

1. Assessment Plan - Four Column



PIE - Library & Learning Resources: Library Instruction Unit

Narrative Reporting Year

2018-19

Contact Person: Pauline Swartz

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Critical Decisions Made by Unit: LIBRARY BUILDING ACCESS

Librarians supported opening the south doors to improve access to Learning Assistance resources, Library Annex seating, and encourage students to move freely throughout the building.

QUESTIONPOINT ONLINE REFERENCE

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

LIBRARY TOUR ASSESSMENT

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

ONLINE INFORMATION COMPETENCY OPTIONS

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

SUNDAYS FOR WINTER INTERSESSION

Opened Sundays during the Winter 2018 intersession for a total of five additional open days

WINTER INTERSESSION HOURS

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

DUAL ENROLLMENT

Decided not to teach dual enrollment classes at this time.

MINIMUM QUALIFICATIONS EQUIVALENCY

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

FACULTY POSITIONS

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

FACULTY POSITIONS

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

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

- Usha Chhabra
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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

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

Request - Full Funding Requested - Children’s Reading Alcove

***Describe Plans & Activities Supported (Justification of Need):** Improve facilities for the children's collection, which supports students in the Child Development program and Teacher Preparation Institute (TPI) as well as providing reading resources for faculty, staff, and student families. Enhance the

Reporting Year: 2017-18

% Completed: 50

The Children's Collection was moved to the alcove; however, no additional modifications have been completed. The physical modifications required for the area was added to the Library Administrative PIE. With the move of the Children's Collection to the alcove area it is easier to visualize the need for physical modification. A purpose statement for this area is complete. Furniture has been selected and is on order for the Children's Collection alcove. It will be installed before the end of the 20178-18 fiscal

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	<p>children's reading area to support the interactive nature of reading and highlight a collection of award-winning titles represented by Caldecott Medal, Newbery Medal, Pura Belpre Medal, and Coretta Scott King Award winners. Create a safe area for small children to read and interact with the books surrounded by three walls and is not a public walkway.</p> <p>*Lead: Library faculty Jared Burton and Chisa Uyeki, members of the Reinventing the Library working group</p> <p>What would success look like and how would you measure it?: Assessed physical space to ensure the space will accommodate the collection. Relocated children's collection and reading area the in northeast corner of the library with child-appropriate shelving and furniture. Completed area for children's books to be located in a dedicated area away from heavily used walkways and eliminates the need for children to sit on the floor in the path of students coming and going.</p> <p>Planning Unit Priority: Medium</p> <p>Request - Full Funding Requested - Accessibility Audit for Room 6-238</p> <p>*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.</p>	<p>year. Signage is also being considered. (04/24/2018)</p> <p>Reporting Year: 2017-18</p> <p>% Completed: 0</p> <p>An audit has not been arranged. (04/25/2018)</p>

Unit Goals

Resources Needed

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

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.

Planning Unit Priority: Medium

Request - Full Funding Requested - Printing Space

***Describe Plans & Activities**

Supported (Justification of Need):

Eliminate disruption to studying and research created by printing queues snaking around tables used by students studying in the library. Improve the study environment by decreasing noise and distractions created by students printing. Extricate two activities not well paired and increase the ability of students to concentrate on their work. Reduce the number of times Librarians are asked to address technical and mechanical printing problems as the printers and copiers are located in close proximity to the Reference Desk. Eliminate the need for Librarians to ask students to wait

Reporting Year: 2018-19

% Completed: 50

Need for printing space continues and will continue until a new building is built. The new furniture placement has provided some relief to disruptive queues. (02/27/2019)

