

# 2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024

PROGRAM(S): LIBRARY/INFORMATION TECHNOLOGY

CLUSTER: STUDENT SUCCESS & SUPPORT PROGRAMS

AREA OF STUDY: EDUCATION AND INFORMATION

LAST YEAR CPPR COMPLETED: 2019 NEXT SCHEDULED CPPR: 2025

CURRENT DATE: 2/1/2024

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from this **SharePoint folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

**Note:** Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

Library Services to Children (CS), Library/Information Technology (AS), Library/Information Technology (CA), Searching and Researching Strategies (CS), Web Page Coding (CS).

## GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

- Individual Instructors have made updates and changes to their courses to include Equity, Diversity and Inclusion resources related to their course materials and focus.
- Universal Design for Learning Principles have guided the work in course revisions and updates.
- JEDI concepts have been shared with others and applied in classes where the instructors have gone through the program.

## PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes  If yes, please complete the Program Sustainability Plan Progress Report below.

No  If no, you do not need to complete a Progress Report.

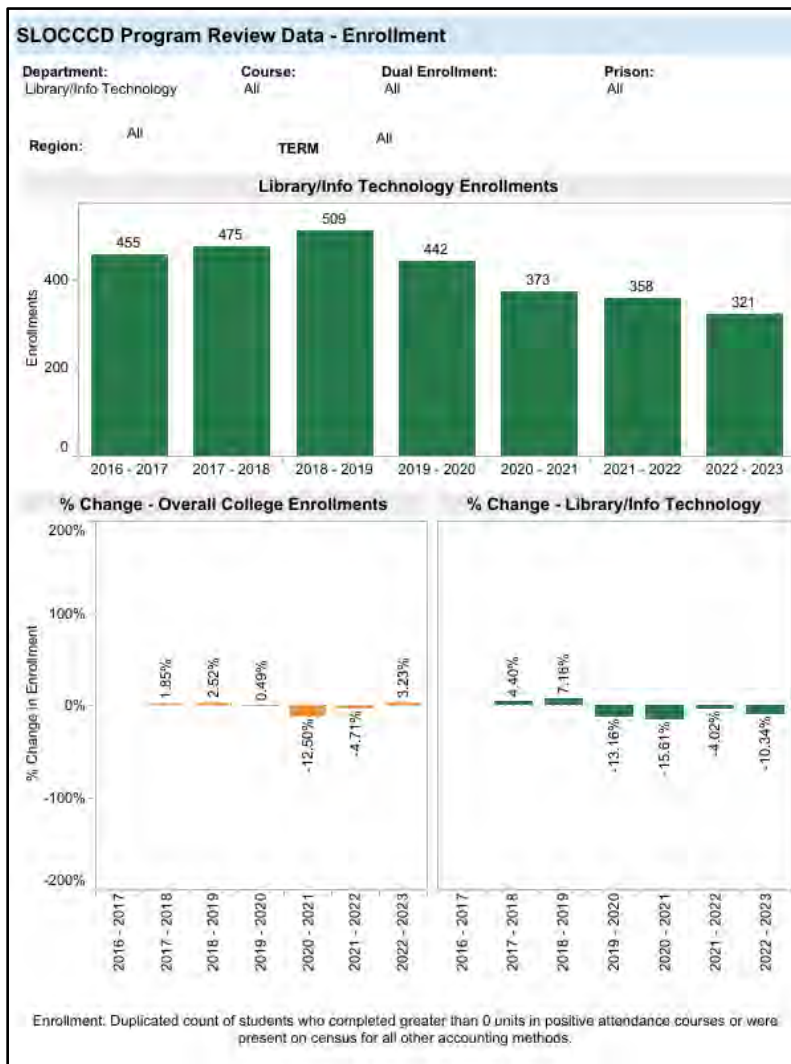
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

## DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

### A. General Enrollment (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

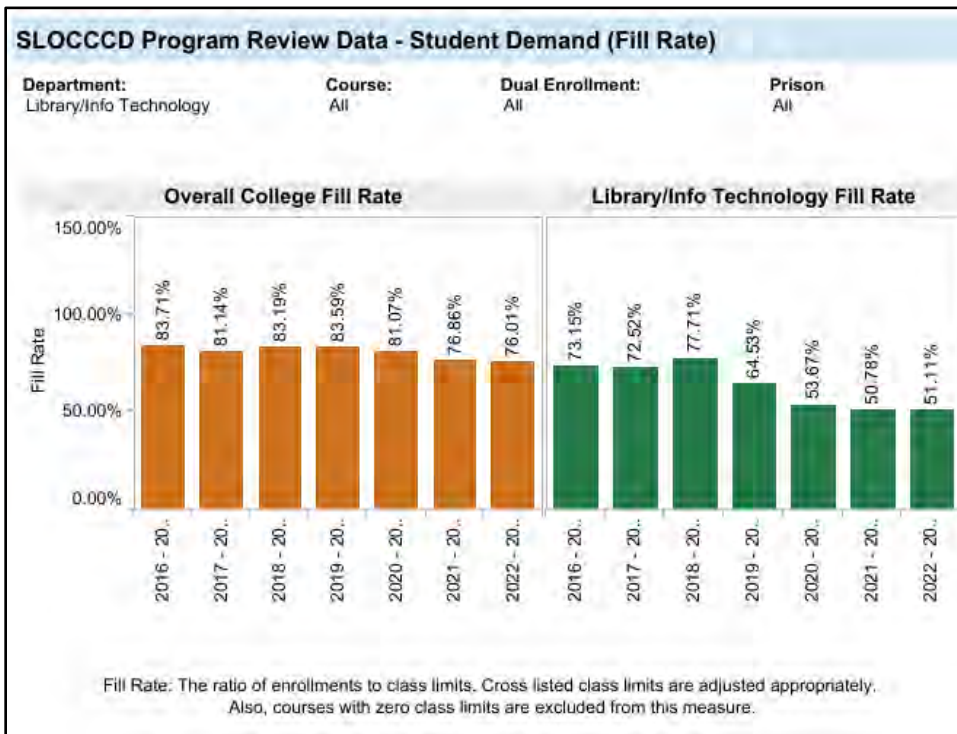


The LIBT program enrollment mirrored the college at large as enrollments fell between 2020 and 2023. However, the 2022–2023 school year showed a decrease in enrollments (- 10.34%) for the LIBT program compared to a small increase (3.22%) in enrollment at the college overall.

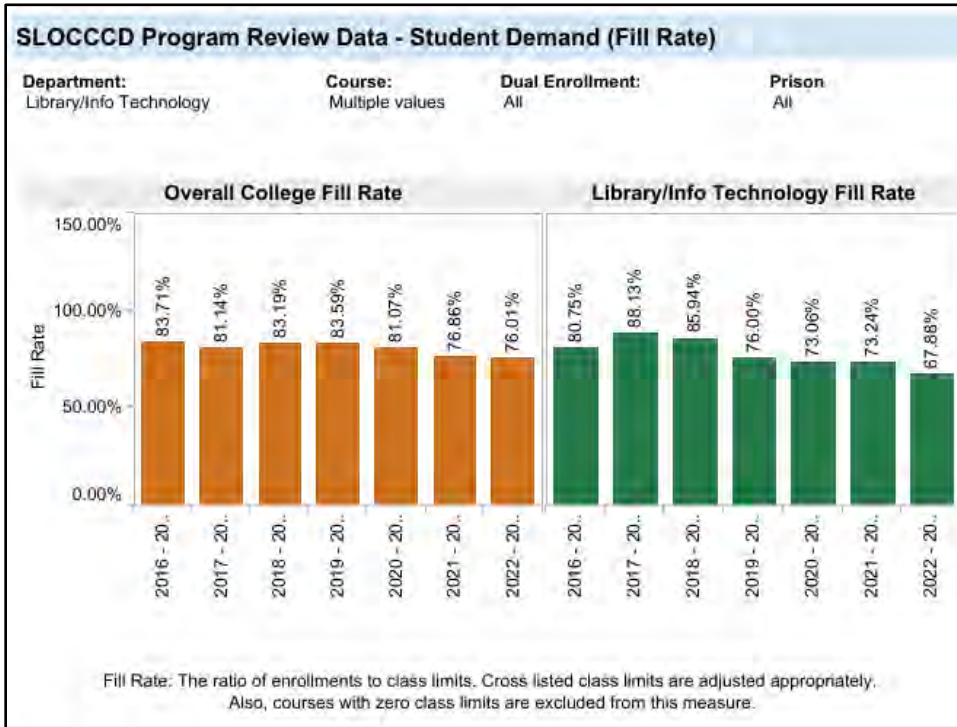
**B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

