Major Highlights

**Program Dashboard
Report 2003-04**

**Degree and Credit
Hour Trends 2004-05**

**Occupational
Projections (2004 –
2014)**

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Plan (most current)**

**Summary of Program
Assessment Results**

**Program Planning
Report**

*Recommendations
and follow-up*

Library Technician
Major Highlights
(February 2006)

Overview

The information contained within this binder represents supporting reports and data associated with the CRC's review of the Library Technician program. These documents are intended to provide a historical perspective, as well as an idea of current and future issues which may impact the short and long term viability of the program.

Major Highlights

- Over the past ten years a total of 23 Certificates and 73 Associate degrees have been awarded in this program. In general, the number of graduates has remained relatively stable over the past ten years. The number of Associate degrees spiked in 1996-97 (N = 11) and in 2003-04 (N = 14)

- Credit hour enrollment in LIB courses peaked in 2002-03 (387 SCH's), while falling to a low of 218 credit hours during academic year 2000-01. Since 1995-96, credit hours have fallen by nearly 10%, and by 14% since 1999-00.

- During 2003-04 a total of thirteen LIB sections were offered, of which two were canceled. Furthermore, average section size totaled 9 students, below the college-wide average. Meanwhile, sections were filled to 51% of capacity during the academic year.

- The percent of minority students (10%) enrolled in LIB courses is below the college-wide average of 27%.

- In terms of student success in LIB courses, 60% pass with a grade of "C" or higher which is slightly below the college-wide average. Meanwhile, the withdrawal rate (9%) is well below the college-wide average and the incomplete rate is also below the college-wide average.

- Occupations associated with the Library Technician field are expected to experience modest levels of growth over the next ten years. For the most part, employment opportunities are expected to result from "replacement" rather than growth e.g. new jobs.

- In total the Library Technician program has identified three Learning Outcomes with eight Benchmarks spread across the Outcomes. However, not all Benchmarks have corresponding Assessment Methods. Since January 2005, only one of the eight Benchmarks have been assessed.

- Currently the program is engaged in a Program Planning initiative supported by the Office of Assessment & Effectiveness. This process started in the Fall of 2005 and is expected to be completed by the end of Winter 2006. Consideration is being given to possibly modifying the existing program to broaden its market base e.g. appeal to a greater population of potential students. There is a general belief that there is a segment of the population not currently served by the existing program/courses. The program has the potential to serve the profession in a greater capacity especially through on-line offerings. The Program Planning process will determine the long term viability and benefit of such changes.

Oakland Community College
Program Dashboard 2003-04
Prototype

This document represents the first Program Dashboard Report for Oakland Community College. As such it should be viewed as a prototype upon which further enhancements and refinements will be made.

The purpose of the program dashboard is to provide a data driven tool designed for the systematic and objective review of all curriculum offerings. Based on a common set of measures which apply to all programs/disciplines the program dashboard will facilitate the systematic identification of well performing as well as ailing curriculum so early intervention (triage) efforts can be undertaken. In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually.

Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term programmatic decision-making needs. As in an airplane, the dashboard consists of a wide variety of indicator lights to provide the "pilot" information about the overall performance of the highly complex machine.

As a prototype it is recognized that there are limitations with the current report. Through its introduction and application these limitations will be addressed and adequately resolved in future productions of the program dashboard.

Program Dashboard
Detail Report

Prefix LIB   **Dashboard Score** 6.23
Title Library Technical Services

	Program	**College Wide**
Average Section Size	9	23.3
Sections Filled to Capacity	50.8%	88.4%
Percent of Completed Sections	84.6%	89.1%
Weighted Percent Change in Headcount	0.4%	3.5%
Weighted Percent Change in Credit Hours	0.3%	3.0%
Percent of Minority Students	10.4%	27.1%
Percent of Withdrawals	9.2%	16.5%
Percent of Incompletes	1.0%	1.6%
Student Course Completion Rate	60.2%	64.8%

Average Section Size

Prefix   LIB
Prefix Title   Library Technical Services

Total Students	99
Number of Sections	11
Average Section Size	9

Definition:
Average number of students per section. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-Tenth-Day of each term.

Methodology:
Total duplicated student headcount divided by total capacity of all sections over an academic year. Currently (2003-04 data) does not take into account the differences between "A" and "B" sections.

Sections Filled to Capacity

Prefix LIB
Prefix Title Library Technical Services

Total Students 99
Total Capacity 195
Sections Filled To Capacity 50.8%

Definition:
The percent of all available seats which are filled on the terms official census date. Time Frame: Academic
Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:
Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats
divided by the total number of available seats in all sections throughout the academic year (July 1 through June
30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections?
Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms
begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if
the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full'
so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill
capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering
the same course.

Percent of Completed Sections

Prefix   LIB
Prefix Title   Library Technical Services

Active Sections   11
Cancelled Sections   2
Total Sections   ` 13
Percent of Completed Sections 84.6%

Definition:
Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

Methodology:
Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

Weighted Percent Change in Headcount

Prefix   LIB
Prefix Title   Library Technical Services

2000-01 Headcount	79
2001-02 Headcount	114
2002-03 Headcount	136
2003-04 Headcount	99

Three Year Average Change   7
Weighted Percent Change in Headcount   0.4%

Definition:
Percent change in total student headcount based on a three year weighted average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:
In order to establish a meaningful statistic which applies to large as well as small disciplines/programs a "Weighted Percent Change" figure was calculated for this measure. The following series of formulas were applied:

First, a Three Year Average Change was calculated. The difference between year 2 and year 1 was added to the difference between year 3 and year 2, as well as added to the difference between year 4 and year 3. This sum total was then divided by 3 to obtain the Three Year Average Change. (Three Year Average Change = (year 2 – year 1) + (year 3 -year 2) + (year 4 - year 3) / 3)

Next, the Three Year Average Change was multiplied by the relative size of the discipline based on the proportion of students enrolled in the discipline. This resulted in the Weighted Change statistic. (Weighted Change = Three Year Average Change X Discipline Proportion)

Next, the Three Year Average Percent Change was calculated. The Three Year Average Change (see above) was divided by the average enrollment in the discipline/program over the past three years. (Three Year Average Percent Change = Three Year Average Change / ((year 2 + year 3 + year 4) / 3))

Finally, the Weighted Percent Change was derived by multiplying the Three Year Average Percent Change times the relative proportion of the discipline. (Weighted Percent Change = Three Year Average Percent Change X Weighted Change)

Weighted Percent Change in Credit Hours

Prefix   LIB
Prefix Title   Library Technical Services

2000-01 Credit Hours	222	
2001-02 Credit Hours	305	
2002-03 Credit Hours	389	
2003-04 Credit Hours	273	
Three Year Average Change		17
Weighted Percent Change in Credit Hours		0.3%

Definition:
Percent change in total student credit hours based on a three year weighted average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:
In order to establish a meaningful statistic which applies to large as well as small disciplines/programs a "Weighted Percent Change" figure was calculated for this measure. The following series of formulas were applied:

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Finally, the Weighted Percent Change was derived by multiplying the Three Year Average Percent Change times the relative proportion of the discipline. (Weighted Percent Change = Three Year Average Percent Change X Weighted Change)

Percent of Minority Students

Prefix   LIB
Prefix Title   Library Technical Services

Minority Students   5
Total Students   48
Percent of Minority Students   10.4%

Definition:
The percent of students who are minority. Minority status is self-reported by the student and includes:
African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year
(Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:
Percentages are based on those students enrolled on the terms official census date (one tenth day) and
excludes missing data.

Percent of Withdrawals

Prefix   LIB
Prefix Title   Library Technical Services

Total Withdrawals   9
Total Grades   98
Percent of Withdrawals   9.2%

Definition:
The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:
Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Percent of Incompletes

Prefix   LIB
Prefix Title   Library Technical Services

Total Incompletes   1
Total Grades   98
Percent of Incompletes   1.0%

Definition:
The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:
Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Student Course Completion Rate

Prefix   LIB
Prefix Title   Library Technical Services

Successful Grades   59
Total Student Grades   98
Student Course Completion Rate   60.2%

