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.

Implications of Change

As the (brand) new librarian it is hard for me to create a summary to explain the shift in program performance trends. Cheryl Stewart, the previous librarian, retired in April of 2016 and has taken that knowledge with her. The data shows that the Librarian visited less classrooms in 2015-2016 and that decreased the numbers for Reference and Instruction overall. LIBR courses had similar data as other years and the Librarian indicated in the 2015 ADR that the instructor was not dropping non-performers. As the data for courses this year is similar, it is assumed that non-performers were not dropped again. Library Website statistics have just started being collected and I am not sure why there was an increase in pageviews between 2014-2015 and 2015-2016. It is my understanding that this is in alignment with the increase of enrollments at Coastline Community College. Library database statistics can not be compared with other years at this time. When compiling database statistics for 2015-2016 it was discovered that some statistics were inaccurate in the past. As that data was no longer available, database statistic comparisons will have to happen in future Annual Department Reviews. It is assumed the usage of the databases increased in line with the use of the library website, but there is no data to support that at this time.

Student Survey

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 offers. The results are shown in Table 1.6. Questions are being updated for the Spring 2017 survey to be more inline with Library Services at Coastline.

Table 1.6 *Knowledge of Library Resources*

Answer Options	Response Percent	Response Count
Textbook Reserve Library where students read textbooks on-site.	25.6%	221
Physical Library in Newport Beach	11.8%	102
Virtual Library accessible with MyCCC password	34.6%	299
Electronic books, newspapers, and journals	28.0%	242

One quarter (25.6%) of respondents indicated that they think Coastline’s library has a **Textbook Reserve Library** where students read textbooks on-site; 11.8% believe that there is a **physical library in Newport Beach**; 34.6% think that there is a **Virtual Library** accessible with their MyCCC password; and 28.0% think that the library has **electronic** books, newspapers, and journals. Finally, 57.8% of all respondents indicated that they **don’t know** which of these features Coastline’s library has.

Library Use

Of those respondents who indicated that they **use** the CCC library for any of the reasons in Table 1.7 (below), over a quarter (29.9%) reported that they used the library to **find articles** for an assignment, and 17.5% said they used the library to **meet a requirement** for a class. The third most common response for using the library was to get **assistance with citing sources**. Additionally, **accessing textbooks** for courses accounts for 14.9% of all responses and **finding and accessing ebooks** accounts for 13.8% of all responses. Respondents use the library the **least** to get **other types of information**, i.e. registration, financial aid, distance learning, etc. (8.5%).

Table 1.7. *Reasons for Utilizing the CCC Library*

Answer Options	Response Percent	Response Count
To find articles for an assignment	29.9%	255
To meet a requirement for a class	17.5%	149
To get assistance with citing sources	15.4%	131
To access textbooks for my classes	14.9%	127
To find and access ebooks	13.8%	118
To get other types of information, i.e. registration, financial aid, distance learning, etc.	8.5%	72

Library Services

Respondents were asked to indicate their level of satisfaction with Coastline’s library services. The majority of respondents are satisfied the Virtual Library (88.7%), Textbook Reserve Library (87.5%), and Online Database (88.4%).

Table 1.8. *Satisfaction with Virtual Library, Textbook Reserve Library, and Online Database*

Answer Options	Satisfied	Dissatisfied	Response Count
Virtual Library	88.7%	11.3%	662
Textbook Reserve Library	87.5%	12.5%	601
Online Database (EBSCOhost, etc.)	88.4%	11.6%	655

Qualitative Feedback

Overall, many students stated that they were **unaware** of the library services available to them. Additionally, students expressed that the **Virtual Library is not easy to use**.

Service Area Outcome(s)

Students met or exceeded the measure of the SAOs.

Table 1.9 SLOs/ SAOs

SAO	ASSESSMENT MEASURE /TARGET
Students will demonstrate knowledge of the availability of textbooks in the Reserve Library.	Measure: Survey regarding library services Target: 80% will demonstrate awareness of the textbooks at the reserve library
Students will demonstrate knowledge of the availability of a Virtual Library.	Measure: Survey regarding library services Target: 80% will demonstrate awareness of the virtual library
Students will demonstrate knowledge of the availability of “Ask the Librarian.”	Measure: Survey regarding library services Target: 80% will demonstrate awareness of the “Ask the Librarian” service
Provide an annual report on library by usage type.	Measure: Annual report Target: 80% satisfaction with services provided

Summary of findings

SAO 1 - Students will demonstrate knowledge of the availability of textbooks in the Reserve Library.

