

New Degree Program White Paper

Contact Person: Dianne Aldrich

Degree name: AAS Library Technology and Services

Department: Library and Learning Services College:

Library and Learning Services

Please answer the following questions:

1. Does this degree program include stacked credentials? ☒ Yes ☐ No. If yes, indicate with an X all included credentials: ☒ Certificate ☒ Associates ☐ Baccalaureate ☐ Masters
2. How many new courses need to be developed for this program? 7
3. For the baccalaureate degree, how many credits of core courses are required? How many required elective credits? How many open elective credits? Counting 31 credits of GE courses, how many total credits are in this program?
4. If seeking external accreditation, please list organization(s) here .

Program Description. Provide a brief description of the proposed program. If stacked credentials are included in the program, identify and describe each one. If one or more emphases are part of the program, identify and describe them.

Response:

This program offers education and training in a broad range of library operations. Students will learn more about library services, technical functions, and area specializations within a library. These competencies cover the ethics, values, and governance of libraries, and the basic knowledge needed for all positions in a library. The Library Technology and Services program benefits both those currently working in libraries wanting career advancement, and those wishing to obtain employment as support staff in a library. Library technicians and support staff perform highly complex, technical work which requires specialized knowledge difficult to obtain as on the job training. An institutional certificate for this program will be awarded after the successful completion of 9 required core credits and 6 elective credits for a total of 15 credits. A grade of C or higher is required in all LLS courses. An AAS degree will be offered for students completing both the 15 credits of required LLS courses and an additional 63 credits of required general education courses.

Strategic Alignment. Cite specific examples of how this program aligns to the DSU strategic plan, mission, goals, and core themes. Include active learning-active life.

Response:

Mission:

Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.

According to the mission statement, Dixie State University is not only dedicated to traditional degree programs, but also career and technical education. The Library Technology and Services program supports this dual mission, and is identified as a path to a profession.

The delivery of this course will be completely online. This will make the program attainable to both working adults and students that live at a distance. With a focus on maintaining active learning - active life, the classes will be developed with the assistance of Ryan Hobbs and taught by librarians that are currently practicing in their field. Online classes will contain interactive elements including discussion, interaction with the instructor and classmates, group projects, community engagement, and internship opportunities for hands-on learning working in one of their local library environments. This also provides an opportunity for engagement in Southern Utah by providing trained library staff and internship opportunities within our community.

The proposed library degree and certification program aligns with DSU values and core themes such as **Student-centered success** by providing an affordable education with experiences that develop the academic, professional, and personal lives of all students. **Academic excellence** is addressed through critical thinking exercises and practicum experiences, particularly by students demonstrating knowledge and proficiency planning an informational search, and evaluating and citing search results. An online program will have a larger market making it possible to have a more diverse student population. This provides opportunities that may not have otherwise been available to students by creating a climate of **equity and inclusion**. The program will complete yearly assessment so that while holding ourselves **accountable**, we can continually improve each academic year.

Service leadership and engagement is a natural part of this program by requiring an internship/practicum within the community. This experience emphasizes civic, economic, and cultural engagement. Students will demonstrate a working knowledge of the basic elements of the four types of libraries and demonstrate an in-depth understanding of library reference services and use of reference resources in a hands on environment which additionally reflects a **learning** centered core theme and an **active learning - active life**. Additionally, students will meet outcomes such as proficiency in copy cataloging all types of library materials according to relevant bibliographic control standards, demonstrating knowledge and proficiency in the various technologies used in libraries and being able to show an introductory comprehension of copyright and intellectual property regulations.

Comparison Benchmarks. List a minimum of five universities whose similar programs were examined to inform the development of this proposal. State how this proposal compares in terms of required credits of core courses, electives, course content, etc. If there are similar programs in other departments at DSU, identify them and describe significant differences between the two.

Response:

Pueblo Community College, Library Technician Program (AAS), is fully online and offers both a Library Technician certificate and an AAS degree in Library Technician.

<http://www.pueblocc.edu/Programs/LTN/>

College of Southern Idaho, Library and Information Science Program (AA), offers an AA degree in Library and Information Science that can be completed in 4 semesters by completing 16 LIIS courses and the required GE.

