

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

CURRENT YEAR: 2017-2018

PROGRAM: LIBRARY TECH

CLUSTER: VPAA

LAST YEAR CPPR COMPLETED: SPRING 2015

NEXT SCHEDULED CPPR: SPRING 2019

CURRENT DATE: 3/1/2017

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

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

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

This APPW encompasses the following degrees and/or certificates:

Associate in Science (AS) - Library Technology (AS)

Certificate of Achievement (CA) Library/Information Technology

Certificate of Specialization (CS) Search/Research Strategies

Certificate of Specialization (CS) Library Services to Children

Certificate of Specialization (CS) Web Page Coding

GENERAL PROGRAM UPDATE

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

Significant changes to our LIBT program since last year:

For the Fall 2016 semester, we totally revised our mandatory orientation for incoming LIBT students in the LIBT 201 Introduction To Library Services course. This has always been our "gateway" class for the program and has always included a mandatory orientation. That orientation has evolved over the 10 years our program has been totally distance education: from required in-person attendance to a more recent choice between two modalities--either in-person attendance or virtual synchronous attendance via a webinar program. (Programs used have included Adobe Connect and CCCConfer.) For the August 2016 session, we decided to move solely to a virtual offering, thus eliminating the requirement (possibly a barrier) for in-person attendance.

LIBT faculty spent time during the summer testing the free Confer Zoom platform, offered through the Chancellor's office. We conducted our new Welcome Session the 2nd week of the Fall semester, in the evening, to maximize access for students. About 16 students attended. Also participating in the Welcome webinar was the LIBT counselor liaison. Feedback from both students and our faculty was very positive

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In response to a need to increase efficiencies in our enrollment, this year we have waived the required prerequisite which was previously in place for students to have completed or to be concurrently enrolled in our introductory course LIBT 201 Introduction To Library Services course before enrolling the other core courses. One benefit to this change is that those potential students who are looking for single courses for continued education enrichment or skills-updating are now able to enroll in a course without having to apply for a waiver of the pre-requisite.

LIBT Faculty attended various professional education sessions including in-person conferences (California Library Association Annual Conference, California School Library Association Annual Conference) and many virtual webinar training sessions (WorldShare, OCLC, Films on Demand) in order to stay abreast of current developments in the field.

One of the main textbooks utilized in five of our required, core LIBT courses (and co-authored by one of our LIBT faculty) has come out in a new 3rd edition (paperback and ebook) and has been adopted for those classes. This allows our students a current text that closely aligns with our curriculum.

The LIBT faculty continues to pursue recognition of our program as meeting the competencies required for the new industry-wide Library Support Staff Certification (LSSC) sponsored by the American Library Association (ALA). Program recognition entitles graduates of the program to be certified by the ALA. To date, forms for 4 of the 6 core courses required for the program certification application have been completed. Target date for submitting the entire program application is April 2017. Receipt of this certification will be a helpful promotional tool for our LIBT courses and will allow prospective Cuesta LIBT students working in California public library support positions to apply for tuition reimbursement for our courses.

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

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In addition to other data that is relevant to your program, institutional program data is available on the [SLOCCCD Institutional Research and Assessment Program Review Data Dashboard site](#). Please paste the charts into this document, and respond to the prompts for each data element. Please also comment on your program's data and how it compares to the overall college data. Take time to work with your faculty to review the disaggregated data. Several measures can be "drilled down" to reveal differentiated results based on location, modality, ethnicity, age, gender and so on. This disaggregated data can reveal a great deal about your program's effectiveness.

Note: 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.

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General Enrollment (Insert Aggregated Data Chart)

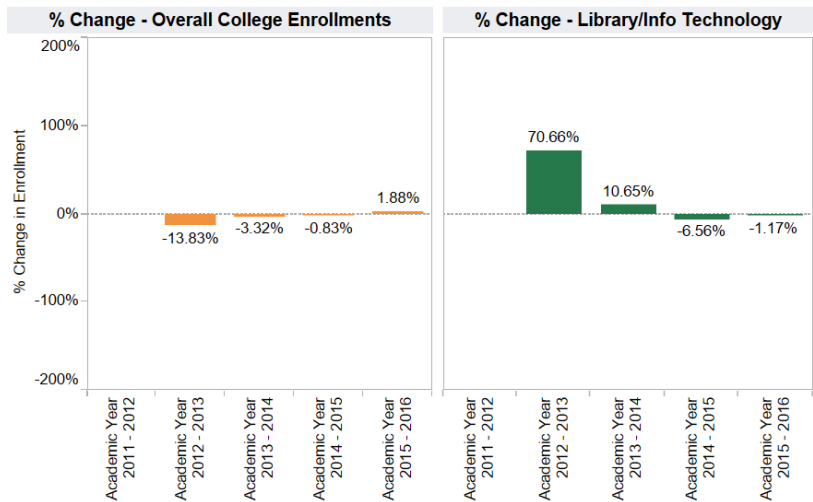
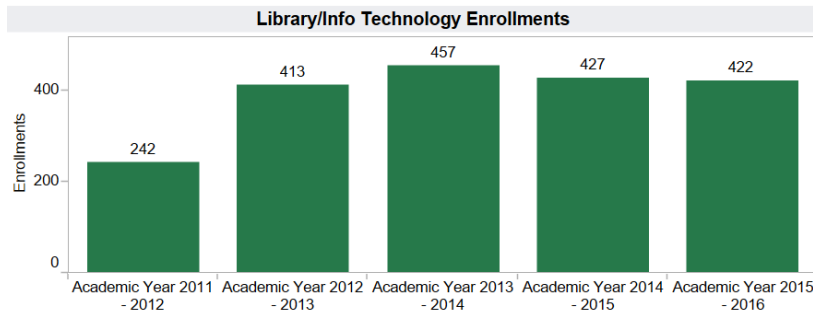
[Disaggregated Enrollment Data](#) (review analytically to determine if different populations are impacted)

- List the previous year’s projection and current year’s projection for enrollment (*i.e. increase, decrease, remain the same*).
- List the trend (*i.e. increasing, decreasing, same*).
- List contributing factors to the trend.
- Are different demographic groups underrepresented in your enrollment figures? What might be causing this? How can it be addressed?
- What strategies will be employed to meet the current year’s projection?

