

Program: Movement AANHPI Learning Community

Division: Arts & Humanities

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SLO/SAO Point-Person: Kimberly Burks

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.

- Created the program
- Enrollment
 - FA 24 - enrolled 26 students
 - SP 25 - retained 20, enrolled 5 new students
- New English API English 1A/4 focused curriculum
- 100% SEPs created for all students
- Events/programming
 - Welcome mixer with over 50 in attendance
 - Attended two college tours UC Davis, CSUEB
- Increased campus presence and collaboration with APIEA (Asian Pacific Islander Education Association)
- Success metrics
 - 88% success rate in PCN 30 over the broader campus’s 83% success rate
 - 7 sections offered, 4 are learning community specific
 - 85% success rate in English 1A over the broader campus’s 66% success rate
 - 92% persistence rate fall 24 to spring 25 and fall 24 to fall 25
- Campus wide events
 - Collaborated with Umoja, APIEA, MSA, BSU to host 3rd Annual One Love Festival
 - Collaborated with APIA Student Club and Sui Song to host Lunar New Year Festival for 3rd time

Program Review Update 2025

- Collaborated with Rajeev Chopra and LPC students to host Diwali Festival of Lights 1st time ever
- AAPI Heritage Month celebration collaboration with the library and highlighting AANHPI poets

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

- Needed more in-class support for English 1A/C1000 in class to help with retention
- Recruitment and some “by-in” to the program because it doesn’t have recognition more broadly
- Making something from nothing: creating a presence on campus for a new learning community
- Lack of professional development
 - support in terms of training, structure, advisement
 - there is not a state-wide or national program model like what Umoja and Puente have
- AANHPI broad category in terms of representation and visibility --> building a program that encompasses thousands of distinct ethnic cultures and identities
- Limitations in capacity (and reduced CAH in 25/26)
 - Only 3 CAH for English faculty coordination
 - Counselor
 - Program coordinating with 3 CAH reassigned time --> 6.5
 - Counseling 4.5 CAH --> 8.5 counseling hours
 - PCN 30 - 3 CAH from General Counseling Load
 - Julie was able to have a bit more time for program development for the 24-25 to start the program, but those hours were reduced in 25-26

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 developed new SAOs comes during 24-25
- We will assess out student achievement outcomes in 25-26
- Our new SAOs:
 - Students in the MOVEMENT API Learning Community will report a greater sense of belonging after participation in the program.
 - Students in the MOVEMENT API Learning Community will be able to articulate their academic goal(s) after meeting with a counselor through counseling services.

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

- Mentoring or building out career exploration opportunities
- More culturally specific educational opportunities
- Expansion of student leadership opportunities – including the establishment of student club

Program Review Update 2025

- Creating / further development of sense of community and belonging within the MOVEMENT API program and to the overall API community
- Further collaboration with cultural and educational learning communities on campus – Umoja, Puente, MESA

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.