

# COASTLINE COLLEGE

## 2018-2019 Annual Department Review

Library

Review Completed by  
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# Section 1: Department Planning:

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

## Internal Analysis

Over the past year (2017-2018), the Library has expanded access and flexible services to Coastline students, faculty, and staff through Canvas, social media, the library website, and onsite at the Westminster Campus with a part-time reference librarian in the Student Resource Center. During the year the Library also had an Avoiding Plagiarism Library Workshop in Canvas, an online Library Orientation in Canvas, inventoried the Textbook Reserve Library, and increased library resource access to incarcerated students.

The Library saw a rise in statistics related to website visits (up 51%), library database usage (up 2%), Library reference questions (increase 14%), and instruction sessions onsite (increase 48%) and online instruction / workshops (increase 97%).

The focus for the coming year is to increase access to information competency and library skills trainings, participate in the statewide Library Service Platform (LSP) task forces and implementation, expand library instruction face to face and online, increase onsite reference services, and move toward equitable access to library resources for all students.

## Survey Results

### Library Resources

Students were asked to demonstrate their knowledge of the Coastline Library and library resources by selecting all the resources they think Coastline's library offers. The results are shown in Table 1-1. Knowledge and awareness of Library Resources increased substantially compared to 2016-17. This was a library service area outcome in the Comprehensive Review completed last year.

Table 1-1. *Knowledge of Library Resources*

Answer Options	2017-18 Response	Increased Awareness	2016-17 Response
Library webpage on the Coastline College website	69.3% (553)	+28.8%	40.5% (464)
Online eBooks and article databases accessible with username and password	53.5% (427)	+24.2%	29.3% (336)
Electronic books, newspapers, magazine, and journal articles	51.0% (407)	+25.3%	25.7% (294)
Librarian to help with research needs	47.7% (381)	+24.3%	23.4% (268)
Textbook Reserve Library where students read textbooks on-site	40.6% (324)	+18.9%	21.7% (249)
Coastline Library YouTube channel	20.6% (164)	+11.8%	8.8% (101)

