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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
2020-2021

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Library

Discipline Name
Library Technology (LT)

Department Chair Name
April Cunningham & Alexandra Doyle Bauer (Co-Chairs)

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 TOP coded as 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.

Alexandra Doyle Bauer

Library Department Co-Chair / Escondido Center Librarian

April Cunningham

Library Department Co-Chair / Information Literacy & Instruction Librarian

Marlene G. Forney

Systems Librarian

Natalie Lopez

Outreach Librarian / SAO Facilitator

Tim Martin

Fallbrook Center Librarian

Linda Morrow

Public Services Librarian

Kellis Neideffer

Academic Department Assistant

Marie Templo-Capule

Subscriptions Librarian

Tamara Weintraub

Rancho Bernardo Center Librarian

Benhui Zou

Technical Services Librarian

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

5

Full-time Faculty (FTEF)

0.6

Part-time faculty (FTEF)

0

Classified and other permanent staff positions that support this discipline

Academic Department Assistant - 33% or 13hrs/wk, Kellis Neidiffer

Additional hourly staff that support this discipline and/or department

0

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?

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 members' suggestions help us maintain input about a cross-section of library workplaces.

We assess our program through assignments embedded in our courses and we use Portfolium to facilitate collaborative program learning outcomes assessment, in which all of the faculty engage.

Summarize the major findings of your program outcomes assessments.

The Library and Information Technology program's outcome assessments are developed by the faculty to measure and observe outcomes that are mastered in the required courses. The most recent Program Outcome we assessed is our Reference and Information Outcome. The major findings include:

In the LT 105 course Assignment for Synthesizing Research, 94% of students met the standard by using their research to effectively develop and then answer a research question, mastering the information literacy component of the program outcome for Reference and Information: "Students will be able to apply the basic principles of reference, information literacy, information services, and collection development in order to select appropriate resources and assist patrons." The LT 105 results are the most current data for this program outcome with a date of 10/14/20.

In the LT 110 course, on the Embedded course assessment, out of 32 students who had completed the class, 30 (93%) scored 80% or higher for this quiz. 19 students scored 100%, with the majority of students having sufficient knowledge on collection maintenance, mastering the collection development component of the program outcome "Students will be able to apply the basic principles of reference, information literacy, information services, and collection development in order to select appropriate resources and assist patrons." These data from LT 110 are also current for the program outcome, with a date of 10/8/2019.

The major finding from our program outcomes assessment is that students are consistently meeting or exceeding the standards we have set for program learning.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

Reflecting on our major findings we are highly satisfied with our students learning in the courses in our program and realized we have outstanding questions about how our students are prepared to apply their learning in the workplace. Our assessments don't capture the experiences of our students engaged in cooperative education. We will work with the Cooperative Education Coordinator to capture results of LIT internships assessments to incorporate these findings into future LIT program reviews.

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.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

The Library and Information Technology (LIT) Program aligns with the Palomar College GE/ILOs in specific ways. The ILOs Communication, Computation, Creative, Critical, and Analytical Thinking, and Community, Multicultural/Global Consciousness and Responsibility have been important considerations as we created and reviewed our PLOs.

As a department, it was essential to the Librarians that GE competencies are incorporated deeply in our program, too. The GE competencies include Foundation Knowledge of Discipline Integrative Learning (e.g. learning communities, service learning, engagement through the arts).

All courses should map to at least one GE/ILO and our courses are exceeding that by meeting an average of four.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

The outcomes assessments results show that students' learning in the LIT classes aligns with the GE/ILOs and also the aligns with employer expectation outcomes. The students who complete our courses and receive Certificates are prepared to enter the workforce with the knowledge they have gained from our program.

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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 do they align with employer and transfer expectations?

The Library and Information Technology (LIT) Program uses data from surveys at our Advisory Council Meetings to gauge the actual local employer expectations. By engaging in specific conversations about what the fellow librarians in the area are expecting in a new-hire we are able to align our new outcomes with these traits and skills. We also align our program learning outcomes (PLOs) to the summary report from O*Net OnLine in regards to the employers' expectations for library technicians. Our PLOs are set to align with the traits and skills desired by reputable employers. As for transfer, our LIT Program is comprised of courses which are required for a Certificate of Achievement or an A.S. Degree Major, there is no local program into which students can transfer.

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 - 10

Certificate of Achievement - 22

Total awards - 32

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

Increased

What factors have influenced your completion trends?

