Program Review - Overall Report

**2024 - 2027**

Instructional: Library

2024 - 2027

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?

Overall, students in LIB-1: Introduction to Information Literacy have been increasing from 71.1% to 75.4% in success and increasing from 86.8% to 95.1% in retention over the past 3 years (2020/2021-2022/2023).
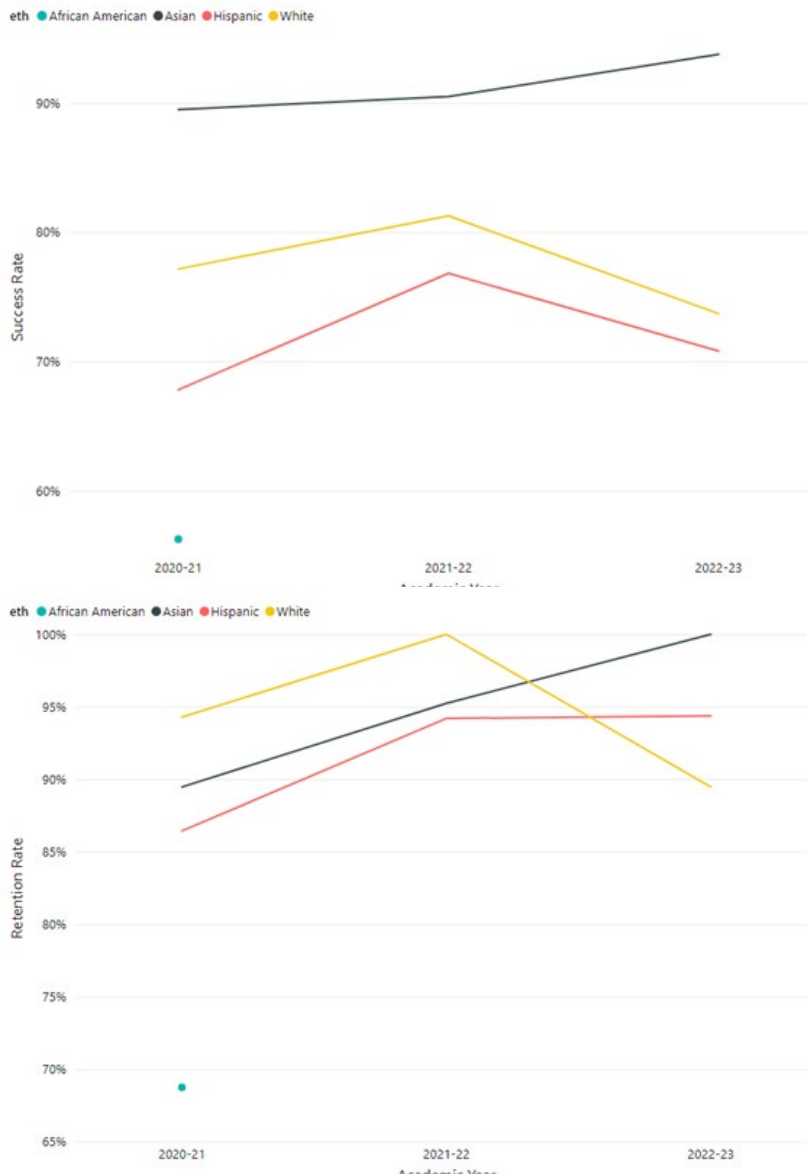
Students in Library courses have decreased in their rate of receiving less than passing (DF) grades.

The Library does not offer its own program, but the Library 1 course is included in four Areas of Emphasis (AOE) degree programs:

1. Administration and Information Systems

2. Social and Behavioral Studies

3. Communication, Media, and Languages

4. Humanities, Philosophy, and Arts.

The number of students who selected Administration and Information Systems as their program of study increased from 259 to 318 in 3 years. The number of students who selected Social and Behavioral Studies as their program of study decreased from 1027 to 791 in 3 years. The number of students who selected Communication, Media, and Languages as their program of study increased from 156 to 163 in 3 years. The number of students who selected Humanities, Philosophy, and Arts as their program of study increased from 171 to 175 in 3 years.

The number of students who selected Communication, Media, and Languages and Humanities, Philosophy, and Arts has stayed relatively flat with only a slight increase. Students who selected the Administration and Information Systems AOE has the largest increase while students who selected the Social and Behavioral Studies AOE significantly decreased. Of the students in these four programs, only 37.05% have met with a counselor and developed an educational plan.

The number of students who have completed a degree or certificate in the Administration and Information Systems AOE program decreased from 113 to 102 in 3 years. The number of students who have completed a degree or certificate in the Social and Behavioral Studies AOE program decreased from 568 to 537 in 3 years. The number of students who have completed a degree or certificate in the Communication, Media, and Languages AOE program increased from 150 to 153 in 3 years. The number of students who have completed a degree or certificate in the Humanities, Philosophy, and Arts AOE program increased from 205 to 206 in 3 years.

This represents flat growth for the Communication, Media, and Languages AOE and Humanities, Philosophy, and Arts program. This represents slightly decreased growth for the Social and Behavioral Studies AOE and the Administration and Information Systems program. In 2022-2023, 102/537/153/206 students graduated respectively. The expected number of students who should get an AOE degree would be approximately 64/158/33/35 respectively (20% of Program of Study number in 2022-2023). The data shows that there is no gap in the pipeline for the AOE degrees, in fact, many more students are completing AOE degrees than selected them as their program of study.

Please add any relevant documents here.

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 terms of student subgroups in Library courses, Hispanic Females have the lowest success rates and White Females have the lowest retention rates in 2022-2023. During the same year, Hispanic Females have success rates at 69.6% and White Females have retention rates at 87.5%. The Library would like to improve the success rates for Hispanic Females.

One of the most significant trends for the Library 1 course is that after 2020-21 the number of African American students who took the class decreased to the point that there is not any success or retention data available. The Library will actively work to increase African American enrollment in Library 1.

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 Library will discuss engagement strategies for Hispanic Females and African Americans with Puente, Men of Color, and Umoja to develop an approach to increase enrollment and improve success in Library 1. The Library will also consult with counseling and educational advisors. The Library has recently developed a comic book OER that teaches students how to critically evaluate information and is in the process of developing library modules that students can complete at their own pace. These resources will be integrated

Data Review

into Library 1 as the library faculty review their course shells and work towards creating a common course shell that infuses equity and asset-minded pedagogies.

Please add any relevant documents here.

Assess and Improve Library Courses and Programs

Program/Unit Goal

The Library will consider enrollment, success, retention, and SLO data during its review of the Library 1 course in the context of the new Cal-GETC Standards and determine the most suitable way to offer this instruction going forward. Furthermore, the Library will look at labor market data to determine the feasibility of offering new library programs including the program type (i.e., credit or non-credit) and modality (i.e., online, in-person, hybrid).

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

The Dean of Career & Technical Education provided the Library with labor market data and that information was shared and discussed at a district-wide Library discipline meeting on March 19, 2024. The Library has also reviewed the Cal-GETC Standards and the discipline has selected a library faculty member to represent the Library in discussions about the Library 1 course's inclusion in the Areas of Emphasis.

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

The Library plans to stay abreast of developments regarding the AOEs through the district-wide library representative and the local Norco College Curriculum Committee library representative. The Library faculty will use the California Community Colleges Curriculum Inventory (COCI) to research library programs by TOP code 1602.00 and will look at library programs offered by other colleges in CurricUNET. If appropriate, the Library will develop a new library program and associated courses in coordination with the district-wide library discipline.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ( )

Assess and Improve Library Courses and Programs Program/Unit Goal Mapping Notes

> *2030 Goal 1 - The Library would increase enrollment (FTES and Headcount) with the addition of a Library Technician certification program if feasible.*
>
> *2025 Objective 2.2 - A Library Technician certificate program could increase the number of certificates completed annually.*
>
> *2025 Objective 2.3 - If the Library 1 course was offered in an alternate format aligned with the new Cal-GETC Standards it would reduce the number of units students were required to take to earn a degree (elimination of the Self Development requirement).*
>
> *2030 Goal 5 - A Library Technician certificate could be offered as a credit or non-credit program which would help close workforce skills gaps.*
>
> *2030 Goal 7 - A Library Technician certificate would contribute to the College's comprehensive range of programs.*
>
> *2025 Objective 7.2 - A Library Technician certificate would be a program responsive to regional needs of employers.*
>
> *2025 Objective 7.3 - The Library Technician certification could be offered as a non-credit program.*

Assess and Improve Library Workshops Program/Unit Goal Mapping Notes

> *2030 Goal 3 - Offering library workshops in multiple formats and modalities would make library instruction equitable for all students regardless of how and where they take classes.*
>
> *2025 Objective 3.1-3.5 - Offering library workshops in multiple formats and modalities would provide enhanced academic support to African American, Latinx, LGBTQ+, Men of Color, and Foster Youth students and supports closing equity gaps.*
>
> *2025 Objective 6.4 - Improving library workshops to support incarcerated student success.*
>
> *2025 Objective 7.7 - Enhancing library workshops builds and supports student success through academic support.*

Align Library Services with the Guided Pathways Program/Unit Goal Mapping Notes

> *2030 Goal 2 - The Library Guided Pathways Plan, 2022-2024 implements the Guided Pathways Framework.*
>
> *2030 Goal 3 - The Library Guided Pathways Plan, 2022-2024 addresses equity through implementation of the Guided Pathways Framework.*

2025 Objective 3.1-3.5 - Implementing the Library's Guided Pathways Plan, 2022-2024 provides enhanced academic support to African American, Latinx, LGBTQ+, Men of Color, and Foster Youth students and supports closing equity gaps.
2025 Objective 6.4 - Library Liaisons support incarcerated student success by assigning a librarian to the CRC.
2025 Objective 7.7 - The Library Guided Pathways Plan, 2022-2024 supports student success through academic support.

Infuse Diversity, Equity, Inclusion, and Accessibility (DEIA) into the Library Program/Unit Goal Mapping Notes

2030 Goal 2 - Infusing DEIA into all aspects of the Library implements the Guided Pathways Framework.
2030 Goal 3 - The Library's DEIA initiatives help close equity gaps.
2025 Objective 3.1-3.5 - The Library's DEIA efforts provide equitable academic support to African American, Latinx, LGBTQ+, Men of Color, and Foster Youth students and supports closing equity gaps.
2030 Goal 6 - The Library's DEIA initiatives such as the Experiential Learning Project require collaboration between disciplines and networking with other libraries and educational institutions.
2025 Goal 6.1 - The Experiential Learning Project includes networking and forming faculty/student partnerships with CSUSB and UCR.
2025 Objective 6.4 - Infusing DEIA into all aspects of the Library supports incarcerated student success.
2025 Objective 7.7 - Infusing DEIA into all aspects of the Library supports student success through academic support.
2025 Objective 10.10 - Adding student artwork with a diversity theme to library study rooms promotes belonging, inclusivity, and community.

- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 2.3 (Academic Affairs):
- 2025 Objective 7.2 (Academic Senate):
- 2025 Objective 7.3 (Academic Senate):
- 2030 Goal 1: Access:
- 2030 Goal 5: Workforce and Economic Development:
- 2030 Goal 7: Programs:

Evidence

Evidence Date
03/22/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.
Attached is the Center of Excellence Labor Market Research for Library Technicians that provides support for the investigation of a potential Library Technician program at Norco College.

Also attached are the minutes from the Library Discipline Meeting on March 18, 2024 where Norco College library faculty introduced the Labor Market Research for consideration.

Is there a resource request associated with this Goal?
Yes

If yes, please provide a short description.
Additional Library associate faculty budget would be needed to support the addition of this program.

Please add any relevant documents here.
1602.00_Library Technicians_IED_Dec2023.pdf
Library Discipline Meeting Minutes 3-19-24.pdf

Assess and Improve Library Workshops

Program/Unit Goal
The library faculty will review and assess how they offer information literacy and research instruction for courses when requested by discipline faculty.

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?

Discipline faculty request workshops online using the Library Workshop Request Form. Students at the CRC complete the Library Research Request Form to ask for research support. Library faculty have determined possible instructional formats and are informally discussing options with faculty who currently bring in classes for instruction. The librarians are sharing feedback provided by discipline faculty at school and LLRCAC meetings.

What are your plans (3-year) regarding this goal?
The library will investigate offering instruction in multiple formats including:

- Group research instruction in the library

- Group research instruction in the classroom

- Synchronous/asynchronous online research instruction

- Research instruction at off-campus centers (i.e., Stokoe and CRC)

- Self-paced instruction through library Canvas modules

Library Liaisons will survey faculty in their assigned schools to inform changes to library workshops. Library faculty will also work with discipline faculty at Stokoe and CRC to adapt instruction to meet the needs of students at those locations. Changes will then be implemented.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
Assess and Improve Library Courses and Programs Program/Unit Goal Mapping Notes
> *2030 Goal 1 - The Library would increase enrollment (FTES and Headcount) with the addition of a Library Technician certification program if feasible.*
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Assess and Improve Library Workshops Program/Unit Goal Mapping Notes
> *2030 Goal 3 - Offering library workshops in multiple formats and modalities would make library instruction equitable for all students regardless of how and where they take classes.*
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> *2025 Objective 7.7 - Enhancing library workshops builds and supports student success through academic support.*
Align Library Services with the Guided Pathways Program/Unit Goal Mapping Notes
> *2030 Goal 2 - The Library Guided Pathways Plan, 2022-2024 implements the Guided Pathways Framework.*
> *2030 Goal 3 - The Library Guided Pathways Plan, 2022-2024 addresses equity through implementation of the Guided Pathways Framework.*
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2025 Objective 7.7 - The Library Guided Pathways Plan, 2022-2024 supports student success through academic support.

