

## 2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

**CURRENT YEAR: 2022**

**PROGRAM: LIBRARY / INFORMATION TECHNOLOGY**

**CLUSTER: Student Success and Support Programs, College Centers**

**LAST YEAR CPPR COMPLETED: 2018**

**NEXT SCHEDULED CPPR: 2023**

**CURRENT DATE: 3/10/2021**

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:

(AS) Library Technology; 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.*

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.

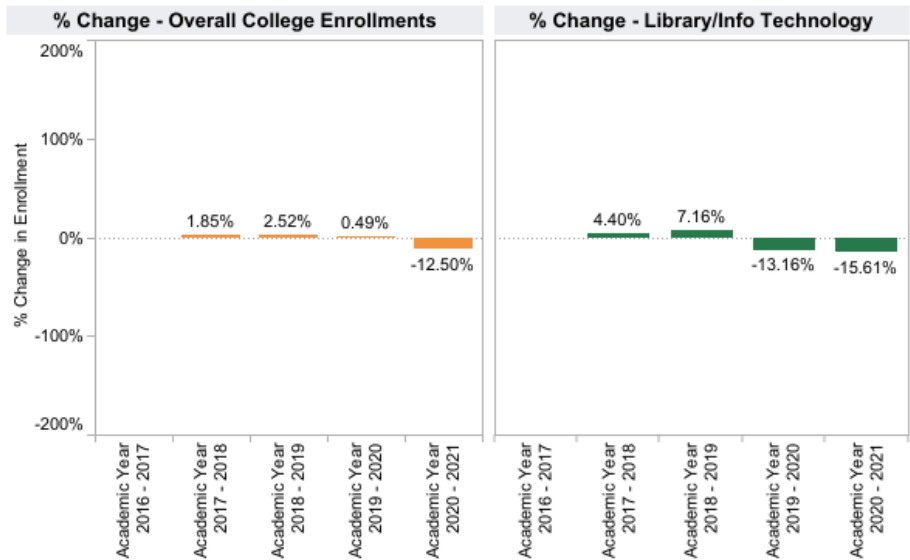
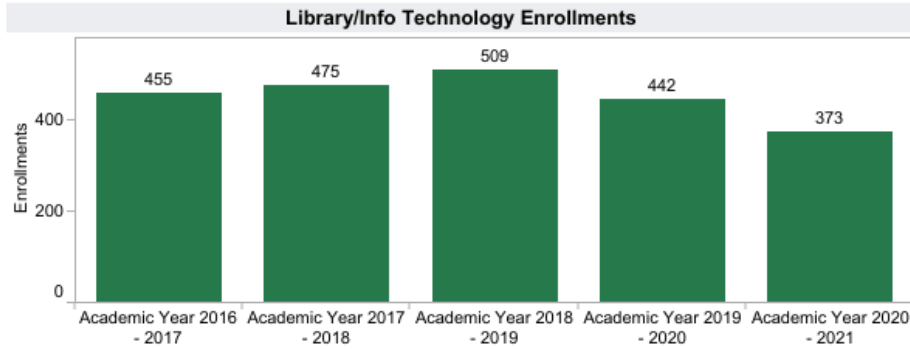
## DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

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.

