

Institutional Program Review—2018-2019
Program Efficacy Phase: Career Technical Education (CTE)
Two-Year Mini-Review
DUE: Monday, March 18, 2019 by NOON

Send by e-mail to the Program Review Co-Chairs:

Paula Ferri-Milligan pferris@sbccd.cc.ca.us
Wallace Johnson wjohnson@sbccd.cc.ca.us

Our current efficacy cycle for full review is every four years. However, in order to comply with Title 5 regulations, CTE programs are required to review their programs every two years. To meet this requirement, but also not to over-burden these programs, we have instituted a mini-review between the full efficacy cycles (that is, two years following the most recent efficacy report).

This review is not designed to be comprehensive, but rather, it is expected to be a two-year **update** since the last full efficacy report. Specifically, this update should address the following seven program components:

1. Purpose
2. Demand
3. Quality
4. External Issues
5. Cost
6. Two-Year Plan
7. Deficiencies

Draft forms should be written early so that your review team can work with you at the small-group workshops:

Friday, February 22 from 9:30 to 11:00 a.m. in NH-222
Friday, March 1 from 9:30 to 11:00 a.m. in B-204

Instructions:

For each of the seven sections:

1. Mark the checkbox that best identifies where the program stands.
2. Provide a brief supporting narrative. Within each section there are examples related to that particular area, which could serve to help describe your program status. It is not necessary to address every item listed; these are included as possible examples. If you have other relevant information pertaining to a given area, then you are encouraged to include that as well.
3. **Scan the documents—with signatures.**
4. **Do NOT change the file name**

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferris@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us.) by **NOON on Monday, March 18, 2019.**

The purpose of this report is a mid-term update in order to comply with Title 5; therefore, the length should be ***no more than five pages***. The boxes for each section are expandable; take the space needed for each section. Keep in mind that this report is an **update** of the previous two years rather than a comprehensive analysis.

CAREER TECHNICAL EDUCATION PROGRAM Two-YEAR REVIEW

Date: March 18, 2019

College: San Bernardino Valley College

Program: Library Technology Program

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

Minor Changes in Purpose
in the Last Two Years

Significantly Changed Purpose
In the Last Two Years

(Provide update since last full efficacy review; examples include description, mission, target population, etc.)

The mission of the Library Technology (LT) certificate and associate degree program at SBVC is "To train paraprofessionals to enter the library workplace prepared with fundamental knowledge of library services, principles, and practices and the understanding of how they apply in specific library settings."

Library skills are fundamental to student success, especially in today's information-laden society. The LT department offers one course (LIB110) which is designed to teach students how to access both print and online information sources more efficiently and effectively.

Courses in the program are rotated over a two-semester sequence designed to allow student to complete their training in one academic year. Classes are scheduled on weekends, evenings and online to accommodate working adults. The LT department supports the campus Mission by preparing students to enter the workforce, and for transfer to a 4-year school.

2. Demand for this Program

Low Demand

Adequate Demand
for our Students

High Demand

(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

The LT program at SBVC continues to be the only LT program in the Inland Empire. According to the California Employment Development Department, the combined job growth for Library Assistants, Clerical and Library Technicians is 6.4%, per year by 2024.

The Demand for this program remains steady, as the Program Efficacy report from 2016-2017 indicated fifty-four (54) requests for information had been received in the previous academic year. Within the short time [six weeks] since a new department chair was assigned for this semester, fifteen (15) requests for information about our program have been received.

3. Quality of this Program

Needs Significant Improvement

Meets Student Needs

Highest Quality

(Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

The plan to develop LIB 067 for online delivery, and offer two sections of LIB 067 per year, one Face-to-Face (FTF) and one online is on track. LIB 067 is being offered online this semester.

The offering LIB 064 every term, since it became a co- or pre-requisite for the remaining courses, has occurred. A FTF section has been added to the Spring (SP) semester for the past three years and a Summer (SU) section was added last year and is included in the schedule for this year. This has been done in addition to the routine Fall (FA) online offering.

