

## Library

### New Program Performance - APR Item

#### Program/Unit:

Library

#### Data Trends:

**Credit Courses:** The Library Department's pivot to offering only online LIBR 101 and 201 courses several years ago has allowed us to smoothly navigate the constraints imposed by the campus closure. Without the need to transition our courses online, it was business as usual for us.

Data trends for library courses have remained consistent. For 2020-2021, the average course success rate was 86% compared to the college's overall success rate of 72%. When "Excused Withdrawal" (EW) grades are taken into consideration, the library's success rate increased to 93% (vs the college's 86%). The trend shows an increase in this metric by 7% for library courses (86% for 2019-2020 ). The retention rate for all courses sat at 92% vs the college's 82%. With EW, library courses weighed in at 99% (college was at 98%). Covid did not affect the retention or success rates for LIBR 101 and 201; however, Covid did impact the enrollment rates for the library (as well as for the college). A 13% decline in enrollment and a 13% decline in "fill rate" from the prior year were reported for library courses.

- 2020-2021 Course Success Rates No EW.pdf
- 2020-2021 Course Success Rates EW.pdf
- 2020-2021 Time Trend Success Rates No EW.pdf
- 2020-2021 Time Trend Success Rates EW.pdf
- 2020-2021 Course Retention Rates No EW.pdf.pdf
- 2020-2021 Course Retention Rates EW.pdf
- 2020-2021 Time Trend RetentionRates No EW.pdf
- 2020-2021 Time Trend RetentionRates EW.pdf
- 2020-2021 Enrollment & Efficiency.pdf

**Orientation/Instruction:** In AY 20/21 library instruction sessions taught 5,317 students. All sessions were taught remotely and due to outreach efforts and historic positive relationships with classroom faculty this number of students is significant given pandemic-related enrollment shifts. This number is just shy of - or greater than - the number of students reached in a number of academic years over the past decade. Also noteworthy, librarians collaborated with others to offer an extremely successful series of Misinformation workshops that have been attended by more than 1,000 students and employees.

- <https://docs.google.com/spreadsheets/d/19kivxFh1g-Xp4RaKy15hDVDPqYsFgAyKFsMIJ5ql8A/edit#gid=0>

**Reference Transactions:** Due to pandemic closure, the library experienced a significant dip in one-to-one reference interactions. Librarians helped 3,299 members of the MiraCosta college community; interestingly, but unsurprisingly, there was a more than 41% increase in patrons accessing one-on-one help via the library's live chat service.

- <https://docs.google.com/spreadsheets/d/1HDCXHt6-I7a8K8mjJgslakIWivqhnsNpxy4uZwuLEdI/edit#gid=1615318323>

**Database Trends:** The library's online resources collections support all areas of student research across the diverse disciplines of the college curriculum (<https://library.miracosta.edu/az.php>). A broad and robust existing collection of online resources allowed the library to continue to support student research during physical building closures beginning in Spring 2020. Overall database usage from 2019-2020 to 2020-2021 had a 1% increase across the vast majority of all online resources. Some eBook databases experienced a 44-63% increase in usage in the same single academic year time period (notably, EBSCO eBooks, Overdrive eBooks+Audiobooks, and O'Reilly for Higher Education (eBooks+Videos). Usage of streaming media also saw growth into 2020-2021, most significantly a 10% increase for the already heavily used Films on Demand Academic Collection, and a 63% increase for the relatively new JoVE Science Education video database.

Other electronic resource collections have experienced a decline in usage, which can be attributed to a couple of potential reasons, mainly a lack of available integration or poor discoverability in OneSearch (library collection cross-search), launched just two years ago, and/or a decline in instruction opportunities, where librarians introduce individual students, faculty, and entire class sections to highly specialized information resources in the collection, which fall outside of the more popular journal databases. The librarians will continue to work together to feature and promote the most appropriate resources through reference and instruction interactions, course and subject specific online research guides, and discipline faculty outreach. Whenever possible, Canvas integrations for library databases have been implemented in collaboration with Online Education staff.

In addition to purchasing many required course materials, resources supporting content areas in the STEM fields, including nursing, biotechnology and bio-manufacturing, expanding collections of diversity, equity, and inclusion materials in all formats, and purchasing diverse archives of primary sources has been an acquisitions priority in recent years. Sufficient funding of the library materials budget from lottery revenue sources has allowed the department to reliably renew and expand electronic resource collections, rapidly responding to student and faculty requests to support emerging research needs. Many faculty are connecting students to existing library resources through the databases to support curriculum and save students the always increasing expense of required textbooks.

- <https://library.miracosta.edu/az.php>
- ER Snapshot Usage 2017-2021.pdf
- [Sample 2021 O'Reilly eBook usage](#) (ebook chapters and video content)

**Canvas Integration:** In Fall 2020, the library also started using a new technology that allowed us to incorporate Course and Subject Guides into Canvas shells, which makes it easier for students to access specifically selected resources for their content areas. As a result, there were 228 stand alone Canvas pages with 2,222 visits.

#### Linked Documents

[2020-2021 Course Retention Rates EW.pdf](#)

[2020-2021 Course Retention Rates NO EW.pdf](#)

[2020-2021 Course Success Rates EW.pdf](#)

[2020-2021 Course Success Rates No EW.pdf](#)

[2020-2021 Enrollment & Efficiency.pdf](#)  
[2020-2021 Time Trend Success Rate EW.pdf](#)  
[2020-2021 Time Trend Success Rate NO EW.pdf](#)  
[2020-2021 Time Trend Retention Rates EW.pdf](#)  
[2020-2021 Time Trend Retention Rates NO EW.pdf](#)

**Impact on Student Success and Equity:**

**Reference Hours:** When COVID first forced the District to move completely online in Spring 2020, the library department pivoted to providing more online reference hours, which increased the range of hours offered to students by approximately 35%. For AY 2020-2021, the department maintained the same level of coverage:

M-Th: 8 am to 11 pm

F: 8 am to 6 pm

Sat: 9 am to 9 pm

Sun: 12 pm to midnight

MiraCosta librarians served students via chat, email, Google Voice, and text messaging. The Library's chat platform contains an integrated screen share feature via Zoom, which has allowed us to offer quality reference instruction to students who need or request virtual face-to-face interactions.

