

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) For 2026

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Today's Date February 17, 2026	
Cluster- 6 Student Success & Support Programs	
Area of Study Child Development, Education, and Information	
Program(s) Library Services to Children, CS Library/Information Technology, AS Library/Information Technology, CA ,	
Last Academic Year CPPR Completed 2021	

NARRATIVE: Instructional CPPR

1. Describe how this program review was conducted, including how all program members were involved in the planning process.

The Comprehensive Program Planning Review (CPPR) for the Library was conducted through a collaborative and inclusive process involving Cuesta College librarians and classified library staff.

The Dean initiated the process by compiling and reviewing institutional data, prior program review documents, enrollment trends, service usage statistics, student success metrics, and progress on previously established goals.

The CPPR document was shared with all full-time and part-time librarians via email for review and feedback. Faculty were invited to provide input on instructional services, collections, student engagement efforts, equity initiatives, and alignment with Institutional Learning Outcomes and the Educational Master Plan (EMP), ensuring the final document reflects collective review and contribution.

Classified library staff were also engaged in the process, particularly in areas related to circulation services, technical services, student support operations, and day-to-day service delivery. Their input was essential in identifying operational strengths, service gaps, technology needs, and opportunities for process improvement.

Additionally, program goals and resource requests were discussed collectively to ensure alignment with division priorities and the college's strategic objective of increasing student access, retention, and completion. Feedback gathered through meetings, email communication, and shared document review informed revisions and final recommendations.

This collaborative approach ensured that the CPPR reflects the collective expertise, operational realities, and shared commitment of Cuesta College librarians and classified staff to student success and equitable access to library services.

GENERAL PROGRAM INFORMATION

1. List your Program's Mission

Established in 1966 and recognized as the first California Community College program dedicated to the preparation of library support professionals, the Library/Information Technology (LIBT) Program at Cuesta College is committed to providing high-quality, career-focused education that prepares students for employment and advancement in library and information settings.

The program equips students with the knowledge, technical competencies, and interpersonal skills necessary to support diverse communities in accessing, evaluating, organizing, and using information effectively. Through instruction grounded in information literacy, emerging technologies, equitable access, and professional best practices, the LIBT Program prepares graduates to contribute meaningfully to libraries and information organizations while promoting lifelong learning and informed civic engagement.

The program is committed to equitable and inclusive access to information and recognizes the evolving role of libraries in a complex, digital society. It upholds ethical information practices, organizes resources efficiently, and develops collaborative, customer-centered service skills essential to contemporary library environments. Serving as a "third space," the Library fosters community, connection, and learning, providing students with opportunities to collaborate, and engage in collective learning. The department remains responsive to emerging technology trends, bridging the digital divide and promoting digital equity by expanding access to technology and strengthening digital literacy. Through both physical and digital spaces, the Library cultivates inclusive, welcoming environments that support engagement, dialogue, and shared learning, reinforcing its role as a hub for innovation, community, and student success on campus.

2. List all current full-time and part-time faculty in the program.

Carina Love- Full-time

Michelle Hopper- Full-time Tenure Track

Patrick Moloney- Part-time

Sharon Haupt- Part-time

Laura Schwoerer- Part-time

Jennifer Severson- Part-time

Mercedes Rutherford-Patten- Part-time

Mark Stengel- Part-time

Cassandra Swartzwelder- Part-time

3. Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

The following changes were made to the program course offerings:

LIBT 207 Web Page Development and LIBT 220 Fundamentals of CSS were retired due to changing student needs and low enrollment. LIBT 215 Technology in the Workplace, was retired and replaced with LIBT 222.

The Library expanded and updated its curriculum with the addition of two new courses: LIBT 221 Prison Libraries and LIBT 222 The Connected Library: Emerging Trends and Technology. These courses provide students with specialized knowledge in library services for incarcerated populations and emerging technologies in library practice. A new course, LIBT 222 The Connected Library: Emerging Trends and Technology was proposed and successfully added.

LIBT 222

Since the last Comprehensive Program Review, the newly implemented LIBT 222- The Connected Library: Emerging Trends and Technology course has introduced several significant improvements to better address equity gaps and enhance student engagement in technology and community advocacy. The course brings together diverse perspectives and encourages

students to think critically about how library program design can shape inclusive, welcoming, and equitable learning environments. Through the lens of human-centered design, students explore concepts such as accessibility, trauma-informed practices, implicit bias, and the power of community partnerships. They research community data, analyze examples of both equitable and inequitable library programs, and collaborate with peers and partners to shape meaningful and accessible, real-world design projects. These experiences ensure that the voices and needs of marginalized groups remain central to their work, preparing students to become thoughtful and inclusive leaders in the library and information field.

Collectively, these efforts reflect the program's sustained commitment to fostering inclusive educational environments and advancing students' research skills and information literacy in an increasingly AI-driven academic landscape.

Furthermore, faculty members have undergone training focused on equity in education, and regular feedback mechanisms from students have been established to continually adapt the course to diverse learner needs. These improvements underscore our commitment to fostering inclusive and equitable educational experiences for all students.

LIBT 221 – Prison Libraries

Prison Library Services explores what it means to provide meaningful library service inside correctional facilities. The course examines how prison libraries operate and the distinct role they play in supporting incarcerated individuals. Students learn about the rehabilitative resources and programs commonly offered in these settings and develop the skills needed to safely and effectively assist incarcerated library users.

Throughout the class, students come to understand how access to information, literacy support, and educational programming contribute to rehabilitation and successful reintegration. By the end of the course, they are prepared to work in non-traditional library environments, equipped with both practical knowledge of materials and a clear understanding of the operational and security considerations unique to correctional library services.

ConexEd

Librarians commitment to ConexED plays a vital role in empowering librarian faculty by enhancing accessibility, equity, and inclusion across the library's educational services. The platform enables students to conveniently schedule appointments with librarians, providing timely and personalized research support. By eliminating barriers to access and offering flexible virtual meeting options, ConexED fosters a more inclusive and supportive learning environment. When implemented campus-wide, ConexED also serves as a centralized system for tracking student engagement and service data, allowing institutions to identify trends, measure impact, and improve academic support holistically. This comprehensive integration

strengthens connections between librarian faculty and students, promotes equitable access to resources, and drives continuous improvement in student success initiatives.

Library Faculty Campus & Community Outreach

- Cuesta College Welcome Days
- Resource Fair
- StudyJam and StudyThon
- Library Faculty presentations during Cuesta Flex Days
- Book of the Year
- Awareness Gallery, a partnership with SLO County Behavioral Health Department, Cuesta Student Health Center, and Cuesta Libraries, to present current health-related information and resources for college students.
- Research Instruction (in-person and online) in collaboration with instructional faculty
- Embedded Librarians in Cuesta courses
- Educaté
- College for a Day (7th grade visitations)
- OER presentations and support for Faculty
- Ethnic Studies Teach-In Collaboration
- Interdisciplinary Project Based Learning (PBL) Integration

The division supports Institutional Goals and Objectives, Institutional Learning Outcomes (ILOs), and Program Outcomes through intentional curriculum review, workforce alignment, and a focus on equitable student success and completion.

During the next cycle, the division will engage in a comprehensive review of curriculum to identify opportunities to strengthen course sequencing, remove unnecessary barriers, and support accelerated career pathways that promote timely certificate and degree completion. This work will align with institutional goals related to student success, access, equity, and workforce preparation.

