

2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023

PROGRAM: LIBRARY / INFORMATION TECHNOLOGY

CLUSTER: Student Success & Support Programs

LAST YEAR CPPR COMPLETED: 2019

NEXT SCHEDULED CPPR: 2024 **CURRENT DATE: 3/7/2023** [Click here to enter a date.](#)

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 ([download from this folder](#)) (Please review the [Resource Allocation Rubric](#) when preparing the resource plan)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

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

This APPW encompasses the following 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.*

[Click here to enter text.](#)

PROGRAM SUSTAINABILITY PLAN UPDATE

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

Yes If yes, please complete the Program Sustainability Plan Progress Report below.

No If no, you do not need to complete a Progress Report.

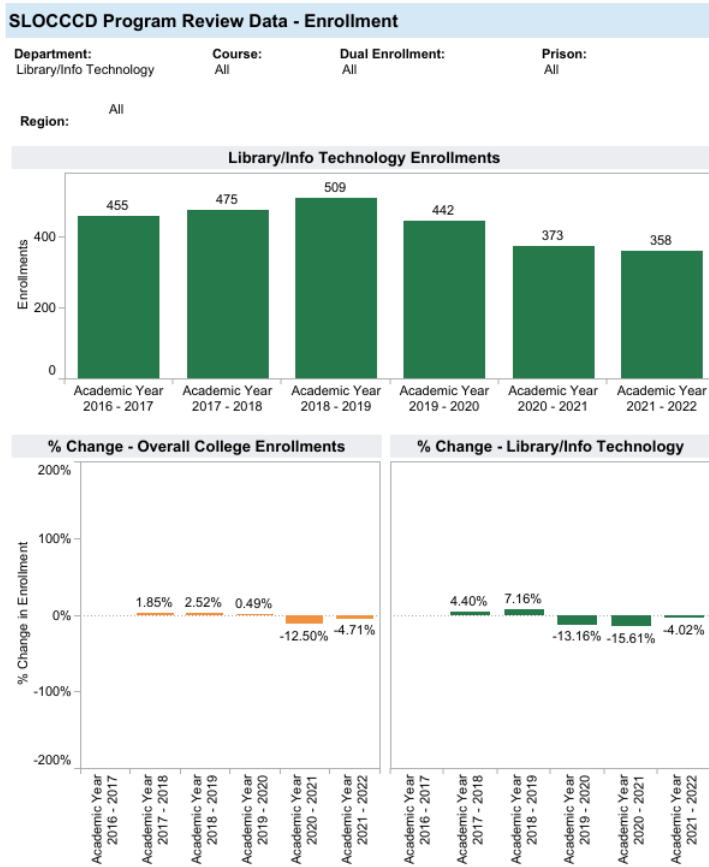
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

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

A. [General Enrollment \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.



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.

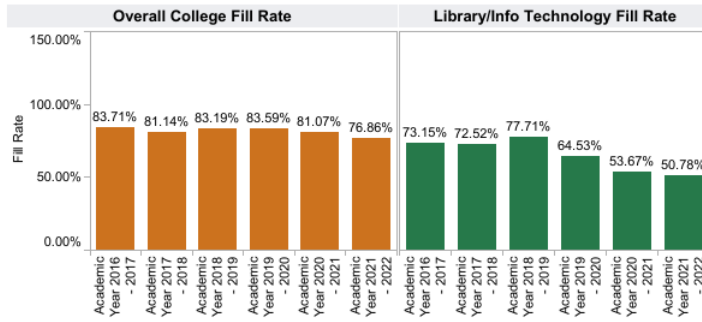
The LIBT program enrollment is mirroring the college at large with enrollments down in 2020-23.

B. [General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

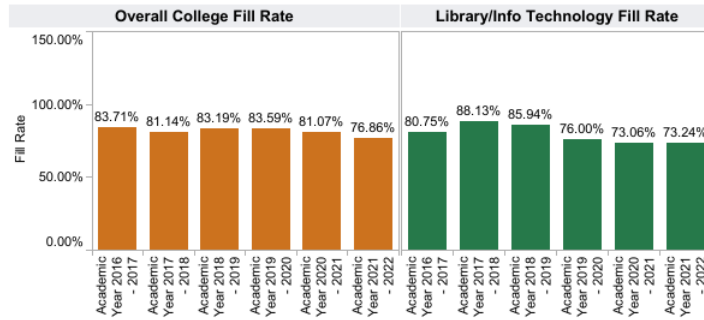
Department: Library/Info Technology **Course:** All **Dual Enrollment:** Not Dual Enrollment **Prison:** Not CMC:Prison



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.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Library/Info Technology Course: Multiple values Dual Enrollment: Not Dual Enrollment Prison: Not CMC:Prison



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.

