2026-27 Comprehensive Program Review

Program: Spanish

Division: A & H

Writers: Catherine Suárez

SLO/SAO Point-Person: Catherine Suárez

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.

- *The Spanish Department has only one full-time instructor, Catherine Suárez, me, who teaches all four levels of Spanish. I am the coordinator of the World Languages Department which includes ASL, French, and Spanish. In addition to teaching and coordinating the department, I also sit on the Curriculum Committee and the Academic Senate. I am the treasurer for the Academic Senate. The Curriculum Committee is an extra assignment for me that I accepted because I was the only person who indicated interest in it from my division. This is my second year on curriculum the past year. I am the lead of the Academic Senate AI Taskforce as well. I am including this information under achievements because my work with these groups greatly facilitates many of the incentives the Spanish Department takes on. Finally, I am an original member of the SAGE Taskforce, Study Abroad and Global Engagement (SAGE) created and headed by Katie Eagen. I have attended regular meetings, helped to create workshops about SAGE and student travel for Flex Days, met with administrators on many occasions, and even traveled to Central America to Costa Rica and Guatemala with Katie Eagen to visit a language and culture program called Máximo Nivel. I plan to offer a program for LPC students in Guatemala during a Winter Session soon.*

- *The Spanish Department has achieved several goals. The first one was changing the unit values for the Spanish for Spanish-Speakers program. Both Spanish 21 and Spanish 22 were previously five-unit classes. The high unit value did not match the unit values for Spanish 2A and Spanish 2B, both worth four units. This posed problems for students who wanted to complete the program but could only fit four units into their schedules. After a lot of conversations with Amy Mattern and Craig Kutil, the decision was made to lower the units from five to four.*
- *Also, the curriculum for Spanish 2A and Spanish 2B was updated and new language was added to include non-binary vocabulary to these classes. This was an important addition to the course outline because textbooks do not currently recognize this language and therefore do not teach it. The RAE, Real Academica Española, also does not officially recognize non-binary language, and has put it on a watch list for later consideration. The Spanish-speaking community already widely uses this vocabulary, and it would be irresponsible for the Spanish Department at Las Positas College not to recognize it as well.*
- *The next topic is auditing. After a lot of consideration, all Spanish classes, 1A, 1B, 2A and 2B are now auditable. There are specific guidelines for auditing. Students can only audit a class that they have already taken, allowing them to review important aspects of the course outline that they did not understand the first time around. To date, this experiment has allowed five students to revisit Spanish 1A and or Spanish 1B.*
- *Unfortunately, in the spring semester of last year, we were informed that LPC would no longer have an assessment center where students could take the placement test for Spanish. This was a big blow to the department as it means that all assessments would have to be conducted by a Spanish instructor from then forward. We now use a pre-requisite challenge process with students who want to skip one or more levels of Spanish to place in a higher level. Unfortunately, the process does not work for most students, which leaves them misplaced many times. It also consumes a lot of time for the full-time instructor, me, who receives and processes all of the requests. There are ongoing discussions with Amy Mattern to try to simplify the process and to make it more accurate. The Academic Senate is also discussing the idea of a college-wide assessment center for the future. The goal would be to assess all LPC students through the center and to also make the center available to the community at large.*
- *I have been wanting to offer a study-travel opportunity to Las Positas students as well as the community at large through a 7-day trip to Oaxaca, Mexico from October 29th through November 3rd to experience the Day of the Dead. This was done in conjunction with Community Education, working closely with Megan García, and an outside group called Global Exchange. Unfortunately, there were not enough sign-ups so the trip was cancelled and will be re-offered for the next year in 2027. This project was a huge undertaking and many, many hours were spent. Before COVID-19, I took groups of students to Cuba (more than 5 times), Mexico (1 time), and Spain. (3 times)*
- *After much discussion with Amy Mattern and the Counseling Office, I am now the official person in charge of the LOTE, Language other than English petitions. It is good to have one specific point of person for students to contact, but this is an addition to all my other responsibilities. The LOTE requires me to meet with the students and provide them with an assessment to determine their eligibility. The entire process takes between 2 and three hours per student.*
- *I have worked closely for the past few semesters with Wanda Butterly to make sure my Canvas modules are ADA compliant. She has helped me to use her Comply Bot to make my online syllabus more accessible.*

- *I worked with Craig Kutil to determine how the Spanish Department could best serve students through Credit for Prior Learning (CPL)It is still a work in progress.*

