2026-27 Comprehensive Program Review

Program: Journalism and Media Studies

Division: Arts & Humanities

Writers: Melissa Korber

SLO/SAO Point-Person: Melissa Korber

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.

In 2025-26, Journalism and Media Studies experienced many positive changes and celebrated many of the most important achievements in the program's history. These include:

- **Moving from 2409 to a remodeled Media Lab in Building 600.** The new lab is bigger and better, featuring a podcast studio, a broadcast studio and meeting room, an expanded Mac lab, an improved classroom area, a library, state-of-the-art technology, a faculty office and classified workspace, and a nearby classroom (607) with additional storage. One important advantage of the new space is its central location, emphasizing the important role that journalism and media play at the College and in society. The location also allows students more direct access to many campus offices and events. One positive side effect of the new space has been creating an enhanced learning community for students; the conference room functions as a broadcast studio as well as a gaming parlor, complete with many donated board games. The move was accomplished ahead of schedule, during the semester break between Fall 2025 and Spring 2026.

- **Collaborating with the LPC President's Office to host an Open House for the new Media Lab on April 21, 2026, immediately before the Board of Trustee's meeting at LPC**. The Open House program featured presentations by President Dyrell Foster, Dean Amy Mattern, JAMS Coordinator Melissa Korber, and was highlighted by three JAMS student editors, Aaliyah Gholamipour, Ian Kapsalis, and Camille LeDuc.

- **Earning an unprecedented number of individual and publication awards, including the highest possible national and state award awards in many categories.** These awards are set forth below. Note that all "Best of Show" awards are national awards.

Publications	Awards	Convention/Organizations
The Express, LPCExpressNews.com, and *The Express Bi-weekly Newsletter*	• **National Finalist and Pacesetter: *The Express*** • 3rd Place Best of Show Digital Newsletter: *The Express Bi-weekly* • 4th Place Best of Show Website: *LPCExpressNews.com* • 7th Place Best of Show: *The Express* • Five individual national student awards	**2025 ACP MediaFest,** Washington, D.C.
	• **National Finalist and Pacesetter: *LPCExpressNews.com*** • 3rd Place Best of Show Digital Newsletter: *The Express Bi-weekly* • 7th Place Best of Show Website: *LPCExpressNews.com* • **State Pacesetter: *The Express*** • **General Excellence: *The Express*** • 28 California student awards	**2026 ACP/JACC National Convention,** San Francisco and **ACP Snips and Clips Awards** for Fall 2025
	• 2nd Place General Excellence: *The Express* • Two California student awards	**California Journalism Awards** for 2025
Havik	• 2nd Place Best of Show	**2025 ACP MediaFest**
	• **1st Place Best of Show** • One national student award	**2026 ACP/JACC National Convention**
Naked	• 4th Place Best of Show	**2025 ACP MediaFest,**
	• 3rd Place Best of Show • **State General Excellence** • Seven state student awards	**2026 ACP/JACC National Convention**



The Las Positas College delegation to the Associated Collegiate Press National College Media Convention in in San Francisco included 20 students and five faculty. All student publications earned high honors.

- **Being listed as the top community college in California to study journalism in 2025-26 by Niche.** This was likely due in part to Las Positas College's high Niche ranking.

- **Graduating approximately 10 JAMS majors with many transferring to prestigious universities.** Transfers include three to U.C. Berkeley, one to Arizona State University, one to Washington State University, two to San Jose State (including one to graduate school), and one to CSU Northridge.



(l-r) Kiarra Bautista, a JAMS major, was the first student to graduate in 2026. Musa Ashraff and Luke Vavuris also graduated on May 30,2026. Kiarra Buatista and Musa Ashraf both transferred to the University of California, Berkeley, Luke Vavuris transferred to San Jose State University.

- **Advising three honors projects, including one presented at the Honors Symposium at Stanford University.** Program Coordinator Melissa Korber advised all three Honors Projects. Korber attended the Stanford Symposium on May 2 for honor student Archisha Anshuman's presentation, "How TikTok's Algorithm Contributes to Political Division in the U.S."



Archisha Anshuman, immediately before her presentation at Stanford University's Honors Symposium on May 2, 2026.

