2026-27 Comprehensive Program Review

Program:

Division:

Writers:

SLO/SAO Point-Person:

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.

- **Student Enrollment**: Student enrollment keeps rising above the capacities of the program. In Fall 2025 the program had to put a cap at 350 students because it would be impossible to serve so many students mostly through individual contracts/embedded components mentored by faculty volunteers. After reaching 200 students on the waitlist, we had more honors sections approved for Spring and reopened enrollment, eventually reaching **518 students** served by the end of May 2026.
- **Honors Offerings:** Honors students were able to complete their Honors Courses in three different ways – enrolling and completing a course in an Honors Designated Section, completing an embedded component with an Honors Certified Instructor in a regular section, and working based on an Honors contract with any instructor in any regular class at LPC. Sections had the highest success rate (99%), followed by the embedded component 80-90%, with the lowest success rate in contracts being still around 60%. Compared to only 2 sections offered as a pilot in Spring 25, a total of 8 full honors-designated sections were offered in 25-26 (3 - in Fall and 5 - in Spring). Availability of sections allowed for a more manageable workload of faculty mentors having to mentor students individually in their free time on top of regular teaching duties and responsibilities. The embedded component system keeps working very well, providing more streamlined completion of individual Honors Courses compared to an old-fashioned contract.
- **Interdepartmental Collaborations**: The program works with multiple departments – Outreach, Marketing, Counseling, Students Records, Student Government, Computer Center, Tutoring and especially the Library. The library plays a vital role for all the honors courses options: honors students get individual help

with honors contracts and embedded components, and instructors invite librarians to lead workshops in the honors sections.

- **Honors Program Student Club**: the club is one of the biggest and most active clubs on campus and keeps playing an important role for Honors students: it created a sense of community, opportunities for leadership and support for students with very diverse interests and backgrounds.
- **Funding**: The program was able to secure more substantial funding from the LPC foundation for year 25-26. The grant allowed multiple students to travel to national and regional conferences, and to organize the LPC Symposium for those who couldn't travel. We were also able to provide medals for Honors Scholar graduates and have an Honor Program special end-of-year celebration.
- **NEW! Certificate of Achievement and Honors Seminars**: Honors Scholar Certificate of Achievement was approved to be launched in Fall 26, with two new core courses – Honors Research Seminar I and Honors Research Seminar II. The Seminars are intended to provide basic training in research and provide support for honors students and their mentors as they work on individual honors contracts.
- **NEW! Honors Committee**: This group of classified personnel and faculty from multiple disciplines has been instrumental in every aspect of the Honors Program Development. It has contributed to a more transparent way of leading the program. The committee refined the mission and the Student Area Outcomes of the Honors Program, advised on curriculum for the certificate of achievement and equitable access, helped students to start an Honors Journal, oversaw use of LPC foundation grant funds, helped with LPC symposium planning and organization, and field trips to other conferences. The committee also keeps refining the program requirements as the transfer agreements and demands of the program constantly change.
- **NEW! Journal of Honors**: With the support of the Honors Committee, a group of Honors Students established a peer-reviewed journal of Honors for student publications. Though some undergraduate journals exist – this is a first journal based in a community college. A digital copy of the first issue is now available on the Honors website. The publications can serve as good examples of Honors work and Honors papers.
- **NEW! Student Community Service**: supported by the Honors Committee, the program added a requirement for students to volunteer 20 hours at least to be able to graduate as Honors Scholar and to use any of the honors transfer agreements. Honors students helped staff at all major LPC events, as an example about 50 honors students helped at the New Hawk Day. As a result, Honors Program received the "Department of the Year Award" from LPCSG (the student government).
- **NEW! Peer-Mentorship Program**: This program matches experienced honors students that were approved by the Honors Program Coordinator with new honors students or students requiring more help with their Honors work for one-one-one support. Honors students who have less experience in honors are also matched with students requiring help outside of honors, especially if they speak a different language. This way student mentors earn community services and students who need help receive individual support.
- **Student Success & Completion:** improved drastically.
    - *Program Completion*: Due to more opportunities to take an honors course (especially in honors sections) and more support, more students were able to complete the full program as Honors scholars and were certified for transfer agreements. Given almost the same total number of

students in the program, 65 students graduated as Honors Scholars in Spring 26 compared to 41 in Spring 25 (an increase of 37%).

