PALOMAR COLLEGE® Learning for Success — Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Library and Information Technology Program
Department Name:	Library
Division Name:	Social and Behavioral Science

Please list all participants in this Program Review:

Name	Position
Marlene G. Forney	Library Department Chair / Systems Librarian
April Cunningham	Information Literacy & Instruction Librarian
Alexandra Doyle Bauer	Branch Services Librarian
Natalie Lopez	Outreach Librarian
Linda Morrow	Public Services Librarian
Tamara Weintraub	Subscriptions Librarian
Benhui Zou	Technical Services Librarian
Katy Farrell	Adjunct LIT Faculty

Number of Full Time faculty	7	**Number of Part Time Faculty**	1

Please list the Classified positions (and their FTE) that support this discipline:
1 Library ADA - 100%

What additional hourly staff support this discipline and/or department:

Discipline mission statement (click here for information on how to create a mission statement):
The mission of the Library and Information Technology Program is to provide students from diverse backgrounds a superior student-focused education that is personally and intellectually challenging, meets current and emerging library, information and technology needs, and prepares students for productive roles in a variety of continually evolving information environments.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:
AS (LIT.S for the Associate in Science) and CA (LIT.C for the Certificate of Achievement)

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment
Section 2: Course Success Rates
Section 3: Institution and Program Set Course Success Rate Standards
Section 4: Completions
Section 5: Labor Market Information (CTE programs only)
Section 6: Additional Qualitative Information
Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx

A. To access your discipline data, select your discipline from the drop down menu.
B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select "discipline" and "catalog number".

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased	X	Steady/No Change		Decreased	
Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?						
Our enrollment has increased significantly over the past 5 years (from 123 out of 156 seats in 2011/12 to 139/140 in 2016/17). . The original spike was in 2012 when several of our core courses were offered online. In 2014 when all the courses became online offerings enrollment again increased. Statistics for Fall 2016, the most recent ones available, again show increased enrollment. For a small program it is an outstanding accomplishment to have our most recent fill rate at **99.29%** .						

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?
Course enrollments go up and down in various Academic Years. Since courses are only offered in specific semesters, students who drop one must wait for the next Academic Year to re-enroll. We believe this may account for course fill rate fluctuations. LT120 consistently has our highest fill rate at 100% or higher (with the highest rate in AY 15/16 112.5%) Overall our program fill rate is trending upwards (from 63.46% in 2011/12 to 101.44% in 2016/17). The 2014/15 (92.71%) and 2016/17 (101.44%) fill rates are much higher than the college's 'average' of 85%.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).						
Discipline Efficiency Trend	**Increased**	X	**Steady/No Change**		**Decreased**	
Discipline Efficiency:	**Above 525 (35 FTES/FTEF)**	X	**At 525 (35 FTES/FTEF)**		**Below 525 (35 FTES/FTEF)**	

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?
Prior to 2011 our discipline efficiency did not approach the college goal. This was due in large part to the fact that about half the courses were taught by non FTEF. With the hiring of new faculty and changes in their interests and skill set discipline courses are now taught 100% by FTEF. For 2016 LIT WSCH was above the college goal, reaching **556.50**.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.
As stated above the use of Part-time faculty for much of our Instructor base once reflected poorly statistically for LIT. Program changes over the past 5 years resulted in Full-time faculty teaching all LT courses (both as part of their Load and as Overload). This has resulted in our now performing beyond the college efficiency goal.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates. A. **On-Campus Course Success Rates** B. **Online Course Success Rates** C. **Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)** D. **Course Success Rates by class location (Escondido, CPPEN, etc.)** **https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx**

1. Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?
It is difficult to correctly assess this number. In 2011 the LIT Program Fall offerings were both on-campus and online. LIT had its highest success rate (73.1%) at that time. With the move to offer all courses exclusively online we saw our success rates decrease. However, it remains a very high percentage for an online program (73.9%).

