2026-27 Comprehensive Program Review

Program: LGBTQ+ Studies (LGBT)

Division: Business, Social Science, and Learning Resources (BSSL)

Writers: John Ruys

SLO/SAO Point-Person: John Ruys

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.

- **Full sections when an online option was offered.** LGBT 1 filled 43 of 44 seats in Fall 2024 (HyFlex) and again in Fall 2025 (fully online, asynchronous; 98% fill rate, productivity of 645 WSCH/FTEF). Course success rose from 37% in 2024-25 to 58% in 2025-26 (25 of 43), above the program-set standard of 51%.
- **First LGBTQ Studies degrees awarded.** LPC conferred its first AA-T in Social Justice Studies: LGBTQ Studies in 2023-24 and a second in 2024-25, the first completions since the degree was created.
- **Growing reach to Latine students.** Latine students rose from 14% of enrollment in Fall 2024 to 44% (19 students) in Fall 2025, directly supporting LPC's Hispanic-Serving Institution mission. Fall 2025 was also the first term in which non-binary students (2) appear in the discipline's data.
- **A transfer-bound student population.** 70–88% of students in LGBTQ+ Studies list transfer as their goal. LGBT 1 is UC/CSU transferable with GE credit (LPC GE Area D, CSU GE Area D, UC Area 4) and anchors both the Certificate of Achievement in LGBTQ Studies and the AA-T in Social Justice Studies: LGBTQ Studies.
- **Zero Textbook Cost.** LGBT 1 uses a free open-access textbook, Introduction to LGBTQ+ Studies: A Cross-Disciplinary Approach (Amory, Massey, Miller, & Brown; SUNY Press, 2022).
- **Flexible formats and course updates.** LGBT 1 has been offered in HyFlex format (in person, live on Zoom, or asynchronous, chosen meeting by meeting; Fall 2024) and fully online asynchronous format

(Fall 2025), opening the course to working students, student parents, and students who live far from campus. In Summer 2026, Professor Ruys updated the course with a full Canvas shell, a dedicated research-literacy session, a Global Queer Communities Presentation, scaffolded final-project milestones, and updated units on legal history (through Skrmetti, 2025), the minority stress model, LGBTQ+ health, and transgender identities and transition. The updated course is ready to offer as soon as enrollment allows.

- **Improved campus climate and facilities access.** Professors Ruys and Blatter worked with LPC Facilities and the Facilities Committee to expand all-gender restroom access. After roughly two years of meetings, supported by benchmarking data and an LGBTQ+ student panel, four of eight key-access single-user restrooms in the 2100 and 2400 buildings were opened to students.
- **Student leadership and institutional support.** Continued advising the SAGA student club and contributing to the LPC LGBTQ+ Presidential Task Force (co-chaired by Professor Ruys, 2021–2025).

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

- **Cancelled and missing sections.** No LGBT courses were offered in Spring 2025. Spring 2026 was cancelled for low enrollment after the section was mislabeled in the schedule as in-person only rather than HyFlex, so Fall 2025 was the discipline's only section in 2025-26. Fall 2026 was scheduled as HyFlex but enrolled only 7 students and was cancelled. Students working toward the Certificate or AA-T currently have no LGBT section available.
- **Enrollment depends on how the course is listed and promoted.** The two sections that filled (Fall 2024 HyFlex and Fall 2025 asynchronous) both gave students a way to take the course online, and the mislabeled in-person-only listing could not attract enough students. The reason for low Fall 2026 enrollment is uncertain: the HyFlex section enrolled 7, compared with 43 for the HyFlex section in Fall 2024. The course was not advertised during spring registration, which may have contributed.
- **Volatile course outcomes.** Success fell from 84% (2021-22) to 56% (2022-23 and 2023-24) and 37% (2024-25) before recovering to 58% (2025-26). Non-success is driven mainly by F grades rather than D grades (F rates of 40% in Fall 2024 and 23% in Fall 2025), which suggests students disengaging from online coursework rather than narrowly missing a C. Withdrawals ranged from 9% to 23% in fall terms.
- **A single-faculty, single-section program.** One full-time faculty member (0.2 FTEF) carries curriculum, scheduling, SLO assessment, Program Review, outreach, and club advising. With one section per year, a single cancellation removes the program from the schedule entirely.
- **No data on the students the program most directly serves.** RPIE data packets and statewide data do not report sexual orientation, so the program cannot disaggregate outcomes for LGBTQ+ students or show disproportionate impact. Professor Ruys addressed this systemwide in a 2026 white paper to the Chancellor's Office, ASCCC, and FoundationCCC ("Counting Who We Serve").
- **Restroom access gains are eroding.** Faculty and staff now heavily use the three unlocked restrooms, which limits access for gender-diverse students who avoid harassment in multi-stall binary restrooms.
- **A hostile external climate.** State and federal actions targeting transgender people and LGBTQ+ curriculum raise student stress and may also affect students' willingness to enroll in a course with "LGBTQ" in the title.