The MiraCosta Library offers chat in cooperation with other academic institutions across the country, as well as other California community colleges (CCC). MiraCosta librarians have answered numerous chat sessions for other libraries' students (particularly CCC students), providing critical support during a difficult time. In fact, for AY 2020-2021, our librarians answered over 4,600 chats for other institutions.

The Library was also able to maintain a dedicated CLC Library Zoom presence (Mondays through Thursdays from 9 am to 1 pm and 5 to 8 pm) focused solely on serving the needs of CLC students. Partnering with other academic and student support services, the Library further offered Zoom drop ins one day a week for CLC students to obtain one-stop assistance.

**Community Learning Center:** To continue to serve students at the CLC equitably, the Library affirmed its commitment to providing a dedicated Zoom space for students to access a librarian face-to-face. From July 1, 2020, to June 30, 2021, 135 students accessed our services via Zoom. Anecdotally, these Zoom sessions averaged 30-50 minutes each. 24/7 chat was still available to all. CLC Librarians also provided tailored orientations to classes that requested them. For AY 2020-2021, twenty orientations were provided...reaching 312 students.

Librarians actively participated in CLC events, such as Diversity Day, Reading Festivals, and Expressions (publication of student artwork, poetry, short stories). These events reached over 250 students.

Extensive resource guides were also developed by librarians to meet student, faculty, and CLC needs. An example of these resources focuses on Reading Festival authors who come to visit the campus and share their

work: [https://library.miracosta.edu/community\\_learning\\_center/reading\\_festival](https://library.miracosta.edu/community_learning_center/reading_festival). These resources can be found on a dedicated CLC Library website:

<https://library.miracosta.edu/clc>. For AY 2020-21, there were 2,711 views to the website.

- [https://library.miracosta.edu/community\\_learning\\_center/reading\\_festival](https://library.miracosta.edu/community_learning_center/reading_festival)
- <https://library.miracosta.edu/clc>

**Textbook Scanning:** When the pandemic-induced library closure occurred in March 2020, the Library quickly pivoted to provide online instruction and remote services whenever feasible. Access to the Library's print reserve collection presented us with a challenge. In very few cases is the Library able to acquire online access to traditional textbooks. Most textbook publishers simply will not sell e-texts to libraries.

The position of the library community was that the unique circumstances of the pandemic allowed for library scanning of textbooks. The MiraCosta Library began to offer scanning from our reserve collection, as requested by faculty. After a few weeks, the textbook publishers responded to the pandemic emergency and provided complimentary access to e-textbooks via the Redshelf and VitalSource Platforms. This reduced the need for textbook scanning during the Spring semester.

However, beginning in Summer/Fall 2020, publishers no longer provided the complimentary access to e-textbooks. In addition, the consensus in the library community was that the emergency circumstances no longer applied and that unlimited scanning from textbooks was no longer acceptable. On the other hand, student access to the Library's reserve collection was still problematic. The Library was still closed and students could not access our textbooks. After considering the situation, the Library decided to offer limited scanning at faculty request. In our experience, reserve usage is heaviest in the first few weeks of the semester. We notified faculty that we would limit our scanning to 10% of a text, with the intention that this would cover students for the first 1-2 weeks of a semester. That would allow students time to receive financial aid or grant checks and then buy or rent their own copies. Admittedly, while this is not a complete solution, the scanning service does allow students to keep up with course reading, as they are waiting to acquire their own textbooks. We continue to offer this service, even as the Library reopened in Fall 2021. The majority of our students are still online, and our building hours are still not back to the pre-pandemic schedule. We will reassess as we return to a new normal.

- Scanning Procedures–Public Services
- Fall 2020 Scanning Log.pdf
- Scanning Information and Form.pdf
- Scanning Policy Info Sent to Faculty.pdf
- Spring 2021 Scanning Log.pdf
- Summer 2021 Scanning Log.pdf

**Laptops and Hotspots:** The Library Operations team helped the department pivot to online only resources and services during the pandemic. Access to technology and high-speed internet can be a barrier to student success and closing equity gaps. The Operations team met this challenge by increasing the stockpile of laptops to loan to students, as well as mobile hotspots. Through CARES Act HERF funds, the Library acquired several hundred more laptops and over 300 additional mobile hotspots to loan to students who had pivoted to online learning. Surveys deployed to the users indicated that many students would have had to drop out of classes had it not been for the loan of a laptop and/or a hotspot. The Library collaborated with the Campus Assessment, Resources and Education (CARE) team to target students in need. Staff volunteered during the height of the pandemic to work at outside events to deliver this equipment. Items were also shipped to students' homes via UPS. The Operations team also

began sending out physical materials to students' homes via the USPS. The team also collaborated with the faculty librarians to create an online matrix of online textbooks and online films in support of learning, as well as scanning chapters of textbooks for instructors to make available to their students. These measures helped students who previously used materials in person have access to their course materials, which allowed them to remain in classes.

**Embedded Librarianship:** In an effort to expand the Library Department's instructional services to meet the needs of online students, faculty librarians embedded in 37 sections of English (52/100, 100, 201, 202) in AY 20/21. Embedding allows librarians to collaborate with instructional faculty in designing activities that scaffold research skills and work directly with online students as they locate, evaluate, and cite sources for their projects and research papers. Additionally, close collaboration between students and a dedicated librarian throughout the semester puts a "friendly face" on the services and resources offered at the college library. Initial assessment of the Embedded Librarianship Initiative has been positive. Student work from four sections of ENGL 100 were assessed for inclusion of library resources; 2 different English instructors provided student work from a section before a librarian embedded as well as from a section after a librarian embedded. There was a **33% increase** in the citing of library resources from the sections with an embedded librarian.

