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.

- Successfully onboarded three new part-time faculty members, who started teaching with us in Fall 2025
- In order to meet student demand, added a total of four new course sections to the Fall 2025 schedule (two sections of PSYC L1/C1000, Introduction to Psychology, and two sections of PSYC 21, Psychology of Race and Identity)
- Offered two sections of PSYC L1/C1000, Introduction to Psychology, in the first winter intersession
- Participated in the Umoja learning community in Spring 2026 by offering a section of PSYC 21, Psychology of Race and Identity, with several spaces reserved for students in the learning community
- Offered sections of PSYC 3, Introduction to Social Psychology, in the College and Career Access Pathway (CCAP) program at both Amador High School and Emerald High School in Spring 2026
- Made plans to offer the first dedicated honors section of PSYC L1/C1000, Introduction to Psychology, for Fall 2026
- Many psychology students presented their research projects/honors projects at both the Las Positas College Student Research Symposium and at the Bay Honors Consortium Honors Research Symposium
- Maintained an active psychology club including inviting Jeff Bell, former KCBS news radio anchor and mental health advocate to speak at the club

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

- Due to budget issues, we had to cut a total of 11 sections from our 2023-2024 schedule (which included Summer 2023. That academic year, we offered a total of 61 course sections, down from 72 sections the previous academic year of 2022-2023 (which included Summer 2022). In the 2024-2025 academic year (which included Summer 2024), we offered a total of 64 sections, not including our 3 CCAP sections which are funded differently. In 2025-2026 (which included Summer 2025), we offered a total of 69 sections, not including our 2 CCAP sections. We gained 5 sections from 2024-2025 to 2025-2026, however we are still not back to our number of sections from 2022-2023.
- One of our full-time faculty members is currently the director of the Honors Transfer program, therefore she is not teaching her full load with our department due to release time. In the future, we might need to hire additional part-time faculty members or perhaps a new full-time faculty member, especially if our enrollment keeps increasing and we are able to add additional course sections.
- Many of our courses rely heavily on the services provided by the library. Library support for psychology courses includes in-person workshops, dedicated research guides, textbook reserves, asynchronous Canvas library modules, and psychology-specific databases such as PsycARTICLES, the Psychology and Behavioral Sciences Collection, and NoodleTools for citations. Additionally, the PSYC L1/C1000, PSYC 6, and PSYC 10 workshops are among the highest-attendance sessions that the library hosts, and several of our psychology students contact the library for research project support. Reductions in library hours, staffing, and resources would greatly impact our students.
- Occasionally, it can be difficult to schedule our face-to-face sections of PSYC 25, Research Methods, in one of the computer labs on campus. We try to hold PSYC 25 in room 2416, which is often shared with the math and computer science programs. Ideally, room 2416 would be a dedicated space for PSYC 25 so that we have more flexibility when we schedule our PSYC 25 classes and labs, especially as our enrollment grows.

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

- Before the COVID-19 pandemic, we started to make plans to renovate room 2416 so that it would be more functional for our PSYC 25, Research Methods courses. Our plans were put on hold due to the pandemic, but we would like to revisit these plans and move toward being able to renovate this classroom. More specifically, we have considered reconfiguring the tables/computers so that students can face the front of the classroom without having to turn their chairs. We have also considered adding confidential space where students could run their research participants.
- Continue to participate in the Umoja learning community by reserving spaces in PSYC 21, Psychology of Race and Identity, for members of this learning community. Ideally, we would be able to offer a section of this course that is dedicated to students who are in the Umoja learning community. This plan supports student achievement and equity because research shows that participation in a learning community often improves student success rates.
- Continue to offer courses through the CCAP program. This plan supports student achievement and equity in that it makes college courses more accessible to high school students.
- Participate in upcoming discussions related to the Common Course Numbering project. When giving feedback on common course outlines, we could be mindful of student achievement and equity.