- **Creating opportunities for students to collaborate and network with nationally renowned media professionals.** These include:
    - LPC JAMS professor Thompson, who is a nationally known sports columnist for the *New York Times* and *Athletic* as well as a four-time book author.
    - LPC photojournalism professor Jose Fajardo, who is a Pulitzer Prize winner and photographer for the Bay Area News Group.
    - Numerous media professionals and faculty members at the Journalism Association of Community Colleges and Associated Collegiate Press conventions.

- **Collaborating with photojournalism faculty to bring a photojournalism lecture series to campus in Fall 2025.** Two Pulitzer Prize winners showcased their award-winning photos in the series.

- **Building on a strong foundation of mentorship with prior students and in-class mentors.** This continues to lead to JAMS students networking with others in the classroom, on other campuses, and in media outlets.

- **Celebrating the past and strengthening networks.** A December 2025 "Good-bye to 2409" celebration brought together program alums and current students to celebrate the program, to discuss past accomplishments, and to help plan for the future of the program.

- **Creating a relationship with Junior Journalists, a program that trains and supports high school journalists in Alameda County.** This included allowing the program to use the new Media Lab for an awards ceremony in conjunction with the LPC Literary Arts Festival.

- **Collaborating with other programs at LPC to increase student opportunities and success.**
    - Once especially successful collaboration has been between JAMS and English. The two programs offer and co-teach a cross-listed class supporting the nationally recognized literary arts journal, *Havik*.
    - Faculty and mentors from JAMS were included in discussions led by the Honors Program about creating its first journal in 2025-26. Additional collaboration with the literary arts journal may occur in the future.
    - JAMS classes are featured in other pathways, including English and Film Studies.
    - Collaboration with Photography, Graphic Design and Digital Media, and Films Studies is ongoing and has been enhanced by the proximity of the Media Lab to the other programs' workspaces.

- **Expanding enrollment opportunities.**
    - Offering JAMS 2 as dual enrollment for the first time in Fall 2025.
    - Offering JAMS 1 during the College's first intersession in Winter 2026 (and again in Winter 2027).
    - Consistently offering JAMS 2 during the Summer session.
    - Developing a 0-unit lab during 2025-26 to be offered in 2027.

- **Increasing accessibility to online content by implementing ComplyBot and online resources in many courses.** This work is ongoing and has included both program faculty members.

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

- **Moving to a new location was a challenge.** Although the move was a welcome one, it required time, resources, and planning, especially to accomplish it between semesters. The program is still putting a few finishing touches on the new space, but this is a challenge that we successfully met.

- **Dealing with bureaucracy, especially surrounding student clubs, has been an ongoing challenge.** Although Journalism Club was active and vital last year, hosting Crafternoons, movie nights, and tabling at campuswide events, it was difficult to access club funding for events or to communicate with those who directly govern clubs. This is an ongoing problem but one that was not present for most of the club's decade's long history.

- **Funding was a challenge in 2025-26.**
    - **Printing:** In Fall 2025, it was unclear where funds for printing *Havik* and *Naked* would be obtained after faculty learned that the publications could no longer be funded through an Instructional Equipment Request. Thanks to Dean Mattern and the College administration, that problem was solved with ongoing funding anticipated.
    - **Donations:** Both *Havik* and *Naked* rely on sponsorships. In Spring 2026, the process for donating to Havik through the LPC Foundation was revised. A new process was developed and will be used in the future, although additional revisions may be necessary.

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

Overall, future goals are focused on continuing current success, fully using all parts of the new Media Lab, and continuing to maintain strong success rates for all students. The following will help support these overall priorities;

- **Continue taking at least 10 JAMS students to Fall and Spring media conventions.** The conventions provide students with access to industry professionals and four-year media programs, many opportunities to network and create community, feedback about their work, and opportunities to develop new skills and explore new technologies.

- **Continue offering program mentors and building upon a strong foundation of mentoring.** Since producing print and online publications requires many different specialized skills, the JAMS program uses program mentors and encourages ongoing mentoring by faculty, editors, and alumni. The benefits of mentoring are many, including creating a strong network, increasing confidence and skills, and enhancing students' understanding of different career pathways. Program mentors, who are funded through the Perkins program, and the mentoring opportunities created and fostered by the program can lead to more success in the program and beyond.

  Recently, a group of three JAMS alumnae, all currently attending U.C. Berkeley, met in a coffee shop near the university to discuss *The Express* and their ongoing studies at Cal. This illustrates the ongoing impact of mentoring and its positive effect on student achievement and networking.