### General Enrollment (Insert Aggregated Data Chart)

#### SLOCCCD Program Review Data - Enrollment

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

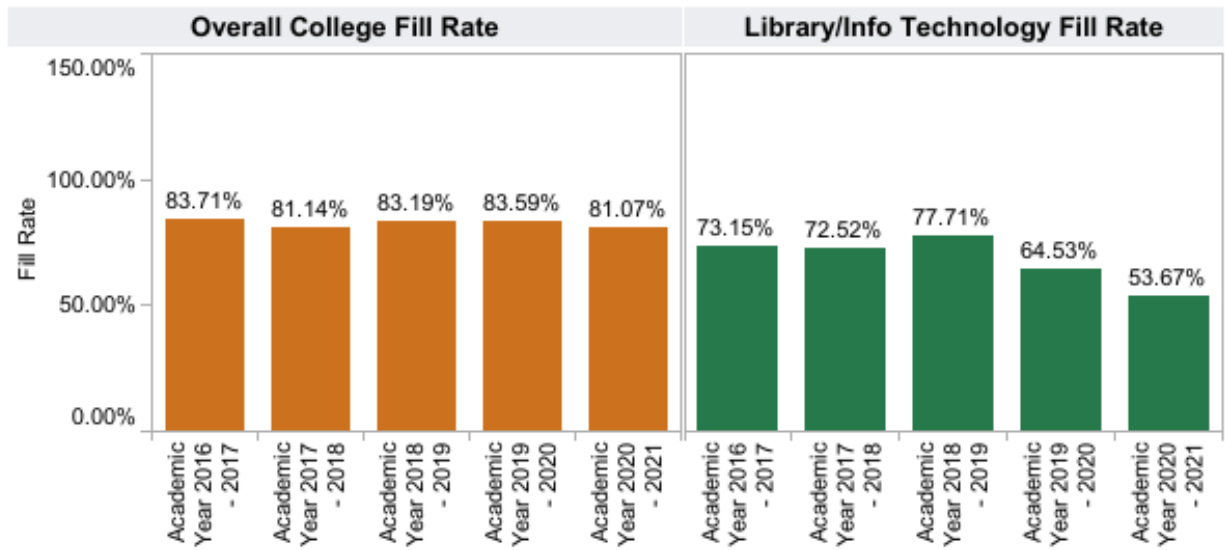
Overall, LIBT enrollment continued a trend down. We believe that this was driven by two factors beyond lower enrollment during COVID. First, there is low enrollment in the two Web development courses, LIBT 207 Web Page Development with XHTML and LIBT 220 Fundamentals of Cascading Style Sheets. Second, our two searching classes, LIBT 212 and 213, are also experiencing lower enrollment.

Enrollment in our core courses, such as our entry course, LIBT 201 Introduction to Library Services, other required courses such as LIBT 209 Public Services, and our capstone course, LIBT 214 Library Technology Internship remain strong which points to the overall health of the program. We also continue to attract local students recommended by county agencies and national students referred by the American Library Association Library Technology Certification.

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

**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.

In general, in order to allow students to complete the program degrees and certificates in a timely manner, we offer each course once per year unless enrollment supports more sections or there are special circumstances.

The lower fill rate for the overall LIBT courses is driven by a few courses with low fill rate in the Web Development and searching parts of the program as discussed above. We plan to offer LIBT 207 and 220 every two-three years, which will improve fill rate, but will likely negatively affect completion of the Web Coding certificate. We are reworking the LIBT 212/213 course to appeal to more students beyond LIBT, using Guided Pathways areas of interest to help focus curriculum development.

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

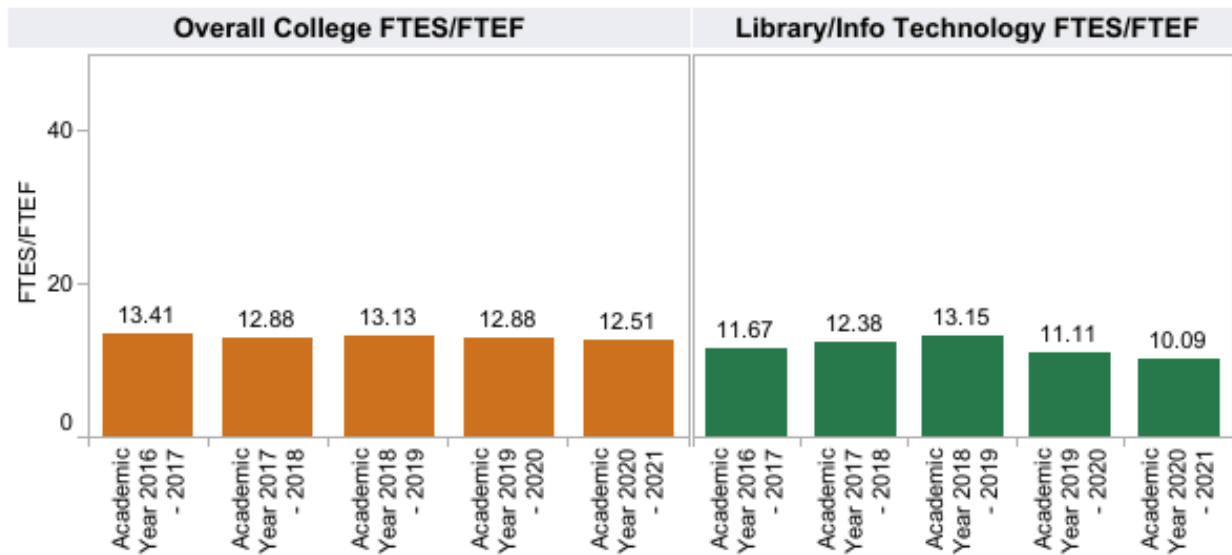
**SLOCCCD Program Review Data - Efficiency (FTES/FTEF)**

