2026-27 Comprehensive Program Review

Program: Library

Division: BSSL

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SLO/SAO Point-Person: Kali Rippel

Email your completed form to Karin Spirn and your dean by November 2, 2026.

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.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- ***We kept the library open with check out and reference/instruction desks staffed 46 hours a week*** *during the semester, with 24/7 chat on top of that, on a team of just 3 full-time librarians (4.29 librarian FTEF overall), 4 classified professionals, and .475 student assistant FTE.*
- ***We welcomed 109,393 visits to the building****, where students use our 423 seats, 92 computer workstations, and 16 group study rooms (8 equipped with big screens and screensharing).*
- ***We answered 8,334 reference questions****, with 78% (6,480) coming in virtually via chat, text, FAQs, and tickets. We were available when and where students needed us, including evenings and weekends, when the campus is closed.*
- ***We taught 183 instruction sessions to 2,860 students.*** *This includes 160 course-specific sessions, 11 Library Smart Shop workshops, 12 tours, and 24 asynchronous Canvas sessions for online students. These workshops span 19 different disciplines, including: Biology, English, Psychology, Sociology, Chemistry, Communication Studies, Counseling, History, Political Science, Women's Studies, Early Childhood Education, Business, Anthropology, ESL, and CIS.*
- ***Our custom research guides got 40,328 page views.*** *We also continued to update our website and LibGuides to meet accessibility guidelines, so that our online resources work for every student.*

- ***Students used our electronic resources 240,204 times**, more than double the previous year! That's 219,981 article views and downloads, 12,361 streaming video views, 6,671 eBook uses, and 1,791 Libby loans.*
- ***We lowered college costs for our students.** We supported 6,194 free print jobs for everything students needed: CHEM and BIO labs, History Readings, LibreTexts, Math Workbooks, Club posters, coursework, art projects, job applications, résumés, and more! Our laptops, hotspots, and calculators were checked out 2,301 times, many of which were semester-long checkouts, allowing students to use the equipment for the duration of their classes without interruption. Physical books, magazines, and media were checked out 5,635 times (34% of those were course reserves).*
- ***We provided DIRECT, specialized, course-embedded support to faculty across 44 campus disciplines.** While our services support our whole campus and beyond, this direct support came in the form of our in-person workshops, LibGuides, asynchronous Canvas modules, curated databases, and direct access to materials (textbook reserves, free color printing, calculator checkout, and streaming video). Disciplines include Art, Biology, English, Psychology, Kinesiology, Sociology, Chemistry, Communication Studies, Counseling, History, Political Science, Women's Studies, Early Childhood Education, Business, Anthropology, ESL, Humanities, CIS, Math, and more!*

2. Please describe your most important **challenges** in year 25-26

- ***The librarians (Reference Desk +) are understaffed for the services we provide.** We have 5 budgeted full-time librarian positions, but one has been vacant since Spring 2024. With one librarian on sabbatical in 2025–26, we ran on 3 full-time librarians for most of the year, and only 2 in May after another librarian was put on leave (ongoing). Our part-time librarians keep the reference desk staffed, but they can't provide the full range of support that full-time faculty do. That small team of librarians kept the library open 46 hours per week, answered more than 8,000 reference questions, and taught 183 sessions. This level of access is unsustainable without replacing library faculty positions.*
- ***The classified professionals (Circulation Desk +) are understaffed for the services we provide.** We have one retirement coming in January 2027 without a replacement in place. With only three classified professionals, the library hours are at risk of being cut by 25 percent. Our classified professionals kept the circulation desk open 46 hours per week, in addition to their back-office duties. During this time, this already small team welcomed 109,393 people into the library and made possible18,359 physical item checkouts, including laptops, calculators, study rooms, textbook reserves, and our print book collection. This level of access is unsustainable without replacing the library technician position.*
- ***Purchasing and tracking rules make it difficult to meet our students' needs.** Items that serve our students' information and access needs, but are not tied to a specific course, are increasingly difficult to get approved. Some funding also requires egregious student tracking that runs counter to librarian professional ethics outlined by the American Library Association (ALA). For example, when the bookstore closed, students were sent to the library for green books and Scantrons. Continued support for this required logging every WID beyond our normal checkout process, and with desks at capacity, it just isn't possible. That gap is finally filled, but only after many hours of classified, faculty, and administrator time was spent.*

