

## #2

COMPLETE

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**Time Spent:** Over a day  
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Page 1: I. Service Area Overview and Update

### Q1

1. Department(s) Reviewed:

Library

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### Q2

2. Lead Author:

Matthew Chase

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### Q3

3. Collaborator(s):

Ross Takasugi, Erika Stuart, Maria Gearhart, Mark Cossano, Rita Ghazala

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### Q4

4. Dean/Manager(s):

Jessica Hurtado

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### Q5

5. Initial Collaboration Date with Dean/Manager:

Date your program met with your dean to discuss your vision, goals, and resource needs/requests:  
MM/DD/YYYY **10/02/2023**

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## Q6

6. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access Fall 2022 program reviews on the program review webpage.

Four library staff members retired by December 2022, including the library department chair and dean.

Two full-time librarians were hired: the Instructional Services Librarian and the Outreach Librarian.

Restarted the library's instructional support services for the college's various programs, with expansions in asynchronous and HyFlex services as well as language offerings (e.g., English, Arabic).

Beginning in January 2023, we had a new dean and department chair.

Renovated the library's website for ease of use and accessibility, with a new Events page to engage students with library programs and outreach.

Created the Virtual Serenity Space as an online de-stressing and mindfulness resource for students.

Added LibKey Nomad as a new research tool which allows students to seamlessly connect with the library's online resources in their internet searches.

Created a Library Services for Alumni page to inform students about changes to their library privileges after graduation.

Created a Distance Education Library Services online guide to support faculty with their online teaching, including information on how to embed library resources in Canvas.

Created and expanded library outreach efforts and programming for students, including arts and performance programs (e.g., Open Mic, Student Art Showcase), cultural events (e.g., Native American Dance Celebration, Multilingual Storytime), and research events (e.g., Librarian Live!).

Created a comprehensive SAO assessment plan that includes outcomes and metrics to intentionally assess student success and equity data in relation to library use. We will now be able to collect and assess this kind of data in the library for the first time.

Translated several library policies and information for students in both Arabic and Spanish.

## Q7

7. Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?

Number of faculty requests for library instruction sessions and research guides

Fall 2022 IESE research data report on the library's technology lending service

Social media engagement data

Library outreach statistics (e.g., number of library-involved events and collaborations)

Number of interlibrary loan requests

Library Events/Programs survey results for library-led events and programs

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## Q8

8. Please discuss any equity gaps in access or success the data revealed.

Earlier in 2023, we developed a comprehensive outcomes assessment plan to assess the library's services for effectiveness, access, and equity in alignment with our program review goals and SAOs as well as the college's ILOs. This is the first time that the Library has created SAO indicators that assess student success and equity. As a result, we are still implementing some of the measures and collecting the data, so we will have more comprehensive equity and success data beginning in the 2023-2024 academic year.

While we have focused on student success metrics, we also identified some equity gaps, specifically in the technology lending service. While students who checked out a laptop and/or Wi-Fi hotspot experienced an overall 65% success rate during the Fall 2022 semester, which met our SAO's indicator standard, some marginalized student demographics (i.e., African American/Black, Native American, Pacific Islander) experienced a lower student success rate after checking out a technology item compared to other students who did not utilize the lending service. We should be cautious with interpreting these data, as they do not specify the nature of a relationship or any causality between the library's technology lending service and student success. It is possible, for example, that there are shared factors that result in students being more likely to participate in the technology lending service but are also more likely to experience other barriers to success.

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## Q9

9. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

We are excited to report that Middle Eastern students who checked out a technology item during Fall 2022 experienced a higher success rate than other Middle Eastern students who did not utilize the service. We still have work to do to better support the equity gaps across African American/Black, Native American, Latinx, and Pacific Islander students. Fortunately, we have established a new partnership with EOPS, Engineering department, and Arts and Graphic Design departments in Fall 2023, in which we are now lending additional laptops for EOPS, Arts/Graphic Design, and Engineering students. We will be collecting more equity and success data to determine if this partnership will help to reduce or eliminate the existing equity gaps. The librarians will also work on targeted communications to faculty and staff that work directly with marginalized student populations such as UMOJA, Queer Student Center, and the Together We Rise Center.

