2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018 - 2019   **PROGRAM: LIBT**
CLUSTER: LIBRARY LEARNING RESOURCES INSTRUCTIONAL TECH   **LAST YEAR CPPR COMPLETED: 2018**
NEXT SCHEDULED CPPR: Click here to enter text.   **CURRENT DATE: 2019**

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:
Click here to enter text.

GENERAL PROGRAM UPDATE

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

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

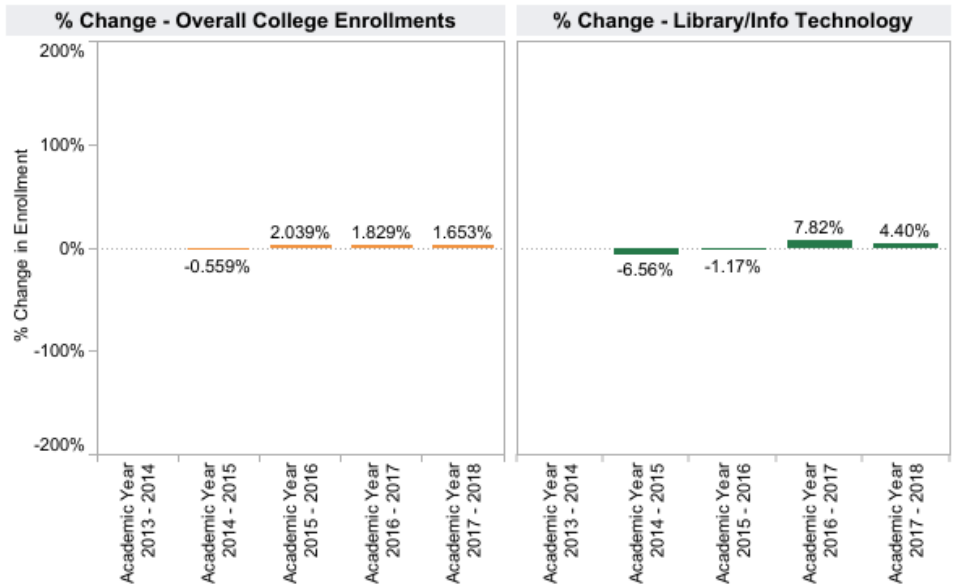## DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate, or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates, if necessary. Responses in this document need only reference the most recent year's available data.

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General Enrollment (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Enrollment

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

Library/Info Technology Enrollments

Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
457	427	422	455	475

% Change - Overall College Enrollments

Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
	-0.559%	2.039%	1.829%	1.653%

% Change - Library/Info Technology

Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
	-6.56%	-1.17%	7.82%	4.40%

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.
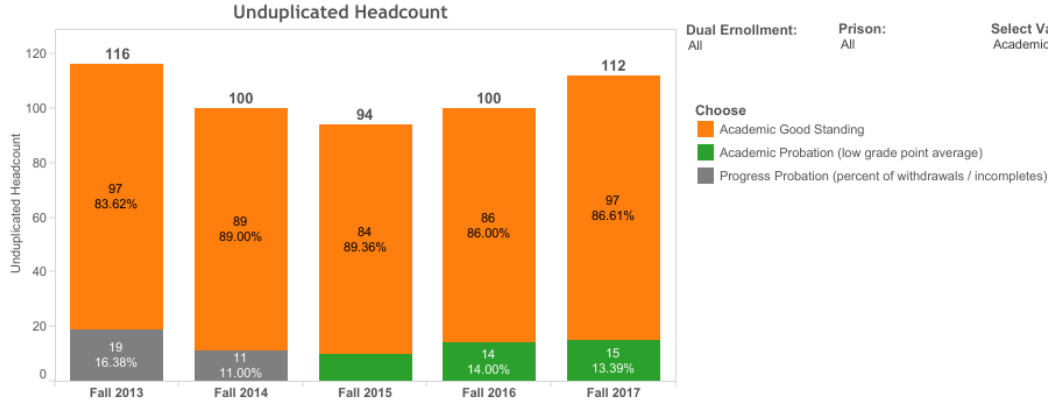
The enrollment has increased slightly, which might be a function of picking up students from discontinued programs around the state, increased marketing through our participation in the ALA LSSC program or part of a year-to-year variability that a function of economic variations in job availability and hiring trends.