<https://quondam.csi.edu/liis/>

College of DuPage, Library and Information Science, Library Technical Assistant (LTA) Program (AAS), has both on-site and online courses for students to complete an LTA certificate and/or an AAS degree in Library and Information Technology.

http://www.cod.edu/programs/library_technology/index.aspx

Central Washington University, Library and Information Science (AAS, BS with LIS Minor), provides programs for students that are working toward a BS by have a minor available in Library and information Science. In addition, they offer a Type B certificate in LIS for students that are not working on a 4-year degree.

<http://www.lib.cwu.edu/Library-Information-Science-Programs>

Southern Connecticut State University, Information and Library Science (BS with IMS minor), prepares students for positions in library and information science related fields by offering a BS in Information Management and Services as either a major or a minor.

<http://www2.southernct.edu/academics/schools/education/departments/ils/undergraduate-program/index.html>

University of Illinois, Urbana-Champaign, Library and Information Science. (BS, MSLIS, and PhD). New BS program to be offered in 2020. This is one of the most highly regarded Library and Information Science graduate programs in the country. It shows special significance that this well-established graduate program is building an undergraduate program.

Timeline (Stacked Credential Programs Only) Describe the timeline and benchmarks that will be met as you add one credential at a time moving forward. Example: This program will start with a 12-credit institutional certificate that can be completed in two semesters. The first two courses have no prerequisites and are the prerequisites for the second two courses. Once we have a minimum of 20 students enrolled in the first two courses, we will add the associate's degree. Or...This program will begin as an emphasis in the BS in Integrated Studies program. Once we have a minimum of 10 students per year working on this emphasis, we will establish the certificate using four of the emphasis courses and begin marketing the associate's degree that will lead to the baccalaureate degree.

Response:

The program will begin with 4 students as a 15-credit institutional certificate that can be completed in two semesters. We anticipate approximately 2 years before we would activate the AAS degree with the embedded Library, Technology, and Services certification. It will be offered as a fully online program. Once we have established interest and 10 students in the first two classes, we will establish this as an associate of applied science degree program with three library focused emphases. In the future, if demand is sufficient, a baccalaureate of applied science degree would be considered.

Departmental Capacity for Program. State the capacity that currently exists within the department to support this program in terms of faculty, space, equipment, etc. If building a stacked credential program, describe a tiered approach to build capacity such as identifying the crossover skills for this program you will include as necessary requirements in candidates as new faculty are hired for other programs in the department. If building a non-stacked credential program, briefly describe any new resources including faculty that will be needed in order to launch the program. Complete and attach Appendix D of the USHE form (Budget and Finance section).

Response:

Currently, the library faculty and staff do not have capacity to teach within their workload, but we do have capacity and qualification to teach as overload/adjunct. Two of the classes in the proposed certificate are already being taught under the LLS prefix, and this would help drive enrollment in those classes. If additional faculty are needed, a pool of three adjuncts from approved states are available who hold the necessary terminal degree.

Documented Need for Program. What is the rationale for bringing this program forward at this particular time? Validate the need with hard data from reliable sources. Include student demand, regional and national employment needs, economic trends that might add to a need for this program, new directions set forth from external accreditors, etc. (See Resources Packet)

Response:

A research report was compiled, *Employer Demand for Library Technician Programs*, by EAB to explore a snapshot of the market for this certificate or AAS degree. They used search parameters that were potentially much too narrow when searching job postings (Plotnik & Hinck, 2019, p. 4). By limiting to 'library technicians' or 'library assistant, clerical', they are missing job titles such as 'circulation supervisor', 'interlibrary loan coordinator', 'public services specialist', etc. Even with this limitation, the data showed a higher demand with steady growth in the larger region (p. 8).

