

Academic Support: Library

Section 1: Program Information

A. Program Description

- a. The Hayden Memorial provides high quality, relevant information resources and services to Citrus College's demographically diverse community to support student success.

The Floyd S. Hayden Memorial Library/Learning Resource Center is a two-story, 33,000 square-foot facility containing around 32,500 print volumes, over 335,000 e-books, 37,000 streaming video titles, and a wide variety of textbooks on reserve. The library also subscribes to 46 databases, providing full text access to more than 57,000 periodicals, which are searchable on or off campus. Students can also obtain free articles from journals the library does not subscribe to by submitting a simple request form. The library catalog can be accessed online through the library's home page.

Library facilities feature individual seating for over 325 including individual study carrels, tables, and soft seating. Students can reserve one of 11 study rooms online. The first floor also includes access to a large multi-purpose study.

Students also have access to more than 200 computers, including six computers that are inside study rooms. Computers are available in the Research Help area, and Chromebooks and laptops may be checked out for use in the library from the Media Desk on the 1st Floor. Adaptive technology is available to visually impaired students, including adaptive keyboards and software. Black and white and color printing are also available in the library. Students are invited to explore the library's many resources and services, to become acquainted with the staff, and to use the library as a pleasant place to study and relax.

The library staff assists students with their research for term papers, speeches and personal information needs. As of spring 2026, the library staff includes three full-time faculty librarians, six part-time faculty librarians, a Library Supervisor, and additional classified staff members. The Library Supervisor oversees general library operations. Library faculty oversee the program and services.

Faculty librarians collaborate with faculty to customize information competency instruction for specific courses and assignments conducted in LI-118 classroom and online via Zoom. Students learn information literacy and the importance of finding credible sources beyond a basic internet search. Research Help librarians assist students with research for class assignments through one-on-one instruction in person, by phone, e-mail, text message, and online chat. Librarians are also available for one-on-one consultations with all students, including those with special needs.

Beginning in 2025, the [Technology and Computer Services \(TeCS\)](#) department is now located on the second floor of the Library, making it easy for students to have tech-related issues resolved by TeCS staff.

B. Staff/Faculty List

- a. Staff/Faculty - List all staff and/or faculty members (full or part time) who are participating in the program review process this year. Include the division administrative assistant. Indicate an asterisk next to the name of those who are participating in the program review process this year. (prepopulated, editable)
 - i. Kelly Adams*
 - ii. Sarah Bosler*
 - iii. Jamie Castaneda
 - iv. Elizabeth Cook*
 - v. Moses Crowder
 - vi. Hope Garcia
 - vii. Tina Gutierrez*
 - viii. Darren Hall*
 - ix. Larry Handy
 - x. Jacqueline Hernandez
 - xi. Sandy Krause
 - xii. Carmen Mexia
 - xiii. Juliana Morley*
 - xiv. Aimee Perez
 - xv. Katherine Pollock
 - xvi. Patricia Schnieder
 - xvii. Terri Worthington*

C. Organizational Chart

- a. Provide an Organizational Chart of the Program, and if needed, a brief narrative explaining the organizational nature of the program.

I. Dr. Greg Schulz – President/Superintendent

II. Dr. Dana Hester - Vice President of Academic Affairs

III. Dr. Kim Orlijan - Dean of Language Arts and Library

- a. Sarah Bosler – Public Services Librarian / Library Coordinator
 - i. Kelly Adams
 - ii. Jamie Castaneda
 - iii. Hope Garcia
 - iv. Larry Handy
 - v. Jacqueline Hernandez
 - vi. Sandy Krause
- b. Elizabeth Cook – Instructional Design Librarian
- c. Darren Hall – Systems / Technical Services Librarian
- d. Juliana Morley – Library Supervisor
 - i. Aimee Perez – Library Systems Technician
 - ii. Tina Gutierrez - Library Media Technician II
 - iii. Katherine Pollock - Library Media Technician II
 - iv. Terri Worthington - Library Media Technician II

- v. Patricia Schneider - Library Media Technician I
- vi. Moses Crowder - Library Media Technician I
- vii. Carmen Mexia - Library Media Assistant

The Library operates within the Language Arts and Library Division and with the support of the Dean of Language Arts and Library, with full-time and part-time faculty librarians working collaboratively to oversee the academic library program and provide instruction and research support. All full-time librarians participate in library instruction, with designated roles providing additional coordination, including administration of the Library Management System, management of instruction requests and the embedded librarian program, and coordination of public services and part-time librarians at the Research Help Desk. Librarians also share responsibility for collection development, archives, and support for Open Educational Resources and Zero Textbook Cost initiatives. Under the Dean's direction, the Library Supervisor oversees daily operations, including budget and acquisitions, and supervises classified staff who support students through Check Out/Reserves, Media Services, and Technical Services, ensuring access to library resources, equipment, and services that support student learning.

