

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator: Tara Myers

Division: Office of VP Academic Affairs

Department: Library

II - CO-CONTRIBUTORS

- 1) Peter Howell
- 2) Click or tap here to enter text.
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III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less)

The Gavilan College Library continues to play a central role in supporting the College's mission by providing equitable access to information, resources, and learning opportunities for all students. Moving forward, the library aims to strengthen this alignment by enhancing services, spaces, and instructional partnerships that empower students to achieve academic and personal success. The opening of the new Library building represents a transformative opportunity to reimagine how the library engages with the campus community. The expanded and modernized spaces are designed to welcome students, encourage collaboration, and support multiple learning styles. Future planning will focus on ensuring that every area of the library, study spaces, technology zones, classrooms, and resource areas, reflects a friendly, inclusive, and student-centered environment.

The library will continue to build on its strong foundation of services, including print and electronic collections, textbook reserves that reduce financial barriers, and librarian-

led instruction that develops information literacy skills essential to lifelong learning. Strengthening collaborations with faculty through curriculum-integrated workshops, classroom instruction, and embedded librarian partnerships will remain a priority.

Future goals include expanding outreach to ensure students feel connected to library resources both on and off campus, increasing digital access to materials, and deepening efforts to represent diversity and inclusion across the collection. By fostering an environment that is welcoming, supportive, and committed to student success, the library will continue to advance Gavilan's mission and help students reach their full academic, social, and economic potential.

On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal. (Enter each goal separately)

1. Increase librarian integration across disciplines and campus locations by expanding academic support through embedded library instruction, research workshops, and collaboration with faculty at both the main campus and the Hollister site.

In Progress:

To increase librarian integration across disciplines and campus locations, we are launching a series of Spring 2026 workshops designed to help students orient themselves with library services and strengthen their research and information literacy skills. These workshops will be offered both at the main campus and the Hollister site to ensure equitable access to academic support. Following each session, surveys will be distributed to gather student feedback on what was most helpful, what areas still need improvement, and how the library can continue to enhance services and instructional partnerships. The insights gained from these workshops will guide future collaboration with faculty and inform how librarians can best support student success across all disciplines.

2. Enhance the library by creating adaptable, student-centered spaces, including expanded quiet study areas—that foster an inclusive, welcoming atmosphere and strengthen access to academic resources and faculty support to advance student success.

In Progress:

The library is currently trialing a variety of study space configurations to better support diverse learning needs and create more student-centered environments. These adjustments have already resulted in increased utilization of specific areas, indicating that students are responding positively to the updated layouts. As we continue to gather feedback and observe usage patterns, we plan to expand these efforts in the new Library building—designing adaptable, inclusive, and welcoming spaces that strengthen student engagement, collaboration, and access to academic and faculty support.

2. Have the services or courses of your program changed over the past three years? Please

explain (300 words or less).

Over the past three years, the library's services have undergone notable changes as we have adapted to evolving student needs, staffing limitations, and new opportunities for growth. Staffing shortages and several vacant positions have impacted the library's capacity to fully implement and expand certain programs. Despite these challenges, we have continued to reassess and refine our services through a period of trial and error to better align with student needs and academic goals.

During this time, the library has experimented with new approaches to outreach, instruction, and student engagement. This has included testing different study space configurations to create more supportive learning environments, piloting a variety of research and information literacy workshops, and expanding librarian presence across disciplines and locations. These efforts reflect our ongoing commitment to rebuilding and strengthening student-centered services even amid limited staffing resources.

As we move forward, our focus remains on developing a more robust and sustainable program structure that enhances accessibility, collaboration, and academic success. The lessons learned through this transitional period have provided valuable insights into what services are most effective and what areas still need improvement. With additional staffing and continued evaluation, the library is positioned to grow into a more dynamic, inclusive, and responsive support system for all students.

IV - STUDENT AND PROGRAM OUTCOMES

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the [Program Review Data Matrix website](#).

1. **(Instructional Only)** Find your program's course success information. Consider your program success rate trends over the last three years. Compare your overall success to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

Course success data for Library Services at the Gilroy Campus reflects persistently low success rates over the most recent academic years. In 2022–2023, the course success rate was 46%, with 38% non-success and 15% withdrawals. In 2023–2024, the success rate declined slightly to 43%, while non-success increased to 57% and withdrawals decreased to 0%.

The elimination of withdrawals in 2023–2024 is not indicative of improved student performance or engagement. Rather, this outcome aligns with a documented increase in

financial aid–motivated enrollment behavior, in which students remained enrolled to preserve financial aid eligibility but did not meaningfully participate or successfully complete course requirements. As a result, students who may previously have withdrawn instead remained enrolled and were recorded as non-success outcomes, contributing to the increase in the non-success rate.

When compared to the college-wide average, which is typically higher than the low-40% range, the Library Services success rate remains significantly below institutional norms. This gap was larger than expected and underscores the impact of external factors—particularly financial aid fraud and non-participatory enrollment—on program-level success metrics.

Student survey data collected during FY 2025–2026 demonstrates consistently strong student satisfaction with library instruction and orientation sessions. A majority of respondents reported agreeing or strongly agreeing that they learned useful research strategies, gained confidence in their research abilities, and found the presenter knowledgeable and engaging. Overall session ratings were predominantly Good to Excellent, with “Excellent” frequently selected.

Students identified the most helpful components of library instruction as:

- Navigating the Gavilan Library website and databases
- Developing effective keyword searches and using Boolean logic
- Accessing and evaluating sources through Google Scholar
- Applying backward and “cited by” searching strategies
- Receiving individualized guidance and reassurance about the research process

Common suggestions for improvement included:

- Increased interactivity and hands-on practice
- Slower pacing with clearer step-by-step instruction
- Recorded or asynchronous instructional materials for later reference
- Additional guidance on evaluating and applying sources to assignments

Fall to Spring Persistence		
Gavilan College->Gilroy Campus->Library Services		
	2022-23	2023-24
Headcount	5	6
Persistence Rate	80%	50%

2. **(Instructional Only)** Now find your program’s persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Fall-to-Spring persistence data for Library Services at the Gilroy Campus shows notable variation across the most recent years for which data is available. In 2022–2023, the program reported a persistence rate of 80% based on a headcount of 5 students. In 2023–2024, persistence declined to 50%, with a headcount of 6 students. While these figures indicate a downward trend, interpretation is limited by the very small cohort sizes, where the persistence outcome of a single student significantly affects the overall rate.

There is no program-level persistence data available for 2024–2025. This absence is attributable to the documented impact of financial aid fraud and non-participatory enrollment patterns, which compromised the reliability and validity of persistence metrics for that year. As a result, 2024–2025 data was excluded from analysis to avoid misrepresentation of program performance.

College-wide Fall-to-Spring persistence rates during this period remained stable and consistent, reported at 61% in 2022–2023, 62% in 2023–2024, and 62% in 2024–2025, based on substantially larger student populations ranging from 5,453 to 7,248 students.

In 2022–2023, Library Services persistence (80%) exceeded the college average (61%). However, in 2023–2024, the program’s persistence rate (50%) fell below the institutional average of 62%, creating a notable gap between program-level and college-wide outcomes.

The variability in Library Services persistence rates reflects both small sample sizes and external factors impacting enrollment behavior, including financial aid fraud. While the 2023–2024 decline warrants attention, it does not necessarily reflect a sustained trend in student engagement or program effectiveness. Rather, it underscores the need for cautious interpretation of persistence data and continued monitoring as enrollment stabilizes, and compliance measures take effect.

3. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

Yes, these persistence and success rates are largely consistent with expectations when compared to the college average. LIB 3 is not a required course, but rather a research methods and support course designed to assist students in developing skills related to navigating library services, conducting research, understanding plagiarism, applying proper citation practices, and effectively using academic resources. Because enrollment in LIB 3 is voluntary and often supplemental, outcomes do not align with traditional course patterns tied to degree or certificate completion.

As expected, there are gaps between LIB 3 outcomes and college-wide averages, particularly in both success and persistence rates. These gaps are not unexpected given the course’s supportive and skill-building function, the small enrollment sizes, and the fact that students may prioritize required coursework over a non-mandatory library skills course. Additionally, small cohort sizes amplify year-to-year variability and can create large percentage shifts based on the outcomes of only one or two students.

One surprising aspect of the data is the disconnect between high student satisfaction and lower course success and persistence rates. Survey results consistently show that students value the course and report meaningful gains in research confidence and skills, yet these gains are not reflected proportionally in traditional success metrics. This suggests that while LIB 3 effectively supports students academically, its impact may be better measured through skill acquisition and confidence-building rather than standard completion-based outcomes.

Overall, the data suggests a trend in which LIB 3 functions primarily as a support and intervention resource rather than a completion-driven course. Persistence and success rates appear influenced by external factors such as enrollment motivation, non-required status, and broader compliance issues, rather than instructional quality. These trends reinforce the importance of contextualizing LIB 3 outcomes within its intended purpose of supporting students throughout their academic journey, rather than evaluating it solely against college-wide averages designed for required coursework.

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Program Review Data Matrix website](#).

- 4. (Instructional Only)** What are your set goals for course success? Do your individual course and program rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Our goal for course success is an 80% completion and passing rate for students who participate in library-supported instruction. Many courses meet or exceed this benchmark; however, some courses with higher proportions of online or first-year students show lower success rates. To improve outcomes, we are expanding embedded library instruction, offering targeted workshops on research and citation skills, and providing one-on-one consultations. Additionally, we are developing asynchronous tutorials and guides to supplement instruction and ensure students can access support anytime. By monitoring course performance and aligning library services with course assignments, we aim to increase overall student success and close achievement gaps.

- 5.** How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? (200 words or less)

Over the past three years, the library has served approximately 500–700 students annually through embedded instruction, workshops, one-on-one consultations, and virtual reference services. Students who utilized these services consistently demonstrated higher completion rates and stronger performance on assignments

requiring information literacy skills compared to peers who did not access library support. Available data indicate that engagement with library services is associated with improved academic outcomes, reflecting a measurable positive impact on student success.

6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)

The library has supported student success and retention by providing equitable access to research guidance, course materials, and academic resources. Embedded instruction, workshops, and one-on-one consultations have helped students develop critical information literacy skills that contribute to stronger course performance. Virtual reference services and course reserves ensure students, including online and non-traditional learners, have timely access to resources, reducing barriers to completion. Over the past three years, these services have supported persistence and academic achievement, directly contributing to student success and retention.

7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).

Trends indicate increased demand for online support, particularly virtual consultations and after-hours chat services, reflecting the needs of online and non-traditional learners. Latinx and other historically underrepresented students are among the highest users of library services, highlighting the importance of equitable access. To support success and retention, we plan to expand virtual reference hours, develop asynchronous tutorials and guides, increase embedded library instruction in online courses, implement targeted outreach to underrepresented students, and continue funding course reserves to fully support students in obtaining their textbooks. These initiatives aim to strengthen information literacy, close achievement gaps, and ensure equitable access to academic resources for all students.

V - EQUITY

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps? How can your area help increase disproportionate student success? (200 words or less)?

Over the past two years, our equity data reflects strong engagement among Latinx students, though participation across groups remains uneven. In FY 22/23, Latinx students accounted for 85% (11 of 13) of total participation, with most engagement in moderate-level services (45%) and fewer in advanced involvement (18%). In FY 23/24, Latinx participation increased to 18 students (86%), showing higher engagement in moderate-level services (67%) but limited advanced participation. White student engagement remained low, representing 2 students in 22/23 and 3 in 23/24.

Efforts that proved effective included targeted outreach to Latinx students, culturally relevant programming, and partnerships with student support programs that fostered a sense of belonging. However, outreach to non-Latinx populations has been less successful, indicating a need for broader visibility and inclusive program design.

No data is available yet for FY 24/25 due to staff departures and absences, which temporarily disrupted data collection and reporting processes. Moving forward, the program plans to rebuild consistency in tracking participation, expand marketing strategies to reach a wider demographic, and collaborate across departments to ensure equitable access and engagement for all students. These steps aim to sustain Latinx success while closing participation gaps institution-wide.

Success Rates by Ethnicity								
Gavilan College->Gilroy Campus->Library Services								
	2023-24							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Latinx	6	33%	12	67%	0	0%	18	100%
White	3	100%	0	0%	0	0%	3	100%
All	9	43%	12	57%	0	0%	21	100%
	2022-23							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Latinx	5	45%	4	36%	2	18%	11	100%
White	1	50%	1	50%	0	0%	2	100%
All	6	46%	5	38%	2	15%	13	100%

2. (Instruction Only) Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and

face-to-face courses. Do you notice any trends? Do these rates differ? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

All courses in this program are delivered fully online, so we do not have face-to-face sections for direct comparison. As a result, we cannot identify gaps in success rates between online and in-person courses.

Despite this, we monitor online student outcomes and engagement to ensure equity and success within the distance education environment. Strategies include providing timely virtual research support, synchronous and asynchronous instructional workshops, clear guidance on accessing course materials, and targeted outreach to underrepresented student populations. These efforts aim to replicate the support typically provided in-person and address barriers unique to online learning.

3. Our 2023 Equal Employment Opportunity (EEO) Plan States: *“Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District’s Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism.”*

What is your area doing to support district efforts in creating an inclusive college environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the classroom? **(300 words or less)** *(Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.)*

The library is an open and inclusive environment that welcomes and supports students from all walks of life. All workshops, programs, and resources we offer are open to the entire campus community, reflecting our commitment to equity, diversity, and inclusion. We aim to create a space where every student feels represented, respected, and supported in their academic journey. Our library workshops focus on academic success, research skills, and digital literacy, providing equitable access to learning opportunities for students with varying educational backgrounds and learning styles.

To celebrate and honor the diversity of our student body, we curate themed displays and events throughout the year that highlight different cultures, histories, and identities. These include Black History Month, Filipino American History Month, Women’s History Month, Hispanic Heritage Month, and our Day of the Dead ofrenda—an interactive display that invites students to honor loved ones who have passed. These events serve not only as

educational experiences but also as opportunities for cultural expression and community building.

We continue to identify barriers to inclusion, such as limited access to technology or academic resources, and address them through initiatives like expanding digital access, and integrating Open Educational Resources (OER) to reduce textbook costs. By fostering a welcoming environment and continuously evaluating our practices, the library supports the district's mission of creating an inclusive college culture where diversity is celebrated, and all students have the tools to succeed.

4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

The library is committed to supporting institutional efforts to promote student and employee equity by providing inclusive access to resources, services, and learning opportunities that serve the entire campus community. Our approach focuses on reducing barriers to student success, for historically underserved populations, through equitable access to information, technology, and academic support.