As part of this review, the division will:

- Evaluate course outlines and program maps to ensure alignment with current workforce competencies and emerging industry trends.
- Integrate and expand content related to artificial intelligence (AI), digital literacy, and emerging technologies to prepare students for evolving library and information environments.

- Assess which courses may be appropriate for offering through CCAP partnerships to expand dual enrollment opportunities and create earlier entry points into the program pipeline.
- Review program outcomes to ensure they clearly reflect career readiness, equitable service practices, ethical information use, and technology competencies.

Through these efforts, the division aims to strengthen alignment between curriculum, Institutional Learning Outcomes, and program-level outcomes while creating clearer, more accessible, and accelerated pathways that support student completion and career advancement.

Library Circulation/ Technician Services

ALL LOANS:

Overall, across both campuses and from all shelving locations, a total of **5,869** items were checked out to students between 7/1/2024 and 6/30/2025.

Includes:

- Books from any and all locations across both campuses
- And Periodicals

		2024	2024	2024	2024	2024	2024	2025	2025	2025	2025	2025	2025
Library Name (Active)	Loan Status	July	August	September	October	November	December	January	February	March	April	May	June
	Complete				1								
SLO LIBRARY	Inactive			1						1			
	Active	1	20	14	10	7	7	10	10	4	9	15	2
	Complete	104	601	392	418	276	154	327	313	197	336	163	144
NCC LIBRARY	Active		5	1	6	2	2	8	5	3	1		
	Inactive								1				
	Complete	78	296	162	254	222	91	151	157	197	186	344	160
Grand Total		183	922	570	689	507	254	496	486	402	532	522	306
		5,869											

COURSE RESERVES LOANS:

Across both campuses, a total of **3,938** Course reserve books were checked out to students between 7/1/2024 and 6/30/2025.

Includes:

- Course reserve textbooks only

	2024	2024	2024	2024	2024	2024	2025	2025	2025	2025	2025	2025
Library Name (Active)	July	August	September	October	November	December	January	February	March	April	May	June
NCC LIBRARY	12	174	93	88	44	34	99	98	61	76	41	62
SLO LIBRARY	73	523	429	405	262	110	298	270	178	230	162	116
Grand Total	85	697	522	493	306	144	397	368	239	306	203	178
	3,938											

TECHNOLOGY LOANS:

All technology loans across both campuses between 7/1/2024 and 6/30/2025.

Includes:

- Chromebooks
- WiFi hotspots
- Specialty Laptops

	2024	2024	2024	2024	2024	2024	2025	2025	2025	2025	2025	2025
Library Name (Active)	July	August	September	October	November	December	January	February	March	April	May	June
NCC LIBRARY	6	105	26	14	5	7	89	35	21	18	18	48
SLO LIBRARY	8	236	34	79	20	20	193	60	24	36	68	85
Grand Total	14	341	60	93	25	27	282	95	45	54	86	133
	1,255											

During the 2024–2025 academic year, Library Technicians played a critical role in supporting the operations and services of the Cuesta College Library. Their work ensured the continued maintenance, accessibility, and growth of the library’s physical and digital collections while supporting student access to essential academic resources. Library Technicians added over 1,500 new items to the collection and conducted a comprehensive inventory of more than 52,000 books, ensuring accuracy in cataloging and shelving through a systematic clean-up of call number labeling across all shelving locations.

Technicians also contributed significantly to the preservation and accessibility of institutional materials by digitizing and editing over 100 archival documents and textbooks for ADA compliance before uploading them to the library’s digital collections. In addition, they managed key student support services, including the checkout, inventory, maintenance, and waitlists for Chromebooks and hotspots, as well as coordinating the distribution of devices to distance education students outside the district.

Library Technicians oversaw the library’s Interlibrary Loan services and managed the functionality and troubleshooting of electronic resources such as databases and digital collections, ensuring consistent access to academic research materials. They also maintained course reserve services by manually monitoring course listings for updates and integrating these materials into the library website to allow students to easily locate course reserves using their CRN, course title, or instructor name.

In support of institutional reporting and compliance, technicians collected and reported key operational metrics—including circulation data, door counts, and financial expenditure information—for submission to the California Community College Library Consortium (CACCL) annual data report. Additionally, they updated training manuals and procedural documentation to support the onboarding and development of new library technicians and student employees.

Collectively, this work highlights the essential role Library Technicians play in maintaining library operations, supporting student access to technology and learning resources, and ensuring the accuracy, accessibility, and sustainability of the library's services and collections.

PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

1. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

The Cuesta College Library and Library/Information Technology (LIBT) Program actively advance the District's mission by promoting equitable access to information, fostering inclusive learning environments, and supporting student success and workforce development.

As a Hispanic Serving Institution committed to social equity, the Library ensures all students, regardless of background, modality, or socioeconomic status, have access to high-quality academic resources, technology, research support, and welcoming learning spaces. Collections, instruction, and services are intentionally designed to reflect diverse perspectives and promote critical information literacy, ethical use of information, and inclusive engagement.

Library Services are student-centered and focused on removing barriers to success through research assistance, embedded instruction, technology lending, course reserves, open educational resource (OER) support, Zero Cost Textbooks, and both in-person and online services. These efforts contribute to student persistence, retention, and completion. The LIBT Program complements this work by providing accessible, career-focused education that prepares a diverse workforce of library support professionals equipped with technical competencies, equity-centered service practices, and strong interpersonal skills.

Through innovation, community partnerships, and responsible stewardship of resources, the Library and LIBT Program remain responsive to evolving technologies, workforce needs, and student demographics. Collectively, they embody the College's

values of diversity, inclusion, access, kindness, collaboration, sustainability, and student success while contributing meaningfully to the achievement of institutional goals.

2. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives \(link\)](#), and/or operational planning initiatives.

Institutional Goal 1: Access

The program's fully online delivery model expands access; students from all parts of California and out-of-state are enrolled, which supports reducing geographic barriers. The flexible pacing accommodates students with work and family responsibilities, aligning with Objective 1A's intent to reach underrepresented and low-income students.

The age distribution data reveals that the LIBT program is a strong performer in serving students aged 50 and above. Across all fall terms from 2018 to 2024, the over-50 cohort represents a consistently substantial share of the unduplicated headcount. This directly aligns with Objective 1B, which calls for increased enrollment of community members 55 and older.

The program's demographics data show predominantly female (75-80%), Hispanic/Latino students making up a meaningful share (25-30%), and a large proportion of first-generation students.

Institutional Goal 2: Completion

The program offers three distinct credential pathways: the Associate of Science (AS) degree, the Certificate of Achievement (CA), and the Certificate of Specialization (CS), providing multiple on-ramps to completion that accommodate different student goals and time commitments. This diversity of pathways directly supports Measure 3 of Goal 2, which tracks students completing Chancellor's Office approved certificates.

The program's successful course completion data since 2021 is consistently above the overall college success rate (84-86%). Part of this success may be due to many of our students already working in the library field or entering the program with specific career goals- giving them strong completion motivation. Demographic data shows the majority of student reported goals were to earn a vocational certificate or associate degree, with only a small portion of students undecided.

Institutional Goal 3: Transfer

At this point, the LIBT A.S. is the primary final degree for library technicians in California. A Library Bachelor's degree has recently been approved by the Chancellors office and

faculty are exploring options to provide for transfer options for this degree or to create a Cuesta BS in Library Science.

Institutional Goal 4: Unit Accumulation

LIBT program courses are scheduled consistently to allow for degrees to be achieved within two to three semesters, thus reducing unit accumulation and time to degree.