**Lib/Info Tech program – all courses**



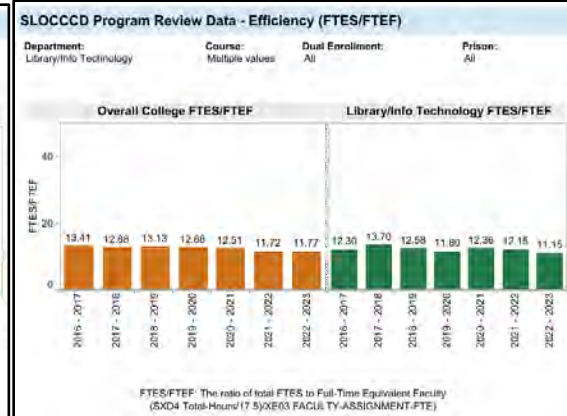
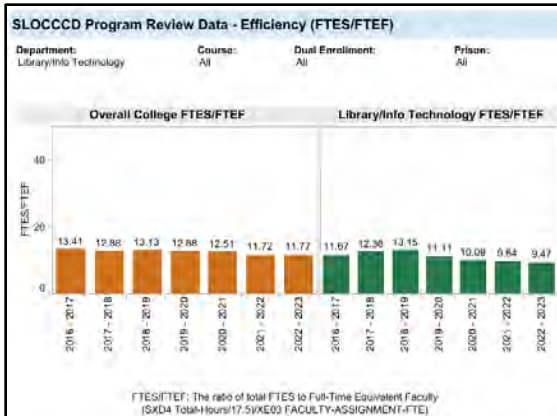
**Lib/Info Tech program – low-enrollment courses excluded (LIBT 207, 220, 212, 213)**



The first chart (top) shows that the overall fill rate in the program has declined since 2018–2019, from about 77% to about 51% last year. This decline is partly due to very low enrollments in several program courses: LIBT 207 and 220 (Web Coding courses) and LIBT 212 and 213 (Searching and Researching Strategies courses), all of which showed significant enrollment declines in the 2020–2021 academic year. This pattern was not observed in other courses in the program, so when those courses (LIBT 207, 212, 213, and 220) are excluded from the data (bottom chart), overall program enrollment rates more closely reflect the overall college fill rates, with less of a decline, from about 86% in 2018–2019 to about 68% in 2022–2023.

