

PROGRAM REVIEW Fall 2022

Program: Global Studies

Division: Business, Social Science and Learning Resources

Date: November 4, 2020

Writer(s): Catherine M. Eagan

SLO/SAO Point-Person: Catherine M. Eagan, Akihiro 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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that 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.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

____ Yes ____ N/A

Accomplishments
1 Fall 2021 Global Studies enrollments were down somewhat from a spring 2020 high, but spring 2022 enrollments grew. This was aided by the cross-listing of GS 1 with SOC 5 and the offering of additional sections of GS 1 and SOC 5 compared to previous years. GS enrollments are not meeting the course caps, but the growth is a positive sign.
2 Global Studies was offered in asynchronous modalities and again in-person in the spring of 2022. Sarah Thompson will teach GS 2 in person again in spring 2023, this time offering the course for audit as well as for credit. Both courses relate to the President's Call to Action, providing "culturally responsive, engaging and relevant materials, high impact teaching practices, and . . . equity-mindedness." They also relate to the definition of equity above, for example by seeking to understand how global poverty and cultural loss is systemic, even as the 21st century is seeing new, recombinant cultures and more people lifted out of poverty.
3 Katie Eagan was able to delay her LPCF grant for Spring 2021 to the fall of 2021. She invited a second speaker to LPC to coincide with International Education Week. The speaker, SJSU's Matthew Spangler, gave a well-attended Zoom lecture on the ethics of representing refugees on the stage. The talk was titled "Between the Idealized and the Undeserving: Representing Refugees through the Literary and Performing Arts." The talk was co-sponsored by LPCSG.
4 Katie Eagan worked with CLPCCD district and LPC administrators, faculty, and classified (Frances DeNisco, Community Education) on revising the BP and AP 4027 on travel study. It should be approved by the Academic Senate and then by the Chancellor's Council and the Board in the fall. This will pave the way towards offering credit-based travel study opportunities to which students can apply their financial aid awards.
5 Katie Eagan, Sarah Thompson, and Tom Orf worked together to revise the GS 2 course outline. The new course title is "Political, Economic, and Cultural Globalization." We hope that this new course title will provide a clearer idea of what the course will cover and appeal to a wide variety of students, including business students.

6 Katie Eagan advertised a CIEE travel study opportunity with LPC faculty and students called the Frederick Douglass Global Fellowship. CIEE was offering a \$1500 CIEE scholarship to all students who applied. She worked with Nezrin on her written application and application video. Nezrin did not win the fellowship but put her CIEE travel scholarship towards a Communications-focused travel study opportunity in Prague, Czech Republic. She hopes to transfer the elective units earned to UC Davis. CIEE is offering this scholarship again this year, and Katie hopes to get more students to apply.

7 Katie Eagan continues to keep the Global Studies website updated with information on courses that students can take for GE and elective credit beyond the core courses featured on the Guided Pathways program map; information about the benefits of joining the major at LPC, and information about each semester's course offerings.

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs

1 Recruiting for Global Studies courses is a challenge, though as Tom Orf noted in the 2021 program review, "Once students are in GS 2, they are 'hooked.'" He had zero attrition in his spring 2021 course. Ms. Thompson shared in that 2021 program review how students felt proud of the global expertise they developed over the course of the semester. Students in GS skew a bit older, and we suspect that they find GS after some experimentation. In spring 2022, for example, 33% of GS majors were 20-21 years old, 8% were 22-24 years old, and 8% were 25-29 years old, and 17% were 30-39 years old. Interestingly, 27% of our students in Fall 2021 had 60 units or more! Marketing to older students even as we encourage younger students to take the courses will take a creative touch. We also hope that marketing options like inreach to Middle College and outreach to concurrent enrollment candidates is pursued. Global Studies would also be a good choice for students who seek to satisfy their social science GE because it will prepare them for the globalized workforce. Finally, GS 2 in particular would be a wise choice for business students. Small programs like ours would benefit from LPC-focused marketing support.

2 Our Vision Statement and EMP aspire to connect students to global communities and prepare them for the globalized workforce. However, it is unclear whether our college is systematically working to ensure that we are meeting these aspirations.