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

- **Offer LGBT 2 (LGBTQ+ Psychology) in Spring 2027** and restore LGBT 1 to the Fall 2027 schedule, each with an online option, since both sections that filled (Fall 2024 HyFlex, Fall 2025 asynchronous) offered one. Work with the dean and scheduling staff to confirm that HyFlex sections are labeled correctly in the class schedule, avoiding a repeat of the Spring 2026 mislabeling.
- **Advertise every section during registration.** Fall 2026 was not advertised in the spring. For Spring 2027 and later terms, promote LGBT sections before and during priority registration through flyers, Canvas announcements in related courses, Counseling, the QSA/SAGA, and campus social media.
- **Advertise every section with California Virtual Campus.** All courses will be cross-listed with a fully asynchronous section so they can be listed on the California Virtual Campus to improve reach and increase enrollments.
- **Targeted outreach to counselors and programs.** Work with Counseling, the Transfer Center, Outreach, and Program Mapper so students and counselors know LGBT 1 meets UC/CSU GE requirements and leads to the Certificate and AA-T. Recruit through the QSA/SAGA, Pride events, and Latine-serving programs, building on Fall 2025's 44% Latine enrollment.
- **Reduce F grades and withdrawals.** Use early-alert outreach in the first three weeks, scaffolded final-project milestones, and a late-work policy with a 70% floor on submitted work so students do not fail on timing alone. About 40% of Fall 2025 students were new to LPC, and fewer had completed transfer-level English (35%) and math (23%) than students college-wide (38% and 27%), so early connection to tutoring and the Reading and Writing Center will be built into the course.
- **Build on the first AA-T completions.** Identify students who have completed LGBT 1 and are close to the AA-T or Certificate, and connect them with Counseling to file education plans and petitions. Consistent offerings of LGBT 1 and LGBT 2 are necessary for students to finish the degree.
- **Request SOGI-disaggregated data from RPIE** (from CCCApply, where collected) to examine success and retention for LGBTQ+ students, alongside race/ethnicity.
- **Broaden the restroom-access coalition** to include disabled students and staff and community members who have difficulty with narrow binary-restroom stalls.
- **Offer Safe Zone training at LPC** using introductory and advanced modules Professor Ruys has built, increasing faculty and staff capacity to support LGBTQ+ students.
- **Keep LGBT courses Zero Textbook Cost.**

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)
  - CurrlQunet
  - 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?

- Assessment focused on LGBT 1, the required core course for both the Certificate and the AA-T. All four course SLOs were assessed in every section. The program set out to learn whether students can:
  - **CSLO 1:** Discuss the social, economic, political, intellectual, and cultural contributions of LGBTQ+ people past and present;
  - **CSLO 2:** Discuss how sexual and gender identity combine with nationality, race and ethnicity, religion, social class, and ability to shape LGBTQ+ experience (intersectionality);
  - **CSLO 3:** Synthesize the epistemological frameworks of LGBTQ+ studies with Queer, Feminist, and Critical Theory;
  - **CSLO 4:** Contrast the key methodologies used in LGBTQ+ studies.
- **Course-to-program mapping.** The course SLOs roll up to the three program SLOs: PSLO 1 (contributions) from CSLO 1; PSLO 2 (epistemological frameworks) from CSLO 2 and CSLO 3; and PSLO 3 (methodologies) from CSLO 4.
- **Tools.** CSLO 1 was measured with content quizzes, CSLO 2 with journal clubs plus the final project, CSLO 3 with journal club and reflections, and CSLO 4 with the final research project alone. Each was scored on a 0–4 scale (4 = mastery), with 3.0 as proficient.
- **Scope.** The four LGBT 1 sections in the cycle (Fall 2023, Spring 2024, Fall 2024 HyFlex, Fall 2025 asynchronous; 129 students on roster), with Spring 2022 and Spring 2023 as a baseline.
- A related question was whether students could locate, evaluate, and cite scholarly sources, which led to the research-literacy outcome now in the course.