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CUESTA COLLEGE
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

Student Characteristics and Enrollment Trends

Select Term: Fall	**Select Region:** All
	Department: Library/Info Technology
Dual Enrollment: All	**Prison:** All
	Select Variable: Academic Standing

Unduplicated Headcount

Choose
- ■ Academic Good Standing
- ■ Academic Probation (low grade point average)
- ■ Progress Probation (percent of withdrawals / incompletes)

Fall 2013: 116 total (97 / 83.62% Good Standing, 19 / 16.38% Progress Probation)
Fall 2014: 100 total (89 / 89.00% Good Standing, 11 / 11.00% Progress Probation)
Fall 2015: 94 total (84 / 89.36% Good Standing)
Fall 2016: 100 total (86 / 86.00% Good Standing, 14 / 14.00% Academic Probation)
Fall 2017: 112 total (97 / 86.61% Good Standing, 15 / 13.39% Academic Probation)

Student Major

Major	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Library/Information Tech (AS)	36	27	21	35	40
Library/Information Tech (CA)	19	22	32	29	27
CSU General Ed. Breadth (CA)	15	8	8	4	7
Lib Services to Children (CS)	2	3	4	4	6
Intersegmental GE Trnsfr (CA)	2	6	3	2	
Computer Science (AS)	2	1	4	1	3
Business Administration (AST)		1	3	6	2
LA: Mathematics & Science (AA)	3	5	2		
Bus Admin - Career Path (AA)	1	1	5		
High School Enrichment	1	1	1	3	1
LA: Arts & Humanities (AA)	1	2	2	2	1

The number of students on probation has held steady and low over the years. Faculty inquiries have suggested that students drop out due to emergencies in their personal lives or changing carreer goals.

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CUESTA COLLEGE
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

Student Characteristics and Enrollment Trends

Select Term: Spring

Select Region: All

Dual Enrollment: All

Prison: All

Unduplicated Headcount

Choose
- Academic Dismissal / Disqualification
- Academic Good Standing
- Academic Probation (low grade point average)
- Progress Probation (percent of withdrawals / inco...
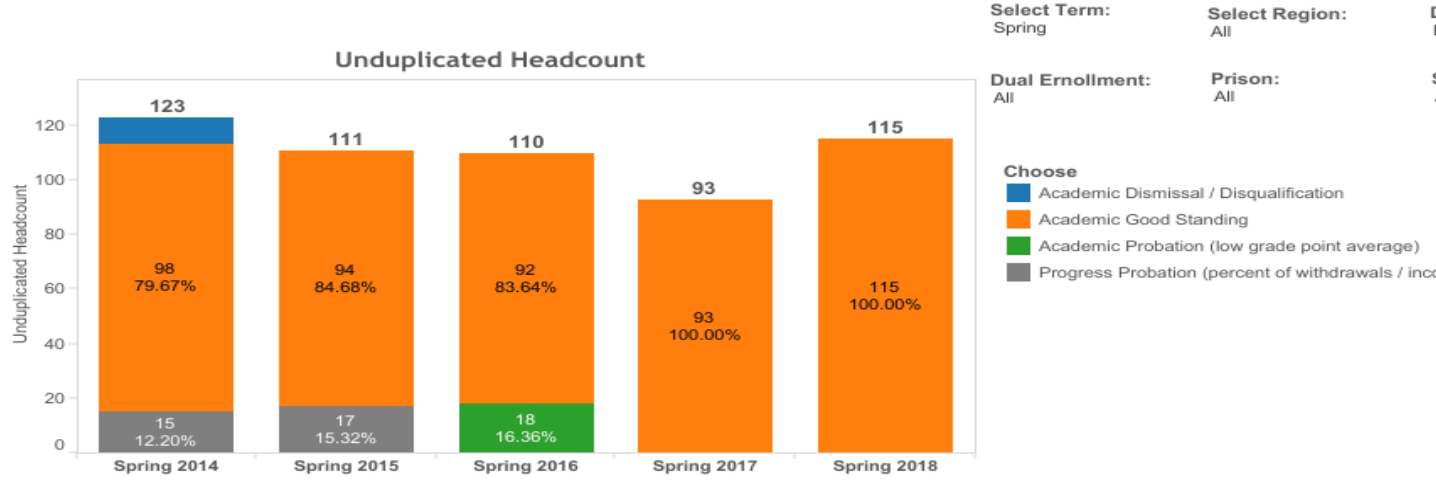
Student Major