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## Q10

10. How has this data impacted the goals set in your previous comprehensive program review {Data: Instruction/Student Services}?

1. We successfully met our outcome indicator standard of an overall 65% success rate for students who checked out a laptop and/or a Wi-Fi hotspot in Fall 2022. We still have work to improve that success rate to reach our 75% target. This is one of our SAO indicators that aligns with two of our program review goals: (1) Increase faculty, staff, and student engagement with and/or use of library services and resources, and (2) support technology innovation and equity to contribute to improved student outcomes and success.

2. Our department was not able to meet the standard for research guides requested by faculty during most of the 2022-2023 academic year, particularly during Spring 2023. We restarted the research guide service for faculty in Fall 2022, as there were no librarians a few years prior. The main challenge revealed from this assessment is the wording of the indicator, as it focused on monthly faculty requests, which included January and the Summer months. While these months are important to consider, most faculty are off contract during the breaks between Spring and Fall semesters, which may help explain the low engagement. We should also consider months like April/May and November/December when faculty and students are focusing more on final exam preparations and there may be limited need for library instructional support. It would be more useful to revise the indicator for next year and collect data on a semester basis rather than an individual month. The data have been useful so far though, as we have identified ways to promote the service as an asynchronous library instruction alternative through faculty development workshops and personalized communications to department chairs, which we are starting to see improved numbers in the 2023-2024 academic year.

3. We were able to meet our SAO indicator standard for monthly faculty requests for a library instruction session during the 2022-2023 academic year, and we even exceeded the target during the month of April 2023. A notable exception concerned end-of-semester months (i.e., December, May), winter intersession (i.e., January), and Summer semester months (i.e., June, July) in which we did not receive any faculty requests. This presented a challenge similar to the research guides, in which we will work on revising this indicator for the 2023-2024 academic year to focus on a semester-long assessment rather than a monthly assessment. We have expanded our library instruction modalities to include in-person, synchronous online, hybrid, and HyFlex, which may help explain our current success. We will be focusing on promoting this service to programs in which we have had low engagement such as Health Sciences and STEM to improve the impact toward our target goal.

4. We saw incremental increases (1-5% monthly growth rate) overall between January 2023 and June 2023 in our social media engagement, meeting our SAO indicator standard of 150 content interactions (i.e., total number of post interactions, story interactions, reels interactions, video interactions, and live video interactions). Spring 2023 was our first full semester after launching the Library's new Instagram account, and we were still working on a consistent schedule and content decision process, which could help explain why we reported less than the standard goal of 150 interactions per month during January 2023, February 2023, and April 2023. During Summer 2023, we formalized a regular posting schedule between the librarians and researched best practices on Instagram's content prioritization, features, and algorithms. We are reporting stronger numbers toward our indicator's target, which will help shape how we move forward with assessment in the 2023-2024 academic year.

5. With the exception of November 2022, we were able to meet our standard goal for offering monthly library-involved outreach programs (e.g., tabling, collaborations, library-led events, hosting). We even exceeded the target goal in May 2023. We have been incrementally expanding and diversifying our outreach offerings through campus partnerships, modalities (e.g., online, in-person), and program variety. We will continue growing our suite of outreach programs to continue reaching and surpassing our target goal.

6. We collected 32 student responses from our Library Events/Programs survey during Spring 2023, which we administer to attendees during library-led programming. We met our SAO indicator standard with an average overall score of 4.5 out of 5 (the higher the better) for Spring 2023. Most respondents positively received the events and programs that we hosted during the semester, which included monthly Open Mics and Multilingual Storytime. Respondents also shared ideas and suggestions for future programming, such as more open mic events and other programs that feature music, poetry, and art. Some students also suggested STEM-related events such as hackathons and sports programs, which could help improve numbers during the 2023-2024 academic year in reaching the target goal.