- ***Gaps in services are difficult for the library to fill.*** *When other offices are closed, students and evening faculty come to us for Admissions & Records questions, Basic Needs supplies, and emergency print jobs when Ricoh orders don't arrive. We're compelled to fill these gaps, but without the funding, staffing, or purchasing flexibility to back it up, it's very challenging.*
- ***Technology problems keep getting in the way.*** *One of our printers was broken for the whole year, and getting it replaced took far too long. Almost all 8 of our technology-equipped study rooms have tech that's out of service (students can still use them as study rooms). Laptop checkout is bottlenecked, and the Wi-Fi hotspots have become untenable to manage due to maintenance and billing issues. Even our gate counter is out of service. It isn't broken, just no one planned for who would pay its annual fee, so now our already overburdened checkout desk staff do a headcount by hand with a clicker.*
- ***Balancing behind-the-scenes systems work with in-person services.*** *Much of our collection and activity is online, because that's where students want access and where our money goes furthest. Keeping it running (cataloging, website design, databases, vendor logins, and our chat, calendar, and room-booking systems) takes a substantial amount of full-time librarian time. This essential work isn't as visible as helping a student at the reference desk or teaching library classes, so those duties and responsibilities are often not recognized as equally important. Much of the work associated with library operations requires dedicated full-time library faculty to manage sensitive issues consistently and in a timely manner. This work cannot be delegated to PT library faculty. This has been a real struggle this year as we've felt pressure to validate our student contact.* ***The roughly 280,000 online interactions with our resources and guides may not be a student in our classroom, but they are still student contact and take behind-the-scenes work to make happen.***

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

- ***Advocate for a replacement full-time librarian to restore our staffing*** *so we can sustain instruction, systems work, and desk coverage. Equity: Early exposure to the library and librarian research support is linked to student success, and our disproportionately impacted students can benefit most from this.*
- ***Advocate for a replacement hire for our library technician retiring in January 2027****, so that critical circulation and operations support isn't lost. Equity: Keeps the services students depend on (checkout, reserves, technology loans) available and running smoothly.*
- ***Advocate to protect desk coverage and library hours****. We're already unable to staff our two checkout desks, but we'll work to navigate increased staffing gaps. Without a replacement librarian and library technician, the library will be forced to cut hours by 25%. Students will not have access to the course reserves, library materials, direct contact with librarians for reference and instruction, and professional staff for check-out services when the library is closed. Equity: Many students rely on the library as their safe and reliable study space, computer lab, and on-demand help desk. Decreased access will affect student success and will most affect the disproportionately impacted students whose academic success depends on the library, where students access reliable technology, stable internet connectivity, suitable study conditions, and immediate research assistance.*

- ***Grow our partnership with Granada High's AP Research program***. *Work to build a bridge between dual enrollment and our library courses, starting with LIBR 4 in Spring 2027. Equity: Provides area high school students with an early college experience, research skills, and a pipeline to LPC.*
- ***Prepare for the 2027 library catalog (Primo) update and any other Libtech updates.*** *We've already started prepping for this, and we'll keep staying on top of Libtech updates like this, so students and faculty have uninterrupted access. Equity: Dependable online access serves all students, including evening, working, and distance education students.*
- ***Better capture our behind-the-scenes student contact.*** *Continue to work on revamping our service analytics in Springshare (replacing Altarama) to more fully track the off-desk and online work that supports students but often goes unseen. Equity: Better data will show our impact and help direct resources where they're needed most.*
- ***Resolve our study room technology***. *We'll get the tech fixed or make a cost/benefit decision about whether to keep offering it. Advocate for increased communication with technology and additional support for their team. Equity: Ensures students will have a reliable place to meet and collaborate.*
- ***Streamline laptop and other technology checkouts*** *to ease the current bottleneck and get devices to students faster. Equity: Close the digital divide for the students behind our 2,301 technology checkouts.*
- ***Secure funding for the gate counter's annual fee****, so desk staff no longer have to count visitors by hand. Equity: Free desk staff to focus on helping students.*
- ***Get Respondus LockDown Browser onto library computers before Spring 2027****, ahead of the campus switch from Proctorio. Equity: Students without a compatible computer at home can still take the required exams.*
- ***Increase the number of available semester-long laptops, graphing calculators, and other equipment*** *to meet student demand. Equity: Students need access to technology to complete their coursework.*
- ***Continue professional development opportunities*** *through a library team retreat and, additionally, encourage library faculty and classified professionals to engage in professional development in student support and instruction. Equity: Training and access to new methodologies improve library services and instruction to support students' academic goals.*

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- *As a service area, we hoped to assess whether LPC library use was correlated with higher rates of success and persistence between the Fall and Spring semesters. We also hoped to use this report to identify any groups with access gaps that we might need to consider.*

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- *Not Applicable (Unable to assess).*

3. Explain potential plans to improve student outcomes and close equity gaps.

- *We will continue to advocate for the Library Use-Outcomes Report we have historically received from the RPIE office, which we use to assess our SAOs.*

