

**Program: Humanities**

**Division: Arts and Humanities**

**Date: 10/30/24**

**Writer(s): Elizabeth Wing Brooks**

**SLO/SAO Point-Person: Elizabeth Wing Brooks**

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**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.

**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.

**Time Frame:** This Program Review should reflect your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

#### **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](mailto:kspirn@laspositascollege.edu)

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## **Sections**

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

#### **Instructions**

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. 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.

***Equity is a guiding principle. Here is the LPC definition:***

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: 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.

## Section 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

### A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

Some areas you **may** want to note in your explanation are:

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges [equity definition](#)?
- Did they connect to any of the college [planning priorities](#)?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

N/A \_\_\_\_\_

The Humanities Program continues to do well: high productivity and success rates, happy students, and dedicated faculty. Our set standard for the '23-'24 academic year is 73%, which is above the LPC set standard, and our success rate is 81%, which is well above the college-wide success rate of 75.1%. We have seen these rates, and our enrollment numbers, continue to rise over the past few years. When it comes to student enrollments, we have gone from 648 in '21-'22 to 722 in '23-'24.

As LPC continues to recover from the pandemic's impact on enrollment, the Humanities program has been fortunate to add sections when our Arts and Humanities division was asked to offer more GE courses due to high student demand. In Summer '24, we were able to hire another part-time instructor to teach two courses. That instructor is now – as this review is being written in Fall '24 – successfully reviving one of our least taught courses, HUMN 6 Nature and Culture, as a well-designed asynchronous course with satisfied students.

Taking a closer look at equity considerations, the Humanities program data reveals continued improvements in the success rates for our Latinx students over the past few years (from 68% to 73% to 78% for '23-'24), with similar improvements for our Filipino students, which is wonderful to see. Our Asian American and White student success rates are very strong (85% and 84% respectively). However, we unfortunately see downward or stagnant trends when focusing on our Multiethnic (75%) and African American students (61%). This sadly reflects the same trends seen across our college; the Humanities program success rate for African American students is the same as the college at 61%. Drilling down a bit more on the data shows that African American male students have a 40% rate of success in Humanities courses, while African American female students have a rate of 67%. To make matters worse, we see a steady decrease in success rates for our African American students over the past 6 years.

The strong numbers in terms of productivity and student success, the positives responses we frequently receive from students, the expansion of our staffing, and the revival of a beloved HUMN course is all good news for Humanities! We are confident in and proud of our program's courses and instructors, and we believe that our

program is in alignment with LPC's planning priorities of focusing on equity and student success. However, we commit to intentionally aiming to improve upon the inequity we see when it comes to success rates for our African American students, particularly our African American male students.

## **B. Challenges, Pain Points, and Needs**

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

N/A\_\_\_\_\_

Our program's ongoing challenges include 1) dedicating time to and better understanding everything related to SLOs, eLumen, and required assessments, and 2) reducing equity gaps when it comes to our African American student success rates.

## **C. Planning: What are your program's most important plans, either new or continuing?**

N/A\_\_\_\_\_

We submitted curriculum updates for HUMN 3, HUMN 4, and HUMN 6 in the past year, and are in the process of updating and submitting curriculum for HUMN 10 and HUMN 28 as this program review is being written in Fall 2024. That is one of our current plans. As mentioned in past program reviews, we continue to have the goal of fostering an inclusive and collegial environment for our part-time instructors by meeting with them in person and emailing them more often. And, as stated in past program reviews, we aim to create an ongoing predictable schedule of course offerings to aid our coordinator and part-time instructors with preparation and reducing course preps per semester, while offering our students a good variety of our popular Humanities courses.

## **D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?**

Barriers:

Suggestions:

Intentional one-on-one engagement with and outreach to our African American students, increasing culturally relevant course content in our Humanities and Film Studies courses, and enhancing the continued campus-wide efforts to make LPC a destination campus for Black and African American students.

N/A\_\_\_\_\_

## E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?  
Yes\_\_X\_\_      No\_\_\_\_\_
2. Comments (Optional): HUMN 10 and HUMN 28, maybe other courses.
3. Please review your program [maps](#). Do you need to make any modifications?  
Yes\_\_X\_\_      No\_\_\_\_\_
4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
  - a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.
  - b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.

Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

We are in the process of updating our program maps and degrees to reflect a change in units for HUMN 4 with the Curriculum Committee.

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## Section 2: Data Analysis – Quantitative and Qualitative

**IR Data Review:** Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

*(Note: Not all Programs have IR 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 IR team](#).)*

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

The data for Humanities for the '23-'24 academic year look good and mirror LPC's college-wide data for the most part. We see stable numbers when it comes to enrollments, an even split between male- and female-identifying students, a basically even three-way split between Asian, Latinx, and White students, with the other 10% being comprised of Multiethnic, African American, and Filipino students. We have a majority of first-time and continuing students, majority full-time students, majority students using a combination of DE and F2F modalities, and around 80% of Humanities students have transfer as their goal.

