

Program: Ethnic Studies

Division: BSSL

Writer(s): Aki Hirose

SLO/SAO Point-Person: Aki Hirose

Email your completed form to Karin Spirn and your dean by November 3.

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.

1. Please describe your program's most important **achievements** in year 24-25.

- We developed and launched two new courses, ETHS 10 Introduction to African American Studies and ETHS 30 Introduction to Chicanx Studies, to serve the needs of our learning community. These courses were approved to fulfill Area 6 of the Ethnic Studies requirement for the California General Education Transfer Curriculum (Cal-GETC) and the Associate Degree General Education (ADGE) requirements.
- Our first full-time instructor successfully completed their first year. Adding a full-time instructor has been essential for expanding our teaching capacity and course offerings.
- Enrollment: Total course enrollment in the Fall semester significantly increased from 266 in Fall 2023 to 364 in Fall 2024. For the Spring semester, enrollment increased from 272 in Spring 2024 to 362 in 2025.
- Program success rate: The student success rate for the 2024-2025 academic year was 84%, a notable increase from 81% in 2023-2024. We met the established standard of 73.8%.

2. Please describe your most important **challenges** in year 24-25.

- We developed ETHS 1 Introduction to Ethnic Studies and ETHS 40 Introduction to Native American Studies. However, they were unable to meet Area 6 of the Ethnic Studies requirement for Cal-GETC. We decided to deactivate these courses due to the lack of resources to continue with the approval

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process. Instead, we decided to concentrate our focus on developing ETHS 20 Introduction to Asian American Studies.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- We did not assess any SLO data due to the lack of robust data. However, the student success rate for the 2024-2025 academic year shows a notable increase from 81% in the 2023-2024 academic year to 84%. We met the established standard of 73.8%.
- With the new arrangement of the SLO data in CurriQunet, we plan to collect and analyze data more regularly.

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

- We submitted a request to hire an additional full-time instructor. Having another full-time instructor would be vital for our program to continue serving the needs of our students more effectively.
- In the long term, we would like to develop a degree program and develop more courses to serve the needs of our learning community. Our program and the courses that we offer are crucial for helping our students develop and expand an understanding of diversity, equity, inclusion, and antiracism.
- We plan to improve our online course accessibility. We will also continue to expand our courses with ZTC.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
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.

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 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.