# 1. Assessment Plan - Four Column

## PIE - Library & Learning Resources: Library Instruction Unit

## Narrative Reporting Year

### 2017-18

**Contact Person:** LeAnn Garrett
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**Program Planning Dialog:** The Library Department uses faculty meetings for planning.  Meeting minutes are indexed and specific planning documentation is captured throughout the minutes under topical headings.  Additionally, librarians reserve 1/2 an hour prior to each scheduled faculty meeting to allow for outcomes work.  The discussions occur, at a minimum, quarterly, but librarians can request additional meetings for outcomes work during the time slot.  The most recent quarterly meetings were held May 4, 2017, June 7, 2017, October 4, 2017, and November 15, 2017 with April 4, 2018, April 18, 2018, and May 2, 2018 used for PIE.  During the review period, the PIE documents are available through Google docs for collaborative input by librarians. On May 16, 2018 the Librarians completed their discussion on PIE and voted to accept the document.  Additionally, the Librarians confirmed the process was participatory and inclusive with a goal of improving PIE discussions in the upcoming year.

**External Conditions, Trends, or Impacts:** LIBRARY SERVICES PLATFORM (LSP): STATEWIDE BUY
The Council of Chief Librarians California Community Colleges initiated a state-funded project to obtain a single cloud-based library services platform (LSP) to replace the various integrated library systems (ILS) used throughout the state by community college libraries.  The CCC Technology Center posted a Notice of Intent to Award related to the LSP identifying the proposal submitted by the Ex Libris Group as the one most advantageous to the project.  The Alma/Primp LSP is included in that proposal.  Contract negotiations are pending.  Should the decision be made to adopt the new system the librarians will need to plan, implement, and troubleshoot a system migration within the next two years (LSP Pilot College Application, Council of Chief Librarians California Community Colleges, January 22, 2018 and Library Services Platform Notice of Intent to Award, Council of Chief Librarians website).

AB 705 and MULTIPLE MEASURES
The shift in assessment and placement practices for the community colleges placing more students in college-level courses and decreasing the number of students placed in remedial prerequisite courses will impact the library.  In particular, there will be an increase in students placed in college-level English, which in turn will increase their need for librarian assistance and instruction to perform library-based research requiring peer-reviewed articles.

DUAL ENROLLMENT
Legislation aimed to create dual enrollment, concurrent enrollment, and change status of special-admit students.  Goals of dual enrollment is to provide opportunities for eligible K-12 students to benefit from advanced scholastic or vocational work and develop seamless pathways from high school to community college for CTE education or transfer preparation, improve high school graduation rates, or help high school students achieve college and career readiness (Dual Enrollment Overview for CCIA Spring Conference, May 4, 2017).

PROPOSED FUNDING FORMULA
A proposed funding formula would include three factors.  FTEs would be 50% of the overall funding, 25% would be based on the number of low income students, and the

remaining 25% would be allocated based on student success (President's Cabinet Action Notes, March 6, Governor's Budget Summary, 2018-19, and 2018-19 letter from Eloy Oakley).

STATE BUDGET
Governor's proposed 2018-19 budget (Significant Adjustments for the Community Colleges, Governor's Budget, 2018-19).

FULLY ONLINE CALIFORNIA COMMUNITY COLLEGE
Governor's proposal for a new online community college has diverse reactions to the proposal (Governor's Budget, 2018-19 and Aschenbach, Cheryl, ASCCC North Representative, A new fully online California Community College, Academic Senate for California Community Colleges, 2018).

WORKFORCE EDUCATION INVESTMENTS
Strong Workforce Program is funded with $248 million Proposition 98 General Fund and builds upon the federal Workforce Innovation and Opportunity Act of 2014 (Workforce Education Investments, Governor's Budget, 2018-19).

ADA COMPLIANCE AND REFERENCE DESK
The Reference Desk is not compliant with the American Disabilities Act (ADA) and needs to be reconfigured to ensure that all students including students in wheelchairs can be served in an accessible environment. The reference desk configuration inadequately serves students with disabilities and has been identified in past PIE reports.

CALIFORNIA GUIDED PATHWAYS
A guided pathway is an integrated, institution-wide approach focused on student success, including clear pathways for students to complete their degrees. The first release of the funding for guided pathways is planned for April 2018. Funding is $150 million in one-time funding (Governor's Budget, 2018-19).

DATABASES
Database cost increase of 5% for the 2018-19 (Council of Chief Librarian's Annual meeting, March 2018).

EMERGENCY PREPAREDNESS INCLUDING ACTIVE SHOOTER TRAINING
Emergency planning and preparedness is a state-wide responsibility. The Chancellor's Office has the responsibility to assist college districts develop emergency preparedness plans including an active shooter response plan (Chancellor's Office Memorandum. Subject: AB 767 (Santiago) - Emergency Preparedness Plan, March 13, 2017)

ZERO TEXTBOOK COST (ZTC) AND OPEN EDUCATIONAL RESOURCES (OER)
The ZTC Program is to develop, implement, and sustain the greatest number of ZTC Program pathways that benefit a multitude of students. ZTC goals continue (Zero Textbook Cost Program: Phase 2 RFA Technical Assistance Webinar by Stephanie Ricks-Albert, June 22, 2017).

DEGREES AND CERTIFICATES AWARDED
Gov. Brown's proposed funding formula is tied to the number of students obtaining degrees and certificates (Zinshteyn, Mikhail and Larry Gordon. Brown's budget seeks big changes to community college funding and online learning. EdSource. 2018).

ASSOCIATE DEGREES FOR TRANSFER
Beginning in 2019-20, nonprofit institutions admit at least 2,500 students who have earned Associate Degrees for Transfer from the community colleges and are guaranteed junior standing. This amount will ramp up to 3,000 students in the following year. The University of California (UC) has been charged with improving transfer to UC by similar transfer pathways (Governor's Budget Summary, 2018-19).

ACCREDITATION STANDARDS

Accreditation is an ongoing responsibility. The librarians must ensure library services, resources, and programs meet the expectations of the accreditation standards through our management, policy, and practice to ensure we are prepared for the next review cycle and meet the required Eligibility Requirement (ER 17) to regularly evaluate services in which "the institution relies on or collaborates with other institutions or other sources of library and other learning support services …" (ACCJC Accreditation Standards (Adopted June 2014).

FUTURE BOND MEASURES
Pending facilities bond includes funding for library building and design to resolve the severe space limitations of the current library building (President's Cabinet Action Notes, March 13, 2018).

**Internal Conditions, Trends, or Impacts :** DIFFICULTY TO PLAN AS A RESULT OF MULTIPLE CHANGES IN COLLEGE-WIDE PROCESSES AND PRACTICES
Planning stress and anxiety on faculty is a result of ambitious college-wide goals and plans with abbreviated planning and implementation timelines.  It is unclear how changes to math and English placement, implementation of Dual Enrollment, and movement to Guided Pathways will affect  library instruction, library services, access to physical resources, and status quo funding.

LOSS OF MORALE CAUSED BY DIVISION FACULTY REDUCTION
The Library and Learning Division, as a result of changes in placement criteria, will lose six, full-time and all adjunct positions from the Learning Assistance Department with ongoing uncertainty for the remaining faculty.  Furthermore, the reduction in faculty and changes in scheduling has created a climate of uncertainty in the Learning Assistance Center.  The Division must continue to reassure employees tutoring will continue to exist.

SEVERE SPACE SHORTAGE
Student input places the need for space to study as a number one priority. They identify a wide-range of study options including quiet study, group study, private study, study space that doesn't always require sharing a table with three other students, space to talk about projects, and space for activities requiring a larger space than a group study room.  While the design for a new library in on the proposed bond, the need for additional space is immediate and cannot wait until a new building is completed.

DUAL ENROLLMENT
Serving dual-enrollment students by providing access to librarians, library resources, and library services may tax limited and insufficient resources such as study space, computers, reference services and will need adequate funding to accommodate the additional demands of the program (Dual Enrollment, Board Study Session, January 21, 2017).

DUAL ENROLLMENT AND MINORS
Minors will need to enroll in library workshops and tours.  Currently there is no way to identify a minor in a workshop in the same way they are identified for semester-long courses.  This creates a concern for those responsible as there is a need to understand the responsibilities associated with minors in learning activities.

INCREASE 11-MONTH LIBRARIAN TO 12-MONTH LIBRARIAN
Plan to increase 11-month librarian to 12-month beginning Fall 2018.  Additional salary costs to be absorbed by existing library funds; thus reducing the equipment and supply budget with no additional District funding.

LIBRARIAN RETIREMENT (2017)
The salary savings in the 2017-18 budget as a result of a disability retirement used to hire adjunct librarian backfill will cease June 30, 2018.  There is need to hire a full-time librarian to assume the responsibilities of the retired librarian.

LIBRARIAN RETIREMENT (2016)
A librarian is needed to replace the librarian who retired in 2016.

NEED TO HIRE 12-MONTH LIBRARIAN WITH CAREER TECHNICAL EXPERTISE
A Career Technical Education (CTE) librarian is needed to support students in the areas of science, technology, engineering, and math (STEM) , develop collections focusing on CTE and STEM materials as well as developing CTE-relevant instruction. This librarian would support the goals of the Strong Workforce.

NEED TO HIRE 12-MONTH LIBRARIAN WITH REFERENCE AND INSTRUCTION EXPERTISE
A reference and instruction librarian is needed to support the expected increase in information competency instruction resulting from the new English placement criteria based on multiple measures. With the majority of students placed into ENGL 1A Freshman English there will most likely be an increase in the number library research instruction workshops, tours, and reference assistance as a larger number of students will be completing college-level research and writing assignments.

OUTCOMES COORDINATOR REASSIGNMENT
The librarian currently serving as Outcomes Coordinator has been approved for an additional two years. Reassignment is for 18 annual LHEs, which requires backfill funds to hire adjunct librarians and time for the department chair to manage additional adjunct librarians as a result of the reassignment. This is the fifth year of the outcomes reassignment.

ACADEMIC SENATE (AS) CO-VICE PRESIDENT REASSIGNMENT
A librarian has been elected for a two-year term as the Co-Vice President of the AS. Reassignment is for 12 annual LHEs, which requires backfill funds to hire adjunct librarians and time for the department chair to manage additional adjunct librarians as a result of the reassignment.

MIGRATION TO NEW LIBRARY SERVICES PLATFORM
The selection of a state-funded library service platform requires discussion and a decision to either migrate or stay with our current system. The scope of this level of migration would take approximately one-year as it would involve learning and managing a new system, completing the data migration, changing workflows, testing processes, and resolving data and workflow problems. It would also require reviewing curricula and updating instructional materials for on-campus and online instruction. There are currently 10 videos that show the library catalog's interface in the Finding and Evaluating Books workshop that would need to be remade.

SUNDAY HOURS
Sunday hours continue with consistently strong enrollment numbers. Sunday hours were expanded to the 2018 Winter intersession.

REFERENCE DESK MODIFICATION AND AMERICAN DISABILITY ACT (ADA) COMPLIANCE
The reference desk configuration does not meet ADA requirements and creates problems serving students with disabilities. The library reference counter is not wheelchair accessible. The librarian has to stand up and look over the counter in order to see a student in a wheelchair. A student in a wheelchair cannot comfortably see the reference computer screen and cannot use the keyboard as it is too high. Additionally, when librarians must lean over the desk and counter to reach the scheduling computer and view student devices and papers. The excessively large reference desk with a large, obstructive counter creates a barrier to students seeking library assistance (Counselor Focus Group finding, 2017). And finally, the reference area behind the desk is a large space with limited purpose and function. The space should be configured for student use, improved perception, ADA compliance, and improved reference delivery.

