

A. INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

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.

Program: Library **Planning Year:** 2012-13 **Last Year CPPR Completed:**
2008

Unit: Library **Cluster:** VPAA

NARRATIVE: Instructional CPPR

I. GENERAL INFORMATION AND PROGRAM OUTCOMES

Library/Learning Resources Vision

The Internet has changed the way information is accessed and has opened a new mode of delivering instruction. Students (and faculty) now expect to have access to information services anywhere and anytime. They also still use the library as a place to come together, to find resources, ask for assistance from librarians and to study together or individually. One current buzz phrase in our profession is that “the Library must be somewhere and everywhere.” This means that Cuesta College’s Library/Learning Resources must continue to provide traditional on-site library support and resources in addition to meeting students (and faculty) where they also spend much of their study and research time: online.

Library services across the profession are continually being redefined. An active and involved library faculty and staff need to be proactive in identifying and providing those services; this means keeping abreast of national trends and students’ needs and implementing strategies in a timely manner. The current concept of a reference librarian is shifting to the model of the imbedded librarian who meets the students where they are—on the campus, in the community, or online.

Methods currently in use for meeting students and faculty online include both synchronous (communication that takes place at the same time; for example, chat) and asynchronous (non-simultaneous communication: for example, threaded discussion boards) tools. Today, one very visible possibility for meeting students and faculty online is already offered by many of our sister

college libraries: email or chat reference/research consultations known as Ask the Librarian services. Another primary example of an online modality is online courses—which are a growth area for the college as a whole. Important campus tools that are still evolving include the MyCuesta campus portal system with Channels for group communication, and the new college website.

Social networking sites such as MySpace, Facebook, YouTube, Flickr, and others are being taken much more seriously in academic venues as a means for communication, learning and collaboration. Because all of these communication modalities are in constant flux, Cuesta library staff will need to have adequate work time and flexibility to experiment with new technologies as they arrive to find the best mix for our students and faculty.

Services such as those described above, while targeted toward distance education students, will also be useful to other students and faculty who wish to avail themselves of documents and other information services from off-campus locations. Years from now the appropriate means for remote communication with our students may be very different, but we need to be experimenting with and meeting the growing need to assist students in a remote modality. In practical terms, implementation depends on adequate resources: a dedicated librarian position to lead the department in implementing pilot programs and experimenting with various modalities; and funding levels to support the ongoing purchase of both electronic library resources and hard copy materials for use in the physical library.

History of the program

The library has been part of the college since its inception, and has matured along with the college. Since the 2007 CPPR, the Library has seen several additions:

- A new director (May, 2008)
- Responsibility for Distance Education (2008)
- Responsibility for Academic Support (2011)
- Addition of several centrally-funded databases, partially offsetting the loss of TTIP funding in 2009 (2012)
- Completion of new NCC LRC (2012)

There have also been a number of subtractions since the 2007 CPPR:

- Loss of a full-time librarian position to retirement (2007)
- Loss of a full-time classified position to retirement (2009)

- Loss of \$36,036 in TTIP funding for databases (2009)
- Reduction of \$44,000 from the collections budget (2010)
- Loss of two part-time classified positions (2011)

The recent history of the library has been one of attempting to meet the growing needs of students—offering services in three geographical sites plus an expanding online population—while keeping current both with informational content and with formats (the transition from print and VHS to digital, for instance) and with the escalating cost of licensing information resources.

This program review was written by Mark Stengel, Director, with contributions from librarians Tina Lau and Laurie Allen.

Library Faculty (*=full time)

Christina Lau*. NCC Librarian.

Kevin Bontenbal*. Instructional Technologies Librarian.

Carina Love*. Technical Services Librarian, Archivist.

Del Chausse. Adjunct Reference Librarian.

Denise Fourie. Adjunct Reference Librarian, Archivist.

Patrick Moloney. Adjunct Reference Librarian.

Laurie Allen. Adjunct Reference Librarian.

Patricia Buscher. Adjunct Reference Librarian.

Mary Speidel. Adjunct Reference Librarian.

Ellen Jagger. Adjunct Reference Librarian.

Sariya Talip Clay. Adjunct Reference Librarian.

Deborah Schlanser. Adjunct Reference Librarian, SCC.

Mary Ellen Lewis. Adjunct Reference Librarian, NCC.

Program Goals and Outcomes

The purpose of a library is to bring together human beings and recorded knowledge in as fruitful a manner as possible. In an academic library, the primary focus is on the institution's students, and the primary focus of the collections is on materials that supplement and complement classroom materials. In addition to providing access to information resources, Cuesta's library seeks to provide spaces for quiet study and collaborative engagement, and to foster in students the information competency skills and habits that contribute to their academic success and provide the basis for lifelong learning.

The library's student learning outcomes:

A Cuesta College information literate student is one who should know or be able to do the following:

- Conceptualize and communicate a research topic or information need, and know when expert assistance is necessary.
- Synthesize material and evaluate whether information need has been successfully satisfied.
- Locate, use, and evaluate library and information resources relevant to class assignments and personal information needs.

I. PROGRAM CONNECTIONS TO COLLEGE MISSION, VISION AND VALUES, STRATEGIC GOALS, AND/OR COLLEGE PLANS

The Library directly serves the Mission of Cuesta College: "At Cuesta, students acquire the tools to be academically successful, develop critical thinking skills and expertise ..." by providing information resources to support the curriculum, and by instructing students in the information competency skills that enable them to be effective users of information and lifelong learners. The Library's resources and services address Strategic Plan direction four, which is to "Ensure the highest level of access and success for students who require basic skills, desire to transfer and/or desire to pursue a career/technical education." (*Strategic Plan 2010-2013*)

As students increasingly expect that resources will be available electronically, and on whatever devices they happen to have, the Library endeavors to keep current with information technologies and to provide resources—books, periodicals, databases, tutorials, subject and course guides, reference service—that meet the needs of Cuesta students wherever and whenever the needs exist. These efforts directly address the Educational Master Plan core principle Student Access.

While we strive to add and improve access to resources electronically, we also still need to collect, provide and maintain access to print materials such as books and journals, and to DVDs—for in-library use, for check-out, and for instructors' in-classroom use.

A related effort involves the integration of information access tools and resources. Library staff, collaborating with other Cuesta personnel, will continue to seek ways to make library resources available from within learning management systems and to ensure that various student information systems—Sirsi (automated library catalog), Banner—are fully integrated with each other.

II. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

A. Data Summary – Relevant Comments and Analysis

One of the primary ways of measuring library programs is by comparing the data on collections, staffing, and services which we report annually to the CCC Chancellor’s Office, the Association of College and Research Libraries, and the U.S. Department of Education. For in-house use, we collect these data in our Annual Data Report, where all of the statistics are available to anyone in the library.

Data reported to the Chancellor’s Office, and summarized in the report *Library Trends 2001-02 2009-10*

<http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/LibraryandLearningResources/Reports/tabid/776/Default.aspx> shows that Cuesta’s spending on library collections declined from \$116,331 in 2001-02 to \$47,742 in 2009-10, while enrollment increased by more than 1,800 FTES. During this same period, the number of hours per week of library operation declined from 70 to 60, and has since declined by another four. While the library operating hours and staffing levels are comparable to those of peer institutions, the level of spending on collections is below the level of peers.

The most noticeable trend from the Library’s Annual Data Report is the rapid increase in the use of reserve textbooks, which has more than doubled in the last five years. Clearly, the funds provided by ASCC, the Friends of the Library, and the Executive Dean to acquire copies of expensive textbooks are meeting a growing student need.

Library SLOs address the information competency achievements of Cuesta students, and are best measured by the performance of students in English 201A, especially in the one unit of that course devoted to library skills. Successful completion of the *Workbook* and of the test that is given after students have completed the *Workbook* is a solid indication that students have achieved the Library SLOs, especially the third one—“Locate, use, and evaluate library and information resources relevant to class assignments and personal information needs.” Each semester the Library compiles data on all of the tests, tracking performance on each question. These results are then used to improve the *Workbook* and clarify the test questions, ensuring that the *Workbook* is teaching useable skills and that the test is assessing those skills.