- *Transfer rates for the 65 Honors Scholars: 46 (*74%) of TAP certified students were admitted to **UCLA,** 1 – to **Cornel** (first time for LPC), 2 to **Stanford**, 2 - to **Yale.** Given the admission rate for transfer to Stanford and Yale is 1%, having 2 students admitted from LPC stands out the most.
- *Participation in student Symposiums/Experiential Learning*: 24 students presented at LPC Symposium and displayed 20 posters; 23 students presented at a very selective BHC symposium at Stanford, 5 - at the HTCC symposium in UC Riverside, 2 in Pen University, 3 in Yale.

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

- **Honors Courses and Enrollment Management Issues:**
  - *Faculty Mentors* still report being overwhelmed, can't accommodate so many contracts.
  - Students still complained of not being able to find enough *Honors courses* to finish UCLA TAP certification (for which they came to LPC). Even though Honors Sections help, those don't always fit each student's schedule and major prep requirements.
  - *Enrollment management experiment*: Having a cap and creating a waitlist proved to be an unsuccessful strategy – it created large amounts of extra work for the Honors Program Coordinator and put about 160 students at a disadvantage – as they missed all Fall opportunities and struggled to find enough Honors Courses in Spring to be able to complete the whole program and benefit form the transfer agreements. Having Honors sections planned and approved ahead of time would be a much better solution. Since there is almost no cost in converting a regular section into honors and all Honors sections enroll better than regular sections, this could be an easy and effective solution.
  - *Technical issues in Honors Sections Scheduling*: since Honors sections spread between multiple division there is no clear workflow on how and who should coordinate and follow through the assignment of sections for honors between the Honors Program coordinator, the Deans of all the academic divisions involved, and the faculty who are trained to teach an Honors course. Having the sections planned and approved ahead of time and setting up a workflow structure for the process would be most effective in resolving these issues.
- **Limited time and support for the coordinator:** one person runs the whole program for about 500 students alone, for 4.5 CAH out of 15 CAH teaching load per semester. Though additional 1.5 CAH were added for each semester the year of 25-26, the faculty coordinator had to go through the whole job application process for this increase, which only added to the workload at the peak of the honors-related time sensitive work. While the computer center team was asked to help with administrative work as a temporaly releif, the contribution is minimal, because most tasks require either access to confidential student data or intensive training and constant engagement. Similarly, student assistants can help even less: with the limited FWS funding 1-2 students mostly help with supporting other students and keeping an active social media/making flier for events and usually serve for only one year (because they have to have experience in Honors before taking the job). The reassign time is not even enough if the faculty coordinator would be responsible for the academic aspects of the job (as they should):

- Run the *Honors Program Committee*, prepare agendas, and upload minutes. Assign committee members to read honors contracts and papers in specific areas of expertise, distribute and follow up.
- Read, approve or provide feedback on *150 + contracts (research proposals)* within weeks of the beginning of each semester, even with some contracts being assigned to the discipline experts among the honors committee members.
- Check for quality 400+ Honors papers from contracts and embedded components in the end of each semester, approve or provide feedback, solicit advise from discipline experts on the Honors Committee if needed.
- Provide *workshops and* individual support for 200+ students working on contracts and embedded components.
- Help *resolve conflicts* or issues between faculty mentors and students working on contracts or embedded components.
- Help 50+ students with *conference presentations and publications submissions* and train those who were accepted (watch 20+ *practice presentations* etc.). Help with travel logistics and organize a symposium at LPC to provide opportunities for students who cannot travel.
- Provide support for the *LPC Journal of Honors*, help approve peer-reviewers, and check publications for quality.
- Manage the *Peer Mentorship Program,* solicit and accept applications for mentors and mentees, check records of mentors and approve for either honors or non-honors mentorship.
- *Train and support Honors Faculty* – Certify Faculty for the use of the embedded component instead of the contracts, provide ongoing support through email reminders, answering constant flow of emails form 50+ honors certified faculty and even more from those working on contracts Honors.
- *Answer emails* from students, faculty and families from outside of LPC with all types of inquiries about the Honors Program, transfer agreements, honors courses and contracts (responsibility could be split by expertise between the Honors Faculty Coordinator and a Classified Professional).
- Attend all *Honors related state-wide, regional and national zoom meetings* to keep memberships and stay updated on ongoing changes and refinements of 30+ transfer agreements, conference and scholarship opportunities for students (responsibility could be split by expertise between Honors Faculty Coordinator, a Counselor and a Classified Professional).