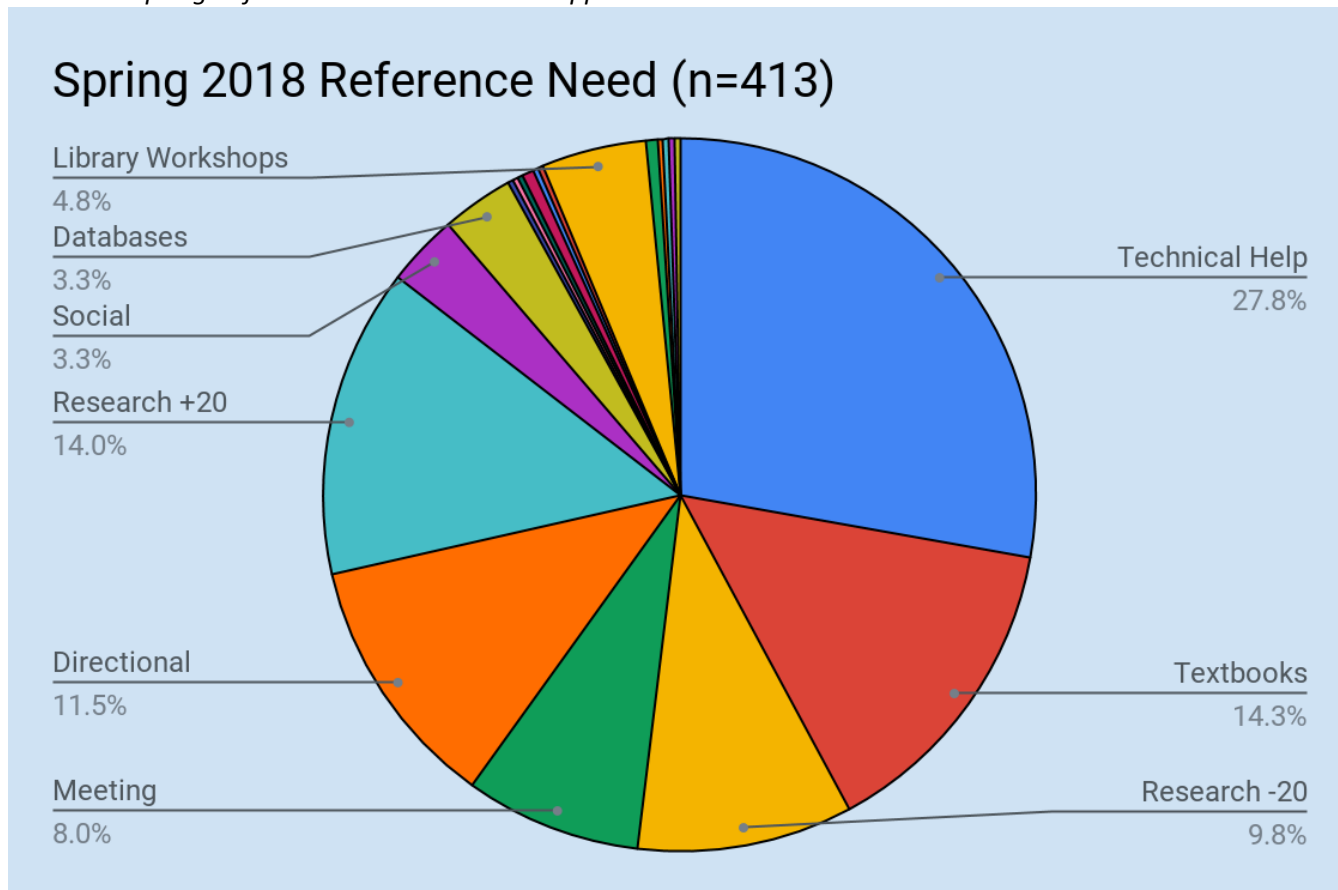
For 2017-18 almost three fourths (69.3%) of respondents indicated that they believe there is a **library webpage** on the Coastline College website. Additionally, almost half of respondents believe that **online eBooks and article databases** are accessible with a username and password (53.5%) and that **electronic** books, newspapers, magazines, and journal articles are an available resource (51.0%). Less than half of respondents think that there is a **librarian** to help with research needs (47.7%), and 40.6% believe that there is a **Textbook Reserve Library** where students can read textbooks on-site. Finally, 20.6% of respondents think that there exists a **Coastline Library YouTube channel**.

### Qualitative Responses

Respondents who commented on library services indicated that the library website is **difficult to navigate**. Specifically, students struggled with the log-in process, including obtaining a password. Respondents also indicated that the YouTube videos are **helpful** and **lively**.

In response to students struggling with the login process and obtaining a password, it is important to note the Coast District switched to a “single sign-on” system during the 2017-18 school year and the Coastline Library was the first system they switched over on December 16th when all district offices and technical support were closed. No documentation was posted on the library resource login page about the new sign-on system and Coastline students had a very difficult time accessing Library resources through the login process. Many District IT Helpdesk Tickets were submitted by the library and frustrated students. When it became clear that nothing was being done, the Library posted a video showing how to log-in to the Library Resources and how to contact District IT for help. The video, “[Library Database Login Info](#)” had over 850 views in the Spring semester and the library reference statistics show “Technical Help” was the question the library got most frequently in Spring 2018. The Coast District switched all colleges over to “single sign-on” on the Wednesday of Spring Break and across the district students were locked out of classes and resources for many days.

Chart 1-1. *Spring Reference Need - Technical Support*



**Library Services**

Respondents were asked to indicate their level of satisfaction with Coastline’s library services. The majority of respondents are satisfied with all of the services shown in Table 1-2. Respondents are most satisfied with **the library webpage** (73.9%), the **online article database** (72.1%), and **Library eBooks** (70.1%). The statistics are very similar to 2016-17. In the future the library would like to increase satisfaction with library services to 80%.