Section 2: Mission

Citrus College Mission Statement

Citrus College provides quality educational experiences that support our students in achieving their academic, professional, and personal goals, empowering them to make positive impacts on their communities and beyond. Citrus College faculty and staff take pride in being student-centered and in cultivating a safe, caring, compassionate, and inclusive lifelong learning environment. Our college community welcomes students from all backgrounds and ensures that they have the opportunity to achieve upward social and economic mobility. (2025)

- How does this program support the mission of the college? Write about the educational purposes of the program, including skill proficiency, degrees, certificates, transfer, and employment. Are there any specific ways the program promotes equity and cultural awareness?

Hayden Memorial Library supports the mission of Citrus College by providing equitable access to information resources, technology, and instructional support that promote student learning and success. As the college's information hub, the library helps students develop information literacy, critical thinking, and research skills that are essential for academic achievement. The library also helps students complete degrees and certificates, transfer to four-year institutions, increase workforce readiness, and stay informed for participation in a democratic society.

In addition to instruction, the library provides essential learning resources that support teaching and learning across the curriculum, including reserve textbooks, scholarly articles, media, and research databases. The library also leads campus participation in the statewide Open Educational Resources (OER) Initiative which supports faculty in adopting OER and Zero Textbook

Cost (ZTC) course materials, helping reduce financial barriers and improve equitable access to required course materials.

The library advances the college's commitment to equity by providing inclusive and accessible learning environments, technology access, and diverse collections that reflect a broad range of perspectives and experiences. Diversity and equity-focused physical and virtual resources are highlighted throughout the year. The library collaborates across the campus to bring relevant library programming. Through in-person and virtual services, collaboration with faculty, and ongoing evaluation of services and resources, the library continuously improves its practices to meet the evolving needs of the campus community and support institutional goals related to student success, equity, and completion.

Section 3: Department Functions

Provide a brief narrative on the specific function of the program, and how it specifically supports academic programs. If there is more than one area in the program (i.e. Continuing Education-Community Education/Contract Education/Noncredit Education), provide a brief narrative for each area.

The Library supports the academic mission of the college by providing equitable access to information resources, instructional support, technology, and learning environments that align with curriculum and institutional goals. Through coordinated services, collections, instruction, and facilities, the Library contributes directly to student learning, retention, and academic success across all programs and instructional modalities.

Core Library Functions

The Library promotes awareness and effective use of resources and services through campus-wide communication, signage, social media, in-library and online displays, research guides, and tutorial content. Library faculty and staff collaborate with instructional faculty and participate in campus committees to ensure services remain responsive to curricular needs and institutional priorities.

The Library curates inclusive, current physical and digital collections that support academic programs and reflect the campus community. Collection development is informed by curriculum requirements, enrollment patterns, and faculty input to ensure relevance and accessibility.

The Library also maintains a quiet, safe, and welcoming learning environment that supports both independent study and collaborative work, accommodating diverse learning styles and contributing to student persistence.

Check Out / Reserves

Check Out and Reserves services support instructional affordability and access by managing the print collection, including inventory control, shelving, and shelf-reading. A key function is the administration of course reserves, including high-demand textbooks that support student success in required coursework.

Staff assist students with checking materials in and out, booking and accessing study rooms, and obtaining Citrus College photo ID cards. The Library also extends services to local high schools and Inland Empire Academic Library Cooperative (IELAC) member colleges by assisting with library material access. Lost and long-overdue materials are processed in accordance with college policies to ensure responsible resource stewardship.

This area also supports collaborative learning by managing study room keys and whiteboard materials, ensuring shared spaces are available and well-maintained.

Media Services

Media Services manages physical media collections and collaborates with librarians to support streaming media used in instruction. Students are assisted with the checkout of media and technology equipment, including laptops and Chromebooks, helping mitigate access barriers that may impact academic performance.

Technical Services

Technical Services provides the systems and infrastructure necessary for reliable access to library resources. This area manages the Library Services Platform, including Alma and Primo configuration, maintenance, and policy implementation.