Sample Workbook Test Chart:

| INSTRUCTOR | VERSION | Forms Scored | Average | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|-------------------|---------|--------------|---------|---|---|----|---|----|---|---|---|----|
| Achterkirchen, C. | A | 21 | 39.8 | 1 | 1 | 5 | 0 | 10 | 1 | 5 | 3 | 4 |
| Baeyen, D. | B | 50 | | | | | | | | | | |
| Bursey, V. | A | 25 | 39.2 | 1 | 1 | 10 | 2 | 17 | 3 | 4 | 4 | 2 |
| Conklin, E. | | | | | | | | | | | | |
| Conklin, E. | | | | | | | | | | | | |
| Demarest, S. | B | 12 | 38.3 | 0 | 1 | 2 | 4 | 2 | 0 | 0 | 0 | 0 |
| Emerson, A. | A | 22 | 39.9 | 0 | 0 | 9 | 2 | 8 | 2 | 5 | 4 | 1 |
| Emerson, A. | A | 25 | 38.6 | 0 | 1 | 10 | 1 | 15 | 4 | 7 | 5 | 10 |

| | | | | | | | | | | | | |
|--------------|---|----|------|---|---|----|----|----|---|---|----|----|
| Finger, R. | A | 21 | 43 | 0 | 0 | 3 | 1 | 4 | 2 | 0 | 0 | 0 |
| Finger, R. | A | 15 | 39.1 | 0 | 2 | 8 | 4 | 2 | 2 | 3 | 2 | 3 |
| Fleming, M. | A | 22 | 38.5 | 1 | 0 | 12 | 2 | 13 | 1 | 4 | 2 | 3 |
| Fleming, M. | A | 24 | 36.7 | 5 | 2 | 10 | 2 | 11 | 4 | 7 | 3 | 2 |
| Hidinger, M. | A | 26 | 34.6 | 4 | 6 | 7 | 2 | 17 | 6 | 9 | 11 | 9 |
| Hidinger, M. | A | 29 | 38.2 | 2 | 1 | 7 | 3 | 15 | 3 | 5 | 12 | 4 |
| Irion, T. | B | 20 | 38.1 | 5 | 3 | 3 | 10 | 7 | 2 | 4 | 1 | 10 |
| Leone, S. | | | | | | | | | | | | |
| Leone, S. | | | | | | | | | | | | |
| Marchant, C. | A | 17 | 38.7 | 1 | 1 | 11 | 1 | 10 | 1 | 3 | 6 | 2 |
| Platt, H. | B | 18 | 38.6 | 2 | 1 | 3 | 9 | 5 | 1 | 0 | 3 | 6 |
| Platt, H. | B | 24 | 35.3 | 4 | 2 | 7 | 16 | 5 | 3 | 2 | 7 | 8 |
| Sherr, E. | | | | | | | | | | | | |
| Sommers, E. | A | 11 | 40.3 | 0 | 1 | 6 | 0 | 5 | 2 | 2 | 1 | 1 |
| St. John, L. | B | 15 | 38.3 | 4 | 0 | 3 | 8 | 4 | 0 | 1 | 1 | 4 |
| Walters, W. | A | 16 | 41 | 0 | 1 | 3 | 1 | 6 | 0 | 4 | 3 | 2 |
| West, J. | B | 21 | 38.8 | 0 | 2 | 4 | 8 | 7 | 1 | 4 | 0 | 6 |
| West, J. | B | 19 | 39.5 | 3 | 2 | 3 | 11 | 6 | 0 | 1 | 0 | 4 |

Librarians conduct sixty or more instruction sessions each year, most for English 201A, but also including Student Success (ACSK 225) and a wide variety of other courses, from international business to construction technology. Assessment of these sessions is done by and for the individual librarians, using the Library Orientation Survey which helps them identify areas in which to improve their instruction.

The Library Assessment Committee developed a student satisfaction survey in 2010, and administered it in 2011. Unfortunately, return rates were insufficient for realistic assessment. We are waiting for the chancellor's Office to implement a statewide survey of student engagement with libraries and technology, developed by the Council of Chief Librarians and tested in five districts. Expected rollout is now Fall 2012.

B. Offer interpretations of data, and identify areas for change to facilitate program quality and growth

Comparative data shows that Cuesta's library shares the pain of budget reductions with most other peer institutions. Declines in collections spending, staffing, and hours of operation are common throughout California community colleges. Unlike many of its peers, however, Cuesta did not backfill with local funds—many colleges use Lottery—when TTIP funding was eliminated. The shortage of funding for collections, noted by ACCJC visiting teams in 2002 and 2008, was only made worse by the loss of TTIP funding in 2009 and the reduction the following year of over \$44,000 in district funds for collections. The generous assistance of ASCC, the Friends of the Library, and the Cuesta Foundation have enabled us to retain a core of electronic databases, and to continue to acquire at least some books and media.

Use of library collections has changed dramatically over the past five years. While overall circulation numbers have remained relatively constant, a much larger portion of the use is now in reserve textbooks. Clearly, the high cost of textbooks is a burden to the many students who take advantage of the copies in the library,

III. CURRICULUM REVIEW

- A. Review courses including all course delivery modalities for currency in teaching practices and compliance to current policies, standards, and/or regulations
- B. Review Prerequisite/Co-requisite/Advisory validations
- C. May include comparisons to other college course descriptions, faculty development activities that make contributions to the program, etc.
- D. List changes and recommendations to curriculum

IV. PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS: Narrative

- A. Summarize assessment results for program-level Student Learning Outcomes (SLOs)
- B. Identify connections of program-level SLOs to broad program goals
- C. Describe connection of course-level SLOs to program-level SLOs
- D. Recommend changes and updates to program funding goals based on assessment of SLOs
 - Include elements that require funding as well as those that do not
 - For elements that require funding, complete Section D — Unit Plan Funding Requests
 - For faculty hiring needs, attach Section H – Faculty Prioritization Process

V. PROGRAM STUDENT LEARNING OUTCOMES/ASSESSMENTS: Worksheets

For this segment of the Instructional CPPR, fill out and attach Course Program Assessment Summary (CPAS) worksheets for each course in the program OR [Course-level SLOs and Assessment](#) from the 2011-2012 IPPR Template. Note: Before attaching CPAS documents, please do not include the raw data results of course-level and program-level SLO assessments, which should remain only with program faculty.

VI. END NOTES (If Applicable)

If applicable, you may attach additional documents or information, such as

assessment forms, awards, letters, samples, lists of students working in the field, etc.

- Collection Development policy
- English 201A Workbook (and sample test results spreadsheet)
- Library Survey on Hours of Operation (2011)
- Library Orientation Survey
- Library Satisfaction Survey

**Library/Information Technology
 CPPR
 Appendix A**

Course or Program Assessment Summary

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: Library Learning Resources

Program:

Library/Information Technology

Date: Feb. 28, 2012

Course, or courses required in program:

Lib Tech: LIBT 101, 104, 105, 106, 108, 109, 115, 117

WebTech: Art 120, BUS 43, BUS 48, LIBT 102, 106, 107, 111, 116, 117

Faculty involved with the assessment and analysis: Ellen Jagger

Course to program outcome mapping document** is completed Yes

No X

| | |
|---|--|
| <p>Ident Learning Outcome Statements Program Course</p> | <ul style="list-style-type: none"> Develop and improve skills in the areas of library/information technology and/or web development technologies. Develop a greater understanding of library information technology or web development technology with an emphasis on career development, continuing education, or personal growth. |
| <p>Assessment Methods Plan Identify assessment Instruments, scoring rubrics, SLO mapping diagrams)</p> | <p>An in-house self-assessment survey was developed to meet our needs for the assessment of program level student learning outcomes. SLOs are presented to students on a survey that asks the students to self-assess their achievement of each SLO with a rating on a Lykert scale.</p> |
| <p>Assessment Administration Plan (date(s), sample size or Section of course sections, Scoring procedures, etc.)</p> | <p>The self-assessment survey was made available to students during the last week of class. All 13 students in the program completed the self-assessment survey in the Spring of 2011. The survey url is http://surveys.cuesta.edu/cgi-bin/rws5.pl?FORM=LIBT_Program_SLO_Self_Assess</p> |
| <p>Assessment Results Summary Summarize Data/Statistical Reports)</p> | <p>The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey reported their achievement of program SLOs from “fairly well” to “very well”.</p> |
| <p>Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans</p> | <p>At the end of the final internship class students were asked to complete the self-assessment survey on the SLO program.</p> |
| <p>Recommended Changes & Plans for Implementation of Improvements</p> | <p>Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for program improvements or changes to program SLOs.</p> |
| <p>Description or evidence of Log among course or Program-level faculty about Assessment plan and results</p> | <p>No documented evidence exists to verify that the course instructors meet to evaluate and discuss the results of the assessment.</p> |

Course or Program Assessment Summary

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Division: Library Learning Resources Technologies

Date: May 25, 2012

Program: Web Development

Course, or courses required in program: Libt 102, 106, 207, 111, 114, 116, 1176, Bus 243, 248, Art 220

Faculty involved with the assessment and analysis: Del Chausse and Kevin Bontenbal

Course to program outcome mapping document** is completed Yes No

| | |
|---|---|
| Identify Learning Outcome Statements for program/course | <ul style="list-style-type: none"> • Demonstrate effective and appropriate web site design and development strategies. • Apply proper use of current web page coding and design standards. • Create web pages that adhere to accessibility standards. • Describe the broad dimensions and aspects of the web page development industry. |
| Assessment Methods Plan (Identify assessment instruments, scoring rubrics, SLO mapping diagrams) | An in-house self-assessment survey was developed to meet our needs for the assessment of program level student learning outcomes. Program SLOs are presented to students on a survey at the completion of their internship class that asks the students to self-assess their achievement of each SLO with a rating on a Likert scale. |
| Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.) | The self-assessment survey was made available to students during the last week of class. Approximately 3 students per year completed the self-assessment survey in the Spring of 2011. |
| Assessment Results Summary (summarize Data/Statistical Reports) | The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey rated their achievement of course SLOs from "fairly well" to "very well." |
| Discussion of Assessment Procedure and Results, and Effectiveness of Previous Assessment Plans | At the beginning of the internship class students were informed of the program SLOs, including what they are and why they are important. At the end of the class students were asked to complete the self-assessment survey on the SLOs for the program. |
| Recommended Changes & Plans for Implementation of Improvements | Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for program improvements or changes to the SLOs. |
| Description or evidence of dialog among course or program-level faculty about assessment plan and results | No documented evidence exists to verify that the course instructors meet to evaluate and discuss the results of the self-assessment. |

