unitPIE

2014-15
2015-16
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2017-18

Planning for Institutional Effectiveness

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NOTE: This PIE Form is optimized to be used in Acrobat or Adobe Reader 10 or later.

unitPIE 2014-15 2015-16 2016-17 2017-18

Planning for Institutional Effectiveness

Introduction

UNIT	Library	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	LeAnn Garrett	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	lgarrett@mtsac.edu/4122	✓ Summary	✓ Planning	✓ Planning	✓ Planning

Your Unit Program Review will be recorded on this form summarizing the current year and documenting planning for the next three-year cycle.
Please remember *that all outcomes assessment work should be recorded in TracDat (http://tracdat.mtsac.edu/tracdat) in order for your assessment work to best contribute to institutional reports. Outcomes assessment work may include courses, programs, direct and indirect services, organizational structure, structural elements, and institutional outcomes. Respond to only the outcomes categories or types that apply to your unit.*

Institutional Planning Framework

The college is unified through its demonstrated connection to the mission. Driven by the California Master Plan for Higher Education, revised by the President's Advisory Council, and approved by the Board of Trustees, it informs all planning and assessment.

Institutional Mission

The mission of Mt. San Antonio College is to support students in achieving their full educational potential in an environment of academic excellence.

Unit Mission

The Mt. San Antonio College library supports student success through knowledgeable and effective instruction and service to students, faculty, and staff by educating them to use appropriate resources and technologies for teaching and learning and by providing access to a comprehensive collection that supports the College's curricula and that serves the needs of a diverse college community.

College Themes and Goals

College themes and goals allow the campus to focus on critical issues. Articulated by the President's Advisory Council and approved by the Board of Trustees, they guide institutional planning and assessment processes.

Theme A: To Advance Academic Excellence and Student Achievement

College Goal #1   The college will prepare students for success through the development and support of exemplary programs and services.

College Goal #2   The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.

College Goal #3   The college will utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.

Theme B: To Support Student Access and Success

College Goal #4   The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.

College Goal #5   Students entering credit programs of study will be ready for college level academic achievement.

College Goal #6   The college will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.

Theme C: To Secure Human, Technological, and Financial Resources to Enhance Learning and Student Achievement

College Goal #7   The college will secure funding that supports exemplary programs and services.

College Goal #8   The college will utilize technology to improve operational efficiency and effectiveness and maintain state-of-the-art technology in instructional and support programs.

College Goal #9   The college will provide opportunities for increased diversity and equity for all across campus.

College Goal #10   The college will encourage and support participation in professional development to strengthen programs and services.

College Goal #11   The college will provide facilities and infrastructure that support exemplary programs and the health and safety of the campus community.

College Goal #12   The college will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.

Theme D: To Foster an Atmosphere of Cooperation and Collaboration

College Goal #13   The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions.

College Goal #14   The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.

SectionOne

Where We Are: A Summary and Analysis of the Current Year 2014-15

I. Summary Context - Unit Goals for: Library

Identify up to ten (10) over arching goals that guided your Unit's work for the 2014-15 year (from your 2013-14 PIE form) in the following table and connect those goals to the College Themes. *Add rows (+) as needed. Delete rows (X).*

Unit Goal Name	Unit Goal	College Theme
Facilities and Technology	Provide comfortable and safe learning environment that supports the diverse educational technological needs of library users	C: Secure Resources
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-student ratio and ensuring adequate division staffing	C: Secure Resources
Instruction	Strengthen information competency instruction for all students as well as fulfilling the Student Equity Plan to provide information competency instruction for targeted student demographics	A: Academic Excellence
Reference	Provide instruction-based reference services to support user's educational research needs	A: Academic Excellence
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	A: Academic Excellence
Outreach	Inform the college community about library services, collections, and curriculum	D: Cooperation/Collaboration
Research and Discovery	Provide a technologically supported integrated interface to enhance the student experience for discover and access to library and vendor resources that fulfill student educational and research needs	A: Academic Excellence
Cultural Diversity and Comp	Utilize the framework of the Diversity Standards: Cultural Competency for Academic Libraries (2012) to address the complexities of serving and instructing diverse user populations and to transform the organization to reflect a dedication to culturally competent user-centered practice	C: Secure Resources

II. Notable Achievements for: Library

Enter your Unit's successes for the 2014-15 year in the table below. This provides opportunity for closing the loop on your Unit's activities completed this year. *Text boxes will expand as needed. Add rows (+), delete rows (X).*

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
Priority	Collection Development Accomplishments: Received $120,000 from Prop 20 to fulfill Library resource needs across the curriculum for the purchase of books, databases, Playaway audio books, and electronic resources. Specifically, funds were used to expand collections in JSTOR, a digital library of academic journals, books, and primary sources, reinstate Project Muse, a digital humanities and social sciences content provider , subscribe to Learning Express, an online resource of practice tests, tutorials, and eBooks for reading, writing, math, and science preparation, add two Springer eBook collections with an emphasis in the sciences and engineering disciplines, add additional users seats for Safari Tech books that focus on technology, web design, networking, and other technology-based content. Decision making and materials selections included the faculty discipline experts.	Unit: Collection Development A. Academic Excellence
Priority	Library Services and Access Accomplishments: Piloted extended library hours during the Fall 2014 semester finals week at the request of Associated Students. Offered an additional 5.5 hours during Spring 2015 finals week based on data analysis of the Fall 2014 extended hours. Student attendance supported the need for the hours and analysis of the student head count during the Fall 2014 hours indicated that the library should be open longer on Friday and Saturday evenings and opened earlier in the afternoon on Sunday. Responding to student survey remarks about stress and anxiety provided a total of nine therapy animals supplied free of charge by Pet Experience on Sunday, Monday, and Tuesday, the beginning of the testing period. Also, provided snacks and fruit purchased by the Associated Students during the later evening hours in response to student comments and the planning group's observation that food service would not be available on campus during the extended hours.	Unit: Facilities and Technology A. Academic Excellence
Priority	Collection Evaluation and Maintenance Accomplishments: Evaluated and canceled 96.5% of the Library's microfilm subscriptions as the format is supplanted by digital alternatives. Weeded older periodical titles in paper format that were no longer received as they are available in digital format. Completed a library-wide inventory of materials and removed missing titles from the library database to ensure database integrity. Planned and implemented a weeding project to remove older or obsolete, low-circulating titles from the General Collection. Began a partnership with the Mt. SAC Foundation and Better World Books to provide an environmental and beneficial outcome for withdrawn books from the Library collection.	Unit: Collection Development A. Academic Excellence
Priority	Collection Development Accomplishments: Purchased titles based on faculty collaboration and recommendations supporting the Environmental Studies and Sociology degrees. Gathered input from English as a Second Language (ESL) and American Language (AmLA) and Reading faculty for building an audio book collection using Prop 20 funds to serve students developing reading and language skills. Selected and began receiving Playaway titles of self-contained audio books with the functionality of adjusting the speed of the narrator's voice, which will serve all students but purchased to meet the needs of ESL, AmLa, Read, and disabled students. Collaborated with the Educational Design Committee (EDC) to integrate collection development activities into the course modification and approval process by inserting a collection evaluation function in the online WebCMS work flow and approval process used by the campus.	Unit: Collection Development A. Academic Excellence