| Major	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Library/Information Tech (AS)	36	28	32	31	39
Library/Information Tech (CA)	16	29	29	32	27
CSU General Ed. Breadth (CA)	17	12	9	8	12
Lib Services to Children (CS)	3	1	5	5	1
Intersegmental GE Trnsfr (CA)	3	2	4	2	1
Art Studio (AA)	3	2	3		2
Computer Science (AS)	2	2	1	1	3
Family Studies/Hum Svcs (AA)	4	1		1	3
Bus Admin - Career Path (AA)	3	1	3		1
Engineering (AS)	3	1	2	1	2
LA: Mathematics & Science (AA)	3	3	2		

The enrollment trends suggest that the majority of our students are focused on LIBT degrees. The number of students in each area has increased proportionately, causing a rise in the overall headcount.

Student Characteristics and Enrollment Trends

Select Term: Summer	Select Region: All	Department: Library/Info Technology
Dual Ernollment: All	Prison: All	Select Variable: Academic Standing

Unduplicated Headcount

Choose
■ Academic Good Standing

Student Major
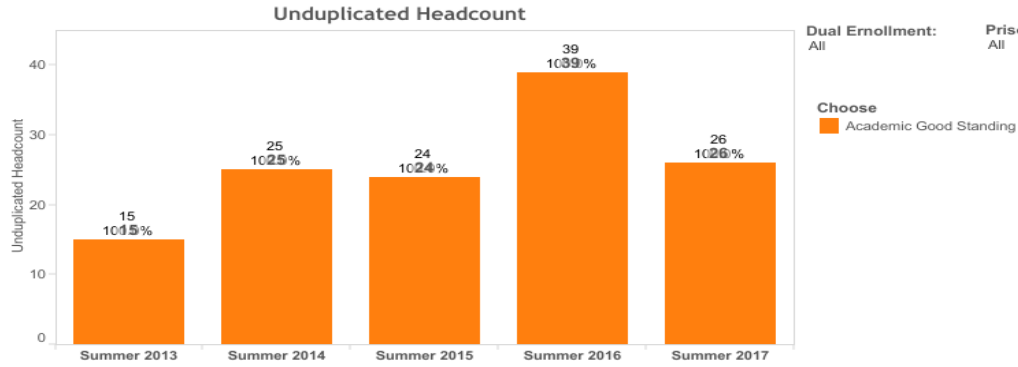
Major	Summer 2013	Summer 2014	Summer 2015	Summer 2016	Summer 2017
Library/Information Tech (AS)	8	10	6	18	10
Library/Information Tech (CA)	4	8	12	9	7
CSU General Ed. Breadth (CA)		2	2	4	1
High School Enrichment		5		2	1
Intersegmental GE Trnsfr (CA)	1	1	2	1	1
Business Administration (AST)				3	
LA: Social & Behavior Sci (AA)			1		2
Lib Services to Children (CS)		1		1	1
LA: Mathematics & Science (AA)	1			1	
Anthropology (AAT)				1	
Art History (AAT)			1		

The number of students in good standing has stayed consistant over the last few years, even when courses are taught in the summer in a compressed 6 week format.

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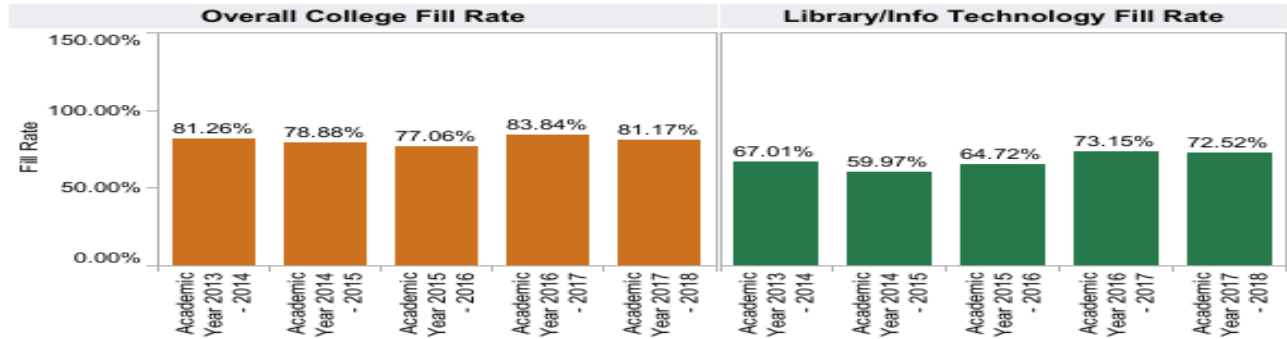
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SLOCCCD Program Review Data - Student Demand (Fill Rate)