- Work on study abroad is certainly progress.
- However, we could do more to promote the globalization of curriculum and the marketing of that curriculum to diverse student populations.
 - Asian and Latinx communities are growing the fastest in Alameda County (EMP 9), and GS coursework would reflect their experiences; currently, Asian students have higher representation in GS than other groups, not including whites. Marketing GS as a good fit for diverse types of students (EMP 10), whether as a major, minor, or even just GE course, would be a worthwhile goal.
 - This is confirmed by our enrollments. In fall 2021, Latinx enrollments were at 64%. Among Global Studies majors, Whites were tied with Latinx students at 42% in spring 2022.
 - As we said in our 2021 Program Review, 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. The careers that GS majors go into are in sore need of students from a diversity of backgrounds.
- Since most students will now be taking an ethnic studies course, it might be interesting to market GS classes to students currently taking an ethnic studies class.
- Partnering with local businesses and city, county, and state governments to offer internships to social science and humanities students would also be worthwhile and support guided pathways work for disciplines that do not get the attention of business and STEM.
- The panel of Hispanic/Latinx professionals in politics and public service, offered in 2021, was a positive step in this direction. Global Studies majors were featured.
- One step that we could take to better support these Vision and EMP goals would be to have one of our administrators, perhaps the VP of instruction or GS dean, join Stanford’s EPIC Community College Leadership Program. LPC is a member of the Educational Partnership to Internationalize the Curriculum, and this program offers “quarterly online professional development workshops that will integrate targeted training on organizational leadership and institutional change with presentations by experts in internationalizing education. Fellows will join a professional community of leaders and learn how to use best practices to develop an implementation goal and timeline for promoting international education at their home institutions in ways that achieve intentional and sustained impact.” Currently, administrator fellows include a VP of instruction, a few deans, and a coordinator of a study abroad program:
<https://sgs.stanford.edu/community-college-engagement/epic-community-college-leader-ship-program/meet-2022-23-epic-community>

3 In 2021-2022, students in the cross-listed GS 1/SOC 5 struggled more than SOC 5 students, accounting for GS not meeting its program set standard. GS 2 students fared better. The second year of the pandemic was in some ways harder than the first, so that surely was a factor, but we might do well to learn more about students who are coming to "Introduction to Global Studies" through GS versus through SOC. Only more data will reveal if this poor performance was a one-off or whether it indicates something that we could learn more about.

4 Global Studies students need more opportunities to take language courses, and they need to be told very early in their college careers to start taking them. Further, as the GS website notes, their choice of a language should relate to their possible area of emphasis. For example, if they took Spanish in high school and would like to continue, they should realize that if they get to their transfer institution planning to study China and have never taken Mandarin, they will be behind. Further, their language study options are limited at LPC because French 2A and 2B have been deactivated. Students should be guided to the OEI for fulfilling French 2A and 2B and other languages including Arabic, Chinese, German, Italian, and Japanese.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

- Hosting a Global Studies speaker with the support of LPCF.
- Laying the groundwork for a study abroad program, including planning for International Education Week in November.
- Pursuing auditing privileges for GS 2. It will be offered for the first time for audit in spring 2023.
- Keeping the internationalization of curriculum in the sights of the LPC community, whether through local programming, relationships with Stanford, CSUEB, and other universities, or informing faculty and administrators of international education opportunities, for example through the U.S. State Department (the Fulbright and other exchanges).

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

As alluded to earlier, Global Studies relates to A5: “Institutionally support opportunities for students and the Las Positas community to engage critical issues related to ethics, social justice, globalization, and civic responsibility both inside and outside the classroom.” Both GS 1 and GS 2, and arguably a number of other courses in the major, meet this goal.

- GS 1 looks at the economic and political forces that have led to rapid changes in global interaction and culture over the past century It explores the issues of nationalism, global citizenry, state violence, terrorism, the global economy, migration, the threatened environment, technology, and the role of multinational media industries on culture.”
- GS 2 “introduces students to the origins, current status, and future trends of major transnational issues confronting the global community. Topics can include population trends, economic development and inequality, basic human needs (for food, water health care), human rights, international conflict and security concerns, and environmental problems. The course also focuses on global governance, including the study of collective global responsibilities.”

Our fledgling speaker series and participation in Stanford’s Educational Partnership for the Internationalization of the Curriculum provide some institutional support beyond coursework, but integrating these types of activities into the college’s routine would make more progress on this goal.

Speaking to the Mission statement’s commitment to inclusivity, Global Studies courses are notable for being defined by inclusivity. They insist on a global, not an American exceptionalist, perspective on financial, environmental, cultural, and other institutions, trends, and problems. For example, one focus of GS 1 is energy. No doubt influenced by spending her childhood in Saudi Arabia, Sarah Thompson helps students understand how prices at the pump and our domestic energy economy are affected by oil politics and global alliances. Further, the GS 1 course outline commits faculty to informing students about human needs for food, water, health, safety and arable land. As our students come to us from all over the world and depend on people and economies all over the world, GS courses include diverse perspectives on how the world works and what the world needs.