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?

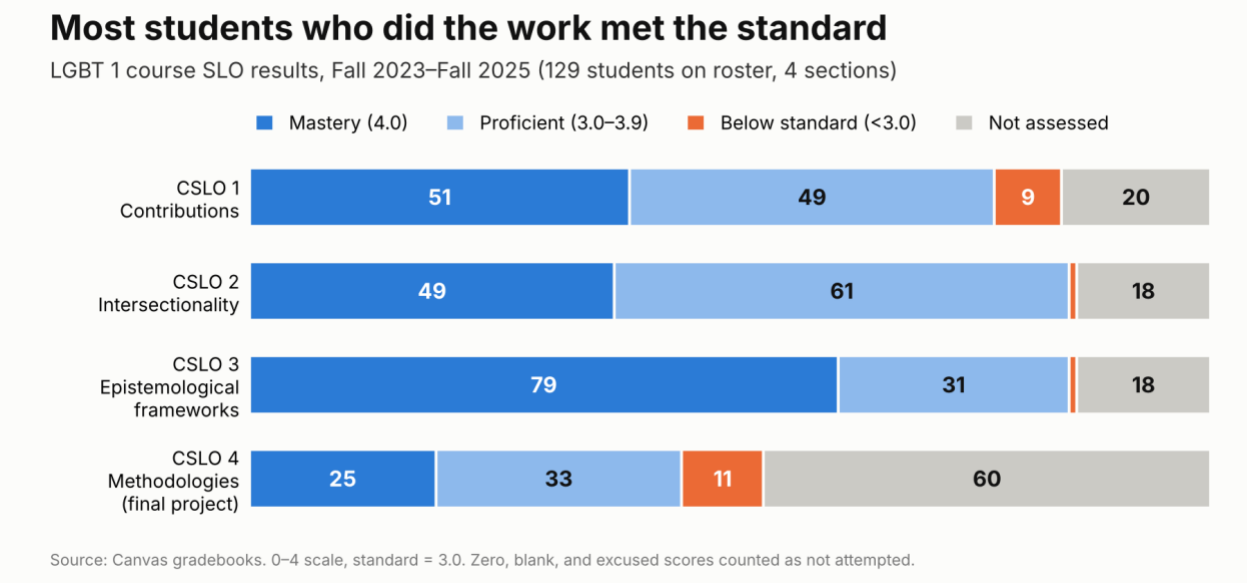
- **How results were scored.** Each attempted assignment was converted to the 0–4 scale (points earned ÷ points possible × 4), and a student's score is the mean of their attempted items for that outcome. Zero, blank, and excused scores were treated as not attempted. Students with no attempted evidence for an outcome are counted as "Not assessed."

Table 1. LGBT 1 course and program SLO results, Fall 2023–Fall 2025

Outcome	On roster	Assessed	Not assessed	Mean (0–4)	% at 3.0 or above
CSLO 1 Contributions of LGBTQ+ people	129	109	20	3.70	92%
CSLO 2 Intersectionality	129	111	18	3.86	99%
CSLO 3 Epistemological frameworks	129	111	18	3.91	99%
CSLO 4 Methodologies (final project)	129	69	60	3.48	84%
PSLO 1 Contributions (from CSLO 1)	**129**	**109**	**20**	**3.70**	**92%**
PSLO 2 Epistemological frameworks (CSLO 2 + 3)	**129**	**111**	**18**	**3.89**	**99%**
PSLO 3 Methodologies (from CSLO 4)	**129**	**69**	**60**	**3.48**	**84%**

