2. Assessment Plan - Narrative

PIE - Library & Learning Resources: Library Instruction Unit

Unit Goal Description: 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.

Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23
Date Goal Entered (Optional): 06/09/2017

Report directly on Goal

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   10/14/2022
% Completed: 25
There is still much work to be done, and resources to acquire, to reach this goal.

Funding was granted for new equipment for room 222. Presentation Services and the Library team have met and they discussed and identified equipment and infrastructure needs (e.g., filling in the current screen space).

Before the return to campus in Fall 2021, Risk Management examined the adjunct office. We were to receive one ergonomic office chair to replace a high stool. A chair from another area of the library was repurposed for the adjunct office.

Other activities in this goal continue to need attention and/or resources:
Requests to reconfigure the Information Desk (i.e., reference desk) were not granted in previous years; the Information Desk still is not ADA compliant. We also need to examine room 238 through a UDL lens, determine equipment needs, and reflect on teaching and learning strategies to ensure student learning experiences in the library are accessible.

   : test (02/02/2023)

Resources Needed

Request - No Funding Requested - Accessibility Audit for Room 6-238 (Active)
*Describe Plans & Activities Supported (Justification of Need): Identify ways to make 6-238 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
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.
Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.
Planning Unit Priority: Medium
Total Funding Requested: None, until the audit identifies needed adjustments to the space.

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   05/13/2022

% Completed: 0

A formal audit by accessibility specialists have yet to be arranged. However, several information literacy instruction sessions in 2021-2022 included blind and visually impaired students, some of whom suggested specific equipment. We will work on this activity in the future.

Request - Full Funding Requested - Reconfigured Information Desk and Re-purposed Reference Space (Active)

*Describe Plans & Activities Supported (Justification of Need): 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.

*Lead: Librarians and Dean

What would success look like and 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.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 100000

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 0

Funding has not been acquired through the PIE process yet; the need for an ADA complaint referenced desk/area remains.

Reporting Year: 2017-18   04/27/2018

% Completed: 25

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.

Request - No Funding Requested - Library Space Plan (Active)

*Describe Plans & Activities Supported (Justification of Need): Analyze current space and write a Library space plan to create a cohesive plan to guide decisions and identify needs. Librarians will analyze current space through a DEISA lens and write a Library space plan to create a cohesive plan to guide decisions and identify needs in order to best support students and student success. The plan will be based on research-proven theories on how students best learn and collaborate in library/learning environments.

*Lead: Librarians

What would success look like and how would you measure it?: Completed plan

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: Medium

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 25

Extensive research, discussions, and explorations regarding library space was conducted in 2019-2021 as part of the new library RFP process. A general cohesive plan for the current space is under development.

Reporting Year: 2017-18   05/14/2018

% Completed: 50

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.

Request - No Funding Requested - Safety Plan and Procedures (Active)

*Describe Plans & Activities Supported (Justification of Need): Develop a safety plan and procedures for the Library which may address issues such as COVID-19, emergency preparedness, creating and maintaining a safe environment for library users and employees, trauma informed care, equity minded approaches to library procedures, spaces, and interactions, clarifying and communicating procedures for contacting on-and-off campus services (e.g., 911 vs. Campus Safety vs. the Health Center, etc.), and professional development opportunities for Library faculty and staff.

*Lead: Library and LLR Associate Dean

What would success look like and how would you measure it?: A completed plan with articulated procedures. Library faculty and staff understand the Library's and College's safety protocols. Alterations to the physical environment to ensure safety are completed. Students, faculty, and staff enjoy a safe learning and working environment.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: High

Total Funding Requested: To be determined

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 25

Covid-related issues were addressed during the return-to-campus process. Professionals from Mt. SAC Mental Health Services provided training during library-wide staff meetings. Dr. Tiffany Kuo and Dr. Mica Stewart presented to the LLR Division regarding DEISA-related data and equity mindedness. Library faculty explored methods to communicate when backup for emergencies and/or deescalation is needed at the reference desk. Progress has been made on this activity but there is still work to be done.

Request - Full Funding Requested - Safe and Ergonomic Working Environment for Library Adjunct Faculty (Active)

*Describe Plans & Activities Supported (Justification of Need): An informal anonymous survey was conducted for adjunct Library faculty in June 2021, and only 40% felt the adjunct office was a safe working environment. Concerns include the space is too small for the number of adjuncts, adequate ventilation, as well as ergonomic issues, lack of chairs and functional equipment, and the challenges that come with a shared workspace (e.g., noise). The adjunct office is a repurposed mail room. One side of the room has a built-in high counter, not designed for desk work. There are 3 workstations yet one is located on a high counter without an office chair, and adjuncts report that one of the computers is unreliable. There are also concerns about the shared space being used for synchronous online instruction while others are conducting complex work that requires focused concentration.

A safe, ergonomic environment that enables adjunct Library faculty to successfully complete work vital to supporting student success is the expected outcome of this activity.

Needed resources for this request include:
a. Risk Management's assistance in assessing the adjunct office for COVID safety.
b. Risk Management's assistance in assessing the adjunct office for ergonomics and recommendations on adjusting the space as needed.
c. Ergonomic chairs for the adjunct office (4 needed, selection TBD with facilities, estimated $700 per chair = $2,800)
d. IT's assistance to assess the computer workstations for the 5-year replacement cycle and/or functionality, and assist in acquiring equipment if needed, including an additional workstation for the current adjunct office and/or the additional space described in "e" below.
e. Additional, separate adjunct workspace for synchronous online Zoom reference/instruction and recording audio for asynchronous learning objects and other materials.
f. Printing capabilities for all adjunct faculty workstations (We are not requesting separate printers for each adjunct but rather networking to nearby shared printers).
g. Microphones, headphones, and webcam for adjunct workstations (4 sets at $219 plus tax and free shipping = $959.22. Pls note that this equipment is also requested in the the resource request to maintain multiple modes of instruction. Also

note the headphones serve a dual purpose to mitigate noise concerns in a shared workspace that may or may not include synchronous online instruction.)

h. A lockable storage space for personal items.

This request includes:

- IT and technology equipment
- RIsk Management
- Facilities

2022 Spring Update

Some of these items have been completed or are no longer needed. We still need at least one ergonomic chair or modification (e.g., keyboard tray) for the tall counter/desk, the computer that IT removed to be replaced, printing capability, and a lockable storage space for personal items. The requested funding amount is changing from $3,759.22 (last year) to the amount to replace the removed adjunct computer.

*Lead: Department Chair, Adjuncts, Associate Dean

What would success look like and how would you measure it?: Success would be a safe working environment for adjuncts with ergonomic workstations, adequate space, functioning equipment for adjunct faculty, and a separate space to conduct noisier work without disturbing colleagues. It would be measured with more positive responses to a similar survey.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Medium

One-Time Funding Requested (if applicable): 1604.34

Total Funding Requested: 1604.34

Related Documents:

[MtSAC Monthly Standards April_2022 22-04111 HP Z2 G5 WorkStation Tower PC_(1)[82].pdf](#)

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2020-21   06/14/2022

% Completed: 50

Risk Management assessed for Covid safety; no modifications were made as the campus did not enforce social distancing upon the return to campus. One webcam and one set of headphones for adjunct faculty to provide remote services to students were acquired. We still need at least one ergonomic chair or modification (e.g., keyboard tray) for the tall counter/desk, the removed computer to be replaced, printing capability, and a lockable storage space for personal items.

Request - Full Funding Requested - Sufficient Space and Equipment for Library Instruction Program (Active)

*Describe Plans & Activities Supported (Justification of Need): The Library faculty have been collaborating with several departments on developing contextualized, scaffolded, and course-integrated curriculum through a GPS mini-grant. In addition, Library faculty have decided to expand the Librarian Liaison Program to include course-integrated instruction throughout the College curriculum. We will also continue to offer drop-in workshops for strategic scaffolding purposes and to continue to offer support for students and faculty.

The library currently has one computer room. We piloted F2F course-integrated instruction on a small scale from 2019 to the start of the pandemic and found that one classroom could not meet the demand. We often resorted to scheduling at less optimal times in the semester and using computer classrooms on the 1st floor of building 6 which are not large enough for English (25-30 students). Although known information about the classrooms indicated they could accommodate the number of students enrolled in the English classes, in some sessions students did not have chairs (faculty quickly found chairs for the space at the beginning of class) or functioning computers. The Smart Lab was rarely available when needed.

Our new GPS mini grant curriculum has been created in partnership with departments such as Child Development, Psychology, and Paralegal, to name a few, which have classes with a 35-40 student cap. Also, studies show that bringing students to the library has a significant positive impact on student success.

The PIE Library Department also offers UC/CSU transferable courses which are taught F2F and 100% online.

PIE - Library & Learning Resources: Library Instruction Unit

This PIE request involves preparing room 222 to serve as a computer classroom for the Library Department's growing instruction program. Not meeting this request puts the Library's instruction program, growing partnerships, and newly developed GPS mini grant curriculum at risk, resulting in a library instruction program stunted by space restrictions. Furthermore, if the library must turn away information literacy instruction requests, a staple in academic libraries, faculty will stop requesting them thereby putting our academic library instruction program in jeopardy.

A functional library instruction space includes:
a. 40 laptops and mobile laptop hub for storage, charging, and transport. (32 item laptop cart quote from IT at $1,057.16. Needs follow-up as that seems low for laptops plus the cart. UPDATE: Laptop cart has been acquired.)
b. Sufficient power for the hub.
c. Projection, audio, and screen. (Email was sent to Presentation Services for consultation. Meeting with Romelia is scheduled on July 1st. UPDATE: Price quote: $35,000 for a AV renovation and add $15,000 for a camera with auto-tracking. Total = $50,000)
d. Document Camera (Estimate to be updated with Presentation Services. Epson's website notes the DC-13 at $499, plus tax = $546.40).
e. Printer
f. Instructor station if the current station is inoperable.
g. Double-Sided Magnetic Mobile Whiteboard, Rolling Dry Erase Board with Stand, Portable White Board on Wheels, 72 X 36 Inch, (estimate $399 plus tax $477, free shipping)
h. Movable chairs/tables if the previous furniture has been repurposed elsewhere.
*Lead: Monika Chavez, Pauline Swartz, Dean
What would success look like and how would you measure it?: Success would look like:
- A flexible learning space that can be used as a Library classroom conducive to hands-on, collaborative, active learning strategies
- A space large enough to hold effective, hands-on Library instruction for classes of 30-40 students
- Reliable equipment for students and the instructor
- Space to meet the demand for Library instruction
- Ability to schedule Library instruction at optimal times in the course for students
- Eliminate turn-aways due to scheduling difficulties
Type of Request: INSTRUCTIONAL EQUIPMENT: Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500.
Planning Unit Priority: Urgent
One-Time Funding Requested (if applicable): 51500
Total Funding Requested: 1

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022
% Completed: 75
This request was granted. Presentation Services has met with the Library team. Work on this project is expected to begin in late summer 2022.

Map to Goals and College Themes

Old College Goals 2018
G2 - Ensure fiscal stability and effective use of resources.

Unit Goal Description: 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.
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23
Date Goal Entered (Optional): 05/25/2017

Report directly on Goal

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   10/14/2022

% Completed: 50

Much progress has been made to reach this goal.

We now have a basic onboarding process for new faculty hires. The asynchronous component is in development.

The liaison program has been expanded to include instruction and outreach and strategies and resources have been discussed at several faculty meetings. The toolkit is near completion.

Although we were not granted a new faculty position last year, the need remains and we will apply again.

