

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name

Library/Online Education & Learning Resources

2. Name of individual(s) completing the form:

Gabriela Nocito with input from Tom Dolen and librarians

3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

The library has used the feedback from the Comprehensive Program Review and Annual Program Review Update, in ways that directly improved our practices and services to our community of users

1. **Hired a New Equity and Instruction Librarian (Focus: OER and AI Literacy)**

We welcomed **Keri Kirkpatrick** as our new Equity and Instruction Librarian. Keri's work will center on supporting and expanding the efforts begun by our Librarian/OER Coordinator, James Adams, particularly in curating, promoting, and integrating Open Educational Resources (OER) across campus. In addition, Keri will develop workshops—and eventually credit-bearing courses—focused on AI literacy. Together, James and Keri will co-lead upcoming AI Literacy trainings for faculty and continue building a suite of AI-related support materials and resources.

2. **Explored Options for Comparing Student Demographics Across Systems**

We conducted preliminary investigations into how student demographic information might be better understood by comparing Banner data with our ALMA Library System. While the initial cross-checking did not yield actionable results, the process helped clarify what data may (or may not) be useful in the future. Because we prioritize student privacy and anonymity, establishing accurate and ethical data comparisons is inherently challenging. This work also highlighted the importance of understanding what data other campus programs (e.g., EOPS, Financial Aid) collect and how that might inform future efforts.

3. **Expanded Outreach and Presentations to Promote Library Services**

We expanded our outreach this year by presenting at multiple department and division meetings to raise awareness of the library's services. These presentations showcased the support we offer—such as specialized workshops, research assistance, and help identifying materials for ZTC (Zero

Textbook Cost) courses. We also strengthened our campus partnerships, including collaborating with the California History Center to catalog and organize their collections. Additionally, for the first time, the Library created a Library Resources and Research Tutorial module, now available in Canvas Commons, allowing faculty to easily share essential library information with their students.

4. Expanded Digital Material Offerings

The Library has significantly expanded access to digital materials by acquiring OverDrive/Libby, a robust platform offering a wide selection of ebooks, novels, and magazines. PsychTests and Ebsco Mass Media databases were also acquired in partnership with respective departments. We have also continued to grow our digital film collections. Together, these additions enhance our ability to provide students and faculty with flexible, anytime/anywhere access to high-quality digital content.

4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

Since our last program review, we have made several important updates. We hired replacements for both a librarian and a library technician, and this renewed staffing stability has allowed us to continue developing and strengthening our programs and services. We have also launched ALMA Digital, a more streamlined and user-friendly tool that helps students easily locate the OER materials assigned in their courses.

In addition, we have improved internal communication across our sub-teams, resulting in more coordinated and effective service. For example, during the first week of each quarter, librarians and library technicians now work together more seamlessly to help students quickly and easily borrow textbooks and technology devices. These efforts have enhanced both our operational efficiency and the overall student experience.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor	How have you assessed your goal?	What changes have been made based on the assessment?

				progress?		
Increased student access to Instructional Technology	Provide increased student access to laptops, tablets and Wi-fi hotspots to support student learning and success.	Systems librarian, library technicians, and computer lab technicians	ETS for purchase, software configuration and support	Student user surveys.	Conducted a student survey to assess if the laptop lending program is satisfactory. More than 94% of reported being satisfied or highly satisfied by the program. We also asked them if they would be interested in a hotspot lending program 86% responded favorably.	Increased number of tech devices and started a hotspot lending program.
Increased student access to library reserves materials such as textbook and OERs	Provide increased student access to course textbooks to reduce the financial burden on students support student learning and success.	Course reserves team, OER Coordinator	Bookstore, all faculty.	Usage reports	Reviewed usage reports and saw an increase in loaned materials. We are also seeing an increase in OER usage.	Acquired textbook titles for lending, implemented ALMA-Digital for easy access to OER materials.
Artificial Intelligence Resources	Provide AI literacy resources to assist faculty and students	Library and librarians will develop & promote resources to	De Anza faculty, Online Ed office, and	Continued orientation scheduling and	Informal feedback from faculty and students, usage statistics on	Librarian developed AI Libguide for all to access. AI is a topic covered in our

	with using and contending with generative AI models.	faculty and students.	Academic Senate	access of library resources related to generative AI (Libguides, videos, etc.). Feedback from faculty about orientations and content.	material, access/usage reports.	1-unit LIB courses. More. AI is also a topic covered in one-shot workshops for students. Over 2,000 benefited from these instructions. We also increased the number of titles in this subject (books/videos/articles yielded 500k results in our catalog alone).
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6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Our goals are not changing at this time. While they were intentionally written broadly to allow for multiple approaches, the overall objectives remain the same.

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

We are grateful for the approval to hire a replacement library technician, as technicians are on the front lines of supporting students and ensuring that daily operations run smoothly. We also appreciate the approval to replace a faculty librarian. It is worth noting that, we remain staffed at the minimum according to state guidelines (FTES to number of faculty librarians), with increased staff and faculty collaboration, we managed to continue expanding programs and services for our students. Ideally, securing funding for a fifth instructional librarian would allow us to further grow our AI and Information Literacy initiatives. Until then, we will continue to strive for balance between feasibility and innovation.