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
Priority	Collection Selection, Ordering, and Processing Accomplishments: Implemented an approval plan process through YBP Library Services using the Global Online Bibliographic Information (GOBI) to aid in selecting titles through recommended subject lists based on the library's profile, evaluate titles by using readily accessible book reviews, and check titles already owned by the library using YBP's GOBI integrated interface. Contracted with YBP to provide shelf-ready books that are physically processed before shipping. Implemented the OCLC Worldshare Management (WMS) Acquisitions function to manage budgets, orders, and invoices. Integrated YBP processes with Acquisition processes through file transfers that automatically populates budget data and local holding information. Streamlined entire technical services area as a result of linking YBP services with WMS Acquisition functions.	Unit: Collection Development A. Academic Excellence
Priority	Technology for Student Success Accomplishments: Added color printer and copiers for student use. Implemented credit and debit card options for printing services. Created online options for reserving group study rooms, registering for information competency workshops, and printing workshop attendance verifications. Expanded WIFI access to better serve the northeast corner of the library including the group study areas. Arranged for print job identification and printing services through the Internet using wireless connections for students-owned devices. Migrated Library web page to OmniUpdate.	Unit: Facilities and Technology C. Secure Resources
Priority	Reference and Instruction Accomplishments: Implemented QuestionPoint online chat reference to provide research assistance to students remotely as well as distance learning students. Migrated to QuestionPoint interface to record not only online reference interviews, but also face-to-face interactions to take advantage of additional software functionality. Added Ask a Librarian widget to multiple web pages in other learning support labs and Moodlerooms.	Unit: Reference A. Academic Excellence
Priority	Staffing Accomplishments: Received a new position for a full-time librarian through the campus priority process. Hired, a 12-month librarian position to start on July 1, 2015. Hired a full-time Library Technician II for circulation and reserves that include hours to serve evening students. Adjusted hours for a full-time Library Technician II for circulation and reserves that include hours to serve Friday and Saturday students. Hired a division secretary. Hired two adjunct librarians with teaching and OCLC WMS knowledgebase management responsibilities in addition to reference assignments. Trained all adjunct librarians how to use QuestionPoint online services.	Unit: Staffing C. Secure Resources
Priority	Librarian Campus Participation Accomplishments: Librarians staffed a table at the Student Services Fair, presented at the New Faculty Seminar, participated in Student Equity intervention teams, were elected to the Academic Senate and Faculty Association executive boards, co-chaired and participated in Accreditation Teams, taught Flex Day sessions, provided leadership on the steering committee for the President's Climate Commitment. Staff and faculty contributed to the planning of the division retreat and hosted discovery sessions during the retreat.	Unit: Outreach D. Cooperation/Collaboration
Priority	Reference and Instruction Accomplishments: Scheduled information competency workshops to correspond with winter intersession course offerings schedule to allow students to easily transition from class to workshops and encourage attendance at all three core workshops. Of the 143 students that attended the winter intersession workshops, 26 students attended all three workshops. Based on the success of the Winter 2015 intersession schedule, Summer 2015 intersession will follow the same scheduling structure and offer a college gift pack incentive for all students completing the three core information competency sessions.	Unit: Instruction A. Academic Excellence
Priority	Reference and Instruction Accomplishments: Increased information competency workshop availability for students attending classes primarily in the evening. Used a Smart Searching, Smart Snacking theme for the core information competency workshops offered at 5:00 pm. Scheduled 22 workshops during this time period to increase evening student's attendance options. Healthy snack availability influenced the decision to attend late afternoon workshops for 8.6% of the students attending workshops during the 5:00 time slot. Based on the success of the themed-workshop series, adding themes to the core workshops will be considered.	Unit: Instruction A. Academic Excellence

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
Priority	Reference and Instruction Accomplishments: Conducted over 75 information competency workshops serving 1544 students and 12 sections of credit library courses service 226 students. English Pathways students experiences a 71.2% pass rate compared to 64.5% for non-Pathways students. In English basic skills courses, 55.4% of student in the Pathways program completed their sequence of courses compared to 28.3% of their peers. There were two influencing factors in the Pathways program. The first would be the cohort experience and the second enrollment in LIBR 1A. While it can be assumed that concurrent enrollment in LIBR 1A contributed to student success, data in which students were a part of the pathways and not enrolled in LIBR 1A will need to be analyzed. This data should be available during the Fall 2015 semester.	Unit: Instruction
		A. Academic Excellence

III. External/Internal Conditions, Trends, Impacts, Retention & Success, Critical Decisions and Outcomes Assessment

The following table is intended to track conditions that influence planning over a multi-year period beginning with the 2014-15 year. Please include data. The "Link to Data Sources and Support Options" button will open a Mt. SAC webpage that offers suggestions and links for possible data sources for your Unit. Text boxes will expand. *Add (+) rows, delete (X) rows as needed.*

		Link to Data Sources and Support Options

Year	*Add item* External Conditions, Trends, or Impacts		Data Sources
2014-15	Yearly rate increases for database subscriptions is an ongoing external condition. Historically, the % of change for 2013-14 was 4.2% and for 2014 it was 7.2%. Pricing increases depend on discipline, but the projected range for 2016 is 6.6%.		Library Journal Periodical Price Survey 2015 by Stephen Bosch and Kittie Henderson. http://lj.libraryjournal.com/2015/04/publishing/whole-lotta-shakin-goin-on-periodicals-price-survey-2015/
2014-15	A new library building is a Measure RR project with the design phase to begin in 2014/15 according to the 2010 Construction Project List. This project, however, also requires state funding, which is currently not available. The project is now on the future construction projects list.		2010 Construction Project List and
2014-15	Student Equity Plan outlines the need to expand the instruction efforts in library information competency, library technology literacy, and increased access to class materials and resources.		Mt. SAC Student Equity Plan
2014-15	Multiple active shootings in public spaces and the recent shooting at Santa Monica College prompted an evaluation of the exit options from the library.		News Reports
2014-15	Cost of textbooks continues to be a challenge for students		*Cite Data Sources*
2014-15	Chancellor's Office requirements for the Associate Degree for Transfer affects collection development needs		http://www.mtsac.edu/president/cabinet-notes/AA15-05_SB_440_Associate_Degree_for_Transfer_Requirement.pdf "66746(b)(1)(C) A community college shall create an associate degree for transfer in every major and area of emphasis offered by that college..."
2014-15	State Online Education Initiative for using Canvas as the Learning Management System may affect future decisions regarding Mt. SAC's options for Learning Management System		State OEI Initiative