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

The fill rate has increased slightly after the dip in 15/16 mirroring the trends across campus. This is even when caps were increased in many of our courses in 14/15. The later years are closer in fill rate to the campus average. As a DE only program, this might indicate the maturing of online education in terms of a drop-rate – are students becoming more knowledgeable about the requirements of DE or are instructors becoming better at teaching online, or both?

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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

Overall College FTES/FTEF

Academic Year	FTES/FTEF
Academic Year 2013 - 2014	13.82
Academic Year 2014 - 2015	13.28
Academic Year 2015 - 2016	12.92
Academic Year 2016 - 2017	13.46
Academic Year 2017 - 2018	12.88

Library/Info Technology FTES/FTEF

Academic Year	FTES/FTEF
Academic Year 2013 - 2014	12.09
Academic Year 2014 - 2015	10.38
Academic Year 2015 - 2016	10.58
Academic Year 2016 - 2017	11.67
Academic Year 2017 - 2018	12.32

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

Efficiency is improving slightly after a dip in 14/15 when caps were increased and major program changes were made to address this change.
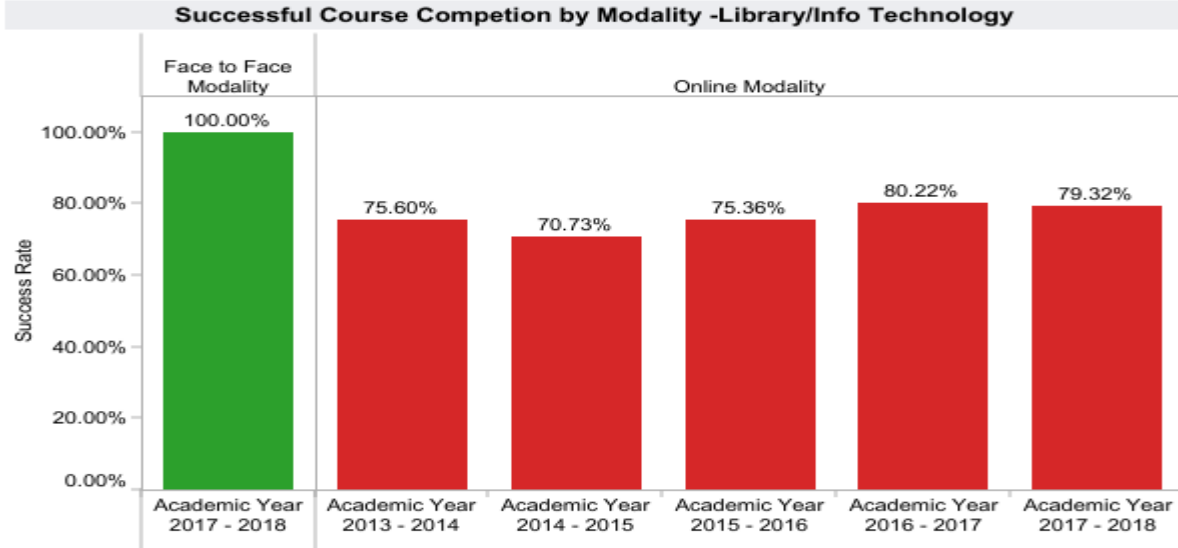
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SLOCCCD Program Review Data: Successful Course Completion

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				
Success Rate	100.00%	75.60%	70.73%	75.36%	80.22%	79.32%
	Academic Year 2017 - 2018	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018

Successful Course Competion by Modality Table - Library/Info Technology

|		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate					100.00%
	Total Department Enrollments					1.0
Online Modality	Department Success Rate	75.60%	70.73%	75.36%	80.22%	79.32%
	Total Department Enrollments	459.0	427.0	422.0	455.0	474.0

The LIBT program is all online, so the face-to-face student must be an error. Course completion remains steady with the inevitable lack of completion from some students, often delaying courses due to changes in goals or personal emergencies.

