Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Library

Discipline Name
Library Technology (LT)

Department Chair Name
Marlene G Forney

Division Name
Social and Behavioral Sciences

Website address for your discipline
http://www2.palomar.edu/pages/library/library-and-information-technology-program/

Discipline 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

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.
AS
Certificate of Achievement

Please list the names and positions of everyone who helped to complete this document.
Marlene G. Forney
Library Department Chair / Systems Librarian

April Cunningham
Information Literacy & Instruction Librarian

Alexandra Doyle Bauer
Escondido Center Librarian

Natalie Lopez
Outreach Librarian

Tim Martin
Fallbrook Center Librarian

Linda Morrow
Public Services Librarian

Marie Templo-Capule
Subscriptions Librarian

Tamara Weintraub
Rancho Bernardo Center Librarian

Benhui Zou
Acquisitions Librarian

Katy Farrell
Adjunct LIT Faculty

Full-time faculty (FTEF)	**Part-time faculty (FTEF)**
9	1

Classified & other staff positions that support this discipline
1 Library ADA - 100%

Additional hourly staff that support this discipline and/or department
Kellis Neidiffer 40 hrs

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?
The Library and Information Technology program's outcomes do an excellent job of communicating the scope and depth of our certificate and degree to prospective students, current students, LIT Advisory Board Members, employers, and the Library Support Staff Certification Review Committee.

Describe your program's plan for assessing program learning outcomes.
We regularly assess our 5 program outcomes, which cover a range of theoretical foundations and practical skills that our students must master to be ready to work in all types of libraries. The range of program outcomes we have ensure that students who complete our program are prepared to work in positions requiring a high level of customer service, creativity, and precise attention to detail. We share our program outcomes with our students at the orientations, in our courses, and on the program's website.
Our program outcomes are based on the Library Support Staff Certification (LSSC) competency sets. By aligning our program outcomes directly with these professional standards, we ensure that the program is up-to-date and relevant to the workplace. It also ensures our program remains a recognized LSSC partner so that students graduating from Palomar are immediately eligible for the certification if they choose to pay $350 to become certified. We also review our program outcomes with the LIT Advisory Board on a regular basis to identify any emerging needs among employers that we should address in our program.

Summarize the major findings of your program outcomes assessments.
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We regularly assess our 5 program outcomes, which cover a range of theoretical foundations and practical skills that our students must master to be ready to work in all types of libraries. The range of program outcomes we have ensure that students who complete our program are prepared to work in positions requiring a high level of customer service, creativity, and precise attention to detail. We share our program outcomes with our students at the orientations, in our courses, and on the program's website.
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Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.[Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
AS - 7
Certificate of Achievement - 19

Total awards - 26

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Stayed the same

What factors have influenced your completion trends?
The increase is slight, with completions ranging from low to mid 20s.
We schedule program wide in person orientations each Fall and Spring semester to engage student directly. Since our required program courses are completely online, these 'optional' sessions allow for community building for LIT students and greater student engagement with peers and faculty. We believe this practice helps keeps generating completions for our small program.
We continue to market our program to area library employers, via our webpage, Facebook page and our LIT promotional video.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
75.0%

Why did you choose this standard?
The last four years have seen our success rate at 77/78%

The 2013-2014 year was at 71%

The LIT program is a small one so we chose 75% to keep the standard a viable level of accomplishment.

What is your Stretch goal for COURSE success rates?
80.0%

How did you decide upon the goal?
The goal could be 85% but since we have both a new course and program changes beginning in Fall 2019, the 80% goal seems enough of a stretch since the evaluation criteria will change for our next PRPs.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?
We have begun using the Canvas embedded Course Outcome tool when creating and assessing assignments in LT courses for our LIT program.

Summarize the major findings of your course outcomes assessments.
Course level outcomes for LT classes show must students are 'meeting' the various standards set by Instructors (in which between 70-80% of students assessed would succeed).

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Creating an online community for LIT students

Is this a new or existing goal?   **Goal Status**

Existing   Ongoing

How will you complete this goal?
We are continuing to offer both online and in person opportunities for students to engage as a community. Examples of these are:

*program wide in person program orientations each semester
*online guest speakers (cf details below)
*onsite topical workshops
*annual LIT field trip (cf details below)

-Using collaborative tools we have hosted 'live' sessions with guest speakers and record the sessions for viewing by those unavailable for the 'live' meeting. The recording also allows students to review the speaker content. The faculty member for the course sponsoring a guest often shares the option with other Instructors, further extending the value of the speaker's expertise to more LIT students.