Our productivity rates in the fall semesters are high, with our spring semester productivity numbers stable but not as high. Our course fill rates are very high, ranging from the low 80s to high 90s, and even 101% in Spring 2024. We also, fortunately, see a rise in course success rates (up a few points from previous years to 81% in Fall 2023 and 84% in Spring 2024) and a decrease in non-success (down to 5% in Fall '23 and 8% in Fall '24), which is great. Drilling down to look more closely at course-by-course success rates we see mostly rising or stable rates, notably with HUMN 10 DE (a course we had seen declines in over previous years) showing improvement. HUMN 4 shows a decrease in student success, but still has a strong success rate of 85% in '23-'24. As stated in past program reviews, we want to improve upon our withdrawal rates. We see slightly better numbers in the area of withdrawals, but we want to continue to work on this, particularly in our HUMN 10 DE and HUMN 11 DE courses.

**B. Program-Set Standard (Instructional Programs Only):**

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; 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.](#)

1. Did your program meet its program-set standard for successful course completion?

Yes  No

HUMN met the Program Set Standard for '23-'24 with an 81% success rate, the set standard being 73% for HUMN and 69.7 college-wide. In the past few years, we've seen rising success rates. During the pandemic, we went from 80% in '20-'21 down to 75% in '21-'22, the lowest point in a while. But then we started to move up with 77% in '22-'23, and see continued improvements this past year with 81%, our highest success rate in 6 years.

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

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### Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us*

to see how our students are progressing in their learning. For assistance with these questions and instructions on running reports using eLumen, [click here](#).

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

- X** C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

### **C1: Instructional Programs with PSLOs (disaggregated PSLOs)**

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

*We regret to report that we have not updated our 3-year plan.* The last 3-year plan that the Humanities program submitted was for the '20-'21 to '22-'23 academic years. We did not create a new one last academic year; it is something we need to complete during Fall 2024 as soon as possible.

*During our next 3-year cycle, we plan to assess the following courses: HUMN 2, HUMN 3, HUMN 6, HUMN 12, and possibly HUMN 4. These courses either haven't been regularly assessed in a long time or have areas that can be improved. We are planning to look at the ways in which these courses align with the following PSLO: "Upon completion of the AA in Humanities, students are able to critically interpret and analyze aspects of culture and art by applying theoretical methods used in the humanities."*

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes\_\_\_\_ No\_\_\_\_

*If not, please update your 3-year plan to include any courses you missed. If you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist and the SLO Chair](#).*

See our statement in C1 above.

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.

See our statement in C1 above.

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
  - 50      %

Steve Chiolis, our main Humanities part-time instructor, often completes assessments for the courses he teaches, which in the past couple of years have been HUMN 3, HUMN 10, and HUMN 28. Our coordinator, Elizabeth Wing Brooks has not been keeping up with organizing, mapping, planning, or completing assessments on eLumen. Kendra Pearson-Assameur has only taught two terms for us and has not been able to complete assessments as of yet. As stated above in this program review this is one of two areas that we intend to spend time working on and remedying this coming school year.

4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.

We have not been able to analyze or disaggregate the little data we have at this point.

5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

The two instructors in our program have formally discussed the PSLO data analysis; however, during the '23-'24 academic year we did meet to discuss how our courses are going, student success, and areas that might be improved.

6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.

As stated above and in past Humanities program reviews, we have felt challenged and have truly struggled in this one important area year after year. It needs to be more of a priority for the coordinator; ideally, she will find time and ask for assistance to get Humanities on track when it comes to SLOs and assessment. What would help us improve this process is getting large chunks of time to work on this during College Day or Flex Day, in a workshop setting. We know that SLO sessions are often offered during those days, but with so many competing programs and sessions of equal importance on those days, it is not always possible to attend. The same can be said for the



generous offers of help (workshops and office hours) from the SLO Committee chair and team; we have not been able to find the time to work on this area on a regular basis. That is a major goal for us for the coming year.

Basically, we feel the same as we did when writing our Humanities Fall 2022 program review which we concluded by stating, “We understand the need for assessment analysis, and we see the value in creating, mapping, assessing, and reflecting on PSLOs and CSLOs; however, we would like to see the use of a more streamlined, bug-free, user-friendly, intuitive, and generally less time-consuming and tedious software or platform. This is something that we have stated in past PRs. This is an area that we hope to continue to improve upon in terms of our own work, but one we also genuinely hope will be streamlined by the college. Notably, we also find that there is much less data to analyze as we are a small program with often only one or two sections per course per semester. For us, periodic check-ins where we (the two teachers who make up our program) discuss assessment tools, student success, and ways to improve are much more rewarding and meaningful.”

**C2: Instructional Programs with only CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment**

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes \_\_\_ No \_\_\_

*If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).*

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.
3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).
4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.
5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. If you experienced any challenges in completing your CSLO assessment process, please list those in the box below, along with any items that would help you improve this process in the future.

**C3: Non-Instructional Programs (SAOs)**

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes\_\_\_\_ No\_\_\_\_

*If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).*

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.
3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?
4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.
5. If you experienced any challenges in completing your SAO assessment process, please list those below, along with any items that would help you improve this process in the future.

#### **Section 4: Suggestions for the Program Review Committee (optional)**

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