Sacramento City College
Strategic Planning System
Cross-Divisional Program Plan

Planning years: Fall 2026 through Spring 2029
Plan Type: Program Plan
Planning Area: Library Book & Media Collection
Primary Division: Language Arts & Library
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SECTION I: OVERVIEW & REVIEW OF PREVIOUS ACCOMPLISHMENTS

A. PROGRAM DESCRIPTION

Briefly describe your program and state the overall mission of the program and its role(s) across the college.

The Library Materials Program consists of print books, ebooks, DVDs, streaming media, and reserve textbooks that directly support Sacramento City College instructional programs and student learning. These resources form the core locally selected collections used by students to complete coursework, conduct research, and prepare for transfer, employment, and degree or certificate completion.

Program Plan funds are used primarily for the acquisition and maintenance of these locally selected materials, including print and electronic monographs, physical and streaming media. Course reserve materials are typically purchased using fines/fees account (not Program Plan money). These funds are not used for district-funded databases, loanable technology, or other externally funded resources, which are supported through separate funding streams.

The purpose of the Library Materials Program is to support student success and institutional goals through the systematic selection, assessment, and management of library collections. The program advances the library's mission of providing a balanced, current, and accessible collection of print and electronic resources that reflect curricular needs, student demand, and equity priorities. Collection development practices are guided by established policies and procedures (see Appendix B: Collection Development Policies and Procedures).

Library materials support student engagement, information literacy development, course completion, transfer preparation, workforce readiness, and lifelong learning. Through ongoing collaboration with faculty, participation in curriculum processes, and systematic analysis of usage and demographic data, the program ensures that collections remain relevant, accessible, and aligned with institutional priorities. In doing so, the Library Materials Program supports student access, progress, and success (Strategic Plan Goal 1), advances equity and reduces disproportionate impact (Goal 2), and strengthens institutional effectiveness through responsible resource management and assessment (Goal 3).

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 most recent review cycle, as applicable. Enter the planning cycle year at the top of the table below.

2023-2026 Planning Years AUO and SLO Assessment Results			
College Strategic Goal	**Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)**	**Assessment Measure/Target**	**Outcome**
Goal 3	Acquire $80,000 in funding for library materials	**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. **Baseline year:** 2022–23 Program Plan; 2024–25 Annual Program Plan. **Measure(s):** Enrollment and circulation data. **Data Source(s):** PRIE dashboards; Alma Analytics.	Program Plan funds were consistently allocated according to the established formula. Approximately 25% of funds were dedicated to streaming media to meet instructional demand. Remaining funds were distributed across subject areas and reserves, maintaining balanced coverage. Allocations were reviewed and adjusted annually based primarily on usage trends.
Goals 1 & 2	Provide materials that help students complete degrees, certificates, and transfer; master basic skills; access textbooks; prepare for jobs; and access materials at centers	**Target:** Select and purchase materials in multiple formats using collection development policies and input from students, faculty, and staff. Work with faculty through curriculum processes to ensure adequate course support. **Baseline year:** 2022–23 Program Plan; 2024–25 Annual Program Plan. **Measure(s):** Annual library survey; circulation statistics. **Data Source(s):** Survey results; Alma Analytics.	Librarians acquired print, electronic, and media resources aligned with curricular needs. Reserve and digital lending programs supported high-demand courses. Ebook and streaming usage remained strong, reflecting sustained student reliance on library-provided materials for coursework and research.
Goals 1 & 3	Focus collection on up-to-date, accurate, and relevant materials	**Target:** Systematically review and weed collections to maintain currency and relevance.	Major weeding projects were completed in the circulating, reference, and periodical