- The target for this SAO was 80% but the survey reported 25.6% of respondents had knowledge of the Textbook Reserve Library. This outcome was not met.

SAO 2 - Students will demonstrate knowledge of the availability of a Virtual Library.

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- The target for this SAO was 80%. The survey reported 34.6% of respondents knew there was a *Virtual Library accessible with MyCCC password* and 28.0% knew about *Electronic books, newspapers, and journals*. Using these two percentages still does not meet the goal of 80%. This outcome was not met.

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

- The target for this SAO was 80%. The survey did not ask this question so it can not be measured.

SAO 4 - Provide an annual report on library by usage type.

- The target for this SAO was 80%. An annual report for the Library was not produced so this outcome was not met.

Progress on Forward Strategy Initiative(s)

Table 1.10 *Progress on Forward Strategies*

Initiative(s)	Status	Progress Status Description	Outcome(s)
Develop a Coastline Community College archive	Not started	Under review and evaluation for applicability.	
Expand the Coastline Community College collection to increase the usability of commercial databases	Completed	Cheryl Stewart had databases reviewed by faculty and added three commercial databases to the collection at Coastline. Mango Languages, MorningStar Investment Research Center, and RAND California.	By adding these commercial databases students and faculty will be able to access commercial resources to support their courses.
Establish an information literacy badge program	Not started	Under review and evaluation for applicability.	
Expand the online Library to increase service to students and faculty	Not started	Under review and evaluation for applicability.	

Librarian Cheryl Stewart retired on April 30th and Librarian Elizabeth Horan started on April 1st. It appears expanding the library collection to include commercial databases was the only project initiative completed before April 30, 2016.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2015-2016	VPI .25		Librarian 1	Librarian .5		
Current year 2016-2017	VPI .25		Librarian 1	0		
1 year 2017-2018			Librarian 1			
2 years 2018-2019						
3 years 2019-2020						

As the new Librarian at Coastline, I am unsure of future staffing needs. In the past the Library has had one full time Librarian with an occasional part-time librarian or intern. In my first year at Coastline I hope to make a better assessment of the future staffing needs for the Library based on workload and need.

Professional Development

Table 2.2 Professional Development

Name (Title)	Date	Professional Development	Outcome
Cheryl Stewart		Unknown. Waiting to hear back from Cheryl.	
Elizabeth Horan	Spring 2016	Council of Chief Librarians California Community Colleges Electronic Access and Resources Committee (CCL_EAR) - State Representative	Produced reviews for the Council of Chief Librarians on potential electronic resources for California Community College Libraries to purchase. Served as the regional representative to poll and organize the South Coast region.
Elizabeth Horan	Spring 2016	@ONE Canvas Training	Understood the structure of Canvas and the basics of setting up a course.
Elizabeth Horan	Spring 2016	Coastline FSC Canvas Training	Created the first four weeks of a course and reviewed best

			practices for online instruction.
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In the upcoming year the librarians hopes to continue pursuing professional development by attending OpenEd16, the Open Educational Resources (OER) annual conference, ACRL (Association of College & Research Libraries) conference, and possibly presenting at ALA in Chicago.

Coastline is looking at OERs and it has been communicated to the new Librarian that in the future there is a hope the Library can take over leadership for OERs at Coastline. For this reason the librarian would like to learn more about OERs at the 13th annual Open Educational Resources conference.

The librarian is a member of the Academic and Research Libraries Association (ACRL), Library and Information Technology Association (LITA), the American Library Association (ALA), and ALA interest groups pertaining to Universal Accessibility, Distance Learning, and Library Marketing and Outreach. Attending conferences from these organizations will help to maintain relevance in the field and allow ongoing education.