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups? **Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/**	
Gender	**76.3** **For 2012/13 males in LIT were more successful than females. This is not typically the case. We know males are under-represented in the field and would like to see more enrolled male students succeed. We see a slight increase in the number of males enrolling and will strategize how we might specifically encourage them to persist as they move through the coursework. Specific data for the courses are only related to the LT125 and LT197 (no longer offered since 2011/12) classes so it may be difficult to 'suss this out'. We will work with IR to determine if more data on enrollees can be obtained as to when they 'fail' and if such failures correlate can be identified even if below the threshold required for valid assessment (min 10 people).**
Age	**73.8** **Success rate data for younger students is lower than for older peers. Given that our program is completely online, this trend may be related to greater need for personal discipline required to complete online coursework. Our faculty will explore this in the coming years. As mentioned above Instructors will obtain more specific data from IR to explore the issue.**
Ethnicity	**79.6**
Special Population (examples- veteran, foster youth, etc)	**N/A as our numbers were less than 10.**

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.
N/A as we are exclusively online.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.
 	
 Discipline Level Course Success Rate:
     A. **The College's institutional standard for course success rate is 70%.**
     B. **Review your discipline's course success rates over the past five years.**
     C. **Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.**

Standard for Discipline Course Success Rate:	Our minimum rate would be that of the college. However, since our entire program consists of only 7 courses (19 units total) calculations to determine efficiency, success and other metrics do not adequately convey the value of our program. We are currently above 70% program wide but this figure dips significantly if there are changes to how we offer LT125, a 1 credit class and the only one offered multiple times in the Academic Year.
Why?	

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx

   A. **To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.**
   B. **To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.**

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?
As a small program completions are in the single digits for AS degrees and double digits for Certificates. The move to an online program has resulted in fewer number of Certificates but fairly stable number of AS awards. The overall awards of Certificates and Associates is indeed fairly steady at 20+ annually.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?
Given our very lean course offerings I believe the few completions show significant efficiency. In addition the LIT program serves a quasi 'transfer' role in that it bridges the need of students considering enrollment in graduate schools offering Masters in the field of Library and Information Science. By our estimates about ¼ of students take 1-3 courses and then 'abandon' the program to enroll in their MLS program of choice. We should perhaps begin specifically tracking these students in order to more appropriately analyze possible shifts in program marketing.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data.
This data can be found on the Centers for Excellence website at http://www.coeccc.net/Supply-and-Demand.aspx

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	$17.70	$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	$20.88	$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

7% This figure is for the total of SOC 25-4031 Library Technicians (6%) [982 jobs 2016 vs 1041 jobs 2021] and SOC 43-4121 Library Assistants Clerical (9%) [542 jobs 2016 vs 589 2021] job growth

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

We share job openings from San Diego as provided by area libraries and other library contacts. These opportunities are posted on the program Facebook page and emailed to all current enrolled LIT students. Also a the program level we connect with LIT Program Advisory Committee members to determine if there are particular skills they have need of to fill current and anticipated vacancies. Per LM data job increases for North Co SD are projected at 10%

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

N/A

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

On November 7, 2017 we held our annual Advisory Committee meeting. That session was an extended working meeting with 5 breakout sessions assessing course development in the Non/Nof for Credit arena, Internships and our 2 approved Strong Workforce (SW) Projects. There was enthusiastic feedback and a commitment from participants to participates in online groups to support planning for the SW projects.

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (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).

We also share job openings from surrounding counties (Riverside and Imperial Valley). Our program is online and we enroll many students from the tri county area. No other community colleges in these regions offer LIT programs.

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

Our SLO assessment results have informed our decisions about developing and refining assignments and teaching methodology in order to make sure they elicit students' best demonstrations of their learning outcomes. In addition to mastery of the required concepts, these assignments include opportunities for students to demonstrate critical thinking, goal setting, self-reflection, and productive persistence, which are components underlying all of our program SLOs.

