

PROGRAM REVIEW Fall 2021

Program: Global Studies

Division: BSSL

Date: October 11, 2021

Writer(s): Catherine Eagan, Sarah Thompson

SLO/SAO Point-Person: Catherine Eagan/Akihiko Hirose

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 be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself 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 on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very 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 Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 Courses were added to the Global Studies AA-T: HIST 2 Western Civilization since 1600; POLI 25 Introduction to Political Theory; MUS 3 World Music; RELS 1 Religions of the World; SPAN 21 Spanish for Spanish Speakers I; and SPAN 22 Spanish for Spanish Speakers II.	X	X	
2 Dr. Eagan offered a panel on study abroad options at LPC and the CSUs and CIEE in November of 2020 for International Education Week. The event was co-sponsored with Chabot College, whose Sean Day participated in our panel and then offered a panel on international students' experiences. She recorded the session and posted it on the Global Studies website.	X	X	
3 Dr. Eagan applied for a LPCF grant to bring a second Global Studies speaker to LPC. She decided to delay the speaker until Fall 2021. The speaker, SJSU's Matthew Spangler, will speak 11/10/21 on the ethics of representing refugees on the stage. The talk is titled "Between the Idealized and the Undeserving: Representing Refugees through the Literary and Performing Arts." The talk is co-sponsored by LPCSG.	X	X	
4 GS 1 was again offered in fall and GS 2 in spring for this academic year and exceeded their program set standard. GS 1 benefitted from being co-registered with SOC 5 and vice versa because the courses together attracted enough students to run. For Ms. Thompson, who taught GS 1, the success rate increased online. Ms. Thompson attributes this to a big change she did to "gamify" the capstone project to have a Mission Impossible theme. Students worked in teams, creating their own avatars with special talents, and pursued various missions to research a global "hot spot." The culminating assessment was a movie of the most relevant information needed to make a recommendation to the	X	X	X

President of the U.S. regarding what action they should take. Students worked in the same groups all semester, which built a strong learning community. Dr. Orf also enjoyed his section of GS 2, "Global Issues," in Spring 2021, though it took longer to make and did not have as many students. He likes this course because it is an open topic, and students are very interested in geopolitics as related to the topic chosen by the instructor: Dr. Orf's topic was Brexit and the global economy's attempts to move away from energy dependence. Students usually come into GS 2 with some basic knowledge or the experience of GS 1, so that adds to the class experience in his view. Both classes relate to the President's Call to Action, providing "culturally responsive, engaging and relevant materials, high impact teaching practices, and . . . equity-mindedness; this work would be replicated with additional faculty."			
5 While the GS program is still growing and students are still developing awareness of it, both Ms. Thompson and Dr. Orf note that the students who find the program are devoted. Ms. Thompson's students were more diverse. She comments that the discipline is attractive to international students, immigrant students, veterans, and social justice-minded students. She also has had a number of Afghan students through word of mouth. She believes that they are hungry for course topics that reflect their reality. Both Dr. Orf and Ms. Thompson say that the course attracts male students and somewhat older students, populations that we want to grow at LPC. In terms of race and ethnicity, Dr. Orf says that his students this year were mainly white, and he supposes that could be explained by that semester's GS 2 focus on the U.S., Brexit, and the European Union; though he did spend a fair bit of time on China, that was not mentioned in the course description. Once students are in GS 2, Dr. Orf comments, they are "hooked." He had zero attrition. Ms. Thompson shared how students felt proud of the expertise they developed over the course of the semester. They went from watching the documentary <i>The Inside Job</i> and only following the basic outlines of the factors that led to the Great Recession to watching <i>The Big Short</i> at the end of the semester and really feeling a sense of mastery, getting all the jokes. Both courses certainly provided students with "opportunities, both in and outside the classroom, to become informed, ethical, and engaged participants in their increasingly diverse communities, nation and world" (EMP).	X	X	X
6 Dr. Eagan has used the global studies website to make students aware of career opportunities. The list of careers provided by CSUEB, whose chair of Global Studies contacted her late last year, is more robust and engaging than the options suggested by Career Coach.	X	X	

