



C U Y A M A C A  
• C O L L E G E •

# Annual Update Report

SIS - Library

**Increase faculty, staff, and student engagement with library services, resources, and spaces. (Goal 1)**

**Program Goal:** Increase faculty, staff, and student engagement with library services, resources, and spaces.

**Goal Status:** Active

## Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Increase faculty, staff, and student engagement with library services, resources, and spaces. (X)

### Summary of Progress or Results

**Summary Date:** 11/25/2025

## Summary of Progress or Results

### Summary of Progress or Results: Library services

1. Assisted 2,606 students at the library service desks during the 2024-2025 academic year, via in person, phone, email, and virtual chat service.
2. Hosted and supported 53 library events, activities, and cocurricular programs during the 2024-2025 academic year; with 1,389 students in total attendance.
3. Organized collaborations with the San Diego County libraries to provide storytime events and book giveaways at the LRC.
4. Taught library instruction sessions to 21 classes during the 2024-2025 academic year; teaching fundamental information literacy skills to 428 students.
5. Explored opportunities with the BOT and Humanities departments to develop courses that center information literacy skills and generative artificial intelligence applications for students.
6. Led FLEX workshops during the 2024-2025 academic year for faculty to promote resources and services to support their teaching and learning; in collaboration with Tutoring, Tech Help Desk, and Instructional Design.

### Library resources

1. Had a 37% increase in student checkouts of the library's print book collections, including textbooks on reserve, compared to 2023-2024.
2. Had a 677% increase (n = 7,750) in total page views for the library's online research guides, compared to 2023-2024.
3. Developed a collection of graphic novels, manga, and comics for student use and cocurricular support, an intentional curation of BIPOC and queer voices.
4. Incorporated a button making kit into library events to cultivate student-driven maker culture.
5. Organized, designed, and created 45 online library research guides tailored to each academic program and their specific curricular needs; expected to launch in Fall 2025.
6. Consulted with Ornamental Horticulture department to explore steps toward creating a sustainable collection of California native seeds available for student use and learning.
7. Updated approximately 10,000 links in the library's LibGuides platform to improve student user experience in locating and retrieving relevant library materials online.
8. Updated online listings of course reserves collection materials to improve user experience locating required course materials at the library.

### Library spaces

## Summary of Progress or Results

1. Hosted study hall sessions at the library for paralegal studies and athletics.
2. Increased the library's open hours during summer session by 12 hours compared to 2023-2024; a 60% increase in hours with full library services offered.

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

**What resources, if any, are needed to achieve this goal? (Select all that apply):** Technology, Supplies, equipment, and/or furniture

**Action steps for this academic year.:**

### Library services

- Host gaming sessions for students and employees to build community engagement and belonging.
- Administer a survey to students about library outreach events, gathering feedback on student needs and interests, targeted communication strategies, and event scheduling and modality.
- Offer introductory library workshops for students tailored to their major or field of study.
- Partner with the Puente and Umoja programs for library events and activities, such as Cafecito y Caminos.

### Library resources

- Submit a supplies resource request to build STEM collections to support the Biology, Chemistry, and Engineering curriculum and student success.
- Submit a supplies resource request to expand the library's fiction and graphic novels collections for students.
- Submit a supplies resource request to purchase library event equipment and supplies to improve engagement with the student population.
- Submit a technology resource request to acquire digital signage displays at the library for improved communications and promotion.
- Submit a supplies resource request to expand the library's gaming collection to engage student community and belonging.
- Submit a grant proposal through the GCCCD Foundation for a San Diego native seed collection, gardening tool collection, and expanded horticulture book collection.
- Create a collection of neurodiverse sensory study kits for students to improve the library's inclusive spaces and to enhance the student experience.
- Create a searchable collection in the library system, featuring OERs created by Cuyamaca College faculty as well as featuring required textbooks available at the library for their respective courses.
- Develop a Library Perks for Employees guide to promote services and resources relevant to administrators, faculty, and classified professionals.

### Summary of Progress or Results

- Explore opportunities to develop a wellness and productivity collection for students, including light therapy devices, mindfulness materials, etc.
- Explore opportunities to develop a tool lending collection, including bike repair kits, household tools, etc.
- Explore opportunities to develop an AV collection for students, including charging cables, projectors, microphones, webcams, etc.
- Explore opportunities to build an arts and crafts collection, including crochet tools, DIY craft materials, button making, etc.
- Explore opportunities to develop a music sheet collection to support the Music program.
- Update and expand the Virtual Serenity Space in partnership with the Health and Wellness Center and Mental Health Counseling.
- Create online community resource guides in collaboration with students and employees.

