

## **INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2018**

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

**Cluster:** Institutional Research, Library, Learning Resources & Instructional Technology

**Program:** LIBT                      **Current Academic Year:** 18/19

**Last Academic Year CPPR Completed:** 12/13                      **Current Date:** March 1, 2018

### **NARRATIVE: INSTRUCTIONAL CPPR**

Please use the following narrative outline:

#### **I. GENERAL PROGRAM INFORMATION**

A. Program mission (optional)

B. Brief history of the program

Cuesta College offers a mature and robust program in Library/Information Technology. The program has been in existence for four decades. The Library/Information Technology program is designed to prepare students for employment as paraprofessionals in libraries and information centers. The program includes an Associate of Science degree in Library/Information Technology, a certificate of proficiency in Library/Information Technology and two Certificates of Specialization: Essential Skills for Internet Research, and Library Services to Children.

C. Include significant changes/improvements since the last Program Review

In Fall 2016, we revised our mandatory orientation for incoming LIBT students in the LIBT 201 Introduction to Library Services course to a virtual offering, thus eliminating the requirement (possibly a barrier) for in-person attendance. Feedback from both students and our faculty was very positive and we have continued that format in 2017, refining the program to focus on an online introduction to LIBT faculty and staff and well as program offerings and student support services that are available.

Also in 2016, in response to a need to increase efficiencies in our enrollment, we 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. Our enrollment has recovered from a dip in previous years, possibly as a result of these changes.

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.

In 2017, the LIBT program (6 core courses) received certification for the industry-wide Library Support Staff Certification (LSSC) sponsored by the American Library Association (ALA). 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.

D. List current faculty, including part-time faculty

Full-time Faculty

Bontenbal, Kevin  
Gonsalves, Jessica M.  
Love, Carina

Part-time Faculty

Brown, David  
Chausse, Del  
Fourie, Denise  
Jagger, Ellen  
Severson, Jennifer  
Speidel, Mary

E. Describe how the Program Review was conducted and who was involved

The program review was written by Carina Love, with input from Kevin Bontenbal, Denise Fourie, Ellen Jagger, Jessica Gonsalves and discussion at LIBT departmental meetings. Feedback was also collected from the Library/Information Technology Advisory Committee. Administrative Assistant Mallory Cronan compiled data.

**Library/Information Technology Advisory Committee Members**

**Kris Bell**

*Librarian*  
Atascadero Unified School District

**Chris Barnickel**

*SLO County's Director of Libraries*  
San Luis Obispo City/County Library

**Angelica Fortin**

*City Librarian*  
City of Paso Robles Library

**Joanne Britton**

*Librarian*  
Santa Maria Public Library

**Joseph Kalet**

*County Law Librarian*  
San Luis Obispo County Law Library

**Kellye Cohn**

*Faculty Librarian*

Allan Hancock College Library

**Stephanie Lowe**

*District Librarian*

Paso Robles Joint Unified School District

**Patrick Moloney**

*Senior Librarian*

California State Prison Library

**Sharon Haupt**

*District Librarian*

San Luis Coastal Unified School District  
Libraries

**Ex officio Members:**

**Denise Fourie Instructor**

*Library/Information Technology Instructor*

Cuesta College

**Carina Love**

*Library Division Chair*

Cuesta College Library

**Lisa Wearda**

*Library Technician Program Counselor*

Cuesta College

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

- A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

The Library/Information Technology program exemplifies Cuesta's values of access and success, and continues to work toward the value of excellence. As the first program at Cuesta to offer all courses online, we provide access to career technical education in library technology and web development for students whose work, family, or transportation challenges do not allow them to attend face-to-face classes.

- B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

**Institutional Objective 5.1:** *Build a sustainable base of enrollment by effectively responding to the needs of the District as identified in the Educational Master Plan.*

The LIBT program has a consistent enrollment of students who are qualifying to obtain jobs in libraries and other learning resource centers locally and nationally. In each of the past two semesters we have enrolled more than 130 students who were taking from 1 to 6 different courses at a time, all but the capstone internship course in the online modality. By offering courses online, the LIBT program meets the needs of students throughout California (and beyond) for career training in Library/Information Technology. As one of only eight such programs in California, and the only one in which all courses are available online, Cuesta serves as a *de facto* statewide program in this career technical field.

- C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

**ILO 6. Technological and Informational Fluency:** *Recognize when information is needed, and be able to locate, evaluate, and utilize diverse sources effectively and ethically  
Produce and share electronic documents, images, and projects using modern software and technology*

The LIBT program includes technology and information fluency throughout the course offerings, including a focus on these outcomes in LIBT 217, Ethics in the Information Age, LIBT 212 Research Skills and LIBT 213, Advanced Internet Searching.