Recent JAMS alumnae connected in a Berkeley coffee shop this fall. From left to right, Angelina An, a 2026 LPC graduate; Lizzy Rager, a 2023 LPC graduate and current graduate student at Cal; and Raina Dent, a 2025 LPC graduate.

- **Sustain and build relationships with other programs.** The JAMS program plans to work to sustain and build relationships with programs on and off campus. One ongoing focus will be related LPC programs as Photography, English, Film Studies, Digital Media and Graphic Design, and Honors.

- **Review and update curriculum, Student Learning Outcomes, Program Learning Outcomes, and pathways.** This work is ongoing, but substantial work has already occurred in 2026.

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?

When the program changed its name to Journalism and Media Studies in Fall 2021, Elumen did not integrate existing SLOs. As a result, program faculty waited for SLOs to be integrated into CurrIQunet META to revise them. This was a long process, but it is now complete. JAMS faculty are looking forward to assessing during the next cycle. Here is the JAMS Three-Year Planning Template for 2027-30.

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?

As set forth above, this will be assessed in the future.

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

As set forth above, this will be assessed in the future.

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

As set forth above, this will be assessed in the future.

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 Data

The success that the JAMS program has experienced in recent years is reflected in the data. The overall data show positive trends for the JAMS program since 2021.

- Overall, the JAMS headcount (Spring and Fall) is up from 111 in 2021-22 to 195 in 2025-26 — an increase of over 75%.

- Overall JAMS enrollments (Spring and Fall) are up from 123 in 2021-22 to 218 in 2025-26 — an increase of over 77%.

- As the program has grown, the percentage of female and non-binary students generally increased with females making up around 44% of the enrollment in 2021-22 and 47 to 49% of the enrollment in 2025-26.

- The percentage of "traditional college age students" — those younger than 25 — has been no lower than 83% of the enrollment since 2021. Fall 2026 saw the greatest number of students age 19 and younger. This coincided with the program's first Dual Enrollment class, an online section of JAMS 2 which included approximately 30 students from the Pleasanton Unified School District, accounting for much of this growth.

- The program has seen increased race-ethnicity diversity, with no demographic making up more than 28% of the total population of JAMS students in 2025-26. During this time, the percentage and number of Asian students has grown. While the percentage of White students has decreased, the overall number of White students has grown. Other demographics didn't show clear trends.

- The student enrollment status also showed a few trends
    - In Spring semesters from 2022-26, over 75% of enrollments have been continuing students.
    - The addition of a dual enrollment class led to more "concurrent enrollment" students in Fall 2025. Concurrent enrollment increased from less than 10% in any prior semester to 28% in Fall

2025. Note: The term “concurrent enrollment” seems to cover the students in the added dual enrollment section.

- After Fall 2021, most JAMS students — ranging from 48% to 81% — have been in the category “Both Face-to-face and DE.” This reflects the program’s focus on the importance of face-to-face meetings with additional online work, especially in media production classes.

- “Transfer” is the education goal of most JAMS students — ranging from 58% to 82% since 2021. “Occupational certificate/career retraining” is the second most prevalent goal with 6% to 14% of students indicating this as their pathway.

- Most JAMS students were college freshmen and sophomores — ranging from 59% to 90% during this time. The addition of dual enrollment students is impacting this statistic with a full 28% identifying as high school students in Fall 2025.

- As discussed in more detail below, the course success rates in JAMS are high. Most students — 63% to 84% — earn A’s or B’s in JAMS classes. Withdrawals and D’s and F’s are all generally decreasing, especially in Fall semester.

- Productivity is generally increasing in Fall and Spring. Productivity increased from 135.1 in Fall 2021 to 299.4 in Fall 2025. In Spring, productivity is generally higher and has also increased, growing from 215.2 in Fall 2021 to 341.8 in Spring 2025.

- The number of Full-Time Enrolled Students for purposes of enrollment management is consistently increasing, both in Fall and Spring. In Fall, the number has increased from 4.2 in Fall 2021 to 13.9 in Fall 2025. Spring has also seen an increase from 9.1 in Spring 2022 to 13.3 in Spring 2026.

- For the past two years, the fill rate for classes has ranged from 74% to 81% after hitting a high of 101% in Spring 2024.