COLLEGE ENROLLMENT INCREASE BY 1.4%
Increased enrollment requires additional resources to serve the additional students.

REFERENCE DESK TECHNOLOGY AND SOFTWARE
Need for up-to-date, standardized computer technology and software for reference services permitting librarians to collaboratively interact with students, print select documents during reference interviews, demonstrate and use current technology and software when instructing students, and collecting, analyzing, and reporting reference statistics for state and federal mandated surveys as well as campus initiatives and directives.

FUNDING FOR LIBRARY MATERIALS
Database increases will be on average 5% over last year's cost. There is a need for adequate funding to maintain the library collection to the standard outlined in the Library Collection Development Guidelines.

TECHNOLOGY TRAINING
Technology training is an ever-growing requirement as new software and resources are incorporated in the instructional and operational functions of the College.

WORKSTATION ERGONOMICS
Faculty workstations remain ergonomically unsatisfactory and desk options should include an adjustable height option.  Faculty workstations are uncomfortable, poorly designed, and need modifications. All workstations should be evaluated and ergonomic recommendations be implemented.

6-238 CLASSROOM ACCESSIBILITY
Increased use of the library classroom highlights the need for an accessibility audit as well as solutions to issues identified.

EDUCATION AND FACILITIES MASTER PLAN RECOMMENDATIONS
The Plan is in the final stages of completion.  Library needs are projected to grow faster than Mt. SAC's College-wide growth rate and is not large enough for current needs (Chapter 10: Facilities Recommendations from 2018 draft of the Educational and Facilities Master Plan).

SUSTAINABILITY
Sustainability is not only one of the Library's unit goals, but also a College goal and commitment.

CAMPUS CLIMATE COMMITMENT
 Climate Action Plan in 2018 may affect library work processes and building practices.

**Critical Decisions Made by Unit:** LIBRARY BUILDING ACCESS
Librarians supported opening the south doors to improve access to Learning Assistance resources, Library Annex seating, and encourage students to move freely throughout the building.

QUESTIONPOINT ONLINE REFERENCE
Decided to develop and implement features of QuestionPoint to build an infrastructure supporting a robust, timely, and sustainable online reference service.

LIBRARY TOUR ASSESSMENT
Based on completed qualitative and quantitative assessment established an assessment cycle of either a three or five semesters.  A three year cycle would be done if substantive changes were made to the tours otherwise a five semester cycle would be followed.

ONLINE INFORMATION COMPETENCY OPTIONS
Based on analysis of usage data, elected to continue using the ProQuest Research Companion, an online vendor managed learning system, to provide alternative online delivery options for remote and distance learning students.

SUNDAYS FOR WINTER INTERSESSION
Opened Sundays during the Winter 2018 intersession for a total of five additional open days

WINTER INTERCESSION HOURS
Extended Monday through Thursday hours from 7:30 to 9:30 during the Winter 2018 intersession and added Sunday hours from 1:00 to 9:30 for a total of 88.5 additional open hours.

DUAL ENROLLMENT
Decided not to teach dual enrollment classes at this time.

MINIMUM QUALIFICATIONS EQUIVALENCY
Established an equivalency:  Masters in Library Science, or Library Studies, or Library and Information Science, or Library and Information Studies, or Information Science.

FACULTY POSITIONS
Requested three positions: Electronic Services and Access, Career Technical Librarian, and General Librarian.

FACULTY POSITIONS
Ranked the Career Technical Librarian as the next most important addition to the faculty as the Electronic Services and Access Librarian was approved.

**Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement:** ADJUNCT HOURS
Provided just over 5.000 hours of adjunct support for library services of which 756 hours were dedicated to student equity initiatives and the remaining hours used for online and face-to-face reference, database and knowledge base management, collection development, and teaching.

LIBRARY CREDIT COURSES
Successfully offered two, 3-credit LIBR 1 and four, 1-credit LIBR 1A classes.  Of those five were online and one face-to-face with a 62% completion rate.

INFORMATION COMPETENCY WORKSHOP ATTENDANCE
There was a 7% increase in overall information competency participation.  While there was an 18% decrease in attendance for the in-person workshops, students had more options. They could complete an online version of the Finding and Evaluating Articles workshop or use ProQuest Research Companion to learn information competency skills. The combined options served 2,105 students in 2017-18 compared to 1,953 students in 2016-17.  Of those students 209 students opted for the online workshop and 304 selected the Research Companion.  Overall the library served more students using a variety of options and modalities.

INFORMATION COMPETENCY ONLINE WORKSHOPS.
The online Finding and Evaluating Articles workshop had 60 completers when it was introduced in 2016-17.  During 2017-18, 209 student completed the workshop for a 248% increase.  The online version of Finding and Evaluating Books was launched in March 2018 and is too new to report use statistics, but does add a second online option for students desiring to complete the Library's information competency workshops.

LIBRARY TOUR
Library tour introduced the library and its service to 329 students during 2017-18, which is a 75% increase from 2016-17 when 188 students participated in the newly added tour.

NO-COST ONLINE EDUCATIONAL RESOURCE
Online credit courses used no-cost resources.

**Notable Achievements for Theme B: To Support Student Access and Success:** POP UP LIBRARY
Pop Up Library was recognized by the Community College Association on Facebook.

From CCA:

This week during our "Great Things are Happening" event we are spotlighting Mt. SAC!!! Mt. SAC Has a Pop Up Library event weekly throughout the majority fo the school year.
Pop-up Libraries are NEW ways to connect with the Mt. SAC Library and librarians. Get library help away from the library with Pop-up Library. Plus free incentives, food, and activities. Join us! #mtsacpopuplib #mtsaclibrary
What an amazing resource for students!!! Way to go Mt. SAC!!!


ONLINE REFERENCE SERVICE
The Library can now retrieve detailed statistics for online reference transactions for our entire QuestionPoint history.

COLLECTIONS
Addressed subject faculty requests for electronic resource by evaluating the resources, available budget, and fit. When possible and appropriate added resources.

LIBRARY TOURS
Based on quantitative and qualitative analysis the tours served students, increased student awareness of Library resources, and will be regularly offered.

CIRCULATION STATISTICS
Demand for physical items remained constant. The Library circulated 70,571 physical items during 2017, which is a -1% change in circulation compared to 2016 when 71,347 physical items circulated.

LIBRARY WELCOME DAYS
Held the second annual Library Welcome Days on March 12 and 21 to familiarize student with library resources and engage in peer-to-peer communication about the value of the library.

STUDENT EQUITY OUTREACH
Continued to collaborate and network with centers and programs supporting student equity initiatives as well as developed partnerships for outreach and equity work on campus to ensure student needs were being identified and met.  Further expanded connections with discipline faculty to support student equity initiatives.

STUDENT EQUITY INITIATIVES
Continued to create new and regularly held outreach activities.  In particular, Zombie Outbreak, an escape-room based learning experience, was created to connect equity populations with Library materials, services, and Librarians.

EDUCATIONAL AND FACILITIES MASTER PLAN
Had Division representation on the Master Plan Steering Task Force (MPSTF).

LIBRARY WEBSITE REDESIGN
Following the library website redesign, the librarians created a website mission statement to guide web development.

WEBSITE USABILITY STUDY
A website usability study was completed to identify barriers.

**Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources:** ELECTRONIC RESOURCES LIBRARIAN
Began selection process for Electronic Resource Librarian to replace one of the two retirements.

ONLINE LEARNING LIBRARIAN CHANGED TO 12-MONTH LIBRARIAN
Received final approval to convert the 11-month position to a 12-month position.

TENURE PROCESS: STUDENT EQUITY AND OUTREACH LIBRARIAN
Completed the 1st year of tenure process.

TENURE PROCESS: LIBRARIAN
Recommendation to extend contract for the third and fourth academic years.

ADJUNCT SUPPORT FOR RETIREMENTS
Obtained funds to hire adjuncts to perform critical responsibilities resulting from two retirements.

**Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration:** COMMITTEE AND COUNCIL PARTICIPATION
All of the Librarians participate and contribute to the College by serving on campus-wide committees or councils including Student Preparation & Success Council, Professional Learning Team, Faculty Association Representative Council, Accreditation Steering Committee, Curriculum and Instruction Council, Exceptional Service Committee, Faculty Association Executive Board, Institutional Effectiveness Committee, Outcomes Committee, Student Equity Committee, Honors Advisory Committee, Career Technical Advisory Council, Educational Design Committee, Sustainability Committee, Academic Senate, Climate Committee, Master Plan Steering Task Force, Pride Center Advisory Committee, Academic Senate Executive Board, Distance Learning Committee, Faculty Professional Development Committee, Homelessness and Basic Resources Committee.

COLLABORATIVE WORK SPACE FOR LIBRARIAN LIAISONS
Used BaseCamp, an online project management program, to crate an online information and sharing center for Liaison Librarians. The tool centralized communication and enhanced information sharing among liaisons, which was critical during a shift of liaison assignments due to two retirements.

FLEX DAY OUTREACH
Librarians taught a Flex Day session demonstrating how to incorporate library resources into Canvas using SpringShare Learning Tools Interoperability (LTI) and polled the faculty for input on purchasing the LTI. A second Flex Day session was offered by two Librarians to support faculty identification of Open Educational Resources.

ONLINE EDUCATIONAL RESOURCES (OER)
A guide to OER was created for the Flex Day session and then made available to faculty as a LibGuide.

INTER-DEPARTMENT COLLABORATION
Inter-department activities included themed teach-ins paired with interactive library exhibits and displays with themes including Women Who Dare, Harvey Milk, and Banned Books.

SCREENING AND SELECTION COMMITTEES
Library faculty served on screening and selection committee for another academic department.

ONE CAMPUS, ONE BOOK
Supported and participated in planning process and selecting book for campus-wide book read.

LIBRARY INSTRUCTIONAL ACTIVITIES
Developed themed library months including Poetry Month, Freedom of Information, and Act(ivism) to present and promote library resources, engage students in critical thinking, and foster student participation.

CLIMATE ACTION PLAN
Provided leadership in the development of the campus Climate Action Plan, including the development of recommendations for integrating sustainability into the curriculum, professional development, and research.