Definition:
The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:
Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).
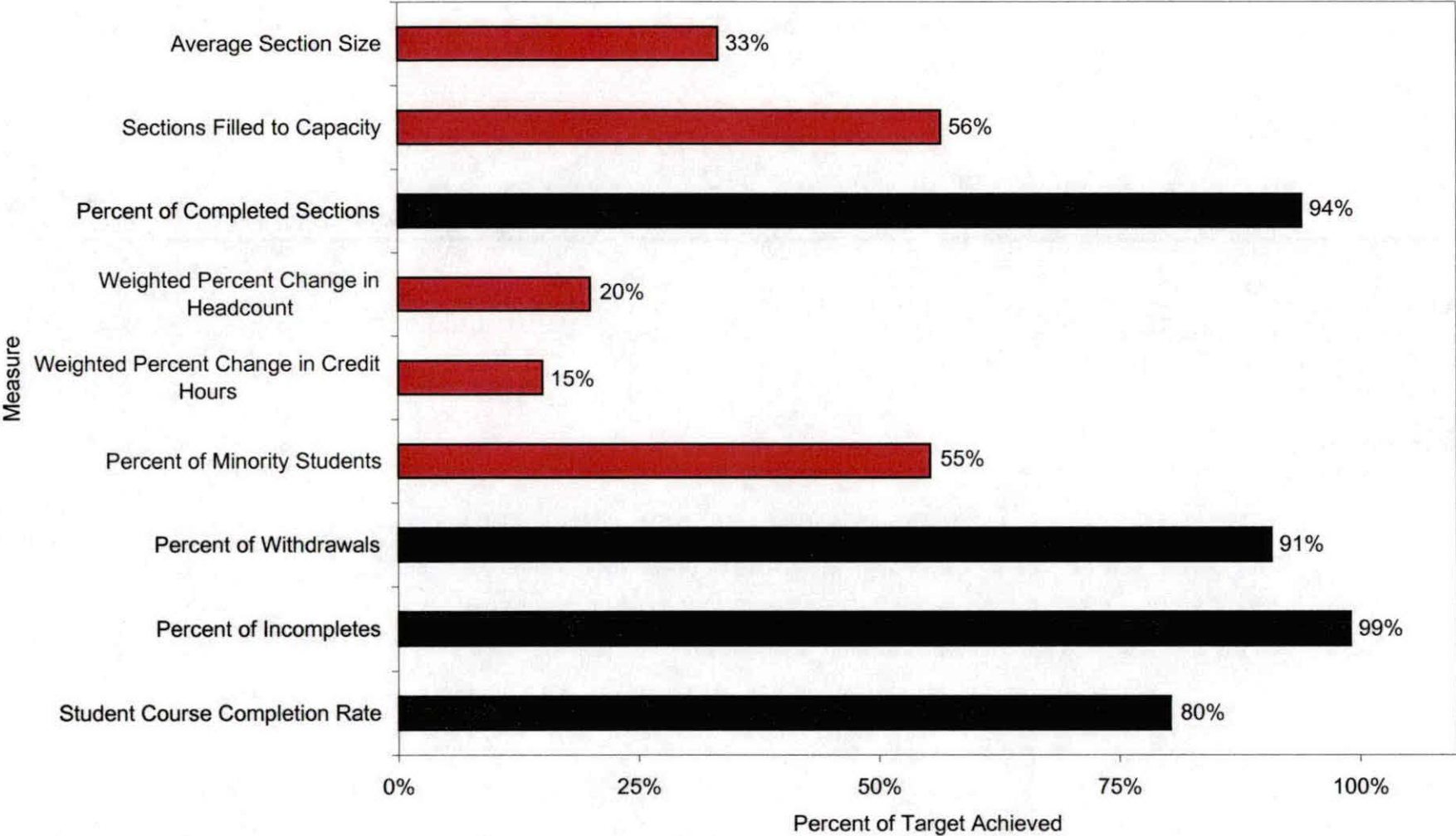
Oakland Community College
Program Dashboard Report
2003-04

## Library Technical Services LIB
Dashboard Score: 6.23

Measures	Current Score	Trouble Score	Target	Percent of Target Achieved	Weight	Weighted Score
Average Section Size	9.0	22.5	27.0	33.3%	8.3%	0.28
Sections Filled to Capacity	50.8%	75.0%	90.0%	56.4%	7.9%	0.45
Percent of Completed Sections	84.6%	75.0%	90.0%	94.0%	8.8%	0.83
Weighted Percent Change in Headcount	0.4%	0.5%	2.0%	20.0%	12.7%	0.25
Weighted Percent Change in Credit Hours	0.3%	0.5%	2.0%	15.0%	10.8%	0.16
Percent of Minority Students	10.4%	16.9%	18.8%	55.3%	6.9%	0.38
Percent of Withdrawals	9.2%	15.0%	0.0%	90.8%	16.2%	1.47
Percent of Incompletes	1.0%	3.0%	0.0%	99.0%	6.8%	0.67
Student Course Completion Rate	60.2%	60.0%	75.0%	80.3%	21.6%	1.73

Benchmarks column group spans Current Score, Trouble Score, and Target.

Oakland Community College
Percent of Target Achieved
2003-04

Library Technical Services LIB

Measure	Percent of Target Achieved
Average Section Size	33%
Sections Filled to Capacity	56%
Percent of Completed Sections	94%
Weighted Percent Change in Headcount	20%
Weighted Percent Change in Credit Hours	15%
Percent of Minority Students	55%
Percent of Withdrawals	91%
Percent of Incompletes	99%
Student Course Completion Rate	80%

Percent of Target Achieved

Institutional Research
Report
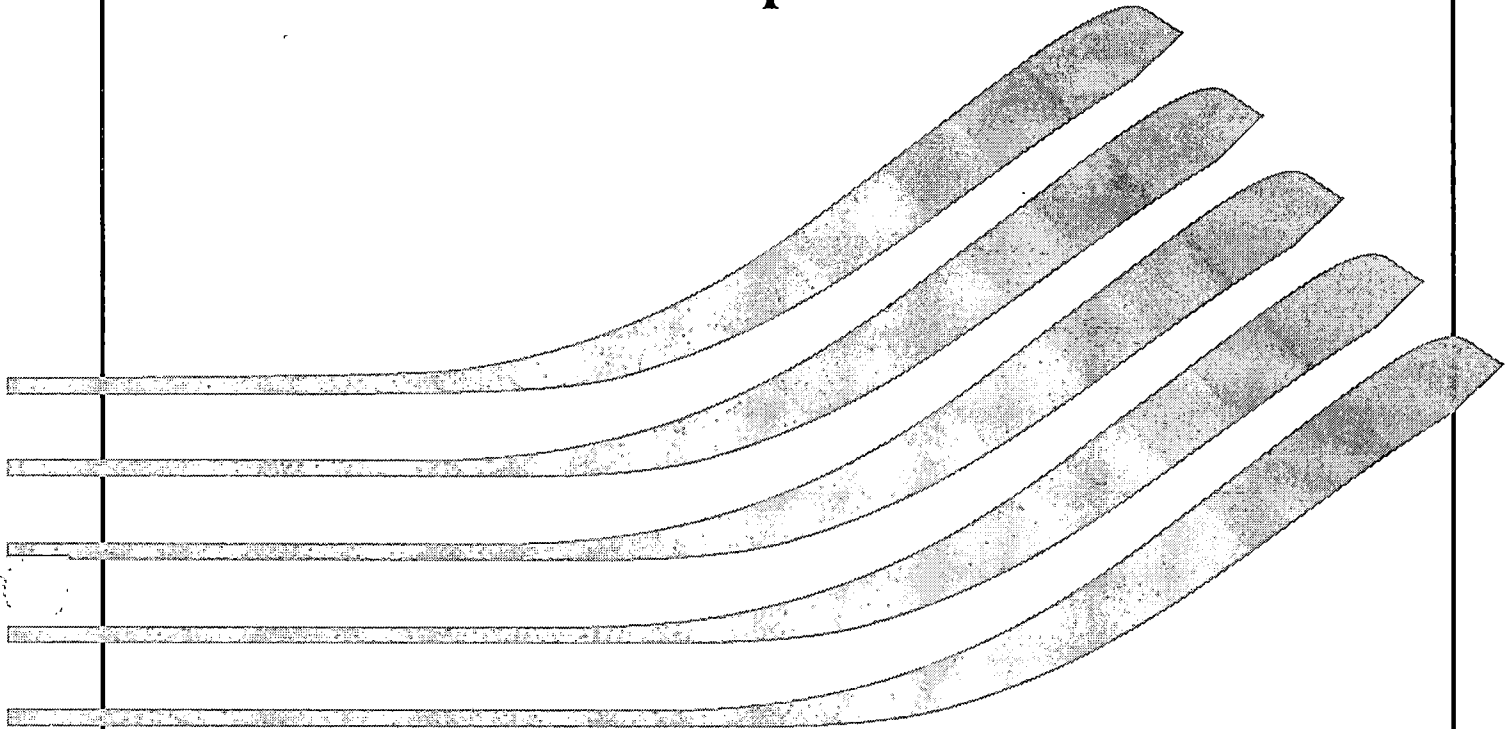
Library Technician
Degree and Credit Hour Trends Reports
for
Curriculum Review Committee

**OAKLAND
COMMUNITY
COLLEGE**

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**OAKLAND
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Degree Trends Report

Library Technician

LTN

2004-05

**Prepared by:
Oakland Community College
Office of Institutional Research
January 19, 2006**

Oakland Community College
Degree Trends Report
## Library Technician (LTN)
1995-96 through 2004-05

The Degree Trends Report is developed by the Office of Institutional Research based
on data compiled from official college records which are submitted to the State
of Michigan for the IPEDS (Integrated Post-Secondary Education System) Annual Degrees
Conferred Report. The Degree Trends Report examines trends of OCC degrees,
based on specific programs. The standard format offers information about certificates and
associate degrees awarded. In the event that a given program offers only a
certificate or an associate degree, information describing the other type of award
will not be shown.

Trends over a specified period of time are illustrated by the following graphs for
Library Technician (LTN)

- Ten-year trend showing the annual awards conferred in
  Library Technician

- Rate of change in annual awards conferred in
  Library Technician

- The three-year Moving Mean for annual awards conferred in
  Library Technician

- Ten-year trend in awards conferred collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research
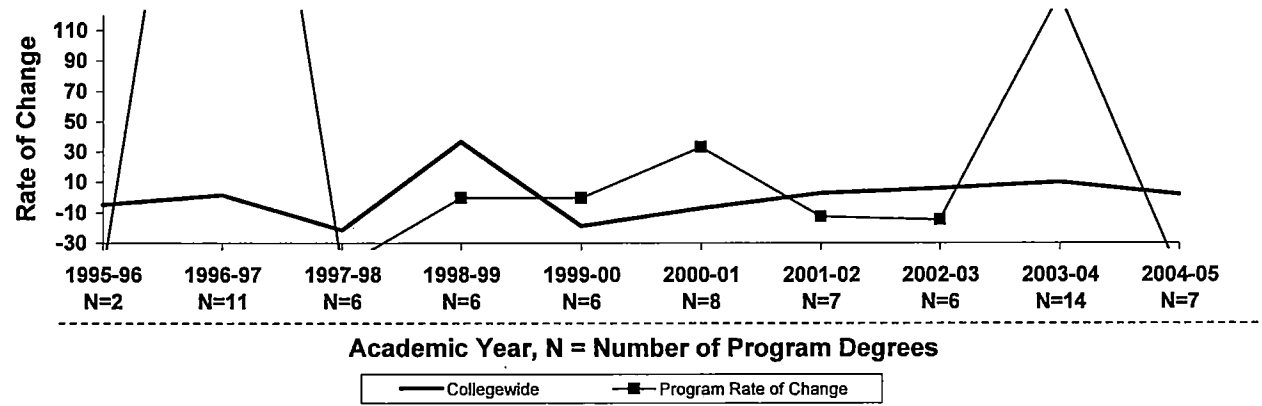at (248) 341-2123.