Reporting Year: 2017-18

% Completed: 25

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

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	<p>for research assistance while they troubleshoot printing problems.</p> <p>*Lead: Associate Dean, Library and Learning Resources and Library Department Chair</p> <p>What would success look like and how would you measure it?: Eliminated printing queues snaking around tables waiting for access to the printers. Decreased disruption and interruption to students studying. Increased student satisfaction of printing services. Relocated printing services to a larger space away from the Reference Desk with a substantial decrease in technical questions asked of the Reference Librarians, which can be as high as 604 questions per month.</p> <p>Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.</p> <p>Planning Unit Priority: Medium</p> <p>One-Time Funding Requested (if applicable): 150000</p> <p>Request - Full Funding Requested - Computers for Reference Desk and Instruction</p> <p>*Describe Plans & Activities Supported (Justification of Need): Provide reference, research, and instruction to students using up-to-date technology by ensuring computers used for reference and instruction are replaced when older than five years as outlined in the College faculty replacement guidelines.</p>	<p>direction of the print lines. Reassessment will be done when the furniture is installed. (04/06/2018)</p> <p>Reporting Year: 2018-19 % Completed: 100 Reference Desk computers were replaced in February 2019. After IT resolved functional problems multiple times during the Winter 2019 intersession, computers with big enough cases to house the required video card for three monitors were identified and installed. Additionally, the operating system was updated to the most current version. The computers stabilized Reference services for students and provided a more secure computing environment for the Reference Desk. (02/27/2019)</p> <hr/> <p>Reporting Year: 2017-18 % Completed: 100</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	<p>*Lead: IT, Library Department Chair, and Associate Dean, Library and Learning Resources</p> <p>What would success look like and how would you measure it?: Reference Desk and Instruction computers in 6-238 and used by librarians at the Reference Desk are no older than the 5-year standard.</p> <p>Planning Unit Priority: Medium</p> <p>One-Time Funding Requested (if applicable): 6000</p> <p>Request - Full Funding Requested - Reconfigured Information Desk and Re-purposed Reference Space</p> <p>*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.</p> <p>*Lead: Librarians and Dean</p> <p>What would success look like and how would you measure it?: Improved access for students in wheelchairs or other physical disabilities while receiving reference</p>	<p>Reference desk computers and instructional computers have not been evaluated to ensure they are up-to-date and follow the 5-year life-cycle standard used by the College. (04/28/2018)</p> <hr/> <p>Reporting Year: 2017-18 % Completed: 100</p> <p>The original request for the replacement of staff and faculty computers over 8-years old was modified with the creation of a Library Administrative PIE. Staff computers are addressed in the Administrative PIE and faculty, according to current IT guidelines, may request a new computer if their current computers is over 5-years old. (04/25/2018)</p> <p>Reporting Year: 2017-18 % Completed: 25</p> <p>Input from full-time and adjunct librarians was gathered. Design plans were proposed, critiqued, and more recommendations given based on the proposal. The request for the modifications was the number one request when the Instruction Team prioritized project funding. There has been not action since then and the project status is unclear. (04/27/2018)</p>

Unit Goals

Resources Needed

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

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

In Progress - Search Stations

***Describe Plans & Activities**

Supported (Justification of Need): Install stationary search stations in the shelving areas or purchase appropriate mobile device to allow roving research in the library collections. Help students at their point of need by eliminating the need to return to the Reference area to complete a catalog or database search.

***Lead:** IT and Librarians and LLR Associate Dean

What would success look like and how would you measure it?: Installed search stations in strategic locations throughout the stacks or purchased dedicated mobile device.

Planning Unit Priority: Low

Reporting Year: 2016-17

% Completed: 0

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

Unit Goals

Resources Needed

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

One-Time Funding Requested (if applicable): 1500

Request - No Funding Requested -
Library Space Plan

***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.

***Lead:** Associate Dean, Library and Learning Assistance and Library faculty

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

Completed plan

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

Planning Unit Priority: Medium

Request - Full Funding Requested -
Power Sources for Student Devices

***Describe Plans & Activities**

Supported (Justification of Need):
Support the use of personal devices by students to complete their assignments by providing adequate power sources.

***Lead:** Division Office

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

Increased number of power sources for personal devices.

Planning Unit Priority: Medium

Request - Full Funding Requested -
Comfortable Seating for Students

***Describe Plans & Activities**

Supported (Justification of Need):

Reporting Year: 2017-18

% 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. (05/14/2018)

Reporting Year: 2017-18

% Completed: 25

The Library purchased two, with a third pending, cell phone charging stations. Power for other devices remains a concern. (05/14/2018)

Reporting Year: 2017-18

% Completed: 25

As reported in the Library space plan section new seating

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	<p>Create a comfortable study environment and provide a variety of seating options to address personal preference or needs.</p> <p>*Lead: Associate Dean, Library and Learning Assistance</p> <p>What would success look like and how would you measure it?:</p> <p>Replaced seating as well as increased variety of seating options.</p> <p>Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.</p> <p>Planning Unit Priority: Medium</p> <p>One-Time Funding Requested (if applicable): 10000</p>	<p>for select areas and will be installed. Most of the pieces chosen were those rated the highest in the student surveys gathered at the Library's furniture demonstration. (05/14/2018)</p> <hr/> <p>Reporting Year: 2017-18</p> <p>% Completed: 50</p> <p>A library committee consisting of staff, faculty, and management reviewed the furniture and seating needs of the students, developed a plan, and selected and purchased furnishings for the library. While the Library Administrative PIE includes the specific information about the furnishings, the environment, which includes furniture is essential for a positive learning environment. (04/25/2018)</p>
	<p>Request - Full Funding Requested - Library Hours</p> <p>*Describe Plans & Activities Supported (Justification of Need):</p> <p>Expand hours during intersessions to include Sundays and evening hours.</p> <p>*Lead: Department Chair</p> <p>What would success look like and how would you measure it?: During the intersessions the Library is open on Sundays for at least 8.5 hours, preferably from 1:00 pm to 9:30 pm. During the intersessions the Library is open Monday through Thursday until 9:30 pm. Continued Sunday hours during the fall and spring semesters.</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: Medium</p>	<p>Reporting Year: 2018-19</p> <p>% Completed: 100</p> <p>Sunday hours and evening hours to 9:30 pm were offered during the Winter 2019 Intersession. During the 2018 Winter Intersession, the head count was 2,406 and for the 2019 Winter Intersession the head count was 1,892, which is a -21% change. As there may be multiple reasons for a decrease in the head count such as overall number of students attending the intersession or the mix of classes offered, the head count number is large enough to continue keeping the Library open on Sundays during the winter intersession. Head counts for the hours of 7:30 to 9:30 are not kept. These hours had been reduced during a downturn in the economy and were re-instated as the economy strengthened. (03/01/2019)</p> <hr/> <p>Reporting Year: 2017-18</p> <p>% Completed: 100</p> <p>Sunday hours were initially offered only during the primary semesters. Based on the healthy attendance during fall and spring, student requests for more library hours during the intersessions, and the need to maximize use of space, hours were extended during the 2018 Winter intersession.</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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The library, previously closed on Sundays, was opened from 1:00 pm to 9:30 pm on Sunday. An additional two hours were added on Monday through Thursday from 7:30 pm to 9:30 pm. Previously the library closed at 7:30 pm on those days. (04/28/2018)