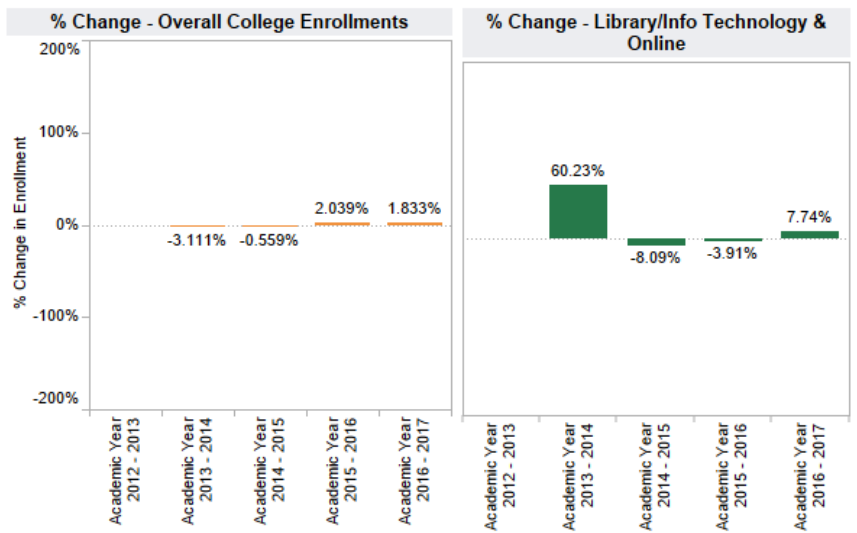
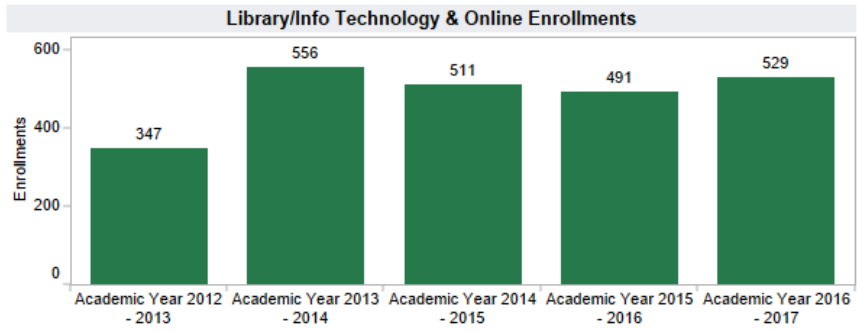
### III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

The data components are hyperlinked below.

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

##### SLOCCCD Program Review Data - Enrollment

Department: Multiple values      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.

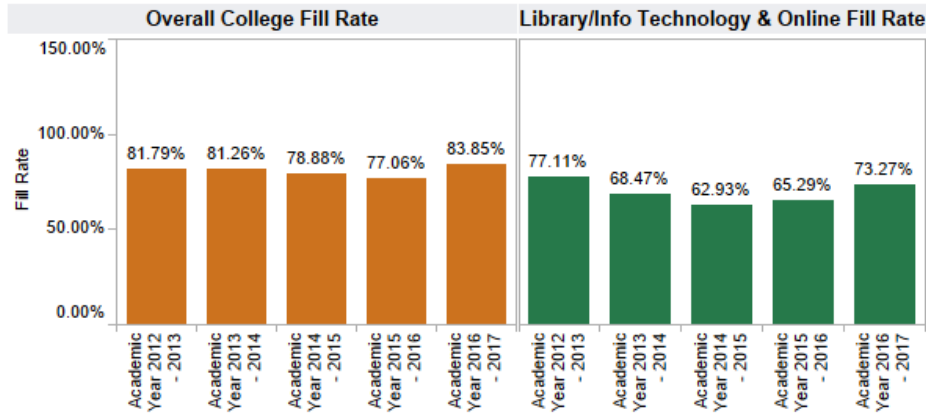
The LIBT Program followed the general pattern of enrollment across the district with enrollment dipping 14/15 and 15/16 then recovering in 16/17. We stabilized our course schedule in 2015-16 after several years of experimentation, and expect that this change will help stabilize student demand as well.

One strategy to improve demand is the removal of LIBT 201 as a prerequisite for 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, and while there is an increase in enrollment for that year, it is too early to know if it is a trend that will withstand economic forces.

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

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

Department: Multiple values      Course: All      Dual Enrollment: All      Prison: All



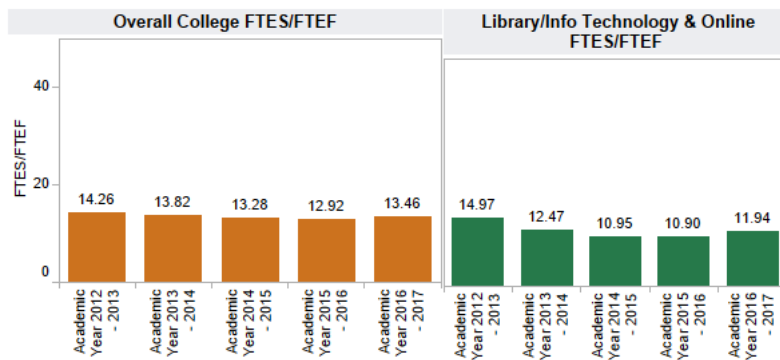
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Fill rate in 2015-16 and 16-17 showed improvement, reversing a steady decline since 2010-11. In general, enrollment in LIBT courses tends to follow the economy, with fewer student seeking training when jobs are more plentiful. Specific improvement was noticed in two revamped courses, LIBT 201 and LIBT 215, as projected.