Demographic Data

The JAMS program continues to enjoy high and equitable success rates across the board, as reflected both in the Research, Institutional Planning & Institutional Effectiveness data and the Diversity, Inclusion, Equity, Accessibility, and Belonging data. Highlights of that data follow:

- In 2025-26, students in the JAMS program had higher course success rates than the College as a whole did: 88.3% vs. 79%

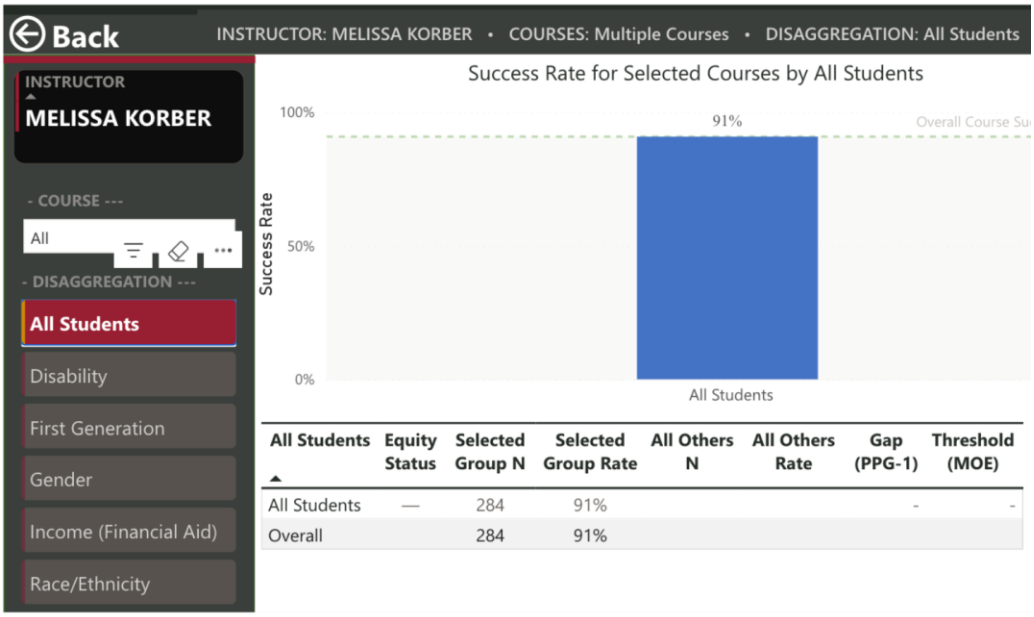
- The success rates for JAMS students have increased over time, from 79.8% in 2022-23 to 80.1% in 2023-24 to 88% in 2024-25 to 88.3% in 2025-26.

- In 2025-26, the course success rates for non-DE classes were marginally better than for those who attended only DE: 90% non-DE vs. 88% success for DE.

- JAMS success rates of different demographics for the past year remain strong and in all cases above the College success rates:
    - Success rates for Students who Have a Disability: 94% JAMS vs. 76% LPC;
    - Success rates for Females: 89% JAMS vs. 79% LPC;
    - Success rates for Males: 88% JAMS vs. 79% LPC;
    - Success rates for those who identify as “Other” not Female or Male: 85% JAMS vs. 74% LPC.
    - Success rates for African Americans: 83% JAMS vs. 68% LPC.
        - Success rates for African American Males: 90% JAMS vs. 70% LPC
        - Success rates for African American Females: 86% JAMS vs. 67% LPC
    - Success rates for Hispanics/Latinos: 85% JAMS vs. 76% LPC
        - Success rates for Hispanic/Latino Males: JAMS 88% vs. 77% LPC
        - Success rates for Hispanic/Latina Females: JAMS 80% vs. 75% LPC
    - Success rates for Students under Age 21: 89% JAMS vs. 79% LPC
    - Success rates for Students over Age 21: 85% JAMS vs. 78% LPC
    - Success rates for Full-time Students (12+ units): 89% JAMS vs. 81% LPC
    - Success rates for Part-time Students (fewer than 12 units): 88% JAMS vs. 76% LPC

The success rates for JAMS in 2025-26 were higher than the College success rates in all cases. No real areas of concern were noted despite looking at the data using different filters. One potential area of concern, a lower success rate for Hispanic/Latina Females than Hispanic/Latino Males, was both higher than the College success average and part of a trend of increasing success of this group in JAMS by 10% since 2022-23.