-The annual LIT field trip is held in the middle of the Spring semester and promoted at both the Fall and Spring program wide orientations. The field trips is presented as a highly beneficial learning option for students enrolled in Spring courses. In addition we have surveyed students in LIT courses for feedback about the venues for field trips, preferred dates and times for having them. We also ask them to provide feedback about benefits they experienced through participation in field trips. These trips are well attended and students actively make connections with the larger LIT student population.

Outcome(s) expected (qualitative/quantitative)
We think the options outlined above encourage current LIT students to provide referrals to friends and work colleagues interested in pursuing a library information career. Their individual 'testimonials' will help emphasize that the online LIT program goes beyond being a convenient Career and T opportunities for community building in our online program that our program is much more than a convenient one, it is a

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
These efforts to build actual community for our online students to recognize that library technician jobs and library workplaces vary greatly and allow for many satisfying professional experiences -i.e. LIT ' ... prepares students for productive roles in a variety of continually evolving information environments.'

Expected Goal Completion Date
8/23/2021

Goal 2

Brief Description
Preparing students to function in an online learning environment

Is this a new or existing goal?   **Goal Status**
Existing   Ongoing

How will you complete this goal?
We will continue to require students create a program wide eportfolio, contributing content from each LT course.

https://sites.google.com/site/palomarlitstudent/home

Outcome(s) expected (qualitative/quantitative)
Students generate resources to help with job searches and self-reflection about their learning. Building the eportfolio is an excellent foundational step in teaching them connect their coursework to core tasks for library technicians.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Creating the eportfolios, as a program wide activity, helps make the LIT program especially 'student-focused'. It is also an approach aligned with capstone and experiential benchmarks used by highly ranked academic institutions.
"... provide students ... a superior student-focused education that is personally and intellectually challenging, meets current and emerging library, information and technology needs ... "

Expected Goal Completion Date
8/24/2020

Goal 3

Brief Description
Revise the LIT program information to gain updated approval from the ALA-APA as meeting criteria for Library Support Staff Certificate (LSSC) requirements.

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
Wherever applicable revise LIT curriculum to align with the 10 ALA-APA 10 competency sets for Library Support Staff (e.g. Library Technicians).
http://ala-apa.org/lssc/for-candidates/competency-sets/

Outcome(s) expected (qualitative/quantitative)
More students complete LIT Certificate of Achievement which qualifies them to automatically apply for the LSSC.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This ongoing alignment of curriculum with professional standards for Library Support Staff Certification directly corrolates to our mission of providing " ... superior student-focused education that ... meets current and emerging library, information and
technology needs ... "

Expected Goal Completion Date
3/22/2022

Goal 4

Brief Description
Promote LIT program more extensively

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
Continue to use our connections with Library Professionals in San Diego county and surrounding regions to share the successes and options available through Palomar's LIT Program. Explore options for delivering LT classes onsite at various library systems (public and school).

Outcome(s) expected (qualitative/quantitative)
Offer a credit class at an offsite location.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
It would further provide an option to "prepare students for productive roles in a variety of continually evolving information environments."

Expected Goal Completion Date
8/23/2021

Goal 5

Brief Description
Explore creation of a Non-Credit LT offering

Is this a new or existing goal?
New

How will you complete this goal?
Work with the Director for Non Credit offerings to scrutinize the feasibility of creating a non-credit course in library studies

Outcome(s) expected (qualitative/quantitative)
Offer a pathway for those uncertain about their academic future but interested in gaining workplace skills. This would involve working with ESL populations since libraries are in need of staff for whom English is a second language, working with Senior Healthy living programs since technology expertise is essential by those working

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The College is working to expand the College's committment to Workforce Community

https://www2.palomar.edu/pages/wcce/summer-noncredit-classes-for-older-adults/

Expected Goal Completion Date

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to Strategic Plan.
2. See Data.
3. See career info (In PRP)

Are you requesting additional full-time faculty?
No

Are you requesting additional Staff, CAST or AA?
No