We address student equity by ensuring that all library services, resources, and instructional offerings are accessible to every student, regardless of background or circumstance. This includes offering technology lending such as laptops and expanding access to electronic resources that support remote and flexible learning. The library continues to develop and promote Open Educational Resources (OER) and Zero Textbook Cost (ZTC) materials to alleviate the financial burden associated with traditional course materials.

In alignment with the district's mission and equity goals, the library fosters an inclusive learning environment that reflects and celebrates the diversity of our college community. Through culturally responsive displays, exhibits, and educational programming, the library provides opportunities for engagement, awareness, and representation of various cultures, identities, and experiences.

Although the library does not directly oversee hiring decisions, we actively support the district's Equal Employment Opportunity (EEO) outcomes through participation in shared governance, committee work, and campus initiatives that emphasize inclusivity and equity. Library staff are encouraged to engage in professional development focused on equity-minded practices and inclusive service delivery to ensure that all interactions with students and colleagues reflect the district's core values of diversity, equity, and inclusion.

VI - LEARNING AND AREA OUTCOME

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? **YES**
2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? **YES**

3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? **YES**
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? **YES**
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?
Click or tap here to enter text.

VII - OUTCOME ASSESSMENTS

Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest?

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?
They suggest that the outcomes are challenging to find and are not easily accessible.
2. Institutional Learning Outcomes (ILO) How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.
They suggest that the outcomes are challenging to find and are not easily accessible.
3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?
They suggest that the outcomes are challenging to find and are not easily accessible.

VIII - CURRICULUM AND COURSE OFFERINGS ANALYSIS

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

Yes, the Library Services program has a 2-3 year curriculum development plan currently in early discussion stages:

LIB3 Revision: Update the Research Skills course with current information literacy standards, modern research techniques, and contemporary methods for evaluating scholarly and digital sources.

AI Literacy Course: Develop a new course covering artificial intelligence literacy, ethical use of AI tools, academic integrity, and proper attribution in AI-assisted research and writing.

Study Skills Course: Create a course integrating effective study strategies with research skills and AI literacy, helping students develop comprehensive learning competencies.

Learning Strategies Certificate: Combine all three courses into a certificate program in "Learning Strategies" or "Learning Science," providing formal recognition of these essential academic skills.

This integrated approach will give students the research methods, technological literacy, and learning strategies they need to succeed academically. These skills are fundamental across all disciplines and support student success throughout their academic careers and beyond.

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

Seven non-credit courses (LIB 732, 735, 736, 737, 740, 741, and 742) appear to be currently active but have not been recently offered. These courses will undergo systematic review to determine their continued relevance and alignment with current student needs.

Following this review, the majority of these courses will be inactivated. Any courses with content that remains valuable will be revised and potentially incorporated into the new Learning Strategies certificate. This approach streamlines the curriculum, eliminates outdated offerings, and focuses resources on developing the new certificate program that better serves current student needs.

By consolidating useful content from existing courses into the modernized curriculum while removing courses that no longer serve a clear purpose, the program ensures all active offerings are current, relevant, and aligned with student success goals.

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

Library research skills are essential for all students, regardless of major or location. The Library Services program uses multiple delivery methods to ensure equitable access.

Delivery Methods: Courses are offered in online, face-to-face, and hybrid formats. Online courses provide flexibility and eliminate geographic barriers. Face-to-face instruction offers hands-on practice with library resources and direct interaction with librarians. Hybrid formats combine both advantages. This variety ensures students can choose formats that work for their schedules and learning preferences.

Locations: Courses will be available at all locations including Hollister. Since library skills are foundational to academic success across all disciplines, students at all locations need access to this instruction.

Schedule and Completion: Transitioning from 16-week to 8-week course formats allows two sessions per term, doubling enrollment capacity and providing multiple start dates throughout the year. Students can complete the proposed certificate within one academic year. Courses are offered at various times—daytime, evening, and asynchronous options—to accommodate students with work, family, or other commitments. These adjustments ensure that students can complete the course in a timely manner and integrate the skills gained into their broader academic programs, supporting success in both current and future coursework.

This approach ensures that essential library and information literacy instruction is accessible to all Gavilan students regardless of where they are located, when they can attend class, or how they prefer to learn.

IX - PROGRAM AND RESOURCE ANALYSIS

1. Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Click Add Item to enter information for each year

Select Year 1: 2023-2024

Number of Full Time Faculty: **2**

Number of Part Time Faculty: **6**

Number of Full Time Classified Professional: **3**

Number of Part Time Classified Professional or Student Worker: **0**

Number of Full Time Manager, Confidential or Administrator: **0**

Number of Part Time Manager, Confidential or Administrator: **0**

Select Year 2: 2024-2025

Number of Full Time Faculty: **2**

Number of Part Time Faculty: **4**

Number of Full Time Classified Professional: **3**

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 0

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 3: 2025-2026

Number of Full Time Faculty: 3

Number of Part Time Faculty: 4

Number of Full Time Classified Professional: 3

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: 0

2. How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee? (200 words or less)

The recent retirement of a full-time librarian with extensive institutional knowledge and historical context has had a significant impact on the library's personnel and operational capacity. Much of the legacy knowledge related to library systems management, technology processes within Alma, and archival organization practices was closely tied to this position. The transition has revealed the need for a structured rebuild that will likely require the addition of two to three full-time academic librarians to restore operational balance, reestablish procedural consistency, and ensure continuity in both instructional and technical services.

The absence of updated rule structures for the archives—many of which have not been reviewed or formally documented in over twenty years—further underscores the need for dedicated staffing to modernize and preserve institutional history. Additionally, staffing shortages within both the classified and faculty areas have placed increased workload demands on existing personnel, limiting the department's ability to expand programming, develop instructional initiatives, and maintain optimal service levels.

Over the next three years, rebuilding a robust and committed team will be essential to the library's success. Strategic hiring, cross-training, and succession planning will be critical to restoring institutional stability, supporting accreditation goals, and ensuring continued excellence in service to students, faculty, and the broader campus community.

3. Additional Comments: **As the library prepares relocation to a new building, there will be a significant need for additional staffing support and cross-departmental collaboration to ensure a smooth transition. The move will require a comprehensive inventory of all library materials, as well as the identification and resolution of any discrepancies that may have developed over time. This process will demand an all-hands-on effort from both classified and faculty staff to maintain accuracy, accountability, and collection integrity during the transition period. To mitigate future inventory and cataloging challenges, the library plans to revise current labeling, barcoding, and shelving procedures. Establishing updated standards for item organization and placement will streamline collection management within the new facility and prevent ongoing issues related to item tracking and retrieval. These**

improvements will also enhance the user experience by improving collection accessibility and accuracy. This move represents not only a logistical challenge but also a valuable opportunity for operational renewal. The updated workflows, enhanced inventory processes, and modernized organization system will position the library for greater long-term success and efficiency. Once completed, these efforts will serve as a major milestone in rebuilding a strong and effective department that continues to meet the evolving needs of the campus community.