Resources Needed

Request - No Funding Requested - New Library Faculty Orientation Curriculum and Onboarding (Active)

*Describe Plans & Activities Supported (Justification of Need): To meet the needs of orienting new Library faculty to the Mt. SAC Library, they need both the general New Faculty Seminar and an orientation to the unique activities, services, goals, and policies of the Library Department. Recent discussions with Library faculty have surface some gaps in, and a variety of understandings of, policies and practices due to differences in new hire training and orientation over the years. Library faculty discussed and decided to collaboratively develop a curriculum for new Library faculty hires to orient them to the Mt. SAC Library, our goals, vision, philosophy, policies, and practices. Librarians have recently requested a robust onboarding program for new full-time and part-time Library faculty. As each Library faculty member leads and coordinates an area of activity, the new Library faculty hire orientation will include an individual meeting with each Library faculty member to share their area of leadership, welcome the new hire, and increase collective communication. Librarians have recently also discussed developing online materials to support this.

*Lead: Department Chair Coordinates; All Full-Time Library Faculty Lead

What would success look like and how would you measure it?: All full-time Library faculty would have a shared understanding of the Library Department's goals, vision, philosophy, policies, and practices and application of them. New faculty hires would feel welcome and comfortable consulting with any librarian about their area of leadership and know who to seek for guidance regarding the task or information need at hand. Communication among Library faculty would increase. If successful, an adjunct curriculum would be created with their involvement in the development process.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

Planning Unit Priority: Medium

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2020-21   06/14/2022

% Completed: 50

A checklist of topics was created to onboard new full-time faculty. Topics are assigned to each existing full-time faculty, allowing each librarian to interact with the new librarian and share their area of leadership. Faculty date when each topic was covered to ensure all topics are covered. Next steps include developing an online asynchronous onboarding resource for new adjunct hires.

Request - No Funding Requested - Reexamine Liaison Program (Active)

*Describe Plans & Activities Supported (Justification of Need): The current Librarian liaison program focuses on collection development. Library faculty have expressed interest in exploring expanding the scope of liaison duties to include areas such as instruction, outreach, and other areas. This activity focuses discussions, research, activities, etc., to allow Library faculty to come to a shared decision about the scope of the liaison program, and if the scope is adjusted as a result, devise strategies to maximize the pros and mitigate the cons.

*Lead: Librarians

What would success look like and how would you measure it?: A decision on the scope of the liaison program and effective strategies to maximize the pros and effectively address the cons.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

PIE - Library & Learning Resources: Library Instruction Unit

Planning Unit Priority: Medium

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 75

Library faculty decided to expand the scope of the liaison program to include instruction and faculty outreach. Support teams have been formed. A liaison toolkit is being developed.

Request - Full Funding Requested - Community of Practice for Librarians (Active)

*Describe Plans & Activities Supported (Justification of Need): Develop a Community of Practice (CoP) for librarians. The CoP may also include librarians from Cal Poly Pomona Library. A Librarian CoP will provide librarians opportunities to learn and grow with each other and explore topics that are not typically addressed in all-campus faculty learning offerings. Events and learning opportunities of interest to non-Library faculty (e.g., best practices information literacy instruction, library and research anxiety, OER, etc.) may also be addressed and open to all faculty. Funds could be used for supplies, refreshments, workshops, guest speakers, venues (if needed), and other expenses associated with facilitating a CoP. Funding could also be used for professional growth opportunities, such as conferences, workshops, certificate courses, etc. Sessions could also include vendor-led trainings, source review, eResource selection practices, etc.

*Lead: Librarians

What would success look like and how would you measure it?: An established Community of Practice (CoP) for librarians. A robust program that addresses specific needs of librarians, and may include related issues of interest to non-Library faculty. Events would be held twice a year as a start.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 5000

Total Funding Requested: 5000

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 0

We have not worked on this activity.

Request - Full Funding Requested - Systems and Cataloging Librarian (Active)

*Describe Plans & Activities Supported (Justification of Need): Libraries typically have a librarian who specializes in library systems and cataloging. With the departure of the full-time systems librarian who also had expert-level cataloging knowledge (e.g., taught masters/doctorate level cataloging courses), we have come to recognize the need of a faculty member with this niche expertise in spite of the promises of new technologies purporting to automize or simplify this work. The Mt. SAC Library needs a systems librarian and cataloger.

*Lead: Library Department Chair

What would success look like and how would you measure it?: Hired librarian with expertise in library systems and cataloging.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 100000

Total Funding Requested: 100000

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 0

This new full-time faculty position was not granted when the Request for Faculty Position was submitted in October 2021.

Request - Full Funding Requested - Funding to Support Research Consultation Program and Multiple Modes of Reference

Adjunct librarian funding to provide one-on-one research consultations online and F2F, online chat reference, F2F

reference, drop-in workshops, and course-integrated instruction.
A 20% increase in librarian staffing to support multiple modes of delivery
$37,300 (approximately 704 hours/year or 16 hours/week at 44 weeks per academic year)
Please note this request corresponds with the request titled "Equipment Needed for Two (2) Research Appointment Stations" (instructional equipment request) and "Multiple Modes of Reference" (supplies) in our "Reference" goal. (Active)

*Describe Plans & Activities Supported (Justification of Need): One-on-one research consultations with a librarian are a common offering at most academic libraries. We began one-on-one online research consultations during the COVID-19 lockdown. During the lockdown, these consultations (and online chat) replaced F2F reference. However, upon returning to campus, we are required to return to F2F reference in the library during all open hours. Offering research consultations would be an additional service point. Library faculty participating in the remote pilot (Spring, Summer, and Fall 2022) provide remote research consultations and the student response is promising. However, the pilot times are limited. We would like to offer research consultations to students remotely and F2F long-term. Additional librarian staffing funds would also allow librarians to be scheduled for all delivery modes of reference as needed.

*Lead: Kolap Samel and the Department Chair

What would success look like and how would you measure it?: The Mt. SAC Library would have a reference program that meets the needs of students.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 37300

Total Funding Requested: 37300

Map to Goals and College Themes

Old College Goals 2018
G1 - Expand and support innovation in teaching, learning, support, and management within the College.

Unit Goal Description: 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, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23

Date Goal Entered (Optional): 06/09/2017

Report directly on Goal

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   10/14/2022

% Completed: 50

The comprehensive information competency program plan needs to be revised to reflect the progress we have made in collaborating with other departments through the GPS mini grant (Library Research Workshops On Demand) and through the expansion of the liaison program; the structure and preliminary work is done. The two activities in this goal, Comprehensive Information Competency Instructional Program & Information Competency Instruction Plan, will likely be consolidated in the next cycle as there are similar activities.

As more drop-in workshops are developed, we will continue to grow the asynchronous workshop options. This option is popular with our students. The new APA Basics workshop has been piloted and revised F2F, and we plan to complete the asynchronous online version this year.

The F2F curriculum for the How to Read Peer-Reviewed Articles workshop (renamed "Demystifying Scholarly Articles") is complete.

Additional work on the GPS mini grant, "Library Research Workshops on Demand," needs to be completed and reported.

Resources Needed

In Progress - Comprehensive Information Competency Instructional Program (Active)

*Describe Plans & Activities Supported (Justification of Need): 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. Includes efforts supported by the GPS mini grant.

*Lead: Pauline Swartz

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.

Type of Request: RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking).

Planning Unit Priority: Medium

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022
% Completed: 75
Library faculty decided to bring back library research and information literacy/competency instruction tailored to courses upon request through the librarian liaison program. Furthermore, a GPS mini grant made it possible to convene meetings with non-library faculty, share assignments and instructional materials, and students' research needs and concerns. Library research and information literacy/competency curriculum and instructional materials taught by Library faculty have been developed for departments such as Psychology, Child Development, AmLa, and Paralegal. A course shell about literature reviews was developed for Speech 30. We have begun working with Biology.

Reporting Year: 2016-17   08/02/2018
% 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.
Related Documents:
2016 Report on Workshop Attendance by Department.pdf

Reporting Year: 2016-17   08/02/2018
% 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.
Related Documents:
2016 Report on Workshop Attendance by Reason.pdf

Reporting Year: 2017-18   05/17/2018
% 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 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.

PIE - Library & Learning Resources: Library Instruction Unit

Reporting Year: 2017-18   12/19/2017
% 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.

Related Documents:
Report on Mt SAC Library Tour by M. Emery.pdf

Reporting Year: 2016-17   07/13/2017
% Completed: 100

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

---

Reporting Year: 2016-17   07/12/2017
% 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.

Related Documents:
Biology History.PDF

Reporting Year: 2016-17   07/06/2017
% Completed: 100

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 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.

Reporting Year: 2016-17   07/06/2017
% Completed: 100

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.

PIE - Library & Learning Resources: Library Instruction Unit

Related Documents:

LibraryTour_Analysis_SummerFall_2016_Report.pdf

Reporting Year: 2015-16   06/30/2017
% 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.

Related Documents:

Student Equity Research Guide Outline.docx
Student Equity Presentation Outline.docx
Student Equity Presentation - Research Guides.pptx
Research checklist.docx

Request - Full Funding Requested - Information Competency Instruction Plan (Active)

*Describe Plans & Activities Supported (Justification of Need): 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. If funding is granted, it could be used for a mini retreat, including refreshments, supplies, venue, adjuncts, and other needs associated with a retreat.

*Lead: Pauline Swartz

What would success look like and how would you measure it?: Completed plan and initial utilization of the instructional plan.

Type of Request: RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking).

Planning Unit Priority: Medium

One-Time Funding Requested (if applicable): 500

Total Funding Requested: 500

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022
% Completed: 50

This activity was near completion a few years ago. Since then, faculty have retired or been hired, the faculty decided to expand the liaison program to include instruction, and a GPS mini grant enabled us to kickstart a series of collaborations with other departments to contextualize information literacy/competency instruction for the disciplines and GPS pathways. We will recalibrate and continue this activity.

In Progress - Online Information Competency Learning Opportunities (Active)

*Describe Plans & Activities Supported (Justification of Need): Develop a variety of online information instruction activities to support student success regardless of location.

*Lead: Librarians

What would success look like and how would you measure it?: A variety of online information competency options and tools.

Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: High

Total Funding Requested: 0

PIE - Library & Learning Resources: Library Instruction Unit

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22 — 06/15/2022
% Completed: 75
A series of short instructional videos on searching for books and using online catalog features of OneSearch are being created for the Finding and Evaluating Books Canvas workshop. They are in the final stages of production. A few videos on the self-services features of the library system (e.g., how to renew books) may be added to the library website once finalized.

Reporting Year: 2021-22 — 06/14/2022
% Completed: 75
Several online instruction projects were completed, such as a Canvas shell focusing on literature reviews in Communication Studies, launching an asynchronous version of the Developing Research Topics workshop, several online instructional videos and aids, and re-envisioning and revamping the LIbGuide suite. All of these activities fall under other, broader, activities such as developing a comprehensive information literacy/competency plan/program. We will revisit this activity next year and determine if it should be inactivated and folded under another activity.

Reporting Year: 2018-19 — 03/15/2019
% Completed: 100
Library Research Guide: Fashion Design & Merchandising: In October 2018 Librarian Jared Burton began a collaboration with Professor Sheila Espy (Fashion Department) to construct a Library Research Guide. The guide was launched in December 2018. In March 2018, the collaboration continued with updates applied for improvement of navigation and incorporation of a new, relevant library database. Continuation of the collaboration will continue as expected for an online resource to meet curriculum needs. JB
Related Documents:
PIE_2018-19_Burton_Reference_ResearchGuide_FashionDepartment_FINAL.pdf

Reporting Year: 2017-18 — 03/05/2018
% Completed: 75
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.
Related Documents:
ProQuest Research Companion Usage Data.docx
2019.06 PQRC Usage Report for June 2018-June 2019.docx

: Add narrative analysis here later. (06/04/2019)

Reporting Year: 2016-17 — 06/22/2017
% Completed: 25
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.

