

--	--	--

**Program:** Library

**Division:** BSSL

**Date:** November 6, 2024

**Writer(s):** 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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

**Please note:** Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

**Helpful Links:**

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at [kspirn@laspositascollege.edu](mailto:kspirn@laspositascollege.edu)

---

## Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

**Instructions**

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."

--	--	--

--	--	--

3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

***Equity is a guiding principle. Here is the LPC definition:***

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

--	--	--

--	--	--

## Section 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

### A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

Some areas you *may* want to note in your explanation are:

- Did your accomplishments support your program’s plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges [equity definition](#)?
- Did they connect to any of the college [planning priorities](#)?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you’d like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

### Status updates of library goals set in [23-24 program update](#)

- Fully harness the potential of our newly expanded library**  
**Update:** This goal is in-progress and on-going; All 16 study rooms are now available and have been quite popular with students, often fully booked, especially between peak daytime hours. In AY 23-24 we were unable to fully utilize the two new classrooms due to lack of computer access in the rooms (LPC IT Dept. has since resolved the issue with laptop carts as of October 2024). Additionally, we have not been able to open the new second circulation desk (at library entrance near building 2100) due to staffing/budget limitations. [facilities]
- Relaunch our annual library card drive.**  
**Update:** Re-launched in Fall 2023 (October 18, 2023) and also held in Fall 2024 (October 16, 2024); area public libraries were invited; partnered with LPCSG and new LPC Book Club for marketing and outreach. Very popular campus event. [outreach; community collaboration]
- Re-visit hosting an annual professional development workshop in collaboration with local high school and public libraries.**  
**Update:** This workshop is tabled until there is a full slate of FT tenure track library faculty available to support the planning, facilitating, and hosting responsibilities. It is an on-going goal; funding and staffing dependent. [outreach; community collaboration]
- Continue to strengthen our ties with the ECE and CDC.**  
**Update:** Little Hawks story hour in the library is currently scheduled every week on alternating Tuesdays and Wednesdays. This schedule allows students in the different age group classrooms an opportunity to attend storytime. Additionally, storytime has expanded to include our first guest reader to reflect the diversity of our campus. Also, storytime has become a regular component of the annual

--	--	--

--	--	--

library card drive, and on special occasions, the classified staff is invited to be guest readers at the CDC. [outreach; community collaboration]

**Persist in our focus on student equity initiatives.**

**Updates:** [multiple initiatives detailed below]

Successfully sought **funding from SEA and Basic Needs** to **support the library's student equity goals** (purchasing graphing calculators, seed funds for ECE 79 picture books, course reserve textbooks, children's pre-literacy kits, free student printing, etc).

**Technology loans:** Updated the technology loan request process to utilize the existing "place hold" system (used for books, DVDS, other physical items available for checkout) to make it more streamlined for students and staff (eliminated the defunct Google form). Now students are able to find the technology item they want in the catalog (OneSearch), place a request, track it on their library account, are automatically placed on a waitlist (if needed), and are automatically notified (via email to their Zonemail account) when an item is ready for pickup. [equity issue]

**Homework supplies:** Increased homework supplies (pencils, paper, scantrons, staples, scissors, glue, etc) available in the library for student use [ongoing goal; limited by budget challenges; equity issue].

**Textbooks on reserve:** BSSL Division provided limited funds and select textbook titles to be made available on Course Reserves for student use [also provided in AY 24-25; equity issue].

**Free printing:** Free student printing available in the library; funding provided by Basic Needs grant. Received reduced funds for AY 24-25. [equity issue]

**Delve deeper into the Guided Pathways initiative, ensuring we remain aligned with its objectives.**

**Update:** Conducted targeted outreach to ENG 1A instructors to ensure library skills were embedded into the first year experience in alignment with the guided pathways objectives (AY23-24). (Ongoing-AY 24-25; explore other alignment opportunities; funding/staffing challenges for larger scale library faculty outreach). [Guided Pathways; student retention, persistence, and success]

**Embark on developing a leisure reading collection, recognizing the importance of cultivating a love for reading and catering to diverse literary interests outside of academic materials.**

**Update: [Research and planning AY 23-24; Implemented AY 24-25; ongoing goal]:** Using a combination of donations and SEA Funding, 71 physical books have been placed in the Leisure reading collection. Using a \$500 budget, the library purchased titles by diverse authors featuring diverse protagonists and included titles recommended by the LPC Book Club. It will be launched during the Library Card drive and eventually have books available at both entrances for easy browsing and borrowing. The Alameda County Library (Dublin Branch) has been a generous supporter of the collection, making donations of books that align with our goal of encouraging our students to be avid readers. [literacy; lifelong learning; diversity; community collaboration]

**Support the campus ZTC initiatives through provisioned librarian time, our commitment to making educational resources more accessible and affordable**

--	--	--

--	--	--

for students.

