

Beyond the Device

Fall 2026 technology loan data • Student Technology Access & Support Survey • October 27, 2026

Building a coordinated digital literacy support system EAPC Meeting

ACCESS

Devices, hotspots, and essential tools

SKILLS

Patient, foundational instruction in English and Spanish

CONNECTION

Evening and Saturday support through campus partners

The coordinated support model

Build on existing services rather than creating parallel systems

Library

- Loan devices and hotspots
- Connect borrowers with digital skills help
- Share outreach materials

Learning Center

- Continue technology literacy workshops and individualized support
- Align instructional materials

ESL + NOW

- ESL identifies high-need classes
- NOW delivers evening/Saturday workshops with faculty
- Provide bilingual help when possible

Shared menu of resources + coordinated referrals + consistent student experience.

Our shared objective

Increase support for technology needs

Create a coordinated menu of technology literacy resources

Canvas • WebSMART • Google Workspace • ZTC/OER • Foundational computer skills

Align materials across the Library, Learning Center, ESL department, NOW program, and evening faculty; offer bilingual options when possible.

Action leads: Anniqua Rana & Dave Eck | EAPC update: October 27, 2026

Technology support for ESL students

NOW, the ESL department, and the Learning Center, meeting students in their classrooms, in the evenings, on Saturdays, and online



Joel Sanchez Cortez

NOW instructional aide, tech & tutoring support, and a former CWA (now NOW) graduate.

In the classroom

Joel comes into ESL classes to run tech tutorials: Canvas, student email, Google Docs, and logins. We work with each instructor to fit the session and needs of their class.

Evenings, Saturdays & online

One-on-one tech help in the Library, on Saturdays, and over Zoom for online students, in English and Spanish. Patient, start-from-zero support around working students' schedules.

How-to videos (building now)

Short videos on the struggles faculty flag, like Canvas notifications or copying a Google Doc, so they have a resource to reuse. Reach online students too, in English and Spanish, desktop and mobile.

Collecting resources, our next step

As a next step, NOW and the Library will begin to build a shared, vetted set of resources in English and Spanish, agreeing with faculty on which to use and helping facilitate videos where needed, so recommendations are consistent instead of scattered.

3

ESL classes & faculty supported

63

students in those classes

~12

served one-on-one so far

2

languages, English & Spanish

DONATED LAPTOP INITIATIVE | LEARNING CENTER

Four-week distribution snapshot • Cañada College

167

Laptops donated to LC and
NOW

143

Applications reviewed

129

Students received laptops

36

Held in reserve

ALLOCATION & DISTRIBUTION

Learning Center: 127 allocated • 89 distributed

NOW: 40 allocated • 40 distributed

Learning Center distribution: 30 HP, 30 MacBook, 29 MacBook Pro
NOW distribution: 20 HP, 10 MacBook, 10 MacBook Pro

APPLICATION OUTCOMES

129 picked up (90.2%)

5 approved but not collected (4.9%)

9 below cutoff (8.7%)

NEXT STEPS

Promotion paused; review 6 pending applications and reserve inventory.

What students are asking us to teach

Survey findings: practical skills and patient instruction

Computer basics

Start from zero
Logging in and using Chromebooks
Managing files and folders

Coursework tools

Canvas navigation
Google Docs, Word, PowerPoint
Emailing instructors

How to deliver

Step-by-step demonstrations
Individualized assistance
Bilingual / Spanish options

Student voice: “Aprender a usar la computadora desde zero.”

When students need support

Survey respondents strongly favored evening and Saturday access

5:00–8:00 PM

Most requested weekday support window

Saturday workshops are also in high demand.

Support preferences

In-person workshops

One-on-one help

Spanish / bilingual delivery

Videos and guides as supplements

Schedule and language access must be built into the service model.