Request - No Funding Requested - Distance Learning Versions of the Library's Research Workshop (Active)

*Describe Plans & Activities Supported (Justification of Need): 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. Streamline the proof of completion process.

*Lead: Pauline Swartz

What would success look like and how would you measure it?: The four core library workshops would be offered online and they are regularly and effectively marketed.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

PIE - Library & Learning Resources: Library Instruction Unit

Reporting Year: 2021-22   06/14/2022
% Completed: 75

Three of four "core" workshops referenced in this activity are completed. The remaining workshop, Evaluating Websites, recently underwent significant revisions to reflect 21st century evaluation strategies; it now includes lateral reading techniques. After refining the F2F curriculum for the Evaluating Websites workshop, we will develop the asynchronous online workshop.

Reporting Year: 2020-21   06/14/2021
% Completed: 75

To meet the needs of students during the pandemic, the Developing Research Topics workshop was developed and offered asynchronously through Canvas for the first time. This was an enormous amount of work that was started in response to the pandemic completed in a short amount of time, with it being launched in April 2020. Of note, it required creating original instructional videos, developing all contents for the shell and assessment, enabling and testing the self-enrollment feature, and creating an proof of completion system. Over 1,000 students have enrolled in the Canvas shell for the Developing Research Topics workshop.

Reporting Year: 2017-18   05/15/2018
% Completed: 25

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 all outdated videos due to changes on the library homepage. revising or removing module one because of length.

Reporting Year: 2017-18   05/15/2018
% 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.

Reporting Year: 2017-18   05/14/2018
% 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.

Request - No Funding Requested - How to Read Peer-Reviewed Articles Workshop (Active)

*Describe Plans & Activities Supported (Justification of Need): With the implementation of AB 705, many students who enroll in transfer-level English and other classes are underprepared for college-level research. Identifying and reading relevant scholarly published literature in the form of peer-reviewed journal articles is a skill not often formally taught in college classes. As a result, students may find their success in courses, the ability to meet the intended learning outcomes, and the overall learning experience and sense of belonging in college jeopardized without support in this area. The Library and READ faculty will address these changes faced by Mt. SAC students by designing and implementing an effective curriculum to add to the Library Research Workshop series. The Library and READ Department Chairs have discussed the idea and plan have their first meeting on June 12, 2019.

*Lead: Pauline Swartz and Dianne Rowley

What would success look like and how would you measure it?: A successful and engaging workshop that equips students with the skills to identify and read scholarly peer-reviewed journal articles to support their research assignment will be developed and offered. Faculty teaching research-heavy courses will request the workshop for their sections. Library and READ faculty will partner to create effective curriculum and learning activities to enhance the students' college experience and boost their success on research assignments that required scholarly sources. An assessment plan for this workshop will be developed. Assessment

will include SLO assessment of student learning as well as student comments to capture assessment in the affective domain. Student and faculty feedback will be gathered for workshop improvement. RIE and faculty will be involved in the development of and implementation of the assessment plan.

Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500.

Planning Unit Priority: Medium

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 75

This is now offered as a drop-in F2F workshop and as a session that faculty can schedule for their classes. If scheduled for a class, we invite faculty to share an article being used as a class reading so we can use it throughout the workshop when teaching the strategies. After teaching this workshop for several months, librarians discussed and revised the curriculum and instructional materials. The curriculum will be added to our workshop assessment cycle.

Videos of faculty demonstrating how they approach reading scholarly peer-reviewed journal articles are in development and are made possible by a GPS mini grant. We currently have completed videos from political science, English, and Child Development professors. AmLa professors will be working on videos over the summer. We will invite faculty from STEM to also create video. The videos can be used in workshops and courses.

Reporting Year: 2020-21   06/14/2021

% Completed: 75

In spite of remote instruction requirements due to the pandemic, this workshop was piloted in the Zoom environment. This required much reworking for synchronous online instruction as the original plan included many F2F activities. All Library faculty have been scheduled to teach this workshop. We have held three faculty sessions to discuss and refine this new curriculum and exchange teaching ideas. This workshop was made possible by our GPS mini grant, "Library Workshops on Demand," and one of the current plans for this workshop is for the psychology librarian liaison to tailor it to empirical studies in psychology (in progress) to serve as the first step in the scaffold for the library's information literacy GPS menu for the Psychology Department (also made possible by the GPS mini grant, "Library Workshops on Demand."). This report at 75% relates to the general "Reading Scholarly Articles" workshop on our drop-in and schedulable menus. We plan to make further refinements to this workshop.

Request - No Funding Requested - APA Basics Workshop Development for Asynchronous Offering through Canvas (Active)

*Describe Plans & Activities Supported (Justification of Need): Through the Library Department's GPS mini grant, we learned from consulting with faculty that a library APA workshop was needed. A F2F version of the workshop was piloted in Spring 2021. For this PIE activity, we are developing an asynchronous version of this workshop offered through Canvas.

This workshop will be part of the existing suite of the library's drop-in workshops offered through Canvas. It will require a Canvas shell, and may require consultation with FCLT if questions arise. It requires the use of Canvas, Screencast-o-matic, Videoscribe, audio recording software (e.g., Adobe Audition), Adobe Illustrator, and SmartSheet. We appreciate the College/CCC system continuing to support most of these programs.

*Lead: Pauline Swartz and Cristina Springfield

What would success look like and how would you measure it?: A successful outcome would be an effective APA Basics workshop offered through Canvas and included as part of the Library's suite of drop-in workshops (e.g., Finding & Evaluating Articles, Finding & Evaluating Books, Evaluating Websites, and Developing Research Topics) with the target launch date in Fall 2021.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Medium

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 50

Librarians worked on an overall outline and project management plan for developing this workshop. Librarians have written

scripts for all of the instructional video content. At a recent faculty meeting, librarians revised the learning outcomes, which will be reflected in this workshop. A canvas shell was requested and is being populated. We anticipate launching the shell for the 2022-2023 academic year. We anticipate that an asynchronous option will increase access to this workshop to many student groups that have difficulty coming to campus or who are juggling multiple work and home responsibilities.

Request - Full Funding Requested - Sustain Multiple Modes of Delivery for Instruction, Including Drop-In Zoom Workshops (Active)

*Describe Plans & Activities Supported (Justification of Need): To maintain flexibility in responding to the needs of students, we plan to continue offering a portion of our synchronous workshops and course-integrated instruction through Zoom. The Mt. SAC website (facts and figures page) notes that 28.55% of our students are full-time and the majority of our students are part-time. The #RealCollege studies findings show that approximately 6 out of 10 Mt. SAC students experience some form of basic needs insecurity (7 out of 10 in the CCC system) and that nationally, those students work more and later hours, are more often caregivers, and tend to rely on public transportation, among other issues. The #RealCollege Mt. SAC study also shows that 49% of our students with part-time jobs and 36% of students will full-time jobs lost their jobs during the pandemic. As the economy reopens and our students are able to regain employment, it is vital for us to provide a flexible schedule with multiple modes of delivery that also meets the learning needs and preferences of our students. This is an equity issue. Resources needed to provide flexible, multi-modal library research and information literacy instruction which includes online synchronous learning experiences include: adjunct librarian funding, equipment for adjunct librarian work spaces (e.g., web cam, microphones if needed, headphones), IT assistance with eSARS or transitioning to another scheduling platform, RIE assistance to assess that the delivery options meet student needs, and marketing and promotion.

2 x $219 for Logitech Wired Personal Video Collaboration Kit, includes headphones w/mic and webcam. (free shipping, 9.5% tax = $479.61)

5-6 Zoom workshops added per week (about 30%). 5.5 sessions avg per week x 1.75 hours x $55/hour = $529 per week. If we target weeks 3 through 15, $529 x 13 weeks = $6877 per full term. Weeks 2-6 of intersession = $2645 per intersession. Total per year = $19,044. Please note summer may include Zoom sessions for STEP. Full terms and Winter Intersession may include weekends.

This resource request includes staffing, IT support, and instructional equipment.
*Lead: Pauline Swartz
What would success look like and how would you measure it?: A successful outcome would be a robust and flexible library instruction schedule with multiple modes of delivery that meet the needs of students and furthers their success, and a Library Department that has the resources needed to provide it. Assessment with the assistance of RIE may be developed to assess if the delivery modes meet the needs of students.
Type of Request: INSTRUCTIONAL EQUIPMENT: Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500.
Planning Unit Priority: Medium
One-Time Funding Requested (if applicable): 479.61
Total Funding Requested: 479.61

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022
% Completed: 25
Full-time faculty have equipment needed for Zoom capability. The adjunct office has one station with equipment needed for Zoom capability. The remote work pilot for Library and Counseling faculty has allowed us to continue providing a limited number of online workshops while providing F2F workshops as well. We have adjusted our schedules and worked hard to provide all requested course-integrated instruction during class meeting times in both Zoom and F2F since the return to campus. Student and campus needs are diverse, requiring the library to develop diverse and nimble instructional offerings and scheduling. Adjunct funding to support this activity will be sought through regular adjunct funding channels.

Request - No Funding Requested - RIE Assistance with Library Research Workshop Assessment (Active)
*Describe Plans & Activities Supported (Justification of Need): RIE assistance to conduct studies on course success and

retention as it relates to the Library workshop program.

The Library is expanding workshop offerings and we are also expanding modes of delivery. One of our goals for offering information literacy workshops that faculty can schedule for their classes is to reach students who are underrepresented in our drop-in workshop model. Past RIE studies have shown these same students benefitted most from completing our workshops (e.g., Black African American and Latinx males, with course success rates +25% higher then peers in the same classes who did not take the Library workshop). We would like to see if we are reaching more of these students through our new modes of instructional delivery. This exploration of expanding modes of delivery to include course-integrated schedulable sessions was made possible by the GPS mini grant "Library Workshops on Demand."

*Lead: Pauline Swartz

What would success look like and how would you measure it?: Success would be reliable studies with data and analysis related to the relevant goals of the "Library Workshops on Demand" GPS mini grant.

Type of Request: RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking).

Planning Unit Priority: Medium

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 0

We have not started this new assessment project for the GPS mini grant with RIE.

Request - Full Funding Requested - Highlighters with library URL or logo.

Most highlighters through 4Imprint are about $0.75-$1.50 each depending on order size. Set up is around $30.

Example 1: Frixion Erasable highlighter. If we order 2100 items, the cost is $1.20 each plus $30 set up. 9.5% sales tax = $240. Shipping = $21. Total == $2,811
https://www.4imprint.com/product/141819-HL/Pilot-FriXion-Erasable-Highlighter

Example 2: Triple Threat Highlighter Pen. If we order 2100 items, the cost is $0.84 each plus $10 set up. 9.5% sales tax = $167. Shipping = $21. Total == $1,962.
https://www.4imprint.com/product/113150/Triple-Threat-PenHighlighter

Using the average of Example 1 and 2 for the estimate = $2,387. (Active)

*Describe Plans & Activities Supported (Justification of Need): Library highlighters will be given to students who attend the library STEP activity (600). Also, students who complete the F2F Demystifying Scholarly Articles and other workshops can select a highlighter to keep. The Demystifying Scholarly Articles workshop includes marking up articles, including the use of colors.

*Lead: Pauline Swartz

What would success look like and how would you measure it?: Students who participate in the library activity for STEP and the workshops (esp. demystifying articles, which uses highlighters) will have a tangible Mt. SAC Library branded item designed for studying and daily use. A small incentive such as a highlighter may encourage more F2F attendance through student word-of-mouth.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than $500.