Oakland Community College
Associate Degrees and Certificates Awarded
Library Technician
1995-96 through 2004-05
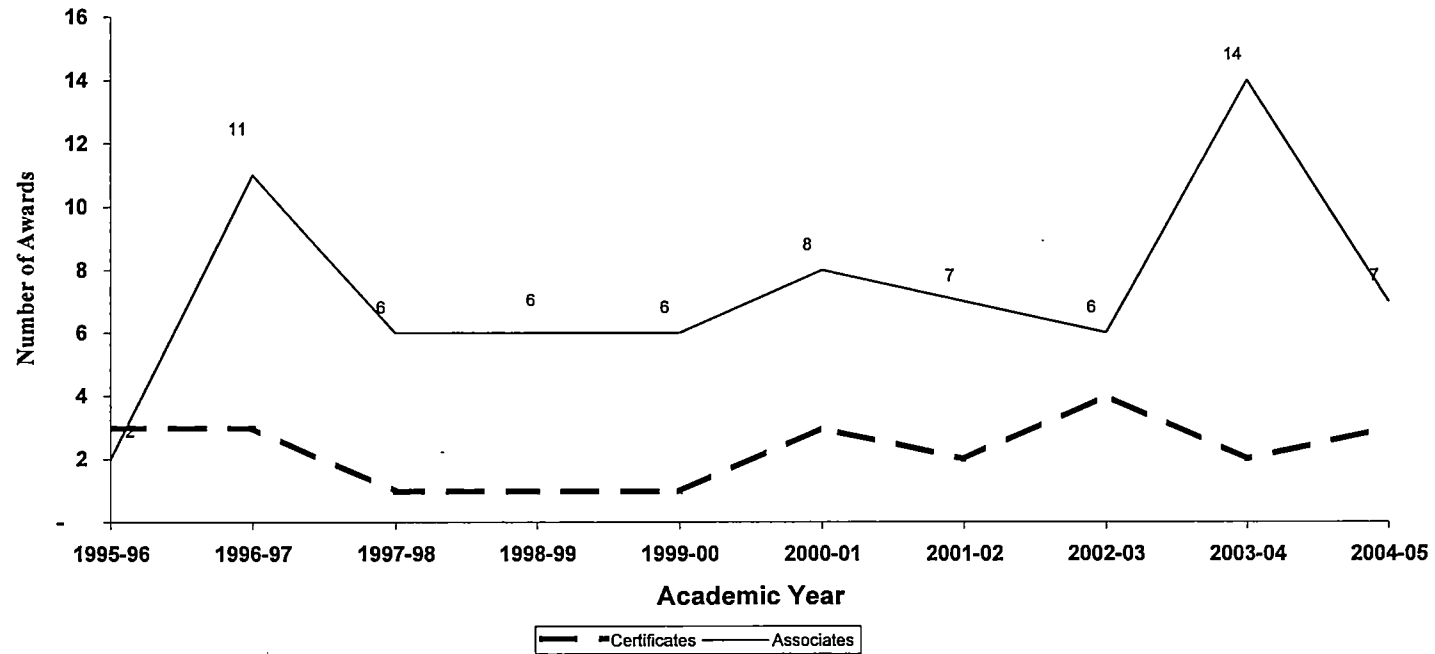
Academic Yr.	Certificates	Associates
1995-96	3	2
1996-97	3	11
1997-98	1	6
1998-99	1	6
1999-00	1	6
2000-01	3	8
2001-02	2	7
2002-03	4	6
2003-04	2	14
2004-05	3	7

Oakland Community College
Rate of Change in Annual Awards
College-Wide
1995-96 through 2004-05

Associate Degrees

Academic Year, N = Number of Program Degrees

1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
N=2	N=11	N=6	N=6	N=6	N=8	N=7	N=6	N=14	N=7

——— Collegewide   —■— Program Rate of Change

Certificates

Academic Year, N = Number of Program Certificates

1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
N=3	N=3	N=1	N=1	N=1	N=3	N=2	N=4	N=2	N=3

——— College-wide ——— Program Rate of Change
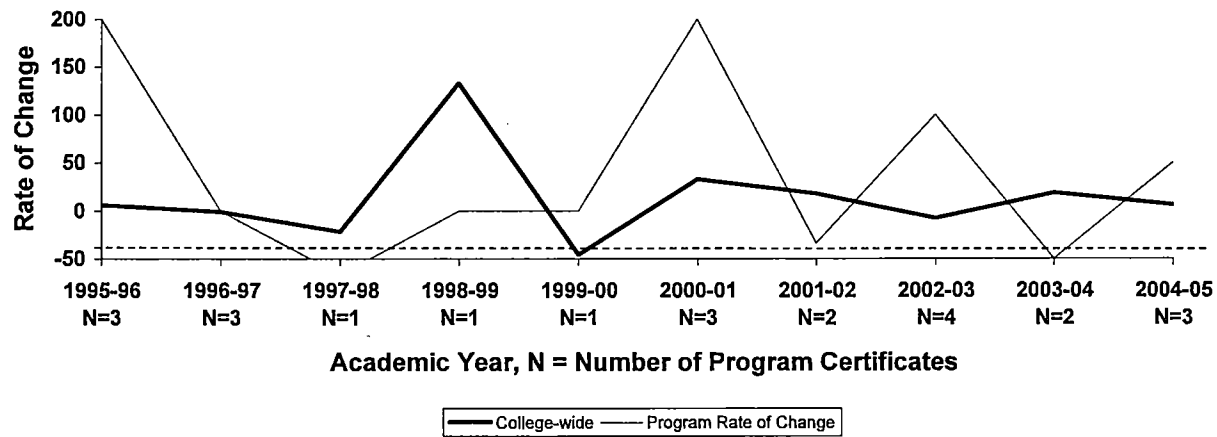
Oakland Community College
Three Year Moving Mean in Annual Awards
Library Technician
1995-96 through 2003-04

Associate Degrees

Legend:
- Actual Degrees
- Moving Mean

Y-axis: Associate Degrees Awarded (2, 4, 6, 8, 10, 12, 14, 16)

X-axis: Academic Year (1995-96, 1996-97, 1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04)

Certificates

Legend:
- Actual Certificates
- Moving Mean

Y-axis: Certificates Awarded (1, 2, 3, 4, 5)

X-axis: Academic Year (1995-96, 1996-97, 1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04)

1/19/2006
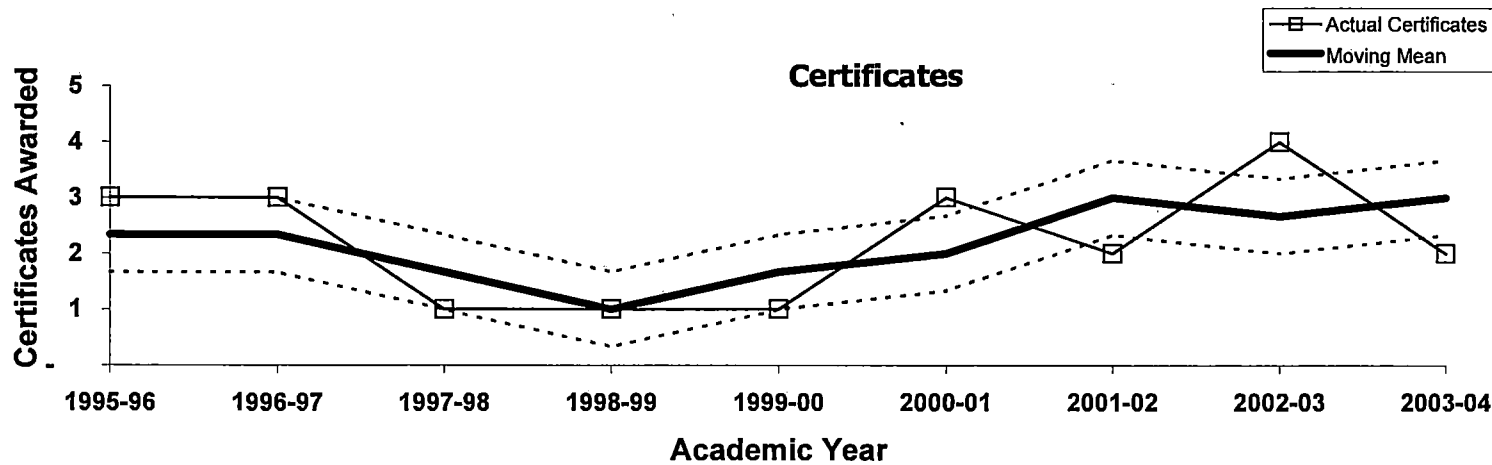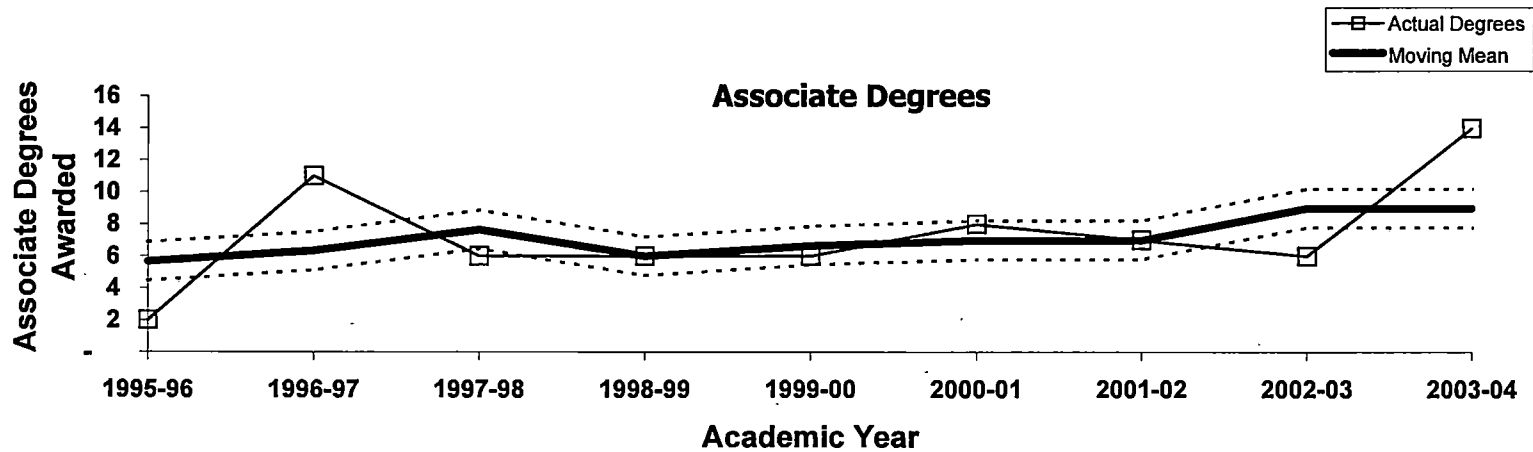
Oakland Community College
Associate Degrees and Certificates Awarded
College-Wide
1995-96 through 2004-05