Responsibilities include management of electronic resources, acquisitions; cataloging and processing of print and electronic materials; enhancement of bibliographic records; and maintenance of course reserve collections within Primo. These functions ensure timely access to instructional materials and efficient discovery of resources.

Research Help / Instruction

Research Help and Instruction services support information competency and course-level learning outcomes. Students receive research assistance in person and through virtual modalities, increasing access for online and hybrid learners.

Librarians collaborate with faculty to deliver targeted instruction sessions aligned with course objectives, both in person and online. The Library develops LibGuides to support subject-specific research and embeds instructional content and librarian presence within Canvas course shells for select courses and programs, including ENGL C1000, COMMC1000, and Honors Transfer program. Staff also assist students with library computers and printing to support completion of academic work.

Section 4: Service Recipients and Data Related to Service Recipients

- A. Provide a brief narrative of the service recipients of the programs including, if applicable, credit and non-credit recipients, high-school/dual-enrollment students, and community member recipients.

The program serves students, faculty, and staff as well as community members. According to the Chancellor's Office Annual Library Data Survey 2024-25, we welcomed nearly 84,500 people using

the Library. Many students access online library resources remotely. Since the 2019-20 academic year we have averaged around 70,000 visitors per year including a year and a half when the library was closed to students and we had no visitors. Some of the most popular resources used are computers, study rooms, and laptop checkouts.

Per the fall 2024-25 enrollment data, out of 17,188 students approximately 54% identified as female, 41% as male, 1% non-binary, and 3% unknown. Additionally, 11% of the students are CCAP (high school students) and 8% are noncredit students. We also serve many community members who make use of our facilities.

For ethnicity, 59% of students identify as Hispanic, 16% White, 12% Asian, 4% Black/African American, 4% Multi-ethnicity. The remaining 5% are unknown and American Indian/Alaskan Native, Pacific Islander and unknown. Students age 19 or younger make up 43%, 20-24 make up 28%, 25-39 is 25%, and 4% of students are age 50 or older.

- B. If available, please provide demographic data regarding service recipients that may include age, gender, ethnicity, success/retention, and distance from the college. Accessibility and eligibility data may also be included if applicable.

The library serves all students from a variety of local service areas. Please find overall student demographic data for gender, age, and ethnicity below. The campuswide course success rate is **79%**. The following chart reflects this data:

2024-25 Overall Student Demographics		
Gender (% and count):	Count	Percent
Female	9342	54.3%
Male	7141	41.6%
Non-Binary	230	1.3%
Unknown	475	2.8%
Age (% and count)		
19 or less	7328	42.6%
20 to 24	4833	28.1%
25 to 49	4275	24.9%
50 or older	752	4.4%
Ethnicity (% and count)		
African American	619	3.6%
American Indian/Alaskan Native	28	0.2%
Asian	2099	12.2%
Hispanic	10134	59.0%
Multi-ethnicity	684	4.0%

Pacific Islander	20	0.1%
White	2683	15.6%
Unknown	921	5.4%
Total	17188	100%

Data provided by the Office of Institutional Research.

2024-25 Overall Annual DSPS Status		
Primary Disability:	Count	Percent
Acquired Brain Injury (ABI)	8	0.92%
Attention Deficit Hyperactivity Disorder (ADHD)	129	14.76%
Autism Spectrum	101	11.56%
Blind and Low Vision	8	0.92%
Deaf and Hard of Hearing (DHH)	12	1.37%
Intellectual Disability (ID)	28	3.20%
Learning Disability	219	25.06%
Mental Health Disability	131	14.99%
Other Health Condition or Disability	207	23.68%
Total	874	100%*

Data provided by Data Mart. *Percentages shown reflect the total DSPS population (874). Listed categories account for approximately **96.45%**, with the remaining percentage likely attributable to unreported or uncategorized cases.

The data below provided by California Community Colleges Chancellor's Office DataMart reflected in the annual FTES and Full Time Equivalent Students (FTES) Summary Report shows 9,866 FTES in 2024-25, an increase of over 9% over the past 4 years.

Report Area

	FTES Summary											
	Annual 2021-2022			Annual 2022-2023			Annual 2023-2024			Annual 2024-2025		
	Credit FTES	Non-Credit FTES	Total FTES	Credit FTES	Non-Credit FTES	Total FTES	Credit FTES	Non-Credit FTES	Total FTES	Credit FTES	Non-Credit FTES	Total FTES
Citrus	8,831.40	192.79	9,024.19	9,028.47	246.72	9,275.19	9,472.05	251.96	9,724.01	9,612.56	253.84	9,866.40

- C. Please provide a brief narrative of the data and its impact, if any, on program operations and/or goals.