- <https://docs.google.com/document/d/1GpXclBPYz7kHwHYTI8T9iDs7HRQ91To7KtI7OH6lwEc/edit>
- <https://docs.google.com/document/d/12vFGH70fRZSs2HHXEYyBUkNPIvJb4ALV/edit>

**SJEC History/Heritage Month:** The library's collaboration with Student Equity and the Social Justice and Equity Center continued with monthly History & Heritage Month (HHM) online displays. These displays highlight library resources (eBooks, databases, streaming films) relevant to the communities being honored during each HHM. Numerous new HHMs were recently added including Dia De Los Muertos, Cesar Chavez Day, Sexual Assault Awareness Month, and Domestic Violence Awareness Month. The 13 HHM online displays have been viewed more than 5,300 times by students, employees, and community members.

- [https://drive.google.com/file/d/1dpjpR\\_8Ljx7ElyJGvliR\\_XqARJ3Eu-Hg/view](https://drive.google.com/file/d/1dpjpR_8Ljx7ElyJGvliR_XqARJ3Eu-Hg/view)

**Library Staffing:** Library classified professional staff assist the faculty librarians with support for displays and exhibits and procuring and processing materials that directly connect to the library's commitment to student success and closing equity gaps. With the pivot to online learning during the pandemic, Technical Services personnel were crucial in quickly getting materials ready for student use, including cataloging laptops, mobile hotspots and physical and electronic resources. The staff, consisting of 1 FTE and one .40 FTE has had an increased workload over the past several years; staffing in Technical Services was reduced many years ago when the District's budgets were impacted. The library will continue to advocate for restoration of the .40 position to 1 FTE. The restoration of this position will allow the department to more quickly and efficiently get resources ready for students to use; as well, the addition of a media vending machine and smart lockers will increase the work of Technical Services. Acquisition of these two items will provide more access to materials, positively impacting the library's efforts towards student success and equity. Increasing staff efficiency will result in quicker access to materials.

**User Satisfaction:**

**Surveys:** The District's "Back to Campus Student Survey" conducted for Spring 2021 showed overall that students were very satisfied with student support services provided in an online environment. For the Library for credit students, participants who utilized our online services indicated a 97% satisfaction rate with 66% of those "very satisfied." For the same survey conducted with non-credit students, participants also indicated a 97% satisfaction rate with 78% "very satisfied." The Library's extended online hours, 24/7 chat service with Zoom capabilities, and librarians' understanding of student information seeking needs are possible factors for this high ranking.

In the same semester, as part of our assessment of the Library Student Learning Outcome 1: Instruction (As a result of library instruction [e.g., reference interactions, research orientations, workshops], students will locate relevant sources of information to accomplish a stated information need), we sent a survey during two different time periods ((Jan-March, and April-May) to 81 students who used the zoom option in Spring 2021. Though we only received 15 replies (19% return rate), participants nevertheless indicated overall satisfaction with the service:

- I was more successful with my assignment after working with the librarian: 93% responded positively with 86% "Strongly Agree."
- I learned about library resources and services that will help me succeed in my classes: 86% responded positively with 60% "Strongly Agree."
- I would Zoom with a Librarian again for research help with other class assignments: 93% responded positively with 80% "Strongly Agree."

The department also conducted a Library Technology Survey on our laptop and hotspot loaner program. Eighty-five students opted to respond to this survey, and the majority (94%) indicated that they used the devices to access their Zoom course(s). Forty-eight percent noted that they also used the technology to access other student services (counseling, tutoring, Writing Center, Math Learning Center, etc.). An overwhelming number of respondents further noted that the library devices were important or very important to their success at MiraCosta (75% for the laptops and hotspots).

- Back to Campus Credit Student Survey SP 2021 Online Services Satisfaction.pdf
- Back to Campus Non-Credit Student Survey SP 2021 Online Services Satisfaction.pdf
- Survey - Zoom with Librarian 1.pdf
- Survey - Zoom with Librarian 2.pdf
- 2020-2021 Library-tech-assessment.pdf

**Chat Reference:** MiraCosta students have access to online chat reference support 24/7 via Springshare's LibChat platform. MiraCosta librarians staffed chat reference 94 hours per week during the Fall & Spring semesters. When MiraCosta librarians are not available, our students' chats are answered by co-op or Springshare librarians.

In general, MiraCosta students are satisfied with their chat experience; the average chat rating is 3.88 (out of 4). Student comments also reflect their overall satisfaction with the assistance and service they received. It is interesting to note, though, that MiraCosta librarians received an



average higher rating than either co-op or Springshare librarians. This is to be expected, as MiraCosta librarians are the most familiar with our collections, as well as our instructors' expectations. In addition, MiraCosta librarians make extensive use of the built in option to Zoom with students, which many students prefer. Unfortunately, not all non-MiraCosta librarians have this option available to them.

- LibChat Student Chat Ratings 20-21.pdf

#### **Internal Processes and Procedures:**

**Textbook Scanning:** The Library implemented limited textbook scanning at faculty request. In our experience, reserve usage is heaviest in the first few weeks of the semester. We notified faculty that we would limit our scanning to 10% of a text, with the intention that this would cover students for the first 1-2 weeks of a semester. That would allow students time to receive financial aid or grant checks and then buy or rent their own copies. Admittedly this is not a complete solution, the scanning service does allow students to keep up with course reading, while waiting to acquire their own textbooks.

We continue to offer this service, even as the Library reopened in Fall 2021. The majority of our students are still online, and our building hours are still not back to the pre-pandemic schedule. We will reassess as we return to a new normal.