**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)

As discussed above, two areas/four courses are experiencing lower fill rate and affecting efficiency.

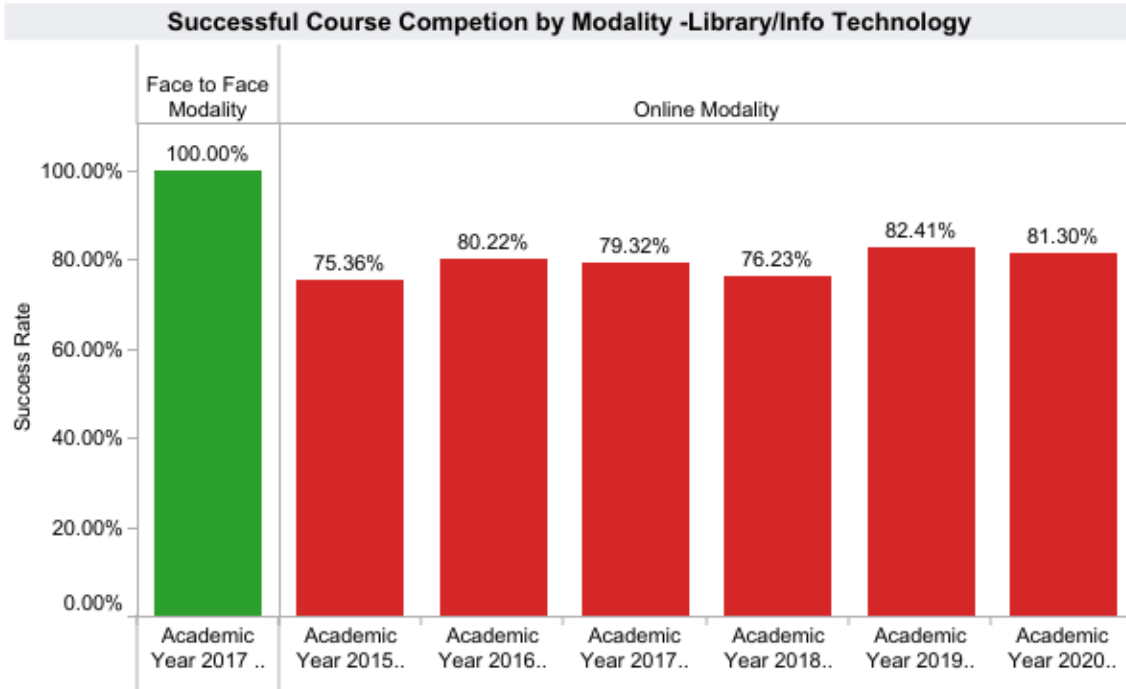
[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

**SLOCCCD Program Review Data: Successful Course Completion**

Select Department:  
Library/Info Technology

Course:  
All

Legend:  
■ Face to Face Modality  
■ Online Modality



	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate					
	100.00%					
Online Modality	Department Success Rate					
	75.36%	80.22%	79.32%	76.23%	82.41%	81.30%
Online Modality	Total Department Enrollm..					
	422.0	455.0	474.0	509.0	442.0	373.0