Results:
Access Services -- Students will be able to function effectively in the areas of circulation, interlibrary loan, and collection maintenance.
We assessed assignments related to access services in LT 110, LT 115, and LT 120. LT 140 is not mapped to this outcome. LT 115 is the course mapped to the Access Services outcome at the mastery level. Overall, 84% of students in LT 115 scored proficient or above on at least one of the four criteria defined for access services. However, students' performance varied significantly across the four criteria. 48% of LT 115 students scored proficient or above on the Interlibrary Loan criterion. 60% scored proficient or above on Collection Maintenance. 78% scored proficient or above on Circulation Services. And 84% scored proficient or above on Orientation Toward Service in access services. In LT 110 where students are introduced to weeding as part of collection maintenance, 56% of students scored proficient on the Collection Maintenance criterion. Based on these results, we see that students need more guided practice with describing their approach to evaluating and improving collection maintenance and circulation services. The access services proposal assignment in LT 115 (i.e., the mastery-level course for this PSLO) has been updated to evaluate students' ability to define as well as apply the elements of access services. This will allow for more direct assessment of students' knowledge of circulation services and collection maintenance.

Acquisitions and Cataloging -- Students will be able to accurately use acquisitions techniques as well as current cataloging and classification systems to order and process library materials.
The criterion was met (93% of students who had taken LT 110 correctly identified what MARC was and 93% correctly answered the question about types of acquisitions orders).

Technology -- Students will be able to identify, evaluate and effectively use library technologies, including emerging and assistive technologies, to inform, education, and serve library patrons.
Students met the standard in the dimensions of identifying, using, and evaluating technology. In the dimension of identifying the value of the technology to library patrons, the raters often recorded widely varying scores, so we cannot definitely report on that element of the outcome. Overall, more than 80% of students' performance was strong and satisfied the standards for this outcome.

Mission -- Students will understand and be able to describe the mission and roles of a library in its community and the mission of libraries in general.
97% of students were able to articulate the mission of the library. This exceeds the standard for success that we set.

Using assessment data to inform our curriculum updates, we have been able to refine our course outlines to maximize opportunities for students to practice and get formative feedback on the concepts, skills, and dispositions that are most important to achieving our program outcomes. We also used our assessment results from the past three years to make decisions about new assessment methods that we wanted to try. The updates to our assessment methods are detailed below.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

Starting in 2016-17 we launched a new approach to program SLO assessment that is ongoing and has resulted in new insights into how we scaffold students' learning throughout our program. The new approach is to gather student work from all of the classes that are mapped to the target program SLO each semester. The professors who regularly teach those courses then use

a collaboratively-developed rubric to evaluate the student's' demonstration of the learning outcome across three or four criteria. This gives us insight into how students' outcomes build from the courses where the concepts are first introduced to the courses where we expect students to demonstrate mastery. Seeing the range of assignments we are using to move students through these stages of development facilitates our conversations about how our classes complement one another. An added benefit of this new approach to assessment is that we are assessing students' work through their own eportfolios, which they will continue to have access to after completing the program. This will be a resource to them as they apply for LSSC certification and for jobs in their field. The only downside to this new approach to assessment is that it is time consuming, so we may need to develop a cycle in which assessment methods alternate between embedded questions on quizzes (as we've used in the past) and the rubric-based assessments that we recently introduced.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

Our program SLOs are based on professional standards, including the nationally recognized Library Support Staff Certification, and they represent the full scope and depth of learning appropriate for the certificate. We continue to refine how we define and operationalize the outcomes, especially most recently through our development of shared rubrics. This process helps us to ensure that we have a shared understanding of the expectations for our students and how to determine if and how well they have met the standards we set for them. At this time, we do not need to make any improvements to our program SLOs.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

In Fall 2017 we surveyed current and former members of the Library and Information Technology Program (LIT) Advisory Committee to request their input on possible new course offerings. https://www.surveymonkey.com/r/PalomarLIT2017 Some questions addressed specific course possibilities per faculty's professional knowledge and student feedback. Others focused on options for new modalities and locations for course offerings (Non Credit or Professional Development workshops; face to face courses delivered onsite at the libraries for our Advisory Committee members). The intention was to assess if our discipline and program was well positioned to engage with college initiatives to 're-launch' Non Credit/Not for Credit courses at Palomar. We will be analysing the results and consult with our Dean and administrators from the Career Technical Education area to determine if there are options for LIT to introduce new Non Credit offerings.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

