



Program Review - Overall Report

Instructional: Library

Data Review

2021 - 2024

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

We currently only offer one Library course (LIB 1).

Overall, in the past three years, the success and retention of students who completed the Library 1 course has decreased:

- 82.9% to 74.6% in success
- 92.7% to 84.3% in retention

However, in the past three years, the success and retention rates of students in online sections of Library 1 have remained about the same:

- 82.3% to 83.5% in success
- 91.1% to 90.4% in retention

Due to decreases in success & retention, overall, students in the Library 1 course have stayed about the same in their rate of receiving less than passing (DF) grades during this time.

(There is no data for program of study, SEP, or program awards because the library does not currently offer an instructional library program.)

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

In the next three years, the Library will address equity gaps in the following student subgroups:

- Hispanic females are showing gaps in success that are concerning
- African American males are showing gaps in retention that are concerning

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

The Norco College Library has developed the following action plan to address equity gaps:

- The library will strive to ensure that the library's information literacy instruction, including Library 1, is offered through a lens of equity and inclusion (see resource request related to **Instructional Design Librarian**).

Data Review

- Library faculty will discuss best practices gleaned from attending DEI, anti-racism trainings, and CORA courses in Racial Microaggressions, Unconscious Bias, Black Minds Matter, and Teaching Men of Color in the Community College.
- Librarians will implement equity-based instructional strategies for the Library 1 course by conducting equity audits of syllabi and assignments, providing liquid syllabi prior to the start of the course, and offering targeted support and intervention to Hispanic and African American students.
- The library will seek to address equity gaps in electronic database offerings and integrate diverse perspectives and resources into Library 1 assignments (see resource requests related to **Budget Augmentation for Library Databases** and **Databases to Support Equity**).
- The library will develop additional equity-focused research guides like the Black Lives Matter, LGBTQIA+, and Asian Pacific Islander LibGuides.
- A full-time library faculty member will participate in shared governance meetings for the DEI Committee and other equity-focused workgroups and task forces.
- Library faculty will continue to participate in trainings that support equity, diversity, and inclusion.

Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

Assessment Review

2021 - 2024

Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

Which Disciplines are included in this Assessment?

Library

What percent of SLOs in the disciplines you identified above have been assessed?

0%

Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).

Before the major modification, 100% of the SLOs had been assessed for LIB 1.

However, we recently made a major modification to the Library 1 course and just started using the new SLOs at the start of the 2020-2021 academic year (so they haven't been assessed yet).

LIB-1: Introduction to Information Literacy

- SLO 1. Analyze a research/information need.
- SLO 2. Develop and utilize search strategies relevant to an information need.
- SLO 3. Assess the value of information.

Section 2: Mapping Status (Based on Dashboard - Mapping Status)

Are all SLOs mapped to at least one PLO?

No

If all SLOs are not mapped to at least one PLOs, please explain why.

N/A - We do not currently have an instructional library program.

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)

Yes

If the appropriate SLOs are not mapped to GELOs, please explain why.

N/A

Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

Which Programs are included in this Assessment?

N/A - We do not currently have an instructional library program

Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.

N/A

To what to you attribute this success?

N/A

Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.

N/A

Assessment Review

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?

N/A

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.

N/A - We do not currently have an instructional library program

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).

N/A

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).

N/A

Review current PLOs. Do the outcomes listed above align with the current program outcomes?

N/A

Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

N/A

What are your plans/goals (3-year) regarding this goal?

N/A

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

N/A

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 2. Implement Guided Pathways framework.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

To support the implementation of the Guided Pathways Framework, the Norco College Library:

- Offers the Library 1: Introduction to Information Literacy course in face-to-face and online modalities as an essential foundation for transfer-level coursework.
- Provides Library Skills workshops to assist students in developing their information literacy skills.
- Offers reference instruction both in-person and online via chat to students to assist them in completing assignments for transfer-level English.
- Provides access to print and electronic resources to faculty and students in transfer-level English and other courses.
- Ensures access to textbooks for transfer-level math, English, and other courses through library course reserves.

What are your plans/goals (3-year) regarding this goal?

The library's plans for the next three years related to EMP Goal 2 are to:

Program Review: Part 1

- Develop an action plan to coordinate and scale the library's information literacy initiatives (see resource request related to the **Instructional Design Librarian**).
 - Offer the Library 1 course in multiple modalities to ensure students have the information literacy skills to support their overall success and retention.
 - Assess the current workshop offerings and ensure alignment with the Guided Pathways framework.
 - Explore ways to embed information literacy instruction into transfer-level English and other courses at the point of need.
- Develop reference desk schedules (in-person and online) to maximize students' access to Norco College Library faculty skill and expertise (see resource request related to **Budget Augmentation for Part-Time Associate Library Faculty**)
- Provide ongoing access to library databases that provide faculty-requested resources in support of multiple learning styles and culturally-relevant androgogy, especially for distance education courses (see resource requests related to **Budget Augmentation for Library Databases** and **Databases to Support Equity**).
- Ensure that students can obtain the textbooks and other library resources necessary for their classes even when the library is closed (see resource request related to **Library Lockers**).
- Ensure that students have timely and flexible access to library materials and services (see resource request related to **Mobile Checkout Software and Self-Service Kiosk**).
- Improve communication and outreach to students and faculty regarding library resources and services that support their academic success (see resource request related to the **Outreach Librarian**).

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Evidence related to this goal includes:

- Past and current LIB-1 course section offerings
- Library Skills workshop schedule
- Reference statistics for both in-person and online chat
- List of electronic databases on the Norco College Library website
- Usage statistics for library course reserves for English and math courses
- Assessment data for the new Library 1 SLOs by the next program review cycle

Program Review: Part 1

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 3. Close all student equity gaps.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

To close student equity gaps, the Norco College Library:

- Offers Library 1 in both face-to-face and online formats, so that all students can develop their information literacy skills across course modalities.
- Curating diverse library collections and purchases inclusive library materials in both print and electronic formats.
- Provides physical space conducive to academic study that is open to all members of the college community. The availability of quiet study space is especially important to students of color who may find it difficult to study at home or experience housing insecurity.
- Develops research guides with an equity focus, for example, the Black Lives Matter, LGBTQIA+, and Asian Pacific Islander LibGuides.
- Coordinates the checkout of laptops and hotspots, so that all students have access to technology to support their learning and achievement.
- Provides course reserves, so students can borrow textbooks from the library rather than purchase them from the bookstore.
- Supports the adoption of Open Educational Resources (OER).
- Organizes Read 2 Succeed events with authors of books with equity and social justice themes.
- Develops library exhibits/displays with an equity lens.
- Attends professional development opportunities in the form of equity webinars, anti-racism training, and CORA courses.
- Participates in college governance groups like the DEI Committee and equity taskforces.

What are your plans/goals (3-year) regarding this goal?

The Norco College Library plans to close equity gaps over the next three years by:

- Rearranging and acquiring furniture to improve existing library study space.

Program Review: Part 1

- Participate in the planning of the new library facility as outlined in the Facilities Master Plan to ensure that the space meets the needs of all students.
- Ensuring that the library's information literacy instruction, including Library 1, is offered through a lens of equity and inclusion (see resource request related to **Instructional Design Librarian**).
- Discussing best practices gleaned from attending DEI, anti-racism trainings, and CORA courses in Racial Microaggressions, Unconscious Bias, Black Minds Matter, and Teaching Men of Color in the Community College.
- Implementing equity-based instructional strategies for the Library 1 course by conducting equity audits of syllabi and assignments, providing liquid syllabi prior to the start of the course, and offering targeted support and intervention to Hispanic and African American students.
- Addressing equity gaps in electronic database offerings and integrate diverse perspectives and resources into Library 1 assignments (see resource requests related to **Budget Augmentation for Library Databases** and **Databases to Support Equity**).
- Conducting outreach to specific student subpopulations, so that they are aware of available library resources and services (see resource request related to the **Outreach Librarian**).
- Participating in trainings that support equity, diversity, and inclusion.
- Increase access to library resources for students who cannot come to the library during normal hours due to work, family, or transportation challenges.
 - Providing flexible access to library resources would allow the library to address inequitable access as, according to the CORA course, Teaching Men of Color in the Community College, students of color are more likely to attend college part-time, work transitory jobs or late shifts, have financial dependents, and experience stressful life events and transportation challenges (see resource request related to **Library Lockers**).
- Provide mobile checkout capabilities and a contact-less, self-service kiosk that would allow all students, especially students of color with limited time and opportunities to come to campus to checkout materials and pay fines (see resource request related to **Mobile Checkout Software and Self-Service Kiosk**).

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Evidence related to EMP Goal 3 includes:

- Resources available on the [Wilfred J. Airey Library website](#) available via the following:
 - The Library Catalog, [OneSearch](#)

Program Review: Part 1

- Electronic [Databases](#)
- Research and Help [Library Guides](#) (e.g., Black Lives Matter LibGuide)
- [Free online textbooks](#) accessible through the library website
- Circulation statistics for the [student laptop & wifi hotspot loan program](#)
- [Read 2 Succeed](#) flyers, email advertisements, and attendance statistics

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 4. Implement professional development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

To implement professional development around Guided Pathways and equity framework, members of the Norco College Library team have:

- Attended equity trainings, courses, and workshops.
- Incorporated resources shared through Guided Pathways and equity professional development opportunities into library collections and LibGuides.
- Discussed ways to take a Guided Pathways approach to providing library instruction, resources, and services.
- Discussed strategies to incorporate equity best practices into the library.
- Participated in statewide library discussions through the California Community College Leagues Consortia on equity policies and practices in academic libraries.
- Offered Read 2 Succeed events centered on equity themes as professional development opportunities for Norco College faculty and staff.

What are your plans/goals (3-year) regarding this goal?

With regard to EMP Goal 4, the Norco College Library plans to:

- Identify future professional development opportunities for library faculty and staff to attend diversity, equity, inclusion, and anti-racism trainings.
- Solicit input from students, faculty, and staff on future authors to invite for Read 2 Succeed events (see resource request related to **Outreach Librarian**).

Program Review: Part 1

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Evidence related to EMP Goal 4 includes:

- CORA course certificates for participating library faculty and staff
- Read 2 Succeed flyers, email advertisements, and attendance statistics

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 5. Reduce working poverty and the skills gap.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

To reduce working poverty, the Norco College Library employs student workers every semester.

What are your plans/goals (3-year) regarding this goal?

Over the next three years, the library will work towards helping students secure enough funding to work in the library for the entire academic year.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Evidence related to EMP Goal 5 includes student worker schedules for previous semesters.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 6. Pursue, develop, & sustain collaborative partnerships.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

The Norco College Library pursues, develops, and sustains collaborative partnerships through:

- A Library Partners of the Wilfred J. Airey Library advocacy group.
- Discipline meetings and coordination with other libraries in the district.
- Participation on statewide Library Services Platform (LSP) workgroups including the LSP Analytics Workgroup.

Program Review: Part 1

- Discussions with California community college library colleagues on a range of topics through the weekly Wednesday Webinar Series.

What are your plans/goals (3-year) regarding this goal?

The library's plans for the next three years related to EMP Goal 6 are to:

- Recruit members to expand the Library Partners group.
- Increase outreach to libraries at K12 schools and four-year institutions and identify opportunities for collaboration (see resource request related to the **Outreach Librarian**).
- Continue to collaborate with librarians across the district at discipline meetings.
- Coordinate with Riverside City College and Moreno Valley College technical services librarians to attend LSP training and office hours with LSP Workgroups to resolve system issues and configurations.
- Identify opportunities to collaborate with other LSP Workgroups.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Evidence related to EMP Goal 4 includes:

- Application brochure and details available on the [Library Partners website](#)
- RCCD library discipline meeting agendas and minutes
- California Community College League list of Wednesday Webinar topics on the [website](#)

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 7. Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

To support EMP Goal 7, the Norco College Library:

- Offers Read 2 Succeed, Poetry Performance, and Celebrate Books and Libraries events to foster student engagement, wellness, and success both inside and outside of the classroom.

Program Review: Part 1

- Provides academic support by offering laptop and hotspot pickup while the library is closed due to COVID-19 and water intrusion.
- Offers library resources online through library databases and OneSearch to improve student success.

What are your plans/goals (3-year) regarding this goal?

Over the next three years, the library will:

- Collaborate with college constituents to offer a variety of programs/events hosted by the Wilfred J. Airey Library Team.
- Support the academic breadth of academic programs and support student learning and achievement through ongoing subscriptions to library resources (see resource requests related to **Budget Augmentation for Library Databases** and **Databases to Support Equity**).
- Build academic support services through the library by increasing the accessibility of library resources and providing flexible options for library services (see resource request related to **Library Lockers** and **Mobile Checkout Software and Self-Checkout Kiosk**)

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Evidence related to this goal includes:

- Information on library programs on the [Read 2 Succeed website](#)
- [Laptop and hotspot loan program](#) information and checkout statistics
- [Electronic Resources](#) available through the Norco College Library website

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 8. Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

To support EMP Goal 8:

Program Review: Part 1

- The Library Advisory Committee has been revised & renamed as the Library & Learning Resource Center Advisory Committee. The LRC Workgroup has also been formed to focus specifically on budget and personnel needs for the Learning Resource Center.
- The Norco College Library is using SharePoint, Teams, and Zoom to facilitate planning discussions and as a central repository for documentation for assessment, program review, and accreditation.

What are your plans/goals (3-year) regarding this goal?

With regard to EMP Goal 8:

- The Library & Learning Resource Center Advisory Committee members plan to create a charter that aligns with the revised governance structure and remain a standing committee of the Academic Senate.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Evidence related to EMP Goal 8 includes:

- Library & Learning Resource Center Advisory Committee details and information are available on the [LLRCAC website](#)
- Library Teams site

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 9. Expand workforce to support comprehensive college and develop/sustain excellent workplace culture.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

In support of this goal, the Norco College Library was able to replace the full-time librarian position after a retirement.

What are your plans/goals (3-year) regarding this goal?

In support of EMP Goal 9:

- The library is seeking two additional full-time library faculty positions to more closely align with Title 5 of the California Code of Regulations (§ 58724) minimum standards for numbers of library faculty based on student FTES.

Program Review: Part 1

- According to the formula, a college with an FTES of 8,000 FTES should have 5.5 full-time librarians.
- In addition to falling below the Title 5 staffing standards, systemic changes at the state and local level have resulted in additional responsibilities for the library faculty.
- These changes include the adoption of a statewide Library Services Platform managed locally at the College, the implementation of Guided Pathways, equity initiatives, and the increase in Open Educational Resources (OER) adoption/use (see resource request related to the **Instructional Design Librarian** and **Outreach Librarian**).
- The library will evaluate classified staff needs in alignment with the Title 5 minimum standards and department needs.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Evidence related this this goal is as follows:

- Title 5 of the California Code of Regulations ([§ 58724](#)) minimum standards for numbers of library faculty based on student FTES
- Currently, the library only has two full-time faculty librarians that serve the College with 7,976.93 total student FTES ([2019-2020, CCCC CO Datamart FTES Summary Report](#))
- The Academic Senate of the Community Colleges paper on [The Role of Library Faculty in Community Colleges](#), Adopted 2019 (Staffing, Administration, and Operations, p. 17)
- District-approved job description for the Instructional Design Librarian
- District-approved job description for the Outreach Librarian

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 10. Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

In support of this goal, an expanded Library & LRC building is in the [Norco College Facilities Master Plan \(p. 86-87\)](#) with projected funding in 2023-2024.

Program Review: Part 1

What are your plans/goals (3-year) regarding this goal?

Over the next three years, the Norco College Library Team will:

- Actively participate in the planning process.
- Attend the Business and Facilities Planning Council meetings to stay apprised of developments on the Library/Learning Resource Center/Student Services project.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Evidence to support this request includes:

- [Norco College Facilities Master Plan](#) (p.86-87)
- Business and Facilities Planning Council [Meeting Minutes from April 6, 2021](#) (p.7)

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 11. Implement professional, intuitive, and technology-enhanced systems.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

N/A

What are your plans/goals (3-year) regarding this goal?

N/A

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

N/A

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

Program Review: Part 1

EMP GOAL 12. Develop innovative and diversified resources to build and sustain a comprehensive college and achieve its visionary goals.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

To support EMP Goal 12 (Objective 12.1):

- The Norco College Library has advocated for library databases to support distance education during the pandemic and has secured CARES Act and/or HEERF monies to fund the initial subscriptions to these databases.
- The Norco College Library has also requested the initial funding of databases to support equity and ethnic studies programs through equity or other categorical funding.

What are your plans/goals (3-year) regarding this goal?

Over the next three years, the Norco College Library will:

- Work toward a stable and consistent budget augmentation to Department Funds to support library databases on an ongoing basis taking into consideration the 5% yearly increase in subscription costs
- Increase communication with administration on the status and funding structure for library database subscriptions.
- Collaborate with discipline faculty to ensure electronic databases are used to support instruction, customized whenever possible to meet their needs, and supported through resource requests in program review.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Evidence in support of this goal includes:

- Database invoices generated through Consortia Manager for new databases
- Database evaluations conducted via email by Norco College librarians
- Discussions about the need to continue database subscriptions upon returning to campus in Fall 2021 as documented in the Safe Return Task Force: Academic Support Services Reopening Spreadsheet

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

Program Review Part 2

2021 - 2024

Curriculum

Are all your courses current (within four years)?

Yes

What percentage of your courses are out of date?

0%

If you have courses that are not current, are they in the curriculum process?

N/A

For out of date courses that are not already in progress of updating, what is your plan?

N/A

Do you have proposals in progress for all the DE courses you intend to file?

No

Do you require help to get your courses up to date?

No

Program Review Reflections

What would make program review meaningful and relevant for your unit?

- We appreciate when program review requests for the library are filled

What questions do we need to ask to understand your program plans, goals, needs?

- Questions about service area outcomes would be helpful for the library

What types of data do you need to support your program plans, goals, needs?

- Please continue to provide success and retention data for the library 1 course

If there are any supporting documents you would like to attach, please attach them here.

Resource Requests

2021 - 2024

What resources do we already have?

Library databases for conducting research in a variety of disciplines to support courses across the spectrum of modalities.

What resources do you need?

Operational budget augmentation to provide ongoing support for database subscriptions licensed during the pandemic in response to requests by faculty for additional electronic resources to support online instruction. These databases include JoVE (animated concept videos and live video lab demonstrations), Research Companion (learning modules for conducting scholarly research), APA PsycInfo (behavioral and social science research), Films on Demand Master Academic Collection (full educational videos and clips), and Feature Films for Education (feature films used for instructional purposes) that were supported with limited one-time CARES Act and HEERF funding in 2019/2020 and 2020/2021.

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3,EMP Goal 7,EMP Goal 12

\$ Amount Requested

42,750

Resource Type

ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)

General Fund,Lottery Instructional Supplies

The evidence to support this request can be found in:

Data Review,Program Review: Part 1

This request for my area is Priority #:

4

2021 - 2024

What resources do we already have?

The library currently has two full-time library faculty and four part-time librarians that serve the College with 7,976.93 total student FTES (2019-2020, CCCC Datamart FTES Summary Report).

What resources do you need?

The library needs a new full-time faculty position in the form of an Instructional Design Librarian, who will support the library's information literacy initiatives through a lens of equity and inclusion. Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for numbers of library faculty based on student FTES. According to that formula a college with an FTES of 8,000 FTES should have 5.5 full-time librarians. In addition to falling below the Title 5 staffing standards, systemic changes at the state and local level have resulted in additional responsibilities for the library faculty. These changes include the adoption of a statewide Library Services Platform managed locally at the College, the implementation of Guided Pathways, and the increase in Open Educational Resources (OER) adoption and use. Moreover, the College's transition to online only instruction due to COVID-19 led to the expansion of the library's electronic collections and online reference services via chat, which will need to be sustained when the College reopens in Fall Semester 2021. The Instructional Design Librarian will support the library's efforts in the area of information literacy instruction, Open Educational

Resource Requests

Resources (OER), embedded librarianship, and technology-mediated instruction through Canvas, ConferZoom, and other technology tools.

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3,EMP Goal 9

\$ Amount Requested

178,392

Resource Type

FACULTY: New Full time Faculty (Associate faculty requested through Dept. Chair and Dean)

Potential Funding Source(s)

General Fund

The evidence to support this request can be found in:

Data Review,Program Review: Part 1

This request for my area is Priority #:

1

2021 - 2024

What resources do we already have?

The library currently has two full-time library faculty and four part-time librarians that serve the College with 7,976.93 total student FTES (2019-2020, CCCC Datamart FTES Summary Report).

What resources do you need?

The library needs a new full-time faculty position in the form of an Outreach Librarian to improve communication about library resources and services with internal constituents as well as external groups. Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for numbers of library faculty based on student FTES. According to that formula a college with an FTES of 8,000 FTES should have 5.5 full-time librarians. In addition to falling below the Title 5 staffing standards, systemic changes at the state and local level have resulted in additional responsibilities for the library faculty. These changes include the adoption of a statewide Library Services Platform managed locally at the College, the implementation of Guided Pathways, and the increase in Open Educational Resources (OER) adoption/use. Moreover, the College's transition to online only instruction due to COVID-19 led to the expansion of the library's electronic collections and online reference services via chat, which will need to be sustained when the College reopens in Fall Semester 2021. The Outreach Librarian's primary responsibilities would relate to marketing and promoting communication about library resources and services in person, in print, and online through social media.

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3,EMP Goal 4,EMP Goal 6,EMP Goal 9

\$ Amount Requested

178,392

Resource Type

FACULTY: New Full time Faculty (Associate faculty requested through Dept. Chair and Dean)

Potential Funding Source(s)

General Fund

The evidence to support this request can be found in:

Program Review: Part 1

Resource Requests

This request for my area is Priority #:

2

2021 - 2024

What resources do we already have?

Prior to the closure of the library due to COVID-19, students were required to physically come into the library building to check out books and other resources during normal operating hours. During the pandemic, the library provided students with the opportunity to request available resources online which they could pickup on a designated day at a designated time.

What resources do you need?

The library is requesting contact-less, automated library lockers that increase access to library resources for students who cannot come to the library during normal hours due to work, family, or transportation challenges. Library lockers would provide 24/7 access to materials, allowing students to pick up physical materials they have requested using the library catalog, OneSearch. Providing flexible access to library resources would allow the library to address inequitable access as studies have shown that students of color are more likely to attend college part-time, work transitory jobs or late shifts, have financial dependents, and experience stressful life events and transportation challenges (Harris & Wood, CORA Teaching Men of Color in the Community College). This request may be supported through HEERF funding.

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3,EMP Goal 7

\$ Amount Requested

35,000

Resource Type

ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)

Lottery Instructional Supplies,Other/None

The evidence to support this request can be found in:

Program Review: Part 1

This request for my area is Priority #:

5

2021 - 2024

What resources do we already have?

Currently library patrons must wait in line at the circulation desk to speak with a library staff member to checkout materials.

What resources do you need?

The library would like to purchase mobile checkout software and a contact-less, self-service kiosk that would allow students to skip the lines and checkout materials and pay fines using either the self-service station or their phone. These resources would allow the library to improve accessibility and customer service by reducing wait times and providing convenience to students, especially those who have limited time. This request could potentially be supported through HEERF funding.

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3,EMP Goal 7

Resource Requests

\$ Amount Requested

20,000

Resource Type

ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)

Instructional Equipment Allocation, Lottery Instructional Supplies, Other/None

The evidence to support this request can be found in:

Program Review: Part 1

This request for my area is Priority #:

7

2021 - 2024

What resources do we already have?

Existing library databases may include general resources to support equity and ethnic studies research. The only specialized electronic resource the library currently provides in this category is the Violence and Gender eJournal.

What resources do you need?

Funds to acquire and provide ongoing budgetary support for a new database subscription to the ProQuest Diversity Collection Bundle which includes Ethnic NewsWatch, Alt-Press Watch, and Gender Watch. These databases provide electronic resources through the lens of diverse populations, which would support instruction overall and would specifically support newly-developed ethnic studies programs. These databases could be supported through equity funding.

Request related to EMP goal or Assessment?

EMP Goal 2, EMP Goal 3, EMP Goal 7, EMP Goal 12

\$ Amount Requested

9,818.55

Resource Type

ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)

Lottery Instructional Supplies, Equity, General Fund

The evidence to support this request can be found in:

Data Review, Program Review: Part 1

This request for my area is Priority #:

6

2021 - 2024

What resources do we already have?

The Library currently employs part-time associate faculty librarians to assist the two-full time library faculty with reference coverage, LIB-1 instruction, collection development (especially as it relates to open educational resources and electronic resources), library displays, and research guide (LibGuides) development.

Resource Requests

What resources do you need?

Operational budget augmentation to provide ongoing funding to allow the library to continue to staff online reference instruction via chat in addition to in-person reference following the return to campus in Fall Semester 2021.

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 9

\$ Amount Requested

86,338

Resource Type

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Potential Funding Source(s)

General Fund

The evidence to support this request can be found in:

Program Review: Part 1

This request for my area is Priority #:

3

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review

Yes

- CCC Library Services Pla...
- Systemwide Impleme
- Logistics/Scheduling/
- Vanguard Phase
- Work Groups
- Alma & Primo Project
- LSP Fact Sheet - Dece
- 2/1 Kick-off Materials
- LSP in the Press
- Migration Resources
- Vanguard Status Rep
- Current Employment/
- Historical Project Info
- ELUNA and NERS Inf
- Central Discover Inde
- Ongoing Funding
- Wednesday Webinar
- Reducing Bibliograph

CCC Library Services Pla...