- **Lack of a classified professional support**: In addition to managing all the academic aspects mentioned above, the faculty coordinator is currently in charge of all of the tasks below, which could, and should, be completed by a classified professional:
  - Review and approve a constant flow of hundreds of *new applications***,** adding students' attributes into records. Roll the student attributes each semester. Once the new students are accepted into the Honors program and join the Honors Canvas – assign into cohorts on Canvas and tag for different pathways based on their application info.
  - Collect information about *Honors courses started* through sections, contracts approved and embedded components for each student throughout the beginning and middle of the semester and prepare a record to be entered into Canvas by a computer center team.

- Collect *successful completion* of students in all honors sections along with successful completion of contracts and embedded components at the end of the semester and prepare reports/spreadsheets to be sent to the office of admissions and records to update students' transcripts, and for computer center team to enter to Honors Canvas for each course that marked as started for each student.
- Compare records of projects and embedded components that were started and those that were finished and *record drops* - this record is important, because students having more than 1 drop without a valid excuse are not allowed to create new contracts and might not be certified for transfer agreements, per honors committee decision.
- Check and update all *students' GPA* after end of each semester and reach out to those falling behind.
- Check all records in the end of the academic year and *remove all students* who graduated, failed multiple requirements or were inactive, after checking in with each student and reviewing excuses.
- Update the *honors website and the Honors Canvas on a regular basis,* due to constant ongoing changes, post weekly announcements with reminders about due dates, opportunities and more.
- Oversee *student community service*: accept weekly requests for student volunteers from different departments at LPC, create sign-ups for Canvas announcements, then keep track and collect reports of each student' volunteer hours, verify and prepare a report for community service records to be entered on Canvas by the computer center team.
- Oversee the *Honors Lounge-* a dedicated place where Honors students study in groups, relax, connect, and spend time between classes. The lounge has a big touch screen computer, a few desktop computers, comfortable sitting and even a piano, but sometimes it is locked when needed, sometimes it is used inappropriately when unlocked, and supervision is not available most of the times.

- **Lack of an Honors Designated Counselor**: A dedicated Honors counselor is *required by UCLA TAP* accreditation. Besides having to spend a big chunk of additional time on counseling, the coordinator is simply not trained to do so – helping students with educational plans, choices of alternate majors, checking major prep requirements is simply not the area of expertise of a faculty coordinator. Yet, the faculty coordinator is engaged in all of the following tasks:
    - Provide information sections, orientations and individual consultations on 30+ honors transfer agreements and honors program requirements for about 500 students. Most LPC counselors do not fully know/understand the intricate honors transfer agreements and often mislead the students without realizing it. A few counselors who know a fair amount about the Honors Program are always overbooked and difficult for Honors students to access. As a result, all the students come to the Honors Program Faculty Coordinator for counseling instead.
    - *Review applications and Certify 70+ students* for 5 or more transfer agreements (most popular being UCLA TAP, UCI H2H, Yale, Pomona): collect students information about applying to different schools, check each student GPA, number of Honors courses completed, community service hours, and major preparation requirements; then compile lists and submit to all transfer partners using their systems, forms and platforms. We had at least 2 students rejected from UCLA despite being certified for TAP due to not satisfying requirements for the major of their choice, which

should have been checked by a counselor, but never was. Those two students worked hard and completed the whole program for the UCLA TAP, yet did not get the benefit simply because they didn't check what was required for their major with counselor and/or didn't have a good educational plan.

