

**Sacramento City College
Strategic Planning System
Cross-Divisional Program Plan**

Planning years: 2023-24 through 2025-26

Plan Type: Program Plan

Planning Area: Library Book & Media Collection

Primary Division: Language Arts & Library

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Date: 2/12/25

SECTION I: OVERVIEW & REVIEW OF PREVIOUS ACCOMPLISHMENTS

A. PROGRAM DESCRIPTION

The Library Materials Program consists of library books, ebooks, DVDs, periodicals, streaming media, and online information databases. These resources comprise the core educational resources that support SCC instructional programs and provide information students rely upon to succeed in their coursework.

The purpose of the SCC Library Materials Program is to support student success and college goals through the ongoing selection of library materials.

- The program plan accomplishes the library mission of “Providing a balanced, up-to-date collection of print, non-print and electronic resources.”
- The program plan provides library resources to help meet college goals. Materials contribute directly to student engagement and success; successful transition to college; course and program success; preparation for degree, certificate, and transfer; improvement of basic skills; distance education; instructional improvement; and new community needs.

B: REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

1. **Outcomes assessment.** Briefly state the objectives you worked on last year and the progress you have made on those objectives since the last time the plan was updated. Provide assessment results for [Administrative Unit Outcomes \(AUOs\)](#) and/or [Student Learning Outcomes \(SLOs\)](#) from the 2020-2023 cycle, as applicable.

2023-2024 AUO and SLO Assessment Results

College Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Assessment Measure/Target	Outcome
Goal A	1: Acquire \$80,000 in funding for library materials	<p>Target: Allocate funds from Program Plan to subjects, ebooks, and outreach centers per allocation formula. Manage fund allocations using a formula that balances acquisitions across subject areas.</p> <p>Baseline year: Based on the previous year's data (completed yearly at the beginning of the Fall semester).</p> <p>Measure(s): Enrollment and circulation data for the allocation formula.</p> <p>Data Source(s): Enrollment information from PRIE data dashboards. Alma Analytics Circulation Data. Available upon request.</p>	<p>Allocations completed: We allocated 23.75% of our program plan money to streaming media in 2023/24. We used to send the centers money for small reserve textbook collections (pre-pandemic); we set money aside each year in case the centers open and need reserve textbooks. The remaining amount of money is then divided by subject area using our allocation formula (to determine how much to spend in each subject area). $[(\% \text{ enrollment} \times .3) + (\% \text{ circulation} \times .7)] \times \\$ \text{ materials book budget} = \\$ \text{ (total amount after media and center money is removed)}$</p>

