

PROGRAM REVIEW Fall 2019

Program: Library

Division: SLPC

Date: 10/21/19

Writer(s): Tina Inzerilla, Frances Hui, Angela Amaya, Kali Rippel, Collin Thormoto

SLO/SAO Point-Person: Kali Rippel

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

The mission of the Las Positas College Library is to promote excellence in information competency, inspire lifelong learning, and strengthen our diverse campus and community.

1. We promote excellence in information competency by teaching and working with students, staff, faculty, and community users to develop the unique abilities to navigate today's information landscape by effectively identifying information needs and then to finding, evaluating, and ethically using high-quality information to fulfill those needs.
2. We inspire lifelong learning by providing free and open access to the research materials, tools, spaces, and information that support the educational mission of our campus along with those that aim to spark interests, expand horizons, and enrich the perspectives of our users.
3. We strengthen our diverse campus and community by promoting the development of key skills and capabilities; providing dynamic resources; and creating safe and reliable places where we and our students can enjoy, honor, celebrate, and engage with our campus and society.

B. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Not applicable.							
Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

	Fall 2018, by Headcount					
	Library User		Not Library User		LPC Overall	
	Num	Pct	Num	Pct	Num	Pct
Race-Ethnicity						
African American	86	5%	240	4%	326	4%
Asian American	358	21%	1,088	16%	1,446	17%
Filipino	112	7%	313	5%	425	5%
Hispanic	556	33%	2,043	30%	2,599	31%
American Indian	2	<1%	11	<1%	13	<1%
Pacific Islander	9	1%	30	<1%	39	<1%
White	439	26%	2,475	37%	2,914	35%
Multi-Ethnic	119	7%	455	7%	574	7%
Unknown	14	1%	59	1%	73	1%
Total	1,695	100%	6,714	100%	8,409	100%
Gender						
Female	887	52%	3,191	48%	4,078	48%
Male	779	46%	3,389	50%	4,168	50%
Unknown	29	2%	134	2%	163	2%
Total	1,695	100%	6,714	100%	8,409	100%
Financial Aid Status						
PELL or College Promise (CCPG)	721	43%	1,884	28%	2,605	31%
Not a PELL/CCPG Recipient	974	57%	4,830	72%	5,804	69%
Total	1,695	100%	6,714	100%	8,409	100%

	Spring 2019, by Headcount						
	Library User			Not Library User		LPC Overall	
	Num	Pct		Num	Pct	Num	Pct
Race-Ethnicity							
African American	85	5%		208	3%	293	4%
Asian American	361	23%		1,026	17%	1,387	18%
Filipino	103	7%		259	4%	362	5%
Hispanic	492	31%		1,805	29%	2,297	30%
American Indian	3	<1%		9	<1%	12	<1%
Pacific Islander	4	<1%		32	1%	36	<1%
White	417	27%		2,302	37%	2,719	35%
Multi-Ethnic	97	6%		455	7%	552	7%
Unknown	11	1%		85	1%	96	1%
Total	1,573	100%		6,181	100%	7,754	100%
Gender							
Female	826	53%		3,009	49%	3,835	49%
Male	719	46%		3,046	49%	3,765	49%
Unknown	28	2%		126	2%	154	2%
Total	1,573	100%		6,181	100%	7,754	100%
Financial Aid Status							
PELL or College Promise (CCPG)	651	41%		1,733	28%	2,384	31%
Not a PELL/CCPG Recipient	922	59%		4,448	72%	5,370	69%
Total	1,573	100%		6,181	100%	7,754	100%

	Fall 2018* Course Success Rates								
	Library User			Not Library User			LPC Overall		
	Success	Total	Rate	Success	Total	Rate	Success	Total	Rate
Race-Ethnicity									
African American	217	315	69%	378	636	59%	595	951	63%
Asian American	1,004	1,240	81%	2,062	2,713	76%	3,066	3,953	78%
Filipino	307	390	79%	634	874	73%	941	1,264	74%
Hispanic	1,455	1,921	76%	3,605	5,411	67%	5,060	7,332	69%
American Indian	7	9	78%	16	23	70%	23	32	72%
Pacific Islander	24	30	80%	46	60	77%	70	90	78%
White	1,251	1,554	81%	4,936	6,689	74%	6,187	8,243	75%
Multi-Ethnic	361	424	85%	888	1,302	68%	1,249	1,726	72%
Unknown	38	41	93%	103	141	73%	141	182	77%
Total Course Enrollments	4,664	5,924	79%	12,668	17,849	71%	17,332	23,773	73%
Gender									
Female	2,434	3,028	80%	6,184	8,464	73%	8,618	11,492	75%
Male	2,143	2,788	77%	6,289	9,099	69%	8,432	11,887	71%
Unknown	87	108	81%	195	286	68%	282	394	72%
Total Course Enrollments	4,664	5,924	79%	12,668	17,849	71%	17,332	23,773	73%
Financial Aid Status									
PELL or College Promise (CCPG)	2,055	2,666	77%	3,905	5,635	69%	5,960	8,301	72%
Not a PELL/CCPG Recipient	2,609	3,258	80%	8,763	12,214	72%	11,372	15,472	74%
Total	4,664	5,924	79%	12,668	17,849	71%	17,332	23,773	73%