7. We met our standard goal for monthly interlibrary loan requests from students, faculty, and students during Fall 2022, with the exception of December 2022, which may be due to final examinations and winter break. We were also able to meet our target goal during July 2022 and October 2022. Our interlibrary loan service is crucial to supporting students' research needs beyond the library's full-text collections, with access to physical books and electronic journal articles from libraries across the United States. To improve numbers to reach our target goal, librarians are promoting the service to students in the classroom as an alternative access point for research. We also migrated to a new interlibrary loan user interface which automatically generates the citation information for the student, whereas in the prior system they would need to manually input that information, which aims to improve efficiency and user experience.

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**Q11**

11. Please describe the most significant or impactful ways your service area worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

## Student and Instructional (Tutoring and Library) Services Program Review Annual Update - Fall 2023

1. We have added and developed new library resources and services to advance diversity, equity, and inclusion in the library throughout the 2022-2023 academic year, including:
  - a. Created the Coyote Shelf to curate literature and streaming media collections that reflect various intersectional perspectives, experiences, and voices such as Queer Stories, Latinx Stories, Native and Indigenous Stories, etc.
  - b. Translated research guides in Arabic upon faculty request.
  - c. Provided online and in-person library instruction in Arabic upon faculty request.
  - d. Translated library instructions and documentation (e.g., printing instructions, login troubleshooting) in Arabic and Spanish.
  
2. We have established great collaborations with the different campus departments and organizations at the college to support DEIJ efforts, including:
  - a. Partnering with EOPS to provide additional laptops specifically for EOPS students.
  - b. Partnering with the Personal Counselors to develop and launch the Virtual Serenity Space to address students' mental health needs during their academic journeys.
  - c. Partnering with the Health and Wellness Center to support an in-person de-stress event.
  - d. Partnering with the ESL and Child Development to host Multilingual Storytime events at the library for students and their families.
  - e. Partnering with DSPS to audit the library's spaces for accessibility.
  - f. Partnering with the Career Center to create a Career Development display at the library.
  - g. Partnering with DSPS to create a Disability Awareness display at the library.
  - h. Partnering with the Graphic Design department to showcase student work at the library.
  - i. Partnering with the OER Coordinator to integrate library resources as a pathway for ZTC implementation.
  - j. Partnering with Student Services to provide library resources for alumni during Photo Day.
  - k. Partnering with the Together We Rise Center to participate in the Find Your Pack resource fairs.
  
3. We have created strong partnerships with various student groups and organizations to host campus events at the library that align with DEIJ efforts, including:
  - a. Partnering with the Young, Gifted, and Black student group to host monthly Open Mic events at the library.
  - b. Partnering with the Music program students to host a Howlin' Coyotes event at the library.
  - c. Partnering with the Cuyamaca Creative Club to host student writing sessions at the library.
  - d. Partnering with the Art Club to host a student art exhibition and reception at the library.

**Q12**

12. What challenges is your service area still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

1. With the college's advances in HyFlex course offerings, our current library instruction lab lacks the infrastructure necessary to engage and support these courses through library instruction. Not only do we plan to develop a Library Instruction Program that offers online, hybrid, and HyFlex course offerings, we also actively support instructional faculty with their hybrid and HyFlex courses. Renovating the library instruction lab to have HyFlex capability would allow us to use the space for library instruction purposes to HyFlex courses.