Goal B	<p>2: Provide materials that help students:</p> <ul style="list-style-type: none"> ● complete degrees, certificates, and transfer; ● master basic skills in reading, writing, math, info competency; ● access textbooks; prepare for jobs; ● at centers 	<p>Target: a. Select and purchase library materials at appropriate levels in all formats, including books, ebooks, media, and periodicals using collection development policies and procedures and input from students, faculty, and staff from surveys, request forms, and other interactions. b. Through the curriculum process, work with subject area faculty to ensure the library carries sufficient material for courses.</p> <p>Baseline year: 2023-24</p> <p>Measure(s): Annual Library Survey. Circulation Statistics (Appendix D)</p> <p>Data Source(s): Appendix B for Fall 23 student survey. Appendix D. More data available on request.</p>	<p>Purchased circulating books, textbooks, and full semester loans, excluding full semester loans paid for with outside funds. Purchased media items. Added reserve textbooks. Purchased ebooks individually and through joint decisions with the district ebooks committee. Renewed access to subscription ebooks. Maintained demand-driven acquisition. Began acquiring streaming audiobooks. Correlated survey results to student demand for materials. Discussed library support for curriculum with faculty. Approximately 23,338 individual ebooks “checkouts” in the previous fiscal year.</p>
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Goal D	3: Focus collection on up-to-date, accurate, and relevant materials.	<p>Target: Systematically review collection for weeding and renewal to maintain currency, accuracy, and relevance</p> <p>Baseline year: 2023-24</p> <p>Measure(s): Used various sources of professional literature from the field of information science, discussion with faculty on current assignments and content, participation on the curriculum committee, and more.</p> <p>Data Source(s): See Appendix C for age of collection data from Alma. Other data available upon request.</p>	<p>Weeded the circulating book collection.</p> <p>Completed paper and digital periodical weeding project (Spring 2024).</p> <p>Completed Reference weeding project (Spring 2024).</p> <p>1,644 titles were weeded in AY 24 (through March 2024).</p>
Goals D & E	4: Participate equitably in Los Rios intercampus loan program.	<p>Target: a. Evaluate SCC requests, order materials as appropriate. b. Track loans to identify net lending and borrowing.</p> <p>Baseline year: 2023-24</p> <p>Measure(s): (see Target)</p> <p>Data Source(s): Alma Analytics.</p>	<p>Requested books and media items. Loaned books and media items (484 loans made to other Los Rios College Libraries). 214 books loaned to SCC Library from other Los Rios College Libraries.</p>
Goal C	5: Disseminate information about collections to campus, centers, and the district.	<p>Target: Send collections-related email, Facebook feeds, new books stream, featured collections on library website, articles in campus publications, and new materials lists.</p> <p>Baseline year: 2023-24</p> <p>Measure(s): N/A</p> <p>Data Source(s): N/A</p>	<p>Sent collections-related emails, Facebook feeds, new books stream, featured collections on library website, and articles in campus publications.</p>
Goal A	6: Compile library reports that illustrate collection trends.	<p>Target: a. Use data from circulation, ILL, age of collection, input from</p>	<p>Compiled data from circulation, ILL, age of collection, input from</p>

		students, instructors, surveys, policies, and formulas to assess collection value. Baseline year: 2023-24 Measure(s): (see Target) Data Source(s): Appendix C, D, and E.	students, instructors, surveys, policies, and formulas to assess collection value.
Goal A	7: Maintain collection development processes	Target: a. Regularly review and distribute policies and procedures to staff. Baseline year: 2023-24 Measure(s): N/A Data Source(s): N/A	Current collection policies and procedures .

2. Review of last year's resource use: Briefly explain how resources were used during the previous cycle to support the work of the plan.

We maintained - from the last two years - our increased streaming media budget of (23.75% of our Program Plan funds to purchase limited-term licenses, which are more expensive than physical media (\$10-\$20 for a DVD vs. \$120-\$239 for a single year streaming license). We have have also continued to purchase ebooks (compared to paper books), a process which started during the pandemic in order to increase access to materials for our students; however, ebooks are more expensive than paper books (often more than 2x the cost), which means that we were not able to purchase the same amount of content as in pre-pandemic times. We now maintain a *demand-driven acquisition (DDA)* collection with one vendor, according to which we deposit funds to offer a large number of ebooks—currently over 1,000—but only pay for ones that are used. In 2023-24, 76 titles were purchased in this way. Additionally, we usually complete a student survey every spring, but we paused that during the pandemic. In Fall 2023, we restarted the annual library survey. Under PRIE's suggestion, we used the same survey that we have used since 2001 (to glean invaluable longitudinal data), but we changed how we distributed and collected the survey. PRIE created a digital survey for us which we advertised at the Circulation Desk (the place where we used to distribute paper surveys in the past). We also sent a link to the survey to everyone who checked out materials during the Fall 2023 semester. On advice from PRIE, we did not compare the data collected from Fall 2023 to previous years as much has changed (more detail in sections below). In the past, we used to conduct the annual library survey in spring, and we will collect the survey again this Spring 2025 semester to get back on track with the spring collection schedule. We plan to collaborate with PRIE again to distribute a digital survey in March 2025. Once we have gleaned the survey, we will compare that data to Fall 2023 and to all the previous years' data.

3. Factors affecting the work of the program:

Strengths:

The Library has reliable processes for allocating money to purchase library materials. We are focused on increasing content gaps in our collection and have a focus on increasing library materials relevant to equity and anti-racism efforts. Our ability to collect data regarding library collections, spending, circulation, and online resource usage has vastly improved as a result of the implementation of a new library system in January 2020.