Table 1-2. *Satisfaction with Library Services*

Answer Options	Satisfied		Neutral		Dissatisfied		Response Count	
	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17
Library webpage	73.9%	70.8%	22.8%	26.1%	3.3%	3.2%	980	537
Online Article Databases	72.1%	70.4%	25.2%	25.4%	2.7%	4.2%	969	477
Library eBooks	70.1%		26.3%		3.5%		964	
Help from librarian	69.1%	73.9%	27.8%	23.2%	3.1%	2.8%	961	353
Textbook Reserve Library	68.5%	68.8%	26.4%	25.1%	5.2%	6.1%	960	378
Library workshop on Canvas	67.0%		31.2%		1.8%		959	
Library YouTube videos	64.4%	62.4%	31.5%	34.4%	4.2%	3.2%	958	340

## Service Area Outcomes (SAOs)

Table 1-3. SAOs

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

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

- 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 2017-18, there was a 51% increase of Library website page views. This exceeded the 10% target from the 2016 - 2017 Library CDR.

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

- In 2017-18, there was a 14% increase in library reference statistics. This exceeded the 10% target from the 2016 - 2017 Library CDR.
- In 2017-18, there was a 24.3% increase of 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.

## Progress on Initiative(s)

Table 1-4. *Progress on Forward Strategy Initiatives*

Initiative(s)	Status	Progress Status Description	Outcome(s)
Expand the online Library to increase service to students and faculty	Completed	Completed	2017-18  The library has expanded its services to Canvas, social media, ISEP, and military.
Facilitate more awareness of the Coastline Online Library and resources available to students, faculty, and staff.	Completed	Completed	2017-18  The library has facilitated more awareness of its resources. Statics show high usage of library resources and librarians.
Offer information competency library workshops in Canvas which lead to students completing the Informational Competency Institutional Learning Outcome and provides them direct access to library resources.	Completed / Ongoing	2017-18  Avoiding Plagiarism Library Workshop piloted in Spring 2018 and will be offered each Fall, Spring, and Summer semester.  Additional Library Workshops are being created.	2017-18  Avoiding Plagiarism reduced plagiarism in classes where the workshop was assigned.
Upgrade the Coastline Textbook Reserve Library and transition to an online Library Catalog so students and faculty can seamlessly search for items in the Library.	Ongoing	2017-18  Inventoried Textbooks Reserve Library at all campuses. Added OERs to Textbook Reserve Library. Worked with faculty to update textbooks.	2017-18  Textbook Reserve spreadsheet is accurate for students to access online.

## Response to Program/Department Committee Recommendation(s)

Table 1-5. *Progress on Recommendations*

Recommendation(s)	Status	Response Summary
1. Explore the demand for in-person workshops.	Addressed	The Program Review Committee asked for the Library to “explore the demand for in-person workshops”. Based on this request, the library explored targeted instruction to COUN C105 classes and was successful with those. Each semester the library works with the onsite COUN C105 classes and online classes.
2. 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

	<p>orientation in Canvas using the quiz feature. This was embedded in Online Tutor training in Spring 2018. In Summer 2018 the Library Orientation was added as a bonus section to the Library Workshops in Canvas and 58 students completed it! In Fall 2018 the Library Orientation will be added as an additional “Library Workshop” in Canvas. The Library continues to work with the Student Success Centers and Intercultural Resource Center in addition to ASG, the Academic Success Coaches, Coastline Ambassadors, and the Student Mentors.</p>
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### Department Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your department employees to discuss department-level planning, SAO data, and institutional performance data.

The library department meets bi-weekly to discuss projects and records progress and decisions in a Library Projects list. The list is updated as projects are completed and added. The full-time librarian meets with the Dean of Innovative Learning three to four times a semester to discuss projects and outcomes.