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**Q13**

OPTIONAL UPLOAD 1: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

**Library%20SAO%20Assessment%20Data%20-%202022-2023.pdf (164.2KB)**

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**Q14**

Respondent skipped this question

OPTIONAL UPLOAD 2: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

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**Q15**

Respondent skipped this question

OPTIONAL UPLOAD 3: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

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Page 3: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success continued

**Q16**

Yes

13. Did your program complete and submit SLO/SAO assessment in the last year? If you are unsure, check the most recent updates on your program's SLO Assessment Updates. Which SLO/SAOs did you assess in the last year? If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

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**Q17**

14. Please share any outcomes assessment projects your program has worked on in the last year, including SLO/SAOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

We created a comprehensive Outcomes Assessment Plan that intentionally evaluates several library service points (e.g., instruction, collections, outreach programs) in relation to student success and equity rates. This plan is the first time that the Library has committed to this level of service area outcome assessment.

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Page 4: III. Previous Goals: Update

## Q18

### 1. Previous Goal 1:

Increase faculty, staff, and student engagement with and/or use of library services and resources

Action Step 1. Improve outreach efforts with faculty, staff, and other departments such as EOPS, Veterans Center, and Counseling [IN PROGRESS].

- a. Partnered with the Cuyamaca Creative Club to host student writing sessions at the library.
- b. Hosted monthly Open Mic events at the library in collaboration with the Young, Gifted, and Black student organization and the English department.
- c. Partnered with the Child Development and ESL departments to present a Multilingual Storytime event.
- d. Partnered with EOPS to provide additional laptops and textbooks for student loan, with priority given to EOPS students.
- e. Partnered with the Personal Counselors to create a Virtual Serenity Space for students to engage in de-stressing resources and activities.
- f. Partnered with the Health and Wellness Center to support a de-stress finals event for students.
- g. Partnered with the Art Club to host a reception and exhibition at the library for student artwork.
- h. Presented the library's recent accomplishments and plans at the campus town hall meeting.

Action Step 2. Improve outreach efforts with students, this includes developing the Librarian Live! Workshop series and launching the Virtual Help Desk [COMPLETED].

- a. Developed various programs and activities during Welcome Weeks to engage new and returning students with the library.
- b. Presented three library workshops to train students on using Zotero, identifying primary and secondary sources, and evaluating online information.
- c. Created a Virtual Research Help Desk in which a librarian was available for drop-in hours via Zoom on Fridays for student research consultations.
- d. Participated at the monthly Find Your Pack resource fairs each semester.
- e. Created an online guide on library services for alumni.

Action Step 3. Increase library instruction sessions given for classes and faculty [IN PROGRESS].

- a. Visited department and division meetings during FLEX weeks to present library instruction support services to faculty.
- b. Library instruction sessions have steadily increased since Fall 2022, with new librarian-faculty partnerships with Engineering, Biological Sciences, and Social Work.

Student and Instructional (Tutoring and Library) Services Program Review Annual Update - Fall 2023

c. Since Fall 2022 semester, we have expanded our availability of library instruction sessions for in-person, synchronous online, asynchronous, hybrid, and HyFlex courses.

d. During Summer 2023 and Fall 2023, we have provided faculty development workshops to orient faculty about library instruction services.

Action Step 4. Increase the usage of other languages for ESL students in the library's services, specifically outreach efforts and library instruction sessions [IN PROGRESS].

a. Offered library instruction sessions in English and Arabic.

b. Offered course research guides to faculty in English and Arabic.

c. Translated the library's printing and online resource login instructions in Arabic and Spanish.

d. Provided Arabic- and English-language outreach materials to students (e.g., flyers, bookmarks).

e. The Library's Multilingual Storytime events included an Arabic and Spanish presentation.

f. Offered bilingual Arabic/English support at the research help desk and at outreach events.

Action Step 5. Create a research consultation appointment system for students and faculty [IN PROGRESS].

a. Currently working on building a SARS grid to support this appointment system and assess equity/success data.

Action Step 6. Begin working with the Outreach department to increase future students' awareness of the library's resources and features [COMPLETED].

a. Participated in the Spring 2023 Open House event to engage prospective students and their families in the library's services and resources.

