1. Assessment Plan - Three Column

PIE - Library & Learning Resources: Library Instruction Unit

Narrative Reporting Year

2019-20

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Summary of Notable Achievements: Highlights of the Library's notable achievements from this cycle include:

LIBRARY SERVICES PLATFORM MIGRATION
Migrated from WMS to Ex Libris Alma/Primo. Included training, collaborating with IT, designing new workflows to streamline library procedures and maximize features of the new system, usability testing for improvements, and revising or creating curriculum and instructional materials.

EFFICIENT PIVOT TO REMOTE INSTRUCTION AND REFERENCE
Ensured that library instruction and reference were 100% available remotely when classes resumed on March 30, 2020, and have since expanded our online offerings. Instruction and reference are offered synchronously and asynchronously. Required development and implementation of tailored Library faculty FOMAR. Librarians offered drop-in faculty office hours, support for OER and integrating online resources into Canvas, and served as faculty mentors for distance learning. We shared a video with faculty and students on March 20, 2020 to welcome them back: https://youtu.be/_wVrZ7VI0Ds.

REFERENCE EXPANSION AND MIGRATION
Migrated from QuestionPoint to LibAnswers for 24/7 live reference, follow-up, and searchable FAQs. Expanded reference options by developing one-on-one research appointments.

Program Planning (Equity, Retention and Success): Highlights from the librarians' program planning dialog include:

A) Sustaining multiple modes of reference. Implications include scheduling and staffing multiple virtual and in-person service points, training, and space and equipment needed.

B) Increased need for online resources, including exploring a long-term ereserves program. Implications include funding, staffing, and developing and communicating policies and procedures.

C) Expanding instructional options, including developing contextualized instruction. Implications include cross-campus collaboration, revisiting the Library Liaison program, and limitations due to available and appropriate classrooms, staffing, and workload.

External and Internal Conditions Analysis:

Key External Factors: COVID-19; curricular support needs due to COVID-19 (e.g., Acland Anatomy, Visible Body), LSP migration and CCLC price restructuring; California state budget; Guided Pathways; AB 705; Mt. SAC Education & Facilities Master Plan and CAP; Student Centered Funding Formula

Key Internal Factors: new building/space planning; current building limitations; staffing needs; grants (OER, OEI, SEAP, GPS, Peer Online Course Review, and RISE); work place safety

Critical Decisions Made by Unit: Highlights from critical decisions librarians made include:

⁻continue hiring process for full-time faculty member for 2020-2021
⁻expand modes of reference service
⁻develop contextualized workshops to support GPS, CTE, equity programs, and other programs and groups
⁻increase eBook purchases to support remote instruction during COVID
⁻investigate long-term ereserves options

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Unit Goals	*Resources Needed*	*1. Where We Make an Impact: Closing the Loop on Goals and Resources*
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 **Date Goal Entered (Optional):** 06/09/2017	**Request - No Funding Requested -** Accessibility Audit for Room 6-238 ***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	**Reporting Year:** 2017-18 **% Completed:** 0 An audit has not been arranged. (04/25/2018)

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.

Request - Full Funding Requested - Computers for Reference Desk and Instruction

*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.

*Lead: IT, Library Department Chair, and Associate Dean

What would success look like and how would you measure it?: Reference Desk and Instruction computers in 6-238 are no older than the 5-year standard.