**Contributors to the Report:** Full-time and Adjunct Library Faculty:

Usha Chhabra
Hong Guo
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Emily Woolery
Linda Van Sistine-Yost
Jennifer Bidwell
Sally Romero
Selene Pineda
Michael Emery
Jamie Weber
Alicia Guzman
Ernest Romero

**Related Documents:**
2018-19 State Budget Letter to System.pdf

| *Unit Goals* | *Resources Needed* | *Where We Make an Impact: Closing the Loop on Goals and Plans* |
|---|---|---|
| **Facilities and Technology -** Provide a comfortable, adaptable, and safe learning environment that is large enough to support the diverse educational and technological needs of the entire Mt. SAC community. | **Full Funding Requested -** Children's Reading Alcove<br>**Describe Plans & Activities Supported:** Improve facilities for the children's collection, which supports students in the Child Development | **Reporting Year:** 2017-18<br>**% Completed:** 50<br>The Children's Collection was moved to the alcove; however, no additional modifications have been completed. The physical modifications required for the area was added |

| Unit Goals | Resources Needed | Where We Make an Impact: Closing the Loop on Goals and Plans |
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| **Status:** Active<br>**Goal Year(s):** 2016-17, 2017-18<br>**Date Goal Entered (Optional):** 06/09/2017 | program and Teacher Preparation Institute (TPI) as well as providing reading resources for faculty, staff, and student families.  Enhance the children's reading area to support the interactive nature of reading and highlight a collection of award-winning titles represented by Caldecott Medal, Newbery Medal, Pura Belpre Medal, and Coretta Scott King Award winners.  Create a safe area for small children to read and interact with the books surrounded by three walls and is not a public walkway.<br>**Lead:** Library faculty Jared Burton and Chisa Uyeki, members of the Reinventing the Library working group<br>**Type of Request:** Facilities<br>**Planning Unit Priority:** Medium<br>**What would success look like and how would you measure it?:** Assessed physical space to ensure the space will accommodate the collection.  Relocated children's collection and reading area the in northeast corner of the library with child-appropriate shelving and furniture.  Completed area for children's books to be located in a dedicated area away from heavily used walkways and eliminates the need for children to sit on the floor in the path of students coming and going. | to the Library Administrative PIE.  With the move of the Children's Collection to the alcove area it is easier to visualize the need for physical modification.  A purpose statement for this area is complete.  Furniture has been selected and is on order for the Children's Collection alcove.  It will be installed before the end of the 20178-18 fiscal year.  Signage is also being considered. (04/24/2018) |
| | **Full Funding Requested -** Accessibility Audit for Room 6-238<br>**Describe Plans & Activities Supported:** Identify ways to make 6- | **Reporting Year:** 2017-18<br>**% Completed:** 0<br>An audit has not been arranged. (04/25/2018) |

238 more wheelchair friendly and help students using wheelchairs maneuver more easily in classroom when attending Library workshops. Incorporate preferential and accessible seating.  Consider adjustable height and tilt tables, at least one adjustable work station with key guards and wrist rests, large-print keyboard label, screen enlargement software, a large monitor of at least 17", and other features to support an ergonomic workstation to accommodate student needs. .

**Lead:** Library faculty

**Type of Request:** Facilities , Instructional Equipment, IT Support

**Planning Unit Priority:** Medium

**What would success look like and how would you measure it?:** Recommendations to improve accessibility for wheelchairs so a plan could be developed to implement the recommendations.

**Full Funding Requested -** Printing Space

**Describe Plans & Activities Supported:** Eliminate disruption to studying and research created by printing queues snaking around tables used by students studying in the library.  Improve the study environment by decreasing noise and distractions created by students printing.  Extricate two activities not well paired and increase the ability of students to concentrate on their work.  Reduce the number of times Librarians are asked to address

**Reporting Year:** 2017-18

**% Completed:** 25

Space for printing remains a problem.  Modifications and solutions to accommodate additional printing space is addressed in the Library Administrative PIE, but also needs to be considered in the Library Instruction PIE as the printing arrangement, lack of space, and reliance on help from the librarians disrupts the learning environment.  Students studying are disrupted by students waiting in line for their print job.  Conversely, students using the printers and copiers need the services to complete their assignments.  Space limitations and layout of print services is disruptive to all involved.  The Reinventing the Library working group developed a number of strategies to improve the printing congestion.  New furniture has been

| Unit Goals | Resources Needed | Where We Make an Impact: Closing the Loop on Goals and Plans |
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| | technical and mechanical printing problems as the printers and copiers are located in close proximity to the Reference Desk.  Eliminate the need for  Librarians to ask students to wait for research assistance while they troubleshoot printing problems.<br>**Lead:** Associate Dean, Library and Learning Resources and Library Department Chair<br>**One-Time Funding Requested (if applicable):** 150000<br>**Type of Request:** Facilities<br>**Planning Unit Priority:** High<br>**What would success look like and how would you measure it?:** Eliminated printing queues snaking around tables waiting for access to the printers.  Decreased disruption and interruption to students studying.  Increased student satisfaction of printing services.  Relocated printing services to a larger space away from the Reference Desk with a substantial decrease in technical questions asked of the Reference Librarians, which can be as high as 604 questions per month. | ordered for the space by the south exit doors to change the direction of the print lines.  Reassessment will be done when the furniture is installed. (04/06/2018) |
| | **Full Funding Requested -** Computers for Reference Desk and Instruction<br>**Describe Plans & Activities Supported:** Provide reference, research, and instruction to students using up-to-date technology by ensuring computers used for reference and instruction are replaced when older than five years as outlined in the College faculty replacement guidelines.<br>**Lead:** IT, Library Department Chair, | **Reporting Year:** 2017-18<br>**% Completed:** 0<br>Reference desk computers and instructional computers have not been evaluated to ensure they are up-to-date and follow the 5-year life-cycle standard used by the College. (04/28/2018)<br><br>**Reporting Year:** 2017-18<br>**% Completed:** 100<br>The original request for the replacement of staff and faculty computers over 8-years old was modified with the creation of a Library Administrative PIE.  Staff computers are addressed in the Administrative PIE and faculty, according |

| Unit Goals | Resources Needed | Where We Make an Impact: Closing the Loop on Goals and Plans |
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| | and Associate Dean, Library and Learning Resources<br>**One-Time Funding Requested (if applicable):** 6000<br>**Type of Request:** Instructional Equipment<br>**Planning Unit Priority:** Medium<br>**What would success look like and how would you measure it?:** Reference Desk and Instruction computers in 6-238 and used by librarians at the Reference Desk are no older than the 5-year standard. | to current IT guidelines, may request a new computer if their current computers is over 5-years old. (04/25/2018) |
| | **Full Funding Requested -** Reconfigured Information Desk and Re-purposed Reference Space<br>**Describe Plans & Activities Supported:** Reconfigure the reference desk and reference area to create a student-friendly reference and research teaching space conducive to student learning and compliant with the American Disabilities Act (ADA). Include an assistive device to communicate with students using American Sign Language (ASL). Support student learning by providing a space that promotes and enhances Librarian and student interactions and follows universal design principles. Re-purpose the large space created by the excessively large Reference cabinetry.<br>**Lead:** Librarians and Dean<br>**One-Time Funding Requested (if applicable):** 100000<br>**Type of Request:** Facilities<br>**Planning Unit Priority:** High<br>**What would success look like and** | **Reporting Year:** 2017-18<br>**% Completed:** 25<br>Input from full-time and adjunct librarians was gathered. Design plans were proposed, critiqued, and more recommendations given based on the proposal. The request for the modifications was the number one request when the Instruction Team prioritized project funding. There has been not action since then and the project status is unclear. (04/27/2018) |

**how would you measure it?:** Improved access for students in wheelchairs or other physical disabilities while receiving reference and research assistance from the librarians. Removed overly large desk that creates a physical barrier to students seeking reference and research assistance. Decreased number of times the librarians walk around a large barrier created by the desk to assist students. Eliminated need for students to stand uncomfortably while working on lengthy research project with a librarian. Improved space use.

**In Progress -** Search Stations
**Describe Plans & Activities Supported:** Install stationary search stations in the shelving areas or purchase appropriate mobile device to allow roving research in the library collections. Help students at their point of need by eliminating the need to return to the Reference area to complete a catalog or database search.
**Lead:** IT and Librarians and LLR Associate Dean
**One-Time Funding Requested (if applicable):** 1500
**Type of Request:** Instructional Equipment
**Planning Unit Priority:** Low
**What would success look like and how would you measure it?:** Installed search stations in strategic locations throughout the stacks or purchased dedicated mobile device.

**Reporting Year:** 2016-17
**% Completed:** 0
While looking for places to put a search station, the availability of power made it difficult, if not impossible, to identify possible locations. Given the limited power sources another option such as a dedicated mobile device may be necessary. (04/27/2018)

**No Funding Requested -** Library

**Reporting Year:** 2017-18

| Unit Goals | Resources Needed | Where We Make an Impact: Closing the Loop on Goals and Plans |
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| | Space Plan<br>**Describe Plans & Activities Supported:** Analyze current space and write a Library space plan to create a cohesive plan to guide decisions and identify needs.<br>**Lead:** Associate Dean, Library and Learning Assistance and Library faculty<br>**Type of Request:** Staffing<br>**Planning Unit Priority:** Medium<br>**What would success look like and how would you measure it?:** Completed plan | **% Completed:** 50<br>The Reinventing the Library working group planned enhancements for five Library spaces to be implemented before the end of the school year.  These are: purpose and plan for the Children's Collection alcove including furniture, benching for individual or group work near compute stations outside of 6-227, improved seating outside of 6-2M1 and at the end of the Reference stacks, and a set of four different types of soft seating south of the Reference Desk.   (05/14/2018) |
| | **Full Funding Requested -** Power Sources for Student Devices<br>**Describe Plans & Activities Supported:** Support the use of personal devices by students to complete their assignments by providing adequate power sources.<br>**Lead:** Division Office<br>**Type of Request:** Facilities<br>**Planning Unit Priority:** Medium<br>**What would success look like and how would you measure it?:** Increased number of power sources for personal devices. | **Reporting Year:** 2017-18<br>**% Completed:** 25<br>The Library purchased two, with a third pending, cell phone charging stations.  Power for other devices remains a concern. (05/14/2018) |
| | **Full Funding Requested -** Comfortable Seating for Students<br>**Describe Plans & Activities Supported:** Create a comfortable study environment and provide a variety of seating options to address personal preference or needs.<br>**Lead:** Associate Dean, Library and Learning Assistance<br>**One-Time Funding Requested (if applicable):** 10000<br>**Type of Request:** Facilities | **Reporting Year:** 2017-18<br>**% Completed:** 25<br>As reported in the Library space plan section new seating for select areas and will be installed.  Most of the pieces chosen were those rated the highest in the student surveys gathered at the Library's furniture demonstration. (05/14/2018)<br><br>**Reporting Year:** 2017-18<br>**% Completed:** 50<br>A library committee consisting of staff, faculty, and management reviewed the furniture and seating needs of |

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| | **Planning Unit Priority:** High<br>**What would success look like and how would you measure it?:** Replaced seating as well as increased variety of seating options.<br>**Full Funding Requested -** Library Hours<br>**Describe Plans & Activities Supported:** Expand hours during intersessions to include Sundays and evening hours.<br>**Lead:** Department Chair<br>**Type of Request:** Staffing, Marketing, IT Support<br>**Planning Unit Priority:** High<br>**What would success look like and how would you measure it?:** During the intersessions the Library is open on Sundays for at least 8.5 hours, preferably from 1:00 pm to 9:30 pm. During the intersessions the Library is open Monday through Thursday until 9:30 pm. Continued Sunday hours during the fall and spring semesters. | the students, developed a plan, and selected and purchased furnishings for the library. While the Library Administrative PIE includes the specific information about the furnishings, the environment, which includes furniture is essential for a positive learning environment. (04/25/2018)<br><br>**Reporting Year:** 2017-18<br>**% Completed:** 50<br>Sunday hours were initially offered only during the primary semesters. Based on the healthy attendance during fall and spring, student requests for more library hours during the intersessions, and the need to maximize use of space, hours were extended during the 2018 Winter intersession. The library, previously closed on Sundays, was opened from 1:00 pm to 9:30 pm on Sunday. An additional two hours were added on Monday through Thursday from 7:30 pm to 9:30 pm. Previously the library closed at 7:30 pm on those days. (04/28/2018)<br><br>**Reporting Year:** 2017-18<br>**% Completed:** 50<br>Opening the Library on Sunday from 1:00 to 9:30 is part of the Student Equity Plan. The goal of additional hours was to provide student increased access to reserve textbooks. Along with that goal the additional hours allowed students increased access to computers, week-end study time and space, and librarian assistance. Having the library open seven days a week maximizes the building space and alleviates some of the pressure of inadequate library space for the number of students desiring to use the Library. Sunday hours have been well-received and attended. The attached heat map highlights the hours in which there are more than 100 student are in the building. (04/23/2018)<br>**Related Documents:**<br>[Heat Map of Sunday Attendance.docx](#) |
| **Staffing -** Support student success and ensure access to a librarian by meeting or exceeding the Title 5 § 58724 recommendations for minimum standards for librarian-to- | **Full Funding Requested -** Change Online Learning Librarian from 11-months to 12-months Assignment<br>**Describe Plans & Activities Supported:** Increase the current 11- | **Reporting Year:** 2017-18<br>**% Completed:** 100<br>The position change will begin July 2018. (04/25/2018)<br><br>**Reporting Year:** 2016-17<br>**% Completed:** 25 |