Number of Awards vs. Academic Year

Degrees:
- 1995-96: 1,843
- 1996-97: 1,879
- 1997-98: 1,483
- 1998-99: 2,028
- 1999-00: 1,657
- 2000-01: 1,543
- 2001-02: 1,592
- 2002-03: 1,692
- 2003-04: 1,864
- 2004-05: 1,908

Certificates:
- 1995-96: 89
- 1996-97: 88
- 1997-98: 69
- 1998-99: 161
- 1999-00: 88
- 2000-01: 117
- 2001-02: 138
- 2002-03: 127
- 2003-04: 151
- 2004-05: 160

Legend: Certificates — Degrees
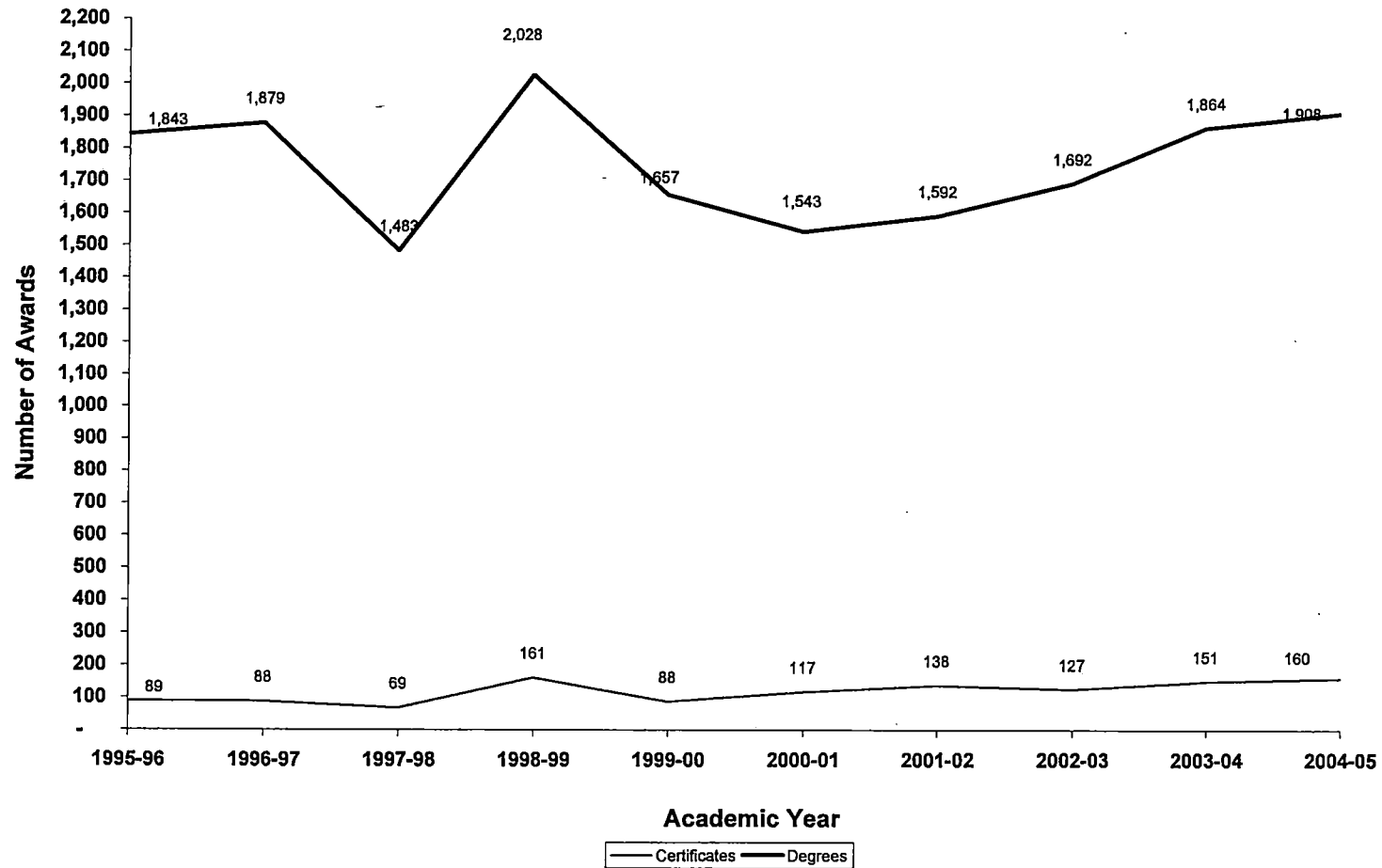
OAKLAND
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Credit Hour Trends Report
Library Tech
LIB
2004-05

Oakland Community College
Credit Hour Trends Report
Library Tech
1994-95 through 2004-05

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

Trends over a specified period of time are illustrated by the following graphs for Library Tech.

- Graph depicting ten-year trend in student credit hours generated by Library Tech

- Graphs depicting three-year moving mean and rate of change in student credit hours for Library Tech.

- Ten-year trend in annual credit hours generated Collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Oakland Community College
Ten-Year Trend in Student Credit Hours
## Library Tech
1994-95 through 2004-05