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

- The most concerning of our challenges in the past year is enrollment in Spanish classes. For the last few semesters, including the summer session, most Spanish classes have been full or full, with a wait list until the first day of class. On the opening day when I take attendance, most of the students are absent because their registrations are fraudulent. The actual number of students in the class is much lower, which is greatly deceiving and makes planning extremely difficult. This fraud happens in the lower level, Spanish 1A, because there are not pre-requisites for the class. For the advanced classes, from Spanish 1B to Spanish 2B, this problem does not exist because incoming students must go through the pre-requisite challenge process to enroll in higher-level classes,
- Another challenge is that the department cannot offer the Spanish 2A/ 2B class every semester. This combined class is only offered in the spring semester every year, making it challenging for student to finish the Spanish 1A through Spanish 2B sequence in a logical and efficient amount of time. Students who start with Spanish1A in the fall will be able to take Spanish 1B in the spring and then will have to wait until the next spring to take Spanish 2A. They then need to wait another year for the spring semester to take Spanish 2B.
- As mentioned in the previous section, since we no longer have an assessment center, I am responsible for all the pre-requisite challenges for the department. This is a very time-consuming process.
- Previous cuts to the program have limited the number of classes we can offer to students. The change from the 18-week semester to the 16-week semester means that a 5-unti class that previously met two times a week for two hours and 15 minutes now meets for two and a half hours two times a week. This additional time is challenging to work with, and both student and instructor fatigue is very apparent.
- An ongoing challenge is how to teach students how to use and not abuse AI (Artificial Intelligence). I have made changes in my assessment modalities because of student abuse of AI on written tests and assignments. I now give written tests worth fewer points and have added more oral testing and reading and listening competencies. The final exam for all my classes includes a smaller short response section and a longer oral portion. I also have added a culminating activity to the last week of class in which the class participates in the brainstorming of topics for the oral part of the final exam.

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

- I would like to discuss the advantages of auditing versus non-credit classes for Spanish 1A through Spanish 2B. The French Department has recently created curriculum to offer students a non-credit version of both French 1A and French 1B. I plan to meet with Amy Mattern, Craig Kutil and Savannah Alliband-McGrew to determine if it is best to continue offering the auditing option for all levels of Spanish or if it is more helpful for students to have the non-credit version of each class. My experience on the Curriculum Committee had allowed me to see how these mirrored classes could benefit certain students.

- For the spring 2027 semester, for the first time, the Spanish Department will offer an asynchronous Spanish 1A class. Daysi Valle is the instructor. This course will be taught with a Zero Cost Textbook (ZCT). I am excited about the new modality, but with caution because, despite the statistics about asynchronous course success, I still believe that face-to-face instruction is the best way to encourage true language acquisition.
- The Spanish Department and Community Education plan to re-launch the Day of the Dead travel-study trip for October and November of 2027. We have already begun to meet and review the required documents as it will have to be approved by the Board again.
- I would like to re-visit and re-consider the pre-requisite challenge process to try to determine if there is a more equitable way to complete the process.
- I would like to acquire more reference books for all Spanish classes. Specifically, I would like to be able to have a class set of 501 Spanish Verbs, a class set of Directo al Grano, and a class set of a Spanish-to-Spanish physical dictionary for students to use during class. Currently, I have four large Spanish-to-Spanish dictionaries, 13 copies of 501 Spanish Verbs, and several copies of Directo al Grano. These reference books are extremely important ancillaries commonly used in the process of language acquisition for adults and require students to use their own skills rather than having AI (Artificial Intelligence) do all of the work for them.
- I would like to be able to provide Fidget Cubes to all students who need them. This plan is based on an experiment I conducted serval years ago when the concept of the Fidget Cube was first used in academic settings. Last semester, I discussed this idea at an Academic Senate meeting that the chancellor attended. He seemed interested in the idea. I have always used my own money to purchase Fidget Cubes. It would be wonderful to have them provided by the College.
- I am currently enrolled on a PlayLab workshop with Wanda Butterely to learn to create my own bot for my Spanish classes. I am taking the workshop to learn about bots, but I do not plan to use the bot that I create at this time. https://www.antsylabs.com/?srsltid=AYCX9vJ1RVM1OYu5nt_SIGyr0tUZIUBGFZS0CV6oylds-pn29KjSvoEs)
- I plan to continue to inform myself about AI uses and abuses in education and what are the most responsible and equitable ways to teach students about AI as it relates to learning Spanish.
- I have worked on an AI rubric prototype for LPC faculty for the past two years with support from several wonderful AI Taskforce committee members including Joanna Tice, Jin Tsubota, Anita Bhatia, Wanda Butterly, and Ted Lee, and more recently Collin Thormoyo, and David Montelongo. Although it is impossible to create an AI rubric that will work for all faculty and every class, I will continue to work with the AI Taskforce to create an AI rubric that is usable by all and flexible/ editable by individual users.

