2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025   **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: 2/21/2025**

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 the **IPPR Program Review Documents 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.
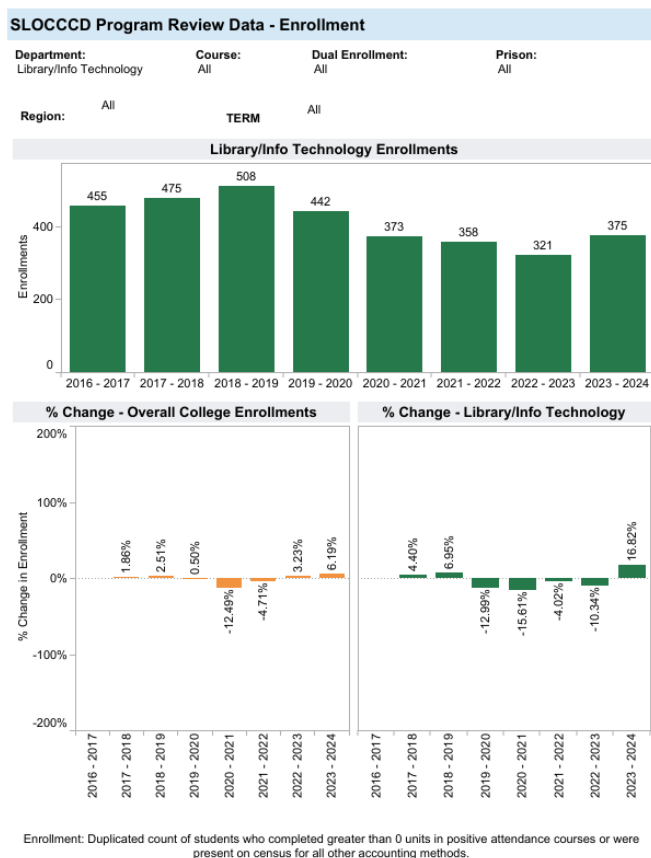
The LIBT program enrollment, having mirrored the college at large as enrollments fell between 2020 and 2023, now shows significant gains in enrollment, exceeding the college (16.82% increase for the LIBT program versus just 6.19% for the college as a whole) for

2 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

the 2023-2024 year. The raw number of enrollments (375) for the current year exceeds each of the previous three years and is the highest it has been since the 2019-2020 school year, which was also the first year of the pandemic.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.
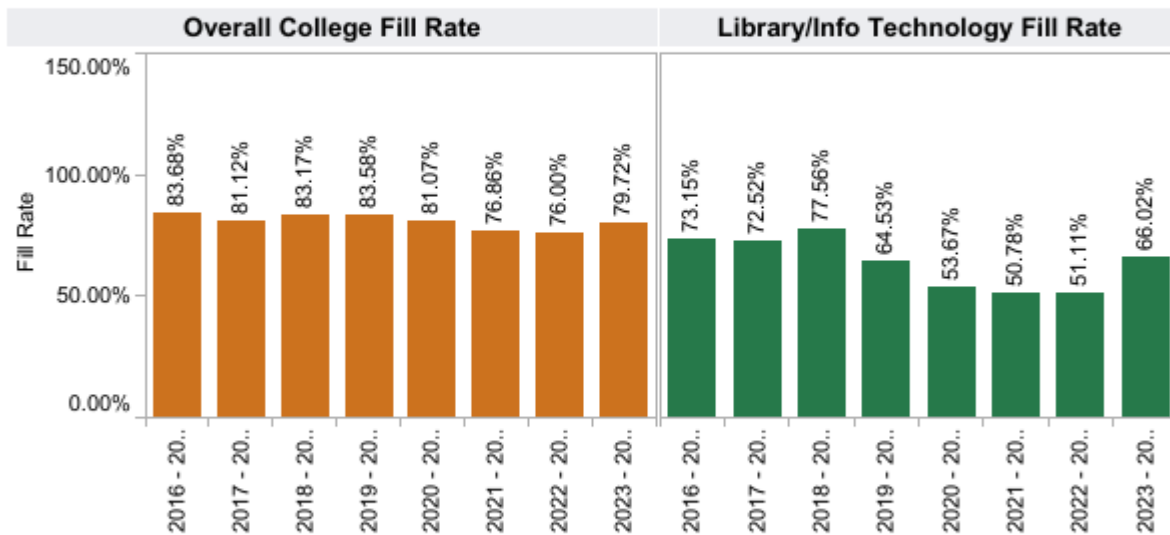
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Library/Info Technology	All	All	All