Fall 2026 technology demand

489 technology loan applications processed

334

Laptop requests

177

Mobile hotspot
requests

95

Calculator requests

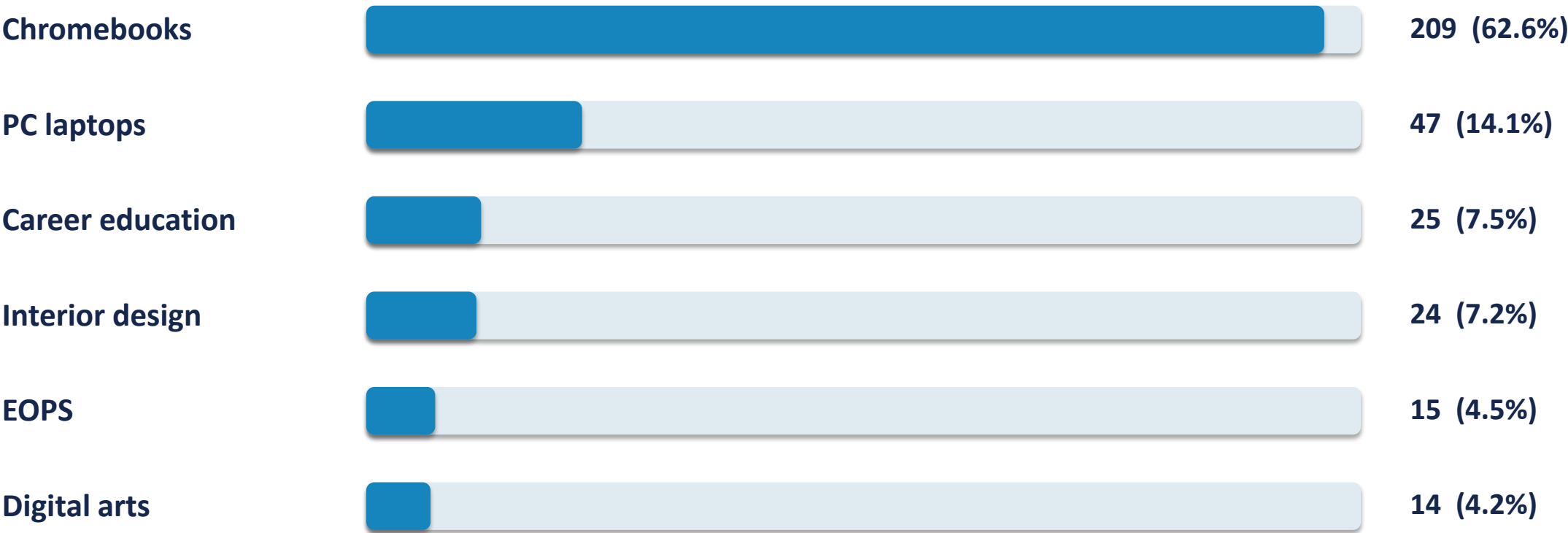
185

Students without an
active cohort

36.2% of applicants requested hotspots — connectivity remains a major barrier.

Laptop requests by type

334 laptop requests • percentages are shares of laptop requests



Chromebooks support everyday Canvas and Google Workspace learning needs.

Who is borrowing technology?

Students across ages, backgrounds, and learning communities

Student profile

67.3% Hispanic/Latino

56.4% first-generation

41.7% low-income

Age and access

Average age: 28.6

Range: 15–83

Traditional and returning adult learners

Cohort representation

Promise Scholars: 122 self-reported

EOPS/CARE: 88

DRC: 71

No active cohort: 185

37.8% of borrowers are unaffiliated with an active learning community.

Priority gaps to address

Where the data points to friction in the student experience

Home connectivity

177 hotspot requests signal a persistent broadband access challenge.

Students outside cohorts

185 borrowers have no active cohort; general Library loans may be a key point of contact.

Specialized devices

Course and CRN verification can slow PC/program laptop requests; two PC applications lacked CRN details.

Focus on reducing barriers from checkout through confident academic use.

The goal: digital equity beyond hardware

Access + skills + timely support = stronger conditions for student success

Every student should be able to use the technology they borrow — regardless of language, schedule, or prior experience.

October 27, 2026 • Anniqua Rana & Dave Eck