Infuse Diversity, Equity, Inclusion, and Accessibility (DEIA) into the Library Program/Unit Goal Mapping Notes

2030 Goal 2 - Infusing DEIA into all aspects of the Library implements the Guided Pathways Framework.

2030 Goal 3 - The Library's DEIA initiatives help close equity gaps.

2025 Objective 3.1-3.5 - The Library's DEIA efforts provide equitable academic support to African American, Latinx, LGBTQ+, Men of Color, and Foster Youth students and supports closing equity gaps.

2030 Goal 6 - The Library's DEIA initiatives such as the Experiential Learning Project require collaboration between disciplines and networking with other libraries and educational institutions.

2025 Goal 6.1 - The Experiential Learning Project includes networking and forming faculty/student partnerships with CSUSB and UCR.

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- 2025 Objective 3.1 - KPI 8 (Student Services):
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- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):
- 2025 Objective 6.4 (Academic Affairs):
- 2025 Objective 7.7 (Academic Affairs):
- 2030 Goal 3: Equity:

Evidence

Evidence Date

03/22/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Attached is the Library Workshop Request Form that discipline faculty complete to schedule a research session with a librarian at the library.

Also attached is the Library Research Request Form that is being used by students at the CRC to collect information on their assignments and the research they need.

Is there a resource request associated with this Goal?

No

If yes, please provide a short description.

Please add any relevant documents here.

Library Workshop Request Form.pdf

Library Research Request Form.pdf

Align Library Services with the Guided Pathways

Program/Unit Goal

Complete and assess implementation of the Library's Guided Pathways Plan, 2022-2024.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

The Library developed a Guided Pathways Plan, 2022-2024 and identified goals and activities for reaching those goals. The Library faculty have made significant progress on the plan in terms of aligning the library with the schools, discussing library curriculum, and implementing library liaisons. The Library has presented the plan to the CHL School, LLRCAC, Academic Senate, APC, and College Council.

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

The Library has identified activities to reach the Plan goals, which are identified in the attached Library Guided Pathways Plan. The Library plans to assess progress on the goals and determine any gaps that need to be addressed with future action.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ( )

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- 2025 Objective 6.4 (Academic Affairs):
- 2025 Objective 7.7 (Academic Affairs):
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:

Evidence

Evidence Date
03/22/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.
Attached are the Library Liaison Flyers containing information on their roles and responsibilities distributed by librarians to their assigned schools

Attached is the Library Guided Pathways 2022-2024 Action Plan that describes goals, activities, and status of efforts to align with the College's school structure.

Also attached is the Library Guided Pathways Presentation delivered to various governance groups.

Is there a resource request associated with this Goal?
No

If yes, please provide a short description.

Please add any relevant documents here.
Library Liaison Flyers 02-21-24.pdf
NC Library GP Action Plan Rev3-22-24.pdf
Library GP Equity Plan PPT Final.pdf

Infuse Diversity, Equity, Inclusion, and Accessibility (DEIA) into the Library

Program/Unit Goal
Ensure that all library instruction, services, resources and spaces are equally accessible, and that DEIA is celebrated, so that all students feel welcome and supported in the library.

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
The Outreach Librarian is a member of the DEIA Committee and coordinates library engagement activities, displays, social media posts, and library research guides with college-wide DEIA celebrations. Library faculty and classified professionals have attended equity presentations and completed CORA courses. The Library has tried whenever possible to eliminate barriers related to equity by getting rid of printing costs, checking out laptops, loaning textbooks including OER and ZTC eBooks, and purchasing library lockers for materials pick-up outside of operating hours.

What are your plans (3-year) regarding this goal?
The Library will include diversity training and CORA course completion in new employee onboarding. The Library is currently collaborating on a Pathways to Success/Title V Grant with the ART discipline and the School of VAPA. The Library will assist with the completion of this experiential learning project to develop student artwork through a DEIA lens for display in the library study rooms. The Library faculty will work on developing a shared Canvas course shell for Library 1 based on best practices related to equity and asset-minded pedagogy. The Library will create posters of diverse graduating library student workers to document their success stories and encourage current students. These will be hung in the library and/or displayed during Library/LRC Open House events. Library faculty want to offer students better resources for efficiently scanning textbooks with short-term loan periods. The Library would

also like to be able to store digital artifacts for the college that are searchable through the OneSearch Library Catalog. Finally, the Library will infuse equity into library events like Read 2 Succeed and Celebrate Books and Libraries.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ( )

Assess and Improve Library Courses and Programs Program/Unit Goal Mapping Notes

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Assess and Improve Library Workshops Program/Unit Goal Mapping Notes

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Align Library Services with the Guided Pathways Program/Unit Goal Mapping Notes

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Infuse Diversity, Equity, Inclusion, and Accessibility (DEIA) into the Library Program/Unit Goal Mapping Notes

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2025 Objective 10.10 - Adding student artwork with a diversity theme to library study rooms promotes belonging, inclusivity, and community.

- 2025 Objective 10.10 (Business Services):
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):
- 2025 Objective 6.1 (Academic Affairs):
- 2025 Objective 6.4 (Academic Affairs):
- 2025 Objective 7.7 (Academic Affairs):
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 6: (Community Partnerships) :

Evidence

Evidence Date
03/22/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Attached is the list of available online OER and ZTC textbooks (eBooks) posted on the library website.

Attached is the Laptop Request Form from the library website that students complete to check out and renew library laptops for the semester.

Attached is the Regular Update from February 23, 2024, that includes information on the Library Lockers and the Library's Black History Month resources.

Attached is the Pathways to Success Title V Grant Proposal and the email notification of the award.

Attached is the Experiential Learning Project Timeline associated with the Pathways to Success Title V Grant.

Is there a resource request associated with this Goal?
Yes

If yes, please provide a short description.

The Library is requesting a subscription to Alma Digital ($1,134 annual, ongoing cost) to store and provide access to college documents through the Library Services Platform. The Library is requesting $500 (one-time cost) to support the installation of student artwork for the Experiential Learning Project and the associated viewing/reception. The Library is also requesting a high-efficiency book scanner ($22,197 one-time cost), so that students can quickly scan pages from textbooks that can only be borrowed for a short period of time. This scanner would also support the scanning of documents for accreditation.

Please add any relevant documents here.

Laptop Loan Request.pdf
Library Online OER ZTC Textbooks.pdf
Norco College Regular Update _ February 23.pdf
Pathways Success Title V Grant Proposal.pdf
Experiential Learning Project for Spring 2024.pdf

Equity

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

Library faculty and classified professionals attended the Achieving Equity in Guided Pathways Summit on September 14-15, 2023. Several library staff members have also completed CORA Courses including Racial Microaggressions, Teaching Men of Color in the Community College, Unconscious Bias, and Black Minds Matter. Library faculty also attend equity-related FLEX sessions, equity-themed library events like Read 2 Succeed and Celebrate Books and Libraries and participate in DEIA celebrations on campus.

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

Library faculty have used the CORA Teaching Men of Color in the Community College course to make Library 1 course materials and syllabi more inclusive and have switched over exclusively to OER/ZTC resources. Library faculty have also used Guided Pathways and equity training to develop the Library's Guided Pathways Plan, 2022-2024. Furthermore, the Library now aligns books displays, research guides, and engagement activities with DEIA monthly celebrations. The equity training also informed the illustration of the Library Comic which features a diverse cast of students, representative of the College's demographics. After learning that many African American and Latinx students have childcare, work, and transportation challenges, the Library purchased lockers to provide greater access to library resources outside of regular operating hours. Finally, the Library is collaborating with the School of Visual and Performing Arts to feature student artwork with a DEIA theme in Library Study Rooms to make those spaces more inclusive and welcoming.

3. What additional equity-related professional development/trainings do you seek to better support your area?

The Library faculty would appreciate more equity-training related to providing academic support to special populations, especially incarcerated students.

Please add any relevant documents here.

Experiential Learning Project for Spring 2024.pdf
Library Comic Cover.pdf
Library Comic Prezi.pdf
Library GP Equity Plan PPT Final.pdf
SPR 24 Read 2 Succeed.pdf
Norco College Regular Update _ February 23.pdf

Program Review: 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

Please add any relevant documents here.

LIB 1 COR.pdf

Outcome Mastery

Date
03/22/2024

Observation

What did you notice?
Library faculty observed that students achieved all three Library 1 SLOs at a rate of 90% or higher which is well above the 70% mastery benchmark.

Course(s)
Library 1

SLO(s)
All three Library 1 SLOs (SLO 1, SLO 2, SLO 3) are scheduled for assessment every semester.

Discussion/Analysis
Students completing Library 1 have a high level of mastery of information literacy SLOs by the end of the course. Of the three SLOs, SLO 3 has the lowest level of mastery at 90% compared to 93% for SLO 1 and SLO 2. SLO 3 requires students to "assess the value of information," which requires critical thinking. Library faculty have developed a Library Comic focused on evaluating information that once added to the Library 1 course will support students in learning these skills.

Please paste any relevant screenshots here.

Mastery and Assessments by Learning Outcome

| 93.0% | 93.0% | 90.1% |
| LIB-1_SLO-1 | LIB-1_SLO-2 | LIB-1_SLO-3 |
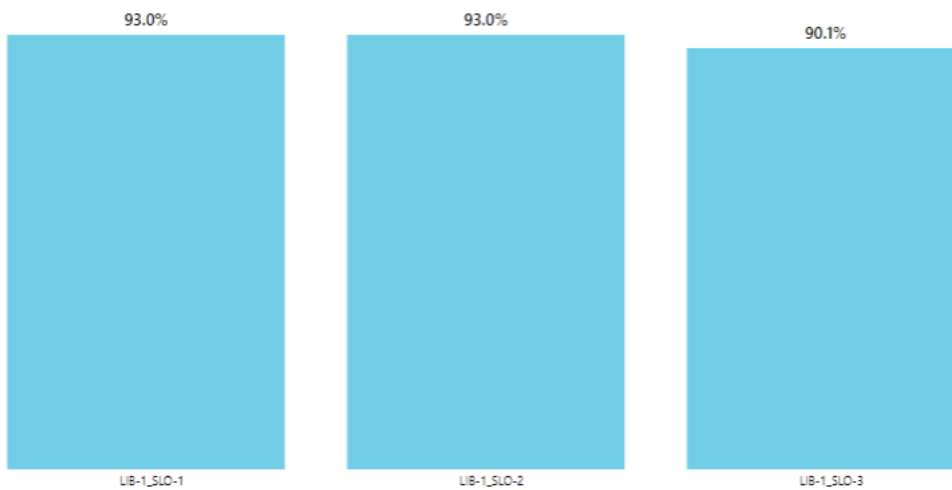
Please add any relevant documents here.

Outcome Mastery Over Time

Date
03/22/2024
Observation
What did you notice?
Library faculty noticed that student mastery of outcomes declined in Summer 2023 compared with Summer 2022 and Winter 2024.
**Course(s)**
Library 1
SLO(s)
All three Library 1 SLOs (SLO 1, SLO 2, SLO 3) are scheduled for assessment every semester.
Discussion/Analysis
Student mastery of outcomes was consistently lower for all three SLOs during Summer 2023. The library faculty suspect that zeros may have been recorded for students who did not complete the assessment, which may have artificially reduced the mastery percentage. The library faculty will review assessment procedures and conduct a norming session to ensure that Library 1 instructors are using a common assessment instrument and recording assessment results correctly.
Please paste any relevant screenshots here.

Mastery by Term and Learning Outcome

Learning Outcome ● LIB-1_SLO-1 ● LIB-1_SLO-2 ● LIB-1_SLO-3

Please add any relevant documents here.

Outcome Mastery by Demographics

Date
03/22/2024
Observation
What did you notice?
Library faculty noticed that male students achieved higher levels of outcome mastery (93.3%) compared with female students (87.4%). There is an inverse relationship between outcome mastery and age in that students aged 25 and older achieved higher mastery than students aged 24 or younger. Finally, Hispanic and White students had lower mastery (84.8% and 86.7% respectively) than the other subpopulations of students.
Course(s)
Library 1
SLO(s)
All three Library 1 SLOs (SLO 1, SLO 2, SLO 3) are scheduled for assessment every semester.
Discussion/Analysis
Library faculty discussed how to increase outcomes mastery for females, younger students, and Hispanic students. The librarians will review and assess the course content, especially the assignments and examples, to identify any implicit bias. The faculty plan to develop a common Library 1 course shell that will consider equity-mindedness and asset-based pedagogy which may help these students achieve the outcomes at higher levels.
Please paste any relevant screenshots here.
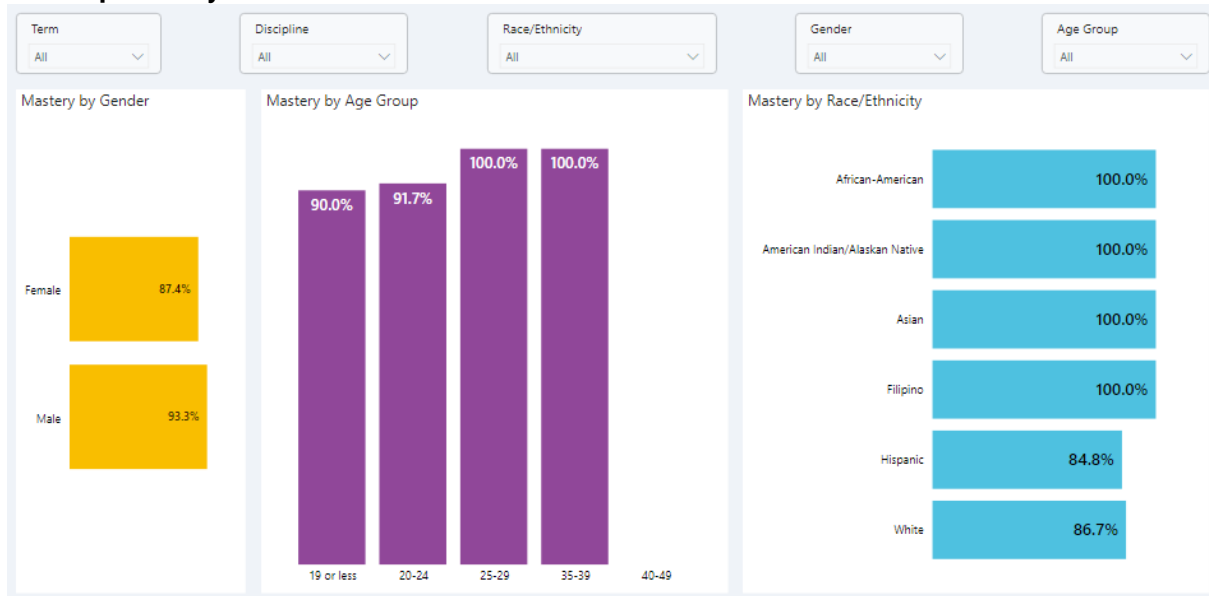
Please add any relevant documents here.