Reporting Year: 2017-18

% Completed: 100

Opening the Library on Sunday from 1:00 to 9:30 is part of the Student Equity Plan. The goal of additional hours was to provide student increased access to reserve textbooks. Along with that goal the additional hours allowed students increased access to computers, week-end study time and space, and librarian assistance. Having the library open seven days a week maximizes the building space and alleviates some of the pressure of inadequate library space for the number of students desiring to use the Library. Sunday hours have been well-received and attended. The attached heat map highlights the hours in which there are more than 100 student are in the building. (04/23/2018)

Related Documents:

[Heat Map of Sunday Attendance.docx](#)

Request - Full Funding Requested -
Mobile BrightLink Table/Screen and Projector

***Describe Plans & Activities**

Supported (Justification of Need):

Library faculty need flexible instructional space to nimbly respond to the instructional need at hand. A mobile BrightLink system would allow Library faculty to use our current classroom more effectively (e.g., move the short portion of the tours out of the classroom so we do not create unnecessary scheduling conflicts for full research workshop sessions and credit classes) and bring innovative, informal, or impromptu information

Unit Goals

Resources Needed

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

competency learning opportunities in a highly visible instructional space - the reference area and elsewhere. When not used for instruction, the BrightLink may be used to promote library workshops, tours, and other offerings and services and replace the current whiteboard occupying the space near the reference desk. Motorized Interactive Table: <https://epson.com/Accessories/Projector-Accessories/Motorized-Interactive-Table-for-BrightLink-Pro/p/V12H893020> Projection System: https://protechprojection.com/search.php?search_query=1470Ui§ion=product

***Lead:** Hong Guo

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

Scheduling of library research workshops and credit classes would not be impacted by the short segment of the tour that takes place in the classroom. Library faculty could facilitate instructional activities that require a screen and projector anywhere in the library. Data would show an increase in the number of research workshops we are able to offer without the tour scheduling conflict. Data would also show that we are able to use the library instructional space more effectively to schedule on-demand research workshops for courses and a decrease in needing to identify available teaching space outside of the library.

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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
One-Time Funding Requested (if applicable): 6500

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
Date Goal Entered (Optional): 05/25/2017

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

Reporting Year: 2018-19
% Completed: 75
 A candidate has accepted an offer for the Career and Technical Education (CTE) Librarian position in late Spring 2019. Board approval is anticipated at the June 2019 meeting. The start date is set for July 1, 2019. (06/07/2019)

Reporting Year: 2018-19
% Completed: 25
 A Career and Technical (CTE) Librarian was approved during the 2018-19 faculty position prioritization process. The position is open and the selection and interviewing process began December 2018. Interviews will be conducted during Spring 2019 with a July 2019 hire date. (01/16/2019)

Reporting Year: 2017-18
% Completed: 100
 The position was not rated high enough during the campus prioritization process. The position continues to be a priority. During the next prioritization period the position will be modified as necessary and re-submitted for approval in order to meet the needs of Career and Technical Education (CTE) students. As the Library currently has limited capacity to support CTE students, a Librarian with skills and expertise specific to CTE library support is required. (04/25/2018)

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	<p>Request - Full Funding Requested - Public Services, Reference, and Instruction Librarian</p> <p>*Describe Plans & Activities Supported (Justification of Need): Support public and access services to include responsibilities in instruction and reference. Support an increased demand in research instruction and support workshops as a result of changes in math and English placement criteria fulfilling multiple measures. Be responsible for media librarianship to replace the lost of expertise resulting from a retirement.</p> <p>*Lead: Library Department Chair</p> <p>What would success look like and how would you measure it?: Hired librarian with not only excellent librarian skills, but also expertise to address specific public service improvement initiatives and instruction proficiency for a wide range of student readiness.</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: Medium</p> <p>On-Going Funding Requested (if applicable): 100000</p>	<p>Reporting Year: 2018-19 % Completed: 75 A candidate has accepted an offer for the General Librarian with an emphasis on public services position in late Spring 2019. Board approval is anticipated at the June 2019 meeting. The start date is set for July 1, 2019. (06/07/2019)</p> <hr/> <p>Reporting Year: 2018-19 % Completed: 25 The Library Department requested two General Librarian positions. One position was approved during the 2018-19 faculty prioritization process. The position is open and the selection and interviewing process began December 2018. Interviews will be conducted during Spring 2019 with a July 2019 hire date. (01/16/2019)</p> <hr/> <p>Reporting Year: 2017-18 % Completed: 100 The position was not rated high enough during the prioritization process. There is an ongoing need for at least one additional librarian to fill a position resulting from a retirement. The position description needs to be analyzed to ensure it meets the growing information competency needs created by multiple measures, dual enrollment, strong workforce, and other initiatives. (04/25/2018)</p>
	<p>Request - Full Funding Requested - 67% adjunct reference and instruction librarian</p> <p>*Describe Plans & Activities Supported (Justification of Need): Hire an adjunct reference librarian to provide information competency and research workshops in the library to support multiple measures</p>	<p>Reporting Year: 2018-19 % Completed: 100 The request was denied. Continued effort will be made to obtain adequate adjunct support to support academic support needs generated by AB 705. (01/16/2019)</p>