Institutional Goal 5: Workforce

The program maintains an active Advisory Committee of San Luis Obispo and Santa Barbara County employers who help shape curriculum to meet current workforce needs. This employer partnership is a best practice for CTE programs and a direct mechanism for ensuring graduates meet the skills expectations of library and information management employers

The program's adult learner demographics suggest many students are already employed in libraries or related fields and are pursuing credentials for advancement rather than initial employment. This means the program's impact on median earnings (Objective 5A) and living wage attainment (Objective 5B) may be realized through wage advancement for current workers, not just new entrants. School districts such as San Luis Coastal Unified require a LIBT certificate or degree for hiring in their school library technicians, thus strengthening the program's ties to workforce development.

Institutional Goal 6: Facilities and Technology

The LIBT program both benefits from and contributes to the district's technology goals. The program's fully online delivery relies on the district's Canvas technology and the curriculum builds student technology competency. The LIBT program provides an introductory course for students new to online learning (DIST 101) and throughout the program students learn to manage information using both print and digital media, preparing them to support technology use in library settings. The Library Information Literacy Assignment, designed and published to Canvas Commons, is used by ENGL C1000 instructors to build students information literacy skills before completing research projects. In addition, the embedded librarian initiative integrates librarian support directly into the course environment so that students receive research assistance at the point of need, supporting in persistence, course success, and information literacy.

The San Luis Obispo and North County campus libraries circulate technology for student use including Chromebooks, hotspots, calculators, headphones, and chargers. Both libraries also provide open computer labs with access to the internet, software, scanning, printing and copying. These free technology resources bridge the gaps for students with limited access to devices and internet.

The San Luis Obispo campus library will soon benefit from a building remodel, improving the facilities to support student learning.

3. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

The Library/Information Technology program's learning outcomes are as follows:

- Develop and improve skills in the areas of library/information technology and web development technologies.
- Develop a greater understanding of library information technology or web development technologies, with an emphasis on career development, continuing education, or personal growth.

The library's learning outcomes are as follows:

A Cuesta College information literate student is one who should know or be able to do the following:

- Conceptualize and communicate a research topic or information need, and know when expert assistance is necessary.
- Synthesize material and evaluate whether information need has been successfully satisfied.
- Locate, use, and evaluate library and information resources relevant to class assignments and personal information needs.

The first PLO, developing skills in library/information technology and web development, helps students achieve both elements of ILO 6 Technical and Informational Fluency: locating and utilizing diverse sources effectively and ethically, and producing electronic documents using modern software and technology. The library's learning outcome, "locate, use, and evaluate it's back... library and information resources," further supports the ILO 6.

The second PLO, which names career development and professional growth as outcomes strongly supports ILO 1 Personal, Academic, and Professional Development.

ILO 2 Critical Thinking and Communication is supported through the library's learning outcomes; asking students to "synthesize materials and evaluate whether information need has been successfully satisfied" and conceptualizing and communicating a research topic. The PLO's are due for an update since they refer to the Web Technology certificate which has been retired and do not address emerging trends such as Artificial Intelligence literacy.

PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS
(Where applicable the success metrics are aligned with the Student
Success Metrics/SCFF).

Aggregated Data

For each metric:

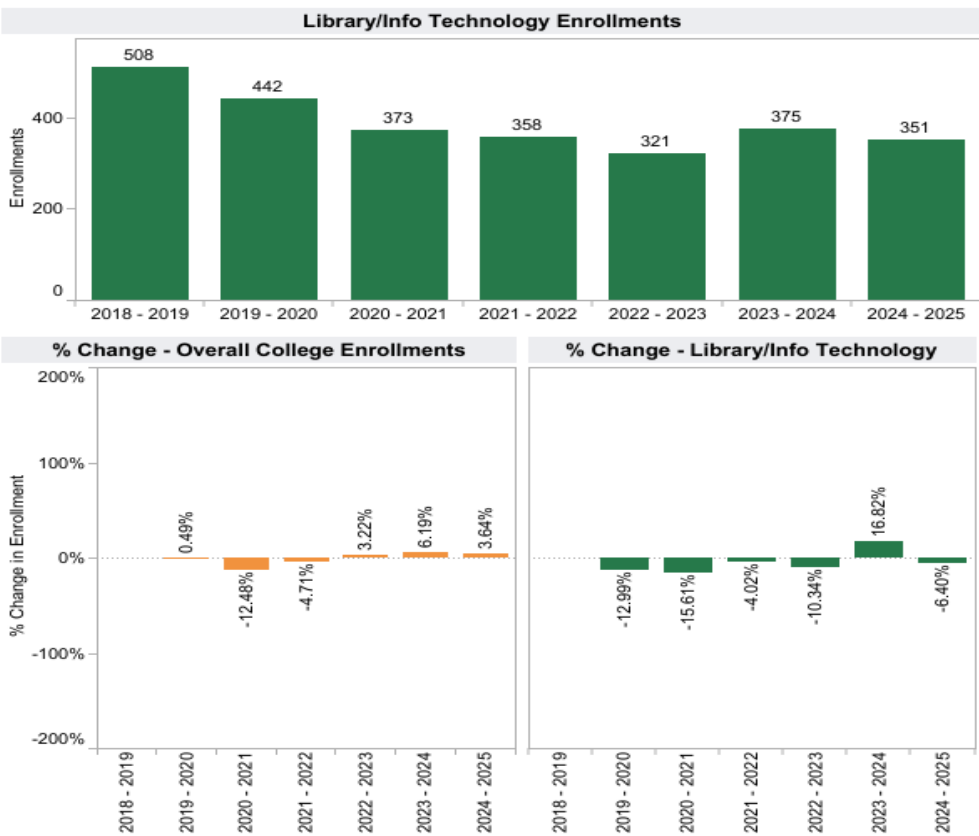
1. Click the hyperlink for each section and download the relevant aggregated data chart(s).
2. Insert the downloaded chart(s) and apply an alttext (How to Generate and Apply AltText (link))
3. Explain observed differences between the program and the college below the inserted data chart.

A. General Enrollment

- [General Enrollment \(link to Tableau dashboard\)](#)

SLOCCCD Program Review Data - Enrollment

Department: Library/Info Technology **Course:** All **Dual Enrollment:** All **Prison:** All
Region: All **TERM:** All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