### Library spaces

- Send a library employee to participate in the Food/Bookstore Workgroup to determine vending machine options for the library space.
- Submit a furniture resource request to furnish room C-222 to better accommodate student club meetings, study hall activities, and gaming events.

## Support technology innovation and equity to contribute to improved student outcomes and success. (Goal 2)

**Program Goal:** Support technology innovation and equity to contribute to improved student outcomes and success.

**Goal Status:** Active

### Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Support technology innovation and equity to contribute to improved student outcomes and success. (X)

### Summary of Progress or Results

**Summary Date:** 11/25/2025

## Summary of Progress or Results

### Summary of Progress or Results: Technology innovation

1. Added 18 new databases, expanding online resources for English, ethnic studies, STEM, automotive technology, social sciences, world languages, and ESL.
2. Purchased VR headset equipment to begin a new VR collection for students and cocurricular use.
3. Offered AI chatbot maker lab sessions for students.
4. Had a librarian participate in the Student Printing Options Taskforce to identify and determine a new printing system for students on campus.
5. Hosted database trials for students and employees to evaluate and recommend new resources for the library to consider.

### Technology equity

1. Acquired eBook licensing to support three courses in their transition to zero-textbook cost status, thereby freeing the burden on students to buy assigned textbooks.
2. Set up a new analytics software to assess student use data of the library's electronic resources.
3. Added new streaming media titles to support the English and Ethnic Studies departments' curriculum needs and burden-free student access.
4. Had 28,232 eBooks, streaming media, and online periodicals accessed by students, faculty, and classified professionals during the 2024-2025 academic year.
5. Added 459 technology devices (e.g., laptops, hotspots) to the library's technology collection; increasing the number of devices available by 62% compared to 2023-2024.
6. Provided technology devices (e.g., laptops, Chromebooks, Wi-Fi hotspots) to 1,109 students during the 2024-2025 academic year; a 19% increase compared to 2023-2024.

### Reporting Period: 2025 - 2026

**Status:** In Progress - will carry forward into next year

**What resources, if any, are needed to achieve this goal? (Select all that apply):** New faculty position, Technology

**Action steps for this academic year.:**

### Technology innovation

- Submit a new faculty position request for an Electronic Resources Librarian; to manage, assess, and expand the library's comprehensive online

### Summary of Progress or Results

collections.

- Submit a technology resource request to acquire devices that would enable hybrid library instruction and events, maximizing student engagement online and in person.
- Submit a technology resource request to replace the outdated and non-repairable library gate system; to continue protecting library materials from theft and to assess student presence in the library for annual reports to the Chancellor's Office.
- Explore opportunities to launch a 3D printing service for students; including trainings and events.
- Launch a VR headset collection; available for students to borrow and use.
- Offer regular AI chatbot lab sessions where students will collaboratively build AI tools with a social justice lens.

### Technology equity

- Submit a technology resource request to renew the EZproxy Analytics software to assess student engagement with electronic resources.
- Redesign the library's website in alignment with the Office of Communication's new webpage standards.
- Improve the library's catalog system with ADA-compliant accessibility features and expanded language options for Arabic and Spanish, making it a more equitable experience for students and campus community to find library materials online.
- Improve accessibility of library-related online services, including the website, research guides, and databases.

### Improve training, hiring, and retention of library employees. (Goal 3)

**Program Goal:** Improve training, hiring, and retention of library employees

**Goal Status:** Active

### Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Hiring and Retention of Diverse Employees:** Improve training, hiring, and retention of library employees (X)

### Summary of Progress or Results

**Summary Date:** 11/25/2025

## Summary of Progress or Results

### Summary of Progress or Results: Training

1. Supported library employees to attend professional conferences and activities, including the American Library Association Annual Conference, ALA Day of Social Justice, and the AI Revolution in Education conference.
2. Improved inventory processing with new system to flag system errors and items out of place; trained classified library professionals to use it to easily correct identified errors.
3. Create specialized manuals for different librarian roles (e.g., Reference, Instruction, Outreach, Electronic Resources)

### Retention

1. Had a librarian awarded for Outstanding Faculty Achievement at the 2025 Cuyamaca College Convocation.
2. Had a librarian recognized for two of their research publications as 2024 Notable Works by the Association of College and Research Libraries.
3. Had a librarian present a webinar titled "Tech Justice Now: Confronting AI's Role in Equity and Inequity", for the Day of Social Justice, hosted by the American Library Association.
4. Had a librarian submit a co-authored paper to a peer-reviewed journal regarding a scoping review of OER initiatives by academic libraries. Currently undergoing review.
5. Had a librarian submit a co-authored paper to a peer-reviewed journal regarding a scoping review of yoga interventions for treating Duchenne muscular dystrophy. Currently undergoing review.