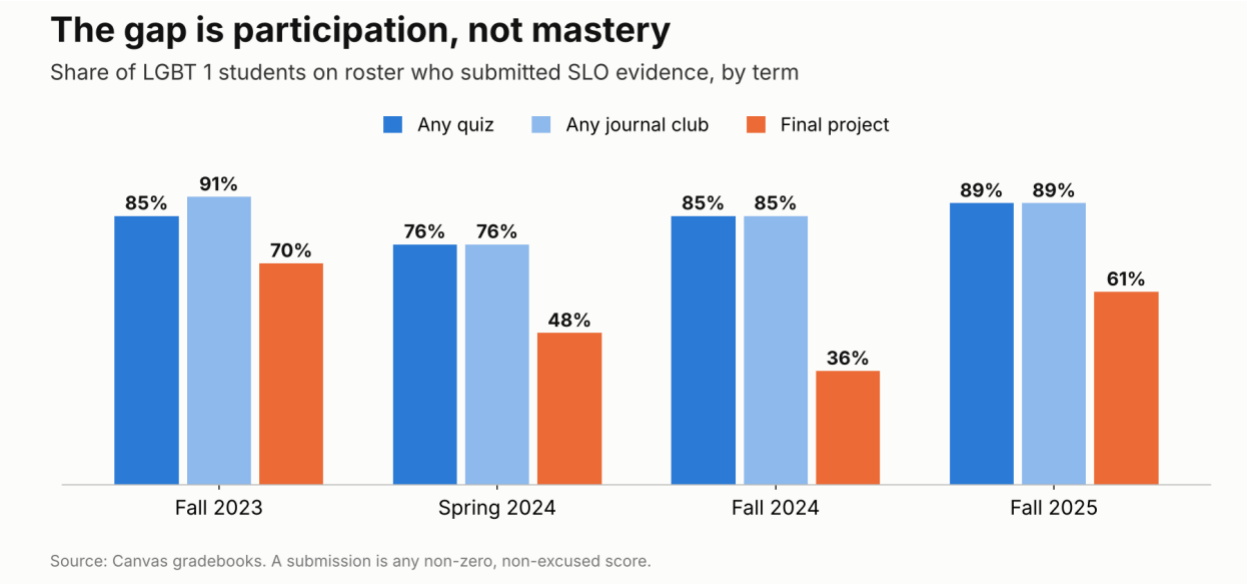
Percent at 3.0 or above is calculated among assessed students. Spring 2022 and Spring 2023 (38 students) showed the same pattern: 90–100% of assessed students met the standard on CSLO 1–3.

- **Students who engaged met the outcomes.** Among assessed students, 99% met the standard on CSLO 2 and 3, and 92% on CSLO 1. CSLO 3 (epistemological frameworks) had the most students at full mastery (79 of 111).
- **CSLO 4 (methodologies) is the weakest outcome.** Scored on the final research project alone, 84% of the 69 students who submitted it met the standard. Results fell from 100% in Fall 2023 and 90% in Spring 2024 to 57% in Fall 2024 and 82% in Fall 2025. Another 60 students (47% of the roster) submitted no final project and could not be assessed.
- **CSLO 1 is the next lowest.** Nine of 109 assessed students fell below 3.0 on the content quizzes, and the rate meeting the standard dipped to 88% in both Fall 2024 and Fall 2025.



- **Participation is the main gap.** Between 18 and 20 of 129 students (14–16%) submitted no assessable work for CSLO 1–3. Only 69 of 129 (53%) submitted the final project, ranging from 36% in Fall 2024 to

70% in Fall 2023. This matches the F-grade pattern in Section 3: non-success reflects students disengaging before the major assignments, not students failing to meet outcomes once they do the work.



- **Limits of these results.** Because non-attempts are excluded, scores describe students who submitted work and overstate outcomes for the full roster. Scores reflect Canvas assignment points rather than outcome-specific rubrics, which produces a ceiling effect. CSLO 4 rests on a single assignment, so it is the most sensitive to non-submission.
- **Equity.** Equity conclusions are limited because outcome data cannot be disaggregated by sexual orientation or gender identity, and small section sizes make other subgroup results unstable and potentially identifiable.

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

- **Re-engagement.** Since non-success is mostly F grades, the program will add early outreach (Canvas "Message Students Who") to students missing early assignments, and check in personally before the withdrawal deadline.
- **Scaffolded research.** The final project builds through a precursor reflection, annotated bibliography, full draft, and workshop, supported by a dedicated research-literacy session, to strengthen source evaluation and citation skills.
- **Support for new students.** With about 40% of Fall 2025 students new to LPC, the course will connect students to tutoring, the Reading and Writing Center, and Counseling in the first weeks.
- **Safe engagement.** Private, instructor-only reflections let students who are not out, or who are questioning, engage fully without disclosure to classmates.
- **Cost and access.** A free OER textbook removes a known barrier for low-income students.
- **Assessment design.** Add outcome-specific rubric rows to the journal clubs and final project, especially a methodology row on the final project for CSLO 4, and report not-assessed students alongside scores.

