



Cañada College

**ANNUAL UPDATE
REPORT**

Library

Annual Update Questions - Disciplines

1. Describe any changes or updates that have occurred since you last submitted program review. If there haven't been any changes or updates since your last program review, enter N/A.

We have been working on updating our physical space, making it more student friendly and conducive to current library user needs. We took out some shelving to create more study spaces. Even with basic used furniture these have been popular with students.

We've weeded our reference section, picture book section, and section "E" (the American history section that includes many ethnic studies related books) of our collection in order to purchase updated material to better serve our students.

Technology requests and needs continues to be a major challenge. While we've had enough internet hotspots fall 2024 we quickly ran out of Chromebooks and Dell laptops. It's been difficult to anticipate need, as it changes each semester. The first two weeks of the semester the Library Support Specialists process hundreds of new requests and students in order to get them technology. This leave little time to work with students one-on-one.

We have a new reassigned time position to start a Controlled Digital Lending program. This will support lowering costs for textbooks and giving students and faculty more options.

We were able to remain open more often (we haven't had to close due to lack of staffing), have more opportunities for outreach (by attending campus events, organizing the college archives, and doing other projects) and faculty collaboration (more instructional library sessions, workshops, and one-on-one meetings) by increasing our adjunct librarian hours.

With a new full-time Spanish speaking librarian we've been able to offer both workshops and reference sessions in Spanish. These have been very popular with our students.

2. Provide a summary of the progress you have made on the goals identified in your last program review.

1. Goal 1: Alleviate textbook costs for students by supporting the College's ZTC efforts.

- We were able to purchase more eBooks and audiobooks to support courses going ZTC
- One of the full-time librarians works with the ZTC/OER Coordinator one outreach, instruction, and to provide support for faculty wanting to convert their courses to ZTC.
- We were able to add more Chromebooks, Dell laptops, and WiFi Hotspots to either make up for lost or damaged technology (Chromebooks and Dells) or increase our technology collection (hotspots)
- We've only been able to teach one ZTC/OER related workshop a semester, but these include ones on Fair Use and Creative Commons.
- We've been able to start work on a Controlled Digital Lending program with a reassigned time position.
- Due to staffing/funding we have not made much/any progress on the following:
 - Cataloging, maintenance, and troubleshooting the technology reserve collection
 - Provide outreach to students and faculty on program procedures

2. Goal 2: Create a welcoming and comfortable library space that supports student learning and increases student on-campus engagement.

- We weeded our reference, children's picture book, and American History section (Library of Congress E), creating more space for new material and getting rid of outdated/irrelevant material.
- We took out a number of bookshelves and added extra tables and chairs, as well as rearranging some of our soft chairs.

Annual Update

- We purchased a three new display shelves, one for the picture book section and two for tiered shelves for our new books
- Due to staffing/funding we have not made much/any progress on the following:
 - Outreach to students on awareness of library resources
 - Redesign library space with student input to create an optimal study environment
 - Take out gates in the front and back of library to make the space more welcoming and less police-like

3. Goal 3: Help bridge the equity gap by providing students with resources needed to complete their course work.

- We have been able to provide many workshops, include Spanish language workshops on using technology.
- We've purchased more technology to loan to students
- We've developed a process and relationship with faculty to provide eBooks and audiobooks to support courses going ZTC or supplement courses to give students more options for materials.
- We've purchased updated circulation books for our Area E (American History and Ethnic Studies) section.
- Due to staffing/funding we have not made much/any progress on the following:
 - Outreach to faculty
 - Partnerships with Student Services Programs
 - Cataloging, maintenance, troubleshooting technology reserves
 - Contacting students about missing technology/working with students to find solutions for missing items
 - Redesigning library space for student success (optimal study areas)

4. Goal 4: Support curriculum and student learning through information competency instruction

- We have updated our A-Z library database list
- We've taught many more information literacy sessions and workshops than in 22-23.
- We are starting a Controlled Digital Lending program that will hopefully help us establish an Electronic Reserves collection
- In fall 2024 we sent emails to new full-time and adjunct faculty about library instruction sessions. We have seen new instruction requests and built relationships with new faculty as a result of these emails.
- Due to staffing/funding we have not made much/any progress on the following:
 - Umoja/Puente LIBR 100
 - However, one of our Librarians and one of our Library Support Specialists are now Puente mentors.

5. Goal 5: Provide resources and services to help build an anti-racist college.

- We've been able to integrate our EBSCO eBooks into OneSearch
- We partnered with the Dreamer Center to put on a documentary screening for students and the community
- One of our Library Support Specialists is a member of the Equity and Antiracism Planning Council and adjunct librarians has participated in one of their work groups.

Annual Update

- One of our Library Support Specialists and one of our Full-time Librarians are Puente mentors
- We've provided library instructional sessions for both Puente and Umoja ENGL 100/105 classes
- Due to staffing/funding we have not made much/any progress on the following:
 - Summer Umoja LIBR 100 online course
 - Work with Black Students Matter Academic Senate subcommittee
 - Integrating audiobooks and Boundless eBooks into OneSearch
 - Partner with Umoja

3. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

We are adding a new goal:

- Preserve and provide access to the Library's archival collection.

By making our archive collection more accessible we can connect to the local community and our alumni association, offer primary research opportunities to students, provide materials for marketing, and have a resource for outside researchers writing about our area and college.

Supporting Information

Goals

Help bridge the income equity gap and provide students with resources needed to complete their course work.

Goal Status

2 - Continuing (PR)

Goal Description

Help bridge the income equity gap and provide students with resources needed to complete their course work.

Program Review Cycle When the Goal Begins

2022 - 2023

Who's Responsible for this Goal?

