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| **Discipline: Library Technology** | **Date 1/29/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date   (00/00/0000)** |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.  (ACCJC Standard I.B3; AB-1725, 10+1)

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **List everyone who participated in completing this Program Review and Planning Document.**  **April Cunningham**  **Marlene Forney**  **Katy French**  **Byung Kang**  **Linda Morrow**  **Tamara Weintraub Benhui Zou** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**   + Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**   + Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   As we mentioned in last year's PRP, the many changes in our program (more online courses and adding a Learning Community) continue to be reflected in our overall success rate and retention rate. Even though our retention rate is still lower than 2011-12, it has improved to 89.6%, which is above the overall College rate of 86%. Our success rate has also improved slightly from 70.8% to 71.6%. This is better than the College rate of 63.6%. The most positive data reported was that there were more total awards given (23) than in the last four years (24 in 2010 -11). This is a graduation rate of 21% of our total enrollment compared to the College graduation rate of 5%. |

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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>   In spring 2014 we assessed the library mission outcome. According to the results, 97% of students successfully defined a library mission statement and 93% of students felt that they are able to communicate and promote a library’s mission and services to others. In addition, LIT faculty assessed course learning outcomes for LT 100, 115 and 125 during the 2013-2014 academic year. Overall, we are satisfied with student performance on course and program SLOs. The next time we assess the library mission program outcome, we plan to assess students’ ability to articulate the mission and goals of specific types of libraries, e.g. school library, public library, special library, etc.  In December 2014, we administered assessments for the following two LIT program SLOs: 1. access services and 2. acquisitions & cataloging. We will analyze and discuss the results of these two assessments in spring 2015. Additionally, LIT instructors will continue to assess course level SLOs during the 2014-2015 academic year. |

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| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**   Other information that is important to us as we assess our program is our continuing relationship with the American Library Association-Allied Professional Association (ALA-APA)as an approved provider of courses that lead to qualification for the national Library Support Staff Certification. Our program will be re-assessed every four years by outside evaluators who compare the scope, depth and quality of our courses to the national requirements for the LSSC.   1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   Our continued success, retention and completion rates indicate that we are meeting the needs of our current students. By moving to the online environment, staying current with new technology by the addition of updated, industry-specific software and offering students a supportive environment, we think we have a firm foundation to positively impact our future students. |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   According to the State of California Employment Development Department, most Library Technicians and Assistants will need a postsecondary certificate or an associate’s degree. Employment of library assistants is projected to grow 12 percent from 2012 to 2022, about average for all occupations.  This indicates that there is a continuing need for students who earn our certificate and degree.  http://www.bls.gov/ooh/education-training-and-library/library-technicians-and-assistants.htm (visited January 26, 2015). |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2013-14 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   The LIT program goals focus on preparing students for success in an online learning environment. In spring 2014 and fall 2014 we surveyed LIT students to measure their preparedness for online learning as well as their sense of community in an online learning environment. We are now using the survey results to assist us in meeting program goals.  Goal 1: Create an online community for our LIT students.  Survey results indicated that LIT students feel connected to the LIT community as learners, but do not feel a strong social connection to their classmates. Survey results also suggested that students communicate with one another for a variety of reasons, value face-to-face opportunities with other students such as the annual LIT field trip, and are interested in having a virtual space where they can connect with other LIT students while in the program and after completing their certificate/degree.  Goal 1 Plans/Strategies for implementation: In order to provide the social connection students need to succeed in an online learning environment, LIT faculty has amended implementation strategies to include the following:  • Offer more face-to-face LIT program events.  • Introduce an LIT program Facebook or Linked In page.  • Investigate and implement the use of virtual tools.  Goal 1 Outcome(s) expected (qualitative/quantitative):  • 95% of LIT students will have participated in at least community building activity. Outcome to be measured in spring 2015.  • 85% of our students will no longer feel isolated because of the online environment. Outcome to be measured in spring 2016.  Goal 1 Progress: The LIT program began offering formal, face-to-face, program orientations at the start of the fall 2014 and spring 2015 semesters. During these orientations LIT students participated in various community building activities and small break-out sessions led by an LIT course instructor. Students also received pertinent information about the program.  In spring 2014, LIT faculty and students went on another successful field trip to the Fashion Institute of Design and Merchandising Library. Plans have been arranged for an LIT field trip to the Natural History Museum in Los Angeles in April 2015.  Finally, the LIT program received Perkins funding to purchase Voki classroom management software. LIT course instructors began using Voki in spring 2015.  GOAL 2: In addition to faculty support, provide student-to-student support.  Goal 2 Progress: This goal and its outcomes have been incorporated into Goal 1.  GOAL 3: Students will be more prepared to function in an online learning environment. Upon reviewing survey results, LIT faculty noted that some students struggle with time-management and some students lack confidence when posting to discussion boards and emailing instructors and other students.  Goal 3 Plans/Strategies for implementation: LIT faculty has amended implementation strategies to include the following:  • Provide resources and tools that students can use to evaluate and improve their proficiency with online learning, including how to manage their time and communicate in an online learning environment.  • Develop a new webpage with links to appropriate resources.  Goal 3 Outcome(s) expected (qualitative/quantitative):  • After one year, 90% of LIT students will be prepared to function effectively in an online learning environment. We plan to measure this outcome in spring 2016.  Goal 3 Progress: As a result of the survey findings, LIT faculty incorporated time-management learning activities and strategies into the January 2015 LIT program orientation. LIT faculty also addressed students’ apprehension to participate in discussion boards at the January 2015 orientation and instructors are addressing related concerns in the courses. LIT faculty continues progress on the development of a webpage to support student preparedness. |

