

## PROGRAM REVIEW Fall 2018

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**Program:** Global Studies

**Division:** SLPC

**Date:** October 18, 2018

**Writer(s):** Catherine M. Eagan

**SLO/SAO Point-Person:** Catherine M. Eagan

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**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.

**Time Frame:** This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).

**Sections:** The first section of this Program Review 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 an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

**Topics:** A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

**Help:** Contact Karin Spirn: [kspirn@laspositascollege.edu](mailto:kspirn@laspositascollege.edu)

### **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: Meet with your dean to review this document before October 22.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 22.

### **Links:**

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

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## Section One: Program Snapshot

### 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 Review was submitted in the following semester: Fall 20\_\_\_\_\_.

**A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Global Studies is a new program created by the new ADT (AA-T) in Global Studies. LPC had an AA in International Studies for years, but few if any students earned the degree, and it was so interdisciplinary (containing everything from social science to business to languages) that it did not resemble established AA's or BA's or the new TMC for the AA-T. However, around 20 students a year were expressing an interest in International Studies on their application forms. Faculty also demonstrated an interest in globalizing the curriculum and in a rejuvenated global studies degree when they spoke with English instructor Catherine Eagan, who was working on globalizing the curriculum for her sabbatical in 2016-2017. When the CCCC office said that colleges had to adopt the new ADT's if they already had an existing AA in the field, Dr. Eagan and the curriculum chair, Craig Kutil, worked to create and submit the Global Studies AA-T and deactivate the AA in International Studies. The Global Studies AA-T has some deficiencies; for example, it does not require that students do a language even though all Global Studies BA's will require proficiency in a foreign language. It also does not include sociology courses. However, we are currently working within the structure of the AA-T TMC to add courses, we are making curriculum adjustments to cross-list Sociology 5, "Global Change," with Global Studies 1, "Introduction to Global Studies," and we will work with counselors to stress to students that they should be taking a foreign language.

The Global Studies TMC includes two core courses, Introduction to Global Studies (C-ID GLST 101) and Global Issues (C-ID GLST 102). It then has 5 areas: Culture and Society Area (anthropology and history courses), Geography Area (geography courses), Economic Area (economics courses), Politics Area (political science courses), and Humanities area (currently English and foreign language courses). Students need to select 5

courses, at least one from 4 of the 5 above-mentioned areas. The total number of units for the degree is 21.

**B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2017).**

This is our first program review. The degree was approved by the curriculum committee and by the state, Catherine Eagan agreed to coordinate the program, the FTEF for global studies was approved, and Dr. Tom Orf of geography agreed to teach the first offering of GS 1 for fall 2018. Now that we are in the first semester of the program's existence, however, we have made some changes, and we have developed a better sense of the program's needs.

1. We are in the process of adding sociology to the disciplines list for Global Studies 1 and Global Studies 2. The disciplines of sociology, geography, and political science are the disciplines that most commonly teach global studies courses at other community colleges. Other disciplines, including history and women's studies, have suggested that their disciplines could also be placed on the disciplines list, and anthropology, economics, English, and foreign languages could also be placed on the disciplines list as long as the instructor in question meets minimum qualifications similar to those required by Interdisciplinary Studies: 12 additional units of upper division or graduate work in another discipline in the Global Studies TMC. However, since GS 1 and SOC 5 will now be cross-listed, we will likely start by keeping the number of disciplines on the list small, not least because the sociology program might feel concern around so many different disciplines being able to teach a course that will count as an elective for their major (SOC 5, which will be cross-listed with GS 1 as mentioned above and explained below). It would be nice to explore team teaching and open up Global Studies 2, "Global Issues," to a number of different disciplines down the road, so we will revisit this issue as the program grows.
2. We have decided to cross-list GS 1 and SOC 5. The course outlines are very similar, and the courses may compete for students. This will mean that the Global Studies 1 course outline will be revised to add some more detail from the Sociology 5 course outline and then duplicated to serve as the Sociology 5 outline as well. Both course outlines will then be submitted to curriculum, ideally in the fall of 2018 so that the two courses can be cross-listed as early as fall 2019. We may alternate who teaches the course, have one instructor teach it for multiple semesters in a row, or team teach—it has not yet been decided.
3. Sociologist Sarah Thompson has agreed to teach GS 2 in the spring, pending the approval of sociology on the disciplines list.
4. Course outlines in French, Spanish, and political science were updated, so they will be part of the AA-T beginning in Fall 2019.
5. Dean Don Carlson has given Dr. Eagan some access to SLPC division funds for posters advertising the program, its courses, and selected activities and events, but more significant expenses, for example a speaker series, events for International Education Week, and professional development, will need funding.

