

## 2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2020-2021 PROGRAM: LIBT/DIST

CLUSTER: STUDENT SUCCESS & SUPPORT PROGRAMS, COLLEGE CENTERS LAST YEAR CPPR COMPLETED: 2018

NEXT SCHEDULED CPPR: 2022 CURRENT DATE: 3/1/2021

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](#)
- 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 degrees and/or certificates:

(AS) Library Technology

(AS) Certificate of Achievement

(CA) Library/Information Technology Certificate of Specialization

(CS) Search/Research Strategies Certificate of Specialization

(CS) Library Services to Children Certificate of Specialization

(CS) Web Page Coding

### GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

None

### 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.

Overall LIBT enrollment declined slightly. This was driven by very low enrollment in the two Web development courses, LIBT 207 Web Page Development with XHTML and LIBT 220 Fundamentals of Cascading Style Sheets. Some of the drop off might be explained by a one-time occurrence with students seeking different skills during COVID-19. However if the trend continues, one solution would be to offer the course every other year instead of annually. LIBT 217 was also offered an extra time during this period that resulted in lower enrollment per section. Enrollment in both our entry course, LIBT 201 Introduction to Library Services, LIBT 209 Public Services, and our capstone course, LIBT 214 Library Technology Internship, remain strong, which points to the overall health of the program. We also continue to attract local students recommended by county agencies and national students referred by the American Library Association Library Technology Certification.

### Overall and Course Enrollment Charts Follow:

Figure 1 [Library Enrollments All Courses \(2015-2020\)](#)

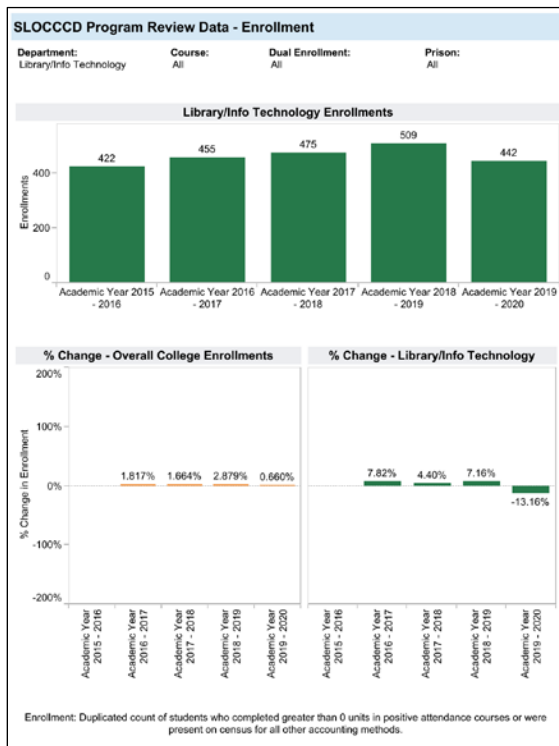


Figure 2 [Library Enrollments LIBT 217 \(2015-2020\)](#)

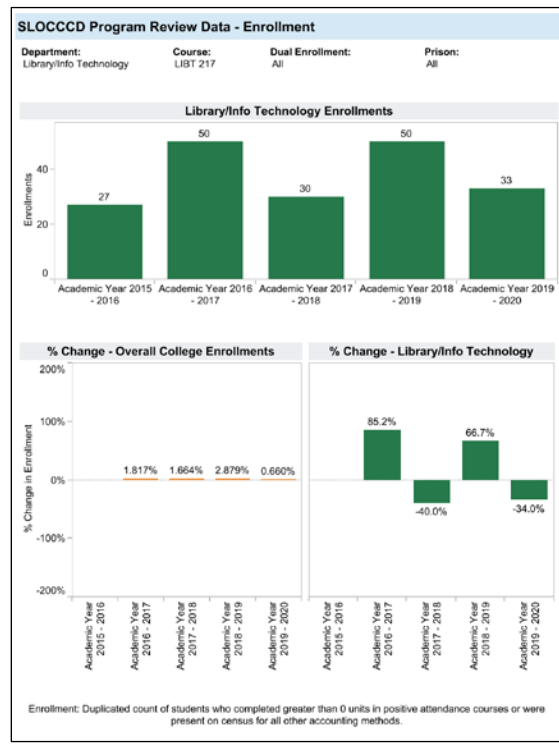


Figure 3 [Library Enrollments LIBT 207 \(2015-2020\)](#)