- **Content quizzes.** Because CSLO 1 is the lowest-scoring outcome, add low-stakes practice before the quizzes.

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

- **Obstacles:**

1. A single faculty member conducts all assessment; with at most one section per year (and none in 2026),
2. The program has few students to assess; sexual orientation and gender identity data are not available.

- **Helpful supports:**

1. SLO Committee guidance for small, single-section programs
2. Adding SOGI fields to outcome reporting

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).

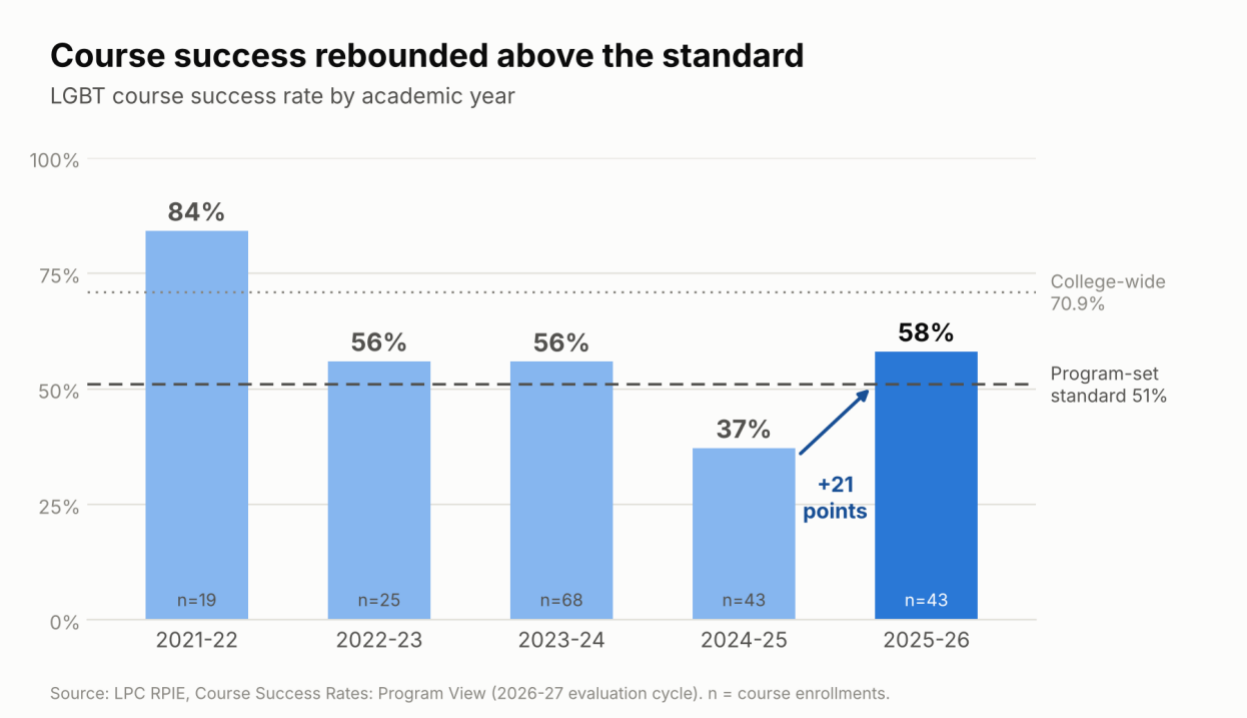
*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

