2026-27 Comprehensive Program Review

Program: Ethnic Studies

Division: BSSL

Writers: Felipe Ponce Sr.

SLO/SAO Point-Person: Felipe Ponce Sr.

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.

- We developed and launched one new course ETHS 20 Introduction to Asian American Studies to continue to serve the needs of our learning community. This course meets the Area 6 Ethnic Studies requirement for the California General Education Transfer Curriculum (Cal–GETC) and the Associate Degree General Education (ADGE) requirement.
- We hired three new part-time instructors to meet student demand. Adding new faculty has been essential to expanding our course offerings as our program continues to grow.
- Enrollment: We continue to have significant growth with our program. Total course enrollment went from 364 in Fall 2024 to 586 in Fall 2025, a 60.99% increase. For Spring semester, total course enrollment increased from 362 to 579 a 59.94% increase.
- Program Success Rate: the student success rate for 2025-2026 academic year was 84.4%, a slight increase from 2024-2025. Considering that we are serving 60% more students than the previous year, this is a major achievement. We continue to meet the established standard of 76.5%.

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

- We continue to turn away waitlisted students because our sections are full.

- We see a slight downtick in success rates for our in-person courses compared to distance learning courses.

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

- To sustain our program's growth and maintain the quality of student support, we have requested a new full-time faculty position. Securing this position is critical to meeting student demand and access to transferable courses.
- We continue to build curriculum and will be submitting three new classes for approval. This will diversify our offerings so we can continue to serve the needs of our learning communities.
    - Through our curriculum, students cultivate a critical understanding of diversity, equity, inclusion, and anti-racism.
- We continue to improve our online courses to meet both accessibility and REI standards.
- Improve our success rates for in-person classes.

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?

- There has been no SLO data for the past 3 years. We are currently working on updating SLO's
- We are setting out to collect more data to have a better comprehensive overview of our program and how we can meet SLO's.

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?

- Student success rates are above the overall college success rates.
- Student success rates in our distant learning courses surpass those of in-person courses.
- Black and Latino male student success rates fall below the course success rates.
- First generation students are meeting SLO's at higher rates than other students.

- Younger students (21 and under) meeting SLO's at higher rates than other students.

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

- Collaboration with on-campus services such as the Puente, A2MEND, Umoja to have a more collaborative approach to serving our Black and Latino male students.
- Collaborate with tutoring center to better serve our Black and Latino male students.

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

- There was data missing; no previous three-year plan was available to access.
- Difficulty in understanding data for cross-listed courses.

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

- Success rates continue to climb both in pure numbers of successful students and in percentages. We saw a significant jump in the percentage of students succeeding in both ETHS 10 and 30; ETHS 10 climbed from 79% in 24-'25 to 88% success rate in 25-'26, while ETHS 30 climbed from 74% to 84% from 24-'25 to '25-'26.

- The only course with a notable drop in success rates is ETHS 5; in '24-'25 90% success rate to 81% in '25-'26.

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.

- Black and Latino male student success rates are below both the college and program success for the same demographic.

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).

- Our distance learning courses are seeing more success than our in-person courses. Non-success rates and withdraws in our in-person courses for Fall '25 were at 25% compared to 15% in Distance education courses. Although both are above standard, it is an area of concern that needs to be addressed.
    - Since we are offering more courses, and in Fall we have more incoming first year students, this may account for the non-success rates for in-person courses. Moreover, distance learning allows for more use of artificial intelligence for written work and may account for some of the numbers being inflated.
    - To address this, we will have to continue to offer more tutoring services for our in-person scholars. We will also continue to encourage them to seek services such as Puente, Umoja, the Cultural Community Center and mental health services to our first-year students. We will also encourage ethical use of artificial intelligence in our distance learning courses.

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____

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.

- *N/A*

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

- *Vision Statement #6: "Committing to anti-racist policies and practices"*
    - Ethnic Studies is fundamentally rooted in anti-racism, which serves as the guiding principle of our discipline. Our curriculum, pedagogy, instructional practices, and presence on campus are intentionally grounded in a commitment to challenging systemic racism, advancing racial equity, and fostering social justice. Anti-racism is not simply a component of Ethnic Studies; it is central to our mission, our educational philosophy, and the work we do both inside and outside the classroom.
- *Vision Statement #5: "Fostering a climate of discovery, creativity, personal development and physical and mental health":*
    - Ethnic Studies provides students with the opportunity to explore the histories, experiences, and perspectives of communities that have historically been marginalized or excluded from dominant narratives. Grounded in principles of inclusion and equity, Ethnic Studies centers the voices and contributions of people of color, women, LGBTQ+ communities, and other historically underrepresented groups. Engaging with these often overlooked and untold stories helps broaden students' historical and cultural awareness but also fosters critical thinking, empathy, self-reflection, and personal growth.

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)
	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]: Our discipline does not offer synchronous courses so there are no "direct instructions over Zoom"

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?

- There are not many challenges to implementing RSI.
- More training on how to record videos that meet accessibility standards would be helpful.
- Having a place on campus to record lectures for both full-time and part-time instructors.

Section 5: Program Review Feedback

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

- *Office hours were very helpful. Having 1-on-1 training was essential to my success in completing this.*

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