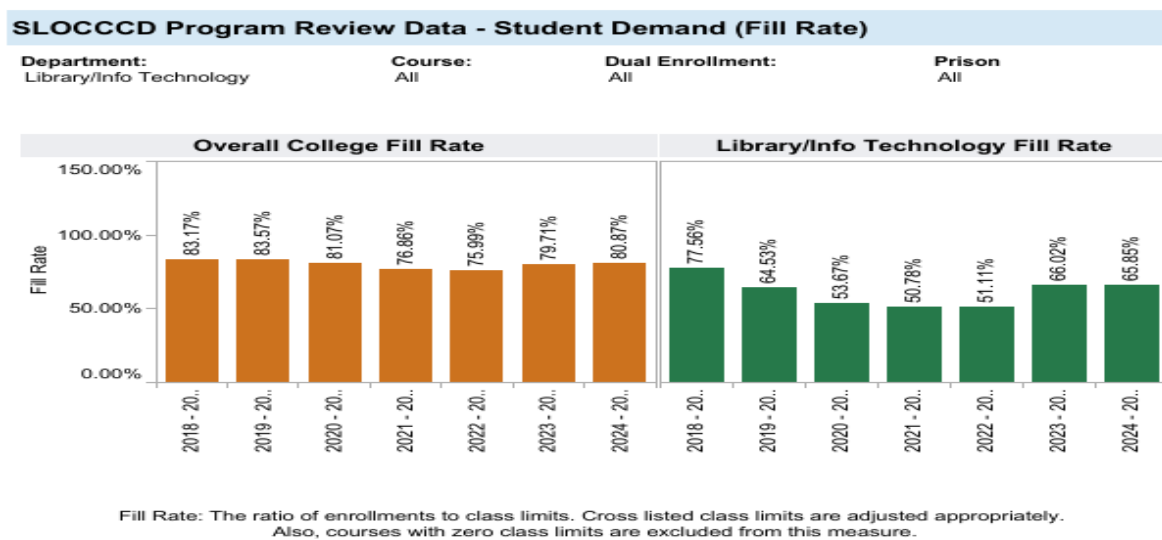
Library/Information Technology enrollments show a pattern of decline following the 2018–2019 peak of 508 students, dropping steadily through 2022–2023, where enrollments reached a low of 321. This mirrors the broader post-pandemic enrollment challenges experienced college-wide. Encouragingly, 2023–2024 reflected a notable rebound (16.82% growth), bringing enrollment to 375, before a modest decline again in 2024–2025 (351). While the program has demonstrated resilience and the ability to recover, overall enrollments remain below pre-pandemic levels, signaling the need for strategic adjustments to strengthen sustained growth.

Over the past three annual reviews, the program has consistently identified the need to update the curriculum for LIBT 212 and LIBT 213. Both courses have historically enrolled at lower levels, and review of their Course Outlines of Record (CORs) indicates significant overlap in content, which may unintentionally position them as competing offerings rather than complementary pathways. In addition, scheduling patterns have not always been intentionally aligned to maximize student access and demand.

Updating the CORs to better differentiate course content, clarify learning outcomes, and align with current industry and transfer expectations will be a priority for the next academic year. Alongside curriculum revision, the program will implement more intentional scheduling strategies to reduce internal competition, better match student demand, and support improved enrollment stability in these courses. These combined efforts are expected to strengthen program coherence, improve student clarity in course selection, and contribute to more consistent enrollment growth moving forward.

B. General Student Demand (fill rate)

- [General Student Demand \(link to Tableau dashboard\)](#)



The overall fill rate for Library/Information Technology has improved over the past two academic years, rising from a low of approximately 50–51% in 2020–2022 to 66.02% in 2023–2024 and 65.85% in 2024–2025. This improvement is largely attributed to intentional scheduling, including the discontinuation of consistently low-enrolled Web Technology courses.

By streamlining offerings and aligning sections more closely with student demand, the program has increased efficiency and reduced underfilled classes.

Despite this progress, low enrollment remains concentrated in LIBT 212 and LIBT 213. Faculty have identified several contributing factors, including overlap in the Course Outlines of Record (CORs), unclear differentiation of target audiences, and limited visibility in advising pathways. To address these concerns, the division will be exploring the following strategies during the next academic year:

Comprehensive Curriculum Review and COR Revision

Faculty will conduct a side-by-side review of LIBT 212 and LIBT 213 to reduce content overlap and more clearly distinguish course objectives. Revisions will clarify whether each course is designed primarily for LIBT majors, non-majors, or career upskilling students. Updated CORs may incorporate competencies such as AI literacy, ethical information use in emerging technologies, and applied digital research skills to better align with workforce and transfer expectations.

Intentional Scheduling Strategy

The courses may be sequenced or rotated strategically (e.g., alternating semesters or offering one in fall and one in spring) to reduce internal competition and concentrate enrollment. Enrollment trends will be monitored prior to census to determine whether additional schedule adjustments are needed.

Advising and Pathway Alignment

The department will work with Academic Advising to review program maps, degree audits, and educational plans to ensure LIBT 212 and LIBT 213 are clearly positioned within certificate and degree pathways. Faculty will provide updated course descriptions and guidance to support accurate advising conversations.

Targeted Outreach and Visibility

Course descriptions and promotional language will be refined to emphasize relevant and timely topics, such as AI literacy, digital research strategies, and career-aligned technology skills. Opportunities for cross-disciplinary collaboration or increased visibility through counseling communications will also be explored.

Ongoing Data Review

Enrollment and fill rate data will continue to be reviewed each term to assess trends and inform future decisions regarding modality, frequency, and course offerings.

Through curriculum modifications, improved alignment, and thoughtful scheduling, the department aims to strengthen course distinctiveness and support sustainable enrollment growth.

C. General Efficiency (FTES/FTEF)

- [General Efficiency \(link to Tableau dashboard\)](#)

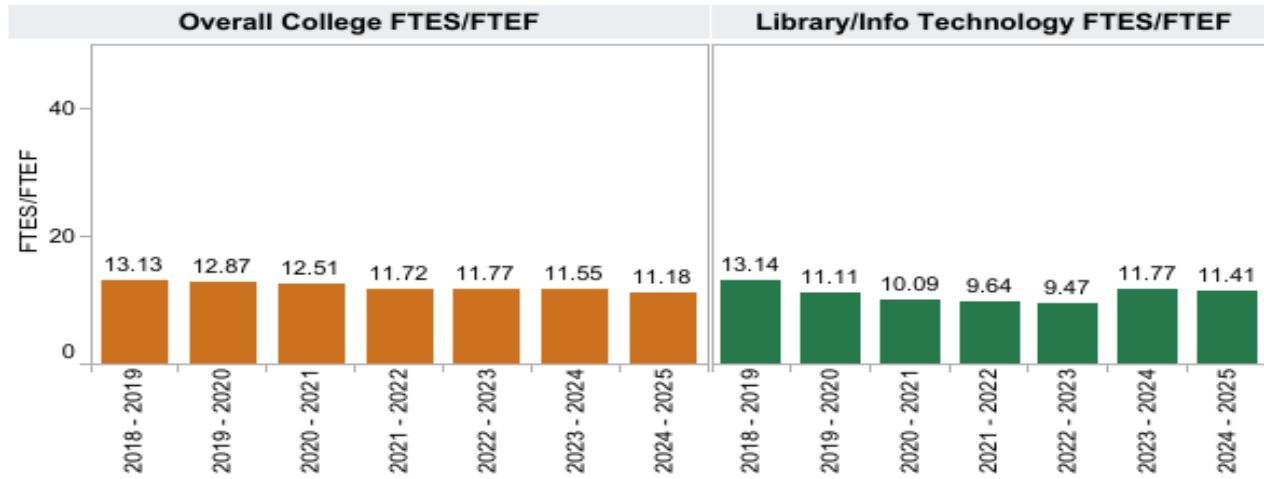
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Library/Info Technology

Course:
All

Dual Enrollment:
All

Prison:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The Library/Information Technology (LIBT) program demonstrates strong instructional efficiency. Across the seven-year review period (2018–2019 through 2024–2025), LIBT’s efficiency has consistently remained comparable to or above the overall college average. Notably, in 2018–2019 the program slightly exceeded the college rate (13.14 vs. 13.13), and after several years of pandemic-related declines, LIBT rebounded to 11.77 in 2023–2024 and 11.41 in 2024–2025, again performing above the overall college rates of 11.55 and 11.18 respectively.