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

**What resources, if any, are needed to achieve this goal? (Select all that apply):** New faculty position

**Action steps for this academic year.:**

#### Training

- Send a librarian to attend the 2026 American Library Association annual conference.
- Organize the Spring 2026 Library Classified Professional Workshop for the San Diego and Imperial Valley community college libraries.

#### Hiring

- Submit a new faculty position request for an Electronic Resources Librarian; to manage, assess, and expand the library's comprehensive online collections.
- Hire an adjunct librarian to sustain research support services for students.



## Summary of Progress or Results

### Retention

- Send a librarian to co-present a webinar at Association of Southeastern Research Libraries about integrating AI in everyday library workflows and services.

## Assess library resources and services for continuous improvement (Goal 4)

**Program Goal:** Assess library resources and services for continuous improvement

**Goal Status:** Active

### Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Assess library resources and services for continuous improvement (X)

## Summary of Progress or Results

**Summary Date:** 11/25/2025

**Summary of Progress or Results:** Library resources

Created 2024-2025 student equity data reports in collaboration with the IESE Office for the following library services: electronic resources, course reserves collection, technology loans, and faculty-requested instruction sessions.

Evaluated several database products for consideration, consulted with faculty on curriculum needs, and analyzed student responses to prior surveys for online collection development.

Started implementation process for the library's EZproxy Analytics software to assess student engagement with online resources.

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

**What resources, if any, are needed to achieve this goal? (Select all that apply):** Technology

**Action steps for this academic year.:**

### Library resources

- Submit a technology resource request to renew the EZproxy Analytics software to assess student engagement with electronic resources.
- Explore opportunities to collect insights and ideas for library resources and services from library student workers.

### Library services

- Revise the Outcomes Assessment Plan in consultation with Outcomes Assessment Coordinators and the IESE Office to replace unusable performance indicators with more meaningful metrics.

**Summary of Progress or Results**

- Explore opportunities to collect qualitative feedback and insights from specific groups and populations on campus (e.g., learning communities, athletics, student government, ESL).
- Adapt an agile framework within the librarian team to build, manage, and complete tasks and special projects with a sustainable, continuous, and collaborative approach.

### Service Area Overview and Update

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**Lead Author**

Matthew Chase

**Collaborator(s)**

Mark Cassano, Maria Gearhart, Rita Ghazala, Juliet Howard, David Shamoon, Erika Stuart, Ross Takasugi

**Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.**

Due to the different schedules and spaces for the library team, we primarily worked together on this report through asynchronous discussions and review, beginning in Summer 2025 throughout Fall 2025. This approach was grounded in email conversations as well as OneDrive document sharing. Library team members contributed progress items for their respective library service areas in alignment with each program goal during the 2024-2025 academic year, as well as action steps for the 2025-2026 academic year. Several members of the team are also responsible for identifying, collecting, and organizing data for these program review reports and other assessment projects.

We also invited contributions from other departments and groups on campus to our assessment efforts. We partnered with IESE to collect and analyze equity gap data for several of our key services and resources. We also gathered input from students and faculty via surveys, synchronous and asynchronous discussions, and committee participation to inform exciting action steps for the 2025-2026 academic year.

**Dean/Manager(s)**

Jessica Hurtado

**Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.**

We have actively worked with the Dean throughout the reporting process to align our individual goals, needs, and achievements into a singular vision for the library: the library serves as a thriving physical and online hub for the campus community where they can engage in curiosity-driven learning, equitable access to information, and collaborative knowledge creation.

Our collaboration with the Dean included synchronous and asynchronous discussions to address new developments at the college, identifying them as opportunities for the library to grow its presence on and off campus. These discussions also centered on advocating for the needs of the library and the team so we can sustain the work we have done so far to improve student outcomes. The Dean has been an enthusiastic supporter of the library team's efforts, gathering input from administration and leadership at Cuyamaca College to inform our goals and innovate ways to meet students' evolving needs.

**Please summarize the significant changes and achievements that have occurred in your service area since the last program review.**

The 2024-2025 academic year marked a time of growth and accomplishment for the library. During the 2024-2025 academic year, we:

- Hosted and supported 53 library events, activities, and cocurricular programs during the 2024-2025 academic year; with 1,389 students in total attendance.
- Taught library instruction sessions to 21 classes during the 2024-2025 academic year; teaching fundamental information literacy skills to 428 students.
- Had a 37% increase in student checkouts of the library's print books, including textbooks on reserve, compared to 2023-2024.