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

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

Department: Multiple values      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)

The general decline in efficiency reflects the district’s efforts to maximize FTES, which has led in some recent years to running classes that are less than fully enrolled and increasing caps in courses when

demand (or pedagogy) does not support this. 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.) Overall, efficiency improved in the fall 2016 and again in Spring 17, possibly as a result of changes in prerequisites, revised scheduling and additional marketing.

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

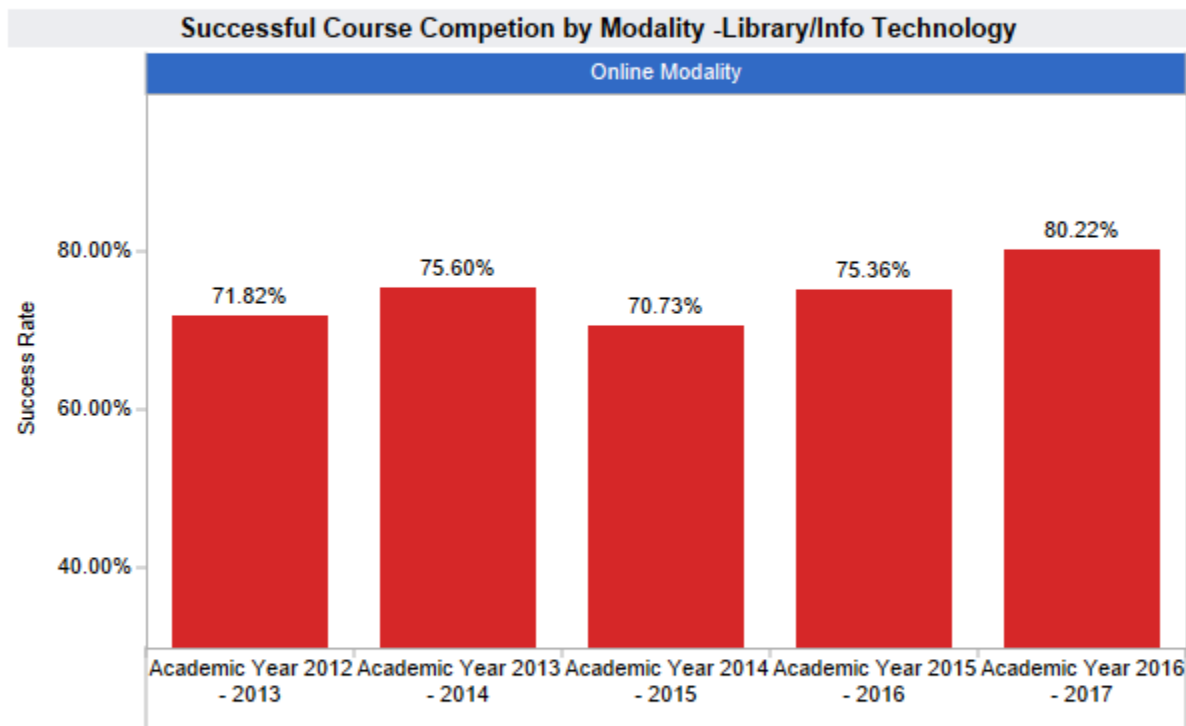
Insert the data chart and explain observed differences between the program and the college.

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

Select Department:  
Library/Info Technology

Course:  
All

Legend:  
■ Online Modality



		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Online Modality	Department Success Rate	71.82%	75.60%	70.73%	75.36%	80.22%
	Total Department Enrollments	433.0	459.0	427.0	422.0	455.0

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

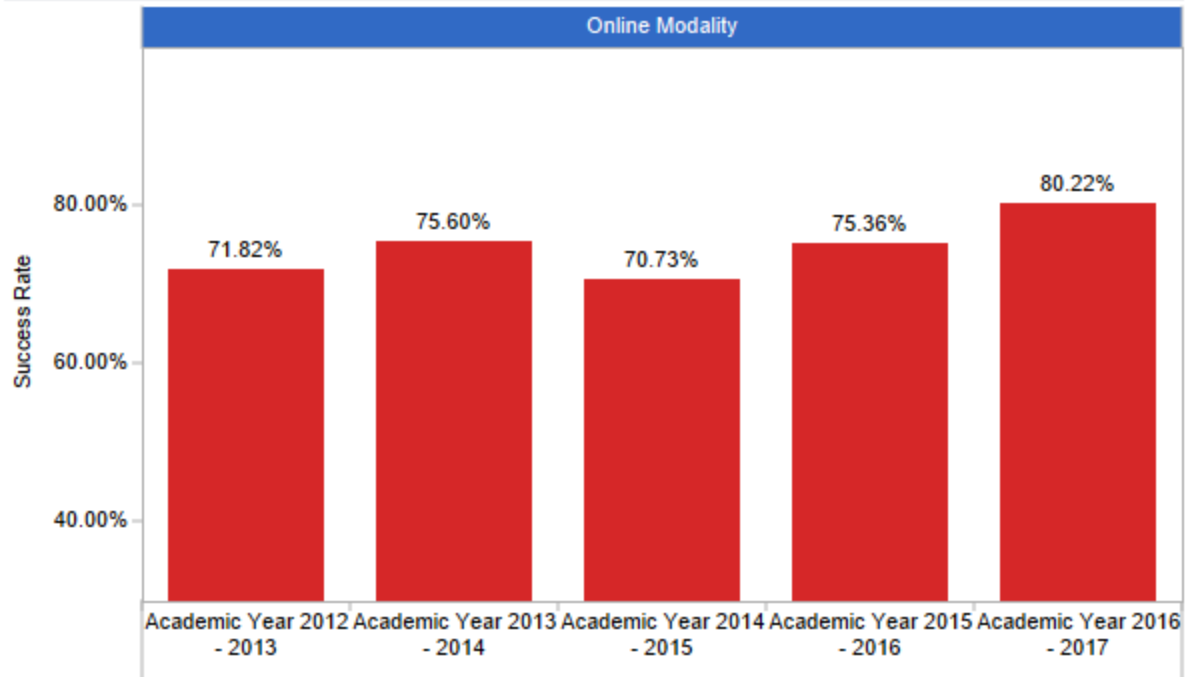
## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Library/Info Technology