Overall College Fill Rate

2016 - 20..	2017 - 20..	2018 - 20..	2019 - 20..	2020 - 20..	2021 - 20..	2022 - 20..	2023 - 20..
83.68%	81.12%	83.17%	83.58%	81.07%	76.86%	76.00%	79.72%

Library/Info Technology Fill Rate

2016 - 20..	2017 - 20..	2018 - 20..	2019 - 20..	2020 - 20..	2021 - 20..	2022 - 20..	2023 - 20..
73.15%	72.52%	77.56%	64.53%	53.67%	50.78%	51.11%	66.02%

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

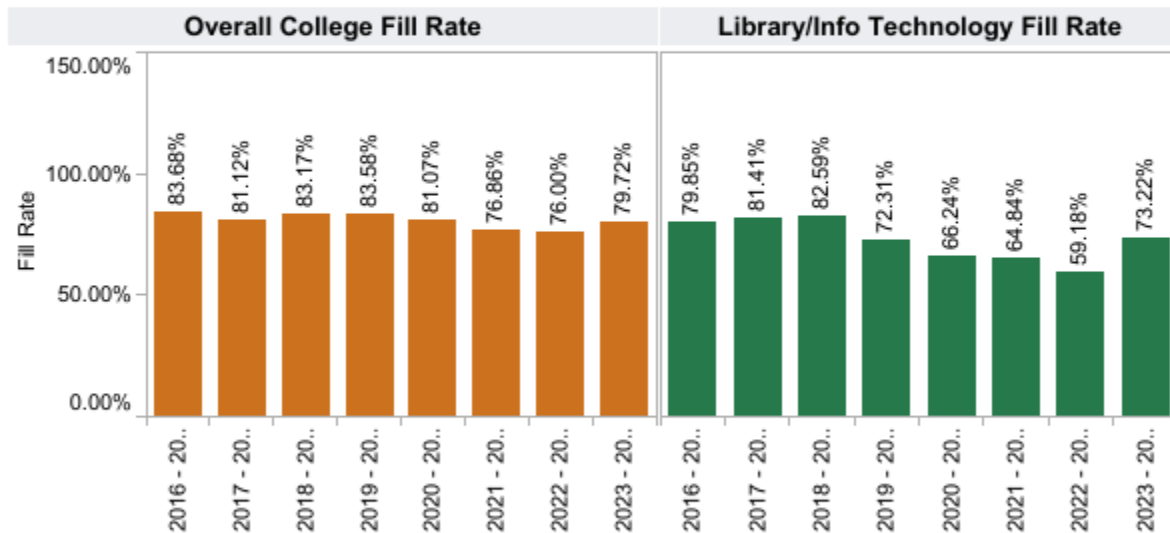**Lib/Info Tech program – low-enrollment courses excluded (LIBT 207, 220, 212, 213)**

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Library/Info Technology

Course:
Multiple values

Dual Enrollment:
All

Prison
All

Overall College Fill Rate

Year	Fill Rate
2016 - 20..	83.68%
2017 - 20..	81.12%
2018 - 20..	83.17%
2019 - 20..	83.58%
2020 - 20..	81.07%
2021 - 20..	76.86%
2022 - 20..	76.00%
2023 - 20..	79.72%

Library/Info Technology Fill Rate

| Year	Fill Rate
2016 - 20..	79.85%
2017 - 20..	81.41%
2018 - 20..	82.59%
2019 - 20..	72.31%
2020 - 20..	66.24%
2021 - 20..	64.84%
2022 - 20..	59.18%
2023 - 20..	73.22%