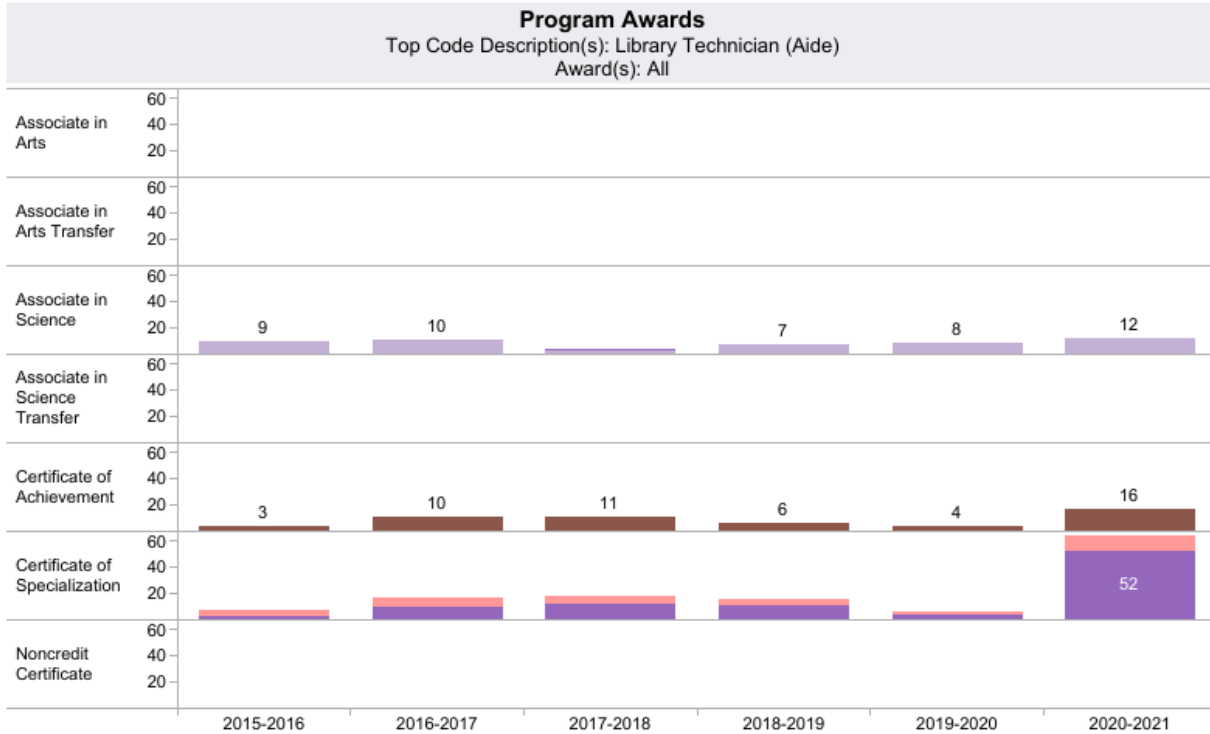
All LIBT courses are online only. The overall LIBT online success rate for 20/21 is 81.3. The solid success rate might stem from our experience as online educators and the networking and support we offer our students. Many LIBT students go through the program in a cohort-like group and get to know each other in many classes, supporting each other in their educational and professional goals. This sense of belonging and purpose has shown to be a key indicator in success rates.

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

**SLOCCCD Program Review Data: Degrees and Certificates Awarded**

**Program:**  
Library Technician (Aide)

**Award Type:**  
All



Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Science	Library Technology (AS)			1			
	Library/Information Tech (AS)	9	10	2	7	8	12
	<b>Total</b>	9	10	3	7	8	12
Certificate of Achievement	Library/Information Tech (CA)	3	10	11	6	4	16
	<b>Total</b>	3	10	11	6	4	16

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

The number of AS degrees and certificates increased this year, most likely due to a change in the capstone course Library Internship 214. Based on feedback from the LIBT advisory committee and more students working full-time while completing the program, we introduced a “Project Internship,” where students already working in libraries could collaborate with Masters-level librarian supervisors to complete their internship in the same organization as they currently work. Projects would need to be outside their scope of work, include measurable deliverables, and be pre-approved by the instructional faculty in the course. This increases the equity of the course by taking into account the time availability of our working students (many of whom are

members of historically underrepresented groups) by providing a way for them to complete their final course.