Action Step 7. Build a social media presence for the library.

a. Created an Instagram page for the library.

b. Engaged the campus community with posts and videos relating to library events, announcements and updates, research tips and strategies, and other relevant content.

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**Q19**

**In Progress - will carry this goal forward into next year**

**3. Goal Status**

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**Q20**

**Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

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**Q21**

**Respondent skipped this question**

Do you have another goal to update?

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Page 6: III. Previous Goals: Update continued

**Q22**

**Eliminate equity gaps in course success (passing grade in class)**

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q23**

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

1. Host public film screenings at the library aligned with college observances (e.g., Native American Heritage Month, Black History Month)
  2. Host library events in partnership with various student clubs, organizations, and centers.
  3. Develop a Library Research Academic Program with course offerings on library research skills.
  4. Develop a regular series of outreach programs for Welcome Week and Finals Week
  5. Submit a Supplies and Equipment request for library outreach giveaways for students
  6. Submit a Supplies and Equipment request for a library button maker kit
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**Q24**

**Supplies, equipment, and/or furniture**

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

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**Q25**

**Yes**

Do you have another goal to update?

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Page 7: III. Previous Goals: Update continued

## Q26

### Previous Goal 2:

Support technology innovation and equity to contribute to improved student outcomes and success.

Action Step 1. Hire an Electronic Resources Librarian [IN PROGRESS].

a. Submitted a new faculty position request and currently ranked for consideration.

Action Step 2. Evaluate current databases for student needs and usability to see if they need to be replaced [IN PROGRESS].

a. Created a Resource Recommendation online submission form for students and faculty.

Action Step 3. Explore new databases and other resources to improve on meeting student and faculty needs [IN PROGRESS].

a. Added a new streaming film database called Docuseek, which features over 150 high-quality documentaries relevant to various disciplines and programs.

b. Added LibKey Nomad to improve students' access to research during internet searches.

Action Step 4. Look for options on tracking student success rates in relation to the student's usage of the library's resources [IN PROGRESS].

a. Identified EZproxy Analytics as a useful tool to collect and assess student data for equity and success rates in relation to library database and electronic resource usage.

Action Step 5. Market OERs and tools to students, faculty, and staff. Provide workshops on OERs for students, faculty, and staff [IN PROGRESS].

a. Currently working with the OER coordinator to determine potential library support roles for OER development and implementation at the college.

b. Engaged in a scoping review study exploring academic library roles in the support of OER efforts.

Action Step 6. Investigate emerging technologies and their application in a community college context (e.g augmented reality, virtual reality, gamification) [IN PROGRESS].

Action Step 7. Partner with Instructional Computer Facilities to ensure appropriate, current, and efficient technology tools available in the library (e.g. computers, printers, etc.) [IN PROGRESS].

a. Currently maintaining all available technology tools for students in partnership with Instructional Computer Facilities.

b. Dedicated two computer stations for Paralegal student use priority.

**Q27**

**In Progress - will carry this goal forward into next year**

Goal Status

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Page 8: III. Previous Goals: Update continued

**Q28**

**Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

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**Q29**

**Respondent skipped this question**

Do you have another goal to update?

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Page 9: III. Previous Goals: Update continued

**Q30**

**Eliminate equity gaps in course success (passing grade in class)**

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q31**

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

1. Migrate to EZproxy Hosted and Microsoft Single Sign-On platforms for all online library resources, with appropriate updates to internal and student-facing documentation and instructions
  2. Submit technology request for virtual reality hardware equipment.
  3. Submit a technology request for virtual reality software.
  4. Migrate to the new EBSCO Discovery Service user interface
  5. Explore opportunities and applications for artificial intelligence in academic library services and resources
  6. Submit a new faculty position request for a Collection Development and Emerging Technologies Librarian.
  7. Submit a technology request for EZproxy Analytics to assess student use of library electronic resources in relation to student success and equity rates.
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**Q32**

**New faculty position,**

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

**Technology**

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**Q33**

**Yes**

Do you have another goal to update?