Librarians, Library Support Specialists, ASLT Dean

Mapping

- CAN College Goals: (X - Selected)

- **Equity-Minded and Antiracist College Culture**: undefined (X)
- **Student Access, Success and Completion**: undefined (X)

- CAN Strategic Initiative Topics: (X - Selected)

- **Create and sustain an inclusive, antiracist, and equity-minded campus culture**: undefined (X)
- **Help meet the basic needs of Cañada students and other community members**: undefined (X)
- **Improve the financial stability of students**: undefined (X)
- **Manage resources effectively**: undefined (X)
- **Provide adequate access to technology**: undefined (X)



Resource Requests

CAN Discipline - Library

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

Cañada College Archives Organization

Item Description

The Library's historical archival collection (1968-, 14 linear ft) is currently inaccessible to students, staff and the public at large. This project is to arrange, describe and preserve the collection in order to provide access for research.

Program Goals this Request Supports

Preserve and provide access to the Library's Cañada College archival collection.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

6,800

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

From the outset, Cañada College supported education for women and minority groups, a Black Student Union, staff diversity, a student newspaper, student activism, and student and faculty collaboration, for example for a teach-in during the Vietnam War. This small institutional collection, rich with early demographic records and graphic and curricular materials, tells the story of a small progressive college focused on equity from its inception. Providing access to the archives will help students, staff and college leaders to better understand our institution and its journey, to learn from our successes and short falls, and to see in context the evolution of college's local impact on the community at large. Selecting key documents for digitization in the process of organizing the collection will also support remote access to learning resources for students unable to travel to college in person.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Cañada College's student newspapers in particular document the activities of AANAPISI and LatinX students, staff and faculty and their contributions to the college through the 1980s. Early collecting efforts were spearheaded by the college's first female librarian Florence Chan, also a member of the first Ethnic Studies Committee, who preserved those files as well. Making these resources accessible for research as well as for targeted outreach work is a way for students and members of representative groups to see themselves reflected in their college history, to honor past contributions, and foster a sense belonging. Studies have shown that primary sources spark student interest in learning because they provide direct, firsthand accounts, allowing students to feel more personally connected, and making history more engaging.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

Resource Requests

Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Provide adequate access to technology
Ensure the physical campus is accessible

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

Replacing 120 wooden chairs.

Item Description

Currently, our library has outdated, hard, uncomfortable chairs for our students to work on. We'd like to replace them with more comfortable ones with cushioned seats and better backs.

Program Goals this Request Supports

Create a welcoming and comfortable Library Space that supports student learning and increases student on-campus engagement.

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

1,200

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

Our students often spend hours in the Library working or studying. The current furniture is not only dated, but uncomfortable and unwelcoming. We surveyed the students in Fall 23, and by far, 70% of them asked for more comfortable seating. If we had it, more of them would stay and study therefore increasing their chances of being successful in their college career at Cañada. This would, in turn, lead to closing the equity gap they face.

Critical Question: How does this resource request support Latinx and AANAPISI students?

In Fall 2022, 68% of Hispanic students and 39% of AANAPISI students were First generation. As such, we must try to make them feel like they're welcome and that they belong so that they may feel comfortable being on campus and using our resources. If we had appealing, comfortable furniture, we would be providing these students with a place to feel comfortable and welcome in. In turn, this will allow them to learn about the resources provided for them here. Furthermore, Library furniture would provide a space for all students to meet up, study, and relax near Library displays that regularly feature Hispanic and AANAPISI themes. It would also be a good place for students to hang out while waiting for Hispanic and AANAPISI events and activities on campus.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation

Resource Requests

Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Be the best college choice for local high school students

Help meet the basic needs of Cañada students and other community members

Ensure the physical campus is accessible

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

SenSource People Counter

Item Description

Foot traffic in the Library has increased as more students are taking in-person or hybrid courses. Starting Fall 2022, we also increased Library opening hours to 8am to 8pm (Monday to Thursday); 8am to 3pm (Friday); and 10am to 2pm (Saturday). If we get rid of our security gates we can also save money by not needing to purchase or add "tattle tape" into our circulating and reserve material. This will save time with processing and save time when checking out the material as we won't have to deactivate the tattle strips. For equity and accuracy reasons, we'd like to take out the security gates and move to discrete overhead counters that can be put at the front, middle, and back entrances. This option also sends foot traffic stats electronically, saving staff time as we now have to manually record the counter each morning.

Cost breakdown:

\$3300 for the equipment (one time)

\$3450 cabling fee (one time)

\$480 yearly fee (ongoing)

Program Goals this Request Supports

Create a welcoming and comfortable Library Space that supports student learning and increases student on-campus engagement.

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

6,750

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

We get many "false positives" and they disrupt the flow of work and make students feel uncomfortable when they accidentally make the alarm go off. It's not uncommon that a book purchased at the bookstore, or a library book that wasn't desensitized correctly, will set off the alarm. Rather than make the Library safer, security gates can act as a visual clue that the space is unsafe (Lipinksi and Saunders). In this way they can increase anxiety in student

Resource Requests

patrons. Security gates can make the Library seem unwelcoming, intimidating, and give the impression that students are being "policed" even before they enter the Library. Furthermore, the placement of our current gates makes it harder for people with mobility impairments to access the button that opens our front doors.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Security gates give the impression that we don't trust our students. They are a sign of over-policing and surveillance. This hinders our ability to build trust and make connections within the college community, especially with our BIPOC students. Having this system in place would also allow us to have an accurate count of patrons. This will allow us to analyze this data and guide us to providing better services for our students, including Latinx and AANAPISI students.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Ensure the physical campus is accessible
Provide adequate access to technology
Manage resources effectively

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

Remove security gates

Item Description

Foot traffic in the Library has increased as more students are taking in-person or hybrid courses. Starting Fall 2022, we also increased Library opening hours to 8am to 8pm (Monday to Thursday); 8am to 3pm (Friday); and 10am to 2pm (Saturday). If we get rid of our security gates we can also save money by not needing to purchase or add "tattle tape" into our circulating and reserve material. This will save time with processing and save time when checking out the material as we won't have to deactivate the tattle strips. For equity and accuracy reasons, we'd like to take out the security gates and move to discrete overhead counters that can be put at the front, middle, and back entrances. This option also sends foot traffic stats electronically, saving staff time as we now have to manually record the counter each morning.