Planning Unit Priority: Medium

One-Time Funding Requested (if applicable): 2387

Total Funding Requested: 2387

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 0

This activity was added in Spring 2022; it's too early to report progress.

Request - Full Funding Requested - STEP Activity Supplies

Activity supplies: Examples from 2022 activity include origami paper ($13.49 x 2), colored pencils (2 sets at $20 each), color printing to promote workshops and library services (500 1/2 sheets, $50), librarian action figure ($13), clue envelopes (6 different colors at $10.99 each), self-inking stamp with library logo ($40 - $30 for the stamp, plus shipping and taxes), button making supplies (est. $20 per 100 sets, 800 needed = $160). Magnets if students want to make their button into a magnet (120 for $16, 6 sets needed).

Food items for small incentives.
Examples from the previous F2F STEP that were popular with students include: chips (67 cents/bag), cup noodle (30 cents each), candy bars (76 cents each). Average is 58 cents per item. 700 items needed = $406.

Links and price estimates with taxes are on the attached Excel file. (Active)

*Describe Plans & Activities Supported (Justification of Need): Support for this activity allows the Library faculty to create engaging and memorable onboarding experiences for incoming students. It is designed to be recursive, requiring several library visits and activities throughout the summer STEP schedule, leading students to complete participation in the Fall Library
Welcome Week activities and prepare them to participate in the library workshop program closer to their
point of research need.

The activity is envisioned as scalable to all summer students. We intend to create a distance learning version in Canvas that can be taken by online, hybrid, and other students, and can be added to course shells. Summer STEP participants usually continue as Fall PromisePlus+ students. PromisePlus+ students are asked to attend our core library workshops as part of their requirements for PromisePlus+.

Activities in the library activity book for this effort relate to all sections of Counseling 1 participating in STEP. We anticipate at least 20 sections
in 2022. A Canvas shell is being developed for online sections of Counseling 1 and to expand the activity to a broader audience.

*Lead: Pauline Swartz, Eva Rios-Alvarado

What would success look like and how would you measure it?: Success would look like:
• building a sense of community and belonging among participants, and incoming students feeling connected with the library, librarians, and with each other.
• incoming students becoming frequent and sustained Mt. SAC Library users,
• incoming students would be shepherded to library and information competency learning experiences throughout their time at Mt. SAC.
• Contributing to the successful onboarding of new students.
• If funded and supported, this could be a strong foundational stepping stone to forging additional library pathways to student engagement and success.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than $500.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 978

Total Funding Requested: 978

Related Documents:
2022SummerSTEPPriceEstimates.xlsx

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022
% Completed: 0
This activity was added in Spring 2022. It is too early to report progress.

Map to Goals and College Themes

Old College Goals 2018

G1 - Expand and support innovation in teaching, learning, support, and management within the College.

PIE - Library & Learning Resources: Library Instruction Unit

Unit Goal Description: 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.

Status: Active
Goal Year(s): 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23
Date Goal Entered (Optional): 06/09/2017

Report directly on Goal

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   10/14/2022
% Completed: 75
Much progress has been made toward our reference goal.

We have drafted reference standards, acquired a webcam for the adjunct faculty office to facilitate remote student support, and used data to inform scheduling needs.

Resources Needed

In Progress - Reference Service Standards (Active)
*Describe Plans & Activities Supported (Justification of Need): 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.
*Lead: Kolap Samel, Librarians
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
Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.
Planning Unit Priority: Medium

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022
% Completed: 25
This activity is considered 25% complete as we are still discussing and drafting the Reference Standards. Librarians are encouraged to contribute to the Reference Standards draft document by April 30, 2022, and a first read is tentatively scheduled for May 4, 2022.
Related Documents:
PIE 21-22 - Reference - Brainstorm REFERENCE STANDARDS.docx

Reporting Year: 2017-18   05/18/2018
% Completed: 50
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.
http://mtsac.libguides.com/ref/New

Reporting Year: 2017-18   07/10/2017
% Completed: 25
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.
Related Documents:
[2016-17 QP Qualitative Analysis Report.docx](#)

Request - Full Funding Requested - Sustaining and Expanding Multiple Modes of Reference
$80 for webcam;
Please note that $37,400 for adjunct Library faculty is included in the "Staffing" area of our PIE as a staffing request to support multiple modes of reference. (Active)

*Describe Plans & Activities Supported (Justification of Need): Continuation of research appointments and chat with Mt. SAC Librarians. This will require at least a web camera for online research appointments and online chats done on campus. Additional librarians are needed to continue offer research appointments and chat, expanding research instruction support and services in addition to F2F reference experiences in the library. Funding will be used to acquire a webcam used for online research consultations and chat reference ($80- Note that our online chat technology allows seamless transition to Zoom when needed during a session). Providing multiple modes of reference simultaneously (one-on-one appointments, live chat, F2F reference, phone reference, F2F appointments), some of which were established to pivot to 100% remote during the pandemic, requires additional librarian coverage (on-going request is based on an estimate of 20% increase in librarian coverage needed).

*Lead: Kolap Samel

What would success look like and how would you measure it?: Robust reference services that meets the needs of all students with sufficient staffing and leading-edge equipment and software.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than $500.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 80

Total Funding Requested: 80

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022
% Completed: 50
Per 02/15/2022 FA Side Letter, library professors may pilot effort to define, review, and develop standards and parameters for online services. For that reason, online/remote library services such as online Research Appointments and Chat with Mt. SAC librarians are services offered to Mt. SAC students in Spring 2022. However, this is a pilot, and no additional funding were granted to pilot this effort. This activity is considered 50% complete as its being piloted Spring 2022. Demonstrating that Mt. SAC Library is offering multiple modes of Reference services to students. However, because it's being piloted and no additional funding has been allocated, this request/activity is not complete.
Related Documents:
[Sustain Multiple Modes of Reference - Analysis of Progress.pdf](#)
[FA Side Letter - Spring 2022 - Final.pdf](#)

Reporting Year: 2020-21   06/12/2021
% Completed: 25
Analyzed peak times research consultations were booked in March 2021. From these findings it is recommended at least 20 hours a week is needed in librarian coverage for Research Appointments when the library is opened to the public. A webcam is still needed for those students who would like to do research consultations online. Further analysis is needed to determine whether there is a continued need, and a need for more librarian coverage. Data will be collected and analyzed in March 2022 to help with future requests and scheduling.

Request - Full Funding Requested - Equipment Needed for Two (2) Research Appointment Stations

For Each Research Collaboration Station:Equipment (Estimate from IT)
- PC with Dual monitors $2,000
- Cables $80

Furniture (Demco) (For Each Station)
1 - Versatilis Table Standard Heig Circle, 29"H x 47-1/2" dia. ; SKU W13771330 $1,093.99 each
4 - Theorem Mobile Chair w/Arms Seat Pad 19-1/2"Hx24"Wx22"D SKU W13811460 $359.99 each

Structure (Demco)
4 - MooreCo™ Markerboard/Rubber Tak Mobile Dividers SKU W13575930 $958.99 each

Total: $11,495 (1st year cost includes furniture and equipment)

Please note that funding for staffing this service is estimated at about $28,000 and has been added to our "Staffing" requests (title of that request is "Adjunct Funding to Support Research Consultation Program.") (Active)

*Describe Plans & Activities Supported (Justification of Need): Expand Reference Services by offering F2F research appointments in Mt. SAC Library. This will allow students (1-3 students) to book a 30-minute research session with a reference librarian F2F. Students will have the opportunity to discuss their research topic in more depth with the librarian, and the librarian will guide students on their research, instruct students on the research process and connect students with appropriate resources for their research. For this to be possible, a research collaboration station needs to be created. Space, equipment, furniture, structure, and staffing will be needed for this research collaboration station. This activity is common in academic libraries.

*Lead: Kolap Samel

What would success look like and how would you measure it?: A flexible learning space that can be used as a research collaboration station conducive to 1-on-1 or small group reference instruction and collaboration. Reliable equipment for students and the instructor to use for reference instruction and collaboration. Inviting and mobile furniture for 1 instructor and up to 3 students and supplied reference books such as MLA and APA Style Guide. Students learn and apply college-level research and evaluation strategies. These will be placed in a visible area of the library, allowing students to see their peers engaging in research with Library faculty thereby contributing to normalizing help-seeking behavior and reducing library and research anxiety.

Type of Request: INSTRUCTIONAL EQUIPMENT: Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 11495

Total Funding Requested: 11495

Related Documents:
MtSAC Monthly Standards April_2022 22-04111 HP Z2 G5 WorkStation Tower PC_(1)[82].pdf
Demco_Research_Appointment_F2F_furniture_structure.pdf

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022
% Completed: 0
This was first requested in Spring 2022, so there is nothing to report yet.

Map to Goals and College Themes

Old College Goals 2018

G1 - Expand and support innovation in teaching, learning, support, and management within the College.

Unit Goal Description: 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, 2019-20, 2020-21, 2021-22, 2022-23

PIE - Library & Learning Resources: Library Instruction Unit

Date Goal Entered (Optional): 06/09/2017

Report directly on Goal

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   10/15/2022
% Completed: 75
Highlights of process made toward this goal include:
- Revised the collection development review and revision cycle to five years in alignment with the COR review cycle.
- Through liaison outreach, collaborated with campus faculty to ensure we have the materials needed to support the curriculum.
- Used Alma analytics to inform collection development needs.

An ongoing resource need is to acquire funding to keep up with the cost of resource inflation.

Resources Needed

Request - No Funding Requested - Collection Development Standards and Documentation (Active)

*Describe Plans & Activities Supported (Justification of Need): Enhance collection development standards and documentation to support consistent collection development processes. Explore updating the guidelines for potential changes to policies which may include topics such as eTextbooks and eReserves. Consider the needs of student equity populations, guided pathways, and other frames in examining our current collection development guidelines.

*Lead: Collection Development Librarian

What would success look like and how would you measure it?: Updated collection development guidelines as outline in the Collection Development Policy.

Type of Request: INSTRUCTIONAL EQUIPMENT: Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500.

Planning Unit Priority: Low

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022
% Completed: 25
The webpage houses documentation for collection development has been updated with the most recent liaison and procedure workflows. However, we have not yet updated our collection development guidelines. We recommend changing the timeline for updates to every 5 years, meaning a revised collection development policy should be approved by the end of 2022. The library has been exploring eReserves and piloted this during the pandemic (please see "Implementation of the Fully Funded eReserves Resources" PIE item for more details about advancements in that area.

Reporting Year: 2017-18   04/28/2018
% Completed: 100
The Collection Development Guidelines was updated with a transmittal date of Winter 2017. The next routine update is scheduled for 2020.
Related Documents:
[Collection Development Guidelines, Winter 2017](#)

Reporting Year: 2016-17   07/06/2017
% 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 collection, librarians collectively reviewed the document and agreed on modifications during faculty meetings.

Library Liaison Program and Collection Development (Active)

*Describe Plans & Activities Supported (Justification of Need): Collaborate with discipline faculty to develop collections.

Develop collections on a continuous basis and ensure the collection meets student research and learning needs. Please note that in 2020, librarians added an activity under staffing to explore expanding the scope of the liaison program beyond collection development. However, this is an ongoing activity in the collection development area goal.