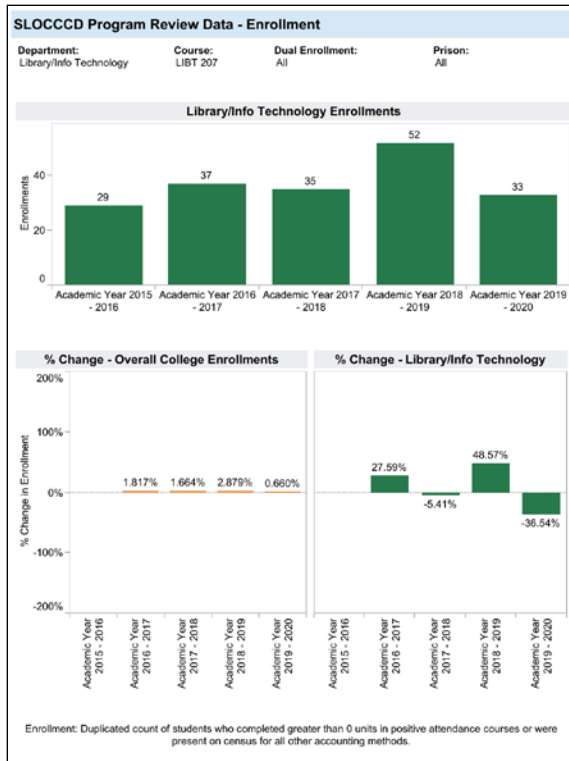
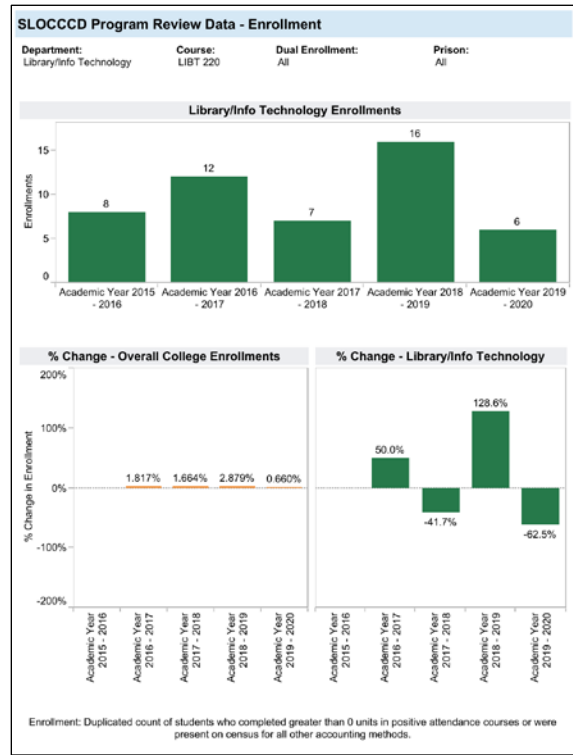


Figure 4 [Library Enrollments LIBT 220 \(2015-2020\)](#)