Click here to enter text.

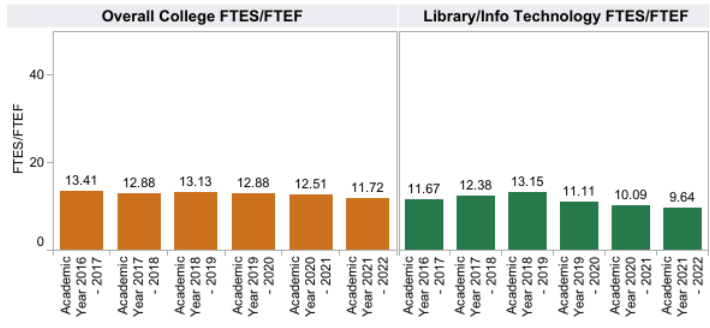
As see in the top chart, the overall fill rate has declined from 77% to 50% over the last three years. The reason for this decline is primarily caused by extremely low enrollment in the two Web design courses (LIBT 207 and 220) and the two searching classes (LIBT 212 and 213). See the bottom chart with fill rates of 76, 73 and 73 % in the affected years.

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

Insert the data chart and explain observed differences between the program and the college.

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)

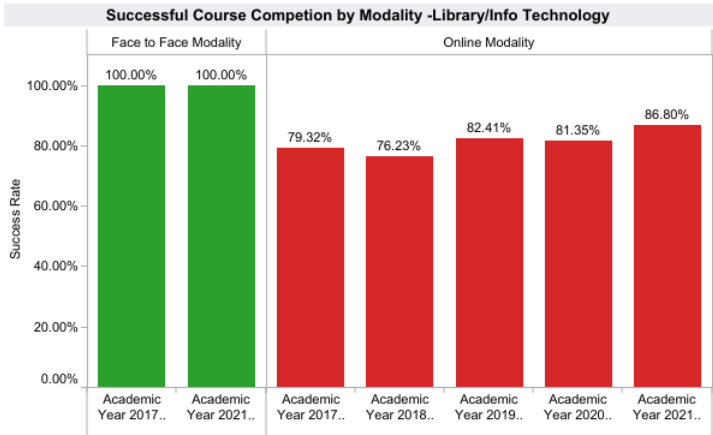
Efficiency mirrors the college and is also affected by the four specific classes noted above.

D. [Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Library/Info Technology Course: All Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Library/Info Technology

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	100.00%				100.00%
	Total Department Enrollments	1.0				1.0
Online Modality	Department Success Rate	79.32%	76.23%	82.41%	81.35%	86.80%
	Total Department Enrollments	474.0	509.0	442.0	373.0	357.0

All courses are DE modality and have high completion rate (86%).

E. [Degrees and Certificates Awarded \(Insert Data Chart\)](#)

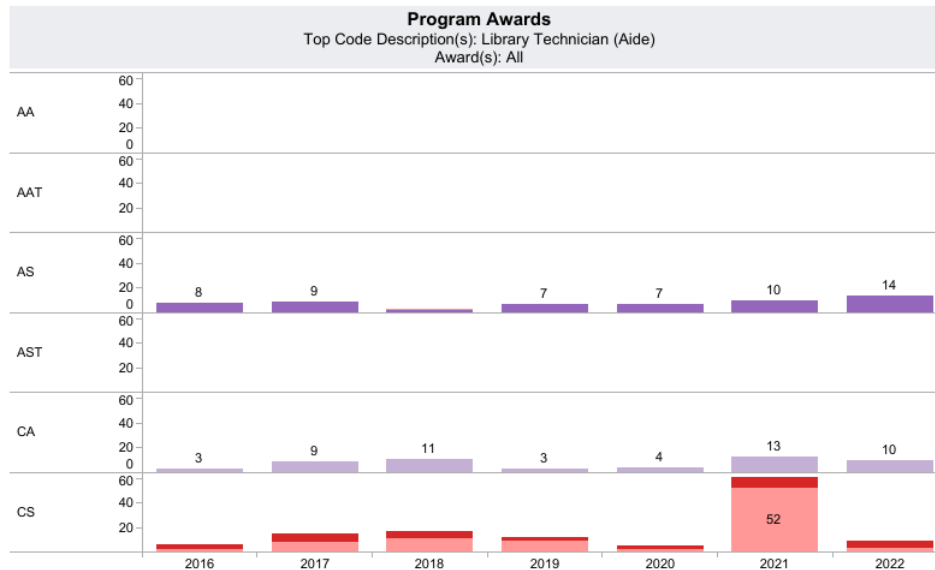
Insert the data chart and explain observed differences between the program and the

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Library Technician (Aide)

Award Type:
All

Area of Study
All



Award Type	Award	2016	2017	2018	2019	2020	2021	2022
AS	Library Technology (AS)			1				
	Library/Information Tech (AS)	8	9	2	7	7	10	14
	Total	8	9	3	7	7	10	14
CA	Library/Information Tech (CA)	3	9	11	3	4	13	10
	Total	3	9	11	3	4	13	10

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

college.