Another example of this is our technology lending program and the number of front desk staff. We have exponentially increased the number of resources available, evidence by our long check-out lines at the beginning of the quarters, but we have done so with the same number of staff members. Our staff has worked overtime to make this possible. Additional personnel will alleviate the pressures that we are currently experiencing.

Most of our resources are funded through Lottery allocations and Library Materials grants, and we are encouraged that this funding stream will be more stable going forward. However, at the local level, we hope that these allocations continue to grow in order to keep pace with rising costs for databases and digital resources.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

The availability of library resources has a direct and significant impact on students, particularly those who may face financial barriers. The Library provides free access to technology devices, required course materials, and our general collection, all of which would otherwise be costly and create a substantial burden for many students. Having these resources available gives students peace of mind, knowing they have what they need to succeed academically.

Additionally, maintaining basic staffing levels ensures that we can keep our facilities open and accessible. This provides students with a reliable space to study, meet for group projects, and complete assignments—support that is especially critical for students who may not have stable or quiet environments at home. Without adequate staffing and resource funding, these essential supports would be significantly reduced, disproportionately impacting students who rely on the Library the most.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>Recently established Administrative Unit Outcome: Increase student utilization of library technology and lending resources—such as hotspots, laptops, and quarter-long textbook reserves—by 7% annually.</p>
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Method of Assessment of Learning Outcome (please elaborate)	We will use our Library system to retrieve usage reports and compared to past usage reports. We have been increasing our supply of technology devices.
Summary of Assessment Results	Preliminary results show a significant increase (8% growth) of items checked out in Fall 2025 vs checked out in Fall of 2024.
Reflection on Results	As we consider expanding our collections and services, it is important to recognize that growth cannot be achieved simply by increasing the number of items we offer. Any expansion must be supported by adequate staffing to sustain daily operations, assist students, and manage the increased workload. Taking a holistic view means understanding that resources and staffing are interconnected; we must balance what we provide with our capacity to support it effectively. Ensuring this balance allows us to meet students' needs without compromising the quality of service they rely on.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	We will continue to survey our students and implement services that align with the balance between resources and staffing. For example, lending expensive laptops carries not only a high level of responsibility for students but also creates additional work for staff when preparing these items for the next borrower. In contrast, iPads and Chromebooks are easier to manage, so future expansions of our technology lending program may focus on these devices. Additionally, we will ensure that the hotspot program continues, with funding provided by the college rather than relying on temporary grants, to maintain consistent access for students.

Please email this form to your dean/manager.

10. Dean Manager Comments:

The Library has demonstrated strong progress and thoughtful stewardship of resources over the past year. Notable achievements include stabilized staffing, expanded access to digital collections and instructional technology, meaningful growth in OER and AI literacy initiatives, and clear evidence of increased student utilization and satisfaction. The unit has also shown responsiveness to prior program review feedback by strengthening outreach, improving internal coordination, and leveraging data to guide service enhancements—all while maintaining a clear focus on equity and student access.

At the same time, this update makes clear that many of these successes have been made possible through grant funding and extraordinary staff effort. To sustain and responsibly scale high-impact programs—such as technology lending, AI and information literacy

instruction, OER support, and expanded digital resources—ongoing institutional support is essential. Strategic grant allocation, paired with the institutionalization of proven grant-funded programs (hotspot lending program) and stable staffing levels, will be critical to maintaining service quality, managing workload, and ensuring equitable access for disproportionately impacted students.

11. Vice President/Associate Vice President Comments:

Library and Learning Resources continues to advance the AVPI Office guiding principles of Student Success, Equitable Access, Integrated Support, Responsive Infrastructure, and Innovative Practices through measurable expansion of academic support, technology access, digital learning resources, and information literacy. This update reflects strong operational execution and thoughtful stewardship, including stabilized staffing in key roles, improved internal coordination across teams during peak service periods, and continued modernization of systems that directly support student access and success. The launch of ALMA Digital is a particularly strong example of responsive infrastructure that improves student access to OER materials in a more streamlined and user-friendly way.

The department has strengthened equitable access through clear evidence of impact in technology and course materials lending. Student satisfaction with the laptop lending program is exceptionally strong, and the expansion into hotspot lending reflects a data-informed response to documented student need. The library's course reserves and OER access work continues to reduce financial barriers for students, and usage trends indicate that these supports remain essential to student persistence and completion.

Library initiatives in AI literacy and information literacy also represent an important expansion of integrated academic support, particularly as generative AI continues reshaping how students engage with research, writing, and academic integrity expectations. The addition of an Equity and Instruction Librarian role with a focus on OER and AI literacy strengthens long-term capacity in an emerging area that will remain central to teaching and learning.

Looking ahead, I support continued institutional alignment around sustainable funding models that allow the library's highest-impact access strategies to remain stable and scalable. Ongoing investment in technology replacement cycles, reserves acquisitions, and digital resource access should be treated as essential instructional infrastructure under emerging first-day access expectations across the California Community Colleges system.

Finally, the work described in this update reinforces the library's role as a critical hub for wraparound academic support across modalities. Maintaining momentum in technology access, affordability supports, and information literacy development will strengthen early-quarter readiness, reduce barriers to participation, and ensure that De Anza students have what they need to succeed from the first day of instruction.