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

The first chart (top) shows that the overall fill rate in the program, which was in decline from 2019-2020 through 2022-2023 has begun to rebound during the 2023-2024 academic year. While fill rates fell to a low of 50.78% during the 2021-2022 academic year largely mirroring rates across the college, they have risen at a rate faster than the rest of the college to 66.02% during 2023-2024. The decline from 2019-2020 through 2022-2023 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. The fill rates reflected in the second chart (bottom), excluding low enrollment courses, shows fill rates that more closely mirror those of the college at large (73.22% for the LIBT

courses versus 79.72% for the college at large) and significant gains over the prior year, rising from 59.18% in 2022-2023 to 73.22% in 2023-2024.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.
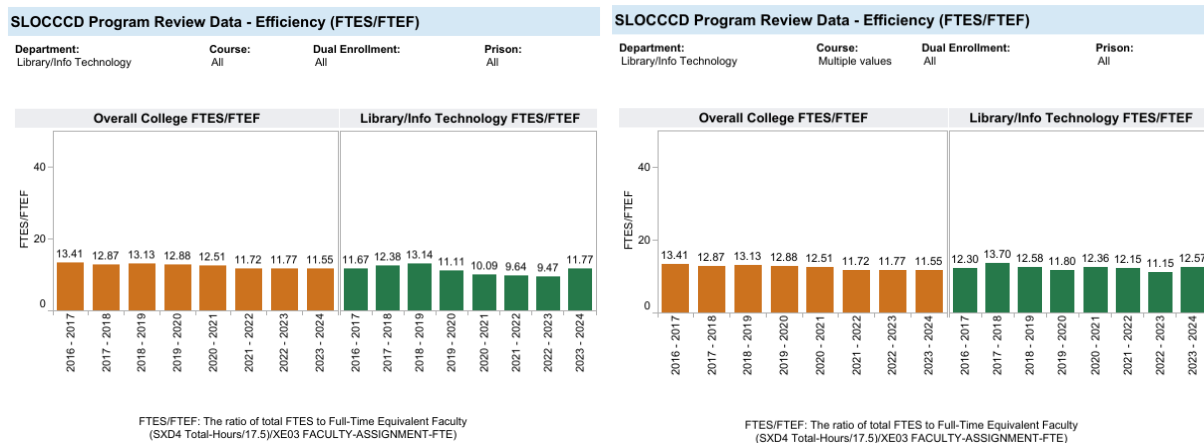
Using the same data as in the previous section (all LIBT courses and LIBT courses minus those with low enrollment) shows both a rebound in efficiency rates for all LIBT courses (from 9.47 in 2022-2023 to 11.77 for 2023-2024) and for LIBT courses excluding low enrollment courses (from 11.15 in 2022-2023 to 12.57 in 2023-2024). In either case, the efficiency rate for LIBT courses exceeds that of the college as a whole (11.77 for all LIBT courses versus 11.55 for the college as a whole; 12.57 for LIBT courses minus those with low enrollments versus 11.55 for the college as a whole). Efficiency throughout the LIBT program has posted significant gains and now slightly exceeds the efficiency rates of the college as a whole.