Course:  
All

Legend:  
■ Online Modality

### Successful Course Completion by Modality -Library/Info Technology



### Successful Course Completion by Modality Table - Library/Info Technology

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Online Modality	Department Success Rate	71.82%	75.60%	70.73%	75.36%	80.22%
	Total Department Enrollments	433.0	459.0	427.0	422.0	455.0

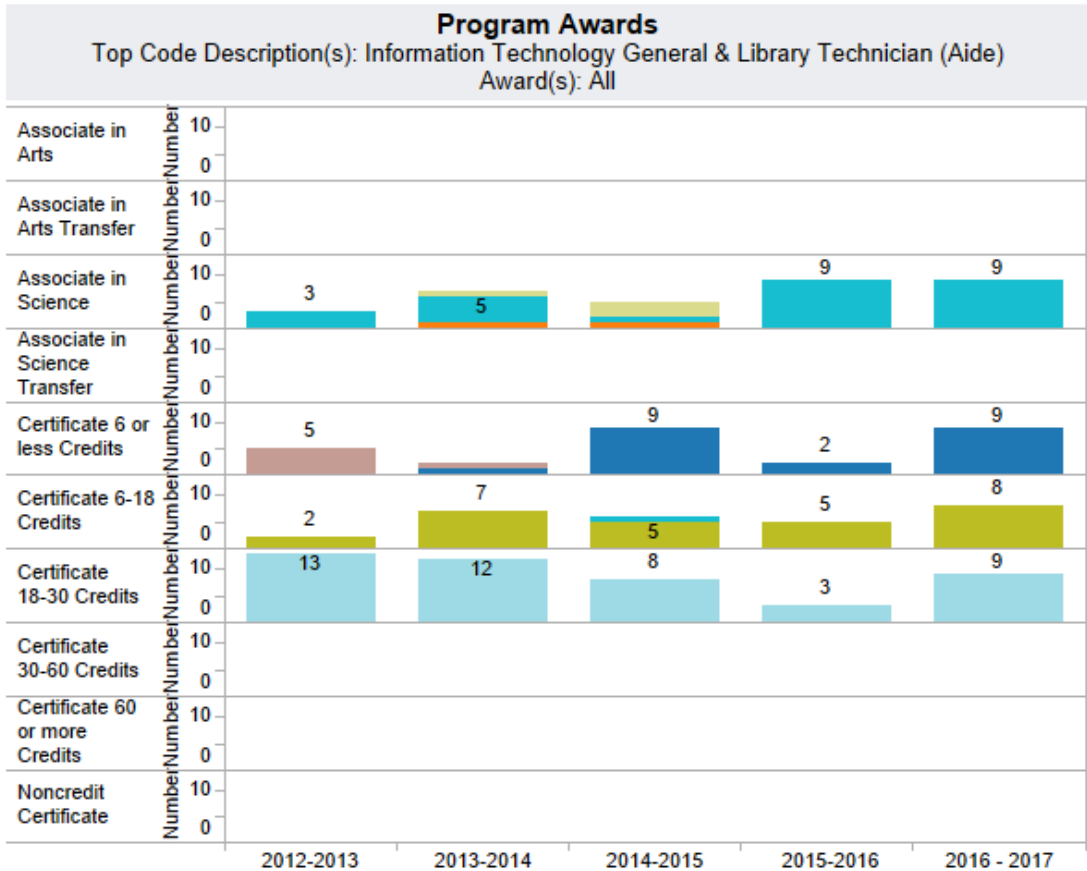
Our success rates in DE courses continue to be strong, perhaps as a result of a mature DE program with faculty experienced in online teaching.



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

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

Program: Multiple values  
Award Type: All



**Program Awards Table**

Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Science	Library Technology (AS)		1	3		
	Library/Information Tech (AS)	3	5	1	9	9
	Managment Info Systems (AS)		1	1		
	<b>Total</b>	3	7	5	9	9
Certificate 6 or less	Essential Internet Skills (CS)	5	1			

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

The number of degrees and certificates have remained steady.