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SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Library Technician (Aide)

Award Type: All

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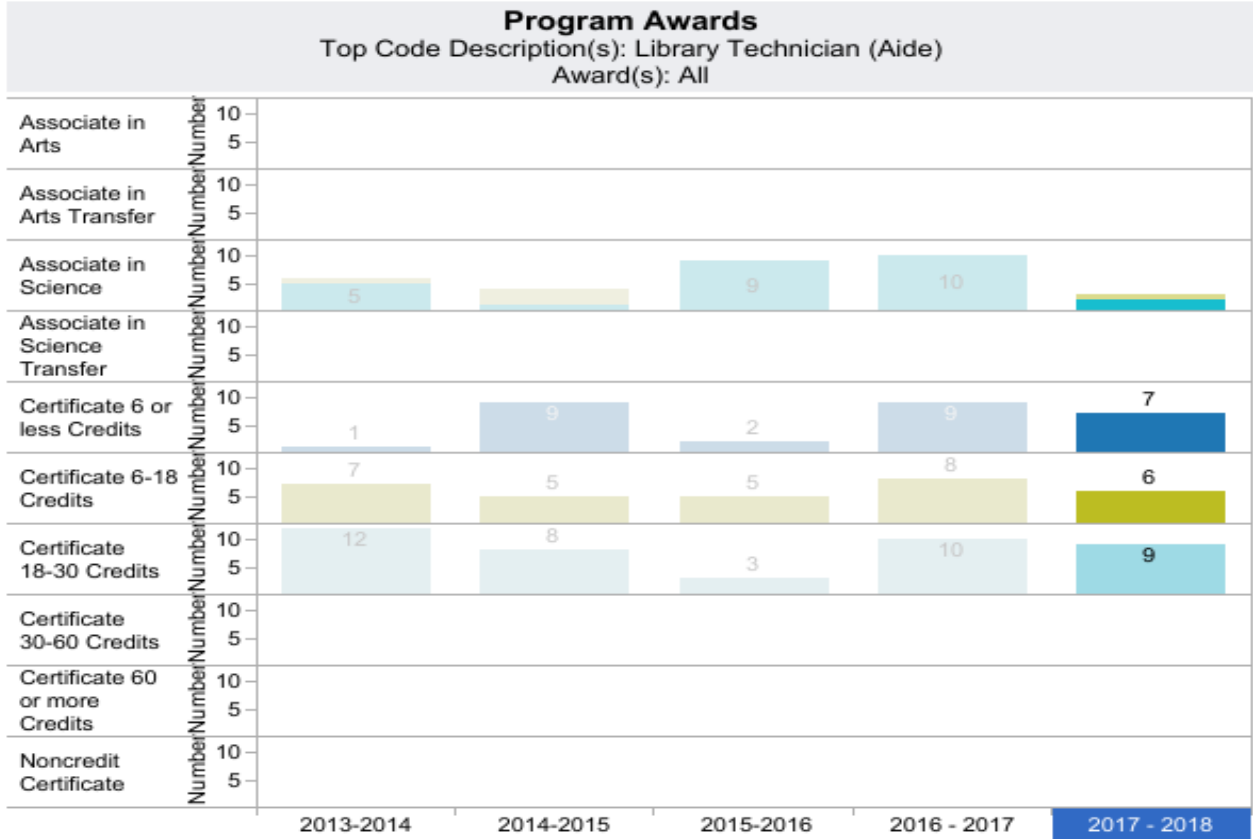
Program Awards Table

Award T..	Award	2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Associate in Science	Library Technology (AS)	1	3			1
	Library/Information Tech (AS)	5	1	9	10	2
	Total	6	4	9	10	3
Certificate 6 or less ..	Search/Research Strat (CS)	1	9	2	9	7
	Total	1	9	2	9	7