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| student ratio.<br>**Status:** Active<br>**Goal Year(s):** 2016-17, 2017-18<br>**Date Goal Entered (Optional):** 05/25/2017 | month Online Learning Librarian's position to 12 months.  Submit a request to change the position to 12 months full funding for the additional month to ensure continuity of services and projects.<br>**Lead:** Associate Dean, Library and Learning Resources and Library Department Chair<br>**One-Time Funding Requested (if applicable):** 11000<br>**Type of Request:** Staffing<br>**Planning Unit Priority:** High<br>**What would success look like and how would you measure it?:** Approved personnel change request with funding for one additional month for the Online Learning Librarian position.<br>**Related Documents:**<br>[2017-18 Rationale for 11 to 12 Month.docx](#)<br>**Full Funding Requested -** Electronic Services Librarian<br>**Describe Plans & Activities Supported:** Fill a librarian position resulting from a retirement in 2016. Hire a librarian with the expertise in electronic resource management.<br>**Lead:** Chisa Uyeki, Selection Committee Chair<br>**On-Going Funding Requested (if applicable):** 100000<br>**Type of Request:** Staffing<br>**Planning Unit Priority:** High<br>**What would success look like and how would you measure it?:** Hired librarian with not only excellent librarian skills, but also expertise managing the life cycle of electronic | The request is pending.  (07/12/2017)<br><br>**Reporting Year:** 2016-17<br>**% Completed:** 75<br>Approval was given to change the position to 12 months. (07/12/2017)<br>**Related Documents:**<br>[2017-18 Rationale for 11 to 12 Month.docx](#)<br><br><br>**Reporting Year:** 2017-18<br>**% Completed:** 25<br>The position was approved. The hiring process has begun with an anticipated hire for July 2018. (04/25/2018) |

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| | resources. | |

**Full Funding Requested -** Career and Technical Education (CTE) Librarian
**Describe Plans & Activities Supported:** Fill a librarian position resulting from a retirement in October 2017.  Hire a librarian with expertise in Career Technical Education (CTE) to support CTE students, engage in the Strong Workforce initiative as it relates to the library, and ensure the unique needs of CTE education are met by the Library.
**Lead:** Library Department Chair
**On-Going Funding Requested (if applicable):** 100000
**Type of Request:** Staffing
**Planning Unit Priority:** High
**What would success look like and how would you measure it?:** Hired librarian with not only excellent librarian skills, but also CTE expertise to address the unique library needs for CTE students and faculty.

**Reporting Year:** 2017-18
**% Completed:** 0
The position was not rated high enough during the campus prioritization process. The position continues to be a priority.  During the next prioritization period the position will be  modified as necessary and re-submitted for approval in order to meet the needs of Career and Technical Education (CTE) students.  As the Library currently has limited capacity to support CTE students, a Librarian with skills and expertise specific to CTE library support is required.  (04/25/2018)

**Full Funding Requested -** Public Services, Reference, and Instruction Librarian
**Describe Plans & Activities Supported:** Support public and access services to include responsibilities in instruction and reference.  Support an increased demand in research instruction and support workshops as a result of changes in math and English placement criteria fulfilling multiple measures.  Be responsible for media librarianship to replace the lost of expertise resulting from a

**Reporting Year:** 2017-18
**% Completed:** 0
The position was not rated high enough during the prioritization process.  There is an ongoing need for at least one additional librarian to fill a position resulting from a retirement. The position description needs to be analyzed to ensure it meets the growing information competency needs created by multiple measures, dual enrollment, strong workforce, and other initiatives.  (04/25/2018)

retirement.
**Lead:** Library Department Chair
**On-Going Funding Requested (if applicable):** 100000
**Type of Request:** Staffing
**Planning Unit Priority:** High
**What would success look like and how would you measure it?:** Hired librarian with not only excellent librarian skills, but also expertise to address specific public service improvement initiatives and instruction proficiency for a wide range of student readiness.
**Full Funding Requested -** 67% adjunct reference and instruction librarian
**Describe Plans & Activities Supported:** Hire an adjunct reference librarian to provide information competency and research workshops in the library to support multiple measures as outlined in AB 705 to explore "low or noncredit support options."  Provide individualized research instruction at the Reference Desk and augment the current level of support for one-on-one research and reference assistance as part of the noncredit support option.
**Lead:** Department Chair
**On-Going Funding Requested (if applicable):** 52000
**Type of Request:** Staffing
**Planning Unit Priority:** High
**What would success look like and how would you measure it?:** Ability to provide additional library workshops and reference and

research support.  Previous correlative research indicated that students who participate in the library competency workshops show more positive course outcomes with a 20% impact on course success and an 8% impact on course retention. Success would be measured in the ability to provide additional opportunities for students to participate in a Library workshop.
**Related Documents:**
[Assembly Bill No. 705.pdf](Assembly Bill No. 705.pdf)

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**Instruction -** Strengthen information competency curriculum and instruction for all students regardless of location or means of delivery including distance education as well as fulfilling the Student Equity Plan to provide information competency outreach and instruction for targeted student groups.
**Status:** Active
**Goal Year(s):** 2016-17, 2017-18
**Date Goal Entered (Optional):** 06/09/2017

**In Progress -** Comprehensive Information Competency Instructional Program
**Describe Plans & Activities Supported:** Develop and teach contextual or discipline specific information competency workshops. Create a variety of instructional materials and delivery formats to increase student awareness and participation in information competency instruction including programming for identified student equity groups.
**Lead:** Librarians
**Type of Request:** Staffing
**Planning Unit Priority:** High
**What would success look like and how would you measure it?:** Offered variety of instructional formats and instructional materials.  Selected subject-specific information competency instructional activities. Developed discipline-specific information competency workshops.

**Reporting Year:** 2016-17
**% Completed:** 100
Identifies the scope of students served by department.  The majority of students attending workshops were speech and English students with child development, history and reading also attending. (08/02/2018)
**Related Documents:**
[2016 Report on Workshop Attendance by Department.pdf](2016 Report on Workshop Attendance by Department.pdf)

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**Reporting Year:** 2016-17
**% Completed:** 100
Of 4,600 student who completed a workshop, 53% take the workshop because it is required for class, 37% for extra credit, and 10% attend the workshop because of personal interest.   Based on these findings one can conclude students need the motivation of a requirement or extra credit to attend a workshop. (08/02/2018)
**Related Documents:**
[2016 Report on Workshop Attendance by Reason.pdf](2016 Report on Workshop Attendance by Reason.pdf)

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**Reporting Year:** 2017-18
**% Completed:** 50
To help increase access to and use of library online resources for distance learning faculty and students, librarian created a Library Resources content page and it was included in the Learner Support Section of the Skills and Pedagogy for Online Teaching (SPOT), a mandatory

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certificate program all distance learning faculty must complete before teaching distance learning courses. Because the page was built for Moodlerooms, the Learning Management System used by the college then, after the Canvas adoption, the Library Resources page needs many updates including videos. Based on the input collected from librarians, the page is being updated.  Suggested information to include brief copyright information, a video on accessing the databases, instruction on how to embed a segment of a Films on Demand video, an image from an image database, and a link to a journal article from a database. (05/17/2018)

**Reporting Year:** 2017-18
**% Completed:** 100
During the Spring and Summer 2017 sessions the Library Tour has been successful, with more than 80% of students saying they will "definitely" use the Library more after taking the Library Tour, based on the Library Tour Survey. This high percentage of students who say they will use the Library more, combined with the other answers to the Survey, suggests that the students who have taken the Library Tour have a better understanding of not only what the Library services and resources available to them are, but also how these Library services and resources will help them be more successful academically. [Excerpt from the Executive Summary of the 2017-18 Report on Mt. SAC Library Tour by Michael Emery]. The results showed 4 out of 5 students will "definitely" use the Library more after taking the Library Tour.  The Librarians will continue to schedule library tours during primary semesters and intersessions and establish an assessment schedule eliminating an assessment after each tour as the the qualitative results indicate the tours are an important part of the information competency curriculum and will continued to be offered. (12/19/2017)
**Related Documents:**
[Report on Mt SAC Library Tour by M. Emery.pdf](Report on Mt SAC Library Tour by M. Emery.pdf)

**Reporting Year:** 2016-17
**% Completed:** 100

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While the Biology-oriented information competency workshop attendance was favorable, anecdotally it may not have addressed faculty goals for their students. Given the result of this curricular addition, as the library expands the information competency curriculum, it will be important to develop a broad-based curriculum plan that not only includes input from discipline experts, but also contributes to a well-integrated, holistic library curriculum. In particular, 74% of the student enrolled for either extra credit or personal interest. This suggests a role for broad, discipline-related information competency workshops independent of discipline faculty preference (07/13/2017)

**Reporting Year:** 2016-17
**% Completed:** 100
Biology-oriented information competency workshops were developed, offered, and then discontinued at the request of the faculty as they had reassessed their curricular goals. There were eleven workshops offered with 150 students attending the workshop. Of those students who enrolled, but may not have attended 114 indicated they enrolled for extra credit, 51 enrolled for personal interest, and the remaining 33 enrolled because it was a requirement for their class. (07/12/2017)
**Related Documents:**
Biology History.PDF

**Reporting Year:** 2016-17
**% Completed:** 75
Library tours were introduced during Summer 2016. They are now part of the Library curriculum and are offered throughout the semester. The 2016-17 data shows 272 students signed-up for a tour of which 254 attended, which means if a student enrolled there is a 90% chance they will attend the tour. Of those 48% attended for extra credit, 10% attended for personal interest, and 42% attended because it was required for class. During Fall 2016, tours were scheduled only during the early part of the semester as it was thought the content was more appropriate at that time. That assumption was incorrect as faculty and students asked for tours throughout the semester. During Winter

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| | | 2017 additional tours were added and in Spring 2017 even more tours were scheduled because the data shows students attended the tour to fulfill an extra credit option and as a requirement for their class. The data also showed attendance was evenly dispersed through the semester so it is reasonable to offer tours through out the semester. Time of day was also evenly distributed so offerings should be scheduled throughout the day. (07/06/2017) |

**Reporting Year:** 2016-17
**% Completed:** 25
The Summer and Fall 2016 Assessment Analysis of the Library Tours showed students met 4 of the 5 measurable objectives at the level of mastery. The only measurable objective which received a level of adequate related to library technology. Student mastery of factual information about the Library prompted an assessment change from the cognitive domain to the affective domain. Instead of testing what students knew about the library, the assessment instrument focused on finding out if students would use the library more often as a result of taking the tour. Students were also asked what mattered the most to them about the library to identify how library services could be improved. (07/06/2017)
**Related Documents:**