Note: Success means a grade of "A", "B", "C", or "P".

	Spring 2019* Course Success Rates								
	Library User			Not Library User			LPC Overall		
	Success	Total	Rate	Success	Total	Rate	Success	Total	Rate
Race-Ethnicity									
African American	218	307	71%	359	529	68%	577	836	69%
Asian American	1,022	1,221	84%	1,969	2,513	78%	2,991	3,734	80%
Filipino	321	381	84%	546	710	77%	867	1,091	79%
Hispanic	1,297	1,698	76%	3,349	4,786	70%	4,646	6,484	72%
American Indian	9	9	100%	10	20	50%	19	29	66%
Pacific Islander	15	17	88%	48	69	70%	63	86	73%
White	1,201	1,423	84%	4,788	6,123	78%	5,989	7,546	79%
Multi-Ethnic	285	336	85%	929	1,267	73%	1,214	1,603	76%
Unknown	32	39	82%	147	183	80%	179	222	81%
Total Course Enrollments	4,400	5,431	81%	12,145	16,200	75%	16,545	21,631	76%
Gender									
Female	2,292	2,769	83%	6,087	7,903	77%	8,379	10,672	79%
Male	2,041	2,575	79%	5,827	7,998	73%	7,868	10,573	74%
Unknown	67	87	77%	231	299	77%	298	386	77%
Total Course Enrollments	4,400	5,431	81%	12,145	16,200	75%	16,545	21,631	76%
Financial Aid Status									
PELL or College Promise (CCPG)	1,850	2,359	78%	3,756	5,192	72%	5,606	7,551	74%
Not a PELL/CCPG Recipient	2,550	3,072	83%	8,389	11,008	76%	10,939	14,080	78%
Total	4,400	5,431	81%	12,145	16,200	75%	16,545	21,631	76%

Note: Success means a grade of "A", "B", "C", or "P".

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input checked="" type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input checked="" type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

- Support RAW on Fridays by providing them space to tutor in the library. The RAW center is open 2 hours on Fridays and Saturdays to support the students that need reading and writing assistance.
- Support the Tutorial Center by providing them up to 2 study rooms on Saturdays and during the summer session for tutoring. The library provides the Tutorial Center study rooms on an as-needed basis.
- Maker Space: Participate in meetings for Maker space activities across LPC and in the Library. Two librarian faculty members participated in Maker space meetings and training.

- Additional laptops: Currently the library has 10 laptops and would like to increase to 25 laptops to provide overnight/weekend access to students. IT purchased the laptops for the library. The library now owns 25 laptops that are available for student use.
- Library Services Platform: Two librarians earned certificates in Ex Libris.
- Library workshops: Each semester, the library offers SmartShop workshops to students. These workshops teach aspects of information competency and the research process. Fall semester 2019 we offered 11 workshops. Spring semester 2019, we offered 10 workshops.
- Outreach (Community): Hosted area public and high school librarians for a workshop to discuss shared issues in May 2019.
- Outreach (Campus and Community): Hosted local public libraries for an annual library card drive on campus.
- Learning Communities: The library continues to actively participate in both the Umoja and Puente learning communities by offering a section of LIBR 1 for each of these programs during Fall semester.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors	X	Learning Support		Professional Development	X	Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

All of the uncompleted plans may be found in sections: F, G and H. Every plan has been accounted for in this program review.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

- <<NEW>> The acquisition's Library Technician resigned as of 8/1/19. **A replacement library technician must be hired or the library hours will be cut.** Three library classified professionals are not enough to cover all of the open hours of the library. The library is open 71 hours a week: 8 am to

10 pm, Monday through Thursday, 8 am to 4 pm, Fridays, and 11-6 pm on Saturdays. 22 hours will be cut from the current hours of the library if we are not able to replace the position. In other words, **30 percent of the current library hours will be reduced.** The new hours in Fall, 2020 may be 9 am to 8 pm, Monday through Thursday, 9 am to 2 pm Fridays, and closed on Saturdays/Sundays. This is a huge impact to students. The disproportionately impact students will be the most affected by the library's reduced hours. The college talks about students first so the college should allow the library to hire a replacement library technician. The library impacts all disciplines, students and faculty. If the library is closed on Saturdays, the RAW tutoring will not be able to take place in the library on Saturdays. The library is the only place on campus where students can seek academic assistance on a Saturday.

