

PROGRAM REVIEW Fall 2020

Program: Global Studies

Division: BSSL

Date: November 2, 2020

Writer(s): Catherine M. Eagan

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 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 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section focuses on general program reflection and planning.
- The second section has specific questions to be filled out by all programs this year.
- The third section is a review of curriculum, to be filled out only by programs with curriculum.

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 as completely as possible.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:

Program Review Home Page: laspositascollege.edu/instructionalprogramreview

Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php

Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [<https://bit.ly/3fY7Ead>]

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

Global Studies is a program that is just beginning its third year; many community colleges and four-year universities are adding or bolstering Global Studies majors and minors, so LPC students earning the AA-T can transfer to CSU's and hit the ground running; even at UC's and private colleges, the required courses closely resemble the core courses required.

International Education Week

This year, Global Studies again offered activities for International Education Week, Nov. 18-22, 2019. Two films were screened: *The Linguists* (2008), which Dr. Eagan had purchased with an LPC Foundation grant in the previous year, and, in conjunction with the Humanities department Global Cinemas class, *Hunt for the Wilderpeople* (2016), directed by Taika Waititi. Roughly 20 students beyond the students in the Global Cinemas class attended: it was screened in the student cafeteria. An art exhibit in the 4000 gallery, featuring local Japanese-American painter Ema Kubo, was also promoted during that week, and we attempted to table for international trips, but the wind that week made it nearly impossible! All these projects complement LPC's desire to create an appreciation for equity.

Spring Guest Speaker

In February 2020, Global Studies was able to host Stanford University's Dr. Ana Minian, a historian who came to campus to give a talk based on her recent book, *Undocumented Lives: The Untold Stories of Mexican Migration*. Peter Kuo was generous enough to design a flyer for this important event because it took place so early in the semester that his graphic design students couldn't take it on as a project. Her talk provided a fascinating look at Mexican migration in the 1970s and 1980s, a time when Mexican migrants engaged in circular migration back and forth between the U.S. and Mexico but then faced a

hardening of the border between those two countries. Minian’s story came alive through her use of primary source material like migrant letters, newspaper articles, oral accounts, and popular culture like songs and migrant fundraising parties that raised money to send back to Mexico. She got a number of interesting questions from the audience. Around 75 students were in attendance. The “LPC Connection” covered her talk:

http://www.laspositascollege.edu/president/assets/docs/lpcconnection/2019_2020/LPCConnectionFebruary2020.pdf

Relationship with Stanford Global Studies, EPIC, and K-14/Community College Workshops

LPC’s Global Studies program maintains a relationship with Stanford Global Studies and Stanford’s Educational Partnership for Internationalizing the Curriculum (EPIC). In 2017-2018, seven LPC faculty were fellows there, three of them English instructors who worked on internationalizing English courses with the help of a digital and social annotation program called “Lacuna Stories.” Dr. Eagan introduced art history professor Soraya Renteria to EPIC, and Renteria was accepted as an EPIC fellow for 2019-2020. She worked on rewriting the Introduction to Art History course to “create a more global introduction to the history of art.” Regardless of whether a given department’s courses count for the Global Studies major, the Global Studies program has a general interest in encouraging the globalization of the curriculum, consistent with the Educational Master Plan’s goal A1: “Address the educational needs of a diverse student population and global workforce.” SGS suggested we pursue digital and social annotation through Hypothes.is once Stanford could no longer host student information on their server, and we have done so, entering into a district-wide pilot this past August. We again had faculty participate in Stanford’s K-14 workshops on internationalizing the curriculum. Dr. Eagan attended “Ukraine and U.S.-Ukraine Relations” in January of 2020, which was timely given the impeachment hearings of President Trump. She donated her free book to the LPC library, along with the book from a session she could not attend but which was attended by the Dance Department’s Susan Lloyd, who used to live in Iran, in December 2019: “Politics and Culture in Contemporary Iran.”

Website Maintenance and Marketing:

Dr. Eagan continued to maintain the Global Studies website, advertising Sarah Thompson’s GS 1/SOC 5 and GS 2 courses every semester. Now that flyers posted around campus won’t do much good, Dr. Eagan is exploring email marketing using the college’s data on student’s intended major when they apply. Next semester, Geography’s Tom Orf volunteered to teach in Global Studies again, this time GS 2, “Global Issues.” His theme will be “The Global Economy: Current Issues and Trends.” It will be important to promote that class as well as GS 1 because they will be offered in the same semester for the first time. Other marketing efforts using the website include updating it with information on Global Studies-related careers provided on the CSUEB website as well as the website of SJSU. Dr. Eagan recently heard from CSUEB’s Global Studies coordinator, who asked her to promote the major, and Dr. Eagan inquired as to whether the CSUEB coordinator could visit GS 2 in spring 2021—Dr. Orf has commented that his Fall 2018 GS 1 students were very interested in talking about career opportunities in his class.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
X	Course Offerings		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items		Human Resources	X	Pedagogy		Student Equity
	External Factors		Learning Support	X	Professional Development		Technology Use