Additionally the librarian is a member of the Society of American Archivist (SAA), the Society of California Archivists (SCA), the Wine Librarians Association, and active in the Council of Chief Librarians of California (CCL).

Section 3: Facilities Planning

Facility Assessment

The library primarily functions online. There are no facility needs for the coming year. Having the Library Office at the College Center makes it centrally located to serve students and faculty at Coastline.

Section 4: Technology Planning

Technology Assessment

The Library at Coastline is 100% online and uses a lot of technology. The library uses the library website (coastline.edu/library) as the “door” to the online library. Over twenty electronic database are accessed through the library website with a MyCCC username and password. In addition, email is used frequently to communicate with students and Coastline faculty and staff.

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

- Google Apps
 - Google Voice to create a library phone number that rings on multiple phones to answer library reference questions
 - Google docs to keep all library related documents in the cloud and accessible

- Google slides to presentations for library workshops
- Google forms to track library statistics and to schedule research consultations.
- Google sheets to track library statistics
- Camtasia to create library related videos
- YouTube to create a library YouTube channel to host library videos
- Lynda.com to receive training on new technologies
- Adobe Photoshop and InDesign to design Library marketing materials
- Canvas to build library workshops

The Library is also the administrator for Turnitin, an anti-plagiarism tool. The cost for Turnitin comes out of the library budget and the cost has increased significantly. Changes in the OEI and the option to use “Vericite” might change the anti-plagiarism tool at Coastline.

New Initiatives

Initiative:

Facility more awareness of the Coastline Online Library and resources available to students, faculty, and staff.

Describe how the initiative supports the college mission:

Access, Persistence and Completion: Coastline will increase student access, and improve persistence, retention, and completion with a particular focus on Basic Skills.

- Increased awareness of Coastline Online Library resources will increase student access to these resources.

Innovation & Improvement: Coastline will continue to create and nurture innovative programs, services, and technology solutions that respond to the needs and expectations of its learning community.

- The Coastline Library is creating innovative services that respond to the needs of the Coastline community. Awareness of these services will make sure the community knows of these resources and can use them when they need them.

What college goal(s) does the initiative align with? [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 College planning document(s) does the initiative align with? [Select all that apply](#)

- Educational Master Plan
- Facilities
- Staffing
- Technology

What evidence supports this initiative? [Select all that apply](#)

- Learning Outcome (SLO/PSLO/SAO) assessment
- Internal Research (Student achievement, program 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 student survey will show an increase in awareness of library resources and services. I hope that 40% of students surveyed will show this awareness.

Recommended resource(s) needed for initiative achievement:

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

- Library marketing plan.
- Outreach to current students, faculty, staff, and administrators.
- Training on Library Resources.
- Library website updates.
- YouTube channel updates.

What is the anticipated outcome of completing the initiative?

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

The anticipated outcome of this initiative is more utilization of library resources and 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

Fall 2016:

- Create library marketing plan
 - Outreach to current students, faculty, staff, and administrators
- Library website updates
- Youtube channel updates
- Training on Library Resources

Spring 2017:

- Student survey to see if awareness of library has improved.

Appendix

Table 1.1 Department Review Data for Library

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	30	24	24
FTEs	1.8	1.5	1.5
FTEF30	0.1	0.1	0.1
WSCH/FTEF	225	180	180
Sections	2.0	2.0	2.0
Fill Rate	37.5%	30.0%	30.0%
DEGREES AND CERTIFICATES			
Associate Degrees	3	2	0
Certificates	0	0	0
STUDENT DEMOGRAPHICS			

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GRADED Enrollment	29	24	23
GENDER			
Female	69.0%	75.0%	52.2%
Male	31.0%	20.8%	47.8%
Unknown	0.0%	4.2%	0.0%
AGE at TERM			
Less than 19	10.3%	0.0%	0.0%
20 to 24	27.6%	16.7%	8.7%
25 to 29	13.8%	20.8%	17.4%
30 to 34	10.3%	0.0%	39.1%
35 to 39	3.4%	12.5%	17.4%
40 to 49	10.3%	16.7%	8.7%
50 and Older	24.1%	33.3%	8.7%
RACE/ETHNICITY			
African American	20.7%	16.7%	8.7%
American Indian	0.0%	4.2%	8.7%
Asian	17.2%	45.8%	17.4%
Hispanic/Latino	3.4%	4.2%	17.4%
Pacific Islander	0.0%	0.0%	0.0%
White	51.7%	25.0%	47.8%
Unknown	6.9%	4.2%	0.0%
INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid			
Online	100.0%	100.0%	100.0%
Self-Paced			
Telecourse			
Traditional			

