Program: Global Studies

Division: BSSL

Date: November 3, 2024

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SLO/SAO Point-Person: Catherine M. Eagan

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

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

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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.

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

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

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges equity definition?
- Did they connect to any of the college planning priorities?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

N/A_____

- Enrollments in GS shot up to 27 in fall 2023 from a low of 10 students in just the previous year. Many of these fall 2023 students were 19 years old or younger, continuing students, and either Asian or Latinx. Spring 2024 enrollments were smaller compared to a high in spring 2022, but two courses, GS 1 and GS 2, were offered by Sarah Thompson in that spring 2022 semester. It will be interesting to see what happens this spring when GS 1 is offered again.
- GS program had a new professor offer our GS 1/SOC 5 course while Sarah Thompson was on sabbatical. Aki Hirose offered GS 1 in both fall 2023 and spring 2024, and the program is grateful to him. GS 2 was delayed until fall 2024 so that Professor Hirose would not have two new preps in one year. Sociology offered GS 1/SOC 5 in summer, and GS is now offering GS 2 in fall as planned.
- Enrollments for GS 1 and SOC 5, which are co-registered, continue to be good.
- As planned in last year's program review, Katie Eagan and Dean McElderry reached out to GS program faculty in history and political science (GS is an interdisciplinary program) to consider whether their programs are a good fit for the disciplines list. As noted in last year's PR, political science programs commonly house global studies. Though Sarah Thompson was on sabbatical and did not weigh in, Professor Hirose suggested that since GS 1 is co-registered with a sociology course, LPC's GS program is somewhat different than the programs at other colleges, and the sociology program is not sure it feels comfortable with programs beyond geography being eligible to each sociology courses.
- With the prodding of Outreach Specialist Anne Kennedy and the help of Chip Woerner and a designer, Katie Eagan and Sarah Thompson collaborated to create a GS brochure.
- Sarah Thompson has been working with Honors Coordinator Irena Keller to create an honors section of GS 2.
- Katie Eagan and members of the Academic Senate subcommittee on study abroad worked with Academic Senate presidents Thompson and Young, VP Ho, and VC Nicholas to revise BP and AP 4027, Travel Study Programs.

- In spring 2024, Katie Eagan, supported by Dean Stuart McElderry, humanities professor Elizabeth Wing Brooks, and anthropology professor Daniel Cearley, earned the approval of President Foster to create a Global Engagement Task Force.
  - Beginning in fall 2024, the task force has so far worked on new study abroad and community education programming, explored collaboration with a university in Ireland to offer a learning experience for ECE students, considered ways to offer study abroad as a pathway to completing an honors contract, begun research on global internships, discussed the insurance dimensions of AP 4027 and conferred with VP Nicholas, and offered a Flex Day session, "Exploring Faculty-Led Study Abroad," which had faculty attend from Humanities, Anthropology, Kinesiology, Counseling, English, CS, ECE, and Religious Studies.
- In the 2023-2024 academic year, Katie Eagan attended the Diversity Abroad Global Inclusion Conference in Chicago, the Diversity Abroad Global Inclusion Regional Summit in London, the EPIC Symposium at Stanford, the Cal Abroad Town Hall Meeting in Pasadena, and the NAFSA Annual Meeting in New Orleans. In fall 2024, she attended the NAFSA Region XII Meeting in Orange County. All this is helping her learn more about how to build a study abroad program that meets the needs of its students.
- Katie Eagan also completed a Virtual Exchange Training in October 2024 through the Stevens Institute, which is supported by the Aspen Institute.

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

N/A_____

- Geography professor Tom Orf is retiring in fall 2024. He was one of the founding professors of GS courses, both GS 1 and GS 2, and he inspired many a Global Studies student and major. We hope that his position is replaced and that the replacement is a cultural geography-type as opposed to physical geography only. Geography is on the disciplines list for GS.
- Even though enrollments in GS 1 were high in Fall 2023, success rates were lower, 63%, than they had been in previous semesters, though we did exceed our program set standard. In spring 2024 for GS 1, and spring 2023 for GS 2, the success rates were also 63%, with relatively high withdrawal rates but also nonsuccess rates. Anecdotally, instructors have been finding that students using AI to do their coursework is a problem, and it would be interesting to look at this data. In some semesters, the success rate has been in the 70- and 80-percent range, so it would be interesting to look at modality and demographics more closely.
- Enrollments in GS 2 are still low. Thankfully, Dean McElderry has allowed GS 2 to run each semester since it is vital for our GS majors. We hope that the name change from "Global Issues" to "Political, Economic, and Cultural Globalization" will communicate the content of the course more effectively and result in higher enrollments.
- Sarah Thompson also plans to offer GS 2 as an Honors course. (See C. Planning below.)

- Even though LPC does not yet have a study abroad program, LPC needs some kind of global engagement website that would provide information on study abroad. There are valuable opportunities, whether direct enrollment opportunities for study abroad and internships offered by providers or programs offered by other community colleges, that would enhance LPC students' education. However, searches for "study abroad LPC" or similar search terms on a laptop or phone bring up only meeting notes and don't direct students to any website where they could learn more.
- We have not yet started a Global Citizens Club.
- In the Guided Pathways program map update for math last year, Professor Eagan successfully entered Math 40 as the recommendation for GS majors. However, she did a lot of work on advisory notes for the program map that are not reflected online, and she wonders where they can live to aid students and aid counselors in the advising of GS majors. Below is a summary of what she suggested:

Advisory notes for semester 1:

Student must select 5 courses, at least one from 4 of the 5 following areas in List A: Culture and Society, Geography, Economics, Politics, and Humanities.

*Students are encouraged to leave time in their schedules for support from RAW Center, Tutoring, English Smart Shops.