Wednesday Webinar Series

Created by Jeffrey Carlson
Last updated: May 19, 2021 by Caroline Siny - 5 min read

The CCLC Library Consortium hosts weekly webinars each Wednesday at 11:00 am. Various topics will be presented by a variety of experts within our system, including LSP Workgroup members.

Connection info

Webinars are held via Zoom. [Add to your calendar \(.ics file\)](#)

Join from PC, Mac, Linux, IOS or Android Password: 718159

Connect by Phone:

Expand to see your options

Webinars

Links to recordings and supplementary materials will be added as they become available.

Date	Topic	Presenter(s)
May 19, 2021	Last Wednesday Webinar for 2020/21. We will be back with new programming in the Fall 2021.	Amy Beadle (Consortium Director, Community College League of California), Gregg Atkins (Council of Chief Librarians, Executive Director), Pawel Szponar (Interim)
	Update on LSP funding, a look back at the program and a look	

Library & Learning Resources

- Library & Learning Resources
- Learning Resource Center
- Library
- Lynda.com
- Office of Instruction
- Student Laptop/HotSpot Loan Program
- Supplemental Instruction
- Tutoring Services
- Academic Affairs (Home)

Student Laptop/HotSpot Loan Program

Students: Do you need internet for your Spring classes? Click on one or both of the links below. If you are interested in requesting a **WiFi hotspot**, please click on the link below:

[Hotspot Request Form](#)



If you are interested in also requesting a **laptop**, please click on the link below:

[Laptop Request Form](#)

Students requesting a laptop and/or hotspot will be able to borrow a laptop/hotspot for the Spring 2021 academic term, provided that they are enrolled at Norco College/Riverside Community College District for each term. If a student completely withdraws or transfers, they must return the laptop and/or hotspot within 30 days. Students must return the item with all parts. The student is responsible for paying the replacement cost for the part (see table below).


Item Type	Replacement Cost
Hotspot	varies
Hotspot Charger	\$10
Laptop	varies (\$500 - \$1700)
Laptop Adapter	\$30

By completing and submitting the form, you understand that you are requesting to borrow a laptop and/or hotspot and agree to the terms stated above. Once the form is completed and approved, you will receive an email confirmation with the date and time for pickup. **DO NOT** pick the item until

Library Partners: @ Wilfred J. Airey Library


What is a Library Partner?



Library Partners of the Wilfred J. Airey Library is an advocacy group that exists to promote and financially support the resources, services, programs and needs of the Norco College Academic Library. Library Partners are encouraged to contribute an annual donation to the library and also volunteer to help with library-related events, activities, operations, and initiatives. Library Partners promote an appreciation of and an interest in the library throughout the college and community, and serve to demonstrate the overall value of libraries, books, and reading.

How do I become a Library Partner?

Your tax-deductible donation helps support library programs and services for students.



Annual Partners Fees:

- Students \$10
- Seniors (55+) \$15
- Individual \$25
- Family \$50
- Corporate \$250

Partner Benefits may include:

Can I volunteer?

As a Partner Volunteer, you will be helping our library and giving back to your community. It's also a great way to make new friends and have fun working library events.

As a volunteer, you can:

- Organize book sales and fundraisers
- Promote library services and resources
- Assist with library-sponsored events
- Attend meetings and retreats
- Recruit new Library Partners

Apply to be a Library Partner

Click the link below to download and print your Norco College Library Partners Application Brochure

- [Library Partners Application Brochure](#)


Do you love books, libraries & poetry?

If the answer is YES....

Join the Norco College Library Partners today!

As a Library Partner, your commitment and donation helps to support:

- Library events including Read 2 Succeed, Celebrate Books & Libraries, and Poetry Performances



§ 58724. Tables of Minimum Standards for Libraries and Media Centers.
5 CAADC § 58724
BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations [Currentness](#)

Title 5. Education
Division 6. California Community Colleges
Chapter 9. Fiscal Support
Subchapter 8. Community College General Apportionment Funding
Article 3. Credit Instructional Services

5 CCR § 58724

§ 58724. Tables of Minimum Standards for Libraries and Media Centers.

(a) Table 1 consists of ALA/ACRL-AECT described minimum standards for libraries as follows:

[Image 1 within § 58724. Tables of Minimum Standards for Libraries and Media Centers.](#)

(b) Table 2 consists of ALA/ACRL-AECT described minimum standards for media centers as follows:

[Image 2 within § 58724. Tables of Minimum Standards for Libraries and Media Centers.](#)

Note: Authority cited: Sections 66700, 70901 and 84750, Education Code. Reference: Section 84750, Education Code.

HISTORY

1. New section filed 5-29-91 and submitted to OAL 6-3-91 for printing only pursuant to Education Code section 70901.5; operative 6-30-91 (Register 91, No. 28).

This database is current through 6/4/21 Register 2021, No. 23

5 CCR § 58724, 5 CAADC § 58724

END OF DOCUMENT

[Documents In Sequence](#)

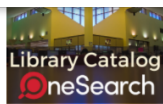
The screenshot shows the website for Wilfred J. Airey Library at Norco College. The header includes the college name and library title. Below the header, there are navigation links for 'Research & Help' and 'Get Started'. A main section titled 'Get Questions? Doing Research? Ask a Librarian' features a photo of a library interior and text encouraging users to seek assistance. To the right, there are three columns of links to various research guides, including 'Research Basics', 'Citation Help', and 'Subject Guides'. A '24/7 Chat with a Librarian' button is also visible. At the bottom, there is a footer with contact information and a 'Log In / Library Report a problem' link.

Guides? Ask a Librarian

Library Home:



Description: Articles, newspapers, books & more for Norco College Student and Staff. Find Books. To look for eBooks only, use our Complete EBSCO eBooks Collection.



Summer 2021 Semester

Due to COVID-19, the library is closed until Fall 2021.

Librarian help is available 24/7 via Chat or Email.

Books and textbooks from the library can be returned to the blue book drop on Mustang Circle. (Directions)

Request a Laptop or WiFi Hotspot

To request a textbook for an ECE (Early Childhood Education) or ADJ (Administration of Justice) course, please click HERE.

Chat with a Librarian Now

Name, Your Email, Your ID#, What's your Question? Start Chat

Contact Us

24/7 Chat with a Librarian

Email Us

Search Our FAQ

Online Resources

- OER, Library Partners, What We Have, Wilfred J. Airey



Last updated: Jun 21, 2021 12:01 PM | URL: https://norcolibrary.biglib.org/home

Login to LibApps Report a problem.

Questions? Ask a Librarian

Reference Desk

Do you have a question? A librarian is online ready to help.

Chat Now! No Thanks.

Wilfred J. Airey Library Subject Guides Read 2 Succeed Fall 2021

Read 2 Succeed: Fall 2021

Information on current and Past Read 2 Succeed Events.

Fall 2021 About Read 2 Succeed Past Semester Authors

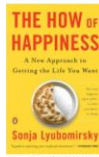


Fall 2021 Featured Authors: Sonja Lyubomirsky



Sonja Lyubomirsky (L.A.B., winner over Nadine, Harvard, PhD, social psychology, Stanford) is Distinguished Professor and Vice Chair of Psychology at the University of California, Riverside, and author of the new of happiness and The myth of happiness, translated in 36 countries. Lyubomirsky's teaching has been recognized with the President of the Year (twice) and Faculty Member of the Year awards. Her research - on the possibility of actually increasing happiness via gratitude, kindness, and connection interventions - has received many honors, including the Dierker Award for Outstanding Lifetime Contributions in Personality Psychology, the Christopher J. Peterson Distinguished Award, the Distinguished Researcher Award, and a National Psychology Award. Lyubomirsky lives in Santa Monica, California, with her family.

Event Dates: COMING SOON!



The How of Happiness by Sonja Lyubomirsky

ISBN: 07094114598 Publication Date: 2010. A limited number of editions are available through the library. Contact Damon Nance to secure your copy today!

Drawing on her own groundbreaking research with thousands of men and women, research psychologist and University of California professor of psychology Sonja Lyubomirsky has pioneered a practical yet easy-to-implement plan to increase happiness in our everyday lives in the present moment and over the long term. The How of Happiness is a different kind of happiness book, one that offers a comprehensive guide to understanding what happiness is, and how, and what can be done to bring us all closer to the happy life we envision for ourselves. Living more than a dozen empirically formulated happiness-increasing strategies, The How of Happiness offers a new and potentially life-changing way to understand our innate potential for joy and happiness as well as our ability to sustain it in our lives.

Beginning with a short diagnostic quiz that helps you to first quantify, and then to understand what she describes as your "happiness set point," Lyubomirsky reveals that this set point determines just 50 percent of happiness while a mere 10 percent can be attributed to differences in life circumstances or situations. This leaves a starting, and startingly underdeveloped, 40 percent of our capacity for happiness within our power to change!

Lyubomirsky's happiness strategies introduce you to the concept of intentional activities, mindful actions that you can use to achieve a happier life. These include exercises in practicing optimism when imagining the future, attention to how best to spend time a pleasure in the here and now, and a thoroughgoing explanation of the importance of staying active to bring happy-making you find the right fit between the goals you set and the activities you suggest. Lyubomirsky also helps you understand the many obstacles to happiness as well as how to harness individual strengths to overcome them. Always emphasizing how much of our happiness is within our control, Lyubomirsky addresses the "scientific how" of her happiness research, demystifying the many myths that unnecessarily complicate its pursuit. Unlike those of many self-help books, all her recommendations are supported by scientific research. The How of Happiness is both a powerful contribution to the field of positive psychology and a gift to all those who have questioned their own well-being and sought to take their happiness into their own hands.

Contact Amy Fudge at the Norco College Bookstore if you would like to make this a text for your course to coincide with the college-wide read!

Last updated: Jun 16, 2021 5:34 PM | URL: https://norcolibrary.biglib.org/subject

Login to LibApps Report a problem.

Library & Learning Resource Center Advisory Committee

Library & Learning Resource Center Advisory Committee

Meeting Schedule

Committee Members

Supporting Documents

Archived Agendas & Minutes

College Committees (Home)

Library & Learning Resource Center Advisory Committee

The Library & Learning Resource Center Advisory Committee, a standing committee of the Academic Senate, serves as an active and collaborative forum to foster strategic planning, student success, and sustained continuous improvement of the academic support services in the Library and Learning Resource Center through recommendations, in order to uphold the overall mission of Norco College.

Contact:

Vivian Harris
Faculty Chair
(951) 739-7852
[Send Email](#)

Damon Nance
Administrative Facilitator
(951) 372-7041
[Send Email](#)

NORCO COLLEGE WILFRED J. AIREY LIBRARY

Wilfred J. Airey Library | Subject Guides | Electronic Textbooks | Available Online

Electronic Textbooks: Available Online

Check back often, as textbooks are added to the list regularly.

If a textbook is in our eBook Collection, you will need to login with your RCCD email address.

*Confirm with your instructor that you're using the correct version of the online textbook for your class.

Discipline	Course	Title	Link	Discipline	Course	Title	Link
ANT	1	Race, Monogamy, & Other Lies They Told You	Permatext	HES	6	The American Y&YVP	Permatext
BIO	1	Biology	Permatext	14	Narrative of the Life of Frederick Douglass	Permatext	Permatext
	45	Mader's Understanding Anatomy & Human Physiology	Permatext	31	Mexicans in the Making of America	Permatext	Permatext
EAR	45	Anatomy & Physiology	Permatext	HUM	35	A Common Faith	Permatext
	25	Roots & Wings	Permatext	35	Dialogues Concerning Natural Religion	Permatext	Permatext
ENG	48	Building Blocks for Teaching Preschoolers with Special Needs	Permatext	MAT	10	Pre-Calculus	Permatext
	1A	A Question of Freedom: A Memoir of Learning, Survival, and Coming of Age in Prison	Permatext	11	College Algebra - 7th edition (Blitzer)	Permatext	Permatext
1B	Candide	Permatext	12	Introductory Statistics	Permatext	Permatext	
1B	Frankenstein	Permatext	PHI	10	Discourse on the Method And, Meditations on First Philosophy	Permatext	Permatext
1B	Hamlet	Permatext	10	The Republic	Permatext	Permatext	
1B	Lysistrata	Permatext	12	Being Good: A Short Introduction to Ethics	Permatext	Permatext	
1B	Macbeth	Permatext	POL	1	American Government	Permatext	Permatext
1B	The Merchant of Venice	Permatext	1	Fit to be Citizens? Public Health and Race in Los Angeles, 1879-1939	Permatext	Permatext	
1B	Songs of Innocence and Experience	Permatext	2	Maneuvers: The International Politics of Militarizing Women's Lives	Permatext	Permatext	
1B	Strange Case of Dr. Jekyll & Mr. Hyde	Permatext	PSY	1	Psychology	Permatext	Permatext
8	The World of Myths: An Anthology	Permatext	2	Upward Spiral	Permatext	Permatext	



You are here : Data Mart > Students > FTES Summary

Full Time Equivalent Students (FTES) Summary Report - Parameter Selection Area

Select State-District-College: **Collegewide Search** | Select District-College: **Norco College** | Select Term-Annual Option: **Annual Search** | Select Term: **Annual 2019-2020**

View Report

Please note: Results for terms after Summer 2020 are not currently available on the DataMart due to misinterpretation of data that coincides with variation in college/district submission and verification as a result of the COVID-19 pandemic. The Chancellor's Office is reviewing the processes associated, in consultation with college and district stakeholders, to ensure complete, accurate, verified data are available in a timely manner.

Export To ->

Excel CSV Text

Records Per Page: 10

Simple Layout Advanced Layout

Full Time Equivalent Students (FTES) Summary Report - Data & Format Area

Report Area			
FTES Summary			
Annual 2019-2020			
	Credit FTES	Non-Credit FTES	Total FTES
Norco College	7,952.08	24.85	7,976.93

Report Format Selection Area - Check field to include in the report

TOP Code Level		Course Status
<input type="checkbox"/> District Name	<input type="checkbox"/> Two Digits TOP	<input checked="" type="checkbox"/> Credit & Non-Credit Count
<input checked="" type="checkbox"/> College Name	<input type="checkbox"/> Four Digits TOP	<input type="checkbox"/> Transfer Count
<input type="checkbox"/> Gender	<input type="checkbox"/> Six Digits TOP	<input type="checkbox"/> Basic Skills (Credit & Non-Credit) Count
<input type="checkbox"/> Age Group		<input type="checkbox"/> Vocational Education (Credit & Non-Credit) Count
<input type="checkbox"/> Ethnicity		

[Update Report](#)

NORCO COLLEGE WILFRED J. AIREY LIBRARY

Wilfred J. Airey Library | Subject Guides | Electronic Textbooks | Available Online

Electronic Textbooks: Available Online

Check back often, as textbooks are added to the list regularly.

If a textbook is in our eBook Collection, you will need to login with your RCCCD email address.

*Confirm with your instructor that you're using the correct version of the online textbook for your class.

Discipline	Course	Title	Link	Discipline	Course	Title	Link
ANT	1	Race, Monogamy, & Other Lies They Told You	Permalink	HIS	6	The American YAWP	Permalink
BIO	1	Biology	Permalink		14	Narrative of the Life of Frederick Douglass	Permalink
	45	Mader's Understanding Anatomy & Human Physiology	Permalink		31	Mexicans in the Making of America	Permalink
	45	Anatomy & Physiology	Permalink	HUM	35	A Common Faith	Permalink
EAR	25	Roots & Wings	Permalink		35	Dialogues Concerning Natural Religion	Permalink
	46	Building Blocks for Teaching Preschoolers with Special Needs	Permalink	MAT	10	Pre-Calculus	Permalink
ENG	1A	A Question of Freedom: A Memoir of Learning, Survival, and Coming of Age in Prison	Permalink		11	College Algebra - 7th edition (BLCor)	Permalink
	1B	Candide	Permalink		12	Introductory Statistics	Permalink
	1B	Frankenstein	Permalink	PHI	10	Discourse on the Method, And, Meditations on First Philosophy	Permalink
	1B	Hamlet	Permalink		10	The Republic	Permalink
	1B	Lysistrata	Permalink		12	Being Good: A Short Introduction to Ethics	Permalink
	1B	Macbeth	Permalink	POL	1	American Government	Permalink
	1B	The Merchant of Venice	Permalink		1	Fit to Be Citizens? Public Health and Race in Los Angeles, 1879-1939	Permalink
	1B	Songs of Innocence and Experience	Permalink		2	Maneuvers: The International Politics of Militarizing Women's Lives	Permalink
	1B	Strange Case of Dr. Jekyll & Mr. Hyde	Permalink	PSY	1	Psychology	Permalink
	8	The World of Myth: An Anthology	Permalink		2	Upward Spiral	Permalink



Wilfred J. Airey Library | Subject Guides | Lifting Black Voices | Black Lives Matter

Lifting Black Voices: Black Lives Matter

Black Lives Matter | Black Minds Matter | Race Matters | Police Brutality Matters | Racial Justice Task Force



Ebooks & Ebooks

- Black Lives Matter** by Laurie Collier Hillstrom
Call Number: 819.119 .H918 2018
ISBN: 9781440050701
Publication Date: 2018-08-07
Provides an overview of the Black Lives Matter movement, from its emergence in response to the police-involved deaths of unarmed black people to its development as a force for social justice in America.
- Making All Black Lives Matter** by Barbara Ransby
Call Number: 819.119 .R26 2018
ISBN: 9602502719
Publication Date: 2018-08-28
From the perspective of a participant-observer, Ransby maps the movement, profiles many of its lesser-known leaders, measures its impact, outlines its challenges, and looks toward its future.
- Black Lives Matter and Music** by Fernando Oquendo, Stephanie Shonken, Frank N. Wilcoxon, Langston Coles Wilkins, Alison Moran
ISBN: 9780253058428
Publication Date: 2018-08-15
Examine how we teach, conduct research, and ultimately, how we should think about the ways that Black struggle, liberation, and identity have evolved in the United States and around the world.
- Black Lives Matter** by Duchess Harris
ISBN: 9781021139495
Publication Date: 2017-12-15
Examines police shootings that fueled the movement, events that led up to racial tensions in the United States, and asks the movement has set for the future.
- Real Role Models** by Leah Spearman, Louie, Jr. Pearson
ISBN: 9780250718508
Publication Date: 2018-02-01
Introduce high school and college-age African Americans to twenty-three black professionals who have achieved a high level of success in their chosen fields and who tell their stories to inspire young people to pursue a professional career and do the work necessary to advance their dreams.



Wilfred J. Airey Library | Subject Guides | A-Z Databases

A-Z Databases

Find the best library databases for your research

All Subjects | All Database Types

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

38 Databases found | Clear Filters/Reset All Databases

A

- Academic Search Complete** [View](#) [Info](#)

Access to peer-reviewed journals, magazines and news, along with a wide variety of subjects. This is a good place to start when looking for scholarly articles.
- All Health Watch** [View](#) [Info](#)

Hundreds of pamphlets, booklets, special reports, original research, and book excerpts about complementary and alternative medicine.
- America: History & Life with Full Text** [View](#) [Info](#)

History and culture of the United States and Canada, from prehistory to the present to hundreds of full-text history journals and books.
- ARTstor** [View](#) [Info](#)

Online over 1.5 million high-quality images of art from around the world.

Covers wide range of types of paintings, sculpture, photography, decorative arts, etc., from ancient times to the present.

B

- Business Source Premier** [View](#) [Info](#)

Covers various aspects of business including accounting, finance, economics, industry profiles, market research reports, marketing, management, management information systems, operations management, product research, and SBCOT services.

C

- Communication & Mass Media Complete** [View](#) [Info](#)

Provides full-text, indexing and abstracts for many top communication journals covering all related disciplines, including media studies, linguistics, rhetoric and discourse.
- Country Watch** [View](#) [Info](#)

Provides country specific geopolitical intelligence watchlists.

E

- eBook Collection (Complete)** [View](#) [Info](#)

Search SBCOT the eBook Collection and Academic eBook Collection at the same time.

Need help? Ask us!

- 24/7 Chat with a Librarian
- Email Us
- Search Our FAQ

Popular Databases

The most frequently-used databases

- Academic Search Complete** [View](#) [Info](#)

Access to peer-reviewed journals, magazines and news, along with a wide variety of subjects. This is a good place to start when looking for scholarly articles.
- eBook Collection (Complete)** [View](#) [Info](#)

Search SBCOT the eBook Collection and Academic eBook Collection at the same time.
- Gate Virtual Reference Library (GVRL)** [View](#) [Info](#)

Thousands of encyclopedias and other reference text articles coverage for a wide variety of subjects. Includes primary sources, including speeches, and historical documents.
- JSTOR** [View](#) [Info](#)

Digital library of open (not current) peer-reviewed academic journals, books, and primary sources.
- Opposing Viewpoints in Context** [View](#) [Info](#)

Provides information about controversial environmental issues, news and commentary, political science, and other issues in academic journals, blogs, magazines, newspapers, opinion, primary source documents, statistics, videos, reports, articles, and websites.

New / Trial Databases

The following databases are newly acquired or being evaluated for a future subscription.

- ARTstor** [View](#) [Info](#)

Online over 1.5 million high-quality images of art from around the world.

[Request a Librarian](#)

J **NEW LIBRARY LEARNING RESOURCE CENTER AND STUDENT CENTER RECONSTRUCTION**

K

L

M

OS2

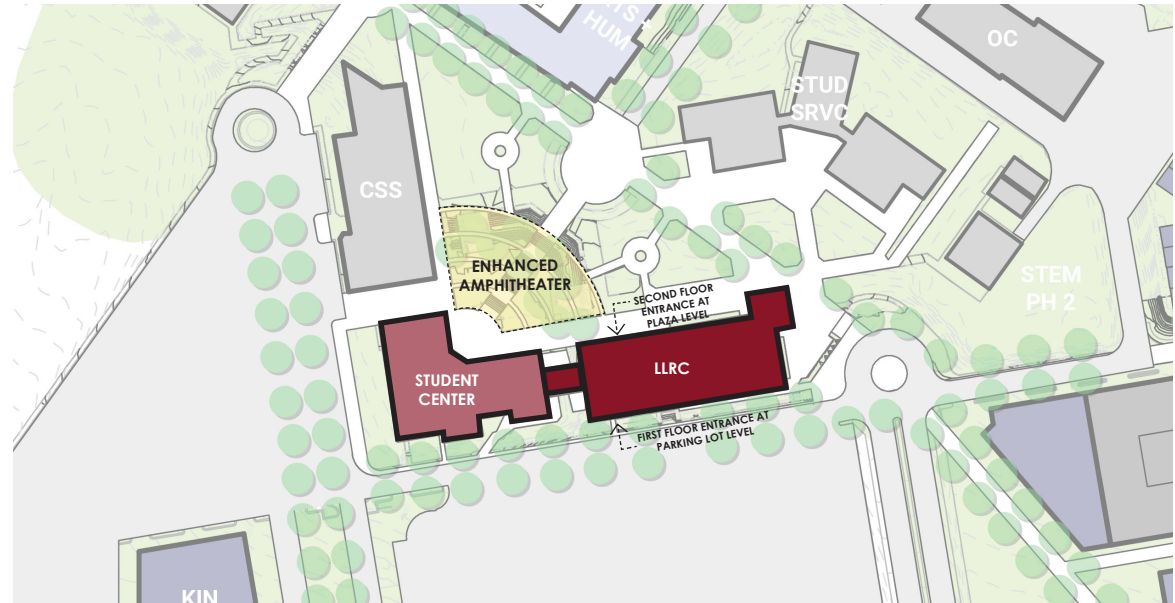
Size: 45,000 ASF, 75,000 GSF (New Construction)

19,560 ASF, 30,740 GSF (Reconstruction)

Program: Library, Study, Academic Resource Center, Dining, Student Focused Space

Total Project Cost*: \$63.1M

Project Description: Construction of the new Library Learning Resource Center will expand much needed library and academic support space on the campus. The existing Student Services and CRC buildings will be demolished to accommodate the new LLRC expansion. (Programs within those buildings will be relocated into STEM Phase 1, the Welcome Center, and the Liner Building earlier in Phase 01.) The new LLRC building will be three stories, and to aid in accessibility, the building will have internal circulation patterns that bridge from the lower parking level to the plaza level, eliminating the need for large outdoor ramps.

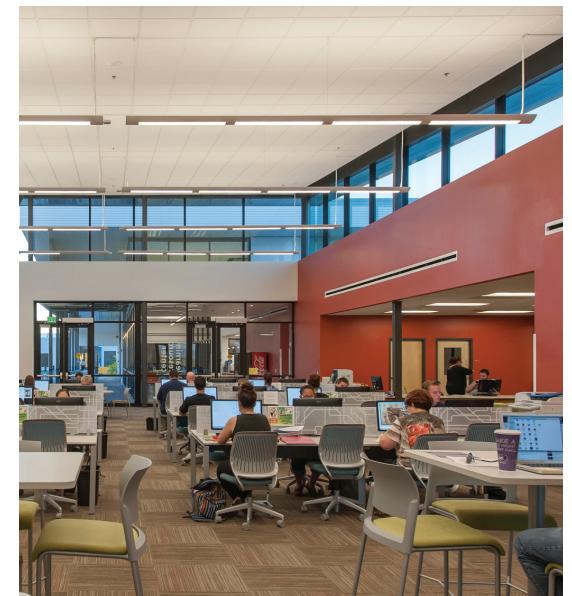


The construction of the new LLRC will occur while the existing Library is still online and supporting the campus. Once the new LLRC is complete, the existing Library will be renovated into a Student Center and house student-focused space such as dining, meeting rooms, and informal collaboration spaces. A pedestrian bridge will connect the two structures.