Program Goals this Request Supports

Create a welcoming and comfortable Library Space that supports student learning and increases student on-campus engagement.

Status

Continued Request - Active

Resource Requests

Type of Resource

Facilities Requests

Cost

200

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

We get many "false positives" and they disrupt the flow of work and make students feel uncomfortable when they accidentally make the alarm go off. It's not uncommon that a book purchased at the bookstore, or a library book that wasn't desensitized correctly, will set off the alarm. Rather than make the Library safer, security gates can act as a visual clue that the space is unsafe (Lipinksi and Saunders). In this way they can increase anxiety in student patrons. Security gates can make the Library seem unwelcoming, intimidating, and give the impression that students are being "policed" even before they enter the Library. Furthermore, the placement of our current gates makes it harder for people with mobility impairments to access the button that opens our front doors.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Security gates give the impression that we don't trust our students. They are a sign of over-policing and surveillance. This hinders our ability to build trust and make connections within the college community, especially with our BIPOC students.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Help meet the basic needs of Cañada students and other community members

Ensure the physical campus is accessible

Manage resources effectively

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

White Board Replacements and two additional ones.

Item Description

Damaged white boards in the study rooms need to be replaced. We'd also like to add two more (or one large one) to the area across from the Silent Study room. This area used to be the desk for the San Mateo County Genealogical Society, but since they've moved we've been converting it into an interactive study area for students.

Program Goals this Request Supports

Create a welcoming and comfortable Library Space that supports student learning and increases student on-campus engagement.

Status

New Request - Active

11/13/2024

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Resource Requests

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

3,500

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

Students have overwhelmingly told us, via a Fall 2023 Library survey, that they want more interactive work areas available in the Library. Creating this space would allow our students to have a welcoming, inclusive space to work on their courses. Providing these type of spaces for our students will allow them to be successful in their academic endeavors and therefore succeed in college and successfully contribute to closing the equity gap.

Critical Question: How does this resource request support Latinx and AANAPISI students?

In Fall 2022, 68% of Hispanic students and 39% of AANAPISI students were First generation. Investing in new resources for our AANAPISI and Latinx students is an essential step towards providing them with the tools and support they need to thrive academically and achieve their full potential. This new, collaborative, interactive working space would be such a resource.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation
Student Access and/or Success and/or Completion

Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Be the best college choice for local high school students
Help meet the basic needs of Cañada students and other community members
Ensure the physical campus is accessible
Manage resources effectively

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

Lounge furniture

Item Description

We would like to add a set of comfortable lounge style furniture for students to sit at and study for longer periods of time, or just to relax and take a break between classes and campus events. The new furniture will be inviting and attract students to stay in the Library and on campus for longer periods of time. Based on a Fall 2023 student survey, 55 out of 79 students chose "comfortable chairs and couches" as their primary choice for what they want to see more in the Library.

Resource Requests

Program Goals this Request Supports

Create a welcoming and comfortable Library Space that supports student learning and increases student on-campus engagement.

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

17,900

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

Many of our students either use public transportation to campus or rely on rides that they have to wait for. Providing a comfortable, safe and inviting indoor space for them would make their time on campus much more convenient and enjoyable. It would also help attract students into the Library, where they may learn more about the many resources available to them there. Cañada de noche students would also have an additional, warm, welcoming community space to use.

Critical Question: How does this resource request support Latinx and AANAPISI students?

In Fall 2022, 68% of Hispanic students and 39% of AANAPISI students were First generation. As such, we must try to make them feel like they're welcome and that they belong so that they may feel comfortable being on campus and using our resources. If we had appealing, comfortable lounge furniture, we would be providing these students with a place to feel comfortable and welcome in. In turn, this will allow them to learn about the resources provided for them here. Furthermore, Library lounge furniture would provide a space for all students to meet up, study, and relax near Library displays that regularly feature Hispanic and AANAPISI themes. It would also be a good place for students to hang out while waiting for Hispanic and AANAPISI events and activities on campus.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Ensure the physical campus is accessible

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

Movable shelves

Item Description

With the growing demand for technology resources, the library needs a better space solution for storing technology loaned to students. Currently, the technology takes up a large amount of space in our technical services room on shelves that were intended for more than just technology materials. The amount of technology stored in that room is impacting the storage of other physical materials that are in the process of being prepared for students. As such, we need updated shelving to make the most of the limited space we have in the back. Moveable shelving offers a high density storage solution which helps maximize the limited space that's in technical services.

Resource Requests

Program Goals this Request Supports

Help bridge the equity gap by providing students with resources needed to complete their course work. Alleviate textbook costs for students by supporting the College's ZTC efforts.

Status

Continued Request - Active

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

In order to support the technology needs of students we must be able to properly store our various technology collections in a way that keeps equipment accessible and safe from damage. Moveable shelves make the most of the limited space that we have and allow for quick storage. This storage solution will help organization of different technology collections and help streamline scheduled technology maintenance. Furthermore, the library collaborates with other student services such as the Disability Resource Center and EOPS to catalog, store and loan technology to approved students in cohorts that have specific needs. Having this equipment deployed from the library makes it much more accessible to students due to our service hours and physical location.

Critical Question: How does this resource request support Latinx and AANAPISI students?

The District Wide Student Survey about preference for Spring 2022 modality, 36.84% of Cañada Spanish speaking students reported that they strongly preferred to take classes online. An analysis of technology checkouts for Fall 2023 done by the Cañada PRIE office showed that about 70% of technology (Chromebooks, laptops, hotspots) were borrowed by Latinx students. For example, our hotspots ran out within the first two weeks of FA23 and a waitlist needed to be started as we were not able to support all our students who needed internet access. This indicates that in order to meet the technology needs of our Latinx students we must continue to grow our technology collection. This means we must also have storage solutions which will allow us to grow and store technology to meet student needs.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Improve the financial stability of students

Help meet the basic needs of Cañada students and other community members

Ensure the physical campus is accessible

Manage resources effectively

Provide adequate access to technology

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

Study Pods

Item Description

Our current study tables have power outlets, but many of them do not work and are safety hazards (electrocution). This would be an enclosed working area, with outlets and USB ports, which will provide additional learning spaces.