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

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)

Reporting Year: 2017-18
% Completed: 100
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)

Reporting Year: 2017-18
% Completed: 100
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)

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	One-Time Funding Requested (if applicable): 6000 **Total Funding Requested:** 6000 **Request - Full Funding Requested -** Reconfigured Information Desk and Re-purposed Reference Space ***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	**Reporting Year:** 2017-18 **% 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. (04/27/2018)

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
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: Low
Total Funding Requested: 0

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)

Request - No Funding Requested - Safety Plan and Procedures
*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,

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	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	
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.	**Request - Full Funding Requested -** 67% adjunct reference and instruction librarian ***Describe Plans & Activities Supported (Justification of Need):** Hire an adjunct reference librarian to	**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)

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
Status: Active **Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 **Date Goal Entered (Optional):** 05/25/2017	provide information competency and research workshops in the library to support multiple measures as outlined in AB 705 to explore "low or noncredit support options." Provide individualized research instruction at the Reference Desk and augment the current level of support for one-on-one research and reference assistance as part of the noncredit support option. ***Lead:** Department Chair **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	

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	a retirement in 2019. ***Lead:** Library Department Chair **What would success look like and 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 -**	

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	Technical Assistance for Reference Services, Staff Position	

*Describe Plans & Activities 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
On-Going Funding Requested (if applicable): 75000
Request - No Funding Requested - New Library Faculty Orientation Curriculum and Onboarding
*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

Request - Full Funding Requested - Reexamine Liaison Program

*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. If funded, this may include a mini retreat.

*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: 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): 200

Total Funding Requested: 200

Request - Full Funding Requested - Community of Practice for Librarians

*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

Instruction - Strengthen information   **In Progress -** Comprehensive   **Reporting Year:** 2016-17

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

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

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. Includes efforts supported by the GPS mini grant.
*Lead: Librarians
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

% 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 students need the motivation of a requirement or extra credit to attend a workshop. (08/02/2018)
Related Documents:
2016 Report on Workshop Attendance by Reason.pdf

Reporting Year: 2017-18
% Completed: 50
To help increase access to and use of library online resources for distance learning faculty and students, librarian created a Library Resources content page and it was included in the Learner Support Section of the Skills and Pedagogy for Online Teaching (SPOT), a mandatory certificate program all distance learning faculty must complete before teaching distance learning courses. Because the page was built for Moodlerooms, the Learning Management System used by the college then, after the Canvas adoption, the Library Resources page needs many updates including videos. Based on the input collected from librarians, the page is being updated. Suggested information to include brief copyright information, a video on accessing the databases, instruction on how to embed a segment of a Films on Demand video, an image from an image database, and a link to a journal article from a database. (05/17/2018)

Reporting Year: 2017-18
% Completed: 100
During the Spring and Summer 2017 sessions the Library

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
		Tour has been successful, with more than 80% of students saying they will "definitely" use the Library more after taking the Library Tour, based on the Library Tour Survey. This high percentage of students who say they will use the Library more, combined with the other answers to the Survey, suggests that the students who have taken the Library Tour have a better understanding of not only what the Library services and resources available to them are, but also how these Library services and resources will help them be more successful academically. [Excerpt from the Executive Summary of the 2017-18 Report on Mt. SAC Library Tour by Michael Emery]. The results showed 4 out of 5 students will "definitely" use the Library more after taking the Library Tour. The Librarians will continue to schedule library tours during primary semesters and intersessions and establish an assessment schedule eliminating an assessment after each tour as the the qualitative results indicate the tours are an important part of the information competency curriculum and will continued to be offered. (12/19/2017) **Related Documents:** [Report on Mt SAC Library Tour by M. Emery.pdf](#)

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

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

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 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

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

about the Library prompted an assessment change from the cognitive domain to the affective domain. Instead of testing what students knew about the library, the assessment instrument focused on finding out if students would use the library more often as a result of taking the tour. Students were also asked what mattered the most to them about the library to identify how library services could be improved. (07/06/2017)

Related Documents:

LibraryTour_Analysis_SummerFall_2016_Report.pdf

Reporting Year: 2015-16
% Completed: 100

Created guides outlining the research process to assist students complete library research and in support of the Student Equity Plan. The outlines and a downloadable research guide is complete. (06/30/2017)

Related Documents:

Student Equity Research Guide Outline.docx

Student Equity Presentation Outline.docx

Student Equity Presentation - Research Guides.pptx

Research checklist.docx

Request - Full Funding Requested - Information Competency Instruction 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, 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:** Librarians **What would success look like and how would you measure it?:** Completed plan and initial utilization of the instructional plan.	