- Continue to encourage our psychology students to present at the LPC Student Research Symposium and at the Bay Honors Consortium Honors Research Symposium. This plan supports student achievement and equity in that the experience they gain from participating in these events will prepare them for transferring and for graduate school and/or their future careers.
- Continue to maintain an active psychology club. The club provides a place where students could gain a sense of belongingness and social connection, which supports student achievement and equity.
- Submit a request for a new full-time faculty member to the Faculty Hiring Prioritization Committee. Having an additional full-time faculty member will help support student achievement.
- Secure funding to help students who are presenting their research at the annual convention of the Western Psychological Association pay for registration fees and other expenses. Making this more accessible to students supports student equity, and encouraging students to attend this convention supports student achievement in that it will help them with transferring and for graduate school and/or their future careers.
- Discuss the possibility of adding new courses that will benefit our students. In the future, we might consider developing courses in areas such as Health Psychology, Positive Psychology, and Business Psychology/Industrial-Organizational Psychology. Some of the topics in these courses would address equity-related issues and offering a greater variety of courses supports student achievement.
- Consider collaborating with local transfer institutions so that our students can gain research experience by becoming research assistants in their psychology labs. This plan supports student achievement and equity in that the experience they gain from working in a psychology lab will prepare them for transferring and for graduate school and/or their future careers.
- Commit to regularly assessing our SLOs. This will allow us to determine areas in which we could improve our teaching and it will help us to be more mindful about equity.

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?

- For a variety of reasons, we have not been consistent with our SLO assessment. More recently, we had some technical issues with CurrIQunet. We will be committing to regularly assessing our SLOs starting

in Fall 2026. One of our full-time faculty members has joined the curriculum committee in Fall 2026 with the goal of assisting our program with getting back on track with SLO assessment.

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 stated above, we have not been consistent with our SLO assessment. However, our overall student success data indicate relatively high levels of success across all of our courses, with success rates ranging from 75-81% between 2023-2026 for both on-campus and distance education courses.

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

- We plan to commit to regular assessment of our SLOs so that we could identify specific factors that we could focus on to improve student outcomes and close equity gaps.

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

- We experienced some technical issues with CurrIQunet not being able to launch assessments for many of our courses. Originally, this was thought to be an issue with courses that were newly renumbered due to the new common course numbering system, but some of our other courses were impacted by this issue as well.

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

- Enrollment has been improving overall since 2022 (Fall 2022 was the first semester since the COVID-19 pandemic that we offered a more robust on-campus schedule)
- The number of students who state transfer as their goal has been steadily increasing since the 2021-2022 academic year
- Our course success rates have increased from Fall 2021 to Fall 2025, and have slightly increased or remained relatively stable from Spring 2022 to Spring 2026
- Our course success rates are similar for both our on-campus and our distance education courses
- The majority of our students (61% in Fall 2025 and 58% in Spring 2026) are taking a combination of on-campus and distance education courses
- Our student demographics (gender, age, and race) have remained relatively stable over time
- Our students are transferring to the following UCs (in order of highest to lowest number of students transferring for 2024-2025): UC Davis, UC Berkeley, UCLA, UC San Diego, UC Santa Cruz, and UC Santa Barbara

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.

- Our course success rates are lower for our Black/African-American students (70% success rate in 2024-2025 compared to the 82% success rate for all races)
- As a program, we should examine disaggregated data from each of our courses as a first step in determining how we might support our Black/African-American students

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).

- We offer mainly asynchronous online or on-campus courses, and the overall trend shows similar success rates for both modalities. In both 2024-2025 and 2025-2026, distance education students were more successful than on-campus students (84% v. 78% success rate).
- If this trend continues, we might need to explore why our distance education students are more successful than our on-campus students

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.

- Not applicable

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

- All of our courses support students' degree and transfer goals in our program and beyond. Many students take psychology courses for general education, and many programs require our courses as part of their degree pathway. One of our courses, PSYC 21, Psychology of Race and Identity, fulfills a CSU graduation requirement, thus supporting students in working toward their bachelor's degree.
- Our courses align with many of Las Positas College's values. For example, our courses promote mental health and personal development

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)
X	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)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- Not applicable

Section 5: Program Review Feedback

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

- Not applicable

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