SLOCCCD Program Review Data - Enrollment

Department:
Library/Info Technology

Course:
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.

Enrollment in LIBT courses is stable over the past two years, though it has declined from a peak in 2013-14. The peak enrollment in 2013-14 is a result of offering several courses more frequently that year, as we endeavored to find a course offering pattern that would meet the needs of students. Over the four-year period, overall college enrollment declined each year until making a slight gain in 2015-16.

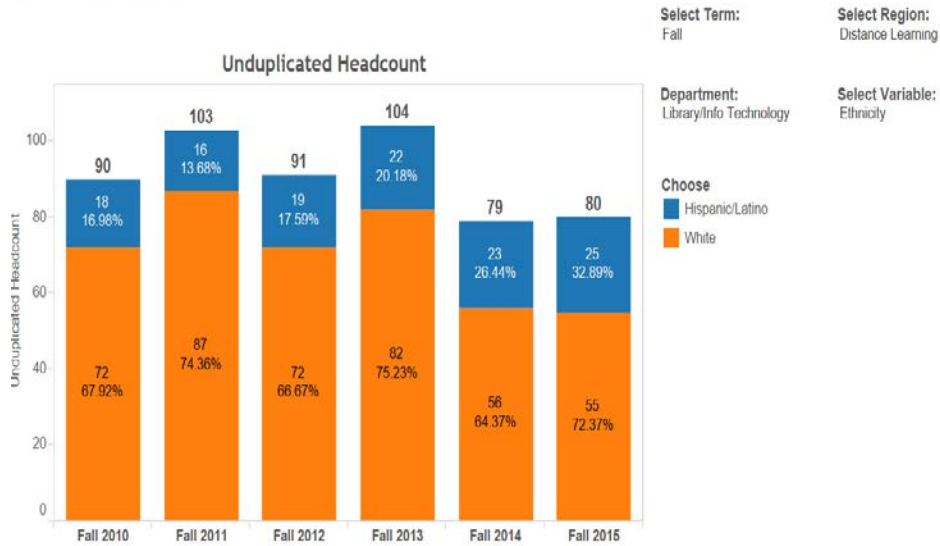
We have now removed the previous pre-requisite of LIBT 201 for our core courses in an effort to increase access and efficiency. The current pattern of course offerings provides a reasonable pathway to a degree or certificate; it also enables a potential student to enroll for a stand-alone course without the barrier of a pre-requisite. This is appealing for those wanting specific skills updating or continuing education, not a full certificate or degree.

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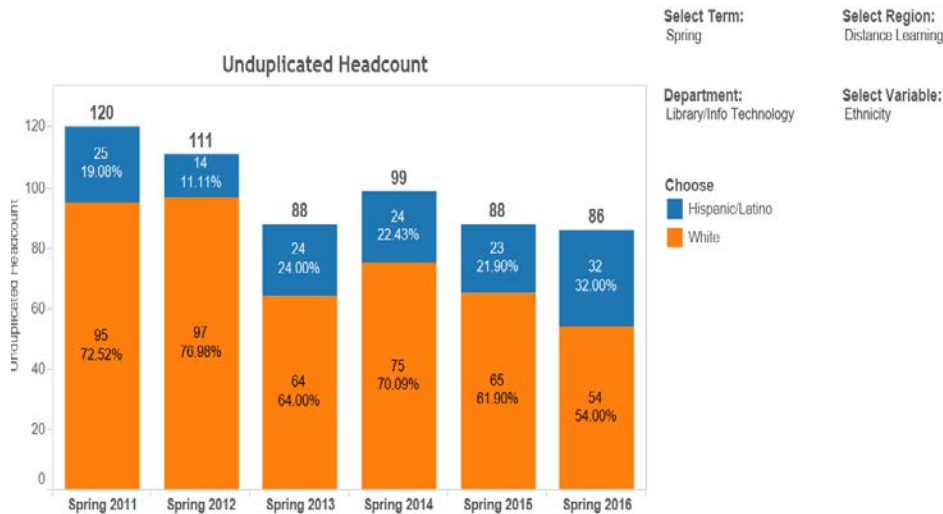
With this elimination of the 201 prerequisite, we expect modest growth, about 1% per year.



Student Characteristics and Enrollment Trends



Student Characteristics and Enrollment Trends

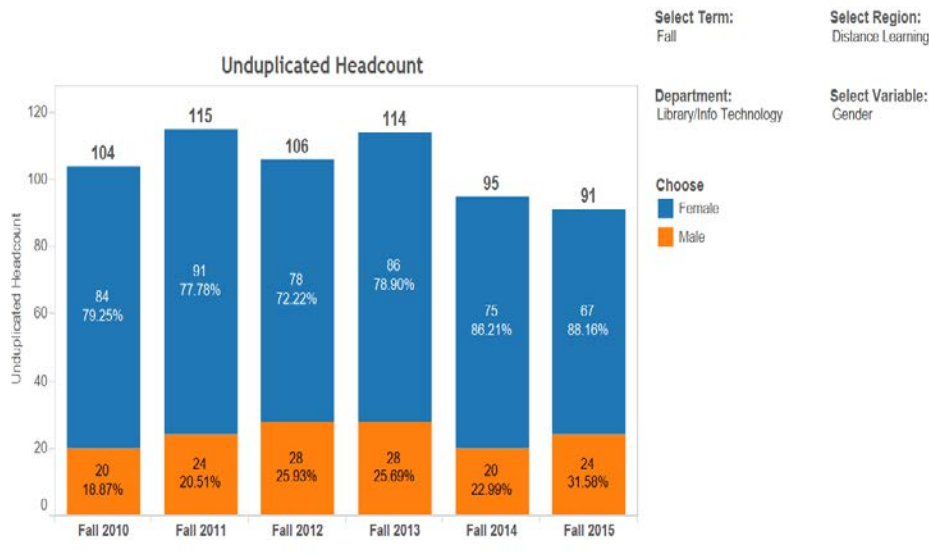


In 2015-16 the LIBT program reached an all-time high with 32% Hispanic enrollment. This level remained consistent from fall (32.89%) to spring (32%), and is very close to the overall percentage of Hispanic students at Cuesta.