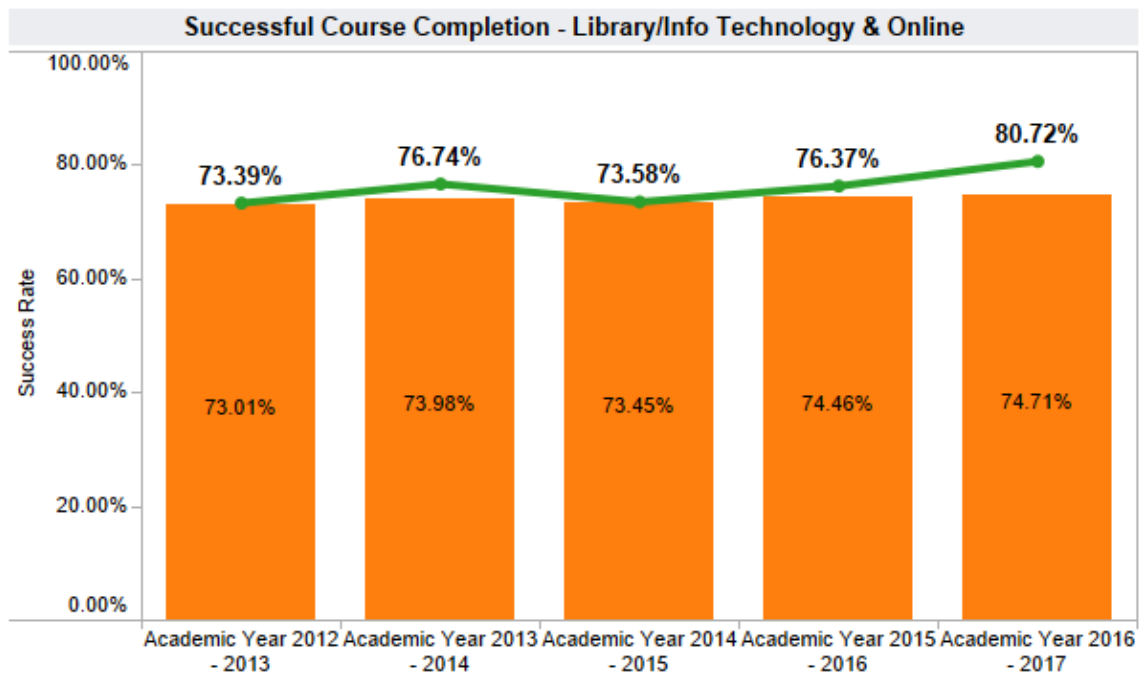
General Student Success – Course Completion (Insert Aggregated Data Chart)

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

Select Department:  
Multiple values

COURSE  
All

Legend:  
■ Department Success Rate  
■ Overall College Success Rate



**Library/Info Technology & Online Success Rate Table**

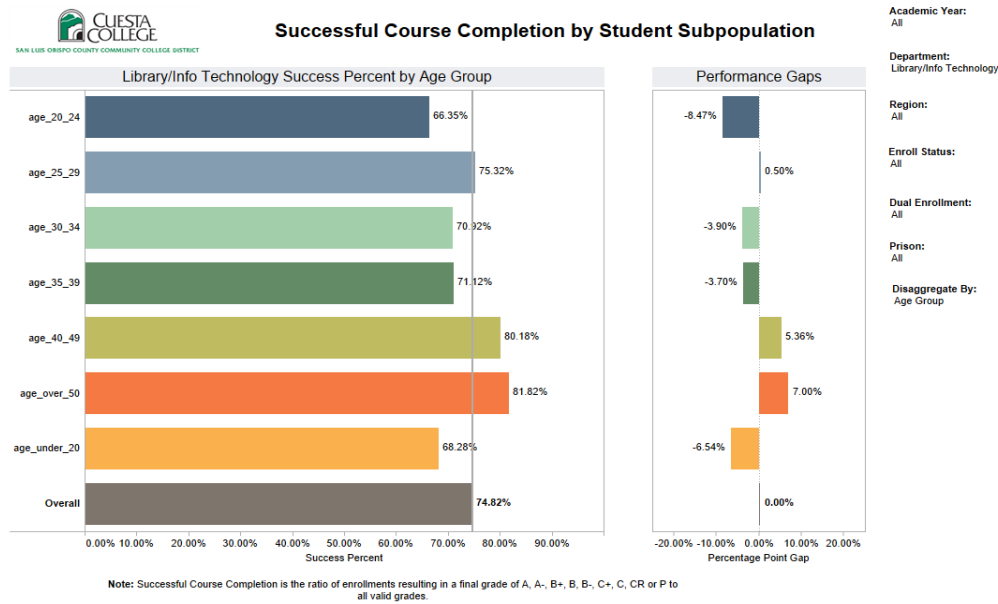
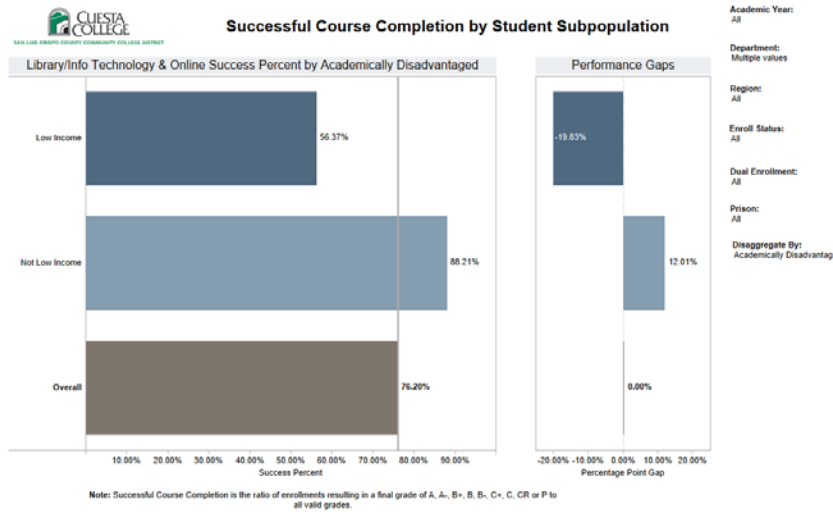
	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	73.39%	76.74%	73.58%	76.37%	80.72%
Total Enrollments	511	559	511	491	529