D. Student Success – Course Completion by Modality

- [Student Success—Course Completion by Modality \(link to Tableau dashboard\)](#)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Library/Info Technology

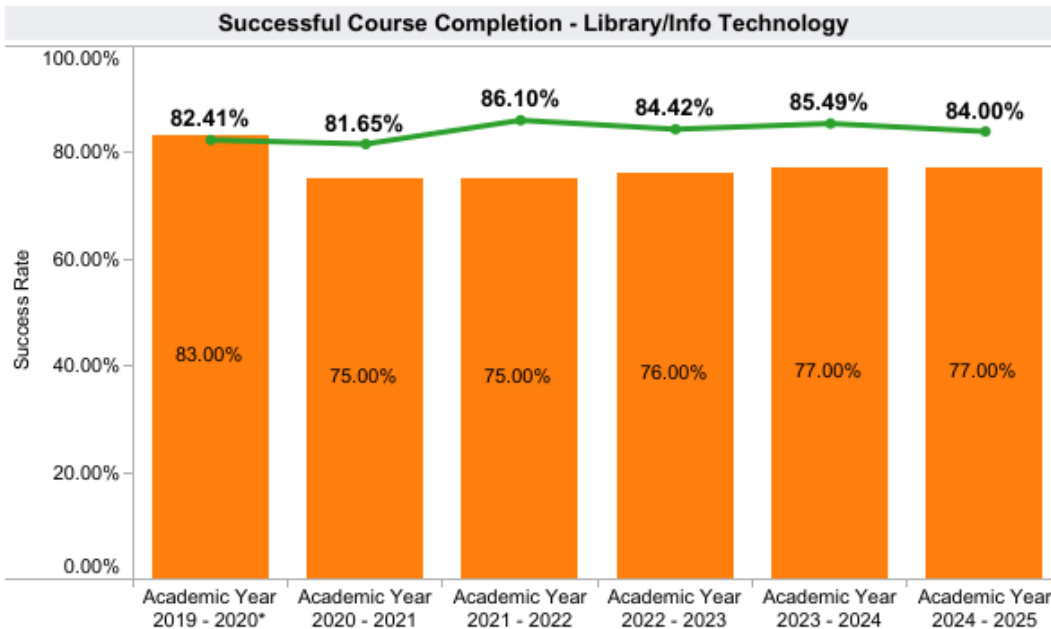
TERM
All

Measure Names

Department Success Rate

Overall College Success Rate

COURSE
All



	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024	Academic Year 2024 - 2025
Department Success..	82.41%	81.65%	86.10%	84.42%	85.49%	84.00%
Total Enrollments	442	379	367	321	380	353

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

Since 2021, the Library/Information Technology (LIBT) program has demonstrated consistently strong course completion rates, ranging between 84% and 86%, and remaining well above the overall college success rate (which has averaged approximately 74–77% during the same period). Most recently, the program reported an 83.91% success rate in 2024–2025, continuing to outperform the institutional average.

This sustained level of achievement reflects both instructional effectiveness and the characteristics of the student population served. A significant portion of LIBT students are already working in library settings or enter the program with clearly defined career goals in the field. This professional alignment appears to contribute to strong motivation, persistence, and course completion.

Demographic and goal data further support this trend, showing that the majority of students report their educational objective as earning a vocational certificate or associate degree. Only a small percentage of students identify as undecided in their academic goals. This clarity of purpose likely strengthens engagement and follow-through, positively impacting overall success rates.

Overall, LIBT course completion data reflects a focused, career-aligned student population combined with effective program design and instruction, contributing to outcomes that consistently exceed the college average.

E. Degrees and Certificates Awarded

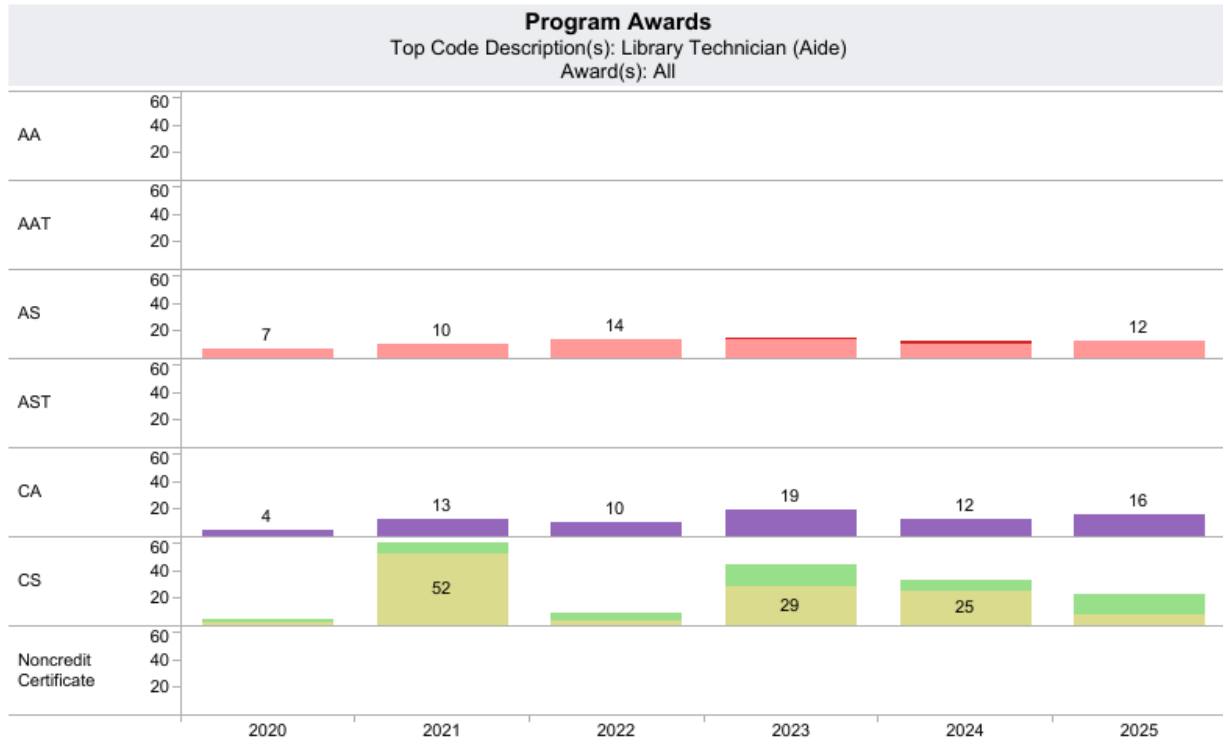
- [Degrees and Certificates Awarded \(link to Tableau dashboard\)](#)

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Library Technician (Aide)

Award Type:
All

Area of Study:
All



Program Awards Table		2020	2021	2022	2023	2024	2025
AS	Library Technology (AS)				1	2	
	Library/Information Tech (AS)	7	10	14	14	10	12
	Total	7	10	14	15	12	12
CA	Library/Information Tech (CA)	4	13	10	19	12	16
	Total	4	13	10	19	12	16

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

The Library/Information Technology (LIBT) program consistently awards degrees and certificates each year and has returned to pre-pandemic completion levels following the decline during COVID.

Associate of Science (AS) degree awards increased from 7 in 2020 to 14 in 2022 and 2023, and have remained steady at 12 awards in both 2024 and 2025. Certificate of Achievement (CA) awards rose from 4 in 2020 to a high of 19 in 2023 and remain strong at 16 in 2025.

Although awards fluctuated during the pandemic years, the program has stabilized and continues to support a consistent number of completers. These outcomes align with strong

course completion rates and a student population primarily focused on earning certificates or degrees.

Overall, LIBT demonstrates steady program-level completion and continued recovery and stability in award attainment.

