

# Themes from 2025-26 Division Program Review Summaries

*These themes were identified through the work of the Institutional  
Planning and Effectiveness Committee*

---

PRESENTED BY RAJINDER S. SAMRA

MARCH 12, 2026

INSTITUTIONAL PLANNING AND EFFECTIVENESS COMMITTEE  
LAS POSITAS COLLEGE

# Themes of Strength

---

# Themes of Strength from 2025-26 Program Review

## **Student demand is healthy**

Many areas report enrollment growth, strong fill rates, waitlists, and strong uptake in all semesters. Examples: Honors nearly doubled, Automotive reports a 175% enrollment rise, Fire Science says enrollment is up 40%, Physics/Astronomy reports full classes with waitlists, and winter intersession reached 97% full.

## **Outcomes are generally strong**

Solid or improving success, completion, transfer, and employment results. Examples include rising transfer/success rates in Arts & Humanities, Anthropology completion above 80%, Sociology awarding 18 AA-Ts, AJ employment at 92.31%, and Career Technical Education (CTE) Outcomes survey data showing 85.8% employment and 75.9% job-field alignment.

# Themes of Strength from 2025-26 Program Review

## **Curriculum and pathways are actively being improved**

Programs are adding courses, reviving offerings, building certificates, and aligning pathways to transfer or labor-market needs, from Ethnic Studies and AJ to Biology sequence redesign and AI-related workforce curriculum in STEM.

## **Partnerships are a real strength**

K-12, employer, university, and community partnerships recur throughout: ECE, business internships, CTE advisory ties, MESA industry connections, and Career Center collaborations all show strong external linkage.

## **Access and equity work looks tangible**

ZTC growth, targeted support for underrepresented students, DSPS expansion, more Pell recipients, and added emergency aid all point to real access gains.

# Themes for Improvement

---

# Themes for Improvement from 2025-26 Program Review

## **Staffing and capacity shortages**

This is bigger than “we need more people.” There is structural fragility: too few full-time faculty, one-person or near-one-person departments, vacant classified and IA positions, overloaded coordinators, and heavy reliance on part-timers who are harder to schedule, retain, and onboard. That pattern appears in Arts & Humanities, BSSL, STEM, Student Services, Enrollment Services, and the PATH division. The practical effect is that retirements, reassigned time, or vacancies quickly turn into fewer sections, thinner student support, slower processing, and loss of institutional memory.

# Themes for Improvement from 2025-26 Program Review

## **Funding and resource instability**

A number of programs are being held together with temporary, uneven, or insufficient funding. Library says its budget has not kept pace with inflation and staffing needs; Smart Shops, RAW, and tutoring describe lost or unstable support; STEM programs mention budget cuts, unfunded software, and lab supply needs; some CTE areas cite materials, PPE, equipment, and academy-cost pressures. That means divisions are not just managing scarce money; they are managing unreliable money, which forces fundraising, grant-chasing, delayed purchases, and staff patchwork instead of stable planning.

# Themes for Improvement from 2025-26 Program Review

## **Space, facilities, equipment, and IT bottlenecks**

Multiple divisions seem able to point to demand, but unable to fully respond because operational infrastructure is strained. Arts & Humanities cites classroom and program space shortages; the library reports worn facilities and study areas nearing capacity; STEM reports limited lab space, A/V problems, shortage of laptops/calculators, and software/equipment gaps; Counseling and Veterans First cite office-space constraints; Enrollment Services and Career Center areas describe Banner, Handshake, CampusLogic, ID.me, and district IT limitations.

# Themes for Improvement from 2025-26 Program Review

## **Operational change overload**

The recurring issue is not one reform; it is too many simultaneous transitions landing on already-thin systems. Arts & Humanities reports Common Course Numbering confusion and registration fallout. STEM describes compressed-calendar redesign, block-scheduling conflicts, lab-turnaround challenges, and CCN implications. Counseling needs time and training to absorb Cal-GETC and common-course-numbering changes. Enrollment Services faced MyPortal transition issues, fraud-screening burdens, FAFSA delays, and frequent federal policy updates.

# Themes for Improvement from 2025-26 Program Review

## **AI disruption**

AI shows up across instructional divisions as both a misuse problem and a curriculum problem. Philosophy, History, Sociology, and the RAW Center describe academic-integrity issues and added time spent detecting or addressing AI-generated work. STEM says policies are unclear and faculty/students need training on ethical use. At the same time, Business and other areas want students to build AI fluency for the workplace. So LPC is facing a dual mandate: discourage bogus shortcut use while teaching legitimate applied use.