



# Program Review and Planning 2019-2020

## 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**  
2019-2020

**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**  
<https://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 Co-Chair / Systems Librarian

April Cunningham  
Library Department Co-Chair / Information Literacy & Instruction Librarian

Alexandra Doyle Bauer  
Escondido Center Librarian / SLO Facilitator

Natalie Lopez  
Outreach Librarian / SAO Facilitator

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)**  
9

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

**Classified & other staff positions that support this discipline**  
1 Library ADA - 100 Kellis Neidiffer 40 hrs

**Additional hourly staff that support this discipline and/or department**

## **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 (LIT) program's outcomes address the scope and depth of our certificate and degree to allow prospective students and current students a good overview of how LIT coursework prepares them for work in library workplaces. We review these regularly with Program faculty and LIT Advisory Board Members. In addition we work with the American Library Association's Library Support Staff Certification Review Committee to keep our courses aligned with the LSSC competencies.

### **Describe your program's plan for assessing program learning outcomes.**

We have 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. Board member's suggestions help us maintain input about a cross section of library workplaces.

### **Summarize the major findings of your program outcomes assessments.**

The Library and Information Technology program's outcome assessments are developed through review by Instructors who work on outcomes that are mastered in their individual courses. ALEX

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 - 5

Certificate of Achievement - 16

Total awards - 21

**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?**

This year our completions dipped but the average over 5 years continues to be about 23.

We continue to schedule optional in person LIT program orientations each Fall and Spring semester. The reasoning for doing so being to promote engagement and hopefully greater student success by allowing LIT students to build community. These meetings also allow for student/faculty interaction across the entire discipline, outside of specific course enrollment at a given time. While our belief is that this practice helps keep generating completions for our small program, various instructors have also used 'meet ups', live online sessions (with recordings made available for later review) to allow direct interactions with guest speakers from outside the region. We also market our program through participation in College outreach events as appropriate and using social media.

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 five years our program success rate has averaged at 78%

[Our lowest course success rate is at 67% and our highest at 87% - Linda/April?]

The LIT program is a small one so we chose 75% to keep the standard a viable level of accomplishment given that changes in overall enrollment can quickly change the representation of these percentage.

**What is your Stretch goal for COURSE success rates?**

80.0%

**How did you decide upon the goal?**

While this was our stretch goal last year, we didn't reach it, although we exceeded our program standard success rate. For AY 2019/2020 the LIT program is debuting a new course (LT105), sunsetting and existing one (LT125) and restructuring our program by introducing a regular summer course offering. Although offered in its first cycle Fall 2019, LT105 will now be offered regularly as an 8 week course in the Summer session. Since this degree of change to our program offerings and structure introduces considerable upheaval and changed expectations for current and potential LIT students the goal of 80% will be a true stretch for the program.

## **COURSE OUTCOMES**

**How have you improved course-level assessment methods since the last PRP?**

We continue to use the Canvas embedded Course Outcome tool and experiment with using them to assess which assignments are most successful in meeting course level SLOs.

**Summarize the major findings of your course outcomes assessments.**

Course level outcomes for LT classes show most students are 'meeting' the various standards set by Instructors (in which between 70-80% of students assessed would succeed). - ALEX

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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?**

Existing

**Goal Status**

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)

\*meetup sessions

\*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 Technical Education opportunity, to one that allows students to serve their communities through meaningful work.

**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 demonstrates Program Faculty recognition that library technician jobs and library workplaces 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**

8/20/2021

**Goal 2****Brief Description**

Preparing students to function in an online learning environment

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

Existing

**Goal Status**

Ongoing

**How will you complete this goal?**

We have been requiring students to create a program wide eportfolio, contributing content from each LT course using the Google Sites platform.

<https://sites.google.com/site/palomalitstudent/home>

The introduction of the Portfolium via the Canvas LMS will hopefully allow the LIT program to take a more integrated approach to our eportfolio option. We are

**Outcome(s) expected (qualitative/quantitative)**

Students have been generating resources that assist with job searches provide a self-reflection learning platform and help LIT Faculty review the efficacy of our Program SLOs. Building eportfolios is an excellent foundational step in teaching students to connect their coursework to essential aspects of library technician duties.

**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**

8/19/2022

### 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?**

Existing

**Goal Status**

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 correlates 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?**

Existing

**Goal Status**

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**

8/20/2021

**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 commitment to Workforce Community

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

**Expected Goal Completion Date**

8/20/2021

**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

## RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

**Are there areas in your budget where there has been a historical surplus (See three year trend)?**  
No

**Are there processes that need to be examined to ensure we are being the most efficient with funding?**  
No

**Are there ongoing needs in your department budget that you currently do not have the resources for?**  
No

**Do you have non-general fund sources of funding?**  
No

## One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

**Do you have one-time funding requests?**  
No

## Review

### Chair Review

Chair Comments

Chair Name

Chair Sign Date

### Dean Review

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

Program Learning Outcomes are tied directly to industry certification and the Library Tech program meets regularly with the advisory board for input. LT faculty are aware of changes to the certification and are being proactive to revise curriculum.

**Areas of Concern, if any:**

If a non-credit offering is developed, there may not be strong enrollment without partnerships with other disciplines and significant outreach to Counseling.

**Recommendations for improvement:**

Program and Course-level Outcome Assessment major findings were incomplete.

Many of the LT faculty are participating in the CVC-OEI Improving Online CTE Pathways Grant to align their courses to the CVC-OEI Course Design Rubric. There are also professional development opportunities through @One trainings.

**Dean Name**

Pearl Ly

**Dean Sign Date**

12/18/2019

## **IPC Review**

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

**Areas of Concern, if any:**

**Recommendations for improvement:**

**IPC Reviewer(s)**

**IPC Review Date**

## **Vice President Review**

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

Strong outcomes and great goals. Overall well done summary.

**Areas of Concern, if any:**

**Recommendations for improvement:**

**Vice President Name**

Jack S. Kahn, Ph.d.

**Vice President Sign Date**

2/2/2020