E. Planning: What are the most important plans, either new or continuing, for your Program?

_____ N/A

Plan	New	Continuing	Short term	Long term
Grow enrollments, through marketing, events. etc.		X	X	X
Enroll students who seek to audit GS 2	X		X	X
Build study abroad program	X			X

Work through GP to identify potential students and inform them of language requirement for BA and options	X		X	X
Offer GS 2 on CVC-OEI	X			X
Consider adding history to GS disciplines list		X	X	X
Institutionalize the internationalization of education, consistent with our College Mission, Vision, and EMP		X		X

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F. 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.	
What did you learn?	
How will you use the feedback?	

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
Lack of marketing help	Work with small programs like ours, whether alone or in clusters like social science or interdisciplinary programs, to increase enrollments. Advertise our programs to high school students, whether rising juniors who might take our classes through concurrent enrollment

	or rising seniors who will graduate and may come to LPC.
Lack of clear path for study abroad program	Start working on a five-year plan for building a study abroad program—daunting in a time of declining enrollments, surely. However, study abroad, particularly if available as a first-year or first-year experience, may attract students who might normally have considered only 4-year colleges and universities. In addition, the opportunity of earning credit for study abroad experiences is something that should be extended to our students.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

I have already mentioned some data about the typical age and demographics of our majors and our enrolled students. It is also interesting to note that while our last program review commented on how GS attracted men, the number of women was much higher this year. This may be due in part to our college's loss of men during the pandemic. I also note the poor success rate of Fall 2021 though these rates came up in Spring 2022. See the discussion of the program set standard below.

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 are 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?

☐ 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.

- Unfortunately, we did not meet our program set standard; our overall success rate was 49%. It went down pretty sharply, from ~60% in first 2 years of the program to 70% and then down to 49%.
- However, GS 2 seemed to do fine—it was GS 1 that struggled. This course had a high success rate in the previous year, which Sarah Thompson felt was due to her gamification of the course.
- Interestingly, since some students in the GS 1 course are also SOC 5 students, I looked at who was being counted as GS 1. It was 17 students, who had 45% success, 18% non-success, and 37% withdrawal. Conversely, the success rates for the SOC 5 students in the same course were very different: out of 21 students, 84% were successful! 8 were non-success and 8 withdrew.
- I wonder if the students who decide to take GS are a somewhat different group, then. Perhaps these are younger students, not the majors who are continuing students and have a success rate in the 80s and 90s. Perhaps we can learn more about the experiences of students who withdraw, which is a necessary step to take college wide.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). _____%
- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-----------------|--------------------|
| • Gender | • First Generation |
| • Age | • DE |
| • Ethnicity | • Online |
| • EOPS | • Hybrid |
| • Veteran | • Fact-to-Face |
| • BOG Recipient | |

- 5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

- 6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

9) Are you planning on updating any CSLOs or PSLOs?

_____YES _____NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

For Fall 2021, the culminating paper for GS 1 was chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). ____0____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

We hope to run this GS 1 CSLO assessment in Fall 2022 instead. The next CSLO assessment in our 3-year plan is a new assessment GS 2 that will be run for the first time.

4. List changes that you plan on making to improve student learning.

Forthcoming.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☒ X Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

☒ X YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

As a coordinator, I have sometimes sent out email reminders for SLO assessments but not methodically. I have struggled to properly set up "push" notifications in eLumen. Frankly, motivation is low to complete these assessments because the data don't tell us anything.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
- No. The Program Map for ____GS AA-T_____(degree/certificate name)____X_____

Requires an update

- Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
- **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

_____YES ____X_____No

Course Name & Number (outside of GS courses)
ECON 2 overdue; MUS 4 and GEOG 1, POLI 20, 25, 30, SPAN 2A and 2B due this semester.
ENG 41, GEOG 2 and 5 coming up in April 2023
ANTR 3 coming in October 2023
HIST 2 coming in November 2023
HIST 4 coming in 2024

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES ____X_____No

Certificate or Degree
I am considering including more ANTR courses and Ethnic Studies. I traditionally have only offered courses that are typically found in GS BA degrees, so I have to research whether these are in CSU and UC GS BA degrees and, if not, think about whether it is worth adding them just because they count towards an AA-T in that discipline, which makes them allowed, and because they have content and measurable objectives that are consistent with the PSLOs for the program. A final motivation would be if they are courses that match our program goals and are courses that a large number of students are taking, for example Ethnic Studies. Making a GS degree easier to earn and notifying students if they are close to earning one would be helpful.

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☒ X ☐ YES ☐ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

We may add history to the disciplines list.

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the [Curriculum & SLO Specialist](#) if you are planning a new program.**

☐ YES ☒ X ☐ No

If yes, please provide details and the rationale

E. Are there any courses that you plan to deactivate or sunset?

☐ YES ☒ X ☐ No

Course Name & Number

FREN 2A and FREN 2B have already been deactivated, but should we keep them just so that students know that they can look for them on the CVC-OEI?

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