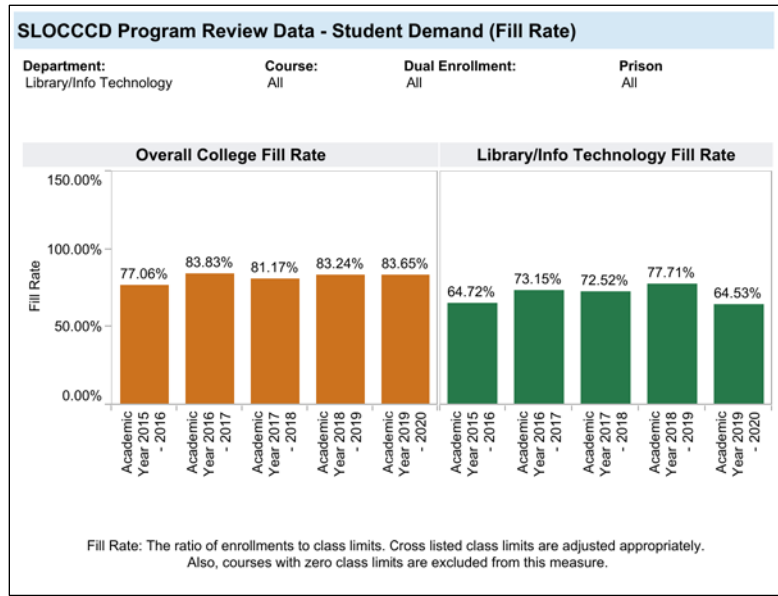


Insert the data chart and explain observed differences between the program and the college.

In general, in order to allow students to complete the program degrees and certificates in a timely manner, we offer each course once per year unless enrollment supports more sections or there are special circumstances.

The lower fill rate for the overall LIBT courses, is driven by a few courses with low fill rate in the Web Development part of the program, especially the capstone course LIBT 220. It might be necessary to offer LIBT 220 every two years, which will improve fill rate, but could negatively affect completion of the certificate. LIBT 217 was another class with a lower fill rate, most likely because an extra section was added this cycle (Fall 2020) to make up for students not able to complete the course in Summer 2020 due to COVID related issue. This is a onetime occurrence.

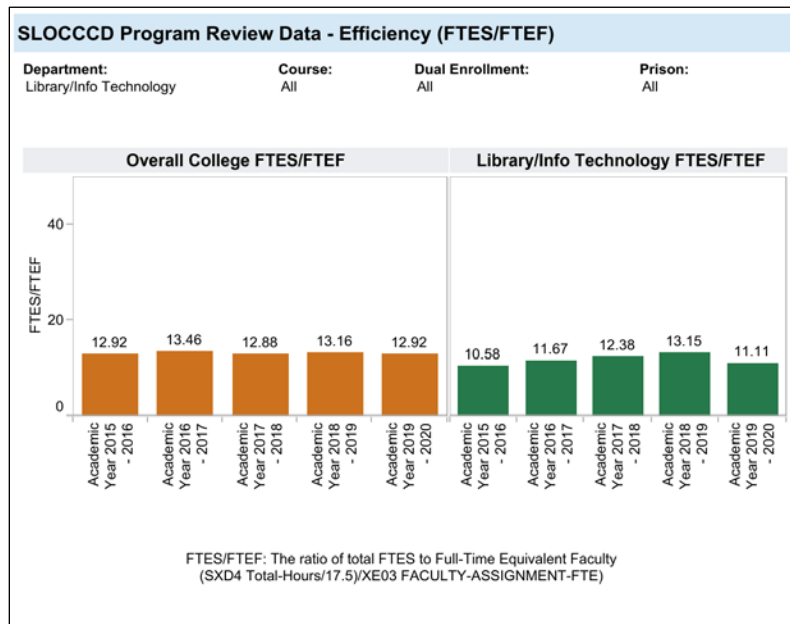
Figure 5 [Library Student Demand \(Fill Rates\) 2015-2020](#)



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

Once again, the drop in efficiency is driven by low fill rates of a few courses:

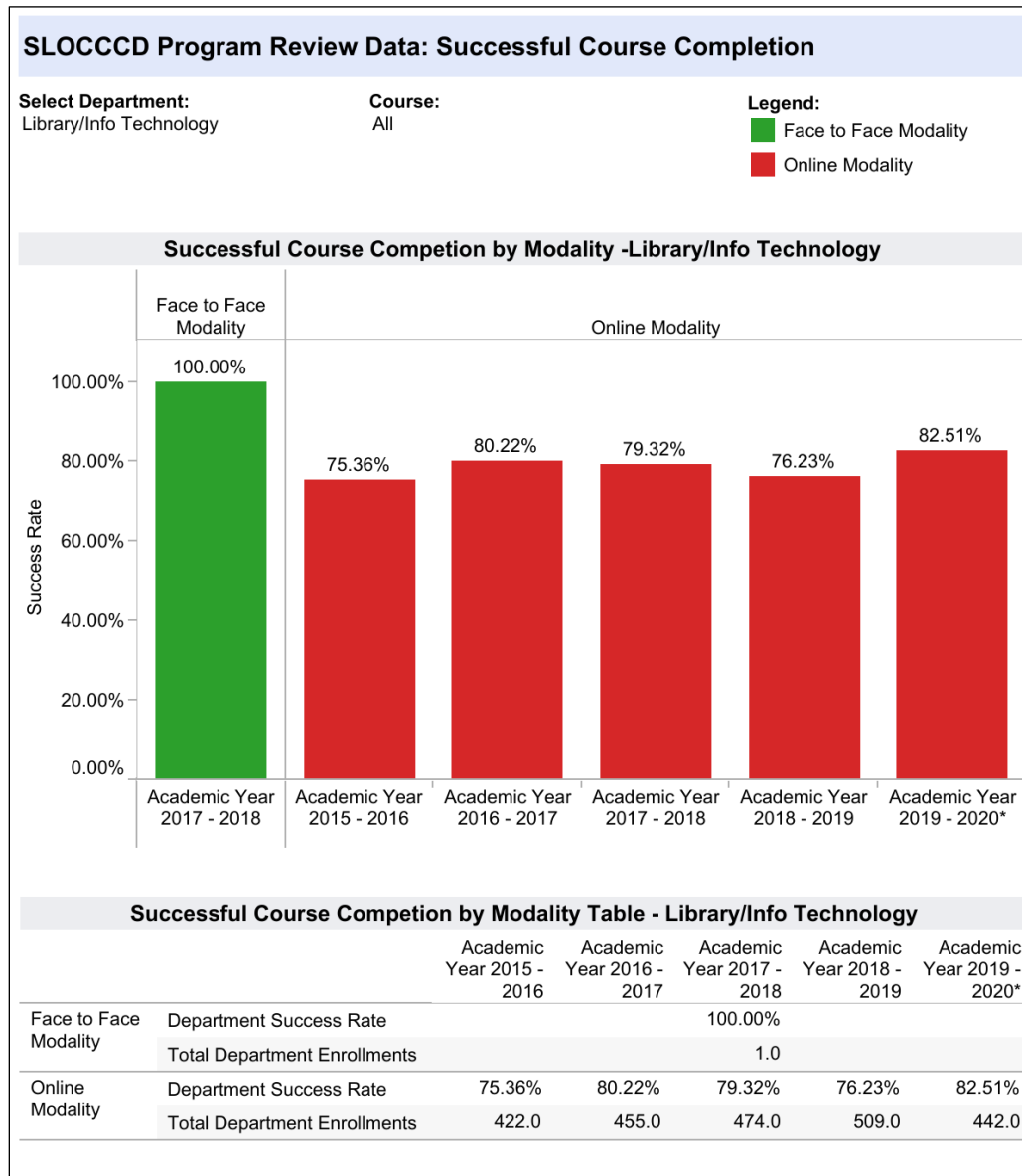
Figure 6 [Library Efficiency \(FTES/FTEF\) 2015-2020](#)



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

All LIBT courses are online only. The overall college online success rate for 19/20 is 78.59 and LIBT is 82.51. The solid success rate might stem from our experience as online educators and the networking and support we offer our students. Many LIBT students go through the program in a cohort-like group and get to know each other in many classes, supporting each other in their educational and professional goals. This sense of belonging and purpose has shown to be a key indicator in success rates.