Unit Goals

Resources Needed

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

as outlined in AB 705 to explore "low or noncredit support options."
Provide individualized research instruction at the Reference Desk and augment the current level of support for one-on-one research and reference assistance as part of the noncredit support option.

***Lead:** Department Chair

What would success look like and how would you measure it?: Ability to provide additional library workshops and reference and research support. Previous correlative research indicated that students who participate in the library competency workshops show more positive course outcomes with a 20% impact on course success and an 8% impact on course retention.

Success would be measured in the ability to provide additional opportunities for students to participate in a Library workshop.

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

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 52000

Related Documents:

[Assembly Bill No. 705.pdf](#)

Request - Full Funding Requested -
Reference and Instruction Librarian

***Describe Plans & Activities**

Supported (Justification of Need):

Fill a librarian position resulting from a retirement in 2019.

***Lead:** Library Department Chair

What would success look like and

Unit Goals

Resources Needed

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

how would you measure it?: Hired librarian with expertise in instruction and reference in academic libraries.

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

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 100000

Request - Full Funding Requested - Reference and Instruction Librarian

***Describe Plans & Activities**

Supported (Justification of Need):

This is a growth position to support an increased need and for strategic and innovative information competency instruction and programming due to changes in math and English placement criteria fulfilling multiple measures, Guided Pathways, and other College and statewide initiatives.

***Lead:** Library Department Chair

What would success look like and

how would you measure it?: A

librarian with expertise in information competency instruction and reference in academic libraries and proficiency serving a wide range of student readiness would be hired.

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

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 100000

Request - Full Funding Requested - Technical Assistance for Reference

Services, Staff Position

***Describe Plans & Activities**

Unit Goals

Resources Needed

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

Supported (Justification of Need):

Library faculty have observed a steady increase in the need for them to resolve technical questions such as printing and copying questions/problems. Such questions are to be addressed and resolved by Library Technicians, allowing the Library faculty member to focus on research-related questions and other interactions which require instruction and librarian expertise. The current staffing situation for Library Technicians at the reference desk is insufficient, leading Library faculty to absorb the duties assigned to Library Technicians. Before Library faculty can offer both typical and innovative reference strategies such as one-on-one research consultations, reference embedded in courses, or a more robust online reference service, the demand for Library faculty attention to technical problems that should be addressed by technicians must be reduced.

***Lead:** Associate Dean

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

Decrease in technical problems students encounter in the library. Adequate and appropriate staffing in the library to address students' technical questions. Library faculty available to engage in effective and innovative reference service.

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

Planning Unit Priority: Medium

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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On-Going Funding Requested (if applicable): 75000

Request - No Funding Requested -
 New Library Faculty Orientation Curriculum

***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. Through this process, the current Library faculty will come to a shared and united understanding ourselves. 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.

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

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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 could 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

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

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

In Progress - Comprehensive Information Competency Instructional Program

***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.

***Lead:** Librarians

Reporting Year: 2016-17

% Completed: 100

Identifies the scope of students served by department. The majority of students attending workshops were speech and English students with child development, history and reading also attending. (08/02/2018)

Related Documents:

[2016 Report on Workshop Attendance by Department.pdf](#)

Reporting Year: 2016-17

% Completed: 100

Of 4,600 student who completed a workshop, 53% take the workshop because it is required for class, 37% for extra credit, and 10% attend the workshop because of personal interest. Based on these findings one can conclude

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	<p>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.</p> <p>Type of Request: RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking).</p> <p>Planning Unit Priority: Medium</p>	<p>students need the motivation of a requirement or extra credit to attend a workshop. (08/02/2018)</p> <p>Related Documents: 2016 Report on Workshop Attendance by Reason.pdf</p> <hr/> <p>Reporting Year: 2017-18 % Completed: 50</p> <p>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. (05/17/2018)</p> <hr/> <p>Reporting Year: 2017-18 % Completed: 100</p> <p>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</p>

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the Library Tour. The Librarians will continue to schedule library tours during primary semesters and intersessions and establish an assessment schedule eliminating an assessment after each tour as the the qualitative results indicate the tours are an important part of the information competency curriculum and will continued to be offered. (12/19/2017)

Related Documents:

[Report on Mt SAC Library Tour by M. Emery.pdf](#)

Reporting Year: 2016-17

% 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 (07/13/2017)

