2026-27 Comprehensive Program Review

Program: Outreach

Division: Student Services

Writers: Samantha Bacher

SLO/SAO Point-Person: Samantha Bacher

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 the 2025-2026 academic year, outreach continued to increase our presence at local and out-of-area high schools by increasing the number of Application/Financial Aid Workshops and outreach presentations offered and completed. Outreach also participated in over 17 college and career fairs to promote student support services, academic programs, and career technical education at high school and community events.
- In the 2025-2026 academic year, we had over 30 requests for campus tours for prospective LPC students, families, middle school, high school, and community groups.
- In collaboration with counseling, outreach helped coordinate and execute two high school counselor events to strengthen our partnerships and increase awareness about new programs, resources, and updates for prospective students and high school partners.
- We continued to partner with learning communities such as Umoja and Puente on outreach efforts in the community and schools.
- We attended Community cultural celebrations (Taste of Africa, Lunar New Year, Diwali, Filipino Barrio Fiesta, ArtWalk, Pride Fest, Asian American Native Hawaiian Pacific Islander Celebration, Juneteenth) to strengthen community partnerships.

- Outreach has contributed to the increased enrollment at Las Positas College by strengthening our partnerships in the community and embracing the diverse ways students consume information.
- Open House and New Hawk Day were two significant events that contributed to increased enrollment, registration in classes, and utilized guided pathways. On Saturday, November 15, 2025, we had 392 registered prospective students and families for Open House. The outreach team planned and executed Open House to increase enrollment and partner with academic programs to showcase degrees, certificates, and services available to students.
- In partnership with the counseling department, Admissions and Records, and Financial Aid, we hosted New Hawk Day on Saturday, April 19, 2025. New Hawk Day was designed to allow new incoming students to explore LPC and receive an opportunity for early registration. With LPC serving over 460 students at the event, this event helped increase enrollment for Fall 2026. Students attended information sessions and were able to complete their first semester planning session and register for classes. This event also helped introduce students to support services available on campus.
- We have continued to improve our organization amongst outreach by maintaining a shared calendar with all outreach events and outreach efforts. During the 2025-2026 school year, the outreach team attended and coordinated 135 events that included partnerships with CTE, Counseling, Financial Aid, DSPS, Veterans, Learning Communities, Academic Programs, and Student Support Services.

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

- With the increased presence and activity of Outreach at the feeder high schools, the requests for campus tours, presentations, application workshops and college and career fairs continue to grow from year to year. Having additional student assistance in providing campus tours to individual families and small groups would be helpful. The demand for outreach is increasing significantly not only in the community but also on campus and outside of our service area.
- The CCCApply application and changes to that, including the addition of the identification verification requirement of ID.Me or DMV Wallet, present some challenges and potential barriers for perspective students. It can mean more time and possible frustration with the application process.

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

- Create reoccurring campus tours, once per week, that people can request on the Outreach LPC website. This will make it easier for community members, prospective students, and families to select and attend upcoming campus tours.

- Host another New Hawk Day in 2027 to increase enrollment for the Fall 2027- Spring 2028 school year.
- Host Open House in Spring 2027 to increase enrollment and partner with academic programs to showcase degrees, certificates, and services available to students.
- Create and utilize a RepVisits account, which will allow us to directly book visits with our local high school partners.
- Continue working with our diverse student support services, academic programs and staff to identify and remove barriers for prospective students to ensure they have the tools and assistance needed to be successful in the application and registration process.
- Partner with Admissions and Records and the Registration Support Center, or the Career and Transfer Center to find a space to hold application workshops on campus in the spring.
  Partner with student support services and staff to possibly create and offer an online information session, specifically for those students who are undecided or not looking to transfer out of Las Positas College.

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?

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

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?

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

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

- I would like to implement a new exit or attendance survey for those perspective students that attend Open House in Spring 2026. I want to capture information about what drew them to us, whether that was through Outreach events or marketing materials. I would also like to ask and gather data on how likely they are to apply and attend Las Positas after attending the event.
- I am planning to start hosting on-campus application workshops for students. I will keep track of how many students take advantage of this to gauge how effective it is as an Outreach strategy.

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

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

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

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

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.

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

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?

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