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- ***SAO Obstacle:*** *We were unable to complete our SAO assessment for this cycle. Our SAOs rely on a report from the Research, Planning & Institutional Effectiveness team that connects library use with student outcomes. With only two members supporting the entire campus, RPIE wasn't able to complete our request alongside its many other priorities.*
- ***SAO Helpful Supports****: Additional staffing and resources for the RPIE office will help us and other departments across campus complete meaningful assessments on schedule.*

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

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

*(**Note**: Not all Programs have RPIE 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 RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succeenrollmentashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data

- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- *LIBR courses met or exceeded the 77.3% program-set standard in 23-24 (86%) and 2024-25 (89%). Because of librarian shortages, we offered only one section in 2025-26 (LIBR 7, 4 students), and its 50% rate reflects just two students who didn't succeed (1 W, 1 NP), which is worth a pause, but overall, too few for the rate to say too much about the course (although we will in the next few questions).*

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- ***Race-Ethnicity:*** *Looking at 2023-24 and 2024-25, our largest group, Hispanic/Latino students, succeeded at 90%, above the 77.3% program-set standard. Other groups were too small (1-13 students a year) to draw any conclusions. However, the 13 White students were below our program-set standard at about 62%. With those few students, it is difficult to draw conclusions, but it is worth mentioning and monitoring.*
- ***Gender:*** *We did see a gender gap that repeated across both years. Male students succeeded at 76% and 84%, compared with 93% and 90% for female students. While they still succeeded above our program-set standard, the gap is worth noting and addressing in future courses.*
- ***Overall,*** *we will continue to monitor these possible patterns and, with this data in mind, be intentional with our early check-ins and mindful of our teaching practices that can better serve our male and White students. We also hope for opportunities to participate in professional development focused on research and pedagogy that supports our diverse student populations.*

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- ***Online success rates are lower****, but enrollment is much, much smaller. This gap primarily seems to come from our LIBR 7 course, which is a late-start Spring course that sees consistently low enrollment, versus our earlier start LIBR 4 online course, which does not carry this gap. While this gap may largely stem from semester flow, it is worth monitoring and proactively addressing when scheduling LIBR 7 in the future.*

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. 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

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes____ No__X__

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *Due to librarian shortages, we offered only one section in 2025-26 (LIBR 7; 4 students). This course saw a 50% success rate, below our 77% program-set standard. This is a very late-start, low-enrollment (non-load) course, and the success rate reflects just two students who didn't succeed: 1 withdrew and 1 did not pass. While this is not representative of our program as a whole, it does give us pause to reflect on this course and how it is offered. Moving forward, we will consider alternatives in scheduling (perhaps earlier in the semester) and modality; in addition to our consistent outreach and early check-ins with impacted students.*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities). • Mission, Vision, and Values • Educational Master Plan

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." This statement, posted on our website and driving our daily work, is in line with the college's mission, values, and vision. In addition, we are advocating for support in direct response to the Educational Master Plan's (EMP) call for extended library hours and study spaces. Here are three specific examples in relation to the EMP:

- ***We removed cost and access barriers for our students.*** *We supported more than 6,194 print jobs, 2,301 technology checkouts, a textbook reserve program (57% of our print book checkouts), sought grants to*

offer homework supplies, and we provided green books and scantrons after the bookstore closed. (EMP strategies A3 and E1).

- ***We met students where (and when) they are**. With 78% of reference questions coming in virtually, we kept our 24/7 chat running, built asynchronous Canvas modules, made our website and LibGuides accessible, and supported faculty across 44 disciplines. (EMP strategies A2, C4, and D7).*
- ***We are building bridges with our local high school.** We're working toward an online course series for Granada High's AP and IB Research students, beginning in Spring 2027, which could serve up to 150 students in 2027–28, and we continue to offer Middle College orientations. (EMP Strategy B1).*

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
X	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
X	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
X	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
X	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
X	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
X	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
X	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)

	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- ***Challenge: RSI in low-enrollment courses.*** *Our online LIBR sections often have fewer than 10 students (LIBR 4 has enrolled 4–8 students in recent years, and our Spring 2026 LIBR 7 section had 4). While we do okay and make it work, we do find it challenging when students don't participate in discussions on time, and the one student who does has no peers to interact with. We also send messages, do check-ins, and provide feedback that sometimes go unanswered, which can make sustained, two-way interaction difficult.*
- ***Helpful training and resources:*** *Strategies for adapting RSI (especially instructor-led discussions) to very small sections, with flexible deadlines or alternative interaction formats. We might also benefit from support for student check-ins and outreach, such as coordination with counseling and student services when students go quiet.*

Section 5: Program Review Feedback

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

- *Write responses here*
- *Add or remove bullets as needed*

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. 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.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "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."

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.

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