Open Space and Infrastructure: The existing concrete amphitheater will become an enhanced campus plaza.

Related Projects:

- » Demolition of CRC, Student Services Building, Bookstore, and Bungalows



** Includes soft costs and escalation*

BFPC
Business & Facilities Planning Council
Tuesday, April 6, 2021
11:15am-12:45pm
Zoom

DRAFT

MINUTES

Present: Michael Collins, Steve Marshall, Esmeralda Abejar, Courtney Buchanan, Dan Lambros, Kaneesha Tarrant, Sam Lee, Kimberly Bell, Ashley Etchison, Andy Aldasoro, Mike Angeles

Guests: Justin Czerniak, Jim McMahon, Ana Molina, Alice Montemayor, Carla Phillips, John Alpay, Gustavo Ocegüera, Alex Zadeh, Laurie McQuay-Peniger, Maria Romero-Tang, Greg Ferrer, Lisa Hernandez

1. Welcome – Dr. Collins
2. Public Comments
 - None reported
3. Approval of Meeting Minutes from March 9, 2021
 - Motion to approve made by: Steve Marshall
 - Seconded by: Kimberly Bell
 - Abstentions: 0
 - Motion passes
4. 2021/2022 New Strategic Planning Charter Review - Dr. Collins
 - Resources Council Draft Charter (Handout)
 - Committee was verbally provided the change from BFPC to Resource Council effective Fall 2021.
 - The draft was then reviewed and discussed

PURPOSE:

The Resources Council (RC) (Formerly BFPC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to human, physical, technology, and financial resources. The RC provides leadership and retains responsibility for ACCJC Standard III, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The RC makes recommendations to the College Council and the Vice President of Business Services.

CHARGE:

The Resources Council (RC) is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below. Operational items are to be handled at the departmental, task force, project team, or work group level often determined by job title or functional area of responsibility.

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- Objective 9.1 - Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.
- Objective 10.1 - Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college
- Objective 10.2 - Develop and maintain Facilities Master Plan
- Objective 10.3 - Build out funded projects
- Objective 10.4 - Finish Veterans Resource Center Phase 1 by Spring 2021
- Objective 10.5 - By Fall 2020, open Early Childhood Education Center
- Objective 10.6 - Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability.
- Objective 10.7 - Build 2nd access road
- Objective 10.8 - Explore and pursue land acquisition adjacent to college property
- Objective 10.9 - Develop and start implementing sustainable campus
- Objective 10.10 - Design spaces that intentionally build community
- Objective 10.11 - Install immediate/temporary facilities to address current capacity needs by summer 2021.
- Objective 10.12 - Enhance transportation infrastructure
- Objective 10.13 - Develop and implement plans for off-campus facilities for instructional purposes

GUIDING PRINCIPLES AND ASSUMPTIONS:

Accreditation Standards guiding the Resources Council are:

- Standard IA, B, C
- Standard IIIA, B, C, D
- Standard III.A.9
- Standard IVA

SCOPE:

1. Annually review proposed college budget, including components for the development of the adopted budget, and ensure alignment with the mission, goals, and objectives of the college's Strategic and Education Master Plans.
2. Annually review the district Budget Allocation Model and provide recommendations for continuous improvement.
3. Recommend and monitor long-range fiscal plan with consideration of priorities consistent with district and college planning. (Multi-year projections, contingency reserves).
4. Reviews State and Federal legislation for local budget impact.
5. Reviews general fund revenues and expenditures on a quarterly basis.
6. Communicate, through its members, with the college community on fiscal and physical resource issues and recommendations
7. Prioritize annual resource requests for Business Services operational area
8. Oversee the development of the College's Safety and Emergency Preparedness Master Plan, and review of the District's Safety and Emergency Preparedness Master Plan every three years.
9. Oversee the development of the College's Technology Master Plan, and review of the District's Technology Master Plan every three years.
10. Support the implementation of the Facilities Master Plan

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11. Review the financial, human resource, and facilities impact of potential grant and college development opportunities
 12. Receive reports from Business Services operational areas
- In mid-spring of each academic year, the Resources Council will participate separately in dialogue sessions to 1) self-evaluate the effectiveness of their planning and decision-making processes through the Survey of Effectiveness, 2) self-report on EMP objective progress and appropriate objective assignment, and 3) self-assess the completion of their charter's
 - There is no associated budget with the Council's charge.

MEMBERSHIP:

The Resources Council will be comprised of 13 members inclusive of representatives of all primary constituency groups and assigned or appointed by their respective representative bodies OR defined membership based upon expertise, title, functional area of responsibility, etc.

- Voting members consist of all members.
- All Leadership Councils should have three co-chairs (faculty, classified professional, administration). It is recommended that chairs are limited to serving a maximum of two, two-year terms unless there is no other candidate qualified to take the position. This is to facilitate broad participation, the rotation of ideas/perspectives, and to broaden leadership development opportunities.
- Vice President Business Services – Administrator
- Administrator with oversight of Grants Development & Administration – Administrator
- Administrator with oversight of Facilities – Administrator
- Administrator with oversight of Bus Services – Administrator
- Administrator with oversight of Police – Administrator
- Academic Senate Representative – Faculty
- STEM Faculty Representative – Faculty
- Coordinator, Student Activities – Faculty
- Representative with knowledge/experience in area of grants, categorical funding, or financial accounts and budgets – Classified Professional
- Representative with knowledge/experience in area of safety and emergency planning, physical resources, or operations – Classified Professional
- Representative with knowledge/experience in area of technology – Classified Professional
- ASNC Representative – Student
- ASNC alternative (non-voting) – Student

ROLES OF MEMBERSHIP:

The co-chairs are accountable to Resources Council to ensure continuity of dialogue between governance tiers. Co-Chairs are responsible for preparing agenda and facilitating meetings of the Resources Council based on best practices and guidelines for effective facilitation.

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the Resources Council that can help to achieve the Resources Council charter deliverables (and relevant strategic charge). Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the Resources Council. While

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representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with Resources Council peers with the intention of finding consensus on all issues that come before the Resources Council.

- A co-chair (or a designated delegate) shall prepare a brief summary of each Council meeting and send it to the College community within 24 hours of the meeting to fulfill transparent communication reporting.
- The co-chairs, and members of this governance entity will adhere to meeting and governance best practices as follows:

Meeting agendas are issued in advance of meeting times. Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward. Minutes are taken to record the groups progress.

MEMBERS ENDEAVOR TO:

- appropriately prepare for meetings based on the meeting agenda.
- arrive promptly and stay for the duration of entire meetings.
- participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.
- welcome all ideas, interests and objectives that are within the scope of the charter.
- actively listen to engage in respectful and constructive dialogue.
- work with a spirit of cooperation and compromise leading to authentic collaboration.
- move forward once a consensus-based decision has been made.
- continue to progress with the members who are present at each meeting.
- follow through on tasks that are committed to outside of scheduled meetings.

Note: a request was made for clarification needed on STEM Faculty Representative vs. Academic Senate Chair of Chairs position listed – Dr. Collins will follow up with Dr. Lee, Courtney Buchanan, Kimberly Bell, and Academic Senate/Q. Bemiller, in regards to this issue.

TENTATIVE MEETING TIME/SCHEDULE:

The Resources Council meets monthly on the fourth Thursday, of the month at 12:50pm to 1:50pm, with Zoom options, for Fall and Spring Terms. Contact the co-chairs to place an item on future agendas.

- A discussion was had regarding faculty appointments to the RC, ensuring that the faculty DBAC appointee also sits on the RC. Dr. Collins noted he will engage Dr. Bemiller and Dr. Fleming, along with the faculty members of BFPC to clarify the faculty membership. A concern was also brought up by a faculty member inquiring the reason for specifically including a STEM faculty member on the RC. Again, Dr. Collins will follow up with Academic Senate leadership for clarification.
- A motion was made to forward the new Resources Council charter recommendation to ISPC for approval and Fall 2021 implementation was made by Courtney Buchanan.

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- Seconded by Jim Thomas
 - Abstentions – 0
 - Objections - 0
 - Motion carried
- Grants Advisory Panel Charter Draft Review - Postponed
 - Will not be reviewed at this time until the Resources Council Charter has been approved and implemented.
 - Review draft charge and responsibilities of charter possibly at May BFPC meeting
 - Safety Workgroup Charter Draft Review - Postponed
 - Will not be reviewed at this time until the Resources Council Charter has been approved and implemented.
 - Review draft charge and responsibilities of charter possibly at May BFPC meeting
 - Technology Committee Charter Draft Review
 - Will not be reviewed at this time until the Resources Council Charter has been approved and implemented.
 - Review draft charge and responsibilities of charter possibly at May BFPC meeting

5. Budget Update – Esmeralda Abejar (Presentation)

- Budget Allocation Model (BAM) Update:
 - The revised Budget Allocation Model was developed to allocate resources around the following core principles: Fair, Equitable, Transparent
 - DBAC is still working on developing a formula to be applied to “Unique” programs in order to control for inefficient programs and costs that are not considered to be extraordinary.
 - Significant work has been undertaken by NC Budget Office to analyze NC “unique” programs, and understand cost drivers associated with the programs.
- CARES II & III/HEERF Update as of 3/22/21:

All RCCD colleges are currently developing budget & expenditure plans for HEERF II and ARP funds							
Coronavirus Response and Relief Supplemental Appropriations Act, 2021							
Higher Education Emergency Relief Fund: Simulated Distribution (HEERF II) Provided Under Section 314(a)(1)							
Funding	District Allocation	Norco Allocation	Actual Expenses as of 3.22.21	Encumbrances	Pending PRs	Balance	Expiration
Minimum amount for student grants	9,018,216.00	1,761,528.00	537,472.00			1,224,056.00	January, 2022
Supplemental Appropriation	33,475,543.00	6,660,149.00				6,660,149.00	January, 2022
Estimated total allocation	42,493,759.00	8,421,677.00	537,472.00			7,884,205.00	

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American Rescue Plan –HEERF III Funding Update as of 3/22/21

American Recovery Act (ARA)							
HEERF III							
Funding	District Allocation	Norco Allocation	Actual Expenses as of 3.22.21	Encumbrances	Pending PRs	Balance	Expiration
Minimum amount for student grants	37,358,000.00	7,446,000.00				7,446,000.00	September 1, 2023
Supplemental Appropriation	37,358,000.00	7,446,000.00				7,446,000.00	September 1, 2023
Estimated total allocation	74,716,000.00	14,892,000.00				14,892,000.00	

Not board approved yet!

American Rescue Plan –HEERF III Funding Cont..

Requirements:

- “American Rescue Plan” requires higher education institutions to spend at least 50% of the HEERF III funds on emergency grants to students.
- Colleges are required to conduct outreach to students about the opportunity to appeal for more financial aid due to the recent unemployment of a family member or other special circumstance.
- The stimulus provides institutions with significant discretion on how to award emergency assistance to students. Each institution may develop its own system and process for determining how to allocate these funds.
 - a) In making financial aid grants to students, an institution of higher education shall prioritize grants to students with exceptional need.
 - b) Estimates of college specific allocations are attached. Like the CARES Act, the provisions of this stimulus bill do not appear to restrict colleges’ ability to provide aid to students based on their immigration status.

Allowable Uses:

The third Higher Education Emergency Relief Fund includes flexible funding to be distributed directly to institutions of higher education to help with immediate needs related to coronavirus, including:

1. Defraying expenses associated with coronavirus (including lost revenue, reimbursement for expenses already incurred, technology costs associated with a transition to distance education, faculty and staff trainings, and payroll);
2. Increased costs from declining enrollment and efforts to mitigate declines;
3. Student support activities authorized by HEA that address needs related to COVID-19;
4. Closures of revenue-producing services and facilities;
5. COVID-19 testing, vaccination, PPE, and classroom retrofits;
6. Recipient may charge indirect costs consistent with its negotiated indirect cost rate agreement and a reasonable direct administrative costs to funds made available under this award;
7. Providing financial aid grants to students (including students exclusively enrolled in distance education), which may be used for any component of the student’s cost of attendance or for emergency costs that arise due to coronavirus, such as tuition, food, housing, health care (including mental health care), or child care

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6. NC Budget Priorities 2021-22 Fiscal Year - Esmeralda Abejar (Handout)

In compliance with all regulations and laws, and alignment with Norco College's strategic plan goals of Student, Regional, and College Transformation, the College will primarily focus its resource allocation on the following strategic objectives.

Student Transformation

- Maximize efficient FTES generation to meet established targets and provide access
- Continue to implement Guided Pathways framework
- Continue to close student equity gaps
- Implement professional development

Regional Transformation

- Continue to reduce working poverty and the skills gap
- Pursue, develop, and sustain collaborative partnerships

College Transformation

- Invest strategically to offer a comprehensive range of programs
- Support integrated planning, effective governance, continuous improvement
- Strategic investment in college personnel to sustain an excellent workplace culture
- Develop/improve physical facilities to build a comprehensive and inspiring campus
- Implement technology-enhanced operational systems
- Strategic investments to increase resource capacity and revenue generating projects

- Motion to approve 2021-22 NC Budget Priorities as presented and forward to ISPC made by: Courtney Buchanan
 - Seconded by: Kimberly Bell
 - Abstentions – 0
 - Objections - 0
 - Motion carried

7. Norco FPP/IPP–5year Capital Construction Planning- 2023/24 - Dr. Collins (Presentation)

- Committee members reviewed current proposal for 5 Year Capital Planning
- IPP= Initial Project Plans and FPP= Final Project Proposal
- This is our plan to compete for capital outlay funding from the state
- Department of Finance and Governors Budget, included building Kinesiology, requires a 25% match, which equals to approximately \$7 million that the district would have to provide. The Governor's "May revise" budget figures may change or we might qualify for a hardship waiver.
- Library/Learning Resource Center/Student Services – FPP Re submit (Growth category)
 - 2023-2024 possible funding year
 - Outline project space: 46,252 ASF / 71,739 GSF
 - STEM Phase I – IPP Submission (Growth Category)
 - 2024-2025 first possible funding year
 - Preliminary Project Net ASF: 4,553
 - Welcome Center/Student Services IPP Submission (Growth Category)
 - 2024/2025 first potential funding year
 - Project Net ASF: 15,586
 - Continue to show dedication to guided pathways, improving access, etc.

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- Social & Behavioral Science IPP Submission (Growth Category)
 - 2024/25 first potential funding year
 - Project Net ASF: 36,720
 - CTE program space also identified in this project
- Motion to recommend 5 Year Capital Construction Plan to ISPC
 - Motion to approve made by Ashley Etchison
 - Seconded by: Kimberly Bell
 - Abstentions: 0
 - Objections: 0
 - Motion carried

8. Norco College FTES Targets 2021-22 - Dr. Lee (Presentation)

- Summer started strong, Fall began to slow, and Winter was not optimum.
- Spring targets are broken down in the following charts provided:

		8.82%	44.11%	7.53%	39.55%			
		2020						
		20SUM	20FAL	21WIN	21SPR	TOTAL		
TARGET FTES	CR RES	650	3250	554	2912	7366		
	CR NRES	7	32	6	29	74		
	CR FTES	657	3282	560	2941	7440		
ENROLLED FTES	CR RES	693	2867	587	2267	6415		
	CR NRES	7	32	6	29	74		
	CR FTES	700	2899	593	2296	6489	87.2%	
PERCENT OF TARGET		108%	89%	107%	79%			
TARGET FTES DIFF		43	-383	33	-645	-951	-12.8%	

RCCD FTES TARGETS -- SCE 1								
TARGETS	Resident	Nonres	Unfunded	Noncredit	NCEnhanced	Total	%	
2021-22 RCCD	31,857	416	197	25	10	32,505	100.0%	
2021-22 MVC	7,272	80	-	-	-	7,352	100.0%	22.6%
2021-22 NC	7,366	85	-	25	10	7,486	100.0%	23.0%
SUM21	649	7	-	2	1	660	8.8%	2.0%
FALL21	3,249	37	-	11	4	3,302	44.1%	10.2%
WIN22	555	6	-	2	1	564	7.5%	1.7%
SPR22	2,913	34	-	10	4	2,960	39.5%	9.1%
2021-22 RCC	17,219	251	197	-	-	17,667	100.0%	54.4%
TARGETS	Resident	Nonres	Unfunded	Noncredit	NCEnhanced	Total	%	
2020-21 RCCD	31,857	405	197	25	10	32,494	100.0%	
2020-21 MVC	7,272	80	-	-	-	7,352	100.0%	22.6%
2020-21 NC	7,366	74	-	25	10	7,475	99.9%	23.0%
SUM21	649	7	-	2	1	659	8.8%	2.0%
FALL21	3,249	33	-	11	4	3,297	44.0%	10.1%
WIN22	555	6	-	2	1	563	7.5%	1.7%
SPR22	2,913	29	-	10	4	2,956	39.5%	9.1%
2020-21 RCC	17,219	251	197	-	-	17,667	100.0%	54.4%
TARGETS	Resident	Nonres	Unfunded	Noncredit	NCEnhanced	Total	%	
2019-20 RCCD	31,857	405	197	25	10	32,494	100.0%	
2019-20 MVC	7,272	80	-	-	-	7,352	100.0%	22.6%
2019-20 NC	7,366	74	-	25	10	7,475	99.9%	23.0%
SUM21	649	7	-	2	1	659	8.8%	2.0%
FALL21	3,249	33	-	11	4	3,297	44.0%	10.1%
WIN22	555	6	-	2	1	563	7.5%	1.7%
SPR22	2,913	29	-	10	4	2,956	39.5%	9.1%

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Norco FY 21/22 Target FTES	FY 21/22 RESIDENT				NON-RESIDENT			TOTAL
	Credit	Non-Credit	CDCP	Total	Credit	Non-Credit	Total	NORCO (All) FY 21/22 Target FTES
Architecture Total	7	-	-	7.46	0.24	-	0.24	7.71
Construction Technology Total	45	-	-	45.42	0.05	-	0.05	45.47
CTE courses	933	-	-	932.64	8.30	-	8.30	940.94
Drafting Technology	5	-	-	4.62	1.93	-	1.93	6.56
Electronics Total	89	-	-	89.09	1.02	-	1.02	90.11
Game Development Total	155	-	-	154.71	0.71	-	0.71	155.42
Liberal Arts courses	3,572	25.00	10.00	3,607.37	10.00	-	10.00	3,617.37
Manufacturing Technology Total	36	-	-	35.89	36.64	-	36.64	72.53
Music Industry Studies Total	50	-	-	49.98	0.06	-	0.06	50.04
Kinesiology/Athletics	201	-	-	201.47	-	-	-	201.47
STEM courses	2,272	-	-	2,272.35	25.93	-	25.93	2,298.28
Total	7,366	25.00	10.00	7,401.00	84.90	-	84.90	7,485.90

9. Standing Items/Reports:

- Facilities Project Update – Steve Marshall (Handout)
 - Committee reviewed the updated project worksheet
 - Transfer space & SSV Puente/Umoja space – paint and carpet done, furniture moving in
 - Electrical being added to amphitheater shading area
 - PO being issued for Soccer field walkway’s (Tripping hazards fix)
 - Moving forward with keying project – working with District and College Police
 - VRC HVAC being installed soon, as well as the roof installation
 - Various campus sidewalk repair trip hazard projects are ongoing

- Facilities/M&O Update – Jim McMahon (Handout)

GROUNDS:

 - Continue spraying weeds throughout campus as weather conditions permit. Ongoing
 - Continue blowing of campus including stairways, breezeways, amphitheater, CSS patio and bus stop areas. Ongoing
 - Turf care is ongoing with weekly with mowing and edging.
 - Turf maintenance winter/spring feeding and spraying of turf weeds. Completed
 - Irrigation repairs and checks, such as malfunctioning and/or damaged nozzles and valves. Ongoing also identifying malfunctioning isolation valves
 - Post construction cleanup of the amphitheater is complete and ready for students. Completed
 - CSS patio has been, in conjunction with the amphitheater cleanup has been completed and ready for students to enjoy their snacks from the Corral
 - Parking lots are continuing to be maintained in regards to weeds and palm trees. Ongoing
 - Due to the ongoing high winds, fallen trees are being replanted and in some cases removed.
 - Trimming of hedges and tree wells is an ongoing task.

MAINTENANCE & OPERATIONS:

 - Flushing of building domestic water in buildings and water dispensers is completed.
 - HVAC filter replacements and coil cleaning 90% complete.
 - Maintaining of golf cart fleet is ongoing.

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- Maintaining of campus wide vehicle fleet is ongoing i.e. starting, proper air pressure and sending them to Ford service. In process
 - Checking campus lighting ongoing.
 - Removal of inner torn or faded campus banners completed.
 - Chillers are being checked routinely
 - NOC generator being inspected and ran twice a month
 - Fire alarm testing completed.
 - Vaults are clean of water and new sump pumps are being ordered.
- Safety & Emergency Preparedness Update – Justin Czerniak (Handout)
 - Norco College hosted a vaccination event on Tuesday 3-30-21
 - Serving a reported 275 doses to students and employees. The second dose in the series will be administered on campus on April 20.
 - Safe Return Plan Spring 2021 Presentation to Classified professionals on 3-23-21
 - The Safety & Emergency Preparedness Coordinator presented to the Classified professional staff about the safeguards and protocols that have been put into place to keep everyone safe during the Spring 2021 semester. These items included the following items:
 - Signage
 - Daily health check
 - Masks
 - Physical distancing
 - One-way systems
 - Hand washing & sanitation
 - Cleaning & sanitizing
 - HVAC upgrades
 - Hazard reporting and feedback
 - Safety audits
 - Vaccine

○ COVID-19 cases by the numbers:

4/1/2021	Riverside	Imperial	Kern	Los Angeles*	Orange	San Bernardino	San Diego	San Luis Obispo	Santa Barbara	Ventura	California	United States	Global
Total Cases	283,006	27,506	94,205	1,180,538	249,518	285,916	270,288	20,215	33,052	79,326	3,570,660	30,085,827	128,540,982
New Cases	76	35	54	494	106	158	290	21	36	44	2,234	47,464	650,765
Total Cases Per Capita	11.366	18.26	10.160	11.509	7.729	12.894	8.019	7.249	7.242	9.302	8.898	9.114	1.660
New Cases Per Capita	3.08	18.26	5.82	4.82	3.28	7.13	8.60	7.53	7.89	5.16	5.57	14.38	8.40
Recovered	287,694	24,330	38,046	Not Reported	243,032	285,817	262,351	19,950	32,530	78,343	1,940,569	23,696,898	104,702,634
Total Deaths	4,171	710	1,229	23,171	4,731	4,356	3,555	251	443	969	58,090	546,704	2,808,308
New Deaths	17	4	8	35	4	13	0	0	2	11	154	560	11,608
Deaths Per Capita	168.99	370.47	132.54	225.89	146.54	196.45	105.48	90.01	97.07	113.63	144.76	165.62	36.26
% of State's Cases	7.93%	0.77%	2.64%	33.06%	6.99%	8.01%	7.57%	0.57%	0.93%	2.22%	11.87%	23.41%	
Currently in Hospitals	109	5	52	634	131	118	183	4	30	46	2,200		
Total Hospital Beds	3,243	234	1,080	19,282	5,795	3,559	6,453	460	603	1,147	65,684		
Currently in ICU	30	2	11	200	22	30	61	0	11	8	576		
ICU Beds Available	87	8	36	625	254	150	275	25	30	45	2,182		
Case Fatality Rate	1.47%	2.58%	1.30%	1.96%	1.90%	1.52%	1.32%	1.24%	1.34%	1.22%	1.63%	1.82%	2.18%
COVID Tests Daily	2,835	207	1,067	54,605	4,617	2,423	6,872	317	416	1,147	103,017		
Total COVID Tests	2,049,570	165,988	693,613	24,806,719	2,856,387	2,172,601	3,379,596	244,001	353,271	1,086,952	53,149,309		
Population*	2,468,145	191,649	927,251	10,257,557	3,228,519	2,217,398	3,370,418	278,862	456,373	852,747	40,129,160	330,100,590	7,745,123,000
% of Population	6.15%	0.48%	2.31%	25.56%	8.05%	5.53%	8.40%	0.69%	1.14%	2.13%	1.08%	0.3884%	

Sources: CDPH, WHO, CDC, Local County Data

The date for which case statistics and hospital data were reported. Hospital COVID data are self-reported through a portal managed by the California Hospital Association and pulled at 2pm. COVID case statistics are reported by local health departments to CalREDF and are pulled at 2pm. Hospital data and case statistics are integrated by the California Department of Technology and made available through the Open Data Portal the following morning. CA Open Data Portal is at least 24 Hours behind although a backlog of four case reports at the State level has consistently been cleared, some County dashboards still contain notes that indicate data are missing. *California Demographics from State Database Blueprint Data Chart 12-15-20 © census.gov Presumptive active cases - A calculation (Total Cases - Recovered - Dead) (* IA County does not report recovery rates)

BFPC Statement of Purpose
(Approved by BFPC on May 14, 2013)

The Business & Facilities Planning Council (BFPC) is comprised of faculty, staff, students and administrators. As a part of the college strategic planning process, the BFPC prioritizes requests for budget allocations and augmentations, staffing, equipment and facilities for instructional and administrative needs as requested through the program review process. The BFPC recommendations go to the ISPC for approval before being forwarded to the President of the college.