The degree and certificate has been updated through the campus curriculum process that takes effect FA 2019. This update provided a solution to the problems of developing LIB 062 for online delivery. Two new courses have been developed including LIB 071 Youth Services and Programs and LIB 073 Library Digital Archives and Research. The two new courses along with the existing LIB 062 together now serve as a selection from which one course is selected, when combined with the core courses, completes the certificate and degree requirements. These changes, will finally provide LT students, beginning FA 2019, a fully online option in the program.

The 2018-2019 SLOs report continues to show a very high percentage of students who meet the SLO -- a range of 84.75% to 100%. Unfortunately, this data represents the data collected from approximately half of the program courses. The department is cognizant of the importance of regular data reporting and will seek to remedy the incomplete data reporting.

The 2017-2018 EMP indicates that the success and retention is dipping: 16-17 data shows 81% success with 96% retention. And the 17-18 data shows 71% success with 87% retention. Incomplete data may account for part of this. However, the need to offer the LT program in a fully online format, which has been a goal for the department, also may help explain the slightly lower enrollment figures. The LT program is a relatively small program and one in which many students, already working in the field, take one course at a time and do not complete within a two-year period.

As a department [new department chair assigned beginning SP 19], we plan to hold routine department meetings at least once per semester. We will also meet specifically on SLO and data collection and analysis evaluation to ensure department compliance with campus and accreditation SLO documentation. Current and accurate data is needed in order to evaluate success and retention rates.

4. External Issues

Not Consistent with External Issues

Complies with External Issues

Benefits From and Contributes to External Issues

(Provide update since last full efficacy review; examples include legislation, CCCC mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.)

The LTP was awarded a Strong workforce grant that allowed for LIB 067 to be developed for online delivery. In addition, the grant provided the ability to offer this course in both Fall and Spring semesters, for a two year period. The grant is also supporting the development and planning of the new Archives course, LIB 073.

As cost savings measures continue at large, they are also evident in the K-12 environment. Replacing certificated teacher librarians with library clerk or technician in the elementary and middle-school environment continues. This trend provides opportunities for students completing the degree and certificate.

5. Cost of this Program

Expenditures
Exceed Income

Income Covers
Expenditures

Income Exceeds
Expenditures

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

With the changes made to the curriculum, allowing for a fully online pathway for the certificate and degree, the department is now poised for a new program brochures. With the help of Strong Workforce grant funds new materials can be developed and costs covered.

One thing that must be kept in mind is that the Strong Workforce grant is helping defray the costs for increased offerings of LIB 067 and the development of LIB 073. Moving forward, accurate data will be needed to evaluate student success based upon format and frequency of course offerings.

6. Two-Year Plan

Need Significant Changes
And/or Increased Resources
to Continue

On Track for
Next Two Years

Significant Growth
Anticipated

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

Since the curriculum has been updated and the fully-online option for completion of the certificate or degree program is in place, marketing and advertising the program is the next priority. With the Strong Workforce grant funds, materials for the marketing and advertising of the enhanced LTP are being planned. In addition, we plan to participate as a vendor at the State and/or National Library Association conferences within the next two years which will serve as an effective marketing tool.

Based upon data from last year, this year and the next, a decision on the permanency of LIB 067 as a fully online course will need to be evaluated. At this time, it is not known if LIB 067 will be an effective and successful option in an online only format. Or, if in coming years a rotation between FTF and online format will be needed.

Also a review of the frequency of offering LIB 064 will need to be undertaken. Along with this, the mode of offering LIB 064 -- online, FTF or both -- will need to be reviewed.

The department is considering the LT coursework for inclusion in the Statewide online exchange course program. This could lead to a couple of new challenges including faculty training for inclusion in the program, curriculum revision, increase in adjunct teaching

faculty and perhaps a facilities analysis, depending on how much of the curriculum continues to be taught FTF.

With the campus working towards Guided Pathways, the LT department has at least one archive course, LIB 073, included in the Media Academy. We also plan to explore pathways in which LIB 110, Information Literacy, could be included.

7. Progress on Previous Does Not Meets

No Progress

On Track for
Next Two Years

Significant Progress

What steps are being taken to address previous deficiencies as identified on the previous full efficacy review?

All areas on the spring 2017 full review received “meets.”

Signatures:

Administrator

V. L. Aus Perry

Faculty

Date
3/8/19

Date

Advisory Committee Member

Date