		Baseline year: 2022–23 Program Plan; 2024–25 Annual Program Plan. **Measure(s):** Age-of-collection reports; weeding statistics. **Data Source(s):** Alma Analytics; internal reports.	collections. Approximately two-thirds of the print reference collection was withdrawn or integrated into circulation, and nearly 90% of print periodicals were removed, resulting in improved space and access for students.
Goals 1 & 3	Participate equitably in the Los Rios intercampus loan program	**Target:** Evaluate requests, purchase materials when appropriate, and monitor lending and borrowing patterns. **Baseline year:** 2022–23 Program Plan; 2024–25 Annual Program Plan. **Measure(s):** Intercampus loan statistics. **Data Source(s):** Alma Analytics (Appendix C)	SCC Library maintained active participation in intercampus lending. Lending and borrowing patterns were monitored regularly, and repeated demand informed local purchasing decisions, improving access while managing resource sharing equitably.
Goals 1 & 2	Disseminate information about collections to campus, centers, and district	**Target:** Share information through email, website features, social media, and campus publications. **Baseline year:** 2022–23 Program Plan; 2024–25 Annual Program Plan. **Measure(s):** Communication records. **Data Source(s):** Internal documentation.	Librarians maintained regular outreach through email announcements, website updates, and promotional materials. These efforts increased awareness of new and existing resources and supported effective use of library collections.
Goal 3	Compile library reports that illustrate collection trends	**Target:** Use circulation, ILL, age, survey, and usage data to assess collection value. **Baseline year:** 2022–23 Program Plan; 2024–25 Annual Program Plan. **Measure(s):** Alma Analytics reports. **Data Source(s):** Alma Analytics; survey results; CCCL survey. (Appendix C)	Librarians produced regular analytical reports using multiple data sources. Findings informed purchasing, weeding, and allocation decisions. Participation in statewide reporting strengthened data validation and benchmarking.

Goal 3	Maintain collection development processes	**Target:** Regularly review and distribute collection development policies and procedures. **Baseline year:** 2022–23 Program Plan; 2024–25 Annual Program Plan. **Measure(s):** Policy reviews. **Data Source(s):** Internal documentation.	Collection development procedures were maintained and updated as needed. Staff followed consistent workflows for selection, purchasing, and assessment, supporting continuity and transparency.

These outcomes support Sacramento City College Strategic Plan goals related to student access, progress, and success (Goal 1), equity and disproportionate impact (Goal 2), and institutional effectiveness (Goal 3).

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.

During the most recent planning year, Program Plan funds were used almost entirely to support the acquisition and maintenance of locally selected library materials, including print books, ebooks, DVDs, streaming media licenses, and reserve textbooks. These funds were allocated using an established formula based on enrollment and circulation data to ensure balanced coverage across subject areas and formats.

A significant portion of Program Plan funding (approximately 25%) continued to be directed toward streaming media. This allocation reflects sustained instructional demand as well as the high and increasing cost of limited-term streaming licenses, which often exceed the cost of physical media by an order of magnitude. Maintaining access to streaming media remains essential for course support, particularly in online and hybrid instructional environments. Program Plan funds also supported the ongoing acquisition of print and electronic monographs selected by librarians to align with curricular needs and student demand. Ebook purchasing continued to complement print acquisitions, expanding access while balancing higher per-title costs. Reserve textbooks remained a priority use of funds, supporting equitable access to required course materials for students. Reserve textbooks are primarily funded out of lost item replacement fees, and various departments have supplied reserve textbooks from local grants. In addition the Library received SEAP funds for targeted class sets.

Program Plan funds were not used for the majority of online database subscriptions, loanable technology, or other centrally supported resources. These resources, while integral to library services, are funded through separate district or categorical allocations and are not part of the Library Materials Program Plan.

Overall, resource use during the past year reflects careful stewardship of limited funds, with spending decisions guided by documented demand, equity considerations, and instructional priorities.

3. **Factors affecting the work of the program.** Provide an overview of the major factors affecting the work of the Program. You may choose to describe the internal (within the college) and external (e.g. outside of the college) environment as they affect the program. Alternatively, you may organize the information by discussing the Program's strengths, weaknesses, opportunities, and challenges.

   The work of the Library Materials Program is influenced by internal and external factors, including funding structures, enrollment trends, instructional modalities, and evolving student needs. The following summary highlights key strengths, weaknesses, opportunities, and challenges affecting program operations.