11/13/2024

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Resource Requests

Program Goals this Request Supports

Create a welcoming and comfortable Library Space that supports student learning and increases student on-campus engagement.

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

More study and collaborative space allows students for solo study and collaborate in groups, increasing their ability to be successful in their courses. Currently our group study rooms and tables in the open area can't accommodate the demand for comfortable spaces to study, collaborate, or take Zoom classes in a comfortable space. According to the Districtwide Student Survey about preference Spring 2022 modality, 48% (the highest of the three colleges) of Cañada students polled reported that they strongly preferred to take classes online. In response to the prompt "Please describe any obstacles you experienced while working towards your educational goals at Cañada College." in the 2020-21 graduation survey, many students wrote about the difficulties of working full time while taking courses. Online and multi-modal classes are especially appealing to students who need flexible schedules, which are often students who are working full time. These students need access to places to take Zoom classes.

Critical Question: How does this resource request support Latinx and AANAPISI students?

According to the Districtwide Student Survey about preference for Spring 2022 modality, 36.84% of Cañada Spanish speaking students reported that they strongly preferred to take classes online. According to Cañada College's 2021 Student Survey Results from the National Assessment of Collegiate Campus Climates (NACCC), 20% of Students of Color expressed being extremely stressed and 17.8% expressed being quite stressed about Taking online classes (e.g., having stable access to the internet and/or access to computers, ability to adapt to online learning). In comparison, only 11.1% and 12.2% of Caucasian or white students expressed being extremely or quite stressed about taking online classes. Providing a semi-private and quiet place to take Zoom classes and study can help alleviate this stress.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Help meet the basic needs of Cañada students and other community members
Ensure the physical campus is accessible
Provide adequate access to technology
Manage resources effectively

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

Mobile Workstations with power

Item Description

Two semi-private study carrels. Layered high back foam frame soaks up noise allowing students to study, read, and meet in Zoom, while granting a private cover to get work done. These mobile study workstations allow for easy layout configuration changes as well as easy storage and transport.

With the increase classes being online or multi-module, we are seeing an increase in the need for spaces to take be on Zoom. In Fall 2022 1,201 students were enrolled in a hybrid course, 3,076 were enrolled in an online course, and 1,350 were enrolled in a synchronous course. Since the start of the Fall 2022 semester our five study rooms have been filled to capacity nearly every day with 1,584 hours booked as of Oct. 6th, 2022 alone. Without more private or semi-private space we are unable to meet the academic needs of students.

<https://www.worthingtondirect.com/waltzer-mobile-workstation.htm>. Our current study tables have power outlets, but many of them do not work and are safety hazards (electrocution).

Program Goals this Request Supports

Create a welcoming and comfortable Library Space that supports student learning and increases student on-campus engagement. Alleviate textbook costs for students by supporting the College's ZTC efforts.

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

12,000

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

Providing more semi-private space for students to get work done and take Zoom classes increases their opportunities for success on a campus. With an increasing number of students returning, they will need spaces to study, take Zoom classes, and be able to access other resources and services provided by the Library.

According to the Districtwide Student Survey about preference Spring 2022 modality, 48% (the highest of the three colleges) of Cañada students polled reported that they strongly preferred to take classes online. In response to the prompt "Please describe any obstacles you experienced while working towards your educational goals at Cañada College." in the 2020-21 graduation survey, many students wrote about the difficulties of working full time while taking courses. Online and multi-modal classes are especially appealing to students who need flexible schedules, which are often students who are working full time. These students need access to places to take Zoom classes. A Fall 2023 library student survey found that 88% of students come to the library to study alone. 58% of them requested furniture with working outlets. These work stations would provide a welcoming, functioning space which would help close the equity gap.

Critical Question: How does this resource request support Latinx and AANAPISI students?

According to the Districtwide Student Survey about preference for Spring 2022 modality, 36.84% of Cañada Spanish speaking students reported that they strongly preferred to take classes online.

Resource Requests

According to Cañada College's 2021 Student Survey Results from the National Assessment of Collegiate Campus Climates (NACCC), 20% of Students of Color expressed being extremely stressed and 17.8% expressed being quite stressed about taking online classes (e.g., having stable access to the internet and/or access to computers, ability to adapt to online learning). In comparison, only 11.1% and 12.2% of Caucasian or white students expressed being extremely or quite stressed about taking online classes.

Providing a semi-private and quiet place to take Zoom classes and study can help alleviate the stress for our Latinx and AANAPISI students.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Ensure the physical campus is accessible
Provide adequate access to technology
Manage resources effectively

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

Neat Board

Item Description

We use one Neat Board for outreach and stress relief (showing relaxing nature streams). This is very popular with our students and we'd like to continue using the Neat Board this way. However, we also need to use the Neat Board when teaching library instructional sessions or available for other classes/programs that use the library. However, this means we have to take the Neat Board away from the student area and put it in the classroom. We'd like to have one Neat Board in the classroom and one in the student area.

Program Goals this Request Supports

Create a welcoming and comfortable Library Space that supports student learning and increases student on-campus engagement. Support curriculum and student learning through information competency;

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

One-Time or Recurring Cost?

One-time Cost

Resource Requests

Critical Question: How does this resource request support closing the equity gap?

Having one Neat Board in the Library classroom allows students to attend library instructional sessions remotely, making information literacy possible for students who otherwise would not be able to attend instructional sessions. Having a second Neat Board out in the front area of the Library would help provide a welcoming space for all students to rest, destress, and decompress. A constant stream of relaxing imagery would be shown on this second Neat Board designed to help students recover from whatever difficulties they've had to overcome during their busy day. This also allows for an interactive and collaborative space using destressing activities and games. It also provides a space for us to promote our workshops as well as other events on campus.