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

1. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. **For annual college budget request appropriations, reference your previous three-year plan and annual updates. Do this for the last three years.**

Select Year 1: 2023-2024

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?* **1,000**

Total Allocation (Irrespective of Funding Source): **15,000**

Funding Source (**select all that apply**)

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☒

Total Spent (Irrespective of Funding Source): **15,000**

Select Year 2: 2024-2025

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?* **2,200**

Total Allocation (Irrespective of Funding Source): **\$15,000**

Funding Source (**select all that apply**)

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☒

Total Spent (Irrespective of Funding Source): **15,000**

Select Year 3: 2025-2026

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?* **5000**

Total Allocation (Irrespective of Funding Source): **15,000**

Funding Source (**select all that apply**)

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☒

Total Spent (Irrespective of Funding Source): **15,000**

2. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)

The library's use of allocated resources has proven highly effective in advancing student success, equity, and completion. Through the annual \$15,000 Lottery Fund allocation for Course Reserves, the library has provided students with access to required textbooks both in print and online, significantly reducing the financial burden of course materials.

In 2023–2024, students collectively saved over \$100,000 through expanded access to online and in-person textbook reserves. In 2024–2025, the program's reach and efficiency grew, resulting in an estimated \$160,000 in textbook savings for students. For the current academic year (2025–2026), preliminary data from the fall semester already reflects \$85,000 in savings, with totals expected to increase by year's end.

These savings directly support the college's equity and student success initiatives by improving course completion rates and ensuring that all students, regardless of financial circumstance, can begin each semester with the materials they need. In addition, the library's ongoing efforts to integrate Open Educational Resources (OER) and maintain accessible digital collections continue to expand equitable access to information. Overall, these investments demonstrate a clear and measurable return on student success and persistence.

3. Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results. (200 words or less)

Overall, the library's program costs have remained largely in alignment with the allocated budget, particularly in the areas of Course Reserves, instructional resources, and digital databases. These expenditures have effectively supported student success, equity, and access to essential learning materials.

However, emerging student needs highlight a critical gap in our current resources. Specifically, expanding access to DVDs and audiobooks through streaming services is necessary to better serve students at our sister site in Hollister, as well as online-only and remote learners. Current physical media holdings are limited in accessibility, and streaming options would provide equitable access to these resources regardless of location or mobility constraints.

To address this gap, additional funding is required to support subscriptions and licensing for streaming media. Allocating targeted funds toward these services would enhance accessibility, extend the library's reach, and strengthen support for student success across the district. Without this investment, students' access to educational and cultural resources remains limited, potentially impacting engagement and learning outcomes. Prioritizing this request aligns with institutional goals of equity, inclusivity, and comprehensive student support.

XI - INTEGRATED PLANNING AND INITIATIVES

1. What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? (200 words or less)

The library plays a central role in supporting student success across the college by providing equitable access to course materials, research resources, and instructional support. While the library does not currently have formal partnerships with other programs, its services support all students, including those enrolled in Guided Pathways or grant-funded initiatives, by ensuring they have the tools needed to succeed academically.

The focus of the library's efforts is to remove barriers to learning, promote information literacy, and support timely course completion. Measurable outcomes demonstrate the impact of these services: in 2023–2024, students saved over \$100,000 through access to online and in-person course reserves, in 2024–2025, savings totaled approximately \$160,000, and in the current 2025–2026 academic year, fall semester savings alone reached \$85,000.

Looking ahead, the library plans to expand streaming services for DVDs and audiobooks, with an emphasis on increasing access for students at the Hollister site and online learners to bridge accessibility gaps. The library also plans to engage more fully with Guided Pathways initiatives; however, due to current staffing shortages, this will be achievable once a robust and fully staffed team is in place. These efforts will allow the library to extend instructional offerings, enhance digital collections, and further support student retention, equity, and overall academic success at Gavilan College.

XII - OTHER OPPORTUNITIES AND CHALLENGES

1. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. **Helpful Question:** What are the program plans for the next three years? (200 words or less)

The library recognizes several opportunities to enhance student success and engagement over the next three years. One key initiative is the development of a Research Skills Certification course designed to help students build stronger research competencies,

critical thinking, and information literacy skills. Additionally, the library plans to expand programming for Research 101, citation support, and other foundational academic skills.

Another priority is establishing an embedded librarianship program, which faculty have requested for years but has not been feasible due to staffing limitations. By embedding librarians within courses, the library can provide targeted research support, improve student engagement, and promote academic success. Research demonstrates that embedded librarian services and workshops contribute to higher retention and graduation rates; institutions implementing these programs have reported increases in course retention by up to 12% and graduation rate improvements of 8–10%. These programs also help students build transferable life skills in research, critical thinking, and academic communication, which support long-term success beyond the classroom.

By investing in these initiatives, the library aims to strengthen student outcomes, increase academic support across disciplines, and align with institutional goals for equity, retention, and graduation. Staffing capacity will be critical to fully implement these enhancements and ensure sustainable impact.

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? (300 words or less)

The library has discovered that several remote services implemented during the pandemic provide lasting benefits for student success and should be maintained post-pandemic. One of the most impactful initiatives has been the laptop lending program, which allows students to access technology necessary for coursework, research, and online learning. This program has proven essential for students who lack personal devices or reliable access to technology, ensuring equitable opportunities to complete assignments and engage in remote or hybrid instruction.

Additionally, the usability of online library resources—including digital databases, e-books, course reserves, and research guides—has demonstrated that students value flexible, anytime access to materials. Remote research consultations, virtual workshops, and asynchronous tutorials have also allowed students to receive timely support without needing to be physically present, benefiting those at satellite locations, online learners, or students balancing work and family responsibilities.

The library has learned that maintaining multiple access points—such as virtual appointments, email, and online chat—is critical to student engagement and success. Expanding these services to include extended chat hours and prominently displaying communication options on the library homepage will further ensure students can connect with librarians when needed.

By preserving the laptop program, continued access to digital resources, and robust virtual support services, the library can maintain flexibility, accessibility, and equitable support for all students. These services strengthen retention, academic achievement, and overall student success while supporting diverse learning needs across Gavilan College.

3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? (300 words or less)

One of the key emerging issues exacerbated by the shift to remote and hybrid learning is limited access to real-time library support outside of standard business hours. Many students, particularly online-only learners, those at the Hollister site, and students balancing work or family responsibilities, require research assistance during evenings and weekends. Currently, live support through LibChat is restricted to traditional hours, leaving gaps when students most need guidance for completing assignments, conducting research, or accessing digital resources.

If unaddressed, this limitation will remain a persistent barrier to student success, particularly for historically underserved populations who rely on flexible access to library services. Students may experience delays in coursework completion, decreased engagement with resources, and reduced academic confidence.

To address this issue, the library plans to expand LibChat hours to include evenings past 8:00 p.m. and weekends. However, sustaining and expanding this service will require additional funding to cover staffing or third-party support. Allocating resources toward this initiative will ensure that all students have equitable access to real-time research assistance, regardless of location or schedule.

By investing in extended LibChat services, the library can mitigate barriers to information access, enhance student engagement with instructional resources, and support retention and academic success. Ensuring students have reliable, flexible access to library support will remain a priority as the library continues to adapt services to meet evolving student needs and institutional equity goals.

XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a [rubric](#) based on two main criteria: the alignment of the goal with the college's [mission statement](#), [strategic plan](#), and student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester**.
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester**.

- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

Copy and paste to Enter more than one Goal

- **Goal (*One Sentence Limit*):** Transition the physical DVD and audiobook collection to digital platforms (OneDrive, Kanopy, and Libby) to improve access, equity, and usability.
- Alignment to Strategic Goal **Goal 2: Equity, Access, and Inclusion - With equity at the forefront, build inclusive spaces and curriculum that honor, support, and respect diverse student populations.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **Student Success and Equitable Access to Learning Resources.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **This goal supports the college mission and strategic plan by expanding equitable access to learning resources while aligning with SLO/SAO results that show increased student reliance on flexible, remote, and digital library services.**
- Proposed Activity to Achieve Goal: **Assess potential use of physical media, identify high-demand titles for future digitization or digital replacement, and plan for the implementation and promotion of OneDrive, Kanopy, and Libby resources.**
- Responsible Party (One Sentence limit): **Library faculty and staff in collaboration with instructional technology and collection development teams.**
- Timeline to Completion: Semester/Year: **Fall 2026–Spring 2027.**
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): **Success will be measured by increased usage statistics for Kanopy, Libby, and OneDrive collections and a corresponding decrease in physical media circulation. Student feedback and survey data will be reviewed to assess satisfaction and accessibility improvements.**

Copy and paste to Enter more than one Goal

- **Goal (*One Sentence Limit*):** Complete an accurate, organized inventory and relocation of all library collections, equipment, and technology to support an efficient transition to the new library facility
- Alignment to Strategic Goal **Goal 5: Institutional Effectiveness - To systematically leverage technology across all campuses to continuously improve processes, enhance data-analysis capability, and facilitate data-informed decision-making, leading to increased operational efficiency.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **Library services and resources will be maintained without disruption during the facility transition to ensure continued student access and support.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO

Results: This goal supports the mission and strategic plan by ensuring responsible stewardship of institutional resources while aligning with SLO/SAO results focused on service continuity, access, and effective learning environments

- **Proposed Activity to Achieve Goal: Develop an accurate, itemized inventory of all physical library assets to support move planning, ensure accountability during transfer, and validate asset placement and operational readiness post-move.**
- **Responsible Party (One Sentence limit): Library administration and staff**
- **Timeline to Completion: Semester/Year: Summer 2026- Fall 2026**
- **How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Success will be evaluated by completion of inventory records, confirmation that all assets are accounted for, and minimal service disruption during the move. Post-move audits will verify correct placement, operational status, and accessibility of all items.**

Copy and paste to Enter more than one Goal

- **Goal (*One Sentence Limit*): Digitize all physical archival materials into a secure, cloud-based web platform with redundant USB storage while establishing standardized policies and procedures for archival access, preservation, and use.**
- **Alignment to Strategic Goal Goal 5: Institutional Effectiveness - To systematically leverage technology across all campuses to continuously improve processes, enhance data-analysis capability, and facilitate data-informed decision-making, leading to increased operational efficiency.**
- **Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): Users will be able to discover, access, and responsibly use digitized archival materials through standardized platforms and guidelines.**
- **Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: This goal supports the institutional mission and strategic plan by preserving historical records, expanding equitable digital access, and aligning with SLO/SAO results that emphasize information literacy, responsible use of resources, and long-term stewardship of institutional assets.**
- **Proposed Activity to Achieve Goal: Inventory and assess all physical archival materials, digitize items using preservation standards, upload content to a cloud-based platform with USB redundancy, and develop and implement updated archival policies governing access, use, retention, and security.**
- **Responsible Party (One Sentence limit): Librarians and library staff and records management (AWS)**
- **Timeline to Completion: Semester/Year: Fall 2026–Spring 2028.**
- **How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Achievement will be measured by completion of digitization benchmarks, verified cloud and USB backups, and adoption of formal archival policies.**

Usage data, access requests, and compliance reviews will be used to assess accessibility, preservation of quality, and policy effectiveness.

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

- Request Name (short title): **Additional Full-Time Librarian**
- Request amount: **150,000**
- Type of Request: **Personnel**
- Alignment to Goal(s) in section XIII (*enter goal from above*) **Increase librarian integration across disciplines and campus locations by expanding academic support through embedded library instruction, research workshops, and student assistance.**
- Is this a one-time or ongoing expense? **Ongoing**
- Category of Request -

Requesting one additional full-time instructional librarian (for a total of 3 FTE librarians) to support expanded embedded librarianship, research instruction, and student assistance across all campus locations, including the Hollister site. This position will work 100% to maintain library open hours, meet contractual obligations, and provide embedded librarian support across programs.

Specifically, the librarian will dedicate 4 hours per week to reference shifts to ensure the library remains fully open, and 3–5 hours per week per instructor in Pathways/CAP or other academic cohorts (supporting up to 7–8 instructors). This allocation allows for embedded librarian integration across 21–24 instructors, ensuring 1–3 embedded librarian models in each cohort, in addition to current library staffing.

The additional full-time librarian will strengthen structured partnerships with academic cohorts, deliver research workshops, modernize archival practices, and maintain equitable access to library resources, while supporting operational needs and high-quality instructional and technical services for students and faculty

Copy and paste to add more than 1 requests

- Request Name (short title): **Course Reserve Access Funding**
- Request amount: **15,000**
- Type of Request: **Non-Personnel**
- Alignment to Goal(s) in section XIII (*enter goal from above*) **Support equitable access to course materials for all students, ensuring timely availability of**

textbooks and required readings to enhance academic success.

- Is this a one-time or ongoing expense? **Ongoing**
- Category of Request- **Continual funds to support course reserve access for students, providing necessary materials for classes and promoting academic equity.**

Copy and paste to add more than 1 requests

- Request Name (short title): **Request for additional chat service hours; after hours and weekends**
- Request amount: **\$3,000- \$5,000**
- Type of Request: **Non-Personnel**
- Alignment to Goal(s) in section XIII (*enter goal from above*) ***Supports equitable student access to library services and resources by expanding online chat availability beyond standard operating hours. Aligns with institutional goals to promote student success, retention, and 24/7 learning support.***
- Is this a one-time or ongoing expense? **Ongoing**
- Category of Request- **Library Services / Student Support**

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☒
- Part-Time Faculty ☒
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☒
- Non-Instructional Equipment ☐
- Non-Instructional Software ☒
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐

- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

1. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a separate process by the Faculty Staffing Committee or the Executive and Leadership

2. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

The library's combined requests address key institutional priorities of equitable access, academic success, and comprehensive student support.

The **request for one additional full-time librarian (\$150,000, ongoing)** seeks to expand instructional capacity and outreach across disciplines and locations, including the Hollister site. Currently, two full-time librarians support all instructional, research, and student engagement activities, which limits the ability to provide embedded instruction, faculty collaboration, and tailored research support. Adding a third librarian will strengthen equitable access to library services, enhance program development, and increase the library's presence across academic departments and campuses.

The **course reserve access funding (\$15,000, ongoing)** ensures students have timely, no-cost access to required textbooks and course materials. This aligns with the California Chancellor's Office mandate requiring students to have textbook access by the first day of the semester. Many students face financial barriers to purchasing materials, directly impacting retention and academic performance. Maintaining adequate funding for course reserves allows the library to meet compliance standards, reduce textbook affordability gaps, and support equitable learning opportunities for all students.

The **request for additional chat service hours (\$3,000–\$5,000, on-going)** will extend virtual reference coverage to evenings and weekends. This ensures that working, online, and non-traditional students receive equitable research assistance beyond standard operating hours, promoting academic success and satisfaction.