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1 As the program gains recognition, GS 2 continues to face challenges with enrollments. The name, "Global Issues," comes from the TMC for the AA-T, and we wonder if we should change the name. However, if the course is offered through the OEI in the future, using the standard name would attract more students from other colleges who may be seeking GS courses as it is not a major that is offered at every college.	X	X	
2 Low enrollment among Black students: promoting Global Studies across a broad cross-section of our students should be a priority: information on the CSUEB and SJSU Global Studies websites shows that majors go into careers that need diversity to increase global understanding and promote equity. According to the CSUEB Global Studies website, "Some students are dedicated to careers in the growing non-profit humanitarian, human rights, social justice, and development fields. Others plan to enter the diplomatic service of their home countries or work for international organizations. Recent graduates have worked in international security, with government agencies in translation services, for cultural and environmental organizations, for export-import companies, in banking, tourism, teaching (overseas and in the U.S.) and for a variety of non-profit organizations. Increasingly, GLST alums pursue graduate studies in international relations, international education, regional studies, anthropology, geography, business, law, international public administration/policy, development studies and TESOL." https://www.csueastbay.edu/is/career-for-majors.html While word-of-mouth has led to enrollments of veterans, Afghan-American students, and students with an interest in social justice, we will have to move beyond word-of-mouth to reach out to African American and Black students and help them feel that they "belong" in these courses and that the subject areas would connect them with the larger world.	X	X	X
3 Dr. Eagan re-applied for reassign time for Global Studies coordination and was unsuccessful.. Our program has faculty			

from all four divisions, so finding time to organize a cross-disciplinary meeting, let alone attend one, is a challenge: the bare minimum of discipline and SLO planning is all that can be done. If the lack of reassign time continues, it would be helpful to have a small slice of every Flex Day set aside for programs, especially interdisciplinary programs, to meet. The activities for students would have to continue to be planned on a volunteer basis, but at least some Flex Day time would provide time for discussion of SLO assessments, equity, study abroad, and continuing efforts to globalize the curriculum.			
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C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
It would be great to explore creative marketing of Global Studies 2, perhaps by linking it to an English 7 class (Dr. Eagan's or Angelo Bummer's classes come to mind) or doing more to market the major in general. Bringing back the majors fair and having a presence at any orientation activities for spring 2022 would be great. Marketing to high schools that have a 10th grade AP world history class might be interesting if some of those students might like to take global studies through concurrent enrollment. Perhaps marketing to AVID students, who are focused on preparation for college, would be fruitful. Ms Thompson notes that this summer, the first summer when GS 1 was offered, had a lot of high school students. There is also a global studies graduation requirement at Pleasanton high schools that might inspire us to visit these classrooms, encouraging students to consider LPC and the GS major after graduation. Global Studies students tend to be older, female, white, and continuing, at least at LPC, so marketing to younger men of color who are first-time college students would be worthwhile. We could take advantage of the Puente and Umoja learning communities on our campus to do this outreach. Finally, marketing to business students, a large group at LPC, might yield results; Ms. Thompson's particular focus is global economics.		X		X
Ms. Thompson is potentially interested in submitting her courses to the OEI and plans to consider it more carefully after she steps down from the academic senate.	X			X

We plan to reach out to history and political science again to see if they feel they should be added to the disciplines list. Since GS 1 is cross-registered with SOC 5, it would mean that they would be limited to teaching GS 2, but the longevity of the program could be safeguarded by having a larger pool of instructors to choose from. Team teaching might also be an option for the future. For now, however, Ms. Thompson and Dr. Orf are scheduling themselves into the classes.		X		X
We want to connect with Mike McQuiston and ask again about the possibility of working with National University to offer scholarships to community college students who complete their 4-year degrees with them. https://www.nu.edu/news/nu-ccc-agreement/ They offer a degree in Global Studies.	X		X	
We plan to work on making it possible for students to earn credit for faculty-led travel experiences, perhaps under the independent study 29 course. Unfortunately, offering units through global studies or humanities would limit who could run the program due to the disciplines list. After that, the next goal would be to offer credit for our courses taken abroad, but that would take a lot more work. We may explore joining a consortium with other colleges. We have made some progress by bringing the issue to the academic senate this year and forming a subcommittee.		X	X	
LPC's Global Studies program maintains a relationship with Stanford Global Studies and Stanford's Educational Partnership for Internationalizing the Curriculum (EPIC), but this pandemic year was quiet as far as professional development opportunities. Dr. Eagan continues to forward information regarding global studies-focused workshops through CSET, the Center to Support Excellence in Teaching. Dr. Eagan promoted a few workshops, including "Identity and Citizenship" (Feb. 2021), "History of the Americas: Central America and the Cold War" (July 2020), and Slavery in Historical and Contemporary Contexts (June 2020). We hope to encourage more faculty to sign up for this year's workshops, which Dr. Eagan advertised.		X		X
Dr. Eagan continues to try to offer consistent activities for students from year to year: activities during International Education Week every November and a lecture. This year, she delayed the lecture to fall due to pandemic overwhelm, and it will be the sole activity during International Education week. It would be great to have a Global Studies or Global Cultures club of some kind, where like-minded students could initiate events		X	X	X

and field trips that they would like to see. The Peace and Social Justice Club, which Dr. Eagan coordinated for a couple of years, sometimes overlapped with Global Studies interests, but it is now defunct. It would be nice to find a Global Studies student interested in forming a club.				
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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