Year	Add item	Internal Conditions, Trends, or Impacts	Data Sources
2014-15		Dual enrollment of high school students in community colleges	AB 288
2014-15		Governor's May revised 2015-16 budget proposal	Cabinet notes of 5/26/2015
2014-15		Proposed growth at 3%, which is up from 2% in the January proposed budget. A large amount of money is scheduled for maintenance and instructional equipment. Will affect how we prioritize equipment to achieve state-of-the art standards. Also need to consider how this will affect full-time faculty hiring, equipment acquisitions, and facilities upgrades.	*Cite Data Sources*
2014-15		Accreditation Standards require outcomes assessment and closing the loop	Accreditation Standards
2014-15		Need for ADA compliance	American Disabilities Act
Year	Add item	Internal Conditions, Trends, or Impacts	Data Sources
2014-15		Quiet room remodeling on hold with no target date for starting the project.	Facilities Advisory Committee, July 14, 2014.
2014-15		Time for research analysis - circulation transaction data and student success	*Cite Data Sources*
2014-15		Librarian reassigned as Outcomes Coordinator for 18 LHEs	Academic Senate Meeting minutes
2014-15		Anticipation of a new library building impedes modification of the current building	*Cite Data Sources*
2014-15		The current reference desk and print station configuration is problematic, especially when there are long lines for printing.	*Cite Data Sources*
2014-15		BP 4040 provides for diverse learning spaces – 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 could not use the keyboard as it is too high.	BP 4040
2014-15		The need for a quiet study area was identified by students. Modifications were approved, the room was planned, and then changes in processes delayed work.	Student Survey
2014-15		Many students are unable to afford prohibitively costly text books.	*Cite Data Sources*
2014-15		Library space does not accommodate campus population and patron demand. Students are sitting on the floor and there are many times when there are lines for printing, computer use, and seating.	Observation
2014-15		Additional funding for library resources increases purchasing demands and collection weeding demands. Both activities require staff and faculty resources to complete purchasing, weeding, and implementing of new technology to support the process.	Prop 20 Funding
2014-15		Academic Senate supported Undergraduate Research Coordinator. Librarians will need to collaborate with Coordinator and consider the library's function in support of the resolution.	Academic Senate minutes
2014-15		President's Climate Fall 2014 climate commitment calls for adopting an Energy Star purchasing policy.	http://www.ala.org/rusa/sites/ala.org.rusa/files/content/FLEGuidelines_Final_September_2014.pdf
2014-15		Need to partner with other units to work on Financial Literacy commitment. Mt. SAC's Financial Literacy Initiative coordinated by Chau Dao, Financial Aid Director, Financial Aid Specialist Terrence Pratt, and ACES Director, Diana Felix.	College Document
2014-15		Need in-depth training to use college-wide software such as Argos reporting, class scheduling, Banner functions, and lotus calendar	Campus Software

Year			Data Sources
2014-15	Student's ability to obtain a BA on the Mt. SAC campus through our university partners: currently in Aviation and Fire Science with the pending additions of Business Administration and Nursing.		Board Report 2/10/15
2014-15	Newly adopted Institutional Learning Outcomes and Outcomes Mapping Project		Outcomes Memo of 4/23/2015
2014-15	Cancellation of English Pathways connection and canceled credit courses due to low enrollment		Emails among affected faculty, chairs, and division offices
2014-15	Single sign on for library databases via portal and learning management system; librarians, other professors, and students have requested SSO for five years. Having SSO will help DL courses embed library resources directly without an extra step of getting through EZProxy that require another authentication from users.		IT Help Desk log
2014-15	Library technicians' vacant positions, operational needs, and resultant work redistribution need to be examined for work flows, work load, WMS systems and tools, and staffing needs.		Library staff meeting minutes
Year	Add item	Retention and Success Data	Data Sources
2014-15	Analyzed workshop attendance for the fall and spring semesters by time of day, week number, and specific day for all workshops given to date to identify when student were attending workshops and which topics were preferred. The analysis revealed five time periods that had the highest probability that students would attend. It also confirmed that the finding and evaluating articles was the most preferred instructional topic. The data analysis confirmed that workshops should begin the third week of school with a gradual increase in workshop offerings/week at the 4th, 7th, and 11th weeks. of the The primary semester workshop schedule is developed based on these findings.		Workshop statistical analysis.
2014-15	Based the winter and summer workshop offerings on the patterns from the primary semester analysis, but further refined the schedule to match the unique needs of the intersession students. Workshops were matched to the beginning and ending time class periods and days offered for English 1A allowing students time to attend the workshop either before or after their English class. The workshops were offered in a pattern that would allow the students to take all three foundational workshops because they conveniently available when the class ended. There were 25 students that completed all three workshops the first time the scheduling pattern was followed. The pattern has been used for subsequent intersession.		Collaborative planning meeting to discuss scheduling. Analysis of workshop attendance at the end of semester.
2014-15	Extended library hours, at the request of the Associated Students, for students to study for finals starting the Tuesday of the week before finals throughout the weekend and ending on the Wednesday of finals week for the fall and spring semesters. Data was collected through student comments and use counts. There were 123 respondents during the fall semester and 156 respondents during the spring semester. The responses overwhelmingly positive: quiet place to study, computers/printers, librarian and staff support, and healthy snacks. An analysis of hte comments identified five themes: thanks, improved studying, request for permanent longer hours, snacks were important, and the hours reduced stress. Graphics in the written comments included: smiles, hearts, thumbs-up, dogs, and cats.		Analysis of extended hours by L. Garrett and J. Burton
2014-15	Provided therapy dogs for students on Sunday, Monday, and Tuesday during finals week of the spring semester. The decision to provide the animals was based on the response to the fall semester extended hours and follow-up discussions the Associated Students concerning ways to support student during finals. Data was gathered through student comments. References to the dogs were mentioned in 11% of the comments.		Analysis of Spring 2015 extended hours by J. Burton
2014-15	English Pathways (English+LIBR 1A, Counseling, or LCOM, and tutoring) students experience a 71.2% pass rate compared to 64.5% for non-Pathways students. In English basic skills courses, 55.4% of Pathways students program completed their sequence of courses compared to 28.3% of their peers. The LIBR 1A course intervention contributed to the increase in pass rate.		Pathways to Transfer Report
Year	Add item	Critical Decisions	Data Sources

Year		Data Sources
2014-15	Piloted YBP purchasing process to spend one-time Prop. 20 lottery funds on books to address collection gaps left by five years of 24.7% reduction to the library's lottery budget. This one-time funding for library materials would have caused a significant increase in cataloging and processing time, and the time lag would not enable timely assessment for any outcomes as a result of the $120,000 funding.	Prop. 20 budget allocation
2014-15	Implemented extended library hours in fall and spring semesters due to Associated Students request, to highly positive student feedback, as a way to support student success because students reported needing a quiet place with computers to finish their projects and study for finals.	Emails and meetings with Associated Students President
2014-15	Implemented QuestionPoint for distance learning students to access a librarian 24/7 because students tend to do their homework assignments in the late night and early morning hours and weekends when the library is closed.	Question Point log
2014-15	Examined library work flows and processes in response to changing technology and work environment before determining staffing needs and types of positions required. Several conditions needed to be analyzed to determine how they affected current operations including implementation of the integrated library system (OCLC WorldShare Management System) and YBP purchasing system, workload demands due to vacancies, and the recently approved reclassification of library technicians and revised job descriptions.	Weekly meetings between department chair and dean as well as staff and faculty meetings.
Year	Add item Progress on Outcomes Assessment	Data Sources
2014-15	During the evening library workshops "Smart Searching, Smart Snacking," over 90% of 123 respondents said the healthy snacks enabled them to focus on learning and not on their hunger. 91% said they would have attended the library workshops without the snacks. A common theme was that they learned something useful, would like to take more, and appreciated the healthy snacks as a built-in theme and as good, much needed nutrition.	Smart Searching, Smart Snacking Evening Workshop Pilot Report (by P. Swartz, 7/1/15)
2014-15	LIBR1 and LIBR 1A evaluation SLO was assessed for 2014-15. The criterion for success was that at least 75% of students will evaluate the reliability of information sources based on at least two given criteria. The criterion was met by 81% of the students. During August 2015, faculty participated in an SLO discussion to review the results of the analysis and agreed to re-assess the the citation analysis SLO that was last assessed in 2010 and retain the evaluation SLO with the modification to assess at the midpoint of the semester and increase the criteria to 80% with a requirement that one of the evaluation criteria must be relevance.	Spring 2015, Curriculum meetings and Faculty SLO discussion on August 19, 2015
2014-15	Library Information Literacy workshop outcomes assessment was discussed with the Research and Institutional Effectiveness (RIE) office. Discussed was the assessment instrument, rubric for three of the workshops, norming processes, methods of recording and reporting assessment data, and assessment rotation. A second meeting with RIE included a discussion on data security, assessment options, and mapping to Institutional Level Outcomes. Created a Google doc form to gather student feedback with a Fall 2015 deployment target date. Implemented automatic reminder messages to students about upcoming workshops via SARS.	RIE meetings during August 2014 and February 2015. Faculty meetings during May 2015.