Course or Program Assessment Summary

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Division: Library Learning Resources Development Technologies

Date: Feb.21, 2012

Program: Web

Course, or courses required in program: Libt102: Introduction to Web Technologies

Faculty involved with the assessment and analysis: Del Chausse and Kevin Bontenbal

Course to program outcome mapping document** is completed Yes No

| | |
|---|---|
| Identify Learning Outcome Statements for program/course | <ul style="list-style-type: none"> • Describe the broad dimensions and aspects of the web development and design industry. • Determine if the web development and design industry is a suitable career option. |
| Assessment Methods Plan (Identify assessment instruments, scoring rubrics, SLO mapping diagrams) | An in-house self-assessment survey was developed to meet our needs for the assessment of course level student learning outcomes. Course SLOs are presented to students on a survey that asks the students to self-assess their achievement of each SLO with a rating on a Likert scale. |
| Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.) | The self-assessment survey was made available to students during the last week of class. Approximately 25 students per semester completed the self-assessment survey in the Spring of 2011 and the Fall of 2011. |
| Assessment Results Summary (summarize Data/Statistical Reports) | The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey rated their achievement of course SLOs from "fairly well" to "very well." |

| | |
|---|---|
| Discussion of Assessment Procedure Results, and Effectiveness of Previous Improvement Plans | At the beginning of the class each semester students were informed of the course SLOs, including what they are and why they are in im At the end of each class students were asked to complete the self-assessment survey on the SLOs for the class. |
| Recommended Changes & Plans for Implementation of Improvements | Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for class improvement changes to course SLOs. |
| Description or evidence of dialog among course or program-level faculty about assessment plan and results | No documented evidence exists to verify that the course instructors meet to evaluate and discuss the results of the self-assessment. |

Course and Program Assessment Summary

Division: Learning Resources

Program: Library Information Technology *Course(s):* LIBT 104

Program Core/Required Courses:

Program Faculty: Carina Love

| | |
|--|--|
| Student Learning Outcome Statements Program Course | <ul style="list-style-type: none"> • Demonstrate a basic understanding of library classification systems, including Dewey Decimal and Library of Congress. • Demonstrate an understanding of descriptive cataloging formats and functions as used in MARC (Machine Readable Cataloging) bibliographic records. • Demonstrate an understanding of Library of Congress Subject headings, including the importance of authority. • Create local bibliographic records based on shared cataloging records, including searching, editing, and writing records using current cataloging rules and standards. |
| Assessment Methods Plan Attach any assessment instruments, including rubrics, SLO mapping diagrams | An in-house self-assessment survey was developed to meet our needs for the assessment of course level student learning outcomes. Copies are presented to students on a survey that asks the students to self-assess their achievement of each SLO with a rating on a Lykert scale. |
| Assessment Administration Plan (e.g., sample size and selection of course sections, scoring procedures, etc.) | Students enrolled in LIBT 104 during Spring 2012 semester (about 30 students) will be offered the survey during the last week of the class. |
| Assessment Results Summary (attach Data/Statistical Reports) | In process |
| Discussion of Assessment Procedure Results, and Effectiveness of Previous Improvement Plans | In process, first administration. |
| Recommended Changes & Plans for Implementation of Improvements | In process. |

Course and Program Assessment Summary

Division: Library *Program:* Library/Information Technology *Course(s):* LIBT 105
(Library/Information Center Collections) *Date:* 5/13/2011

Program Core/Required Courses:

Program Faculty: Denise Fourie

| | |
|--|--|
| Student Learning Outcome Statements Program Course | 1. Describe the basic principles for materials selection and for the maintenance of collections in a variety of print and information center environments. 2. Locate bibliographic data and vendor sources for the ordering of print, electronic and other library materials. 3. Compile a written selection policy for a library or information center. |
| Assessment Methods Plan (Identify each assessment instrument, scoring rubrics, SLO mapping diagrams) | 1. Administer online SLO self- survey the last two weeks of the semester (for SLOs 1-3, above) See it at: http://surveys.cuesta.edu/cgi-bin/rws5.pl?FORM=LIBT_105_SLO_Self_Assess |
| Assessment Administration (Identify date(s), sample size and location of course sections, timing procedures, etc.) | Administer SLO self- survey the last two weeks of the semester; course is only offered in the spring term. |
| Assessment Results Summary (Identify each Data/Statistical Reports) | Survey data attached; 9 out of 22 students submitted survey results See attached sheet. |
| Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans | Of the 9 respondents, 66% reported SLOs 1 and 3 as "very well attained" [highest ranking]; 55% reported "well attained" for SLO 2. No students reported the lowest two rankings: "slightly attained" or "not at all attained". |
| Recommended Changes & Plans for Implementation of Improvements | Based on this initial assessment, it appears that the majority of students responding felt they had achieved the outcomes listed very well, so at this time there are no recommended changes. Next time self-survey is administered, with a larger number of results, there may be recommendations for change. |

Course or Program Assessment Summary

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Division: Library Learning Resources
Development Technologies

Date: May 25, 2012

Program: Web

Course, or courses required in program: Libt106: Introduction to the Internet

Faculty involved with the assessment and analysis: Del Chausse and Kevin Bontenbal

Course to program outcome mapping document** is completed Yes No

| | |
|--|---|
| Student Learning Outcome Statements Program Course | <ul style="list-style-type: none"> • Demonstrate an understanding of the history, development, and use of the different components of the Internet. • Use evaluative criteria to investigate the rich variety of resources available on the Internet. • Identify significant Internet security and privacy issues. |
| Assessment Methods Plan (Identify assessment instruments, scoring rubrics, SLO mapping diagrams) | An in-house self-assessment survey was developed to meet our needs for the assessment of course level student learning outcomes. Copies are presented to students on a survey that asks the students to self-assess their achievement of each SLO with a rating on a Lykert scale. |

| | |
|--|---|
| Assessment Administration Plan (e(s), sample size or selection of course sections, scoring procedures, etc.) | The self-assessment survey was made available to students during the last week of class. Approximately 25 students per semester completed the self-assessment survey in the Spring of 2011 and the Fall of 2011. |
| Assessment Results Summary (Summarize Data/Statistical Reports) | The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey rated their achievement of course SLOs from "fairly well" to "very well." |
| Discussion of Assessment Procedure Results, and Effectiveness of Various Improvement Plans | At the beginning of the class each semester students were informed of the course SLOs, including what they are and why they are in the course. At the end of each class students were asked to complete the self-assessment survey on the SLOs for the class. |
| Recommended Changes & Plans for Implementation of Improvements | Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for class improvement or changes to course SLOs. |
| Description or evidence of dialog with course or program-level faculty about assessment plan and results | No documented evidence exists to verify that the course instructors meet to evaluate and discuss the results of the self-assessment. |

Course or Program Assessment Summary

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Division: Library Learning Resources
Development Technologies

Date: May 25, 2012

Program: Web

Course, or courses required in program: Libt113: Advanced Internet Searching

Faculty involved with the assessment and analysis: Del Chausse and Kevin Bontenbal

Course to program outcome mapping document** is completed Yes No

| | |
|---|--|
| Identify Student Learning Outcome Elements (Identify assessment instruments, grading rubrics, SLO mapping programs) | <ul style="list-style-type: none"> Decide upon appropriate information resources to retrieve various types of information. Identify different search techniques and apply appropriate search queries to locate desired information. Critique effectiveness of search techniques and the value of retrieved information. |
| Assessment Methods Plan (Identify assessment instruments, grading rubrics, SLO mapping programs) | An in-house self-assessment survey was developed to meet our needs for the assessment of course level student learning outcomes. Copies of the survey are presented to students on a survey that asks the students to self-assess their achievement of each SLO with a rating on a Lykert scale. |
| Assessment Administration Plan (e(s), sample size or selection of course sections, scoring procedures, etc.) | The self-assessment survey was made available to students during the last week of class. Approximately 25 students per semester completed the self-assessment survey in the Spring of 2011 and the Fall of 2011. |
| Assessment Results Summary (Summarize Data/Statistical Reports) | The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey rated their achievement of course SLOs from "fairly well" to "very well." |
| Discussion of Assessment Procedure Results, and Effectiveness of Various Improvement Plans | At the beginning of the class each semester students were informed of the course SLOs, including what they are and why they are in the course. At the end of each class students were asked to complete the self-assessment survey on the SLOs for the class. |
| Recommended Changes & Plans for Implementation of Improvements | Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for class improvement or changes to course SLOs. |
| Description or evidence of dialog with course or program-level faculty about assessment plan and results | No documented evidence exists to verify that the course instructors meet to evaluate and discuss the results of the self-assessment. |

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Division: Library Learning Resources

Program:

Library/Information Technology

Date: Feb. 28, 2012

Course, or courses required in program: Libt114: Library/Information Technology Internship