- **Increase funds for summer library hours to \$30,000** to allow for raises in salary for the librarians. In 2019-20, the summer library hours budget is \$23,100. The library is the only place on campus where students can seek academic assistance during the summer. College tutoring services are not available.
- **Provide needed library and computer lab service by budgeting and hiring student assistants/computer lab tutors.** Restore budget of \$21,455 for student assistants and computer lab tutors. To support the expanded hours of the library, an additional \$4,000 (totaling \$25,455) to the budget needs to be added. In 2019-20, the student assistant budget is \$15,310.
- **Increase program operating supplies budget to \$8,500.** The 2019-20 budget is \$2,000 and in addition to the budget being restored to \$6,100 an additional amount of \$2,400 is needed for the increased supplies are needed to process an increased orders of books and DVDs with the increase of Measure A funds.
- **Increase the office supplies budget to \$2,500.** The 2019-20 budget is \$1,000 and still needs to be restored to \$2,500
- **Lack of consistent and effective IT support.** Campus demands on our amazing IT department have been increasing more rapidly than we have been able hire and add staff. This has resulted in an overloaded department and a lack of consistent, effective library IT support. The library has added several new technology services offered to students in the library's circulating collection such as: wifi hotspots, tablets, and laptops). To support these technologies and ensure our systems are consistently meeting the needs of our students, the library requests a dedicated library IT person or granting of administrative access to library systems and training for librarians.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy	X	Student Equity
	External Factors	X	Learning Support		Professional Development		Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

- **Effectively utilize and establish a plan to efficiently support Measure A funds.** Continue to collect and encourage requests of library material from the disciplines. Continue working with the discipline faculty on determining what their needs are for their students. Need to ensure that we not only use the funds to purchase library materials on behalf of the campus, but also to support these purchases throughout the processing, training, outreach, and management of the requested resources.
- **Increase program operating supplies budget** to \$8,500.
- **Increase the office supplies budget** to \$2,500.
- **Increase the student assistant budget** to \$25,455.
- **Extended the Embedded Librarian Program** by increasing collaboration with faculty and have more embedded librarians in classes.
- **Marketing:** The librarians will explore new ways to market: the streaming videos, music, eBooks, DVDs, and CDs to students, faculty, and staff; and online services with emphasis on chat service, study room reservations, and research guides.
- **Outreach:** Do more outreach and offer more training to faculty on collection development, assignment development, and use of library's online resources.
- **Increase funds for summer library hours to \$30,000** to allow for raises in salary for the librarians.
- **Increase DE student and faculty engagement of library services** and usage of library resources through an increase in research support through online orientations, chat, and research help. This is becoming increasingly important for equitable access.
- **Library workshops:** Continue to offer SmartShop workshops teaching aspects of information competency and the research process to students.
- **Annual library retreats** for all librarian faculty in order to discuss SLOs/SAOs and other important library issues that need to be communicated to all of the librarians. This can only continue with an increase of part-time librarian funds.
- **Collaborate with ESL faculty:** in purchasing books and categorizing them to be the most efficient way for students to locate the BELL (Basic English Language Learner) books.
- **Implement Library Services Platform:** The Library Services Platform technical transition is in progress for Ex Libris: Alma and Primo. The Librarian Project Manager will train the library faculty and staff in the new procedures necessary for the new Library Services Platform. Two librarians will work together to troubleshoot and fix any glitches and issues which may arise before and after it is made available to the public.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors	X	Learning Support		Professional Development	X	Technology Use

H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Establish a plan for utilizing the Measure A funds. Create a way to collect requests of library material from the disciplines. Work with the discipline faculty on determining what their needs are for their students (ongoing).

Participate in the planning and implementation of library expansion and building 2100. There will be meetings, architecture selection, and blueprint review for the library and 2100 building (ongoing).

