2026-27 Comprehensive Program Review

Program: Humanities

Division: Arts and Humanities

Writers: Elizabeth Wing Brooks

SLO/SAO Point-Person: Elizabeth Wing Brooks

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 Humanities Program continues to have very **high productivity rates**, offering a variety of interesting and engaging classes that fulfill GE Areas 3A and 3B. We have dramatically outdone our past program set standard of 75% with a score of 84%, which far exceeds the college-wide set standard of 71%. Humanities enrollment in '25 - '26 remains high, with the past two years significantly higher than the previous 4 years.*

- *We have worked with many students in the **Honors Program** to complete embedded Honors components in their Humanities courses through our Humanities Honors Canvas course shell. Students design and execute customized project plans under the mentorship of our program coordinator, expanding upon topics that are relevant to their Humanities course. Our coordinator is teaching a fully Honors HUMN 28 World Mythology in Fall 2026. We will see how that goes and if it is something we continue to offer in the future.*

- *Along with Prof. Katie Eagan from English, our program coordinator co-led the first official for-credit **study abroad** program at LPC in Summer 2026. The Seville, Spain program – a collaboration between LPC and AIFS - was a resounding success for the students who participated and completed two GE courses, one in English and one in Humanities, with customized program content relevant to the two courses. Our coordinator is promoting another similar trip for Summer 2027 with Prof. Dan Cearley in*

*Anthropology. She is also actively maintaining the **SAGE** Study Abroad and Global Engagement webpage on LPC's website and meeting periodically with a small but committed group of LPC faculty and classified staff who are interested in leading and promoting study abroad at LPC.*

- *Through both CCAP and as popular courses for Middle College students at LPC, Humanities has seen the enrollment numbers of **high school and dual enrollment students** increase to the highest levels ever, up from 44 to 57 successful students in '25-'26. In the spring semesters of '25 and '26, we participated in the CCAP program, offering HUMN 3 Intro to Humanities and HUMN 2 Intro to Film Studies courses at three different local high schools. We see potential in these partnerships and plan to continue offering Humanities classes as requested.*

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

- *The SLO process has been a struggle for small programs like Humanities with one coordinator who oversees multiple programs and is also a full-time instructor. This situation means that it falls on one person to do everything related to SLOs, a process which historically has a very low return on investment for us and our students. We think the templates provided for the 3-year assessment planning are helpful, but we still do not have a grasp on entering the assessment data in CurrIQunet Meta. We would appreciate more flexibility and an even easier process. Perhaps a program meeting of all full-time and part-time instructors once a semester where we discuss CSLOs and assessments, reflect on results, and plan action items for improvement could be a useful approach. Submitting summary notes from a meeting like that would be more human-centered and meaningful, not to mention easier and less time-consuming.*

- *In keeping with the first point, is the more general challenge of not having enough time to do everything that is asked of us and/or that we want to do to benefit students while maintaining a healthy work-life balance. We have been grateful to receive 1.5 CAH in reassign time per year for the past few years for coordinator duties, but since that doesn't calculate into a reduction of our course load, the duties continue to pull the coordinator away from time that should be spent preparing for classes and grading assignments, not to mention self-care. There are technically five degrees or certificates under this one person's purview: Humanities AA, Humanities Certificate of Achievement, Film Studies AA, Film Studies Certificate of Achievement, and Film, Television, Electronic Media AS-T, so, for example, she has to create 5 separate 3-year assessment plans, write two program reviews, schedule and collaborate with faculty in other programs that make up the interdisciplinary film degrees, work on and update curriculum in both areas, create materials for and promote multiple programs at college open houses, etc. It's untenable to do all of that and teach 5 classes with 40+ students per section, while also being an active member of the campus community who plans and attends events for student engagement on campus, collaborates with the Honors Program and Study Abroad efforts, and serves on task forces or committees. We hope the college plans to implement ways to streamline and reduce coordinator workloads, especially for small highly-productive programs who can't spread work around.*

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

- *We would like to review and revise the curriculum in a few of our courses that are coming up for curriculum updates and that we feel need some refreshing: HUMN 3 Intro to Humanities, HUMN 4 Global Cinemas, HUMN 10 American Arts and Ideas, and HUMN 28 World Mythology in particular.*

- *We plan to continue to offer a variety of courses in a variety of schedules and modalities.*

- *We will be offering a Winter Intersession Humanities section in Winter '26-'27 for the first time and we will have more online course offerings in Spring 2027 than usual due to our program coordinator's sabbatical leave. We will return to offering a more balanced set of course offerings in Fall 2027.*

- *We plan to do a better job of tracking and completing SLO assessments than in previous years, potentially trying some new approaches to this area as stated above.*

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?