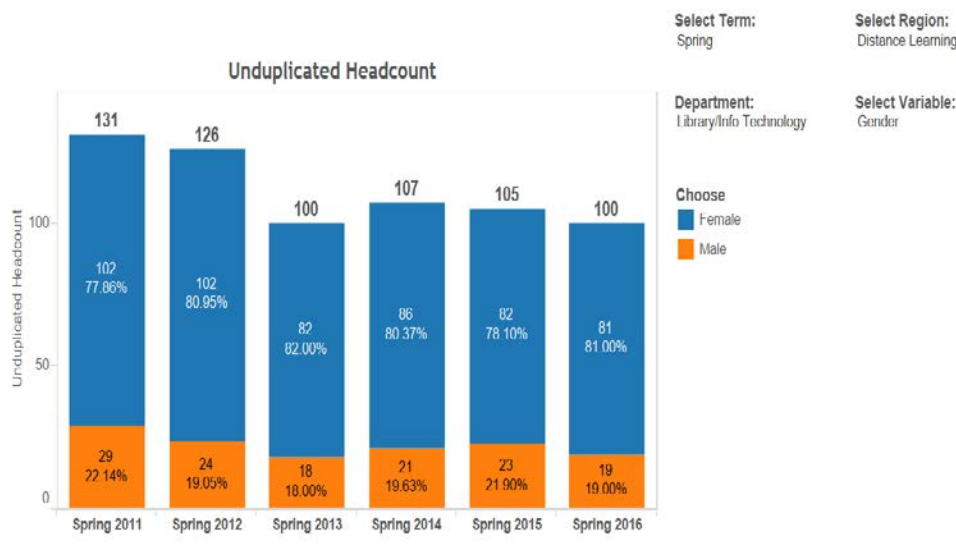
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Student Characteristics and Enrollment Trends



Student Characteristics and Enrollment Trends



The percentage of women in the LIBT student population has remained relatively steady. Fall 2015 saw a jump in the percentage of male students, but the increase did not carry over to the spring semester.

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General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

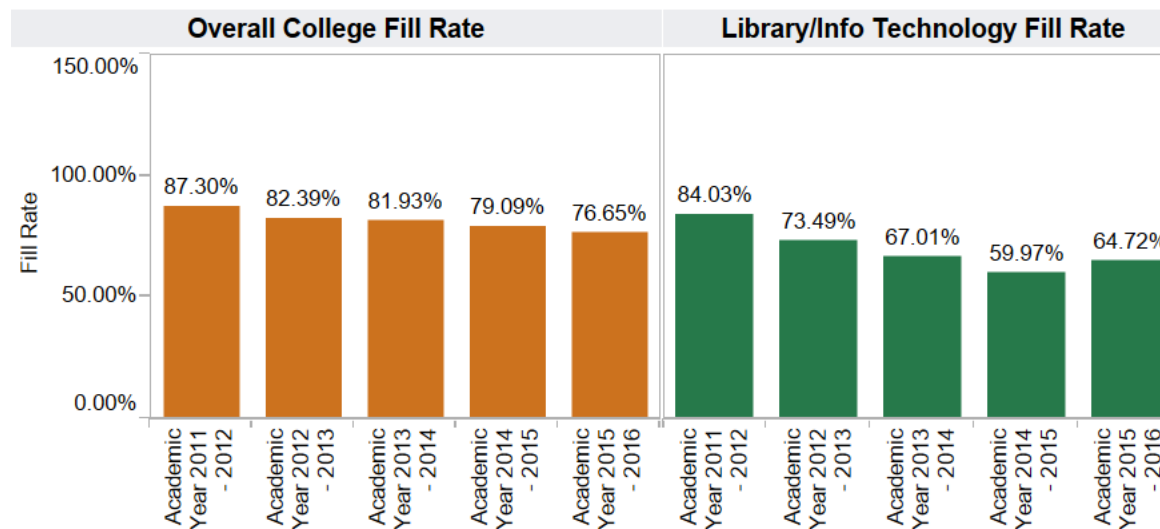
[Disaggregated Student Demand Data](#) (review analytically to determine if different types of courses are impacted)

- List the trend (i.e. increasing, decreasing, same)
- List contributing factors to the trend.
- List which courses have the highest student demand and which courses have the lowest student demand.
- Based upon the trend, what strategies do you plan on implementing?

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Library/Info Technology

Course:
All



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.

Fill rate in Library/Information Technology courses improved in 2015-16, reversing a trend, and improved again in fall 2016.

A partial explanation for the lower fill rates is that we offer some courses (207, 213) every semester instead of only once a year, resulting in larger annual enrollment in these courses—and better progress toward completion for students—but lower per-section enrollment. In some of these cases, the district’s efforts in recent years to maximize FTES have led to courses running with reduced enrollment; this is especially true in programs like Library/Information Technology, where only one section of a course is offered in a term.

In recent years, the lowest fill rates have been in courses which are not required for the AS or CA. The highest fill rates are, as might be expected, in required courses which are offered only once a year.

We stabilized our course schedule in 2015-16 after several years of experimentation, and expect that this change will help stabilize student demand as well.

One strategy to improve demand is the removal of LIBT 201 as a prerequisite for

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many of the other courses in the major. We anticipate that this change will enable us to market individual courses as continuing education for people already working in libraries; many potential students will not enroll in two courses in order to take the one they need. This change went into effect during the 2016-17 year, so it is too soon to see any effects.