Collectively, these requests advance institutional goals by expanding equitable access, supporting student-centered learning, and strengthening the library's role as a critical academic partner in student success and retention.

XV - ADDITIONAL QUESTIONS

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

Yes. Our division provides training and mentoring for faculty and classified professionals through the LSP Consortium and the CCL; however, this training is self-sought and not mandatory. Making participation more required would help ensure all staff stay current with objectives in our Alma system, supporting both operational efficiency and student success.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

Currently, our library is staffed with only two full-time librarians, which limits our capacity to provide robust programming, embedded instruction, research support, and service at satellite sites such as Hollister. Adding one more full-time librarian would allow us to expand workshops and programs that directly support student learning and engagement, as well as provide increased one-on-one assistance to ensure equitable access to resources.

Student population growth and increased library usage demonstrate a rising demand for research assistance and library instruction. Current staff must divide time among multiple priorities, resulting in delayed responses to student and faculty needs. Program development has been limited due to staffing shortages and the loss of foundational, legacy information, requiring all areas to be reevaluated.

Notably, there is currently no Archive rule in place, and establishing one will be a significant undertaking that will require dedicated focus and expertise. This, along with technology background building in Alma, program planning, and embedded librarianship, represents critical areas that need special attention to fully support the college's academic mission and student success.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body? **Our program helps the District attract and retain faculty and classified professionals by providing opportunities for professional growth through participation in the LSP Consortium and CCL trainings. These programs allow staff to develop skills that not only enhance their ability to serve**

our diverse student body but also support career growth within the field of librarianship. By engaging in these trainings, staff gain knowledge and strategies to better meet the needs of our continually changing constituencies, while building expertise that makes our library a desirable and supportive place to work. Expanding access to these professional development opportunities and encouraging participation would further strengthen recruitment and retention of professionals committed to student success and equity.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? Yes. One key program accomplishment is our ongoing work to strengthen and expand the library's physical and digital collections. We are revisiting and evaluating our subject areas to ensure they align with current student and faculty needs, identify gaps, and build out more robust resources. This effort not only improves access to relevant materials for students across disciplines but also supports faculty by providing comprehensive resources for instruction and research. By continuously refining our collections, we are helping to enhance student success, promote equity, and ensure that library resources remain current and responsive to the evolving academic and professional landscape.

5. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record. One recommendation would be to make professional development and training opportunities, such as those offered through the LSP Consortium and CCL, more formally integrated into the Program Integrated Plan and Review process. Currently, participation is self-sought, but including it as a recognized expectation could help ensure staff maintain up-to-date skills, particularly in areas like Alma system management

XVI - EXECUTIVE SUMMARY

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The Library Services program has demonstrated sustained impact on student success, equity, and access over the past three years. Key trends include strong engagement from Latinx students, increased reliance on digital resources, and high demand for research support across all modalities. Course reserves have played a pivotal role, providing timely

access to textbooks and materials, reducing financial barriers, and supporting equitable course completion. Remote services established during the pandemic—laptop lending, virtual workshops, and online consultations—have proven essential for students balancing work, family, and online learning responsibilities, and are now integral to the program’s service model.

Program highlights include culturally responsive programming, targeted outreach to historically underserved students, and proactive adaptation to emerging instructional and technological needs. Challenges identified include limited staffing, gaps in after-hours support, and the need to digitize archival and physical media collections to improve accessibility and preserve institutional history.

Over the next three years, the program will focus on three strategic goals: expanding equitable access by transitioning physical media and archival collections to digital platforms; enhancing institutional effectiveness through comprehensive inventory and smooth transition to the new library facility; and strengthening student academic support through embedded librarianship, extended virtual services, and targeted instructional programming. Achieving these goals requires strategic staffing additions, sustained funding for course reserves, and expanded virtual support.

Collectively, these efforts position the Library as a central academic partner, advancing the college’s mission, promoting equity and inclusion, and ensuring all students have the tools, resources, and support necessary to succeed across campuses, programs, and learning modalities.

XVII - ATTACH FILES

Optional: If there is any additional information regarding your program that you would like to have uploaded, please attach it here.

Physical cost savings for students by Course Reserve usage-

Total	\$ 10,897.01
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Digital cost savings for students by Course Reserve usage-

Total	\$ 312,025.59
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Physical Report

Date	Course	Title	Item Price
2023-08-28T19:56:37Z	HUM 4 - LOZANO	Casino Royale /	14.99
2023-09-15T17:39:13.890Z	HIST 2 - STAFF	Give me liberty! : an American history /	55.97
2023-10-17T00:56:12Z	ENGL C1001 - OMIDI	Dr. Jekyll and Mr. Hyde /	9.99
2023-10-17T00:56:26Z	ENGL 1B - MORA	Dracula /	11
2023-10-18T22:00:19.141Z	ENGL C1000 - COLLINS	Climate justice : hope, resilience and the fight for a sustainable future / Mary Robinson.	16
2023-10-24T23:09:34.061Z	THEA 4/CMUN 2 - MANTIA	Communicating Literature / Todd V. Lewis.	11.99
2023-10-25T22:44:56.732Z	HE 1 - DEQUIN	Health & wellness /	80
2024-01-31T21:48:09.108Z	CD 32 - BOSSE	The right call : what sports teaches us about work and life /	28.99
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2024-02-02T18:36:04.196Z	HE 1 - DEQUIN	Health & wellness /	80
2024-02-13T18:06:27.887Z	WTRM 207 - AMES	Operation of wastewater treatment plants /	100
2024-02-13T18:54:36.970Z	WTRM 207 - AMES	Operation of wastewater treatment plants /	100
2024-02-14T17:11:16.862Z	WTRM 207 - AMES	Operation of wastewater treatment plants /	100
2024-03-14T01:11:07.789Z	CD 14B - HOSHIKO	Classroom discipline and management / Clifford H. Edwards.	149.95
2024-03-14T02:39:10Z	CD 14B - HOSHIKO	Classroom discipline and management / Clifford H. Edwards.	149.95
2024-03-15T01:30:24.784Z	CD 14B - HOSHIKO	Classroom discipline and management / Clifford H. Edwards.	149.95

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2024-09-03T18:23:21.297Z	JOUR/SOC 10 - STAFF	Media & culture : mass communication in a digital age /	171.15
2024-09-03T18:44:36.727Z	ENGL C1001 - COLLINS	Writing logically, thinking critically /	126.65
2024-09-04T15:20:16Z	CD 32 - BOSSE	Developmentally appropriate practice in early childhood programs serving children from birth through age 8 /	70
2024-09-04T18:24:32.544Z	HE 1 - DEQUIN	Health & wellness /	80
2024-09-04T19:01:27.123Z	JOUR/SOC 10 - STAFF	Media & culture : mass communication in a digital age /	171.15
2024-09-04T23:37:07.603Z	PHIL 2 - STAFF	Critical thinking /	14.95
2024-09-09T16:50:52.265Z	JOUR/SOC 10 - STAFF	Media & culture : mass communication in a digital age /	171.15
2024-09-11T18:22:22.550Z	HE 1 - DEQUIN	Health & wellness /	80
2024-09-11T19:09:36.500Z	CD 32 - BOSSE	The right call : what sports teaches us about work and life /	28.99
2024-09-11T19:09:36.500Z	ENGL C1000 - SANDLER	The right call : what sports teaches us about work and life /	28.99
2024-09-12T19:16:03.204Z	JOUR/SOC 10 - STAFF	Media & culture : mass communication in a digital age /	171.15
2024-09-13T00:31:44.217Z	ENGL C1000 - SALVIN	The yellow wallpaper.	2.45
2024-09-13T17:46:20.033Z	JOUR/SOC 10 - STAFF	Media & culture : mass communication in a digital age /	171.15
2024-09-18T19:30:17.458Z	HE 1 - DEQUIN	Health & wellness /	80
2024-09-18T19:45:00.427Z	JOUR/SOC 10 - STAFF	Media & culture : mass communication in a digital age /	171.15
2024-09-23T16:25:23.906Z	JOUR/SOC 10 - STAFF	Media & culture : mass communication in a digital age /	171.15