IV. Alignment and Progress on Unit and College Goals: Closing the Loop

This section serves as a "reporting" function. It shows how your Unit closes the loop and connects planning to budget allocation: How did the prioritized college resources connect to your Unit's outcomes? What progress has your Unit made with the resources provided? Include progress on plans that did not require new resources if applicable. You are also prioritizing your Unit's progress or outcome for inclusion in your manager's summary. The **Plan Status** drop-down offers a time-frame update on the progress of your plan.

Some information has been pre-loaded into this form by your manager. Add rows (+) as needed. Delete rows (X).

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained *(if any)*		Resources Secured *(if any)*	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Priority	Maintain database collections and avoid loss of content based on yearly rate increases of between 5-10%		$ ☐ Rate-Driven	Library Dean obtained $120,000 of Prop 20 funds to maintain and restore multiple databases and increase print buying.	Unit: Collection Development
	Plan Status	Other-Continuing	Source 2		A. Academic Excellence
Priority	Purchase Captivate software to support Online Learning Librarian		$ ☐ Source 1	Captivate software was installed on 3/27/2015	Unit: Instruction
	Plan Status	Complete	Source 2		C. Secure Resources
Priority	Hire librarian, full-time, 12 months		$ ☐ Source 1	Position supported and approved. Librarian has been hired and will start on July 1, 2015.	Unit: Staffing
	Plan Status	Complete	Source 2		C. Secure Resources
Priority	Improve print services - print job identification		$ ☐ Source 1	Print job identification installed June 2015	Unit: Facilities and Technology
	Plan Status	Complete	Source 2		C. Secure Resources
Priority	Improve print services - printing from student mobile devices using wireless connections		$ ☐ Source 1	Wireless printing installed June 2015	Unit: Facilities and Technology
	Plan Status	Complete	Source 2		C. Secure Resources
Priority	Improve WIFI services		$ ☐ Source 1	Additional WIFI installed, but connectivity is an ongoing concern.	Unit: Facilities and Technology
	Plan Status	Other-Continuing	Source 2		C. Secure Resources

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained (if any)	Resources Secured (if any)	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Priority	implement OCLC WMS acquisitions and ensure faculty and staff best practices to efficiently use the system. Plan Status — 2015-16 Complete	$ [ ] Source 1 Source 2	Acquisitions beta successfully tested - full implementation with best practice instruction to be completed during the Summer 2015 intersession with problem resolution throughout the Fall 2015 semester.	Unit: Facilities and Technology C. Secure Resources
Priority	Serve remote and distance learning students with online reference. Complete online reference service pilot project using Question Point Reference services. Plan Status — Complete	$ [ ] Source 1 Source 2	QuestionPoint implemented in Fall 2014. Training was provided for librarians including adjuncts.	Unit: Reference A. Academic Excellence
Priority	Be involved in institutional outcomes planning related to information competency initiatives Plan Status — Complete	$ [ ] Source 1 Source 2	Emily Woolery is reassigned as Campus Outcomes Coordinator. Ongoing participation by librarians is expected.	Unit: Instruction A. Academic Excellence
Priority	Use circulation transaction data to correlate student use of print materials with student success. Plan Status — 2015-16 Complete	$ [ ] Source 1 Source 2	Data has been collected. Next step is to analyze.	Unit: Collection Development A. Academic Excellence
Priority	Investigate collection development best practices and alternative selection models to assist in materials selection and processing. Plan Status — Complete	$ [ ] Source 1 Source 2	YBP GOBI was selected, tested, and is being used by librarians selecting materials. Follow-up evaluation of service functions and analysis of additional service possibilities is necessary.	Unit: Collection Development A. Academic Excellence
Priority	Institutionalize library and department collection development collaboration with division sign-off for new degrees, programs, and certificates to ensure there are adequate print and digital resources in the collection to support inquiry and research. Plan Status — Other-Pending final approval	$ [ ] Source 1 Source 2	Recommended a plan connecting the library collection and curriculum at the the course and program level by integrating a library communication requirement function in WebCMS, the college's course management software. When implemented, librarian liaisons will be contacted to ensure that the library collection supports course and program content.	Unit: Collection Development A. Academic Excellence
Priority	Implement shelf-ready book processing. Plan Status — 2015-16 Complete	$ [ ] Source 1 Source 2	Analysis identified a throughput of 4-6 months from the point of receipt to shelf. Follow-up throughput analysis using shelf-ready titles and the WMS Acquisitions functionality will be completed by June 2016.	Unit: Facilities and Technology C. Secure Resources

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained *(if any)*		Resources Secured *(if any)*	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Priority	Weed the collection to remove dated and obsolete titles and improve the integrity of the collection.		$ $3,780.00 Staffing Source 2	Planned and initiated a weeding project. Used data to support purchasing. Weeding project continues. In some cases, adjuncts with subject expertise were used to make de-selection choices and recommendations and in some cases were used to backfill librarians to perform de-selection functions.	Unit: Collection Development
	Plan Status	2016-17 Complete			A. Academic Excellence
Priority	Maintain an accurate and complete library catalog to access library resources		$ $11,520.00 Staffing Source 2	Hired an adjunct to maintain OCLC WMS knowledge base for eBooks and other electronic materials that are discoverable in WorldCat Local. Safari Tech Books are now up-to-date and available. Continued knowledge base support is needed to ensure that the eBook collections are current and discoverable.	Unit: Collection Development
	Plan Status	2015-16 Complete			A. Academic Excellence
Priority	Restored summer and winter intersession hours		$ $12,000.00 Source 1 Source 2	Summer and winter intersession hours were restored to 7:30 am to 7:30 pm to support students before the beginning of the first class of the day until the beginning of the last class of the day. Students are waiting at 7:30 to enter the building and are asked to vacate at the end of the day indicating that the expanded hours were necessary.	Unit: Outreach
	Plan Status	Other-Continuing			A. Academic Excellence
Priority	Enabled electronic booking of group study rooms		$ Source 1 Source 2	In support of student success, students can book study rooms up to 4-weeks in advance and plan for group study and project planning and completion.	Unit: Facilities and Technology
	Plan Status	Complete			A. Academic Excellence

