Palomar College – Institutional Review and Planning
Instructional Programs

Purpose of Institutional Review and Planning:
The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Department: Library Technology

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Instructional Discipline Reviewed   **2007-08**

1.   3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Prelim Fall 2007 -	Definitions
Enrollment at Census	140	107	143	166	*Self Explanatory*
Census Enrollment Load %	96.55%	69.93%	83.14%	90.71%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	288	262	313	244	Weekly Student Contact Hours
FTES	9.59	8.72	10.44	8.13	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	0.33	0.37	0.38	0.77	Total Full-Time Equivalent Faculty
WSCH/FTEF	863	714	817	318	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	-	-	-	-	FTEF from Contract Faculty
Hourly FTEF	0.20	0.27	0.27	0.47	FTEF from Hourly Faculty
Overload FTEF	0.13	0.10	0.12	0.30	FTEF from Contract Faculty Overload
Part-Time FTEF	0.33	0.37	0.38	0.77	Hourly FTEF + Overload FTEF
Part-Time FTEF %	100.00%	100.00%	100.00%	100.00%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	95.93%	95.96%	95.90%	97.10%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	92.68%	86.87%	88.52%	93.48%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	2	7	3	NA	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	17	20	18	NA	Total number of Certificates awarded for the Full Academic Year
** - Under 18 Units**	-	-	-	NA	Total number of Certificates awarded for the Full Academic Year
** - 18 or More Units**	17	20	18	NA	Total number of Certificates awarded for the Full Academic Year

2.   Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Library Technology is a small but steadily growing vocational program which trains students to work in a variety of libraries. Initiatives such as No Child Left Behind and the strengthening of accreditation requirements at many levels of education have created a greater demand for this training and certification. Many graduates return to take short term classes (LT 197- Topics in Library Technology) to enhance their skills or for promotion or professional development. The students are highly motivated, as demonstrated by the retention and success rates. Palomar has the only LT program in San Diego county and we draw students from as far south as Bonita and from Riverside County to the north. Expanding current offerings is difficult with our staff and facilities constraints.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.) **The program was modified in 2008 to reflect the changes in the CSIS Department course numbering and all courses are up to date regarding course outline of record review. We will continue to add special topics classes (LT 197) based upon input from the employers and current trends in Library Science. Reconstitution of the advisory committee will be necessary before another program review cycle.**	**Two new special topics classes were added to the curriculum in fall 2008 and will be offered in fall 2009.** **The Library Technology Advisory Committee has been reconstituted and the membership is representative of local public, academic, school and special libraries. The first meeting was held on 11/12/08 and another one is scheduled for spring 2009. Recommendations from the committee will be integrated into the next program review cycle.**
b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.) **The fact that most of our students are employed (as well as facility and staff constraints) limit class offerings to evenings and Saturdays. Classes regularly fill but as yet we are not turning students away from the full semester courses. When the current librarian vacancies are filled, we will consider on line or hybrid options, as educationally appropriate, for some of these classes.**	**The department continues to evaluate at course scheduling and we anticipate offering additional hybrid sections of the full semester courses. We continue to review and discuss the appropriateness of on-line instruction for this discipline.**

4.   Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
a. Equipment/Technology – block grant funds, VTEA, other resources, etc. **It is critical that we plan for one or more "smart" classrooms in the new library building to allow more flexibility in scheduling and course offerings. At the moment we assume state and Prop. M funds will be sufficient to meet these needs however in the future block grant or other vocational funds could be used to upgrade classrooms and equipment.**	**Due to the current budget crisis, construction of the new library building has been postponed. We are using this extra time to look at potential "smart classroom" configurations for Library Technology classes as well as to upgrade what we are currently doing. Block grant and VTEA funds will be useful in helping obtain updated equipment and resources.**
b. Budget – budget development process, one-time funds, grants, etc. **Maintaining the current Library Technology budget will address current needs. An increase in overload/adjunct budget would be necessary if we increase full semester class sections or LT 197 offerings but this is likely to be offset by WSCH or positive attendance revenue.**	**Course offerings in Library Technology remained stable this academic year and all fall and spring classes were well enrolled. We do not anticipate adding sections beyond our existing offerings until the budget crisis is resolved.**
c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc. **Planning for continual growth of the program is tied into planning for the new library building. Without appropriate designated smart classrooms "owned" by the library, it will be difficult to grow the program as we wish to.**	**See "a" above. Library Technology still "owns" no classrooms beyond the library instruction room which also serves as a major source of computer access for our students. Due to an increase in demand for library instruction sections, we no longer schedule classes in this 2nd floor library instruction space.**
d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years **Library faculty, many of whom teach overload or a single class as part of load (per the PFF contract) hiring priorities are covered by the Counselor/Librarian formula.**	**More full time library faculty will be teaching in the program and there is additional interest in doing so as more opportunities arise. We are fortunate in also having excellent part time instructors from our constituent groups for some of our classes.**
e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc. **Not applicable to the Library Technology program.**	**Not applicable to the Library Technology program**

f. **Other**	
Not applicable	**Not applicable**

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

One program goal is to design and build appropriate instruction classrooms in the new library in order to better train our students as they pursue their certificates/ AA degrees. This is linked to the goal of providing "up to date technology and related technical and equipment support for instructional purposes."

6.   Student Learning Outcome progress:

a.   Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

From Library Technology 130:
Upon successful completion of the course the student will be able to:
Operate effectively, and demonstrate to others, the techniques, use and maintenance of audio-visual equipment in the school, library or community setting.

This is evaluated by demonstration in the classroom of the use of this equipment in "real world" scenarios.

b. Discuss a learning outcome that is observable yet difficult to measure.

From Library Technology 120:
Upon successful completion of the course the student will be able to:
Evaluate reference questions and when to refer questions to librarians.

This may be evaluated in written assignment, test answers and responses to "real world" situation exercises in the classroom. However until the student is doing co-operative education or in a job situation, it is difficult to know how they will actually perform.

7. Describe a discipline accomplishment that you want to share with the college community.

The Library Technology Program currently has a retention rate of 97.10% and a success rate of 93.48%.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

Not at this time.

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

Not applicable

10. Other comments, recommendations:

We will continue to work to enhance this instructional program which provides qualified well trained workers to our constituent employers as well as employment or promotion to our students.

Please identify faculty and staff who participated in the development of the reviewer's planning:

Jay Baker, Marlene Forney, Katy French, Byung Kang,   **Linda Morrow, Tamara Weintraub**_____

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Judy J. Cater   **2/23/09**

Department Chair/Designee Discipline Review and Signature   **Date**

Division Dean Review and Signature   **Date**

* By no later than <u>2/14/08</u>, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than <u>2/14/08</u>, forward an electronic copy to Institutional Research and Planning.