Department planning aligns with the initiatives of the college and the needs of the students as they can be supported with the personnel in the library. The Library plans to expand online library workshops, work on library instruction for incarcerated students and explore enhanced non-credit to help students be “college ready”.

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

### Implications of Change

Provide a summation of perspective around the implications associated with shift in the department performance trends

Library access and services have expanding rapidly at Coastline. Since Librarian Elizabeth Horan was hired in April of 2016 the library has created a YouTube channel, utilized google voice and text to improve librarian access after-hours, updated the library website each semester, improved and increased online library resources, increased face to face instruction, increased research requests received from incarcerated students, utilized social media, and created online library workshops in canvas. All of these outreach and instructional activities have led to an increase of usage and satisfaction with the library.

## Section 2: Human Capital Planning

### Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	Vice President of Instruction		Librarian (1)	P/T Librarian (1)		
Current year 2018-19	Dean of Innovative Learning		Librarian (1)	P/T Librarian (2)		
1 year 2019-20	Dean of Innovative Learning		Librarian (2)	P/T Librarian (1)		
2 years 2020-21	Dean of Innovative Learning		Librarian (2)	P/T Librarian (2)		
3 years 2021-22	Dean of Innovative Learning		Librarian (2)	P/T Librarian (3)		

In Spring 2018 the Library hired a part-time librarian to pilot reference services at the Westminster campus in the Student Resource Center, to work on a Textbook Reserve Library project, assist with incarcerated student reference, and assist with scoring and assessment in the online Library Workshops. This librarian worked the maximum part time hour and allowed the library to meet the needs of more students effectively. With the growth of online library workshops and library services the library hopes to hire additional librarians and would like to pilot library reference hours at the Newport Beach Campus and Garden Grove Campus.

Coastline is participating in the [Library Services Platform \(LSP\) Project](#). A project funded by the state for all 114 community colleges, the Library Services Platform is a library catalog and discovery service that will allow Coastline students to search all Coastline library content in one easy search. Kind of like Google. The Library Services Platform creates an amazing opportunity to increase access and flexible resources for Coastline students and staff. To effectively utilize all the aspects of the Library Services Platform, the library proposes hiring a full time Librarian to manage and program the Library Services Platform which includes Alma and Primo in addition to updating interfaces for the subscription database the library subscribes to. This librarian would also assist with growing onsite and online library instruction and services.

EdCode suggests 3-4 full time librarians for the FTEs that Coastline has.

### Professional Development

Provide a description of the department's professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

Table 2.2. *Professional Development*

Name (Title)	Professional Development	Outcome
Elizabeth Horan (Librarian)	Institute- ACRL Harvard Leadership Institute	Harvard Graduate! And gained some great leadership skills.
	Workshop IEPI - Guided Pathways	Unfortunately, this workshop was confusing and had me questioning Guided Pathways at state level.
	Published - Co-author of chapter in Academic Libraries and Commuter Students	Gained research and writing experience and am now a published author!



	Presenter - CARL Conference	Inspired fellow librarians to investigate how student study habits intersect with their libraries.
	Trainer - Graphic Design and Libraries Workshop	Trained Library Tech students on how to design library marketing materials
	Visit - Mesa Colleges - FSC	Gained framework to evaluate Coastline FSC
	Standard Setter - TATIL Information Competency Test	TATIL test deployed
Veronica D' Aquino (PT Librarian)	Class -Introduction to Open Educational Resources	OER advocate.
	Class - Voice & Diction	Personal improvement.
	Webinar -Information Literacy in a New Media Landscape	Gained knowledge of emerging practices.
	Webinar - Incarcerated Students / Low Tech Academic Product	Understood barriers for Incarcerated Students.
	Class - FSC 150-26 Teaching in Canvas	Canvas trained for Coastline.
	Workshop - Getting to know Canvas	Introduced to Canvas.
	Workshop - Creating an Accessible Welcome Video for your Canvas Course	Created Welcome Video for Canvas course.

