

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

Unit: Library **Cluster:** WED

NARRATIVE: Instructional CPPR

Please use the following narrative outline

I. GENERAL INFORMATION AND PROGRAM OUTCOMES

A. General Description about the Program

- Program Mission Statement
- Describe how the Program Review was conducted and who was involved

The program review was prepared by Mark Stengel, with contributions from the faculty listed below.

Library/Information Technology Faculty

- Kevin Bontenbal. Instructional Technology Librarian at Cuesta.
Teaches DIST 101, LIBT 102, 106, 113, 207.

- David Brown. At Allan Hancock College.
Teaches LIBT 115.

- Del Chausse. Cuesta librarian; retired junior high school librarian.

- Denise Fourie. Cuesta librarian.
Teaches LIBT 105, 108, 109.

- Ellen Jagger. Cuesta librarian.
Teaches LIBT 114, 118.

- Carina Love. Cuesta Technical Services Librarian.
Teaches LIBT 104, 111.

- Sandra Rowland. Retired Paso Robles school librarian.
Teaches LIBT 101, 212.

- Mary Speidel. San Luis Obispo middle school librarian.

Teaches LIBT 110.

- Catherine Hillman. Cuesta Web services coordinator.
Teaches LIBT 116, BUS 131.
- 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

Bob Dumouchel
Systems & Marketing Solutions
Grover Beach, CA

Santa Maria, CA

Richard Harvey
Infinite Functions, Inc.
Paso Robles, CA

Michael Lee
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

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

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

Catherine Werst
Webmaster
Cuesta College

- B. Program Goals: Broad statements about what this program will accomplish – its anticipated development and achievements
- May include program pathway(s) for students such as transfer, career technology education, basic skills enrichment, certificate, degree, etc.)
 - May include a program map/description
- B. The Library/Information Technology program is designed to prepare students for employment as paraprofessionals in libraries and information centers. The program includes an Associate of Science degree in Library/Information Technology and certificates of proficiency in Library/Information Technology and Web Development Technologies. In 2011, the Board of Trustees approved three Certificates of Specialization: Web Page Coding, Essential Skills for Internet Research, and Library Services to Children.

Since the inception of the program, we have had roughly equal numbers of students complete the Certificate and the AS in Library/Information Technology. Fewer have completed the Web Development certificate, which is a newer offering.

All six of the classified staff in the Cuesta library are graduates of the program, as are many staff in school and public libraries throughout the county. A number of students who have completed the AS or Certificate have gone on to complete Master's degrees in Library and Information Science; two Cuesta librarians have begun their careers in the LIBT program, as has the director of the Paso Robles Public Library.

C. Program Outcomes

- List the student learning outcomes established for your program

C . 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

- A. Identify how your program addresses or helps fulfill one or more of the following: the College Mission, Vision and Values; a specific Strategic Goal(s); and/or elements of the College Master 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 certified, 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

available 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 field 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

(Data provided by Office of Institutional Research – Ryan Cartnal)

A. Data Summary – Relevant Comments and Analysis

- Include enrollment, retention, success, FTES/FTEF, degree and certificate completion
 - May include other pertinent information (e.g., early alert)
 - Response to specific ARCC data

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

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%

FULL-TIME EQUIVALENT STUDENTS OVERALL

			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

FULL-TIME EQUIVALENT STUDENTS OVERALL

			YEAR				
			2006-07	2007-08	2008-09	2009-10	2010-11
			FTES	FTES	FTES	FTES	FTES
TERM	Summer		1.34	1.34	1.29	8.40	.
	Fall		1.80	2.62	5.08	13.20	16.20
	Spring		2.62	2.52	1.59	2.62	2.37
	TOTAL FTES		5.76	6.48	7.96	24.22	18.57

Library Technician (Aide)	Count	9	7	10	7	8
	Column Total N %	.4	.3	.5	.5	.3
Website Design and Development	Count	0	1	0	0	1
	Column Total N %	.0	.0	.0	.0	.0
Library Technician (Aide)	Count	4	6	3	4	7
	Column Total N %	.0	.0	.0	.0	.0

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

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.) 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>]

Still, there is room for improvement

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.



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.

- C. Identify connections of program-level SLOs to broad program goals
 - D. Describe connection of course-level SLOs to program-level SLOs
 - E. 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.
- CPAS Worksheets for Each Course (with raw data results deleted); OR
 - Course-level SLOs and Assessments (2011-2012 IPPR Template)
- 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.
- **Letters of Support:**
 - a. Sharon Haupt
 - b. Margaret Esther