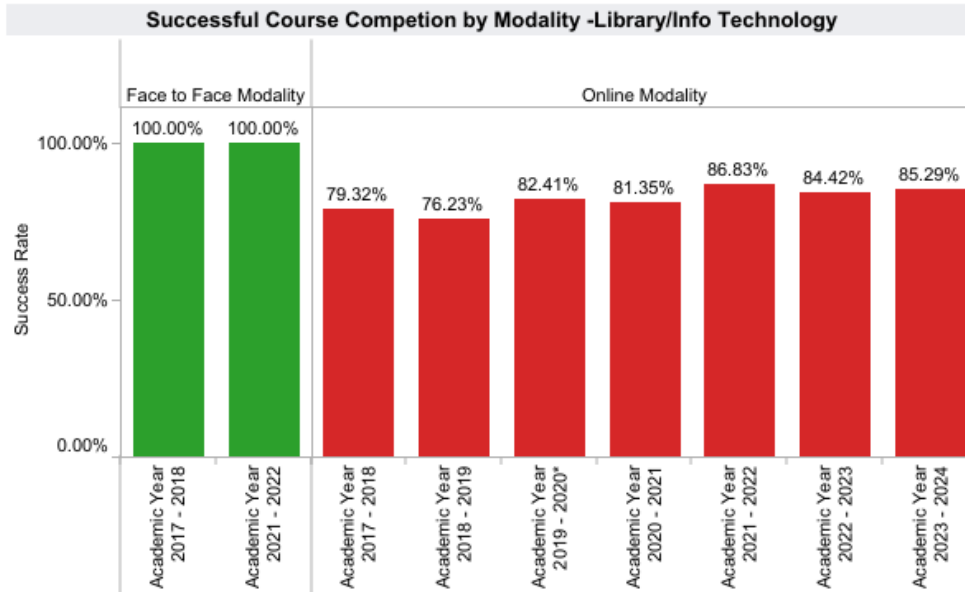D. **Student Success—Course Completion by Modality (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Library/Info Technology

Course:
All

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Library/Info Technology

	Face to Face Modality		Online Modality						
	100.00%	100.00%	79.32%	76.23%	82.41%	81.35%	86.83%	84.42%	85.29%

Successful Course Competion by Modality Table - Library/Info Technology

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	100.00%				100.00%		
	Total Depart..	1.0				1.0		
Online Modality	Department S..	79.32%	76.23%	82.41%	81.35%	86.83%	84.42%	85.29%
	Total Depart..	474.0	509.0	442.0	373.0	357.0	321.0	375.0

Courses in the LIBT program are taught entirely in the online modality with completion rates ranging between 81% and 87% for the past five years, well above the overall college completion rate of 75% to 77%.

E. **Degrees and Certificates Awarded (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

Degrees and Certificates awarded

Chart showing the Library Technician degrees awarded

Instructional Annual Program Planning Worksheet
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:	Award Type:	Area of Study
Library Technician (Aide)	All	All

Program Awards
Top Code Description(s): Library Technician (Aide)
Award(s): All
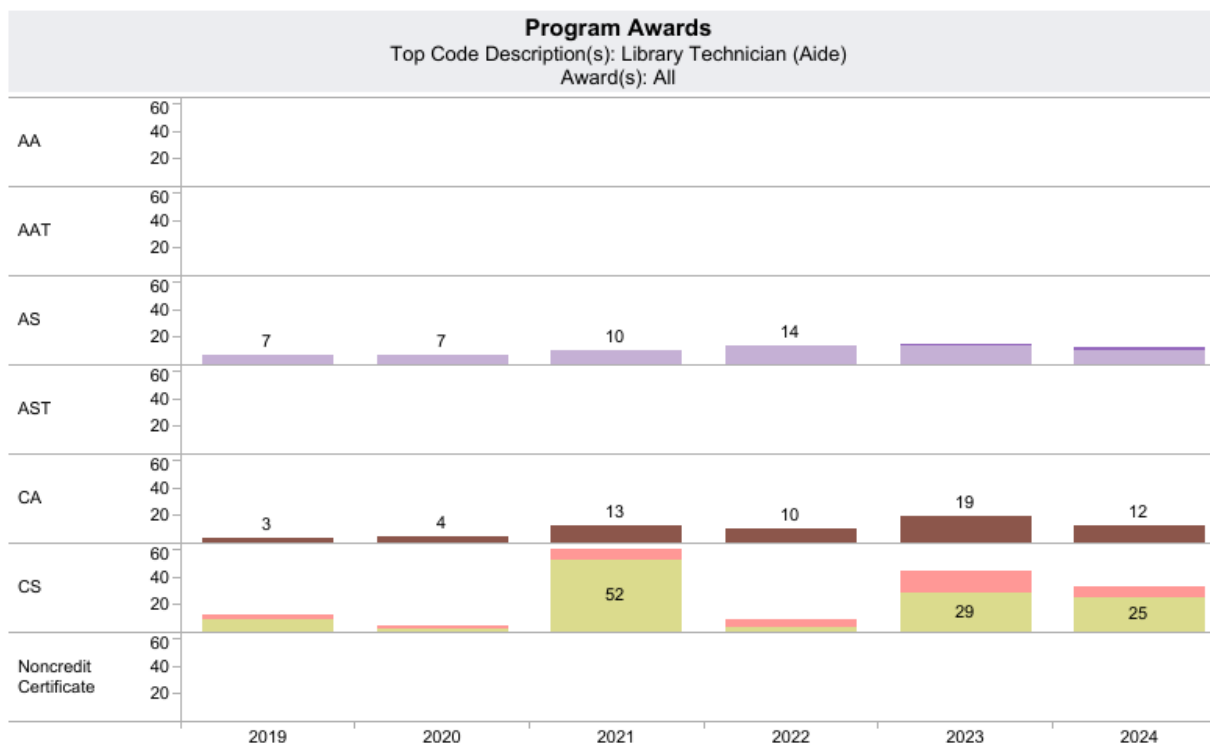
Program Awards Table