Table 2.3. *Participation on Committees / Meetings*

2017-18 Committees	Elizabeth Horan, Librarian
<b>Coastline</b>	
Chair / FT Faculty Meeting	X
Curriculum Committee	X
Guided Pathways	X
Instructional Services Wing	X
OER Task Force	X
Search Committee - COMM	X
Standard II.B - Accreditation	X
Technology Committee	X
Tenure Review Committee (currently the librarian is going through the tenure process)	X
<b>CCCD</b>	
CCCD Librarian's Meetings	X
Equivalency Committee - Librarian	X
Hiring Committee- Director IT	X
<b>CAL-WEST (CCCD + NOCCCD)</b>	
Systems Librarians	X
<b>CCL-State Consortium</b>	
Deans and Directors	X
CCL South Coast UX Librarians	X

## Section 3: Facilities Planning

### Facility Assessment

Currently the Library Office is located at College Center. This space served the solo- librarian well, but growth of library services and personnel would require an increase in space at the college center or a dedicated space for

librarians at the Coastline campuses. As 80-85% of the student body are distance learners, it is recommended to have a centralized library office at College Center and have part-time reference librarians at the college campuses.

## Section 4: Technology Planning

### Technology Assessment

The Coastline Library is participating in the [Library Services Platform](#), funded by the state of California. This cloud-based product will allow the Coastline Library to create a “one search” where students can search all the Library Resources at once. Coastline does not have a physical library but the college does have a Textbooks Reserve Collection at each campus and the Library has been trying to coordinate those collections across Garden Grove, Newport Beach, and Westminster. The Library Services Project will allow students to search the Textbook Reserve Library and see which campus has their textbook. Currently the Textbooks Reserve Collections are in the Student Success Centers and Learning Commons. “Check-out” systems vary by location, but the Library Services Project will allow each center to have a check out system that can be tracked for usage and returns. The Library will need equipment to check out textbooks and to barcode and secure the books in the Textbook Reserve Collection. It is unknown at this time if the current computers in the Student Success Centers could be utilized to check out books or if new equipment would be needed.

## Section 5: New Initiatives

Library Goal: Move toward equitable access of library resources for all students

**Initiative 1:** Provide a short description of the initiative.

Transition to the state-funded, cloud-based [Library Services Platform](#) (LSP) (ExLibris Alma and Primo) at Coastline to increase access of library resources for Coastline students and staff.

**Describe how the initiative supports the college mission:**

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

The initiative supports the steadfast mission of the college to provide access and support student success.

**What college goal does the initiative support?** Select one

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

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

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

**What evidence supports this initiative?** Select all that apply

- 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.**

Provide a summary of how the evidence supports the initiative.

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:**

Specify what resources) are needed to support the completion of the initiative.

One new full-time faculty member (or equivalent) is needed to take on the workload of the LSP to help increase access to Library Resources.

**What is the anticipated outcome of completing the initiative?**

Specify the anticipated result(s) 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.**

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

Spring 2019

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

Summer 2019

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

Fall 2019

- Phase 3 - Library Services Platform begins
- Part-time librarian hired to assist with library workload and LSP implementation

Spring 2020

- Library Services Platform goes public

**Library Goals:**

Increase access to information competency and library skills trainings  
Move toward equitable access of library resources for all students

**Initiative 2:** Provide a short description of the initiative.

Increase access to library resources and services to military and incarcerated students.

**Describe how the initiative supports the college mission:**

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

The initiative supports the steadfast mission of the college to provide access and support student success.

**What college goal does the initiative support?** Select one

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

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

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

**What evidence supports this initiative?** Select all that apply

- 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.**

Provide a summary of how the evidence supports the initiative.