In Spring 2024, the Los Rios Libraries worked with PeopleSoft on integrating Alma (the library system software) so students have the option of paying library fees through eServices. This should help make it easier for students to pay for any replacement fees (see “challenges” area for more detail on fees). In FY-24 students paid \$4,094 in replacement fees, up from \$148 in FY-23, although some of these fees may be refunded when students later return the items they paid for.

Through a research request showing data from the fall 2023 semester, we learned that the SCC Library plays a crucial role in supporting low-income students. Of the students who checked out materials, 70.28% were low-income, significantly exceeding their 56.68% representation in the overall student population (13.6% difference; Appendix E). Additionally, we found that the SCC library serves a higher proportion of underserved students compared to the overall college population. Specifically, 16.28% of students who checked out materials were African American, which exceeds the 10.55% representation of African American students at SCC. Similarly, 35.39% of library users were Hispanic, surpassing their 32.37% share of the total student body (Appendix E).

These results highlight the library’s vital role in supporting historically underrepresented students, reinforcing its importance as an inclusive academic resource. This data underscores the library’s importance as a key resource for students facing financial barriers, providing equitable access to academic materials and support services that contribute to their success (Appendix E). The library intends to submit similar research requests covering each fall semester going forward.

Weaknesses:

In the past, the Library conducted an annual student survey (under area 6 above) on general library use. It was run in-person, mostly from the circulation desk (where students check out physical materials like textbooks). During the pandemic, we did not conduct this as it would be difficult to compare data collected in a very different manner to past data (along with the complications of lending books during the pandemic). Last year, we conducted the library survey with the help of PRIE. Under PRIE’s advice, we did not compare the Fall 2023 data to the previous years’ data, as we changed the collection system, but we will compare the data we collect in spring 2025 (as we used to conduct the survey during spring semesters) to Fall 2023 and all previous years (going back to 2001).

Opportunities:

The Library has continued to see an increase in in-person students using library spaces as of spring 2024; therefore, we expect to survey an even wider pool of students in spring 2025. In turn this will allow us to improve and enhance Library services to in-person students.

The Library has expanded the use of our scanner, which we use to scan textbooks for Alma-D, a digital reserves system, allowing it to lend digital reserve textbooks to students. While this setup lets us provide digital textbook copies to students, we can only provide the number of digital “copies” that match the number of paper books that we have purchased, and these digital copies are not simultaneously available for physical lending. This elaborate process is necessary in order to comply with copyright law. In fiscal year 2024, the 36 digital textbooks made available by SCC were loaned to students 4,295 times.

Challenges:

The cost of textbooks, streaming media, and ebooks increases yearly, with inflation and other rising costs, while our annual library program plan budget for library materials has remained stagnant, which means we provide fewer and fewer resources for students every year.

Before the pandemic, the Library fined students for late books and replacement fees for unreturned items. Additionally, a registration hold was placed on student accounts, preventing them from registering for classes until they paid their library fines. In the last several years, the Los Rios Libraries have revised our fees/fines policies. Our library district policy is that we do not charge overdue fines. We only charge replacement fees for lost and damaged items. This policy is obviously beneficial to students, but also means that we have less money available to purchase/replace library materials. In fiscal year 2024, 6% of checked-out library materials were not returned (and nearly 20% were not returned by the due date). The combination of more unreturned items and a reduction of collected fees means the Library has less money to buy and replace textbooks. To reiterate, we do not collect late fines; we only notify patrons of replacement fees for materials not returned. We no longer put registration holds on student accounts for any reason.

SECTION II: FUTURE GOALS, DIRECTIONS, AND STRATEGIES

A. MULTI-YEAR DIRECTIONS AND STRATEGIES

Describe the general directions in which you see the Program moving over the next 3 years. Include any multi-year initiatives in your Program Plans. Describe how these directions and initiatives align with the College Goals.

- Decrease equity-related gaps in collection (Goal A & D).
- Maintain an adequate collection of current online and physical materials to support SCC curriculum (Goal A).
- Help the SCC centers increase their reserve textbook collections (Goal A & B).
- Using library materials, increase visibility of the library at various events like Club Day and conduct more class visits (Goal B).