SectionTwo

Where We Are Going: Planning for the Next Three Years: 2015-16, 2016-17, 2017-18

I. Planning Context - Unit Goals Assessed and Revised for: Library

This table contains your goals as noted in Section One for 2014-15. Review your Unit's goals and revise, add new goals or remove goals that are no longer relevant as appropriate for planning for 2015-16, 2016-17, and 2017-18. *Add rows (+) as needed. Delete rows (X).*

Unit Goal Name	Unit Goal	College Theme
Facilities and Technology	Provide comfortable and safe learning environment that supports the diverse educational technological needs of library users	C: Secure Resources
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-student ratio and ensuring adequate division staffing	A: Academic Excellence
Instruction	Strengthen information competency instruction for all students as well as fulfilling the Student Equity Plan to provide information competency instruction for targeted student demographics	A: Academic Excellence
Reference	Provide instruction-based reference services to support user's educational research needs	A: Academic Excellence
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	D: Cooperation/Collaboration
Outreach	Inform the college community about library services, collections, and curriculum	A: Academic Excellence
Research and Discovery	Provide a technologically supported integrated interface to enhance the student experience for discover and access to library and vendor resources that fulfill student educational and research needs	A: Academic Excellence
Cultural Diversity and Comp	Utilize the framework of the Diversity Standards: Cultural Competency for Academic Libraries (2012) to address the complexities of serving and instructing diverse user populations and to transform the organization to reflect a dedication to culturally competent user-centered practice	C: Secure Resources

II. Annual Implementation Plan for: Library

This section serves as a "planning" function. This is where you ask for resources and record new action plans, activities, or interventions necessary to achieve success. Use the Expected Outcomes section to describe how the plan and resources requested is supported by your Unit's to outcomes assessment plan. This section will also be used to record revisions to plans as needed across the three years of planning.
Add rows (+) as needed. Delete rows (X).

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Med New	Expand outreach activities to support the Student Equity Plan Projected Completion — 2016-17	$ $2,000.00 Student Equity Source 2	1. Implement an in-reach campaign to campus constituents including the Associated Students, Mt. SAC Foundation, Faculty Association Executive Board, Academic Senate Executive Board, and Library Advisory Committee 2. Participate in on-campus events 3. Create repository of student work 4. Increase social media presence 5. Study how to provide access to textbooks as directed in the Student Equity Plan Person Responsible — Department Chair	Unit: Outreach A. Academic Excellence
High New	Use library statistics to convey student success using a variety of techniques Projected Completion — Other - Yearly	$ Source 1 Source 2	1. Use statistical graphics to convey student success data 2. Perform correlation study to investigate relationship between student success and information competency workshop instruction 3. Use circulation transaction data to correlate student use of print materials with student success 4. Use circulation transaction data to evaluate under-represented population's use of print materials Person Responsible — Department Chair and Librarians	Unit: Instruction A. Academic Excellence
High New	Hire Student Equity and Outreach Librarian Projected Completion — 2015-16	$ Student Equity Staffing	Provide focused support for the delivery of library services and resources to diverse populations across campus, with particular attention to those students from targeted demographic groups as defined by the campus equity plan. Identify, inform, and connect with targeted population demographics outlined in the Student Equity Plan as well as creating an outreach program for all students. Develop and implement workshop curriculum and provide information literacy options for the targeted population demographics as outlined in the Student Equity Plan. Create methods to communicate with targeted audiences concerning specialized information competency workshops Liaise with discipline faculty, organizations, and groups that support targeted populations and serve as a conduit that guides students to the library and informs them of how library services support learning and success. Person Responsible — Department Chair and Librarians	Unit: Staffing C. Secure Resources

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Hire Assessment Librarian	$ [blank]	Develop, coordinate, and implement a comprehensive and strategic assessment program for the library. Ensure a strategic assessment approach to library instruction, services, and resource use as it relates to student success and supports critical decisions. Establish assessment plans to measure student success for not only the targeted population in the Student Equity Plan, but also for students attending information competency workshops, using the collection, and, as possible, participating in reference interactions. Obtain and analyze data on student success not tied to credit-bearing courses or workshops. Use focus groups to identify barriers for under-represented student's participation in information competency workshops and use of library services and resources. Create student surveys to determine student knowledge of the function and purpose of library reserves as mandated by the Student Equity Plan. Investigate ways to collect data to perform correlational studies to analyze student success and library services.	Unit: Staffing
		Student Equity		
New	Projected Completion 2015-16	Staffing		C. Secure Resources
			Person Responsible Department Chair and Librarians	
High	Develop additional information competency learning opportunities to increase access for distance learning, basic skills, and students from student equity targeted demographics	$ [blank]	1. Add online instructional workshops and courses to support remote and distance learning students 2. Develop digital learning objects (DLOs) and directed learning activities (DLAs) to support both on campus and distance learning students 3. Develop information competency workshop that supports basic skills students 4. Develop general library tour to introduce students to the library as a space 5. Explore offering topical research workshops to support discipline-specific information literacy	Unit: Instruction
		Source 1		
Ongoing		Source 2		A. Academic Excellence
	Projected Completion 2016-17			
			Person Responsible Curriculum Committee	

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Med	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	$	1. Complete reference desk standards to support consistent, high-quality reference services promoting student development or self-directed and self-reliant research skills	Unit: Reference
		Source 1	2. Research information desk service models that recommend physical reference configuration models and clarify faculty and staff roles	
Ongoing		Source 2		A. Academic Excellence
			Person Responsible — Librarians	
	Projected Completion — 2016-17			

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Med	Reconfigure information desk to create a student-friendly reference and research area conducive to instructional interactions that increase student success and equity	$ $45,000.00	Maximize reference desk space and use the physical desk configuration to improve student to librarian interactions including handicapped students and students identified in the Student Equity Plan.	Unit: Facilities and Technology
Ongoing		Facilities Mod Student Equity		C. Secure Resources
	Projected Completion 2017-18			

The 28' x 30' circular information desk is excessively large.   In the center of circle there are two book shelve ranges that are 12' x 2' that do not serve any specific reference function and have become a catchall along with the unneeded cabinetry around the perimeter of the desk, which is neither inviting, nor attractive. Furthermore, the book shelves are 14' away from Librarian workstations, creating a wide swath of empty space with no purpose.

When library space for student seating is at a premium and when lines for printing services snake between tables where students are studying, it is critical that 840 sq. ft. of poorly-planned space be reconsidered and reconfigured for student use.