Portable Interactive Display for Library Instruction

Resource Year
2024 - 2027

What resources do we already have?
The Library currently has a big screen monitor on a television cart on loan from TSS that the librarians connect to a laptop during library presentations and research workshops. The cart is difficult to position for optimal viewing, and bulky to store. Moreover, the display is difficult for students to see and for faculty to use as they must use a traditional mouse and keyboard to demonstrate how to search the library catalog and databases online.

What resources do you need?
The Library would like to request a portable interactive display that can be easily moved and stored when not in use. The interactive display will allow the librarians to interact with the screen directly instead of using an external mouse. Furthermore, the screen would be easier to position for students to see and would optimize library instruction. The request is for a Newline interactive display TT-8622Z, an onboard computer, and a height-adjustable cart with a 6-year warranty.

$ Amount Requested
11,711.26

Resource Type
ITEM: Technology

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
The Wilfred J. Airey Library does not have a dedicated library instruction classroom. As a result, library research sessions must be presented in the open computer area within the library space. With enrollment increasing and the establishment of Library Liaisons, Library faculty have received more requests for research sessions and workshops. Providing more functional instructional equipment to support Library faculty in providing research instruction will facilitate information literacy as a General Education Learning Outcome. This request is aligned with EMP Goal 2 (Success) as Library Workshops are included in the Library Guided Pathways Plan, 2022-2024. Moreover, information literacy instruction provides foundational skills related to critical thinking and research that benefit students in various courses and programs. This request also maps to 2025 Objective 7.7 as library instruction is critical academic support that contributes to student success. Finally, this request aligns with the Student Equity Plan goals related to Transfer-level math and English for Hispanic/Latinx Students and Persistence for Black/African American Students as library instruction supports student completion and persistence for these students in English courses with research assignments.

This request for my area is Priority #:
1

Is this request
Revised

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 7.7 (Academic Affairs):
- 2030 Goal 2: Success:

Instructional: Library: (.)
- Align Library Services with the Guided Pathways : .
- Assess and Improve Library Workshops : .

Student Equity Plan: (.)
- Persistence for Black/African American Students: .
- Transfer-level math and English for Hispanic/ Latinx Students: .

Professional Bookeye Scanner

Resource Year
2024 - 2027

What resources do we already have?
The library currently has one entry-level flatbed scanner for all patrons to use in the library to scan documents and textbooks on reserve.

What resources do you need?
The Library would like to purchase a professional Bookeye scanner for student and staff use. The scanner would include a book cradle and kiosk configuration that would allow students to scan and output the file for printing or email. The scanner would allow instructors and library staff to scan materials for instructional purposes. This scanner would also allow the library to digitize files for upload to the Springshare E-Reserves module and the Library Systems Platform Alma-D document repository for accreditation and document control purposes.

$ Amount Requested
22,197

Resource Type
ITEM: Technology

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
This resource request is supported by the Program/Unit Goal Infuse Diversity, Equity, Inclusion, and Accessibility into the Library as it helps eliminate the financial barriers to education presented by the cost of textbooks. In addition, the request aligns with 2030 Goal 3 (Equity) and 2025 Objectives 3.1-3.5 since students in the identified equity groups who have timely access to course materials tend to be more successful in their courses. The Bookeye scanner would also address 2025 Objective 6.4 as library faculty would be able to more efficiently scan print materials for incarcerated students at the CRC. This request would relate to 2025 Objective 7.7 as providing efficient and timely access to textbook materials in digital form builds and supports academic support services in the Library. Finally, this resource request supports Equity Plan goals related to transfer-level math and English completion, persistence, and degree/certification completion for Hispanic and African American students as access to course materials is tied to completion and persistence.

This request for my area is Priority #:
5

Is this request
Revised

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):
- 2025 Objective 6.4 (Academic Affairs):
- 2025 Objective 7.7 (Academic Affairs):
- 2030 Goal 3: Equity:

Instructional: Library: (.)
- Infuse Diversity, Equity, Inclusion, and Accessibility (DEIA) into the Library : .

Student Equity Plan: (.)
- Persistence for Black/African American Students: .
- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

JOVE Database Subscription for Science Disciplines

Resource Year
2024 - 2027

What resources do we already have?

The Library initiated a subscription to JOVE in 2020-2021 in response to a request from science faculty in need of additional electronic resources to support online instruction during the pandemic. HEERF Funding paid for this expensive database through 2022-2023. The Library paid for the database through the subscriptions budget in 2023-2024.

What resources do you need?

The Library requires additional funding to pay for the JOVE database, which has increased significantly in price (approximately $2,000) over the last two years. The Library has contacted the statewide Library Consortium to inquire about reduced pricing, but the database vendor is unwilling to offer this product through the League. The CMAC chair has indicated that OER funding could possibly support this request.

$ Amount Requested

15,525

Resource Type

ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This resource request maps to the Program/Unit Goal Align Library Services with the Guided Pathways as this database specifically supports faculty and students in the School of Natural Sciences, Health, and Kinesiology. Providing specialized databases supports 2030 Goal 2 (Success) as it implements the Guided Pathways Framework and helps students stay on the path. This database request also aligns with 2030 Goal 3 (Equity) and 2025 Objectives 3.1-3.5 since it helps close equity gaps in challenging science courses. This request maps to 2025 Objective 7.7 as it provides support or academic support services in the form of library database access. Finally, this resource request supports Equity Plan goals related to transfer-level math and English completion, persistence, and degree/certification completion for Hispanic and African American students as providing instructional materials in audio-visual formats facilitates student success.

This request for my area is Priority #:

3

Is this request

Revised

Mapping

Educational Master Plan (2020-2025): ( )
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):
- 2025 Objective 7.7 (Academic Affairs):
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:

Instructional: Library: (.)
- Align Library Services with the Guided Pathways : .

Student Equity Plan: (.)
- Persistence for Black/African American Students: .
- Transfer-level math and English for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

Funds to Support the Installation and Celebration of Student Artwork

Resource Year

2024 - 2027

What resources do we already have?

The Library, Art, and Art History disciplines secured a Pathways to Success Title V Grant for an Experiential Learning Project that involves the creation and installation of student artwork in Library study rooms. The grant pays for faculty stipends but does not provide funding for materials required for installation or costs associated with hosting a reception to showcase the art.

What resources do you need?

The Library is requesting funds to cover the installation of the artwork and the reception.

$ Amount Requested

500

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This resource request maps to the Program/Unit Goal Align Library Services with the Guided Pathways as the Experiential Learning Project represents a collaboration between the Library and the School of Visual and Performing Arts. The request also aligns with Program/Unit Goal Infuse Diversity, Equity, Inclusion, and Accessibility (DEIA) into the Library as the artwork will have a diversity theme and seeks to create a sense of belonging and inclusivity. The installation and celebration of student artwork supports 2030 Goal 2 (Success) as it implements the Guided Pathways Framework through the collaboration between the Library and Art disciplines in line with the Library Guided Pathways Plan, 2022-2024. This request also aligns with 2030 Goal 3 (Equity) since the artwork will have a DEIA theme.

This request for my area is Priority #:

4

Is this request

New

Mapping

Educational Master Plan (2020-2025): ( )

- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:

Instructional: Library: (.)

- Align Library Services with the Guided Pathways : .
- Infuse Diversity, Equity, Inclusion, and Accessibility (DEIA) into the Library : .

Alma Digital (Alma-D) Subscription

Resource Year

2024 - 2027

What resources do we already have?

The Library currently has a subscription for the Library Services Platform (LSP) that is paid for by the State Chancellor's Office. The LSP provides the College with a searchable library catalog that contains records on all library holdings.

What resources do you need?

The Library would like to purchase the Alma Digital (Alma-D) add-on to the LSP that provides storage for a digital document repository. The Library would like to use Alma-D to catalog and store college documents that can be organized into sub-collections and made publicly accessible and findable through the library catalog (OneSearch).

$ Amount Requested

1,134

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This resource request maps to the Program/Unit Goal Infuse Diversity, Equity, Inclusion, and Accessibility (DEIA) into the Library as it would help make resources more available for students at the CRC. This request also aligns with 2030 Goal 3 (Equity) and 2025 Objective 6.4 since it provides support for incarcerated students. The addition of Alma-D would support academic support services and 2025 Objective 7.7. Finally, this request maps to 2025 Objective 8.2 as it supports integrated planning processes and accreditation.

This request for my area is Priority #:
2

Is this request
New

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 6.4 (Academic Affairs):
- 2025 Objective 7.7 (Academic Affairs):
- 2025 Objective 8.2 (Planning and Development):
- 2030 Goal 3: Equity:

Instructional: Library: (.)
- Infuse Diversity, Equity, Inclusion, and Accessibility (DEIA) into the Library : .

2024 - 2027

Resource Request

What resources do we already have?

None

Potential Funding Source(s)

FPDC

What resources do you need?

Funds to cover the travel expenses and registration for the ELUNA Annual Meeting

Request related to EMP goal or Assessment?

EMP Goal 4,EMP Goal 11

$ Amount Requested

2,200

Resource Type

FACULTY: Professional Development

The evidence to support this request can be found in:

Program/Unit Goals

This request for my area is Priority #:

2

Professional Development Activity Funding Request Application

Attendee and Activity Information

Has this professional development request been discussed and approved by your department chair?

Date of Request

Activity Date(s)

Attendee Name

Position

Discipline

Name of Activity and Organization/Sponsor

Link to Activity Website
Location

City, State

Have you sought any other co-sponsorship (other internal and/or external funding)?

If yes, list source and total dollar amount.

Estimated Costs ($)

Registration

What is included with Registration?

Air Travel or Mileage (65.5 cents/mile)

Hotel (tax included)

Airport Parking

Ground Transportation

Meals ($75/day maximum)

Hotel Parking

Incidentals

Total Costs

Justification for Funding Request

Select the categories of professional development that best support your request. (Check all that apply)

Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.

How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.

Faculty Professional Development Requests

Briefly explain your selection above.

Is there anything else you would like to add?

Approve and Submit

Proof of approval is uploaded, ready to submit?

Please upload proof of approval for travel from your department chair or Dean.

For Administrative Use Only

Funding Status

Notes

2024 - 2027

Resource Request

What resources do we already have?

None

Potential Funding Source(s)

FPDC

What resources do you need?

Travel funds to support attendance at the Council of Chief Librarians Deans and Directors Meeting

Request related to EMP goal or Assessment?

EMP Goal 4

$ Amount Requested

500

Resource Type

FACULTY: Professional Development

The evidence to support this request can be found in:

Program/Unit Goals

This request for my area is Priority #:

1

Professional Development Activity Funding Request Application

Attendee and Activity Information

Has this professional development request been discussed and approved by your department chair?

Date of Request

Activity Date(s)

Attendee Name

Position

Discipline

Name of Activity and Organization/Sponsor

Link to Activity Website
Location

City, State

Have you sought any other co-sponsorship (other internal and/or external funding)?

If yes, list source and total dollar amount.

Estimated Costs ($)

Registration

What is included with Registration?

Air Travel or Mileage (65.5 cents/mile)

Hotel (tax included)

Airport Parking

Ground Transportation

Meals ($75/day maximum)

Hotel Parking

Incidentals

Total Costs

Justification for Funding Request

Select the categories of professional development that best support your request. (Check all that apply)

Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.

How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.

Briefly explain your selection above.

Is there anything else you would like to add?

Approve and Submit

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Please upload proof of approval for travel from your department chair or Dean.

For Administrative Use Only

Funding Status

Notes

2024 - 2027

Resource Request

What resources do we already have?

None

Faculty Professional Development Requests

Potential Funding Source(s)

FPDC

What resources do you need?

Travel funds to support attendance at the EBSCO User Group Conference

Request related to EMP goal or Assessment?

EMP Goal 4

$ Amount Requested

920

Resource Type

FACULTY: Professional Development

The evidence to support this request can be found in:

Program/Unit Goals

This request for my area is Priority #:

3

Professional Development Activity Funding Request Application

Attendee and Activity Information

Has this professional development request been discussed and approved by your department chair?

Date of Request

Activity Date(s)

Attendee Name

Position

Discipline

Name of Activity and Organization/Sponsor

Link to Activity Website
Location

City, State

Have you sought any other co-sponsorship (other internal and/or external funding)?