- Continue to support and visibility of library PILOT tutorials, which support student use of the collection, especially for first year students (Goal B).
- Refine assessment of the ways in which the library collection serves students, faculty, and the college community as a whole (collection development-related assessments, etc.) (Goal C).
- Increase OER support including using ZTC funds (Z degree pathways program) from ASCCC/Strong Workforce/SEAP to increase class sets of textbooks to reduce costs to students (Goal D).
- Increase class sets of textbooks in CE area specifically using ZTC funds earmarked for CE programs (Strong Workforce) (Goal E).
- Scan more textbooks to allow for digital loans (as requested) (Goal A & B).

B. UNIT OUTCOMES: [ADMINISTRATIVE UNIT OUTCOMES \(AUOs\)](#) or [STUDENT LEARNING OUTCOMES \(SLOs\)](#) FOR THE PLANNING CURRENT CYCLE

2023-2026 AUOs and SLOs		
College Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Expected Outcomes/Targets
College Goal A: Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.	AUO 1: The program will acquire requested funding for library materials.	<ul style="list-style-type: none"> • Expected result: Allocate funds to subject areas, ebooks, and outreach centers per formula. • Expected result: Manage fund allocations using formula to achieve balance across subject areas.
	AUO 2: The program will acquire materials that align with College Goal A (support student completion of degrees and certificates and/or transfer; mastering of basic skills in reading, writing, math, and info competency; accessing textbooks; preparing for jobs; accessing information at the outreach centers.)	<ul style="list-style-type: none"> • Expected result: Select and purchase materials at appropriate levels in all formats, including books, ebooks, and media using collection development policies and procedures and input from students, faculty,

		and staff. • Expected result: Through the curriculum process, work with subject area faculty to help ensure the library carries sufficient material to support coursework.
	AUO 3: Focus collection on up-to-date, accurate, and relevant materials.	• Expected result: Systematically review collection for weeding and renewal to maintain currency, accuracy, and relevance.
	AUO 4: Participate equitably in intercampus loan program.	• Expected result: Evaluate SCC requests, purchase materials as appropriate. • Expected result: Track loans to identify net lending and borrowing.
College Goal C: Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement.	AUO 5: Disseminate information about collections to campus, outreach centers, and district.	• Expected result: Send collections-related email, featured collections on library website, Twitter/Facebook feeds, new books stream; articles in campus publications, and new materials lists.
	AUO 6: Compile library reports that illustrate collection trends.	• Expected result: Use data from circulation, ILL, age of collection, input from students, instructors, surveys, policies, and formulas to help assess collection value. • Expected result: Administer annual PFE survey; compile results.
	AUO 7: Maintain collection development processes.	• Expected result: Regularly review, update, and distribute policies and procedures to staff.

SECTION III: ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR THE PLANNING YEAR

2024-2025 Program Plan Resource Requests						
AUOs/SLOs (include number from above tables)	Program Strategies	Timelin e	Responsible persons	Resource Require ments	Previously funded? (Yes/No)	Previous Funding Source(s)
1: The program will acquire requested funding for library materials.	a. Develop Program Plan	Sept. – Nov.	Coll. Dev. Libn & Department			
	b. Receive budget and request account numbers for new FY	July – Sept.	Tech. Services staff			
	c. Assign funds to Media (approx. 25%)	July – Sept.	Tech. Services staff	\$20,000	Y (for a lesser amount)	Program Plan
	d. Assign funds to outreach centers	July – Sept	Tech. Services staff	\$5000 WSC \$5000 DC	Y	Program Plan
	e. Determine ebooks to be purchased district wide.	Aug.– May	District ebooks librarians		Y	Program Plan & CDF
	f. Monitor expenditures per allocation formula	Monthl y	Coll. Dev. Librarian and Librarians			
2: The program will acquire materials that align with College Goal	a. Select, purchase, process reserve textbooks	Aug. –May	Tech. Services & Circ. staff	Included in 2g	Y	Program Plan