Award Type	Award	2019	2020	2021	2022	2023	2024
AS	Library Technology (AS)					1	2
	Library/Information Tech (AS)	7	7	10	14	14	10
	Total	7	7	10	14	15	12
CA	Library/Information Tech (CA)	3	4	13	10	19	12
	Total	3	4	13	10	19	12

Program Awards: The number of degress and certificates awarded by program type

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; while degrees awarded for 2024 have decreased versus the prior year, hopefully the increased enrollments for 2023-2024 will start to impact degrees awarded in the near future.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

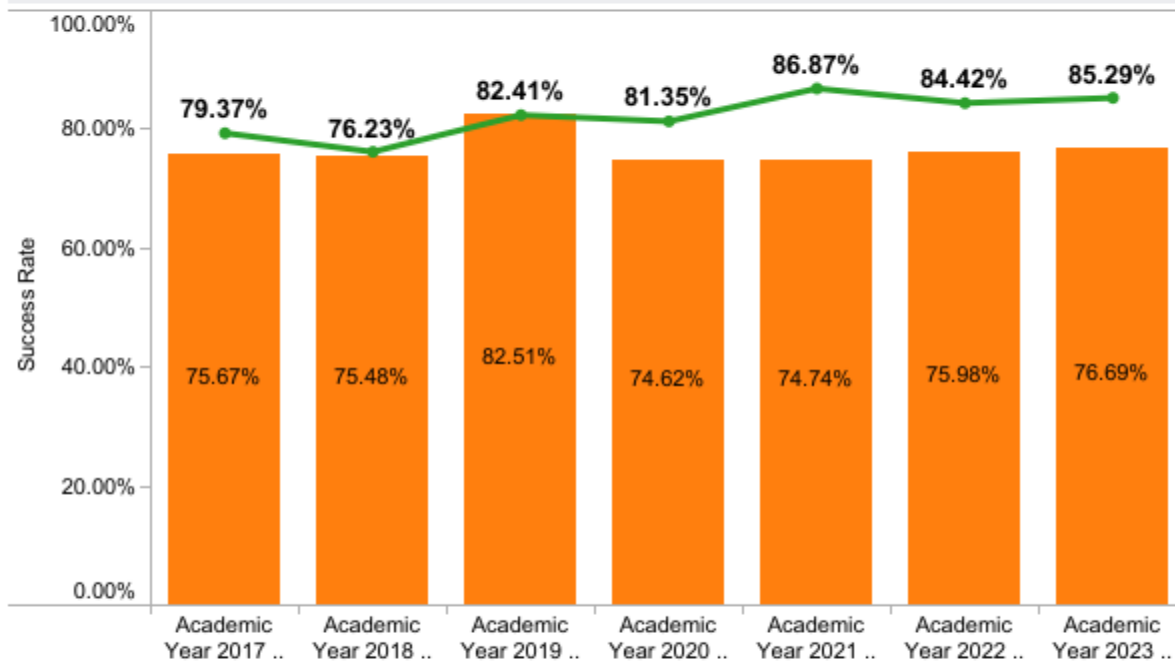**Select Department:**
Library/Info Technology