*Lead: Collection Development Librarian, Librarian Liaisons

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.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

Planning Unit Priority: Low

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 50

Librarians have worked hard to outreach to faculty and get their input on resources for their classes. Projects in the last year have included the purchase of materials for classes that have just been approved, like a Japanese media class, resources to meet the needs of bilingual students enrolled in Italian classes, eBook titles assigned for humanities classes, and titles to support faculty in counseling areas like the Pride Center. Librarians have worked with discipline faculty to select and deselect materials to support the curriculum, including in areas such as Paralegal, Child Development, and Real Estate. Discipline faculty have been contacted to provide feedback on new database trials, of which we ran 4 this year. A new online form was developed to collect requests for new databases and another online form was created to collect discipline faculty feedback on new database trials. The collection development guide and new Microsoft Teams space was updated with templates for faculty communication to strengthen outreach to discipline faculty. There will be more helpful resources developed by the liaison workgroup to support this goal. Another new development in the library that supports this goal is the new eReserve and copyright program. (Please see the eReserve PIE report for more details about that project.)

Reporting Year: 2017-18   04/16/2019

% Completed: 25

Eva Rios-Alvarado is currently weeding designated liaison areas. The project started in winter 2019 and is still in progress. https://www.mtsac.edu/library/pdfdocs/Liaisons-by-Dept-Sept18.pdf

Reporting Year: 2017-18   05/14/2018

% Completed: 50

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.

Reporting Year: 2017-18   04/30/2018

% Completed: 75

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.

Related Documents:

SW_LibraryReport_2017-18_DRAFT.docx

Reporting Year: 2016-17   04/18/2018

% Completed: 100

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.

Related Documents:

SW_LibraryReport_2016-17_DRAFT.docx

Request - No Funding Requested - Collection Use Analysis (Active)

*Describe Plans & Activities Supported (Justification of Need): Utilize analytics in Alma to evaluate collections. This will

include ensuring that we are able to order materials through all vendors using the API. Re-examine our periodical collection. Consider adding popular titles either in print or electronic. Explore new platforms, redesigning the layout, and promoting the existing collection.

*Lead: Librarians

What would success look like and how would you measure it?: Completed reports.

Type of Request: RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking).

Planning Unit Priority: Medium

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 25

Library faculty have used Alma analytics to inform collection development needs. How to request regular reports for liaison analysis was shared.

Reporting Year: 2018-19   02/20/2019

% Completed: 100

Completed Library Materials Use Report 2014-2017 with the following observations: 1) reserve collection use makes up almost 70% of use of library physical materials, 2) reserve collection use decreases during intersessions, 3) student equity funded Sunday hours see higher use than Saturday hours, 4) intersessions evening hours (7:30 - 9:30) see less use than regular session use, but not necessarily out of line with lower overall intersession use, 5) social sciences, arts, and literature ate the heaviest use call number classes, and social sciences, technology, and history and geography saw the most significant decrease in use. Conclusions were physical library materials is declining during time frame studied. The use of electronic resources was not include in the analysis and may contribute to the decrease in use of physical items. Recommendations were to complete yearly reports to make it easier to pinpoint factors contributing to a decrease in physical item use and verify multi-year observations. The report and analysis was completed by Michael Emery.

Related Documents:

[Library Materials Use Report 14-17 Full Report.pdf](#)
[Library Materials Use Report 14-17 Quick Sheet.pdf](#)

Reporting Year: 2017-18   05/14/2018

% Completed: 50

Analyzed AP images and decided to cancel. Complete analysis of ProQuest Research Companion and decided to keep subscription. Also analyzed Gale standing order 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.

Request - Full Funding Requested - Reexamine promotion of the library collection. (Active)

*Describe Plans & Activities Supported (Justification of Need): Collaborate with the marketing team and redesign spaces.? Purchase supplies such as digital frames, book holders, iPads, etc. Funding would be used on the following, or similar, items:

$1,049 Book display: Paldin Mobile Display - https://www.demco.com/paladin-mobile-grid-feature-display
$79.99 Magazine floor display - https://www.demco.com/magazine-floor-display
$43.55 X5 Demco clear plastic easels - https://www.demco.com/demco-reg-clear-plastic-easels
$349.99 Easy Display Mobile literature - https://www.demco.com/easydisplays-mobile-literature-xl-displays

*Lead: Collection Development Librarian, Library Marketing Team

What would success look like and how would you measure it?: Engaging and effective promotion of the library collections and increased interest and circulation of materials.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than $500.

Planning Unit Priority: Low

On-Going Funding Requested (if applicable): 2000

Total Funding Requested: 2000

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 0

Due to COVID and staffing changes, we have not made progress on this goal. The collection development team and marketing team plan to tackle this goal in the upcoming year.

Request - No Funding Requested - Stacks Management (Active)

*Describe Plans & Activities Supported (Justification of Need): Develop a stacks management program and provide training for technicians and student workers.

*Lead: Collection Development Librarian

What would success look like and how would you measure it?: Well-managed and maintained physical collection and organization that promotes discoverability while preserving the collection's condition.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

Planning Unit Priority: Low

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 0

This activity was added in July 2020 and prioritized low. We have not yet started this activity.

Request - Full Funding Requested - Collection Development Resources (Active)

*Describe Plans & Activities Supported (Justification of Need): Database costs rise, on average, 5% - 10% a year. This seriously inhibits the library's ability to maintain, and in many cases expand, the library's collection, a collection that is essential to student success. We request an ongoing 7.5% - 10% increase of the collection budget to cover increases in the costs of eResources, as well as the increased demand for resources to support distance learning.

*Lead: Esteban Aguilar, Cristina Springfield

What would success look like and how would you measure it?: Success would be measured by the library being able to have the flexibility to maintain or add resources as the years progress.

Type of Request: INSTRUCTIONAL EQUIPMENT: Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 0.1

Total Funding Requested: 20000

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 0

While many publishers paused price increases temporarily during the pandemic, they began again during the 2021-2022 fiscal year. Furthermore, requests for eBooks and online streaming videos to support Mt. SAC classes have increased. Both are significantly more expensive for the library to purchase than traditional print formats. An eBook title that can be used by just one student at a time is often 3 or 4 times more expensive than it is to purchase a print format. For the license for eBooks that can be used by more than one student at a time, the price increases substantially more.   Additionally, unforeseen events at the State level have altered how we initially thought on-going funding for the new LSP was going to work. Rather than payments being issued directly to the library, payments will be issued to the College itself. This means that, without confirmation in writing from the College, there is no guarantee the library will get the money it needs to pay for the LSP, forcing us to pay out of pocket for the system. If this were to come to pass, it would seriously inhibit the library's ability not just to expand our collection to meet changing student needs but also to maintain our current holdings. Without continued, yearly, funding to cover increases in costs, the library's ability to serve its students is seriously hampered.

Request - No Funding Requested - Space Planning (Active)

*Describe Plans & Activities Supported (Justification of Need): Plan for collection needs and practices in the new library

building.

*Lead: Librarians, Dean of LLR

What would success look like and how would you measure it?: A completed plan.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: Low

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 50

Discussions and exploration regarding a new library space took place during the RFP process in 2020-2021. The process will likely need to be repeated rather than use old information to submit a proposal in the future.

Map to Goals and College Themes

Old College Goals 2018

G4 - Sustain effective participatory governance and decision-making to ensure that the direction of the College is well informed and collectively implemented.

Unit Goal Description: Marketing

Inform, market, and teach the college community about library services, collections, and curriculum as well as provide opportunities to learn about these resources.

Status: Active

Goal Year(s): 2016-17, 2017-18, 2020-21, 2021-22, 2022-23

Date Goal Entered (Optional): 06/09/2017

Report directly on Goal

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   10/20/2022

% Completed: 100

The Mt. SAC Library Marketing & Outreach team report 100% on their PIE activities. They have provided a report which includes covid non-closing-the-loop-reporting years to the present (attached). Highlights include surveying the department on marketing needs, holding a marketing contest, and involvement in developing a division newsletter.

Reporting Year: 2020-21   10/15/2022

% Completed: 50

Librarians held office hours to assist faculty with integrating library resources into their Canvas shell.

Librarians also send all faculty or all campus emails, facilitating workshops at faculty Flex Day and Classified Professional Development Day, and through our liaison work.

The marketing team is in the beginning stages of developing a comprehensive marketing plan with feedback from the library department. Part of this work included the development of a Purpose and Function Statement and collecting baseline needs assessment data.

Reporting Year: 2017-18   04/16/2019

% Completed: 100

High School Outreach - handout: Eva Rios-Alvarado, SE&O Librarian provided outreach support for 150 students from four different high schools from the Covina Valley Unified School District (CVUSD). Students were given a handout and short presentation. ERA

PIE - Library & Learning Resources: Library Instruction Unit

Related Documents:
2019.1.23.2019-winter-Dual-enrollment-gen-lib-flyer1.0FINAL.pdf

Resources Needed

Request - Full Funding Requested - Library Marketing Activities (Active)

*Describe Plans & Activities Supported (Justification of Need): Expand marketing strategies using a variety of strategies to increase student awareness of library resources and services.
Funding for color printing brochures, flyers, posters, booklets. Marketing materials will foster formalized and branded library presence for connectivity, awareness, and learning.

8.5 x 11 the price is $.10/side
8.5 x 14 & 11 x 17 the price is $.15/side
large format printer is $7.00/linear foot

$300.00 for the year is requested

*Lead: Student Equity and Outreach Librarian

What would success look like and how would you measure it?: Developed library marketing activities for services, programs, and instructional opportunities in the Library.

Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 300

Total Funding Requested: 300

Related Documents:
Library Marketing Activities (report-analysis).docx

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022
% Completed: 100
Ongoing, see report.
Related Documents:
Library Marketing Activities (report-analysis).docx

Reporting Year: 2017-18   04/16/2019
% Completed: 100
Outreach email blasts - announce email: Email Fall 2018, Email blasts were created and sent our through the announce listserv. Messages were to showcase the connection to library resources and services in relation to student success. Emails were sent through the term and guided the campus on how best to connect students to the library. ERA

Reporting Year: 2018-19   04/16/2019
% Completed: 100
Library Marketing Materials: Spring 2019, Student Equity & Outreach Librarian worked with Studio 13 (design lab) to develop professional, print marketing materials to outreach and market library activities, library workshop, library classes, and open library hours. ERA
Related Documents:
Sp19-SE-flier-library-final.pdf

Reporting Year: 2018-19   01/30/2019
% Completed: 100
Librarians participated in the Ganesha High School Dual Enrollment presentations describing library resources hosted by the Dual Enrollment Office for 120 high school students.

Learning Activities for Integrative Use of Library Tools, Resources, and Service (Active)

*Describe Plans & Activities Supported (Justification of Need): Teach faculty and staff how to integrate library resources into instruction. Increase awareness of the variety of Library resources available that support student success.

*Lead: Librarians

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. May include creation of cohesive suite of videos promoting library reference, workshops, and services.

Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.

Planning Unit Priority: Medium

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 50

During the pivot to remote instruction, Library faculty held office hours to assist faculty with online resources such as integrating library resources into their Canvas shell. Over the last few years, library faculty have shared information about library resources with faculty in numerous ways including all faculty or all campus emails, facilitating workshops at faculty Flex Day and Classified Professional Development Day, and through our liaison work. A faculty resource LibGuide is developed and maintained by Hong Guo. https://mtsac.libguides.com/faculty. This activity/goal is ongoing.

Reporting Year: 2018-19   01/31/2019

% Completed: 100

Library welcome back letter for faculty information packet. The flyer included multiple ways for faculty to connect students with the Library for academic support. Points included library tours and workshops, Sunday hours, pop librarians, library events and displays, working with library liaisons for collection development.

Related Documents:

Sp19-faculty-flex-letter.docx

Reporting Year: 2017-18   05/14/2018

% Completed: 50

Held liaison meetings with departments to discuss which resource would best serve students and how faculty can provide, access, or engage their students with resources.

Request - Full Funding Requested - Develop a Comprehensive Marketing Plan (Active)

*Describe Plans & Activities Supported (Justification of Need): Develop a comprehensive, written marketing plan to guide and coordinate Library Department and LLR Division marketing efforts. Funding would be used for professional development, supplies, and resources to support planning activities such as a marketing planning mini retreat for the department.

