2026-27 Comprehensive Program Review

Program: Basic Needs Department

Division: Special Programs Division, Student Services

Writers: Paul Simpson, Student Resources Program Manager

SLO/SAO Point-Person: Paul Simpson

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.

- Hired and onboarded all-new Basic Needs Department team:
  - Student Resources Program Manager began on September 15, 2025.
  - Team of 8 Student Assistants interviewed, hired, and onboarded by November 2025.
  - Reopened Basic Needs Department services and launched new program model to support students impacted by food insecurity, housing insecurity, and homelessness by November 2025.
- Partnership with the county food bank was strengthened through Open Heart Food Bank, resulting in consistent weekly grocery distributions at our Mini Market, a grocery-store-style pantry.
  - Through our partnership, we scaled distributions at the Mini Market to 3,000 - 5,000 pounds of groceries on a weekly basis, shifting from per-unit expenditures to a $0 annual cost model through the food bank.
  - Additionally, we launched our Free Farmers' Market series, where we served students, staff, faculty, and community members across four large-scale events, distributing 3,000 - 5,000 pounds of food within a single day and distributing 100 free hot meals at events through a new partner agency, World Food Movement.
  - Over the course of the academic year, we fielded over 2,000 visits to the Mini Market and nearly 800 visits to the Free Farmers' Market from November, 2025, through June, 2026.

- Established a direct support model that allowed us to triage care and provide resources to students based upon individual need through a three-tier model: Resource Navigation Services (i.e., basic needs assessments and campus/community referral action plans); Food Justice Scholars (i.e., low-income students on CalFresh benefits); Housing Justice Scholars (i.e., students impacted by homelessness and eviction).
    - Through the cohorts, we provided monthly financial support to 74 Food Justice Scholars and 26 Housing Justice Scholars, totaling over $137,000 in funding distributions in the form of gift cards and grants.
    - Notably, Housing Justice Scholars were prioritized and we leveraged a Student Relief Fund to place several students into housing and helped several others avoid eviction.

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

- Space:
    - Currently, the Basic Needs Department is co-located in the Welcome Center with the Office of Student Life and the LPC Student Government. Recent resolutions passed by LPCSG outline the issues of co-location: the current space is too small for three growing, mission-critical, organizations with very different workflows.
    - There are two notable impacts on basic needs operations:
        - There is not enough storage space for food items and equipment necessary to operate the grocery-store-style pantry. The result is that we turn down thousands of pounds of food from Open Heart Food Bank on a weekly basis, which in turn impacts the quantity that is available for future orders. It also limits the expansion of other potential food procurement partnerships outside of OHFB.
        - There are not enough confidential spaces to meet with students. It is creating challenges for serving students navigating crises situations, or applying for public benefits, or coming in for monthly financial support appointments. The result is that students must receive services in the more public lobby when the SRPM office is in use. A potential concern is that we will not be able to scale direct support appointments effectively under the new Fresh Success contract, which requires monthly case management visits and is projected to draw down over $330,000 in service reimbursements over the first three years if successful.
- Staffing capacity
    - The Basic Needs Department currently functions as a single FTE operation with 1 full-time administrator and six to eight Student Assistants. As the requests from students often involve the development of referrals and support plans for students navigating crises and basic needs insecurities, expanding our staffing capacity for future staff members to handle direct support appointments would allow SRPM capacity to be reallocated to the development of contracts, grants, and partnerships.
- Technology Needs
    - LPC currently has technology agreements in place for platforms like ConexEd, which would streamline scheduling, case management functions, and state reporting. The Basic Needs Department has been added to the platform but, unfortunately, has not been able to integrate the platform with Microsoft Outlook accounts despite other departments being able to do so.

Other departments also report integration issues, as ConexEd has not been authorized to integrate with Banner, which would streamline VAR reporting.
    - The result is that our department must build functionality with the tools that we do have, meaning much capacity is being spent figuring out how to set up Microsoft suite tools to meet program requirements instead of spending our capacity scaling services with students.