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?

These are the SLOs for Spanish 1A and Spanish 1B. I need to review and update the SLOS for Spanish 2A and Spanish 2B:

- **Upon completion of Spanish 1A course, the student should be able to:**
  Comprehend spoken Spanish at the beginning level.
  Orally communicate at the beginning level.
  Write at the beginning level.
- **Upon completion of Spanish 1B, the student should be able to:**
  Comprehend spoken Spanish at the advanced beginning level.
  Orally communicate at the advanced beginning level.
  Write at the advanced beginning level.
- *My goal for Spanish 1A and Spanish 1B is to support students through the Spanish 1A and 1B curriculum to teach them how to communicate in three important ways: understanding Spanish at the level of their class, orally communicating in Spanish at the level of their class, and writing in Spanish at the level at the level of their class by the end of the semester. I have noticed a great decline in these competencies since COVID-19. So many of my students do not have the basic skills needed to be successful in my class. Concepts such as note-taking, completing homework, preparing for tests, and using Canvas and our online textbook, Vistas, attendance in class, and normal class participation are foreign concepts to a very large number of students in the past few years. These are not students with DSPS accommodations; they are the general student body. I now have to take time away for teaching the class curriculum to support students in learning the skills.*

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?

- *Currently N/A*

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

- *For the coming semester, I plan to imbed concepts such as note-taking, completing homework, preparing for tests, and using Canvas and our online textbook, Vistas at VHLCentral, attendance in class, and normal class participation more deliberately in all of my classes. I returned to the Persistence Project teachings used at LPC several semesters ago, emailing students when they are absent to let them know they were missed in class and communicating more deliberately with students who need more support. I use email and announcements in Canvas to re-iterate and /or to provide important information for students in the form of class reminders. Many students do not regularly visit Canvas. To encourage them to spend more time in weekly modules, I have now disabled some of the navigation tools in Canvas and added "Complete all items" for weekly modules so that a student cannot simply click through the content. They must complete each part of the module, from beginning to end by visiting the previous activity and submitting it before they can go onto the next one.*
- *I want to find a way to make the required textbook more available for all students. I am not sure how I will do this, and I am not interested in using a low-cost or zero-cost textbook until I find one that has all the teaching tools that the current online textbook has. The estimated cost of the textbook for Spanish classes is $146.75.*
- *My work on the Academic Senate AI Taskforce aids me in realizing how complicated AI use is and how inequitable it is for so many of our students. I plan to continue studying all facets of AI to be able to provide students with the tools to use it and not abuse it, being mindful of gaps in equity.*

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

- *I need to meet with a representative of the SLO Committee to go through the steps required to accurately enter new SLOS and to report information about already existing SLOS. There is a page with video explications for me to review, but I learn best when I can directly apply and practice the steps for entering SLO data.*
- *At the next Flex Day, I would like to attend a workshop about SLOS and using* CurrIQunet *correctly.*
- *The time factor, having enough time to focus on the SLOS without interruption and finding time in my teaching schedule to be a le to meet with SLO representatives. It is challenging for me to schedule help sessions due to my teaching schedule. I will find the time because SLO work is an important process.*

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 Las Positas Spanish program data packet shows a shift from online modality to face-to-face instruction. There is a general stability in student demographics and success rates.
- The number of students enrolled in Spanish classes peaked many semesters ago at 103 students and has since stabilized, the numbers fluctuating between 65 and 72 students per term (69 in Fall 2025; 68 in Spring 2026).
- Fill rates of classes show class capacity fill rates were best in fall 2024 at 72% and remained at 50% for Spring 2026.
- Distance Education only enrollment dropped significantly from its highest percentage, 87% in past semesters, all the way down to19% by spring 2026, showing a shift back to face-to-face.
- Student Gender distribution shows that female students consistently represent the largest number of enrollments in the program at 63% of the enrollment in fall of 2025.
- Most of the students in the Spanish program are of traditional college age (under 25), representing 70% of the students in the program for fall 2025.
- White and Latine students represent the two largest ethnic groups in the program. Combined, they are 68% of the total student demographic for the Spring 2026 semester
- The primary objective for students in the Spanish program is transfer to a four-year university. This number represents between 46% to 68% of student goals.
- Course passing rates of students are consistent with between 63% and 77% receiving a passing grade.
- Grade distributions show that 'A' grades are the most frequent outcome, accounting for a high of 52% of all final grades for the spring semester. This statistic concerns me and makes me more conscious about grade inflation.
- This statistic is very important to program success, but I continue to believe that face-to-face instruction for language acquisition is far superior to online, synchronous instruction. For the spring 2026 semester, students in Distance Education sections achieved an 83% success rate compared to a 68% success rate in face-to-face sections.
- The enrollment management data for Spanish shows that total hours (WSCH) and full-time equivalent students' instructional productivity was its highest in efficiency during the Fall 2024
- Discipline productivity improved considerably in later fall terms as faculty allocations (FTEF) were adjusted from 1.6 to 1.0. I do not clearly understand this statistic.

