

Program Review Update 2025

Program: Humanities

Division: Arts and Humanities

Writer(s): Elizabeth Wing Brooks

SLO/SAO Point-Person: Elizabeth Wing Brooks

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.

- *The Humanities program continues to have very high productivity rates: 662.6 in Fall '24 and 637.2 in Spring '25. The college-wide productivity rates for those same semesters are 481.8 and 469.2, respectively. We have exceeded our program set standard of 74% with a score of 80%, a score which far exceeds the college-wide set standard of 69.9%. Humanities enrollment in both Fall '24 and Spring '25 is higher than it's been for us in either term over the past five years.*
- *In Spring '25, we again participated in the CCAP program, offering a HUMN 3 Intro to Humanities course at a local continuation high school. The results were mixed; we learned lessons that will improve future offerings, for example, possibly offering a film or mythology course to engage more students and working more closely with on-site admin to make sure the high school students know how to use Canvas. That said, we've been asked to teach HUMN 2 Intro to Film Studies at two local high schools in Spring '26 so we know these partnerships have potential!*
- *The trends in Humanities enrollment demographics mirror the trends we've been seeing college-wide – skewing younger, more Asian and Filipino students, but a roughly 30/30/30/10 split amongst Asian, Latine, White, and Mixed/Other students.*
- *Notably, in Humanities, we are seeing significant growth in our face-to-face enrollments, while also maintaining highly productive online courses.*
- *The withdrawal rates are lower in both our online/asynchronous and in-person classes - again, something we had been working to improve upon over the past few years. We see increased success rates in our Asian, Filipino, and Pacific Islander students. Importantly, we see much higher success rates this past year in our African-American male students, but we see room for improvement when it*

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comes to African-American female students. There is also slight room to improve in the success rates of our male/female/other Latine and White students.

- *Scanning the withdrawal, non-success, and success rates in all courses offered in Humanities, we feel that the overall continued improvement we are seeing is due to our intentional outreach to students who had previously been less successful in our classes, intentional improvement when it comes to instructor communication around grading and coursework, and the intentional inclusion of diverse examples, relevant course content, and a variety of assessment methods, all of which meet students where they're at but also encourage them to expand.*
- *A few other achievements for Humanities in the '24-'25 school year:*
 - *We worked with many students in the Honors Program to complete embedded Honors components in their Humanities courses. Our program coordinator was awarded the Honors Mentor of the Year.*
 - *We submitted course updates to the Curriculum Committee.*
 - *We have seen student success and high survey results with our new part-time hire, Kendra Pearson, and our long-standing part-time instructor, Steve Chiolis.*
 - *Our program coordinator worked on the LPC Study Abroad Proposal process and then proposed, along with Katie Eagan in English, a study abroad program in Seville, Spain (hybrid in-person and online) for Summer '26. This is the first official study abroad program at LPC where students can earn GE credit while studying abroad. Our program coordinator will teach HUMN 11 as one of the two required courses for that program, which is really exciting!*

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

- *No major challenges this past year. Things are going well.*

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.

- *With the elimination of eLumen and the transition to SLO assessment on CurriQunet-Meta, we do not have much to report here. We continue to struggle meet requirements in this area, despite one of our part-time instructors diligently inputting assessment data each semester (shout-out to Steve Chiolis). Our 3-year plan includes the assessment of this PSLO – "Discuss important themes expressed in material culture and belief systems as seen throughout global history." – in HUMN 11 and 28 in Fall 2025 and in HUMN 2, HUMN 3, HUMN 4, and HUMN 12 in Spring 2026. We intend to complete these assessments.*

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

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- *We plan to continue to offer a variety of courses in a variety of schedules and modalities and address minor issues of inequity that we see in our data. We hope to update a couple of Humanities courses and the degrees in CurriQunet Meta in Fall 2025 and perhaps propose a new course in the coming two years. We also plan to work in the new system on our SLO assessment more than in previous years.*

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.