

Program Review Update 2025

Program: Global Studies

Division: BSSL

Writer(s): Catherine Eagan

SLO/SAO Point-Person: Catherine Eagan

Email your completed form to Karin Spirn and your dean by November 3.

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.

1. Please describe your program's most important **achievements** in year 24-25.

- Global Studies again met its program set standard, moving up to 65% success from 63% with a smaller cohort of students in the two courses offered, 34 versus 46. The success rate in GS 2 for this AY is 67%, up from 63% last year.
- It’s interesting to note that Global Studies courses, and GS 2 especially, continue to enroll a similar amount of young men and women. While male enrollment is down slightly from AY 2023-2024, there is only a difference of 6 percentage points for GS 2 (Fall 2024) and 8 for GS 1 (Spring 2025). Parity is healthy for the exchange of ideas in the classroom.
- Both GS 1 and GS 2 saw an increase in students identifying as multiethnic. Again, diversity is important for the exchange of ideas in the classroom.
- Sarah Thompson and Katie Eagan worked together to finish the brochure for the Global Studies program, which went through two major drafts. The first draft used a stock photo that we didn’t feel was representative of the program, so we corrected that and ended up with a brochure featuring two photos of GS students in Dr. Orf’s map room, a photo of Professor Thompson that she had used to promote a Lifelong Learning Academy class, and a photo of Dr. Eagan and other LPC fellows in Stanford’s Educational Partnership for Internationalizing the Curriculum (EPIC). The brochure also features courses and pathways, career opportunities, information on why LPC is the place to pursue global studies, and the boilerplate contact and services to help students succeed. We also added student testimonials from a former Global Studies major and a student who had traveled with Dr. Eagan to Ireland and the UK in 2023. We have been handing out the brochures at various college events.

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- Sarah Thompson offered a section of SOC 5, which is cross-listed with GS 1, “Introduction to Global Studies,” at Emerald High School in Dublin.
- With Dr. Foster’s support, Katie Eagan launched the Global Engagement Task Force in the fall of 2024. The task force’s achievements are not specific to Global Studies, but the internationalization of curriculum and the LPC campus generally could help to create a climate where GS can thrive. Sample achievements:
 - Approval by CLPCCD Board of revised BP and AP 4027, “Travel Study”
 - Proposal process established for study abroad, global internships, Community Ed. across campus
 - Approval by local administrators and then CLPCCD board of trip to Sevilla, Spain, to teach Spanish literature in translation and global humanities—two Global Studies students so far interested in going on the trip.
 - Travel of two business students to do business internships with Maximo Nivel in summer 2026—one wants to study international business. These students started the Global Pathways club, which is advised by Katie Eagan. The club’s mission is to “expose Las Positas students to global activities, including international volunteering, study abroad, global internships, and direct global study majors to careers in their field.” They meet every other week and are averaging about 6 students, in addition to the 4 officers, per meeting.
 - Work done by Professor Suarez and Professor Alliband-McGrew, world language professors, and Daniel Cearley, an anthropology professor, to offer for-credit and Community Education trips for 2026 and 2027. These programs are part of the GS ADT. Outside of GS, Lyndale Garner is working on a Community Education trip to South Africa.
- Katie Eagan added a [“Study Abroad Opportunities”](#) link off the GS webpage, which she is using to store information about the trip to Spain that she hopes to run with Elizabeth Wing Brooks. Professor Eagan would teach ENG 45, “Studies in Fiction,” with a theme of Spanish literature in translation, and Professor Wing Brooks would teach HUMN 11, Global Humanities Ancient to Renaissance. While these courses are global in focus, they are not part of the GS ADT.