Critical Question: How does this resource request support Latinx and AANAPISI students?

While the Library's first Neat Board would provide remote instruction and support for Latinx and AANAPISI related events in the classroom, having a second Neat Board would be part of a welcoming, relaxing space for all students, and could also potentially be used to promote cultural events supporting these groups.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Community Connections
Accessible Infrastructure and Innovation
Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Ensure the physical campus is accessible
Provide adequate access to technology

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

Individual Streaming Film License budget

Item Description

A budget for purchasing individual streaming film licenses that we cannot get through our current subscriptions. This semester we've had to turn down multiple requests to purchase licenses for individual streaming film titles. In Fall 2024 alone we've had to reject \$1260 worth of streaming film requests due to budget. These would only be for classroom use, not for events.

Program Goals this Request Supports

Support curriculum and student learning through information competency; Help bridge the equity gap by providing students with resources needed to complete their course work. Alleviate textbook costs for students by supporting the College's ZTC efforts. Provide resources and services to help build an anti-racist college.

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

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Resource Requests

Cost

3,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

By having access to these independent streaming films our students can become more engaged in their academic journey. Supplementing films and documentaries with readings and activities will allow them to become more invested with the material and more successful in class and therefore would help close the equity gap. Documentaries also support visual and auditory learning. Many of the independent films feature people of color and marginalized groups. Also, many of these small independent films are by and support local filmmakers and subjects.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Many of the independent documentaries requested are about the Latinx or AANAPISIS experience. For example, Missing in Brooks County, Sansur (which we didn't have funds to purchase), and From Here/From There. Having a dedicated streaming film license fund will allow us to support classes covering issues relevant to these groups.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Manage resources effectively
Provide adequate access to technology

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

ACS Science Essentials Package (database)

Item Description

Database subscription to five chemistry journals. These will support students taking Chemistry classes as well as providing ZTC materials for the Chemistry courses. In 2023-2024 Chemistry had a headcount enrollment of 538.

Program Goals this Request Supports

Support curriculum and student learning through information competency; Help bridge the equity gap by providing students with resources needed to complete their course work. Alleviate textbook costs for students by supporting the College's ZTC efforts.

Resource Requests

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

2,732

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Access to research developments is one of the most important steps on the way to reaching equity and inclusion. Starting the academic journey, the absence of access to scientific publications, excludes many students from science based information, leaving them to rely on information available in internet with out the peer-review apruval. Thus, moving towards even access to scientific journals bridges the gap between students and researchers from different parts of the world, impacting not only access to knowledge, but representation

Critical Question: How does this resource request support Latinx and AANAPISI students?

Access to academic scientific journals supports STEM education for Latinx and AANAPISI students by providing them with up-to-date, peer-reviewed research, bridging the gap between classroom learning and current industry advancements. This access enhances critical thinking and research skills, preparing students for advanced studies and careers. It also fosters independent learning and engagement with diverse perspectives, inspiring underrepresented students by showing them role models within the scientific community. Ultimately, it equips Latinx and AANAPISI students with the tools to stay competitive and succeed in their academic and professional STEM pursuits

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need

Support innovative teaching that creates more equitable and antiracist learning environments

Provide adequate access to technology

Help students explore and find employment in fields of their choice

Manage resources effectively

Improve the financial stability of students

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

Additional Student Assistant Hours

Item Description

Sufficient student assistant coverage is critical to Library staff being able to order, process, catalog, and circulate books, textbooks, laptops, hotspots, and calculators to the many Cañada students who need them. While this was approved according to the May 2024 PBC presentation, the funds were never loaded into the Library budget.

Program Goals this Request Supports

Help bridge the equity gap and provide students with resources needed to complete their course work. Alleviate textbook costs for students by supporting the College's ZTC efforts.

Resource Requests

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

3,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Having additional student assistants helps free up time for the Library Support Specialists to work on projects like increasing our textbook collection, providing maintenance and organizing our reserve technology, communicating with individual students about due dates, library policies, access procedures to physical material, etc., that students need to succeed in their courses.

Student assistants also help their fellow students with technology questions such as printing in the library, how to navigate Canvas, how to use library loaned technology, access to student email and WebSmart, how to use Google docs, sign up for study rooms, search for textbooks, and more.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Additional student assistants help free-up time for our Spanish-speaking Library Support Specialists to work with and reach-out to our Spanish-speaking students and programs that serve these students. Many of the Library's student assistants are part of the Latinx community and are able to help Spanish-speaking students as well.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Better share what Cañada offers

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

30 Dell Laptops with bags and chargers

Item Description

Laptops have been in very high demand and we've seen more requests for Dell laptops specifically. Classes that are multimodal, online, and in-person all require utilization of the LMS Canvas and students are required to access a variety of online resources. We need to be able to provide for the late-start and adult school cohorts. PC laptops are important in order to be able to support students who are taking classes that require specialized software to complete coursework. Most of this specialized software cannot be installed as an app on a Chrome OS and requires machines that use Windows to function. With the lack of open labs/lab hours, students rely on library

Resource Requests

technology to complete their coursework. In Fall 2024 52% of classes were either online asynchronous, online synchronous, or hybrid and 58% of enrolled students took these classes.

Program Goals this Request Supports

Help bridge the equity gap by providing students with resources needed to complete their course work. Alleviate textbook costs for students by supporting the College's ZTC efforts.