   Strengths
   The Library has well-established and reliable processes for allocating and managing Program Plan funds for library materials. Allocation decisions are guided by enrollment, circulation, and usage data, ensuring balanced and equitable distribution across subject areas and formats.
   The implementation of Alma and expanded use of analytics tools has significantly strengthened the library's capacity to assess collection performance, identify gaps, and support data-informed decision-making. These tools enable systematic evaluation of circulation trends, age of collection, and intercampus loan activity.

   Recent collection management initiatives, including large-scale weeding and space reconfiguration projects, have improved collection currency and increased the usability of library spaces for students.

   Statewide reporting through the California Community Colleges Annual Library Data Survey and internal assessment processes provide validated measures of library activity and reinforce accountability and transparency (see Appendix C).

   Analysis of circulation and demographic data continues to demonstrate that library collections disproportionately support low-income and historically underserved students, underscoring the program's role in advancing equity and access.

   Weaknesses
   The in-house annual library survey continues to yield relatively low response rates, limiting its usefulness as a standalone assessment tool. While the survey provides qualitative context, primary assessment relies on system-generated usage data and required statewide reporting.
   The rising cost of electronic and streaming resources limits purchasing flexibility and reduces the number of titles that can be acquired within existing budget constraints.

   Physical space constraints related to storage and processing of reserve materials and newly acquired collections occasionally affect workflow efficiency.

   Opportunities
   Continued growth in the use of electronic resources provides opportunities to refine purchasing strategies and align acquisitions more closely with documented demand.

   Ongoing analysis of statewide and institutional data offers opportunities to strengthen longitudinal assessment and benchmarking against peer institutions.

Reclaimed physical space resulting from recent weeding projects creates opportunities to enhance student study areas and improve access to high-demand collections.

Collaboration with faculty through curriculum review and instructional partnerships presents ongoing opportunities to improve alignment between collections and instructional needs.

Challenges

The cost of books, ebooks, and streaming media continues to rise annually, while Program Plan funding has remained relatively stable. This dynamic continually reduces purchasing power and requires careful balancing to ensure robust coverage of important subjects.

A growing reliance on limited-term licenses for streaming video increases long-term cost pressures and complicates collection sustainability.

Reductions in supplementary funding sources, including College Discretionary Funds and replacement fee revenue, have reduced the availability of funds for replacement and expansion of high-demand materials.

Changes in district-wide policies related to fines and fees have improved student access, and while overall replacement funding is currently stable, the elimination of overdue fines has shifted the challenge from revenue loss to managing delayed returns and replacement timing for missing materials.

Although the Library has maintained a long-standing annual student survey (see Appendix D for the Fall 2023 Student Survey and recent participation trends), recent administrations have experienced declining response rates. In Spring 2025, participation was limited (19 responses), indicating that traditional survey methods may no longer align with current student engagement patterns. Moving forward, the Library will explore alternative strategies, with continued collaboration with the PRIE office, to strengthen assessment efforts.

Fluctuations in enrollment and course delivery modalities continue to affect demand patterns, requiring ongoing adjustment of purchasing priorities.

SECTION II: FUTURE GOALS, DIRECTIONS, AND STRATEGIES (Required update every three years)

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.

Over the 2026–2029 planning cycle, the Library Materials Program will continue to focus on sustaining a balanced, current, and equitable collection that supports student learning, instructional effectiveness, and institutional priorities. Program activities will emphasize responsible stewardship of limited resources, ongoing assessment, and alignment with evolving curricular and student needs.

These multi-year directions and strategies support the Sacramento City College Strategic Plan by advancing student success and access (Goal 1), reducing equity gaps (Goal 2), and strengthening institutional effectiveness (Goal 3).

Key directions and strategies include the following:

1. Maintain balanced, data-informed collections
(Aligned with Goals 1, 2, and 3)
Continue allocating Program Plan funds using established enrollment- and circulation-based formulas to ensure equitable distribution across subject areas and formats. Allocation decisions will be informed by assessment data, usage patterns (see Appendix C), and equity indicators.

2. Sustain access to high-demand electronic and streaming resources
(Aligned with Goals 1 and 2)
Prioritize funding for streaming media and electronic materials required for instructional delivery, while monitoring cost trends and usage to guide purchasing, renewal, and format decisions.