LibraryTour_Analysis_SummerFall_2016_Report.pdf

**Reporting Year:** 2015-16
**% Completed:** 100
Created guides outlining the research process to assist students complete library research and in support of the Student Equity Plan. The outlines and a downloadable research guide is complete. (06/30/2017)
**Related Documents:**

Student Equity Research Guide Outline.docx

Student Equity Presentation Outline.docx

Student Equity Presentation - Research Guides.pptx

Research checklist.docx

**Full Funding Requested -**
Information Competency Instruction
Master Plan

**Describe Plans & Activities Supported:** Develop an information competency plan to guide instruction efforts in a strategic, coordinated, and collaborative manner.  Define information competency instruction plan goals, describe where library instruction happens, and the learning resources and experiences that are available to students and faculty.  The plan would also map the articulated student learning outcomes (SLOs) for all library instructional offerings with each other as well as map the SLOs with the Association of College & Research Libraries (ACRL) Framework for Information Literacy in Higher Education and with Mt. SAC's  Institutional Level Outcomes (ILOs).  Example library instructional offerings that will be included in this plan are the Library research workshop series (face-to-face), proprietary purchased online learning (e.g., ProQuest Research Companion), the Library tours, additional face-to-face learning experiences referred to in the Outreach portion of this PIE, library research guides, (i.e., LibGuides), credit Library courses, and stand alone digital learning objects on the Mt. SAC Library website, and other instructional activities that require faculty instruction.  This will be a working document that will include regular discussion among library faculty and evaluation for continuous improvement of the

plan. The goal of the plan is to provide a comprehensive information literacy curriculum to meet the needs of Mt. SAC students.
**Lead:** Librarians
**Type of Request:** Staffing
**Planning Unit Priority:** High
**What would success look like and how would you measure it?:** Completed plan and initial utilization of the instructional plan.
**Full Funding Requested -** English as a Second Language (ESL) Tours and Instruction
**Describe Plans & Activities Supported:** Provide Library tours and instruction to highlight resources purchased specifically for ESL students. Prepare instruction with ESL students' language level in mind.

**Lead:** Pauline Swartz
**Type of Request:** Staffing, Instructional Equipment, Instructional Supplies
**Planning Unit Priority:** Medium
**What would success look like and how would you measure it?:** ESL tours and instruction developed, offered, and assessed.

**Full Funding Requested -** Instruction for Programs Serving Student Equity Populations
**Describe Plans & Activities Supported:** Provide instruction for programs serving student equity populations such as the Bridge Program.
**Lead:** Pauline Swartz
**Type of Request:** Staffing,

**Reporting Year:** 2017-18
**% Completed:** 25
Zombie Outbreak student equity intervention (06/15/2018)
**Related Documents:**
Find the antidote.rev.pdf

They're coming.rev.pdf

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| | Instructional Equipment, Instructional Supplies<br>**Planning Unit Priority:** Medium<br>**What would success look like and how would you measure it?:** Collaboration with ENGL 1A professors teaching Bridge students to develop instruction for student equity populations that are planned, offered, and assessed. | |
| | **In Progress -** Online Information Competency Learning Opportunities<br>**Describe Plans & Activities Supported:** Develop a variety of online information instruction activities to support student success regardless of location.<br>**Lead:** Librarians<br>**Type of Request:** Staffing<br>**Planning Unit Priority:** High<br>**What would success look like and how would you measure it?:** A variety of online information competency options and tools. | **Reporting Year:** 2017-18<br>**% Completed:** 75<br>ProQuest Research Companion usage data from March 2017 to March 2018 indicated showed there were 304 registered user accounts were created by users at Mt. SAC. There were 4,303 sessions initiated by all users with 26,247 video views with 1,564 tool uses that might include searches, retrievals, reviews, and citation generation. The usage data is sufficient to renew the product. The next step is to study the feasibility of a success and retention correlation study for students using the tool. (03/05/2018)<br>**Related Documents:**<br>[ProQuest Research Companion Usage Data.docx](ProQuest Research Companion Usage Data.docx) |
| | | **Reporting Year:** 2016-17<br>**% Completed:** 25<br>Evaluated multiple online, vendor created information competency tools and Selected ProQuest Research Companion. Launched an online version of the Finding and Evaluating Articles in Canvas. (06/22/2017) |
| | **Full Funding Requested -** Distance Learning Versions of the Library's Research Workshop<br>**Describe Plans & Activities Supported:** Offer the four core library workshops (1. Finding and Evaluating Articles, 2. Finding and Evaluating Books, 3. Developing Research Topics, and 4. Evaluating Websites) online using similar | **Reporting Year:** 2017-18<br>**% Completed:** 25<br>The Finding and Evaluating Articles workshop had 209 completers from Summer 2017 to April 2018. To complete the workshop, students turn in two articles explaining why they selected them. They are also required to complete quizzes at the end of each module inside the workshop. Future work on the workshop includes revising all of the videos and written materials referring to Academic Search Premier, which is now Academic Search Complete, revising |

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| | standards to how on-campus credit courses are offered through distance learning. **Lead:** Pauline Swartz **Type of Request:** Staffing, Instructional Equipment **Planning Unit Priority:** High **What would success look like and how would you measure it?:** The four core library workshops would be offered online. | all outdated videos due to changes on the library homepage. revising or removing module one because of length. (05/15/2018) |
| | | **Reporting Year:** 2017-18 **% Completed:** 50 The Finding and Evaluating Books online workshop was released on March 28, 2018. As of April 23, 2018 there were 17 students completing the workshop. Students select one book, explain why they selected the book, and complete the quizzes. Future work includes revising all of the videos outdated by minor changes to the catalog interface, revising or removing videos impacted by minor changes to the library web page design, finish making the evaluating book videos, and breaking some of the videos into shorter segments. A final goal is to expand marketing for the online workshop options. (05/15/2018) |
| | | **Reporting Year:** 2017-18 **% Completed:** 50 The Library's face-to-face research workshops are being designed and offered in Canvas. The distance learning versions of Finding and Evaluating Articles was planned and developed with Michelle Newhart and Hugo Aguilera. Using the same approach, the distance learning version of the Finding and Evaluating Books workshop was developed. From August 1, 2017 - April 30, 2018, 42 students completed the books workshop. The books workshop was released on March 28, 2018. Students from English, Speech, Child Development, History, EOPS/CARE, and Psychology regularly use the online versions of the workshops with the largest number of student from English 1A and Speech 1A. (05/14/2018) |
| | **Full Funding Requested -** Library Workshop Student Learning Outcomes Assessment Rotation Plan **Describe Plans & Activities Supported:** Develop rotation plan to assess student learning in the Library's research workshops for continuous improvement of | **Reporting Year:** 2017-18 **% Completed:** 75 Library faculty were provided readings on current and established teaching and assessment theories and practices and rubric development. Librarians collaborated on developing, norming, and using shared rubrics. Librarians were provided with random samples of student work, applied the shared rubric to assess student learning, and |

workshops and to foster a culture of reflective teaching.
**Lead:** Pauline Swartz
**Type of Request:** Staffing
**Planning Unit Priority:** High
**What would success look like and how would you measure it?:**
Learning experiences that align with current teaching and adult learning theories and practices, support the needs of Mt. SAC students, and foster a culture of continuous improvement and reflective teaching. A workshop rotation assessment plan would be developed, approved by the Library Department, and implemented.

**Full Funding Requested -** Student Success and Library Research
**Describe Plans & Activities Supported:** Complete quantitative and qualitative research studies to determine whether student participation and engagement in Library's services and programs correlate with student retention and success. Complete correlation studies with support from Research and Institutional Effectiveness (RIE). Analyze the library's instruction program's contribution to student success. Convey student success using a variety of reporting techniques and based on outcomes analysis or correlative research.
**Lead:** LeAnn Garrett
**Type of Request:** Staffing, Research Support
**Planning Unit Priority:** High
**What would success look like and how would you measure it?:**

blind double-scored 20% of the random sample. Librarians used the results to make improvements to the workshops. Librarians discussed a four- or six-year assessment plan for the workshops. The next step is to finalized the rotation plan and systematically implement it. (05/14/2018)

**Reporting Year:** 2017-18
**% Completed:** 100
Students who participate in the Library information competency workshops have more positive course outcomes than students who do not participate. Women are more likely to participate, and men less likely to do so. Considering gender and ethnicity, all ethnic groups of women are more common among workshop participants than they are at Mt. SAC overall (except white women who are 9% less common than expected). Conversely, all ethnic groups of men are less common among workshop participants than they are at Mt. SAC overall (except Asian men who are about as common as would be expected). (04/06/2018)
**Related Documents:**
Workshop Topics.xlsx

Heatmap.pdf

2018 FINAL Library Information Competency Workshops Report.pdf

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| | Statistically significant correlation between student success and retention with student engagement or participation in Library services and programs. Completed research and analysis using a variety of dissemination methods. | |
| **Reference -** Provide student-centered, prompt, instruction-based reference services supporting all aspects of the user's educational and research needs regardless of location or means of delivery, including distance education.<br>**Status:** Active<br>**Goal Year(s):** 2017-18<br>**Date Goal Entered (Optional):** 06/09/2017 | **In Progress -** Reference Service Standards<br>**Describe Plans & Activities Supported:** Develop reference service standards and methods of delivery to support consistent, high-quality reference services that promote self-directed and self-reliant research skills and are sensitive to cultural diversity and support cultural competency. Review and update on a regular cycle.<br>**Lead:** Librarians<br>**Type of Request:** Staffing<br>**Planning Unit Priority:** Medium<br>**What would success look like and how would you measure it?:** Completed reference desk standards to support consistent, high-quality reference services promoting student development or self-directed and self-reliant research skills | **Reporting Year:** 2017-18<br>**% Completed:** 50<br>To strengthen communication about pertinent reference information the Reference Notebook Guide was created. The guide includes information about frequently and not-so-frequently asked questions as well as general facts needed at the Information Desk.<br>http://mtsac.libguides.com/ref/New (05/18/2018)<br><br>**Reporting Year:** 2017-18<br>**% Completed:** 25<br>Reference transactions provide a rich source of information about student needs and expectations when seeking assistance at the Information Desk. In order to thematically analyze an average of 2,000 monthly interactions per month, there is need to more clearly define the information gathering goals and purpose of the data collection process, match the data collection parameters with mandated surveys and reports, consider groupings and categories based on the goals, limit the amount of typing of redundant questions requiring only a count or do not require further analysis such as day pass requests or printing assistance. The next step is to create a Reference Desk Data Collection Plan.  (07/10/2017)<br>**Related Documents:**<br>[2016-17 QP Qualitative Analysis Report.docx](#) |
| | QuestionPoint Features Implementation<br>**Describe Plans & Activities Supported:** Develop and implement features of QuestionPoint to build an infrastructure supporting a robust, | **Reporting Year:** 2017-18<br>**% Completed:** 0<br>Established a tentative timeline for QuestionPoint infrastructure enhancement which may include the internal KnowledgeBase to assist librarians in providing online reference service, adding an external KnowledgeBase which |