COURSE
All

TERM
All

Measure Names
- Department Success Rate (green)
- Overall College Success Rate (orange)

Successful Course Completion - Library/Info Technology

	Academic Year 2017 ..	Academic Year 2018 ..	Academic Year 2019 ..	Academic Year 2020 ..	Academic Year 2021 ..	Academic Year 2022 ..	Academic Year 2023 ..
Department Success Rate	79.37%	76.23%	82.41%	81.35%	86.87%	84.42%	85.29%
Overall College Success Rate	75.67%	75.48%	82.51%	74.62%	74.74%	75.98%	76.69%

Library/Info Technology Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	79.37%	76.23%	82.41%	81.35%	86.87%	84.42%	85.29%
Total Enrollments	475	509	442	373	358	321	375

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The department continues to show a higher successful course completion rate than the overall college in the last four years (81% to 87% for the LIBT program versus 75% to 77% for the college as a whole), 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 past years, performance gaps are present for Academically Disadvantaged and Black or African American students. The performance gap for EOPS students has narrowed from -11.59 to -2.64 in the 2023-2024 academic year.

- 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:
    - Supporting Research Skills and Information Literacy in an AI Landscape
    - Charting 1st year Experiences for Success
    - Words Matter - Inclusive Cataloging
  - 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
  Library Faculty have also presented during Cuesta Flex Days on:
  - How to Be Trauma-Informed: Inside and Outside the Classroom
  - Library Resources and Digital Tools for Faculty
  Library Faculty have also been long-standing and engaged participants in the "Equity Book Club" discussion groups. 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, Undocumented support 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 the JEDI Academy on Curriculum and Pedagogy and have modified assignments based on equity practices. JEDI concepts were utilized as LIBT 210 was updated to include concepts of "windows, mirrors and sliding glass doors" reflected in outside readings to become familiar with diversity and mulitcultural childrens and YA literature in the school setting, along with collection development, and lived experiences in the school setting/community. LIBT 210's curriculum was updated to reflect current trends, practices and thinking. No textbook is required for the course - as all readings are provided through databases, eBooks, and OER resources. Current visual tools, (Padlet, video, Google slides) and shared collaborative docs were used throughout the course to help with variety in discussion posts and ensure equitable access for students. LIBT 222: The Connected Library, has replaced LIBT 215 in the curriculum and foregrounds equity in the library. LIBT 222 empowers students to advocate for and design sustainable, equitable library spaces and programs, covering topics such as accessibility, trauma-informed environments, implicit biases, and community partnerships. Through engagement with academic articles, exploration of equitable (and inequitable) library program examples, and viewing videos featuring voices from library communities, this course fosters transparent and enriching discussions as well as the development of a vision plan for a final project that demonstrates an inclusive and equitable library program.

10 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
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Successful Course Completion by Student Subpopulation

Library/Info Technology Success Percent by Academically Disadvantaged

Subpopulation	Success Percent
Academically Disadvantaged	61.19%
Not Academically Disadvantaged	90.31%
Unknown	75.00%
Overall	81.59%

Performance Gaps

Subpopulation	Percentage Point Gap
Academically Disadvantaged	-20.40%
Not Academically Disadvantaged	8.72%
Unknown	-6.59%
Overall	0.00%

Academic Year: All

Department: Library/Info Technology

Region: All

Enroll Status: All

Dual Enrollment: All

Prison: All

Disaggregate By: Academically Disadvantag..

