

Program: Smart Shops

Division: BSSL

Writer(s): Karin Spirn

SLO/SAO Point-Person: Karin Spirn

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- Total Smart Shops Offered in AY 24-25: 190
- Total Attendances: 960
- Head count: 637
- Average attendance: 5.05 students
- Over 99% “yes” responses on survey question: Did attending this workshop increase your knowledge in some way?
- Over 96% “yes” responses on survey question: Did attending this workshop increase your motivation to attend another workshop?

2. Please describe your most important **challenges** in year 24-25.

- Lack of funding was a giant challenge. In AY 25-26, we lost the equity funds that had supported academic Smart Shops for many years. The areas that pay instructors for Smart Shops are currently English, Math, Library and Biology. Smart Shop instruction in Academic disciplines goes beyond the job duties of instructors and must be paid in order to provide an adequate schedule of workshops. When departments have opted to not be paid, they offered fewer Smart Shops or stopped offering them altogether.
- Partway into F25, we received AB705 funding to partially support Smart Shops on a temporary basis. Since this funding can only cover AB705-related disciplines, it was unable to pay for

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Biology workshops. Instructors did teach them as part of professional responsibilities, but many fewer were offered than usual leading to greater student demand. We still do not have funds to cover Sp26.

- The English, Math and Library workshops are crucial for providing academic support for students post-AB705 and AB1705. English 1A success rates have dropped 10-20 percentage points from what they were when we offered basic skills, and Smart Shops (especially English and library) are one of the major supports we have offered to mitigate this. r

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

We do not have SAOs but will submit the following:

- Students will have increased knowledge of the topic covered in the Smart Shop
- Students will be motivated to attend future Smart Shops

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- Explore ways to fund Smart Shops this year and in the future.
- Expand marketing and outreach to students

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
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.

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 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.