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

54,637.16

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

Providing these materials to students closes the equity gap by giving students access to these items who otherwise would not have access due to socioeconomic or other circumstances. According to the Districtwide Student Survey about preference Spring 2022 modality, 48% (the highest of the three colleges) of Cañada students polled reported that they strongly preferred to take classes online. In response to the prompt "Please describe any obstacles you experienced while working towards your educational goals at Cañada College." In the 2020-21 graduation survey, many students wrote about the difficulties of working full time while taking courses. Online and multi-modal classes are especially appealing to students who need flexible schedules, which are often students who are working full time. These students need access to laptops/Chromebooks and reliable internet. Providing technology loans can both support students taking online or multi-modal classes and help reduce economic stress on these students. According to the PRIE analysis of technology requests for fall 2023, the majority of students who filled out a technology loan agreement form receive some form of financial aid.

This is also an accessibility issue, according to the Pew Research Center, Americans with disabilities are less likely to have access to a desktop or laptop computer. Loaning Chromebooks and laptops helps close this digital divide. <https://www.pewresearch.org/fact-tank/2021/09/10/americans-with-disabilities-less-likely-than-those-without-to-own-some-digital-devices/>

Critical Question: How does this resource request support Latinx and AANAPISI students?

According to the Districtwide Student Survey about preference for Spring 2022 modality, 36.84% of Cañada Spanish speaking students reported that they strongly preferred to take classes online.

According to Cañada College's 2021 Student Survey Results from the National Assessment of Collegiate Campus Climates (NACCC), 20% of Students of Color expressed being extremely stressed and 17.8% expressed being quite stressed about Taking online classes (e.g., having stable access to the internet and/or access to computers, ability to adapt to online learning). In comparison, only 11.1% and 12.2% of Caucasian or white students expressed being extremely or quite stressed about taking online classes. According to the PRIE analysis of technology requests for fall 2023, 73% of students who filled out a technology loan agreement form identified as Hispanic and 9% identified as Asian, Pacific Islander, or Filipino.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students

Resource Requests

Support innovative teaching that creates more equitable and antiracist learning environments
Help meet the basic needs of Cañada students and other community members

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

35 ChromeBooks with bags and chargers, and admin console software

Item Description

We need to continuously replace lost, damaged, or out-of-date technology. Laptops have been in very high demand. Classes that are multi modal, online, in-person all require utilization of the LMS Canvas and students need to be able to access a variety of online resources. We need to be able to provide for the late-start and adult school cohorts. In Fall 2024 52% of classes were either online asynchronous, online synchronous, or hybrid and 58% of enrolled students took these classes.

Program Goals this Request Supports

Help bridge the equity gap by providing students with resources needed to complete their course work. Alleviate textbook costs for students by supporting the College's ZTC efforts.

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

23,662.5

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

Providing these materials to students closes the equity gap by giving students access to these items who otherwise would not have access due to socio-economic or other circumstances. According to the Districtwide Student Survey about preference Spring 2022 modality, 48% (the highest of the three colleges) of Cañada students polled reported that they strongly preferred to take classes online. In response to the prompt "Please describe any obstacles you experienced while working towards your educational goals at Cañada College." in the 2020-21 graduation survey, many students wrote about the difficulties of working full time while taking courses. Online and multi-modal classes are especially appealing to students who need flexible schedules, which are often students who are working full time. These students need access to laptops/Chromebooks and reliable internet. Providing technology loans can both support students taking online or multi-modal classes and help reduce economic stress on these students. According to the PRIE analysis of technology requests for fall 2023, the majority of students who filled out a technology loan agreement form receive some form of financial aid.

This is also an accessibility issue, according to the Pew Research Center, Americans with disabilities are less likely to have access to a desktop or laptop computer. Loaning Chromebooks and laptops helps close this digital divide. <https://www.pewresearch.org/fact-tank/2021/09/10/americans-with-disabilities-less-likely-than-those-without-to-own-some-digital-devices/>

Critical Question: How does this resource request support Latinx and AANAPISI students?

According to the Districtwide Student Survey about preference for Spring 2022 modality, 36.84% of Cañada Spanish speaking students reported that they strongly preferred to take classes online. According to the PRIE analysis of technology requests for fall 2023, 73% of students who filled out a technology loan agreement form identified as Hispanic and 9% identified as Asian, Pacific Islander, or Filipino. According to the PRIE analysis of

Resource Requests

technology requests for fall 2023, 73% of students who filled out a technology loan agreement form identified as Hispanic and 9% identified as Asian, Pacific Islander, or Filipino.

According to Cañada College's 2021 Student Survey Results from the National Assessment of Collegiate Campus Climates (NACCC), 20% of Students of Color expressed being extremely stressed and 17.8% expressed being quite stressed about Taking online classes (e.g., having stable access to the internet and/or access to computers, ability to adapt to online learning). In comparison, only 11.1% and 12.2% of Caucasian or white students expressed being extremely or quite stressed about taking online classes.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Provide adequate access to technology
Manage resources effectively

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

LibAnswers

Item Description

Replace reference chat service, same platform as used by CSM/SKY, more efficient system that handles reference.

Currently the CAN library uses a reference chat service that is very basic and does not align with the other two college Libraries. LibAnswers is a platform for answering reference and other types of questions using ticketing queues, a chat client and FAQs to share information more broadly. LibAnswers offers a far more robust platform which allows for better statistical tracking, easier access to chat transcripts, FAQ builder, SMS, Zoom integration and more.

Program Goals this Request Supports

Support curriculum and student learning through information competency.