The Diversity, Equity, Inclusion, Accessibility, and Belonging data from the dashboard for faculty Member Melissa Korber showed a similar trend, although over a longer timeline, Fall 2023 to Spring 2026. Below is a screenshot of that data. The data interpretation included with the data showed no disproportionate impact.



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.

As set forth above, no significant equity issues are noted. The success rates for JAMS are consistently higher than the College success rate and have generally increased in recent years. Potentially vulnerable demographics seem to have found a home in the JAMS program. In the future, the focus will be on maintaining high success rates across demographics, increasing the focus on DEIAB, especially the newly added elements Access and Belonging to ensure that students continue to succeed in JAMS.

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 if00 applicable).

As noted above, there is a marginally higher success rate for those who attend non-DE compared to those who attend DE classes. Generally, the success rates were high regardless of modality or instructor.

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 X 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.

N/A

- *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

The JAMS program aligns with the College's Mission, Vision, and Values as well as the Educational Master Plan as set forth below:

1. **The Media Lab builds skills and creates community.** The LPC Values statement affirms the College's commitment to "Responding to the needs of the ever-changing workplace and society." In addition, the first goal set forth in the Education Master Plans is to "ensure excellence in student learning through quality academic and support services" by providing "students with the knowledge and skills necessary for career readiness and advancement."

   The newly remodeled JAMS Media Lab demonstrates the program's commitment to providing a state-of-the-art program that enhances the skills students need to continue on their pathways. The Media Lab includes a podcast studio, a broadcast studio and meeting room, an expanded Mac lab, an improved classroom area, a library, state-of-the-art technology, a faculty office, and classified workspace. The JAMS Advisory Board has consistently recommended further development of video, audio, and social media skills to make students ready for the workforce. The new lab effectively allows the program to develop those skills with the additional benefit of being centrally located and creating a welcoming learning community for students. The improved location in the heart of the campus also reinforces the importance of media to the College community.

2. **The commitment to mentoring helps students succeed.** The first goal set forth in the Education Master Plans is to "ensure excellence in student learning through quality academic and support services" ... by designing "course offerings, class schedules and modalities, and support services that are accessible and inclusive for all students and promote timely completion of transfer, degree, and career-technical goals. [And] comprehensively and equitably [providing] for the learning needs of underserved students and students with disabilities through proactive engagement and support."

   The JAMS program's commitment to mentoring has led to increased student success in the classroom and has helped to create a network of JAMS mentors both on campus and beyond the boundaries of LPC. JAMS requests CTE funding for mentors for publications every year, and publication classes include assigned mentors and editors to help guide students new to the program. In addition, professors in the program continue to encourage mentoring relationships when students leave the program. This approach allows students from different demographic groups, including those who are underserved and students with disabilities, to succeed. It creates an ongoing learning community where students can achieve their educational goals and connect with like-minded mentors and media professionals as they pursue their professional goals.

3. **Media conventions reinforce classroom lessons, provide additional learning opportunities, and instill excellence.** The program's commitment to attending at least two media conventions every year helps fulfil the College's mission of empowering "students to develop the knowledge, skills, values, and abilities needed to become engaged participants and leaders in their local and global communities." Many of LPC's core values are also reinforced by LPC's strong media outlets, including "responding to the needs of the ever-changing workplace and society," "demonstrating civic, social and environmental responsibility," and "promoting ethical behavior, mutual trust, equity, and respect within our diverse community." The LPC student media outlets have been recognized nationally as leaders in the field with some of the highest honors possible earned during the past year. In many cases, the students who earned the awards were present at the conventions, developing new skills at the same time they were being honored for past work Each award is earned through hours of hard work, diligence, and a commitment to ethical journalism, all of which reinforce the College's mission.

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)
	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)
X	Other [explain]: Students are invited to attend JAMS-sponsored events on campus. Express newsletters are shared with students. Program successes and rewards are shared with the classes.

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?

The only real challenges are capacity and possibly engagement. Asynchronous students rarely come to Zoom office hours. I've considered requiring a student to attend Zoom office hours, although that does not seem to be a good solution for Dual Enrollment students who are full-time students. Other students may face challenges of attending Office Hours at a set time.

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