*Lead: Library Marketing Team

What would success look like and how would you measure it?: Completed plan with assessment components.

Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.

Planning Unit Priority: Medium

One-Time Funding Requested (if applicable): 300

Total Funding Requested: 300

Related Documents:

Develop Comprehensive Marketing Plan (report-analysis).docx

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022

% Completed: 25

Please see the report attached to this activity.

PIE - Library & Learning Resources: Library Instruction Unit

Related Documents:
Develop Comprehensive Marketing Plan (report-analysis).docx

Request - Full Funding Requested - Library Marketing Support
iPad: $609 + tax = $700 (https://www.apple.com/shop/buy-ipad/ipad-10-2/256gb-space-gray-wifi-cellular)
Signs and banners, including sidewalk signs: $700
Printing: $200 (Active)

*Describe Plans & Activities Supported (Justification of Need): Students and the entire campus community will have multiple methods to learn about library services, resources, and hours. The M&O Team is requesting funds to help in the promotion of library activities (via printing funds, signage stands, a banners). We request funds for 4 heavy duty sign holders and 1 banner to support marketing efforts across campus where there is high foot traffic.

Sign holders have dual functions. They can help serve for seasonal use and be placed at different locations on campus. The department can have an additional method to promote extended hours, share 0-week activities, promote specific dates of relevance, and share other messages that students might consider all in support of using the library.

Many campus units use this type of signage to promote their work including Psychology, Student Life, El Centro, and many other groups and departments.

A printing budget allows the library to expand its marketing formats with professional and visually appealing print materials to post in the library, in programs across campus, give to faculty to share with students directly for their awareness and navigational capital.

This money can be shared amongst the library faculty to support all our areas where we need print materials that are large posters, color copies, booklets, and other types of printing to support librarian instruction.

The iPad is meant to serve as tool to help in the creation of content that serves to support the promotion of the library. Librarians can use the iPad to take images, videos and more. Content will be posted on the library's website, in the soon to be created library newsletter, social media such as YouTube, and Instagram.

For the year 2023 and beyond we are requesting ongoing funding. The iPad and heavy duty signs are a one-time request. We request printing funds be ongoing. The current amount is an estimate based on talking with faculty and the current prices at Printing Services. Next year this amount might increase.
*Lead: Eva Rios-Alvarado
What would success look like and how would you measure it?: Success would mean more students using the library online and in person. It would also mean students having a deeper critical appreciation for how libraries relate to the student.
Type of Request: NON INSTRUCTIONAL EQUIPMENT: Tangible property with useful life of more than one year, other than land or buildings improvements, equal and over $500 per individual item. Used for administrative or non-instructional purposes.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 1650
Total Funding Requested: 1650

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/14/2022
% Completed: 0
This activity/resource request was added in Spring 2022. There is no report yet.

Map to Goals and College Themes

Old College Goals 2018

G1 - Expand and support innovation in teaching, learning, support, and management within the College.

PIE - Library & Learning Resources: Library Instruction Unit

Unit Goal Description: 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.

Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23
Date Goal Entered (Optional): 06/09/2017

Report directly on Goal

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   10/15/2022
% Completed: 50
Highlights of progress made toward this goal include:

- Some progress has been made in the area of eBook record improvement, but some procedures are yet to be developed such as a reporting system for tracking issues.
- The library website is under constant development as an instructional tool and regularly updated as a vehicle for information sharing. This activity is marked as 100% complete by the Online Learning Librarian; it is an ongoing activity.
- An eReserves service was piloted.

Resources Needed

In Progress - Library Discovery Systems Instruction (Active)
*Describe Plans & Activities Supported (Justification of Need): Expand awareness of the Library's discovery systems.
*Lead: Librarians, Marketing and Outreach Team
What would success look like and how would you measure it?: Developed plan with goals and assessment methods for increasing user awareness and use of the Library's discovery tools.
Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.
Planning Unit Priority: Medium

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/15/2022
% Completed: 75
A series of short instructional videos on searching for books and using online catalog features of OneSearch are being created for the Finding and Evaluating Books Canvas workshop. They are in the final stages of production. A few videos on the self-services features of the library system (e.g., how to renew books) may be added to the library website once finalized. (Also reported in the Instruction Goal, which is its main parent goal, under "Online Information Competency Learning Opportunities.")

Reporting Year: 2017-18   04/30/2018
% Completed: 100
Presented "Using the Library as Your Course Design Partner.

Reporting Year: 2017-18   02/26/2018
% Completed: 0
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.

Reporting Year: 2016-17   07/03/2017
% Completed: 50
The library workshop curriculum includes Finding and Evaluating Books, which teaches students how to find library items in

PIE - Library & Learning Resources: Library Instruction Unit

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).

Reporting Year: 2016-17   02/22/2017
% Completed: 100

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.

In Progress - Electronic Resource Management (Active)

***Describe Plans & Activities Supported (Justification of Need):** 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.

***Lead:** Esteban Aguilar

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.

Type of Request: RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking).

Planning Unit Priority: Medium

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/15/2022
% Completed: 25

Some progress has been made in the area of eBook record improvement and updating of library faculty. For eBook record improvement, videos were developed that showed how to complete the process and shared with the catalogers. Additionally, Alma task manager has been utilized to notify catalogers when a record needs to be updated. In terms of updating library faculty when an issue arises, emails now sent out with updates and updates are also posted on the reference LibGuide. Some procedures still need to be developed, like reporting form and statistical record keep of issues.

Reporting Year: 2017-18   05/14/2018
% Completed: 100

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.

Reporting Year: 2017-18   05/14/2018
% Completed: 100

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.

Reporting Year: 2017-18   05/14/2018
% Completed: 25

 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.

Reporting Year: 2016-17   04/30/2018

% Completed: 100

Migration from LibGuides version 1 to version 2 completed February 2017.

Related Documents:

[Website Update and LibGuideV2 Migration Evidence.docx](#)

Request - No Funding Requested - Website Management (Active)

*Describe Plans & Activities Supported (Justification of Need): Ensure up-to-date content on the Library website. Manage and troubleshoot Library website.

*Lead: Hong Guo

What would success look like and how would you measure it?: Accessible, trouble-free Library website with up-to-date content.

Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: High

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/15/2022

% Completed: 100

The library website serves multiple purposes. As an instructional tool, it is critical to keep the information up-to-date and issue-free to ensure access and ease of use for the college community. To that end, updates to the library website have been made promptly and consistently throughout the year to reflect changes in the library. For example, before Spring 2022 started, the library had to temporarily suspend a couple of services that required updates in multiple pages on the library website such as the homepage, online library page, how-to page, and the library navigation menu. Before Week 3 of Spring 2022, the website was updated to reflect the changes after the suspended services were resumed. As a marketing and engagement tool, the SPOTLIGHT section of the library homepage promoted library resources and services relevant to students' need (i.e. getting research help) and themes of the months (i.e. February, Black History Month).

Reporting Year: 2016-17   05/31/2017

% 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.

Related Documents:

[2017 Spring Library Website Usability Testing Results.pdf](#)

Reporting Year: 2016-17   02/02/2017

% 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.

Related Documents:

[Website Update and LibGuideV2 Migration Evidence.docx](#)

Request - No Funding Requested - Promoting Equity by Examining College History through Digital Photos (Active)

*Describe Plans & Activities Supported (Justification of Need): If approved by the SEAP Mini Grant, then no funding is needed for 2021-22.

Additional resources needed:

1. Workspace with large flat area for safe handling of photographic material
2. 27" or larger monitor

Promoting Equity by Examining College History through Digital Photos

----

The goal of this project is to create a digital photo collection of the college history. The primary resources of the college's history and heritage are a great instruction tool for student research and community engagement. The collection will support faculty instructional needs and serve as a college outreach and marketing resource.

Sharing the history of this community directly relates to equity work. Research on validation (Rendón, 1994) and sense of belonging (Hurtado & Carter, 1997; Strayhorn, 2012) demonstrates that students who feel a connection to their institution - better yet, a sense that they are a valued member of the campus community - have better academic outcomes. Drawing on these theoretical frameworks, this project leverages the power of shared history, self-authorship, and storytelling to help students to see themselves as part of the rich history of the College. Students who engage in the History project will partner with Librarians to digitize and catalog photographs in an effort to create a shared history of the institution. The project provides the opportunity to initiate important conversations about how the campus was developed, who was included in those decisions, and who may have been impacted (positively or negatively) by the creation of the institution. Through this process, students become active participants in giving voice to the past. In these ways, equity is at the forefront of this project.

*Lead: Hong Guo

What would success look like and how would you measure it?: The project is successful if at the end of the year, there are the following deliverables:

1. A digital collection of college history with 2500 photos
2. At least two research assignments created requiring use of the digital collection
3. Two training sessions completed: a) For faculty to integrate collection into curriculum; b) For students and community to learn from and use of the digital collection
4. A digital collection growth plan to sustain the effort and expand to include faculty sabbatical work, old college newspapers, student writings, and more

Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.

Planning Unit Priority: Medium

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/15/2022

% Completed: 25

Continued efforts were made to seek outside of department funding to purchase equipment, software, and supplies required to get the project officially started, including a SEAP mini-grant application. Not funded, still, preparation work was continuing, including setting up OMEKA S, an open-source software as the online system for digital collections, developing a draft record structure, and cataloging 5 pre-scanned photos from the Marketing Department's photo archives.

Request - No Funding Requested - Implementation of the Fully Funded eReserves Resources (Active)

*Describe Plans & Activities Supported (Justification of Need): If the resources related to establishing an eReserves service are funded, we will establish the systems, licenses, and subscriptions, develop workflows, and implement and promote the service.

*Lead: Kolap Samel, Esteban Aguilar, Associate Dean

What would success look like and how would you measure it?: The Mt. SAC Library would have a permanent eReserves system to meet the needs of our students.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/15/2022

% Completed: 50

Piloted a partially funded e-Reserves Resources in Winter 2022 and Spring 2022 using HEERF Funding. Staffing request not funded. Systems, license, subscriptions, workflow, implementation and promotion of the services were completed in Fall 2021, Winter 2022, and Spring 2022. However, future funding for Copyright Compliant e-Reserves Services is not guaranteed as HEERF

Funding ends Spring 2022. This activity is considered 50% complete as it has been piloted in Winter 2022 and Spring 2022. Demonstrating that e-Reserves Resources have been implemented somewhat at Mt. SAC. However, because it's not fully or permanently funded it's still not complete. (KS)

Related Documents:

RightFind #1 flyerForFaculty.pdf
e-Reserves AmLA course page via SpringShare.pdf
Implementation of the Fully Funded eReserves Resources - Analysis of Progress.pdf
Email to AllFaculty regarding RightFind Feb 2022.pdf
E-Reserves for Faculty Resources webpage.pdf

Reporting Year: 2020-21   06/15/2022
% Completed: 75

Implementation is underway. We are currently setting up the service for pilot in Winter 2022. Policies and request forms have been developed for instructional faculty. Messaging promoting the service has also been sent out to faculty. (EA)

Map to Goals and College Themes

Old College Goals 2018
G1 - Expand and support innovation in teaching, learning, support, and management within the College.

Unit Goal Description: 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, 2018-19, 2020-21, 2021-22, 2022-23
Date Goal Entered (Optional): 06/09/2017

Report directly on Goal

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   10/15/2022
% Completed: 25

Progress on this goal includes forming a faculty team to lead librarians in antiracism work, and inviting guest speakers to address the division regarding DEISA.

We are in the beginning stages of this work.