Our 6 core courses (3 credits each) provide introductory skills in the broad competency areas for Library Technicians. They are not offered in a sequence because the material does not require prior knowledge to complete courses independently. We offer 3 each of the 6 classes per Fall and Spring terms. There are currently no enrollment issues since only 1 sections is offered per semester per course. Demand does not require adding any sections.
At present we also require a 1 credit course in Information Literacy that is offered both semesters. In Summer 2017 we piloted offering this class (LT125) since students have often asked if there were courses in LIT they could take in the Summer term. We expect to also offer it in Summer 2018.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?
Our courses are not required by other programs. The LT125 class has been offered twice annually and helps support the college Gen/Ed Information Literacy requirement.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program
Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years
Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf	
Strengths:	We provide opportunities for engagement through shared LIT program orientations (Fall and Spring semesters) and an annual Field Trip. These options diminish the isolation sometimes experienced by online students and further encourages them to recognize the community based nature of the library field.
Weaknesses:	The virtual classroom limits our opportunities to simulate key skills such as customer service and reference interviewing while directly observing student practice.
Opportunities:	We offer all our courses as distance learning opportunities. This has expanded access and increased enrollment.
Threats:	That the College goal to "Ensure fiscal stability while increasing enrollment" may allow them to determine our small successful) program should be eliminated/discontinued

SECTION 2: Establish Goals and Strategies for the Next Three Years

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .			
Goal	**Completed**	**Ongoing**	**No longer a goal**
Creating an online community for LIT students		X	

Preparing students to function in an online learning environment		X	
Revise the LIT program information to gain updated approval from the ALA-APA as meeting criteria for Library Support Staff Certificate (LSSC) requirements.		X	
Promote LIT program more extensively.		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):
Goal #1

Program or discipline goal	Creating an online community for LIT students.
Strategies for implementation	Continue using the Google Sites platform to help students create eportfolios for every LT course. Review assignments by LIT faculty to accomplish the goal
Timeline for implementation	We introduced the eportfolio resource to students in Academic Year 2016/2017 and plan to use it over the next planning cycle. We considered the Canvas eportfolio tool as an alternative but thus far it is too rudimentary. We will continue to build the resource
Outcome(s) expected (qualitative/quantitative)	We expect the students to increase their commitment to producing quality course assignments since they are expected to share content posted with other students in the courses. We also expect their pages to help them build supporting documentation that will assist them in job searches.

Goal #2

Program or discipline goal	Preparing students to function in an online learning environment
Strategies for implementation	Continue providing assignments that use free and LIT purchase technology resources to assist students in being 'tech savvy' as they prepare for jobs in libraries. Our instructors use key tools to both strengthen content delivery and enhance student engagement. They include options via the LMS (Collaborate and Zoom), educational support tools (VoiceThread, Voki, EdPuzzle) and library specific tools (OCLC subscription and Koha open source LMS). All LIT faculty are trained to work effectively in online learning environments, having either completed POET, CCC Confer sessions or academic coursework in Educational Technology.
Timeline for implementation	The LIT Faculty have pursued funding to subscribe to several digital tools that support collaboration in navigating presentation and productivity for information users. They continue to use these and assess their usefulness for our course delivery. We will continue using VoiceThread, Voki, LibGuides, RDA Toolkit and explore availability and affordability of emerging technology for Library and Educational environments.
Outcome(s) expected (qualitative/quantitative)	Students are able to navigate and configure a variety of free and fee based