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

We have experienced a dip in AS degrees awarded this year. Its not clear if this is a one time dip or an ongoing issue and merits further inquiry (p.9), since course completion for the program continues above campus averages (p10). We plan to do outreach to students to understand why they are not completing the degrees.
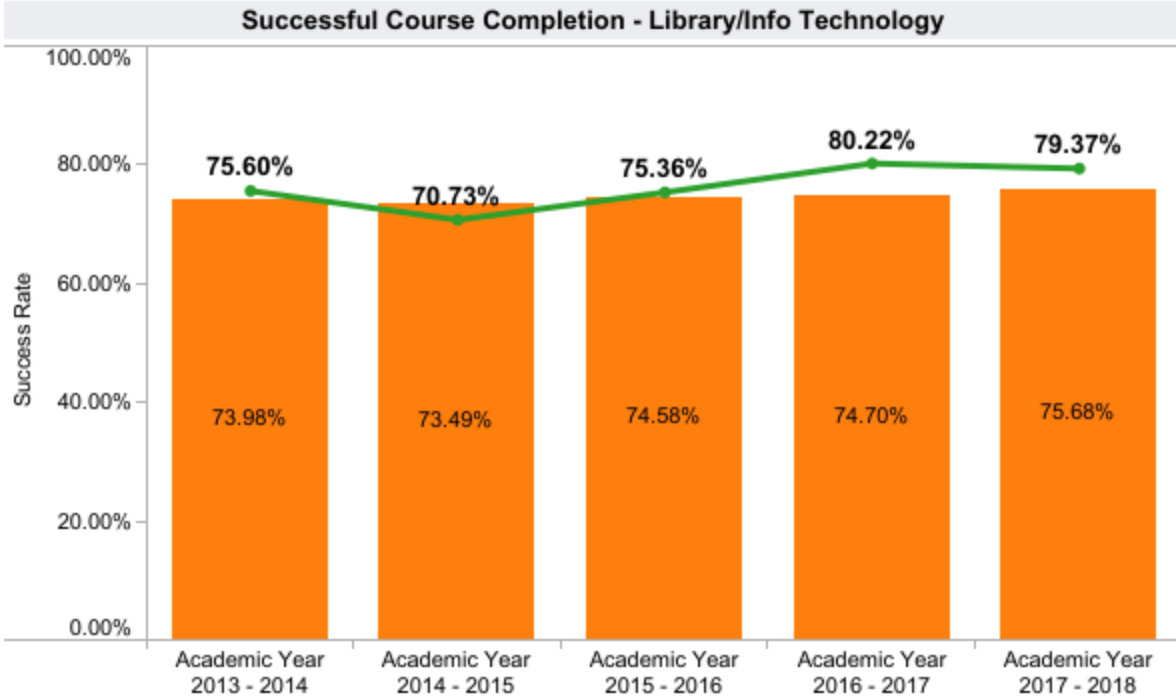
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Library/Info Technology

COURSE
All

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

Successful Course Completion - Library/Info Technology

|	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department (green line)	75.60%	70.73%	75.36%	80.22%	79.37%
Overall College (orange bars)	73.98%	73.49%	74.58%	74.70%	75.68%

Library/Info Technology Success Rate Table

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	75.60%	70.73%	75.36%	80.22%	79.37%
Total Enrollments	459	427	422	455	475

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

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SLOCCCD Program Review Data - Student Demand (Fill Rate) Disaggregated