**C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

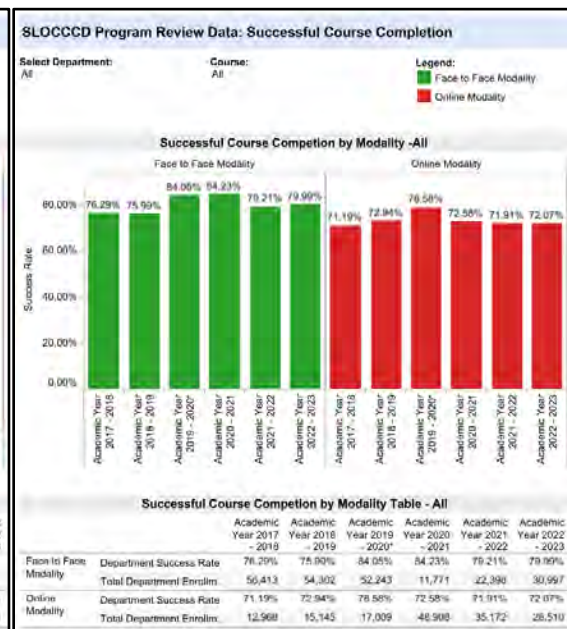
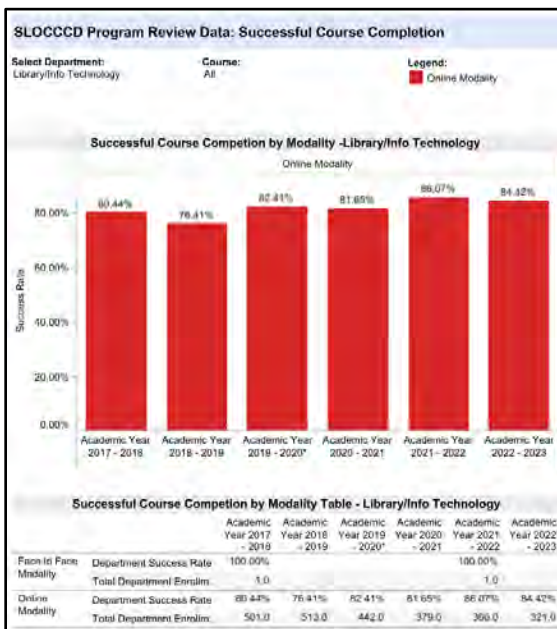
Insert the data chart and explain observed differences between the program and the college.



Efficiency of the program is also skewed by those classes with very low enrollment beginning 2020–2021. The chart above on the left includes all the program’s courses, while the chart on the right excludes the low enrollment courses (LIBT 207, 212, 213, and 220) and shows that the efficiency of the program is very similar to that of the overall college.