If yes, list source and total dollar amount.

Estimated Costs ($)

Registration

What is included with Registration?

Air Travel or Mileage (65.5 cents/mile)

Hotel (tax included)

Airport Parking

Ground Transportation

Meals ($75/day maximum)

Hotel Parking

Incidentals

Total Costs

Justification for Funding Request

Select the categories of professional development that best support your request. (Check all that apply)

Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.

How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.

Briefly explain your selection above.

Is there anything else you would like to add?

Approve and Submit

Proof of approval is uploaded, ready to submit?

Faculty Professional Development Requests

Please upload proof of approval for travel from your department chair or Dean.

For Administrative Use Only

Funding Status

Notes

2024 - 2027

Resource Request

What resources do we already have?

None

Potential Funding Source(s)

FPDC

What resources do you need?

Registration costs for the Creative Commons Certificate Program

Request related to EMP goal or Assessment?

EMP Goal 4

$ Amount Requested

500

Resource Type

FACULTY: Professional Development

The evidence to support this request can be found in:

Program/Unit Goals,Equity

This request for my area is Priority #:

4

Professional Development Activity Funding Request Application

Attendee and Activity Information

Has this professional development request been discussed and approved by your department chair?

Date of Request

Activity Date(s)

Attendee Name

Position

Discipline

Name of Activity and Organization/Sponsor

Link to Activity Website
Location

City, State

Have you sought any other co-sponsorship (other internal and/or external funding)?

If yes, list source and total dollar amount.

Estimated Costs ($)

Registration

What is included with Registration?

Air Travel or Mileage (65.5 cents/mile)

Hotel (tax included)

Airport Parking

Ground Transportation

Meals ($75/day maximum)

Hotel Parking

Incidentals

Total Costs

Justification for Funding Request

Select the categories of professional development that best support your request. (Check all that apply)

Faculty Professional Development Requests

Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.

How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.

Briefly explain your selection above.

Is there anything else you would like to add?

Approve and Submit

Proof of approval is uploaded, ready to submit?

Please upload proof of approval for travel from your department chair or Dean.

For Administrative Use Only

Funding Status

Notes

2024 - 2027

Resource Request

What resources do we already have?

None

Potential Funding Source(s)

FPDC

What resources do you need?

Travel and registration costs for attendance at the Strengthening Student Success Conference

Request related to EMP goal or Assessment?

EMP Goal 4

$ Amount Requested

1,600

Resource Type

FACULTY: Professional Development

The evidence to support this request can be found in:

Program/Unit Goals,Equity

This request for my area is Priority #:

5

Professional Development Activity Funding Request Application

Attendee and Activity Information

Has this professional development request been discussed and approved by your department chair?

Date of Request

Activity Date(s)

Attendee Name

Position

Discipline

Name of Activity and Organization/Sponsor

Link to Activity Website
Location

City, State

Have you sought any other co-sponsorship (other internal and/or external funding)?

If yes, list source and total dollar amount.

Estimated Costs ($)

Registration

What is included with Registration?

Air Travel or Mileage (65.5 cents/mile)

Hotel (tax included)

Airport Parking

Ground Transportation

Meals ($75/day maximum)

Hotel Parking

Incidentals

Total Costs

Justification for Funding Request

Select the categories of professional development that best support your request. (Check all that apply)

Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.

How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.

Briefly explain your selection above.

Is there anything else you would like to add?

Approve and Submit

Proof of approval is uploaded, ready to submit?

Please upload proof of approval for travel from your department chair or Dean.

For Administrative Use Only

Funding Status

Notes

Faculty Hiring Resource Requests

<div align="center">**2024 - 2027**</div>

Program Review Reflections

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

It would be helpful to receive feedback on our program review submission and how it could be improved in the future. Also, we would like to know what resource requests are funded.

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

Ask the following:

- How does the Library contribute to student success across disciplines and programs?

- What is the Library's role in implementing Guided Pathways?

- How are Library resources such as subscription databases funded?

- What professional development do Library faculty need to meet its goals?

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

The Library needs to have a section within program review to enter information about SAO assessment and data dashboards for SAOs.

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

Submission

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

Yes

NORCO COLLEGE
WILFRED J. AIREY LIBRARY

Read 2 Succeed: Spring 2024 -- Reyna Grande

| Spring 2024 -- Reyna Grande | About Read 2 Succeed | Past Semester Authors |

Read 2 Succeed @ NORCO COLLEGE

Featured book for Spring 2024

Our first returning author and our first fiction book for Read 2 Succeed!
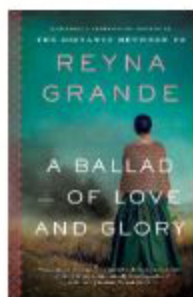
A Ballad of Love and Glory by Reyna Grande

Publication Date: 2023
Copies are available in the Library for checkout!
If you need a personal copy of the book, contact Damon Nance

2023 International Latino Book Award Winner, Finalist for the Texas Institute of Letters & Jesse H. Jones Award for Best Fiction

A Long Petal of the Sea meets Cold Mountain in this "epic and exquisitely wrought" (Patricia Engel, New York Times bestselling author) saga following a Mexican army nurse and an Irish soldier who must fight, at first for their survival and then for their love, amidst the atrocity of the Mexican-American War--from the author of The Distance Between Us. A forgotten war. An unforgettable romance. The year is 1846. After the controversial annexation of Texas, the US Army marches south to provoke war with México over the disputed Rio Grande boundary. Ximena Salomé is a gifted Mexican healer who dreams of building a family with the man she loves on the coveted land she calls home. But when Texas Rangers storm her ranch and shoot her husband dead, her dreams are burned to ashes. Vowing to honor her husband's memory and defend her country, Ximena uses her healing skills as a nurse on the frontlines of the ravaging war. Meanwhile, John Riley, an Irish immigrant in the Yankee army desperate to help his family escape the famine devastating his homeland, is sickened by the unjust war and the unspeakable atrocities against his countrymen by nativist officers. In a bold act of defiance, he swims across the Rio Grande and joins the Mexican Army--a desertion punishable by execution. He forms the St. Patrick's Battalion, a band of Irish soldiers willing to fight to the death for México's freedom. When Ximena and John meet, a dangerous attraction blooms between them. As the war intensifies, so does their passion. Swept up by forces with the power to change history, they fight not only for the fate of a nation but for their future together. "A grand and soulful novel by a storyteller who has hit her full stride" (Julia Alvarez, author of In the Time of the Butterflies), A Ballad of Love and Glory effortlessly illuminates a largely forgotten moment in history that impacts the US-México border to this day.

Other Writing by Reyna Grande

Available in our Library -- Ask us if you need any assistance!
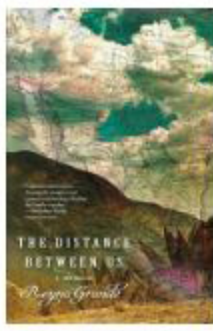
About the Author -- Reyna Grande

Reyna Grande is an award-winning novelist and memoirist. She has received an American Book Award, the El Premio Aztlan Literary Award, and the Latino Book Award. 2012, she was a finalist for the National Book Critics Circle Awards. Her works have been published internationally in countries such as Norway and South Korea.

Her novels *Across a Hundred Mountains* (Atria, 2006) and *Dancing with Butterflies* (Washington Square Press, 2009) were published to critical acclaim and have been read widely in schools across the country. Her latest book, *The Distance Between Us*, was published in August 2012 by Atria Books, an imprint of Simon & Schuster. In this memoir, Reyna writes about her life before and after illegally immigrating from Mexico to the United States. A National Book Circle Critics Award finalist, *The Distance Between Us* is an inspirational coming-of-age story about pursuing a better life. The Los Angeles Times hailed it as the *Angela's Ashes* of the modern Mexican immigrant experience.

Born in Mexico, Reyna was two years old when her father left for the U.S. to find work. Her mother followed her father north two years later, leaving Reyna and her siblings behind in Mexico. In 1985, when Reyna was going on ten, she entered the U.S. as an undocumented immigrant. She later went on to become the first person in her family to graduate from college.

After attending Pasadena City College for two years, Reyna obtained a B.A. in creative writing and film & video from the University of California, Santa Cruz. She later received her M.F.A. in creative writing from Antioch University. Now, in addition to being a published author, she is also an active promoter of Latino literature and is a sought-after speaker at high schools, colleges, and universities across the nation.

Currently Reyna teaches creative writing at UCLA Extension and is at work on her next novel.

Photograph Creator: Alan J. Cutler Copyright: ara@vipimages.com-2016

(from Reyna Grande's Website)

[EXTERNAL SENDER] Pathways to Success: Experiential Learning Project for spring 2024

Brian Heisterkamp <bheister@csusb.edu>

Tue 12/19/2023 1:27 PM

To:Lindeman, Megan <Megan.Lindeman@norcocollege.edu>;Ramin, Michelle <Michelle.Ramin@norcocollege.edu>;Chandler, Meghan <Meghan.Chandler@norcocollege.edu>;Ashby, Hayley <Hayley.Ashby@norcocollege.edu>
Cc:Bemiller, Quinton <Quinton.Bemiller@norcocollege.edu>;Kerr, Brady <Brady.Kerr@norcocollege.edu>;Courtney Koletar <courtney.koletar@cobblestoneeval.com>;Alberto Rendon <Alberto.Rendon@csusb.edu>

Megan Lindeman, Michelle Ramin, Meghan Chandler, and Hayley Ashby,

Congratulations! I'm writing to confirm that the Pathways to Success/Title V grant will be able to support your experiential learning, interdisciplinary art curriculum project in AHS 31, AHS/ART 6, ART 19, ART 17, and/or ART 18 for the spring 2024 term in collaboration with each other at Norco College.

For evaluation purposes, there will be a brief report needed at the end of the term. Our evaluator – Cobblestone Evaluation – will also contact you at the end of the term to have you facilitate the distribution of a survey to your students.

The grant will be able to compensate each of you in the amount of $1,000 (pretax) after your implementation is complete at the end of the term. This will be processed by Norco College.

We also have funding to support a student assistant for 20 hours/week at $16/hour during the spring term. As soon as you send me the name and contact information for the student you'd like to hire, we can begin the hiring process.

We like to collect outcomes (photos, video, audio, documents, etc.) that can be used to document our efforts both for the US Department of Education and for our website. Please send those along to me as your project progresses.

Let me know if you have any questions. Thank you!

Brian Heisterkamp, PhD
Professor, Department of Communication Studies
Interim Director, Office of Community Engagement
Project Director, Pathways to Success
California State University, San Bernardino
San Bernardino, CA 92407

Tel: 909-537-7665
Website: https://csusb.edu/pathways-success
Email: bheister@csusb.edu

Book time to meet with me

Pathways to Success Grant Proposal

Inspired by a recent Achieving Equity in Guided Pathways Summit held at the College, the Norco College Library and Studio Art and Art History disciplines are interested in pursuing a collaboration on an experiential learning project as a practical application of art curriculum.

The proposed project would involve students in AHS 31 - Introduction to Exhibitions: History, Theory, and Practice; and/or AHS/ART 6 - Art Appreciation; and/or ART 19 - Experimental Drawing; and/or ART 17 - Beginning Drawing; and/or ART 18 - Intermediate Drawing. Students in either one of these courses will create and install artwork in the main library space as well as library study rooms.

Students would work together across courses modeling the collaboration that takes place between professionals in the art field. Faculty would design the experiential learning assignments using an equity lens to promote inclusivity and diversity through suggested themes or a diversity-related research component.

Once the art installation is complete, the Library will work with art faculty and music faculty in the School of Visual and Performing Arts (VAPA) to organize and host an event to showcase the projects. Students who completed the projects would be invited to present on their exhibits and connect with other art students and faculty. Invitations would be extended to students and faculty at California State University San Bernardino (CSUSB) and San Bernardino Valley College (SBVC) to attend the event.

Student Transformation | Regional Transformation | College Transformation
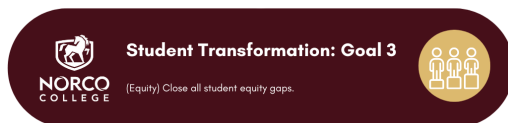
February 23, 2024

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READ MORE

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NORCO COLLEGE
(Equity) Close all student equity gaps.

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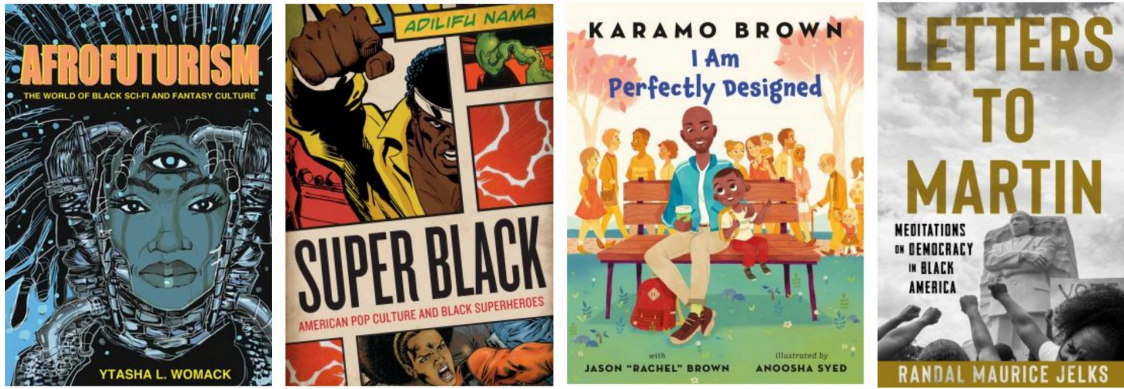
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To utilize this service, students must request items for locker pick-up by contacting the Library Reference Desk at 951-372-7115. This new initiative aims to enhance accessibility and accommodate the diverse needs of our student community. We look forward to serving you better with this exciting addition to our library services.