Faculty involved with the assessment and analysis: Ellen Jagger

Course to program outcome mapping document** is completed Yes No

| | |
|---|--|
| Student Learning Outcome Statements (Program Course) | <ul style="list-style-type: none"> • Develop a job search plan • Prepare a job cover letter and resume and explain the purpose of letters of • Summarize the elements of a work portfolio |
| Assessment Methods Plan (Identify assessment instruments, scoring rubrics, and mapping diagrams) | An in-house self-assessment survey was developed to meet our needs for the assessment of course level student learning outcomes. Course SLOs are presented to students on a survey that asks the students to self-assess their achievement of each SLO with a rating on a Lykert scale. |
| Assessment Administration (date(s), sample size or section of course sections, timing procedures, etc.) | The self-assessment survey was made available to students during the last week of class. All 13 students in the class completed the self-assessment survey in the Spring of 2011. |
| Assessment Results Summary (Summarize Data/Statistical Reports) | The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey rated their achievement of course SLOs from “fairly well” to “very well”. Sixty percent of students rated their achievement of course SLOs as “very well”, evenly distributed among the learning objectives. |
| Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans | At the beginning of the class each semester students were informed of the course SLOs, including what they are and why they are important. At the end of each class students were asked to complete the self-assessment survey of SLOs for the class. |
| Recommended Changes & Plans for Implementation of Improvements | Based on the significant number of “fairly well” responses indicated in the self-assessment survey results, course SLOs were modified to more accurately represent current course content and objectives. |
| Description or evidence of dialog among course or program-level faculty about assessment plan and results | No documented evidence exists to verify that the course instructors meet to evaluate and discuss the results of the assessment. |

Course or Program Assessment Summary

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: Library Learning Resources

Program:

Library/Information Technology

Date: Feb. 28, 2012

Course, or courses required in program: Libt118: Adolescent Literature

Faculty involved with the assessment and analysis: Ellen Jagger

Course to program outcome mapping document** is completed Yes No

| | |
|-------------------------------------|--|
| Student Learning Outcome Statements | <ul style="list-style-type: none"> • Identify the interests, needs and concerns of adolescents. • Discuss important current issues such as censorship, gender, multiculturalism and intellectual |
|-------------------------------------|--|

| | |
|---|---|
| Program Course | <p>freedom as they pertain to young adults.</p> <ul style="list-style-type: none"> • Evaluate and classify books, electronic resources and popular media for young adults. • Develop programming and activities appropriate to this age group. |
| Assessment Methods Plan (Identify assessment instruments, scoring rubrics, SLO mapping diagrams) | An in-house self-assessment survey was developed to meet our needs for the assessment of course level student learning outcomes. Course SLOs are presented to students on a survey that asks the students to self-assess their achievement of each SLO with a rating on a Lykert scale. |
| Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.) | The self-assessment survey was made available to students during the last week of class. All 22 students in the completed the self-assessment survey in the Spring of 2011. |
| Assessment Results Summary (Summarize Data/Statistical Reports) | The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey their achievement of course SLOs from “fairly well” to “very well”. An average of 83% of responses rated their achievement of course SLOs as “very well”. |
| Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans | At the beginning of the class each semester students were informed of the course SLOs, including what they are and why they are important. At the end of each class students were asked to complete the self-assessment survey of SLOs for the class. |
| Recommended Changes & Plans for Implementation of Improvements | Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for class improvements or changes to course SLOs. |
| Description or evidence of follow-up among course or program-level faculty about assessment plan and results | No documented evidence exists to verify that the course instructors meet to evaluate and discuss the results of the assessment. |

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the

Course or Program Assessment Summary

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: Library Learning Resources
Development Technologies

Program: Web

Date: May 25, 2012

Course, or courses required in program: Libt 120: Fundamentals of Cascading Style Sheets

Faculty involved with the assessment and analysis: Del Chausse and Kevin Bontenbal

Course to program outcome mapping document** is completed Yes No

| | |
|---|---|
| Identify Learning Outcome Elements (Program Course) | <ul style="list-style-type: none"> • Apply proper use of current CSS coding standards to web pages. • Evaluate when and how CSS should be used to format a web page. • Explain the limitations of CSS in web site design and development. |
| Assessment Methods Plan (Identify assessment instruments, scoring rubrics, SLO mapping diagrams) | An in-house self-assessment survey was developed to meet our needs for the assessment of course level student learning outcomes. Course SLOs are presented to students on a survey that asks the students to self-assess their achievement of each SLO with a rating on a Lykert scale. |
| Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.) | The self-assessment survey was made available to students during the last week of class. Approximately 25 students per semester completed the self-assessment survey in the Spring of 2011 and the Fall of 2011. |

| | |
|---|--|
| Assessment Results Summary (Summarize Data/Statistical Reports) | The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey rated their achievement of course SLOs from "fairly well" to "very well." |
| Discussion of Assessment Procedure Results, and Effectiveness of Previous Improvement Plans | At the beginning of the class each semester students were informed of the course SLOs, including what they are and why they are in im... At the end of each class students were asked to complete the self-assessment survey on the SLOs for the class. |
| Recommended Changes & Plans for Implementation of Improvements | Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for class improvement or changes to course SLOs. |
| Description or evidence of dialoguing course or program-level faculty about assessment plan and results | No documented evidence exists to verify that the course instructors meet to evaluate and discuss the results of the self-assessment. |

Course or Program Assessment Summary

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: Library Learning Resources
Development Technologies

Program: Web

Date: May 25, 2012

Course, or courses required in program: Libt 207: Web Page Development with XHTML

Faculty involved with the assessment and analysis: Del Chausse and Kevin Bontenbal

Course to program outcome mapping document** is completed Yes No

| | |
|---|--|
| Ident Learning Outcome Elements (Program course) | <ul style="list-style-type: none"> • Demonstrate effective and appropriate web site design and development strategies. • Apply proper use of current web page coding standards. • Create web pages that adhere to accessibility standards. |
| Assessment Methods Plan (Identify assessment instruments, scoring rubrics, SLO mapping programs) | An in-house self-assessment survey was developed to meet our needs for the assessment of course level student learning outcomes. Copies are presented to students on a survey that asks the students to self-assess their achievement of each SLO with a rating on a Lykert scale. |
| Assessment Administration Plan (Date(s), sample size or selection of course sections, scoring procedures, etc.) | The self-assessment survey was made available to students during the last week of class. Approximately 25 students per semester completed the self-assessment survey in the Spring of 2011 and the Fall of 2011. |
| Assessment Results Summary (Summarize Data/Statistical Reports) | The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey rated their achievement of course SLOs from "fairly well" to "very well." |
| Discussion of Assessment Procedure Results, and Effectiveness of Previous Improvement Plans | At the beginning of the class each semester students were informed of the course SLOs, including what they are and why they are in im... At the end of each class students were asked to complete the self-assessment survey on the SLOs for the class. |
| Recommended Changes & Plans for Implementation of Improvements | Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for class improvement or changes to course SLOs. |
| Description or evidence of dialoguing course or program-level faculty about assessment plan and results | No documented evidence exists to verify that the course instructors meet to evaluate and discuss the results of the self-assessment. |

LIBT CPPR 2012

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

Program: Library/Information Technology **Planning Year:** 2012-13 **Last Year CPPR Completed:** 2008

Unit: Library

Cluster: WED

NARRATIVE: Instructional CPPR

I GENERAL INFORMATION AND PROGRAM OUTCOMES

- A. General Description about the Program
- Program Mission Statement
 - History of the program
 - Include the broad history of the program and significant changes/improvements since the last program review
 - Describe how the Program Review was conducted and who was involved
 - List current and/or new faculty, including part-time faculty

Distance Education Program

The Library/Information Technology curriculum (T.O.P. code 1602.00) is designed to provide the knowledge and skills necessary for a successful vocational career in the organizing and managing of information. It is offered in two academic programs. Students may chose the path leading to an Associate in Science Degree (29.5 units) or one leading to a Certificate of Proficiency (26.5 units). Both provide instruction in the skills and knowledge needed to enter into or to gain advancement in an occupational setting.

Our last face-to-face course, LIBT 212 (Research Skills for the Information Age), an elective, was converted to an online modality in Fall 2008; since that time, all of our required and elective classes for the Certificate and Degree Programs in Library/Information Technology can be completed in an online modality.

We also offer a parallel program in Web Development Technologies (T.O.P. code 0614.30) with core LIBT classes offered in an online mode while most of the required and elective courses outside our department are taught onsite at the San Luis Obispo Campus.

Interpersonal Interaction

Librarianship is a people-oriented occupation. That is why both our faculty and our Advisory Committee of employers are committed to including human interaction and skill development in our program, as well as facility in using the latest technology. As a result we require an on-site orientation to the program as part of the LIBT 101 course . We also build as much interactivity as possible into each course. We want to get to know our students and we want them to get to know us and to know their fellow students. A

network of supportive professional colleagues can be as essential to success in this career field as is the acquisition of job-related knowledge.

History

Cuesta College offers a mature and robust program in Library/Information Technology. The program has been in existence since 1966 and has been continuously offered since then. In the early days, all courses were in face-to-face classrooms, and students were primarily local. In the first years of the twenty-first century we offered a mix of face-to face and online courses, but soon found that student demand was heaviest for online courses; we gradually dropped the face-to-face option. Enrollment reached a record level in 2009-10, with 72.11 FTES (including DIST 101, a program requirement.)