Degrees have remained fairly consistent, dipping during covid, when the capstone internship work-study class (LIBT 214) for the LIBT AS and certificate could not be completed. The certificates and degrees awarded increased dramatically as those students who were prepared to finish were able to find sites to work post COVID. The completion rate was also improved by allowing students to work at their own sites. This was a new policy for the LIBT 214 course which was created to provide an equitable option for our working students.

F. [General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college. Chart unavailable

Click here to enter text.

G. Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2021 - 2022

Department:
Library/Info Technology

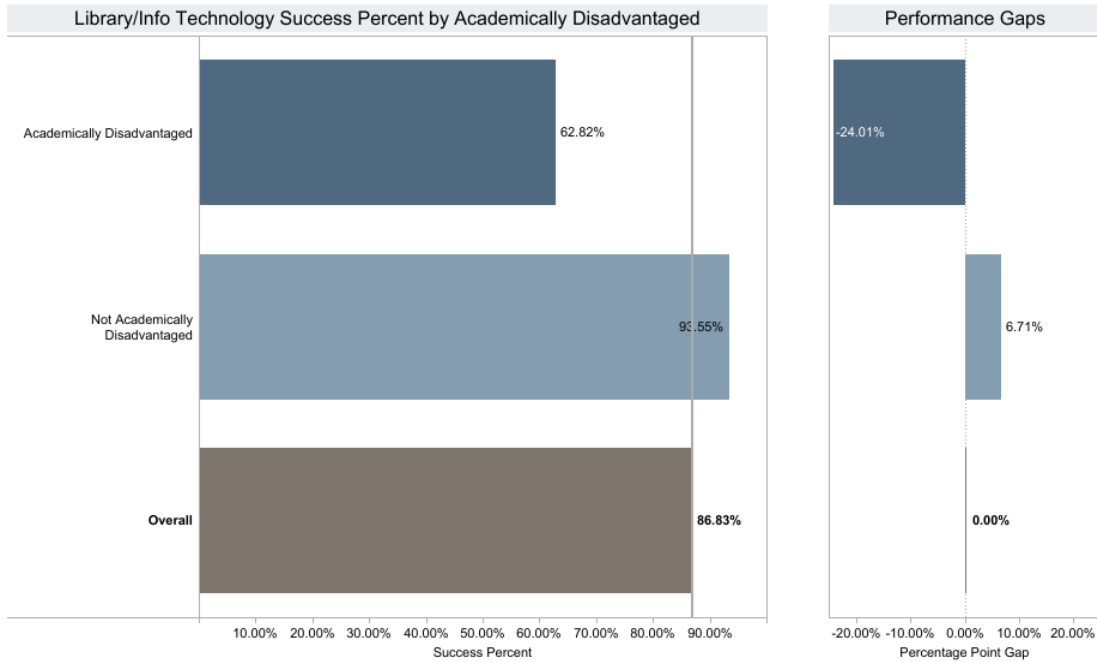
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
Not Prison

Disaggregate By:
Academically Disadvantag..



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

Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2021 - 2022

Department:
Library/Info Technology

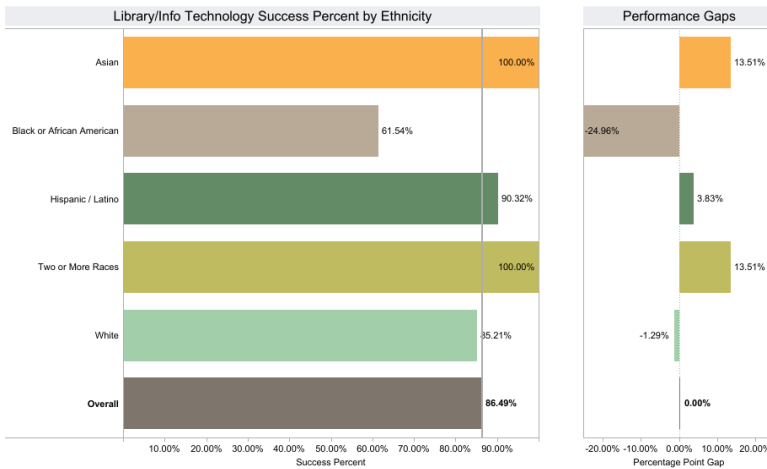
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
Not Prison

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.

Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2021 - 2022

Department:
Library/Info Technology

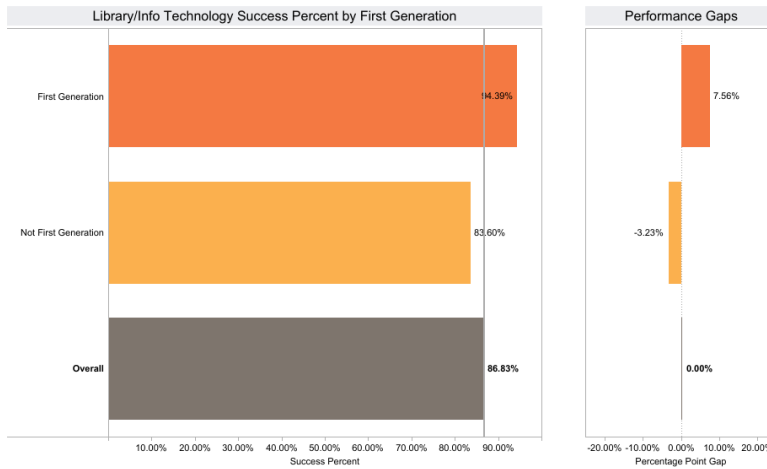
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
Not Prison

Disaggregate By:
First Generation



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.

H.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?

Economically disadvantaged, Black or African American are the primary groups that have greater gaps. These continue ongoing trends. The gap for Latino/s/Hispanic has improve since the last year.

- What professional opportunities are your program faculty participating in to address closing equity gaps?

Faculty have attending various equity focused webinars, JEDI and the NCORE online conference.

- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

LIBT faculty have committed to weaving DEI elements and assessments throughout the LIBT program. Sample assignments:

- LIBT 201 The Evolving Library. Engage in discussion about the ways in which the library acts as a “Third Place” during times of social unrest (e.g., protests after the killing of Michael Brown)
- LIBT 204 Read the article “Cataloging with a DEI Lens” and post your response. Check your library’s catalog for the examples and report your results. How would this affect users? How can you bring a DEI lens to your cataloging?

- LIBT 205 Follow a "case study" of a controversy at a CA high school over the Latino classic novel: *Bless Me, Ultima* -- a coming of age novel written by Rudolfo Anaya based on his own life growing up in Post WW II rural New Mexico.
- LIBT 213 Research Ethics. Introduction to confirmation bias, its impact on research and online searching, and ways to avoid it. For example, we talk about choosing neutral keywords (e.g., searching for "economic effects of immigration" instead of something like "are immigrants hurting the economy").
- LIBT 217 Artificial Intelligence (AI) implementation such as Chat GPT and facial recognition have been characterized by racial bias. Pick one of this week's articles and discuss the causes and implications of bias in AI.
- LIBT 218 Readings and a group discussion on challenged books and banned books and materials. This is also tied to a current banned book and required read for the class - [The Hate U Give](#) (focus is Black Lives Matter movement and racial profiling by police).

Click here to enter text.

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.

Faculty is continually evaluating current teaching practice and consulting yearly with the LIBT Advisory Committee. The March 2023 Advisory Committee recommended courses focus on responding to book banning threats, teach soft skills and group collaboration skills, critical thinking, de-escalation of workplace conflicts and how to work with marginalized populations.

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.*

NONE

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

B. Anticipated changes in curriculum, scheduling or delivery modality

After discussion with program faculty the plan to address this will be to put the Web design classes on hold for one to two years for evaluation and redesign. These classes are electives and apply only to a mini certificate with few students in process. The plan for the low enrollment 212 and 213 classes is to offer them less often and to adapt sections to offer to specific populations and disciplines such as dual enrollment and teacher pathways.

C. Levels, delivery or types of services

None

D. Facilities changes

None

E. Staffing projections

Retirement of two teaching librarians in the technology aspect of the program requires hiring with specialized skills. This could include Outreach, DEI, Equity, OER and technology skills.

F. Other

Collaboration with San Luis Coastal Unified School District (SLCUSD) and Continuation High School for students with Dist. 101 program and being comfortable taking online classes. There is potential to also include Atascadero, Paso Robles, Nipomo Schools with this resource, too. (Several students participate on their own)

Collaborate with the CalWORKs program at Cuesta and work with EOPS/CARE Foster youth office to include students in the Dist 101 class to help students succeed with online classes.

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		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> 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.