Reporting Year: 2016-17

% Completed: 100

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

Related Documents:

[Biology History.PDF](#)

Reporting Year: 2016-17

% Completed: 100

Library tours were introduced during Summer 2016. They

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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. (07/06/2017)

Reporting Year: 2016-17

% 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. (07/06/2017)

Related Documents:

[LibraryTour_Analysis_SummerFall_2016_Report.pdf](#)

Reporting Year: 2015-16

% Completed: 100

Created guides outlining the research process to assist

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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students complete library research and in support of the Student Equity Plan. The outlines and a downloadable research guide is complete. (06/30/2017)

Related Documents:

[Student Equity Research Guide Outline.docx](#)

[Student Equity Presentation Outline.docx](#)

[Student Equity Presentation - Research Guides.pptx](#)

[Research checklist.docx](#)

Request - Full Funding Requested -

Information Competency Instruction Master Plan

***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,

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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additional face-to-face learning experiences referred to in the Outreach portion of this PIE, library research guides, (i.e., LibGuides), credit Library courses, and stand alone digital learning objects on the Mt. SAC Library website, and other instructional activities that require faculty instruction. This will be a working document that will include regular discussion among library faculty and evaluation for continuous improvement of the plan. The goal of the plan is to provide a comprehensive information literacy curriculum to meet the needs of Mt. SAC students.

***Lead:** Librarians

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

Request - Full Funding Requested - English as a Second Language (ESL) Tours and Instruction

***Describe Plans & Activities**

Supported (Justification of Need):

Provide Library tours and instruction to highlight resources purchased specifically for ESL students. Prepare instruction with ESL students' language level in mind.

***Lead:** Pauline Swartz

What would success look like and

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how would you measure it?: ESL tours and instruction developed, offered, and assessed.

Planning Unit Priority: Medium

Request - Full Funding Requested - Instruction for Programs Serving Student Equity Populations

***Describe Plans & Activities**

Supported (Justification of Need): Provide instruction for programs serving student equity populations such as the Bridge Program.

***Lead:** Pauline Swartz

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

Collaboration with ENGL 1A professors teaching Bridge students to develop instruction for student equity populations that are planned, offered, and assessed.

Planning Unit Priority: Medium

In Progress - Online Information Competency Learning Opportunities

***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.

Reporting Year: 2017-18

% Completed: 25

Zombie Outbreak student equity intervention (06/15/2018)

Related Documents:

[Find the antidote.rev.pdf](#)

[They're coming.rev.pdf](#)

Reporting Year: 2018-19

% 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 (03/15/2019)

Related Documents:

[PIE_2018-](#)

[19_Burton_Reference_ResearchGuide_FashionDepartment_FINAL.pdf](#)

Reporting Year: 2017-18

% Completed: 75

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

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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rotation assessment plan would be developed, approved by the Library Department, and implemented.

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

Planning Unit Priority: Medium

Request - Full Funding Requested - Student Success and Library Research

***Describe Plans & Activities Supported (Justification of Need):** Complete quantitative and qualitative research studies to determine whether student participation and engagement in Library's services and programs correlate with student retention and success. Complete correlation studies with support from Research and Institutional Effectiveness (RIE). Analyze the library's instruction program's contribution to student success. Convey student success using a variety of reporting techniques and based on outcomes analysis or correlative research.

***Lead:** LeAnn Garrett

What would success look like and how would you measure it?: Statistically significant correlation between student success and retention with student engagement or participation in Library services and programs. Completed research and analysis using a variety of dissemination methods.

Type of Request: RESEARCH

Reporting Year: 2017-18

% Completed: 100

Students who participate in the Library information competency workshops have more positive course outcomes than students who do not participate. Women are more likely to participate, and men less likely to do so. Considering gender and ethnicity, all ethnic groups of women are more common among workshop participants than they are at Mt. SAC overall (except white women who are 9% less common than expected). Conversely, all ethnic groups of men are less common among workshop participants than they are at Mt. SAC overall (except Asian men who are about as common as would be expected).

(04/06/2018)

Related Documents:

[Workshop Topics.xlsx](#)

[Heatmap.pdf](#)

[2018 FINAL Library Information Competency Workshops Report.pdf](#)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking).

Planning Unit Priority: Medium
Request - No Funding Requested -
 How to Read Peer-Reviewed Articles Workshop

***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

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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