**D. Student Success—Course Completion by Modality (Insert Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

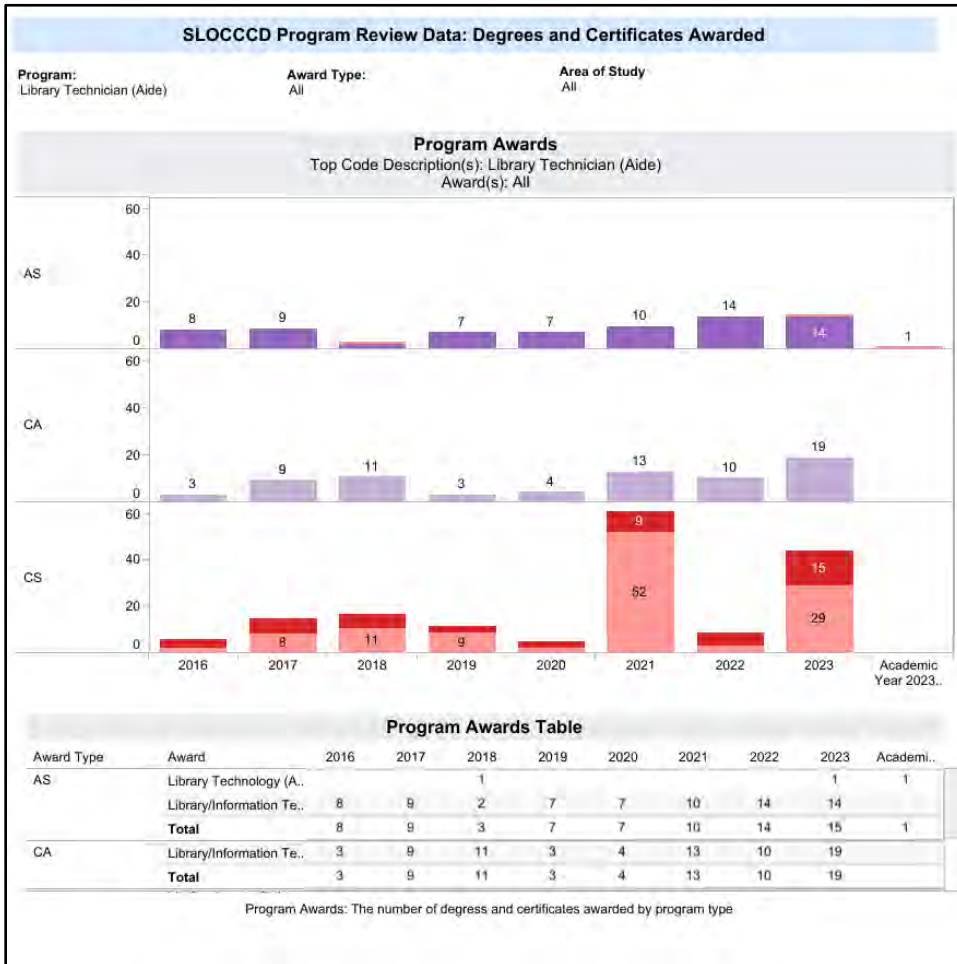


Courses in the program (above left chart) have a high completion rate, as all courses use the online modality. Completion rates have been between 82% and 86% in the last four

years, which is slightly higher than the overall college completion rate of 72% to 78% for online modality (above right chart).

**E. Degrees and Certificates Awarded (Insert Data Chart)**

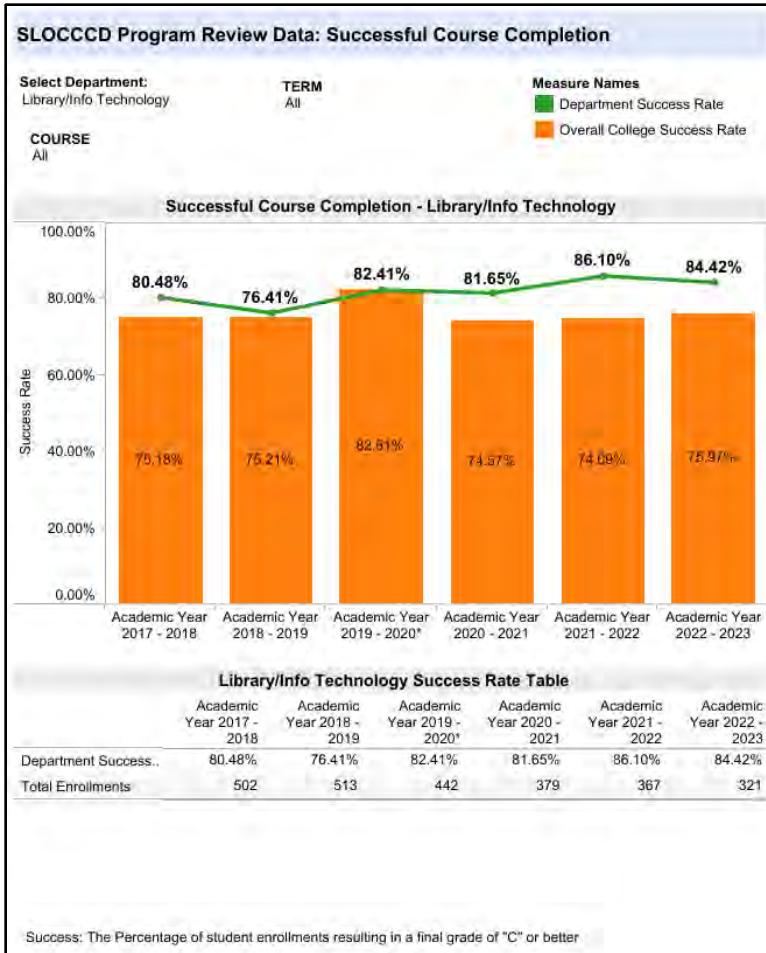
Insert the data chart and explain observed differences between the program and the college.



Degrees awarded for the program reflect the patterns of the college overall, with a sharp decline in 2020–2021 due to the start of the COVID-19 pandemic, and then an increase afterwards as students and the college adjusted.