3. Strengthen reserve and digital lending collections
(Aligned with Goals 1 and 2)
Maintain and expand reserve textbook and controlled digital lending programs to reduce cost barriers and support student persistence, completion, and equitable access to course materials.

4. Support curriculum through targeted acquisitions
(Aligned with Goals 1, 2, and 4)
Continue close collaboration with faculty and participation in curriculum review processes to ensure timely acquisition of materials that support new, revised, and career education courses.

5. Refine assessment and reporting practices
(Aligned with Goals 1 and 3)
Expand the use of Alma Analytics, statewide reporting data, and internal analyses to strengthen longitudinal assessment, inform collection development, and support continuous improvement.

6. Enhance collection visibility and usability
(Aligned with Goals 1 and 2)
Promote awareness and effective use of library materials through coordinated outreach, instructional partnerships, and online platforms that support student engagement and success.

7. Adapt to changing instructional modalities and enrollment patterns
(Aligned with Goals 1 and 3)
Monitor shifts in course delivery formats, enrollment trends, and student needs in order to adjust collection priorities and ensure continued relevance and accessibility.

8. Support institutional effectiveness through responsible fiscal management
(Aligned with Goal 3)
Maintain transparent, fiscally sound management of Program Plan funds and document the impact of collection investments on student learning, equity, and institutional priorities.

Summary Alignment Statement

Through these strategies, the Library Materials Program supports student access, momentum, and success (Goal 1), advances equity and reduces disproportionate impact (Goal 2), strengthens organizational effectiveness (Goal 3), and contributes to workforce and career education support through targeted collections (Goal 4).

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

Using the templates below, list the AUOs and/or SLOs that will result from the work of the program in the planning year. These outcomes should align with and support the **College Goals**. Please feel free to add or delete additional rows as needed.

Examples of possible AUOs, SLOs, and expected outcomes/targets are provided below. These are intended to be illustrative, and not necessarily the AUOs or SLOs that you develop for your program plan. Be sure to enter the appropriate planning cycle year at the top of the tables below.

2026-2029 Planning Years AUOs and SLOs		
College Strategic Goal	**Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)**	**Expected Outcomes/Targets**
Goal 3	AUO 1: The program will acquire and allocate requested funding for library materials.	Each year, Program Plan funds will be allocated to subject areas, formats, and reserves using the established enrollment- and circulation-based formula, with annual review and adjustment based on documented demand and cost trends.
Goals 1 & 2	AUO 2: The program will acquire materials that support student completion, transfer, workforce preparation, and basic skills development.	Librarians will annually select and acquire print, electronic, and media resources aligned with curriculum, student demand, and equity priorities, informed by faculty input, curriculum review, and usage data.
Goals 1 & 3	AUO 3: The program will maintain an up-to-date, accurate, and relevant collection.	Systematic weeding, renewal, and replacement activities will be conducted annually using age, usage, and curricular relevance data to maintain collection currency, accessibility, and space usability.

Goals 1 & 3	AUO 4: The program will participate equitably in the Los Rios intercampus loan program.	Intercampus lending and borrowing activity will be monitored annually, and repeated demand will inform local purchasing decisions to improve access and resource sharing efficiency.
Goals 1 & 2	AUO 5: The program will disseminate information about collections and resources to the college community.	Librarians will conduct coordinated outreach each year through email, website features, instructional partnerships, and other communication channels to increase awareness and use of library materials.
Goal 3	AUO 6: The program will compile and analyze data to assess collection performance and trends.	Annual analyses using Alma Analytics, circulation data, and statewide reporting will inform purchasing, weeding, and allocation decisions and support continuous improvement.
Goal 3	AUO 7: The program will maintain effective and transparent collection development processes.	Collection development policies and procedures will be reviewed and updated as needed, and staff will follow established workflows to ensure consistency, accountability, and fiscal stewardship.

NOTE: Some Program Plan areas may only have AUOs, and not have SLOs. Include SLOs only if your area is able to directly measure student learning.

SECTION III: ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR THE PLANNING YEAR (Required annually)

Program Strategies: Explain the overall strategies that the program uses to fulfill its purpose and implement its objectives. List the timeline and responsible persons for procedures.