	technology resources and become more successful in competing for library staff positions.
Goal #3	
Program or discipline goal	Revise the LIT program information to gain updated approval from the ALA-APA as meeting criteria for Library Support Staff Certificate (LSSC) requirements.
Strategies for implementation	We are in communication with the ALA administrator who approves programs that completely meet LSSC requirements in order for the LIT program to be re-approved. This re-approval will also identify LIT as a fully-online program with additional courses meeting multiple competencies [currently LT115 meets 2 competencies, possible 1 additional course will also be approved as meeting 2 competencies].
Timeline for implementation	We were originally granted the program wide status in 2011 and expect to be re-approved this academic year 2017/2018
Outcome(s) expected (qualitative/quantitative)	By having this status re-approved with updated content explaining our offerings we hope to stimulate interest from students statewide and nationally.
Goal #4	
Program or discipline goal	Promote LIT program more extensively.
Strategies for implementation	In Fall 2016 we applied for funding via the Strong Workforce Initiative. They approved us to complete 2 projects in March 2017. The projects are: *Creation of a video(2-3 min long) showcasing the LIT program which would be used to promote better awareness and understanding of LIT and in marketing the program locally as well as nationally. Prepare 'snippets' from the filming to feature on an LIT website. Place the video on fee and free job and education online sites to market LIT, while tracking 'hits' in an effort to key 'results' to these efforts. Our new website https://www2.palomar.edu/pages/lit/ was used to provide Spring 2018 prospective students background about the program. We also provided them with direct links to the long promo piece created by PCTV - https://vimeo.com/240761152 *Sponsor a speaking event [*Speaking out about Careers in LIT – the Known and the Unknown*]featuring 'successful' Library Technicians from across the country. The event would include participation from Palomar LIT alum to integrate the real benefits and value of the profession for those who receive Career Technical Educational training.
Timeline for implementation	The video, promotion, marketing are to be done over about an 18-24 month period. Collaboration with PCTV to create the video began in Spring 2017, moved to filming in Fall 2017 and we expect to promote the videos beginning Spring 2018 and throughout the 2018/2019 AY. Our speaker program is to be held Fall 2018 (probably Aug) in the new San Marcos Library. We contacted potential speakers in Spring and Fall 2017 and will finalize arrangements (date, program, length, etc.) throughout Spring 2018.
Outcome(s) expected (qualitative/quantitative)	Our expectation is to increase enrollment in LT courses. We are strategizing use of unique emails, an 800 phone number and a contact

	database to hopefully 'track' inquiries in the program. That structure would allow us to determine if the inquiries were linked to views of the promo, hits on the specific promo linked LIT webpage, etc. We also are hoping the revitalizing of the program from the video creation will strengthen the quality of our Faculty's course delivery.
	The anticipated outcome of hosting the speaking event is to inform the local community of our program's existence and demonstrate the high job satisfaction of Library Technicians. Our target audience to attend the event are those who are still looking for a 'good fit' career wise (dropouts from other majors or retreads due to career fatigue). We also believe people currently working or volunteering in libraries (public & high school libraries) who don't have a Certificate or Associate in our field can learn that there would be benefits to completing the LIT program. For those working, the courses can potentially help them advance in their workplace. For those not yet enrolled in college programs they can learn the value of this field for people who love learning, but don't want to specialize in only one subject.

Goal #5
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

3. How do your goals align with your discipline's mission statement?
1-Creating an online community for LIT students.   LIT Mission Statement alignment: serves to 'provide students from diverse backgrounds a superior student-focused education' through building community given we know online students often struggle to persist due to feeling isolated   2-Preparing students to function in an online learning environment   LIT Mission Statement alignment: serves to meet 'current and emerging library, information and technology needs, and prepares students for productive roles in a variety of continually evolving information environments' keeping providing opportunities to widely used technologies specific to the library profession and understand their value to libraries   3-Revise the LIT program information to gain updated approval   from the ALA-APA as meeting criteria for Library Support Staff Certificate (LSSC) requirements.   LIT Mission Statement alignment: serves to prepare 'students for productive roles in a variety of continually evolving information environments' by publicizing how the program meets national professional competencies for library technicians   4-Promote LIT program more extensively.   LIT Mission Statement alignment: The video and other new resources – website, printed materials, marketing, ads- addresses all aspects of the LIT mission: "provide students **from diverse backgrounds** (LIT alum from different backgrounds are featured) a **superior student-focused education** that is **personally and intellectually challenging** (video and sound clips pinpoint what makes the LIT program exceptional and rewarding for alums) , meets **current and emerging library, information and technology needs** (video includes footage of library users and technicians working with modern technology), and p**repares students for productive roles in a variety of continually evolving information environments** (promo documents library technicians working in very different settings)."