Modifications include:
• Provide adjunct support to allow the full-time librarians time to investigate the literature for best practices in reference services and reference desk configurations
• Remodel reference desk to support best practices that could include:
o Decrease size to create a welcoming environment
o Use at least some space for student needs such as printing or studying
o Remove counter experience in which students have to look over a counter to see the librarian in exchange for a place for students and librarians to work on student research questions
o Create a comfortable place for students to interact with the librarians. (currently students must stand and place backpacks and books on the floor)
o Create an ergonomic area for student and faculty
o Make the area handicap accessible

Person Responsible	Librarians and Dean

Priority for Manager Summary	Plans, Activities, or Interventions		Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)		Connected Unit Goal/ College Theme
High	Obtain quiet study room furniture		$ $30,000.00	Purchase furnishings to promote quiet studies approved in CMPCT for the quiet study room in the remodeled periodical area as requested in student survey.		Unit: Facilities and Technology
			Facilities Mod			
Ongoing	Projected Completion	2015-16	Foundation	Person Responsible	Librarians and Dean	C. Secure Resources
Med	Continue updating remaining staff and faculty computers		$	Replace computers that are older than eight years		Unit: Facilities and Technology
			Source 1			
Ongoing	Projected Completion	2015-16	Source 2	Person Responsible	Information Technology Staff	C. Secure Resources
High	Hire Division Clerk, one full-time, 12 month		$	Support multi-department division with a 1 to 90 ratio of staff to full- and part-time employees requiring clerical support that includes record keeping and filing related to personnel, district, and regulatory and contractual requirements.		Unit: Staffing
			Staffing			
Ongoing	Projected Completion	2015-16	Source 2			C. Secure Resources
				The number of faculty and staff in the division, as well as the need to support the daily operations of three departments is difficult for a one-person office. When the secretary is not available there is no division support and the office must close. In the absence of the Division secretary, the Library Department Chair must address student requests and problems. There is a continued need for a division clerk.		
				The need for clerical support from the Division was a primary finding in the 2014-15 Department Chair Survey performed by the Faculty Association Department Chair Task Force.		
				Person Responsible	Dean and Department Chair	

Priority for Manager Summary	Plans, Activities, or Interventions		Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)		Connected Unit Goal/ College Theme
High	Equip study rooms with Blu-Ray players and viewing stations		$ _____ Instr. Equipment	Allow students to view DVDs for classroom assignments and subject-specific research that are only available in only Blu-Ray format.		Unit: Facilities and Technology
New	Projected Completion	2015-16	Source 2	Many DVDs are recorded in Blu-Ray format. Should a group of students desire to view a DVD in Blu-Ray, they cannot. Purchasing a Blu-Ray player would not only allow students to view DVDs in the Blue-Ray format, but the player will also play DVDs in the standard format. The Blu-Ray player eliminates format incompatibilities.		A. Academic Excellence
				Person Responsible	Librarians	
Low	Add an additional dedicated workstation reserving for workshops and group study room and consulting the catalog for book titles.		$ $500.00 Instr. Equipment	Eliminates the need for students to wait for an available computer to perform functions that take only minutes to perform		Unit: Facilities and Technology
New	Projected Completion	2015-16	Source 2	Person Responsible	Paul Kittle and IT staff	C. Secure Resources
Low	Add World Cat Local (WCL) search stations in shelving areas		$ $1,000.00 Instr. Equipment	Allows students and librarians to search for books and media while in various shelving locations. To verify a call # or investigate another subject heading the student must leave the area and find a computer to use. It is standard practice in libraries to have computers available for searching in the shelving areas. At times, the reference interview occurs in the shelving areas while the librarian is assisting a student find materials. A catalog search prompted by a reference discussion requires the librarian and the student to leave the area to find a computer to use. Having search stations in the shelving areas would eliminate the problem.		Unit: Facilities and Technology
New	Projected Completion	2015-16	Source 2			A. Academic Excellence
				Person Responsible	Paul Kittle and IT staff	

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Hire Library Director, one full-time, 12-months	$ [ ] Staffing	Provide daily operations support to classified staff in the library. Day-to-day operations of the library are the responsibility of the division dean. The division dean, however, has demanding, college-wide management responsibilities that require frequent meetings and responsibilities located at other areas on campus and involve projects and assignments of a broader scope than the daily, routine operations of the library. Additionally, the division dean is responsible for not only faculty and staff issues and concerns for the library, but also three other diverse and complex departments including distance learning and learning assistance instruction and learning assistance operations. While the dean is supportive, the classified staff do not have daily contact with the dean for supervising work, assigning tasks, answering questions, and resolving problems. The library chair, by necessity, fills in when the dean is not available to address questions and problems that need immediate attention, however, day-to-day library operations, work direction for classified, and resolution of staff questions and requests are not the responsibility of a faculty member. Other campus operations similar in size and complexity have directors managing the day-to-day operations as well as supervising staff. The library needs a library director to support the staff and the division dean to ensure that student needs are supported at the highest level possible.	Unit: Staffing
Ongoing	Projected Completion 2015-16	Source 2		C. Secure Resources
			Person Responsible Dean	
High	Hire Associate Dean of Online Learning	$ [ ] Staffing	Serve and support not only the Library and Learning Resources Division with daily management support, but also provide online learning support for the entire campus.

To support the Library and Learning Resources Division, a diverse, multi-department division, with planning, day-to-day management functions and operational duties for classified and faculty with a focus on online learning support. the associated dean would also provide campus-wide support for online and distance learning initiatives. | Unit: Staffing |
| New | Projected Completion   2015-16 | Source 2 | | C. Secure Resources |
| | | | Person Responsible   Dean | |

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Increase the current 11-month Online Librarian's position to 12-months	$ _____ Staffing	Programs, workshop instruction, reference services, collection development, and online projects continue during the winter and summer intersessions. Librarian responsibilities continue throughout the year and do not stop at the end of a teaching cycle. The current 11-month librarian's expertise is online learning, which supports many students identified in the student equity plan by providing shorter, targeted online learning activities to assist students master library research skills and information competency goals identified in the Student Equity Plan. To provide continuity in the development of online learning projects and ensure that team processes do not stop because the online learning librarian is not available, the position should be changed from an 11-month to a 12-month position.	Unit: Staffing
New	Projected Completion 2015-16	Student Equity		C. Secure Resources
			Person Responsible Department Chair	

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Request adjunct Librarian budget to support for increase reference desk services, knowledge base, and instruction	$ [ ]	To support student success by ensuring that students using reference services for research activities are served by a librarian and to support student demand.	Unit: Staffing
		Staffing		
New		Source 2	To provide library instruction, database management support, and collection development expertise to ensure that students are served by a well-developed collection, an efficient and accurate discovery tool, and adequate workshop offerings.	C. Secure Resources
	Projected Completion	Other - Ongoing		
			_____	
			Adjunct librarians complement the full-time by fulfilling tasks that require specialized skills and enhance the student library experience. They serve students during busy times with high student demand, fill in service gaps in database maintenance, increase the ability for the library to provide the right number of information competency workshops at the right times and days, and help develop the library collection by contributing subject expertise that is outside of the full-time librarian's disciplines. To continue with a successful ratio of full-time to part-time librarians the adjunct budget must be retained at the current level equal to the level that includes the current backfill money from Librarian on reassignment.	
			Need to assess double-coverage and request funds for two librarians at reference desk from 7:30 to 6:30.	
			Need to assess needs later in the semester. Assessment should be analysis of QuestionPoint reference log.	
			Person Responsible — Department Chair	

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Increase printing space	$ _____ Facilities Mod	Find space in library to create a dedicated print area that is available as early as 7:30 am to 7:00 pm to accommodate student printing needs. Students need access to printers to print assignments, articles, and instructional materials. The demand is so great in the library that students form two lines that weave between the tables where students are studying. At peak times, both lines are 10 to 15 students long. While the students are polite, it is unacceptable that students are expected to study in-between two lines of students waiting to print. It is noisy, disruptive, and impossible for students to focus on their studies. Expecting students to wait in lines to print takes time away from their study times. Possible areas would include the language lab area.	Unit: Facilities and Technology
New	Projected Completion	2016-17	Source 2	C. Secure Resources
			Person Responsible: Library faculty and staff	
Med	Perform accessibility audit for Room 238	$ _____ Student Equity	Have an audit that ensures that room 238 is compliant and purchase additional necessary equipment for ensuring equitable instruction for student with disabilities.	Unit: Facilities and Technology
New	Projected Completion	2016-17	Source 2	Person Responsible: Library faculty	C. Secure Resources