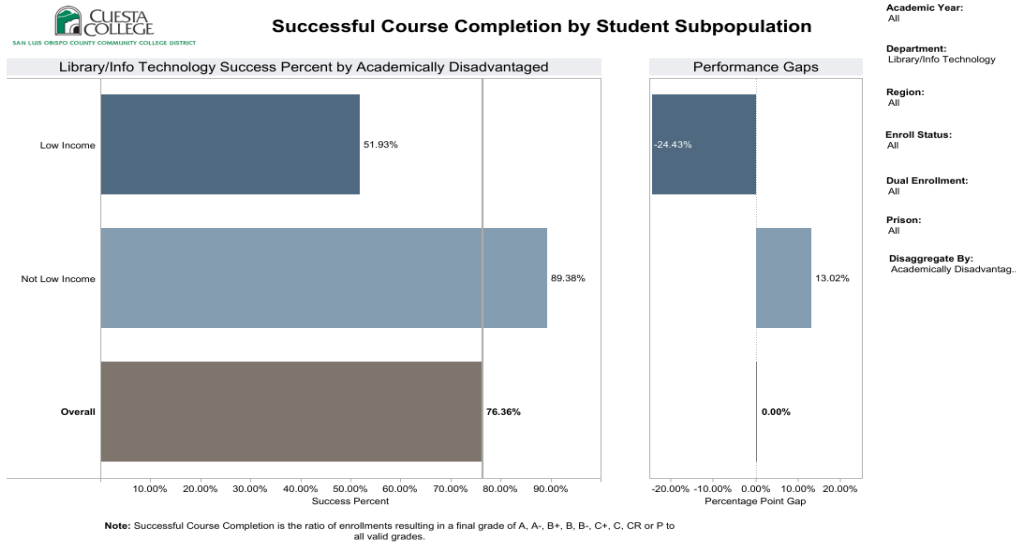| Department:	Course:	Region:	Disaggregate by:	Dual	Prison	Legend:
Library/Info Technology	All	All	None	All	All	
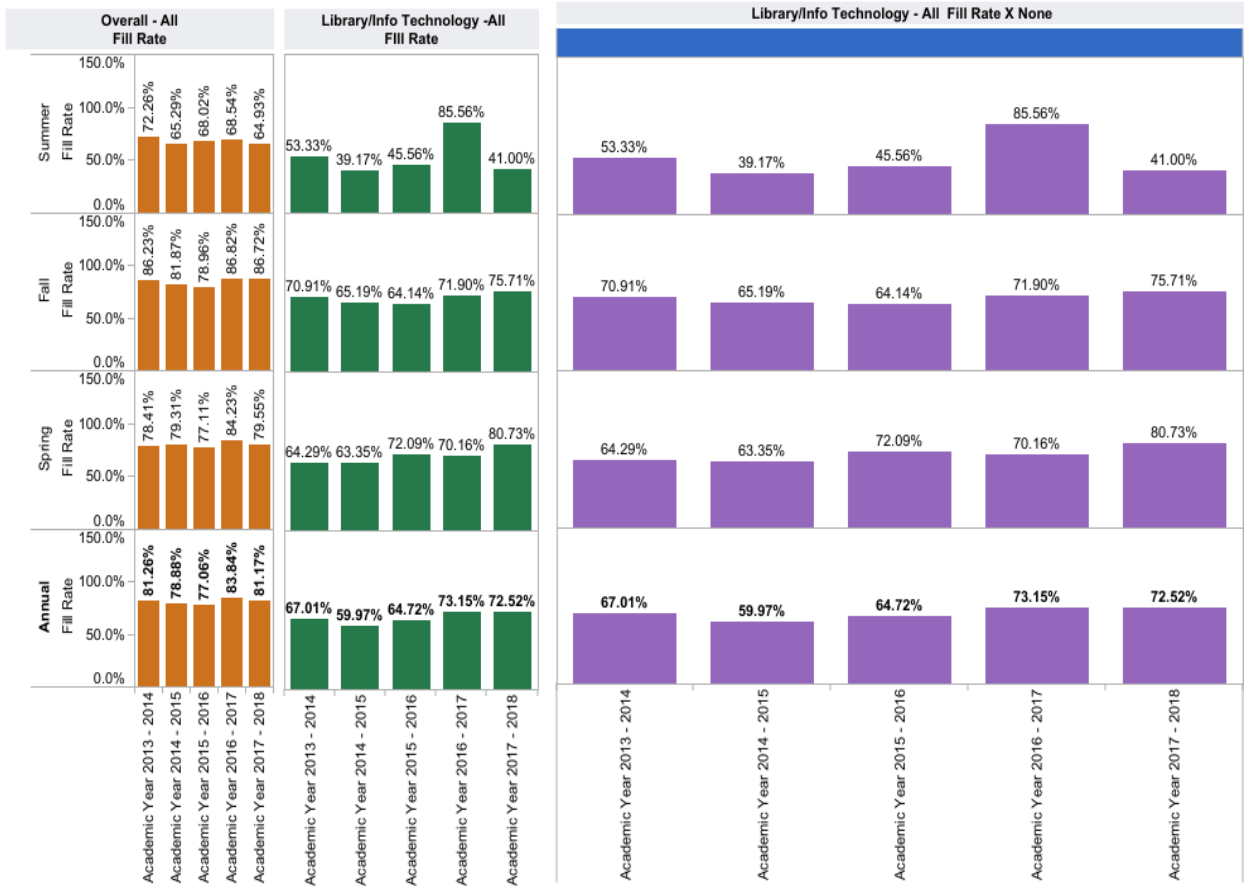
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
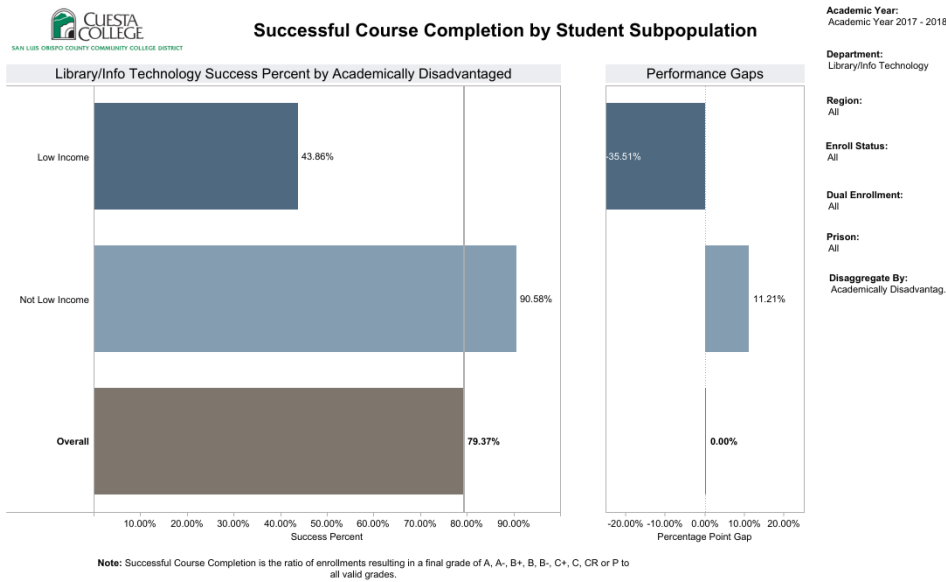Also, courses with zero class limits are excluded from this measure.