4. How do your goals align with the College's Strategic Plan Goals?
1-Creating an online community for LIT students. Aligns with college goal 2 and 4 to strengthen efforts to improve student success and by focusing on strategies that strengthen hiring potential of our students 2-Preparing students to function in an online learning environment Aligns with college goal 2 to strengthen efforts to improve student success by focusing on strategies that strengthen hiring potential of our students 3-Revise the LIT program information to gain updated approval from the ALA-APA as meeting criteria for Library Support Staff Certificate (LSSC) requirements. Aligns with college goal 2 to improve outreach and persistence by showcasing the benefits of LIT within the profession 4-Promote LIT program more extensively. Aligns with college goals 2, 3 and 5 to improve outreach to more directly communicate to our community about the LIT program using marketing of new promo materials to promote LIT program more broadly and leverage our online program to increase enrollment

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair	
Department Chair	Marlene G. Forney
Date	November 30, 2017

*Please email your Dean to inform them that the PRP has been completed and is ready for their review

Reviewed by Dean	
Reviewer(s)	Dr. Pearl Ly
	2/22/18

1. Strengths and successes of the discipline as evidenced by the data and analysis:
Strong mission statement. Large improvement in enrollment, fill rates, and efficiency in the last five years with FTEF course instructors and fully online delivery. Program is assisting students with job placement. Excellent collaborative SLO assessment and use of results to make program and course changes as well as assessment changes. Shared LIT program orientations and annual field trip help online students build community and network.

2. Areas of Concern, if any:

How is workforce preparedness addressed in curriculum?

3. Recommendations for improvement:

Collect data for how many students apply for and/or receive LSSC certification
Explore ways to link LT125 to the Gen/Ed Information Literacy requirement and/or other programs
Explore additional in-person or synchronous online engagement opportunities for workforce preparedness such as resume workshops mock interviews
Consider developing training partnerships with library systems, schools, or other library technician employers (Example: Diablo Valley College Library Technology Program and Oakland Unified School District)

*Please email your VP to inform them that the PRP has been completed and is ready for their review

Reviewed by: Instructional Planning Council PRP Sub-Committee	
Reviewer(s)	Mark Bealo
Date	12/12/2017

1. Strengths and successes of the discipline as evidenced by the data and analysis:

Efficiency rate. Job growth. 100% taught by full time faculty.

2. Areas of Concern, if any:

Students 24 years old and under consistently have lower success rates than their older classmates in LT. Also, males tend to have lower, sometimes drastically lower success rates than females. This is an area where gaps currently exist and could use attention to come up with strategies to improve.

As stated "The virtual classroom limits our opportunities to simulate key skills such as customer service and reference interviewing while directly observing student practice." This can be alleviated via video/chat online sessions via skype, zoom.us, and various other options. But it may be difficult to implement in a way that is accessible to all students in a section.

3. Recommendations for improvement:

Research possible solutions for the customer service and reference interviewing skills. Consider an online "student conference center" (see pg. 30 of https://www.umass.edu/oapa/oapa/publications/online_handbooks/Teaching_and_Learning_Online_Handbook.pdf)

4. Recommended Next Steps:

X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

23	
Reviewer(s)	Jack S. Kahn, Ph.D.
Date	1/29/18

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1. SWOT analysis is good and certainly things to be proud of 2. Curriculum section makes good sense also- organized well and presented well. 3. Goals are also excellent- very thorough and well done and described. All make good sense given challenges and discipline.	

2. Areas of Concern, if any:

Revised version has addressed concerns, thank you.

3. Recommendations for improvement:

4. Recommended Next Steps:

X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.