## Annual Update

- Provided technology devices (e.g., laptops, Chromebooks, Wi-Fi hotspots) to 1,109 students during the 2024-2025 academic year; a 19% increase compared to 2023-2024.
- Added 459 technology devices (e.g., laptops, hotspots) to the library's technology collection; increasing the number of devices available by 62% compared to 2023-2024.
- Developed a collection of graphic novels, manga, and comics for student use and cocurricular support, an intentional curation of BIPOC and queer voices.
- Increased the library's open hours during summer session with an additional 12 hours per week compared to 2023-2024; a 60% increase in weekly hours with full library services offered.
- Added 18 new databases, expanding online resources for English, ethnic studies, STEM, health sciences, automotive technology, social sciences, and ESL.

## Student Learning Outcome/Service Area Outcome Assessment and Student Success

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### **Student Access, Learning, and Achievement**

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

In recent conversations with the IESE, we identified some performance indicators in our 2022-2026 outcomes assessment plan as being methodologically difficult to collect meaningful data. During the 2025-2026 academic year, we plan to revise these performance indicators and their aligned outcomes to improve data collection and analysis. This revision will help to improve insights into our points of success and areas for improvement during the next annual update cycle.

During the 2024-2025 academic year, we collected data in the form of:

- Student equity data for the library's technology lending service, between Fall 2023 and Fall 2024
- Student equity data for the library's course reserves collection, between Fall 2023 and Fall 2024
- Student equity data for the library's electronic resources, between Spring 2024 and Fall 2024
- 2024-2025 interlibrary loan data
- 2024-2025 library instruction data
- 2024-2025 library event data
- 2024-2025 electronic resource usage data
- 2024-2025 technology lending data
- 2024-2025 library satellite food pantry data
- 2024-2025 library space student usage data

## Annual Update

**Please discuss any equity gaps in access or success the data revealed. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.**

As part of the college's practices, we identify a percentage point difference of 3 or more as an equity gap, assuming there are more than 10 students within each group. We assessed several of our signature library services, which are core to our program goals, including: (1) technology loans (e.g., laptops, Wi-Fi hotspots), (2) course reserves (e.g., textbook loans), and (3) online resources (e.g., databases, eBooks).

### **Technology Services**

We have been increasing technology loans to Black and African American students at the library. We are now seeing a large enough sample size to begin examining equity gaps for this population group in the future.

We are doing very well with serving Middle Eastern students and students with disabilities. While we may not be able to draw a causal relationship, the Library has supported strong relationships with the ESL program as well as the DSPS office.

As of Fall 2024, the data showed that we have equity gaps for the following student groups: students who identify as female, students without disabilities, and White students. The most concerning equity gap is our Latine students, as the percentage point difference increased to 14% as of Fall 2024.

### **Course Reserves**

For the course reserves service, we have increased textbook and course material loans to Black and African American students. We are also doing well with serving students identifying as male, White students, and students with disabilities.

As of Fall 2024, we identified equity gaps for the following groups: students identifying as female (7% point difference), Middle Eastern students (7% point difference), and students without disabilities (7% point difference). The gaps for female-identifying students and Middle Eastern students is fairly new, as previous semesters showed equitable student usage. We will collect additional data for the 2025-2026 year to determine if these gaps persist and discuss how to address them.

Sample size numbers also show that we need to increase involvement with nonbinary students, Asian students, Indigenous students and Pacific Islander students, which could also help to reduce some of the above-mentioned gaps.

### **Electronic Resources**

The data show that student usage and access to the library's electronic resources (e.g., databases, eBooks) is largely equitable. This is promising as it is the first time that we have been able to collect and analyze data in this service area.

We are performing well in equitably serving Latine students, first-generation students, students with disabilities, veteran students, Asian students, Black and African American students, White students, and female-identifying students.

We closed an equity gap for Middle Eastern students as of Fall 2024, which could be partially attributed in part to our targeted outreach to the ESL program and Middle Eastern students through library workshops, cocurricular programming, and library events.

Equity gaps exist in the data as of Fall 2024 for male-identifying students (12% point difference) and students without disabilities (3.9% point difference).

We need to increase participation with Indigenous students, Pacific Islander students, and nonbinary students, which could help close the above-mentioned equity gaps.