Since library serves the entire campus community, it is difficult to provide a narrative on how the recipients of the program (everyone who has used library resources and services) were impacted.

Increasing enrollment since 2021 has ensured our Research Help Desk remains well-staffed by adjuncts, freeing up full-time librarians to engage in instruction and program goals including OER, systems work, collection development and embedded instruction.

Our library collection development has focused on demographic and course program needs including a growing dual enrollment program, ethnic studies and credit and noncredit Uncrewed Aerial Systems (UAS) programs. For example, we have added EBSCO's Ethnic Diversity Source Database as well as Drama Online, to support the new theater faculty and her program. We have also added new media streaming collections like Swank Digital Media and Academic Video online to support growing media needs in ART 199 Film Appreciation and other courses/programs.

Our laptop lending program has grown to accommodate an increasing enrollment. The laptop program began in fall 2023 and per DataMart, the total annual student count increased from 16,269 to 17,111 (a little over 5%) between 2023-24 and 2024-25. FTEs increased from 9,724 to 9,866 (1.46%) during this same time. Between 2023 and 2025 fiscal years, we had a 750% increase in laptop usage especially due to adding more laptops for checkout. In FY23 (66), FY24 (344), and FY25 (561).

Section 5: Program-Level Student Learning Outcomes and Assessment –

Please provide a table or narrative that includes:

- A. Program Outcomes (ACCJC Standard 2.7)
 - a. Accessing Information: Students will locate and access relevant information using appropriate library resources.
 - b. Evaluating Information: Students will evaluate information sources for credibility, relevance, and academic appropriateness.
 - c. Ethical Use of Information: Students will demonstrate ethical use of information and artificial intelligence tools in academic research through appropriate attribution, transparency, and responsible integration of sources and AI-generated content.
 - d. Research Strategies: Students will apply effective research strategies to develop and refine academic research topics. (ACCJC I.B.1, II. C. 2)
 - e. Use of Library Services: Students will identify and appropriately use library services and resources to support academic success. (ACCJC I.B.1, II. C. 3)
- B. Program Assessment Methodologies (ACCJC Standard 1.3)
 - a. Accessing Information:
 - i. Direct Assessment: Short database search task (checklist) and/or Embedded quiz in a library module
 - ii. Indirect Assessment: Student confidence survey question

- iii. Outcome Benchmark: 75% of students successfully retrieve at least one relevant source.
 - b. Evaluating Information
 - i. Direct Assessment: Source evaluation worksheet or quiz
 - ii. Indirect Assessment: Reflection prompt (“Why is this source appropriate?”)
 - iii. Outcome Benchmark: 70% score proficient or higher.
 - c. Ethical Use of Information
 - i. Direct Assessment: Scenario based quiz or guided activity assessing students’ understanding of ethical research practices, including appropriate use and disclosure of AI tools in the research process.
 - ii. Indirect Assessment: Faculty feedback survey and/or student self-reflection on research practices and use of AI tools.
 - iii. Outcome Benchmark: Following library instruction, students demonstrate increased understanding of ethical research practices, including appropriate and transparent use of AI tools.
 - d. Research Strategies
 - i. Direct Assessment: Keyword/topic development worksheet
 - ii. Indirect Assessment: Student self-assessment
 - iii. Outcome Benchmark: *75% demonstrate effective topic refinement.*
 - e. Use of Library Services
 - i. Direct Assessment: Scenario-based “Where would you go?” quiz
 - ii. Indirect Assessment: Usage data + exit survey and/or biannual library student survey
 - iii. Outcome Benchmark: *Students correctly identify at least two services.*
- C. Data and analysis of program assessments that have occurred since the prior comprehensive program review.
 - a. As these are newly implemented Program SLOs, the library will collect baseline data during the next assessment cycle. Results will be reviewed by library faculty and used to identify areas for improvement in instruction, resources, or services.

Section 6: Summary of Staff, Physical, and Fiscal Resources

- A. Staff Resources: Provide a brief narrative of the current staffing of the program and identify any areas of deficiency or need.
 - a. Current Staff: The Dean of Language Arts and Library leads and administers all aspects of the division, including the Library. The Library Supervisor provides leadership, oversight, long-range planning, and development for the Library. Three full-time Librarians oversee a wide variety of professional library responsibilities including information competency instruction program, research help, systems/technical services, collection development and collection management and more. Currently, six part-time librarians support students at the Research Help Desk in person and virtually as well as special projects including library archives and the Zero Textbook Cost program. The library support staff consists of six full-

time and one part-time employee who support students at the Photo ID, Check Out and Media Desks as well as in the Technical Services areas.