<p>Reference - Provide student-centered, prompt, instruction-based reference services supporting all aspects of the user's educational and</p>	<p>In Progress - Reference Service Standards *Describe Plans & Activities Supported (Justification of Need):</p>	<p>Reporting Year: 2017-18 % Completed: 50 To strengthen communication about pertinent reference information the Reference Notebook Guide was created.</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>research needs regardless of location or means of delivery, including distance education.</p> <p>Status: Active</p> <p>Goal Year(s): 2017-18, 2018-19</p> <p>Date Goal Entered (Optional): 06/09/2017</p>	<p>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.</p> <p>*Lead: Librarians</p> <p>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</p> <p>Planning Unit Priority: Medium</p> <p>QuestionPoint Features Implementation</p> <p>*Describe Plans & Activities Supported (Justification of Need): Develop and implement features of QuestionPoint to build an infrastructure supporting a robust, timely, and sustainable online reference service. Use QuestionPoint features such as the internal KnowledgeBase, which will assist librarians in providing online reference service, the external KnowledgeBase, which will empower students to discover answers to common questions via the Mt. SAC Library website, and the institutional and personal scripts for reuse when librarians respond to live and follow-</p>	<p>The guide includes information about frequently and not-so frequently asked questions as well as general facts needed at the Information Desk.</p> <p>http://mtsac.libguides.com/ref/New (05/18/2018)</p> <hr/> <p>Reporting Year: 2017-18</p> <p>% Completed: 25</p> <p>Reference transactions provide a rich source of information about student needs and expectations when seeking assistance at the Information Desk. In order to thematically analyze an average of 2,000 monthly interactions per month, there is need to more clearly define the information gathering goals and purpose of the data collection process, match the data collection parameters with mandated surveys and reports, consider groupings and categories based on the goals, limit the amount of typing of redundant questions requiring only a count or do not require further analysis such as day pass requests or printing assistance. The next step is to create a Reference Desk Data Collection Plan. (07/10/2017)</p> <p>Related Documents: 2016-17 QP Qualitative Analysis Report.docx</p> <p>Reporting Year: 2017-18</p> <p>% Completed: 0</p> <p>Established a tentative timeline for QuestionPoint infrastructure enhancement which may include the internal KnowledgeBase to assist librarians in providing online reference service, adding an external KnowledgeBase which will empower students to discover answers to common questions via the Mt. SAC Library website, and develop institutional and personal scripts for reuse when librarians respond to live and follow-up online reference questions. Need to improve descriptive code reporting for transactions to support data and statistical retrievals. (05/17/2018)</p> <hr/> <p>Reporting Year: 2017-18</p> <p>% Completed: 0</p> <p>A survey was sent to all adjunct librarians regarding their knowledge of QuestionPoint features that could improve the follow-up procedures and make them for efficient, training preferences, and information sharing purposes.</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	<p>up online reference questions. *Lead: Pauline Swartz What would success look like and how would you measure it?: Increase in use of QuestionPoint features Planning Unit Priority: Medium Related Documents: QuestionPoint Draft Plan for Strengthening Infrastructure 2018 May 2 librarians meeting.docx</p>	<p>There is a need for more training, resources, and communication to support adjunct in reference work related to QuestionPoint. There is a need to find ways to more effectively inform everyone how and why to use these QuestionPoint features. (04/18/2018) Related Documents: 2016-17 QP Qualitative Analysis Report.docx</p>
<p>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 Date Goal Entered (Optional): 06/09/2017</p>	<p>In Progress - Cultural competencies development *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: Associate Dean, Library and Learning Assistance 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. Planning Unit Priority: Medium</p>	<p>Reporting Year: 2017-18 % Completed: 100 Librarians collaborated with faculty members of the Pride Advisory Board to craft the Pride Center Mission. Additionally, a Librarian crafted the ground rules for the center. The following is the resulting mission statement: The Mt. SAC Pride Center provides a safe, supportive, and educational space for students across the gender and sexuality spectrum. The Pride Center provides services that promote student success including computer and printing services, tutoring, mentoring, a lending Library, research assistance with an in-house Librarian, and academic support from faculty from various disciplines. Additionally, the Pride Center provides professional, academic, and therapeutic support with small group discussions, and educational opportunities for students, faculty, and the surrounding community to learn more about how best to support our students achieve their educational and professional goals. (05/18/2018)</p> <hr/> <p>Reporting Year: 2017-18 % 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.</p>

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
		<p>(05/18/2018)</p> <hr/> <p>Reporting Year: 2017-18 % 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. (05/14/2018)</p> <hr/> <p>Reporting Year: 2016-17 % 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. (07/03/2017)</p>
	<p>In Progress - Cultural competency plan *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: Associate Dean, Library and Learning Resources 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. Planning Unit Priority: Medium</p>	
	<p>In Progress - Outreach and cultural diversity activities *Describe Plans & Activities Supported (Justification of Need): Expand knowledge of cultural diversity using outreach activities</p>	<p>Reporting Year: 2017-18 % Completed: 100 An El Día de los Muertos altar was a success as many contributed to the altar. The amount of involvement indicates the celebration should be an ongoing event. (04/28/2018)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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and programs.
***Lead:** Eva Rios-Alvarado
Planning Unit Priority: Medium

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

In Progress - Unit level climate action plan
***Describe Plans & Activities Supported (Justification of Need):**
 Develop a unit level climate action plan with identified opportunities for integrating sustainability into the Library curriculum.
***Lead:** Chisa Uyeki,
What would success look like and how would you measure it?:
 Completed unit level plan with Library curriculum guidelines.
Planning Unit Priority: Medium

Reporting Year: 2016-17
% Completed: 0
 Library Climate Action Plan not started. (07/03/2017)

In Progress - Library sustainability audit
***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.
Planning Unit Priority: Medium