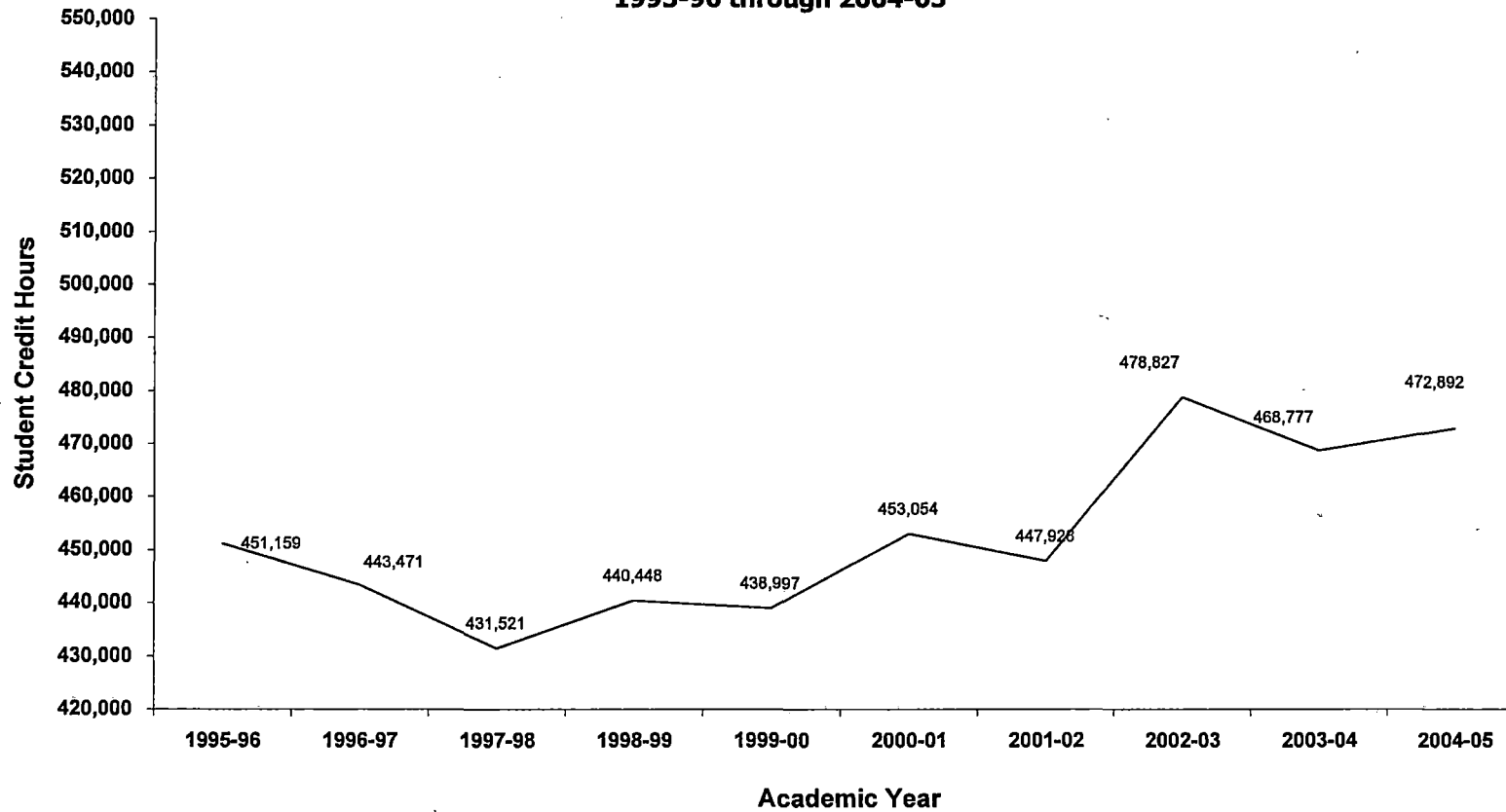|	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	5-Year % Change	10-Year % Change
Library Tech	295	339	301	291	245	310	218	295	387	273	266	-14.2	-9.8
College Wide Totals	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	7.7	0.3
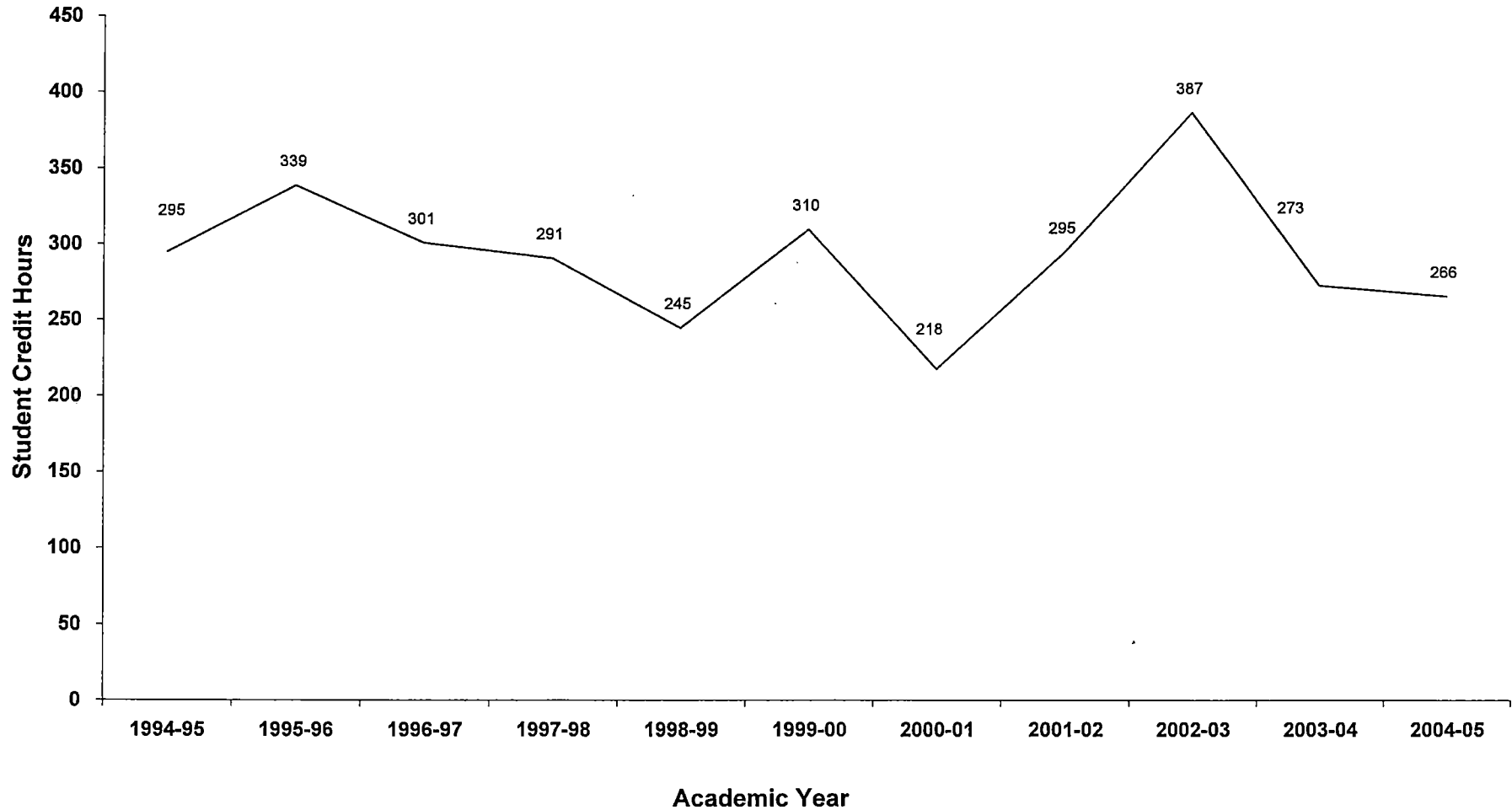
Oakland Community College
Three-Year Moving Mean
Library Tech
1995-96 through 2003-04
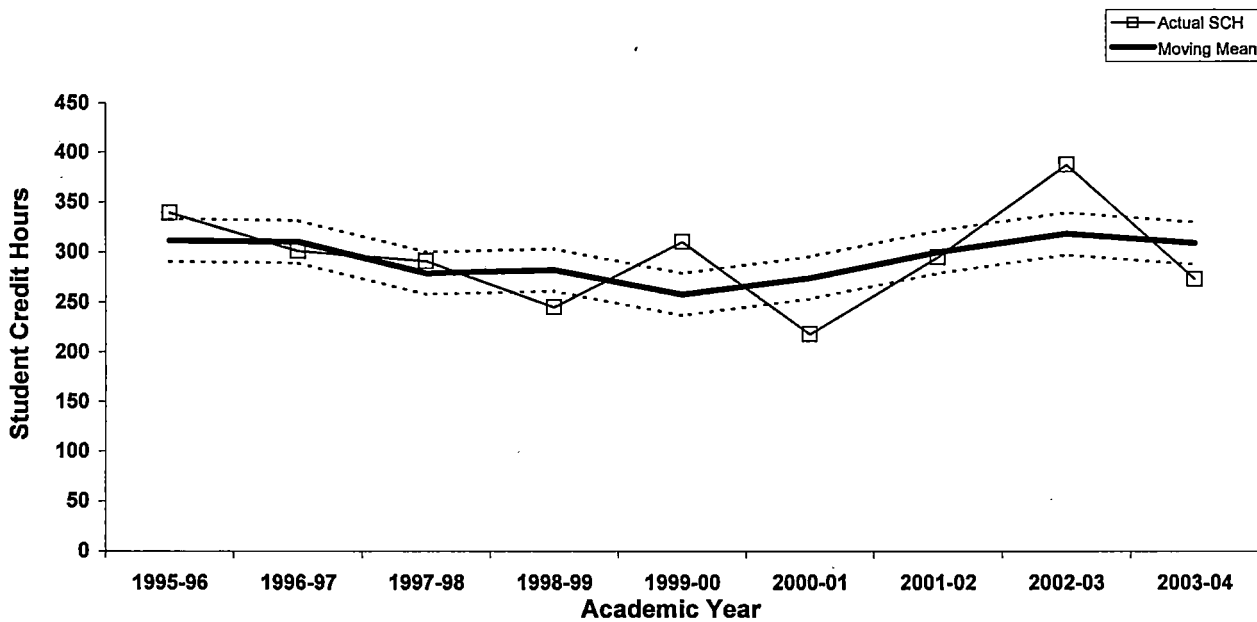
Rate of Change in Student Credit Hours 1995-96 through 2004-05

1/19/2006
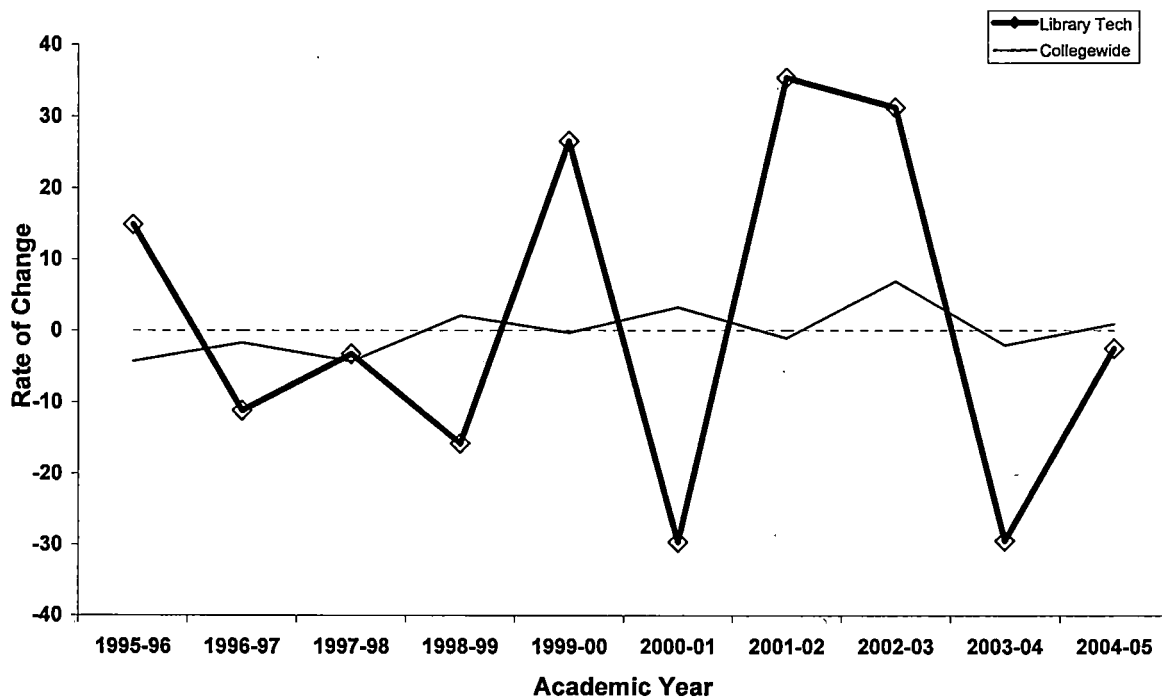
Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1995-96 through 2004-05

Student Credit Hours (Y-axis) vs Academic Year (X-axis)

Data points:
- 1995-96: 451,159
- 1996-97: 443,471
- 1997-98: 431,521
- 1998-99: 440,448
- 1999-00: 438,997
- 2000-01: 453,054
- 2001-02: 447,928
- 2002-03: 478,827
- 2003-04: 468,777
- 2004-05: 472,892

1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892

Occupational Projections
(2004 – 2014)

The following projections are for those occupations most closely associated with this program. However, the extent to which specific OCC programs lead to jobs reflected within SOC codes is highly dependent upon the way in which the U.S. Department of Labor groups specific occupations.