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NORCO COLLEGE   WILFRED J. AIREY LIBRARY

Wilfred J. Airey Library / Subject Guides / Diversity, Equity and Inclusion / Black History Month / Get Started

Black History Month: Get Started

Black History Month Library Guide

At Norco College, we prioritize diversity, equity, and inclusion in education, recognizing their critical importance. As academic institutions, we are committed to providing students access to diverse perspectives, histories, and experiences that enrich their learning journey. With this commitment in mind, the Norco College Librarians have curated a comprehensive library guide celebrating Black History Month.

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The library guide curated by the Norco College Librarians is a valuable resource for students, faculty, and staff to explore and learn about Black history. It offers a curated collection of materials, including documentary and dramatic films, ebooks, children's books, and print books, as well as links to additional resources and places to visit. We invite you to delve into this rich repository of knowledge, celebrate the achievements of Black individuals, and deepen your understanding of their contributions to our society.

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We aim to surpass these remarkable numbers this year and need your support to make it happen. Please help us spread the word by sharing the flyer, which includes our site's dates, hours, designated location, and requirements for accessing tax services.

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NORCO COLLEGE

EMP Related Announcements

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2001 Third St., ST111, Norco, CA 92860

Please join us in the gallery space to celebrate this gorgeous exhibition! All are welcome!

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Image: Cristina Victor, *High Tide* (detail), mixed media on paper, brazed stilt, 2023

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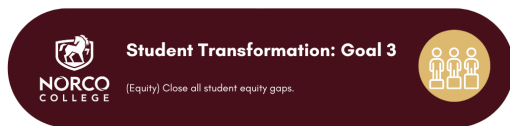
[LEARN MORE ABOUT THE AUTHOR](#)

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Events will be held in-person in CSS 217 and online (Zoom Registration Link for the Book Discussion on March 21 is: https://bit.ly/NCMUSTANGS).

If you need a copy of the book, contact Damon Nance at: damon.nance@norcocollege.edu (Supplies Limited).

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*** *Mustang Faculty: Please contact the Norco College Bookstore if you would like to make this a text for your course to coincide with the college-wide read!*

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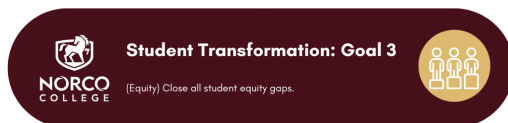
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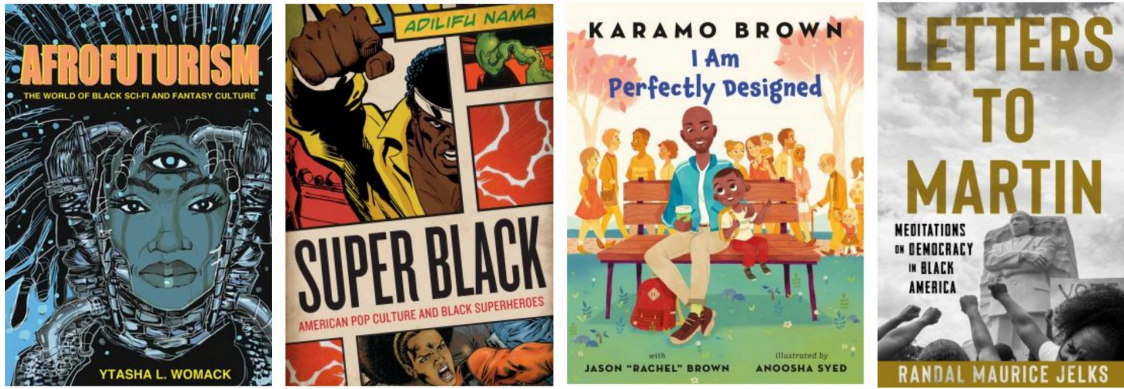
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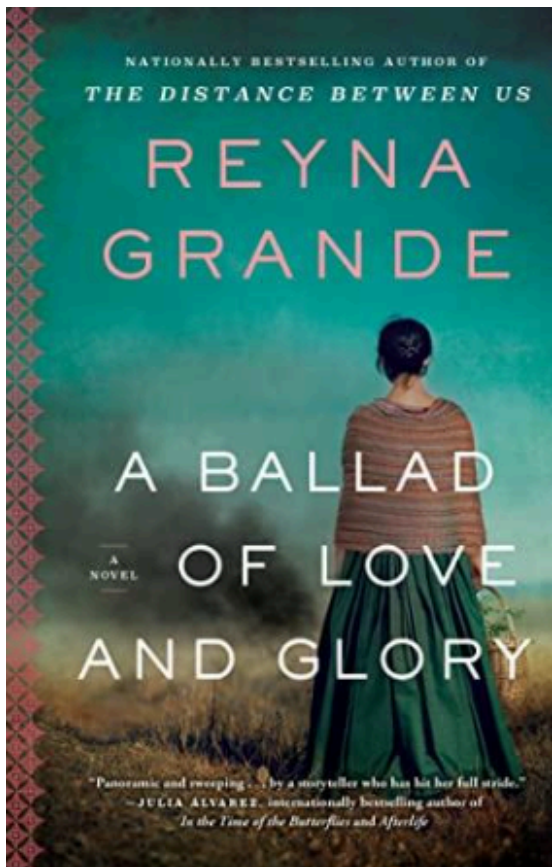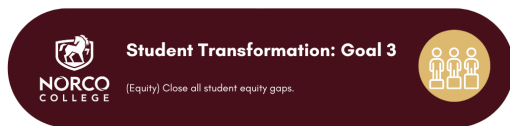
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LIBRARY 2022-2024 GUIDED PATHWAYS ACTION PLAN

INITIATIVE	Library Faculty/Dean
Embedding Library into revised schools structure	Hayley Ashby, Miguel Castro, Vivian Harris, Instructional Design Librarian, Damon Nance (Dean)

Communication Plan

ACTIVITY	RESPONSIBLE	RESOURCES	STATUS	START	END	DELIVERABLES
Meet with GP Leads to discuss integration of the library in the new structure	Library Team	Reference desk coverage during the meeting	Completed	4/17/23	4/27/23	Meeting Notes from 4/27
Update administration on Library GP Plan	Damon	Action Plan	Completed	4/28/23	5/12/23	Feedback/Questions
Provide update to College Council on Library GP Plan	Hayley/Vivian	Action Plan; PowerPoint Presentation	Completed	3/14/24	3/14/24	Meeting Notes/Minutes
Provide update to Academic Senate on Library GP Plan	Hayley/Vivian	Action Plan; PowerPoint Presentation	Completed	2/12/24	2/12/24	Meeting Notes/Minutes
Provide update to CHL on Library GP Plan	Library Faculty	Action Plan; PowerPoint Presentation	Completed	2/20/24	2/20/24	Meeting Minutes
Present Library GP Plan at the LLRCAC Meeting	Hayley/Vivian	Action Plan; PowerPoint Presentation	Completed	3/12/24	3/12/24	Meeting Minutes
Develop Library Liaison Intro Template	Hayley	Outreach Librarian	Completed	1/2/24	2/21/24	Intro Template
Distribute Library Liaison Intros and contact division/school leads	Library Team	Library Liaison Intro Template	Completed	2/21/24	3/8/24	APC Meeting Minutes
Publicize at Library/LRC Academic Support Open House	Library Team	Refreshments, Giveaways, Coordination with ASNC	Completed	3/5/24	3/6/24	Sign-in Sheets; Assessment Results
Post Library Liaisons on website and social media	Library Team	Outreach Librarian	Pending	2/12/2024		Web page content and social media posts

Goal #1: Student Success Teams Coordination

ACTIVITY	RESPONSIBLE	RESOURCES	STATUS	START	END	DELIVERABLES
Review Student Success Teams graphics and provide input	Library Team	Graphics from David Schlanger	In Progress	4/27/23	5/12/23	Email to David Schlanger (CC GP Leads)
Create a list of all library events and approximate dates	Hayley/Damon	Outreach Librarian	Completed	8/21/23	11/30/23	Master List/Schedule of Library Events
Coordinate with Student Success Teams on targeted marketing for library events	Hayley/Damon	Outreach Librarian	Ongoing	2/12/24		Communication with Lilia Garcia (PACES)
Determine how the library can support Student Success Team efforts	Library Team	Meeting scheduled	Ongoing	2/12/24		Communication with Lilia Garcia (PACES)
Library Liaisons lead library/CAP events for assigned schools	Library Faculty	Library brochures and bookmarks; giveaways	Ongoing	2/12/24		Sign-in Sheets; Assessment Results

Goal #2: Aligning with Revised Schools Structure

ACTIVITY	RESPONSIBLE	RESOURCES	STATUS	START	END	DELIVERABLES
Determine status of library faculty positions (transfer and recruitment)	Library Team	Information from administration and HR	Completed	2/13/23	1/2/24	Timeline for transfer and recruitment
Develop spreadsheet for assigning three Library Liaisons to schools (8) and Counseling	Library Team	Information regarding library faculty workload for Fall 2023	Completed	4/28/23	12/6/23	Library Liaison spreadsheet
Update Library Liaison assignments when Instructional Design Librarian is hired	Library Team	Timeline for hiring fourth librarian	Pending	TBD	TBD	Updated Library Liaison spreadsheet
Develop list of duties for Library Liaisons	Library Team	Feedback/Input from GP Leads and Student Success Teams	Completed	11/30/23	2/20/24	List of Library Liaison duties

Library Liaisons will meet with assigned schools	Library Faculty	Library Liaison assignments and duties	Ongoing	3/8/24		Library faculty reports

Goal #3: Assessing and Improving Information Literacy Instruction

ACTIVITY	RESPONSIBLE	RESOURCES	STATUS	START	END	DELIVERABLES
Discuss with discipline the options for offering LIB-1 Course (in light of AB 928 and Cal-GETC Standards)	Library Faculty (district wide)	Proposed Cal-GETC Pattern; examples of non-credit; discipline meeting scheduled	In Progress	3/19/24	TBD	Meeting minutes; new LIB-1 COR
Investigate offering information literacy instruction at feeder high schools	Library Team; HS Librarians/Admins		Pending	2/12/24	TBD	Meeting Notes
Determine the benefit of designing LIB-1 for students in specific divisions/schools	Library Faculty; Division/School Leads	Meeting scheduled	Pending	TBD	TBD	Meeting notes
Determine the benefit of pairing LIB-1 with a course/lab with a major research component (e.g., English, History)	Library Faculty; Division/School Leads	Meeting scheduled	Pending	TBD	TBD	Meeting notes
Design Library/Information Literacy Modules in Canvas for faculty to embed in their courses	Instructional Design Librarian	Feedback/Input from discipline faculty	In Progress	2/13/23	TBD	Library Canvas Modules
Develop print and electronic graphic novel on evaluating resources for use with courses	Library Team	Century Circle Grant; Comic Book Artist	Completed	5/17/22	3/12/23	Library Graphic Novel

Library Workshop Request

Instructor Name

Email Address

Course

(e.g., English 1A)

Number of Students in the Class

Date & Time of Request

Type of Library Instruction

☐ General overview of library resources

☐ Customized instruction for a specific assignment

Upload a copy of your assignment (if needed)

Choose a file or drag it here.
Maximum file size: 100.0 MB

Include a Library Tour?

☐ Yes

☐ No

Additional details, comments, or questions

Submit

Norco College Library Research Request Form

Norco College faculty should carefully complete this form to assist the librarians in conducting research for your class assignment. All research is conducted by Norco College librarians.

The more detailed the information you provide, the greater the relevancy of your results. Turn around time is up to three business days.

Please be sure to attach a copy of the assignment prompt or other relevant documentation.

If you have any questions about this form, please contact Hayley Ashby at hayley.ashby@norcocollege.edu

* Required

* This form will record your name, please fill your name.

1. Instructor Name (First and Last) *

2. Course Number *

3. Assignment Due Date *

4. Tell Us About Your Assignment *

5. Tell Us About Your Topic *

6. What Five Words or Phrases Best Describe Your Topic? *

7. Types and Number of Sources Required *
Select All that Apply

	1 Source	2 Sources	3 Sources	4 Sources	5 Sources	N/A
Websites	○	○	○	○	○	○
Newspapers	○	○	○	○	○	○
Magazines	○	○	○	○	○	○
Journals (Peer-Review)	○	○	○	○	○	○
Any Type	○	○	○	○	○	○

8. Please attach a copy of your assignment prompt, syllabus, or other relevant documentation *

↑ Upload file

File number limit: 5   Single file size limit: 10MB   Allowed file types: Word, Excel, PPT, PDF, Image, Video, Audio

Textbooks: Online Textbooks

Semester Long Checkouts   **Online Textbooks**   **How to Find a textbook in the library:**

Online Textbooks

- If you don't see your book on the list below, search our eBook Collection to see if it's available!

- Always confirm with your instructor that you're using the correct textbook edition for your class.

- If a course textbook should be added to this list, email us at reference@norcocollege.edu.

