ANNUAL PROGRAM PLANNING WORKSHEET (APPW)

Program: Library/Information Technology   **Planning Year: 2**014-15
Last Year CPPR Completed: 2012

Unit: Library   **Cluster:** WED   **Next Scheduled CPPR:**

NARRATIVE: APPW

Use the following narrative outline and be brief and concise:

I. **Program-Level Outcomes:** List the outcomes established for your program.
- Develop and improve skills in the areas of library/information science and web development technologies.
- Develop a greater understanding of library information technology or web development technologies, with an emphasis on career development, continuing education, and personal growth.

II. **Program Progress towards Institutional Goals and Objectives:** Identify how your program, within the past year, has helped the district achieve its Institutional Goals and Objectives and provide data or evidence that demonstrates the progress.

Success rate in LIBT courses was 71.6 % in 2012-13, down slightly from the previous year, but better than in 2008-09 and 2009-10. This success rate is higher than the district-wide rate for all DE courses (64.7%), and nearly as high as the district-wide rate for all courses regardless of delivery modality (71.8%.) LIBT courses, which are all fully online, are major contributors to the successful attainment of Institutional Objective 1.3, which calls for an annual 2% increase in the rate of successful completion of distance education courses.

The LIBT program, with 34% of students in the 24-40 age cohort, also contributes to the attainment of Institutional Objective 2.1.

By emphasizing information literacy in several courses (LIBT 209, 212, 213) and by teaching all courses online, the LIBT program contributes to the attainment of Institutional Learning Outcome 6: Technical and Informational Fluency.

III. **Program Progress towards Program-Level Objectives:** Identify the progress that your program has made, within the past year, towards achieving program-specific objectives that were identified in your program's most recent Comprehensive Program Planning and Review document and provide data or evidence that demonstrates the progress.

For several years the Library/Information Technology program had been working toward

certification of courses and, eventually, of the entire program, through the American Library Association's Library Support Staff Certification program. One course—LIBT 204—was certified in 2011, and work was begun on certification for several other courses. In the past year, progress on that effort has halted, in part by the retirement of the ALA consultant who had been shepherding our work. While certification remains a long-term goal, the absence of participation in the certification process by California library districts and school districts has made this a lower priority for us; when California residents can gain an advantage in the job market by graduating from a certified program, we will take up this effort again.

In recent years, a higher priority has been accommodating to the elimination of courses and the resultant elimination of the Web Development Technologies CA program.

IV. **Institutional Measurements/Data:** Analyze the institutional, program and site specific measurements (data and evidence) that are most relevant to your current program status.

SLOCCCD

YEAR				
2008-09	2009-10	2010-11	2011-12	2012-13

OVERALL DEPARTMENT DATA

Library_Info Technology-OVERALL

Sections	22	24	21	23	20
Fill Rate	84.6%	85.9%	86.4%	82.0%	73.1%
Enrollments	540	608	534	556	433
Headcount	244	269	216	230	199
FTES	34.58	32.67	48.45	49.15	39.76
FTEF	3.27	4.08	3.03	3.27	2.98
FTES/FTEF	10.58	8.00	16.02	15.05	13.33
Success Rate	69.3%	68.8%	70.8%	74.3%	71.6%
Retention Rate	81.5%	84.0%	80.3%	84.2%	83.1%

College-Wide

CREDIT	2008/09	2009/10	2010/11	2011/12	2012/13
Sections	2,928	2,773	2,676	2,715	2,470
Enrollments	73,968	76,301	69,105	68,574	60,371
Headcount	17,032	16,885	14,898	14,994	13,884
FTES	9,425.35	9,469.78	8,744.23	8,789.69	7,848.43
FTEF	622.68	591.11	572.63	583.82	547.41
Fill Rate	0.860	0.948	0.916	0.881	0.842
Mean Enrollments/Section	25.26	27.52	25.82	25.26	24.44
Mean FTES/Section	3.22	3.41	3.27	3.24	3.18
Mean FTES/Enrollment	0.13	0.12	0.13	0.13	0.13
Mean FTES/Headcount	0.55	0.56	0.59	0.59	0.57
Mean FTES/FTEF	15.14	16.02	15.27	15.06	14.34

The LIBT program reflects college-wide trends in 2012-13, with fewer sections offered and a lower fill rate resulting in lower overall enrollment and FTES. The success rate, while down slightly from the previous year, is considerably higher than the success rate for all Cuesta DE courses, and also exceeds the state-wide success rate for all Library/Information Technology programs, regardless of delivery modality.

The most challenging LIBT courses, those which focus on technological skill attainment, have tended to have lower success rates than courses which focus more on knowledge acquisition; this trend is repeated in the 2012-13 data. Because the skill courses are rigorous, we can be confident that the sixteen students who received Associate degrees or or Certificates of Achievement in 2012-13 are able to meet the expectations of employers.

V. Program Outcomes Assessment and Improvements:

Students who complete the LIBT program are surveyed to assess the overall program, and have responded very positively in terms of the program SLOs. (See CPAS)

One improvement in the works is the development of a virtual synchronous alternative to the previously-required on-site program orientation. We will continue to refine the technological and logistical challenges of this approach, but anticipate that the virtual option will contribute to enrollment in the program, as students living outside the San Luis Obispo County area will still be able to enroll in what is in effect a state-wide program.

Budget requests focus in part on fully realizing the potential of online programs. We seek to acquire stable ongoing funding for the software we use in the virtual program orientation, and are asking for funds to develop a fully interactive online Library Research Workbook. The Workbook is used in LIBT 209, which will be testing online modules as they are developed; the impact of a fully online Workbook will reach beyond the LIBT program, because the Workbook is the Library's chief tool for developing information literacy.   Additional budget requests are for professional development for program faculty, and for travel funding to visit internship sites around the state.

VI. Program Development/Forecasting for the next academic year

We hope to improve overall program enrollment, and contribute to Cuesta's effort to meet enrollment targets, by offering more sections of existing classes to make up for the loss of courses which were lost to program reduction and modification. We will, for instance, offer LIBT 201, 217, and 213 each semester instead of only once each year, and will experiment with offering multiple sections of LIBT 212 each semester. We will seek to improve program retention, and cut time to degree, by offering more courses in summer session when many of our students have more time available.

We will continue to work on developing better tools and techniques for delivering online instruction, including the refinement of the virtual synchronous orientation for the program

which is part of LIBT 201.