**List A - Area 2 (Geography)

***Recommend: any Arhs 1-8, Humn 4, or Mus 3 (Mus 3

****List A - Areas 1 (Culture and Society) or 4 (Politics)

Advisory notes for semester 2:

*Recommend: Math Co-Requisite Support (can be NMAT)

**Recommend List A Area 5 course (Humanities) or Eng 20 or 42, Hist 1, 3, or 25, Humn 4, 6, 10, 11, 12, or 28; Phil 1, Span 25.

***Soc 1 recommended

Hist 25 recommended (American Institutions)

Advisory notes for Semester 3, Summer:

*List A - Area 3 (Economics)

Advisory notes for Semester 4:

*List A - Area 1 (Culture and Society): Antr 3, HIst 2; Area 4 (Politics): Poli 20 or 30; or Area 5 (Humanities): Eng 41, Fren 2A, Fren 2B, Mus 3, Rels 1, Span 2A, Span 2B, Span 21, Span 22.

Note: Fren 2A and Fren 2B would have to be taken through CVC-OEI; deactivated at LPC. Students are encouraged to petition to have other languages at the 2A and/or 2B level accepted.

Advisory notes for Semester 5:

*Recommend: Antr 1

**Recommend: any List A Area 5 course; any Arhs 1-8; Hist 1, 3, 25; Humn 4, 6, 10, 11, 12, 28; Rels 11; Wmst 2

C. Planning: What are your program's most important plans, either new or continuing?

N/A_____

- Sarah Thompson plans to offer GS 2 as an Honors course.
- Katie Eagan hopes to travel to Costa Rica, Guatemala, and Peru, potentially with Sarah Thompson and others, with Máximo Nivel, a provider that offers faculty-led study abroad, internships, language immersion programs, and direct enrollment programs for students in Central and South America. A number of Cal State Universities have used this provider for their programs, and SMCCD is using them for a Peru trip in the Summer of 2025.
- In last year's program review, Professor Eagan noted that GS students might engage in programming with the World Affairs Council, based in San Francisco. The Council has now merged with the Commonwealth Club, so it will be interesting to see how the new organization sees working with community college students as part of their mission. A perusal of the new website indicates that the Commonwealth Club's "Creating Citizens" program is focused on K-12 students, and the programming is not particularly global in nature. We will see!

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers:

Suggestions:

N/A___X_____

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?
   Yes_____   No__X__

2. Comments (Optional):

3. Please review your program maps. Do you need to make any modifications?
   Yes__X__   No_____

   See "Challenges, Pain Points, and Needs," above.

4. If yes, compare each Program Map to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.

a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your **[Pathway counseling faculty liaison](#)** to initiate changes.

b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.

Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

Section 2: Data Analysis – Quantitative and Qualitative

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 and reach out to [the IR team](#).)*

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; 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.](#)

1. Did your program meet its program-set standard for successful course completion?

   Yes__X__   No____

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning*. For assistance with these questions and instructions on running reports using eLumen,[click here.](#)

Please complete at least one of the following three sections based on what is appropriate for your program. Check at least one below:

☐ C1: Instructional Programs with PSLOs (disaggregated PSLOs)

☐ X
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)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will at least one SLO be assessed in each course by June 2026?
   Yes__X__   No____

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

2. Based on your 3-year plan, list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.

GS is beginning a new 3-year plan as of the 23-24 school year. One issue we have, however, is that when the coordinator worked with the program disciplines and professors to create the PSLOs, the idea was to create PSLOs that related to courses in the program as a whole. Despite initial attempts to map the various CSLOs to PSLOs, eLumen made it impossible to see the data from other programs that fed into the GS AA-T to determine if the PSLOs were being met across the interdisciplinary major. GS should either devise a new assessment method now that the college is moving away from eLumen or revise the PSLOs to relate to GS 1 and GS 2 only. The latter solution is likely the best one as LPC will no longer have a uniform process for assessing and collecting data for CSLOs. It might be helpful for the GS/SOC faculty to come up with two broad PSLOs that make the most sense for GS and then share them with faculty in other disciplines to see if they relate. We would appreciate guidance from the program review and SLO chairs on this.

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, run a Faculty Participation report for 23-24).
   - _____100_____%

4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.

n/a--not currently mapped to PSLOs given issues cited above. See answer in C2 below.

5. <u>Based on discussions with others in your program,</u> explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

n/a--not currently mapped to PSLOs given issues cited above. See answer in C2 below.

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

see issues cited above

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

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will all courses be assessed by June 2026?
   Yes__X__   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.](#)

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.

 Upon completion of GS 1, student should be able to apply world systems theory to explain global phenomena
 Upon completion of GS 1, student should be able to produce an academic document which connects sociological research methods to globalization theory

3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).

100%

4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.

The professor who assessed these SLOs using a "paper" assignment in for GS 1/SOC 5 in fall 2023 wrote, "Students appear to do fairly well. We will compare the data with the ones from spring 2024. Theoretical application will be emphasized in the same assignment in spring 24." For spring 2024, the same professor wrote, "Students generally performed well by successfully applying world-systems theory to their analyses. It appeared to have reduced cases of academic dishonesty using AI." The professor pledged to "continuously update the assignment by adding more specific requirements that align with the course content."

From this reflection, I see that students generally did a good job with theoretical application once the professor emphasized it. The data show that the sample size of students was a little smaller in spring.

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this).

As mentioned above, we most likely need to update the PSLOs.

6. 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.

C3: Non-Instructional Programs (SAOs)

1. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)
   Will all courses be assessed by June 2026?

   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.

2. Based on your 3-year plan, list the SAO(s) for the academic year 2023-2024 that your program selected to review.

3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.

5. 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.

Section 4: Suggestions for the Program Review Committee (optional)

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