2026-27 Comprehensive Program Review

Program: Movement API Learning Community

Division: Arts and Humanities / Special Programs

Writers: Meghan Swanson & Julie Nguyen

SLO/SAO Point-Person: Jared Howard

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.

- Graduated our first group of students from the LPC; from cohort 2024-2025
- Welcomed 30/28 in our fall cohort
    - We struggled to fill the first cohort, were still recruiting in fall 25 just before the semester started, and we were essentially full after New Hawk Day 2026
- Strong retention and success in the 25-26 school year: 27/29 retained and 25/27 success
- Excellent range of events for students from the 4-night 5 college tour, to the first Japanese Cultural Festival and FilAm History Month celebrations, to the field trips to see the class's play *M Butterfly*, which ended in their celebration of APIA History month sharing the "Voices of AANHPI Resistance" across campus and in the library.

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

- Counselor/faculty bandwidth
    - Many activities we wanted to do to support student success, but since there are only two coordinators running the entire program, instructor burnout is a real concern given all the

activities for coordinating a program and club. Forced to cut back a bit on activities in the 26-27 year to account for instructor capacity.

- Connecting under-prepared or failing students to support services.
    - We lost a few students from the program in the 25-26 school year, and even though we have the needed support services at LPC available, students were hesitant or did not use those services. Even with a MVMT specific student tutor, students were hesitant to seek support.
- Navigating the paperwork required to run the program and club is often frustrating and time-consuming. We spend a significant amount of time completing field trip, conference leave, and budget journal forms etc. only to find out that something is incorrect or needs to be redone. More training or onboarding is needed.
- Our IR Summary showed some need for more marketing of AANHPI programs. When students participate, they generally find them helpful, but more outreach is needed. Students feel generally welcomed here, but more culturally responsive counseling, representation in curriculum and mental health services are needed. Also, more disaggregated data needed to look at the differences in data across the diverse Asian American community.
- Lack of space
    - Movement API has a space in the Cultural Community Center in Building 2400, Room 2401. All active students in the learning community utilize the space for studying, building community, and accessing our resource cabinet. Our program is connected to many AANHPI clubs and organizations on campus, for example: Project Pinoy, Asian Pacific Islander Association (APIA), South Asian Student Association (SASA), Asian Pacific Islander Education Association (APIEA), and more. Students and staff from these groups as well as general population students also use and access the space. The area is often crowded or overflowing due to the small space.

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

- Continue offering college tours in collaboration with MESA Scholars and UMOJA Learning Community. These trips help students explore transfer opportunities, build connections with other learning communities, and visit colleges they might not otherwise have had the opportunity to see.
- Coordinators have created an exciting educational and cultural experience trip to Vietnam in Summer 2027. We hope to make this an accessible opportunity (with grant support) for students to learn about Vietnamese history and culture firsthand, connect with their own family and community histories, and gain experience outside the classroom.
- Revise the spring semester curriculum to incorporate a broader range of voices and perspectives on the Vietnam War, particularly Vietnamese and Vietnamese American experiences that are often left out of traditional narratives. Students will explore how the war continues to shape families, communities, and identities across generations. This will also help provide knowledge and scaffolding for our Vietnam trip.
- Continue having a student tutor for the Spring semester to provide additional academic support and mentorship to help students succeed in their classes. Having a tutor who is also a peer helps students

feel more comfortable asking questions, building community, and providing another layer of support for students who may need it.

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?

- Established our SAO in 2026: Students in the MOVEMENT API Learning Community will report a greater sense of belonging after participation in the program.

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?

- We have data from fall 24 - Spring 26, and from the early data, we can see that students do, in fact, feel a greater sense of belonging at LPC after their time in our program.
    - Through a pre and post survey on sense of belonging in Fall 2025 and Spring 2026, we can see a clear increase in students' reported sense of belonging. In Fall 2025, 66.7% of students rated their sense of belonging as a 4 or 5, compared to 85.2% in Spring 2026. The average rating also increased from 3.93 to 4.44 out of 5, and the percentage of students reporting the highest level of belonging nearly doubled, from 29.6% to 59.3%.
    - These results suggest a positive trend in students' sense of belonging and provide encouraging evidence of progress toward our SAO. We plan to continue providing opportunities for cultural engagement, peer connections, and academic support as we have been as well as shows that we are making progress in helping the AANHPI community feel a stronger sense of belonging on this campus.

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

- Work on strengthening collaboration with student support services, like tutoring and counseling, to better support students' academic and personal needs.
- Continue to highlight, share, and bring more awareness to our program and its offerings, perhaps even bringing in more students who might not be part of the program to participate in events though coordinators limited capacity would make this difficult.

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

- I think that the transition to a new SLO/SAO program slowed this all down for us; however, we got strong faculty support and were able to develop our SAOs in the 25-26 school year and have implement our data collection strategy (survey), so we are ready to see how our data builds over the next cycle.

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

- The post-survey results suggest that Movement students feel a strong sense of belonging at Las Positas College. Approximately 89% of responses rated their sense of belonging as a 4 or 5 on a five-point scale. Additionally, 96% of students responding to a question about changes in belonging rated their increased sense of belonging as a 4 or 5. Overall, the findings suggest

that students feel connected to the college and perceive that their sense of belonging has grown over the school year.

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.

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

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

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

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?

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

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