F. General Student Success – Course Completion

- [**General Student Success – Course Completion \(link to Tableau dashboard\)**](#)

SLOCCCD Program Review Data: Successful Course Completion

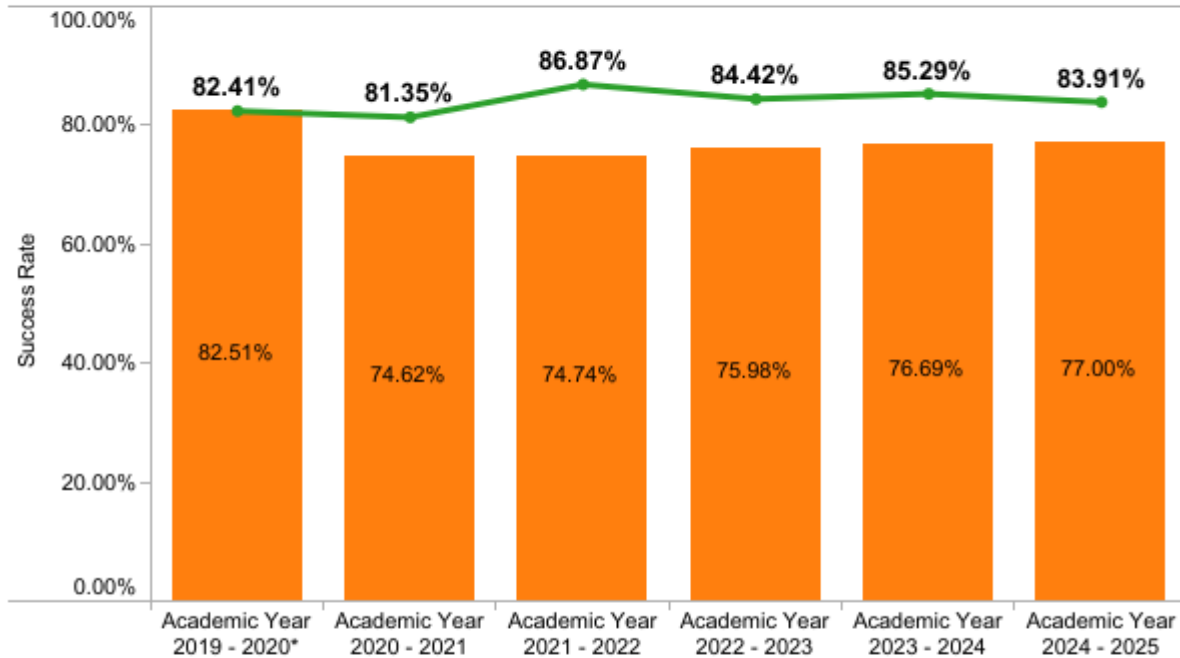
Select Department:
Library/Info Technology

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

COURSE
All

Successful Course Completion - Library/Info Technology



Library/Info Technology Success Rate Table

	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024	Academic Year 2024 - 2025
Department Success..	82.41%	81.35%	86.87%	84.42%	85.29%	83.91%
Total Enrollments	442	373	358	321	375	351

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

For this metric, please also compare to the [Institutional Set Standards](#) of Achievement. If your program did not meet the Institutional Set Standards, please describe how you implement activities to meet the Institutional Set Standards.

Cuesta College’s Institutional Set Standards of Achievement establish minimum benchmarks for course success, retention, and completion to ensure students are progressing toward their educational goals. For the most recent review cycle, the LIBT/Library program met and, in several areas, exceeded the Institutional Set Standards. Course success and completion rates remained above the college’s overall averages, demonstrating strong student performance and persistence within the program.

- a. What resources might you need to meet and exceed the Institutional Set Standards?

n/a

Disaggregated Data

- 1. Review the [Disaggregated Student Success Charts \(link\)](#); 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.

2.

Semester	Sp	24		Su	24		Fa	24	
Location	SL	NC	Total	SL	NC	Total	SL	NC	Total
Hot Spot	99	85	184	22	25	47	102	65	167
Chromebook	182	123	305	37	34	71	179	102	281
Laptop	22	0	22	2	0	2	18	0	18

3.

- a. The Learning Resource Center (LRC) continues to play a critical role in meeting student technology needs and helping to close equity gaps across campuses. Data from Spring, Summer, and Fall 2024 demonstrate consistently high usage of technology lending services, particularly Chromebooks and Hot Spots. Chromebook loans were the highest across all terms (305 in Spring, 71 in Summer, and 281 in Fall), followed by significant Hot Spot usage (184 in Spring and 167 in Fall), indicating strong student reliance on internet access and devices

to complete coursework. Services were utilized at both the SLO and North County campuses, reflecting equitable access across locations.

- b. By providing essential technology resources—including laptops, Chromebooks, and internet Hot Spots—the LRC reduces barriers related to digital access, supports online and hybrid learning, and ensures students who may lack reliable technology at home are able to fully participate in their academic programs. This ongoing support directly advances institutional equity goals by promoting access, persistence, and student success.
- c.
- d. The following are some questions you might want to consider:
 - i. What strategies have you implemented to address equity gaps in the classroom?
 - ii. What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
 - iii. What resources might you need to minimize equity gaps?

[Insert Narrative]

Disaggregated course success data reveals meaningful equity gaps for several student subpopulations within the LIBT program. Students identified as **academically disadvantaged** succeed at a rate of 64.46%, representing an 18-point gap below the program average, while **Promise grant** recipients and **Black/African American students** succeed at 70.51% and 70.80% respectively- gaps of approximately 12 points. **Male students** and students placing below transfer level in English or math also show success rates 6–8 points below average. While the LIBT program represents a relatively small portion of total Cuesta enrollment, the program is nonetheless committed to ensuring equitable outcomes for all students regardless of sample size and will continue to track these populations as data accumulates.

At the same time, the data reveals important strengths: **CalWORKS** and **EOPS students** succeed at 93.10%, **veterans** at 86.67%, **students over 50** at 88.06%, and **first-generation students** at a rate nearly identical to their non-first-generation peers. These outcomes suggest that when structured support and proactive engagement are in place, the program's fully online, flexible model is highly effective for underserved populations.

To address identified gaps, the program has expanded ZTC/OER to reduce financial barriers for low-income students, proactive outreach, and communication with students showing early signs of struggle. Faculty are actively engaged in equity-focused professional development including the JEDI Academy, culturally responsive teaching workshops, and discipline-specific conferences with an equity focus.

The program identifies expanded technology access, specifically the Chromebook and hotspot loan program, as a critical resource need for students facing the financial and access barriers that correlate with lower success rates.

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.

[Insert Narrative]

PROGRAMS AND CURRICULUM REVIEW

Programs Review

1. Review the CurriQunet “Program of Study” outline for all programs and certificates that were active at the time of the last CPPR. Indicate yes or no in each column and include a year if applicable. Enter N/A where not applicable.

During the reporting period, the Library/LIBT program experienced a period of leadership transition. The division operated under the guidance of an interim division chair from outside the department while the program transitioned from a faculty chair structure to a management director model. Due to this interim leadership and vacancy during the transition, the department was not able to maintain the full scope of curriculum and program review activities typically conducted during the cycle. With the appointment of a permanent management director beginning in Spring 2026, the department will be positioned to reestablish regular curriculum review processes and move forward with updating program and course outlines in CurriQunet during the upcoming academic year.