When possible, projections are presented at four distinct levels based on U.S. Department of Labor Standard Occupational Code (SOC) groups e.g. Major (N = 23), Minor (N = 89), Broad (N = 396), and Detailed (N = 710).

Projections are highly subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

Source for this information was obtained from CCbenefits Inc. Community College Strategic Planner (CCSP).

Data presented in the following tables include:
- Base Year: Current number of jobs in 2004.
- Five Year: Number of projected jobs in 2009.
- Ten Year: Number of projected jobs in 2014.
- New Jobs: Projected number of new jobs between 2004 and 2014.
- Replacement Jobs: Projected number of replacement jobs between 2004 and 2014.
- % New Jobs: Percent of projected new jobs in 2014 using 2004 as the base year.
- % Replacement Jobs: Percent of projected replacement jobs in 2014 using 2004 as the base year.
- % New and Replacement Jobs: Percent of projected new and replacement jobs in 2014 using 2004 as the base year.
- Earnings: Average annual earnings within the SOC code in 2004.

Note: Percent change figures must be interpreted carefully since they are based on actual number of jobs. In some cases the actual number of jobs may be quite low, thereby giving a misleading picture if only the percentage was considered.

Library Technician Related Occupations (2004 - 2014)
SOC Detail Group

SOC Code	Name	Base Year	Five Year	Ten Year	New Jobs	Rplmnt Jobs	% New Jobs	% Rplmnt Jobs	% New && Rplmnt	Earnings
25-4021	Librarians	1,321	1,321	1,344	22	334	1.7%	25.3%	26.9%	$56,554
25-4031	Library technicians	1,019	1,050	1,101	82	393	8.0%	38.6%	46.6%	$27,652
25-9011	Audio-visual collections specialists	453	477	495	41	47	9.1%	10.4%	19.4%	$24,250
25-9199	All other library, museum, training, and other education workers	4,499	4,892	5,328	830	677	18.4%	15.0%	33.5%	$39,666
Totals:		7,292	7,740	8,268	975	1,451				

Program Assessment Plan
Library Technician

Catalog Description

This Associate in Applied Science Degree program is designed to prepare students for employment as library and/or information technicians in a wide variety of resource delivery settings, e.g., public, academic, school, business, medical, and legal. The program gives the student experience in library technology, public services, circulating procedures, cataloging, and document delivery. Students will develop career skills in a required 120-hr. library internship arranged at a library of his or her choice. The Library Technician one-year certificate is offered for students who wish to update their skills, or to seek employment or career advancement without taking the general education courses required for a degree.

Statement of Purpose

To prepare students for employment as library and/or information technicians in a wide variety of resource delivery settings, e.g., public, academic, school, business, medical and legal and provide resources for students already working in the profession.

Learning Outcome

The student will have a comprehensive understanding of the library, including its functions and roles as they pertain to both technical services (ordering, processing, cataloging) and public services (circulation, periodical, reference).

Benchmark 1

Students will have a basic familiarity with acquisitions trends and knowledge of pre-order bibliographic verification through OCLC and basic MARC format/tagging. 80% of students will receive 80% or higher on related assignment.

Assessment Method 1

Term Project (Cataloging LIB 2100) For 5 books on reserve provide complete cataloging and code into MARC format. Provide both LC and Dewey base call numbers and list relevant rules from Concise AACR2R.

Assessment Date 1 5/1/2005   **Findings Sent to OAE Date 1** 6/1/2005

Benchmark 2

Graduates will be able to select, evaluate, and make purchase recommendations for media.

Assessment Method 2

Assessment Date 2 5/1/2005   **Findings Sent to OAE Date 2** 6/1/2005

Benchmark 3

Graduates will be able to troubleshoot library computer and printer software and hardware problems.

Assessment Method 3

Assessment Date 3 5/1/2005   **Findings Sent to OAE Date 3** 6/1/2005

Learning Outcome
The student will understand the various methods of service delivery and develop a personal commitment to excellent customer service.

Benchmark 1
Graduates will develop a personal commitment to excellent customer service.

Assessment Method 1
Journal (Library Internship LIB 2500) Each student must document his experience in a written analysis. This may take the form of a journal or a series of paragraphs that describe and analyze relevant learning activities. Describe your library. its community, budget, mission. What kind of technology does it use for cataloging, circulation, reference, book processing, security, and interlibrary loan. Why does your library process things in a certain way? What special collections does it maintain? What steps are involved in cataloging or circulation procedures? What makes your library different from others- patrons, services..etc. How well do various departments fulfill their goals? Are your coworkers generally happy. How about the patrons? Do they seem satisfied with your library's services? What are your goals in choosing this kind of library? Summarize your experience.

Assessment Date 1 5/1/2005   **Findings Sent to OAE Date 1** 6/1/2005

Benchmark 2
Graduates will understand the basic social, legal, and ethical issues inherent in providing information services to the public.

Assessment Method 2

Assessment Date 2 5/1/2005   **Findings Sent to OAE Date 2** 6/1/2005

Benchmark 3
Graduates will demonstrate the ability to synthesize and apply public service and technical service concepts in a variety of information delivery environments and /or libraries.

Assessment Method 3

Assessment Date 3 5/1/2005   **Findings Sent to OAE Date 3** 6/1/2005

Learning Outcome
The students will become familiar with reference interview strategies and gain an understanding of privacy issues in providing public information services.

Benchmark 1
Graduates will be able to communicate effectively with library patrons, employers and coworkers.

Assessment Method 1
Observation Paper (Library Public Services LIB 2150) Plan to visit a selected library and meet with the department head of public services. Schedule this visit in advance and state the nature of your visit. Write a paper describing the duties and responsibilities of this person and those other staff in that department. What tasks performed? What policies and procedures are followed? What are the primary roles of the public services staff in fulfilling the mission of the library? Include the mission statement of the library and the primary roles of the library (the mission and roles will have an impact on the various service functions). Obtain a job description for the support staff position (Library Assistant), attach it to the paper.

Assessment Date 1   5/1/2005   **Findings Sent to OAE Date 1**   6/1/2005

Benchmark 2
Graduates will understand the basic social, legal, and ethical issues inherent in providing information services to the public.

Assessment Method 2

Assessment Date 2   **Findings Sent to OAE Date 2**

Summary of Program Assessment Results
Library Technician

Catalog Description
This Associate in Applied Science Degree program is designed to prepare students for employment as library and/or information technicians in a wide variety of resource delivery settings, e.g., public, academic, school, business, medical, and legal. The program gives the student experience in library technology, public services, circulating procedures, cataloging, and document delivery. Students will develop career skills in a required 120-hr. library internship arranged at a library of his or her choice. The Library Technician one-year certificate is offered for students who wish to update their skills, or to seek employment or career advancement without taking the general education courses required for a degree.

Program Statement of Purpose
To prepare students for employment as library and/or information technicians in a wide variety of resource delivery settings, e.g., public, academic, school, business, medical and legal and provide resources for students already working in the profession.

Learning Outcome
The student will have a comprehensive understanding of the library, including its functions and roles as they pertain to both technical services (ordering, processing, cataloging) and public services (circulation, periodical, reference).

Benchmark 1
Students will have a basic familiarity with acquisitions trends and knowledge of pre-order bibliographic verification through OCLC and basic MARC format/tagging. 80% of students will receive 80% or higher on related assignment.

Assessment Method 1
Term Project (Cataloging LIB 2100) For 5 books on reserve provide complete cataloging and code into MARC format. Provide both LC and Dewey base call numbers and list relevant rules from Concise AACR2R.

Benchmark Scheduled To Be Assessed: 5/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2004

Findings 1
83% of students received 80% and higher on this assignment. There is no need to change this assignment at this time.

Learning Outcome
The student will have a comprehensive understanding of the library, including its functions and roles as they pertain to both technical services (ordering, processing, cataloging) and public services (circulation, periodical, reference).

Benchmark 2
Graduates will be able to select, evaluate, and make purchase recommendations for media.

Assessment Method 2

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2004

Findings 2
Assessment not implemented.

Learning Outcome
The student will have a comprehensive understanding of the library, including its functions and roles as they pertain to both technical services (ordering, processing, cataloging) and public services (circulation, periodical, reference).

Benchmark 3
Graduates will be able to troubleshoot library computer and printer software and hardware problems.

Assessment Method 3

Benchmark Scheduled To Be Assessed: 5/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2004

Findings 3
Assessment not implemented.