Reporting Year: 2017-18
% 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. (05/18/2018)
Related Documents:
[PIE_LibrarySustainability_9May2018.pdf](#)

Outreach and Engagement - Engage students, staff, and faculty by promoting, disseminating, and teaching the college community about library services, collections,

In Progress - Outreach Programs, Events, and Activities
***Describe Plans & Activities Supported (Justification of Need):**
 Offer collaboratively hosted events,

Reporting Year: 2018-19
% 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

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>and curriculum through critical analysis and self-reflection.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19</p> <p>Date Goal Entered (Optional): 06/09/2017</p>	<p>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.</p> <p>*Lead: Eva Rios-Alvarado</p> <p>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.</p> <p>Planning Unit Priority: Medium</p>	<p>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 (04/16/2019)</p> <hr/> <p>Reporting Year: 2017-18 % 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 (04/16/2019)</p> <p>Related Documents: 2019 Exhibits.pdf</p> <hr/> <p>Reporting Year: 2018-19 % 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) (03/01/2019)</p> <p>Related Documents: Dia de los Muertos Compilation.pdf</p> <hr/> <p>Reporting Year: 2018-19 % Completed: 100 Outreach and equity data highlights from Fall 2018.</p> <ul style="list-style-type: none"> • 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

Unit Goals

Resources Needed

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

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 (01/30/2019)

Reporting Year: 2018-19

% 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.

(01/30/2019)

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

% 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. (01/16/2019)

Related Documents:

[2018 Banned Books Week.pdf](#)

Reporting Year: 2018-19

% 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

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

Tours have been given and will continue if funding is available. (07/24/2018)

Related Documents:

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

Reporting Year: 2017-18

% Completed: 100

Provided outreach to Dream Center students through the embedded librarian program. Attached report describes activities and outcomes. (06/15/2018)

Related Documents:

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

Reporting Year: 2017-18

% 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?" (06/01/2018)

Related Documents:

[SE-sp18GetLitFestReport.docx](#)

Reporting Year: 2017-18

% 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. (05/18/2018)

Related Documents:

[Check us Out flyer.pdf](#)

[Booklists for Equity.png](#)

[Pride Embedded flyer.pdf](#)

Reporting Year: 2017-18

% Completed: 100

On May 3, 2018 the Library hosted an event for Choose

Unit Goals

Resources Needed

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

Privacy Week, an American Library Association national event to raise awareness about privacy rights. Comments from students showed that the event was satisfying and helpful. Attendance numbers were much lower for the 2018 events than for the 2017 event. Next year, strengthen communications with discipline faculty and student clubs as well as promote the event earlier and with more frequency (05/18/2018)

Related Documents:

[PIE_Report_ChoosePrivacyWeek_2018_FinalCombined.pdf](#)

Reporting Year: 2017-18

% 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> (05/18/2018)

Reporting Year: 2017-18

% 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

Unit Goals

Resources Needed

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

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. (05/18/2018)

Related Documents:

[2017 Library Welcome Days Advertisement.jpg](#)

[WelcomeDays2018.pdf](#)

[SE-sp18LibWelcomeDaysReport.docx](#)

Reporting Year: 2017-18

% Completed: 100

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

Related Documents:

[ISC_Library_ConversationCircle_Report_23April2018.pdf](#)

Reporting Year: 2017-18

% 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. (04/30/2018)

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Related Documents:

[Sp-18-MtSAC-coloringbookv1.docx](#)

Reporting Year: 2017-18

% 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 (04/28/2018)

Related Documents:

[2017 Spring Outreach Schedule.pdf](#)

[PIE_B10PopUpLibrary_ABE_8May2018.pdf](#)

Reporting Year: 2017-18

% Completed: 100

Embedded Librarians supported student equity programs and centers such as the DREAM Program, PRIDE Center, Learning Assistance Center, and WIN. Librarians provided

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individual research guidance for students. The discussion during the May 21, 2018 meeting concluded discontinue embedded librarians except for areas with large demand and interest. Locations would include the Dream Program, PRIDE, WIN, and LAC. (04/28/2018)

Related Documents:

[2017 Spring Outreach Schedule.pdf](#)

Reporting Year: 2017-18

% Completed: 100

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

Related Documents:

[HarveyMilk.TeachIn.May2017.Recap.pdf](#)

Reporting Year: 2016-17

% Completed: 100

Library event on data security during the by Chris Schroeder, Assistant Director, Infrastructure and Data Security, Spring 2017. The presentation covered net neutrality, content control, an how to protect your digital identity. (04/28/2018)

Related Documents:

[2017 Spring Privacy Week Advertisement Flyer.pdf](#)

[2017 Spring Privacy Week C. Schroeder Presentation.pptx](#)

Reporting Year: 2017-18

% Completed: 100

Zine making 101: From Cut-and-Paste to DIY Publishing was held on March 26, 2018. Annie Knight presenter. Those who participated learned about the history of zines, how they relate to information sharing, content creation, and do-it-yourself publishing. Librarians will consider having a

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

similar workshop in the future. (04/28/2018)

Related Documents:

[2018 Zine Making 101.docx](#)

[SE-sp18ZineReport.docx](#)