2. Please describe your most important challenges in year 24-25:

- Sarah Thompson has spoken in her role as a faculty member and as a FACCC officer of the challenges of responding to the spike in student use of AI and GenAI. Moving to in-person teaching lessens those challenges somewhat, but they persist--a number of social science professors have spoken to these challenges this semester.
- After a spike in enrollments in AY 2023-2024, enrollments are down for AY 2024-2025, presumably due in part to the moving away from asynchronous offerings and because of a change in the GE requirements for transfer. (Fewer students are now taking the courses for transfer, though there was an uptick in the percentage of students taking GS 1 for an occupational certificate or job training.) While more full-time students were taking the courses

in AY 2023-2024, the number of full-time and part-time students taking the courses is now roughly equal. The students who find Global Studies as continuing students report feeling satisfied to have found the courses, professors, and community of learners, but we likely need to do more marketing to help them find the program earlier. Dean Simotas suggested surveying the current students about the program, and Katie Eagan and Sarah Thompson have discussed this but not implemented a survey yet.

- The number of students of color dropped to zero for African Americans and Filipinos and lessened significantly for Latine students (from 26% to 7% for GS 2 and from 11% to 0 for GS 2. It will be important to think about how to market the program to a diverse range of students, especially with the changes in GE and the addition of the ethnic studies requirement, which values some similar learning outcomes.
- As we mentioned last year, Geography professor Tom Orf retired in fall 2024, one year ago. 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 human geographer as opposed to only a physical geographer. Geography is on the disciplines list for GS.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- Now that we will be using CurrlQnet Meta instead of eLumen, Katie Eagan revisited the issue of the PSLOs, which were created to be an umbrella for courses in the program as a whole, with Sociology professor Aki Hirose, who has taught GS 1. He feels that the PSLOs do relate to the learning outcomes of GS 1 and GS 2.
- At Flex Day, Katie Eagan attended the SLO session and learned that she does not have access to GS SLOs as a coordinator because they are stored under sociology. She may work with John Rosen, Craig Kutil, and Aki Hirose to get access for just GS 2, allowing SOC to handle SLOs for GS 1, but this has not yet been resolved.
- Katie Eagan has suggested starting with a fresh 3-year plan, with AY 2024-2025 being year 1. GS did not assess SLOs in either GS 1 or GS 2 in AY 2024-2025, though the course success rates went up as discussed earlier.

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

- In AY 2024-2025, we moved away from the pattern of offering GS 1 online and GS 2 in-person to offering both courses in at least partially in-person modalities—a face-to-face GS 2 in fall 2024 and a hybrid GS 1 in spring 2025. This AY 2025-2026, the courses will also be at least partially in-person, a hybrid GS 1 this fall and a face-to-face evening GS 2 for the first time in spring 2026. Professor Thompson hopes that offering two GS 1 sections in a row before

offering a GS 2 section will continue to help enrollment. We hope to build towards higher fill rates for the hybrid and in-person courses over time.

- Katie Eagan got approval from Dr. Foster to build the tentatively titled “Global Engagement at LPC” web page over the summer, and she has met with webmaster Tim Druley about it twice. The website will have the following menu items off its home page:
 - International Students (links to the [International Students web page](#))
 - Study Abroad
 - Global Curriculum and Honors
 - Global Internships
 - Exchanges, Partnerships, and Fellowships
 - Community Connections
- After a hiatus of a few years, the coordinator will plan some events for International Education Week, November 17-21. This is still coming together, but she anticipates a Spain study abroad info session featuring Director of Financial Aid Lavonna Routt, a Global Pathways Club fund-raising event in the previous week, and perhaps a film screening or lecture.
- Katie Eagan hopes to get an MOU signed between Las Positas College and Maximo Nivel, the study abroad and global internships provider that two LPC students traveled with for global internships last summer. This would allow for easier transfer of internship credits to LPC. Additionally, Spanish professor Catherine Suarez hopes to travel to Guatemala with students for Spanish immersion and culture in the 2027 intersession, but this may not be for credit due to the program being only two weeks. Katie Eagan has discussed creating a 1-unit GNST course that might help students get financial aid for these shorter travel experiences.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
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.

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 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.