**F. General Student Success – Course Completion (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.



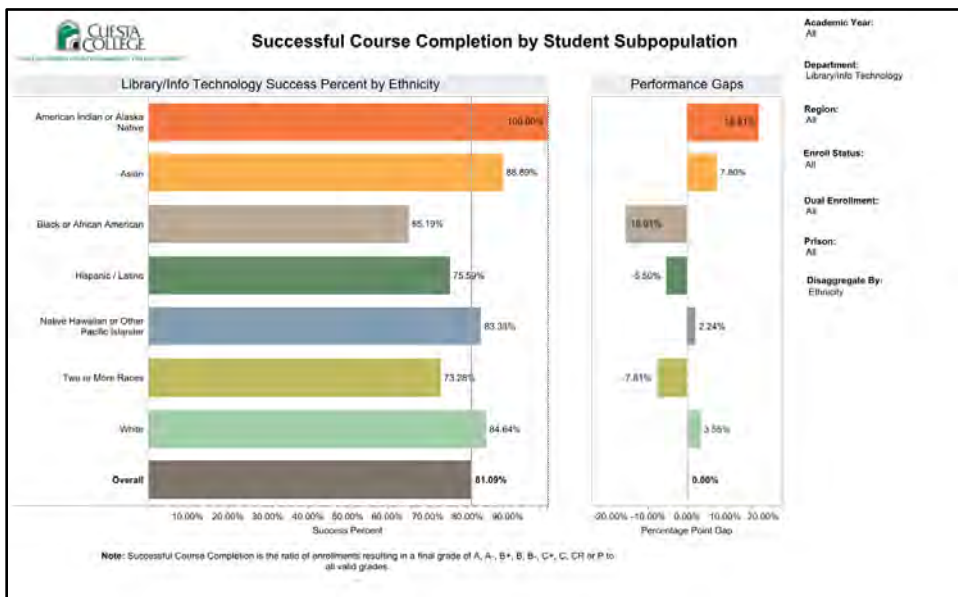
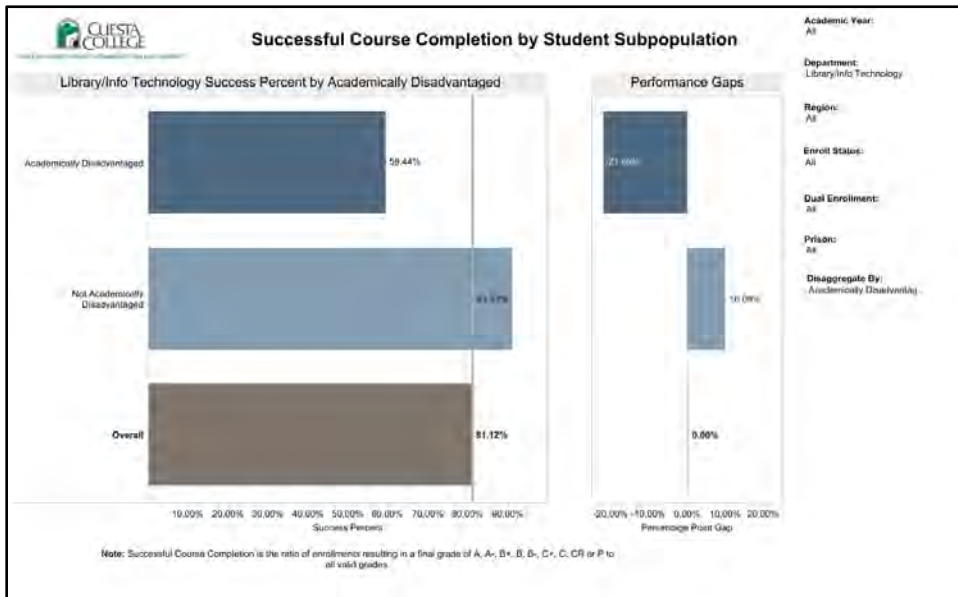
The department has shown a slightly higher successful course completion rate than the overall college rates in the last three years, perhaps due to the specialized nature of the library/information technology path.