Discipline	Course	Title
ANT	1	Race, Monogamy, & Other Lies They Told You
BIO	1	Biology
	50A	Anatomy & Physiology
	50B	Anatomy & Physiology
COM	1	Stand Up, Speak Out
	6	Small Group Communication: Forming and Sustaining Teams
EAR	19	Observation and Assessment in Early Childhood Education
	20	Understanding the Whole Child
	24	Introduction to Curriculum for Early Childhood Education
	25	Roots & Wings
	46	Building Blocks for Teaching Preschoolers with Special Needs
ENG	1A	A Question of Freedom
	1A	Creating Literary Analysis
	1A	Successful College Composition
	1B	Candide
	1B	Frankenstein
	1B	Hamlet
	1B	Lysistrata
	1B	Macbeth
	1B	The Merchant of Venice
	1B	Songs of Innocence and Experience
	1B	Strange Case of Dr. Jekyll & Mr. Hyde

Discipline	Course	Title
HIS	6	The American YAWP
	14	Narrative of the Life of Frederick Douglass
	31	Mexicans in the Making of America
HUM	8	World of Myth: An Anthology
	9	American Autobiography
	16	American Culture: An Anthology
	16	The Ideas That Made America: A Brief History
	23	Biblical Archaeology
	23	The New Testament As Literature
	23	The Old Testament
	35	A Common Faith
	35	Dialogues Concerning Natural Religion
MAT	1A	Calculus I
	1B	Calculus II
	10	Precalculus
	12	Introductory Statistics
PHI	10	Discourse on the Method: And, Meditations on First Philosophy
	10	The Republic
	12	Being Good: A Short Introduction to Ethics
POL	1	American Government
	1	Fit to Be Citizens? Public Health and Race in Los Angeles, 1879-1939
	6	Maneuvers: The International

	8	World of Myth: An Anthology
	23	Biblical Archaeology
	23	The New Testament As Literature
	23	The Old Testament
GUI		Career/Life Planning and Personal Exploration
		College Success
		Community College Companion

	2	Politics of Militarizing Women's Lives
PSY	1	Psychology
	2	Upward Spiral
PHY	2A	OpenStax University Physics Volume 1
	2B	OpenStax University Physics Volume 2
	2B	OpenStax University Physics Volume 3
	4B	OpenStax University Physics Volume 2

Questions? Ask a Librarian!

MEET YOUR LIBRARY LIAISON

MIGUEL CASTRO
Library Systems Platform Librarian

ROLE DESCRIPTION

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ASSIGNED SCHOOLS

I am responsible for the following schools:

- Applied Technologies & Apprenticeship
- Math, Engineering, Computer & Game Science
- Natural Sciences, Health & Kinesiology

SUPPORT OFFERED

1. Communication

- Attend school/center meetings to provide library updates
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2. Coordination

- Develop customized online research guides
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- Develop displays highlighting disciplines, careers, or events

3. Collaboration

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- Discuss assignments and class resources including OER
- Plan library and school events including CAP Hour

ABOUT ME

SUBJECT EXPERTISE

- Information Literacy and Instruction
- Computer Information Systems (Databases)
- Computer Science

INTERESTS & HOBBIES

- Tennis
- Pickleball
- Photography
- Avid Board Game and RPG Player
- Muscle Car Modification/Restoration

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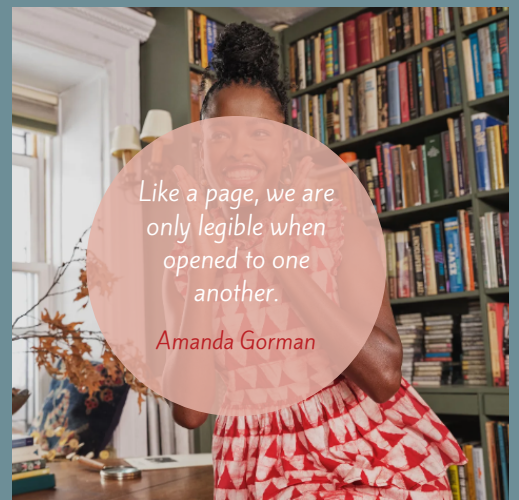- Plan library and school events including CAP Hour

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Michelle Obama

GP SCHOOLS REORGANIZATION

Feedback provided to the GP Team and incorporated into the approved proposal:

1. Library courses and faculty counts are included in the School of Communication, Humanities & Languages (CHL); library faculty are represented in college governance through CHL

2. One full-time librarian will be assigned to each school; one full-time librarian will be assigned to each off-site center per accreditation; the library will reassess assignments as new library faculty are hired

3. Library faculty will provide academic support, instruction, and services customized to meet the needs of the students and faculty in each school/center

COMMUNICATION PLAN

Presenting information at the following meetings:

- ✓ Guided Pathways Leads – April 27, 2023

- ✓ Interim Vice President, Academic Affairs – May 4, 2023

- ✓ CHL School Meeting – February 20, 2024

- ✓ Academic Senate – March 4, 2024

- ✓ Academic Planning Chairs – March 8, 2024

- ✓ Library & Learning Resources Center Advisory Committee – March 12, 2024

- ✓ College Council – March 14, 2024

Also, sharing through brochures, flyers, and posters via email, web, and social media

GOAL 1

Align the Library with the GP Schools Reorganization:

Completed

- Assigned library faculty to the eight schools, two centers (CRC & Stokoe), and Counseling
- Defined roles and responsibilities for Library Liaisons

In Progress

- Currently recruiting an Instructional Design Librarian
- Establishing contact with schools and centers
- Attending school/center events including CAP Hour activities

GOAL 2

Coordinate with Student Success Teams to:

- Provide feedback on Student Success Team materials

- Share library event date/times with Student Success Teams

- Coordinate on CAP Hour planning and events

- Determine other ways the library can support Student Success Teams

GOAL 3

Assess and Improve Information Literacy Instruction:

- Review and potentially expand library curriculum (e.g., non-credit, additional courses)
- Discuss options for pairing or customizing library courses for specific programs
- Complete Library/Information Literacy Modules in Canvas
- Develop additional custom Library Guides
- Discuss ways to use the Library Comic Book for instruction

GOAL 4

Assess and Improve Library Services:

- Review library service area outcomes through a GP lens
- Review library statistics and data to identify trends in library usage
- Work with IE to gather data on the impact of library usage on student success
- Determine how library services can be better aligned with schools

LIBRARY LIAISONS

School or Center	Assigned Library Liaison
Applied Technologies & Apprenticeship	Miguel Castro
Business & Management	Hayley Ashby
California Rehabilitation Center (CRC)	Hayley Ashby
Communication, Humanities & Languages	Vivian Harris
Counseling	Vivian Harris
Early Childhood Center (Stokoe)	Vivian Harris
Human & Public Services	Vivian Harris
Math, Engineering, Computer & Game Science	Miguel Castro
Natural Sciences, Health & Kinesiology	Miguel Castro*
Social & Behavioral Sciences	Vivian Harris*
Visual and Performing Arts	Hayley Ashby

Instructional Design Librarian will take responsibility for these schools starting in Fall 2024

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WHY A COMIC BOOK

- Format that appeals to readers
- Engaging in print and digital form
- Read in sections or cover to cover
- Way to discuss controversial topics
- Makes content memorable

WHY THIS TOPIC

long,
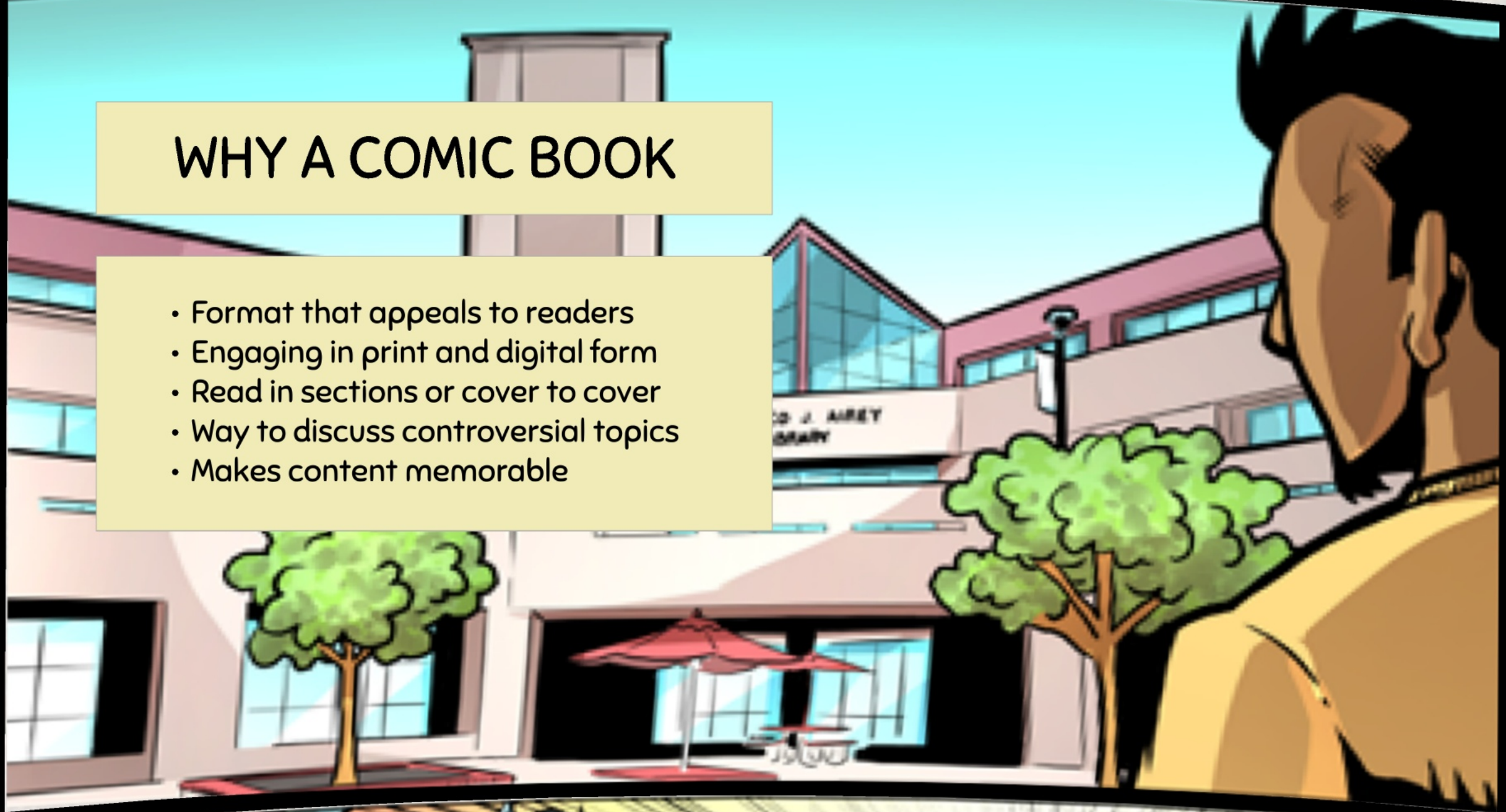
- Artificial Intelligence (AI) and synthetic content
- Societal divisions amplified by social networks
- Mistrust in elections, government, and media
- Rise in digital crime

YOUR TURN

HOW DO AI AND ALGORITHMS INFLUENCE INFORMATION YOU RECEIVE THROUGH SOCIAL MEDIA, EMAIL, OR THE INTERNET?

On the Research Trail: A Guide to Evaluating Information

Main Characters

Our Students

Narrator

Evaluation Frameworks

- ACRL Framework for Information Literacy
- Fact checking with S.I.F.T
- Information Neighborhoods
- The Research Process

Using the Comic Book

- Introduce students to the library
- Highlight evaluation strategies
- Add to Library Canvas modules
- Companion to courses/assignments

YOUR TURN: How would you use the library comic with your students?

Future Plans

- Printing and distributing the comic book
- Developing a companion research guide
- Developing a worksheet and questions
- Inserting into Library Canvas modules

Discipline: Library Science (Library)

Riverside Community College District Integrated Course Outline of Record

Library Science (Library) 1
LIB-1: Introduction to Information Literacy **College:**

Lecture Hours: 18.000
Outside-of-Class Hours: 36.000
Total Student Learning Hours: 54.000
Units: 1.00
Grading Methods: Pass/No Pass
Letter Grade

Course Description
Prerequisite: None
Course Credit Recommendation: Degree Credit

Presents the fundamentals of the effective use of libraries to find, evaluate, interpret, and organize information online and in print; and to answer research questions and develop new ones. Students will develop an understanding of access to and ethical use of information through the use of retrieval systems.

Entrance Skills:
Before entering the course, students should be able to demonstrate the following skills:

Course Objectives:
Upon successful completion of the course, students should be able to demonstrate the following activities:

1. Define a research need.
2. Locate relevant information sources.
3. Evaluate the quality of information sources.

Student Learning Outcomes:
Upon successful completion of the course, students should be able to demonstrate the following skills:

1. **Analyze a research/information need.**
   o **Critical Thinking**
2. **Develop and utilize search strategies relevant to an information need.**
   o **Information Competency & Technology Literacy**
3. **Assess the value of information.**
   o **Critical Thinking**

Course Content:

1. Define a research need
   1. Describe the type and scope of information needed
   2. Develop research questions
2. Locate relevant information sources
   1. Utilize basic and advanced search techniques such as Boolean operators, phrase searching, truncation, and proximity operators
   2. Conduct searches within library catalogs, subscription-based electronic databases, and internet resources
3. Evaluate the quality of information sources
   1. Determine the accuracy, authority, bias, coverage, currency, purpose, relevancy, and reliability of each source
   2. Identify the ethical aspects of information use

Methods of Instruction:
Methods of instruction used to achieve student learning outcomes may include, but are not limited to, the following activities:

- Classroom exercises and discussions related to developing appropriate search terms/keywords to help students articulate information needs.
- Lectures about and demonstrations of major research tools such as library catalogs, subscription databases, and websites to promote awareness of the variety of information sources.
- Individual and group activities designed to help students analyze and evaluate results retrieved from research tools to answer an assigned question.
- Screening of videos to reinforce understanding of the research process, plagiarism, style formats, and social issues related to information.
- Conferring with students individually to reinforce the integral roles of reading and note-taking skills in the research process.
- Having students design conference posters to synthesize and present research results.