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation

Library/Info Technology Success Percent by Ethnicity

Ethnicity	Success Percent
American Indian or Alaska Native	100.00%
Asian	90.78%
Black or African American	66.43%
Hispanic / Latino	76.41%
Native Hawaiian or Other Pacific Islander	83.33%
Two or More Races	78.66%
Unknown / Non-Respondent	80.52%
White	84.49%
Overall	81.59%

Performance Gaps

Ethnicity	Percentage Point Gap
American Indian or Alaska Native	18.41%
Asian	9.19%
Black or African American	-15.16%
Hispanic / Latino	-5.18%
Native Hawaiian or Other Pacific Islander	1.75%
Two or More Races	-2.93%
Unknown / Non-Respondent	-1.07%
White	2.90%
Overall	0.00%

Academic Year: All

Department: Library/Info Technology
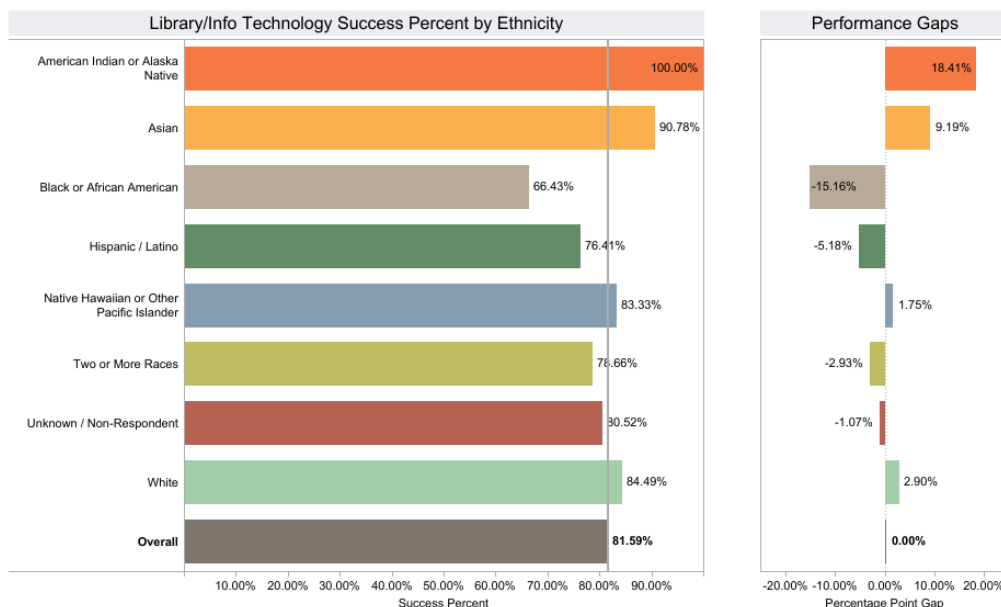
Region: All