**G. Review the Disaggregated Student Success charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.**

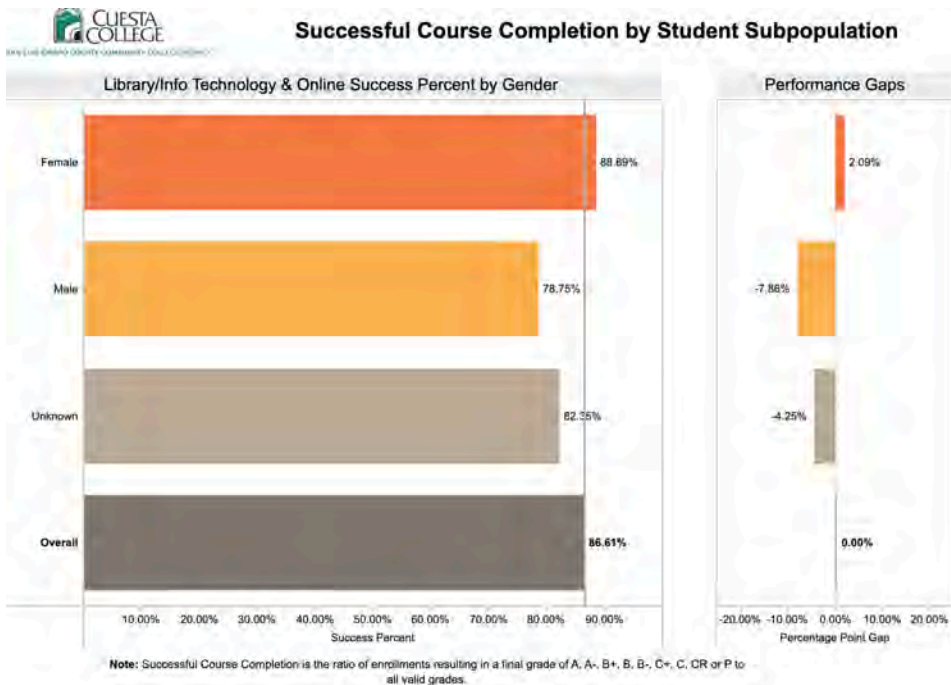
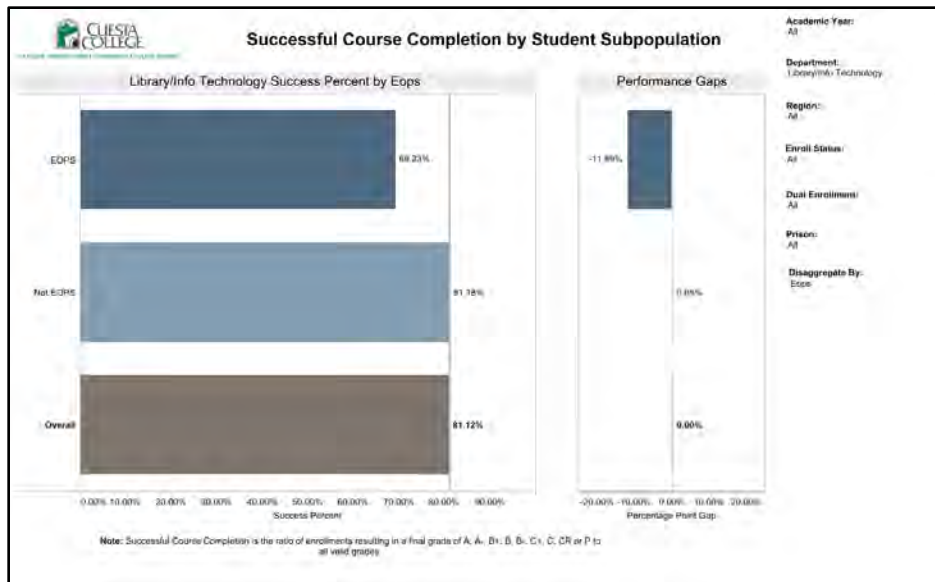
The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?

Similar to last year, a performance gap is present for Academically Disadvantaged and Black or African American students, although the gaps have lessened slightly since last year. A performance gap also exists for EOPS students, of about - 12%. Also, a performance gap for Hispanic/Latino has appeared this year (- 5.5%) in contrast to last year where this group's success percentage was higher than average.







Men tend to have a larger success gap in LIBT courses. This is an ongoing issue and seems particularly resistant to mediation.

- What professional opportunities are your program faculty participating in to address closing equity gaps?

Faculty attend professional development conferences that focus on equity such as American Library Association, The California Academic & Research Libraries Association Conferences.