- Technology Support Services (TSS) Update – Mike Angeles (Handout)
 - Completed Work Orders:
 - Setup of 170 new student HP laptops
 - Setup of license server for G. Graham online class
 - Setup of license server for P. Van Hulle online class
 - Assisted instructors in preparation for Spring, IT106 & AT119
 - Disconnected and relocated computers, monitors and printers from PUMA/Transfer Center to temporary storage in SSV
 - Standing Work Orders:
 - Faculty laptop distribution still on-going
 - Reimaging returned students laptops from LRC
 - Updating Inventory
 - Updating reimaging servers (Acronis and Clonedeploy) and Deepfreeze console
 - Remote Support for Students, Staff, Faculty and Admin:
 - TSS Team member onsite schedule M-W-F
 - TSS providing remote support Mon to Fri, 8am-4pm

- Instructional Media Services (IMS) Update – Dan Lambros (Handout)
 - Classroom/Essential Labs A/V replacement plan and adding video streaming
 - Currently in the design phase.
 - Next Steps – purchase equipment:
 - Theater 101 – Large Lecture Hall - Touchless beam signal mics, auto tracking cams, etc.
 - ITEC 117 – Large Lecture Hall
 - ST 203 – Lab (This room might change to accommodate other rooms that equipment warranty's may be expiring)
 - HUM 208 – Lab (This room might change to accommodate other rooms that equipment warranty's may be expiring)
 - Alternative solutions for remainder of classrooms- Web cams, 360-degree cams, etc.
 - Projector screen replacement ITEC 124
 - Next Steps: Delivery and Install (Back order issues may delay project)
 - CSS 217 Replacement of defective projector and interactive display
 - Projector installation is complete
 - On hold for interactive display
 - Exploring options to include zoom licenses for all student @ Norco College
 - Discussion phase with Zoom on how this can be implemented for the College
 - Third Street LED marquee update
 - Firmware upgrade to cellular device
 - Improvements to the TEMP sensors
 - Improvements to the ambient light sensors
 - Upgrade = 1 of 5 complete

BFPC Statement of Purpose

(Approved by BFPC on May 14, 2013)

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- DRC Testing CCTV Cameras
 - Design completed – waiting for quote from vendor

*Please note: Upgrades will take place remotely and sign will be off during the process.
Will update college with exact date and time.*

10. Good of the Order:

- None reported

11. Next Meeting: Meeting

- Tuesday, May 11, 2021

Note: All 2020-21 BFPC meetings will be via Zoom until further notice

BFPC Statement of Purpose

(Approved by BFPC on May 14, 2013)

The Business & Facilities Planning Council (BFPC) is comprised of faculty, staff, students and administrators. As a part of the college strategic planning process, the BFPC prioritizes requests for budget allocations and augmentations, staffing, equipment and facilities for instructional and administrative needs as requested through the program review process. The BFPC recommendations go to the ISPC for approval before being forwarded to the President of the college.



Charter for Resources Council

August 2021 - June 2025

This Charter is established April 2021 between the Resources Council and the current Institutional Strategic Planning Council to structure the process and planned outcomes included herein thru the 2024-2025 academic year.

Purpose

The Resources Council (RC) (Formerly BFPC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to human, physical, technology, and financial resources. The RC provides leadership and retains responsibility for ACCJC Standard III, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The RC makes recommendations to the College Council and the Vice President of Business Services.

Charge

The Resources Council (RC) is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below. Operational items are to be handled at the departmental, task force, project team, or work group level often determined by job title or functional area of responsibility.

- Objective 9.1 - Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.
- Objective 10.1 - Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college
- Objective 10.2 - Develop and maintain Facilities Master Plan
- Objective 10.3 - Build out funded projects
- Objective 10.4 - Finish Veterans Resource Center Phase 1 by Spring 2021
- Objective 10.5 - By Fall 2020, open Early Childhood Education Center
- Objective 10.6 - Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability.
- Objective 10.7 - Build 2nd access road
- Objective 10.8 - Explore and pursue land acquisition adjacent to college property
- Objective 10.9 - Develop and start implementing sustainable campus
- Objective 10.10 - Design spaces that intentionally build community
- Objective 10.11 - Install immediate/temporary facilities to address current capacity needs by summer 2021.
- Objective 10.12 - Enhance transportation infrastructure
- Objective 10.13 - Develop and implement plans for off-campus facilities for instructional purposes

Charge

- Objective 12.1 - Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college.
- Objective 12.2 - Coordinate with RCCD to establish a BAM that allocates funding equitably
- Objective 12.4 - Develop 30% of overall budget from non-general fund revenue sources

Guiding Principles and Assumptions

The guiding principles for the Resources Council are:

Accreditation Standards guiding the Resources Council are:

- Standard IA, B, C
- Standard IIIA, B, C, D
 - Standard III.A.9
- Standard IVA

There is no associated budget with the Council's charge.

Scope & Expected Deliverables

1. Annually review proposed college budget, including components for the development of the adopted budget, and ensure alignment with the mission, goals, and objectives of the college's Strategic and Education Master Plans
2. Annually review the district Budget Allocation Model and provide recommendations for continuous improvement
3. Recommend and monitor long-range fiscal plan with consideration of priorities consistent with district and college planning. (Multi-year projections, contingency reserves)
4. Reviews State and Federal legislation for local budget impact
5. Reviews general fund revenues and expenditures on a quarterly basis
6. Communicate, through its members, with the college community on fiscal and physical resource issues and recommendations
7. Prioritize annual resource requests for Business Services operational area
8. Oversee the development of the College's Safety and Emergency Preparedness Master Plan, and review of the District's Safety and Emergency Preparedness Master Plan every three years.
9. Oversee the development of the College's Technology Master Plan, and review of the District's Technology Master Plan every three years.
10. Support the implementation of the Facilities Master Plan
11. Review the financial, human resource, and facilities impact of potential grant and college development opportunities
12. Receive reports from Business Services operational areas

In mid-spring of each academic year, the Resources Council will participate separately in dialogue sessions to 1) self-evaluate the effectiveness of their planning and decision-making processes through the Survey of Effectiveness, 2) self-report on EMP objective progress and appropriate objective assignment, and 3) self-assess the completion of their charter's

Scope & Expected Deliverables

scope/deliverables during the academic year. In late spring, the Resources Council will receive an executive summary from each standing committee addressing the above three areas for review and discussion at a designated council meeting. The receiving College Council will make recommendations to, and receive recommendations from, the Resources Council based on the results of the self-evaluation to determine if this charter needs to be revised/extended or not. The Resources Council will conduct its evaluation of effectiveness and post an executive summary on the Council's website.

Membership

The Resources Council will be comprised of 13 members inclusive of representatives of all primary constituency groups and assigned or appointed by their respective representative bodies OR defined membership based upon expertise, title, functional area of responsibility, etc.

- Voting members consist of all members.
 - All Leadership Councils should have three co-chairs (faculty, classified professional, administration). It is recommended that chairs are limited to serving a maximum of two, two-year terms unless there is no other candidate qualified to take the position. This is to facilitate broad participation, the rotation of ideas/perspectives, and to broaden leadership development opportunities.
-
- Vice President Business Services – Administrator
 - Administrator with oversight of Grants Development & Administration – Administrator
 - Administrator with oversight of Facilities – Administrator
 - Administrator with oversight of Bus Services– Administrator
 - Administrator with oversight of Police – Administrator
 - Academic Senate Representative – Faculty
 - STEM Faculty Representative– Faculty
 - Coordinator, Student Activities– Faculty
 - Representative with knowledge/experience in area of grants, categorical funding, or financial accounts and budgets– Classified Professional
 - Representative with knowledge/experience in area of safety and emergency planning, physical resources, or operations– Classified Professional
 - Representative with knowledge/experience in area of technology– Classified Professional
 - ASNC Representative– Student
 - ASNC alternative (non-voting) – Student

Meeting Time/Pattern

The Resources Council meets monthly on the fourth Thursday, of the month at 12:50pm to 1:50pm, with Zoom options, for Fall and Spring Terms. Contact the co-chairs to place an item on future agendas.

Roles of Chairs and Members

The co-chairs are accountable to Resources Council to ensure continuity of dialogue between governance tiers. Co-Chairs are responsible for preparing agenda and facilitating meetings of the Resources Council based on best practices and guidelines for effective facilitation.

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the Resources Council that can help to achieve the Resources Council charter deliverables (and relevant strategic charge). Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the Resources Council. While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with Resources Council peers with the intention of finding consensus on all issues that come before the Resources Council.

A co-chair (or a designated delegate) shall prepare a brief summary of each Council meeting and send it to the College community within 24 hours of the meeting to fulfill transparent communication reporting.

Meeting Procedures and Expectations

The co-chairs, and members of this governance entity will adhere to meeting and governance best practices as follows:

Meeting agendas are issued in advance of meeting times. Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward. Minutes are taken to record the groups progress.

Members endeavor to:

- appropriately prepare for meetings based on the meeting agenda.
- arrive promptly and stay for the duration of entire meetings.
- participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.
- welcome all ideas, interests and objectives that are within the scope of the charter.
- actively listen to engage in respectful and constructive dialogue.
- work with a spirit of cooperation and compromise leading to authentic collaboration.
- move forward once a consensus-based decision has been made.
- continue to progress with the members who are present at each meeting.
- follow through on tasks that are committed to outside of scheduled meetings.

BFPC

Budget and Facilities Planning Council

April 6, 2021

TOPICS:

- Budget Update
 - 3rd Quarter Budget Performance Report
 - Holding Accounts
 - CARES/HEERF Funding Update
- Budget Allocation Model (BAM) Update
- NC Budget Priorities

Presenters: Dr. Michael T. Collins, VP Business Services

Esmeralda Abejar MBA, Director, Business Services

NC Third Quarter Budget Performance Report

- **3rd Quarter Budget Performance Report.**
- **Fund 11 Revised budget = \$44,560,060.00**
\$28,949,204.55 (expenses 3/31/21)
Balance = \$15,610,855.45 (Bal. includes holding accounts)

NC Third Quarter Budget Performance Report FY 20/21

DOES NOT
INCLUDE
DISTRICT
EXPENSES

FUND 11					
BUDGETED EXPENSES	FY 20/21 Revised Budget	ACTUAL Expenses as of 3/31/2021	Balance	% of total expenses	% used
Academic Salaries	20,375,953	15,973,795.18	4,402,157.82	55%	78%
Classified Salaries	5,921,926	4,071,912.66	1,850,013.34	14%	69%
Benefits	10,979,387	7,509,058.89	3,470,328.11	26%	68%
Total Salaries & Benefits	37,277,266.00	27,554,766.73	9,722,499.27	95%	74%
Supplies & Materials	1,157,230	90,213.25	1,067,016.75	0%	8%
Services & Operating Expenses	4,587,000	1,144,780.46	3,442,219.54	4%	25%
Capital Outlay	1,244,029	12,176.61	1,231,852.39	0%	1%
Total Outgo	294,535	147,267.50	147,267.50	1%	50%
Total Non-Salary	7,282,794.00	1,394,437.82	5,888,356.18	5%	19%
Total Budgeted Expenses (includes holding accts)	44,560,060.00	28,949,204.55	15,610,855.45	100%	65%

NC Third Quarter Budget Performance Report FY 20/21

FUND 12					
BUDGETED EXPENSES	FY 20/21 Revised Budget	ACTUAL Expenses as of 3/31/2021	Balance	% of total expenses	% used
Academic Salaries	3,171,586	1,431,185.96	1,740,400.04	14%	45%
Classified Salaries	5,006,122	3,172,129.31	1,833,992.69	31%	63%
Benefits	3,624,837	1,930,841.61	1,693,995.39	19%	53%
Total Salaries & Benefits	11,802,545.00	6,534,156.88	5,268,388.12	63%	55%
Supplies & Materials	1,888,750	308,846.02	1,579,903.98	1%	16%
Services & Operating Expenses	11,688,038	1,523,811.13	10,164,226.87	5%	13%
Capital Outlay	11,525,591	1,706,583.46	9,819,007.54	6%	15%
Total Outgo	727,516	257,711.96	469,804.04	2%	35%
Total Non-Salary	25,829,895	3,796,953	22,032,942	37%	15%
Total Budgeted Expenses	37,632,440.00	10,331,109.45	27,301,330.55	100%	27%

Holding Accounts Balance as of 3/31/21

Norco College Holding Accounts					
As of March 31, 2021					
Description	FY 2020/21 Adopted Budget	FY 2020/21 Revised Budget	FY 2020/21 Rev/Exp Net of Abatements	FY 2020/21 Encumbrance s	Uncommitted / Unrealized
Fund 11- Unrestricted	3,713,861	4,109,550	284,049	1,284,554	2,540,947
Fund 12-Restricted	7,250,941	7,250,941	717,162	1,078,589	5,455,190
Total Fund 11 and 12	10,964,802	11,360,491	1,001,211	2,363,143	7,996,137

CARES/HEERF I Funding Update as of 3/22/21

COVID -19 Funding and CARES Funding

Funding	District Allocation	Norco Allocation	Actual Expenses as of 3.22.21	Galaxy Encumbrances	Pending PRs/payroll transfers	Balance	Expiration
CARES I – Emergency Aid To Students	9,018,216.00	1,761,528.00	1,761,528.00	0.00	0.00	0.00	May 2021
CARES II –Institutional (SPP 223)	9,018,216.00	1,761,528.00	864,434.64	489,309.80	349,087.00	58,696.6	May 5, 2021
CARES III – MSI/HSI (SPP 224)	1,158,629.00	233,939.00	0.00	0.00		233,939.00	May 5, 2021
COVID-19 Response Block Grant– Federal (SPP 130)	1,465,004.00	270,594.77	270,594.77	0.00	0.00	0.00	December 30, 2020
COVID -19 Response Block Grant – State (SPP 159)	1,798,311.00	401,023.00	0.00	0.00	0.00	401,023.00	June 30, 2022
First Allocation	22,458,376.00	4,428,612.77	2,896,557.41	489,309.80	349,087.00	693,658.56	

CARES/HEERF II Funding Update as of 3/22/21

All RCCD colleges are currently developing budget & expenditure plans for HEERF II and ARP funds

Coronavirus Response and Relief Supplemental Appropriations Act, 2021

Higher Education Emergency Relief Fund: Simulated Distribution (HEERF II) Provided Under Section 314(a)(1)

Funding	District Allocation	Norco Allocation	Actual Expenses as of 3.22.21	Encumbrances	Pending PRs	Balance	Expiration
Minimum amount for student grants	9,018,216.00	1,761,528.00	537,472.00			1,224,056.00	January, 2022
Supplemental Appropriation	33,475,543.00	6,660,149.00				6,660,149.00	January, 2022
Estimated total allocation	42,493,759.00	8,421,677.00	537,472.00			7,884,205.00	

American Rescue Plan –HEERF III Funding Update as of 3/22/21

<u>American Recovery Act (ARA)</u>							
<u>HEERF III</u>							
Funding	District Allocation	Norco Allocation	Actual Expenses as of 3.22.21	Encumbrances	Pending PRs	Balance	Expiration
Minimum amount for student grants	37,358,000.00	7,446,000.00				7,446,000.00	September 1, 2023
Supplemental Appropriation	37,358,000.00	7,446,000.00				7,446,000.00	September 1, 2023
Estimated total allocation	74,716,000.00	14,892,000.00				14,892,000.00	

Not board approved yet!

Grant Total , Norco was allocated \$27,742,289
 Total expenses \$3,434,029
 Galaxy Encumbrances \$489,310
 Pending PRs and Salaries \$349,087
 Grant Balance as of 3/22/21 \$23,469,863



American Rescue Plan –HEERF III Funding Cont..

Requirements:

- **“American Rescue Plan”** requires higher education institutions to spend at least 50% of the HEERF III funds on emergency grants to students.
- Colleges are required to conduct outreach to students about the opportunity to appeal for more financial aid due to the recent unemployment of a family member or other special circumstance.
- The stimulus provides institutions with significant discretion on how to award emergency assistance to students. Each institution may develop its own system and process for determining how to allocate these funds.
 - a) In making financial aid grants to students, an institution of higher education shall prioritize grants to students with exceptional need.
 - b) Estimates of college specific allocations are attached. Like the CARES Act, the provisions of this **stimulus bill do not appear to restrict colleges’ ability to provide aid** to students based on their immigration status.

American Rescue Plan –HEERF III Funding Cont..

Allowable Uses:

The third Higher Education Emergency Relief Fund includes flexible funding to be distributed directly to institutions of higher education to help with immediate needs related to coronavirus, including:

1. Defraying expenses associated with coronavirus (including lost revenue, reimbursement for expenses already incurred, technology costs associated with a transition to distance education, faculty and staff trainings, and payroll);
2. Increased costs from declining enrollment and efforts to mitigate declines;
3. Student support activities authorized by HEA that address needs related to COVID-19;
4. Closures of revenue-producing services and facilities;
5. COVID-19 testing, vaccination, PPE, and classroom retrofits;
6. Recipient may charge indirect costs consistent with its negotiated indirect cost rate agreement and a reasonable direct administrative costs to funds made available under this award;
7. Providing financial aid grants to students (including students exclusively enrolled in distance education), **which may be used for any component of the student's cost of attendance or for emergency costs that arise due to coronavirus, such as tuition, food, housing, health care (including mental health care), or child care**

Budget Allocation Model Update

The Revised Budget Allocation Model was developed to allocate resources around the following core principles:

- Fair
- Equitable
- Transparent

- DBAC is still working on developing a formula to be applied to “Unique” programs in order to control for inefficient programs and costs that are not considered to be extraordinary.
- Significant work has been undertaken by NC Budget Office to analyze NC “unique” programs, and understand cost drivers associated with the programs.

In compliance with all regulations and laws, and alignment with Norco College's strategic plan goals of Student, Regional, and College Transformation, the College will primarily focus its resource allocation on the following strategic objectives.

Student Transformation

- Maximize efficient FTES generation to meet established targets and provide access
- Continue to implement Guided Pathways framework
- Continue to close student equity gaps
- Implement professional development

Regional Transformation

- Continue to reduce working poverty and the skills gap
- Pursue, develop, and sustain collaborative partnerships

College Transformation

- Invest strategically to offer a comprehensive range of programs
- Support integrated planning, effective governance, continuous improvement
- Strategic investment in college personnel to sustain an excellent workplace culture
- Develop/improve physical facilities to build a comprehensive and inspiring campus
- Implement technology-enhanced operational systems
- Strategic investments to increase resource capacity and revenue generating projects

Thank you!

Norco- Budget Performance Report 20-21 3-31-21 Final

Norco College			E	FUND_11	FY 2020/21												
Fund:	11	Resource:	1000	Actuals												%	
		Prior Year 2019/20	Current Year 2020/21														
Object	Object Description	Actual	Revised Budget	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	YTD 6/30/21	Balance	Used		
8884	STUDENT REPRESENTATION FEE	63,372.08	-	-	(77.00)	29,037.89	81,516.75	(110,467.64)	35,401.93	(3,844.50)	41.00	73,290.47	104,898.90	(104,898.90)			
8889	OTHER STUDENT FEES & CHARGES	3,913.82	16,683.00	-	-	318.00	708.00	6.94	426.00	125.72	-	1,188.00	2,772.66	13,910.34	16.62%		
8890	OTHER LOCAL REVENUE	175,370.47	289,718.00	-	42.00	-	-	3.35	-	583.22	-	18.02	646.59	289,071.41	0.22%		
8897	INDIRECT COSTS TRANSFERS	380,963.13	632,834.00	-	-	-	-	77,828.75	-	-	38,221.08	58,049.26	35,051.36	209,150.45	423,683.55	33.05%	
8898	CASH OVER/SHORT	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
88xx	Local Revenues	14,593,102.88	16,073,410.00	416,424.92	6,436.25	369,415.97	782,428.32	(44,715.32)	3,407,502.63	1,465,149.16	2,663,952.71	867,829.42	9,934,424.06	6,138,985.94	61.81%		
8912	SALE OF EQUIPMENT & SUPPLIES	57.08	34.00	-	-	-	-	-	-	-	-	-	-	34.00	0.00%		
8980	INTERFUND TRANSFER IN	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8999	INTRAFUND TRANSFER IN (OUT)	4,506,845.50	(340,731.00)	-	-	-	-	-	(52,065.94)	(78,094.78)	(5,101.12)	-	(135,261.84)	(205,469.16)	39.70%		
89xx	Other Financing Sources	4,506,902.58	(340,697.00)	-	-	-	-	-	(52,065.94)	(78,094.78)	(5,101.12)	-	(135,261.84)	(205,435.16)	39.70%		
	Total Revenues	50,562,040.33	48,981,968.00	468,843.92	2,661,436.25	2,313,500.97	5,553,886.32	4,618,549.68	5,265,797.69	5,591,668.10	2,712,243.99	920,248.42	30,106,175.34	18,875,792.66	61.46%		
1110	INSTRUCTORS, FULL TIME	8,042,520.27	8,770,856.00	620,833.30	727,066.48	721,723.07	719,512.24	716,312.46	714,077.34	720,974.54	703,904.68	696,901.52	6,341,305.63	2,429,550.37	72.30%		
1160	INSTRUCTORS, SUBSTITUTE	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1170	INSTRUCTORS, RELEASE / REASSIGN TIME	72,196.33	64,136.00	3,879.62	6,466.74	6,466.74	6,466.74	6,466.74	6,466.74	6,466.74	4,657.72	4,657.72	51,995.50	12,140.50	81.07%		
1180	INSTRUCTORS, SABBATICAL	49,971.06	158,093.00	8,600.22	-	-	-	-	-	-	-	-	8,600.22	149,492.78	5.44%		
11xx	FT, Academic Inst Salary	8,164,687.66	8,993,085.00	633,313.14	733,533.22	728,189.81	725,978.98	722,779.20	720,544.08	727,441.28	708,562.40	701,559.24	6,401,901.35	2,591,183.65	71.19%		
1218	ACADEMIC MANAGERS FULL TIME	2,152,887.56	2,070,524.00	193,022.48	157,443.74	173,865.11	171,534.41	171,474.05	171,474.04	169,227.60	171,674.92	183,033.88	1,562,750.23	507,773.77	75.48%		
1219	COUNSELORS / LIBRARIANS / COORDINATORS	1,924,034.65	1,807,218.00	121,135.83	162,423.84	161,471.30	159,872.03	159,789.37	159,649.32	172,061.66	192,319.27	186,565.76	1,475,288.38	331,929.62	81.63%		
1280	ACADEMIC ADMINISTRATORS, SABBATICAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
12xx	FT, Academic, Non-Inst Salary	4,076,922.21	3,877,742.00	314,158.31	319,867.58	335,336.41	331,406.44	331,263.42	331,123.36	341,289.26	363,994.19	369,599.64	3,038,038.61	839,703.39	78.35%		
1330	INSTRUCTORS, PART TIME FALL	2,737,134.83	2,191,518.00	-	966.00	11,436.44	470,627.12	487,026.28	902,326.45	-	439,435.30	7,744.39	2,319,561.98	(128,043.98)	105.84%		
1331	INSTRUCTORS, PART TIME SUMMER (ODD YR)	361,578.77	168,425.00	2,646.58	-	-	-	-	-	-	-	-	2,646.58	165,778.42	1.57%		
1332	INSTRUCTORS, PART TIME WINTER	579,741.65	577,164.00	-	-	1,276.02	1,276.02	1,276.02	1,276.02	850.68	261,681.62	266,486.82	534,123.20	43,040.80	92.54%		
1333	INSTRUCTORS, PART TIME SPRING	2,386,470.90	1,985,229.00	-	-	-	-	-	-	-	6,100.90	778,460.08	784,560.98	1,200,668.02	39.52%		
1334	INSTRUCTORS, PART TIME SUMMER (EVEN YR)	321,369.57	152,866.00	323,687.34	-	4,788.17	-	-	-	-	-	-	328,475.51	(175,609.51)	214.88%		
1335	INSTRUCTORS, FULL TIME OVERLOAD FALL	496,908.85	422,901.00	-	-	144,518.61	159,464.73	134,668.30	132,555.07	1,047.85	-	-	572,254.56	(149,353.56)	135.32%		
1336	INSTRUCTORS, FULL TIME OVERLOAD SUMMER (EVEN YR)	352,585.77	110,948.00	345,948.25	(7,830.43)	-	-	-	-	-	-	-	338,117.82	(227,169.82)	304.75%		
1337	INSTRUCTORS, FULL TIME OVERLOAD WINTER	548,473.58	607,257.00	-	-	-	-	-	-	312,969.72	302,761.56	-	615,731.28	(8,474.28)	101.40%		
1338	INSTRUCTORS, FULL TIME OVERLOAD SPRING	465,727.67	417,805.00	1,990.50	(564.29)	-	-	-	-	-	127,297.57	123,151.23	251,875.01	165,929.99	60.29%		
1339	INSTRUCTORS, FULL TIME OVERLOAD SUMMER (ODD YR)	265,595.96	116,951.00	11,859.00	-	-	-	-	-	-	-	-	11,859.00	105,092.00	10.14%		
1360	INSTRUCTORS, SUBSTITUTES	30,559.06	-	-	-	-	-	-	1,630.58	-	815.30	1,646.57	4,092.45	(4,092.45)	-		
1370	INSTRUCTORS, EXTRA DUTY	34,810.56	44,490.00	1,029.16	1,029.16	1,029.16	1,029.16	1,029.16	1,029.16	1,029.16	1,029.16	1,029.17	9,262.45	35,227.55	20.82%		
1371	INSTRUCTORS, LARGE LECTURE STIPENDS	40,911.36	179,194.00	-	-	639.96	-	-	6,134.25	-	-	-	6,774.21	172,419.79	3.78%		
13xx	PT & Overload, Academic, Inst Salary	8,621,868.53	6,974,748.00	687,160.83	(6,399.56)	163,688.36	632,397.03	623,999.76	1,044,951.53	315,897.41	1,139,121.41	1,178,518.26	5,779,335.03	1,195,412.97	82.86%		
1439	ACADEMIC - PT COUNSELORS / LIBRARIANS / COORDINATORS	1,003,047.96	356,062.00	108,540.64	25,981.75	43,603.14	77,524.24	93,716.58	142,961.50	16,771.56	57,875.44	102,651.24	669,626.09	(313,564.09)	188.06%		
1460	LONG TERM SUBSTITUTES FOR COUNSELORS / LIBRARIANS / CO	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1469	SHORT TERM (DAILY) SUBSTITUTE COUNSELORS / LIBRARIANS /	7,482.02	8,035.00	-	-	-	-	6,852.70	-	3,780.80	-	-	10,633.50	(2,598.50)	132.34%		
1470	NONINSTRUCTIONAL SALARIES, OTHER EXTRA DUTY	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1479	EXTRA DUTY STIPENDS	81,335.89	94,513.00	6,006.23	7,101.39	8,716.71	7,462.27	7,840.45	9,141.43	6,553.81	7,574.61	8,428.76	68,825.66	25,687.34	72.82%		
1490	ACADEMIC SPECIAL PROJECTS	47,411.64	71,768.00	-	3,000.00	1,982.00	452.94	-	-	-	-	-	5,434.94	66,333.06	7.57%		
14xx	PT & Overload, Academic, Non-Inst Salary	1,139,277.51	530,378.00	114,546.87	36,083.14	54,301.85	92,292.15	101,557.03	155,883.73	23,325.37	65,450.05	111,080.00	754,520.19	(224,142.19)	142.26%		
	Academic Salaries	22,002,755.91	20,375,953.00	1,749,179.15	1,083,084.38	1,281,516.43	1,782,074.60	1,779,599.41	2,252,502.70	1,407,953.32	2,277,128.05	2,360,757.14	15,973,795.18	4,402,157.82	78.40%		
2117	CLASSIFIED FULL TIME SUPERVISOR	85,613.86	80,026.00	6,668.83	7,268.42	7,868.01	7,268.42	7,268.42	6,668.83	7,868.01	7,268.42	7,268.42	65,415.78	14,610.22	81.74%		
2118	CLASSIFIED FULL TIME ADMINISTRATOR	858,441.62	878,354.00	73,196.14	73,196.14	73,196.14	73,196.14	73,196.14	73,603.28	73,603.28	73,603.28	73,603.28	659,986.68	218,367.32	75.14%		
2119	CLASSIFIED FULL TIME STAFF	3,836,288.26	4,206,557.00	320,024.72	312,139.22	328,207.71	312,963.47	320,342.65	334,774.16	333,297.45	314,391.83	328,482.01	2,904,623.22	1,301,933.78	69.05%		
2129	CLASSIFIED PERMANENT PART TIME STAFF	146,837.02	74,685.00	9,947.02	10,427.62	10,367.36	10,267.39	10,244.20	10,135.48	10,834.88	10,274.66	10,184.84	92,683.45	(17,998.45)	124.10%		
21xx	Classified, Non-Inst Reg Salary	4,927,180.76	5,239,622.00	409,836.71	403,031.40	419,639.22	403,695.42	411,051.41	424,774.61	425,603.62	405,538.19	419,538.55	3,722,709.13	1,516,912.87	71.05%		
2210	INSTRUCTIONAL CLASSIFIED FULL TIME STAFF	332,203.52	342,354.00	28,252.68	24,731.74	24,365.76	21,432.91	21,432.91	21,432.91	21,432.91	21,432.91	21,432.91	205,947.64	136,406.36	60.16%		
2220	INSTRUCTIONAL CLASSIFIED PERM PART TIME STAFF	121,985.21	174,953.00	11,299.77	11,299.77	11,539.64	11,441.32	11,441.32	11,770.77	11,953.12	11,813.71	11,811.35	104,370.77	70,582.23	59.66%		
22xx	Classified, Inst Aide Reg Salary	454,188.73	517,307.00	39,552.45	36,031.51	35,905.40	32,874.23	32,874.23	33,203.68	33,386.03	33,246.62	33,244.26	310,318.41	206,988.59	59.99%		
2331	SHORT-TERM STUDENT HELP, NON-INSTRUCTIONAL	47,965.71	46,629.00	-	-	350.00	-	-	(2,534.49)	2,366.00	-	199.50	1,452.01	45,176.99	3.11%		
2339	SHORT-TERM NONCLASSIFIED, NON-INSTRUCTIONAL	82,205.18	14,748.00	-	5,799.73	3,820.26	6,952.84	3,446.08	(5,294.69)	4,425.02	2,976.16	2,819.52	24,944.92	(10,196.92)	169.14%		
2349	SHORT-TERM OVERTIME, NON-INSTRUCTIONAL	52,970.16	25,836.00	83.74	(83.74)	5,619.36	842.89	-	253.05	2,607.47	991.04	483.38	10,797.19	15,038.81	41.79%		
2369	SHORT-TERM SUBSTITUTES, NON-INSTRUCTIONAL	175,056.13	47,164.00	-	-	-	-	-	-	-	-	-	-	47,164.00	0.00%		