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors	X	Learning Support		Professional Development		Technology Use

Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

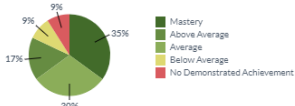
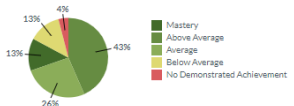
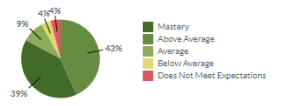
Did your program meet its program-set standard for successful course completion?
 yes no

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

n/a

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): LIBR 1
SLO or SAO: Upon completion of LIBR 1, the student should be able to formulate citations in the appropriate format and style.
Describe the quantitative or qualitative results:

<p>Upon completion of LIBR 1, the student should be able to formulate citations in the appropriate format and style.</p>  <p>Mastery set at: 2</p> <p>Calculation Meth... 65/35 Decaying Average</p> <p>Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.</p> <p>1- Item scores: 1, 4, 2, 3, 3, 3, 6 2- Final score: 4.95</p>	<p>Upon completion of LIBR 1 the student should be able to examine sources for characteristics that will impact its value as a research source; such as, currency, authorship, authority, relevance, bias, and purpose;</p>  <p>Mastery set at: 2</p> <p>Calculation Meth... 65/35 Decaying Average</p> <p>Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.</p> <p>1- Item scores: 1, 4, 2, 3, 3, 3, 6 2- Final score: 4.95</p>	<p>Upon completion of LIBR 1, the student should be able to identify main ideas to be extracted from the information gathered;</p>  <p>Mastery set at: 2</p> <p>Calculation Meth... 65/35 Decaying Average</p> <p>Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.</p> <p>1- Item scores: 1, 4, 2, 3, 3, 3, 6 2- Final score: 4.95</p>
<p>The data above was collected throughout the semester using a series of assessments and a 65/35 decaying average that weights the most recent results with the most mastery weight. One of the earlier on assessments in the semester was for students to create a bibliography with just three sources, using MLA format. Then the end assessment was to create an annotated bibliography of 8 sources in MLA format and then to add a citation to a related Wikipedia article from their annotated bibliography, using Wikipedia's citation formatting rules. For each assessment students were graded on a rubric to track progress. As you can see from the above image, 82% of the students completed the series of assessments at an Average, Above Average, or Mastery level, with 9% below average and 9% with no demonstrated achievement. Compared with the other two CSLO's, this is the SLO where we saw the highest number not performing at least an average level.</p>		
<p>Discuss any actions taken so far (and results, if known):</p> <p>Students overall did well; however, we would like to see a decrease in the number of students at a below average level and with no demonstrated achievement. In order to increase success, some of the lessons have involved a more active approach and communal approach, with activities featuring tactile and kinesthetic learning added (ex. The Great Citation Cook-Off).</p>		
<p>Discuss your action plan for the future:</p> <p>One concern arising out of review of the data is the number of students with no demonstrated achievement in this SLO compared to the other two SLO's. Our future plans are to review our course assignments to see if there is an added barrier to the assignments that assess this SLO that might lead students to not complete it at higher rates than those assessing the other SLO's. If possible, we will remove these barriers in hopes of seeing more students completing these assignments and therefore, performing better in the course overall.</p>		

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):

Discuss your action plan for the future:

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKy>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

Not applicable.

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.

- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

The library’s open hours removes barriers to students that need access to a place to do their research, work on their homework, and do group study work with students in their classes.

This action is currently successful, however, if the library has to cut their hours due to lack of staffing the action will be unsuccessful. The library is currently waiting for administration’s decision to hire a replacement Library Technician. If the library cannot hire a replacement library technician, the library’s hours will be cut 30 percent.

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

The administration should authorize the hiring of a replacement Library Technician. If the library cannot hire a replacement library technician, the library’s hours will be cut 30 percent.

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)

Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)
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*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

The library’s open hours provide equitable access to students that need access to a place to do their research, work on their homework, and do group study work with students in their classes. In Fall 2017, the library increased its open hours to: Monday-Thursday until 10 pm, Fridays until 4 pm, and Saturdays 11 am to 6 pm. The students consistently use the library from all demographics.

Additionally, the library purchased subscription access to a 24x7 chat service for after hours and weekend research support. This service is prominently featured on our library home page and is available to all students, faculty, and staff.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

If the library has to cut their hours due to lack of staffing access will no longer be equitable. The library is currently waiting for administration’s decision to hire a replacement Library Technician. If the library cannot hire a replacement library technician, the library’s hours will be cut 30 percent. This will be a huge challenge to at-risk students.

H.

Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

**Section Three: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

Not applicable

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

Not applicable

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

Not applicable

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

Not applicable

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?