Resources Needed

In Progress - Cultural competencies development (Active)

*Describe Plans & Activities Supported (Justification of Need): 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: Dean and Library Department Chair
What would success look like and how would you measure it?: Reviewed Association of College & 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.
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: Medium

PIE - Library & Learning Resources: Library Instruction Unit

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/15/2022
% Completed: 25
Dr. Tiffany Kuo and Dr. Mica Stewart presented to the LLR Division regarding DEISA-related data and equity mindedness.
Spring 2022 division retreat will include DiSC analysis and activities.

Reporting Year: 2021-22   06/15/2022
% Completed: 25
Librarians formed an antiracism team. Work included identifying draft goals: at the individual level, starting with a clear
understanding of what it means to be an antiracist; at the department level, how to implement antiracist practices at the library
(from the library's physical layout, existing policies, procedures, and services, as well as curriculum and collection development).
A librarian from the sub-team shared a curated list of antiracist resources. The sub-team then led two department discussions
during library faculty meetings incorporating Ibram Kendi's videos to help differentiate an antiracist from "not a racist." Librarians
brainstormed ideas on how to continue with the work.

Reporting Year: 2017-18   05/18/2018
% 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.

Reporting Year: 2017-18   05/18/2018
% Completed: 25
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.

Reporting Year: 2017-18   05/14/2018
% Completed: 25
Librarians participated in campus-wide Leading for Equity opportunities to develop cultural competencies including attending
Cornel West, Sonja Nazario, and Colson Whitehead events.

Reporting Year: 2016-17   07/03/2017
% Completed: 25
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.

In Progress - Cultural competency plan (Active)

*Describe Plans & Activities Supported (Justification of Need): Implement a cultural competency plan to include
educational training programs that advance cultural competency in the Library and across campus.
*Lead: Dean and Library Department Chair
What would success look like and how would you measure it?: Implemented cultural competency plan to include educational
training programs that advance cultural competency in the Library and across campus.
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/
leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require
the assistance of POD.
Planning Unit Priority: Medium

PIE - Library & Learning Resources: Library Instruction Unit

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/15/2022
% Completed: 25

Guess speakers have been invited to Library-wide and LLR Division meetings. Examples include Dr. Tiffany Kuo and Dr. Mica Stewart to lead a discussion on DEISA data for the division. A formal plan has not yet been created. We will revisit this activity to determine if it should be broadened to the division-level and/or co-led by the librarian task force on antiracism.

Map to Goals and College Themes

Old College Goals 2018

G2 - Ensure fiscal stability and effective use of resources.

Unit Goal Description: Sustainability

Develop sustainability goals for the library that aligns with the College's core value and supports the campus Climate Action Plan.

Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23
Date Goal Entered (Optional): 06/09/2017

Report directly on Goal

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   10/15/2022
% Completed: 0

The lead on this goal and its activities has been out for an extended time. There has been no progress on this goal.

Resources Needed

In Progress - Library sustainability audit (Active)

*Describe Plans & Activities Supported (Justification of Need): Complete a Library sustainability audit.
*Lead: Chisa Uyeki

What would success look like and how would you measure it?: Completed analysis of the results for the Climate Commitment Implementation Committee (CCIC) questionnaire.
Identified actionable items for sustainability goals.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: Low

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/15/2022
% Completed: 0

No progress on this activity has been made since the last report. Activity may resume when the lead returns.

Reporting Year: 2017-18   05/18/2018
% Completed: 100

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.
Related Documents:
PIE_LibrarySustainability_9May2018.pdf

PIE - Library & Learning Resources: Library Instruction Unit

Map to Goals and College Themes

G4 - Sustain effective participatory governance and decision-making to ensure that the direction of the College is well informed and collectively implemented.

Unit Goal Description: 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.

Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2020-21, 2021-22, 2022-23
Date Goal Entered (Optional): 06/09/2017

Report directly on Goal

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   10/15/2022
% Completed: 50
Highlights of progress toward this goal include:

Attend campus activities with the lens of building a welcoming library and increase knowledge of library services, resources and themes.

Host library events which make our library more diverse and active, using themes of empowerment and fun.

Present at conferences and centers, and provide tours, about the library's purpose using creativity to inspire using the collections, space, and services.

The pandemic delayed the development of the Library Outreach Plan. The plan will be worked on in 2022-2023.

Resources Needed

In Progress - Outreach Programs, Events, and Activities (Active)
*Describe Plans & Activities Supported (Justification of Need): 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.
*Lead: Eva Rios-Alvarado
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.
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: Medium

Total Funding Requested: 0

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/15/2022
% Completed: 100
Participated in the ESL career fairs in 2021 and 2022. Library faculty and staff tabled at the F2F event. Library faculty created a video for the ESL Career Fair needs. The liaison to ESL and several other librarians typically participate in this event every year.

https://screencast-o-matic.com/watch/c3fjDnVqEBK

Related Documents:

ESLCareerFairLibrary

Reporting Year: 2021-22   06/15/2022

% Completed: 100

This activity is 100% completed. I ask that some of the themes and activities be consolidated into the Library Outreach Plan work. Some recommendations for needs and further work is included in this analysis. (ERA)

Related Documents:

Outreach Programs_ Events_ and Activities (report-analysis)).docx

[PIE_2018-19_LibraryReport_OutreachEngagement_ASSCEmbeddedLibrarian_JBurton_FINAL.pdf](#)

[PIE_2018-19_LibraryReport_OutreachEngagement_ISPEducationFair_JBurton_FINAL.pdf](#)

[PIE_2018-19_LibraryReport_OutreachEngagement_ISPSummerInstitute2018_JaredBurton_FINAL.pdf](#)

Reporting Year: 2018-19   04/16/2019

% Completed: 50

Pop-up Library - Spring 2019: Mt. SAC Pop-Up Libraries directly reach students outside of the library where they are on campus. Activities are done at Pop-Up Library to engage students, so they will come directly to the library in the future. Students can ask research questions, feel supported on their terms, and learn about the latest events, services, and resources. Student Benefits: • Empower students where they are • Transfer learned skills and use them at the library • Connect with a librarian first, then to the library. ERA

Reporting Year: 2017-18   04/16/2019

% Completed: 100

Library Exhibits Initiative: Library Exhibits, (2017 - 2019) Native American Inter-Tribal Student Alliance Club, "We are (still) here" International Student Program, "Lunar New Year" Student Club, "Adoptable Friends and Useful Animal Information" International Student Program, "Laos" International Student Program, "Indonesia" Maya Alvarez-Galvan sabbatical (forthcoming) ERA

Related Documents:

2019 Exhibits.pdf

Reporting Year: 2018-19   03/01/2019

% Completed: 100

Día de Muertos: The activity reached approximately 250 students. Students learned about Library and Academic Support and Achievement Center (ASAC) services and programs while participating in Día de Muertos activities such as providing pictures of lost loved ones or gifts such as skulls, candles, and flowers. The attached visual report documents student participation and engagement. The success of the activity supports making this an annual event. (lg)

Related Documents:

Dia de los Muertos Compilation.pdf

Reporting Year: 2018-19   01/30/2019

% Completed: 100

Outreach and equity data highlights from Fall 2018.

- Total students served from library outreach and equity 1,531
- Total faculty served from library outreach and equity 91
- Total staff served from library outreach and equity 135
- Total Zombie Outbreak attendance 57 students
- Why students came to Zombie Outreach:

Unknown 1

ABE Computer   9

Amla 90   1

ENG 1A   21

NA   8

Per Interest   5

STDY 85A 10

PIE - Library & Learning Resources: Library Instruction Unit

Reporting Year: 2018-19   01/30/2019

% Completed: 100

The Library was an active participant in the One Campus One Book project. In particular, a Library display with opportunities for student engagement was developed.

Related Documents:

[One Campus One Book Display Fall 2018.jpg](#)

[One Campus One Book Fall 2018.jpg](#)

[One Campus One Book Winter 2019.jpg](#)

Reporting Year: 2018-19   01/16/2019

% Completed: 100

Banned Books Week 2018 was held the week of (9/23 – 9/29). The 2018 theme was , "Banning Books Silences Stories," as a reminder that everyone needs to speak out against the tide of censorship. Activities included a Library display with to than a banned author, a film viewing of Good Morning, Vietnam, and a panel discussion - The Long Civil Rights/Chicanx Movement, Fabian Pavon and Four Dangerous Works, Lorin Geitner.

Related Documents:

[2018 Banned Books Week.pdf](#)

Reporting Year: 2018-19   07/24/2018

% Completed: 100

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.

Related Documents:

[STEP Tours Summer 2018 - Chart of Myths.docx](#)

Reporting Year: 2017-18   06/15/2018

% Completed: 100

Provided outreach to Dream Center students through the embedded librarian program. Attached report describes activities and outcomes.

Related Documents:

[2018 Spring Dream Center Student Equity Report.pdf](#)

Reporting Year: 2017-18   06/01/2018

% Completed: 100

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?"

Related Documents:

[SE-sp18GetLitFestReport.docx](#)

Reporting Year: 2017-18   05/18/2018

% Completed: 100

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.

Related Documents:

[Check us Out flyer.pdf](#)

[Booklists for Equity.png](#)

[Pride Embedded flyer.pdf](#)

Reporting Year: 2017-18   05/18/2018

% Completed: 100

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

Related Documents:
PIE_Report_ChoosePrivacyWeek_2018_FinalCombined.pdf

Reporting Year: 2017-18   05/18/2018
% Completed: 100
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. http://mtsac.libguides.com/exhibits/home

---

Reporting Year: 2017-18   05/18/2018
% Completed: 100
Library Welcome Days (LWD) is a two-day outreach and welcoming activity for the campus. LWD invites students to conceptualize the library as a dynamic environment where they can be involved in activities, access resources, and engage in civic participation and scholarship. Students design their own narratives of how and at what extent the Mt. SAC Library is a resource in their lives. Furthermore, LWD is the singular event where students can determine their own interests and actualize information seeking into their academic repertoire. ERA

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 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. lg

Library Welcome Days were held on March 6-7, 2017. The inaugural event was a huge success and will be an ongoing semester event.
Related Documents:
2017 Library Welcome Days Advertisement.jpg
WelcomeDays2018.pdf
SE-sp18LibWelcomeDaysReport.docx

Reporting Year: 2017-18   04/30/2018
% 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.
Related Documents:
ISC_Library_ConversationCircle_Report_23April2018.pdf

Reporting Year: 2017-18   04/30/2018
% Completed: 100
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.
Related Documents:
Sp-18-MtSAC-coloringbookv1.docx

Reporting Year: 2017-18   04/28/2018

% Completed: 100

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. lg

Mt. SAC Pop-Up Libraries directly reach students outside of the library where they are on campus. Activities are done at Pop-Up Library to engage students, so they will come directly to the library in the future. Students can ask research questions, feel supported on their terms, and learn about the latest events, services, and resources. Student Benefits: • Empower students where they are • Transfer learned skills and use them at the library • Connect with a librarian first, then to the library, ERA

Related Documents:
2017 Spring Outreach Schedule.pdf
PIE_B10PopUpLibrary_ABE_8May2018.pdf

Reporting Year: 2017-18   04/28/2018
% Completed: 100

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.

Related Documents:
2017 Spring Outreach Schedule.pdf

Reporting Year: 2017-18   04/28/2018
% 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.

Related Documents:
HarveyMilk.TeachIn.May2017.Recap.pdf

Reporting Year: 2016-17   04/28/2018
% 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.

Related Documents:
2017 Spring Privacy Week Advertisement Flyer.pdf
2017 Spring Privacy Week C. Schroeder Presentation.pptx

Reporting Year: 2017-18   04/28/2018
% 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.