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Norco College			E	FUND_11	FY 2020/21													
Fund:	11	Resource:	1000	Actuals														
		Prior Year 2019/20	Current Year 2020/21													%		
Object	Object Description	Actual	Revised Budget	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	YTD 6/30/21	Balance	Used			
2390	SHORT-TERM SPECIAL PROJECT, NON-INSTRUCTIONAL	-	612.00	-	-	-	-	-	-	-	-	-	-	612.00	0.00%			
2399	CLASSIFIED PRESENTERS - COMM. ED / CUSTOMIZED SOLUTION	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
23xx	Non-Instructional Salary, Other	358,197.18	134,989.00	83.74	6,786.99	9,789.62	7,795.73	3,446.08	(7,576.13)	9,398.49	3,967.20	3,502.40	37,194.12	97,794.88	27.55%			
2430	SHORT-TERM STUDENT HELP, INSTRUCTIONAL	7,326.70	22,796.00	-	-	395.20	-	-	-	945.00	-	-	1,340.20	21,455.80	5.88%			
2431	SHORT-TERM SUMMER COACHING, INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
2440	SHORT-TERM OVERTIME, INSTRUCTIONAL	10,870.35	-	-	-	-	-	-	-	-	-	-	-	-	-			
2449	SHORT-TERM NONCLASSIFIED, INSTRUCTIONAL	36,280.01	7,212.00	210.48	-	140.32	-	-	-	-	-	-	350.80	6,861.20	4.86%			
2469	SHORT-TERM SUBSTITUTES, INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
24xx	Instructional Aides, Other	54,477.06	30,008.00	210.48	-	535.52	-	-	-	945.00	-	-	1,691.00	28,317.00	5.64%			
	Classified Salaries	5,794,043.73	5,921,926.00	449,683.38	445,849.90	465,869.76	444,365.38	447,371.72	450,402.16	469,333.14	442,752.01	456,285.21	4,071,912.66	1,850,013.34	68.76%			
3110	INSTRUCTIONAL STRS	2,404,459.79	2,407,187.00	202,409.80	117,837.88	140,011.24	199,804.07	8,101.67	717,246.48	165,940.85	270,503.78	265,433.58	2,087,289.35	319,897.65	86.71%			
3150	CALSTRS ON-BEHALF FOR INSTRUCTIONAL	1,546,237.91	-	-	-	-	-	-	-	-	-	-	-	-	-			
3210	INSTRUCTIONAL PERS	70,938.09	78,322.00	6,467.14	6,898.88	6,967.65	6,967.65	6,967.65	6,967.65	7,189.37	6,540.72	6,540.73	61,507.44	16,814.56	78.53%			
3310	INSTRUCTIONAL FICA	25,534.53	23,459.00	2,305.79	2,065.77	2,474.50	2,281.82	2,069.54	2,397.30	2,666.14	2,630.19	2,116.76	21,007.81	2,451.19	89.55%			
3315	INSTRUCTIONAL MEDICARE	248,274.23	237,661.00	19,718.68	11,048.77	13,434.37	20,151.26	19,983.15	26,059.20	15,591.25	27,250.96	27,721.84	180,959.48	56,701.52	76.14%			
3410	INSTRUCTIONAL HEALTH & WELFARE	2,372,805.01	2,701,641.00	8,648.33	7,663.61	4,968.92	232,763.57	236,859.63	228,859.73	233,777.77	234,313.20	226,754.03	1,414,608.79	1,287,032.21	52.36%			
3450	OPEB, TEACHERS AND AIDES	34,575.70	33,034.00	2,720.41	1,526.28	1,856.60	2,782.33	2,759.11	3,597.08	2,155.31	3,761.75	3,826.62	24,985.49	8,048.51	75.64%			
3510	INSTRUCTIONAL SUI	16,785.48	12,176.00	679.90	381.00	463.24	694.99	689.18	898.77	537.59	939.72	956.07	6,240.46	5,935.54	51.25%			
3610	INSTRUCTIONAL WC	276,548.52	264,243.00	21,763.81	12,210.62	14,853.14	22,260.14	22,074.50	28,779.31	17,242.76	30,094.90	30,613.32	199,892.50	64,350.50	75.65%			
	Instructional Benefits	6,996,159.26	5,757,723.00	264,713.86	159,632.81	185,029.66	487,705.83	299,504.43	1,014,805.52	445,101.04	576,035.22	563,962.95	3,996,491.32	1,761,231.68	69.41%			
3440	RETIREE BENEFITS ACAD & CLASS	231,173.14	188,404.00	110.89	-	-	45,377.98	45,377.98	45,377.98	45,377.98	43,866.37	43,866.37	269,355.55	(80,951.55)	142.97%			
3120	CLASSIFIED STRS - (FOR CLASSIFIED EMPLOYEES PAYING INTO S	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
3130	NON-INSTRUCTIONAL STRS - FOR ACADEMIC ADMINISTRATORS	634,751.89	598,616.00	51,080.67	47,689.41	50,117.31	54,897.44	(28,401.76)	65,272.08	48,413.58	57,732.04	64,143.47	410,944.24	187,671.76	68.65%			
3160	CALSTRS ON-BEHALF CLASSIFIED	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
3170	CALSTRS ON-BEHALF NON-INSTRUCTIONAL ACADEMIC	475,426.10	-	-	-	-	-	-	-	-	-	-	-	-	-			
3220	CLASSIFIED PERS	943,416.17	1,080,831.00	82,995.82	82,894.74	83,064.55	83,115.65	85,182.31	87,754.01	87,561.56	83,682.47	86,401.17	762,652.28	318,178.72	70.56%			
3230	NON-INSTRUCTIONAL PERS	160,175.17	158,803.00	13,196.63	13,196.63	13,445.65	13,279.64	13,279.64	13,279.64	12,597.60	13,353.69	13,353.69	118,982.81	39,820.19	74.92%			
3320	CLASSIFIED FICA	295,220.16	318,781.00	25,218.42	24,932.07	25,592.16	23,033.08	23,442.52	23,477.72	26,477.06	25,138.93	25,963.71	223,275.67	95,505.33	70.04%			
3325	CLASSIFIED MEDICARE	74,642.17	77,786.00	5,934.19	5,909.72	6,204.54	5,949.24	6,033.19	6,068.75	6,255.68	5,920.40	6,113.28	54,388.99	23,397.01	69.92%			
3330	NON - INSTRUCTIONAL FICA	48,796.13	41,555.00	5,063.27	3,808.77	3,837.87	1,267.06	674.51	4,193.64	3,954.45	4,259.75	4,022.71	31,082.03	10,472.97	74.80%			
3335	NON - INSTRUCTIONAL ACADEMIC MEDICARE - COUNSELORS / LI	75,626.37	65,372.00	6,198.65	5,132.35	5,623.04	6,121.46	6,256.06	7,034.59	5,260.71	6,201.09	6,939.94	54,767.89	10,604.11	83.78%			
3420	CLASSIFIED HEALTH & WELFARE	1,477,565.91	1,682,161.00	7,117.05	7,052.74	7,492.85	149,900.25	149,982.48	162,400.31	156,219.01	143,067.86	155,618.84	938,851.39	743,309.61	55.81%			
3430	NON - INSTRUCTIONAL HEALTH & WELFARE (COUNSELORS / LIB	872,390.34	795,236.00	2,864.27	2,601.48	2,683.97	81,733.84	80,953.59	84,570.45	84,335.67	82,148.96	86,627.52	508,519.75	286,716.25	63.95%			
3460	OPEB, CL EMPLOYEES	11,125.70	10,830.00	819.81	819.60	858.90	822.98	828.54	834.34	959.04	857.89	846.06	7,647.16	3,182.84	70.61%			
3470	OPEB, OTHER CE EMPLOYEES	10,429.26	9,012.00	857.43	711.94	779.26	847.41	865.66	974.03	729.25	858.95	961.39	7,585.32	1,426.68	84.17%			
3520	CLASSIFIED SUI	8,015.73	22,980.00	204.65	203.84	213.99	205.16	206.58	209.31	215.80	204.21	210.82	1,874.36	21,105.64	8.16%			
3530	NON - INSTRUCTIONAL SUI - (COUNSELORS / LIBRARIANS / COOF	6,744.87	12,515.00	213.72	177.00	193.92	211.10	215.77	242.57	181.46	213.91	239.29	1,888.74	10,626.26	15.09%			
3620	CLASSIFIED WC	83,125.84	86,645.00	6,558.24	6,549.58	6,859.32	6,579.57	6,621.94	6,663.24	6,939.64	6,540.63	6,758.76	60,070.92	26,574.08	69.33%			
3630	NON - INSTRUCTIONAL WC - COUNSELORS / LIBRARIANS / COOR	83,442.47	72,137.00	6,859.25	5,695.18	6,234.20	6,779.17	6,925.08	7,792.04	5,833.68	6,871.05	7,690.82	60,680.47	11,456.53	84.12%			
3900	OTHER BENEFITS	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
3910	CalSTRS On Behalf	630.57	-	-	-	-	-	-	-	-	-	-	-	-	-			
3920	CalSTRS On Behalf	3,757.25	-	-	-	-	-	-	-	-	-	-	-	-	-			
3930	CalSTRS On Behalf	(517.36)	-	-	-	-	-	-	-	-	-	-	-	-	-			
3939	Golden Handshake Payments	1,289,289.28	-	-	-	-	-	-	-	-	-	-	-	-	-			
3912	PAYPRO 125 PLANS	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
3999	PAYROLL TAX ADJUSTMENTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Non-Instructional Benefits	6,554,054.02	5,033,260.00	215,182.07	207,375.05	213,201.53	434,743.05	353,066.11	470,766.72	445,934.19	437,051.83	465,891.47	3,243,212.02	1,790,047.98	64.44%			
	Benefits	13,781,386.42	10,979,387.00	480,006.82	367,007.86	398,231.19	967,826.86	697,948.52	1,530,950.22	936,413.21	1,056,953.42	1,073,720.79	7,509,058.89	3,470,328.11	68.39%			
	Total Salaries & Benefits	41,578,186.06	37,277,266.00	2,678,869.35	1,895,942.14	2,145,617.38	3,194,266.84	2,924,919.65	4,233,855.08	2,813,699.67	3,776,833.48	3,890,763.14	27,554,766.73	9,722,499.27	73.92%			
4230	REFERENCE BOOKS / MATERIALS	1,629.14	7,505.00	-	-	-	-	-	-	-	-	-	-	7,505.00	0.00%			
4320	INSTRUCTIONAL SUPPLIES	1,235.95	159,367.00	-	-	-	-	-	-	40,616.25	12,746.86	(1,871.59)	51,491.52	107,875.48	32.31%			
4330	PERIODICALS / MAGAZINES / SUBSCRIPTIONS INCLUDING ON-LIN	-	26.00	-	-	-	-	-	-	-	-	-	-	26.00	0.00%			
4351	INSTRUCTIONAL MEDIA	-	1,000.00	-	-	-	-	-	-	-	-	-	-	1,000.00	0.00%			
4360	TESTS	-	1,000.00	-	-	-	-	-	-	-	-	-	-	1,000.00	0.00%			

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Norco College			E	FUND_11	FY 2020/21												
Fund:	11	Resource:	1000	Actuals													
Object	Object Description	Prior Year 2019/20 Actual	Current Year 2020/ Revised Budget	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	YTD 6/30/21	Balance	% Used		
	Student Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Total Outgo	(8,073.69)	294,535.00	-	-	-	-	-	73,633.75	73,633.75	-	-	147,267.50	147,267.50	50.00%		
	Total Non-Salary	3,377,335.71	7,282,794.00	40,485.33	61,349.62	120,276.70	62,617.66	231,025.55	426,394.58	171,098.47	103,917.88	177,272.03	1,394,437.82	5,888,356.18	19.15%		
	Total 1000-7999 (obj code)	44,955,521.77	44,560,060.00	2,719,354.68	1,957,291.76	2,265,894.08	3,256,884.50	3,155,945.20	4,660,249.66	2,984,798.14	3,880,751.36	4,068,035.17	28,949,204.55	15,610,855.45	64.97%		
	Holding accounts removed		4,109,550.00										284,049.00	3,825,501.00	6.91%		
	Total Norco Budget/Expenses		40,450,510.00	2,719,354.68	1,957,291.76	2,265,894.08	3,256,884.50	3,155,945.20	4,660,249.66	2,984,798.14	3,880,751.36	4,068,035.17	28,665,155.55	11,785,354.45	58.05%		

Norco College Holding Accounts

As of March 31, 2021

Funding Source	SPP/ Res c	SPP/ Res c.	One Time, Annual, On Going	Carry Over ?	Fund	Res c.	Description	FY 2020/21 Adopted Budget	FY 2020/21 Revised Budget	FY 2020/21 Rev/Exp Net of Abatements	FY 2020/21 Encumbrance s	Uncommitted / Unrealized
Salary Savings	991	991	OT	N	11	1000	Savings from Permanent Gen.Fund Staff Positions	-	-	-	-	-
Sabbatical Holding Account	993	993	OT	N	11	1000	sabbatical Holding account	66,472	65,566	-	-	65,566
Barnes & Noble Commission Transfer	566	566	A	Y	11	1000	Annual Commissions rec'd from B&N One-time Funding - Rolled over Year to Year until gone	99,211	99,211	-	86,411	12,800
Barnes & Noble Signing Bonus	728	728	OT	Y	11	1000	gone	7,430	7,430	-	7,430	-
Follett Bookstore Commission Transfer	563	563	A	Y	11	1000	Annual Commissions rec'd from Follett One-time Funding - Rolled over Year to Year until gone	240,620	240,620	20,150	200,320	20,150
Follett Bookstore Signing Bonus	733	733	OT	Y	11	1000	gone	128,993	128,993	-	128,993	-
Follett Bookstore Textbook Scholarship	746	746	OT	Y	11	1000	Annual Funding with carry over One-time Funding - Rolled over Year to Year until gone	1,667	1,667	-	1,667	-
Pepsi Signing Bonus	734	734	OT	Y	11	1000	gone	-	-	-	-	-
Non-Resident Base Budget	729	729	A	Y	11	1000	Based on a Percentage of Non-Resident Fees rec'd	651,884	651,884	-	-	651,884
Budget Savings Distribution	738	738	OT	Y	11	1000	One-Time Allocation from Dist. Reserves in FY 17/18	692,075	692,075	189,921	330,408	171,746
Budget Savings Distribution	716	716	OT	Y	11	1000	One-Time Allocation in FY 18/19 for borrowed back FTES	123,335	430,719	200	107,151	323,368
Norco Soccer Field Use	568	568	OT	Y	11	1000	Facilities Fees Revenue	51,640	51,640	-	3,500	48,140
Permanent Position Funding	997	997	OG	Y	11	1000	To/From Permanently Funded Positions	697,016	616,269	-	-	616,269
Classified/Management Position Allocation	998	998	A	N	11	1000	Allocation to fund add'l Classified/Mgmt. Positions - has not been distributed in FY 18/19	-	-	-	-	-
Contract Holding Account	999	999	OT	Y	11	1000	Adjusting Account to Address Permanent Increases in College Contracts- obj 5110	24,115	21,615	-	-	21,615
Indirect Expenditure Holding Account	797	797	OT	Y	11	1000	Indirect Cost Recovery (at 83%)	795,432	1,000,916	73,778	418,674	508,465
							Fund 11- Unrestricted	3,579,890.00	4,008,605.00	284,048.96	1,284,553.83	2,440,002.21
Instructional Equipment	075	075	A	Y	12	1190	Restricted to Instructional Equipment	57,711	57,711	51,026	3,923	2,762
Lottery - Restricted	735	735	A	Y	12	1190	Restricted to Instructional & Library Materials including Instructional Software	423,193	423,193	150,797	67,271	205,125
Redevelopment Allocation	1180	1180	A	Y	12	1180	Relatively Unrestricted	182,695	182,695	-	-	182,695
Non-Resident Capital Outlay	709	709	A	Y	12	1190	Restricted to Capital Purchases State Appropriation - VRC and Articulation Platform	65,815	65,815	118	-	65,697
Veterans Resource Center	190	190	OT	Y	12	1190	Platform	1,521,815	1,521,815	515,221	1,007,396	(802)
Early Childhood Education Center	191	191	OT	Y	12	1190	State Appropriation	4,999,712	4,999,712	-	-	4,999,712
							Fund 12 Restricted	7,250,941	7,250,941	717,162	1,078,589	5,455,190
Contingencies	5899	5899										

Norco College Holding Accounts

As of March 31, 2021

Funding Source	SPP/Res c.	SPP/Res c.	One Time, Annual, On Going	Carry Over ?	Fund	Res c.	Description	FY 2020/21 Adopted Budget	FY 2020/21 Revised Budget	FY 2020/21 Rev/Exp Net of Abatements	FY 2020/21 Encumbrances	Uncommitted / Unrealized
Academic Affairs Instructional Holding Acct.			OG	N	11	1000	Academic Affairs Holding (set up in FY 15/16)	53,384	37,165	-	-	37,165
VP, Business Services	EDB	EDB	OG	N	11	1000	Administrative Contingencies	29,929	26,582	-	-	26,582
Dean, Special Funded Programs	ECW	ECW	OG	N	11	1000	Administrative Contingencies	500	500	-	-	500
VP, Academic Affairs	EJA	EJA	OG	N	11	1000	Administrative Contingencies	5,370	1,106	-	-	1,106
President	EMA	EMA	OG	N	11	1000	Administrative Contingencies	25,369	25,369	-	-	25,369
Dean of Instruction	EMB	EMB	OG	N	11	1000	Administrative Contingencies	500	500	-	-	500
Dean of Instruction	EMG	EMG	OG	N	11	1000	Administrative Contingencies	500	500	-	-	500
VP, Student Services	EZA	EZA	OG	N	11	1000	Administrative Contingencies	15,419	7,223	-	-	7,223
Dean, Admissions & Records	EZB	EZB	OG	N	11	1000	Administrative Contingencies	1,000	-	-	-	-
Dean, Student Services	EZG	EZG	OG	N	11	1000	Administrative Contingencies	1,000	1,000	-	-	1,000
Dean, Student Life	EZK	EZK	OG	N	11	1000	Administrative Contingencies	1,000	1,000	-	-	1,000
Total Fund 11- Administrative Contingencies								133,971	100,945	-	-	100,945
Fund 11- Unrestricted								3,713,861	4,109,550	284,049	1,284,554	2,540,947
Fund 12-Restricted								7,250,941	7,250,941	717,162	1,078,589	5,455,190
Total Fund 11 and 12								10,964,802	11,360,491	1,001,211	2,363,143	7,996,137

Note: All allocations to the General Fund Must Adhere to General Fund

Carryover Definitions:

- OT** One-Time - Funds that Do Not Renew Once Depleted
- A** Annual - New Funds are Allocated Annually
- OG** On Going - Funds Renew Annually with the Exception of Permanent Transfers out of Account

2021/2022 Norco College Budget Priorities

In compliance with all regulations and laws, and alignment with Norco College's strategic plan goals of Student, Regional, and College Transformation, the College will primarily focus its resource allocation on the following strategic objectives.