Fill rate is steady with trends mirroring college-wide averages.

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Academic Year: All

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: Academically Disadvantag..

Library/Info Technology Success Percent by Academically Disadvantaged

Low Income — 51.93%
Not Low Income — 89.38%
Overall — 76.36%

Performance Gaps
-24.43%
13.02%
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.

Academic Year: 2017-2018

Successful Course Completion by Student Subpopulation

Academic Year: Academic Year 2017 - 2018
Department: Library/Info Technology
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Academically Disadvantag..

Library/Info Technology Success Percent by Academically Disadvantaged

Low Income — 43.86%
Not Low Income — 90.58%
Overall — 79.37%

Performance Gaps
-35.51%
11.21%
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.

Income confinues to be an indicator for completion which agrees with anecdotal evidence from instructors that points to economic pressures as a key factor in course drops.

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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.

Bureau of Labor Statistics
Occupational Outlook Handbook

Quick Facts: Library Technicians and Assistants	
2017 Median Pay	$29,050 per year $13.97 per hour
Typical Entry-Level Education	See How to Become One
Work Experience in a Related Occupation	None
On-the-job Training	See How to Become One
Number of Jobs, 2016	203,500
Job Outlook, 2016-26	9% (As fast as average)
Employment Change, 2016-26	

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.*

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2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

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.
LIBT teaching faculty met to discuss improving efficiency and decided on various times of courses as well as a higher degree of intervention for students with low performance in the early weeks of the semester. We also respond to requests from our advisory board, which recently included covering issues around increased accessibility and diversity in the workplace and the increasing need for the ability to work in teams. The ALA LSSC certification program has been an excellent marketing tool for the program, so we expect to continue to submit courses to that certification service. Outreach to the professional community also continues through establishment of internship sites which provide training and employment opportunities for LIBT students.

B. Anticipated changes in curriculum, scheduling or delivery modality
The LIBT program will continue to experiment with course scheduling such as 10-week courses during fall and spring to promote an increase enrollment and completion rates.

C. Levels, delivery or types of services
none

D. Facilities changes
none

E. Staffing projections
Retirements are expected in the next five years which necessitates training new part time non-instructional library faculty with subject knnowledge to be certified to teach online. The NCC librarian has taugnt in the LIBT program and her load will need to be redistributed until the position is replaced.

F. Other

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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.

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