This year the LIT Program completion rates increased by 11. This is the largest increase we have seen in recent years. We continue to schedule optional online 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 program, outside of specific course enrollment at a given time. We have observed that this practice helps with program completions. Additionally, various instructors have also used 'meet ups' and 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 by using social media to encourage community among our students and to extend the reach of our promotional efforts.

Are the courses in your discipline required for the completion of other degrees/certificates?

No

Do you have programs with 7 or fewer completions in the last 5 years?

No

What is your program standard for program completion?

20

Why did you choose this standard?

Though our completions recently increased by 50%, we cannot yet say that this is a new trend for the program. So we have retained 20 as our standard, since this is reasonable for the size of our program and for the regional demand for library technicians.

What is your Stretch goal for program completion?

25

How did you decide upon your stretch goal?

We met our stretch goal but do not see a need to increase it at this time due to the uncertainty that the pandemic has created. If we can hold or increase our completions again this year we will update our stretch goal during the annual PRP update.

ENROLLMENT AND EFFICIENCY TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your enrollment trend over the last 5 years?

Stayed the same

What was your efficiency trend over the last 5 years?

Stayed the same

Were these trends expected? Please explain.

The trend was expected to stay the same based on our overall averages from the past few years. We see the trends with enrollment go up slightly every other year in our Program and we expect this to continue.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

One thing that contributes to the success of our program and the increasing student completions can be attributed to our video advertisement push we began a few year ago which may have attracted a new cohort of motivated students.

How have these factors presented challenges for your program(s)?

One external factor of fewer jobs due to the pandemic in 2020 may be a potential challenge going forward this year. Another challenge for our program is the lack of on-site internship opportunities due to COVID-19. We have herd anecdotally from a small number of students that they are considering delaying completions of the program in hopes of being able to engage in an internship before they finish. We have advised them not to do this and to seek volunteer opportunities instead, however student's individual choices may vary.

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 course success rate has averaged at 78%. 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.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

Increased

Was this expected? Please explain.

The success rates have increased and this can be attributed to the push in advertisement our department had over the last two years. A promotional video was created by PCTV to promote our program and the results are the increase in completion rates. We have a fluctuating enrollment and retention rate due to the make-up of our program. The courses can be taken in any order so depending on the start date the student may complete in different semesters. The overall success rate of completions is up and the enrollment rate is standard.

What is your stretch goal for course success rates?

80.0%

How did you decide upon the goal?

While this was out stretch goal last year we feel it is not prudent to increase the stretch goal until we have further data of increased success rates. For AY 2019/2020 the LIT program is debuted a new course (LT105), sunsetting an existing one (LT125) and restructuring our program by introducing a regular summer course offering. LT105 will now be offered regularly as an 8 week course in the Summer session. This reduces the number of simultaneous LIT courses that students take in the fall and we expect it to improve success rates in fall classes. But 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.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

The overall retention rates have stayed the same over the past 5 years. We only have Fall information and some of our courses are only taught in Spring and Summer, so we'd like to look more closely at that data next year in our annual report. The pandemic and economic hardships of 2020 could have an impact on our numbers,

Are there differences in success or retention rates in the following groups? (choose all that apply)

Gender

Age

Ethnicity

Gender: Why do you think gender differences exist? What do you need to help close the gap?

Although there are differences year to year by gender there is not a clear trend that suggests a persistent gender gap.

Age: Why do you think age differences exist? What do you need to help close the gap?

We have observed that consistently students 20-24 have lower success rates in our courses than older students.

The more mature and older students in our courses have a higher success rate than the 18-22 year-olds who are just beginning their college careers.

In Fall 2019 we noticed a significant drop in retention of students 20-24. But this is not a consistent trend so we will watch to see if this continues or if it was a one-time anomaly.

We can try to close the gap by reaching out proactively in our individual courses to the students who are struggling. New methods of reaching students may be necessary in order to match the preferred communication style of younger students.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

The data for the LatinX and White students shows a minimal difference in their success and retention rates over the last five years that does not suggest a persistent gap. We also note in the data that over the past three years we have seen a consistent improvement in the success in LatinX students in LIT courses.

We can't comment on trends affecting other ethnicities because the size of our program means that there is not enough data from year to year to allow the Research office to share comparison data with us. Despite not having these data, the faculty work closely together to meet the needs of students in disproportionately impacted ethnic and racial groups in our classes.