AUOs/SLOs: Include the AUO/SLO(s) that the program strategy is designed to address.

Resource requirements: State the resources (human, financial, facilities, and IT) needed to implement program objectives.

Previous funding sources: State the sources of funds your program received during the previous planning cycle. This may include grants, categorical funds, and CCCCO allocations, as well as general fund dollars.

2026-2029 Planning Years Program Plan Resource Requests						
Program Strategies	**AUOs/SLOs (include number from above tables)**	**Timeline**	**Responsible persons**	**Resource Requirements**	**Previously funded? (Yes/No)**	**Previous Funding Source(s)**
Acquire and allocate library materials using established formula	AUO 1, 2	Annual	Library faculty; Collection Development Team	$100,000 for print books, ebooks, DVDs, reserves, and general collections	Yes	Program Plan
Maintain streaming media and electronic collections	AUO 2, 3	Annual	Library faculty	$20,000 for streaming media licenses	Yes	Program Plan
Support reserve and digital lending programs	AUO 2	Annual	Library faculty; Access Services staff	Included in general collections budget (included in collections budget request)	Yes	Program Plan
Conduct systematic weeding and renewal projects	AUO 3	Ongoing	Library faculty	Staff time; replacement materials (included in collections budget request)	Yes	Program Plan
Support outreach and center reserve collections	AUO 2	Annual	Library faculty; Technical Services staff	$10,000 ($5,000 per center)	Yes	Program Plan
Participate in intercampus loan program	AUO 4	Annual	Library faculty; Technical Services staff	Physical library materials; Processing and shipping	Yes	Program Plan, CDF

				supplies (included in Division budget)		
Disseminate information about collections	AUO 5	Ongoing	Library faculty	Staff time; communication tools (no separate funding)	N/A	
Compile and analyze collection data	AUO 6	Annual	Library faculty; Systems staff	Analytics/reporting support (no separate funding)	N/A	
Maintain collection development processes	AUO 7	Ongoing	Library faculty	Policy review and documentation (no separate funding)	N/A	
Support technical services processing	AUO 1, 7	Annual	Technical Services staff	$1,000–$2,000 for barcodes, labels, scanners, supplies. Included in general collections budget (included in collections budget request).	Yes	CDF
				Total Cost:	**$130,000**	Program Plan
				Anticipated Division CDF:	**$20,000**	College Discretionary Funds
				Total Library Materials:	**$150,000**	
Support equity-focused textbook class sets using SEAP funds	AUO 2	Annual	Library faculty; SEAP administrators	$16,000 for textbook class sets supporting DEI-identified courses*	Yes	Student Equity and Achievement Program (SEAP)
Narrative:						

Program Plan funds for the 2026–2027 planning year will be used primarily to support the acquisition and maintenance of locally selected library materials, including print books, ebooks, DVDs, streaming media licenses, and reserve textbooks. Based on prior-year allocations, approximately $100,000 will be dedicated to general collections and reserves, with an additional $20,000 allocated to streaming media and approximately $10,000 supporting reserve collections at outreach centers.

Resource allocation will continue to follow established enrollment- and circulation-based formulas to ensure balanced and equitable distribution across subject areas and formats.

A significant portion of funds will be dedicated to streaming media in response to instructional demand and rising licensing costs. Reserve and digital lending collections will remain a priority to support student access to required course materials and reduce financial barriers.

Program Plan funds also supplement the modest revenue derived from replacement fees charged for unreturned or lost books. While these fees provide some offset to replacement costs, revenue is limited and does not materially expand purchasing capacity; they are used to support irreplaceable or high-demand items when feasible.

