Entry #: 74 - Languages and Literature   **Status:** Submitted   **Submitted:** 3/21/2024 5:23 PM

DRAFT

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Languages and Literature

Department Name

Library

Microsoft_List_ID

Discipline Name

Library Technology (LT)

Department Chair Name

Timothy Martin and Marie Templo-Capule

Department Chair email

mtemplocapule@palomar.edu

Please list the names and positions of everyone who helped to complete this document.

Timothy Martin - Library Department Co-Chair & Fallbrook Education Center Librarian
Marie Templo Capule - Library Department Co-Chair & Serials and Electronic Resources Management Librarian
Alexandra Doyle Bauer - Outreach Librarian
April Cunningham - Information Literacy & Instruction Librarian
Benhui Zou - Technical Services Librarian
Katy Farrell - Escondido Education Center Librarian
Linda Morrow - Public Services Librarian
Marie Templo-Capule - Serials and Electronic Resources Collection
Marlene Forney - Systems and Technology Librarian
Tamara Weintraub - Rancho Bernardo Education Center Librarian

Website address for your discipline
https://www.palomar.edu/library/

Discipline Mission statement

The Palomar College Library and Information Technology (LIT) Program provides training for students desiring employment as library technical assistants and retraining for those reentering the labor market.

(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

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

5

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

0.2

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

0.4

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Academic Department Assistants - Cerise Maue and Monique Meza

List additional hourly staff that support this discipline and/or department. Include weekly hours.

N/A

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked to confirm that you have assessed each course SLO within the past three years.

Link: Course Data

COURSE SUCCESS AND RETENTION

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

Decreased

Was this expected? Please explain.

The decrease in the course success rate was anticipated due to pandemic-related challenges. Many students grappled with familial issues directly stemming from the pandemic, which naturally diverted their attention and resources away from academic pursuits. Additionally, certain students faced living situations that significantly impacted their ability to engage effectively in their studies. These unforeseen circumstances, compounded by the broader disruptions caused by the pandemic, contributed to the decline in course success rates. While it's notable that there was an uptick in Fall 2023, the prospect of returning to pre-pandemic levels appears promising.

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.

Though we expected professional and familial pressures during the Pandemic to cause more students to have to drop a course, we were pleased to see that students tried their best to stay enrolled and see the courses through. We attribute this to the dedication that LT students have to the library field. In Fall 2023, the retention rate stands at 90.8%, surpassing the rates observed from Fall 2019 to Fall 2022.

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

Age

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

The success rate in 50 and Over are above 82% from 2019-2022. The 20 to 24 ranged from 65.2% - 75% and in 25 to 49, it ranged from 62%-77%.

One possible explanation for the difference in success rates across age groups could be related to factors such as maturity, experience, and life circumstances.

Individuals aged 50 and over may have several advantages contributing to their higher success rates. They may possess greater life experience and maturity, which could translate into enhanced problem-solving skills, resilience, and adaptability. Additionally, older students may have clearer career goals and a stronger sense of motivation, as they may be pursuing education to advance their careers or transition into new roles later in life.

Moreover, older students often have established networks and support systems, both within and outside the academic environment, which can provide valuable guidance and resources to aid in their success. They may also have more flexibility in terms of time and financial resources, allowing them to fully commit to their studies without as many competing priorities.

On the other hand, younger students in the 20 to 24 age group may still be in the process of exploring their career options and personal interests. They may face challenges related to time management, financial constraints, and balancing academic demands with other commitments such as work or family responsibilities.

Similarly, individuals in the 25 to 49 age group may be juggling multiple responsibilities, such as career advancement, family obligations, or financial pressures, which could impact their ability to dedicate sufficient time and energy to their studies.

A possible way to close the gap is develop targeted support programs specifically designed to address the needs of different age groups. For example, provide mentorship programs pairing younger students with older, more experienced peers or alumni who can offer guidance and support.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

Our department is facilitating internship and experiential learning opportunities that allow students to gain hands-on experience in library and information technology settings. These practical experiences not only enhance learning but also help students build valuable skills and make connections in the field.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

[XLS] [0. Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes.xls](#)
9 KB ↓

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

Link: [Program Completions](#)

Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

2018-2019: AS -- 5, Certification of Achievement -- 16, Total: 21
2019-2020: AS -- 10, Certification of Achievement -- 22, Total:32
2020-2021: AS -- 4, Certification of Achievement -- 14, Total: 18
2021-2022: AS -- 1, Certification of Achievement -- 15, Total: 16
2022-2023: AS -- 7, Certification of Achievement -- 20, Total 27

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

[XLS] [2. Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls](#)
8 KB ↓

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

Since its transition to online delivery in 2015, our program has remained steadfast in its commitment to fostering a thriving virtual community. This proactive approach proved invaluable when the majority of classes across various institutions were compelled to shift to online platforms during the pandemic. Unlike many others, our program experienced minimal disruption due to our longstanding efforts in cultivating strong connections among students and faculty within our online environment.