Our Web Development Technologies program was approved in 2003.

Students come from all parts of California and some come from out-of-state (e.g., Washington, Nevada, Arizona, Iowa.) Ambitious students have completed our required core courses in two semesters. Four semesters is more typical. Students with heavy work and family responsibilities may take even longer.

Changes since last program review

- Since the last review, the program has added one new course: LIBT 120, Fundamentals of Cascading Style Sheets. This course, which was suggested by the Web Development Technologies Advisory Committee, was offered for the first time in Fall 2009.
- Another area of progress has been the acquisition of more digital content. An important resource for distance education students. Our e-book collection now numbers over 12,000 titles that can be accessed from off-site, and the addition of several journal databases—courtesy of the Council of Chief Librarians and the Chancellor’s Office—provides a broader array of information resources to all students.

Library Technology Program Faculty

- Kevin Bontenbal, who has an Ed.D in Educational Leadership from the University of Santa Barbara and Cal Poly San Luis Obispo, teaches Dist 101 and team-teaches LIBT 102, 106, 207, and 113.
- David Brown is the Educational Technology Specialist/Teacher Learning Center at Allan Hancock College in Santa Maria. He has also been an intern supervisor for Cuesta LIBT 114 interns. He teaches LIBT 115.
- Del Chausse, part-time librarian at Cuesta since 1978 and former middle school librarian, team teaches LIBT 102, 106, 207, 110, and 113.
- Denise Fourie is a reference librarian at the SLO campus. She and David Dowell have published a textbook for Libraries Unlimited Press entitled Libraries in the Information

Age: An Introduction and Career Exploration, which is used in several of our courses. She teaches LIBT 105, 108, and 109.

- Ellen Jagger is a reference librarian at both SLO and NCC campus libraries and teaches LIBT 118 and 114.
- Carina Love is the Technical Services Librarian for the college and also serves as reference librarian at the SLO campus library. She teaches LIBT 104 and 111.
- Sandy Rowland, retired Library Teacher, Daniel Lewis Middle School, Paso Robles, is the 2007 recipient of the Library Media Teacher of the Year Award sponsored by the California School Library Association. She teaches LIBT 101 and 212.
- Mary Speidel is Library Teacher at Laguna Middle School in San Luis Obispo. She team-teaches LIBT 110.
- Catherine Hillman is the Web Coordinator for Cuesta College. She teaches LIBT 116 and BUS 131.

B. Program Goals

The Library/Information Technology curriculum is designed to provide the knowledge and skills necessary for a successful vocational career in the organizing and managing of information. It is offered in two academic programs. Students may choose the path leading to an Associate in Science Degree or one leading to a Certificate of Proficiency. Both provide instruction in the skills and background needed to enter into or to gain advancement in an occupational setting.

Required and elective classes for the Certificate and Degree Program can be completed in an online modality.

We also offer a parallel program in Web Development Technologies with some classes offered in an online mode while others are taught onsite at the San Luis Obispo Campus of Cuesta College.

C. Contributions to the Mission and Values of the College

The Library/Information Technology Program contributes to the mission of Cuesta by enabling students to achieve their workforce preparation and career advancement goals. We produce students who can succeed in their vocation, as evidenced by the numerous program graduates who are currently employed in various libraries around this County and elsewhere.

The Program embodies the values of the College by providing high quality faculty with the appropriate educational background and workplace experience to teach in their respective subject areas. Our Program is an innovative one that undergoes continual improvement. Comparison with the other thirteen library/information technology programs in the California community college system shows more Internet-related library technology coursework than any other college. We have shown responsiveness to students by transforming our program from an exclusively in-class experience to almost exclusively a

distance education experience, and responsiveness to our community by implementing recommendations of our Advisory Committees.

Library/Information Technology Advisory Committee Members

John Corbett
Principal Librarian
Santa Maria Public Library
Santa Maria, CA

Julie Dahlen
City Librarian
Paso Robles City Library
Paso Robles, CA

Margaret Esther
Assistant Library Director
San Luis Obispo City/County Library
San Luis Obispo, CA

Anna Gold
University Librarian
Robert E. Kennedy Library
California Polytechnic State University
San Luis Obispo, CA

Barry Lewis
County Law Librarian
SLO County Law Library
San Luis Obispo, CA

Stephanie Lowe
District Librarian
Paso Robles Public Schools
Paso Robles, CA

Patrick Moloney
Librarian
California Men's Colony
San Luis Obispo, CA

Leslie Mosson
College Librarian
Allan Hancock College Library
Santa Maria, CA

- Ex officio Members

Denise Fourie
Instructor, Library/Information Technology
Cuesta College

Julie Smith
Academic Counseling
Liaison
Cuesta College

Mark Stengel
Director Library/Learning Resources, Distance Education & Academic
Support
Cuesta College Library

Web Development Technologies Advisory Committee Members

David Brown
LRC - Multimedia Services
Allan Hancock College
Santa Maria, CA

Bob Dumouchel
Systems & Marketing Solutions
Grover Beach, CA

Richard Harvey

Michael Lee

Infinite Functions, Inc.
Paso Robles, CA

Web Feet Integrated Marketing
San Luis Obispo, CA

David Thayer
Aspect Studios
San Luis Obispo, CA

- Ex officio Members

Patty Arnold
Instructor, Fine Arts
Cuesta College

Kevin Bontenbal
Instructor, Web Development Technologies
Cuesta College

Del Chausse
Instructor, Web Development
Technologies
Cuesta College

Peet Cocke
Instructor, Fine Arts
Cuesta College

Denise Fourie
Instructor, Library/Information
Technology
Cuesta College

Richard Jackson
Instructor, Performing Arts
Cuesta College

Julie Smith
Academic Counseling Liaison
Cuesta College
San Luis Obispo, CA

Mark Stengel
Director Learning Resources, Distance Education & Academic
Support
Cuesta College

Catherine Hillman
Webmaster
Cuesta College

Overall Program SLOs

- Develop and improve skills in the areas of library/information technology and web development technologies.
- Develop a greater understanding of library information technology or web development technologies, with an emphasis on career development, continuing education, or personal growth.

II PROGRAM CONNECTIONS TO COLLEGE MISSION, VISION AND VALUES, STRATEGIC GOALS, AND/OR COLLEGE PLANS

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.

The Library/Information Technology program helps the college meet Accreditation Standard II.A.5: “Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.” Efforts are underway to achieve national recognition under the American Library Association’s Library Support Staff Certification (LSSC) program; when our program is recognized as an approved provider, graduates will automatically qualify for national certification. One course is now certified, and work is wrapping up on two others. When we have achieved recognition for these three competency sets, we will apply for program level recognition.

The Library/Information Technology program supports Strategic Goal 4E of the 2010-13 Strategic Plan: “Cuesta College will assess and improve student access to and success in achieving Career Technical Education degrees and certificates.” By offering courses online, Cuesta meets the needs of students throughout California (and beyond) for career training in Library/Information Technology. As one of only fourteen 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.

PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

A. Data Summary – Relevant Comments and Analysis

- Include enrollment, retention, success, FTES/FTEF, degree and certificate completion.

COURSE ENROLLMENTS OVERALL

| | | | YEAR | | | | |
|-------------|--------------------------|--|---------|---------|---------|---------|---------|
| | | | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | | COUNT | COUNT | COUNT | COUNT | COUNT |
| TERM | Summer | | 30 | 28 | 27 | 27 | . |
| | Fall | | 230 | 208 | 250 | 272 | 242 |
| | Spring | | 170 | 185 | 191 | 215 | 194 |
| | TOTAL ENROLLMENTS | | 430 | 421 | 468 | 514 | 436 |

Enrollments have grown slightly since 2006-07, with a peak in 2009-10. It is likely that the increase in 2009-10 is the result of the suspension of course offerings due to budget cuts by several other Library/Information Technology programs in the state. Because our program is online, we were able to accommodate students who had begun their studies, or were about to begin, at other community colleges.

COURSE FILL RATES OVERALL

| | | | YEAR | | | | |
|---------------|------------------|-------------------|---------|---------|---------|---------|---------|
| | | | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | | Sum | Sum | Sum | Sum | Sum |
| Summer | FILL RATE | ENROLLMENT | 125.0% | 116.7% | 112.5% | 90.0% | . |
| Fall | FILL RATE | ENROLLMENT | 93.5% | 96.3% | 83.3% | 82.4% | 80.7% |
| Spring | FILL RATE | ENROLLMENT | 88.1% | 96.4% | 82.3% | 89.6% | 80.8% |
| ANNUAL | FILL RATE | ENROLLMENT | 92.9% | 97.5% | 84.2% | 85.7% | 80.7% |

Course fill rates appear to have dropped in 2008-09. This can be explained by the fact that course capacities were increased from 24 to 30 in that year, to mitigate the loss of the wait list when Cuesta implemented a new Banner system. In fact, had the capacity remained at 24, the fill rate would actually have been slightly higher in the years since the change was made.