Methods of Evaluation:
Students will be evaluated for progress in and/or mastery of student learning outcomes using methods of evaluation which may include, but are not limited to, the following activities:

- Quizzes and examinations to measure students' understanding of information terminology and research concepts.
- Oral reports/presentations designed to evaluate students' ability to select the proper source for a particular information need.
- Written reports/presentations designed to demonstrate critical thinking skills on topics such as information ethics and information seeking behaviors.
- Final examination designed to assess students' mastery of information literacy skills.

Sample Assignments:

Outside-of-Class Reading Assignments

- The entire class conducts an investigation of a particular topic from popular media, and then traces its origin in conversations among scholars and researchers.
- Students determine what information they can find about themselves or a relative online, and assess whether steps should be taken to control this personal information.

Outside-of-Class Writing Assignments

- Keep a research log in which they note changes in particular research directions as they read, identify resources, and incorporate new learning.
- Brainstorm possible sources that might have relevant information and identify tools needed to locate those resources.
- Locate sources about the same topic in two divergent formats. Compare and contrast the type of information found in each format, as well as articulate the processes underlying the creation of each format.

Other Outside-of-Class Assignments

- Look at a blog, a video on YouTube, a collection of tweets, or another type of social media regarding a contemporary event. Analyze and evaluate the author's authority of the information.

Course Materials:
All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Possible texts include the following:

- American Psychological Association. *Publication Manual of the American Psychological Association.* 7th American Psychological Association, 2020.
- Badke, William. *Research Strategies: Finding Your Way through the Information Fog* . 7th iUniverse, 2021.
- Lanning, Scott. *Concise Guide to Information Literacy* . 2nd Libraries Unlimited, 2017.
- Modern Language Association of America. *MLA Handbook.* 9th Modern Language Association of America, 2021.
- University Libraries. Choosing & Using Sources: A Guide to Academic Research. Ohio State University, 2018, https://ohiostate.pressbooks.pub/choosingsources/
- Butler, Walter, Sargent, Aloha, & Smith, Kelsey. Introduction to College Research. 2021, https://introtocollegeresearch.pressbooks.com/
- Withers, Carol. Information Literacy Basic Research Skills. 2019, https://library.sdcity.edu/ld.php?content_id=46991579

Codes/Dates:
CB03 TOP Code: 1601.00 - Library Science, General
CB05 MOV Transfer Status: Transfers to Both UC/CSU (A)
CB05 NOR Transfer Status: Transfers to Both UC/CSU (A)
CB05 RIV Transfer Status: Transfers to CSU Only (B)
Board of Trustees Approval Date: 01/15/2019
COR Rev Date: 10/04/2022

GE Learning Outcomes:

- **Critical Thinking** Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
- **Information Competency & Technology Literacy** Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.

Laptop Loan Request

Is this a renewal? (required)

☐ Yes

☐ No

Your Full Name: (required)

[   ]

Your Norco College ID Number (required)

[   ]

Please enter today's date: (required)

[MM/DD/YYYY] [📅]

Your Norco College email: (required)

[   ]

The phone number we can best reach you: (required)

[(999)999-9999]

Your current enrollment status: (you may pick more than one).

Please note that students will only be able to check out a laptop if they are enrolled in at least (1) Norco College course at time of check out.
(required)

☐ Spring 2024

☐ Winter 2024

☐ Summer 2023

☐ Spring 2023

☐ Winter 2023

☐ Fall 2022

☐ Summer 2022

☐ Spring 2022

☐ Winter 2022

☐ Fall 2021

Please provide proof of enrollment & registration in at least (1) course at Norco College for the term that you will be using the laptop.

Proof of enrollment can include a screenshot of your class schedule.

NOTE: If proof of enrollment is not provided via the upload option, then you may provide verification of enrollment in person, at the time of laptop pickup.

Laptops will NOT be renewed until proof of enrollment is provided, via upload or in person.

Choose a file or drag it here.
Maximum file size: 100.0 MB

Registered Home College: (required)

☐ Norco College

☐ Riverside City College

☐ Moreno Valley College

- [ ] CalWorks
- [ ] DRC
- [ ] EOPS / CARE / NextUp
- [ ] Men of Color
- [ ] Phoenix Scholars
- [ ] Puente
- [ ] SSS / TRIO
- [ ] Umoja
- [ ] Veteran's Program
- [ ] None of the Above
- [ ] Other

Statement of Need: Please provide a brief description of your current circumstances or hardships, and how this support will assist you in addressing your needs.
(required)

Is borrowing this laptop essential for you to be a successful student and/or stay enrolled in college?
(required)

- [ ] Yes
- [ ] No

Would you like to request an "After hours" pick up time for your laptop? (required)

- [ ] Yes
- [ ] No

If you would like to pick up your laptop during a time that the library is **CLOSED**, please fill out this additional form.

Please confirm that both forms are submitted if requesting a laptop & after hours pick up.

Click on the following link: **Laptop After Hours Pick up Form** **(link will open in a new tab)**

Monday - Thursday: 7:30 am to 8:00 pm

Friday 7:30 am to 4:00 pm

Saturday 9:00 am to 2:00 pm

Submit your form

Experiential Learning Project for Spring 2024
Timeline

Week 1 (2/12-2/16)
Coordination meeting and timeline development

Week 3 (02/26-03/01)
Library reserves study rooms for visit, installation, and reception
Library schedules photography with Instructional Production Specialist for class site visit and installation

Week 4 (03/04-03/08)
ART-18 Class site visit Thursday, March 7th between 10am and 12:50pm

Week 5 (03/11-03/15)
Project Intro- Students work in ATEC 209

Week 6 (03/18-03/22)
Students begin drawing in ATEC 209
Provide an update on the project at the VAPA School Meeting on 3/21

Week 7 (03/25-03/29)
Students work in ATEC 209
Send drink and beverage order for reception in LIB (possible reception date 05/02 12:30pm-2pm)

Week 8 (04/02-04/05)
Students begin installation on Tuesday April 2nd (9:35am-12:50pm)
Students finish Installation on Thursday April 4th (9:35am-12:50pm)
Email San Bernardino ect. invites to reception
Library schedules photography with Instructional Production Specialist for reception

SPRING BREAK 04/08-04/14)

Week 9 (04/15-04/19)
Students from Dr. Chandler's ART-6 class work on wall text and labels?

Week 10 (04/22-04/26)
Students from Dr. Chandler's ART-6 class send wall text to printers?

Week 11 (04/29-05/03)
Students from Dr. Chandler's ART-6 class install wall text?
Potential reception date Thursday May 2nd (12:30pm-2pm?)

Week 12 (05/06-05/10)
Prepare project debrief presentation for VAPA School Meeting
Begin working on grant report and assembling artifacts

Week 13 (05/13-05/17)
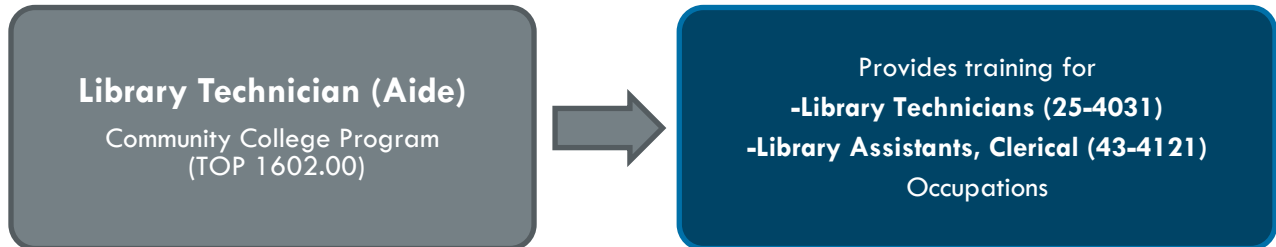Present project debrief at VAPA School Meeting (05/16)

Week 14 (05/20-05/24)
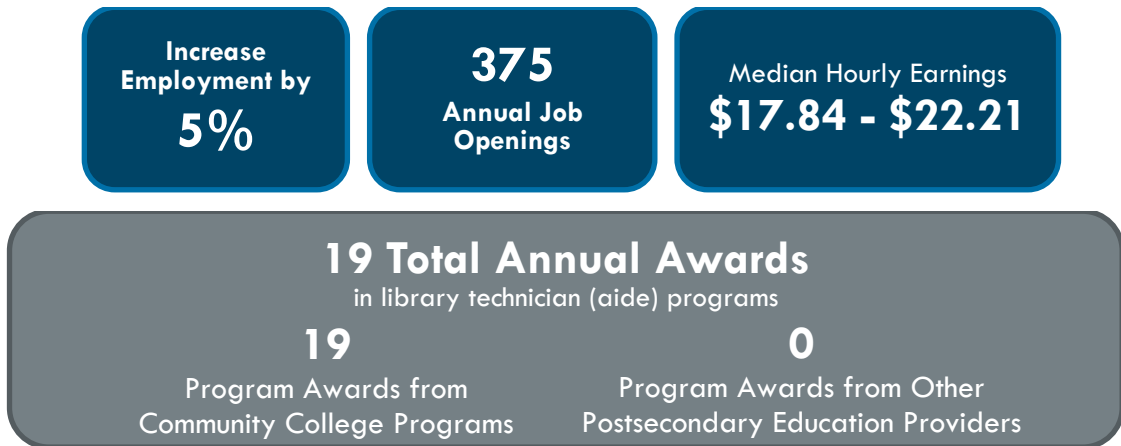Finish grant report with artifacts and complete grant survey

Library Technicians

Inland Empire/Desert Region (Riverside and San Bernardino counties)

Summary

Library Technician (Aide)
Community College Program
(TOP 1602.00)

→

Provides training for
-Library Technicians (25-4031)
-Library Assistants, Clerical (43-4121)
Occupations

Over the next five years (2022-2027), employment for the two library occupations is projected to:

Increase Employment by
5%

375
Annual Job Openings

Median Hourly Earnings
$17.84 - $22.21

19 Total Annual Awards
in library technician (aide) programs

19
Program Awards from
Community College Programs

0
Program Awards from Other
Postsecondary Education Providers

The Inland Empire/Desert Centers of Excellence
👍 **Recommends**
expanding the library technician (aide) program
to meet the need for more workers in the region

Introduction

California Community College library technician (aide) (TOP 1602.00) programs prepare students for employment through the instruction of techniques necessary to assist librarians or to conduct library activities under the direction of library staff (Taxonomy of Programs, 2023). The knowledge, skills, and abilities trained by library technician (aide) programs lead to employment as:

- Library Technicians (SOC 25-4031)
- Library Assistants, Clerical (SOC 43-4121)

Job Demand

In 2022, there were 2,241 jobs for the two library occupations in the Inland Empire/Desert Region. Regional employment for these occupations is projected to increase by 5% through 2027; nearly 400 job openings are projected annually. Exhibit 1 displays the job counts, five-year projected job growth, and job openings in the region.

Exhibit 1. Five-year projections for the two library occupations, Inland Empire/Desert Region, 2022-2027

Occupation	2022 Jobs	2027 Jobs	5-Yr % Change	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)
Library Technicians	1,318	1,365	4%	1,015	203
Library Assistants, Clerical	923	981	6%	858	172
Total	**2,241**	**2,346**	**5%**	**1,873**	**375**

Source: Lightcast 2023.3

An online job ad search for the two library occupations included in this report was conducted to reveal the employers seeking these workers, including the median posting duration, earnings information, and in-demand skills. Exhibit 2 displays the number of job ads posted for these occupations over the last 12 months and the median posting duration. Over the last 12 months, there were 172 job ads posted for these two library occupations in the region.

Exhibit 2. Job ads and posting duration, Inland Empire/Desert Region, December 2022 through November 2023

Occupation	Job Ads	Median Posting Duration (Days)
Library Assistants, Clerical	90	22 days
Library Technicians	82	24 days
Total	**172**	**--**

Source: Lightcast 2023.3

Earnings

The living wage for one adult in the Inland Empire/Desert Region (Riverside and San Bernardino Counties) is $14 per hour or $29,120 annually. Exhibit 3 displays the hourly earnings for the two library occupations. Notably, both occupations have hourly wages above the regional living wage estimate of $14/hour.