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Page 10: III. Previous Goals: Update continued

**Q34**

Previous Goal 3:



Student and Instructional (Tutoring and Library) Services Program Review Annual Update - Fall  
2023

Improve training and hiring of library employees.

Action Step 1. Hire an Electronic Resources Librarian [IN PROGRESS].

a. Submitted a new faculty position request and currently ranked for consideration.

Action Step 2. Hire a Library Technician III [IN PROGRESS].

a. Submitted a new classified position request and currently in hiring process.

Action Step 3. Hire a Library Technician II [IN PROGRESS].

a. Submitted a new classified position request and currently in hiring process.

Action Step 4. Increase sharing of best practices among library employees [IN PROGRESS].

a. Currently researching best practices for developing subject research guides ahead of our implementation of a large-scale research guide implementation project to support distance education efforts.

Action Step 5. Improve library staff training to better meet the needs of faculty, staff, and students [IN PROGRESS]

a. Exploring opportunities on campus for active shooter trainings, mental health first aid, etc.

Action Step 6. Support opportunities for library employees to attend conferences, seminars, webinars, and other learning experiences [IN PROGRESS].

Action Step 7. Encourage librarians to get involved with research projects, presentations, publications, professional committee work, etc. to contribute to the profession, their own development, and the college [IN PROGRESS].

a. We have a librarian with a forthcoming book chapter on intersectional pedagogy in library instruction events.

b. We had a librarian publish a co-authored peer-reviewed article on asynchronous library instruction modules in the Journal of Library and Information Services in Distance Learning.

c. A librarian presented a roundtable discussion on gamification in library instruction and a workshop on WebVR applications in academic library services at the ACRL 2023 conference.

d. A librarian presented on gamification in library instruction at the Summer Institute (TSI) 2023.

Action Step 8. Create and maintain a general librarian manual [COMPLETED].

a. Created a living librarian manual document for full-time and adjunct librarians.

**Q35**

**In Progress-will carry this goal forward into next year**

Goal Status

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Page 11: III. Previous Goals: Update continued

**Q36**

**Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

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**Q37**

**Respondent skipped this question**

Do you have another goal to update?

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Page 12: III. Previous Goals: Update continued

**Q38**

**Increase hiring and retention of diverse employees to reflect the students and communities we serve**

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q39**

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

1. Submit a new faculty position request for an Electronic Resources Librarian
  2. Submit a new faculty position request for a Collection Development and Emerging Technologies Librarian
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**Q40**

**New faculty position**

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

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**Q41**

**Yes**

Do you have another goal to update?

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Page 13: III. Previous Goals: Update continued

**Q42**

Previous Goal 4:

Assess library resources and services for continuous improvement.

Action Step 1. Finding new ways to measure student satisfaction with library services [IN PROGRESS]

- a. Created a Library Events/Programs survey to assess student satisfaction with the library's outreach efforts.
- b. Surveyed students regarding their satisfaction, needs, and expectations in relation to library resources and services.

Action Step 2. Explore systems to monitor student success rates in relation to their use of the library's services [IN PROGRESS]

- a. Explored the opportunities presented by EZproxy Analytics to assess online library resource use in relation to student success rates.

Action Step 3. Expand on the surveys for students and faculty, this includes translating survey forms in different languages [IN PROGRESS]

- a. Administered survey to faculty regarding their use and perceptions of library resources.

Action Step 4. Incorporate ACRL Project Outcome surveys into library assessment efforts [DELETED]

- a. Transitioned to Microsoft Forms for many library assessment efforts, such as Library Instruction Requests and Library Event Surveys.

Action Step 5. Continue to expand and evaluate the library's collection, both print and electronic, especially for DEIA [IN PROGRESS]

- a. Created SAO indicators to assess the Reserves collection and technology collections in relation to student success and equity rates.