Program/Certificate Title	Active (yes/no)	New since last CPPR (year)	Modified since last CPPR (year)	Deactivated since last CPPR (year)
Library/Info Technology Associate in Science	yes	No	Yes (2023)	No
Library/Info Technology Certificate of Achievement	yes	No	Yes (2023)	No
Library/Info Technology Certificate of Specialization: Library Services to Children	yes	No	No	No
Library/Info Technology Certificate of Specialization: Searching and Researching Strategies	yes	No	No	No

Library/Info Technology Certificate of Specialization: Web Page Coding	yes	No	No	No
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The modifications since the last CPPR include retirement of LIBT 215 and the addition of LIBT 222 to the program’s Associate of Science and Certificate of Achievement requirements. The program is in the process of deactivating the Certificate of Specialization in Searching and Researching Strategies.

- For all Currently Active Programs/Certificates, review the CurrIQunet “Program of Study” outline for each **active** program/certificate and complete the table by indicating yes or no in each column.

If any answers are “no” for a program, please enter a date within the next program review cycle by which the outline will be updated into the “Update Due Date” column.

Program/Certificate Title	Required courses and electives accurate	Program description current	Program Learning Outcomes are accurate and include method of assessment	Update Due Date (MM/DD/YYYY)
Library/Info Technology Associate in Science	Yes	Yes	Yes	
Library/Info Technology Certificate of Achievement	Yes	Yes	Yes	
Library/Info Technology Certificate of Specialization: Library Services to Children	Yes	Yes	Yes	
Library/Info Technology Certificate of Specialization: Searching and Researching Strategies	Yes	Yes	Yes	
Library/Info Technology Certificate of Specialization: Web Page Coding	No			09/30/2026

The program is in the process of deactivating the Certificate of Specialization in Searching and Researching Strategies. The courses required for this certificate are no longer active.

Curriculum Review

Complete the Curriculum Review Worksheet (found in the **Current Year’s IPPR Document** folder) and submit the form with your CPPR.

Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

What is the purpose of the worksheet? Completing the worksheet provides evidence that the curriculum (including course delivery modalities) have been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that you have reviewed that the entries on the course outline of record (CurriQunet format) are appropriate and complete.

PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

1. Insert the assessment calendar for your program for the next program review cycle below (you can also attach it to this document and reference the page below).

LIBT Timeline of Learning Outcome Assessment													
Course													
LIBT 201			yes			X		yes	yes			X	
LIBT 204			yes		yes			yes			X		
LIBT 205		yes		X			X			X			x
LIBT 207			yes	yes	yes	yes	yes	yes			0	0	0
LIBT 208			yes			X			X			x	
LIBT 209			yes			X			x			X	
LIBT 210			yes	yes	yes	yes	yes	yes			X		

LIBT 212				yes	yes	yes	yes	yes	yes	yes			x	
LIBT 213				x				x		yes			x	
LIBT 214		yes			yes			x		yes			X	
LIBT 215			x			X			X			0	0	0
LIBT 217			yes		x	yes			yes			x		
LIBT 218			O			x			x	yes		x		
LIBT 220			yes	yes	yes	yes	yes	yes						
LIBT 221										X			X	
LIBT 222											X			x
DIST10 1		x			x			x		Yes			x	
	201 4	201 5	201 6	201 7	201 8	201 9	202 0	202 1	202 2	202 3	202 4	202 5	202 6	202 7
x planned														
yes course evaluated														
0 discontinued														

2. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

No, the division has not completed all course assessments in eLumen during this program review cycle. During this period, the division was led by an interim chair from outside of the Library division, and comprehensive coordination of the assessment cycle was not fully implemented or prioritized. As a result, some course assessments were not entered or completed within the expected timeline.

The division is currently in the process of recruiting a permanent management director. Once in place, the director will work with faculty to establish a clear, organized assessment schedule to ensure all courses are assessed and documented in eLumen within the designated cycle. This will include developing a structured assessment calendar, clarifying roles and expectations, and providing training and support to faculty on eLumen processes to ensure consistent and timely completion moving forward.

3. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs (you can also attach it to this document and reference the page below).

4. Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes (you can also attach it to this document and reference the page below).

5. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

[Insert Narrative]

6. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet \(link\)](#) and review the [Resource Allocation Rubric \(link\)](#).

[Insert Narrative]

PROGRAM DEVELOPMENT

1. Indicate how the program supports efforts to achieve any of the following:
 - Institutional Goals and Objectives (*may have been addressed previously*)

- Institutional Learning Outcomes (*may have been addressed previously*)
- Program outcomes

Addressed previously.

2. Indicate any anticipated changes in the following areas

- Curriculum and scheduling
- Support services to promote success, persistence and retention
- Facilities needs
- Staffing needs/projections

Curriculum and Scheduling:

Faculty have mentioned the need to take a closer look at the PLOs to consider if they need updating. The LIBT 210 course faculty are interested in updating the SLOs. There has been discussion around DIST 101 and whether it should be kept as a program requirement or considered as an elective. In addition, faculty would like to explore ways to promote the program and specific classes (LIBT 212, LIBT 213) to more educational pathways.

The Faculty would like to ask for collaboration time in face to face settings that would allow us to update the PLO's, SLO's and course alignments with classes such as 212, 213, Dual enrollment and other collaborative opportunities.

In addition to promoting specific courses within the Cuesta pathways, the program recognizes an opportunity to expand community awareness of the LIBT pathway to local residents, particularly among San Luis Obispo County residents who do not hold an associates degree. Outreach efforts emphasizing the program's fully online delivery, flexible pacing, and affordable pathway to a career in library and information services could meaningfully contribute to both enrollment growth and the college's broader access and equity goals.

Support services to promote success, persistence and retention:

The Library division supports student success, persistence, and retention by strengthening access to academic support services and improving the way student engagement is tracked and assessed. During the 2024–2025 program year, the division implemented the ConexEd student platform to enhance student contact tracking, streamline service coordination, and improve reporting capabilities. This implementation supports more intentional follow-up, clearer documentation of student interactions, and improved responsiveness to student needs.