COURSE SUCCESS AND RETENTION RATE OVERALL

| | | YEAR | | | | |
|---------------|---------------------|---------|---------|---------|---------|---------|
| | | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | Count | Count | Count | Count | Count |
| Summer | SUCCESS RATE | 82.1% | 82.1% | 96.3% | 77.8% | |

| | | | | | | |
|---------------|-----------------------|-------|-------|--------|-------|-------|
| | RETENTION RATE | 96.4% | 92.6% | 100.0% | 85.2% | |
| Fall | SUCCESS RATE | 74.9% | 75.0% | 66.8% | 68.8% | 76.4% |
| | RETENTION RATE | 84.8% | 87.4% | 79.2% | 82.4% | 84.3% |
| Spring | SUCCESS RATE | 63.4% | 62.0% | 69.1% | 62.3% | 64.1% |
| | RETENTION RATE | 80.0% | 79.7% | 82.7% | 85.6% | 75.5% |
| ANNUAL | SUCCESS RATE | 70.8% | 69.5% | 69.4% | 66.5% | 70.6% |
| | RETENTION RATE | 83.7% | 84.2% | 81.8% | 83.9% | 80.1% |

While the course success rate of students in Cuesta's Library/Information Technology program falls below the overall statewide and Cuesta averages, it far exceeds the statewide success rates for Distance Education courses (ca 57%, 2010-11) and for DE courses in TOP code 16: Library Science (ca 61%, 2010-11.) In fact, it actually exceeds the statewide success rate for Library Science courses in all modalities (ca 63%, 2010-11.)

[source: CCCCO Data Mart:

<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>]

FULL-TIME EQUIVALENT STUDENTS OVERALL (LIBT)

| | | | YEAR | | | | |
|-------------|-------------------|--|---------|---------|---------|---------|---------|
| | | | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | | FTES | FTES | FTES | FTES | FTES |
| TERM | Summer | | 2.06 | 1.92 | 1.85 | 5.41 | . |
| | Fall | | 13.12 | 14.12 | 20.11 | 23.67 | 20.50 |
| | Spring | | 13.56 | 16.19 | 14.56 | 18.82 | 18.49 |
| | TOTAL FTES | | 28.74 | 32.22 | 36.52 | 47.89 | 39.00 |

DEGREES AND CERTIFICATES EARNED

| | | | | | | |
|---|-------------------------|----|----|----|----|----|
| Library Technician (Aide) (Cert.) | Count | 9 | 7 | 10 | 7 | 8 |
| | Column Total N % | .4 | .3 | .5 | .5 | .3 |
| Website Design and Development (Cert.) | Count | 0 | 1 | 0 | 0 | 1 |
| | Column Total N % | .0 | .0 | .0 | .0 | .0 |

| | | | | | | |
|--|-------------------------|----|----|----|----|----|
| Library Technician (Aide) (A.S. Degree) | Count | 4 | 6 | 3 | 4 | 7 |
| | Column Total N % | .0 | .0 | .0 | .0 | .0 |

The number of degrees and certificates granted has been reasonably consistent over the past five years, although the lack of certificates granted in Web Development Technologies might appear to be a concern. Having realized from discussions with students in the program that many students seek only to acquire or enhance skills in XHTML, we created a new certificate in Web Page Coding in 2011-12. This certificate, which requires the completion of two courses, LIBT 207 and LIBT 120, will meet the needs of a larger number of students.

B. Offer interpretations of data, and identify areas for change to facilitate program quality and growth

COURSE SUCCESS AND RETENTION RATE BY COURSE BY REGION^a

| | | | YEAR | | | | |
|---------------|-----------------|-----------------------|---------|---------|---------|---------|---------|
| | | | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | | Count | Count | Count | Count | Count |
| ANNUAL | LIBINF1 | SUCCESS RATE | 71.2% | 76.9% | 77.1% | 77.8% | 70.6% |
| | | RETENTION RATE | 88.5% | 92.3% | 85.4% | 92.6% | 78.4% |
| | LIBINF11 | SUCCESS RATE | 40.0% | 50.0% | 36.4% | 50.0% | |
| | | RETENTION RATE | 50.0% | 91.7% | 54.5% | 75.0% | |
| | LIBINF6 | SUCCESS RATE | 83.1% | 71.4% | 80.0% | 68.7% | 78.9% |
| | | RETENTION RATE | 92.2% | 88.0% | 93.3% | 89.2% | 89.5% |
| | LIBINF7 | SUCCESS RATE | 68.2% | 69.2% | 56.9% | 55.2% | 58.2% |
| | | RETENTION RATE | 77.3% | 73.1% | 58.8% | 65.5% | 65.5% |
| | LIBINF8 | SUCCESS RATE | 70.0% | 94.1% | 80.0% | 81.8% | 89.7% |
| | | RETENTION RATE | 90.0% | 100.0% | 85.0% | 90.9% | 93.1% |
| | LIBINF9 | SUCCESS RATE | 77.8% | 61.9% | 68.0% | 77.4% | 75.9% |
| | | RETENTION RATE | 88.0% | 65.0% | 76.0% | 83.9% | 82.8% |
| | LIBT102 | SUCCESS RATE | 76.6% | 75.0% | 78.3% | 71.2% | 72.9% |
| | | RETENTION RATE | 91.5% | 88.5% | 89.1% | 90.4% | 83.3% |

| | | | | | | |
|---------|----------------|-------|--------|-------|-------|-------|
| LIBT105 | SUCCESS RATE | 78.9% | 80.8% | 80.8% | 82.1% | 81.5% |
| | RETENTION RATE | 84.2% | 84.6% | 88.5% | 89.3% | 81.5% |
| LIBT113 | SUCCESS RATE | 59.1% | 78.3% | 53.6% | 57.9% | 78.9% |
| | RETENTION RATE | 63.6% | 100.0% | 85.7% | 78.9% | 84.2% |
| LIBT116 | SUCCESS RATE | 44.4% | 48.0% | 44.4% | 45.0% | 36.0% |
| | RETENTION RATE | 77.8% | 88.0% | 63.0% | 80.0% | 60.0% |
| LIBT117 | SUCCESS RATE | | 81.0% | 84.0% | 83.3% | 86.7% |
| | RETENTION RATE | | 90.5% | 84.0% | 91.7% | 90.0% |
| LIBT118 | SUCCESS RATE | 57.9% | 33.3% | 70.6% | 68.0% | 71.4% |
| | RETENTION RATE | 63.2% | 47.6% | 88.2% | 76.0% | 82.1% |
| LIBT120 | SUCCESS RATE | | | | 66.7% | 66.7% |
| | RETENTION RATE | | | | 96.3% | 91.7% |
| LIBT212 | SUCCESS RATE | | | 70.7% | 47.3% | 57.7% |
| | RETENTION RATE | | | 91.4% | 74.5% | 73.1% |

a. REGION = Distance Education

Four courses have had success rates that fall below the average: LIBT 111 (formerly LIBINF 11), LIBT 116, LIBT 207 (formerly LIBINF 7), and LIBT 212. Three of the courses are part of the Web Development Technologies certificate program.

LIBT 111 course (JavaScript) has been a challenging course, in part because it was designed as a programming course, and in part because it attempted to cover a lot of ground in only one unit. We suspended the course in 2010 and, in consultation with members of the Web Development Community Advisory Board, will re-design it to reflect current needs in the field.

LIBT 116 (Multimedia for the Web) has had the lowest success rates and uneven retention rates.

LIBT 207 (Web Page Development with XHTML) is the core course in the certificate program. Students who completed the SLO self-assessment survey indicated that they were achieving the SLOs “well” or “fairly well.” It may well be that some failing students did not complete the self-assessment; still additional assessment may be necessary in all three of these courses.

LIBT 212 (Research Skills for the Information Age) is not required for the degree or certificates. As a one-unit class that begins in mid-semester, and is also CSU-transferable, it attracts students who need to pick up an additional credit during the term. It may be worth exploring whether a full-semester version of this course would have a higher success rate.

III CURRICULUM REVIEW

- A. Review courses including all course delivery modalities for currency in teaching practices and compliance to current policies, standards, and/or regulations.

All courses in the LIBT series are taught online only. One course, LIBT 101, currently has one mandatory on-site meeting, usually the first Saturday of the semester, which serves as an orientation to the program as well as to that course. Program faculty continue to investigate ways to offer the orientation virtually, which will become a crucial recruiting tool for us as more programs in other schools move into the online modality.

LIBT instructors, along with other DE instructors, will be expected to adapt to changing regulations as Cuesta adopts policies and procedures to bring us into compliance with ACCJC guidelines on distance education.

LIBT instructors, through their work on course and program certification via the American Library Association's Library Support Staff Certification (LSSC) process, are matching their course SLOs with the sets of competencies identified by LSSC—in effect, national standards for library support staff programs.

Student Learning Outcomes for Each Course

LIBT 101 Introduction to Library Services

- Define key terminology in library/ information technology and related fields.
- Identify types of libraries and information centers, their clientele and functions.
- Describe typical workplace duties for the job title of library/information technician and related job titles.

LIBT 102 Introduction to Web Technologies and Concepts

- Describe the broad dimensions and aspects of the web development and design industry.
- Determine if the web development and design industry is a suitable career option.