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[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

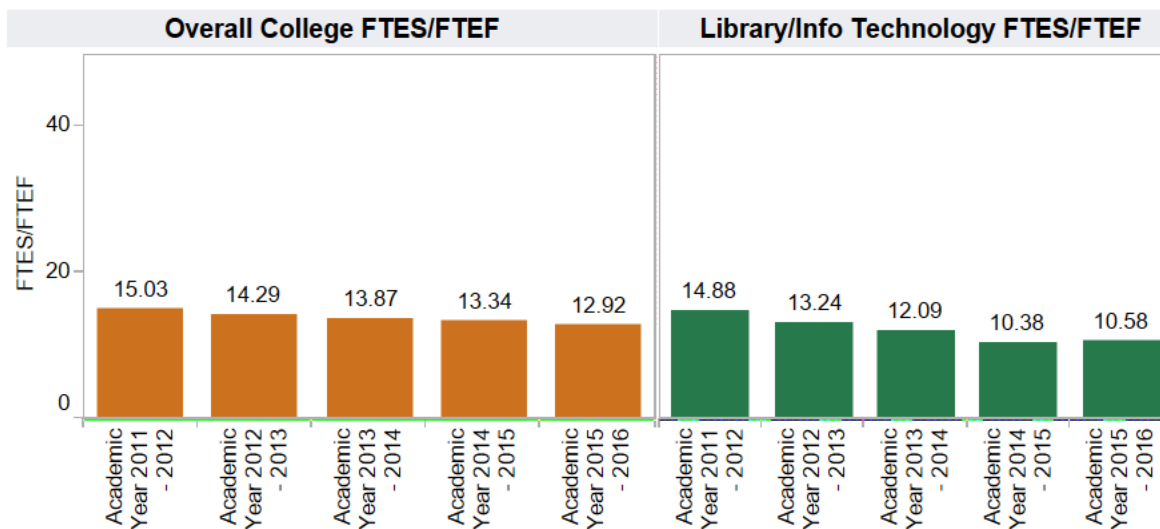
[Disaggregated Efficiency Data](#) (review analytically to determine if different types of courses are impacted)

- List the previous year's projection and current year's projection for enrollment (*i.e. increase, decrease, remain the same*).
- List the trend (*i.e. increasing, decreasing, same*).
- List contributing factors to the trend.
- What strategies will be employed to meet the current year's projection?

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Library/Info Technology

Course:
All



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

Efficiency in 2015-16 showed a modest improvement, halting a steady decline since 2010-11; improvement was noticed in two revamped courses, LIBT 201 and LIBT 215, as projected. In general, lower efficiency rates tend to occur in courses which are electives, not requirements for the AS degree or CA (LIBT 207, 210, 212, 218, 220.) The decline in efficiency also reflects the district's efforts to maximize FTES, which has led in some recent years to running classes that are less than fully enrolled.

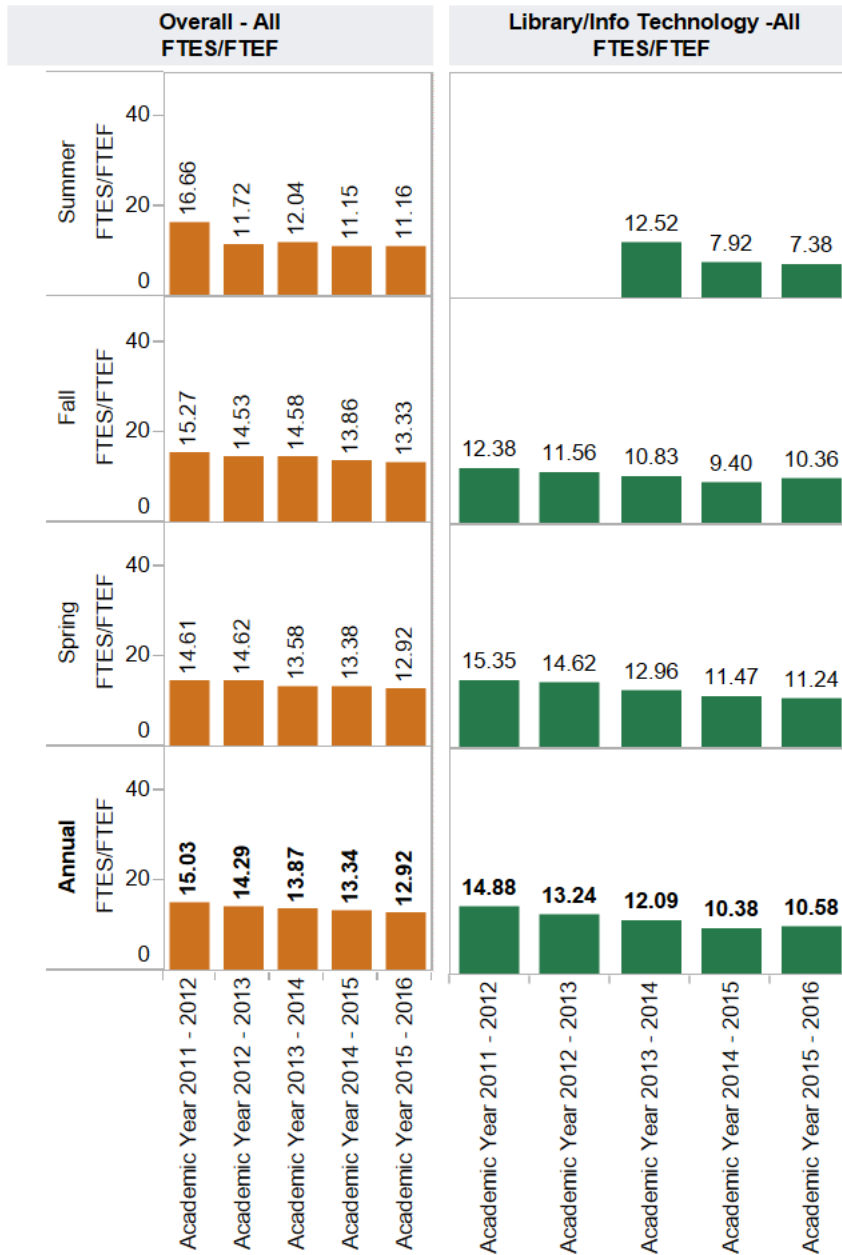
Efficiency improved in the fall 2016, and is expected to improve again in the coming year. In addition to continuing our marketing efforts for the program, we will be increasing our marketing of individual courses as continuing education for practitioners; this pathway will be easier for potential students now that LIBT 201 has been removed as prerequisite for many of the core courses.