- Scanning Procedures—Public Services

**Library Operations:** The Library Operations team continually evaluates internal policies and procedures to increase efficiency and identify equity gaps in our services. As the pandemic caused the department to pivot to online services and then return to a partially-open campus, the team made several changes. During the campus closure, the team began mailing physical items to students' homes via the USPS. That option for physical item requests has remained as an option, even while campus is open. Technology items were shipped via UPS and FedEx; while campus is open and funding is still in place, we have continued to offer that option as a convenience to students who cannot get to campus during the open hours. There was a policy in place that required a student patron to produce a physical copy of their picture ID upon checkout of items; we are now allowing students to show us the ID via their smartphone, which removes another barrier for those who don't carry ID with them. Upon campus reopening, we no longer locked study room doors, making it easier for students with room reservations to access rooms, and reduced contact between staff and students during the continued pandemic. Library staff will be discussing further possible changes to the study room policies during March of 2022.

Internally, the Operations team is using Teams and OneDrive to organize policies and procedures and to collaborate on documents. This has created greater efficiencies for staff. The team has also adjusted course reserves processing via the ExLibris Alma platform. The staff member who is the system administrator has developed more streamlined procedures for course reserves, doing away with a card/box system that had been in place for many years. An online form was developed for faculty to place requests; the form feeds into a spreadsheet and has allowed staff to be more efficient in processing these materials. During Spring 2022, the

team also began fielding technology loan requests via a form that populates a spreadsheet and sends automated confirmations, saving much staff time.

**Library Staffing:** Technical Services staff have continued to be impacted by an increased workload with inadequate staffing. Staffing loss from 2010, where there were 2.63 FTE in Technical Services and then reduced to 1.4 FTE, impacts staff in processing materials. Electronic resources have increased by 168% on average; online and streaming video content has increased by a whopping 8,700% and is likely higher, due to increases in these collections in support of online learning. The department also supports processing and cataloging of materials for learning center partners, such as STEM and Math Learning Center. This year, the Language Labs have also partnered with Technical Services to catalog their items for circulation. With the addition of exciting new technology such as the media vending machine, Technical Services workload will continue to increase. There may be additional technology added to the resources the library provides to students that will impact Technical Services even more in the coming semesters. The timely and accurate processing of both physical and electronic materials is a link to student success and equity.

**Library Website Updates:** Using data about the increased views of COVID-related library pages, the department made updates to the homepage to make new information easier to find and worked to also streamline the various pages that had been created so that students, faculty, and staff alike could more readily access the information they needed. Some homepage changes included direct linking to technology check outs and “borrow by mail” information. In addition, LibAnswers FAQs were updated to ensure that the most accurate information was reflected. The “Learn to Research” page, where much of this information was stored, was the 9th visited page during the 2020-2021 school year. Likewise, the borrowing page that shared information about “Borrow by Mail” was the 7th most visited page

In Fall 2020, because of the campus closure, the Library forwarded all on-ground reference desk phone numbers to Google Voice so that we could respond to students in real time from the multiple work from home environments, providing much needed continuity to one component of our services.

**Start:**

7/1/2021

**End:**

6/30/2022

## **New Course Learning Outcomes - APR Item**

**Program/Unit:**

Library

### **Learning Outcomes Processes:**

The library department assesses CSLOs on a regular 3-year cycle. Despite library closures during the pandemic, the department continued to assess course level learning outcomes. LIBR 101- CSLO 1, and LIBR 201- CSLO 2 were assessed in Fall 2020, and LIBR



201H CSLO's 2,3, and 4 were assessed in Spring 2021. Students enrolled in both LIBR 101 and LIBR 201 participated in the College's Core Competency for Information Literacy in 2020. In Fall 2021, LIBR 101 and 201 students participated in the Core Competency assessments for Critical Thinking and Problem Solving.

**Areas for Improvement and Actions Taken:**

The Library Department is committed to continuous improvement to support student success in Library courses. Students in LIBR 201, LIBR 201H and LIBR 101 regularly meet or exceed the 70% goal for course SLO assessments. Given that LIBR 101, LIBR 201, and LIBR 201H are regularly taught online, we did not note any significant drop in student success rates due to the pandemic.

For example...

- For LIBR 101, CSLO 1 (Students will select appropriate tools for finding specific types of information sources): 90% of students successfully met the outcome.
- For LIBR 201, CSLO 2: (Students will be able to critically evaluate the credibility, accuracy, and bias of an information source by applying a prescribed set of criteria): 82% of students successfully met the outcome. For the same CSLO, LIBR201 Honors students met the outcome 92% of the time.
- For LIBR 201H, CSLO 3: (Students will identify citation elements in a variety of information sources and consistently apply a citation style in referencing information): 83% of students successfully met the outcome.
- For LIBR 201H , CSLO 4: (Students will compare and contrast characteristics of popular and scholarly information sources): 96% of students successfully met the outcome.

While students enrolled in library courses continue to perform well in CSLO and core competency assessments, the library regularly updates course content to promote critical evaluation of all information, whether it is derived from social media, web sources, or library databases.

As noted previously, LIBR 101 and LIBR 201 students were part of the college-wide core competency assessment for Information Literacy in Spring 2021. Students enrolled in Library classes met or exceeded expectations with an average of 3.23 out of 4 on the college-wide rubric (2 being the average outcome for lower level undergraduate students).[https://www.miracosta.edu/governance/oac/docs/CoreCompetenciesReport\\_Spring2019\\_Sept192019.docx](https://www.miracosta.edu/governance/oac/docs/CoreCompetenciesReport_Spring2019_Sept192019.docx))

**Start:**

7/1/2021

**End:**

6/30/2022

## **New Learning, Service Area and/or Administrative Unit Outcomes - APR Item**

### **Program/Unit:**

Library

### **Outcomes Assessment Processes:**

The department conducted a technology survey in spring 2021 to assess SAO 3: The library will support student success by providing all students with appropriate library services, both in-person and online, to meet students' academic needs. Eighty-five students responded, and the majority of students indicated that library laptops and hotspots were important or very important to their success at MiraCosta.