Through observation and research requests the Coastline Library has discovered that military and incarcerated students have a harder time (based on restricted access) using Coastline Library Resources. The library would like to find ways to increase this access and to provide training and or library workshops to these student groups.

**Recommended resource(s) needed for initiative achievement:**

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

Resources needed for this initiative include librarians (full or part-time), an ISEP tablet or e-reader, a warden willing to pilot library training and maybe a library database vendor and a locked down server at Coastline!

**What is the anticipated outcome of completing the initiative?**

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

The anticipated outcome to this initiative is more equitable library services to two student populations.

**Provide a timeline and timeframe from initiative inception to completion.**

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

Spring 2020 (I don't think the library can start this initiative sooner than this if it only has one full-time librarian)

- Plan library access and instruction curriculum for military and incarcerated students

Fall 2020

- Build resources for military and incarcerated students

Spring 2021

- Pilot resources with military and incarcerated students

## Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives. For full-time positions, include a Coast District approved job description

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Develop a Library Services Platform	Full time librarian or equivalent		on-going	no	External	Access & Student Support	Fall 2019	1
Increase Library access and trainings for Military and Incarcerated students	Librarians, technology		on-going	no	Internal	Access & Student Support	Summer 2020	2

### Prioritization Glossary

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

# Data Glossary

**Enrolled (Census):** The official enrollment count based on attendance at the census point of the course.

**FTES:** Total **full-time equivalent students** (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

**FTEF30:** A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

**WSCH/FTEF (595):** A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16-week schedule, the productivity benchmark is 595. When calculated for an 18-week schedule, the benchmark is 525.

**Success Rate:** The number of passing grades (A, B, C, P) compared to all valid grades awarded.

**Retention Rate:** The number of retention grades (A, B, C, P, D, F, NP, I\*) compared to all valid grades awarded.

**Fall-to-Spring Persistence:** The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

**F2S Percent:** The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.



LIBC 110 - was not offered in 2017-18

<b>Productivity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Enrollment	61,418	64,029	60,242
Library Enrollment	24	30	12
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Library Resident FTES	1.40	1.77	0.67
Sections	2	2	1
Fill Rate	30.0%	37.5%	30.0%
WSCH/FTEF 595 Efficiency	180	225	180
FTEF/30	0.1	0.1	0.1
Extended Learning Enrollment	0	0	0

The percentage change in the number of Library **enrollments** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Library credit courses showed a substantial decrease from 2015-2016 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Library courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Library courses showed a substantial decrease from 2015-16 and a minimal difference in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Library courses in 2016-17 showed a substantial decrease from 2015-16 and a minimal difference from 2014-15.

The percentage change in the **FTEF/30** ratio for Library courses in 2016-17 showed a substantial decrease from 2015-16 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 2016-17 from 2015-16 and no comparative data from 2014-15.

<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Enrollment	61,418	64,029	60,242
Library Enrollment	24	30	12

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	54.2%	56.7%	58.3%
Male	45.8%	40.0%	41.7%
Unknown	0.0%	3.3%	0.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	8.3%	26.7%	16.7%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	12.5%	13.3%	41.7%
Hispanic	16.7%	13.3%	0.0%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	45.8%	36.7%	33.3%
Multi-Ethnicity	16.7%	10.0%	8.3%
Other/Unknown	0.0%	0.0%	0.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	0.0%	20.0%	8.3%
20 to 24	8.3%	16.7%	16.7%
25 to 29	16.7%	13.3%	8.3%
30 to 34	41.7%	6.7%	8.3%
35 to 39	16.7%	16.7%	33.3%
40 to 49	8.3%	13.3%	0.0%
50 and Older	8.3%	13.3%	25.0%