- *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."*

- *We do not have much to report here. We continue to struggle meet requirements in this area. We plan to work with the new system on our SLO assessment more than in previous years. See 1.2 above.*

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?

- *NA at this time.*

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

- *NA at this time.*

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

- *See 1.2 above. We would like to have more time to do SLO assessment planning and implementation, perhaps something built into Flex and College Days or professional workshop time built into the meetings calendar (in lieu of a Town Hall or Division / Senate meeting, for example). Alternatively, a more flexible way to assess and report, especially for smaller programs or interdisciplinary programs like ours.*

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

- *As stated in Section 1 above, the Humanities Program continues to have very high productivity rates (708.2 in Fall 2025 and 556.8 in Spring 2026) We have dramatically outdone our program set standard of 75% with a score of 84%, which far exceeds the college-wide set standard of 71%. Humanities enrollment in '25 - '26 remains high, with the past two years significantly higher than the previous 4 years.*

- *Humanities enrollment demographics continue to 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.*

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.

- *We have been intentional about our retention strategies and outreach to groups of students who had not been achieving success, which has paid off for them. We see great improvement when it comes to success rates for our African-American female students, up from 62% to 82%, something we signaled in our last Program Review update as an area of improvement. Fortunately, we are also seeing increased success rates for our Hispanic/Latino students and our Low-Income students.*

- *Relatedly, withdrawal rates continue to decline in both our online/asynchronous and in-person classes, something we have worked on to improve.*

- *We will focus attention on our African-American male students who are hovering around 78% success for the past couple of years.*

- *We plan to continue with our intentional outreach, clear grading policies, friendly communication, and relevance of course content to keep historically marginalized students engaged and successful in both our in-person and online Humanities courses.*

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).

- *The Humanities Program continues to see growth in our face-to-face enrollments, while also maintaining highly productive online courses. Both modalities show high success rates for our students during the past year with strong growth in online course rates especially: 89% in Fall 2025 and 83% in Spring 2026 for in-person courses, and 84% and 88% for online courses (up from 73% and 76% for those terms in the previous year), the highest success rates for these modalities that we've had.*

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.

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

- *The Humanities coordinator, Elizabeth Wing Brooks, along with Katie Eagan from English, organized, recruited for, and led the first ever for-credit study abroad program for LPC, which is in clear alignment with LPC's Vision Statement: "Las Positas College strives to **support and empower students** to develop the knowledge, skills, values, and abilities needed to become **engaged participants and leaders in their local and global communities**."*

- *The Humanities Program offers courses that are part of the Lifelong Learning Academy at LPC, sometimes having retired students in their classes, and thus aligning with Values Statements 1, 5, and 8: Encouraging and celebrating lifelong learning. / Fostering a climate of discovery, creativity, personal development, and physical and mental health. / Holding firm to the belief that each of us makes an astonishing difference.*

- *The Humanities Program offers courses that explore human arts and creativity, philosophy, religion, and culture in general, drawing on texts and examples from a wide range of cultures and identities. These courses align with Values Statements 4, 5, 6, and 8: Promoting ethical behavior, mutual trust, equity, and respect within our diverse community. / Fostering a climate of discovery, creativity, personal development, and physical and mental health. / Committing to anti-racist policies and practices.*

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)
	Other [explain]:

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?

- *Faculty could benefit from more training on Discussion Board assignments and alternatives to the standard Discussion Board assignment with peer comments.*

- *AI detection continues to be a burden for online instructors (and in-person instructors, depending on the assignments). We don't know how best to address this, but we want to document it as a major challenge.*

- *Feedback read-receipts would be very helpful in Canvas. We would like to know if students actually read the personalized feedback we leave for them. It would be motivating for us as instructors.*

Section 5: Program Review Feedback

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

- *NA*

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