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Department:
Library/Info Technology

Course:
All

Region:
All



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

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

[Disaggregated Success and Completion Data](#) (review analytically to determine if different populations are impacted)

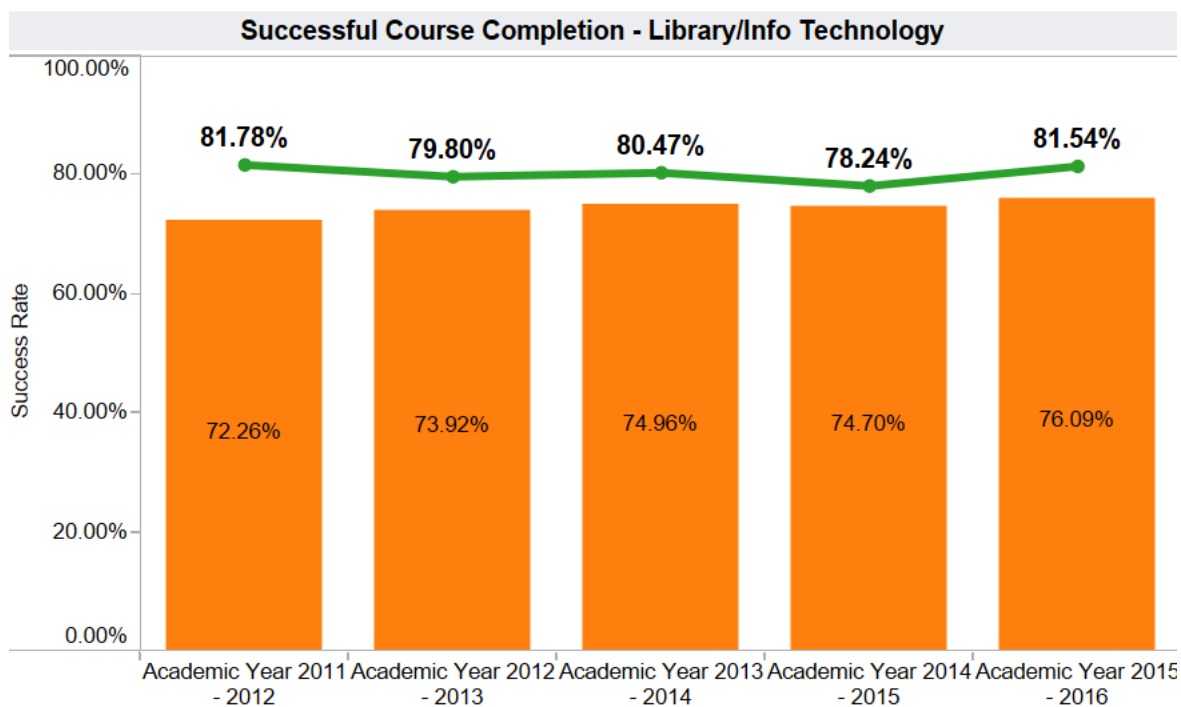
- Are different demographic groups underrepresented in your success figures? What might be causing this? How can it be addressed?
- List strategies used during the last year in which data was reported to increase student success.
- Did your strategies effect change?
- List the trend (*i.e. increasing, decreasing, same*).
- Based upon the trend, what strategies do you plan on implementing?

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Library/Info Technology

COURSE
All

Legend:
■ Department Success Rate
■ Overall College Success Rate



Library/Info Technology Success Rate Table

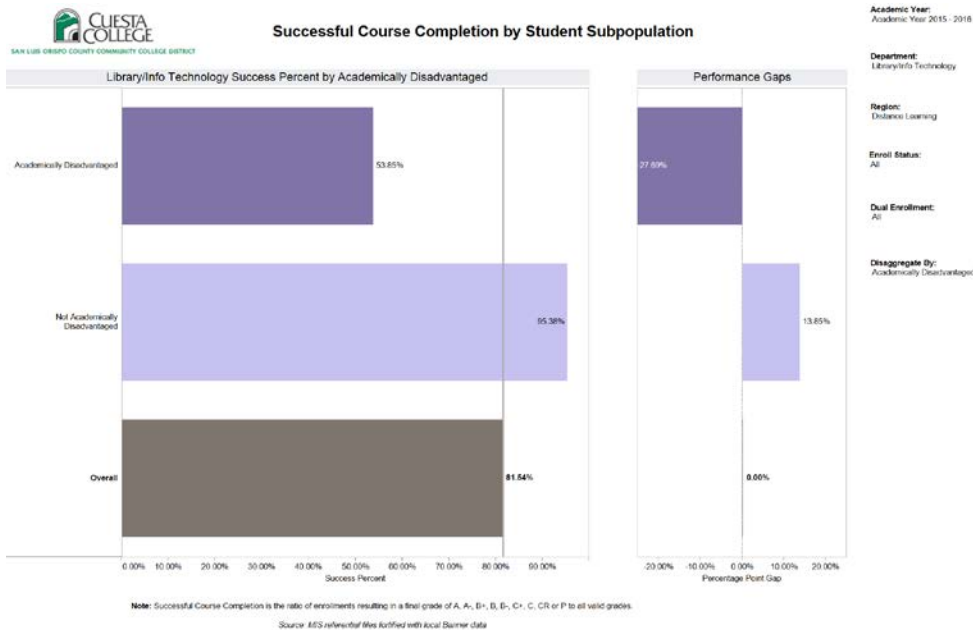
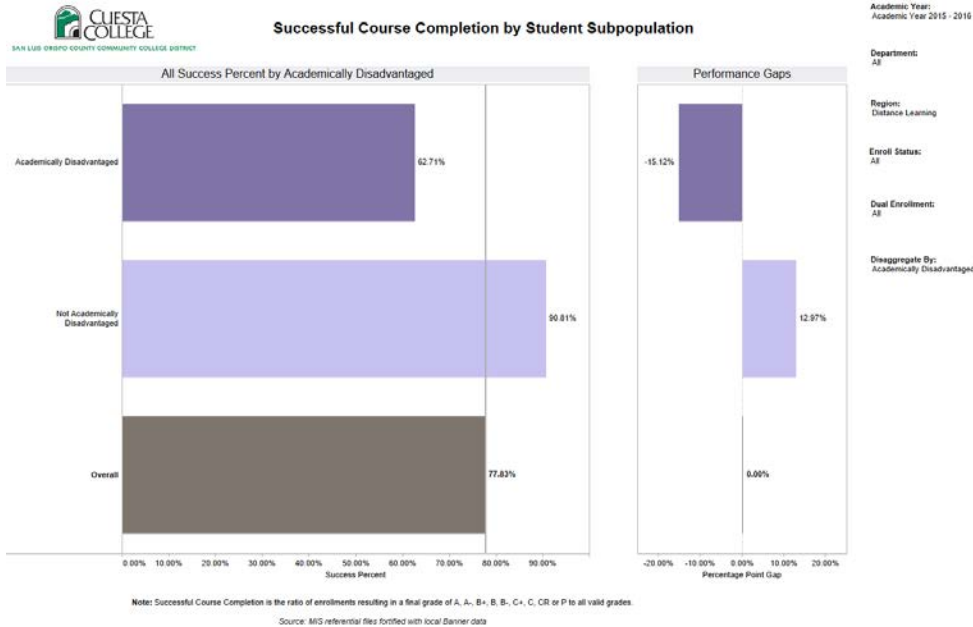
	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	81.78%	79.80%	80.47%	78.24%	81.54%
Total Enrollments	505	396	430	386	390