Student Transformation

- Maximize efficient FTES generation to meet established targets and provide access
- Continue to implement Guided Pathways framework
- Continue to close student equity gaps
- Implement professional development

Regional Transformation

- Continue to reduce working poverty and the skills gap
- Pursue, develop, and sustain collaborative partnerships

College Transformation

- Invest strategically to offer a comprehensive range of programs
- Support integrated planning, effective governance, continuous improvement
- Strategic investment in college personnel to sustain an excellent workplace culture
- Develop/improve physical facilities to build a comprehensive and inspiring campus
- Implement technology-enhanced operational systems
- Strategic investments to increase resource capacity and revenue generating projects

Norco College 2023-2027 5YCP IPP and FPP Submissions

Prepared by ALMA Strategies

For the District Facilities Planning and Development

Date: April 6th, 2021

Library/Learning Resource Center & Student Services—FPP Re-submit (Growth Category)

- ▶ FPP resubmittal for 2023-2024 first funding year
- ▶ Outline of Project Space (46,252 ASF / 71,739 GSF):

Space Category	Classroom 100s	Lab 210-255	Office 300s	Library 400s	AV/TV 530-535	Other	Total ASF
Project Primary ASF	1,200	0	15,887	24,955	940	3,270	46,252
Project Secondary ASF	-2,044	-2,800	-13,934	-10,921	0	-2,902	-32,601
Project Net ASF	-844	-2,800	1,953	14,034	940	368	13,651

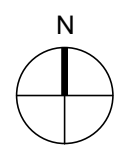
- ▶ Primary ASF: Based on FPP Submitted Drawings from Canon Design dated 5.17.2020 (see next slides)
- ▶ Secondary ASF: based on Demolition of Portables A-P and B-P (Bldgs # 17 & 18), existing Student Services and College Resource Center buildings and the inactivation of the existing Library building.
- ▶ The project will house the following:
 - ▶ Library/Learning Resource Center Space
 - ▶ General Classrooms
 - ▶ Instructional Administration Staff
 - ▶ Other student services

Library/Learning Resource Center & Student Services—FPP Re-submit (Growth Category)

- Estimated Project Score:

Scoring Metric	Supporting Data	Raw Score	Score with 50% District Contribution	Max Points
Enrollment Growth	2016-2020 WSCH Change: 6,166 WSCH-6,679 WSCH	12	12	50
Existing Inventory	Dominant Space Type: Library; Capacity Load Ratio=47%	33	12	50
FTES	2021 Annual Projected FTES: 3,541 FTES	12	12	20
CTE Programs (Vision for Success)	Percentage of Total Space Dedicated to CTE: 2%	1	19	25
Regions of High Need (Vision for Success)	Yes	5	5	5
Local Contribution	District Contribution: 0%; 50%	0	50	50
Total Project Score		63	103	200

- FPP will be resubmitted with updated cost estimate/JCAF 32



1 CAMPUS PLOT PLAN
1" = 160'-0"

Issue Date: 05/17/2020

CAMPUS SITE PLAN

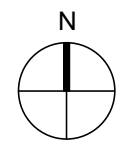
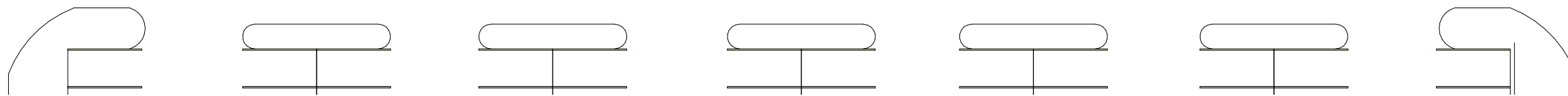
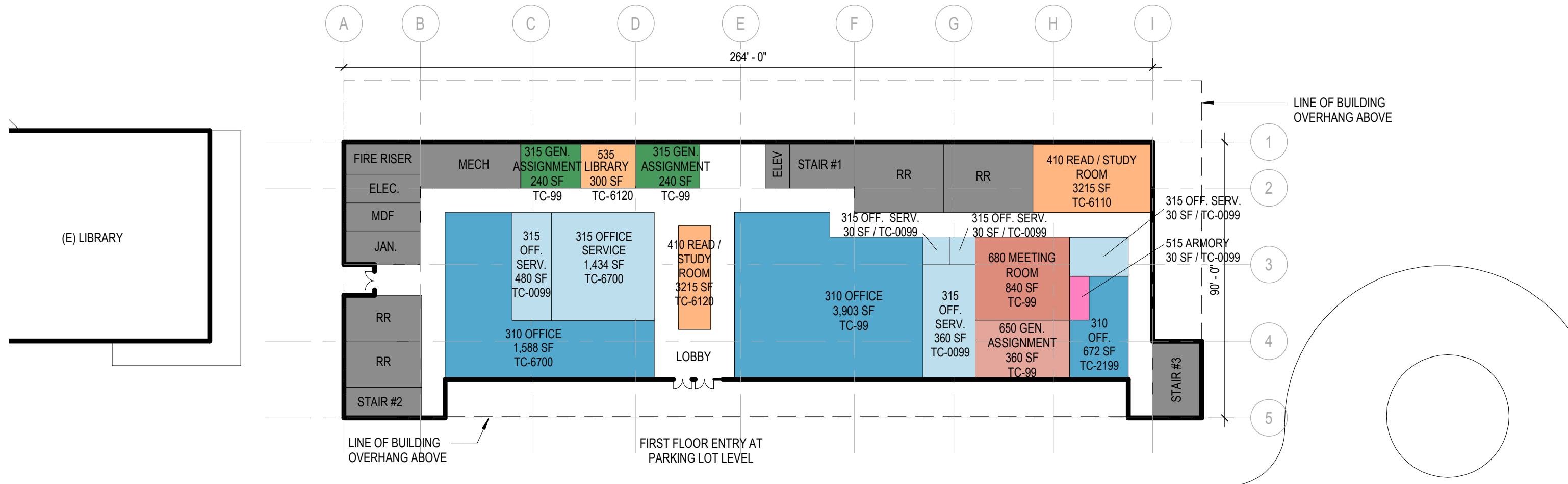
LEVEL 01 PROGRAM

ROOM USE	TOP CODE	ASF
310 OFFICE	0099	480 SF
	2199	672 SF
	6700	1,588 SF
315 OFFICE SERVICE	0099	960 SF
	2199	240 SF
	6400	480 SF
	6700	1,434 SF

ROOM USE	TOP CODE	ASF
410 READ / STUDY ROOM	6110	490 SF
	6120	490 SF
515 ARMORY	2199	120 SF
535 AUDIO/VISUAL/TV	6130	300 SF
680 MEETING ROOM	0099	840 SF

LEVEL 01 TOTAL ASF 11,397 ASF

LEVEL 01 TOTAL GSF 21,038 GSF



1 LEVEL 01
1/32" = 1'-0"

Issue Date: 05/17/2020

Level 01 Plan - A&R, FA, STUDENT SERVICES

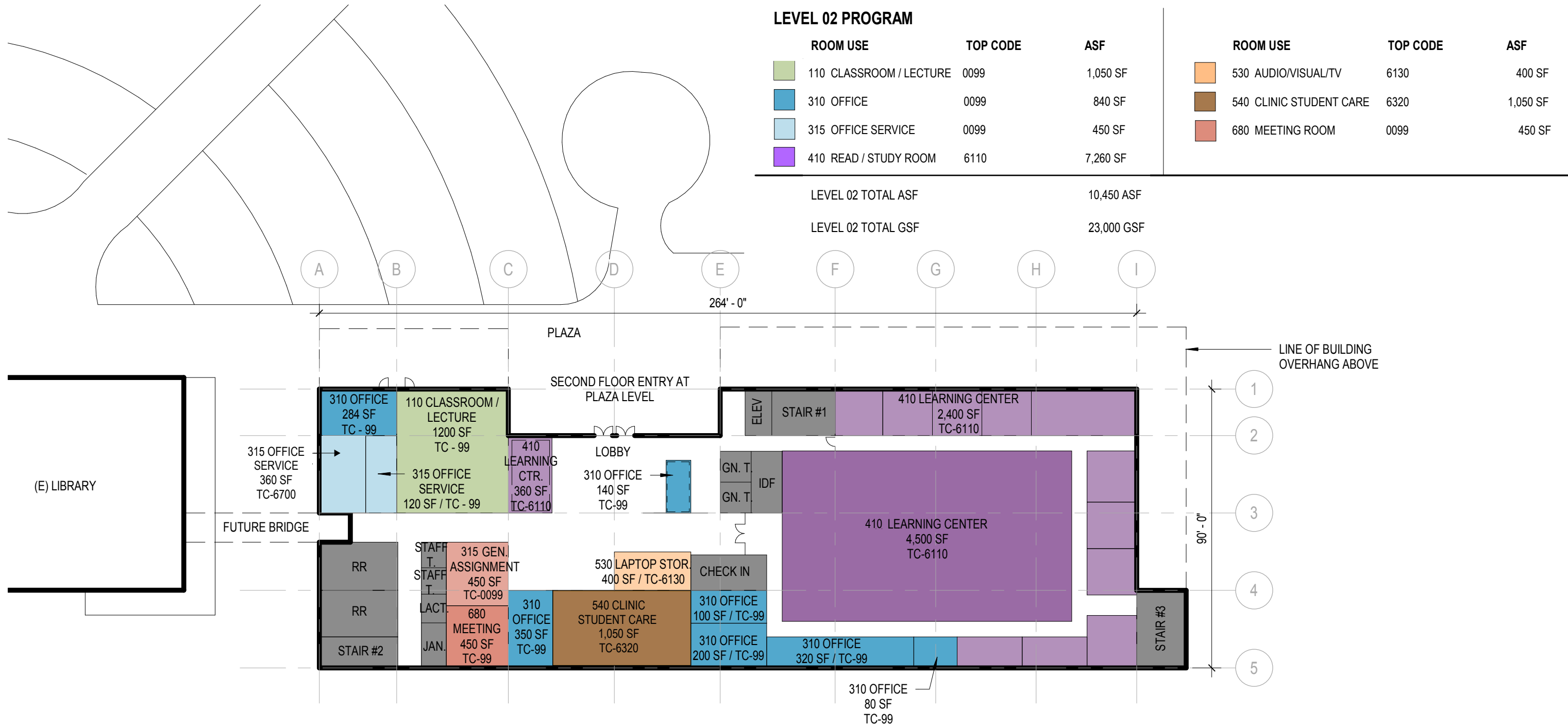
LEVEL 02 PROGRAM

ROOM USE	TOP CODE	ASF
110 CLASSROOM / LECTURE	0099	1,050 SF
310 OFFICE	0099	840 SF
315 OFFICE SERVICE	0099	450 SF
410 READ / STUDY ROOM	6110	7,260 SF

ROOM USE	TOP CODE	ASF
530 AUDIO/VISUAL/TV	6130	400 SF
540 CLINIC STUDENT CARE	6320	1,050 SF
680 MEETING ROOM	0099	450 SF

LEVEL 02 TOTAL ASF 10,450 ASF

LEVEL 02 TOTAL GSF 23,000 GSF



1 LEVEL 02
1/32" = 1'-0"

Issue Date: 05/17/2020

Level 02 Plan - LRC, CRC

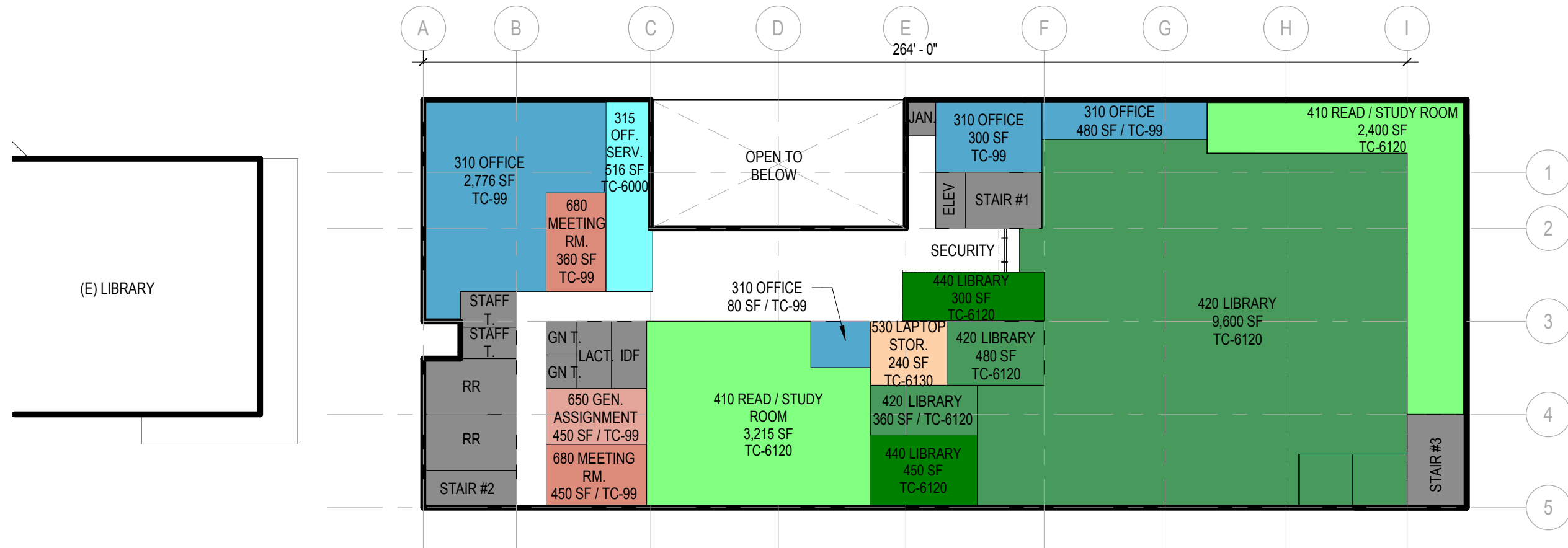
LEVEL 03 PROGRAM

ROOM USE	TOP CODE	ASF
310 OFFICE	0099	1,210 SF
	6000	2,500 SF
	6700	284 SF
315 OFFICE SERVICE	0099	930 SF
	6000	516 SF

ROOM USE	TOP CODE	ASF
410 READ / STUDY ROOM	6120	5,525 SF
420 STACK	6120	10,440 SF
440 PROCESSING ROOM	6120	750 SF
530 AUDIO/VISUAL/TV	6130	240 SF
680 MEETING ROOM	0099	810 SF

LEVEL 03 TOTAL ASF 24,405 ASF

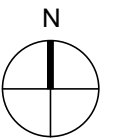
LEVEL 03 TOTAL GSF 27,701 GSF



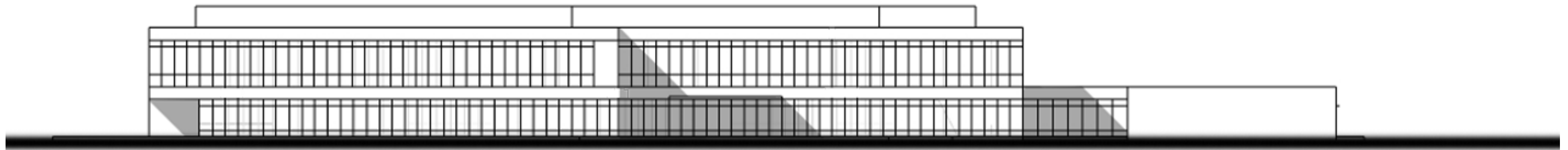
(E) LIBRARY

1 LEVEL 03
1/32" = 1'-0"

Issue Date: 05/17/2020



Level 03 Plan - LIBRARY, ADMIN



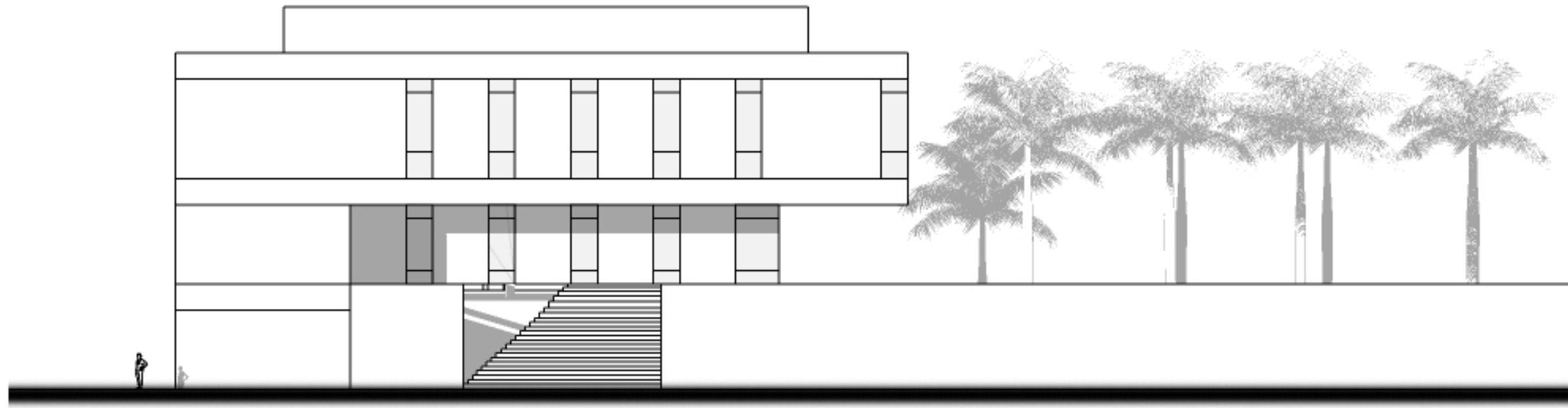
NORTH ELEVATION



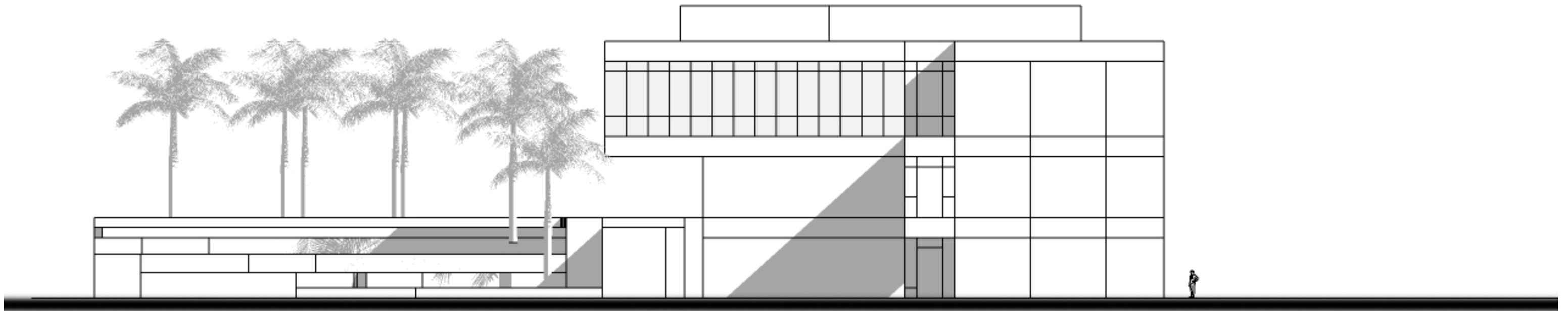
SOUTH ELEVATION

Issue Date: 05/17/2020

NORTH / SOUTH ELEVATION



EAST ELEVATION



WEST ELEVATION

EAST / WEST ELEVATION

Issue Date: 05/17/2020

STEM Phase I–IPP Submission (Growth Category)

- ▶ 2024-2025 first funding year
- ▶ Estimated Project Score:

Scoring Metric	Supporting Data	Raw Score	Score with 50% District Contribution	Max Points
Enrollment Growth	2016-2020 WSCH Change: 6,166 WSCH-6,679 WSCH	12	12	50
Existing Inventory	Dominant Space Type: Lab; Capacity Load Ratio=76%	12	12	50
FTES	2021 Annual Projected FTES: 3,541 FTES	12	12	20
CTE Programs (Vision for Success)	Percentage of Total Space Dedicated to CTE: 77%	19	19	25
Regions of High Need (Vision for Success)	Yes	5	5	5
Local Contribution	District Contribution: 0%; 50%	0	50	50
Total Project Score		60	110	200

- Outline of Project Space:

Space Category	Classroom 100s	Lab 210-255	Office 300s	Library 400s	AV/TV 530-535	Other	Total ASF
Project Primary ASF	12,000	24,700	1,500	1,500	0	8,000	47,700
Project Secondary ASF	-16,991	-18,897	-4,959	-270	0	-2,030	-43,147
Project Net ASF	-4,991	5,803	-3,459	1,230	0	5,970	4,553

- Primary ASF: Based on NC FMP and ALMA Strategies Space Programming and Cap/Load Analysis
- Secondary ASF: Based on inactivation of existing ATEC and IT buildings

Welcome Center/Student Services— IPP Submission (Growth Category)

- ▶ 2024-2025 first funding year
- ▶ Estimated Project Score:

Scoring Metric	Supporting Data	Raw Score	Score with 50% District Contribution	Max Points
Enrollment Growth	2016-2020 WSCH Change: 6,166 WSCH-6,679 WSCH	12	12	50
Existing Inventory	Dominant Space Type: Other; Capacity Load Ratio=N/A	0	0	50
FTES	2021 Annual Projected FTES: 3,541 FTES	12	12	20
CTE Programs (Vision for Success)	Percentage of Total Space Dedicated to CTE: 0%	0	0	25
Regions of High Need (Vision for Success)	Yes	5	5	5
Local Contribution	District Contribution: 0%; 50%	0	50	50
Total Project Score		29	79	200

• Outline of Project Space:

Space Category	Classroom 100s	Lab 210-255	Office 300s	Library 400s	AV/TV 530-535	Other	Total ASF
Project Primary ASF	0	0	6,500	4,000	300	19,200	30,000
Project Secondary ASF	0	0	-2,941	-2,343	-162	-8,968	-14,414
Project Net ASF	0	0	3,559	1,657	138	10,232	15,586

- Primary ASF: Based on NC FMP and ALMA Strategies Space Programming and Cap/Load Analysis
- Secondary ASF: Based on inactivation of existing Center for Student Success

Social and Behavioral Science Phase I— IPP Submission (Growth Category)

- ▶ 2024-2025 first funding year
- ▶ Estimated Project Score:

Scoring Metric	Supporting Data	Raw Score	Score with 50% District Contribution	Max Points
Enrollment Growth	2016-2020 WSCH Change: 6,166 WSCH-6,679 WSCH	12	12	50
Existing Inventory	Dominant Space Type: Class; Capacity Load Ratio=61%	20	20	50
FTES	2021 Annual Projected FTES: 3,541 FTES	12	12	20
CTE Programs (Vision for Success)	Percentage of Total Space Dedicated to CTE: 0%	0	0	25
Regions of High Need (Vision for Success)	Yes	5	5	5
Local Contribution	District Contribution: 0%; 50%	0	50	50
Total Project Score		49	99	200

- Outline of Project Space:

Space Category	Classroom 100s	Lab 210-255	Office 300s	Library 400s	AV/TV 530-535	Other	Total ASF
Project Primary ASF	11,500	1,500	800	0	0	22,920	36,720
Project Secondary ASF	0	0	0	0	0	0	0
Project Net ASF	11,500	1,500	800	0	0	22,920	36,720

- Primary ASF: Based on NC FMP and ALMA Strategies Space Programming and Cap/Load Analysis
- Secondary ASF: None.

Facilities M&O & Grounds Update 4/1/21

GROUNDS:

- Continue spraying weeds throughout campus as weather conditions permit.
Ongoing
- Continue blowing of campus including stairways, breezeways, amphitheater, CSS patio and bus stop areas.
Ongoing
- Turf care is ongoing with **weekly** with mowing and edging.
- Turf maintenance winter/spring feeding and spraying of turf weeds.
Completed
- Irrigation repairs and checks, such as malfunctioning and/or damaged nozzles and valves.
Ongoing also identifying malfunctioning isolation valves
- Post construction cleanup of the amphitheater is complete and ready for students.
Completed
- CSS patio has been, in conjunction with the amphitheater cleanup has been **completed** and ready for students to enjoy their snacks from the Corral
- Parking lots are continuing to be maintained in regards to weeds and palm trees.
Ongoing
- Due to the ongoing high winds, fallen trees are being replanted and in some cases removed.
- Trimming of hedges and tree wells is an **ongoing** task.

MAINTENANCE

- Flushing of building domestic water in buildings and water dispensers is completed.
- HVAC filter replacements and coil cleaning 90% complete.
- Maintaining of golf cart fleet is **ongoing**.
- Maintaining of campus wide vehicle fleet is ongoing i.e.. starting, proper air pressure and sending them to Ford service.
In process
- Checking campus lighting ongoing.
- Removal of inner torn or faded campus banners **completed**.
- Chillers are being checked routinely
- NOC generator being inspected and ran twice a month
- Fire alarm testing **completed**.
- Vaults are clean of water and new sump pumps are being ordered.

Safety Update for BFPC April-2021

COVID-19 by the Numbers

4/1/2021	Riverside	Imperial	Kern	Los Angeles*	Orange	San Bernardino	San Diego	San Luis Obispo	Santa Barbara	Ventura	California	United States	Global
Total Cases	283,006	27,506	94,205	1,180,538	249,518	285,916	270,288	20,215	33,052	79,326	3,570,660	30,085,827	128,540,982
New Cases	76	35	54	494	106	158	290	21	36	44	2,234	47,464	650,765
Total Cases Per Capita	11,466	14,352	10,160	11,509	7,729	12,894	8,019	7,249	7,242	9,302	8,898	9,114	1,660
New Cases Per Capita	3.08	18.26	5.82	4.82	3.28	7.13	8.60	7.53	7.89	5.16	5.57	14.38	8.40
Recovered	287,694	24,330	38,046	Not Reported	243,032	285,817	262,351	19,990	32,530	78,343	1,940,569	23,696,898	104,702,634
Total Deaths	4,171	710	1,229	23,171	4,731	4,356	3,555	251	443	969	58,090	546,704	2,808,308
New Deaths	17	4	8	35	4	13	0	0	2	11	154	560	11,608
Deaths Per Capita	168.99	370.47	132.54	225.89	146.54	196.45	105.48	90.01	97.07	113.63	144.76	165.62	36.26
% of State's Cases	7.93%	0.77%	2.64%	33.06%	6.99%	8.01%	7.57%	0.57%	0.93%	2.22%	11.87%	23.41%	
Currently in Hospitals	109	5	52	634	131	118	183	4	30	46	2,200		
Total Hospital Beds	3,243	234	1,080	19,282	5,795	3,559	6,453	460	603	1,147	65,684		
Currently in ICU	30	2	11	200	22	30	61	0	11	8	576		
ICU Beds Available	87	8	36	625	254	150	275	25	30	45	2,182		
Case Fatality Rate	1.47%	2.58%	1.30%	1.96%	1.90%	1.52%	1.32%	1.24%	1.34%	1.22%	1.63%	1.82%	2.18%
COVID Tests Daily	2,835	207	1,067	54,605	4,617	2,423	6,872	317	416	1,147	103,017		
Total COVID Tests	2,049,570	165,988	693,613	24,806,719	2,856,387	2,172,601	3,379,596	244,001	353,271	1,086,952	53,149,309		
Population*	2,468,145	191,649	927,251	10,257,557	3,228,519	2,217,398	3,370,418	278,862	456,373	852,747	40,129,160	330,100,590	7,745,123,000
% of Population	6.15%	0.48%	2.31%	25.56%	8.05%	5.53%	8.40%	0.69%	1.14%	2.13%	1.08%	0.3884%	

Sources: CDPH, WHO, CDC, Local County Data

The date for which case statistics and hospital data were reported. Hospital COVID data are self-reported through a portal managed by the California Hospital Association and pulled at 2pm. COVID case statistics are reported by local health departments to CalREDIE and are pulled at 2pm. Hospital data and case statistics are integrated by the California Department of Technology and made available through the Open Data Portal the following morning. CA Open Data Portal is at least 24 Hours behind although a backlog of new case reports at the State level has ostensibly been cleared, some County dashboards still contain notes that indicate data are missing. *California Demographics from State Database Blueprint Data Chart 12-15-20 & census.gov . Presumptive active cases - A calculation (Total Cases - Recovered - Dead) (* LA County does not report recovery rates)

Norco College hosted a vaccination event on Tuesday 03-30-21



Norco College hosted a vaccination event on Tuesday 03-30-21

We had a successful vaccination event today, serving a reported 275 doses to students and employees. The second dose in the series will be administered on campus on April 20.