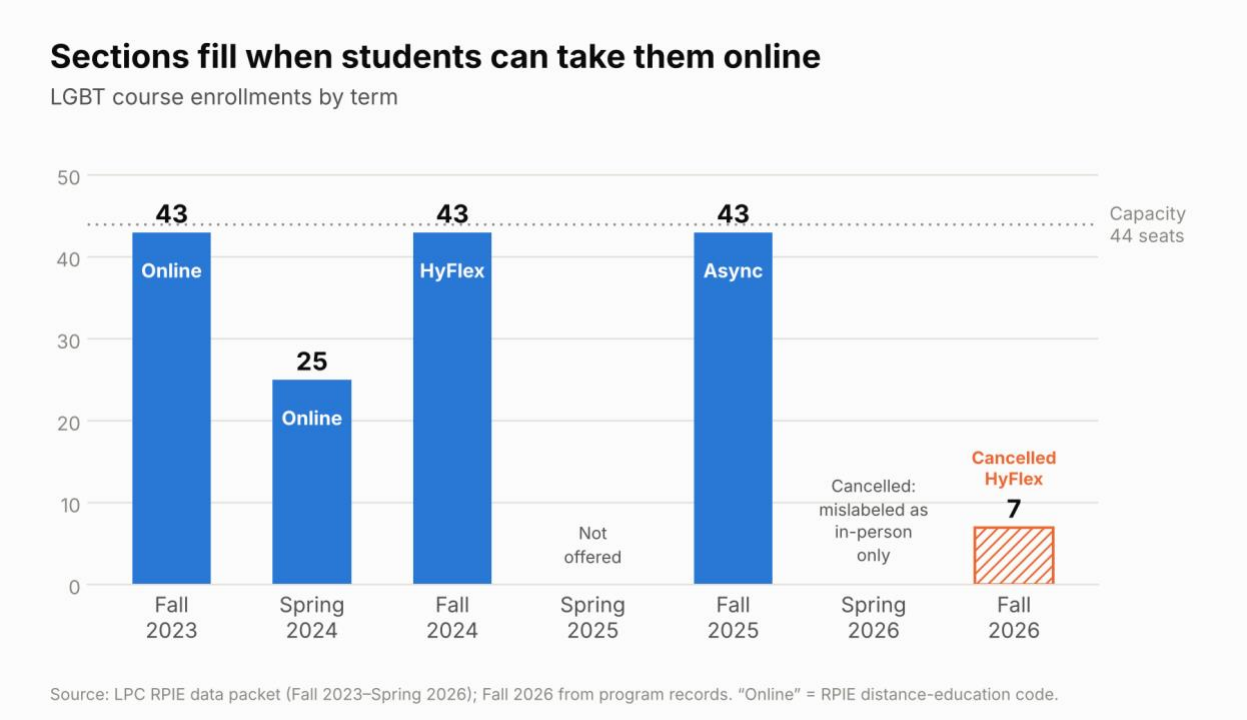
Data may come from:

- 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.** Fall enrollment held steady at 43 students in Fall 2023, 2024, and 2025 (one section each; 43 of 44 seats in Fall 2024 and Fall 2025). Spring enrollment was 19 (2022), 25 (2023), and 25 (2024). No course was offered in Spring 2025, Spring 2026 was cancelled for low enrollment (mislabeled as in-person only), and Fall 2026 (HyFlex) was cancelled with 7 students enrolled.