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| | timely, and sustainable online reference service. Use QuestionPoint features such as the internal KnowledgeBase, which will assist librarians in providing online reference service, the external KnowledgeBase, which will empower students to discover answers to common questions via the Mt. SAC Library website, and the institutional and personal scripts for reuse when librarians respond to live and follow-up online reference questions. **Lead:** Pauline Swartz **Type of Request:** Staffing **Planning Unit Priority:** Medium **What would success look like and how would you measure it?:** Increase in use of QuestionPoint features **Related Documents:** [QuestionPoint Draft Plan for Strengthening Infrastructure 2018 May 2 librarians meeting.docx](#) | will empower students to discover answers to common questions via the Mt. SAC Library website, and develop institutional and personal scripts for reuse when librarians respond to live and follow-up online reference questions. Need to improve descriptive code reporting for transactions to support data and statistical retrievals. (05/17/2018) <br><br> **Reporting Year:** 2017-18 **% Completed:** 0 A survey was sent to all adjunct librarians regarding their knowledge of QuestionPoint features that could improve the follow-up procedures and make them for efficient, training preferences, and information sharing purposes. There is a need for more training, resources, and communication to support adjunct in reference work related to QuestionPoint. There is a need to find ways to more effectively inform everyone how and why to use these QuestionPoint features. (04/18/2018) **Related Documents:** [2016-17 QP Qualitative Analysis Report.docx](#) |
| **Collection Development -** Develop the library collections on a continuous basis to support the college curriculum and life-long learning goals through the effective management and acquisition of materials and ongoing consultation and collaboration with discipline experts. **Status:** Active **Goal Year(s):** 2016-17, 2017-18 **Date Goal Entered (Optional):** 06/09/2017 | **Completed -** Collection Development Standards and Documentation **Describe Plans & Activities Supported:** Enhance collection development standards and documentation to support consistent collection development processes. **Lead:** Collection Development Librarian **Type of Request:** Staffing **Planning Unit Priority:** High **What would success look like and how would you measure it?:** Updated collection development guidelines as outline in the Collection | **Reporting Year:** 2017-18 **% Completed:** 100 The Collection Development Guidelines was updated with a transmittal date of Winter 2017. The next routine update is scheduled for 2020. (04/28/2018) **Related Documents:** [Collection Development Guidelines, Winter 2017](#) <br><br> **Reporting Year:** 2016-17 **% Completed:** 100 The Collection Development Guidelines was reviewed for factual accuracy during Summer 2016 and in Fall 2016 the guidelines were reviewed to ensure policy matched current practice. For sections requiring discussion for possible changes such as textbook purchases to meet student equity needs and criteria for placing books in the reference |

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| | Development Policy. | collection, librarians collectively reviewed the document and agreed on modifications during faculty meetings. (07/06/2017) |
| | **Library Liaison Program**<br>**Describe Plans & Activities Supported:** Collaborate with discipline faculty to develop collections.  Develop collections on a continuous basis and ensure the collection meets student research and learning needs.<br>**Lead:** Collection Development Librarian<br>**Type of Request:** Facilities , Staffing, Instructional Supplies, Lottery, Professional Development<br>**Planning Unit Priority:** High<br>**What would success look like and how would you measure it?:** Collaboration between discipline faculty and librarian liaisons. An up-to-date collection that serves the needs of the student. | **Reporting Year:** 2017-18<br>**% Completed:** 50<br>Liaison Librarians met with academic departments to review subject and discipline specific resources, discuss student research needs, inform subject faculty of Library instructional opportunities for students, and plan collaborative collection development work.  Representative departments included Psychology and Art History. (05/14/2018) |
| | | **Reporting Year:** 2017-18<br>**% Completed:** 75<br>The Strong Workforce Program (SWP) initiative included funds for Library books for the 2017-18 fiscal year. This attached report shows the result of the collaboration across programs with Library book budgets during the fiscal year of 2017-18. (04/30/2018)<br>**Related Documents:**<br>SW_LibraryReport_2017-18_DRAFT.docx |
| | | **Reporting Year:** 2016-17<br>**% Completed:** 100<br>The Strong Workforce Program (SWP) faculty and Library faculty collaborated to select relevant texts related to respective subject matter. As SWP faculty have expert field knowledge to guide the selection process, Library faculty are able to facilitate purchasing of library books via established vendors and general area expertise. Funding continues in the 2017-18 fiscal year and a separate report will be provided when purchasing is completed. (04/18/2018)<br>**Related Documents:**<br>SW_LibraryReport_2016-17_DRAFT.docx |
| | **Full Funding Requested -** Collection Use Analysis<br>**Describe Plans & Activities Supported:** Analyze database use patterns and circulation statistics. | **Reporting Year:** 2017-18<br>**% Completed:** 50<br>Analyzed AP images and decided to cancel.  Complete analysis of ProQuest Research Companion and decided to keep subscription.  Also analyzed Gale standing order |

| Unit Goals | Resources Needed | Where We Make an Impact: Closing the Loop on Goals and Plans |
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| | **Lead:** Librarians<br>**Type of Request:** Staffing, Non-Instructional Equipment<br>**Planning Unit Priority:** Medium<br>**What would success look like and how would you measure it?:** Completed reports. | eBooks and decided to change the Library's purchase model to reduce cost.  Reviewed Kanopy statistics to better understand how purchase model interacts with usage. Gathered statistics for Springer eBooks.  Evaluation of these statistics is pending. (05/14/2018) |
| **Marketing -** Inform, market, and teach the college community about library services, collections, and curriculum as well as provide opportunities to learn about these resources.<br>**Status:** Active<br>**Goal Year(s):** 2016-17, 2017-18<br>**Date Goal Entered (Optional):** 06/09/2017 | **In Progress -** Library Marketing Activities<br>**Describe Plans & Activities Supported:** Expand marketing strategies using a variety of strategies to increase student awareness of library resources and services.<br>**Lead:** Student Equity and Outreach Librarian<br>**Type of Request:** Staffing, Marketing, Non-Instructional Supplies<br>**Planning Unit Priority:** High<br>**What would success look like and how would you measure it?:** Developed library marketing activities for services, programs, and instructional opportunities in the Library. | |
| | Learning Activities for Integrative Use of Library Tools, Resources, and Service<br>**Describe Plans & Activities Supported:** Teach faculty and staff how to integrate library resources into instruction.  Increase awareness of the variety of Library resources available that support student success.<br>**Lead:** Librarians<br>**Type of Request:** Staffing, Instructional Equipment, Professional | **Reporting Year:** 2017-18<br>**% Completed:** 50<br>Held liaison meetings with departments to discus which resource would best serve students and how faculty can provide, access, or engage their students with resources. (05/14/2018) |

| Unit Goals | Resources Needed | Where We Make an Impact: Closing the Loop on Goals and Plans |
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| | Development<br>**Planning Unit Priority:** Medium<br>**What would success look like and how would you measure it?:** Offered learning activities showcasing how Library resources support and enhance student learning. Informed discipline faculty about curriculum-specific Library resources. | |
| **Research and Discovery -** Provide technologically supported integrated tools to enhance the student experience for discovery of and access to library and vendor resources that fulfill student educational and research needs.<br>**Status:** Active<br>**Goal Year(s):** 2016-17, 2017-18<br>**Date Goal Entered (Optional):** 06/09/2017 | **In Progress -** Library Discovery Systems Instruction<br>**Describe Plans & Activities Supported:** Expand awareness of the Library's discovery systems and teach students, faculty, and staff how to use the discovery tools.<br>**Lead:** Librarians<br>**Type of Request:** Staffing, Instructional Equipment, Professional Development<br>**Planning Unit Priority:** Medium<br>**What would success look like and how would you measure it?:** Developed plan with goals and assessment methods for increasing user literacy of the Library's discovery tools. | **Reporting Year:** 2017-18<br>**% Completed:** 100<br>Presented "Using the Library as Your Course Design Partner. (04/30/2018)<br><br>**Reporting Year:** 2017-18<br>**% Completed:** 0<br>The reserves module was not built for the Discovery interface so there is a need to implement the newly developed reserves; however, the pending State buy of a Library Management System in June 2018 will delay any major projects until the LMS is selected. (02/26/2018)<br><br>**Reporting Year:** 2016-17<br>**% Completed:** 50<br>The library workshop curriculum includes Finding and Evaluating Books, which teaches students how to find library items in WMS. The workshop was attended by 494 students from July 1, 2016 to June 30, 2017. During the 2017 Spring semester librarian reviewed and updated the assessment rubric, completed the assessment, and suggested modifications. This activity is specific to the interface and complements the workshop skills evaluative aspects of the workshop. The librarians, during specially designated outcomes meetings discussed the implication of the interface and teaching goals and objectives. Interface related decisions included showing where subject headings are listed in the new Discovery interface and updating the handout to reflect the change (Library Department Minutes, 12/7/2016). (07/03/2017)<br><br>**Reporting Year:** 2016-17 |

| Unit Goals | Resources Needed | *Where We Make an Impact: Closing the Loop on Goals and Plans* |
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| | | **% Completed:** 75<br>Transitioned to OCLC WorldCat Discovery from WorldCat Local to take advantage of improved search capabilities. OCLC was no longer updating WorldCat Local. All development activities were being done for the Discovery interface. The change ensured users were given the most recent version of the interface. (02/22/2017) |
| | **In Progress -** Electronic Resource Management<br>**Describe Plans & Activities Supported:** Improve link resolution for eResources by developing and implementing a set of procedures for investigating, resolving, and tracking link resolutions. Ensure all electronic services are up-to-date, relevant, accessible, and integrated in the overall electronic resources management plan. Strengthen processes and procedures requiring Information Technology (IT) assistance to ensure timely fixes to technical issues outside of Librarian's expertise or responsibilities.<br>**Lead:** Database Management Team<br>**Type of Request:** Staffing, Instructional Equipment, IT Support<br>**Planning Unit Priority:** High<br>**What would success look like and how would you measure it?:** Developed plan with baseline data, specified goals, and assessment methods for improving link resolution problems. Up-to-date systems and software. Implemented updates and process to ensure accessibility. Established protocol for resolving IT-related problems resulting in timely fixes for technical issues. | **Reporting Year:** 2017-18<br>**% Completed:** 100<br>Built a collaborative relationship with Information Technology (IT) to be able to provide more timely fixes to technical issues. Also established a protocol for problem solving to ensure prompt resolution to technology-based problems. Managed the transition from http to https for databases requiring the change. (05/14/2018) |
| | | **Reporting Year:** 2017-18<br>**% Completed:** 100<br>Reviewed all and updated descriptions and names as needed on the web pages used for access to databases. Made necessary changes to Ebsco database access with changes to statewide database package, and secured a computer to use to test authentication and troubleshoot remote access issues to serve student with problems accessing e-resources. (05/14/2018) |
| | | **Reporting Year:** 2017-18<br>**% Completed:** 25<br> The "Report a Problem" from was developed to provide a way for users to report problems. While the form helped, there is still a need to improve problem reporting. There is also a need for a comprehensive plan or procedure for identifying user problems. (05/14/2018) |
| | | **Reporting Year:** 2016-17<br>**% Completed:** 100<br>Migration from LibGuides version 1 to version 2 completed February 2017. (04/30/2018)<br>**Related Documents:**<br>[Website Update and LibGuideV2 Migration Evidence.docx](#) |
| | Website Management | **Reporting Year:** 2016-17 |