[Zines made.pdf](#)

[Speaker with Zine.pdf](#)

Reporting Year: 2016-17

% 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. (04/28/2018)

Related Documents:

[2017 Spring Library Zine.pdf](#)

Reporting Year: 2017-18

% 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. (04/28/2018)

Reporting Year: 2016-17

% 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

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	<p>In Progress - Library Outreach Plan *Describe Plans & Activities Supported (Justification of Need): Develop a comprehensive, written outreach plan to guide outreach programming and ensure the programming meet student needs. *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</p>	<p>student curiosity 6. Provide students with branded marketing takeaways and swag (07/03/2017) (07/03/2017) Related Documents: Student Equity - Report 2017 - Draft Review.pdf Reporting Year: 2017-18 % 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. (05/18/2018) Related Documents: Student_Equity_Strategy-Fall2016v.Final.pdf FINAL-SE2017-chart.pdf</p> <hr/> <p>Reporting Year: 2017-18 % 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. (04/28/2018)</p>
<p>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 Date Goal Entered (Optional): 05/25/2017</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2018-19 % 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. (12/14/2018) Related Documents: Student Thank you 2018.12.pdf</p>
	<p>Completed - Counseling Department</p>	<p>Reporting Year: 2017-18</p>

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	<p>Faculty Barrier Identification Meeting</p> <p>*Describe Plans & Activities Supported (Justification of Need): Host the Counseling Department Faculty to compile a list of barriers to student use of library services and instruction and identify potential solutions to those barriers. Additionally, establish a partnership with counselors for future planning and analysis.</p> <p>*Lead: Jared Burton, Hong Guo, and Pauline Swartz</p> <p>What would success look like and how would you measure it?: Hosted meeting with identified barriers and possible solutions.</p> <p>Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.</p> <p>Planning Unit Priority: Medium</p>	<p>% Completed: 100</p> <p>The full report is attached. Conclusions and forward thinking: In the long term, it is clear that to address many of the most significant counselor concerns a new library building that can handle a significantly higher number of students and provide a significant increase student-focused study spaces, including more group study spaces in particular, will be necessary. Until then, the library should continue to engage in a variety of student outreach programs as part of the Mt. SAC SEP that can seek to help mitigate some of the limitations of the existing library building and also help a diverse range of student populations gain a greater understanding of the services and resources available to them through the library. Additionally, the library should continue to work to help all students feel more comfortable using the library and library services and resources. The library should also continue working to help all students develop their own information literacy and gain greater confidence in their own competence as members of the academic community. To meet these goals, the library should engage in student focus groups (in collaboration with Research and Institutional Effectiveness) addressing these perceived barriers and working to develop solutions based on feedback from multiple student populations about their needs and expectations. Because of the ever changing needs and make-up of the many and diverse student populations on campus, this should be an ongoing process to maintain an ongoing understanding of how to better meet those students' needs. (09/25/2017) (09/25/2017)</p> <hr/> <p>Reporting Year: 2016-17</p> <p>% Completed: 100</p> <p>The meeting was held and the final report with recommendations completed. (06/07/2017)</p> <p>Related Documents:</p> <p>Report on Library Activities with Counselors.pdf</p>
	<p>In Progress - Library Reserve Textbook Project</p>	<p>Reporting Year: 2016-17</p> <p>% Completed: 100</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	<p>*Describe Plans & Activities Supported (Justification of Need): Increase student access to textbooks in the library.</p> <p>*Lead: Jared Burton</p> <p>What would success look like and how would you measure it?: Purchased textbooks with circulation reports indicating use.</p> <p>Planning Unit Priority: Medium</p>	<p>Textbook circulation data was analyzed by Research and Institution Effectiveness (RIE) to determine whether access to reserve textbooks correlated with student success and retention. Research conclusions were overall, students who checked out reserve textbooks were 4% more likely to be retained in the course and 6% more likely to pass the course. (02/27/2018)</p> <p>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</p> <hr/> <p>Reporting Year: 2017-18 % Completed: 25 Providing access to low- and no-cost text books options requires multiple options. The creation of a short video on how to locate a reserves textbook was viewed over 730 times. Changes to the Library website and the library management system made the video obsolete. A new video should be created as the number of views suggest a need for the information. The creation of a short video on how to locate a reserves textbook was viewed over 730 times. Changes to the Library web page and the library management system made the video obsolete. A new video should be created as the number of views suggest a need for the information. (09/25/2017)</p>
	<p>Request - Full Funding Requested - Open Education Resources Project</p> <p>*Lead: Hong Guo and Romelia Salinas</p> <p>Planning Unit Priority: Medium</p>	<p>Reporting Year: 2017-18 % Completed: 25 Providing access to low- and no-cost text books options requires multiple options. The creation of a short video on how to locate a reserves textbook was viewed over 730 times. Changes to the Library website and the library management system made the video obsolete. A new video should be created as the number of views suggest a need for the information. The creation of a short video on how to locate a reserves textbook was viewed over 730 times. Changes to the Library web page and the library</p>

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management system made the video obsolete. A new video should be created as the number of views suggest a need for the information. (09/25/2017)

Related Documents:

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