Our success in navigating this transition can be attributed to the meticulous attention devoted to designing courses and programs that optimize online learning outcomes. Drawing upon best practices in online education, we have implemented innovative strategies to engage learners effectively, promote collaboration, and facilitate meaningful interactions. By leveraging cutting-edge technologies and pedagogical techniques, we have created an immersive online learning environment that mirrors the richness and depth of traditional classroom settings.

Central to our approach is the cultivation of a vibrant and supportive community where students feel connected, supported, and empowered to succeed. Through interactive discussions, collaborative projects, and virtual events, we foster a sense of belonging that transcends physical boundaries, enabling students to forge lasting relationships and exchange ideas seamlessly.

Moreover, our faculty members are dedicated to delivering high-quality instruction tailored to the unique demands of online learning. They undergo continuous professional development to enhance their proficiency in online teaching methodologies and leverage digital tools to facilitate dynamic and engaging learning experiences.

Also, the LIT Program underwent a rigorous Peer Online Course Review (POCR) process, resulting in the certification of its courses. This validation signified a commitment to excellence in online education and ensured that the courses met the highest standards of quality and effectiveness. The improvements made as a result of the POCR positively impacted the overall learning experience, enticing both new and returning students to enroll in the program.

Additionally, the prevailing inflationary pressures in the economy played a significant role in driving students back to school. As the cost of living continued to rise, individuals sought avenues to enhance their skills and qualifications, viewing education as an investment in their future resilience and career advancement. The LIT Program, with its certified courses and relevance to the evolving digital landscape, emerged as an appealing choice for those seeking to adapt to the changing job market and secure employment opportunities.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

The onset of the pandemic in March 2020 presented the Library and Information Technology (LIT) program with a host of challenges that persist to this day, contributing to lower enrollment numbers and fluctuating success rates. As the pandemic unfolded, libraries nationwide faced closures or reduced operating hours, significantly impacting the availability of internship opportunities—a vital component of the LIT program's experiential learning framework. This diminished access to practical training experiences has deterred some prospective students from enrolling, as they seek programs offering more robust internship prospects.

Despite the gradual easing of restrictions, the lingering effects of the pandemic continue to reverberate within the job market, prompting uncertainty among students regarding post-graduation prospects. Many have opted to postpone their graduation, anticipating improved employment opportunities in the future. This cautious approach reflects a broader trend of students adopting a wait-and-see stance amidst evolving economic conditions and industry dynamics.

Moreover, the ongoing pandemic-related family responsibilities have exacerbated challenges for some students, necessitating them to balance academic pursuits with caregiving duties or other personal commitments. This juggling act has strained students' ability to maintain full course loads, leading to instances of dropping classes with the intention of resuming studies in subsequent academic terms. Additionally, the resurgence in hiring driven by the gradual reopening of businesses and institutions has further intensified competition for student attention, with some opting to prioritize immediate employment opportunities over continued academic pursuits.

In response to these challenges, the LIT program is proactively exploring avenues to adapt and support students amidst the evolving landscape. Efforts are underway to expand virtual internship opportunities, collaborate with libraries and information centers to create remote learning experiences, and provide flexibility in course scheduling to accommodate students' changing needs and circumstances. By addressing the multifaceted challenges arising from the pandemic, the LIT program aims to foster

resilience and ensure the continued success of its students amidst unprecedented disruptions to the academic and professional spheres.

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 O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Library technicians, library assistants, clerical 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)

Several key knowledge, skills, and abilities (KSAs) are imparted in our program, facilitating a smooth transition into the workforce. These include expertise in:
- Library Services
- Classification Systems
- Collection Management
- Integrated Library Systems
- Interlibrary Loan Procedures
- Library Cataloging
- Public Relations within Library Settings

These competencies not only enhance students' proficiency within the academic realm but also equip them with practical skills essential for success in various library and information management roles upon entering the workforce.

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

Our program's curriculum incorporates hands-on practice sessions that familiarize students with the latest library technologies. Through interactive exercises, students gain practical experience in utilizing integrated library systems, cataloging software, and other essential tools employed in library operations.

Moreover, we integrate role-playing assignments into our coursework to enhance students' interpersonal communication skills. By engaging in simulated scenarios, students develop the ability to effectively interact with library patrons, address inquiries, and provide assistance in a professional manner.

Additionally, our program emphasizes project-based and work-based learning initiatives, allowing students to apply their acquired knowledge and skills to real-world situations. Through collaborative projects and experiential learning opportunities, students gain valuable insights into library operations, collection management, and customer service practices.

Furthermore, we actively encourage students to participate in Cooperative Education programs, facilitating opportunities for them to apply the KSAs developed in class to actual work settings. Through internships and cooperative placements, students gain hands-on experience in library environments, honing their skills under the guidance of seasoned professionals.

By integrating these experiential learning components into our curriculum, the LIT program equips students with the practical competencies necessary to excel as library technicians. Through a combination of theoretical instruction, hands-on practice, and real-world application, we prepare students to confidently navigate the challenges and responsibilities of their future roles in library settings.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

For the state of California, Library technicians are projected to increase from 9000 (2022) to 9100 (2024). Library assistant, clerical is projected stay the same from 2022-2024 at 8500.