**Update:** Librarian Kali Rippel continues to serve as OER liaison for LPC (Academic Senate designated). [equity issue]

**Other accomplishments (AY 23-24):**

- **Library Filming and Photography Policy** developed ([posted to website](#))
- **LibGuides work session meeting** (Spring: 5/22/24): Librarians (FT and PT) participated in a workshop to launch summer LibGuides work (subject guides creation and housekeeping).
- **Mini food pantry** established in the library (LPC Basic Needs program).
- **ESL/Library Collaboration Meeting** (Fall: 9/15/2024): Hosted LPC ESL faculty for workshop to promote collaboration efforts [Ongoing; positive feedback from ESL department].
- Increased **library outreach and marketing at college events** including: Literary Arts Festival, Welcome Back Week, Club and Resource Fair, Open House, New Hawk Day, Preview Night, ESL Open House, BCRC Info Session, New Faculty Orientation, ECE Open House, Veteran's Operation Gateway Orientation [ongoing goal].
- Developed a **transition plan** to manage the workload due to the **retirement of a FT librarian**; plan included budget, staffing, and scheduling implications. [ongoing]
- Submitted a **request for an emergency replacement librarian position** due to retirement of FT librarian; request was unanimously approved by the FHPC but rejected by the college president.
- Committed to keeping the **library open during the summer session** (at reduced hours) despite the administration's inability to secure adequate funding.
- Provided ongoing instruction and outreach with weekly posts and videos on social media, **extending our outreach and instruction beyond direct in-person interactions** to connect students with library resources [ongoing goal].

N/A \_\_\_\_\_

**B. Challenges, Pain Points, and Needs**

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

**Challenges/obstacles to AY 23-24 Library goals:**

**Financial constraints** continue to have a significant impact on LPC library services, staffing, and resources. The contract negotiated raises of the past few years without a corresponding increase in the library's part-time salary budget forced us to significantly reduce **summer library hours** to three hours a day (M-Th). The prior

--	--	--

--	--	--

summer, the library was open seven hours/day (M-Th). A minimum increase of \$7,000 for our **summer part-time librarian budget**, moving it from \$23,100 to \$30,000 is needed.

Additionally, during the **regular academic year (AY)**, our **part-time librarian budget** has also become inadequate due to stagnation and recent salary increases. During **AY '23-'24**, the library was **open 51 hours** per week each semester. In **Fall 2024**, the library is **open 46 hours** per week. The cut to library hours is a result of the reduction in FT librarian personnel and the inadequate part-time librarian staffing budget. Securing a retirement replacement librarian position, as well as increased funding for the part-time librarian budget, would support being open additional time during the year as well as free up time and resources for the full-time librarians to contribute to important library and campus initiatives. Additional hours or service cuts may be needed if these personnel and budget constraints persist. A **minimum increase of \$15,000 for our AY part-time librarian budget** will help cover the raises all faculty have received over the last few years. This would move the Librarians budget from \$64,000 to **\$79,000**.

The library has also experienced an increase in **financial and staffing constraints** due the **retirement of a full-time librarian in May 2024**. An emergency replacement request was submitted to the FHP committee in April 2024. Though approved and moved forward by the committee, the request was ultimately denied by the college president's office. We have submitted the replacement request to the FHP committee in Fall 2024.

These budgetary challenges not only impact our operational capacity but also place undue **pressure on our full-time librarians**. Simply stated, there are not enough FT librarians to carry the **significant workload** required to maintain our busy library and its robust slate of services, resources, and programming in addition to the demands and requirements of participating in campus governance and initiatives. The budget for PT librarians is currently not adequate to fill the void.

An augmented budget for part-time librarians would help in **staffing and facilitating day-to-day library functions and services**, freeing up the FT librarians to enhance the library's programming, outreach, and marketing efforts as well as to make broader contributions to the college's mission and objectives. This is imperative, especially as our dedicated full-time librarians are actively involved in campus learning communities, pivotal campus initiatives, and governance committees, including ZTC, Curriculum Committee, Guided Pathways, and the Student Equity and Achievement program, to name a few.

Another important concern is the **Office Supplies budget**. The cost of supplies keeps increasing due to inflation reducing our buying power. The current budget is \$2,300, which is a drastic decrease and is insufficient to maintain smooth library operations. The total **amount needed is \$13,400**.

Additionally, there should be a **budget line item for library outreach and marketing**. With the increase in efforts to inform our community about the library's services and resources, we need a reliable funding source to purchase supplies, marketing, and promotional materials. Too many times the librarians are paying out of their personal funds to provide these items to students. The library **requests \$2000 a year for marketing/outreach**.