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Complete student requested quiet study space	$ $100,000.00 Facilities Mod	Student surveys indicated that students desired a quiet area to study. The periodicals room was identified for conversion into a place to study quietly. After being informed that the project was approved and given target start dates for work, there has been no additional work on the conversion. Consultation with a contractor and an interior designer identified the following modifications: • Removing two ranges of shelving in the south section of the room to take advantage of the sound barrier of the three floor to ceiling walls in that portion of the room • Removing selected cabinetry and shelving to increase student space yet maintain structural support • Converting the staff office into a quiet group study room that could be reserved • Replacing the flooring to designed for sound absorption • Replacing the ceiling with sound absorbing tiles in the periodical area as well as the adjoining area to provide additional sound absorption because of the cavernous space above the current ceiling • Paint the area to enhance a quiet, calming mood for the area • Purchase comfortable, soft furnishings to support a variety of study positions including quiet reading and to increase sound absorption. • Re-purpose the small office to create an ultra-quite room for studying	Unit: Facilities and Technology C. Secure Resources
Ongoing	Projected Completion 2015-16	Source 2		
			Person Responsible	Library faculty and staff	
Low	Install communication system to student group study rooms	$ Source 1	Install some type of communication system in group study rooms. There is no way to communicate with the group study rooms during emergencies. A staff member must go to each room to alert students of an emergency situation not triggered by the fire alarm. It would also expedite the day-to-day closing procedures.	Unit: Facilities and Technology C. Secure Resources
Ongoing	Projected Completion 2015-16	Source 2		
			Person Responsible	Library staff	

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed *(if any)*	Expected Outcomes / Criteria for Success *(Resource requests should be based on outcomes assessment)*	Connected Unit Goal/ College Theme
High	Install pass cards access to selected doors	$ [ ] Facilities Mod	Change key operated doors to pass card operated doors between the main library and technical services, the main library and the classroom 238, and between the group study rooms near the library entry linking to room 238 to increase safety in life-threatening situations such as an active shooter.	Unit: Facilities and Technology
Ongoing	Projected Completion 2015-16	Source 2	The targeted doors are the only exits out of the west-side of the building. Once through the doors, there are multiple exit routes. These doors, however, are usually locked and the need to stop, find the key, and unlock the door would impede a quick exit in the case of an active shooter or other situations that require a swift exit. The library is a public space with hundreds of students in the building most of the day and evening making it a vulnerable target. Person Responsible Library staff	C. Secure Resources
Med	Perform ergonomic Workspace Modifications	$ [ ] Source 1	None of the staff and faculty workstations and chairs adhere to ergonomic standards. All workstations and chairs should be evaluated and ergonomic recommendations should be implemented.	Unit: Facilities and Technology
Ongoing	Projected Completion 2015-16	Source 2	Person Responsible Department Chair and Dean	C. Secure Resources
High	Paint the interior and exterior of the library	$ [ ] Facilities Mod	The interior and exterior of the library has not been painted since 1999 . While the entire interior of the library needs painting, all of the group study rooms are in desperate need of patching and painting especially around the white boards. These rooms are in constant use by students, which contributes to the wear and tear related to project- and team-oriented activities.	Unit: Facilities and Technology
Ongoing	Projected Completion 2015-16	Source 2	Person Responsible Dean and Library Staff	C. Secure Resources

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Reconfigure the circulation desk to comply with ergonomic recommendations	$ [ ] Facilities Mod	The current circulation desk configuration is not handicap accessible. The area designated for students in wheelchairs is obstructed by the Checkpoint alarm system. An ergonomic evaluation of the circulation counter included a list of recommendations including installing an internal book return and a modified counter. The recommendations have not been implemented.	Unit: Facilities and Technology
New	Projected Completion 2015-16	Source 2	The circulation and reserves desk needs to be reconfigured to resolve poor layout and address a workspace that is not ergonomically designed. To comply with ergonomic standards for the circulation and reserves desk reconfiguration recommendations include the following: • Create handicapped accessible counter • Reconfigure check checkout counter to create an ergonomically logical workspace • Install a return book slot inside the building • Add shelving to accommodate the reserve textbook and TPI collections. Person Responsible Dean and Library Staff	C. Secure Resources

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Med	Create Children's collection alcove	$	Re-purpose the vacated reserve collection space and create an alcove for the Children's Collection for student use.	Unit: Facilities and Technology
		Facilities Mod		
Ongoing	Projected Completion 2015-16	Source 2	Children's books are acquired to support the Child Development program, Teacher Preparation Institute (TPI) students, and reading resources for faculty, staff, and student families. Books acquired include award winners such as the Caldecott Medal, Newbery Medal, Pura Belpre Medal, Coretta Scott King Award, and others. The current shelving area is functional, but does not create an environment that facilitates the interactive nature of a children's collection. Regardless of where the books are placed the areas are also used as walkways that impede children from browsing the collection. Moving the collection into the old reserve area, the space is protected on three-sides and would be developed to replicate a learning environment similar to one found in a child development center. The benefits of this arrangement is that student's studying child development would experience a children's reading space and children using the collection would also have an enhanced experience.	C. Secure Resources

On a practical side, repurposing the space would make use of a space that has limited benefits as currently configured, it would free the space currently occupied by the children's collection for the media collection, and it would remove people sitting on the floor next to the books to a more appropriate area.

Modifications include:
• Remove unused cabinetry
• Patch and paint wall with cheery, attractive paint
• Add child-friendly flooring
• Purchase child-oriented furniture (one or two small tables with child-size chairs)
• Add appropriate books cases on three walls
• Add child-oriented graphics on wall

Person Responsible	Department Chair and LIbrarians

Priority for Manager Summary	Plans, Activities, or Interventions		Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Install new carpet throughout library		$ _____	Replace worn carpet in the library proper.	Unit: Facilities and Technology
			Facilities Mod	The carpet in the library is failing. It is 15-years old and worn-out. The carpet is so worn that in places there is no longer any pile. The carpet is flat to the concrete and there are worn-out paths in the carpet especially in areas where students use the computers.	
New	Projected Completion	2015-16	Source 2		C. Secure Resources
				Person Responsible	Dean and Department Chair	
High	Hire Information Technology (IT) Technician, one full-time, 12-month		$ _____	Assist with computer software and hardware questions to create a universal computer experience. Support for students to complete their assignments on all student computers requires a universal computer experience that ensures that all student computers perform in the same manner and all software needed by students to complete classroom assignments are available.	Unit: Facilities and Technology
			Staffing		
Ongoing	Projected Completion	2015-16	Source 2		C. Secure Resources
				Students continuously need assistance using software and hardware to complete their assignments. Assistance is needed for printing and copying questions, document formatting, using specialized software packages including Moodlerooms, and general technology questions. These questions are beyond the Library Technician's job scope and it is not appropriate for faculty Librarians to spend time assisting students with computer use when they should be helping students with research questions. An IT Technician would help to ensure a universal computer experience regardless of which computer is used as they would have the expertise to ensure that all software and services are equally available from all machines with the same look and feel. Providing this level of IT support is well beyond the knowledge and expertise of Library Technicians and Librarians. The library has become a primary technology provider for students given the expanded hours the library is open and the technological services offered. The support of an IT Technician would contribute to meeting the Accreditation Standards for teaching students computer literacy.	
				Person Responsible	Information Technology Department	