- 2020-2021 Library-tech-assessment.pdf

During two different time periods (Jan-March, and April-May), the department sent a survey to 81 students who used the library's chat reference Zoom option, and the intent was to assess SAO 1: As a result of library instruction (e.g., reference interactions, research orientations, workshops), students will locate relevant sources of information to accomplish a stated information need. We received 15 replies (19% return rate), and of those, 93% of students noted that they felt more successful with their assignment after working with a librarian. The same percentage of students agreed that they would Zoom with a Librarian again for research help with other class assignments.

The department also attempted to assess SAO 2: All students will have ample access to library information and technological resources, both in the library and online, that support and supplement the college curriculum, course assignments, student success, and lifelong learning. The focus of this assessment was to gauge how effective the "ship to home" book lending service was to students. However, with only 4 responses, the assessment provided little relevant data.

- Survey - Zoom with Librarian 1.pdf
- Survey - Zoom with Librarian 2.pdf

### **Linked Documents**

[Survey - Zoom with Librarian 2.pdf](#)

[Survey - Zoom with Librarian1.pdf](#)

### **Areas for Improvement and Actions Taken:**

As with almost all surveys, obtaining student responses can be a challenge. That was evident with two of the three assessments the department conducted. The department will need to find ways to increase the response rate for future surveys, possibly adding incentives for students who submit responses. The following are possible areas for future assessments:

### **Student Learning Outcome 1: Instruction**

As a result of library instruction (e.g., reference interactions, research orientations, workshops), students will locate relevant sources of information to accomplish a stated information need.

- survey faculty who were assigned embedded
- survey students who were in embedded sections
- LibChat surveys
- survey students who have emailed us
- use of sources by students in research paper (embedded vs not)
- measure direct and indirect learning - confidence in research skills
- orientation survey for faculty (including all modes of librarian info lit instruction)

### **Service Area Outcome 2: Resources**

All students will have ample access to library information and technological resources, both in the library and online, that support and supplement the college curriculum, course assignments, student success, and lifelong learning.

- demand for technology across semesters (requests, request fulfilled)
- circ stats for laptops/mobile hotspots
- demographic analysis with RPIE (contact Kim)
  - retention
  - grades
  - comparison possible?
- survey of students who received technology from the library (control vs group of students who got tech)
  - contribution to student success
- student survey by district (external to the library)
- textbooks (online textbook usage/scan requests)
- e-resources usage
- ability to fill requests for resources (request items; curriculum resource requests)

### **Service Area Outcome 3: Services**

The library will support student success by providing all students with appropriate library services, both in-person and online, to meet students' academic needs.

- textbook scanning requests (stats & survey)
- book/DVD delivery requests (stats & survey)
- LibChat data
- Sustainability of Technology Requests (Staffing, age of computers)

**Start:**

7/1/2021

**End:**

6/30/2022

## **New Program Resources - APR Item**

**Program/Unit:**

Library

### **Resource Changes:**

Since the COVID-19 campus closures in Spring 2020, faculty and student requests to the library for streaming resources and ebooks have increased, as there was no convenient or timely access to our physical collections. While our USPS Priority Mail service for physical items has been extremely helpful, the department has also prioritized acquiring and renewing online resources to allow for 24/7 remote access for all students, faculty, and other college employees. The majority of our streaming titles are required viewing for various courses. Ebook requests are typically for required classroom reading and/or needed to support student research needs. A variety of formats were purchased/licensed to support learning needs (eBooks in both text and audio when available, streaming service films and documentaries). Funding from various sources, including restricted lottery, COVID CARES, and PPIS have allowed the library to maintain core research databases and expand acquisitions of other online resources in support of all areas of the curriculum (Library Databases A to Z: <https://library.miracosta.edu/az.php>).

Further, the infusion of funds from the CARES budget afforded the library the opportunity to satisfy several other departments' needs for streaming media, enabling the Library to meet its strategic goal of ensuring access to library resources to students and faculty, especially during the campus closure. For AY 2020-2021, the library acquired over 97 titles (valued at \$250-\$320 per title) for 3-year, unlimited access. These purchases empowered some programs, especially in the FILM and Drama departments, to take some of their courses completely online. For other programs that used to rely on our physical DVD collection, acquiring these streaming titles made it easier for faculty to continue to use their curricular materials. Anthropology, Media Arts, Sociology, International Languages, and Counseling were some notable ones. Human Resources also requested titles for professional development needs.

As the pandemic shifted in-person services to online, Library Operations staff were able to take advantage of available COVID CARES Act monies to bolster the stock of laptops and mobile hotspots available to students. This funding allowed the department to add several hundred more laptops and hotspots to the collection. Laptops increased from 60 to over 200; hotspots increased from 35 units to 375 units. Through collaboration with the College's Campus Assessment, Resources and Education (CARE) team, students who had a need for technology were identified and matched with resources. Students were informally surveyed about their satisfaction with this program and many replied that this was the only way they were able to stay in college classes during the pandemic.

Post-pandemic funding, Library Operations will be working with other partners on campus, including the MiraCosta College Foundation, to put funding in place to continue supporting mobile hotspots for students who lack high-speed internet access.

It is important to note that the drastic increase in loanable technology and added online content has resulted in a significant increase to the Technical Services workload. The accurate cataloging and processing of both physical and electronic resources is imperative in providing timely access to students in online courses. The 1.4 FTEs in this department have continued to provide a high level of service to the rest of the department, students, and faculty of the college despite taking on the workload formerly covered by 2.63 FTE.

- Online Textbook list:  
<https://docs.google.com/spreadsheets/d/1hL2TZ6i1VHLn0Mtquhmdpvd6linGZjbS/edit#gid=1104096076>
- Databases A to Z list: <https://library.miracosta.edu/databases>

**Start:**

7/1/2021

**End:**

6/30/2022

### **New Program Personnel - APR Item**

**Program/Unit:**

Library

**Faculty/Staff Contributions and Currency in Field:**

One of the library's many strengths is its personnel who are willing to undertake new professional development opportunities to better serve students and the college.