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**Q43**

**In Progress-will carry this goal forward into next year**

Goal Status

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Page 14: III. Previous Goals: Update continued

**Q44**

**Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

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Page 15: III. Previous Goals: Update continued

**Q45**

**Eliminate equity gaps in course success (passing grade in class)**

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q46**

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

1. Submit a technology request for an EZproxy Analytics subscription
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**Q47**

**Technology**

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

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Page 16: IV. New Goals

**Q48**

**Yes**

Would you like to propose any new goal(s)?

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Page 17: IV. New Goals continued

**Q49**

New Goal 1:

Create a more welcoming space based on a holistic approach to meet student needs

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**Q50**

**Eliminate equity gaps in course success (passing grade in class)**

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q51**

Please describe how this goal advances the college strategic goal identified above.

New Furniture for the Library

Student-friendly furniture that includes couches, bookshelves, furniture that includes ports to charge laptops and mobile devices or other equipment.

Converting library spaces into Zoom Pods – providing students private space to join Zoom meetings or online classes.

Student friendly seating areas- desks that include space for laptops and ports to plug in technology and mobile devices.

Visual representations for students to show commitment to the “Community” and “You Belong” messaging on campus. We would like to invest in murals throughout the library. To include:

A “Welcome” and a “See you soon” message on the walls in Arabic, English, Kumeyaay and Spanish as students enter and leave the library.

A mural honoring the history of Cuyamaca College, our students and Social Justice icons.

Partnership Coyote Den and Cuyamaca Cares

Café style furniture (tables chairs, microwaves) to make the Coyote Den more food friendly for students.

We are partnering with Cuyamaca Cares to become the second largest satellite on campus, especially because we are open late most days of the week. We are able to serve our night students with resources and space to feel safe and comfortable on campus.

Social Justice Library

The goal is to work closely with the Institutional Effectiveness, Success and Equity Office to create the first Social Justice library at Cuyamaca College.

The location is already in the library- we would require new bookshelves to create a smaller version of a library space that will provide access to social justice books and other resources. This will serve students, faculty and Staff.

The goal is to provide a physical space where students, faculty and staff who are interested in learning about social justice and equity can immerse themselves in the literature and enjoy a space that is visually appealing and connected with the literature (posters of famous leaders and community activists).

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**Q52**

**Respondent skipped this question**

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

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**Q53**

Action Steps for the Next Year:

Submit a supplies, equipment, and furniture request for new library furniture

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**Q54**

**Supplies, equipment, and/or furniture**

Action steps for this year: What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

---

**Q55**

**No**

Do you have another new goal?

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**Q56**

**Respondent skipped this question**

New Goal 2:

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**Q57**

**Respondent skipped this question**

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q58**

**Respondent skipped this question**

Please describe how this goal advances the college strategic goal identified above.

---

**Q59**

**Respondent skipped this question**

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

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**Q60**

**Respondent skipped this question**

Action Steps for the Next Year:

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**Q61**

Respondent skipped this question

Action steps for this year: What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

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**Q62**

Respondent skipped this question

Do you have another new goal?

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Page 19: IV. New Goals continued

**Q63**

Respondent skipped this question

New Goal 3:

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**Q64**

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q65**

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above.

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**Q66**

Respondent skipped this question

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

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**Q67**

Respondent skipped this question

Action Steps for the Next Year:

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**Q68**

Respondent skipped this question

Action steps for this year: What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

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**Q69**

Respondent skipped this question

Do you have another new goal?

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**Q70** Respondent skipped this question

New Goal 4:

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**Q71** Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q72** Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above.

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**Q73** Respondent skipped this question

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

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**Q74** Respondent skipped this question

Action Steps for the Next Year:

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**Q75** Respondent skipped this question

Action steps for this year: What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

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Page 22: Final Check

**Q76** I am ready to submit my program review

Are you ready to submit your program review? To go back and review a section, select the section below and click "Next"

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