2024-09-25T00:55:23.926Z	CD 32 - BOSSE	Developmentally appropriate practice in early childhood programs serving children from birth through age 8 /	70
2024-09-25T16:41:36.567Z	CD 32 - BOSSE	The right call : what sports teaches us about work and life /	28.99
2024-09-25T16:41:36.567Z	ENGL C1000 - SANDLER	The right call : what sports teaches us about work and life /	28.99
2024-09-25T18:10:47Z	CD 32 - BOSSE	The right call : what sports teaches us about work and life /	28.99
2024-09-25T18:10:47Z	ENGL C1000 - SANDLER	The right call : what sports teaches us about work and life /	28.99
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2024-10-02T16:41:10.627Z	ENGL C1000 - SANDLER	The right call : what sports teaches us about work and life /	28.99
2024-10-22T21:52:00.653Z	CD 14A - HENRICKSON	Working with School Age Children	48.07
2024-10-23T18:17:30.410Z	THEA 4/CMUN 2 - MANTIA	Communicating Literature / Todd V. Lewis.	11.99
2024-10-23T19:38:11.188Z	JOUR/SOC 10 - STAFF	Media & culture : mass communication in a digital age /	171.15
2024-10-23T20:50:11Z	ENGL C1000 - SALVIN	The yellow wallpaper.	2.45
2024-10-23T20:50:29Z	ENGL C1001 - OMIDI	Dr. Jekyll and Mr. Hyde /	9.99
2024-10-30T20:18:06.280Z	JOUR/SOC 10 - STAFF	Media & culture : mass communication in a digital age /	171.15
2024-11-18T18:14:32.920Z	HIST 2 - STAFF	Give me liberty! : an American history /	55.97
2024-11-19T19:44:06.139Z	JOUR/SOC 10 - STAFF	Media & culture : mass communication in a digital age /	171.15
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2025-02-11T18:28:43Z	HIST 1 - MOSHE	Give me liberty! : an American history.	64.38
2025-02-11T18:29:06Z	ENGL 1B - WARREN	Spider Woman's granddaughters : traditional tales and contemporary writing by Native American women /	19
2025-02-25T18:31:15.884Z	HE 1 - DEQUIN	Health & wellness /	80
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2025-06-18T18:51:58.321Z	HE 1 - DEQUIN	Health & wellness /	80
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2025-08-29T17:18:40.066Z	HIST 1 - MOSHE	Give me liberty! : an American history.	55.97
2025-09-02T18:30:14.939Z	HIST 1 - STAFF	A people's history of the United States : 1492-present /	19.99
2025-09-02T19:30:24.030Z	HIST 1 - MOSHE	Give me liberty! : an American history.	55.97
2025-09-03T18:43:05.247Z	SOC 21 - PARK	Families as they really are /	55
2025-09-03T23:41:17.665Z	SOC 21 - PARK	Families as they really are /	55
2025-09-04T02:32:18.169Z	PHIL 2 - STAFF	Critical thinking /	14.95
2025-09-09T19:30:34.056Z	ENGL C1001 - COLLINS	The Story of More	18
2025-09-09T20:29:28.107Z	HIST 1 - STAFF	A people's history of the United States : 1492-present /	19.99
2025-09-10T22:27:13Z	CD 32 - BOSSE	The right call : what sports teaches us about work and life /	28.99
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2025-09-10T23:02:42.563Z	THEA 12 A/B- Haell	The actor at work /	35.95
2025-09-11T22:28:23.113Z	WTRM 207 - AMES	Operation of wastewater treatment plants /	209.98
2025-09-15T17:07:30.819Z	WTRM 207 - AMES	Operation of wastewater treatment plants /	209.98
2025-09-15T22:37:28.629Z	WTRM 207 - AMES	Operation of wastewater treatment plants /	209.98
2025-09-16T16:49:10.154Z	ENGL 5A - HOOPER	The Norton anthology of American literature /	88.05

2025-09-16T21:30:07Z	WTRM 207 - AMES	Operation of wastewater treatment plants /	209.98
2025-09-17T22:45:09.511Z	WTRM 207 - AMES	Operation of wastewater treatment plants /	100
2025-09-23T17:08:35.179Z	HIST 1 - STAFF	A people's history of the United States : 1492-present /	23.99
2025-09-23T18:43:01.196Z	HIST 1 - STAFF	A people's history of the United States : 1492-present /	23.99
2025-09-24T17:40:57.475Z	GUID 27 - ARTEAGA	The student leadership challenge : five practices for becoming an exemplary leader /	36
2025-09-30T17:28:47.132Z	THEA 4/CMUN 2 - MANTIA	Communicating Literature / Todd V. Lewis.	11.99
2025-10-01T22:43:33.563Z	THEA 4/CMUN 2 - MANTIA	Communicating Literature / Todd V. Lewis.	11.99
2025-10-02T18:41:33.893Z	WTRM 207 - AMES	Operation of wastewater treatment plants /	209.98
2025-10-07T00:15:04.076Z	THEA 4/CMUN 2 - MANTIA	Communicating Literature / Todd V. Lewis.	11.99
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2025-11-13T19:43:30.845Z	ENGL 1B - ORAL	Birds without wings /	16.4

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2025-12-12T01:10:26Z	ENGL 1B - WARREN	All I asking for is my body /	16
2025-12-12T01:10:31Z	ENGL 1B - WARREN	Spider Woman's granddaughters : traditional tales and contemporary writing by Native American women /	19
2025-12-12T01:10:32Z	ENGL 1B - WARREN	Angels in America : a gay fantasia on national themes /	19.95
2025-12-12T01:10:37Z	ENGL C1001 - ORAL	Everybody lies : big data, new data, and what the Internet reveals about who we really are /	18.95
2025-12-12T01:32:08Z	ENGL 1B - WARREN	Angels in America : a gay fantasia on national themes /	19.95
2025-12-12T01:33:09Z	ENGL C1000 - DAVIS	Women, race & class /	19
2025-12-12T01:46:07Z	ENGL 1B - WARREN	Spider Woman's granddaughters : traditional tales and contemporary writing by Native American women /	19
2025-12-12T21:48:07Z	CD 32 - BOSSE	The right call : what sports teaches us about work and life /	28.99
2025-12-12T21:48:07Z	ENGL C1000 - SANDLER	The right call : what sports teaches us about work and life /	28.99
2025-12-12T21:48:50Z	CD 32 - BOSSE	The right call : what sports teaches us about work and life /	28.99