The campus closure afforded the library team time to partake in webinars and courses that had a direct impact on Library services. Several Library staff and librarians completed the Black Community Ally Training (BCAT) to increase participants' understanding of anti-Black racism and strengthen strategies and skills to advance racial equity for the Black community at MiraCosta College. The BCAT focuses on four critical components:

- a foundational understanding of Black history and events that have given rise to the current climate impacting the Black community
- the experience of Black students, staff, and faculty at MiraCosta with an emphasis on Black student equity data
- defining Black allyship in the context of anti-Black racism and serving as an active advocate for ending racial inequality
- strategies for how to serve as a Black ally at MiraCosta and apply what you have learned in the training to your role at the college

One librarian attended the People of Color Conference, focusing on people of color and allies in education to come together, reflect on their individual experiences, and learn from each other. A staff member attended the ALA Midwinter conference and was able to hear Ibram X. Kendi and Emmanuel Acho speak, which fit into the MiraCosta theme of equity and inclusion. Jill Biden and Amanda Gorman were also featured speakers, making this conference extremely powerful and uplifting.

A couple of librarians attended a webinar entitled "Confronting Hard History: Using Primary Sources to Teach Slavery, Civil Rights and Black Lives Matter" presented by Hasan Jeffries, associate professor of History at Ohio State. He discussed teaching with primary sources to "complicate normative narratives" of slavery, the Civil Rights Movement and BLM protests. The presentation highlighted the importance of looking honestly at the past to understand the persistence of racial inequality in the U.S. today and to create a more equitable and democratic future.

A handful of our associate librarians work for other institutions, which benefits MiraCosta greatly. The training they undertook for their other workplaces translates to our college. One librarian attended an ACRL webinar entitled "Cultures of Collecting: Sustaining Diversity, Equity and Inclusion in Collection Development." This was a panel discussion with experts from academic libraries and special collection repositories providing insight into including diverse perspectives in scholarly collections for teaching, research, and learning. Another conducted research and presented at the Critical Librarianship and Pedagogy Symposium: "Elevating the fashion Other: How sartorial choices inform counter-narratives in information literacy." This presentation asks us to consider how fashion may serve as a counternarrative that challenges majoritarian ideologies within the colonized classroom. By elevating the Fashion Other—that is, an aesthetic that defies Westernized notions of what connotes "professional" attire—PoC librarians actively resist hegemonic standards of professionalism. Another librarian partook in the ISTE Digital Ethics - 5 Ways to Bring Ethical Thinking Into the Classroom webinar which shared ideas on how to teach students to think deeply and critically about their roles in society.

The Library Operations team, as with other departments around the College, pivoted to online-only work in March of 2020, due to the pandemic. In January of 2020, the department adopted the statewide Library Services Platform (LSP), Ex Libris Alma/Primo, and library staff participated in many hours of webinars and training sessions as the new system was implemented. Staff also quickly pivoted to assist in providing students with access to laptops and mobile hotspots in support of online learning. AIS moved lab laptops to the library, and staff volunteered to help safely distribute equipment to students. As COVID CARES ACT funding became available, the library acquired more laptops and mobile hotspots and also began to ship items via UPS to students' homes. Library staff also began shipping physical items from the collection, including books and DVDs.

Library staff also worked with the faculty librarians to create a repository for scanned chapters from textbooks, which helped instructors connect students with reading materials from course textbooks. Additionally, library staff assisted the faculty librarians in creating a matrix of online textbooks and streaming media for courses, which gave students immediate access to online versions of required texts and films.

Staff also worked on updating policies and procedures that reflected the move to the new LSP. Professional growth opportunities through the College gave staff an opportunity to participate in Black Community Ally Training and other workshops.

Library staff and librarians also took part in basic needs advocate training conducted by the MCC CARE team. Content showed how basic needs impact student success. Best practices in responding, connecting, and supporting our students were introduced. This training included an impactful live student panel.

Library staff participated in and chaired the Library Reopening Committee and the campus-wide Stay Healthy committee, creating a game-plan for different scenarios for reopening. Stay Healthy was a campus-wide initiative which culminated in an outreach program designed for



campus Covid safety. In addition, librarians and staff attended the SDICCLRC Spring Workshop on “Pandemic Recovery,” which featured regional librarians and staff presenting their plans for opening their libraries.

Other webinars, workshops, courses, and trainings that librarians and library staff attended include:

- Equity & Humanizing Your Course: The Liquid Syllabus
- Trauma-Informed Librarianship: Building Communities of Care
- Trauma-Informed Practices Workshop - MiraCosta
- Took part in Cultural Competency Flex Week - MiraCosta
- Black Lives Matter - Training and Professional Learning - MiraCosta
- Techniques to Keep Students Persisting and Motivated - MiraCosta
- Lateral Reading, sessions 1 and 2 (Infobase)
- Teaching Information Evaluation With Lateral Reading (Infobase)
- A Discussion of Harmful Coded Language (Infobase)
- Clearing Up Confusion: OER, ZTC, and Fair Use (ASCCC)
- Lessons in Diversity, Equity and Inclusion (ProQuest)
- Transitioning Faculty to Online Teaching (ACRL)
- Read and shared with department journal articles discussing the experience of marginalized groups in academic libraries.
- MLA Handbook Plus webinar
- Regularly read LOEX Library Instruction quarterly newsletter
- Trauma-informed practices workshop
- Military Ally Training
- UndocuAlly Training
- Participated in LGBTQIA+ Caucus of the Academic Senate for California Community Colleges
- Managed and participated on the CCC LGBTQ+ statewide listserv
- ED 815: Re-Thinking Leadership
- ED 855: Educational Leadership for Developing Educational Systems
- ED 860: Seminar in Leadership and Educational Change
- ED 850: Seminar in Quantitative Methods and Inquiry
- ED 851: Seminar in Qualitative Methods of Inquiry
- ED 853: Advanced Research Methods Qualitative
- ED 836a: Literature Meta-Synthesis
- ED 836b: Conceptual and Theoretical Perspectives
- ED 836c: Methods of Inquiry
- ARP 827: Emerging Issues in Postsecondary Education
- ARP 801: Community College Development and History
- ARP 812: Budget and Resource Management in Community Colleges
- ED 895: Community College Student Affairs

Librarians offered 4 “Misinformation Workshops” in collaboration with other faculty, and the topics spotlighted information literacy. Over 18 faculty, staff, students, and administrators attended the live webinar, and there were over 500 post-webinar access to the guide associated with the workshops with over 1027 views.