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

Impact of COVID-19 and Shift to Remote Learning:

Global Studies students, like all students, struggled in the aftermath of the shelter-in-place. The number of withdrawals in Spring 2020 for the GS 2 class was high, 50%. Interestingly, this group skewed younger than spring 2019's GS 2 class, so that may also have been a factor in their struggle to deal with the shift to remote learning. This fall, they have begun their GS 1/SOC 5 class knowing that the instruction will be totally online, but if they are at all like students in other programs on campus, they are struggling to feel connected and deal with overwhelm.

Student Profile and Needs:

Still, students in GS 1 and GS 2 are an engaged group according to both Sarah Thompson and Tom Orf, who taught GS 1 when it debuted in Fall 2018. Sarah Thompson describes them as "self-selected," perhaps meaning that they are excited about the subject and motivated to learn about it. Interestingly, 22-30 % of the GS 1 students from fall 2018 to fall 2019 were between 22-29 years old, and 41% of the students in GS 1 were continuing in Fall 2019, so this may account for some of what Professor Thompson is noticing. However, a high number of students in Fall 2019 were indeed freshman (65%). Only 53% of these were 19 years old or younger, though; this indicates that some of them are starting college after some time away. 80% of the GS 2 students in spring were continuing. Perhaps, then, an additional factor explaining what Professor Thompson is seeing is the relative maturity of the cohort, but one would have to compare the age of students across disciplines and courses to know if this is true. All these factors may explain why Professor Thompson does not cite tutoring as a particular need, despite the fact that 70% of the fall 2019 students had not yet completed English. Professor Orf also noted that his students did well on his GS 1 research paper, despite not having taken English by and large. However, Professor Thompson struggles to ensure that her students do not have to pay for documentaries. Perhaps we can work with the library on this issue in partnership with Elizabeth Wing-Brooks, who teaches Global Cinemas for Humanities, and other faculty who teach courses with a global orientation and make use of films and ebooks.

Lack of Credit-Bearing Study Abroad Opportunities:

One challenge is the fact that our college and district do not offer credit for travel and study abroad. This means that students cannot apply for scholarships or use their financial aid money for trips led by LPC faculty through organizations such as EF and Explorica, which feels especially hard because we are traveling with other students who are earning credit. Worse, the lack of financial aid to travel means that few students of color participate in the travel opportunities that LPC faculty offer. Dr. Eagan tried to promote travel abroad with Puente and Umoja, using promotional material from the organization Diversity Abroad, but no students from those learning communities ended up committing to a trip. Since we are all on a traveling hiatus, it is an ideal time to revisit the CLPCCD board's decision to not offer credit (back in 2017?). LPC could participate in a consortium as some other community colleges do or start an independent program as DeAnza has. Anthropology's Daniel Cearly participates in one such independent program, Foothill's "Castles in Communities" Ireland program, every year: <https://foothill.edu/anthropology/field/ireland.html>

Relative Diversity of Students Taking Courses, Low Number of Black Students:

Here in Livermore, promoting Global Studies across a broad cross-section of our students should also 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> Though the sample size is small, data provided by the Institutional Research Office show that from fall to fall, there was quite a bit of variance in the numbers of white, Asian, and Latinx students, and this was true from spring to spring as well, but Spring 2020 had many fewer white students. It will be interesting to track this from year to year. In all classes, unfortunately, the numbers of African-American students were consistently small, so that is a recruitment opportunity.

Need for “Majors Faire”:

LPC’s failure to hold a “Majors Faire” for the past few years has come at an unfortunate time for this new program. With all the talk of Guided Pathways, it should be offered again, and Shawn Taylor’s online resource fair is probably a good model while we are doing remote learning. It will be important to work with Guided Pathways as they form “communities” so that a student with an interdisciplinary bent does not feel that they are forced into one community or another. Encouraging double majors might be one way to go—that is increasingly common, and it responds to research showing that the world’s problems can only be solved by people who think with a multidisciplinary mindset.