A (support student completion of degrees and certificates and/or transfer; mastering of basic skills in reading, writing, math, and info competency; accessing textbooks; preparing for jobs; accessing information at the outreach centers.)						
	b. Select books, ebooks, media, streaming media, periodicals using policies, procedures, and input from students, faculty, and staff	Aug. – May	-Librarians			
	c.Solicit requests from faculty; meet with departments	Aug. – May	Librarians			
	d. Through curriculum, work with subject faculty to ensure material for course support					
	e.Collect additional requests from faculty, staff, and students	Aug. – July	Librarians			
	f. Receive curriculum actions, meet with faculty	Aug. – May	Librarians			

	re: library services and collections, select materials					
	g. Purchase and process materials	Aug. – May	Tech. Services staff	\$100,000	Y (for a smaller amount of \$\$)	Program Plan
3: Focus on up to date, accurate, relevant materials	a. Systematically review and weed					
	b. Purchase new or replacement titles	Aug. – May	Librarians	Included in 2g.	Y	Program Plan
4: Participate in intercampus loan	a. Evaluate SCC requests, purchase materials as appropriate	Aug. – May	Librarians, library staff	Included in 2g.	Y	Program Plan
	b. Track loans to identify net lending and borrowing					
5: Disseminate information about collections to campus, outreach centers, and district.	a. Send collections email, Twitter feeds, new books stream; articles in campus publications, slide shows, posters, new materials lists	Aug. – May	Librarians			
6: Compile reports that illustrate trends.	a. Develop analyses using newly acquired tools in Ex Libris Alma to analyze circ. data to find trends in use and collection gaps.	Aug. – May	Librarians, library staff	Included in 2g.	Y	Program Plan

	Purchase needed materials					
	b. Administer annual PFE survey; compile results	April	Coll. dev. Librarian and Circ. staff			
	c. Produce age of collection report to track growth and age	Aug. – May	Tech. Services and Coll. dev. librarian			
	d. Produce use and age reports for weeding and updating	Aug. – May	Coll. dev. librarian			
	e. Use data from circ, ILL, online usage reports, publication dates, input from students, instructors, surveys, formulas to plan assessment of collection value		Tech. Services and Coll. Dev. librarian			
7: Maintain collection processes.	a. Track expenditure from allocation funds to evaluate and revise internal allocation formula	Aug. – May	Coll. dev. librarian			
	b. Regularly review, update, and distribute policies and procedures	Aug. – May	Library dept. chair, Librarians, library staff, dean			

			Total Program Plan Request	\$130,000	Y	Program Plan
			Anticipated Division CDF Funds. *	\$20,000	Y	College Discretionary Funds
			Total Library Materials:	\$150,000		
	Anticipated Replacement Funds:			Minimal		

APPENDIX A: DEFINITIONS

The planning year refers to the upcoming academic year (July 1 - June 30). For example, this plan is being written during the 2024-2025 academic year; the first planning year of this plan is 2025-2026.

Administrative Unit Outcomes (AUOs) include goals related to service quality, efficiency, compliance, utilization of services, student satisfaction, and employee professional development, and indirectly affect the experiences of the students at SCC. AUOs help areas develop strategies to improve service delivery and student satisfaction.

Student Learning Outcomes (SLOs) are objectives of the unit that state the major skills and abilities that students will gain as a result of their work with the program. They complete the sentence: “As the result of the work of the unit, the student will be able to . . .”. Some areas, such as Tutoring, may already have SLOs in a course outline of record (in this case, from HSER 1000), and these are what should be entered into the table below.

APPENDIX B: Annual Library Survey Fall 2023* Results

The library survey was administered by the SCC Library to individuals who used the library during the last several weeks of the Fall 2023 term*. The survey was administered electronically and results were received through a survey platform. In total, 67 responses were received with most of the respondents answering all single-choice questions on the survey, which are shown in the tables below. In total, 21 responses were provided to the open-ended question, and a summary of the results based on frequency is presented below.

*Typically, we hold the annual library survey during the spring semester (February or March). This AY 24/25, instead of doing it a year after the survey below, we plan to conduct it after this program plan document is submitted (in early March 2025, which we will submit in the next program plan for review).