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

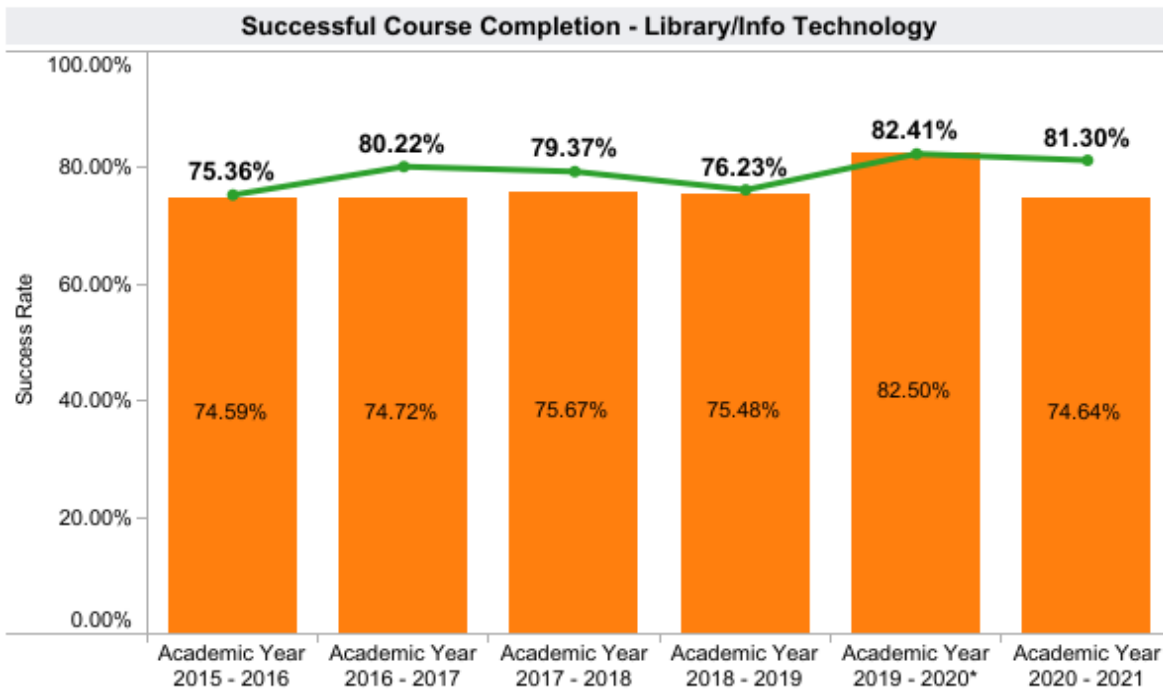
**SLOCCCD Program Review Data: Successful Course Completion**