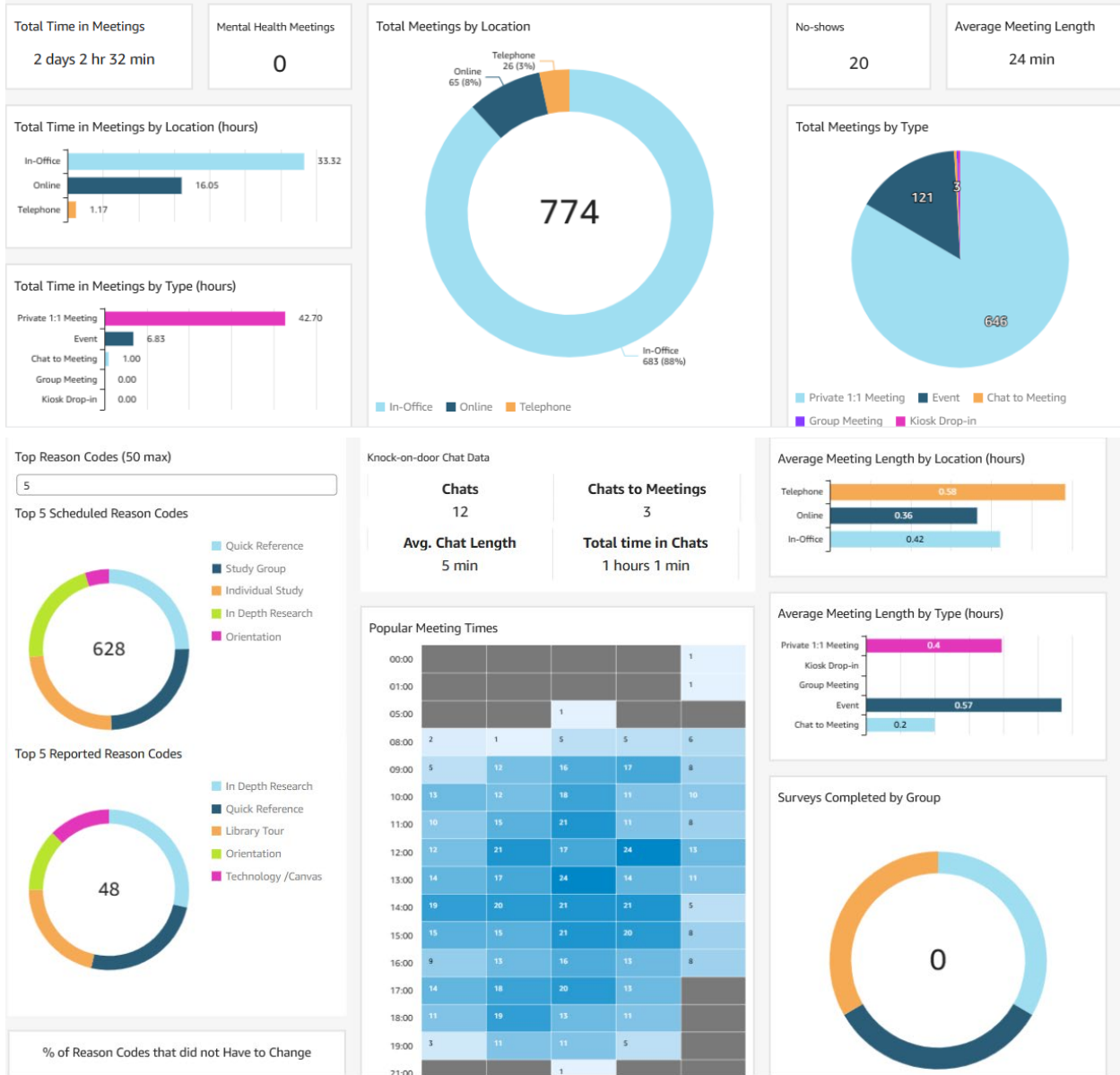
Additionally, the division transitioned away from the traditional gate count model and adopted more comprehensive methods for tracking student engagement and service usage. This shift

allows for more accurate data collection and meaningful analysis of how library services directly support student learning and academic progress.

The data from this first year of implementation establishes a new baseline and has already demonstrated significant growth as the division entered the 2025–2026 academic year, reflecting increased student engagement and stronger alignment with institutional priorities focused on student success and retention.

The following ConexEd data reflect documented student contacts for both the SLO and North County Campus (NCC) libraries during the first year of implementation. These data establish a new baseline for tracking student engagement and provide a more accurate representation of direct student interactions, service utilization, and follow-up support. As the division continues refining data entry practices and expanding platform usage, this baseline will inform future goal setting, resource allocation, and strategies to strengthen student success, persistence, and retention.

Static Visualizations



The library circulates Chromebooks and hotspots to students in need of access to technology. In order to strengthen equitable access by reducing barriers, the program supports expanding this loan program to ensure that students have access to the technology required for course completion. In addition, the program supports expanding access to textbooks through creative solutions for course reserves and OER promotion. These initiatives are particularly important for the population of first-generation students, and socioeconomically challenged students who disproportionately face technology and textbook cost barriers.

The Educational Master Plan (26-30) specifically mentions "expanded tutoring services, extended library hours, and a renewed focus on credit for prior learning will benefit working adults, veterans, and re-entry students." Embedding librarians in Canvas courses is a proactive student engagement strategy that puts support at the point of need. The library program supports extending library services, hours, and embedded support to impact student success.

The library recognizes that its greatest impact is not limited to students who walk through its doors or enroll in the LIBT program. Increasingly, the library's role is to bring its services, expertise, and resources directly into the spaces where students are already learning. The library currently provides research instruction visits to classrooms and supports new student orientations, and is actively working to expand its embedded librarian presence across Canvas courses in multiple disciplines. The library will also explore the development of virtual and asynchronous research support tools that extend library assistance beyond physical hours and locations, ensuring that students in fully online courses have the same quality of library support as students on campus.

Facilities Needs: The library physical space will be reworked in 2025/26 and the department will be focusing on the following key areas during and after construction:

- space for student study and collaboration at various noise levels (Study room, Family Study Room, and tables)
- access to librarian reference services (Reference desk)
- access to textbook (Reserves) and research materials (Bookstacks)
- sufficient work area for processing of library materials and technology (Tech Services)
- safe storage and access for Cuesta archival materials (College archive)
- teaching space for library workshops and orientations (classroom/space for 40 students)
- Sustain the Children's Corner as a vital, high-traffic asset to our facility.

Strengthen the alignment between our Library Tech Program certificate curriculum and the physical library spaces and services provided by our college library. This initiative embodies a "practice what we teach" philosophy, ensuring all Cuesta students, faculty, and the broader community have access to high-quality educational resources and services in a supportive and welcoming, accessible environment. For example, the success of our Children's Corner model demonstrates the viability and value of this approach as a school library model.

- Flexible and collaborative spaces reflecting a welcoming, modern, and adaptable library environment for all.
- Modern equipment for teaching digital literacy and information management.

- Accessibility features and Universal Design principles that teach and model inclusive services and educational resources
- Staffing needs/projections:

One anticipated change that has the potential to impact several areas is the addition of a Director of Library and Distance Education. Under the leadership of this director, faculty will likely meet more frequently to analyze curriculum and scheduling, support services, facilities needs, and staffing. The LIBT/Library department will also be combined with Distance Education and OER and moved under the Office of instruction. The department has been without a Division assistant for several months, and looks forward to a rehire with the additional duties of the combined departments.

The program supports exploring increased staffing to address two converging institutional needs identified in the EMP 2026-30: extended library hours to support student access and engagement, and the growing demand for online library services as distance education enrollment continues to expand. As the number of Canvas courses and online students increases, so does the need for librarians who can provide embedded instruction, research support, and information literacy services in digital environments. Adequate staffing in both areas is essential to closing the equity gaps in access, success, and support that the EMP identifies as a central institutional priority.

3. Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

A new strategy for increased FTES goals that has been suggested by the Curriculum Committee to LIBT faculty is to offer a Bachelors of Science in Library Science. This is one of the few programs allowed to be developed statewide by college districts. Conversations are starting with faculty to assess what the process would be to achieve this goal and how it would affect staffing needs.

END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment \(link\)](#) with your Dean before May 23, 2025.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing their name.

All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Position/Title	Name	Signature	Date
Dean	Mia Ruiz		3/10/2026
Full-time Faculty	Carina Love	 <small>Carina Love (Mar 10, 2026 15:07:30 PDT)</small>	Mar 10, 2026
Full-time Tenure Track	Michelle Hopper	 <small>Michelle Hopper (Mar 10, 2026 14:55:21 PDT)</small>	Mar 10, 2026

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (If Applicable)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: [Faculty Prioritization Process Handbook \(link\)](#)

Applicable Signatures (add other lines and positions/titles as needed):

Position/Title	Name	Signature	Date
<i>Vice President/Dean</i>			
<i>Division Chair/Director/Designee</i>			

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.









Instructional Comprehensive Program Planning and Review (CPPR)LIBT_FINAL

Final Audit Report

2026-03-10

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