Safe Return Plan Spring 2021 Presentation to Classified professionals on 3-23-201

The Safety & Emergency Preparedness Coordinator presented to the Classified professional staff about the safeguards and protocols that have been put into place to keep everyone safe during the Spring 2021 semester. These items included the following items:

- Signage
- Daily health check
- Masks
- Physical distancing
- One-way systems
- Hand washing & sanitation
- Cleaning & sanitizing
- HVAC upgrades
- Hazard reporting and feedback
- Safety audits
- Vaccine



Safe Return Plan SPRING 2021

What are we doing to keep everyone safe?

Presented by Justin Czerniak





Charter for Technology Committee

April 2021

This Charter is established between the Technology Committee and the future Resources Council to structure the process and planned outcomes included herein during the 2021-2022 academic year.

Purpose

The Norco College Technology Committee provides strategic planning, guidelines, assessment, and recommendations for the direction, implementation, and sustainability of technology resources throughout the college to support student learning programs, services, and improve institutional effectiveness consistent with the college's mission.

Charge

The Norco College Technology Committee is the shared governance committee that engages in discussions regarding all college technology matters. The committee keeps abreast of technology needs and is responsible for creating, maintaining, and updating the Technology Plan, technology principles, guidelines, and procedures, as well as prioritizing allocation of technology resources, monitoring campus software and hardware inventory, assessing technology needs and how technology resources support institutional goals to improve student success, access, and equity, and assure that technology planning is integrated with institutional planning.

Guiding Principles and Assumptions

Norco College is committed to managing its technology resources in an organized, deliberative, and cost-effective manner. The Technology Committee is guided by the principles of:

- Providing technology training and support for the college community
- Support instruction and student learning with technology
- Measuring and responding to technology needs
- Maintaining an integrated Technology Plan
- Developing technology budget priorities to support resource allocation

Classified professionals from Technology Support Services and the Instructional Media Center attend Technology Committee meetings as a resource and to provide professional expert input in discussions and decision-making.

Guiding Principles and Assumptions

RCCD, through the Information Technology Strategy Council (ITSC) maintains the District Strategic Technology Plan and Security Plan which coordinates and communicates with Norco College through its Technology Committee representatives. Through ITSC, Norco College Technology Committee representatives participate in the prioritization of resource allocation of technology resources for the district.

Scope & Expected Deliverables

The Technology Committee does the following:

- Provide technology prioritization from annual program review
- Review rubric for technology prioritization
- Technology Survey
- Technology Recommendations
- Technology Budget Priorities
- Support technology workshops, tools, and training
- Review and update the Technology Plan

Membership

The voting membership of the Technology Committee consists of five faculty members as appointed by the Academic Senate, five classified professional members as appointed by the California Schools Employees Association Chapter 535, two students appointed the Associated Students of Norco College, and two administrators appointed by the President's Cabinet. The Administrative Co-Chair is appointed by the President's Cabinet and the Classified Professional Co-Chair is appointed by CSEA 535.

- Administrative Co-Chair - Administration
- Classified Professional Co-Chair - Classified Professionals
- Faculty Representative - Faculty
- Faculty Representative - Faculty
- Faculty Representative - Faculty
- Faculty Representative - Faculty
- Faculty Representative - Faculty
- Administrative Representative - Administration
- Classified Professional Representative - Classified Professionals
- Classified Professional Representative - Classified Professionals
- Classified Professional Representative - Classified Professionals
- Classified Professional Representative - Classified Professionals
- Student Representative - ASNC
- Student Representative - ASNC

Meeting Time/Pattern

The Technology Committee meets monthly on the third Thursday at 2pm via zoom during the fall and spring semesters. Contact the Co-Chairs to place an item on a future agenda.

Roles of Co-Chairs and Members

The Co-Chairs are accountable to Resources Council to ensure continuity of dialogue between governance tiers. Co-Chairs are responsible for preparing agenda and facilitating meetings of the Technology Committee based on best practices and guidelines for effective facilitation.

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the Technology Committee that can help to achieve its charge. Members actively participate in meetings, deliberations, and decision-making processes. The Technology Committee welcomes all attendees to participate in lively conversations that take place at its meetings. Each member brings their knowledge and expertise as well as constituent perspectives to help the committee discuss technology matters and collaboratively provide recommendations on technology needs and resources rooted in data.

Members are representatives of their constituent groups and through those groups reporting mechanisms report back to their representative groups. The Technology Committee creates and posts agendas and minutes on its webpage to communicate with the college community and publish its discussions and actions taken.

Meeting Procedures and Expectations

The Co-Chairs, and members of this governance entity will adhere to meeting and governance best practices as follows:

Meeting agendas are issued in advance of meeting times. Meeting agendas are organized to achieve the work of the committee established through the Technology Plan's goals and objectives. Meeting minutes are taken and posted to the committee webpage.

Members endeavor to:

- Review all relevant material prior to the committee meetings or through email correspondence.
- Contribute to the discussions concerning the committee's issues.
- Attend all meetings of the committee and sub-committees
- Participate in carrying out the goals and objectives in the Technology Strategic Plan
- Promote awareness of the Technology Strategic Plan
- Actively participate in the work of the committee

IMC Classroom Technology Projects

Update 4/1/21

- Classroom/Essential Labs A/V replacement plan and adding video streaming
- Currently in the design phase: Next Steps – purchase equipment:

Theater 101 – Large Lecture Hall - Touchless beam signal mics, auto tracking cams..etc.

ITEC 117 – Large Lecture Hall

ST 203 - Lab

HUM 208 – Lab

- Alternative solutions for remainder of classrooms- Web cams, 360-degree cams.... etc
- Projector screen replacement ITEC 124
 - Next Steps: Delivery and Install
- CSS 217 Replacement of defective projector and interactive display
 - Projector installation is complete
 - On hold for interactive display

Exploring options to include zoom licenses for all student @ Norco College

- Discussion phase with Zoom on how this can be implemented for the College
- Third Street LED marquee update
 - Firmware upgrade to cellular device
 - Improvements to the TEMP sensors
 - Improvements to the ambient light sensors
 - Upgrade = 1 of 5 complete

Please note: Upgrades will take place remotely and sign will be off during the process. Will update college with exact date and time.

The Role of the Library Faculty in the California Community College

[Planned Adoption Spring 2019]

The Transfer, Articulation, and Student Services Committee 2018-2019

Committee Members

Conan McKay
Tanya McGinnis
Lynn Fowler
Graciela Sae-Kleriga
Arthur Guaracha
LaTonya Parker
Karen Chow
Teresa Aldredge

Council of Chief Librarians - Work Group 2018-2019

Contributing Authors

Elizabeth Bowman, Santa Barbara City College
Canon Crawford, Santa Rosa Junior College
Dan Crump, American River College
Brian Greene, Columbia College
Joey Merritt, Merced College
Van Rider, Antelope Valley College
Wendy Rider, Antelope Valley College (Editor)

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Introduction

Community college libraries change lives. Library faculty throughout the California Community College (CCC) system play a significant role in helping students achieve student success while supporting a college's mission and values, academic curriculum, and institutional learning outcomes. Moreover, libraries embody the spirit of community, creativity, and discovery that we all seek to instill in our students. Libraries also promote literacy, equity, freedom of information, and lifelong learning. Hundreds of thousands of students benefit greatly from access to library resources, services, and instruction and, even more importantly, to librarians.

Primarily, libraries are the central resource for supporting faculty and students in their research and information needs, both physically and remotely. This essential role of libraries and library faculty has remained consistent amidst significant technological and pedagogical changes within the community college system. (For this paper, the term library faculty and librarian is used interchangeably to reinforce the faculty status of community college librarians.) As librarians continue to determine their other roles within the CCC system and local districts in response to evolving demands, the inclusion and engagement of library faculty in college decision-making processes and program development are critical.

We recognize that just as each student body and community is diverse with its own characteristics, needs, and goals, so are each of the libraries throughout the CCC system. We encourage library faculty, administrators, and staff to apply the various recommendations outlined in this current paper as appropriate to meet their own individual requirements in providing impactful library instruction and services.

Justification of Paper

In 2009, the Academic Senate for California Community Colleges (Academic Senate) passed a resolution (Academic Senate Resolution 16.01 S09) calling for the development of the 2010 paper, "Standards of Practice for California Community College Library Faculty and Programs." The paper addressed and described standards of practice for CCC libraries, including the roles of library faculty and other aspects of library service and set system-wide standards for CCC libraries.

This current paper was developed by the Transfer, Articulation, and Student Services Committee of the Academic Senate in partnership with the Council of Chief Librarians in response to Academic Senate Resolution 16.01 F17, which called for an updating of the 2010 paper to include a review of current practice, policy, and national standards for the library discipline.

In addition to outlining the importance of library faculty in facilitating student success and providing information on the core roles of library faculty in the CCC system, this updated content may be used to inform the development of local and external policies, regulations, and guidelines that pertain to the operation and performance of CCC libraries and assist in the ongoing dialog among library faculty, staff, and administration regarding the role, services, design, and development of libraries and librarians.

The publications "Standards of Practice for California Community College Library Faculty and Programs" (2010), "Standards for Libraries in Higher Education" (2018) and "Guidelines for University Library Services to Undergraduate Students" (2011) developed by the Association for

College and Research Libraries (ACRL) were consulted in the development of this paper. Other professional standards referred to include “The Guidelines for Instruction Programs in Academic Libraries” (2011), “Standards for Distance Learning Library Services” (2016), both by ACRL, and the “Library Bill of Rights” by the American Library Association (ALA 1996).

Value and Impact of Librarians and Libraries

The value and impact of librarians and library services to students and faculty in the CCC community cannot be overstated. Librarians are central to the education of students as they provide a safe and inclusive environment for students to bring questions about their courses, explore new ideas, and learn to become information literate in a quickly changing world.

Information Literacy describes a skill set that includes an individual’s ability to apply critical thinking skills to discover, evaluate, and produce information in an evolving information landscape. Given their training, librarians are in an ideal position to facilitate the development of these skills in an academic library setting and in the classroom.

Research shows that student use of library services serves as a predictor of student retention and academic success (see ACRL reports from Oakleaf, 2010 and Brown & Malenfant, 2015, 2016 & 2017, as well as Laskin & Zoe, 2017). Retention has become a catchword for academia; no longer can institutions rely on student enrollment, but the trends in CCC funding require that students complete their educational goal, whether it is a certificate or a degree.

Students who use library resources tend to stay in school longer and have better success rates. “Use, even once, of library databases, print collections, electronic journals, and computer workstations were positively correlated with GPA and retention. For every additional time that students engaged in these behaviors, students demonstrated an associated increase in GPA and retention” (Murray et al. 634). This same study found that freshman who used the library in the fall semester were 9.54 times more likely to return in the spring and that students who used the library in the spring semester were 7.23 times more likely to return the following fall semester than students who didn’t use the library.

This would suggest that students who use the library earlier in their academic careers would also be more persistent and successful long term. Data on retention alone would make the library valuable, but there are other ways in which libraries benefit students. For instance, student grades tend to be higher when they use library services. DeeAnn Allison at the University of Nebraska-Lincoln finds “that undergraduates with higher than average GPAs accessed electronic resources from off campus and checked out print books more often than students with lower than average GPAs” (qtd. in Gaha et al. 740).

It is also important to note that library faculty provide instruction and services that extend far beyond the reference desk. Librarians reach into classrooms across disciplines, meet students one-on-one and interact with students outside the library. This includes providing access to physical and virtual resources, finding aids such as LibGuides (online research guides), library technology, and spaces including study rooms. Librarians manage these resources to support student success. They also provide value-added services such as guidance in the use of library resources from off-campus locations and virtual reference as well as the effort to ensure that all these services will be provided seamlessly and when they are needed by the user.

Professional and Academic Standards

Guiding Principles

Intellectual Freedom

Community college librarians, staff, and administrators are advocates of intellectual freedom and protect the “the rights of library users to read, seek information, and speak freely as guaranteed by the First Amendment.” The American Library Association asserts that “[i]ntellectual freedom is a core value of the library profession, and a basic right in our democratic society” (“Intellectual Freedom”).

Privacy and Confidentiality

Privacy of users is inviolable, and library faculty should make certain that policies are in place to maintain the confidentiality of library records and library use data. Libraries uphold laws such as the Family Educational Rights and Privacy Act (FERPA) (20 USC § 1232g; 34 CFR part 99).

The American Library Association offers this guidance:

A privacy policy communicates the library's commitment to protecting users' personally identifiable information. A well-defined privacy policy tells library users how their information is utilized and explains the circumstances under which personally identifiable information might be disclosed. When preparing a privacy policy, librarians need to consult an attorney to ensure that the library's statement harmonizes with state and federal laws governing the collection and sharing of personally identifiable information and confidential records. (“Developing or Revising”)

In developing and/or revising a library privacy policy, library faculty and administrators “should check with their parent institutions to ensure compliance with those institutions’ norms and policies” (“Privacy”).

Privacy policies may include the following sections:

- Patron notification of privacy rights and confidentiality
- Choice and consent options regarding the collection and use of patron information
- The right of access by users to their own personally identifiable information
- Technology and privacy concerns (including programs, applications, camera surveillance, cell and smartphone use, cloud computing, electronic resources, and social networking tools)
- Data integrity and security

Library faculty should ensure that open access to the Internet and electronic resources is available and that restrictions contrary to the mission of furthering research and education through exposure to a broad range of ideas are avoided. However, ALA reminds libraries to be aware that:

the continuing use of and accelerating dependence on emerging technologies to provide both traditional [and] innovative library services have constituted major challenges for the library profession...It's imperative that libraries understand each new technology by defining them and identifying the mechanism through which each patron's privacy may be breached. As stewards of patrons' data, we owe them the truth and some options. (“Developing or Revising”)

When working with licensing agreements, library faculty can maximize access to and be consistent with the American Library Association Library Bill of Rights, library faculty may consider digital rights management, patron privacy protections, and security protocols related to IP/proxy authentication when developing privacy policies.

Library privacy policies and library faculty should protect the patrons' access to information and the right to read. Again, the ALA asserts, "One cannot exercise the right to read if the possible consequences include damage to one's reputation, ostracism from the community or workplace, or criminal penalties. Choice requires both a varied selection and the assurance that one's choice is not monitored" ("Privacy"). However, in determining privacy policies in academic institutions, the ALA reminds:

Academic institutions often rely on principles of academic freedom to protect the intellectual freedom of faculty. While the principles of academic freedom are intended to protect faculty from professional consequences of researching unpopular or controversial areas, they do not necessarily protect the privacy of faculty. Academic libraries should also have in place appropriate policies based on First Amendment and Fourth Amendment rights to protect the privacy of faculty members' library records. ("Developing or Revising")

Lastly, it is recommended that statements of Intellectual Freedom in the library and throughout campus be endorsed by appropriate institutional and faculty governing bodies such as the faculty senate.

Inclusion and Equity

In developing library policies and practices, library faculty should ensure a balance of multiple viewpoints and interests when considering the presentation, selection, replacement, removal, or preservation of library resources and materials.

Collections, exhibits, and displays should celebrate and reflect intellectual freedom and creative expression, providing students and the academic community with exposure to a wide range of experiences and ideas. They should also transcend the individual values of library faculty, reflecting the diversity of different cultural and ethnic groups, religious views and beliefs, sexual orientations, economic status, physical and learning disabilities, and political and philosophical ideologies. It is also important to assure that minority viewpoints are given a place within the library's collections, exhibits, or displays and that the marketplace of ideas is well represented.

Library spaces should be available to the academic community regardless of the subject being researched or discussed, providing access without any discrimination toward a person's or group's beliefs.

Library faculty should embrace a service philosophy that affords equal access to all in the college community. Policies and procedures should be reviewed to ensure that they meet the information needs for access to library and information resources, services, and technologies by all community college patrons, "especially those who may experience language or literacy-related barriers; economic distress; cultural or social isolation; physical or attitudinal barriers; racism; discrimination on the basis of appearance, ethnicity, immigrant status, religious background, sexual orientation, gender identity, gender expression" ("Programming").

Education and Continuous Learning

Library faculty strive to provide all patrons with guidance, opportunities, resources, and an environment for promoting continuous learning. To accomplish this overarching objective, library faculty work to offer direct instruction (in and out of the classroom), curriculum support, professional development resources, research support, and access to physical and virtual resources to further lifelong learning. CCC libraries are places where people of all ages and means can connect to ideas, information, and each other. Equally important, libraries are learning spaces that can be dynamic and flexible in meeting the diverse educational needs of its community.

ACCJC/WASC Accreditation Standards

In 2014, the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges published the updated standards related to the commitment to ongoing school improvement and the ensuring of quality education, institutional effectiveness, and student learning. In an environment of data-driven accountability, library faculty should be actively engaged and included in accreditation efforts, especially as they pertain to determining the quality of library services, resources, and programs.

Standard II: Student Learning Programs and Support Services presents the general expectation for institutions to provide student learning programs and student support services in concert with the institution's mission:

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution. ("Accreditation Reference Handbook")

In particular, Standard II B.1-4 relate directly to community college libraries. The published standard states the following:

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Library faculty can ensure that the department and institution meet accreditation standards by becoming familiar with all standards, particularly Standard II, developing library strategic plans, building and sustaining a culture of meaningful assessment in the library, engaging in program review and self-study teams, and participating in college governance committees and decision-making processes. Likewise, library faculty may serve on an accreditation visiting team to strengthen and elevate the role of librarians in the accreditation process. Megan Oakleaf, in her report, *The Value of Libraries*, reinforces this notion:

Librarians can prepare for and participate in institutional accreditation efforts in their own institutions. They may also engage in accreditation processes at a higher level, perhaps working to increase the integration of information literacy concepts into regional accreditation guidelines (16).

It is important to note that the most current accreditation standards do not include any language concerning the instruction of Information Literacy or Information Competencies by library faculty. Library faculty are, however, encouraged to incorporate Information Literacy into their programs, curriculum, institutional SLOs and ILOs to meet students' information needs.

ALA and ACRL Standards

The Association of College and Research Libraries (ACRL), a division of the American Library Association (ALA) that provides and develops professional and academics programs, standards, and services for academic libraries in higher education, launched the Framework for Information Literacy for Higher Education (referred to as the Framework) in 2016 after extensive review of skills and themes related to information literacy. This new Framework replaced the committee's adoption of the *Information Literacy Competency Standards for Higher Education* from January 2000.

The Framework represents a shift in pedagogy "because it is based on a cluster of interconnected core concepts, with flexible options for implementation, rather than on a set of standards or learning outcomes, or any prescriptive enumeration of skills" ("Framework"). The flexibility of the Framework allows for local interpretation and development of programs with six

concepts in mind. Each core concept includes *knowledge practices*, “demonstrations of ways in which learners can increase their understanding” of the concepts, and *dispositions*, “which describe ways in which to address the affective, attitudinal, or valuing dimension of learning” (“Framework”). The core concepts are as follows:

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

Each concept includes multiple knowledge practices and dispositions, which can be applied to each step of the research process, from a student’s development of a research question and discovery, evaluation and documentation of sources to the production of content in multiple formats.

The nature of the Framework allows librarians to customize the curriculum for each institution and the programs within the institutions across the state. Library faculty should embed and apply the principles of the Framework in the foundations of all information literacy and library-based instruction, programs, and projects. Assessment was also a consideration of the committee when designing the Framework, and rubrics are a common way to evaluate student skill sets. Library faculty are encouraged to develop and consider appropriate assessment tools, practices, and activities as they relate to the delivery and assessment of information literacy. They are also encouraged to collaborate with other librarians nationwide via online through professional listservs and other platforms, such as the ACRL Framework for Information Literacy Sandbox).

Discipline List

The 2017 *Minimum Qualifications for Faculty and Administrators in California Community Colleges* (“Disciplines List”) adopted by the Board of Governors specifies that library faculty must hold a “Master’s in library science, library and information science, OR the equivalent” (32).

The Academic Senate regularly considers changes to these lists. Recommendations from the Senate to the Board of Governors are developed through active collaboration between the local senates and professional organizations within the state, such as the Council of Chief Librarians and the Chancellor’s Office. The resulting minimum qualifications serve as a statewide benchmark for promoting professionalism and rigor within the academic disciplines in the community colleges and a guideline for day-to-day decisions regarding suitability for employment in the system.

Core Roles and Expectations for Library Faculty

As this paper emphasizes, librarians play a crucial and multi-faceted role in the community college. The differing roles between librarians and other faculty must be acknowledged. Although the role of all faculty is to teach students, the role of the librarian is unique in that there is no specific teaching discipline to which they belong. Their roles often overlap that of other faculty, but they stand apart from discipline faculty in that they are required

to perform across disciplines, and their primary responsibility is teaching students at the reference desk and through presentations, workshops, or classes.

As faculty members, librarians are part of the shared governance system and have all the responsibilities of other community college faculty except that teaching credit or non-credit bearing courses may fall outside their purview. However, librarians' primary job is teaching information literacy skills and providing learning opportunities to students. Student access points may include the reference desk, classroom settings, or virtual environments (chat, IM, social media feeds, or email, e.g.). In these ways, librarians help students navigate the ever-changing resources necessary to becoming successful students.

The role of the librarian may consist of any combination of the following: information literacy instruction, collection development, assessment, electronic resource management, cataloging and technical services, distance education, and reference work. Depending on the structure of the college, a librarian may serve as either a faculty lead or chair for their specific area. Library faculty may oversee library resources and facilities. As students assume greater responsibility for their own learning needs, the library needs to assume a larger role in providing accessible resources and teaching students to use those resources effectively and ethically.

Librarians should strive to meet the Mission and Goals of the California Community Colleges Chancellor's Office Library and Learning Resources Program, last revised May 31st, 2017 (See Appendix 3). and adhere to the Standards and Principles put forth by American Library Association ("Standards for Libraries in Higher Education") that delineate the roles that librarians play in the library and in the institution.

Library Instruction

Instruction is one of the primary roles of the community college librarian. Librarians work with students to meet their information needs and to teach the research process. It should be viewed as a teaching and learning opportunity and needs to be performed by librarians and not by paraprofessional staff. This teaching may be formal or informal, but it is always a professional duty. Librarians should also work with discipline faculty to make sure that the resources needed to support the college's curriculum are available. These resources may be in physical, virtual, or other formats.

Library faculty design and offer instruction that teaches library users how to locate the information they need quickly and effectively. Librarians are also responsible for overseeing all the educational functions of the library and for managing physical and virtual library resources. Library instruction focuses on teaching students and other patrons how to identify, find, evaluate, apply, and document sources of information.

Library instruction may include any of the following: credit and non-credit courses, library orientations and tours, research methods workshops, co-requisite instruction, online tutorials, learning objects and videos, "drop-in" help sessions, one on one reference assistance in person or through an online resource (chat, social media, email, etc).

Library faculty should be able to meet the information literacy needs of students in any given teaching opportunity regardless of modality. In some cases, instruction may include both general information literacy skills and the specialized skills necessary for discipline-specific library instruction. Each institution will need to determine the most appropriate strategies,

programs, and logistics of library instruction to meet the various information needs of students on and off campus. The American Association of Community Colleges reinforces the need for information literacy instruction:

Information literacy, which encompasses information fluency and information technology mastery, is critical to success in higher education and lifelong learning. Rapid and continual changes in technology and the proliferation of information resources present students with an abundance of information through a variety of vetted and unvetted formats. This wide variety of choices raises questions about the reliability, authenticity, and validity of content and poses challenges for students trying to evaluate, understand, and apply the information. (“AACC Position Statement”)

Discipline faculty should take part in preparing their students for this instruction and involve the librarian in assessments and assignments that utilize library resources. Library instruction and information literacy curriculum should follow current recommended ACRL standards for outcomes-based learning. ACRL suggests the following principles to guide curriculum creation:

- **Institutional Effectiveness:** Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.
- **Professional Values:** Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.
- **Educational Role:** Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.
- **Discovery:** Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.
- **Collections:** Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.
- **Space:** Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.
- **Management/Administration/Leadership:** Library leaders engage in internal and campus decision-making to inform resource allocation to meet the library’s mission effectively and efficiently.
- **Personnel:** Libraries provide enough and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.
- **External Relations:** Libraries engage the campus and broader community through multiple strategies to advocate, educate, and promote their value.