Lack of Reassign Time for Coordination:

Dr. Eagan applied for reassign time for Global Studies coordination. 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. Dr. Eagan did not receive any reassign time for 2020-2021, most likely because the Global Studies program is so small. 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.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
X	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

C. IR Data Review: Describe any significant trends in your program’s data from 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 generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

For assistance with this question, contact the Director of Institutional Research and Planning.

<https://bit.ly/3fY7Ead>

As mentioned above in Section B, “Challenges,” IR data show that GS students are a fairly diverse group overall, but it has depended on the semester and class: Fall 2018’s GS 1 class had high numbers

of white students, but this was the first time it was offered, and it was not co-registered with SOC 5. GS 2 has also been fairly diverse. In all classes, however, there have been no more than 2 African-American students, and most often there are not any. Again, given the fields that Global Studies majors go into and the college's desire to expose Black students to diversity in the curriculum, this is a missed opportunity.

While spring 2020 had a much lower success rate for understandable reasons, generally GS students are doing well. Success is usually in the 70% range, and many students are earning A's and B's. However, GS did not meet its program set standard this year, 64%, only reaching 62% success for AY 2019-2020. Again, this is likely due to all the W's in Spring 2020, a result of the switch to remote learning.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input checked="" type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

Discipline Plan Changes and Program Map:

Sarah Thompson has said that she is going to teach GS 1/SOC 5 in the spring for 2021. If the sociology program considers making this a permanent switch, this would complement the Global Studies program map, as SOC 1 is suggested in students' Semester 1 because it is "strongly recommended" for SOC 5; students could then take SOC 5 in spring and GS 2 the following fall. Since GS 2 does not have a pre-requisite, Global Studies and other students, for that matter, can easily take it in fall. Some marketing to assure students that the courses can be taken in any order might be advisable. Sociology and Global Studies can collaborate on which semesters each course will be offered while finalizing the discipline plans for any given year.

Consistent Activities for Students:

Dr. Eagan would like to offer consistent activities for students from year to year: activities during International Education Week every November and a lecture in the spring. It would be great to have a Global Studies or Global Cultures club of some kind, where like-minded students could initiate events 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.

Add Courses to Global Studies AA-T:

One goal of our college is to make it easier to earn ADT degrees, and our college offers a few more courses that may be eligible for the Global Studies ADT, based on whether they are a major option at a CSU and in the disciplines allowed by the TMC. Dr. Eagan is working with our Articulation Officer now to add those courses.

History 4, World History, was added to the AA-T most recently, but sadly, due to the departure of a tenure-track hire in world history and the college's continuing failure to replace him, the course has not yet been taught. Beyond history, Dr. Eagan is researching the inclusion of world music, religions of the world, women's studies, feminist philosophy, and intercultural communication. She is also researching whether our Spanish for Spanish Speakers courses can count for the language classes that many Global Studies majors require.

Continue Relationship with Stanford Global Studies, EPIC, and K-14/Community College Workshops:

The SGS website indicates that the community college workshops are on hold, but upcoming K-14 workshops include "Identity and Citizenship" (Feb. 26-28), "Rising Up: Movements for Change" (April 16-18), and "The Resurgence of Great Power Politics" (June 16-18). When I was searching for a speaker last year, SGS suggested Ana Minian, so Dr. Eagan might reach out to them for another suggestion of a Stanford professor or choose a current or past EPIC fellow.

Advocating for Change in CLPCCD Policy on Awarding Credit for Study Abroad:

Continuing to work on securing credit for students who want to study abroad is a goal shared by faculty in other disciplines, including Anthropology, English, and Communication Studies.

Marketing Courses and Major to Black Students:

If the Majors Faire is brought back, Dr. Eagan would like to participate and inform students about the major and careers that global studies majors tend to pursue. More work with Puente and Umoja and the BSU and marketing in courses with a global orientation would be another opportunity. Dr. Eagan will reach out to Mike Alvarez. Work with Guided Pathways will likely also help.

Revisit Discussion of Disciplines List:

When Global Studies was first established, sociology and geography were placed on the disciplines list. Now that GS 1 and SOC 5 are co-registered, there is negligible risk that someone in a discipline outside sociology would be eligible to teach GS 1/SOC 5: they would have to have an FSA in sociology. Since faculty in history and political science have expressed interest in teaching GS 2, "Global Issues," and since that course is so open to topics and interdisciplinary approaches, it would be nice to expand the Global Studies disciplines list to include those disciplines. It might also provide sociology and geography instructors a break from teaching GS 2 if they ever want one.