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

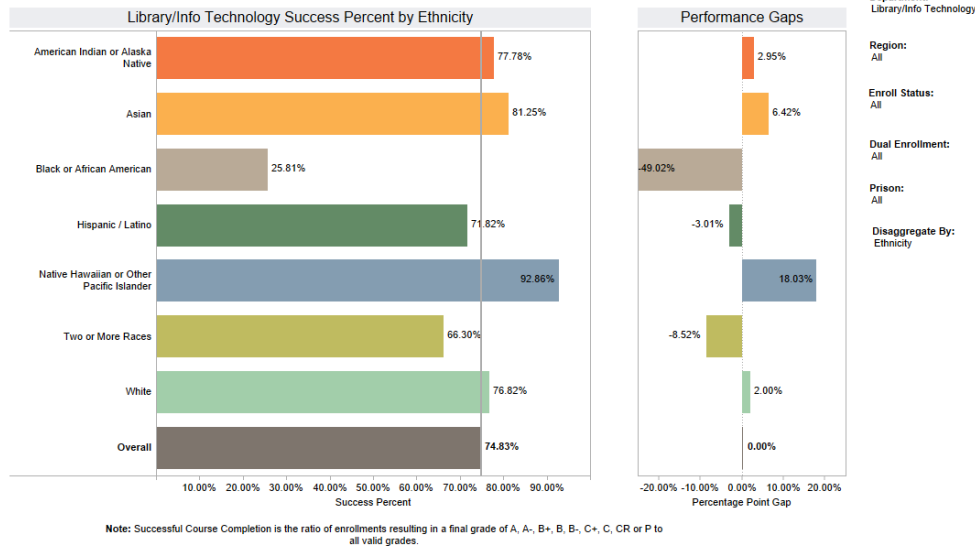
Successful course completion rates in Library/Information Technology have consistently surpassed the District-wide overall success rates as well as the District success rates for Distance Education courses. In 2015-16, only four instructional programs had higher success rates in the DE modality than 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 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.

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. **(Based on years 2012-2017)**



### Successful Course Completion by Student Subpopulation



In both 2016-17 and over the longer time span, academically disadvantaged students have a significant performance gap. 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. Older students tend to do better, perhaps because they have better study habits (especially crucial in the DE modality), or fewer mitigating economic or other factors. Over the longer time span, blacks, American Indians, and those reporting two or more ethnicities had significant performance gaps. The gaps were not present every year, but because the program is on the small side, one or a few individuals can skew the data, and it is difficult to determine whether any particular year's indicative of a trend.

One strategy we have employed to support students has been to include more issues around diversity and economic impact in various courses. This is in line with recommendations from the LIBT Advisory Committee meeting in 2018, where the committee suggested that LIBT courses should include units on the impact of homeless populations in public libraries and the 2017 Advisory meeting that suggested including information about race and ethnicity throughout the program.

- 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.

<b>Library Technicians Estimated Employment and Projected Growth</b>					
<b>Geographic Area (Estimated Year- Projected Year)</b>	<b>Estimated Employment</b>	<b>Projected Employment</b>	<b>Numeric Change</b>	<b>Percent Change</b>	<b>Additional Openings Due to Net Replacements</b>
California (2014-2024)	9,900	10,700	800	8.1	4,700

Data from the State of California Employment Development Department shows the labor market demand for library technicians is also projected to grow. There are currently an estimated 9,900 library technicians employed throughout California, with a projected employment of 10,700, resulting in a projected 8.1% increase. There are also a projected 4,700 openings due to net replacements.

A variety of factors have influenced the increased labor market demand for library assistants and library technicians. With many school districts replacing librarian positions with library assistants or library technicians, there are more positions for these classifications becoming available. There are also a number of library assistants and library technicians reaching retirement age that will need to be replaced.

According to the American Library Association website, there are a total of eight other Library Technology degree/certificate programs throughout the state of California, none of which are located in the immediate vicinity of Cuesta College. The closest college offering this degree would be Fresno City College. Most of the other programs are in-person, offering less flexibility to working students, and students with disabilities or other access challenges.