--	--	--

--	--	--

N/A \_\_\_\_\_

**C. Planning: What are your program's most important plans, either new or continuing?**

**AY 2024-'25 Library Plans:**

**Outreach & Marketing:**

- **Library survey:** Resume spring survey of library use (students, faculty, staff) (stopped during pandemic). Planned for Spring 2025.
- **Coordinating library outreach efforts:** Create an outreach plan for the year (or at the beginning of each semester). Goal is to have a clear and agreed-upon event calendar, assigned responsibilities, and a preliminary events budget outline.
- **Library Research Award:** Resume the library research award (tentatively planned -Spring 2025)
- **Fundraising:** With the assistance of the LPC Foundation, create a fundraising opportunity to help fund library initiatives not supported by the college's general funds or lottery funds.
- **RapidILL:** increase marketing/outreach of the article fulfillment service.
- **Tri-Valley library collaboration meeting:** Consider resuming in Spring 2025 (staffing dependent).
- **Guided Pathways:** Explore library connection with GP (beyond the pathways LibGuides?)

**Collection Development:**

- Identify resources to **support new LGBTQ+ program**
- Update **aged physical collection** (weeding CDs, DVDs, books, etc)
- **Review databases** and usage stats for de-selection
- **Leisure Reading Collection** (ongoing): continue to build, update, promote
- **LibGuides housekeeping** (ongoing): continue cleanup of LibGuides (course guides, subject guides, guided pathways guides)

--	--	--

--	--	--

**Instruction:**

- **Learning Communities:** Review learning communities with current or proposed library instruction components (Puente; LGBTQ+; AANHPI; Honors).
- **Smart Shops:** Explore new library workshop topics.
- **Library Instruction program:** Evaluate library instruction program offerings (credit/non-credit courses, orientations, workshops, embedding, other). [Seeing increase in requests with limited librarian personnel availability.]
- **Library instruction content:** Full library team engagement in developing and maintaining library instructional content.
- **Instruction videos:** YouTube instruction video update needed. (planned Summer 2025)

**Staffing/Personnel:**

- Replace **retired librarian position**
- Increase **PT hours weekly**
- Add to the **part-time librarian pool**
- Hire more **student assistants**
- Regular **library team meetings**
- Monthly **librarian meetings**

**Facilities:**

- **Library Facilities Assessment Project:** Library showing signs of **wear and tear**; documenting replacement/fix needs. Examples:
  - library furniture- worn and torn
  - white board walls difficult to clean
- **Library expansion needed (future):** Library and study room usage approaching capacity. Future building expansion will also need to allow for an increase in staffing to make full use of current and future service areas. Currently, unable to open our new (second) service desk due to lack of staffing.

**Technology:**

- **More internet hotspots:** very popular with students; more/updated devices and service purchases needed; requires stable funding.)
- **Laptops/laptop carts** for two instruction classrooms (2043; 2044) [Oct. 2024: IT provided.]
- **More scientific calculators:** (25) needed for student checkout (including semester checkout) (SEA funds- 10/2024)

--	--	--



--	--	--

- **More graphing calculators:** (Division office will order for waitlist students)
- **Library website redesign** (planned launch-Spring 2025)
- **Course Reserves:** explore ways to enhance the course reserves search experience for patrons.
- **Single Sign On (SSO):** District ITS initiative (My Portal/Okta); planned for end of semester 2024.

**Policies and Procedures:**

- **Holds process:** Continue efforts to streamline the technology request/holds process.
- Explore **online payment options** for lost/damaged fees, etc

**Budget:**

- **Fundraising** for the Library: SEA, Basic Needs, Foundation - Friends of Library giving page
- **Summer PT Librarian** budget needs increase
- **AY PT Librarian budget** needs increase
- **Library supplies budget** needs increase
- **Library marketing/outreach budget** needs to be established

**Supplies:**

- **Academic support supplies:** (equity issue) with the closing of the bookstore, there is an even greater need for the campus to make available academic support supplies of scantrons, green books, pencils, calculators, etc to students in the library, computer lab, tutorial, RAW center, student government, and other academic support areas. Collaborate with tutoring center, computer center, information desk, and Basic Needs to assess need and make available necessary test and homework supplies after the closure of the campus bookstore.

N/A\_\_\_\_\_

**D. Identify any college, district, or legislative barriers to your program’s equity work. What suggestions do you have for minimizing or eliminating these barriers?**

**Barriers:**

- Some business office policies and procedures can be frustrating to deal with when trying to provide timely resources and services to students.
- Lack of time/resources/energy due to being short staffed.

--	--	--

--	--	--

- Ever expanding increase in the demands on employee time and energy. Burnout is real.