Successful course completion rates in Library/Information Technology have consistently surpassed the District-wide overall success rates as well as the District success rates for Distance Education courses. In 2015-16, only four instructional programs had higher success rates in the DE modality than did Library/Information Technology. The fact that all LIBT courses have been fully online since 2004 has encouraged program faculty to develop expertise in pedagogical approaches to online

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learning that enable students to learn and succeed in the program.

Student success rates as measured by course completion are expected to continue at 80% or better.



In both 2015-16 and over the longer time span, academically disadvantaged students have a significant performance gap (nearly 28% in the most recent year.) This is major challenge which is hard to address because we may not know who those students are, and there may be many factors contributing to this gap which are beyond the scope of Cuesta services. Still, we need to

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make a concerted effort to remind students, and not just in the orientation for new students which happens in conjunction with LIBT 201, of the support services available to them.

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Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2015 - 2016

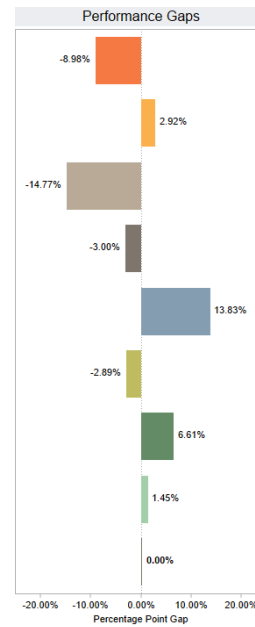
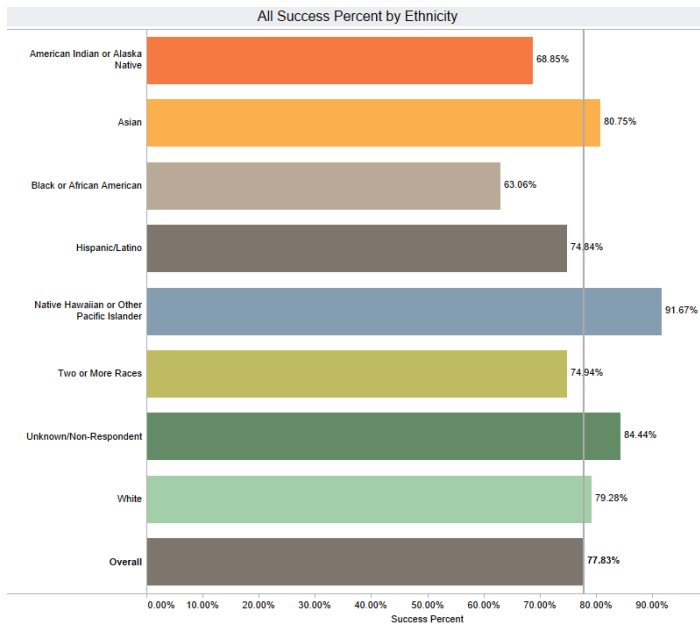
Department:
All

Region:
Distance Learning

Enroll Status:
All

Dual Enrollment:
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.
Source: MIS referential files fortified with local Banner data



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2015 - 2016

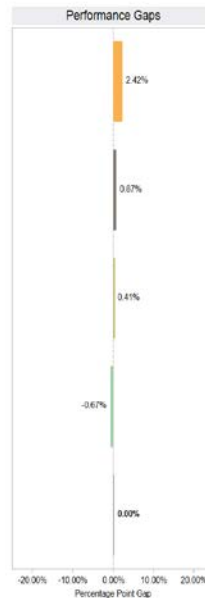
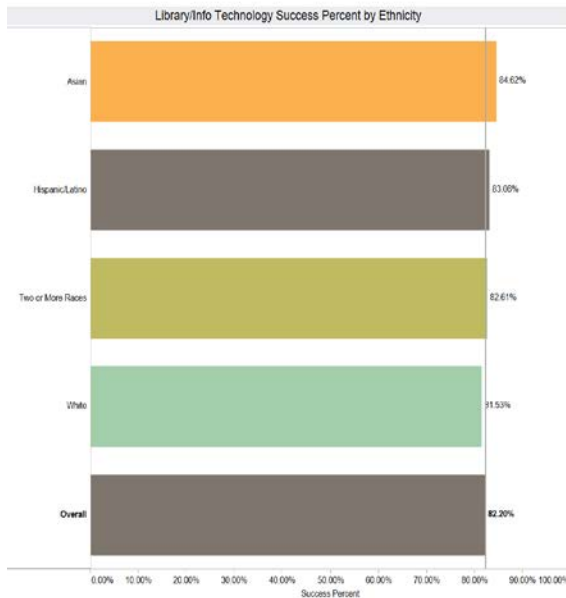
Department:
Library/Info Technology