According to K.L. Reed (2016), many students that look to library certification programs are existing library support staff who are seeking out training to grow professionally or undergraduate students that want to learn more about libraries to see if it would be a good career fit (p. 320). Another gap that has been identified

nationwide, is for educators who want to make a lateral mid-career change. By providing this program, either as a stand-alone certificate or in combination with an AAS degree, we provide trained workers to fill this need. The job outlook for library technicians is good, especially in Utah and surrounding states. Median wages nationwide are \$16.20 hourly or \$33,690

<https://www.onetonline.org/link/summary/25-4031.00>

The project annual job openings are higher in Utah than the rest of the nation. Nationwide there is a projected 9% increase in job openings, but in Utah this growth is expected to be 28%. Nevada is projected to have an 8% growth in job openings. Arizona is 10% and Idaho is 12%.

Program Fit. Describe the niche this program fills within the DSU academic portfolio and the contributions it makes beyond simply graduating its students. How might some of the courses accommodate non-majors of the program? Is there a certificate that students from other departments could complete to add depth to their own degrees, etc.? Also describe the fit and uniqueness of this program relative to similar programs within other USHE institutions.

Response:

This proposed certificate / AAS program is a high impact - low cost program. Staffing and university resources are minimal due to the program being slow and steady in growth and delivered in a completely online format. No comparable programs exist within USHE for a certificate or AAS, and it has the added benefit of being compatible with the Career Technical Education side of our dual mission as a University.

Students from other disciplines would also benefit from this program. The classes in this program will be popular with students from other departments by complementing their current areas of study and helping them learn more about communication, public service, information resources, and information organization. This would add to their skills upon graduation and make them more marketable in the global workforce. In addition, students would have an opportunity to explore this as a career opportunity and discover graduate school options.

Innovation. Describe innovative aspects of the program in terms of delivery mode, instructional design, scheduling, flexibility, removing traditional barriers, etc. (See Resources Packet)

Response:

All of the core classes will be online and will be designed in conjunction with our campus instructional design department to ensure quality and consistency across course sections and adhere to online best practices. Four of our faculty members in the L&LS department have completed the DSU online teaching certification, and the remaining two are in process. With a focus on active learning - active life, students will be required to participate in online discussions, group projects, and a required internship in a library type setting within their community.

Building University Capacity. Describe how the program will build university capacity in terms of research or creative opportunities, new markets, etc. for both faculty and students and the university as a whole.

Response:

This is a brand new market for DSU and will open up new pathways for potential students to reach completion with an AAS degree. With a focus on retention and completion, this proposed LIS certificate is focused on a profession that translates into a career while being set at an entry level without barriers.

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	0	4	6	10	15	20
# of Majors in Proposed Program(s)	////	4	6	10	15	20
# of Graduates from Department	0	0	3	6	10	15
# Graduates in New Program(s)	////	0	3	6	10	15
Department Financial Data						
	Department Budget					
		Year 1	Year 2	Year 3		
	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$984,539	\$11,718	\$11,718	\$19,530		
Operating Expenses (equipment, travel, resources)	\$536,882	\$1,500	\$1,500	\$5,500		
Other:						
TOTAL PROGRAM EXPENSES	////	\$13,218	\$13,218	\$25,030		
TOTAL EXPENSES	\$1,521,421	\$1,534,639	\$1,534,639	\$1,546,451		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$761,454	\$7,270	\$7,270	\$13,767		
Special Legislative Appropriation						
Grants and Contracts	\$3,000					
Special Fees	\$133,960					
Tuition	\$623,007	\$5,948	\$5,948	\$11,263		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$13,218	\$13,218	\$25,030		
TOTAL DEPARTMENT FUNDING	\$1,521,421	\$1,534,639	\$1,534,639	\$1,546,451		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Our current library faculty are at workload capacity, therefore, we have included expenses relating to adjunct pay/overload to cover the personnel costs. As the program grows, we will be adding more of the elective classes and running more sections, so we anticipate the personnel cost to increase.

Our operating costs will include the addition of the LISTA database by year 3 and recruiting and marketing expenses to help the program grow. Professional development funds are also included in order to ensure that our faculty are current on library research, instruction, and technology which provides the students with a marketable certificate to be competent in the current library information industry.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Funding will come from state appropriations and tuition.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.