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

1,999

Resource Requests

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

A key challenge in closing the equity gap in the library is identifying barriers or patterns in information seeking behaviors of our students. One of the key features of LibAnswers is the ability to much better track statistics for reference interactions. By tracking and looking at common patterns from reference interactions, the library does not only help students with research support but can also identify other areas of need based on interactions that are logged (ex. Student need for access to or instruction around technology). Additionally, a general email can be connect to LibAnswers to ensure that comments that come through the reference email can be put into the ticketing system, thus ensuring that important questions are not lost in an inbox and allowing for streamlined follow up when needed.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Reference tracking and email integration help the library better identify and document the information and resource needs of our LatinX and AANAPISI students whether it is for research help for a class or to identify a need for a resource such as technology. The chat feature, texting, email and Zoom integration allow for greater accessibility to library support. This is vital for our Latinx and AANAPISI students who may not be able to come to the library in person to use library services and resources due to time restraints or other responsibilities. Lastly, as LibAnswers is a more robust platform, it has many features that can be used to create FAQs that can be used both internally and externally to provide quick answers to both students and library staff. This is key to providing support that goes beyond library services as library staff can create FAQs regarding other student services and programs that Latinx and AANAPISI students may not be aware of.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

PRISMA: Database (to support Latinx/Caribbean/Central American studies)

Item Description

With the new Ethnic Studies department and as a Hispanic Serving Institution, we need to provide resources to support curriculum and research needs related to Latinx Studies. Other departments including English, ESL, Spanish Language, Political Science, Communications, History, Social Sciences, Math, and ECE can also use a database that focuses on these subjects.

Resource Requests

Program Goals this Request Supports

Support curriculum and student learning through information competency; Help bridge the equity gap by providing students with resources needed to complete their course work. Provide resources and services to help build an anti-racist college.

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

3,335.47

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Provides access to academic resources from non-traditional and diverse BIPOC perspectives.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Supports Latinx/Caribbean/Central American studies

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

Augmentation to physical book budget

Item Description

We are requesting an augmentation our physical book budget by \$5,000 a year to a total of \$20,000 per year. A budget that better reflects our needs will also allow the Librarians to collaborate with faculty and students to grow our collection. We've seen an increased number of requests that we can't always fulfill due to budget from faculty and students since coming back onto campus. In 2023-24 our books (not including reserves) were checked out 684 times.

Program Goals this Request Supports

Support curriculum and student learning through information competency; Help bridge the equity gap by providing students with resources needed to complete their course work. Provide resources and services to help build an anti-racist college.

Status

Continued Request - Active

Resource Requests

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

5,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Our collection is very out of date. 67% of our books were published before 2000, and only 10% of our books were published after 2010. An out-of-date collection does not meet the research needs of our students. It also does not adequately represent the students we serve. Students who prefer or have trouble accessing our electronic resources need access to up-to-date, accurate, and inclusive material. Furthermore, there are many books that are not available as eBook for institutional purchase. Finally, we are well below the average book budget for a college our size. According to the Annual California Council of Chief Librarians survey, small community colleges in our state spend on average \$17,933.45 on books (not including eBooks) per year. This is an equity gap, our students do not have the same resources that other students do in similarly sized California Community Colleges.

Critical Question: How does this resource request support Latinx and AANAPISI students?

By being able to continuously update our physical collection we can ensure that it reflects our Latinx and AANAPISI students. We can also provide access to up-to-date and accurate sources on Latinx, Asian American, and Pacific Islander topics. We are also working on developing our picture book collection to prepare for the new Child Care Center. We also want to expand and renew our Spanish collection.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Library

Item Requested

Augmentation to eBook/audiobook budget

Item Description

We were able to support the growth of ZTC courses by purchasing eBooks and audiobooks of assigned readings through the CCCC ZTC Implementation Grant. These funds will be restricted starting next academic year and we won't be able to accommodate the growing need. Due to licensing we often need to purchase multiple copies of the same title to meet student needs. We are asking to augment our eBook budget, so no students are denied access to an eBook. In 2023/24 we had 78 turnaways for our eBooks.

Last academic year (23/24) we saw heavy use of eBooks and audiobooks with eBooks being accessed 5795 times. We added 86 eBooks and 35 audiobooks.

Resource Requests

Program Goals this Request Supports

Support curriculum and student learning through information competency; Help bridge the equity gap by providing students with resources needed to complete their course work. Alleviate textbook costs for students by supporting the College's ZTC efforts. Provide resources and services to help build an anti-racist college.

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

5,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Allows us to support ZTC and reduce textbook costs. We often need to purchase multiple licenses to support an entire class. In 2023/24 we had over 78 turnaways and being able to purchase more eBook and audiobook copies at the beginning of the semester will help. Allow us to quickly get resources to students. eBooks and audiobooks also increase accessibility since eBooks allow students to change the font size and audiobooks can help with students with learning disabilities.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Supports ESL students by providing audiobooks which can help with comprehension and language learning. We can also purchase alternative Spanish language copies of eBooks. We can also provide access to up-to-date and accurate sources on Latinx, Asian American, and Pacific Islander topics.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Accessible Infrastructure and Innovation
Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Personnel - Classified Staff (2024 - 2025)

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Requested Year

2024 - 2025

Hiring Division/Department:

ASLT/Library

Position Title:

.48% Part-time Library Support Specialist

Status

Continued Request – Active

Is this position permanent?

Yes

Resource Requests

Position Type

Part-time

If Part-Time, what percentage of Full-Time is this position?

0.49

Provide # of months.

12

Program Goals this Request Supports

Alleviate textbook costs for students by supporting the College's ZTC efforts; Help bridge the equity gap by providing students with resources needed to complete their course work; Provide resources and services to help build an anti-racist college.

Critical Question: How does this resource request support closing the equity gap?

Since the pandemic and the shift to more online and multi-modality courses, there has been more demand for technology items and assistance. This has required more staff time to catalog, inspect, and organize technology items in order to get them to students in a timely manner. Providing these materials to students reduces the equity gap by giving students access to these items who otherwise would not have access due to socio-economic or other circumstances.

This is also an accessibility issue, according to the Pew Research Center, Americans with disabilities are less likely to have access to a desktop or laptop computer. Loaning Chromebooks and Laptops helps close this digital divide. <https://www.pewresearch.org/fact-tank/2021/09/10/americans-with-disabilities-less-likely-than-those-without-to-own-some-digital-devices>.

According to the PRIE analysis of technology requests for fall 2023, the majority of students who filled out a technology loan agreement form receive some form of financial aid.

Critical Question: How does this resource request support Latinx and AANAPISI students?