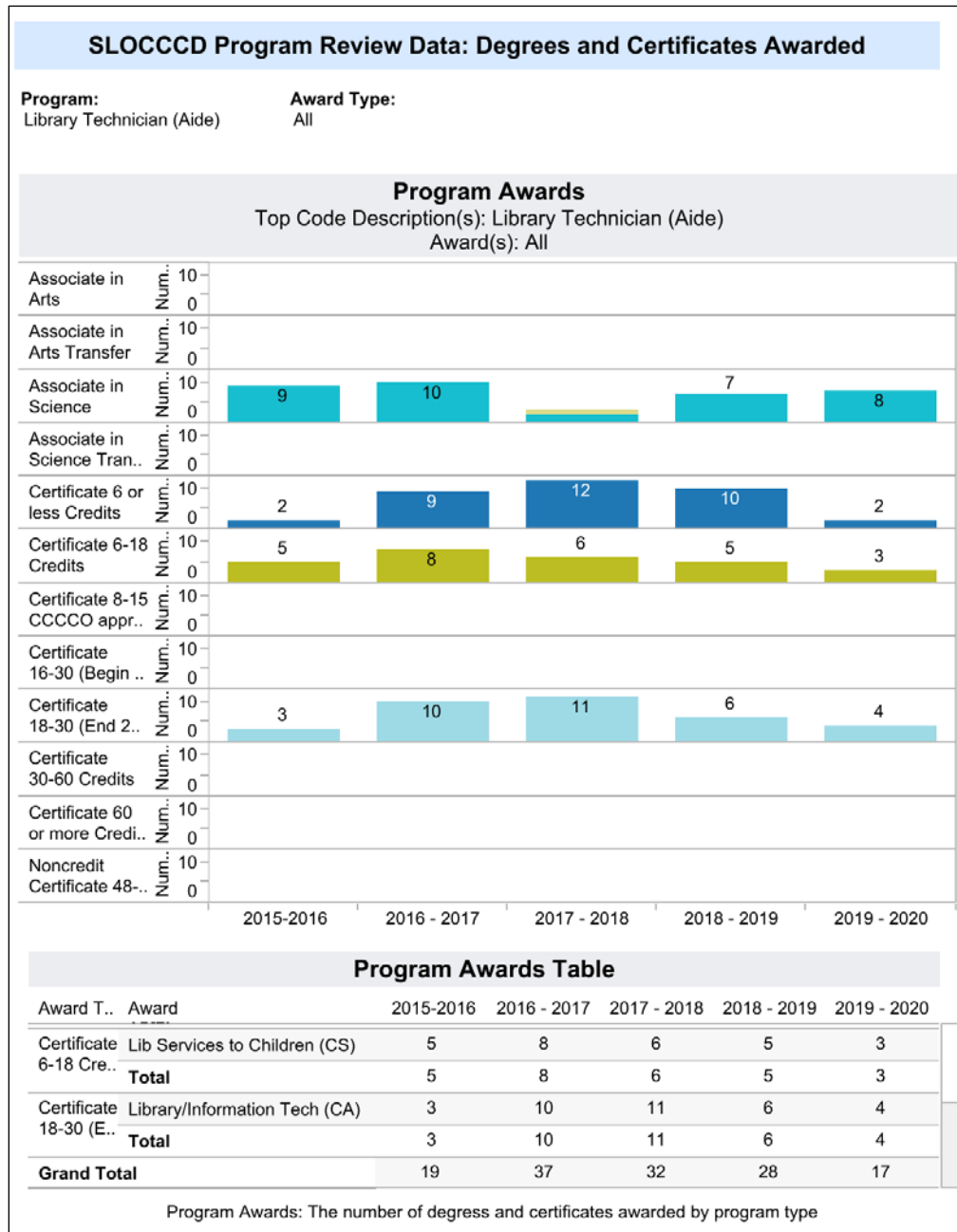
Figure 7 [Library Successful Course Completion by Modality \(2017-2020\)](#)