| Unit Goals | Resources Needed | *Where We Make an Impact: Closing the Loop on Goals and Plans* |
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| | **Describe Plans & Activities Supported:** Ensure up-to-date content on the Library website. Manage and troubleshoot Library website. **Lead:** Hong Guo **Type of Request:** Staffing, Instructional Equipment, IT Support **Planning Unit Priority:** High **What would success look like and how would you measure it?:** Accessible, trouble-free Library website with up-to-date content. | **% Completed:** 100 Continued improvement of the Library website using multiple measures including usability testing ensures the Library website connects student to library resources such as databases, library catalog, and librarian developed content. There were limited number of participants in the study so a goal for future studies would be to increase the number of participants. Based on the input given by the participants areas for improvement were noted. (05/31/2017) **Related Documents:** [2017 Spring Library Website Usability Testing Results.pdf](#) |
| | | **Reporting Year:** 2016-17 **% Completed:** 100 Library website was redesigned using the new Mt. SAC website template. The change aligns the library's website with the College's overall design and will provide a consistent look and feel for the website. (02/02/2017) **Related Documents:** [Website Update and LibGuideV2 Migration Evidence.docx](#) |
| **Cultural Diversity -** Address the complexities of serving and instructing diverse populations and develop the organization to reflect a dedication to culturally competent practice. **Status:** Active **Goal Year(s):** 2016-17, 2017-18 **Date Goal Entered (Optional):** 06/09/2017 | **In Progress -** Cultural competencies development **Describe Plans & Activities Supported:** Develop library faculty and staff cultural competencies to support student success and fulfill the Mt. SAC Equity Plan. Hold Library-wide discussions on being a learning organization that values serving a diverse population. **Lead:** Associate Dean, Library and Learning Assistance and Library Department Chair **Type of Request:** Professional Development **Planning Unit Priority:** Medium **What would success look like and how would you measure it?:** Reviewed Association of College & | **Reporting Year:** 2017-18 **% Completed:** 100 Librarians collaborated with faculty members of the Pride Advisory Board to craft the Pride Center Mission. Additionally, a Librarian crafted the ground rules for the center. The following is the resulting mission statement: The Mt. SAC Pride Center provides a safe, supportive, and educational space for students across the gender and sexuality spectrum. The Pride Center provides services that promote student success including computer and printing services, tutoring, mentoring, a lending Library, research assistance with an in-house Librarian, and academic support from faculty from various disciplines. Additionally, the Pride Center provides professional, academic, and therapeutic support with small group discussions, and educational opportunities for students, faculty, and the surrounding community to learn more about how best to support our students achieve their educational and professional goals. |

| Unit Goals | Resources Needed | Where We Make an Impact: Closing the Loop on Goals and Plans |
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| | Research Libraries Cultural Competency Guidelines and other methods to include the Mt. SAC Library Student Equity Plan. Derived goals from the Guidelines and Plan for serving and teaching diverse students. | (05/18/2018)<br><br>**Reporting Year:** 2017-18<br>**% Completed:** 25<br>Librarians individually read about critical theory and critical pedagogy advocated by Paulo Freire along with "Putting Critical Information Literacy into Context: How and Why Librarians Adopt Critical Practices in their Teaching" by Eamon Tewell and then collaboratively discussed the how proposed pedagogy and practices might influence how the Library's information competency workshops are taught. (05/18/2018) |
| | | **Reporting Year:** 2017-18<br>**% Completed:** 25<br>Librarians participated in campus-wide Leading for Equity opportunities to develop cultural competencies including attending Cornel West, Sonja Nazario, and Colson Whitehead events. (05/14/2018) |
| | | **Reporting Year:** 2016-17<br>**% Completed:** 25<br>Research and Institutional Effectiveness conduct student focus groups to describe student library experiences, discuss barriers to using the library, and identify ways to remove those barriers. (07/03/2017) |
| | **In Progress -** Cultural competency plan<br>**Describe Plans & Activities Supported:** Implement a cultural competency plan to include educational training programs that advance cultural competency in the Library and across campus.<br>**Lead:** Associate Dean, Library and Learning Resources and Library Department Chair<br>**Type of Request:** Professional Development<br>**Planning Unit Priority:** Medium<br>**What would success look like and how would you measure it?:** | |

| Unit Goals | Resources Needed | Where We Make an Impact: Closing the Loop on Goals and Plans |
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| | Implemented cultural competency plan to include educational training programs that advance cultural competency in the Library and across campus.<br><br>**In Progress -** Outreach and cultural diversity activities<br>**Describe Plans & Activities Supported:** Expand knowledge of cultural diversity using outreach activities and programs.<br>**Lead:** Eva Rios-Alvarado<br>**Type of Request:** Facilities , Staffing, Non-Instructional Supplies<br>**Planning Unit Priority:** Medium | **Reporting Year:** 2017-18<br>**% Completed:** 100<br>An El Día de los Muertos altar was a success as many contributed to the altar. The amount of involvement indicates the celebration should be an ongoing event. (04/28/2018) |
| **Sustainability -** Develop sustainability goals for the library that aligns with the College's core value and supports the campus Climate Action Plan.<br>**Status:** Active<br>**Goal Year(s):** 2016-17, 2017-18<br>**Date Goal Entered (Optional):** 06/09/2017 | **In Progress -** Unit level climate action plan<br>**Describe Plans & Activities Supported:** Develop a unit level climate action plan with identified opportunities for integrating sustainability into the Library curriculum.<br>**Lead:** Chisa Uyeki,<br>**Type of Request:** Staffing<br>**Planning Unit Priority:** Medium<br>**What would success look like and how would you measure it?:** Completed unit level plan with Library curriculum guidelines. | **Reporting Year:** 2016-17<br>**% Completed:** 0<br>Library Climate Action Plan not started. (07/03/2017) |
| | **In Progress -** Library sustainability audit<br>**Describe Plans & Activities Supported:** Complete a Library sustainability audit.<br>**Lead:** Chisa Uyeki<br>**Type of Request:** Staffing<br>**Planning Unit Priority:** Medium<br>**What would success look like and** | **Reporting Year:** 2017-18<br>**% Completed:** 100<br>As the Librarians tackle sustainability goals, participation in campus-wide sustainability committees increase awareness and expertise. The second annual Mt. SAC President's student sustainability awards committee was chaired by a librarian. In that role, the librarian promoted, organized, judged, and disbursed scholarship money. (05/18/2018)<br>**Related Documents:** |

| Unit Goals | Resources Needed | *Where We Make an Impact: Closing the Loop on Goals and Plans* |
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| | **how would you measure it?:** Completed analysis of the results for the Climate Commitment Implementation Committee (CCIC) questionnaire. Identified actionable items for sustainability goals. | PIE_LibrarySustainability_9May2018.pdf |
| **Outreach and Engagement -** Engage students, staff, and faculty by promoting, disseminating, and teaching the college community about library services, collections, and curriculum through critical analysis and self-reflection.<br>**Status:** Active<br>**Goal Year(s):** 2016-17, 2017-18<br>**Date Goal Entered (Optional):** 06/09/2017 | **In Progress -** Outreach Programs, Events, and Activities<br>**Describe Plans & Activities Supported:** Offer collaboratively hosted events, themed library programs, and innovative learning activities to engage students in critical thought, share how the library is part of information inquiry, and increase student, faculty, and staff awareness of the resources and services provided by the Library. Ensure adequate library faculty and staff to plan, implement, and assess the outreach efforts.<br>**Lead:** Eva Rios-Alvarado<br>**Type of Request:** Staffing, Non-Instructional Supplies<br>**Planning Unit Priority:** Medium<br>**What would success look like and how would you measure it?:** Events held throughout the semester with completed assessments of the value of continuing a specific event. | **Reporting Year:** 2018-19<br>**% Completed:** 100<br>Provided two STEP Tours introducing students to the Library. The intent of the tour was to increase student awareness of the library as a space and inform them of the services the library provides. This is the second year STEP Tours have been given and will continue if funding is available. (07/24/2018)<br>**Related Documents:**<br>STEP Tours Summer 2018 - Chart of Myths.docx<br><br>**Reporting Year:** 2017-18<br>**% Completed:** 25<br>Provided outreach to Dream Center students through the embedded librarian program. Attached report describes activities and outcomes. (06/15/2018)<br>**Related Documents:**<br>2018 Spring Dream Center Student Equity Report.pdf<br><br>**Reporting Year:** 2017-18<br>**% Completed:** 100<br>Get Lit* was a cross-discipline festival, held in the Spring of 2018, to promote direct and accessible opportunities to explore reading, writing, support in academics, and personal goals related to literacy. The fair had three interactive components: 1) Information tables 2) Activities for all ages, including intellectual exploration, and 3) Assessment. The attached report includes student responses to the question "How can faculty best support your literacy in college?" (06/01/2018)<br>**Related Documents:**<br>SE-sp18GetLitFestReport.docx |

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| | | **Reporting Year:** 2017-18<br>**% Completed:** 75<br>Pride Center outreach included providing books about Coming Out  used for Coming Out Day, scheduling an embedded librarian at the Pride Center, and promoting the the Library collection as well as encouraging students to attend Get Financially Lit event. (05/18/2018)<br>**Related Documents:**<br>Check us Out flyer.pdf<br>Booklists for Equity.png<br>Pride Embedded flyer.pdf |
| | | **Reporting Year:** 2017-18<br>**% Completed:** 100<br>On May 3, 2018 the Library hosted an event for Choose Privacy Week, an American Library Association national event to raise awareness about privacy rights.  Comments from students showed that the event was satisfying and helpful. Attendance numbers were much lower for the 2018 events than for the 2017 event.  Next year, strengthen communications with discipline faculty and student clubs as well as promote the event earlier and with more frequency (05/18/2018)<br>**Related Documents:**<br>PIE_Report_ChoosePrivacyWeek_2018_FinalCombined.pdf |
| | | **Reporting Year:** 2017-18<br>**% Completed:** 75<br>The Exhibit With Us initiative encourages campus participation, academic and personal expression, and research inquiry through the Library Exhibit Initiative. Students, Staff, Faculty, and affiliated organizations are invited to showcase scholarship and interests. Exhibits will reflect the diverse interests of our campus and align with Library and campus goals and missions.<br>http://mtsac.libguides.com/exhibits/home (05/18/2018) |
| | | **Reporting Year:** 2017-18<br>**% Completed:** 100<br>Library 2018 Welcome Days were held on March 21 and 22. Again, the event was a huge success.  Next steps for the next event are to coordinate marketing, find faculty leaders |

| Unit Goals | Resources Needed | *Where We Make an Impact: Closing the Loop on Goals and Plans* |
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to help with foot traffic and participation, identify faculty who use the library as part of their assignments, and schedule tours during the event to usher student from the event immediately into a learning environment.

