

## **CAREER TECHNICAL EDUCATION (CTE) TWO-YEAR PROGRAM REVIEW FOR 2024**

**Program:** Library/Information Technology Program

**Planning Year:** 2024

**Unit:** Student Success & Support Programs

**Cluster:** Student Success & Support Programs

**Last Year of CPPR/Voc. Ed Review:** 2022

**INSTRUCTIONS:** CTE programs will complete and submit the below Two-Year Program Review as part of a regular two-year program review cycle (Ed Code 78016). In addition, CTE programs will complete and submit an APPW on an annual basis and an Instructional Comprehensive Program Planning and Review (CPPR) every four years according to the institutional comprehensive planning cycle for instructional programs.

### ***California Ed Code 78016***

Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

1. Meets a documented labor market demand.
  2. Does not represent unnecessary duplication of other manpower training programs in the area.
  3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.
- A. Any program that does not meet the requirements of subdivision (A) and the standards promulgated by the governing board shall be terminated within one year.
  - B. The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.
  - C. This section shall apply to each program commenced subsequent to July 28, 1983.
  - D. A written summary of the findings of each review shall be made available to the public.

**NARRATIVE:** Review your CTE program according to the following three prompts with analysis of [data provided by the State](#).

If assistance is needed to retrieve data, please contact your Instructional Dean.

Provide a written summary for each prompt. If yes, explain why and/or how. If no, explain why.

**I. Meets a documented labor market demand, [data provided by the State](#).**

The EDD Occupational Profile for Library Technicians project that the demand for this occupation will grow between 2018 and 2028 by about 12,000 jobs.

<p>Library Technicians (SOC Code : 25-4031) in California</p> <p>Assist librarians by helping readers in the use of library catalogs, databases, and indexes to locate books and other materials; and by answering questions that require only brief consultation of standard reference. Compile records; sort and shelve books; remove or repair damaged books; register patrons; check materials in and out of the circulation process. Replace materials in shelving area (stacks) or files. Include bookmobile drivers who operate bookmobiles or light trucks that pull trailers to specific locations on a predetermined schedule and assist with providing services in mobile libraries.</p> <p>Employers usually expect an employee in this occupation to be able to do the job after Short-term on-the-job training .</p>						
Occupational Wages <a href="#">[Top]</a>						
Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2023	1st Qtr	\$24.14	\$18.42	\$23.18	\$28.04
Occupational Projections of Employment (also called "Outlook" or "Demand") <a href="#">[Top]</a>						
Area	Estimated Year-Projected Year	Employment		Employment Change		Total Job Openings
		Estimated	Projected	Number	Percent	
California	2018 - 2028	12,100	12,000	-100	-0.8	18,450

**II. Does not represent unnecessary duplication of other manpower training programs in the area.**

Cuesta’s Library/Information Technology program is the only such program in our region, and because it is online it serves the rest of the state as well.


**III. Is of demonstrated effectiveness as measured by the employment and completion success of its students, [Core Indicator Reports \(Summary by TOP code\)](#)**

The latest data the CCCCO has available for this program is for the 2020–2021 fiscal year, so our evaluation of the program’s effectiveness is the same as our CTER for the program from 2022:

“There are some gaps in targeted groups in terms of employment and completion. Male, nontraditional, displaced homemaker, economically disadvantaged, single parent and

students with disabilities have employment gaps. Some of the groups have a small representative sample size that affects the statistical relevance.

In terms of persistence, the range is from 83.33-88.89 percent success rate, which is above the statewide 81.82 percent. Ideas discussed among faculty to improve completion include changes in scheduling, more diverse course materials and earlier outreach from faculty and staff for struggling students.”

 <b>PERKINS IV Core Indicators of Performance by 6-digit Vocational TOP Code</b> Summary Detail Report for 2020-2021 Fiscal Year Planning CUESTA COLLEGE									
160200 Library Technician (Aide)									
	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	85.71	48	56	100.00	37	37	83.02	44	53
Female	86.00	43	50	100.00	34	34	82.98	39	47
Male	83.33	5	6	100.00	3	3	83.33	5	6
Non-traditional	83.33	5	6	100.00	3	3	83.33	5	6
Displaced Homemaker	77.78	7	9	100.00	5	5	88.89	8	9
Economically Disadvantaged	93.55	29	31	100.00	20	20	93.55	29	31
Limited English Proficiency		0	0		0	0		0	0
Single Parent	60.00	3	5	100.00	4	4	100.00	5	5
Students with Disabilities	100.00	3	3	100.00	2	2	100.00	3	3
Technical Preparation		0	0		0	0		0	0
District	85.71	48	56	100.00	37	37	83.02	44	53
State	90.71	1,807	1,992	98.09	1,079	1,100	81.82	1,598	1,953
	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	76.67	23	30	10.71	6	56	6.98	3	43
Female	77.78	21	27	0.00	0	50	0.00	0	40
Male	66.67	2	3	100.00	6	6	100.00	3	3
Non-traditional	66.67	2	3	10.71	6	56	6.98	3	43
Displaced Homemaker	50.00	2	4	11.11	1	9	12.50	1	8
Economically Disadvantaged	71.43	10	14	16.13	5	31	7.69	2	26
Limited English Proficiency		0	0		0	0		0	0
Single Parent	66.67	2	3	20.00	1	5	20.00	1	5
Students with Disabilities	50.00	1	2	33.33	1	3	0.00	0	2
Technical Preparation		0	0		0	0		0	0
District	76.67	23	30	10.71	6	56	6.98	3	43
State	88.52	856	967	20.62	515	2,497	21.27	338	1,589
The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. Performance Rate Less Than Goal is Shaded									
Core 1 - Skill Attainment, GPA 2.0 & Above: 91.75% Performance Goal - ( 2017- 2018) Core 2 - Completions, Certificates, Degrees and Transfer Ready: 89.00% Performance Goal - ( 2017- 2018) Core 3 - Persistence in Higher Education: 91.00% Performance Goal - ( 2017- 2018) Core 4 - Employment: 73.23% Performance Goal - ( 2017- 2018) Core 5 - Training Leading to Non-traditional Employment: Greater than 23.93% Participation & 28.02% Completion - ( 2017- 2018)									
Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House									
					Page 1 of 1		Report Create Date: 02/01/2010		