Region:
Distance Learning

Enroll Status:
All

Dual Enrollment:
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.
Source: MIS referential files fortified with local Banner data

In 2015-16 there was virtually no variation in successful course completion by ethnicity. Over the longer time span, blacks, American Indians, and those reporting two or more ethnicities had significant performance gaps. Because the program is on the small side, one or a few

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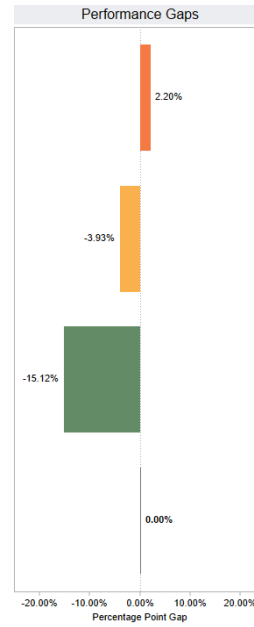
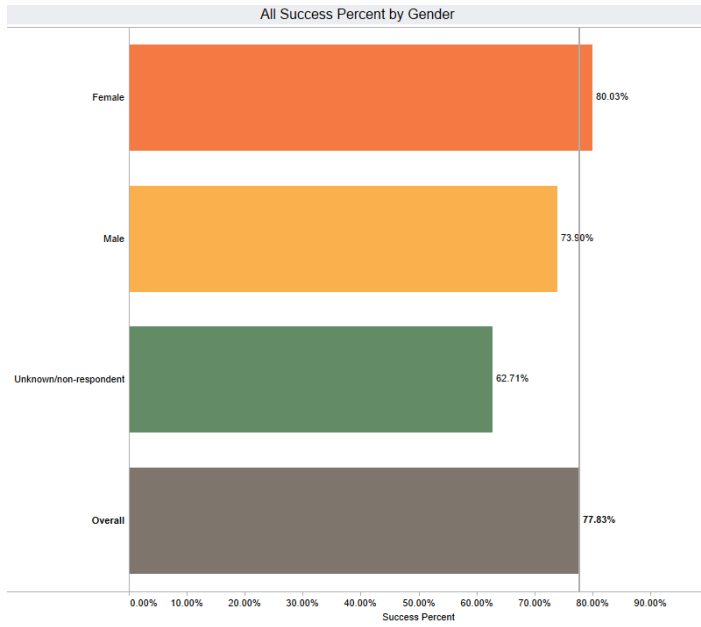
individuals can skew the data, so it is difficult to determine whether any particular year's indicative of a trend. It will be interesting to see if the recent lack of performance gap continues.

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Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2015 - 2016



Department:
All

Region:
Distance Learning

Enroll Status:
All

Dual Enrollment:
All

Disaggregate By:
Gender

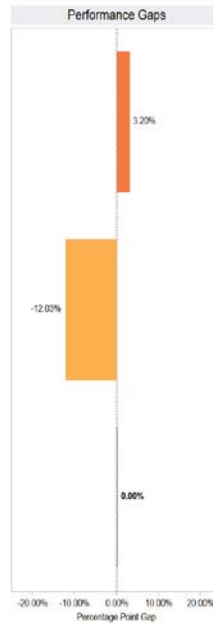
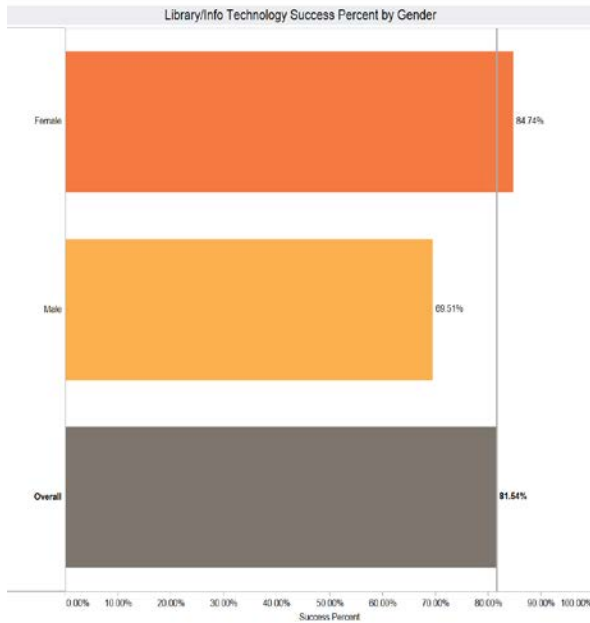
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Source: MIS referential files fortified with local Banner data



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2015 - 2016



Department:
Library/Info Technology

Region:
Distance Learning

Enroll Status:
All

Dual Enrollment:
All

Disaggregate By:
Gender

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.

Source: MIS referential files fortified with local Banner data

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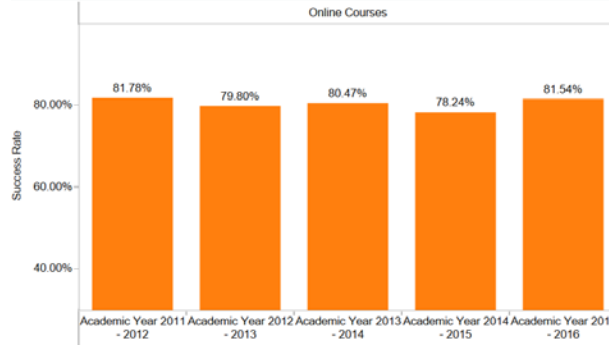
Student Success—Course Modality (Insert Data Chart)

- List strategies used during the last year in which data was reported to increase student success.
- Did your strategies effect change?
- List the trend (*i.e. increasing, decreasing, same*).
- Based upon the trend, what strategies do you plan on implementing?