LIBT 104 Organizing Information

- Demonstrate a basic understanding of library classification systems, including Dewey Decimal and Library of Congress.
- Demonstrate an understanding of descriptive cataloging formats and functions as used in MARC (Machine Readable Cataloging) bibliographic records.
- Demonstrate an understanding of Library of Congress Subject headings, including the importance of authority control.
- Create local bibliographic records based on shared cataloging records, including searching, editing, and writing simple records using current cataloging rules and standards.

LIBT 105 Library and Information Center Collections

- Describe the basic principles for materials selection and for the maintenance of collections in a variety of library and information center environments.
- Locate bibliographic data and vendor sources for the ordering of print, electronic and other library materials.
- Compile a written selection policy for a library or information center.

LIBT 106 Introduction to the Internet

- Demonstrate an understanding of the history, development, and use of the different components of the Internet.
- Use evaluative criteria to investigate the rich variety of resources available on the Internet.
- Identify significant Internet security and privacy issues.

LIBT 207 Web Page Development

- Demonstrate effective and appropriate web site design and development strategies.
- Apply proper use of current web page coding standards.
- Create web pages that adhere to accessibility standards.

LIBT 108 Library Supervisory Skills

- Identify the role and responsibilities of a supervising library technician.
- Recognize the role and effects of stress and identify strategies for coping with it in the workplace.
- Discuss effective techniques for written and verbal communication in the workplace.

LIBT 109 Library Public Services

- Summarize the importance of the reference interview in answering patrons' library research requests.
- Explain the bibliographic resources and processes used to fulfill a library patron's interlibrary loan request.
- Develop practical guidelines and policies for the circulation of library materials.

LIBT 110 School Library/Media Center Services

- State the roles of the library, librarian and library technician within the framework of the K-12 school and community.
- Explain the principles of collection development and censorship as they apply to the K-12 setting.
- Apply criteria learned in class to evaluate library resources.

LIBT 111 JavaScript Fundamentals

- Demonstrate an understanding of JavaScript programming concepts.
- Create basic JavaScript elements.
- Implement and test basic JavaScript scripts on an existing web site.

LIBT 212 Research Skills for the Information Age

- Conceptualize and communicate a research topic or information need.
- Locate, use, and evaluate library and information resources relevant to research topic or personal information need.
- Synthesize material and evaluate whether research topic or information need has been successfully satisfied.

LIBT 113 Advanced Internet Searching

- Decide upon appropriate information resources to retrieve various types of information.
- Identify different search techniques and apply appropriate search queries to locate desired information.
- Critique effectiveness of search techniques and the value of retrieved information.

LIBT 114 Information Technology Internship

- Develop a job search plan.
- Prepare a job resume and cover letter and explain the purpose of letters of reference.

- Summarize the elements of a work portfolio.

LIBT 115 Technology in the Workplace

- Identify the proper type of equipment for specific applications and then demonstrate simple repair and maintenance of the same.
- Use and analyze problems with various types of multimedia and office technology equipment.
- Demonstrate an understanding and use of computer, multimedia, and other technology-related hardware in the workplace and educational settings.

LIBT 116 Multimedia Applications for the web

- Demonstrate an understanding of and ability to make use of multimedia on the web as it relates to technology and accessibility issues.
- Demonstrate knowledge of a variety of technologies such as scanning, digitizing video, sound and graphics.
- Incorporate design issues related to multimedia integration (font size and type, web-safe colors, transitional effects, animation, and end-user specifications) into web pages.

LIBT 117 Ethics in the Information Age

- Analyze ethical issues in the use of the Internet
- Evaluate information on opposing sides of a controversial topic

LIBT 118 Connecting Young Adults with Literature and Libraries

- Identify the interests, needs and concerns of adolescents.
- Discuss important current issues such as censorship, gender, multiculturalism and intellectual freedom as they pertain to young adults.
- Evaluate and classify books, electronic resources and popular media for young adults.
- Develop programming and activities appropriate to this age group.

DIST 101 (formerly Online 1)

- Determine if distance education courses are appropriate for individual learning style.
- Demonstrate academic and technological skills for success in distance education or technology-mediated courses.
- Explain various technologies and their functions and uses in distance education or technology-mediated courses.

B.Review Prerequisite/Co-requisite/Advisory validations

DIST 101: Introduction to Online is a pre- or co-requisite for LIBT 101. Because DIST 101 provides an overview of the skills and tools needed for success in online courses, and all of the LIBT courses are online, we believe that this pre-requisite enhances the likelihood of success in other program courses.

LIBT 101: Introduction to Library Services is a prerequisite for most core courses in the program. By providing an overview of the field, and introducing key concepts, this course enables students to engage in subsequent courses without having to first learn the basics.

LIBT 106: Introduction to the Internet is a pre-requisite for LIBT 113: Advanced Internet Searching, and is advised for LIBT 207: Web Page Development.

LIBT 207 (or CIS 269) is a pr-requisite for LIBT 120: Fundamentals of CSS, since the CSS course assumes a certain facility in web coding.

ENGL 156 is advised for LIBT 101, since the online courses in the program rely heavily on the ability to communicate effectively in writing.

At present, we see no need to change any of the pre- or co-requisites or advisories for the program.

C. May include comparisons to other college course descriptions, faculty development activities that make contributions to the program, etc.

Program faculty actively seek opportunities for professional development. Three instructors have attended Computers in Libraries, a national conference held annually in Monterey, in recent years. Two instructors and the director have attended the annual Online Teaching Conference sponsored by @One, and one has been a presenter at multiple OTC conferences.

A majority of program instructors are currently employed in libraries or other institutions in capacities relating directly to the content of the courses they teach, which helps keep courses grounded in current, real-world circumstances. This, plus the required internship experience, produces graduates who are well equipped to step into, or step up in, the world of library work.

D. List changes and recommendations to curriculum

Since the last CPPR, one course—LIBT 120: Fundamentals of CSS—has been added to the Certificate in Web Development Technologies. This course was added by recommendation from the program's Community Advisory Board, which saw a need for focused effort on this topic of importance. A second course—LIBT 111: JavaScript Fundamentals—has not been offered recently; it will be re-worked to focus more attention on identifying, modifying, and using JavaScript objects, rather than the current focus on programming them. This too follows a recommendation of the Community Advisory board.

In addition, LIBT 110: School Library/Media Center Services is being revised from a one-unit course to a two-unit course to more accurately reflect the demands of the course.

IV PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS: Narrative

A. Summarize assessment results for program-level Student Learning Outcomes (SLOs)

Assessment of program-level SLOs has been done by surveying students in the culminating course, LIBT 114.

In Spring 2011 (114 is offered only once a year) the Student Learning Outcome Self-Assessment survey [below] was administered. All thirteen students in the course completed the survey, and all rated themselves as having achieved the program SLOs "well" or "fairly well."

For several years, the LIBT 114 course has included another survey, conducted as a discussion board with the program Director, which asks more indirectly about what students have learned and about what changes they would recommend [LIBT 114 Survey, below]. The most relevant questions for program assessment are #2 and #5. For the past four years, answers to question #2 have been strongly positive; students completing the program feel that they are well prepared to enter the workforce. They also have good ideas about what additional learning they will need to do – a few return to take additional Cuesta courses that were not part of their degree or certificate program, and a number have gone on to library school for their MLS degree. Students' comments on question #5 have tended to focus on three topics (in addition to the compliments directed toward their instructors):

a) We require too much work for the number of units awarded. We have already addressed this in one case by expanding LIBT 110 from one unit to two. The retirement of an instructor has afforded an opportunity to re-think

a second course (LIBT 117) which was the most commonly-cited course in this category.

b) It would be easier if all our courses were taught on one platform. This recommendation is being addressed; with Cuesta's transition to Moodle underway, and with new guidelines on Distance Education coming from ACCJC, we are moving toward offering all courses on the same Moodle platform.

c) Group projects are difficult. This is true, but we will continue to use group work in our curriculum because library work is people-centered and often collaborative. The ability to work effectively with others is an essential career skill. Group projects do take on challenges in an online world, however; this student concern underscores the need for continuing faculty development and support. To the extent that Cuesta can provide training and support for all DE faculty, LIBT faculty will gain new knowledge and skills that will enable us to develop truly effective collaborative learning experiences in an online environment.

Program-Level SLO Survey Administered in LIBT 114: Internship Course:



**Library/Information Technology Program
Student Learning Outcomes Self Assessment**

The internship course is designed to be one of the last courses Library/Information Technology and Web Development Technology students take before graduation. As a member of the internship class, you have been selected to evaluate how well these programs meet their Student Learning Objectives. SLOs are broad statements developed by course instructors about what students will know and will be able to do with that knowledge upon completion of a learning experience, in this case, an entire program.

SLOs provide a definition for students of what they can expect from a particular class or program.

SLOs also provide a means for instructors to evaluate how well this learning is accomplished by measuring what students actually feel they have been exposed to in relationship to the stated learning outcomes for any given class or program.

How well students do overall in a class is important, but this is not the ultimate goal of SLOs.

What is important is whether or not at the end of the learning experience students feel they have achieved the SLOs and are able to do something with that knowledge.