**PERKINS IV Core Indicators of Performance by 2-digit Vocational TOP Code**  
**Summary Detail Report for 2016-2017 Fiscal Year Planning**

**CUESTA COLLEGE**

**16 Library Science**

	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	89.36	42	47	100.00	19	19	91.49	43	47
Female	87.80	36	41	100.00	16	16	90.24	37	41
Male	100.00	6	6	100.00	3	3	100.00	6	6
Non-traditional	100.00	6	6	100.00	3	3	100.00	6	6
Displaced Homemaker	100.00	3	3	100.00	2	2	100.00	3	3
Economically Disadvantaged	96.15	25	26	100.00	10	10	100.00	26	26
Limited English Proficiency	100.00	1	1		0	0	100.00	1	1
Single Parent	100.00	5	5	100.00	3	3	100.00	5	5
Students with Disabilities	100.00	6	6	100.00	3	3	100.00	6	6
Technical Preparation		0	0		0	0		0	0
District	89.36	42	47	100.00	19	19	91.49	43	47
State	86.13	1,422	1,651	97.32	835	858	80.50	1,288	1,600

	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	83.33	10	12	12.77	6	47	15.00	3	20
Female	81.82	9	11	0.00	0	41	0.00	0	17
Male	100.00	1	1	100.00	6	6	100.00	3	3
Non-traditional	100.00	1	1	12.77	6	47	15.00	3	20
Displaced Homemaker	0.00	0	1	0.00	0	3	0.00	0	2
Economically Disadvantaged	66.67	2	3	15.38	4	26	27.27	3	11
Limited English Proficiency		0	0	100.00	1	1		0	0
Single Parent	0.00	0	1	0.00	0	5	0.00	0	3
Students with Disabilities	100.00	1	1	50.00	3	6	66.67	2	3
Technical Preparation		0	0		0	0		0	0
District	83.33	10	12	12.77	6	47	15.00	3	20

Data from the Perkins Core Indicators of Performance shows that students in Cuesta's LIBT program exceeded the completions, certificates, degrees and transfer ready performance goal of 88% during the 2014-2015 school year. Completion rates for students in the program reflected 94.74%, as opposed to 93.64% of LIBT students statewide.

Additionally, data also shows that students in Cuesta's LIBT program also exceeded the employment performance goal of 68% during the 2014-2015 school year. The employment rate for students in the program was 78.57%.

**IV. CURRICULUM REVIEW**

- A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

LIBT AS

## LIBT Cert

B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

**V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS**

A. Attach or insert the assessment calendar for your program for the next program review cycle.

PROGRAM			2015-2016	2016-2017	2017-2018 Due	2017-2018 Received	2018-2019	2019-2020	2020-2021
Library/Information Technology									
A.S.		Library/Information Technology	CTER		CPPR+CTER			CTER	
	C.A.	Library/Information Technology	CTER		CPPR+CTER			CTER	
	C.S.	Library Services to Children		CTER			CPPR+CTER		CTER
	C.S.	Searching and Researching Strategies (Begin effective Fall 2014)		CTER			CPPR+CTER		CTER
	C.S.	Web Page Coding		CTER			CPPR+CTER		CTER

2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
CPPR+CTER		CTER		CPPR+CTER		CTER	
CPPR+CTER		CTER		CPPR+CTER		CTER	
	CPPR+CTER		CTER		CPPR+CTER		CTER
	CPPR+CTER		CTER		CPPR+CTER		CTER
	CPPR+CTER		CTER		CPPR+CTER		CTER

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

We have completed all course assessments for fall courses and will complete spring evaluations in spring 18.

C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

See Library Inf Technology Outcome Summary addendum

D. Highlight changes made at the course or program level that have resulted from SLO assessment.

Course content and assignments are continually being updated and revised based on feedback from students and the assessment of student learning outcomes. For example, in LIBT 212: Research Skills for the Information Age, a short research paper assignment was added to better address the outcome; “Synthesize material and evaluate whether research topic or information need has been successfully satisfied.” In LIBT 207: Web Page Development with HTML, additional course resources and readings were added to



more fully meet the outcome; “Create web pages that adhere to accessibility standards.”

In LIBT 218, SLO 4, “Develop programming and activities appropriate to this age group”, needed more emphasis with the addition of a specific assignment to keep it in the "mandatory learning" category. SLO 4 results improved vastly over the previous year, with the addition of an assignment specific to this learning outcome. In 2013, 50% of respondents rating their attainment as "very well", and the other 50% as "well" with one "somewhat". In 2014, 60 % of respondents rate their attainment as "very well", while 89% of respondents rated their attainment as “well” or “very well”.