- Spring numbers remained relatively steady over the last three years; almost 320–340 WSCH and 10–11 FTES.

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.

- *Please see the above information.*

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).

- *Please see the above information*

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 there are 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.

- *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

Overall, the Spanish Department fulfills the college's mission, vision, and values by providing (1) accessible language instruction, (2) cultural competency for students, and (3) direct transfer pathways for students.

The Mission Statement

- The department offers an associate in arts in Spanish for Transfer (AA-T) and a Certificate of Achievement in Spanish, both providing structured pathways that guarantee admission to the California State University system.
- The courses are designed for diverse learners which include traditional second-language students and heritage/native speakers and combine language acquisition with cultural immersion.

The Vision Statement

- By teaching Spanish language structures, oral/written communication, and focusing on regional Hispanic/ Latine cultures, the program provides students with the intercultural communication skills necessary to lead and engage in local and global communities. Our students need to be part of the Global Community: Please see https://laspositascollege.edu/sage/ for more specific information.

The Values Statement

- First- and second-year transfer courses (such as SPAN 1A, 1B, 2A, 2B), opportunities to audit classes and specialized program for heritage speakers foster continuous personal and professional growth in an interconnected, multilingual society. Currently the Spanish for Spanish-speakers program is on hold due to low enrollment patterns.

- All Spanish classes model and teach respect for a diverse community.

- Spanish Department Curriculum emphasizes history, social contexts, cultural realia and expression of diversified Spanish-speaking populations both internationally and within the United States. This helps to support equity and mutual understanding in the global world.

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) Y**es, with help from Wanda Butterly**
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). **Since these classes are synchronous, students are engaged weekly in conversation, group work, and whole-class instruction.**
x	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speed Grader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content) **I am very focused in clear and supportive communication with students through Speed Grader comments, Canvas email, and use of the CHAT during class instruction.**
X	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments) **I use messages in Canvas to do this.**
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) **I email**

	any students who are absent from class through Canvas based on the teachings of the formerly used Persistence Project and regularly discuss the importance of attending office hours.
X	Other [explain]: I introduce new concepts through the CHAT, using it as a note-taking format, and then copy and paste the CHAT into the actual module with the new information the class will study. Doing this allows be to pre-load and scaffold newer or more complex information for students which allows for a smoother transition when introducing new information.

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?

- *In synchronous class, it can be very challenging to make sure all students have their camera on and that I can easily see them throughout the entire class. Camera rules are explicitly explained in the class Welcome Letter, the class syllabus, and oral reminders during class. It is ridiculous to attend a Spanish language synchronous class and not have your camera on. It is also difficult at times to encourage live oral interaction in the target language. To encourage more interaction in class, students receive daily attendance points and participation points.*
- *Students sometimes decide to take a synchronous class while actively working at the same time. I am very clear in the Welcome Letter, class syllabus, and other class documents such as direct email, that this is not possible in my classes.*
- *Another challenge is students in a synchronous class who do not have the proper technology to attend the online class. During COVID-19, I was very accommodating students with these challenges. Enough time has now passed since the epidemic that I expect a student who chooses to take a synchronous class to have the required technology. Many times, students blame late submissions or poor attendance on technology. I remind them of the expectations for online classes. It greatly concerns me when I know students are attending class on their cellular phones. This is not a viable way to learn. And puts students at a disadvantage. I regularly remind students that they can borrow technology from Las Positas.*
- *I used to re-set assignments in Canvas for students who did not turn their assignments in on time. I stopped doing this several semesters ago and now offer students four free homework assignments worth 10 points each; two are for Canvas homework assignments and two are for homework assignments in our digital textbook, Vistas. This has greatly helped to cut down on late assignments. Who doesn't want 40 free points for not doing their work?*

Section 5: Program Review Feedback

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

- *This is going to probably sound ridiculous because there is so much support already from the Program Review Committee, but I would like to request more opportunities to work on Program Review at more diversified times during the day and week. My teaching schedule often does not allow me to attend workshops and help sessions. I understand that it is also possible to have one-on-one sessions for help. I will try to make better use of the one-on-one option in future years.*

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