Your participation in this assessment of the SLOs for the Library/Information Technology and Web Development Technology programs will help improve the quality of education and instruction in this class for future students. The rating you provide ***will not affect your course***

grade or any other personal evaluation. Please rate your achievement of each of the learning outcomes by filling in a bubble on the rating scale provided to the right of each SLO. Mark the level of achievement that best describes your learning of each SLO at the completion of the program.

Develop and improve skills in the areas of library/information technology and/or web development technologies.

Develop a greater understanding of library information technology or web development technologies, with an emphasis on career development, continuing education, or personal growth. _____

LIBT 114 Survey :

1. What is your dream right now, and where you would like your career in the library/information tech industry to take you?
2. Do you now have all the tools you need to take your next career step?
3. What additional education and/or experience will you need to keep up-to-date?
4. Are you off to a good start in assembling the human network that, along with your toolkit, will allow you to build a successful career?
5. If you could change one thing (or more) about your experience in the Library/Information Technology program at Cuesta so that it would be more beneficial to future students, what would you add, emphasize, delete or modify? (Be as specific as you can.)

C. Identify connections of program-level SLOs to broad program goals

The Library/Information Technology program and the Web Development Technologies Certificate program seek to improve the quality of libraries and web sites by educating people who not only have specific skills, but who are aware of the broader contexts—including issues of access and accessibility, ethical considerations, etc.—within which those skills are applied. Our aim is to prepare students to find work in their chosen fields, and to be successful in that work.

Overall Program SLOs

- Develop and improve skills in the areas of library/information technology and web development technologies.
- Develop a greater understanding of library information technology or web development technologies, with an emphasis on career development, continuing education, or personal growth.

Program SLOs emphasize development of skills in various areas of library work and web development, and development of a greater understanding of the purposes and constraints of the organizations in which those skills operate. SLOs include job-seeking skills as well as on-the-job skills.

D. Describe connection of course-level SLOs to program-level SLOs

The foundational courses—LIBT 101 and LIBT 102—emphasize career exploration in their SLOs, focusing on the kinds of libraries and the kinds of work done in them, and on broad dimensions of the web development and design industry. They both reinforce the second program-level SLO.

LIBT 117: Ethics in the Information Age is a required course that focuses on the “greater understanding” portion of the second program SLO, emphasizing ethical issues in the use of the Internet and the ability to analyze information on a controversial topic.

LIBT 114 is the internship course, required for the Certificates of Proficiency and for the A.S. Degree. The SLOs of this course focus on the career development aspect of the second program SLO.

Course SLOs for the other courses emphasize the development of specific skill sets and shaping those skill sets within particular settings (school library/media centers) or with particular populations (young adults.)

E. Recommend changes and updates to program funding goals based on assessment of SLOs

Two of the three most frequent changes recommended by students completing our program reflect a need for professional development for faculty. One reason for our historic multiplicity of course management system platforms was that the campus standard did not meet all the needs of instructors; as we moved on to other platforms, faculty who had developed alternative means of delivering courses had little incentive to change, because there was no training or support for them to learn a new system. One reason for students’ difficulty with group projects may be that the technological tools we use are insufficient to the task, or are not used to their full capacity. The need for continual training and support is critical to the ongoing success of the Library/Information Technology program.

Additional requests in the Unit Plan—for staffing and software to develop and support virtual interactive orientations—also fit into the need for faculty support, and may very well contribute to the improvement of ways to foster effective group activities; the techniques we develop to suit one purpose will allow us to enhance all our courses.

V PROGRAM STUDENT LEARNING OUTCOMES/ASSESSMENTS: Worksheets

For this segment of the Instructional CPPR, fill out and attach Course Program Assessment Summary (CPAS) worksheets for each course in the program OR [Course-level SLOs and Assessment](#) from the 2011-2012 IPPR Template. Note: Before attaching CPAS documents, please do not include the raw data results of course-level and program-level SLO assessments, which should remain only with program faculty.

[See Library/Information Technology CPPR, Appendix A]

VI END NOTES (If Applicable)

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

A. Numerous local libraries have employed LIBT graduates or current students:

1. SLO City-County Library System (at main City branch, Atascadero, Los Osos, Morro Bay and other smaller branches)
 2. Paso Robles City Library
 3. Paso Robles Schools
 4. Atascadero State Hospital (professional library)
 5. Cal Poly
 6. Cuesta College-- nearly everyone who has worked as a Library Technician; two librarians also began their careers in the LIBT program.
 7. Allan Hancock College
 8. Hearst Castle Staff Library
 9. Templeton School District
 10. Atascadero Unified School District
 11. San Luis Coastal USD
 12. Lucia Mar USD
 13. Santa Maria-Bonita USD
 14. Pleasant Valley SD (San Miguel)
 15. Both the Library/Information Technology and the Web Development Technologies advisory committees have former students as members.
-

B. Letter of Support from Sharon Haupt

San Luis Coastal Unified School District

1500 Lizzie Street

San Luis Obispo, CA 93401-3062

(805) 549-1200

April 1, 2011

Cuesta College Board of Trustees
Cuesta College, Hwy. 1
San Luis Obispo, CA 93403-8106

Dear Board of Trustees:

It is with great pleasure that I write this letter of support for the Cuesta College Library Media Technology Program. I graduated from the program in 1989, and was hired immediately as a Library Technician for San Luis Coastal Unified School District (SLCUSD). I worked as a Library Media Center Technician for 20 years. During that time I went back to school and received my MLIS from San Jose State University School of Library Information Science and Technology and my Teacher Librarian Credential. For the last three years I have been in the position of District Elementary Librarian. I supervise all of the library technicians at the elementary schools in the district and work with them closely in their site library programs.

The Cuesta Library Technician program is essential and valuable to me, as District Librarian, and to SLCUSD itself for the following reasons:

- SLCUSD is a local employer.

- All of the Library Media Center Technicians and Library Clerks who are employed with SLCUSD have graduated from the Library Technology program at Cuesta. (Currently 20 employees).
- The job description for the library technicians REQUIRES an A.S. in library technology or the library technology certificate, and proficiencies with up to date 21st century technology and learning methods.
- When candidates with a certificate from Cuesta apply and interview for positions in SLCUSD, we find that they are more prepared and better versed than any others who have Library Technology certificates from other programs. This has held true for every candidate whether they are from out of the area or out of state.
- Cuesta is part of our local community and we hire locally to fill our positions
- The Library Technology program places Interns in our schools. They get a very intense 81 hour program that prepares them for the school library and computer lab setting. We currently have two Interns working in our elementary schools, and we have had at least two or three for the last few years. We have also had the benefit of having a Web Technology intern.
- I have worked closely with Instructors in your program and together we have collaborated to build a strong Internship program that meets the needs of today's library setting. That collaboration and communication has continued to prove valuable as we update technology, reading formats (i.e. eBooks, databases, e-readers) and understanding the unique needs of a school library for the 21st century.
- Currently we have one position that will be opening up in May that we hope to fill with one of the Interns currently working in our schools, and there is a very real possibility that other positions will open up in the next year or two.

As I reflect back and look at the thriving, vital library program we have here in SLCUSD, I realize that it could not have happened without the excellent Instructors and programming that Cuesta College provides. I truly feel that the program at Cuesta is rigorous and relevant, and that we have created a strong and solid relationship by building a community that collaborates and supports each other.

In conclusion, I fully support the continuation of the Library Technology program at Cuesta. A quality program such as this is one to be valued and nurtured, is of benefit to both of our communities, and to the students in our school district.

Please do not hesitate to call or contact me if you have any further questions. I would be happy to meet with you.

Respectfully submitted,

Sharon Haupt
 District Elementary Librarian
 San Luis Coastal Unified School District
 Instructional Media Center
 San Luis Obispo, CA 93401
 805-596-4117

shaupt@slcusd.org

California Young Reader Medal Committee

Chair – ALA Notable Children's Recordings Committee

C. Letter of Support from Margaret Esther

San Luis Obispo City-County Library

P.O. Box 8107, *San Luis Obispo, CA 93403-8107*

995 Palm Street (805) 781-5991

Library Administration (805) 781-5784



April 13, 2011

Dear Sir or Madam,

I am writing you today to verify that the San Luis Obispo County Library will give as much support as we can to encourage the retention of the Library-Information Technology program at Cuesta College in San Luis Obispo County. The high quality of California central coast educational intuitions provides support for our entire county.

That is the case with the Cuesta College program for Library-Information Technology. This program has the benefit of being primarily online, and reduces the travel time for our staff, while involving them in a learning process that has direct application to job improvement and performance.

In the past five years, the County Library system has hosted eleven (11) interns from the Cuesta College program and worked to give them "real world" experience in a public library setting.

The Cuesta College program has made a difference in the level of service provided by our staff to the local community. In promoting our paraprofessionals, the San Luis Obispo Library system provides these students with an additional scoring for both classes and certification. On staff at the San Luis Obispo County Libraries, we have thirteen (13) past graduates. Two are currently at a branch supervisory level.

The technical skills, improved competencies, and training in research techniques are invaluable to libraries today, and into our collective futures. I volunteer my time to be part of the Advisory Council for the Library-Information Technology program and believe retention of this program at Cuesta College is important to our county.

Cordially,

Margaret Esther
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