- E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

The LIBT program has a steady enrollment and continued success in placing Tech-level staff in local and state-wide libraries and information centers. Our funding requests have long included improved professional development and following the hiring of a full-time Instructional Designer, our faculty would benefit greatly from a faculty training center. This would be a space that will foster creativity and collaboration with cross-discipline and cross-departmental conversations. The space will be dedicated for faculty to attend training through hands-on workshops, mini seminars, and demonstrations. It will also provide a location for faculty to gather for conversations to enhance campus culture, share resources / ideas, grading papers, work in an open technology lab with support, or a space to relax on campus. It will be the hub for professional development on campus. This Active Teaching, Technology and Innovative Center (ATTIC) will be developed by Instructional Technology, Online Education, Library Learning Resources, and Student Success Center; the ATTIC will assist faculty in gaining skills and capacities to develop innovative and accessible curriculum, digital content, and resources that will enhance our student’s ability to be creative, collaborative problem solvers, and self-directed learners. The ultimate goal of the ATTIC will be to improve outcomes for student success across campus. Our request of marketing materials is to facilitate outreach to new and former students to work to grow enrollment, encourage students to return for skills building courses and to complete degrees and certificates.

Last year, we received certification for six of our core courses for the American Library Association Library Support Staff Certification Program and would like to continue to submit more courses for certification in an attempt to expand recognition and enrollment from students out of the area.

## VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

### A. Institutional Goals and Objectives

**Institutional Objective 5.1:** *Build a sustainable base of enrollment by effectively responding to the needs of the District as identified in the Educational Master Plan.*

The LIBT program has a consistent enrollment of students who are qualifying to obtain jobs in libraries and other learning resource centers locally and nationally.

A few comments from students:

*Thinking back whenever a course assignment involved being in a library, either as an interviewer or observer, the prospect of becoming a library employee seemed viable and within reach. For me these kinds of, learn-by-doing assignments were particularly enjoyable. That is probably why I am already enjoying this final course, especially the field work. -LIBT 214 student*

*Throughout this college program I have been amazed at the depth and reach of distance learning. With this final course. I was absolutely flabbergasted to learn that one of my classmates was in Beijing, China! Who knew Cuesta was running a world renown Library Tech program? Through the process of coordinating the various internship placements I came to appreciate all that you, Carina Love and all the other instructors do on our behalf. The process is complicated but you pave the way for success for all which I believe provides real value to the learning process. -LIBT 214 student*

*Right after my first day, I learned of a potential opening at another school library very close to me that I've previously volunteered at. I can't believe the timeliness of it all in conjunction with my courses, especially internship. After one day, I can already see what perfect opportunity I have with this internship and am so grateful for this course. I'm really excited. LIBT 214 student*

*I never thought of being a YA librarian, but I am now seriously considering it as I really connected with the work that we did and even though I didn't get the opportunity to interact with many teens, every time I did it was overwhelmingly positive. -LIBT 218 student*

*Thank you for having such a wonderful, exciting and very informative class! I will definitely use the knowledge that I have learned in my future endeavors! - LIBT 218 student*

### B. Institutional Learning Outcomes

**ILO 6. Technological and Informational Fluency:** *Recognize when information is needed, and be able to locate, evaluate, and utilize diverse sources effectively and ethically*

*Produce and share electronic documents, images, and projects using modern software and technology*

The LIBT program includes technology and information fluently throughout the course offerings, including a focus on these outcomes in LIBT 217, Ethics in the Information Age, LIBT 212 Research Skills and LIBT 213, Advanced Internet Searching. As one student in LIBT 210 said, “I learned more in your class than I did getting the TL credential. Things have changed in 17 years...I am hoping more of my co-workers will sign up for Cuesta classes”

### C. Program outcomes

Indicate any anticipated changes in the following areas:

#### A. Curriculum and scheduling

The LIBT program will continue to work to produce an efficient schedule which has course offerings that maximize fill rates and promote completion of degrees and certificates. We will be reviewing the electives and in the certificates and degrees to take full advantage of complementary offerings in other departments, trends in the workplace and competencies in the American Library Association LSSC certification system (including expanding the number of courses that are LSSC certified).

We have surveyed our Advisory Committee for skills and subject knowledge they will need employees to possess in the upcoming year and will modify the program/courses to address these needs. These suggestions included knowledge of Google Suite and iOS/tablet support; as well as emphasizing an understanding of issues around homelessness and mental illness within library patron populations.

#### B. Support services to promote success, persistence and retention

#### C. Facilities needs

LIBT is all online, are needs are focused on training for distance education and would benefit from Instructional technology initiatives such as the ATTIC.

#### D. Staffing needs/projections

As instructors retire or reduce loads, we will add PT pools and train librarians who currently have only reference desk loads to teach. This involves identifying subject expertise and certifying the instructors to teach in the DE modality.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

We are expanding our outreach to LIBT alumni to improve our reporting on employment data. Hopefully this will also encourage students to come back to complete degrees and certificates as well as increasing courses taken for skills building. We are exploring any LIBT connection to the Strong Workforce initiatives to expand enrollment and funding as well as working toward having LIBT courses in then Online Education Initiative when available.

## VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

**VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2018.**

## SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

**Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.**

**Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)**

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Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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## SUPPLEMENTAL DOCUMENTS

### FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:

[https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED\\_Prioritization\\_Process\\_Handbook\\_9\\_2016.pdf#search=faculty%20prioritization%20handbook](https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook)

#### APPLICABLE SIGNATURES:

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**Vice President/Dean**

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**Date**

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**Division Chair/Director/Designee**

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**Date**

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**Other (when applicable)**

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**Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.

## **OPTIONAL SURVEY**

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: <https://www.surveymonkey.com/r/J79W8GW>