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

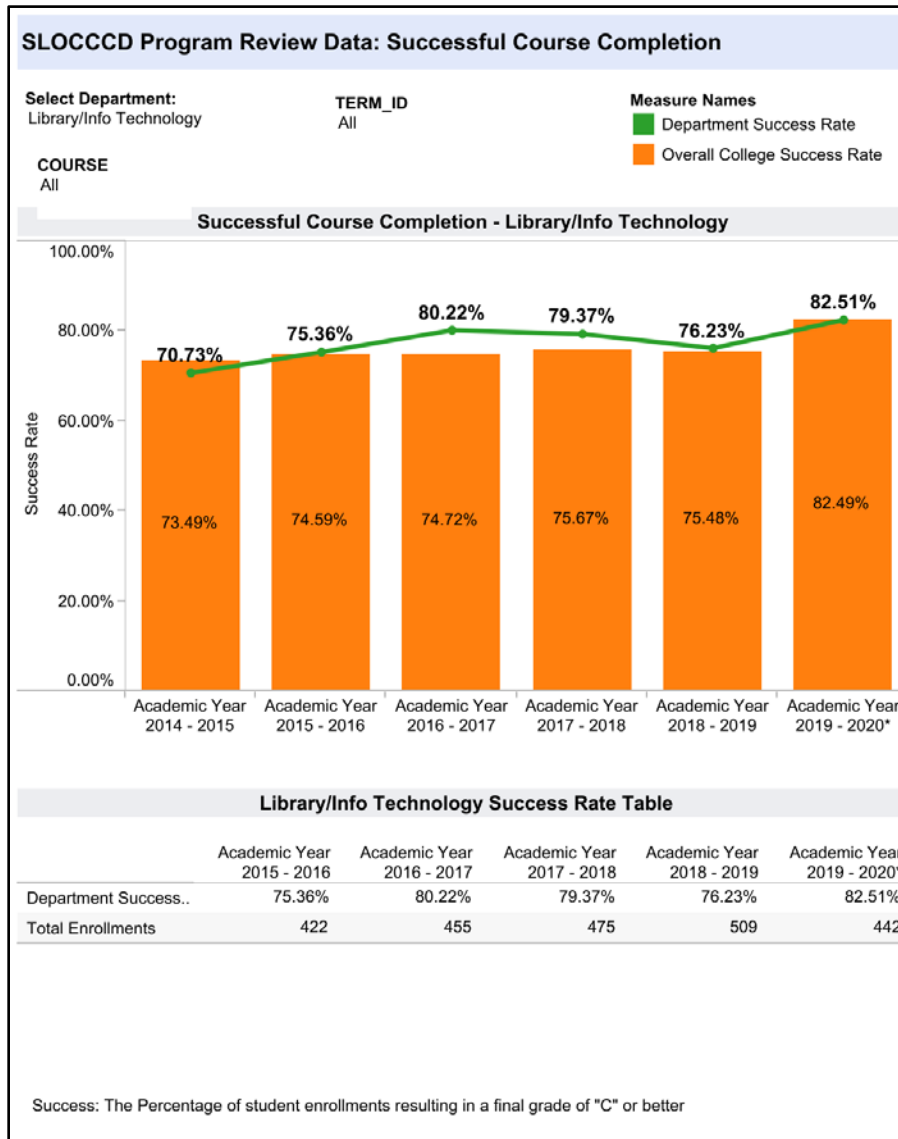
The LIBT Associate degrees are steady but the number of certificates has dropped off. This might be a result of the counselling department not recommending that students file for the certificates.

Figure 8 *Library Technician (Aide) Degrees and Certificates Awarded: (2015-2020)*