Explore Concurrent Enrollments:

One of our local Tri-Valley high schools offers a freshman global studies course, and a number of them offer AP Human Geography, so it would be interesting to market the Global Studies major and our courses to them.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
X	Course Offerings		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items		Human Resources	X	Pedagogy	X	Student Equity
X	External Factors		Learning Support	X	Professional Development		Technology Use

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. [<https://bit.ly/3fY7Ead>]

No efforts have been made as yet, other than reaching out to students of color for travel opportunities, but plans are detailed above. The topic areas and peoples studied in both classes are global and diverse, so we hope that with proper marketing and outreach, students of color and Black students in particular might enroll in these courses. Dr. Eagan is not aware of efforts to address the needs of students impacted by sexuality or disability status. Professor Thompson has reached out to her students in the Fall 2020 semester to gauge how they are dealing with the pandemic and remote instruction and has worked to streamline her courses so that they are meeting measurable objectives but not causing undue pressure for her students.

B.

SLOs/SAOs [SLO Committee]:

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

B1: Instructional Programs with PSLOs

B2: Instructional Programs without PSLOs or with Special Circumstances

B3: Non-Instructional Programs

Skip 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.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

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

B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.

B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen. (If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B1c. When will analysis and discussion of the assessment data be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

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

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

As Dr. Eagan has discussed with the SLO Coordinator, Global Studies is in an interesting position because it has its own PSLOs that endeavor to capture the values and most important learning outcomes of the program and its courses in the areas of Culture and Society, Geography, Economics, Politics, and Humanities. The SLO Coordinator suggested simplifying things and only having the CSLO's for GS 1 and GS 2 flow up to the PSLO's, but Dr. Eagan is interested to see what she learns about student skills and outcomes across the program before doing that. It might provide interesting opportunities for cross-disciplinary discussion of the values and outcomes that the Global Studies PSLOs represent.

Still, for this year's SLO work, the Global Studies program will focus on measuring a CSLO for Global Studies 2, "Global Issues."

**B2b.
In
the**

space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.

GS 1, as a co-req. with SOC 5, has CSLOs that are identical to those of SOC 5. The GS program is following Sociology's lead in deciding when to assess GS 1. Sociology plans to assess the following CSLO in 2022:

- Upon completion of SOC 5, the students should be able to produce an academic document which connects sociological research methods to globalization theory (abbreviated "Paper").

For 2021, Global Studies will focus on GS 2, a class with more varied content and more flexible measurable objectives. To sort out how its CSLOs could be measured and what PSLOs they could and should map up to, we plan to assess the first of the following two CSLOs in Spring 2021. The CSLOs for GS 2 are the following:

- 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.
- Upon completion of GS 2, the student should be able to research and analyze the causes of a global issue, providing an assessment of the best ideas on how to solve it.

Both flow up to the following PSLOs:

- Upon completion of an AA-T in Global Studies, students are able to apply cross-cultural, transnational, and global awareness to analysis of conflicts and challenges involving race, gender, human rights, cultural differences, and economic development.
- Upon completion of an AA-T in Global Studies, students are able to assess the benefits and costs of globalization to various classes, regions, nations, and ethnic groups across the globe.
- Upon completion of an AA-T in Global Studies, students are able to demonstrate knowledge of the world's cultures, languages, art, geography, climate, social and political systems.

It will be helpful to develop an assessment that might be used by future instructors, no matter the particular topic areas covered by the class, and choose one PSLO for it to map up to or

create a rubric that will not only relate to the assessment but clearly show how student achievement maps to each of the three PSLOs.

B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.

(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
<ul style="list-style-type: none">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.		X	

B2d. When will analysis and discussion of the assessment data be completed? (During next year's Program Review is an option.) The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

The analysis and discussion of the assessment data for this GS 2 data will be completed in advance of next year's program review. It will be reported out in the Program Review for 2021.

B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

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

B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositacollege.edu and ahight@laspositacollege.edu)

B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<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).

No. I created the courses in fall 2016, however, so at least GS 2's update is coming! GS 1 was recently updated when it became a co-requisite with SOC 5.

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

Yes. As I discussed above, I am seeking to learn if the following courses can be added to the AA-T. I think so, in most cases, based on my initial research:

- MUS 3, World Music
- PHIL 5, Feminist Philosophy
- RELS 1, Religions of the World
- RELS 11, The Nature of Islam
- SPAN 21, Spanish for Spanish Speakers I
- SPAN 22, Spanish for Spanish Speakers II
- WMST 1, Introduction to Women's Studies
- WMST 2, Global Perspective of Women

C. DE Courses/Degrees/Certificates [Distance Education Committee]: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

If any of these courses are not yet approved for DE, I would encourage them to apply. They will all have addendums by the end of this year, however, due to the shift to remote learning.