Learning Outcome
The student will understand the various methods of service delivery and develop a personal commitment to excellent customer service.

Benchmark 1
Graduates will develop a personal commitment to excellent customer service.

Assessment Method 1
Journal (Library Internship LIB 2500) Each student must document his experience in a written analysis. This may take the form of a journal or a series of paragraphs that describe and analyze relevant learning activities. Describe your library. its community, budget, mission. What kind of technology does it use for cataloging, circulation, reference, book processing, security, and interlibrary loan. Why does your library process things in a certain way? What special collections does it maintain? What steps are involved in cataloging or circulation procedures? What makes your library different from others- patrons, services, etc. How well do various departments fulfill their goals? Are your coworkers generally happy. How about the patrons? Do they seem satisfied with your library's services? What are your goals in choosing this kind of library? Summarize your experience.

Benchmark Scheduled To Be Assessed: 5/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2004

Findings 1
Assessment not implemented.

Learning Outcome
The student will understand the various methods of service delivery and develop a personal commitment to excellent customer service.

Benchmark 2
Graduates will understand the basic social, legal, and ethical issues inherent in providing information services to the public.

Benchmark Scheduled To Be Assessed: 5/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2004

Findings 2
Assessment not implemented.

Learning Outcome
The student will understand the various methods of service delivery and develop a personal commitment to excellent customer service.

Benchmark 3
Graduates will demonstrate the ability to synthesize and apply public service and technical service concepts in a variety of information delivery environments and /or libraries.

Assessment Method 3

Benchmark Scheduled To Be Assessed:	5/1/2004
Assessment Results Sent To Office of Assessment & Effectiveness:	6/1/2004

Findings 3
Assessment not implemented.

Learning Outcome
The students will become familiar with reference interview strategies and gain an understanding of privacy
issues in providing public information services.

Benchmark 1
Graduates will be able to communicate effectively with library patrons, employers and coworkers.

Assessment Method 1
Observation Paper (Library Public Services LIB 2150) Plan to visit a selected library and meet with the
department head of public services. Schedule this visit in advance and state the nature of your visit. Write
a paper describing the duties and responsibilities of this person and those other staff in that department.
What tasks performed? What policies and procedures are followed? What are the primary roles of the
public services staff in fulfilling the mission of the library? Include the mission statement of the library and
the primary roles of that library (the mission and roles will have an impact on the various service functions).
Obtain a job description for the support staff position (Library Assistant), attach it to the paper.

Benchmark Scheduled To Be Assessed: 5/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 6/1/2004

Findings 1
Assessment not implemented.

Learning Outcome
The students will become familiar with reference interview strategies and gain an understanding of privacy
issues in providing public information services.

Benchmark 2
Graduates will understand the basic social, legal, and ethical issues inherent in providing information
services to the public.

Assessment Method 2 To prepare students for employment as library and/or information technicians in a wide
variety of resource
delivery settings, e.g., public, academic, school, business, medical and legal and provide resources for

Benchmark Scheduled To Be Assessed:

Assessment Results Sent To Office of Assessment & Effectiveness:

Findings 2
Assessment not implemented.

Program Planning Report
Library Technician
DRAFT February 2006 (Final report expected by May 2006)

Contact Person: Berman, Jaema   Contact Phone: 232-4132
Dean: Glenn, Lane - 4511   Site: Auburn Hills
Requester: Sheble, MaryAnn
Credential 1:   Degree
Credential 2:   Certificate
CIP Code 1:   25.0301
CIP Code 2:   25.0101
Program Code   LTN.AAS
Program Code: LTN.CT
Course Code 1:   LIB
Program Type   Credit

Date Requested   9/21/2005   Status: In Progress

Problem Statement

Faculty/Dean are considering possible modifications to the existing program to broaden its market base e.g. appeal to a greater population of potential students. There is a general belief that there is a segment of the population not currently served by the existing program/courses. The program has the potential to serve the profession in a greater capacity especially through on-line offerings.

2003-04 Program Dashboard data reveals:
Average Section Size = 9
Sections Filled to Capacity = 50.8%
Percent of Completed Sections = 84.6%
Weighted Percent Change in Headcount = 0.4%
Weighted Percent Change in Credit Hours = 0.3%
Percent of Minority Students = 10.4%
Percent of Withdrawals= 9.2%
Percent of Incompletes = 1.0%
Student Course Completion Rate= 60.2%
Program Dashboard Score = 6.23 (ranked 84 out of 102)

1

Student Interest: To what extent is there evidence that people in the community have an expressed interest in this area?

Negative Traits	Positive Traits	Sources
Narrow		Faculty
Low		Enrollment
Weak		

Analysis

The demand for such courses and curriculum offerings is currently weak. There is a belief that courses offered in an on-line format may appeal to a broader audience. A survey of public as well as private libraries may shed additional light on the need among those already working in the industry/occupation. In addition, an In-Class Survey may shed light on different target markets. In 2003-04 average section size = 9 students. An initial goal of 200 students in the program was discussed at the 9-21-05 meeting.

There is also a sense that the technology courses required in the program and therefore, the skills of our graduates are not in-line with the needs of the profession. Surveys of local libraries may show a need for personnel with broader technology skills, but our graduates are not qualifying for these jobs on the basis of their OCC Library Technician degree training.   This suggests a review of recent survey results from the OCC Graduate Follow-up survey and/or focus group with recent graduates.

Student Target Market: Exactly for whom is the program designed? To what extent can this population of potential students be clearly defined?

Negative Traits	Positive Traits	Sources
Difficult to identify	Receptive	Associations
Unclear	Community college education acceptable	Student profile
	Within OCC's regional market	In-class survey
		Faculty

Analysis
Need a Demographic Profile analysis on students in the program over the past several years. In addition, an In-Class Survey will shed greater light on the market currently served. Currently, it is difficult to identify a specific target market other than those already working in the industry/occupation. PCC study suggests retired teachers, older females, etc.

Student Market Size: How large is each target market within OCC's regional market?   Roughly how many people are in each target market?

Negative Traits	Positive Traits	Sources
First need to define target market		Enrollment and degree trends
		Faculty
		Census data

Analysis

First need to identify potential markets. CCSP data will identify a potential pool of individuals already working in related occupations. Enrollment in similar programs elsewhere in Michigan will shed light on student demand.

Student Target Market Growth Rate: TO what extent are each of the target markets growing in OCC's regional market? How large will each target market be in the future?

Negative Traits	Positive Traits	Sources
Government funded/supported		Socio demographic data
First need to define target markets		Industry Reports
Unknown		Faculty
		Census data

Analysis

First, need to identify each target population.

Benefit to Student Report

Student Skill, Knowledge and Credential Gained: Exactly what will the student learn, gain from taking courses in the program? To what extent is this knowledge durable, portable, transferable and/or certified through a formal award?

Negative Traits	Positive Traits	Sources
Transforming	Durable	Labor market analysis
	Long lasting social trend	Graduate follow-up
		Faculty

Analysis

It appears that technology is having a direct and dramatic impact on the industry/occupation. Technical computer based skills including internet searching techniques are rapidly becoming essential. An employer survey along with industry studies would confirm this trend. If technology is in fact a major part of being a successful Library Technician, then what impact does this have for our current LIB offerings e.g. equipment needs?

We need to add web-authorizing and web-design skills to the list. Many small local libraries run their own network and integrated library system, plus install and maintain their personal computers. Providing optional course work to enable our graduates to function at this level may add to the appeal of our graduates.

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Student Flexibility, Convenience: To what extent will students have the ability to take courses that fit their life styles? Will the sequencing of courses optimize student flexibility?

Negative Traits	Positive Traits	Sources
Somewhat restrictive	Moderate to strong control	Catalog
		Competitor Analysis
		Faculty

Analysis

In its current configuration courses are limited due to enrollment levels. Possibly offer courses on-line and in other formats to appeal to a broader audience. (Will need administrative support to push on-line courses since there is no full-time faculty member in the program.) Through an In-Class Survey and Employer Survey the notion of a day vs. night program as well as on-line instruction should be investigated e.g. depending on the unique needs of the target markets. Is there an opportunity to offer courses in differing formats e.g. something less than 15 weeks?

Student Financial Commitment: What financial burden is placed on the student? Will the student encounter other non-tuition related expenses e.g. fees, loss of income, etc.?

Negative Traits	Positive Traits	Sources
	Low outlay in comparison to other opportunities	Faculty
	No extra fees, costs	
	Affordable	

Analysis

There appears to be no extraordinary costs associated with enrolling in the program. The extent to which an Internship is required may create some difficulties for some students. Unsure if this is a real issue or not. A survey of current students and graduates may help determine if the internship creates difficulties. If so, options should be explored based on experiences of other programs across the U.S.

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Student Barriers to Entering the Program: Must the student meet unique standards before entering the program, beyond normal? Will the student have to reach a given level of knowledge, experience, before entering the program?

Negative Traits	Positive Traits	Sources
	No restrictions outside of norm	Faculty
	Immediate entry available	

Analysis

There are no unique standards to enroll in the program/courses.

College Flexibility Report

College Degree of Control: To what extent will the College have the ability to modify the program and control its content, delivery, and on-going operation?

Negative Traits	Positive Traits	Sources
	High flexibility	Faculty
	Strong Control	

Analysis

There are no apparent external forces imposing control over the program. However, internal issues (FMA) may hinder ability to offer courses on-line.

College Responsiveness, Ability to Adapt to Changing Market: : To what extent will the College have the ability to modify the program given changing economic, technological, labor market and social changes?