Librarians and staff also contributed to county-wide and statewide committees. Two librarians chaired the Executive Committee and the Media Consortium Committee, composed of the nine

community colleges in San Diego County, while a staff member served as the state co-chair for the Library Services Platform project, with participation from 110 community colleges in California.

Several librarians and staff attended various Wednesday webinars hosted by the CCLC Library Consortium, a state-wide organization devoted to advancing the goals of community college libraries. Some of these sessions include:

- Ongoing LSP Operations
- Network Zone Administration
- Quick, User-Focused Fixes to Your Primo VE Setup
- Library Consortium Update: Participation Agreement
- Using ConsortiaManager for CCLC orders
- Alma Analytics and the Chancellor's Data Survey
- Streaming Media Survival Strategies - Licensing and Acquisitions
- Cataloging: The Basics for CCC Libraries
- Circulation Services Available While Operating Remotely
- Library Instruction with Primo VE
- Acquisitions: The Basics for CCC Libraries
- ELUNA and Alma/Primo Enhancements (NERS)
- LSP issues: Named user and bibliographic record limits
- Using Alma Analytics to respond to the ACRL and IPEDS surveys
- Academic Video Online Product Demonstration
- Managing Named Users, Bib Overages and NZ-Activations
- ProQuest demonstrate products from their DEI initiative
- Overdue and Lost Loans: Configuration of Profiles and Notification Letters
- Vendor Highlights: Highlighting certain products and special offers
- ALMA & Primo Enhancement Request Survey results for NERS 2021
- Equity & Inclusion in CCC Library Systems & Resources
- Pandemic Recovery
- E-Reserves Post Pandemic

#### **Changes in Staffing:**

In December 2020, a long-time Associate librarian retired.

In the spring of 2021, the Library Operations team had one staff member retire. This staff person worked in the Public Services side of Operations and covered the San Elijo Library circulation desk full-time during week and on Saturdays. A recruitment began after the end of fiscal year 20-21. The new hire began working in August of 2021. The position was filled with an internal candidate who was previously working in a part-time role. That individual's position went out for recruitment and the new hire began in February of 2022.

Through the District's Classified Reclassification Committee, a full-time Library Technician I, Public Services, was successfully re-classified to a Library Technician II, Public Services level. This change, along with an adjustment to the job description for that position class, allowed the department to formalize the work of the staff member who took on the responsibilities of system administrator for the Ex Libris Alma platform and appropriately compensate that staff member for the high level of expertise and skill they bring to this particular job duty. This change has

allowed the department to utilize the cloud-based platform more efficiently. The staff member continues to refine the system and improve staff procedures and efficiencies.

**Start:**

7/1/2021

**End:**

6/30/2022

**New Program Curriculum - APR Item**

**Program/Unit:**

Library

**Curriculum Changes:**

Through internal surveys after students have completed LIBR 101, anecdotal data indicated that students wanted the course to cover streaming media. As a result, a minor revision to the curriculum was made, embedding a unit on fake news with one on information literacy and establishing a new unit introducing students to the various streaming media content available in the library's databases and on the Web.

LIBR 201: Media and Information Literacy was revised in 2019 and now meets Area E for CSU Transfer pattern. The course regularly addresses issues related to fake news, misinformation, and social media influences. LIBR 201 Honors has been successfully taught each spring. The Honors Scholars program is currently considering the course for an Honors Summer Bridge Program. Finally, LIBR 101: College Research Skills is undergoing a 6 year curriculum review in Fall 2021. The department has requested the course title be changed to LIBR 101: Introduction to Library Research.

**Start:**

7/1/2021

**End:**

6/30/2022

**New Program Goals - APR Item**

**Program/Unit:**

Library

**Progress on Program/Unit Goals:**

Last year, the department re-worked its goals to include the following, and the department feels these goals continue to be relevant for this program review:

**Goal 1: Library Spaces for Students**

**The Library Department seeks to develop and improve intentionally-designed physical spaces that adapt to users' diverse needs, stimulate collaboration and knowledge**

**creation, support student success and engagement, and provide adequate comfortable space for study.**

The bond-related renovations at San Elijo and the Community Learning Center (CLC) library spaces were on-going during AY 2020-2021, and adequate input from library personnel were sought. The campus closures as a result of Covid-19 have allowed for these renovations to take place with minimal disruption to students and staff. Preliminary planning for the OCN library modernization project initiated. Plans call for further reduction in library space as a result of the expansion of other services, with academic computing services and the library now housed on the second floor of Building 1200. The loss of much-needed library space will eventually come at a cost to student success. Pre-pandemic, library spaces and study rooms were heavily used, and students in multiple anecdotal transactions noted the importance of quiet study areas.

#### **Goal 2: Access to Library Resources**

**The Library Department seeks to effectively manage Library resources in all formats (digital, print, integrated technology, etc.) to ensure students, faculty, and staff have unimpeded access to all library owned collections.**

The implementation of the highly successful laptop and hotspot loaning program allowed disadvantaged students to continue with their courses from remote locations. The department made a concerted effort to reach out to faculty during Flex week and updated the library website to address library services for students (<https://library.miracosta.edu/student>) and library services for faculty (<https://library.miracosta.edu/faculty>), including integration of library resources into Canvas. CARES funding allowed the department to acquire streaming and digital resources for several different departments, which helped transition some of their courses online during the campus closures. The department also implemented a service to send library books to students' residences, especially during the period when the library was completely closed to the public. The library has been flexible in its approach to ensuring that library resources get into the hands of students, staff, and faculty. Planning has also started for how the library will effectively manage its resources to accommodate the college community once we move out of Building 1200 for its modernization and into swing spaces.