Library courses made up 0.0% of all state-funded enrollment for 2016-17. The percentage difference in Library course **enrollment** in 2016-17 showed a moderate decrease from 2015-16 and a moderate decrease from 2014-15. Enrollment in Library during 2016-17 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 2016-17, Library enrollment consisted of 58.3% **female**, 41.7% **male**, and 0.0% students of **unknown** gender. In 2016-17, Library enrollment consisted of 16.7% **African American** students, 0.0% **American Indian/AK Native** students, 41.7% **Asian** students, 0.0% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 33.3% **White** students, 8.3% **multi-ethnic** students, and 0.0% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Library revealed 8.3% aged **19 or less**, 16.7% aged **20 to 24**, 8.3% aged **25 to 29**, 8.3% aged **30 to 34**, 33.3% aged **35 to 39**, 0.0% aged **40 to 49**, and 25.0% aged **50 and older**.

<b>Awards</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College Awarded Degrees	1,882	2,109	2,220
Library Degrees	0	0	0
College Awarded Certificates	748	644	602
Library Certificates	0	0	0

The percentage change in the number of Library **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Library **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

<b>Comparison of Success Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Library Success Rate	52.2%	56.7%	50.0%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	-	-	-
Online	52.2%	56.7%	50.0%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	41.7%	52.9%	57.1%
Male	63.6%	58.3%	40.0%
Unknown	0.0%	100.0%	-

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

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

The percentage difference in the **course success rate** in Library courses in 2016-17 showed a substantial decrease from 2015-16 and a slight decrease from 2014-15. When comparing the percentage point difference in the Library 2016-17 course success rate to the College's overall success average\* (66.6%) and the institution-set standard\* (56.6%) for credit course success, the Library **course success rate** was substantially lower than the **college average** and moderately lower than the **institution-set standard\*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Library success rate for 2016-17, the success rate was not applicable for **traditional (face-to-face)** Library courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Library success rate for 2016-17, the success rate was moderately higher for **female** students in Library courses, moderately lower for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Library success rate for 2016-17, the success rate was substantially lower for **African American** students in Library courses, not applicable for **American Indian/AK Native** students, moderately higher for **Asian** students, not applicable for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, substantially higher for **White** students, substantially lower for **multi-ethnic** students, and not applicable for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Library success rate for 2016-17, the success rate was substantially higher for students aged **19 or less** in Library courses, minimally different for students aged **20 to 24**, substantially lower for students aged **25 to 29**, substantially higher for students aged **30 to 34**, minimally different for students aged **35 to 39**, not applicable for students aged **40 to 49**, and substantially lower for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Library Retention Rate	78.3%	83.3%	66.7%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	-	-	-
Online	78.3%	83.3%	66.7%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	75.0%	88.2%	71.4%
Male	81.8%	75.0%	60.0%
Unknown	0.0%	100.0%	-

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

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

The percentage difference in the **retention rate** in Library courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15. When comparing the percentage point difference in the Library 2016-17 retention rate to the College's overall retention average\* (85.8%) and the institution-set standard\* (73.2%) for credit course success, the Library **retention rate** was substantially lower than the **college average** and moderately lower than the **institution-set standard\*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Library retention rate for 2016-17, the retention rate was not applicable for **traditional (face-to-face)** Library courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Library retention rate for 2016-17, the retention rate was slightly higher for **female** students in Library courses, moderately lower for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Library retention rate for 2016-17, the retention rate was substantially lower for **African American** students in Library courses, not applicable for **American Indian/AK Native** students, substantially higher for **Asian** students, not applicable for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, moderately higher for **White** students, substantially higher for **multi-ethnic** students, and not applicable for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Library retention rate for 2016-17, the retention rate was substantially higher for students aged **19 or less** in Library courses, substantially higher for students aged **20 to 24**, substantially lower for students aged **25 to 29**, substantially higher for students aged **30 to 34**, substantially lower for students aged **35 to 39**, not applicable for students aged **40 to 49**, and minimally different for students aged **50 and older**.

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

Data Source: Banner Student Information System

#### Calculation Categories

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