- b. Areas of Deficiency: Overall, the library exceeds statewide averages for classified support staffing by approximately 3.8 FTE after June 1, but remains below statewide averages for library faculty by 0.6 FTEF, indicating a staffing imbalance in which adequate operational support exists while instructional and faculty-level capacity falls short of minimum recommended levels. [Title 5 §58724](#) of the California Code of Regulations contains minimum standards for number of library faculty based on yearly full-time equivalent student enrollments, or FTES. The California Community Colleges Board of Governors sets these minimums using the formula in Table 2, and colleges should meet or exceed them. (Source: [ASCC's Role of Library Faculty in the California Community Colleges, 2019](#) pg. 20)
 1. Classified: The summary of the [CCL Annual Library Data Survey](#) (pg. 9) show that on average, for 2024-25, the California Community College average FTEF library support staff was 4.7 for schools with term averages FTES counts between 3,000 and 5,000 (Citrus had 3,866). As of June 1, 2026, we currently have 7.5 including the Library Supervisor, 2.8 over the average.
 - a. To support changing student needs and the role the library plays, library support staff job descriptions need to be updated, or new positions need to be created. We are currently in the process of hiring a third full-time Library Media Technician I to assist the current staff which will bring us to 8.5 FTE support staff. This job description, among other current library classified job descriptions, needs an update. For example, the current Library Media Tech. I description still includes card catalogs, which the library has not had since 1997 (nearly 30 years ago).
 2. Faculty: The summary of the [CCL Annual Library Data Survey](#) (pg. 9) shows that on average, for 2024-25, the California Community College average FTEF librarians was 5.1. for schools with term averages for fall and spring FTES between 3,000 and 5,000 (Citrus had 3,866). We currently have 4.5 FTEF librarians. We are .6 (18 hrs./week) under average.
 - a. The library is in need of additional librarians, especially in response to the Burden-Free Instructional Materials legislation and growing interest and management of OER. The college would benefit from hiring an OER Librarian to better support these efforts campus-wide. We could also benefit from an increase in .6 FTEF in adjunct funding to meet the average.
- B. Physical Resources: Provide a brief narrative of the current Physical Resources and identify any areas of deficiency or need.
 - a. Current Physical Resources:

[The Floyd S. Hayden Memorial Library/Learning Resource Center](#) is a two-story, 33,000 square-foot facility containing around 32,500 print volumes, over 335,000 e-books, 37,000 streaming video titles, and a wide variety of textbooks on reserve. The library also

subscribes to 46 databases, providing full text access to more than 57,000 periodicals, which are searchable on or off campus. Students can also obtain free articles from journals the library does not subscribe to by submitting a simple request form. The library catalog can be accessed online through the library's home page.

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Students also have access to more than 200 computers, including six computers that are inside study rooms. Computers are available in the Research Help area, and Chromebooks and laptops may be checked out for use in the library from the Media Desk on the 1st Floor. Adaptive technology is available to visually impaired students, including adaptive keyboards and software. Black and white and color printing are also available in the library. Students are invited to explore the library's many resources and services, to become acquainted with the staff, and to use the library as a pleasant place to study and relax.

Beginning in 2025, the [Technology and Computer Services \(TeCS\)](#) department is now located on the second floor of the Library, making it easy for students to have tech-related issues resolved by TeCS staff.

- b. Areas of Deficiency: Need collaborative teaching space in addition to LI-118
- C. Fiscal Resources: Provide a brief narrative of the fiscal resources of the program, including ongoing District funds, categorical or grant funding, and Associated Student or Foundation resources if applicable.
 - a. Per the Chancellor's Office Annual Library Data Survey 2024-25, library expenditures for physical books, e-books, physical audiovisual media, online audiovisual media came only from the General fund (state apportionment). In past years we have used Lottery funds to support library databases. We received an Innovation Grant to purchase high-cost ebook versions of textbooks for the Course Reserves collections.