This position will provide direct service to Latinx and AANAPISI students who do not have access to technology they need to complete their courses. The Pew Research Center has found, "Black and Hispanic adults in the United States remain less likely than White adults to say they own a traditional computer or have high-speed internet at home" <https://www.pewresearch.org/fact-tank/2021/07/16/home-broadband-adoption-computer-ownership-vary-by-race-ethnicity-in-the-u-s/>

According to Cañada College's 2021 Student Survey Results from the National Assessment of Collegiate Campus Climates (NACCC), 20% of Students of Color expressed being extremely stressed and 17.8% expressed being quite stressed about taking online classes (e.g., having stable access to the internet and/or access to computers, ability to adapt to online learning). In comparison, only 11.1% and 12.2% of Caucasian or white students expressed being extremely or quite stressed about taking online classes.

According to the PRIE analysis of technology requests for fall 2023, 73% of students who filled out a technology loan agreement form identified as Hispanic and 9% identified as Asian, Pacific Islander, or Filipino.

Justification

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.

Manage student technology loans (laptops, Chromebooks, portable hotspots)

Keep technology up to date

Help students with use of library loaned technology

Keep stats on use for internal and state mandated reports; Keep track of items for maintenance

Supervise student assistants and Circulation desk during the day

Work with Library staff on technology and other loan policies and procedures

Resource Requests

Work with Library staff and Librarians on general library policies and procedures

Assist students as needed.

According to Title 5, for a college with an FTES between 1,001 and 3,000 we should have 4.5 Support Staff. We currently have 2.9 support staff.

Getting statistics from our system is tricky and complicated, but is necessary, not only because we are required to pull this information for state mandated surveys, but to also measure use to better support students. Assembly Bill 893, which makes tuition free for SMCCD, has led to an increase in enrollment and this further expands demand for student technology loans. The current staffing is not adequate to support more student demand.

We currently have over 500 laptops, Chromebooks, and hotspots we need to keep in working order, keep track of, and check-out to students. Last year we checked out Chromebooks and laptops 695 times (up from 463 times the year before). Each of these transactions takes at least 10 minutes, usually longer, as we need to check student's registration status, make sure the technology is in working order and has all the peripherals (power cord, charger, etc.), and explain the technology procedures to the student.

Preparing equipment, keeping equipment maintained, and troubleshooting issues takes at least two months of dedicated work. Contacting students about returns takes many hours away from the LSS's normal duties.

Due to the high demand for technology and digital literacy instruction, we have not had enough time to properly dedicate to other vital library services and resources. Such as, adding material to the collection, collection maintenance, re-initiating resource sharing with the public library, student assistant training, and updating reserves. Without a dedicated part-time Library Support Specialist to support the high technology needs of our students these important library services and resources will continue to take a back seat.

2. Explain how this position aligns with and supports the mission and strategic goals of the college.

Student Access, Success and Completion: The requested LSS position further aligns with providing equitable access to vital in-person resources provided by the library by ensuring that staffing is present into later evening hours to provide student support and steady access to learning and technology materials. Evening student service hours are vital to the college's marginalized students and closes the equity gap for students who are unable to attend classes and access campus services during the daytime hours.

Equity-Minded and Antiracist College Culture: Increases our ability to provide technology and one-on-one assistance to students, particularly students from traditionally marginalized groups, students at various levels of digital literacy, and students with various learning and physical disabilities.

Accessible Infrastructure and Innovation: This position will ensure uninterrupted and equitable evening access to the Library's resources and services, especially library technology. An additional .48 Library Support Specialists will ensure that the Library's technology loan program remains sustainable and accessible to all students.

3. Explain how adding this position will strengthen the department or division.

The part-time LSS position will offer much needed support to the Library. With the addition of a part time LSS position, the library will be able to dedicate a support staff member to primarily handle the technology deployment and recovery duties that have taken up the majority of the LSS team's time. This frees up full-time LSS's to focus on their own assigned duties such as finance, reserves, purchasing and cataloging which are important duties for the day-to-day operations of the library.

The additional support provided by this position will also allow library staff to be much more engaged in department/division meetings and also take a more active role in participatory governance which ensures Library staff stay informed about important campus initiatives, opportunities for collaboration and services that support student success. Since moving to a state-wide library services platform, we need to participate in state-level work groups that determine best practices and make our library services and resources more accessible to students.

Having an additional evening Library Support Specialist ensures that staffing is present into later evening hours, providing support and steady access to learning and technology materials.

Resource Requests

4. Explain how this work will be accomplished if the position is not filled.

If the LSS position is not filled, the current library staff will have no choice but to continue to operate at an overload and continue to prioritize certain services such as technology deployment to the detriment of other LSS duties such as reserves and materials processing. This in turn means that reserves cataloging, collection development, outreach, participation in campus committees, etc. will continue to be second priority as the current overload prevents fuller engagement in these critical areas. Furthermore, lack of additional staffing will mean that library services will only be able to operate when sufficient staffing is present and should there be a staffing shortage due to illness/absence, the library will have to close and in doing so, limit access to vital student resources such as research help, technology loans and support, study space, etc.

5. Critical Question: How does this resource request support closing the equity gap?

The Library technology loan program is crucial for closing the equity gap. Since the pandemic and the shift to more online and multi-modality courses, there has been more demand for technology items and assistance. This has required more staff time to catalog, inspect, and organize technology items to get them to students in a timely manner.

Providing these materials to students reduces the equity gap by giving students access to these items who otherwise would not have access due to socio-economic or other circumstances. This is also an accessibility issue, according to the Pew Research Center, Americans with disabilities are less likely to have access to a desktop or laptop computer. Loaning Chromebooks and Laptops helps close this digital divide.

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6. Critical Question: How does this resource request support Latinx and AANAPISI students?

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Map Request to College Goals and Strategic Initiatives.

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Help meet the basic needs of Cañada students and other community members
Provide adequate access to technology
Manage resources effectively

Resource Requests

This position has been reviewed by the department or division and is recommended for hiring.