Negative Traits	Positive Traits	Sources
	Responsive to market	Faculty
	Willing to change	

Analysis

Responsive to the extent associated costs (resources) can be acquired and maintained in order to sustain a viable program. However, without a full-time faculty member it may be difficult to sustain currency of the program over the long run. To maintain a viable program, assessments of the skills valued by current and potential employers of our graduates need to be conducted on a routine basis. Our current ideas include borrowing heavily for the LIB program from other disciplines. For example, OCC has a strong CIS program. If the LIB program can take advantage of courses in this program, keeping students current with technology should not be problematic.

College Exit Mechanism: To what extent will internal and/or external forces hinder the College's ability to discontinue the program?

Negative Traits	Positive Traits	Sources
	Few internal issues	Faculty
	Easy to sunset	

Analysis

There appear to be no political nor community issues dictating (constraining) the College's disposition of the program.

College Location and Method of Delivery: To what extent can courses be offered at multiple locations, in modular format, electronically, as well as in a variety of settings?

Negative Traits	Positive Traits	Sources
Single location	Easy to design	Faculty
	Willing to experiment	Competitor analysis
	Enhanced with technology	
	Distance learning	

Analysis

Currently the program is limited to the Auburn Hills campus. However, offering courses on-line opens the door to a broader audience. Depending on equipment needs, some courses could be offered at other sites.

College Barriers to Entering the Market: To what extent are there legal or accrediting issues confronting the College in order to establish the program?

Negative Traits	Positive Traits	Sources
	High acceptance of community college	Competitor analysis
	No barriers	Faculty

Analysis

There appears to be no external barriers facing the College in terms of offering and/or expanding the program. However, costs associated with needed equipment in relation to projected enrollment may be an issue. The American Library Association (ALA) Community and Junior College Libraries Section (CJCLS) is investigating the possibility of offering ALA accreditation for library technician programs. However, if the initiative is successful, it would take at least five years to implement with ALA.

College Resource Commitment Report

College Supporting Resources: Is there wide-spread support for allocating the necessary resources to develop and sustain the program? Is there a skilled pool of instructors available to teach courses throughout the duration of the program?

Negative Traits	Positive Traits	Sources
Can't find instructors	Moderate to strong	Faculty

Analysis

To some extent this is unclear since total costs are not currently known. In part this may depend on student demand and industry needs. Is there an opportunity for seeking donations of equipment to establish a "state-of-the-art" program?

Currently, personal computers are the main equipment required by the program and OCC has a large number of computers for student use. (Open lab hours may not always correspond to student schedules.) Some of the library-specific applications (OCLC, Dewey classification schedules online) are free to programs that educate library personnel. The Detroit Area Library Network (DALNET) provides open access to the training database to give students an opportunity to work with an integrated library system. There are, however, a few pockets of applications that should be purchased to support the program (i.e. Library of Congress subject headings and classification schedules online).

College Capital Requirements: What are the short and long term costs associated with developing and maintaining the program? Are these costs justifiable given other priorities and opportunities?

Negative Traits	Positive Traits	Sources
Funding difficult to obtain		Cost analysis
Need to acquire equipment		Faculty

Analysis

Program currently lacks up-to-date technology. Technology appears to be the main driving force impacting change in the profession/industry. Equipment requirements need to be identified and costs determined. Program staff need to complete Course Equipment spreadsheet.

College Return on Investment: Will the program generate sufficient revenue given its cost? How long will it take to reach an acceptable rate of return on investment?

Negative Traits	Positive Traits	Sources
Uncertain		Cost analysis

Analysis

Need to first estimate potential markets and enrollment as well as on-going and start-up (equipment) expenditures.

College Management Team: To what extent is the management team experienced in the program area? How broad based is the management team?

Negative Traits	Positive Traits	Sources
Narrowly based	Existing	
Solo person		

Analysis

There is no full-time faculty member in the program, however the Dean of Library along with Jaema Berman (adjunct) and Lane Glenn are actively involved in this initiative.

Industry Demand Report

Industry Need: To what extent is there evidence that industry needs and economically values this program? How broad based is this need? Is this a real and valued need? Is there a clearly defined industry/occupation within Southeast Michigan?

Negative Traits	Positive Traits	Sources
Narrow focus	Well defined	Labor market analysis
Questionable		
Anecdotal		

Analysis
Examine CCSP industry and occupational projections data. Also suggests industry survey or existing industry reports are needed. To what extent will technology reduce or increase the need for new and/or replacement staff in the future? To what extent are positions being filled by full-time vs part-time staff? To what extent is technology impacting the skills and knowledge needed to be a successful Library Technician?

Industry Size: What is the relative size of the targeted industry/occupation in southeast Michigan? Is the size of the targeted industry/occupation sufficient to sustain employment for those who complete all or part of the program?

Negative Traits	Positive Traits	Sources
Small	Reliable estimate of job opportunities Growing	Labor market analysis

Analysis

Examine CCSP industry projections as well as existing industry reports. A large segment of this industry is publicly supported and subject to ever shifting political and economic trends.

Industry Growth Rate: To what extent is each targeted industry/occupation growing in southeast Michigan? What is the expected duration of the current growth rate?

Negative Traits	Positive Traits	Sources
Government funded/supported	Growing	Labor market analysis

Analysis

Examine CCSP industry projections data. In addition, long term projections are subject to ever shifting economic conditions. To what extent are future employment opportunities impacted by public funding issues? To what extent are projected job openings going to be filled by part-time employees, retired teachers, etc? Will this ultimately lessen the demand for newly degreed individuals?

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Occupational Conditions Report

Industry Working Conditions and Benefits: Are future earnings enhanced by completing all or part of the program? Are expected wages justified given the typical working conditions? Do employers value what is gained through the program?

Negative Traits	Positive Traits	Sources
	Positive	Labor market analysis

Analysis
Examine CCSP industry and occupation projection data along with industry survey and/or existing reports. Are employers moving more and more towards part-time employees as a cost savings measure? However, part-time employment may be appealing to certain student target markets. To what extent do different types of employers provide varying levels of pay/benefits? To what extent is an Associates Degree required and valued? Are there other types of certification valued by employers?

Industry Barriers to Entering the Occupation: To what extent are there additional requirements for gaining employment in the industry/occupation? To what extent is the market already saturated with skilled workers?

Negative Traits	Positive Traits	Sources
	No restrictions	Labor market analysis
		Advisory Committee

Analysis
Need to clarify degree requirements from different types of libraries (employers) e.g. private vs. public, local, county, state/regional; educational institutions, etc. Is a degree "required, valued e.g. results in higher pay rate? There are no state nor national licensing requirements.

Industry Degree of Versatility: To what extent are there opportunities for career growth? What is the likelihood of career growth?

Negative Traits	Positive Traits	Sources
Low		Labor market analysis

Analysis

Library Assistants can with additional education progress to higher positions (Librarians, etc.). However, this often requires a Masters Degree. There are also opportunities within public as well as private libraries, local, county and state/regional libraries. Educational institutions ()K-12 and post-secondary). Need to clarify this with existing industry reports and/or an employer survey.

Competition Report

College Contacts and Networks: To what extent is the College plugged into appropriate business networks? What is the quality of these contacts?

Negative Traits	Positive Traits	Sources
	Accessible	

Analysis
There is on-going contact with state and regional Library Associations/groups. However, the target markets need to be clearly defined in order to nurture and `fully establish networks.

College Marketing Strategy: Are there existing venues for marketing the program? Are these venues affordable, accessible, and appropriate? Is the program difficult to promote? Does the program require unique or special marketing methods?

Negative Traits	Positive Traits	Sources
Process not established	Low cost	Marketing plan
	Ease of entry	SWOT interviews

Analysis
The end result of this research would lead to a marketing plan. There appears to be existing venues to promote and advertise the program in professional publications (hard copy as well as electronically). Current library systems, educational institutions (K-12), etc.

Competition: Who else offers similar training? Who are our major competitors?

Negative Traits	Positive Traits	Sources
	Few providing similar training	Competitor analysis

Analysis
Need to identify extent to which other colleges and universities offer similar programs. Investigate MCCVLC offerings. Potential for establishing articulation agreements with area universities. Such agreements may need to be with local universities given population served e.g. older female. Community Colleges with similar programs include: Library Science Henry Ford Community College Schoolcraft College Library Assistant/Clerk Bay De Noc Community College Lake Michigan Community College Monroe Community College Oakland Community College. Determine enrollment patterns as well as degree and certificate trends among area colleges.

Curriculum Review Committee
Report & Recommendations for
Library Technical Assistant Program
Conducted on April 7, 2000

REPORT TO THE LIBRARY TECHNICAL ASSISTANT PROGRAM

Enclosed you will find the recommendations from the Curriculum Review Committee regarding your Library Technical Assistant Review, which was held April 7, 2000.

Please note, that the CRC's report to the Senate will include the recommendations included below. As well, Vice Chancellor Brown will receive a copy of the same recommendations.

If you have any questions, please feel free to contact any of the members of the CRC. Thank you for your input and hard work required to present your review.

The goal of the CRC is to improve the course delivery and/or curriculum at OCC to better meet the needs of our students. We hope that you found the process of review a measurement for improvement and a useful tool by which to analyze your program.

Recommendations for the Library Technical Assistant program are:
Library Tech:
1. Implement course fees where applicable to generate a small program budget for hardware and software expenditures.
2. Advertising for this program is greatly needed
3. Establish an annual schedule of the courses so that the campus community can become aware of when and where courses are offered.
4. Eliminate BIS 100, keyboarding, as a required supportive course. This is a revision that will need to go through the Curriculum Committee.
5. Change name to Library Technology
6. Update and reconvene the advisory committee to receive external input.
7. Recommend to Senate that the cafeterias create Cyber Cafés.
   - This will eliminate the use of the library and lab computers for internet "chatting" and personal "e-mailing"
8. We support the program needs as presented. For the most part these are updates of software totaling approximately $6000.