Are there differences in success/retention between on-campus and online courses?

N/A

Please share any best practice methods you use for online courses.

All of the LIT courses have gone through the peer-review process for Peer Online Course Review (POCR). Also, all of our instructors are POET certified or endorsed through the OEI Course Design Rubric as defined in AP 4105. These reviews and certifications have resulted in online courses that are engaging, organized, challenging and that encourage community among students. We consistently follow the best practices outlined in POET and the OEI Course Design Rubric.

COURSE LEARNING OUTCOMES**How is course assessment coordinated across sections and over time?**

In the Library and Information Technology Program, we carry out our plans for timely review of course assessment results at least every three years to keep on track with Program Review. All of the course outcomes are assessed by the instructors at least once each 3 year cycle and we input the results, documents, and action plans into Nuventive. The SLO facilitator trains new faculty how the assessments are produced, completed, and input into Nuventive.

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

We continue to use the Canvas embedded Course Outcome tools and experiment with using them to assess which assignments are most successful in allowing students to demonstrate their mastery of course level SLOs.

As part of the POCR process we reviewed the types of assessments and their effectiveness. Aligning assignments with SLOs, we are able to view student success in the course level.

Summarize the major findings of your course outcomes assessments.

Course level outcomes for LIT classes show most students are meeting the various standards set by Instructors (in which between 70-80% of students assessed would meet the standard). Our program actually has had a much higher percentage of mastery, with the numbers closer to 90% for the most recently assessed outcomes: information literacy and collection development. With our bi-annual meetings of instructors and SLO Coordinators, we keep the LIT courses up-to-date. The students have been meeting the course outcomes in a high percentage since we took the program completely online.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

Based on the assessments we are unable to find out if there are other needs for the students when they graduate in terms of the on-site training. We do offer internships (when on campus) and other tools to be ready for the workforce but it would be nice to have a follow up with those graduates who are employed in the field now.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

All of the courses in our program have been improved through peer review in conjunction with the IOP Grant (<https://cvc.edu/wp-content/uploads/2020/02/CVCOEI-IOP-Grants.pdf>). The courses have been updated and improved in compliance with the guidelines set by the Academic Senate of California Community Colleges. This will align the course assessments even more closely with the outcomes, making our evaluations of students' learning more accurate.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

While the degree maps and the Guided Pathways is a new roll out for our students, we have long provided a map of our program on our website so students can view the Certificate requirements and all of the semesters in which each course will be offered before even beginning the program. We offer each course one a year and in the same semester each year to help students to plan ahead. Regarding scaffolding, because our students mostly attend part-time, don't always begin in the fall, and we can only offer each of our classes once a year, it is essential to students' success and completion that we have created a set of classes that can be completed in any order to ensure maximum flexibility.

Are there courses that should be added or removed from your program - please explain?

No, we made a program change last year with the addition of LT 105 - Research Skills & Informed Learning.

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

The LIT Program course outcomes build upon one another so that when the students complete the certificate or program they have the Program outcomes instilled as well. Many of our course outcomes are mapped directly to program outcomes. The courses are created very carefully by the teaching faculty and revised as needed in our annual meetings.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

The fully online asynchronous program is well-designed to meet the needs of working students with significant obligations outside of college. The courses are designed to be taken in any order, and we offer Fall, Spring and Summer courses for the ability to complete the program in a timely manner.

How do you work with other departments that require your course(s) for program completion?

N/A

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

At this time there are no curriculum concerns. We made a program change last year with the addition of LT 105 - Research Skills & Informed Learning and we removed LT 125 - Developing Information Literacy Skills from our certificate requirements. We also removed the requirement for students to complete English or Business English for the LIT Certificate because we incorporated the learning outcomes that we considered key for this old requirement into LT 105, which is our new requirement. These changes are working well for students and we do not have any other curriculum changes planned for the near future.

How is the potential need for program/course deactivation addressed by the department?

The teaching faculty, along with the Advisory Board, discuss the need for new or different courses to enhance our Program. Due to this collaboration we are able to add new courses as we see a need arise for them.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

Not at this time.