How many times, this semester only, have you checked out or used the following?	0 times		1-5 times		6 or more times		total	
	N	%	N	%	N	%	N	%
1. Checked out books from the 3rd floor (available for 3 weeks)	29	43.3%	32	47.8%	6	9.0%	67	100.0%

2. Checked out reserve materials for short-term loan (located at circulation desk, mostly textbooks, usually 2 hours)	36	54.6%	24	36.4%	6	9.1%	66	100.0%
3. Used reference books such as dictionaries, encyclopedias, atlases, etc. (located in the reference area, cannot be checked out)	41	62.1%	22	33.3%	3	4.6%	66	100.0%

How important is it for you for this library to have the following?	not at all important		somewhat important		very important		total	
	N	%	N	%	N	%	N	%

4. Books that you can check out for 3 weeks	3	4.5%	16	23.9%	48	71.6%	67	100.0%
5. Reserve materials that you can check out for short-term loan	4	6.1%	21	31.8%	41	62.1%	66	100.0%
6. Reference books that you can use in the library	4	6.1%	21	31.8%	41	62.1%	66	100.0%

Why are you checking out or using this library material?	yes		no		total	
	N	%	N	%	N	%
7. To complete a homework assignment	62	95.4%	3	4.6%	65	100.0%

8. Textbook for a class	51	81.0%	12	19.1%	63	100.0%
9. Research for a paper or speech	50	78.1%	14	21.9%	64	100.0%
10. Life skills or personal growth	43	65.2%	23	34.9%	66	100.0%
11. Recreation or entertainment	45	70.3%	19	29.7%	64	100.0%

Will using this library material help you to do the following?	yes		no		total	
	N	%	N	%	N	%
12. Complete your course	61	91.0%	6	9.0%	67	100.0%
13. Improve your grade	61	91.0%	6	9.0%	67	100.0%
14. Stay in school	56	83.6%	11	16.4%	67	100.0%
15. Prepare to graduate	54	83.1%	11	16.9%	65	100.0%
16. Prepare to transfer	53	79.1%	14	20.9%	67	100.0%
17. Prepare for a job	43	65.2%	23	34.9%	66	100.0%
18. Improve your self confidence	56	84.9%	10	15.2%	66	100.0%

Below is a summary of the most frequently reported notes from 21 respondents:

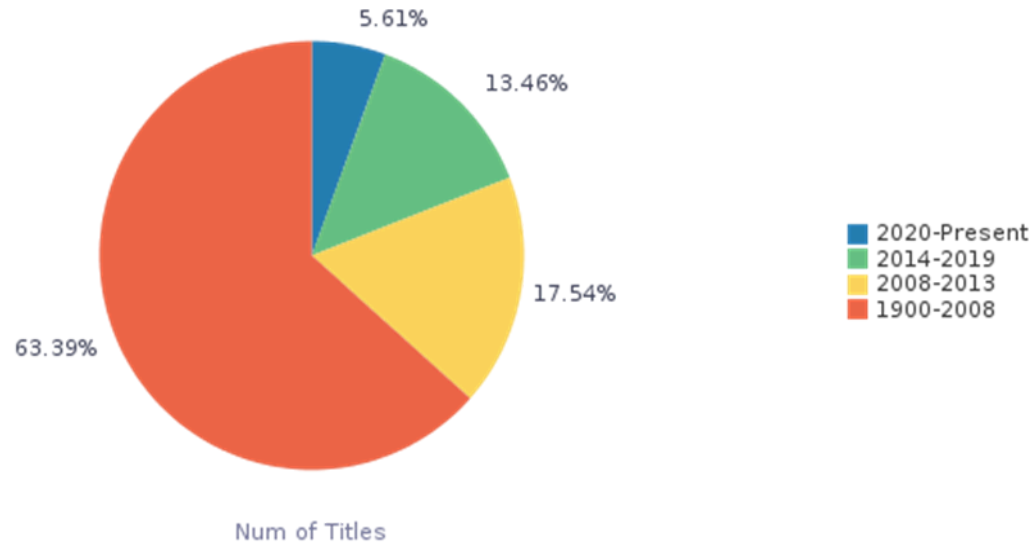
- Respondents noted that library staff are helpful (N=7)
- Respondents noted that the library building and the collection of online and physical resources contributed to a positive learning experience and environment (N=5)

APPENDIX C: AGE OF COLLECTION REPORTS (ALMA)

The age of collection reports are here to show the kind of information we can gather about our collection. We use these kinds of reports to weed, to find gaps in the collection, to analyze usage, and more.