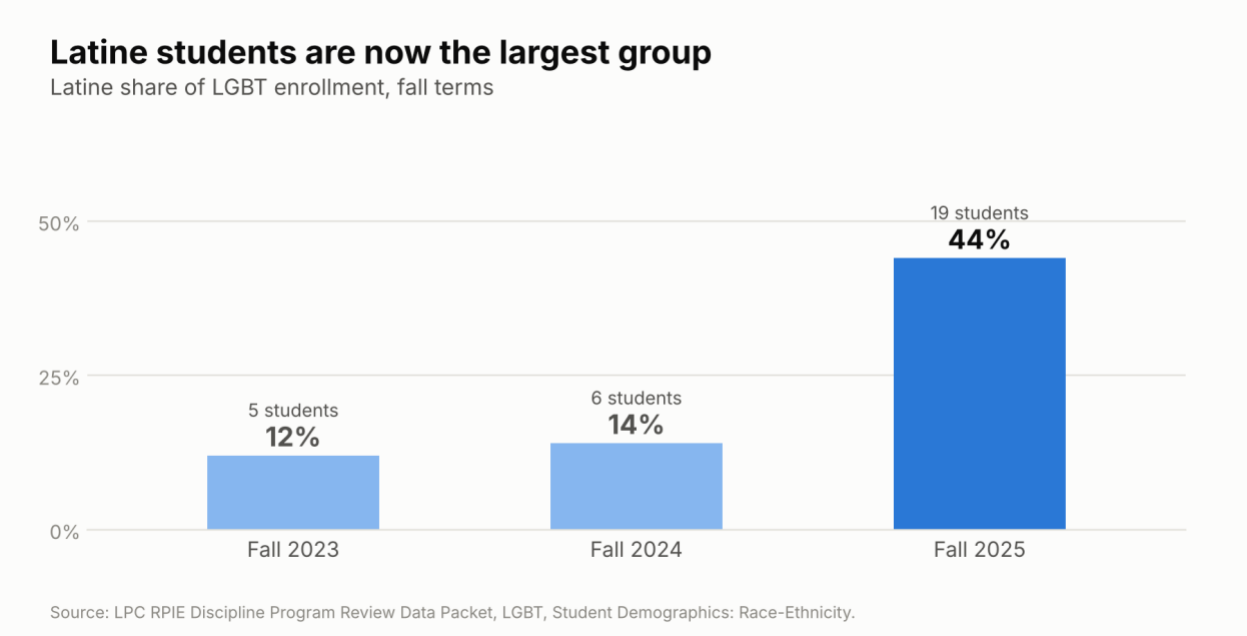
- **Success.** Course success by academic year: 84% (2021-22, n=19), 56% (2022-23, n=25), 56% (2023-24, n=68), 37% (2024-25, n=43), and 58% (2025-26, n=43). The college-wide comparison is about 71%, so LGBT success remains well below the college overall despite the 2025-26 recovery.
- **Non-success and withdrawals.** In 2025-26, 26% of students did not succeed and 16% withdrew. F grades account for most non-success (Fall 2024: 40% F; Fall 2025: 23% F).
- **Who enrolls.** In Fall 2025, 51% of students were female, 44% male, and 5% non-binary; 74% were under 25; 70% were continuing students and 21% were first-time college students; 70% had a transfer goal; and 56% carried 12 or more units.
- **Degree completions.** The AA-T in Social Justice Studies: LGBTQ Studies was awarded once in 2023-24 and once in 2024-25 (no awards in earlier years). Completions are small relative to the 43 students who enroll each fall, most of whom take LGBT 1 for GE or as an elective.
- **Productivity.** Fall 2025 productivity (WSCH/FTEF) was 645 with 4.3 FTES, all taught by full-time faculty.





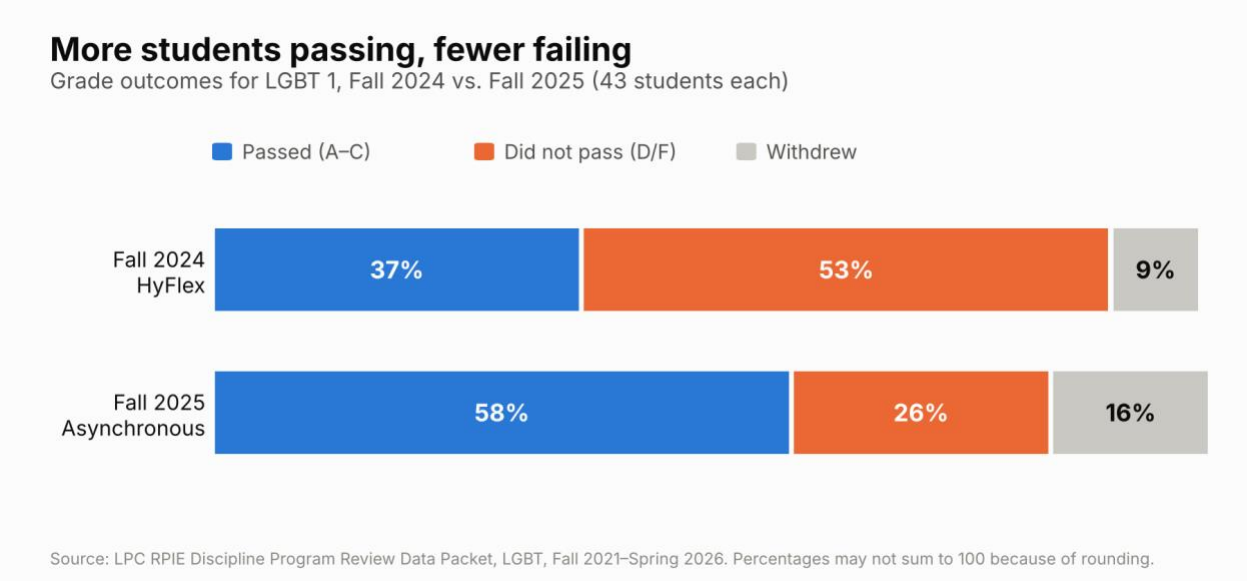
2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- **Race/ethnicity of enrollment.** Latine enrollment grew from 12% (Fall 2023) and 14% (Fall 2024) to 44% (Fall 2025), now the largest group. White students fell from 72% to 21% over the same period. African American (5%), Filipino (9%), Asian (7%), and multiethnic (12%) students made up the rest in Fall 2025.
- **Success by group.** The data packet reports success only for the discipline overall. Due to the small number of students, we are unable to draw any conclusions about success rates when broken down by race/ethnicity and gender.
- **Academic preparation.** About 40% of Fall 2025 students were new to LPC, and fewer LGBT students had completed transfer-level English (35% vs. 38% college-wide) and math (23% vs. 27%). Early support, not prerequisites, is the appropriate response.
- **College-level action:** Report SOGI data from CCCApply in Program Review data packets and equity planning, so LGBTQ+ students can be included in disproportionate-impact analyses. Without it, the college cannot tell whether LGBTQ+ students are succeeding at parity.