Click here for information about **Noncredit** and **Community Education**

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

Our LIT Program offers fully online courses and has been set up this way for many years. This allows for flexibility when students are trying to schedule classes. Often we see students in our Program with many other obligations such as working, raising children, or taking care of other family members. The ability to build their schedules around the asynchronous model we have in our Program helps with completion and retention of students. We also recognize that for many students, a face-to-face component is important for feeling they are part of a college community, so we provide in person orientations and physical field trips in a bus to view other Libraries in Southern California. We are adapting these experiences to the online environment while we are working remotely because of COVID-19 campus closures.

Describe other data and/or information that you have considered as part of the evaluation of your program

We rely on our close connections with our counterparts at other local community colleges, in the public library field, and the opinions of our Advisory Board when we determine any changes to the Library and Information Technology Program. We also align our program to fit within the Library Support Staff Certification (LSSC) Program, an ALA (American Libraries Association) affiliated certificate.

We also take into consideration students' personal growth when evaluating our program. The feedback we get from students, many of whom are returning to college for the first time after 10 or more years away, includes increased self-esteem, the ability to see their own potential, and newly discovered resilience.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **all** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Library technicians and circulation staff are a few of the positions that the LIT Program can prepare a student for, however there are many careers that this certificate could enhance. New careers at this point are not impacting our planning.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Some of the important KSA's we teach in our program and which will transfer to the work force include: Library Services, Classification Systems, Collections, Integrated Library Systems, Interlibrary Loan, Library Catalog, and Public Relations.

How does your program help students build these KSA's?

The courses are aligned with most of the skills. One example would be hands on practice using library technology. We do role playing assignments where students practice interpersonal communication, and we have project based learning. We encourage students to participate on Cooperative Education to apply the KSA's that they are developing in class to a real world setting.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

We have the internships and CTE courses advertised on our homepage, as well as doing individual advertising to the students during the bi-annual orientations on the opportunity for internships. In our courses we have guest speakers, resume/cover page writing, practice with self-evaluations, and service learning when available. We ask students to set goals for themselves that are work related. We also provide in person visits to other library work sites via our annual Spring field trip.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

The best way to learn is hands on for many tasks and this is also true with the library. Once you have practice in the different LSPs or you have the customer service skills to approach the students/patrons you can learn new skills to progress your career. By having students practice self-evaluation/resume/cover letter writing it gives them experience connecting their current skills to their career goals.

How do you engage with the community to keep them apprised of opportunities in your program?

We produced an advertisement for our LIT Program and sent it around to different libraries in the region and beyond. We have cultivated many relationships via the Internship Supervisor to place our students for internships in their particular place of interest. Our alumni are actively promoting the program to their community.

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

There is projected growth in our Program and we see a larger percentage projected for California in particular. California 2016 - 2026 10,600 11,400 800 7.5 1,520

- <https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=&careerID=&menuChoice=occExplorer&geogArea=0601000000&soccode=254031&search=Explore+Occupation>

The growth for our region of San Diego is also expected to grow:
(2016-2026) 980 1,050 70 7.1 1,390

-<https://www.labormarketinfo.edd.ca.gov/Occguides/AllOccPrj.aspx?soccode=254031>

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

We encourage students to get workforce experience in any way possible and so we offer an annual field trip to a Library in Southern California to learn about the work that is being done there. The students are provided transportation for free via a bus and the program provides a free (to the students, each year our department has required outside funding from the Foundation or Perkins to continue to fund this important WBL project for our students.) tour and visit with the library staff to interview them and observe the workings of a wide variety of libraries. In fact some students have gotten volunteer or internship opportunities where they were introduced as field trip attendees. We also promote jobs through our social media.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

It was in March 2020 and we learned that there are budget cuts and financial problems across the different areas related to libraries. The diverse Board provides us with an overview of the current trends in the field.

What are the San Diego County/Imperial County Job Openings?

There are many hiring freezes at this time due to the COVID-19 pandemic across the region and state. The forecasts for current opening are not conducive with what the normal patterns have typically been.

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

Maintain a strong 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 (due to COVID19 the in-person has been put on hold) for students to engage as a community. Examples of these are:

- *program wide in-person program orientations each semester
- *online guest speakers
- *meetup sessions
- *annual LIT field trip

-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. It provides a place for the students to interact and collaborate together when they may not get the opportunity to meet up in person due to the online format of the Program. 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. Due to the pandemic we plan to interview library technicians from a variety of different types of libraries so we can have a virtual field trip incorporating the important skills of interviewing in Spring 2021. Due to the overwhelming positive feedback we get from students we will continue with the physical in person trips as soon as possible.