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Library/Info Technology
 Legend: Online Courses

Successful Course Completion by Modality -Library/Info Technology



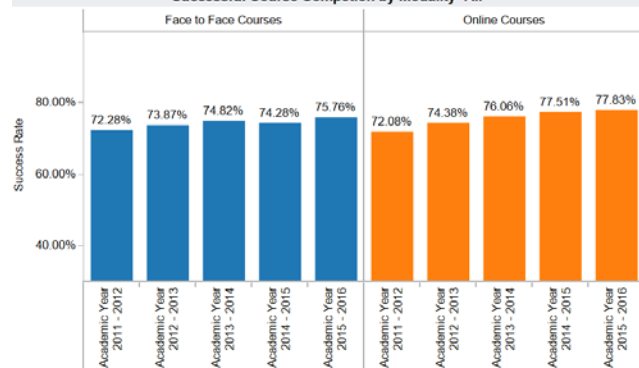
Successful Course Completion by Modality Table - Library/Info Technology

Online Courses	Department Success Rate	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
		81.78%	79.80%	80.47%	78.24%	81.54%
	Total Department Enrollments	505.0	396.0	430.0	386.0	390.0

SLOCCCD Program Review Data: Successful Course Completion

Select Department: All
 Legend: Face to Face Courses, Online Courses

Successful Course Completion by Modality -All



Successful Course Completion by Modality Table - All

Face to Face Courses	Department Success Rate	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
		72.28%	73.87%	74.82%	74.28%	75.76%
	Total Department Enrollments	66,834	57,056	54,163	52,642	52,037
Online Courses	Department Success Rate	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
		72.08%	74.38%	76.06%	77.51%	77.83%
	Total Department Enrollments	6,376	5,913	6,505	7,257	8,852

Because all Library/Information Technology courses are online, and have been since 2004, there is no differentiation by course modality.

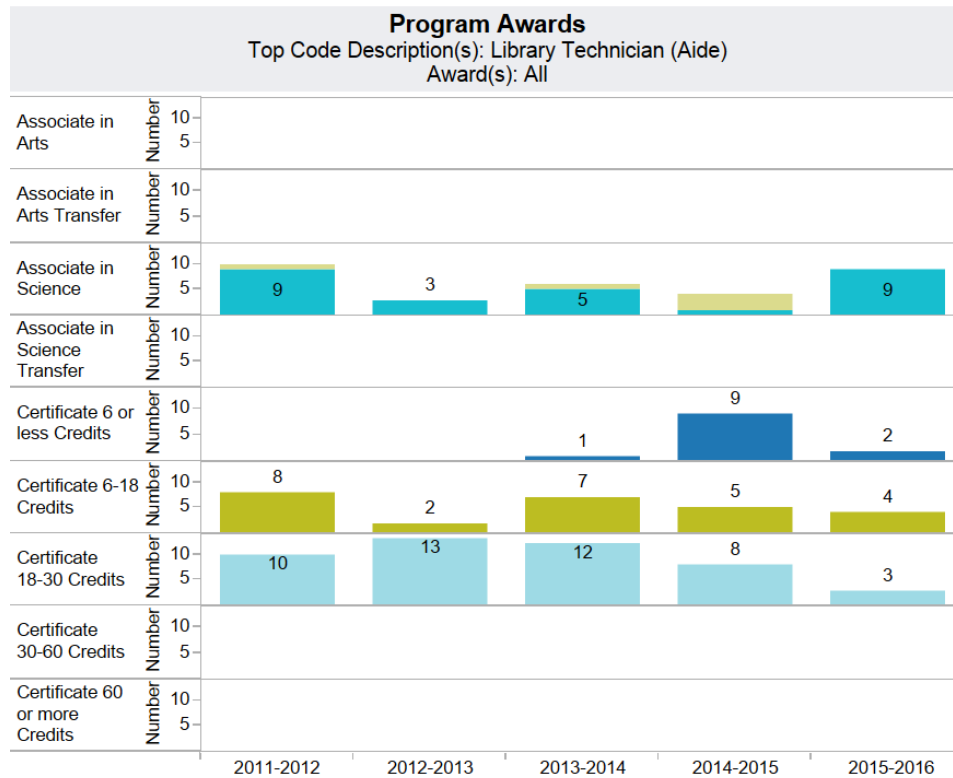
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Degrees and Certificates Awarded

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Library Technician (Aide)

Award Type:
All



Program Awards Table

Award Type	Award	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Associate in Science	Library Technology (AS)	1		1	3	
	Library/Information Tech (AS)	9	3	5	1	9
	Total	10	3	6	4	9
Certificate 6 or less Credits	Search/Research Strat (CS)			1	9	2
	Total			1	9	2
Certificate 6-18 Credits	Lib Services to Children (CS)	8	2	7	5	4
	Total	8	2	7	5	4
Certificate 18-30 Credits	Library/Information Tech (CA)	10	13	12	8	3
	Total	10	13	12	8	3
Grand Total		28	18	26	26	18

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The number of AS and CA degrees in the program have declined somewhat since the peak in 2011-12, which is not surprising given a decline in enrollment and the elimination of the certificate in Web Design Technologies.

In 2015-16, twelve students received a CA or AS from the program. This is the lowest total in recent years. While enrollment in the program is relatively stable, the number of students completing the internship (LIBT 214) course has declined, and students cannot receive the AS or CA without completing that course. For some students, arranging an internship under the supervision of a MLS-level librarian can be a challenge because they live in remote areas or have work schedules that make internship hours difficult. Some of these students are already employed in libraries, and take courses to improve their skills or move into better jobs, but completing the degree or certificate may not be a requirement for them.

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OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Please 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 AND IMPROVEMENTS CHECKLIST AND NARRATIVE

CHECKLIST:

- SLO assessment cycle calendar is up to date: We are working on it this semester
- Date SLO assessment cycle calendar was last updated: Spring 2015
- All courses scheduled for assessment have been assessed in eLumen : No %
- Dates of last completed course assessments in eLumen :
- Program Sustainability Plan progress report completed

Narrative:

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

NONE.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

We are asking for a full-time lead instructor in the program, which has never had a full-time instructor.