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

In Spring 2032, our LIT program hosted its third mock interview event, offering students invaluable preparation for entering the workforce. The event included a group panel discussion covering interview expectations, followed by online mock interviews tailored to students' career interests. Feedback was provided afterward, yielding positive responses. This training will now be an annual fixture in our curriculum, ensuring students are well-prepared for their career endeavors.

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

The March 2023 Advisory Meeting provided a platform to address the evolving landscape as libraries transitioned to in-person services. Discussions centered on the challenges and opportunities faced by Advisory Board members, fostering idea exchange for new service offerings. Plans were made for upcoming mock interviews in the spring, aiming to enhance student preparedness for the workforce. Moreover, insights were shared regarding ongoing budget cuts and financial strains affecting library-related sectors. Leveraging the diverse expertise of the Advisory Board, we gained valuable insights into current trends shaping the field.

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

The long term (2018-2028) project job opening for Library technicians is from 1230 to 1070, and for library assistant clerical, it 's from 910 to 860.
Short term projection is not available for San Diego County / Imperial County. For the state of California, Library technicians are projected to increase from 16500 (2021) to 18000 (2023). Library assistant, clerical is projected to increase from 9800 (2021) to 10200 (2023).

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

Click here for previous PRPs with goal information.

Prior PRP Goals

Prior Year PRP Goal 1

Brief Description

Maintain a strong online community for LIT students

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We are committed to providing diverse engagement opportunities for our students, whether they prefer online or in-person interactions. Here's how we're fostering community involvement:

Program-wide In-Person Orientations: Held each semester, these orientations were traditionally in-person prior to COVID-19 but transitioned online since Fall 2020. Recordings of these sessions are available for students unable to attend live. We continued having it online because of its convenience to the students and its well attended.

Online Guest Speakers: Utilizing collaborative tools, we host live sessions with guest speakers and provide recordings for those unable to attend live. Faculty members often extend this option to other instructors, broadening the reach of valuable expertise to more LIT students.

Meetup Sessions: We facilitate meetup sessions for students to collaborate in groups.

Annual LIT Field Trip: Typically held in the middle of the Spring semester and promoted during program orientations, the field trip offers invaluable learning opportunities and a chance for students to interact in person.

Practice Interview Events: We successfully organized practice interview events for LIT students. Featuring panel discussions with library professionals and mock interviews based on sample job announcements, these events provided invaluable preparation for real-world interviews.

Prior Year PRP Goal 2

Brief Description

Update the information regarding the LIT program to ensure it meets the criteria for approval from the ALA-APA for the Library Support Staff Certificate (LSSC) requirements.

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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/

Prior Year PRP Goal 3

Brief Description

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

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

In light of Palomar College's commitment to antiracism, the LIT faculty crafted a statement of solidarity to condemn violence and racism towards Black, Indigenous and People of Color.
To help LT100 students gain an understanding of the role libraries play in addressing such concerns the Instructor began including examples of organizational changes made by various types of libraries in the course Canvas lectures. Discussion assignments were introduced asking students to reflect on service changes included in the new course content (i.e. review of various statements re antiracism, review of collection development efforts to acquire more resources addressing diversity, etc.). Students were very engaged in this new content, so much so that many chose to focus explore issues of racism and equity in library services.
In support of the antiracism statement, the LT 115 instructor has integrated readings about diversity and inclusion in library services, the negative effects of unexamined bias which leads to inequitable public and educational services, and techniques for challenging unexamined bias. Students practice identifying racism in professional and educational settings and reflect on how their own identities can affect the way that their service to the public is received.

Describe any changes to your goals or three-year plan as a result of this annual update.

N/A

Do you have any new goals you would like to add?

No

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's Vision Plan 2035.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and the amount of the adjustment.

The LIT Program has a need to pay for e-Resources and software we use for the LIT program:

• Voki $120 (Voki is an educational tool for teachers and students, that can be used to enhance instruction, engagement, and lesson comprehension. It's used for 3 LT courses)

• VoiceThread $198 (VoiceThread is an interactive collaboration and sharing tool that enables students to build online presentations by adding images, documents, and videos, and other media to which other users can add comments for discussion. It's been used by 4 LT courses)

• Classweb $775 (Class web is the tool LT 110 students use for learning Library of Congress Classification)

• RDA Toolkit $1000 (RDA Toolkit is the website for Resource Description and Access, the current cataloging rules for descriptive cataloging. LT 110 students need to use this to learn copy and original cataloging)

• American Library Directory $850 (This resources was used for LT 100. It was discontinued for the past two years due to budget constraints)

• Monetary support for our Work based learning initiatives $500

Field trip: We offered an annual field trip for LIT students. It was always well received and it contributes to our program goal of maintain a strong community for LIT students. We need funding for bus and entrance fee, if any. The cost would be around $3000.

Advisory meeting: This meeting is required for all CTE program. We would like to request $1000

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1.One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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

1.Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

No

PART 4: FACILITIES REQUESTS

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

No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Yes

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

mtemplocapule@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Marie Templo Capule

Date

4/2/2024