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

5/26/2023

Goal 2

Brief Description

Preparing students to function in an online learning environment

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

We have given students what they need to begin our course successful by linking them to existing resources from Palomar and the Chancellor's office that illustrate for students the key skills they will need to persist and succeed in online courses. We have integrated these materials into courses throughout our program and have found students abilities as online learners have improved significantly.

Outcome(s) expected (qualitative/quantitative)

Students have achieved this goal for being prepared for online learning.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

By ensuring that students have what the student need to succeed in our classes we are aligning with out mission statement of "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

10/22/2020

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?

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 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

Goal Status

Ongoing

Is this a new or existing goal?

Existing

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 more formal partnerships with schools or public library systems.

Outcome(s) expected (qualitative/quantitative)

Increasing the enrollment of students in our program.

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." Our promotional video appears on the CTE website.

Expected Goal Completion Date

8/20/2021

Goal 5**Brief Description**

Explore creation of a Non-Credit LIT offering

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

Worked 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. We had hoped that the outcome of this effort would be a new non-credit library course, but at this time we learned this was not a viable option because of state regulations.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

We were pursuing this because it aligned with the college strategy of working to advance the College's commitment to Workforce Community.

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

Expected Goal Completion Date

10/22/2020

Goal 6**Brief Description**

Align our LIT Courses to support our initiatives to support the new antiracism statement

Is this a new or existing goal?

New

How will you complete this goal?

The courses that are taught will have a focus on the basic tenets of this solidarity statement created by the LT Program Professors. The statement reads as follows: The faculty of the Library & Information Technology (LIT) stand in solidarity with Black, Indigenous and People of Color and condemn violence and racism towards them! We, as a program, are committed to contributing to the improvement and transformation of the library profession by training library workers who know about and will work to remove barriers and provide equity in library services, policies, spaces, and collections. The LIT faculty are committed to taking antiracist action to ensure that our program nurtures the excellence of Black people, Indigenous people, Latinx people, and all Students of Color and are committed to preparing students to successfully serve diverse library communities. The faculty will continue to regularly review and update our curriculum to address the rapidly changing environment in which alumni/graduates of the LIT program will be leaders in their field.

Outcome(s) expected (qualitative/quantitative)

The equity and diversity element is already in our courses but we would be able to measure the results using surveys and from the course data.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

By moving this important work forward we are not only aligning with the Program mission statement and the College strategic plan but we are able to provide support for the retention of our students for our program.

Expected Goal Completion Date

5/20/2022

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

The important onsite training that comes with the LIT Program's Annual Field Trip is not an expense that the Library has in our budget. Each year we must ask for Foundation Funds or find last minute funding for this work based learning initiative that we have built for our students knowing that our Program is all online.

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

Yes

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

adoylebauer@palomar.edu

Review

Chair Review

Chair Comments

The Library Co-Chairs have reviewed this document and await feedback on our LIT Program.
Thank you!

Chair Name

Alexandra Doyle Bauer

Chair Sign Date

10/30/2020

Dean Review

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

This thorough and detailed PRP document is a solid illustration of the creativity and commitment of the faculty to the LIT program. The goals are clear and reasonable while being ambitious. Faculty should be commended for their student-focused adjustment to the all online environment and support beyond the classroom.

Areas of Concern, if any:

N/A

Recommendations for improvement:

None at this time.

Dean Name

Dr. Fabienne S. Chauderlot

Dean Sign Date

11/5/2020

IPC Review

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

It's wonderful to see that the LIT program has seen such a nice increase in the number of degrees that their students are completing. Their program is well thought-through, and they have a commendable program.

Areas of Concern, if any:

None.

Recommendations for improvement:

None. The LIT program is very carefully thought-out. Thank you to your department to your attention to our students' needs!

IPC Reviewer(s)

Leanne Maunu

IPC Review Date

11/20/2020

Vice President Review

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

program outcomes; awareness/desire to connect with CE re: program outcomes affected by internships; increase in program completion rates; participation in POCR and OEI; use of Canvas in outcome assessment; mapping of course outcomes to program outcomes; integration of WBL into curriculum

Areas of Concern, if any:

how to follow up with students in the workforce

Recommendations for improvement:

1. keep your ears open for a larger college discussion re: tracking students as they transfer and/or move into career
2. provide measurable outcomes for your goals

Vice President Name

Shayla Sivert

Vice President Sign Date

12/31/2020