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).

- Since Fall 2023, every LGBT section has been reported as distance education; the data packet codes both HyFlex and asynchronous sections as DE. The only face-to-face term, Spring 2022 (n=19), had 84% success. DE sections ranged from 37% to 60%.
- **HyFlex vs. asynchronous.** The Fall 2024 HyFlex section had 37% success, with 40% of students earning an F. The Fall 2025 asynchronous section had 58% success and a 23% F rate. Each is a single section of 43 students taught by the same professor, so the difference may reflect the cohort as much as the format. Institutional data also cannot show which mode HyFlex students actually used.
- **Modality and enrollment.** Modality affects whether the course runs at all. Both sections with an online option filled, while the Spring 2026 section, mislabeled as in-person only, was cancelled. Most LGBT students (67% in Fall 2025) take all their coursework online.
- **Action:** Keep an online option in every offering. Strengthen engagement in online and HyFlex sections (early outreach, frequent instructor contact) to address the F-grade pattern, and in HyFlex sections track which mode students rely on (through attendance and Canvas records) to see where students are not succeeding.



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____ (2025-26 success 58.1% vs. standard 51%)

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 for 2025-26: success was 58% against a standard of 51%.
- The program did fall below the standard in 2024-25 (37%), driven by a 40% F rate in Fall 2024. The re-engagement strategies in Section 2, Question 3 respond to that dip.

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

- **An equity-focused, inclusive environment.** Expanding all-gender restroom access, advising the SAGA student club, and contributing to the LPC LGBTQ+ Presidential Task Force support the college's commitment to an inclusive campus where LGBTQ+ students belong.
- **Serving LPC's Hispanic-Serving Institution mission.** Latine students made up 44% of LGBT enrollment in Fall 2025, and the course's intersectional content addresses Latine and other LGBTQ+ communities of color.
- **Transfer and access.** LGBT 1 is UC/CSU transferable with GE credit, serves a student population in which 70–88% intend to transfer, and uses Zero Textbook Cost materials.

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)
X	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)
X	Other [explain]: HyFlex format lets students participate in person, live on Zoom, or asynchronously with equal credit. Instructor-only written reflections receive individual feedback; scaffolded final-project milestones include instructor consultations and peer review.

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?

- **Challenges:** The high F-grade rate in the Fall 2024 HyFlex section (40%) shows how easily online students can disengage without noticing they are falling behind. Detailed rubric feedback on reflections and project milestones is time-intensive for a single instructor, and HyFlex requires giving in-person, Zoom, and asynchronous students equivalent interaction at the same time. Classroom audio and camera quality affects the Zoom experience.
- **Helpful resources:** Training on early-alert and outreach tools in Canvas, HyFlex classroom technology and support, and captioning support for instructor-created videos.

Section 5: Program Review Feedback

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

- In Section 3, Question 4 (Program-Set Standard) is followed by 5a and 5b; renumbering to 4a and 4b would be clearer. "Succes" is misspelled in two links.
- Please consider including SOGI data and success rates by race/ethnicity in discipline data packets.
- Guidance for small, single-section programs whose courses may be cancelled (data, SLO assessment, enrollment support) would be helpful.

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