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

- On October 20th, the CLPCCD Board of Trustee's approved a contract between Las Positas College and the Foundation for California Community Colleges, making the Basic Needs Department a subcontractor on the FCCC's Fresh Success contract with the California Department of Social Services.
    - In brief, the contract allows us to provide supportive services to students who are enrolled in CalFresh benefits, an approved CTE or ESL course of study, and who complete program requirements set by the Fresh Success contract and the Basic Needs Department.
    - The structure of the contract is a reimbursement contract, meaning that we will be able to draw down reimbursements for approved expenditures that are then fully reinvested back into program operations (e.g., financial support to disproportionately impacted students).
- In 2026 – 2027, the Basic Needs Department will refine our tiered direct support model to embed best practices from the Fresh Success contract into our operations. Our goals will be to:
    - Serve at least 50 students in the first fiscal year across the cohorts.
    - Establish clear procurement methods for textbooks, fuel cards, and hygiene items.
    - Establish technology strategy and staffing strategy for scaling services under the Fresh Success contract.
- By January 2027, we will begin contacting Master of Social Work/Social Welfare programs to establish the Basic Needs Department as an MSW internship field placement.

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)
    - CurrlQunet
    - 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?

- The 2026 – 2027 Program Review submission will be the first for the Basic Needs Department, so there are no SAO's to refer to and limited data.

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.*

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

- *Not applicable.*

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

- *The main obstacle is limited data and evaluation plans to date. To improve, the BND is submitting an SAO for this academic year with the goal of creating a plan for future evaluation, improvement, and growth.*

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
- Succes Rates Dashboard (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

- *Current data is limited to basic program data; however, this will be improved in future years. Program data is currently limited to the following:*
    - *2,115 visits to the Mini Market for free grocery distributions in 2025 - 2026.*
    - *784 visits to the Free Farmers' Markets in 2025 – 2026.*
    - *76 Food Justice Scholars and 24 Housing Justice Scholars, with $52,975 distributed in gift card funding and $84,276 distributed in grant funding to students.*

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.

- *At this point, reflections on inequity are anecdotal as further analysis is needing to be developed for our programming (e.g., demographic data for participants, retention and success rates, qualitative data from surveys).*
- *At a macro level, however, it is important to name that issues of homelessness, housing insecurity, and food insecurity disproportionately impact students across race and ethnicity, gender identity, sexual orientation, and life circumstance. For example, in the 2025 statewide #RealCollege survey on basic needs insecurities among California community college students, 53% of formerly incarcerated students reported experiencing a form of homelessness compared to 20% of students in general (source: https://www.ccleague.org/wp-content/uploads/2025_BasicNeedsSurveyBook_FINAL.pdf).*

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).

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

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____

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.

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

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

- Student success and retention begin with ensuring that a student's basic needs are met; basic needs work advances equitable access to education for students who struggle with access to food, housing, and other basic needs. The following are examples of how our accomplishments advanced equitable outcomes for our student communities:
    - By launching our Housing Justice Scholars program, we identified and supported 24 students impacted by homelessness and eviction where we provided: basic needs assessments with campus and community referrals; supported with public benefit applications; assisted with financial aid processes; assisted with shelter searches and coordinated entry referrals; provided immediate grant funding and monthly gift card funding.
    - In our Food Justice Scholars program, we provided monthly financial support to 74 students on CalFresh benefits. Within this cohort, we also supported students that met CalFresh income requirements but did not have benefits due to their migration status, including undocumented students.
    - In our Mini Market operations, we serve hundreds of households with free groceries because of scaling our food bank partnership. Grocery items available include meats, rice, beans, eggs, and other grocery essentials and can save families hundreds of dollars in groceries over the course of a given semester.

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.	
	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)
	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
	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)
	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
	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)
	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
	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?

- *Not applicable.*

Section 5: Program Review Feedback

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

- *Not at this time. Thank you for the coordination of the process!*

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