- **Lack of financial support:**
  - *Faculty compensation*: Faculty are not compensated for mentoring Honors contracts at all. Faculty are only compensated with a one-time stipend for going through certification Level 1 (3 F-rate hours to offer embedded component). Level 2 certification was refused funding of 6 F-hours to faculty offering designated sections, even though designated sections require more training, curriculum development and much more work teaching a whole section of students, supporting each student in their research project and providing feedback on much longer papers. The size of the honors sections is only 10% smaller, which goes against the honors pedagogy and is way more overwhelming for an instructor.
  - *Summer salary:* Reassign time cannot be used in summer, so either the coordinator or an assistant should be paid to keep the program working in the summer. No pay was available for the coordinator in Summer 25, and only limited hours were available in Summer 26, which was not nearly enough to cover the work on infrastructure, forms, updating marketing materials, honors website, Honors Canvas and databases to prepare for a big influx in the beginning of Fall. The coordinator also still had to work on processing data and accepting students, because without accepting the incoming students and adding attributes – new students would not be able to register for designated Honors sections, or access Honors Program Canvas, and would not be able to start working on contracts or have access to resources. All applications' approvals and attribute codes would have to be done in the first few weeks of Fall 2025 before the contracts are due on the third week of instructions, which is simply unrealistic. And most of the designated sections would not fill at all, because the courses approved for Fall were first-year level the current Honors students didn't need any more, and the new incoming honors students would have to find the Honors program and be approved before they would be able to register. Selecting more advanced courses for Fall might alleviate this problem, but having a classified professional doing outreach and accepting the students throughout the summer would be a perfect solution for the best Honors curriculum.
  - *Co-curricular account funding:* having to apply for a grant each year is not sustainable for a program of this size. Last year the funding was given very late in the year without the option to roll over to next year. This means we couldn't plan many activities ahead of time. Honors Coordinator paid for some out of pocket not being certain about later reimbursement. We received $10,000 from LPC Foundation, used it all, and did not have enough - had to supplement with lottery funds. More robust institutional support is required.
    - *Miscellaneous*: we paid $535 for medals for Honors Scholars, $220 for pins for student participants, and $44.52 for JotForm software licenses.
    - Memberships: Memberships are important for students as they provide opportunities to present, publish and most importantly - use the transfer agreements, such as UCLA TAP, UCI Honors to Honors etc. They also provide access to resources, conferences, workshops and training about the best Honors Program Practices for Honors coordinators, faculty and

counselors. Current yearly memberships: Western Regional Honors Council – **$78;** HTCC – **$200;** NCHC - $400.

- *Conferences*: Both the Honors staff and the students should be able to attend conferences and organize an LPC symposium. In Spring 2026:
  - 6 students attended HTCC in UC Riverside, 23 Honors students presented at the BHC symposium at Stanford, with 3 Faculty attending for support. We paid $2300 only for the registration fees. We were able to help 6 students travel within the state and 5 students – nationally, spending a total of $5500 on student travel scholarships (reviewed by the honors committee).
  - $2118 was spent on LPC student symposium paying for posters printing and refreshments for attendees: we had 24 presentations, 20 posters.
  - $548 was spent on end of year honors celebration/medal awarding ceremony.

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

- Increase **equity** to make sure Honors program benefits different students: spread awareness of Honors as equity-based program, recruit students from more diverse populations, work with learning communities, counselors and faculty on recruiting students who might benefit.
- Try to reach potential students before they come to LPC – students who join the Honors program in their first semester have much higher chances to complete the program, participate in conferences, and to get published.
- Keep refining **Program Requirements**: have more selective criteria for students' acceptance and community service to ensure students' commitment and contribution to the college and the community at large. Find the right balance between keeping the size of the program manageable without restricting access by stricter criteria and difficulty in completing.
- Find better ways to r**ecord and access data**, especially about success rate and equity.
- Seek **more funding** inside and outside the college to support opportunities for students (to certify and provide more faculty mentors, to pay for conferences, give awards)
- Build **Pathway Maps** for different majors or goals.
- Offer more **Honors sections** of different courses in different disciplines (for an Honors pathway) to allow more students to complete the whole program and make transfer agreements more accessible.
- Expand the **LPC symposium.**

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?