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	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 **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 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,	**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](#)

	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. **Planning Unit Priority:** High **Total Funding Requested:** 0	**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 ProQuest Research Companion usage data from March 2017 to March 2018 indicated showed there were 304 registered user accounts were created by users at Mt. SAC. There were 4,303 sessions initiated by all users with 26,247 video views with 1,564 tool uses that might include searches, retrievals, reviews, and citation generation. The usage data is sufficient to renew the product. The next step is to study the feasibility of a success and retention correlation study for students using the tool. (03/05/2018) **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 **% 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. (06/22/2017)	
	Request - No Funding Requested -	**Reporting Year:** 2017-18	

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	Distance Learning Versions of the Library's Research Workshop ***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. Marketing to ensure faculty and students know of the online options offered through Canvas is needed. Funding would be used for marketing and color printing (if appropriate). ***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:** MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media. **Planning Unit Priority:** High **One-Time Funding Requested (if applicable):** 200 **Total Funding Requested:** 200	**% 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. (05/15/2018) **Reporting Year:** 2017-18 **% Completed:** 50 The Finding and Evaluating Books online workshop was released on March 28, 2018. As of April 23, 2018 there were 17 students completing the workshop. Students select one book, explain why they selected the book, and complete the quizzes. Future work includes revising all of the videos outdated by minor changes to the catalog interface, revising or removing videos impacted by minor changes to the library web page design, finish making the evaluating book videos, and breaking some of the videos into shorter segments. A final goal is to expand marketing for the online workshop options. (05/15/2018) **Reporting Year:** 2017-18 **% Completed:** 50 The Library's face-to-face research workshops are being designed and offered in Canvas. The distance learning versions of Finding and Evaluating Articles was planned and developed with Michelle Newhart and Hugo Aguilera. Using the same approach, the distance learning version of the Finding and Evaluating Books workshop was developed. From August 1, 2017 - April 30, 2018, 42 students completed the books workshop. The books workshop was released on March 28, 2018. Students from English, Speech, Child Development, History, EOPS/CARE, and Psychology regularly use the online versions of the workshops with the largest number of student from English 1A and Speech 1A.

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
		(05/14/2018)

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 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

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	**In Progress -** Reference Service Standards ***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	**Reporting Year:** 2017-18 **% 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 (05/18/2018)

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
Goal Year(s): 2017-18, 2018-19, 2019-20, 2020-21 **Date Goal Entered (Optional):** 06/09/2017	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 **Request - Full Funding Requested -** Sustain Multiple Modes of Reference ***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 would be needed to offer research appointments and chat when we return to our regular F2F reference desk services. Funding will be used to acquire a webcam used for online research consultations and chat reference when we return to campus ($80). Providing multiple modes of reference simultaneously (one-on-one appointments, live	**Reporting Year:** 2017-18 **% 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. (07/10/2017) **Related Documents:** 2016-17 QP Qualitative Analysis Report.docx

chat, F2F reference, phone reference) requires additional librarian coverage (on-going request is based on an estimate of 20% increase in librarian coverage needed during only primary terms, M-F, and the intersessions M-Th).
*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: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 80
On-Going Funding Requested (if applicable): 30400
Total Funding Requested: 30480
Request - No Funding Requested - Migrate to LibAnswers/LibChat from Question Point
*Describe Plans & Activities Supported (Justification of Need): Migrate to LibAnswers/LibChat from Question Point
*Lead: Kolap Samel and Hong Guo
What would success look like and how would you measure it?: All librarians working the reference desk will effectively use LibAnswers/LibChat to perform online reference services such as chat and responding to students' emails and online inquiries. All librarians and staff effectively use LibAnswers to

capture reference activities.