Section 7: Assessment and Planning

- A. Past Recommendations and Goals
 - a. Library Recommendation 1 - 2022-2026
 - i. CTE Makerspace. Academic Affairs deans will collaborate on developing a dedicated CTE collaborative learning space (Makerspace) in the library that creates a physical area where students can borrow laptops and equipment to work on CTE course projects and assignments (AIP).
 - ii. Mapping 2021-2026 Strategic Plan Focus Areas: Provide student support services contributing to a successful collegiate experience, Respond to regional economic and workforce demands, Strategic Plan Objectives 2021-2026: By 2026, increase the number of workforce certificate* earners by 5%. (*CSUGE and IGETC excluded).

- b. Library Recommendation 2 - 2022-2026
 - i. Embedded Librarian Pilot. Pilot and implement the Instructional Design Librarian as an “Embedded Librarian” in select course sections/Guided Pathways CAPs to provide direct support to students via Canvas.
 - ii. Mapping 2021-2026 Strategic Plan Focus Areas: Deliver high-quality instructional courses and programs, Provide student support services contributing to a successful collegiate experience, Strategic Plan Objectives 2021-2026: By 2026, increase the collegewide course success rate to 75%., By 2026, increase the fall-to-spring persistence rate of first-time freshmen to 84%.
- c. Library Recommendation 3 - 2022-2026
 - i. Restructure librarian roles and support.
 - ii. Mapping: 2021-2026 Strategic Plan Focus Areas: Provide student support services contributing to a successful collegiate experience
- d. Library Recommendation 4 - 2022-2026
 - i. Broaden outreach by partnering with programming with campus departments and/or student clubs to host fun, informative, educational workshops, book clubs, events, exhibits, etc. that create community and feature library resources and/or information competency skills.
 - ii. Mapping 2021-2026 Strategic Plan Focus Areas: Address the needs of a diverse college community and continually foster a culture of equity, inclusion and collegiality, Deliver high-quality instructional courses and programs, Prepare students for success in a collegiate environment, Provide student support services contributing to a successful collegiate experience, Respond to regional economic and workforce demands
- e. Library Recommendation 5 - 2022-2026
 - i. Hire additional faculty librarians
 - ii. Mapping 2021-2026 Strategic Plan Focus Areas: Deliver high-quality instructional courses and programs, Promote the benefits of environmental sustainability and implement sustainable practices, Provide student support services contributing to a successful collegiate experience
- f. Library Recommendation 6 - 2022-2026
 - i. Expand campus-wide marketing regarding library resources
 - ii. Mapping 2021-2026 Strategic Plan Focus Areas: Provide student support services contributing to a successful collegiate experience
- g. Library Recommendation 7 - 2022-2026
 - i. Improve 1st floor study room ventilation and air conditioning.
 - ii. Mapping 2021-2026 Strategic Plan Focus Areas: Promote a safe and secure educational and workplace environment, Provide student support services contributing to a successful collegiate experience
- h. Library Recommendation 8 - 2022-2026

- i. Re-design library classroom LI 118 to be a more collaborative space.
 - ii. Mapping 2021-2026 Strategic Plan Focus Areas: Deliver high-quality instructional courses and programs, Provide student support services contributing to a successful collegiate experience
- i. Library Recommendation 9 - 2022-2026
 - i. Hire Technical Services/Systems Librarian.
 - ii. Mapping 2021-2026 Strategic Plan Focus Areas: Address technological needs that foster an efficient and effective college environment for all, Address the needs of a diverse college community and continually foster a culture of equity, inclusion and collegiality
- j. Library Recommendation 10 - 2022-2026
 - i. Redesign library website.
 - ii. Mapping 2021-2026 Strategic Plan Focus Areas: Address technological needs that foster an efficient and effective college environment for all, Provide student support services contributing to a successful collegiate experience
- k. Library Recommendation 11 - 2022-2026
 - i. Hire a Library Systems Technician.
 - ii. Mapping 2021-2026 Strategic Plan Focus Areas: Address technological needs that foster an efficient and effective college environment for all, Provide student support services contributing to a successful collegiate experience
- B. Summary of Past Recommendations and Goals: Describe the progress made on your recommendations and goals from the last comprehensive program review.
 - a. Library Recommendation 1 (2022-2026) - CTE Makerspace.
 - i. We did not end up converting LI-112 into a CTE Collaborative Learning Center but did receive some grant funding for laptops that are now checked out at the Media Desk.
 - b. Library Recommendation 2 (2022-2026) - Embedded Librarian Pilot.
 - i. The Embedded Librarian program has been successful since 2022, with librarian presence in many English C1000 classes, as well as COMM1000, ENGL103, BIOL105, and the Honors Program.
 - c. Library Recommendation 3 (2022-2026) - Restructure librarian roles and support.
 - i. The new Systems Technician position, filled in Aug. 2022 assists/supports the Systems Librarian in maintaining the library's automated systems including the library services platform (LSP), e-resources, and library website.
 - d. Library Recommendation 4 (2022-2026) - Broaden outreach
 - i. Similar to recommendation 6
 - e. Library Recommendation 5 (2022-2026) - Hire additional faculty librarians
 - i. We have increased our FTEF librarians from 3 in fall 2021 to 4.5 In spring 2026. We added one full-time Systems/Technical Services Librarian and increased the number of hours part-time librarians staff the Research Help Desk.

