

# CAREER TECHNICAL EDUCATION (CTE) TWO-YEAR PROGRAM REVIEW

**Program:** LIBT

**Planning Year:** 17/18

**Unit:**

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

**Last Year of CPPR/Voc. Ed Review:** 12/13

**INSTRUCTIONS:** CTE programs will complete and submit the below Two-year Program Review as part of a regular two-year program review cycle (Ed Code 78016). In addition, CTE programs will complete and submit an APPW on an annual basis and an Instructional Comprehensive Program Planning and Review (CPPR) every four years according to the institutional comprehensive planning cycle for instructional programs.

## **California Ed Code 78016**

- A. Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:
  1. Meets a documented labor market demand.
  2. Does not represent unnecessary duplication of other manpower training programs in the area.
  3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.
- B. Any program that does not meet the requirements of subdivision (A) and the standards promulgated by the governing board shall be terminated within one year.
- C. The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.
- D. This section shall apply to each program commenced subsequent to July 28, 1983.
- E. A written summary of the findings of each review shall be made available to the public.

**NARRATIVE:** Review your CTE program according to the following three prompts with analysis of data provided by the State: <http://www.labormarketinfo.edd.ca.gov/>.

If assistance is needed to retrieve data, please contact the Dean of Workforce and Economic Development.

Provide a written summary for each prompt. If yes, explain why and/or how. If no, explain why.

**I. Meets a documented labor market demand, <http://www.labormarketinfo.edd.ca.gov/>.**

Since Cuesta’s LIBT program is completely online, we have students enrolled from across the state, with some students attending from out of state, or even internationally. Because of this, we will consider the documented labor market demand for the state of California. After graduating from the LIBT program, many of our students gain employment as either library assistants or library technicians.

Library Assistants, Clerical Estimated Employment and Projected Growth					
Geographic Area (Estimated Year- Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Openings Due to Net Replacements
California (2014-2024)	9,700	10,700	1,000	10.3	3,000

According to the State of California Employment Development Department, there are currently an estimated 9,700 library assistants employed throughout the state, with a projected employment of 10,700, resulting in a projected 10% increase. In addition, approximately 3,000 openings are expected to become available due to net replacements.

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

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.

**II. Does not represent unnecessary duplication of other manpower training programs in the area.**

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.

**III. Is of demonstrated effectiveness as measured by the employment and completion success of its students,**

[https://misweb.cccco.edu/perkins/Core\\_Indicator\\_Reports/Summ\\_CoreIndi\\_TOPCode.aspx](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx)



**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%.