*In addition to Program Plan allocations, the library has been asked to include a $50,000 Student Equity and Achievement Program (SEAP) allocation for the acquisition of textbook class sets for courses with demonstrated equity-related needs. SEAP funds, provided specifically to support equitable access to course materials, are used for items such as class sets of textbooks or materials in identified DEI-focused courses, consistent with SEAP funding guidelines and institutional priorities. In prior years, the Library spent $13,539 in FY-24 and $19,122 in FY-25 in SEAP support for this purpose. Based on demonstrated need and recent usage patterns, the Library is requesting an allocation closer to $16,000 for the upcoming fiscal year to sustain textbook class sets in high-impact equity-focused courses. These SEAP resources are distinct from the Library's Program Plan budget and are included here to document the full scope of materials support available for the academic year. For more information on SEAP funding, see the Student Equity and Achievement Program overview.

Ongoing weeding and renewal activities will be supported through staff time and targeted replacement purchases funded through the general collections budget. Approximately $1,000–$2,000 will be used annually for essential technical services supplies, including barcodes, labels, and processing equipment.

Program Plan funds will not be used for district-funded databases, loanable technology, or other centrally supported resources. These services are supported through separate funding streams. Overall, requested resources reflect the continuation of established, effective practices that support student success, equity, and institutional effectiveness through responsible stewardship of library collections and the inclusion of SEAP-funded textbook class sets where appropriate.

SECTION IV: APPENDICES

Appendices provide supporting documentation referenced throughout the plan and are intended to supply detailed data and policy context underlying the analysis above. Some examples of appendices are suggested below:

- Detailed Program Data
- Details of External Requirements Affecting the Program

- Details of Funding Sources
- Measurement Tools/Procedures to Assess Objectives

APPENDIX A: DEFINITIONS

The planning year is the year you are currently planning for (i.e. the upcoming academic year). For example, this plan is being written during the 2024-2025 academic year; the first 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. Examples are shown below:

- The Writing Center will increase overall utilization rates by 3% annually.
- The Tutoring and Learning Center will increase satisfaction rates among students from disproportionately impacted groups.
- IT Services will ensure that 85% of individuals who submitted requests via Service Central receive a response and status update within 24 hours.
- Participation in the Online Teaching and Learning Academy (OTLA) will increase by 15%.

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: Collection Development Policies and Procedures

This appendix includes documentation related to the selection, acquisition, assessment, and management of library collections. The following materials support consistency, transparency, and accountability in collection development practices:

- Library Collection Development Policy
- Library Electronic Collection Development Policy
- Streaming Media Purchase Policy (under "request a video")

APPENDIX C: Library Usage and Collection Data

This appendix includes selected data illustrating library use, collection performance, and service activity. These data are used to inform collection development, allocation decisions, and assessment activities.

- Age of Collection (3rd floor books), February 2026
- FY 2025 Digital Periodical/Database Individual ItemRequests by Platform
  - Meaning the platform like EBSCOhost
- FY 2025 Digital Periodical/Database Individual ItemRequests by Title
  - Meaning the publisher like New England Journal of Medicine
- FY 2025 Physical Loan Counts (items owned by SCC Library)
- FY 2025 Intercampus Interlibrary Loan Statistics
  - 593 ILLs from SCC to other Los Rios Libraries (outgoing), FY 2025
  - 352 ILLs from Los Rios Libraries to SCC (incoming), FY 2025
  - In FY-25, SCC Library loaned 593 books to other campuses through interlibrary loan while receiving 352 books in return. This net lending activity reflects SCC's role as a

strong contributing partner within the district resource-sharing network, supplying substantially more physical materials than it borrows.

- FY 2025 Reserve Circulation Statistics
- FY 2025 Usage Statistics (compiled and submitted for the State Chancellor's Library Survey)
    - Physical Books: 6,402
        - Total number of books checked out from SCC Library in FY 2025
    - Ebooks: 33,962
        - Total number of ebooks accessed from SCC Library databases, individual purchases, and subscriptions in FY 2025
    - Electronic serials: 63,812
        - Total number of articles accessed from SCC Library databases and other subscriptions in FY 2025
    - Total number of people who entered the LRC in FY 2025: 162,479.

APPENDIX D: Student Feedback and Survey Results

- Fall 2023 Library Student Survey Results
    - While the Library has historically relied on an annual student survey for assessment, recent efforts have produced limited participation. The Spring 2025 survey received insufficient responses (19) to support meaningful analysis, suggesting that current survey distribution methods are no longer effective.