The program did not have PSLOs yet. The following PSLOs were developed this year for the Honors Scholar Program (per Honors Scholar Certificate of Achievement).
Upon completion of the Honore program, the student will be able to:

- analyze the broad areas of human knowledge that contribute to purposeful and meaningful lives.
- incorporate argumentative reasoning and logic involved in the process of advanced problem-solving in an academic setting.
- investigate advanced methods of inquiry and analysis employed in a variety of disciplines.

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 available*

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.

- *Not applicable*

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

- ***Program Completion/Use of Transfer Agreements***: Even though the completion of the program is on the rise, only 65 students out of about 250 graduates were able to complete the whole program and us transfer agreements.
- ***Ethnicity:*** Based on data collected from students applying to the program the prevalent population joining the program is Asian (37.5%) and South Asian (25.5%), followed by White (10.5%), Latinx (8%), and Black (1.5%); with 8.5% of students reporting mixed/more than one ethnicity, and 9.5% reporting "other".
- ***First-generation in college*****:** 18%.
- ***Gender:*** 52% of applicants identified as men, 44% as women, and 4% as other.

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.

- Even though diversity of students' background is improving, we would like to make sure **more students from disadvantaged populations utilize the program's benefits**. The Honors Program has an equity-based mission of exposing disadvantaged community college students to academic pathways/research and helping them with transfer and after transfer with a variety of agreements providing admission priority or other benefits such as exclusive scholarships or direct acceptance into Honors Program right after transfer (such as Honors to Honors agreements with some Cal State Universities). Many high achieving students find the program and even come to LPC from other geographic areas specifically for the Honors Program, because they have experienced parents, paid college coaches or skills of navigating different systems. At the same time, many disadvantages students at LPC with a great potential who could and should benefit from the program do not discover the program in time to fully benefit from it If at all), or do not see themselves as "honors". Two factors contribute to this disproportional impact:
    1) Visibility of the program. This problem was mostly addressed in a few previous years due to immense outreach efforts (especially within learning communities), interdepartmental collaboration and significant growth of the program with it's success stories.
    2) Common misconceptions among students, faculty, and counselors that the Honors program is about high grades and is only relevant for transfer to elite universities. Our next actions will be focused on changing these misconceptions through:

a. outreach tailored specifically for different diverse populations,
b. spreading awareness among faculty and counselors
c. highlighting success stories of diverse students and organizing panels of alumni

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).

- While all Honors Designated Sections are taught either in-person or in hybrid modality, no information is available on honors contracts or embedded components. While we know that the success rate is lower in the last two options compared to sections – we do not know the role of the modality. Our next action will be to add a question about modality for each honors course report when completed through a contract or an embedded component.

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.

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 Honors Committee refined the mission statement of the Honors Program and aligned it closely with the college mission: LPC Honors Transfer Program aims to foster academic excellence by providing an **accessible and supportive learning community that nurtures academic, professional, and personal growth in highly motivated students from diverse backgrounds or underrepresented communities**. The program aims to **enrich students' learning experiences** while at LPC and provide excellent preparation for transfer and **lifelong learning**. The Honors Transfer Program is committed to providing students with **increased opportunities for high-level critical thinking, self-directed scholarship, and experiential learning outside of the classroom, leadership, and social and cultural experiences**.
- With the LPC Symposium, that brings together students, faculty and community, we are encouraging and celebrating lifelong learning, social responsibility, creativity and discovery.
- With the new community service hours requirement for Honors students, we are teaching and supporting the value demonstrating civic, social and environmental responsibility.
- Encouraging students to take on an Honors project in any topic they are interested provides extended learning opportunities, with one-on-one mentorship, and fosters a climate of discovery, creativity and personal development.
- Honors Program community is not defined by culture, everyone is welcome, we foster teamwork and group activities based on research interests, not backgrounds on accordance with anti-racist policies and practices.
- By highlighting students' honors work at the LPC symposium and the Journal of Honors we are supporting the belief that each person can make an astonishing difference.

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?

- *Clear and organized system. No complaints.*

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