Related Documents:
2018 Zine Making 101.docx
SE-sp18ZineReport.docx
Zines made.pdf
Speaker with Zine.pdf

Reporting Year: 2016-17   04/28/2018
% Completed: 100
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.
Related Documents:
[2017 Spring Library Zine.pdf](#)

Reporting Year: 2017-18   04/28/2018
% Completed: 25
As part of outreach goals to bring students to the library and learn more about services and resources a game-based intervention was piloted.

Reporting Year: 2016-17   07/03/2017
% Completed: 100
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.
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:
1. Purchase adaptable signage to invite students to the activity
2. Use better and professional looking sign holders
3. Use quality materials for flyers to convey professionalism
4. Increase marketing strategies through multiple channels
5. Increase funds for quality food and drink options to pique student curiosity
6. Provide students with branded marketing takeaways and swag (07/03/2017)
Related Documents:
[Student Equity - Report 2017 - Draft Review.pdf](#)

Request - Full Funding Requested - Continual Funding Support for Pop-Up Library (Active)
*Describe Plans & Activities Supported (Justification of Need): Several non-library faculty and staff have inquired about continuing Pop-Up Library. In particular, Noncredit and ESL have expressed how much they appreciate the Pop-Up Library near the bridge and how important it is to make students feel like they are part of the campus and that they are welcome in the library; the library is physically remote from that area of campus. It is a very successful and much-loved library program.

We are requesting funding to continually support the Pop-Up Library.

Color printing ($250)
Giveaways ($700)
Sodexo (24 sessions x $35 = $840) per full term, (9 sessions x $35 = $315) per intersession; total annually = $2,310
Adjunct salaries ($3,300) per full term, ($1,237.50) per intersession; total annually = $9,075

This request includes supplies, marketing, and adjunct salaries.
*Lead: Eva Rios-Alvarado
What would success look like and how would you measure it?: A successful program would be funded by the College to provide regularly scheduled Pop-Up Library locations in strategic spots on campus, including the pedestrian bridge near building 67A.

There would be at least 3 regular Pop-Up locations, with each offering 2-hour sessions 6 times throughout the semester (3 locations x 8 times = 24 Pop-Ups).
Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than $500.
Planning Unit Priority: Medium
One-Time Funding Requested (if applicable): 12335

PIE - Library & Learning Resources: Library Instruction Unit

Total Funding Requested: 12335

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/15/2022
% Completed: 50

Funding was not granted through PIE. We were able to provide some pop-up sessions in Spring 2022. We are looking for funding sources, and hope to provide pop-up library on a steady and ongoing basis.

Request - Full Funding Requested - Outreach Resources:

Honorarium money for experts and services for experts who support our events (example to pay an expert speaker, author, etc.): $10,000.00
Non-food Supplies for library activities: $1,000.00
Food supplies $700.00
Library branded student incentives: $1,000.00 (Active)

*Describe Plans & Activities Supported (Justification of Need): For this request we are asking for funds that support the library's outreach and engagement work. From ongoing outreach and engagement work, we know students (and the entire campus) appreciate and have come to count on librarians who serve in outreach and engagement activities.

These activities require supplies and funding which support the work either as direct supplies that go to students (such as student educational incentives such as food, library branded items) or money that goes to producing successful events (such as funds that provide expert work from the community for speakers and funds that pay for the supplies required of events). Supplies can vary from art supplies to expert honorariums, to themed decorations, etc.). These supplies make the event look more professional to ensure students know events are invested in and promote the college experience.

The library started to have more campus wide activities which include Library Welcome Week and seasonal events that support student learning and instill a sense of navigational capital that aides in the connections between information literacy for lifelong learning and knowing where to start when asked to college level research.

Events can be tied to themes of anti-racism and Ethnic Studies such as our 2022 Black History Month event "Capoeira: Africa, Brazil, to LA." They can include instructional opportunities and collaboration with on campus experts and off campus experts. Funds for library events support student learning, celebrate diverse campus student stakeholder identities, and encourage a welcoming community environment which establishes the foundation of present to future student library use.

Example of a library event:

Library Welcome Week (LWW)

LWWs usually occurs in week 1, 2, or 3 of Fall and Spring. This outreach and engagement activity was created from reviewing library student equity qualitative data. Campus counselors have shared that the library needed to be more welcoming in 2015. Students have also anecdotally validated this need.

During LWW librarians and library staff establish a culture of student belonging. Activities take place to support and seed community building and trust. Snacks are provided to show care. As part of outreach efforts, library faculty and staff share library services and highlight library resources. Students can consider how the library fits into their college experience.

For the year 2023 and beyond (we are requesting ongoing funding to institutionalize our work) the Marketing and Outreach Team would like to be able to hold LWW in the fall of every term and create other activities through the year. We would like to collaborate with the department and support any other activities the department would like to have to continue our library engagement.

*Lead: Eva Rios-Alvarado

What would success look like and how would you measure it?: Success would mean more students using the library online and in person. It would also mean students having a deeper critical appreciation for how libraries relate to the student.

Example of how to measure success:

Student emails would be captured by Library faculty and/or staff who engage with the students during LWW activities. An incentive would be delivered to students to encourage their return to engage in at least 1 library instructional or service experience (online or in person) during the same semester.

A follow-up email will be sent before week 8 to thank the students who engaged during LWW activities. This email will promote Library services to students and deliver a "ticket" to redeem their incentive.

A final email will be sent week 15 to the same students to request that they take a survey that includes the criteria for success (asking if they engaged in at least 1 library instructional or service experience (online or in person) during the same semester, after LWW).

The data collected from the survey will be used to determine if at least 20% of survey respondents attended LWW and engaged in at least 1 library instructional or service experience (online or in person) during the same semester, after the LWW event.
Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than $500.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 12700
Total Funding Requested: 12700

1. Where We Make an Impact: Closing the Loop on Goals and Resources
Reporting Year: 2021-22   06/15/2022
% Completed: 0
This request was added in spring 2022. No report yet.

Request - Full Funding Requested - Library Outreach Plan (Active)
*Describe Plans & Activities Supported (Justification of Need): Develop a comprehensive, written outreach plan to guide outreach programming and ensure the programming meet student needs. Funding for education incentives, welcoming candy, healthy light snacks for outreach at campus events, classroom visits, and outreach/instruction collaborations with Student Services Programs and Faculty.
Examples of librarian outreach work that would benefit from funding: Library Welcome Week, collaborations with the STEP Summer library outreach (with Counseling faculty), ART+FEM Wikipedia Edit-a-thon, Equity Program librarian visits to events (pop-up libraries and embedded librarians), campus fairs/orientations when librarians are asked to be present such as De-Stress Fest and Constitution Day.
*Lead: Eva Rios-Alvarado
What would success look like and how would you measure it?: Completed plan with an assessment component.
Type of Request: RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking).
Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 1200
Total Funding Requested: 1200

1. Where We Make an Impact: Closing the Loop on Goals and Resources
Reporting Year: 2021-22   06/15/2022
% Completed: 25
This work is still in progress. It is about 30% complete. More planning + reflection, outreach literature research, and feedback from the department are needed to complete this activity.
Related Documents:
Library Outreach Plan (report-analysis) 2018-2021.docx

Reporting Year: 2017-18   05/18/2018
% Completed: 25
While a comprehensive plan still needs to be written, 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.

PIE - Library & Learning Resources: Library Instruction Unit

Related Documents:
[Student_Equity_Strategy-Fall2016v.Final.pdf](#)
[FINAL-SE2017-chart.pdf](#)

Reporting Year: 2017-18   04/28/2018
% Completed: 0

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.

Unit Goal Description: 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.

Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2020-21, 2021-22, 2022-23
Date Goal Entered (Optional): 05/25/2017

Report directly on Goal

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   10/15/2022
% Completed: 50

Extensive work on Open Educational Resources (OER) has contributed to progress on this goal.
Highlights include receiving a SEAP grant to develop an OER community of practice, examining ZCT marked courses, developing marketing materials with Studio 13, and developing a LibGuide.

Reporting Year: 2018-19   12/14/2018
% Completed: 100

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.
Related Documents:
[Student Thank you 2018.12.pdf](#)

Resources Needed

Request - Full Funding Requested - Library Reserve Textbooks (Active)
*Describe Plans & Activities Supported (Justification of Need): Increase student access to textbooks in the library.
*Lead: Kolap Samel
What would success look like and how would you measure it?: Purchased textbooks with circulation reports indicating use.
Type of Request: INSTRUCTIONAL EQUIPMENT: Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500.
Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 20000
Total Funding Requested: 20000

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2016-17   02/27/2018
% Completed: 100

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.

PIE - Library & Learning Resources: Library Instruction Unit

Related Documents:
2017 Spring Textbook Research Comments.Demographic profile.pdf
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   09/25/2017
% 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.

Request - Full Funding Requested - Open Educational Resources Project (Active)

*Describe Plans & Activities Supported (Justification of Need): Gain further adoption of OER, low cost textbooks, and library subscribed resources. Activities to help with this would be professional development workshops for faculty, to be taught by library faculty. Would also involve professional development conferences, such and Open Education Conference. Funding would be used for professional growth opportunities, such as conferences, workshops, certificate courses, etc.
*Lead: Esteban Aguilar, Monika Chavez, Romelia Salinas

What would success look like and how would you measure it?: Success would be measured in different ways, such as student retention rates, wider adoption of OER, low cost textbooks, and library resources by faculty, student savings, student grades.
Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.
Planning Unit Priority: High

On-Going Funding Requested (if applicable): 5000
Total Funding Requested: 5000

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Reporting Year: 2021-22   06/15/2022
% Completed: 50

Major updates include receiving a SEAP grant to conduct an OER Community of Practice. A second major project we have started working on is conducting an environmental scan to see how many ZCT marked courses are actually using an OER/no-cost textbook. We want to recognize those faculty as OER/equity champions with OER related swag. Additionally, we were able to use Title V money to conduct a course report project, in which faculty research what OER is available for their chosen course to see if it could replace the current, for-cost textbook. We had 8 faculty participants. If OER on their topic was found to be sufficient enough to move away from the for-cost textbook in favor of OER material, the potential savings to students could be as high as $125,931 for these 8 courses alone. To help spread awareness of these and other initiatives, we started working with Studio 13 to develop marketing materials, such as email banners, email templates, and logos. We've used these materials on our calls for participants in our projects. Also, we've started building out our LibGuide to include information on current projects and well as information on OER. In the last year, we've had 5,522 visitors to our LibGuide. We are also in the process of building a dedicated website. In order to keep this momentum and make the OER movement sustainable, on-going funding is necessary.

Reporting Year: 2020-21   06/12/2021
% Completed: 25

In Fall 2019, the Library worked on the CVC-OEI grant: Improving Career Pathways. For this, we created workshops that supported faculty in their adoption, adaption, and creation of open educational resources. After moving online due to the pandemic, we moved our workshops to be asynchronous online. We gave out 22 awards to faculty in Fall 2019, and gave out 12 awards in Summer 2020.

In Spring 2019 there were 115 classes marked as no-cost in the Schedule of Classes. In Spring 2020, there were 154 classes marked as no-cost. This was 39 more classes, or a 34% increase. In Spring 2021, there were 360 classes marked as no-cost. This was 206 more classes, or an increase of 133%.

PIE - Library & Learning Resources: Library Instruction Unit

We have met our goal of seeing an increase in OER, but we see a need to increase the number of classes and sustain the classes that have moved over to OER. To accomplish this, we established the Library Initiative for Equitable and Affordable Learning. Studies show that students achieve as well or better when classes use OER as their main textbook.

What progress has your unit made with the resources provided?

Are you or will you meet your expected outcomes?

How has the implementation of this plan impacted student success.