Priority for Manager Summary	Plans, Activities, or Interventions		Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Support additional full-time custodial support		$ [ ]	Ensure that there are enough custodials to maintain a clean and welcoming learning environment in a two-floor building that serves, on one floor only, over a a half a million visits each year.	Unit: Facilities and Technology
			Staffing		
Ongoing	Projected Completion	Other - Continuou	Source 2	Person Responsible — Dean and Department Chair	C. Secure Resources
High	Support Additional full-time painter		$ [ ]	Address the painting needs throughout the campus and in particular to paint the library inside and outside as it has not been painted in over 15 years.	Unit: Facilities and Technology
			Staffing		
Ongoing	Projected Completion	Other - Continuou	Source 2	Person Responsible — Dean and Department Chair	C. Secure Resources
High	Purchase and implement software that manages student computers during hands-on instructional instruction		$ [ ]	Ensuring that hands-on instruction is effective, software is needed to implement instructor control over student software to eliminated distracted use of the computers during teacher lead sections of the class. The entire Division would benefit from working software.	Unit: Facilities and Technology
			Instr. Equipment		
Ongoing	Projected Completion	2015-16	Source 2		A. Academic Excellence
				Person Responsible — Librarians and Learning Resources Faculty	
Med	Purchase faculty identified Gyro mouse		$ [ ]	Mixed ability to use the Gyro mouse to enhance student learning environment needs to be confirmed and appropriate hardware purchased and implemented correctly.	Unit: Instruction
			Instr. Equipment		
Ongoing	Projected Completion	2015-16	Source 2	Person Responsible — Librarians	A. Academic Excellence
Low	Instant messaging from Information Desk		$ [ ]	Support safety and handle difficult student interactions an instant messaging function from the information Desk to the Diviision Office should be explored.	Unit: Facilities and Technology
			Facilities Mod		
Ongoing	Projected Completion	2015-16	Source 2	Person Responsible — Telecom staff	C. Secure Resources
High	Library Space Planning Project		$ [ ]	While waiting for a new building and to promote student success, a comprehensive library space plan should be written in order to take advantage of funds as they become available.	Unit: Facilities and Technology
			Source 1		
New	Projected Completion	2017-18	Source 2	Develop a comprehensive plan for the instructional use of room 222 to include the possibility of becoming a library research clinic where students can conduct research with the support of a librarian.	A. Academic Excellence
				Person Responsible — Dean, Department Chair, Librarians, and Staff	

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Enhance collection development standards and documentation to support consistent collection development processes	$	1. Update the collection development policy 2. Create a collection development liaison chart that is accessible to discipline faculty 3. Define faculty liaison roles and expectations	Unit: Collection Development
		Source 1		
New		Source 2		A. Academic Excellence
	Projected Completion 2017-18		Person Responsible Chisa Uyeki and Liaison Librarians	
Low	Explore offering topical research workshops to support discipline-specific information literacy	$	1. Explore ways to support financial literacy 2. Develop biology-oriented information competency workshops 3. Develop literary criticism information competency workshops 4. Connect information competency instruction to vendor-supplied learning modules such as Credo Reference and Learning Express	Unit: Instruction
		Source 1		
New	Projected Completion 2016-17	Source 2		A. Academic Excellence
			Person Responsible Curriculum Committee	

High	Plan and implement an ongoing Library Orientation Week	$	Dedicate the 2nd week of each primary semester as a Library Orientation Extravaganza Week.
			 It would occur during the 2nd week of the primary semesters
			 All hands on-deck including adjunct librarians
			 Could include Learning Assistance
			 Would include activities throughout the day and into the evening
			 The objective would be to introduce students to the library
			 Need to define audience
			 Brainstorm ideas:
			 Amazing Library Race
			 Short-shot sessions in the group study rooms
			 Librarians would teach 10-minute break-out sessions with mini-topics
			   What is a database?
			   How do I find a book?
			   Anatomy of the Library web-page
			   How to search for open classes?
			   How do I get tutoring?
			   Using reserves
			   How do I print?
			 Directional station in library foyer with a large campus map.
				Unit: Outreach

		Source 1		
New	Projected Completion 2016-17	Source 2		A. Academic Excellence
			Person Responsible LeAnn Garrett, Pauline Swartz, and Librarians	

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Develop cultural competencies across the library staff and faculty to support student success and to work to fulfill the Mt. SAC Equity Plan.	$ [ ] Prof. Development	Attend and participate in educational training programs that advance cultural competency in the Library and across campus.	Unit: Cultural Diversity and Co...
New		Student Equity	Person Responsible: Dean	A. Academic Excellence
	Projected Completion: Select			
High	Adopt QuestionPoint Services for ongoing digital reference	$ [ ] Student Equity	The QuestionPoint pilot was successful. Digital reference was offered during the 2014-15 school year and was well-received and met the library's digital reference objectives. The service needs to be a line item in the library budget.	Unit: Reference
Ongoing	Projected Completion: 2015-16	Source 2	Person Responsible: Hong Guo & Chisa Uyeki	A. Academic Excellence

III. Resources Identified in Relation to Planning

This section will serve the budget prioritization function in the Manager's PIE. Your manager will inform you when actual quotes are due.

Section Three

Recommendations for Improving the Planning Process

What additional information should the College provide to assist your Unit's planning?

Enter additional information suggestions here.

What suggestions do you have for improving the planning process for your Unit?

Adopt a quarterly review of the PIE to eliminate last minute tension to complete process.

Enter your name as contributing to and approving of this Unit PIE Plan below. *Add rows (+) as needed.*

Contributer		Contributer	
Cesar Barragan	☐ Approve	Brandy Cape	☐ Approve
Usha Chabbra	☐ Approve	Meghan Chen	☐ Approve
Deb Distante	☐ Approve	Norma Durian	☐ Approve
LeAnn Garrett	☐ Approve	Christine Gerloff	☐ Approve
Hong Guo	☐ Approve	Rosie Higuera	☐ Approve
Nancy Kam	☐ Approve	Paul Kittle	☐ Approve
Sandra Krause	☐ Approve	Bieu (Bill) Le	☐ Approve
Teresa Omidsalar	☐ Approve	Dennis Ramos	☐ Approve
Eva Rios-Alvarado	☐ Approve	Michelle Sanchez	☐ Approve
Nora Shea	☐ Approve	Wendy Shen	☐ Approve
Linda Small	☐ Approve	Barbara Soriano	☐ Approve

Contributer		Contributer	
Amber Sprague	☐ Approve	Pauline Swartz	☐ Approve
Chisa Uyeki	☐ Approve	Mary Kay Van Sistine	☐ Approve
Chuck Varnes	☐ Approve	Emily Woolery	☐ Approve
Laura Yin	☐ Approve	*Add your name as contributing to this Unit PIE and check that you approve*	☐ Approve

Thank you for completing the Unit PIE form summarizing 2014-15, and initiating your Unit's planning for the 2015-16, 2016-17, and 2017-18 three-year cycle.

Please save this form and forward to your Unit's manager by 06/30/ 2015.
Questions regarding this form? Send an email to Don Sciore, Interim Associate Dean of Arts, member IEC, at dsciore@mtsac.edu