- ALA Conferences include:

- It's not Either OR! How to include Open Access Materials to transform curriculum and collections
  - How to address the spread of Misinformation and disinformation
  - Diversity, Equity and Inclusion with Capacity building
  - Learners of 2030: Preparing for Literacies and Skills of the future
- California Vision Resource Center include:
    - Generative AI in Higher Education
    - Leading with Equity
    - Advocating for Student success
  - Other webinars include:
    - Publisher presentations on upcoming books and resources that focus on Equity, Diversity and Inclusion
    - Those produced as part of The Annual Internet Librarian Conference
    - Designing Inclusive and Accessible OER using UDL with focus on Equity and Diversity

Faculty also complete coursework and participate in campus and community organizations that focus on fostering equity and inclusion. Some examples include ASCCC OERI Antiracist curricular design training, a Spanish for Librarians course, Undocusupport communities of practice, and the Latina Leadership Network.

Faculty have also participated in Outreach events for the College with career information i.e. Cougar Days, Connect@ Cuesta, Educaté, Career days, etc.

Faculty are also part of Career Pathways teams and provide input and resources for recruiting and retention.

- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

In the past, we have included equity-based assignments throughout our courses. Two LIBT faculty have attended JEDI and have modified assignments based on equity practice. In LIBT 204, this included adding assignments critiquing racist cataloging practices and teaching about information organization in indigenous communities. In LIBT 217, this resulted in new readings about racial and class bias in Artificial Intelligence programs. In LIBT 218, assignments were modified to include “missing voices” in collection development and within class readings. Class textbook for 218 was given to students at no cost, and other required reads were provided in different formats (text, digital and audio), and from different lending environments (Cuesta Library, Public Library) so that students would not have to purchase books if possible. Class discussions and activities regarding censorship and book challenges were modified to include new readings including information on self-censorship. In LIBT 218, 205 and 209, the use of

Padlets for sharing/posting assignments has become commonplace, so utilizing a more visual tool than regular text-based discussion posts.

We will be organizing a LIBT faculty retreat this year prior to Fall Semester 2024 to share strategies to better support students who experience equity gaps.

### PROGRAMS AND CURRICULUM REVIEW PROGRESS

- A. For the following questions, please refer to the 5-year update calendar in the [Curriculum Review Worksheet](#) (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2021 year in the 5-year calendar of the Curriculum Review Worksheet.

LIBT 212, 213, 207, 210, 220, DIST 101

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2021 year. Complete the table below for those items only.

Program of Study <b>OR</b> Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
LIBT 212, 213, DIST 101	Minor	2021

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2021 year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	
LIBT 207, 220	2021	Faculty decided to phase out certificate and discontinue courses in 2025	

LIBT 210	2021	Change in instructor and update of COR scheduled 2025	
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- A. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
n/a			

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the \_\_\_\_ year. Complete the table below for those items only. You may leave this table blank if you wrote “N/A” for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
n/a			

### OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

## PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

### Checklist

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

### Narrative

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

None

### Program Planning / Forecasting for the Next Academic Year

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
  - Based on feedback from advisory committee for LIBT and student data, LIBT 215 Technology in the Workplace will be discontinued after Spring 2024. A new course LIBT 222, THE CONNECTED LIBRARY: Emerging Trends to Support Community, Experience, & Connection in Libraries is being developed and will replace LIBT 215 in degree and certificate programs. The goal of this course will be to support emerging technology and outreach trends in libraries through an equity and community lens.
  - LIBT 210 School Library/Media Center Services will be updated for Fall 2025 including updating SLOs and outcomes to focus on current practice.
  - More PK – 12 School Districts in the State of California now require a Library Technology Degree for their School Library/Media Center positions. We're one of only a handful of programs that consistently offer an American Library Association Certification for Library Technicians within a two-year time frame.
  
- B. Anticipated changes in curriculum, scheduling or delivery modality  
Low enrollment courses (LIBT 207 and LIBT 220) will be retired after Spring 2024 along with the Web Page Coding certificate.
  
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

## PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	<b>Select one</b>
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	<b>Select one</b>
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	<b>Select one</b>
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	<b>Select one</b>
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	<b>Select one</b>
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	<b>Select one</b>

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.