### **Action Steps**

We are currently taking action to address these gaps by expanding partnerships with other campus departments, including the Paralegal Studies department. Given the increasing gap with Latine students, we plan to work closely with Latine-focused departments and organizations, such as the RISE Center and the Puente program. Fortunately, the RISE Center is temporarily relocated to the library's building and one of our librarians is currently the faculty advisor for the Brown Students United club, which may afford unique opportunities to promote the technology loan services to Latine students on campus.

Across the board, sample size numbers also show that we need to increase involvement in all these services with nonbinary students, Asian students, Indigenous students, and Pacific Islander students, which could also help to reduce several of the above-mentioned gaps. This need is really an opportunity to expand collaborations and work with the Kumeyaay Village, Asian and Pacific Islander student groups, and the Queer Student Center. This

## Annual Update

collaboration could take the form of department-specific laptops and technology items for students, increased communications of library services in these spaces, and events that better reflect the needs of these groups.

### Service Area Assessment

**Did your program complete and submit SLO/SAO assessment in the last year?**

Yes

**Which SLO/SAOs did you assess in the last year?**

Despite some methodological issues with the current outcomes assessment plan, we were still able to collect relevant data to support the library's outcomes.

**Outcome 1: Increase access and effectiveness of research support services.**

**Outcome 1a** - "Total overall score for librarian-facilitated reference and instruction per semester"

Goal: Between 4 and 5 (the higher the better)

Fall 2024: 4.7 average

Comment: We surpassed our standard goal. We plan to administer the survey during Spring semesters.

**Outcome 1c** - "Number of library instruction requests per semester"

Goal: Between 8 and 12 (the higher the better)

Fall 2024: 11

Spring 2025: 10

Comment: We met our standard goal. More faculty outreach is needed to get us closer to the target goal.

**Outcome 3: Build community engagement with the library in person and online**

**Outcome 3a** - "Number of library-involved outreach programs (tabling, collaborations, library-led events, hosting) per semester"

Goal: Between 8 and 12 (the higher the better)

Fall 2024: 27

Spring 2025: 26

Comment: We exceeded our target goal. Library outreach has become significant area for our community engagement efforts. We will consider adjusting the target to reflect the growth of our library outreach efforts.

**Outcome 3b** - "Total overall score on the Library Events/Programs survey for library-led events and programs each semester"

Goal: Between 4 and 5 (the higher the better)

Spring 2025: 4.4 average

Comment: We met our standard goal. We plan to revise the survey question language to better reflect the student experience at library events.

**Please share any outcomes assessment projects your service area has completed in the last year and how the service area used the results for improvement.**

We partnered with IESE to conduct several research data projects, collecting equity gap data across instructional services, library collections and lending, and electronic resources. The data helped to identify new additions to the library's online collections to better support the curriculum and students' evolving needs, expand technology offerings across the academic programs, and diversify options for faculty to engage with librarians in their classrooms.

The SAO data also informed new directions for the library. To improve librarian-facilitated reference and instruction services for faculty and students, we have created new teaching materials for library instruction such as gamified lessons and activities, updated the library's Canvas module for all courses, and launched new subject-specific library guides to support faculty teaching and student learning.

## Annual Update

To also help us meet the target goal for faculty-requested library instruction, we have expanded instructional offerings and customizations for faculty, including embedded librarians for both synchronous and asynchronous courses. We will also be developing a new library tour request option for departments to introduce their students to relevant library resources. We are also exploring the development of a research review service, where librarians can be consulted for feedback on their research assignments with tailored, incorporated materials.

## Program Goals

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### Program Goals Status

I have updated the progress on my previous goals.

### Program Goals Mapping

Mapping for all active Program Goals complete.

## Submission

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### Program Review response is complete and ready for review.

Yes - Response is complete and ready for review

### Dean Approval and Feedback

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**I have reviewed the program review with the author and provided feedback.**

Yes - Review and feedback complete

#### **Feedback**

The Dean recommendations included highlighting the increase in library resources for our students and employees. Including access to multiple new online databases which are tailored to the courses and majors we we offer. The library also increased the library book collection and collaborated with Faculty to provide free access to textbooks (class sets) saving students hundreds of dollars. Our food pantry has done very well since our students feel comfortable using this resource at the library. My recommendations also included a deeper dive into the resources requests. We wanted to ensure we are using our library PPIS/IELM funds to cover most of our library needs before submitting additional requests. As of now we will submit funding requests for new library gates (ongoing request). We will also submit a request for library furniture, this is in efforts to eliminate dirty and old furniture from some of our highly utilized and student friendly spaces. The library team has done an amazing job and I am also extremely happy to share that both Matthew and Rita have completed their tenure process.