- f. Library Recommendation 6 (2022-2026) - Library Recommendation 6 (2022-2026) - Expand campus-wide marketing regarding library resources
 - i. Began issuing an online Library Newsletter (Books and Bytes) in Fall 2024.
 - ii. Continue with social media efforts sharing library resources and campus events.
 - iii. Tabling at many campus events including Welcome Day each fall, Career/Transfer (fall and spring), Club Rush (fall and spring), and College Info Night. Veterans Resource Fair, Mental Health Fair (fall 22), CTE CAP Info Fair (sp 22 fall 23, Unity Fair (sp. 23).
 - g. Library Recommendation 7 (2022-2026) - Improve 1st floor study room ventilation and air conditioning.
 - i. This issue has not been resolved.
 - h. Library Recommendation 8 (2022-2026) - Re-design library classroom LI 118 to be a more collaborative space.
 - i. After meeting with designers, this project is on hold. We were able to add additional, repurposed white boards from the 2nd floor when TeCs Dept moved into the 2nd floor.
 - i. Library Recommendation 9 (2022-2026) - Hire Technical Services/Systems Librarian.
 - i. Darren Hall was hired as the Systems/Technical Services Librarian in Aug. 2022.
 - j. Library Recommendation 10 (2022-2026) - Redesign Library Website.
 - i. Library website redesign in progress as of spring 2026. This effort is headed by Systems/Technical Services Librarian Darren Hall with support from Aimee Perez, Library Systems Technician. A card-sorting activity is being piloted with library staff and further input will be collected from campus constituents.
 - k. Library Recommendation 11 (2022-2026) - Hire a Systems Technician.
 - i. Hired a Systems Technician in Aug. 2022. We recently hired the 3rd person in that position in Oct 2025.
- C. Diversity, Equity, Inclusion, Accessibility+: How does your program help support DEIA+ efforts and students'/recipients' sense of belonging?
- a. The library program supports DEIA+ efforts and students'/recipients' sense of belonging by creating a space where students feel supported. During the past few years, we have increased signage that reflects the campus community. This includes READ posters featuring students from diverse backgrounds, posters of young activists in the lobby area making a difference in their communities and monthly book displays and online resources that celebrate diversity on our campus including , ethnic, gender, sexual identity, ability and neurodiversity.
 - b. We have conducted collection audits and increased the diversity of authors and topics represented as well as adding an Ethnic Diversity Source database.
 - c. The Systems/Technical Services librarian was part of the team at the state level that created the harmful language reporting feature in our library catalog with the hope of addressing any discriminatory language in library metadata.

- D. Overall Strengths: What does your program do especially well? List some of the things that are making a positive difference for your students/recipients, as well as any recent improvements or accomplishments.
- a. Student feedback, collected via email survey during one week in October and April each academic year, indicates that the library is a high-performing and valued campus resource, particularly for its study environment, staff support, and core academic materials. Satisfaction is consistently strong in areas such as study space, library staff, print and digital collections, and access to essential equipment, reinforcing the library's role as a key contributor to student success. Students also continually cite the library as a welcoming and inclusive space.
 - b. Exercising flexibility and ability to adapt to change: In fall 2022, the LI-204 meeting space for the campus began to be used as a classroom for the Language Arts department. This provides swing space while the ED and LB buildings get renovated. In the spring 2025, the TeCs Department began their move to the 2nd floor of the library, completing that move in the fall of 2025. This was due to their IS building undergoing renovation. Prior to this happening, the Media Desk was moved to the 1st floor, along with library staff offices. The Media collection was considerably downsized, and the compact shelving was removed.
 - c. Librarians Sarah Bosler, Elizabeth Cook and Darren Hall provide leadership with Open Educational Resources (OER) and other Zero Textbook Cost (ZTC) efforts on campus including serving as the ZTC Degree Pathway Grant Tri-Coordinators since 2022. Sarah Bosler and Elizabeth Cook have served as Academic Seante OER Liaison for the campus (Elizabeth is serving currently). Librarians offer OER workshops and share regularly at Academic Senate and other committees about the ZTC program. They guide faculty in the adoption, adaptation, and creation of OER to create a more burden-free experience for students. Adjunct Librarian, Kelly Adams also supports the ZTC grant efforts with data collection regarding ZTC and XB12 coding.
 - d. Librarians put equity in the center of their work. Darren Hall has been involved with the DEIA+ committee and in state-level LSP work groups to improve reporting of harmful language in library subject headings of library catalog data. Librarians work together to create book displays and signage that reflect and celebrate the diversity of our campus community. The laptop program is also crucial to access and equity for students.
 - e. The library instruction program is a valuable and highly utilized resource for faculty and students. Post COVID, library instruction has taken on new shapes extending our face-to-face instruction in LI-118 to the introduction of the embedded librarian program has provided new ways to engage and support students inside Canvas as well as in-person and growing asynchronous instruction offerings.
- E. Overall Weaknesses: In what ways does your program need to improve? What additional institutional resources or cross-departmental interaction would aid in offering support?