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: Medium

Total Funding Requested: 0

Request - No Funding Requested - Online Scheduled Research Appointments

*Describe Plans & Activities Supported (Justification of Need): Expand reference services by offering remote reference services to support Mt. SAC students during COVID-19. This includes Mt. SAC librarians providing online reference chat via LibChat and online research appointments via Zoom .

*Lead: Kolap Samel

What would success look like and how would you measure it?: All librarians providing reference services will effectively use LibCal and Zoom to perform online reference appointments.

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

Planning Unit Priority: High

Total Funding Requested: 0

Request - No Funding Requested - Develop Reference Philosophy for Reference Services

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

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	Develop a reference philosophy that supports Mt. SAC's mission, Library's mission, ALA's professional values and ethics and effective instruction that is responsive to our students' need and promotes student success. ***Lead:** Kolap Samel **What would success look like and how would you measure it?:** Development and implementation of the reference philosophy for the department. **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	
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 **Date Goal Entered (Optional):** 06/09/2017	**Request - No Funding Requested -** Collection Development Standards and Documentation ***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**	**Reporting Year:** 2017-18 **% Completed:** 100 The Collection Development Guidelines was updated with a transmittal date of Winter 2017. The next routine update is scheduled for 2020. (04/28/2018) **Related Documents:** [Collection Development Guidelines, Winter 2017](#) **Reporting Year:** 2016-17 **% Completed:** 100 The Collection Development Guidelines was reviewed for factual accuracy during Summer 2016 and in Fall 2016 the guidelines were reviewed to ensure policy matched current practice. For sections requiring discussion for possible changes such as textbook purchases to meet student equity needs and criteria for placing books in the reference collection, librarians collectively reviewed the document and agreed on modifications during faculty meetings. (07/06/2017)

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

Library Liaison Program
*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
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

Reporting Year: 2017-18
% 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 (04/16/2019)

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

Reporting Year: 2017-18
% 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. (04/30/2018)
Related Documents:
SW_LibraryReport_2017-18_DRAFT.docx

Reporting Year: 2016-17

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	for Mt. SAC employees. **Planning Unit Priority:** Low **Total Funding Requested:** 0	**% 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. (04/18/2018) **Related Documents:** SW_LibraryReport_2016-17_DRAFT.docx
	Request - No Funding Requested - Collection Use Analysis ***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	**Reporting Year:** 2018-19 **% 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. (02/20/2019) **Related Documents:** Library Materials Use Report 14-17 Full Report.pdf Library Materials Use Report 14-17 Quick Sheet.pdf **Reporting Year:** 2017-18 **% Completed:** 50 Analyzed AP images and decided to cancel. Complete

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

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. (05/14/2018)

Request - Full Funding Requested - Reexamine promotion of the library collection.
*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.

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

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: Low
On-Going Funding Requested (if applicable): 2000
Total Funding Requested: 2000
Request - No Funding Requested - Stacks Management
*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

Request - Full Funding Requested - Collection Development Resources
*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: Librarians

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

Total Funding Requested: 7.5% - 10% increase of collection development budget, ongoing

Request - No Funding Requested - Space Planning

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

*Lead: Librarians, Associate 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

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	areas. **Planning Unit Priority:** Low **Total Funding Requested:** 0	
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 **Date Goal Entered (Optional):** 06/09/2017	**In Progress -** Library Discovery Systems Instruction ***Describe Plans & Activities Supported (Justification of Need):** Expand awareness of the Library's discovery systems and teach students, faculty, and staff how to use the discovery tools. ***Lead:** Librarians **What would success look like and how would you measure it?:** Developed plan with goals and assessment methods for increasing user literacy of the Library's discovery tools. **Planning Unit Priority:** Medium	**Reporting Year:** 2017-18 **% Completed:** 100 Presented "Using the Library as Your Course Design Partner. (04/30/2018) **Reporting Year:** 2017-18 **% 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. (02/26/2018) **Reporting Year:** 2016-17 **% Completed:** 50 The library workshop curriculum includes Finding and Evaluating Books, which teaches students how to find library items in WMS. The workshop was attended by 494 students from July 1, 2016 to June 30, 2017. During the 2017 Spring semester librarian reviewed and updated the assessment rubric, completed the assessment, and suggested modifications. This activity is specific to the interface and complements the workshop skills evaluative aspects of the workshop. The librarians, during specially designated outcomes meetings discussed the implication of the interface and teaching goals and objectives. Interface related decisions included showing where subject headings are listed in the new Discovery interface and updating the handout to reflect the change (Library Department Minutes, 12/7/2016). (07/03/2017) **Reporting Year:** 2016-17 **% 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