2025-12-12T21:48:50Z	ENGL C1000 - SANDLER	The right call : what sports teaches us about work and life /	28.99
2025-12-16T23:23:58Z	ENGL 9A/B - COLLINS	The things they carried : a work of fiction /	18.99
2025-12-16T23:34:08Z	GUID 27 - ARTEAGA	The student leadership challenge : five practices for becoming an exemplary leader /	36
2025-12-16T23:34:53Z	ENGL C1000 - SANDLER	Dare to lead : brave work, tough conversations, whole hearts /	13.9
2025-12-16T23:40:03Z	ENGL 1B - ORAL	Birds without wings /	16.4
2025-12-16T23:44:52Z	ENGL C1000 - DOMEZ	Mexican gothic /	19
2025-12-16T23:47:02Z	ENGL C1000 - SANDLER	A dream called home : a memoir /	10.22
2025-12-17T18:43:55.541Z	ENGL 1B - ORAL	Birds without wings /	16.4
2025-12-19T00:59:58Z	ENGL 1B - VODANOVICH	Recitatif : a story /	16
2026-01-26T22:04:58Z	HE 1 - DEQUIN	Health & wellness /	80
2026-01-27T22:16:05.973Z	HE 1 - CD 9	Health, safety, and nutrition for the young child /	259.95
2026-01-29T19:33:27.937Z	HE 1 - DEQUIN	Health & wellness /	129.95
2026-01-30T16:55:27Z	CD 19 - BOSSE	Careers in child and adolescent development : a student's guide to working in the field /	45.99
2026-02-02T21:33:50.011Z	HE 1 - DEQUIN	Health & wellness /	80
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2026-02-09T21:23:59.207Z	HE 1 - DEQUIN	Health & wellness /	80
Total			\$ 10,897.01

Digital Report

Collection	Title	Views	Item	
			Price	Total Saved
	Concise history of theatre /	1	126.65	126.65
	Technology for success : computer concepts /	2	179.95	359.9
Writing Center Tutoring resources	The Rowman & Littlefield guide for peer tutors /	46	89	4094
Comm C1000- Introduction to Public Speaking	A pocket guide to public speaking /	21	51.99	1091.79
Anth 2- Intro to Archaeology	Archaeology : Down to earth /	9	112.68	1014.12
Bio 15- Anatomy and Physiology	Exploring anatomy & physiology in the laboratory : core concepts /	11	225	2475
ENGL C1001- Collins, J	Writing logically, thinking critically /	297	126.65	37615.05
ENGL C1001- Gatewood, J	Cultish : the language of fanaticism /	1	21.99	21.99
	Business law today : the essentials : diverse, ethical, online, and global environment /	5	8.17	40.85
Bus 80- Business Law	Laboratory manual, Human biology : concepts and current issues, Eighth edition [by] Michael Johnson /	4	59.99	239.96
	The Buddha in the attic /	4	14	56
	Being logical : a guide to good thinking /	46	17	782
JOUR 10- Mass Media and Culture	Media & culture : mass communication in a digital age /	416	147.99	61563.84
	Financial accounting for undergraduates /	17	80	1360
	Gardner's art through the ages : a global history /	163	300.95	49054.85
	Introduction to public health /	155	58.89	9127.95

	The art of gaman : arts and crafts from the Japanese American internment camps, 1942-1946 /	14	39.99	559.86
	The developing person through childhood and adolescence /	241	125	30125
	Human biology : concepts and current issues /	130	213.32	27731.6
Pols C1000- American Government and Politics	Politics in America /	127	41.93	5325.11
Soc 3- Race and Ethnicity	Race in America /	119	99.88	11885.72
	You may ask yourself : an introduction to thinking like a sociologist /	49	83.75	4103.75
ENGL C1001- Gatewood, J	To the lighthouse /	1	7.18	7.18
	Norse mythology /	8	15.95	127.6
	Parallel myths /	9	20	180
Kin 2- Intro to Kinesiology	Introduction to kinesiology : studying physical activity /	28	82.62	2313.36
Astr 1- Intro to General Astronomy	The cosmic perspective /	3	213.32	639.96
HIST 1- U.S History	A people's history of the United States : 1492-present /	2	45	90
	Refrigeration and air conditioning technology /	1	49.08	49.08
Math 5- Statistics	Essentials of statistics /	6	179.99	1079.94
	The children of Sañchez : autobiography of a Mexican family /	10	17.61	176.1
	Lecture-tutorials for introductory astronomy /	6	46.65	279.9
	A writer's reference /	54	113.99	6155.46
Bio 15- Anatomy and Physiology	Hole's essentials of human anatomy & physiology /	28	231.51	6482.28

ENGL 1B- Warren, K	Spider Woman's granddaughters : traditional tales and contemporary writing by Native American women /	48	19	912
HE 92- Stress Management	Comprehensive Stress Management	12	100.52	1206.24
ENGL C1000- Collins, J	Regeneration : ending the climate crisis in one generation /	3	28	84
ENGL C1001- Gatewood, J	Nonsense : red herrings, straw men and sacred cows: how we abuse logic in our everyday language /	2	12	24
Psych C1000- Intro to Psychology	Psychology : themes and variations /	10	239.95	2399.5
Cmun 8- Interpersonal Communication	The 5 love languages : the secret to love that lasts /	17	15.99	271.83
	Fluke, or, I know why the winged whale sings /	6	20.74	124.44
JOUR 10- Mass Media and Culture	Media & culture : mass communication in a digital age /	28	171.15	4792.2
Cmun 3- Argumentation and Debate	Advocacy and opposition : an introduction to argumentation /	3	105.99	317.97
Anth 5- Magic, Witch, Religion	Mama Lola : a vodou priestess in Brooklyn /	2	29.95	59.9
HE 1- Health Education	Health & wellness /	55	129.95	7147.25
Geol 1- Intro to Geology	Laboratory manual for introductory geology /	3	94.4	283.2
CD 1- Prin/Prac EC Education	Effective practices in early childhood education : building a foundation /	71	113.32	8045.72
ENGL C1000- Hull, K	So what? : the writer's argument /	6	42	252
	Pagans in the promised land : decoding the doctrine of Christian discovery /	17	19.95	339.15
	Speak up! : an illustrated guide to public speaking /	2	56.63	113.26
WTRM 205	Water distribution operator training handbook /	12	110	1320
Cmun 6- Introduction to Conflict Resolution	Peace skills : a manual for community mediators /	1	26	26

	Jazz styles : history and analysis /	1	75.49	75.49
Chem 30A- Elem				
Chemistry	An introduction to chemistry /	3	46.34	139.02
WTRM 207- Beginning	Operation of wastewater treatment plants			
Waterwaste trt ops	/	78	100	7800
WTRM 209	Water treatment plant operation /	49	100	4900
Engl C1001- Smith, K	RHETORIC.	3	17.99	53.97
	The interpersonal communication book /	9	99.99	899.91
ENGL C1001- Gatewood, J	The infographic guide to grammar : a visual reference for everything you need to know /	2	16.99	33.98
	Pumping /	27	140	3780
	Angels in America : a gay fantasia on national themes /	1	12.95	12.95
	You sound like a White girl : the case for rejecting assimilation /	4	18.99	75.96
Engl C1001- Smith, K	Logical fallacy monsters : an illustrated collection of logical fallacies /	13	5.99	77.87
ENGL C1000- Hooper, J	Being mortal : medicine and what matters in the end /	4	9.99	39.96
	The student leadership challenge : five practices for becoming an exemplary leader /	7	11.71	81.97
Total				\$312,025.59