Exhibit 3. Hourly earnings by percentile for the two library occupations, Inland Empire/Desert Region, 2022
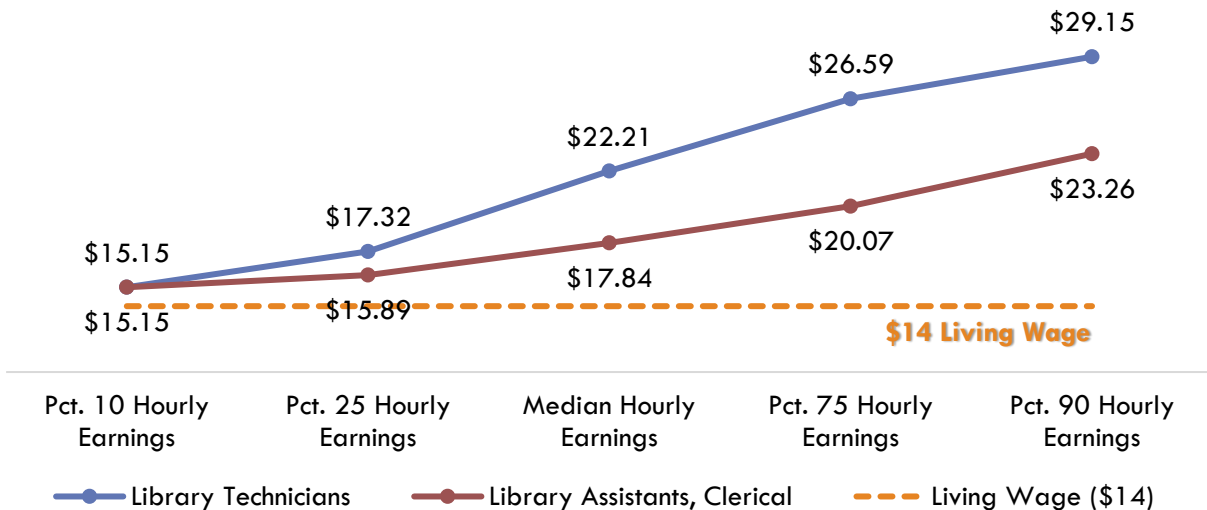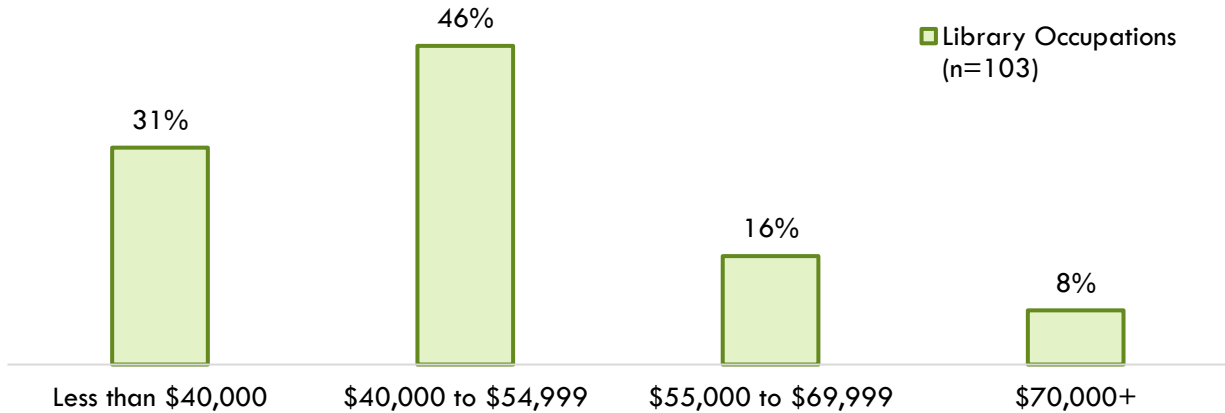

Source: Lightcast 2023.3

Advertised Salary from Online Job Ads

Exhibit 4 displays the regional online advertised salaries for the library occupations over the last 12 months.

Online job ads salary information reveals that most employers (46%) advertise an annual salary between $40,000 and $54,999.

Exhibit 4. Online advertised salaries for the library occupations, Inland Empire/Desert Region, December 2022 through November 2023

Source: Lightcast 2023.3

Online Job Advertisements: Job Titles, Employers, Skills, Education, & Work Experience

Exhibit 5 displays the job titles most frequently used for library-related job ads over the last 12 months.

Displaying advertised job titles provides insight into the types of positions sought by employers in the region.

Exhibit 5. Job titles most frequently used in library-related job ads, Inland Empire/Desert Region, December 2022 through November 2023

Job Titles	Unique Job Ads
Library Assistants	44
Library Technicians	18
Library Clerks	17
Substitute Librarians	12
Library Technical Assistants	12
Library Pages	10
Library Media Technicians	9
Library Media Assistants	7
Elementary School Librarians	6
Library Specialists	5

Source: Lightcast 2023.3

Exhibit 6 displays the employers posting the most job ads for the two library occupations during the last 12 months. Showing employer names provides insight into where students may find employment after completing a program. City of San Bernardino posted the most job ads for the library occupations over the last 12 months.

Exhibit 6. Employers posting the most job ads for the two library occupations, Inland Empire/Desert Region, December 2022 through November 2023

Top Employer	Unique Job Ads
City of San Bernardino	10
HR Management S.A.S.	9
Riverside Community College District	9
San Bernardino Community College District	8
Hemet Unified School District	6
City of Riverside	5
City of Ontario	5
Temecula Valley Unified School District	5

Source: Lightcast 2023.3

Exhibit 7 lists a sample of specialized and employability skills employers search for when seeking workers to fill library-related positions. Specialized skills are occupation-specific skills that employers request for industry or job competency. Common skills are foundational skills that transcend industries and occupations; this category is often referred to as "soft skills." The skills requested in job ads may be utilized to guide curriculum development.

Exhibit 7. Sample of in-demand skills from employer job ads, Inland Empire/Desert Region, December 2022 through November 2023

Specialized skills	Common skills
• Library Services • Office Equipment • Cataloging • Library Programming • Punctuation and Capitalization • Library Science • Public Relations • Integrated Library Systems	• Clerical Work • Customer Service • Operations • Communication • Typing • Filing • Collections • Detail Oriented

Source: Lightcast 2023.3

Exhibit 8 displays the minimum advertised education requirements for the library occupations. According to the Bureau of Labor Statistics, between 27% and 36% of incumbent workers in these occupations hold a community college-level of educational attainment; "some college, no degree," and an "associate degree." Nearly two-thirds (61%) of employer job ads included minimum education requirements. Most employer job ads (71%) sought a candidate holding a high school diploma or GED as a minimum education level requirement.

Exhibit 8. Minimum advertised education requirements, Inland Empire/Desert Region, December 2022 through November 2023
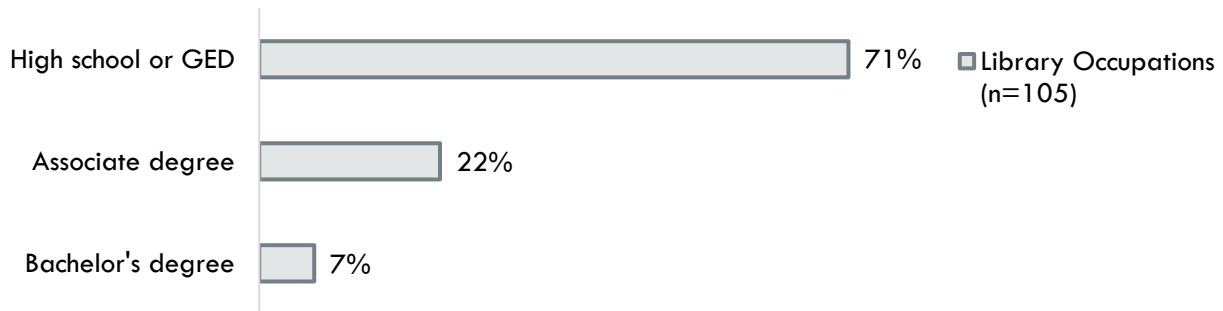
Source: Lightcast 2023.3

Exhibit 9 displays the work experience typically required from employer job ads for the library occupations. Half of employers listing minimum experience requirements sought candidates with zero to one year of previous work experience.

Exhibit 9. Real-time work experience requirements, Inland Empire/Desert Region, December 2022 through November 2023
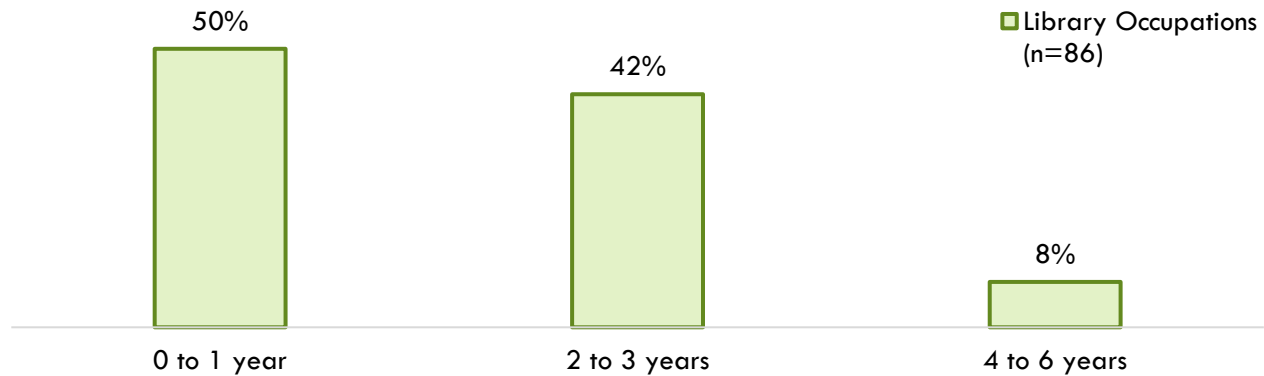
Source: Lightcast 2023.3

Student Completions and Programs Outcomes

Exhibit 10 displays student completions for Library Technician (Aide) (TOP 1602.00) programs over the last three academic years (2019 to 2022). In the previous three academic years, only one regional community college — San Bernardino — issued an average of 19 awards in library technician programs.

Exhibit 10. Annual average community college awards for library technician (aide) programs, Inland Empire/Desert Region, Academic Years 2019-2022

TOP Code	Program	College	2019-20 Awards	2020-21 Awards	2021-22 Awards	3-Year Award Average
1602.00	Library Technician (Aide)	San Bernardino	18	24	16	19
		Supply Total/Average	**18**	**24**	**16**	**19**

Source: MIS Data Mart

California program outcome data may provide useful insight into the likelihood of success for the proposed program. Community college student outcome information based on the selected TOP code and region is provided in Exhibit 11.

Exhibit 11. TOP 1602.00 – Library Technician (Aide) strong workforce program outcomes, Inland Empire/Desert Region, most recent academic year

Strong Workforce Program Metrics: 1602.00 – Library Technician (Aide)	Inland Empire/Desert Region	California
Unduplicated count of enrolled students (2021-22)	88	1,182
Completed 9+ career education units in one year (2021-22)	36%	26%
Students who attained a noncredit workforce milestone in a year (2021-22)	Insufficient data	79%
Students who earned a degree, certificate, or attained apprenticeship (2021-22)	12	170
Job closely related to the field of study (2019-20)	75%	78%
Median annual earnings (all exiters) (2020-21)	$31,704	$35,260
Median change in earnings (all exiters) (2020-21)	38%	20%
Attained a living wage (completers and skills-builders) (2020-21)	69%	49%

Sources: LaunchBoard Community College Pipeline and Strong Workforce Program Metrics

Non-Community College Supply: No award completion data is available for Library and Archives Assisting (CIP 25.0301) programs in the Inland Empire/Desert Region.

Summary of Findings & Recommendation

Over the next five years, the two library occupations are projected to have 375 annual job openings and increase employment by 5% in the Inland Empire/Desert Region. Both occupations have wages above the living wage estimate, which is $14 per hour. Over the last 12 months, there were 172 job ads posted for the two library occupations in the region.

Over the last three academic years, only one regional community college issued an average of 19 awards in the Library Technician (Aide) program (TOP 1602.00). Non-community college postsecondary education institutions did not issue any awards in library-related programs over the past two years. In total, regional institutions issued an average of 19 awards across one training program: Library Technician (Aide).

Based on the 375 annual job openings (demand) and the annual average of 19 awards conferred (supply), there appears to be an undersupply in the region. Due to this, the Centers of Excellence finds that there is a regional need for programs that train for the library occupations included in this report. Colleges considering this program should partner with applicable employers to document their demand for library technicians and library assistants, clerical and the skills required for students to earn a living wage after exiting the program.

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Appendix: Methodology

Exhibit 10 displays the average annual California Community College (CCC) awards conferred during the three academic years between 2019 and 2022 from the California Community Colleges Chancellor's Office Management Information Systems (MIS) Data Mart. Awards are the combined total during the timeframe, divided by three in this case to calculate an annual average. This is done to minimize the effect of atypical variations that might be present in a single year.

Community college student outcome information is from LaunchBoard and based on the selected TOP code and region. These metrics are based on records submitted to the California Community Colleges Chancellor's Office Management Information Systems (MIS) by community colleges, which come from self-reported student information from CCC Apply and the National Student Clearinghouse. Employment and earnings metrics are sourced from California's Employment Development Department's Unemployment Insurance database. When available, outcomes for completers are reported to demonstrate the impact that earning a degree or certificate can have on employment and earnings. For more information on the types of students included for each metric, please see the web link for LaunchBoard's Strong Workforce Program Metrics Data Element Dictionary in the References section (LaunchBoard, 2023a). Finally, employment in a job closely related to the field of study comes from self-reported student responses on the CTE Employment Outcomes Survey (CTEOS) administered by Santa Rosa Junior College (LaunchBoard, 2023a).

Table 1. 2022 to 2027 job growth, wages, entry-level education, training, and work experience required for the two library occupations in the Inland Empire/Desert Region (Riverside and San Bernardino Counties combined)

Occupation (SOC)	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings (New + Replacement Jobs)	Entry-Experienced Hourly Wage (10th to 90th percentile)	Median Hourly Wage (50th percentile)	Average Annual Earnings	Entry-Level Education & On-The-Job-Training	Work Experience Required
Library Technicians (25-4031)	1,318	47	4%	203	$15.15 to $29.15	$22.21	$45,926	Postsecondary nondegree award & None	None
Library Assistants, Clerical (43-4121)	923	58	6%	172	$15.15 to $23.26	$17.84	$39,021	High school diploma or equivalent & Short-term	None
Total	2,241	105	5%	375	-	-	-	-	-

Source: Lightcast 2023.3