**STEP III. Resources Requested for FY 2014-15:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. [*Click here for examples of each budget category.*](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** | **American Library (online)** | **6000010** | **Goal #3** | **Goal #4** | **This resource could be used by all LIT faculty and students. It will be especially helpful to the LT100 students.** | **$1,200.00** |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **b1.** |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
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| **b5.** |  |  |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **c1.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
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| **c5.** |  |  |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **d1.** | **VoiceThread** | **6000010** | **Goal #3** | **Goal #4** | **Improve student learning and assessment through the use of digital portfolios and other multimedia assignments.**  **Digital portfolios will enhance employment opportunities.**  **Program SLO: Students will be able to identify, evaluate and effectively use library technologies, including emerging and assistive technologies, to inform, educate and serve library patrons.** | **$999.00** |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.** | **Travel funds for out of state conferences.** | **5000010** | **Goal #3** | **Goal #4** | **In 2015, the Association of College & Research Libraries (ACRL) adopted a new set of outcomes for information literacy. This new Framework for Information Literacy for Higher Education will affect planning, instruction, and assessment at the course, program, and institutional level. The Framework is a significant departure from the AAC&U definition of information literacy outcomes and the 2000 ACRL Information Literacy Standards for Higher Education. It will require librarians and other faculty to review and revise existing approaches to teaching and assessing students’ information literacy practices and dispositions. Opportunities for training to implement the new Framework will require travel to conferences this year that may include ACRL 2015, LOEX, ALA, and others.**  **Changing standards require that we stay abreast of these developments. We would like to attend out-of-state conferences such as the ACRL (College and Research Libraries) annual conference in Portland, OR in 2015 and Orlando, FL in 2016.** | **$2,000.00** |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** |  |  |  |  |  |  |
| **f2.** |  |  |  |  |  |  |
| **f3.** |  |  |  |  |  |  |
| **f4.** |  |  |  |  |  |  |
| **f5.** |  |  |  |  |  |  |

**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
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| **1.** | **American Library Directory (onine)** | **6000010** | **Goal #3** | **Goal #4** | **This resource could be used by all LIT faculty and students. It will be especially helpful to the LT100 students.** | **$1,200.00** |
| **2.** | **Voicethread** | **6000010** | **Goal #3** | **Goal #4** | **Improve student learning and assessment through the use of digital portfolios and other multimedia assignments.**  **Digital portfolios will enhance employment opportunities.**  **Program SLO: Students will be able to identify, evaluate and effectively use library technologies, including emerging and assistive technologies, to inform, educate and serve library patrons.** | **$999.00** |
| **3.** | **Travel for out-of-state conferences** | **5000010** | **Goal #3** | **Goal #4** | **In 2015, the Association of College & Research Libraries (ACRL) adopted a new set of outcomes for information literacy. This new Framework for Information Literacy for Higher Education will affect planning, instruction, and assessment at the course, program, and institutional level. The Framework is a significant departure from the AAC&U definition of information literacy outcomes and the 2000 ACRL Information Literacy Standards for Higher Education. It will require librarians and other faculty to review and revise existing approaches to teaching and assessing students’ information literacy practices and dispositions. Opportunities for training to implement the new Framework will require travel to conferences this year that may include ACRL 2015, LOEX, ALA, and others.**  **Changing standards require that we stay abreast of these developments. We would like to attend out-of-state conferences such as the ACRL (College and Research Libraries) annual conference in Portland, OR in 2015 and Orlando, FL in 2016.** | **$2,000.00** |
| **4.** |  |  |  |  |  |  |
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**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
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| **1.** |  |  |  |  |  |  |
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**Department Chair/Designee Signature Date**

**Division Dean Signature Date**