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

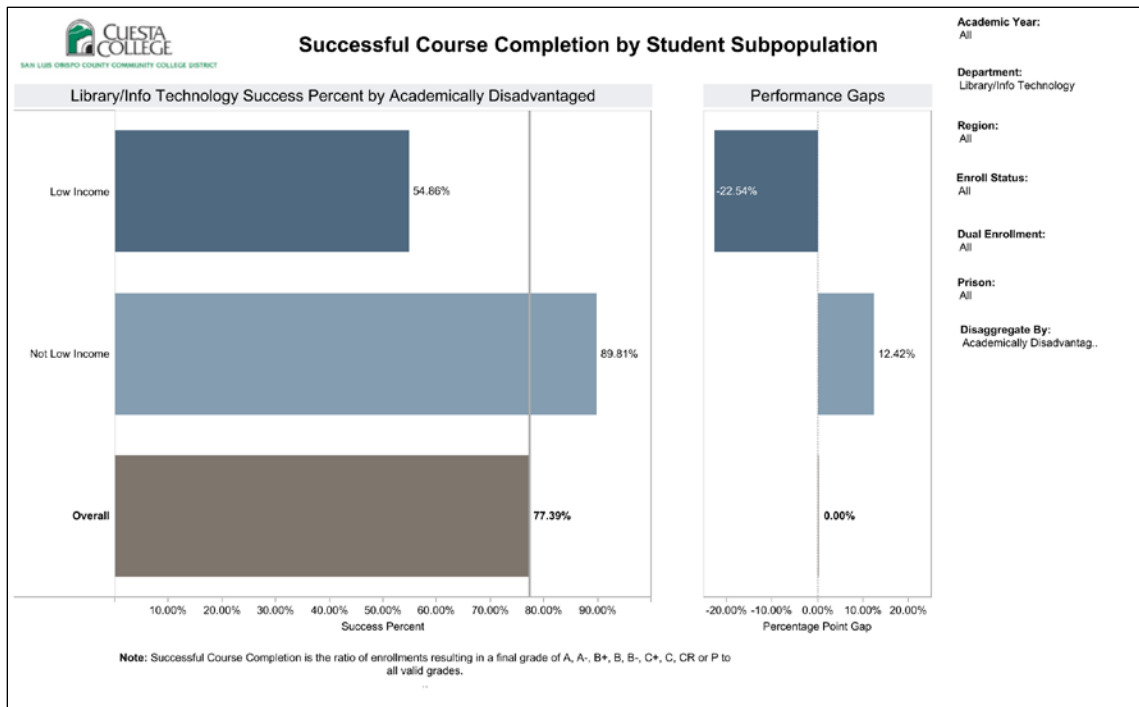
Figure 9 Successful Course Completion – Library/Info Technology (2014-2020)



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.

We continue to have a gap for low-income students possibly due to competing needs of employment and family support for this subset of students. Our advisory group suggested that the requirement of an internship site at a separate facility could be a burden for students currently working in libraries. We made a change to allow project-based internships at student’s current library work site to address this gap beginning Spring 2021. We will assess the success of this approach next year.

Figure 10 [Successful Course Completion by Student Subpopulation – Library/Info Technology \(2014-2020\)](#)



### 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.*



## 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

Roundtable Recording Series

We have initiated and begun implementation of a series of 1-hour live streamed "Roundtables" as a learning tool for our LIBT students. In the past (pre-pandemic), students were able to visit various libraries in person and conduct interviews or carry out assignments F2F to enhance their understanding of the various roles, job titles, and career tracks available to library technicians. With in-building and in-person contact no longer an option this year throughout most of the state and in other states as well, we began these Zoom sessions to address topics such as: "Working in a Library's Technical Services Department," "Working in a School Library or in a Public Library's Children's Department," "Career Tracks: An MLIS Degree vs. an LIBT Certificate," "Pivoting Services During the Pandemic: Local SLO Libraries." Speakers have included staff from Cuesta Library, both library technicians and librarians, as well as others from SLO County and Santa Barbara County libraries.

These recordings have been placed on our Library YouTube Channel so that we can re-use them or refer any LIBT students to them in the future. We are planning to script and record three or four more this term and have recruited more local librarians from our LIBT Advisory Board to participate; topics may include: "Interviews: Best Practices," "A Year Later: Current Library Services in the Pandemic," and more. Student response to these so far has been very positive.

Changes in Curriculum

All LIBT courses had to incorporate abrupt changes in our LIBT class lessons/modules to reflect changed services by libraries in response to the pandemic; modified assignments looked at in real time the new methods for providing patron services and the emphasis on buying digital resources over print/hard copy. Due to the increased stress for students coping during COVID, LIBT faculty have reported increased communication with students within Canvas courses in an attempt to be supportive of their educational needs.

B. Anticipated changes in curriculum, scheduling or delivery modality

We are developing a new course in Library Services in Prisons course to be offered online in Spring 2022. This will meet a major employment need for students wishing to work in the prison system, an area constantly in need of Library Techs. We have developed new DIST 101 sections to support the specific needs of summer academy students. We will be working on specialized courses to support Guided Pathways Areas of interest.

- C. Levels, delivery or types of services  
None
- D. Facilities changes  
None
- E. Staffing projections  
Several new librarians have been certified to teach online in anticipation of retirements.
- F. Other  
None