Library Welcome Days were held on March 6-7, 2017.  The inaugural event was a huge success and will be an ongoing semester event. (05/18/2018)
**Related Documents:**
[2017 Library Welcome Days Advertisement.jpg](#)
[WelcomeDays2018.pdf](#)
[SE-sp18LibWelcomeDaysReport.docx](#)

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**Reporting Year:** 2017-18
**% Completed:** 100
The International Services Center (ISC) and the Mt. SAC Library partnered for a Conversation Circle on Thursday, April 24th 2018. Conversation Circles are held in both large group and small group formats. The time allotted for the conversation was comfortable for the number of people present but, given the nature of conversations, the group was not able to use all of the questions developed as prompts. The conversation was positive and meaningful to the students and the Librarian, pointing toward a successful collaboration between the ISC and the Library. Therefore it may be beneficial for the collaboration to continue for future small group events. (04/30/2018)
**Related Documents:**
[ISC_Library_ConversationCircle_Report_23April2018.pdf](#)

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**Reporting Year:** 2017-18
**% Completed:** 25
Library Coloring Book: a coloring book was developed as a student outreach activity.  The coloring book was intended to be imaginative while featuring Library collections and using library images.  The first assessment goal of the coloring book was for students to identify the purpose of the library in their lives through scenes and scenarios.  The second assessment goal was to have colorers learn about the Mt. SAC library by coloring pages, which portray important services utilized in the community college

experience.  The coloring book is complete; however, the book is used in a variety of venues and assessment is continuous. (04/30/2018)

**Related Documents:**

Sp-18-MtSAC-coloringbookv1.docx

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**Reporting Year:** 2017-18

**% Completed:** 50

Pop-up Library was located at various locations throughout the campus.  At Pop-up Library there were library-related crafts and activities, snacks, and instruction on the research process.  The Adult Basic Education Pop-up Library served an average of 30-40 students and 5-10 faculty per week. The goal of this Pop-up was to promote Library Sunday and evening hours, services, instructional options, and events. Conclusions for the Pop-up Library at the ABE facility was different from others in that the students are hyper-localized at that part of campus. For many, it is the only or one of few places ever visited on campus. They are unaware the Library is a place they can go for basic services like study tables, group study rooms, computers, Sunday and evening hours, etc. The discussion at the meeting of May 21, 2018 concluded that pop-ups should be held at strategic times in the term and should happen during weeks 1-4 & 8-12.  Fall locations will be Buildings 26, 30, and 66. (04/28/2018)

**Related Documents:**

2017 Spring Outreach Schedule.pdf

PIE_B10PopUpLibrary_ABE_8May2018.pdf

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**Reporting Year:** 2017-18

**% Completed:** 75

Embedded Librarians supported student equity programs and centers such as the DREAM Program, PRIDE Center, Learning Assistance Center, and WIN.  Librarians provided individual research guidance for students.  The discussion during the May 21, 2018 meeting concluded discontinue embedded librarians except for areas with large demand and interest.  Locations would include the Dream Program, PRIDE, WIN, and LAC. (04/28/2018)

**Related Documents:**

2017 Spring Outreach Schedule.pdf

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**Reporting Year:** 2017-18
**% Completed:** 100
In Mt. SAC's Free Speech Zone in front of the Library on May 24, 2017, a teach-in was facilitated in recognition and celebration of Harvey Milk Day (May 22). History Professor Kimberly Earhart and the Mt. SAC Librarians collaborated to provided a historical perspective on Harvey Milk and shared library resources about him. In connection with the Library's theme for may, Freedom of Information, the teach-in highlighted the attempted censorship of a 6th grade student's presentation and report on Harvey Milk by a school principal in Ramona, CA in 2009. (04/28/2018)
**Related Documents:**
[HarveyMilk.TeachIn.May2017.Recap.pdf](HarveyMilk.TeachIn.May2017.Recap.pdf)

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**Reporting Year:** 2016-17
**% Completed:** 100
Library event on data security during the by Chris Schroeder, Assistant Director, Infrastructure and Data Security, Spring 2017. The presentation covered net neutrality, content control, an how to protect your digital identity. (04/28/2018)
**Related Documents:**
[2017 Spring Privacy Week Advertisement Flyer.pdf](2017 Spring Privacy Week Advertisement Flyer.pdf)
[2017 Spring Privacy Week C. Schroeder Presentation.pptx](2017 Spring Privacy Week C. Schroeder Presentation.pptx)

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**Reporting Year:** 2017-18
**% Completed:** 100
Zine making 101: From Cut-and-Paste to DIY Publishing was held on March 26, 2018. Annie Knight presenter. Those who participated learned about the history of zines, how they relate to information sharing, content creation, and do-it-yourself publishing. Librarians will consider having a similar workshop in the future. (04/28/2018)
**Related Documents:**
[2018 Zine Making 101.docx](2018 Zine Making 101.docx)
[SE-sp18ZineReport.docx](SE-sp18ZineReport.docx)
[Zines made.pdf](Zines made.pdf)
[Speaker with Zine.pdf](Speaker with Zine.pdf)

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**Reporting Year:** 2016-17

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| | | **% Completed:** 100<br>A research process pocket guide was created and shared with discipline faculty at Spring 2017 Flex.  The pocket guide was part of a Library information table available to faculty before the general meeting. (04/28/2018)<br>**Related Documents:**<br>[2017 Spring Library Zine.pdf]() |
| | | **Reporting Year:** 2017-18<br>**% Completed:** 25<br>As part of outreach goals to bring students to the library and learn more about services and resources a game-based intervention was piloted. (04/28/2018) |
| | | **Reporting Year:** 2016-17<br>**% Completed:** 100<br>Library Welcome Days were held during the Spring 2017 semester, on March 6 and 7.  Librarians reached 300 students and Student Ambassadors created peer-to-peer involvement.   A complete analysis of the activity is included in the attached document.<br>Library Welcome Days will continue as part of an ongoing Library activity.  The newly formed Library Club may take a leadership role in the activity as peer-to-peer engagement is effective.  Analysis of the activity resulted in the following considerations for purchasing and planning for the next Welcome Day activity for Fall 2017:<br>1. Purchase adaptable signage to invite students to the activity<br>2. Use better and professional looking sign holders<br>3. Use quality materials for flyers to convey professionalism<br>4. Increase marketing strategies through multiple channels<br>5. Increase funds for quality food and drink options to pique student curiosity<br>6. Provide students with branded marketing takeaways and swag (07/03/2017) (07/03/2017)<br>**Related Documents:**<br>[Student Equity - Report 2017 - Draft Review.pdf]() |
| | **In Progress -** Library Outreach Plan<br>**Describe Plans & Activities Supported:** Develop a | **Reporting Year:** 2017-18<br>**% Completed:** 25<br>While a comprehensive plan still needs to be written, |

| Unit Goals | Resources Needed | Where We Make an Impact: Closing the Loop on Goals and Plans |
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| | comprehensive, written outreach plan to guide outreach programming and ensure the programming meet student needs.<br>**Lead:** Eva Rios-Alvarado<br>**Type of Request:** Staffing<br>**Planning Unit Priority:** High<br>**What would success look like and how would you measure it?:**<br>Completed plan with an assessment component. | various tools and strategies assist Librarians do student equity work such as the Mt. SAC Library Student Equity Guide at http://mtsac.libguides.com/studentequity. (05/18/2018)<br>**Related Documents:**<br>Student_Equity_Strategy-Fall2016v.Final.pdf<br>FINAL-SE2017-chart.pdf |
| | | **Reporting Year:** 2017-18<br>**% Completed:** 0<br>The Student Equity and Outreach librarian initiated a discussion of the plan at the January 17, 2018 Library Department faculty meetings; however, the plan was not fully discussed. (04/28/2018) |
| **Student Success -** Seek input from students, faculty, and staff to uncover unmet needs, identify gaps and barriers, and address campus initiatives designed for student success and continuous improvement.<br>**Status:** Active<br>**Goal Year(s):** 2016-17, 2017-18<br>**Date Goal Entered (Optional):** 05/25/2017 | **Report directly on Goal** | **Reporting Year:** 2018-19<br>**% Completed:** 100<br>Student success can only occur if students claim the library as their space. The must also feel welcome.. Student input is essential when determining if the librarians and library staff meet this criteria. In particular, unsolicited student input praising library services and employees lend evidence that we indeed are meeting this goal. Attached is a thank-you letter from a student who earned her registered nursing degree from Mt. SAC describing how the library was a second home to her and the smiling faces encouraged her through her academic struggles. (12/14/2018)<br>**Related Documents:**<br>Student Thank you 2018.12.pdf |
| | **Completed -** Counseling Department Faculty Barrier Identification Meeting<br>**Describe Plans & Activities Supported:** Host the Counseling Department Faculty to compile a list of barriers to student use of library services and instruction and identify potential solutions to those barriers. Additionally, establish a partnership with counselors for future planning | **Reporting Year:** 2017-18<br>**% Completed:** 100<br> The full report is attached. Conclusions and forward thinking: In the long term, it is clear that to address many of the most significant counselor concerns a new library building that can handle a significantly higher number of students and provide a significant increase student-focused study spaces, including more group study spaces in particular, will be necessary. Until then, the library should continue to engage in a variety of student outreach programs as part of the Mt. SAC SEP that can seek to help |

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| | and analysis.<br>**Lead:** Jared Burton, Hong Guo, and Pauline Swartz<br>**Type of Request:** Staffing<br>**Planning Unit Priority:** High<br>**What would success look like and how would you measure it?:** Hosted meeting with identified barriers and possible solutions. | mitigate some of the limitations of the existing library building and also help a diverse range of student populations gain a greater understanding of the services and resources available to them through the library. Additionally, the library should continue to work to help all students feel more comfortable using the library and library services and resources. The library should also continue working to help all students develop their own information literacy and gain greater confidence in their own competence as members of the academic community. To meet these goals, the library should engage in student focus groups (in collaboration with Research and Institutional Effectiveness) addressing these perceived barriers and working to develop solutions based on feedback from multiple student populations about their needs and expectations. Because of the ever changing needs and make-up of the many and diverse student populations on campus, this should be an ongoing process to maintain an ongoing<br>understanding of how to better meet those students' needs. (09/25/2017) (09/25/2017) |
| | | **Reporting Year:** 2016-17<br>**% Completed:** 100<br>The meeting was held and the final report with recommendations completed.  (06/07/2017)<br>**Related Documents:**<br>[Report on Library Activities with Counselors.pdf](#) |
| | **In Progress -** Library Reserve Textbook Project<br>**Describe Plans & Activities Supported:** Increase student access to textbooks in the library.<br>**Lead:** Jared Burton<br>**Type of Request:** Facilities , Staffing, Instructional Supplies<br>**Planning Unit Priority:** Medium<br>**What would success look like and how would you measure it?:** Purchased textbooks with circulation reports indicating use. | **Reporting Year:** 2016-17<br>**% Completed:** 100<br>Textbook circulation data was analyzed by Research and Institution Effectiveness (RIE) to determine whether access to reserve textbooks correlated with student success and retention.  Research conclusions were overall, students who checked out reserve textbooks were 4% more likely to be retained in the course and 6% more likely to pass the course. (02/27/2018)<br>**Related Documents:**<br>[2017 Spring Textbook Research Comments.Demographic profile.pdf](#) |

| Unit Goals | Resources Needed | Where We Make an Impact: Closing the Loop on Goals and Plans |
|---|---|---|

[2017.03.Textbook Reserve - Front material - RIE.docx](#)
[2017 Spring RIE Textbook Reserve - Demographics, Success & Retention.pdf](#)
[2017 Spring RIE Textbook Success and Retention.pdf](#)

**Reporting Year:** 2017-18
**% Completed:** 25
Providing access to low- and no-cost text books options requires multiple options.   The creation of a short video on how to locate a reserves textbook was viewed over 730 times.  Changes to the Library website and the library management system made the video obsolete.  A new video should be created as the number of views suggest a need for the information. The creation of a short video on how to locate a reserves textbook was viewed over 730 times.  Changes to the Library web page and the library management system made the video obsolete.  A new video should be created as the number of views suggest a need for the information.  (09/25/2017)

**Full Funding Requested -** Open Education Resources Project
**Lead:** Hong Guo and Romelia Salinas
**Type of Request:** Facilities , Staffing, Instructional Supplies
**Planning Unit Priority:** Medium

**Reporting Year:** 2017-18
**% Completed:** 25
Providing access to low- and no-cost text books options requires multiple options.   The creation of a short video on how to locate a reserves textbook was viewed over 730 times.  Changes to the Library website and the library management system made the video obsolete.  A new video should be created as the number of views suggest a need for the information. The creation of a short video on how to locate a reserves textbook was viewed over 730 times.  Changes to the Library web page and the library management system made the video obsolete.  A new video should be created as the number of views suggest a need for the information. (09/25/2017)
**Related Documents:**

[Open Education Resources.docx..docx](#)