#### **Goal 3: Library Outreach Initiatives and Services**

**The Library Department seeks to promote awareness of and access to new and existing library services, resources, instruction, and equipment to the campus community, with a focus on populations in need, such as CLC students, distance education students, and equity subgroups that span all disciplines.**

Social media outreach, including Facebook and Instagram, were integrated to help promote awareness of and access to library services and resources. Likewise, these were integrated on the library's website to further reach out to users. The embedded librarianship program continued during AY 2020-2021 with faculty librarians embedding into 37 sections of English (52/100, 100, 201, 202). Support for CLC students resumed with a dedicated library Zoom room. CLC librarians also collaborated with other academic and student support services to provide students a "one-stop" user experience. Monthly flyers sent to CLC faculty and staff highlighted relevant resources. The department partnered with Online Education to orient students to the library.

#### **Goal 4:**

##### **Comprehensive Online Library Instructional Program**

**The Library department seeks to complement its on-ground instructional services with an online one to ensure online and hybrid programs, faculty, and students have equitable access to library instruction, services, and resources.**

The Library department seeks to complement its on-ground instructional services with an online component to ensure online and hybrid programs, faculty, and students have equitable access to library instruction, services, and resources.

The department has been in conversations to explore a growth position to (1) provide leadership for the creation, maintenance, and assessment of instructional videos, tutorials, and other innovative online learning tools; (2) network, organize, and promote library information literacy services to online learners and educators; (3) develop online materials that are ADA compliant and follow Universal Design for Learning (UDL) principles; (4) maintain knowledge of emerging online learning initiatives (for example ZTC), new technologies, and best practices in online instructional design. Such a librarian would help the department achieve its goal in increasing our program's effectiveness.

In the interim, the department has increased its hours by 35% (budget-neutral) to accommodate more students online, made prominent the library chat service button for students, developed and implemented an embedded librarianship model, and expanded library subject guides to serve various departments. These measures are piece-meal at best. Internal discussions continue to point to a need for a librarian to oversee this growth area, especially when the campus closure ends and current librarians need to focus on their own areas of specialization (collection development, instruction, database management, outreach to underserved populations, etc.).

#### **Emerging Areas of Improvement:**

##### **Reference Scheduling in a Post-Pandemic World**

Prior to the pandemic, the Library almost exclusively scheduled librarians to staff reference on ground during the building hours at the three campuses. The Library did staff one 3 hour online shift on Sunday evenings, as we knew that students often needed research assistance at that time. When the pandemic forced us to close the physical libraries, we were no longer tied to the building schedules. As a result, we were able to expand our range of coverage from 68 staffed hours per week to 91 hours per week, without an increase in our budget. Students were able to access librarians when it fit their schedules, rather than ours. As the library buildings reopen, we will naturally need to have librarians staffing on ground again. The challenge will be how to maintain online hours in the evenings and Sundays for those students who are not able to access services during our building hours.

##### Spring 2020 Reference Schedule (prior to the pandemic)

###### **Oceanside Campus:**

M-Th: 7:30 am-9 pm

F: 7:30 am-3 pm

Sat: 10 am-5 pm

###### **San Elijo Campus:**

M-Th: 8 am-9 pm

F: 8 am-3 pm

Sat: 10 am-5 pm

###### **CLC:**

M-Th 9 am-1 pm & 5-8 pm

Online:  
Sun: 5-8 pm

Fall 2020 Online Reference Schedule (during the pandemic)

M-Th: 8 am-11 pm  
F: 8 am-6 pm  
Sat: 9 am-6 pm  
Sun: 12 pm-12 am

### **Information Literacy**

Information literacy has always been an emerging area for continuous improvement since the dynamics of information changes frequently (fake news, social media propaganda, etc.). For 2020-2021, the department in collaboration with others offered misinformation workshops to bring awareness to the misinformation that pervades the information landscape. Conversation has started in our library courses to incorporate “lateral reading” in addition to other information evaluation techniques that we teach students. The library will always be in the forefront of information changes.

### **Hotspots**

Another area of emerging need is the annual contract for the number of hotspots that were acquired during the campus closures. Yearly renewal of service for the current pool of hotspots exceeds \$165,000, and this far exceeds the library’s budget. CARES funding covered the program’s cost, and with that mechanism no longer available, the district has to find ways to cover the costs if the hotspot loaning program is to continue. The Library Operations Manager is collaborating with grant writers for the college foundation as well as the CARE team to identify potential grant sources to support the hotspot program, as well as strategizing ways to target the students with the highest need. The MiraCosta College Foundation has so far committed \$50,000 for this program and other grant opportunities are being considered. A plan to tie technology needs to demographics in order to identify disproportionately impacted equity groups will be put into place for Fall, 2022. The Operations Manager is also working to identify lower pricing plans with other cellular vendors.

### **Library Staffing**

The Library Operations team will also be supporting new technology in the next fiscal year. A media vending machine will be added to the CLC Learning Commons. This machine will increase availability of library materials beyond the limited hours of operation at this campus. The machine will be stocked with Playaway audio books, DVDs and popular books. Increasing access to these materials is another way the Library can narrow equity gaps and increase student success. The machine will require the Library Technician II, Technical Services, to monitor and manage the collections placed in the machine; this will impact the workload in Technical Services and will require some shifting of work assignments to the part-time Library Technician I, Technical Services staff member. This part-time position, at only 16 hours per week, will be further impacted. The restoration of this position to full-time status will become increasingly needed as the media vending machine is deployed. Additionally, the library will be rolling out smart lockers, which will be located at the main Oceanside campus. These lockers allow students 24/7 access to pick up physical materials from the library, as well as items from partnering departments. Both Public Services and Technical Services staff will be tasked with helping to manage this technology, placing further burden on the Technical Services team.



**Start:**  
7/1/2021

**End:**  
6/30/2022