Select Department:  
Library/Info Technology

TERM  
All

Measure Names  
■ Department Success Rate  
■ Overall College Success Rate

COURSE  
All



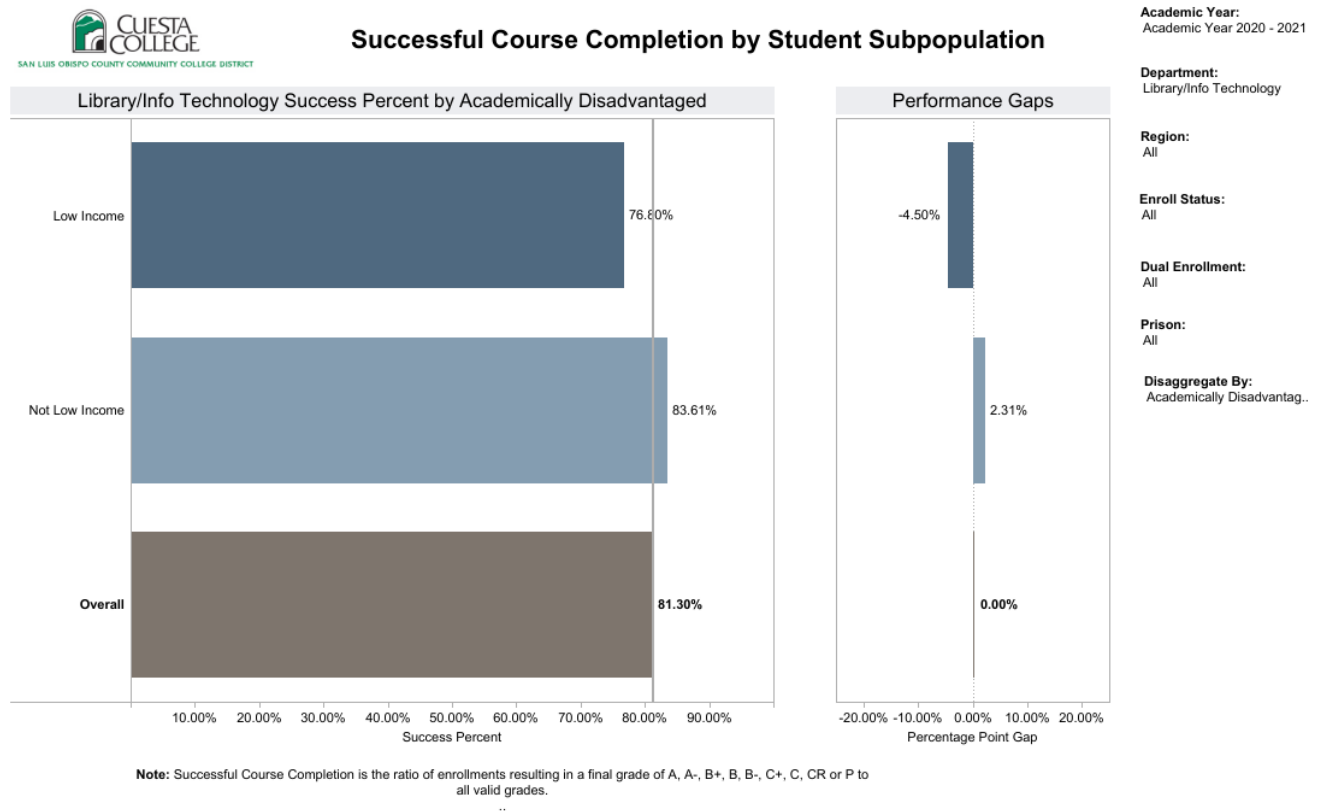
	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	75.36%	80.22%	79.37%	76.23%	82.41%	81.30%
Total Enrollments	422	455	475	509	442	373

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

LIBT successful course completion rates are currently higher than those of the college, possibly because our courses have been online for many years, while during COVID, the college had many new DE courses and students who were less prepared to be online.

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.

During the last cycle, the course completion gap for low-income students was possibly due to competing needs of employment and family support for this subset of students. Our advisory group suggested that the requirement of an internship site at a separate facility could be a burden for students currently working in libraries. We made a change to allow project-based internships at student's current library work site to address this gap beginning spring 2021 and have seen increased completion rates, but the gap for low income did not change in a statistically significant way (13.6 vs. 13.74).