ACRL recommends that library faculty:

- Align with the principles above
- Identify and select performance indicators that are congruent with their institution’s mission and contribute to institutional effectiveness
- Add performance indicators that apply to the specific library (for example, open access initiatives for research libraries or workforce development support for community colleges)

- Develop user-centered, measurable outcomes that articulate specifically what the user can do as an outcome of the performance indicator
- Conduct assessments that may be quantitative, qualitative, or both
- Collect data from assessments that demonstrate degree of success
- Use assessment data for continuous improvement of library operations

The library is an educational facility and serves as the classroom for librarians. Because it is used as a classroom, the library cannot function without faculty librarians as part of the daily organizational structure and as the primary teachers who provide direct instruction and support in relation to information and research needs. Certainly, librarians, paraprofessionals, and classified staff must all work together to make the library function as a unit, but any activity that involves teaching must be performed by library faculty.

It is strongly recommended that library faculty have designated spaces in which to teach students in a formal classroom setting. These library dedicated spaces should have the same equipment and technology access as classrooms used for other courses on campus and be under the management of the library.

Collection Development

Collection Development is the process by which materials are chosen for the collection and also removed from the collection when they no longer meet curriculum standards. Librarians should work with discipline area faculty to achieve this goal. These resources may be print, electronic, media, or other materials depending on curriculum needs.

According to the “Standards for Libraries in Higher Education,” Principle Indicator #5, library collections, both physical and virtual, should be of “sufficient in quality, depth, diversity, format, and currency” to support institutional curriculum and collection management should align with the mission and values of the college. The following recommendations may aid library faculty in developing impactful and relevant collections and evaluating collection development policies and strategies.

1. Library faculty and administrators, in consultation with stakeholders, should adopt and regularly review and update collection development policies that guide the selection, acquisition, and deaccession of library materials (Johnson).
2. In addition to employing their professional expertise in collection development and planning, library faculty should regularly work with faculty in other disciplines when evaluating the library’s physical and virtual collections to ensure that they meet the needs of the college. Active faculty engagement in this process assures representation of all disciplines within the collection.
3. Library faculty should ensure that their libraries contain resources in a variety of accessible formats to fulfill the educational and information needs of the students and faculty on campus. These resources should be provided through multiple delivery methods that align with student and faculty needs, with a goal to create “24/7” access wherever practical.

4. Library faculty should work with discipline faculty to ensure expenditures align with department and college-wide needs.
5. Library faculty should regularly assess physical and virtual collections and their use to discover, for example, if faculty, students, and other users as relevant are satisfied with the collections provided by libraries for their educational, informational or research needs, and if students discover the appropriate library resources needed for their coursework.
6. Libraries should seek to partner with other libraries and resource sharing consortia to increase cost-effectiveness and expand access to relevant library materials. Patron Driven Acquisitions and other usage-based purchasing models also offer potential cost reduction; however, their unpredictable nature can make planning a challenge. Consideration of Open Educational Resources (OER) is recommended based on the institution's goals and needs.
7. The library should consider building and ensuring access to unique materials, including digital collections, that provide long-term access to the scholarly and cultural record of the institution.
8. Library faculty may refer to Title 5 (§58724), which provides minimum standards for the number of book volumes using student FTES as a baseline for library collections. Title 5 suggests that libraries should be funded to meet or exceed these standards.

FTES	Volumes
<1,000	30,000
1,001 - 3,000	40,000
3,001- 5,000	60,000
5,001 - 7,000	80,000
Each addition 1K	7,500

Shared Governance and Campus Engagement

Librarians should be fully involved in college governance, retaining the rights and responsibilities of discipline faculty. Because library faculty expertise and experience cross multiple disciplines and offer a blend of instruction and public services, they are in a unique position to contribute meaningful input, insights, and guidance in discussions surrounding many areas that require library inclusion in institutional planning, outcomes, and policies.

1. Library faculty should be included in membership and leadership on the local academic senate and academic senate committees. Service on college committees, such as the strategic planning or budget committee, is highly recommended. Additionally, as appropriate and feasible, library faculty, administrators, and staff should also be included on committees that involve current district and/or

related statewide initiatives. This participation will ensure that library faculty are aware of the issues affecting the college as a whole and that the college understands how decisions will affect the library and its ability to serve students and faculty.

2. As a part of their service in college governance, library faculty should be involved in the curriculum development process of the college. The Chancellor's Office "considers good practice to include discussion of curricular changes with a college's library faculty and staff in order to ensure that appropriate and adequate library materials and services are available to support the course" (ASCCC 49).

This commitment to consultation with library faculty can best be demonstrated by including library faculty in the voting membership of the local curriculum committee. The State Academic Senate recommends to local senates "that the curriculum review process include library resource evaluation as a component of new course approval" (Resolution 9.01, Spring 1988) and also that "a librarian be a member of each college curriculum committee" (Resolution 15.06, Fall 1993).

Distance Education

Librarians should be involved in the creation, discussion, and implementation of distance education programs, services, and decisions in their institutions. Distance education is defined as courses that may be taught using variety of formats and modalities: fully online or hybrid (one or more class meetings that meet in a physical space). It may include both synchronous, or asynchronous instruction. Distance education, by nature, changes as technology and users change.

The ACCJC Accreditation Standard II.B.1. specifically requires that "[t]he institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education."

Because distance education students have different needs than students who attend face-to-face classes, it is important for librarians to evaluate access to library instruction, services, and resources that online students will use. Many students may never meet with a librarian at the reference desk and only interact with library faculty and staff via phone, email, online chat, or social media. The ACRL "Standards for Distance Learning Library Services" states:

All students, faculty members, administrators, staff members, or any other members of an institution of higher education are entitled to the library services and resources of that institution, including direct communication with the appropriate library personnel, regardless of where they are physically located in relation to the campus; where they attend class in relation to the institution's main campus; or the modality by which they take courses. Academic libraries must, therefore, meet the information and research needs of all these constituents, wherever they may be.

Distance education has become a more common means in reaching students who are unable or unwilling to come to traditional face-to-face classrooms. Many of our community college students have full-time jobs, families, and other obligations that make it difficult to come to

campus during the traditional school day. These non-traditional students need access to librarians and library services that meet their needs.

When appropriate, efforts should be made to include discipline faculty in creating assignments, tutorials, and other learning aids that will benefit distance education students. It is also important to ensure that online access and instruction meet the institutions' assessment and student learning outcomes requirements.

To better connect with students, librarians should be familiar with and be able to use current electronic resources and tools to be able to teach and communicate with distance education students through email, chat/messaging services, phone calls, and any other method used by the college to reach students.

In addition to providing online tutorials, videos, and electronic resources, librarians may also find more collaborative and intentional strategies to have a greater impact with distance education students. For example, there are several models where librarians may be part of a distance education course. Librarians should be familiar with Canvas, the current learning management system for CCCs, and be willing to work with students in that medium. Libraries should have a Canvas presence on campus. These models include but are not limited to pre-made modules that highlight information literacy skills and library resources, library tutorials, embedded librarians, and librarians as instructors in a course. Librarians are encouraged to share their best practices and successes with others and refer to relevant resources such as the 2016 report *Creating a Library Presence in Canvas* that provides valuable information on the implementation and administrative set up of library services and tools within Canvas.

As distance education in the community college classroom becomes more prevalent, there may be a need for a library faculty member who is responsible for leading and facilitating distance education strategies in the the library. The job duties will be varied but might include “the [knowledge and experience] to plan, implement, coordinate, and evaluate library resources and services addressing the information and skills needs of the distance learning community.

There may be additional professional and/or support personnel with the capacity and training to identify informational and skills needs of distance learning library users and respond to them directly, regardless of location. The exact combination of central and site staffing for distance learning library services will differ from institution to institution” (“Standards for Distance Learning Library Services”). Finally, institutions should provide librarians and libraries with adequate funding and staffing to meet the additional requirements that distance education places on them.

Assessment and Evaluation

Library faculty should engage in regular assessment activities to ensure that the highest quality of instruction and services are being offered to students and other patrons. Additionally, they should be familiar with the recent trends and practices in library assessment in higher education, research design, data collection, and analysis. It is also recommended that library faculty, administrators, and staff work collaboratively with their local institutional research departments.

Library faculty should also be the chief contributors in their departmental program review and accreditation process in relation to library instruction and programs. If the library is included in a

multi-departmental division's combined program review, librarians, in collaboration with library staff, should be responsible for any content directly related to the library.

Librarians should also be involved in evaluating the success of the library's services and programs. In addition to Student Learning Outcomes (SLOs), libraries may elect to collect data on Administrative Unit Outcomes (AUOs), Operational Outcomes (OOs), and as appropriate, Program Learning Outcomes (PLOs) that connect departments to Institutional Learning Outcomes (ILOs).

Assessment activities may include data gathering on the following areas:

- Reference services (physical and virtual)
- User satisfaction (student or faculty)
- Student engagement
- Library mission and goals
- Workflow audits (circulation, cataloging, and technical services)
- Collection management and evaluation (physical and virtual resources)
- Resource assessment
- Space assessment
- Outreach
- Public services (ILL, circulation, etc.)
- Certificate or associate's degree programs
- Strategic planning
- Budget allocation

As explained earlier in this paper, Standard II.B.3 directs districts to assess library services on a regular basis to improve the library's ability to meet the information needs of students and to support student success.

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Librarians need to analyze their programs and their teaching, as do discipline faculty. The assessments may be different than those of other faculty because the programs often are not credit-bearing or do not include identifying information about students that other classes do. Much library instruction occurs in one-shot workshop sessions with little long-term follow-up. Instruction sessions seldom happen multiple times for a single course, although that would benefit students "because once the library session is over, librarians rarely have the opportunity to observe whether students continue to use the skills they have been taught," Mikkelson and McMunn-Teangco, 3). For librarians who teach credit courses, assessments should look like other discipline assessments and follow institutional guidelines for instructional faculty.

Reference desk statistics often provide the only assessment available for interactions with individual students at a reference desk, so librarians who keep these statistics should strive to keep them relevant and not maintain them simply to show how many reference interactions there are each semester/academic year. These statistics may also serve as the basis for determining workload, become part of the data required for replacement/new hire positions, and assist in collection development decisions.

For teaching that takes place in a classroom, librarians should adhere to the ACRL “Standards in Creating Student Learning Outcomes.” The standards allow librarians to assess their teaching and align with current pedagogical standards. Library faculty who teach credit courses – as stand-alone courses or part of a certificate/degree program – should design, collect, evaluate, and utilize student learning and program learning outcomes data on a regular basis to identify areas of improvement.

The Value of Academic Libraries reminds library faculty of the importance and the potential power of effective library assessment:

Through assessment, librarians can gain the hard data they need to make decisions about what purposes they can meet and how well they can meet them. In addition, assessment offers librarians the opportunity to gain the “internal and external credibility that stem[s] from a fundamental organizational transparency that links mission to practice; it sends the powerful message, ‘This is who we are; these are the skills and competencies that we strive to instill in students; these programs and efforts are how we do that; and these data illustrate the sum of our efforts’.” (Oakleaf 30)

Advocacy

To fully support the library within each campus and in the broader community, library faculty should advocate for their own library program as actively as possible. Community college libraries should utilize a variety of methods—appropriate to local mission, values and needs—in order to “advocate, educate, and promote their value” (“Standards for Libraries in Higher Education”). Working collaboratively with institutional public relations departments, library staff and faculty should help to make internal and external users aware of the personnel, resources, and services of their library, as well as outstanding needs and future plans.

Creation of activities, events, and publications, each communicating a consistent message about the library, contribute to this advocacy. As mentioned earlier, it is highly recommended that library faculty, administrators, and staff are engaged and included in the accreditation, program review, strategic and budget planning processes, and other current district and/or related statewide initiatives (e.g. Guided Pathways, Vision for Success, or any Student Success and Support (SSSP) programs such as Student Equity) to reinforce the library and librarians’ impact on student success and lifelong learning.

When feasible, forming partnerships with other local libraries, higher education institutions, and non-profit groups can foster advocacy while building positive collaborations for the library, students, and the college. Librarians working in colleges with existing campus foundations or other fundraising entities should seek to develop or maintain donors as appropriate, practicing careful financial stewardship. Finally, advocating for users of the library remains a foundational aspect of each community college library; ensuring access and inclusion for all users and following reflective and equitable practices in services, resources, and staffing puts the user at the center of advocacy.

Outreach

Librarians should work collaboratively with discipline faculty to offer information literacy instruction to students. It may be through team-teaching, assignment building, assessments, or other means. “Librarian/faculty collaboration can take many forms, including multiple person

library sessions or scaffolded instruction sessions, pre-instruction tutorials, train-the trainer sessions, and curriculum redesign,” (Mikkelson and McMunn-Tetangco, 4). Librarians should strive to be flexible in their teaching methods and build professional rapport and collaborations with discipline faculty to meet curriculum needs, whether through collection development, instruction support, or other activities. Librarians also need to regularly reach out to discipline faculty to make them aware of the resources available to students.

Efforts to reach internal and external communities may vary from library to library. Often outreach is formalized by a library department chair or through a faculty librarian who is assigned to direct the efforts of developing events, partnering with local organizations or maintaining connections with academic departments on campus. Often a librarian may be assigned the role of “Outreach Librarian” with an emphasis on developing events and/or programs that support the stated library mission.

It is common for faculty librarians to prepare specific instructional workshops depending on specific requests from discipline faculty. Different models exist for this work across the state, but routine communication and collaboration with academic faculty produces a wide range of instructional activities. This collaboration and delivery of library resource instruction may also take place through an online learning management system such as Canvas.

Coordinated outreach activities can offer more than the improvement of information literacy and critical thinking skills and the promotion of library services. Intentional outreach activities coupled with clear outcomes and aligned with institutional and departmental goals can have lasting effects. For example, library faculty might focus on efforts that reduce equity and achievement gaps. Creative and purposeful programs and strategies may include but are not limited to:

- Library partnerships or sponsorship of multi-discipline poster sessions
- Undergraduate research symposiums
- Student equity workshops
- Bridge programs
- First year experience programs
- Learning communities
- Library events and speakers focused on cultural history and identity
- Subject specific library orientations and workshops outside the traditional scope of the curriculum such as career preparation and employment resources for graduating students

Lastly, to build campus connections, library faculty should be provided time and funding for professional development opportunities within their field and be allowed to collaborate with the campus community by offering their expertise to other faculty through professional development.

Technology

The academic library provides students, staff, faculty, and community members with access to a variety of online information resources and computer labs. Information resources are searchable from the library web pages both on campus and remotely. Computer labs may range from basic productivity labs to complex technology centers such as media labs, maker spaces, and other task-specific labs, depending on local needs and programming. High-speed internet access, WIFI access, and printing services are standard.

Most libraries offer a designated lab or labs for information literacy and library instruction. Librarians often refer to open labs in libraries as “the learning commons.” Many libraries also offer group study rooms that contain options such as smart boards and/or wireless-content-sharing to a mounted screen.

Remote access and accessibility are two other key factors to consider for most library-specific technology. Virtual access to the library resources, services and personnel should consider intuitive navigation that supports self-sufficient use of virtual spaces, follow complaint practices for accessibility, and allow for clear access to technical support when needed.

Librarians are active in three vital areas of technology support:

1. *Exploring new technology, resources, and digital collections for integration into the facilities and/or instruction.* Librarians review digital content and systems for the library web pages while also exploring advances in hardware and software for labs. Librarians manage some if not all labs situated in a given library building. Librarians also focus on developing online tutorials and guides for a range of disciplines and resources

2. *Maintaining existing information resources and/or facilities.* A significant amount of management and oversight is needed locally to maintain the currency of the services and collections. Librarians maintain a wide range of web pages and online search tools to provide access to resources, including homegrown collections and subscribed content. Online catalogs and discovery tools are an example of prominent technologies used in libraries. They systems are commonly referred to as integrated library systems or library service platforms.

Visitors access library web pages remotely or on campus, and they can use the search tools to discover materials owned or subscribed by libraries. This content includes academic journals, streaming audio and/or video collections, other media, and electronic book collections, to name common resources.

The future offers opportunities for statewide collaboration in choosing cloud-based software systems for delivering discovery tools and other electronic library resources to each local community college.

3. *Marketing available technology resources to faculty and students.* Librarians promote library resources and services through newsletters, campus publications, partnerships, workshops, and presentations to classes.

Staffing, Administration, and Operations

According to Performance Indicator 7 of the “Standards for Libraries in Higher Education,” college and library leaders should work together to ensure that human, physical, electronic, and financial resources are sufficient, supported, and allocated to effectively and efficiently advance the library’s mission.

Staffing

Librarians fulfill a unique role within a college’s faculty and academic community. Many of them are considered non-instructional faculty as their responsibilities (as outlined previously) extend past the classroom. Much like counselors, librarians balance instructional and educational responsibilities with student service focused activities and administrative duties. Nevertheless, librarians are faculty.

Colleges should employ sufficient numbers of full-time library faculty to allow for participation in college, regional, and state academic governance, as well as in professional development and professional organization activities, without disruption of library service to the college. Colleges and districts should employ standardized and consistent hiring and training practices for all library faculty, regardless of full or part-time status.

Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for numbers of library faculty based on student FTES. The California Community College Board of Governors sets these minimums, and it is recommended that colleges meet or exceed them, using the formula in the following table:

FTES	Faculty Librarians
<1000	2
1,001 - 3,000	3
3,001 - 5,000	4
5,001 - 7,000	5
Each Addition 1K	0.5

Likewise, Title 5 suggests the following in regards to the number of classified support staff:

FTES	Library Support Staff
<1000	3
1,001 - 3,000	4.5
3,001 - 5,000	6.5
5,001 - 7,000	9
Each Addition 1K	1

Libraries should, whenever possible, ensure that library faculty reflect the cultural, racial, and ethnic diversity of the community served. Colleges should ensure that library hiring committees utilize practices that promote equity, diversity, and inclusion.

All library faculty should be able to provide instructional services to students, which includes providing reference service and information literacy and research instruction. Development and teaching of library science and information literacy or competency courses should use current and varied technological methods on multiple platforms. Library faculty should also have the opportunity to work with other discipline faculty in collection development, participate in the assessment of library services, produce print and electronic instructional materials, and implement new technologies.

Depending on the staffing configuration at a college, some library faculty will need to be able to install, manage, and maintain library systems and create access to materials within that system. Library systems are the heart of the functioning library, and librarians must be part of the process. These systems function to maintain student records, circulate items, and serves as the basis for statistical reports including collection development, cataloging/metadata, troubleshooting, developing and enhancing capabilities. Librarians work with the CCC consortia and make sure that all e-resources function properly within the library, both on and off campus.

Given the central role of current technology and to support a reliable library system infrastructure, it is strongly recommended that colleges hire a systems librarian as part of their faculty and a full-time library technician. When this is not possible, the college or district should make available technicians dedicated to serving the information technology maintenance and repair needs of the library in a timely fashion.

Administration

Given that “libraries are complex and require dedicated administrative time to support student learning” (Ly), effective administration and thoughtful organization is critical to library effectiveness.

The library should be under the leadership of an instructional administrative director or dean who is directly responsible for the daily operations of the library. It is recommended that this administrator possess the minimum qualifications of the library science discipline in addition to having experience and training in management or leadership. It is recommended that library faculty should be consulted in developing the job description and in the hiring of their administrators with library responsibilities.

The administrators of the library should be positioned in the college’s administrative structure to effectively interact with other administrators and have a direct link to the instructional or academic vice president (or equivalent) to ensure support for the instructional component of the library services. For colleges that have faculty department chairs, a chair of the library should be elected by library faculty.

Administrators should consult with library faculty to ensure that the library’s budget is sufficient to provide resources to meet the reasonable expectations of library users when balanced against other institutional needs.

Library faculty should make certain that libraries in multi-campus districts stay connected and collaborative; library faculty from all colleges should regularly meet, confer, and share information about library service and assessment results within the district.

Library faculty should determine and develop the academic services, curriculum, and programs within the library. To do this effectively, library faculty should regularly seek the input from library administration and staff as well as other discipline faculty to determine if library services and resources are meeting the needs of the college community and how improvements can be made. Additionally, library faculty should build strong connections to all college programs and academic disciplines along with all units that support student learning such as tutoring and learning centers.

Operations

Library operations should facilitate the safe and effective function of the library program and reflect its mission. The spaces (both physical and virtual) utilized by a library should effectively support learning, as libraries are considered the “intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge” (“Standards for Libraries in Higher Education”).

Key considerations for standards of operations are security, safety, cleanliness, furnishings and equipment, adequate space related to student population, adequate equipment, proper humidity, adequate heating and cooling, electric, electronic, and wireless infrastructure, access to spaces and services for individuals with disabilities, ergonomic work spaces, space(s) designed for a variety of pedagogical techniques and instruction, and space for growth (“Standards for Libraries in Higher Education”). Safety and security are essential to the operation of a community college library, and all library personnel should receive all available training, both general and specific to the campus site(s) and library where they work. Hours of access to the physical space(s) should consider user needs and support the college’s academic programs.

Regardless of size, facilities should have environmental controls that provide safe, clean, comfortable physical spaces for users and library personnel. Furnishings and equipment should meet diverse student needs, including access for those who are disabled, and be well-maintained. Evaluation of operational needs, such as furniture inventory or wireless access points, should be conducted regularly to inform planning processes.

Library faculty require space for classroom instruction. Physical space and infrastructure should be flexible enough to accommodate advances in teaching and learning technologies. Libraries with satellite sites or campuses should include designated areas or spaces to allow library faculty to provide equal access to all library instruction, services, and resources at those sites. Likewise, each full-time library faculty member should be provided with a private office to allow for confidential meetings with students. Sufficient workspace for all technical services and for circulation/public access processes must be provided at each site.

Conclusion - [forthcoming]

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Appendix 1 - Academic Senate for California Community College (ASCCC) Resolutions and Library Related Resources

ASCCC Resolutions

- 2017 Fall 16.01 Updating of ASCCC Papers on Library Faculty and Libraries in the California Community Colleges
- 2017 Fall 17.08 Inclusion of Library Faculty on College Cross-Functional Teams for Guided Pathways and Other Student Success Initiatives
- 2016 Fall 16.01 Resolution in Support of a Statewide Integrated Library System
- 2016 Spring 13.02 Resolution on the Importance of Direct Links to the Library on College Websites
- 2012 Spring 2.02 Effective Practices for Providing California Community College Library Resources and Services to Online Students
- 2010 Fall 16.01 Adopt the Paper Standards of Practice for California Community College Library Faculty and Programs
- 2009 Fall 2.02 Library TTIP Funding

ASCCC Library Related Senate Papers

(<https://www.asccc.org/publications/academic-senate-papers?title=Library>)

- “Standards of Practice for California Community College Library Faculty and Programs” 2010
- “Library Faculty In California Community College Libraries: Qualifications, Roles, and Responsibilities” 1996

Appendix 2 - California Education Code and California Code of Regulations

The following citations are from the *California Education Code* and the *California Code of Regulations, Title 5* and other statutory references that relate to community college libraries.

California Education Code

- § 78100 Responsibility to provide library services
• § 78103 Librarian on duty
http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/CEC_78100_78103.pdf
- § 84362 50% law (84362)
http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=84362.&lawCode=EDC
- § 60010 Definition of instructional and technology-based materials (60010)
http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=33.&chapter=1.&article=2.

California Code of Regulations, Title 5

- §53410 *Minimum Qualifications for Instructors of Credit Courses, Counselors, and Librarians*
http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/CCR_53410.pdf
- § 55800 *Annual Report to Chancellor*
http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/CCR_55800.pdf
- § 58720 *Description of Credit Instructional Services Category*
http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/CCR._58720.pdf
- § 58724 *Tables of Minimum Standards for Libraries and Media Centers*
http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/CCR_58724.pdf

Related California Library Laws

- <http://www.library.ca.gov/Content/pdf/services/toLibraries/2017CaliforniaLibraryLaws.pdf>

Appendix 3 - California Community Colleges Chancellor's Office Library and Learning Resources Program - Mission and Goals

Mission

The California Community College Library and Learning Resources Program in conjunction with the Chancellor's Office actively support learning and enhanced educational success among students of the California Community Colleges. At both the local and system level, library and learning resources personnel work in concert with other faculty, administrators, staff, and students to expand information literacy, to assist in the delivery of instruction, to provide tutoring and learning assistance services, and to continuously strengthen quality programs in support of the teaching and learning process.

Goals

To carry out its mission, the California Community College Library and Learning Resources programs statewide and the Chancellor's Office have identified the following goals:

- **System:** Continue the development of Library and Learning Resources programs as a systemwide component of the California Community Colleges coordinated by the Chancellor's Office in consultation with the colleges.
- **Instruction:** Promote Library and Learning Resources programs as a means of enhancing the teaching and learning process and the promotion of intellectual growth.
- **Program Review (Accountability):** Ensure consistent program development through adherence to both system and institutional qualitative and quantitative accountability standards.
- **Technology and Equipment:** Facilitate increased utilization of technology and equipment in order to evaluate and coordinate electronic access to information resource, and student academic support services.
- **Networking and Resource Sharing:** Strengthen collaboration and resource sharing among community college libraries and learning resource centers statewide.
- **Student Success and Equity:** Advocate policies and guidelines of resources that are timely and promote equity and diversity.

(http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/LLRP_MissionGoals_6_2_17.pdf)