**Suggestions:**

- Wellness efforts should be increased/enhanced for all—admin/faculty/staff— as well as students.
- Add wellness program/allowance as part of CBA’s (example: Provide employees with gym/wellness membership/reimbursement; online therapy subscriptions, allowance, or reimbursement; etc).

N/A\_\_\_\_\_

**E. Curriculum Updates**

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?  
Yes\_\_\_\_ No\_\_X\_\_
2. Comments (Optional):
3. Please review your program [maps](#). Do you need to make any modifications?  
Yes\_\_\_\_ No\_\_X\_\_
4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
  - a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.
  - b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.

Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

**Section 2: Data Analysis – Quantitative and Qualitative**

**IR Data Review:** Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

*(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to [the IR team](#).)*

Here are a few samples of data to review and reference if that’s helpful.

--	--	--

--	--	--

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

**B. Program-Set Standard (Instructional Programs Only):**

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.](#)

1. Did your program meet its program-set standard for successful course completion?  
 Yes  No
2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

**Section 3: SLOs/SAOs: Assessment of Student Learning and Support**

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here.](#)

Please complete at least one of the following three sections based on what is appropriate for your program. Check at least one below:

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (Departments without degrees, non-major courses, and/or other courses up for assessment)**
- C3: Non-Instructional Programs (SAOs)

**C1: Instructional Programs with PSLOs (disaggregated PSLOs)**

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.

--	--	--

--	--	--

- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes \_\_\_ No \_\_\_

*If not, please update your 3-year plan to include any courses you missed. If you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist and the SLO Chair](#).*

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.
3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
  - \_\_\_%
4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.
5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.

**C2: Instructional Programs with only CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment**

--	--	--

--	--	--

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes  No

*If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).*

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.

### **LIBR1 - Working with Sources**

- 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.
- Upon completion of LIBR 1, the student should be able to formulate citations in the appropriate format and style.
- Upon completion of LIBR 1, the student should be able to identify main ideas to be extracted from the information gathered.

### **LIBR4 - College Research Techniques**

- Upon completion of LIBR 4, the student should be able to construct a search statement using topic relevant vocabulary in order to search with maximum effectiveness.
- Upon completion of LIBR 4, 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.
- Upon completion of LIBR 4, the student should be able to formulate citations in the appropriate format and style.

3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24). **100%**
4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.

### **CSLO Data Summary**

--	--	--

--	--	--

**LIBR 1 - Working with Sources (Fall 2023)**

- **Examine Sources and Formulate Citations:** 45.45% mastery
- **Identify Main Ideas:** 70.91% mastery, most students did well but some struggled significantly.

**LIBR 4 - College Research Techniques (Spring 2024)**

- **Construct Search Statements:** 75% mastery, showing strong understanding and application.
- **Examine Sources & Formulate Citations:** 100% mastery, students fully grasped evaluating source characteristics and citations.

**Conclusions based on data and reflections:**

- There's a consistent pattern of a small number of students struggling across various skills, particularly in source evaluation and citation formulation.
- Overall, students generally show good understanding and growth throughout the courses, but a few exhibit significant gaps, especially in applying concepts practically.

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

**Possible program adjustments we are considering-**

- **Instructional Material Review:** Review and possibly revise teaching materials to ensure they are useful and relevant for when applying the concepts practically.
- **On-the-Spot Assessment and Feedback:** Utilize practice quizzes and low-stakes assignments for more immediate assessment to quickly identify and address areas where students are struggling.
- **Enhanced Support:** Offer extra support sessions for students who demonstrate lower performance, especially in source evaluation and citations. This could include Smart Shop sessions and additional practice opportunities.
- **Pedagogical Adjustments:** Work to enhance teaching strategies to better support diverse learning styles and varying levels of prior knowledge.

6. If you experienced any challenges in completing your CSLO assessment process, please list those in the box below, along with any items that would help you improve this process in the future.

--	--	--

--	--	--

The main challenge has been keeping up with the assessments and planning cycle when courses are canceled or not offered.

**C3: Non-Instructional Programs (SAOs)**

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)  
 Will all courses be assessed by June 2026?  
 Yes \_\_\_ No \_\_\_  
*If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).*
2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.
3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?
4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.
5. If you experienced any challenges in completing your SAO assessment process, please list those below, along with any items that would help you improve this process in the future.

**Section 4: Suggestions for the Program Review Committee (optional)**

What questions or suggestions about this year’s Program Review forms or process do you have?

Would like to see a “close the loop” study that shows that this time-consuming process has direct impact on improving the conditions of departments/disciplines/programs/services. While other college processes ask disciplines to reference Program Review in their forms/procedures, **does the data support the theory that program review makes any difference for programs?**

--	--	--