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
X	Curriculum committee items	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Enrollment Management		Human Resources	X	Pedagogy		Technology Use
	External Factors		Learning Support	X	Professional Development		

**C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.**

N/A							
Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>			
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	External Factors		Learning Support		Professional Development		

**D. 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 packets available; if your program does not have a data packet, 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: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page:  
<http://www.laspositascollege.edu/research/outcomes.php>

N/A: Global Studies does not have an IR data packet or a Course Success Rates Dashboard because this is the first semester that we are offering a course.

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	Enrollment Management		Human Resources		Pedagogy	Technology Use
	External Factors		Learning Support		Professional Development	

**E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:**

- **Data generated by your program**
- **CEMC Data**
- **Labor Market Data**

1. We have 14 students who claimed they were majoring in global studies on their 2018 LPC application.
2. We have 18 students enrolled in GS 1 for fall 2018. Dr. Orf, the teacher of that class, estimates that about half of them are intended Global Studies majors.
3. Sociology 5, which will be cross-listed with GS 1 in fall 2019, has 12 students enrolled for fall 2018. Sociology 5 has typically had enrollments in the mid-30's when it has been offered in the fall, so the number of students enrolled in GS 1 and SOC 5 in fall 2018 reflects those averages. We will see if numbers continue to grow, once the courses are cross-listed, if we are able to sustain and increase marketing efforts.

It is hard to determine how one might measure labor market data for global studies. We could attempt to follow our majors once they graduate. In the catalog, the career opportunities for global studies students are described as follows: "Students who take courses in the program will enjoy a broad, interdisciplinary education that will prepare them to work in diverse settings in diverse types of places, whether close to home, in major urban centers, or in other countries. Global Studies majors, with further study, go into a variety of fields, including politics, government, law, international business, academics, advocacy, journalism, non-profit work, publishing, the arts, research, and more. Understanding the global dimensions of societal developments and challenges will boost students' critical thinking skills and make them valuable assets to future employers."

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>		
<b>X</b>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<b>X</b> Services to Students
	Curriculum committee items		Financial/Budgetary	<b>X</b>	LPC Collaborations	SLO/SAO Process
<b>X</b>	Enrollment Management		Human Resources		Pedagogy	Technology Use
	External Factors		Learning Support		Professional Development	

**F. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions B-E).**

N/A							
Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

**G. Obstacles: What obstacles has your program faced in achieving plans and goals?**

<p>Because Global Studies is an interdisciplinary program, it is logistically difficult to carve out spaces to meet and collaborate. For instance, the Global Studies home is SLPC, but faculty in the program are spread out over four divisions: A&amp;H (English, humanities, and foreign languages), BHAWK (economics), SLPC (anthropology, history, political science, sociology), and STEM (geography). Perhaps the 2<sup>nd</sup> hour of town meeting could sometimes provide meeting time for cross-disciplinary efforts, whether interdisciplinary majors or Guided Pathways or AB705, so that GS can work together on issues like supporting our students and staff development.</p> <p>As is the case for many programs on campus, the global studies coordinator receives no release time. The amount that this coordinator would receive would no doubt be very small compared to coordinators of other programs, but it bears repeating that the administration must devise an equitable, campus-wide solution to this issue.</p>							
Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input checked="" type="checkbox"/>	Professional Development	<input type="checkbox"/>	