Age of Collection (3rd floor books)	
Publication Date	Num of Titles
1900-2008	37,908
2008-2013	10,490
2014-2019	8,052
2020-Present	3,355
Grand Total	59,805

Num of Titles



APPENDIX D: CIRCULATION DATA

Note: This does not include our ebooks, streaming videos, or databases.

Loans by item library and location			
Previous Fiscal Year (July 2023-June 2024)			
Library Name	Location Code	Location Name	Loans
Grand Total			4,920
SCC RISE Total			52
Sacramento City College Library Total			4,868
SCC RISE	szris	SCC - RISE Office	52

Sacramento City College Library	scbk	SCC - 3rd Floor - Circulating	2,115
	sdis	SCC - Display	31
	scgn	SCC - Graphic Novels and Comics	104
	scjez	SCC - Easy Reading	45
	scjuv	SCC - Juvenile	55
	scnew	SCC - New Books	98
	scov	SCC - Oversize	2
	ssill	SCC - ILL	2
	sv1d	SCC - Circ Desk - 1 Day	17
	sv1fl	SCC - LR135 - 1 semester	108
	sv1s	SCC - Circ Desk - 1 Semester	212
	sv1s_sp	SCC - Circ Desk - 1 Semester - Special Programs	358
	sv1w	SCC - Circ Desk - 1 Week	11
	sv2h	SCC - Circ Desk - 2 Hour	379
	sv2hl	SCC - Circ Desk - 2 Hour (LIB USE ONLY)	407
	sv3d	SCC - Circ Desk - 3 Day	26
	sv4h	SCC - Circ Desk - 4 Hour	160
	svashe	SCC - LR135 - ASHÉ Center Course Collection	42
	svashe_2fl	SCC - Circ Desk - ASHÉ Center Course Collection	45
	svcc	SCC - Circ Desk - 7 day (requestable)	344
	svcosm	SCC - LR135 - Cosmetology	15

	svcosm_2fl	SCC - Circ Desk - Cosmetology	14
	svmet	SCC - LR135 - MET reserves	121
	svmet_2fl	SCC - Circ Desk - MET reserves	39
	svraza	SCC - LR135 - RAZA Center Course Collection	61
	svraza_2fl	SCC - Circ Desk - RAZA Center Course Collection	57

Appendix E: Circulation Demographic and Low Income Data

In Fall 2023, the SCC Library collected student ID numbers from individuals who checked out materials. This data was later analyzed by the Research Office in Spring 2024 to assess usage patterns and demographic representation.

Key findings indicate that the library serves a higher proportion of underserved students compared to the overall college population. Specifically, 16.28% of students who checked out materials were African American, which exceeds the 10.55% representation of African American students at SCC (5.73% more). Similarly, 35.39% of library users were Hispanic, surpassing their 32.37% share of the total student body (3.02%).

Additionally, of the students who checked out materials, 70.28% were low-income, significantly exceeding their 56.68% representation in the overall student population (in Fall 2023).

Fall 2023 Library Circulation Demographics Data (compiled by PRIE)

Race	% Library Users	Headcount @ SCC %
African American	16.28%	10.55%
Asian	14.86%	16.78%
Filipino	2.17%	2.92%
Hispanic/Latino	35.39%	32.37%
Multi-Race	9.43%	7.88%
Native American	1.00%	0.43%
Pacific Islander	1.00%	1.16%
Unknown	1.34%	1.77%
White	19.01%	26%

Fall 2023 Library Circulation Low Income Student Data (compiled by PRIE)

Low Income	% Library Users	% all SCC Students
No	29.72%	41.32%
Yes	70.28%	58.68%
Total	100%	100%