Table 1.2 Department Review Data for Library by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	29	24	23
-Overall Success Rate	48.3%	50.0%	52.2%
-Overall Retention Rate	65.5%	79.2%	78.3%

INSTRUCTIONAL MODALITY

Cable			
Correspondence			
Hybrid			
Online	29	24	23
Self-Paced			
Telecourse			
Traditional			

Success Rate

Cable			
Correspondence			
Hybrid			
Online	48.3%	50.0%	52.2%
Self-Paced			
Telecourse			
Traditional			

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	65.5%	79.2%	78.3%
Self-Paced			
Telecourse			
Traditional			

Table 1.3 Department Review Data for Library by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	29	24	23
-Overall Success Rate	48.3%	50.0%	52.2%
-Overall Retention Rate	65.5%	79.2%	78.3%
STUDENT DEMOGRAPHICS			
GENDER			
Female	20	18	12
Male	9	5	11
Unknown	0	1	0
<u>Success Rate</u>			
- Female	40.0%	61.1%	41.7%
- Male	66.7%	0.0%	63.6%
- Unknown	0.0%	100.0%	0.0%
<u>Retention Rate</u>			
- Female	55.0%	83.3%	75.0%
- Male	88.9%	60.0%	81.8%
- Unknown	0.0%	100.0%	0.0%

Table 1.4 Department Review Data for Library by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	29	24	23
-Overall Success Rate	48.3%	50.0%	52.2%
-Overall Retention Rate	65.5%	79.2%	78.3%
AGE at TERM			
Less than 19	3	0	0
20 to 24	8	4	2
25 to 29	4	5	4
30 to 34	3	0	9
35 to 39	1	3	4
40 to 49	3	4	2
50 and Older	7	8	2
<u>Success Rate</u>			
Less than 19	33.3%	0.0%	0.0%
20 to 24	62.5%	50.0%	0.0%
25 to 29	25.0%	40.0%	50.0%
30 to 34	66.7%	0.0%	55.6%
35 to 39	0.0%	33.3%	75.0%
40 to 49	66.7%	75.0%	100.0%
50 and Older	42.9%	50.0%	0.0%
<u>Retention Rate</u>			
Less than 19	33.3%	0.0%	0.0%
20 to 24	75.0%	100.0%	50.0%
25 to 29	50.0%	60.0%	100.0%
30 to 34	100.0%	0.0%	77.8%
35 to 39	100.0%	100.0%	75.0%
40 to 49	66.7%	75.0%	100.0%
50 and Older	57.1%	75.0%	50.0%

Table 1.5 Department Review Data for Library by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	29	24	23
-Overall Success Rate	48.3%	50.0%	52.2%
-Overall Retention Rate	65.5%	79.2%	78.3%

RACE/ETHNICITY			
African American	6	4	2
American Indian	0	1	2
Asian	5	11	4
Hispanic/Latino	1	1	4
Pacific Islander	0	0	0
White	15	6	11
Unknown	2	1	0

Success Rate	6	4	2
African American	33.3%	25.0%	100.0%
American Indian	0.0%	0.0%	50.0%
Asian	40.0%	54.5%	50.0%
Hispanic/Latino	0.0%	0.0%	50.0%
Pacific Islander	0.0%	0.0%	0.0%
White	53.3%	66.7%	45.5%
Unknown	100.0%	100.0%	0.0%

Retention Rate			
African American	50.0%	100.0%	100.0%
American Indian	0.0%	100.0%	50.0%
Asian	60.0%	63.6%	100.0%
Hispanic/Latino	0.0%	0.0%	100.0%
Pacific Islander	0.0%	0.0%	0.0%
White	73.3%	100.0%	63.6%
Unknown	100.0%	100.0%	0.0%