Enroll Status: All

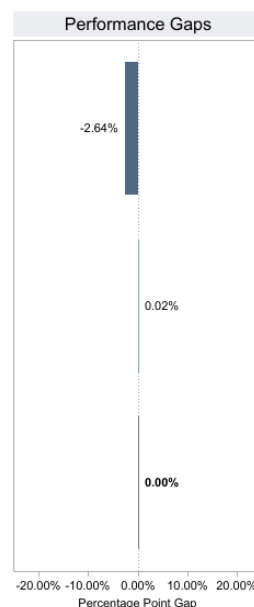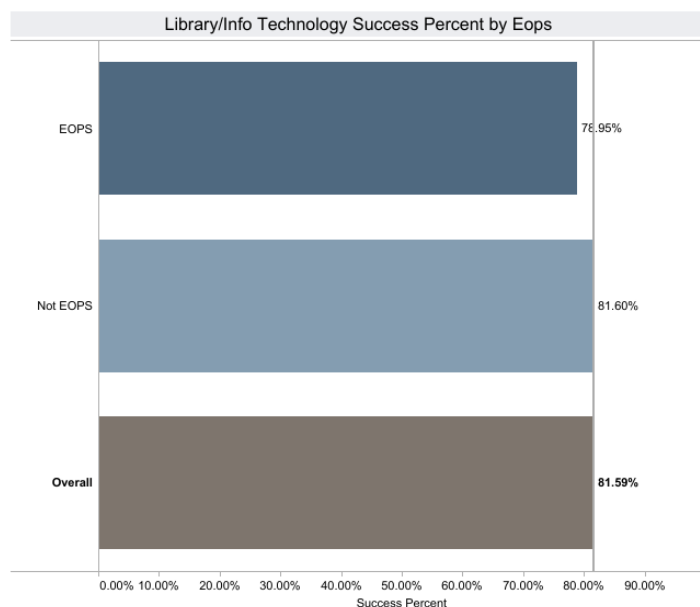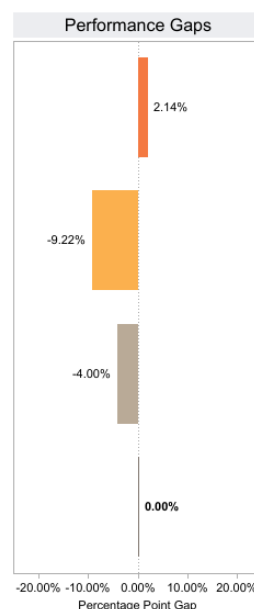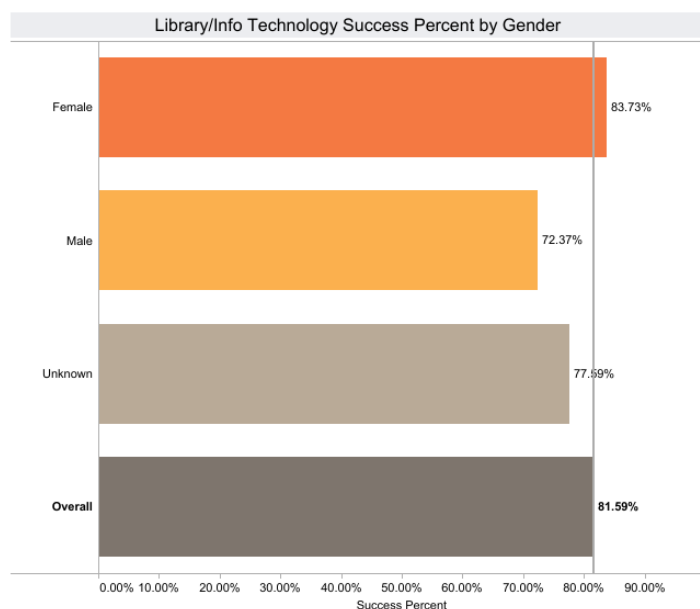**Dual Enrollment:** All

Prison: All

Disaggregate By: Ethnicity

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Academic Year:
All

Department:
Library/Info Technology

Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Eops

Successful Course Completion by Student Subpopulation

Library/Info Technology Success Percent by Eops | Performance Gaps

Subpopulation	Success Percent	Percentage Point Gap
EOPS	78.95%	-2.64%
Not EOPS	81.60%	0.02%
Overall	**81.59%**	**0.00%**

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation

Academic Year:
All

Department:
Library/Info Technology

Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Gender

Library/Info Technology Success Percent by Gender | Performance Gaps

Subpopulation	Success Percent	Percentage Point Gap
Female	83.73%	2.14%
Male	72.37%	-9.22%
Unknown	77.59%	-4.00%
Overall	**81.59%**	**0.00%**

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Men continue to have a larger success gap in LIBT courses; this is an ongoing issue that has largely proven resistant to mediation.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

NONE

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study **OR** Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

3. 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 2024 academic 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	Re-scheduled date for modification (must be within 1 year)

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #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 box of 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)

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic 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)

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.*

LIBT 215 Technology in the Workplace was discontinued after Spring 2024. A new course LIBT 222, THE CONNECTED LIBRARY: Emerging Trends to Support Community, Experience, & Connection in Libraries has made its way through the curriculum committee and replaces LIBT 215 in degree and certificate programs. This course will support emerging technology and outreach trends in libraries through an equity and community lens. The number of units remained the same. This affects the LIBT AS and Certificate pathways.

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: NONE
B. Anticipated changes in curriculum, scheduling or delivery modality: NONE
C. Levels, delivery or types of services: NONE
D. Facilities changes: NONE
E. Staffing projections: NONE
F. Other: NONE

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		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**

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.