_____N/A

Campus system or Committee	How has it benefitted your students?
LPCF	funding of speakers, movie nights, activities for International Education Week, etc.
EMP	dialogue around inclusion of language on the importance of a globally-focused education, cultural competency.
CEMC	continued allotment of FTEF
SLO	information on ISLOs from student survey gives us feedback on what we are doing well and where to improve in Respect and Responsibility and Critical Thinking areas; emerging dialogue about revision of ISLOs will benefit students

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	Both Ms. Thompson and Dr. Orf have advised their students informally on career paths and universities with global studies majors.. Dr. Eagan had planned to visit Dr. Orf's GS 2 class in spring of 2021 to talk about GS opportunities in response to Dr. Orf's comment that students had lots of questions about careers but then had a conflict. This fall, counselor Michelle Zapata organized a Careers in Public Service panel during Latinx/Hispanic Heritage Month, and Ms. Thompson told her students about that. Dr. Eagan found during the study abroad panel that students were very interested in
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	learning more about how they could study abroad and pay for it!
What did you learn?	Some students come in with a very clear idea of what they want to do, and others need guidance. Students have asked Ms. Thompson about the difference between global studies and international relations. Ms. Thompson's student surveys have shown that they loved the gamified "hot spot" research and capstone project described above. At the end of the semester, they all pick a night and watch their movies together, which they very much enjoy. Regarding study abroad, we hear again and again that cost is a barrier.
How will you use the feedback?	Ms. Thompson will keep doing this capstone project and continue to advise her students on transfer opportunities and career choices! Regarding study abroad, we will work on making it possible for students to earn credit. This will mean that they can use their financial aid for these opportunities. Both Dr. Eagan and Ms. Thompson are on the academic senate subcommittee to discuss this matter.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research 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.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

More global studies students have completed English and math than the average at LPC. This is good, not least because we do not want students to leave their English and math too late and not get "through the gate," as the RP group study calls it. There may be additional things we want to do to encourage English completion and GS enrollment, for example linked classes.

Global Studies classes are typically male dominated; there were many more women in fall 2020. The college lost so many men that data packet lists GS as 67% women.

Most Global Studies students have a goal of transfer.

In GS 1, success actually increased with the shift to asynchronous instruction during the pandemic, going from 72% in Fall 2018, 76% in Fall 2019, to 86% in Fall 2020.

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. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply 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:](#)

- Did your program meet its program-set standard for successful course completion?
X yes ____ no
- 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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SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). ____100____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ☒ YES _____ No

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

In spring 2019 and spring 2021, two different instructors evaluated the same SLO: "Upon completion of GS 2, the student should be able to describe how global issues are often narrowly understood in terms of a nation's domestic interests but must also be understood transnationally." Both instructors did an assessment related to renewable energy. Though the assessments were different, both instructors felt that their students were prepared and did well. Data show that almost all of the students achieved mastery or above average performance (4's and 3's). This CSLO maps to the following PSLO: "students are able to apply cross-cultural, transnational, and global awareness to analysis of conflicts and challenges relating to race, gender, human rights, cultural differences, and economic development." This particular project related to economic development, and students did well.

No other courses in the AA-T have CSLOs that map to this PSLO--the only other course that does is GS 1, but that course will assess a CSLO that maps to a different PSLO.

(5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

It was not disaggregated.

(6) List changes that you plan on making to improve student learning and address inequities.

Both instructors felt good about their students' performance.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

____YES ____X____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

____YES ____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

- (1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

- (5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

- (6) List changes that you plan on making to improve student learning and address inequities.

- (7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair: [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

- A. **Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below.** *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).*

Course Name & Number
GS 2, "Global Issues"

☒ YES ☐ No

- B. **Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

☐ YES ☒ No

Certificate or Degree
Dr. Eagan already added some courses to the AA-T last year.

- C. **Are there any courses or programs for which a non-mandatory update is planned?**

____YES ____X____Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

____YES __X____No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

_____YES _____No

2) Does this program represent a training need that is not duplicated in the college's service area?

_____YES _____No

Please explain

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B. Advisory Boards: Has your program complied with advisory board recommendations?

_____YES _____No

If not, please explain.

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C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

_____YES _____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?