- a. Based on the survey data from fall 2021-fall 2025) the data also reveals a consistent gap between service quality and service utilization. Many students remain unaware of available resources, including research support, equipment loans, and digital collections. In addition, website navigation challenges and technology-related issues (e.g., printing and WiFi) create barriers to access. **Overall, the library's primary opportunity is not improving services, but increasing visibility, simplifying access, and better integrating resources into the student experience.** The library is delivering strong services; the next step is ensuring students can easily find, understand, and use them.
 - b. Improve librarian/library resource visibility via class visits and office hours in support centers on campus, ie. Student Equity Center, Pride Center, Veterans Center, etc.
 - c. Create a dedicated space for workshops and activities that do not involve a computer. This could include a re-design on LI-118 – which was in our past review – but did not occur due to lack of funds.
- F. Recommendations and Goals: Identify changes you plan to make to improve your program over **the next three years**. (Keep in mind that goals should not include increasing your budget or getting useful equipment. Instead, they should be focused on what your program will accomplish in serving students, non-student recipients, and the college.)
- a. Support Burden-Free Instructional Materials (BFIM) legislation. Explore ways the library can support BFIM through expanding course reserves to include controlled digital lending (CDL) or other methods.
 - b. Update classified job descriptions to reflect industry trends and college technological advancements.
 - c. Increase support and power for mobile devices.
 - d. Increase workshop offerings to create opportunities for creativity and community using spaces and resources inside the library. (e.g. collaborations with art and other departments)
 - e. Create an information literacy module in Canvas for faculty to integrate into courses.
 - f. Promote in-person and online resources to students and employees
 - i. Create a library marketing plan
 - ii. Design and acquire promotional materials to use with library outreach
 - iii. Design short online tutorials for FAQs (including printing) and online databases.
 - g. Improve study environments and security of library buildings and visitors with a focus on accessibility for disabled people using the library.
- G. Budget Planning: Describe the resources (staffing, facilities, technology and equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals for your department. Ideally, this information will inform your resource requests in the annual updates for each of the next three years.
- a. Staffing: OER Librarian, maintain adjunct funding to meet growing needs and to support BFIM. Funding to support creation of Canvas content. (Goal a., d. and e.)
 - b. Facilities:
 - i. Study room doors, security cameras, panic buttons, electronic outlets at study carrels (Goal g.)
 - ii. New comfortable seating, (ideally with outlets built in) in various areas.

- iii. Purchase a large digital signage (similar to those in SS) to promote resources and instruction. (Goal f.)
- c. Technology and Equipment:
 - i. Alma-D setup and maintenance for Controlled Digital Lending option to meet BFIM legislation. (Goal a.)
 - ii. Expand Laptop Lending Program by purchasing additional laptops for students and create a plan to fund and manage ongoing laptop replacements. (Goal c.)
 - iii. Increase number of devices in the laptop lending program. (Goal c.)
 - iv. Participate with TeCS in the identification of a new print management system to increase efficiency. (Goal f.)
 - v. Improve furniture and technology accessibility in study rooms (Goals c. and g.)
- d. Professional Development:
 - i. Training staff on scanning textbooks for Controlled Digital Lending program and making chapters available via the Alma-D or similar tool. (Goal a.)
 - ii. Online de-escalation training for staff who interact with individuals experiencing homelessness. (Goal g.)