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
		recent version of the interface. (02/22/2017)

<table>
<tr><td></td><td>In Progress - Electronic Resource Management
*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: Database Management Team
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</td><td>Reporting Year: 2017-18
% 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. (05/14/2018)

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

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

Reporting Year: 2016-17
% Completed: 100
Migration from LibGuides version 1 to version 2 completed February 2017. (04/30/2018)
Related Documents:
<u>Website Update and LibGuideV2 Migration Evidence.docx</u></td></tr>
<tr><td></td><td>Request - No Funding Requested - Website Management
*Describe Plans & Activities</td><td>Reporting Year: 2016-17
% Completed: 100
Continued improvement of the Library website using</td></tr>
</table>

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

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

Request - No Funding Requested - Exploring eReserves
*Describe Plans & Activities Supported (Justification of Need): Explore long terms options for adopting an eReserves plan
*Lead: Librarians
What would success look like and how would you measure it?: Library faculty will decide on whether or not to pursue a eReserves platform, and if so, which system so we can request funding in the future. This may include software, digitization, copyright issues, licensing, and what to digitize (e.g. textbooks, articles, etc.)?.
Type of Request: INSTRUCTIONAL EQUIPMENT: Equipment, library material, or technology for classroom instruction, student instruction or

multiple measures including usability testing ensures the Library website connects student to library resources such as databases, library catalog, and librarian developed content. There were limited number of participants in the study so a goal for future studies would be to increase the number of participants. Based on the input given by the participants areas for improvement were noted. (05/31/2017)
Related Documents:
[2017 Spring Library Website Usability Testing Results.pdf](#)

Reporting Year: 2016-17
% Completed: 100
Library website was redesigned using the new Mt. SAC website template. The change aligns the library's website with the College's overall design and will provide a consistent look and feel for the website. (02/02/2017)
Related Documents:
[Website Update and LibGuideV2 Migration Evidence.docx](#)

demonstration, or in preparation of learning materials in an instructional program, equal or over $500.
Planning Unit Priority: High
Total Funding Requested: none at this time
Request - Partial Funding Requested
- Ex Libris LSP Service Cost
*Describe Plans & Activities Supported (Justification of Need):
This would be for the continued funding of the library's LSP system. Activities would include all day-to-day operations of the library, such as the checking in and out of materials, processing electronic reserves requests, adding new materials to the library's collections, maintaining the library's electronic resources, etc. Recently there was a sudden and unexpected change to the pricing formula developed and applied by the consortium. Please see attachment.
*Lead: Esteban Aguilar, Monika Chavez, Romelia Salinas, Pauline Swartz
What would success look like and how would you measure it?: Success would be the continued operation of the system without needing to make drastic cuts to essential library resources that Mt. SAC students desperately rely on.
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 **On-Going Funding Requested (if applicable):** 29000 **Total Funding Requested:** 29000 **Related Documents:** [CCLC Pricing Formula Change for Ex Libris.docx](#)	
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 **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. **Type of Request:** FACILITIES: This section includes minor building	**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](#)

improvement projects and alterations to specific rooms or operational areas.
Planning Unit Priority: Low
Total Funding Requested: 0