### Successful Course Completion by Student Subpopulation

Academic Year:  
Academic Year 2020 - 2021

Department:  
Library/Info Technology

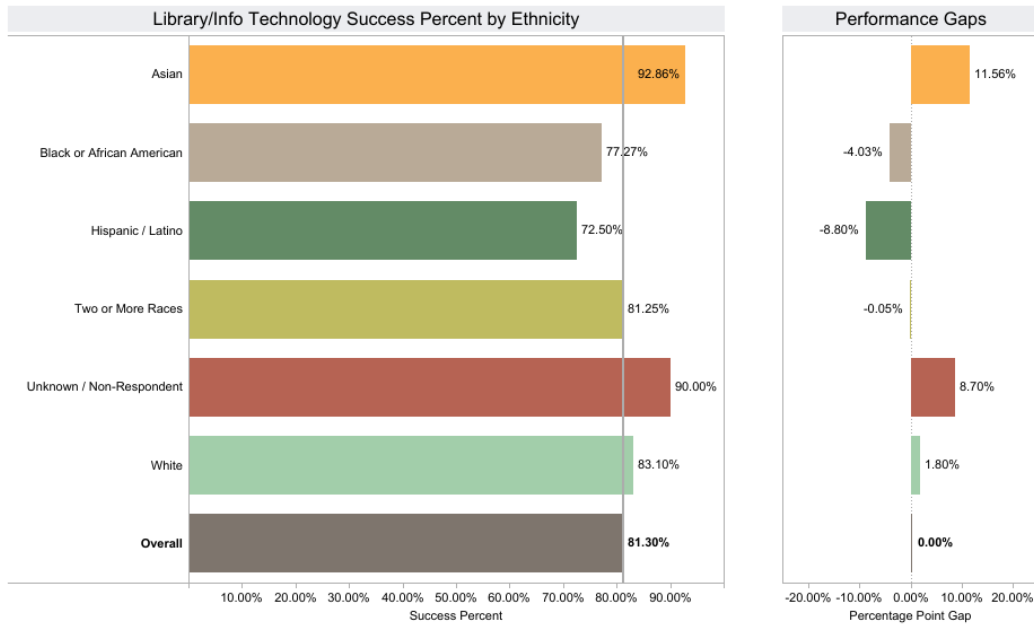
Region:  
All

Enroll Status:  
All

Dual Enrollment:  
All

Prison:  
All

Disaggregate By:  
Ethnicity



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

LIBT gaps in course completion for Black and African American students decreased by about 9%. Faculty increased their focus on high interaction practices during this time, reaching out to students in danger of failing. This could have impacted success rates in historically disproportionately impacted student groups including Black/African American. The sample number of Black and African American students was small, however, which makes it hard to draw conclusions. The success gap for Hispanic/Latino/a/X students stayed statistically about the same (a difference of 1.5%). This is a larger cohort of students, so we will be working to make sustainable changes to improve this over upcoming cycles. Ideas discussed among faculty included changes in scheduling, more diverse course materials and more early outreach from faculty and staff for struggling students.

### Successful Course Completion by Student Subpopulation

Academic Year:  
Academic Year 2020 - 2021

Department:  
Library/Info Technology

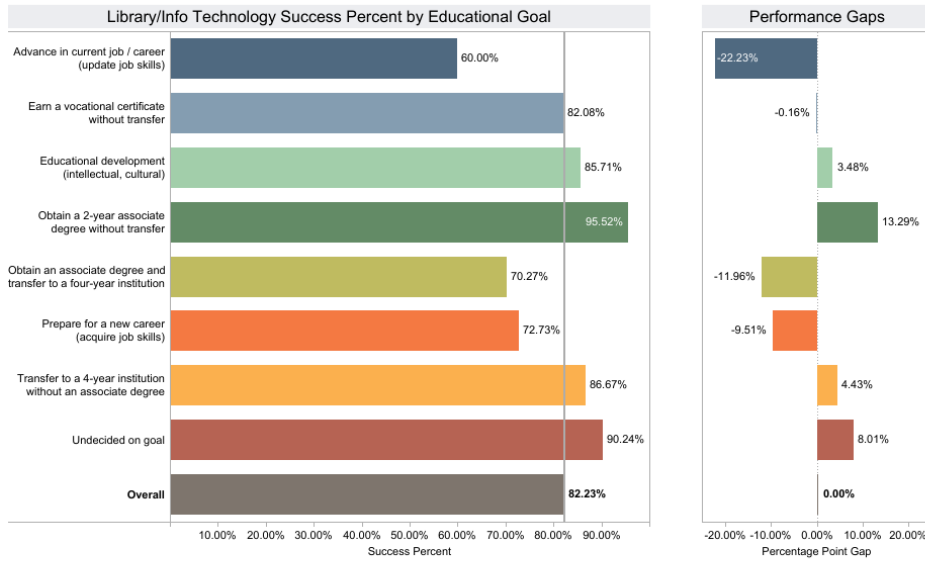
Region:  
All

Enroll Status:  
All

Dual Enrollment:  
All

Prison:  
All

Disaggregate By:  
Educational Goal



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.

Success gaps for course completion for students with professional development goals (22.23) present an opportunity to develop curriculum for this subset.

### OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

### PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

#### CHECKLIST:

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

#### NARRATIVE:

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

## 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 212/213 will be reworked to be an introduction to be a searching and advanced/special topics in searching series which can be taught to Guided Pathways interest areas or special populations like Summer Academy or Teacher Pathways students.
- B. Anticipated changes in curriculum, scheduling or delivery modality  
Since a downward enrollment trend in LIBT 207 and 220 has continued over three years, we will offer the courses every two to three years instead of annually and work to update the courses after that point. LIBT 212/213 will be updated with the current pedagogy that has been included in our information literacy module in English 201A.
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections  
Faculty retirements in the web technology area will necessitate PT hiring with specialized skills after Fall 2022.
- F. Other

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

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.