**H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.**

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As stated above, our continuing plans are to establish our core courses, market them to students, and determine the staffing of them. We may explore team teaching. We will also explore adding more courses to the major. A new hire in history will be writing curriculum for a world history course, and we may also consider adding courses in humanities like "Global Cinemas." When adding new courses, we will need to balance the desire to include different types of humanities courses, whether in the humanities program or in a program like art history, with the realities of what students need to transfer into a Global Studies BA.

We also hope to develop campus programming to support the development of students' orientation towards the larger world, as stated above, and support professional development opportunities for faculty.

As far as community outreach, it would be interesting to see if partnering with local four-year colleges who have GS majors and with local organizations like Rotary who have a global orientation would be fruitful for our program and students. Initiatives like these and perhaps a scholarship for a student wishing to travel abroad might be ones that the Las Positas College Foundation can help support.

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<input checked="" type="checkbox"/>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
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	Enrollment Management		Human Resources	<input checked="" type="checkbox"/>	Pedagogy		Technology Use
	External Factors		Learning Support	<input checked="" type="checkbox"/>	Professional Development		

**I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).**

No							
Mark an X before to each area that is addressed in your response.				Definitions of terms: <a href="https://goo.gl/23jrxt">https://goo.gl/23jrxt</a>			
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## Section Two: Current Topics (Required for All Programs)

- A. Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:**

[http://www.laspositacollege.edu/about/assets/docs/LasPositas\\_Ed\\_Master\\_Plan.pdf](http://www.laspositacollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf)

**If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).**

When Dr. Eagan was on sabbatical, she worked with Rajinder Samra and the IPEC team to include plans regarding the orientation of our students' education towards the larger world. Almost every four-year college and university that I examine with my teenage daughter touts a globally focused education, and our students should be prepared. Our new Educational Master Plan makes a small gesture in that direction: Educational Master Plan goal A strategy 1 is "Monitor and respond to the changing educational needs of an increasingly diverse student population and an increasingly global workforce." Dr. Eagan has filled out an R-PIE research request form to get the research office's assistance in gathering data on how we're responding to these educational needs.

We can monitor student satisfaction surveys, as we have, and note the number of students taking global studies classes and earning the AA-T, but that doesn't capture the globally-oriented work being done in other degrees and other classes. We might also look at enrollments in new courses like "Global Cinemas" and "The Nature of Islam." We might look at enrollments in courses that naturally have a global orientation, like anthropology, or long-standing courses like "International Relations." In addition, we can explore some of the initiatives below would provide evidence that we are "responding." In addition, it might be interesting to design a faculty survey to gather information on how our faculty feel they are monitoring the educational needs of an increasingly global workforce.

Aside from research goals, the Global Studies program might set itself some campus programming goals to develop and respond to student and faculty interest in global issues. This would also directly support the learning and develop the enthusiasm of students in the major. One goal would be to organize activities for International Education week. This is a week in mid-November designated by the U.S. State Department to "celebrate the benefits of international education and exchange worldwide." The International Students Club and at least one Global Studies student so far are joining together to plan a movie screening and maybe even a student panel and fashion show. Another programming goal would be to start a speaker series rather like the series Dr. Barry Russell sponsored when he was president. Finally, a goal should be important to support the professional development of LPC faculty. Dr. Eagan led a group of LPC instructors to apply to join Stanford's Educational Partnership to Internationalize the Curriculum, which they did in 2017, and seven of them received fellowships in the 2017-2018 academic year. Other LPC faculty, both full-time and part-time, have attended Stanford's community college workshops on global issues, and two used staff development funding to attend an institute on migration at Stanford's CSET, the Center to Support Excellence in Teaching.

**B. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? \_\_\_yes \_\_\_no N/A**

Program-set standard data can be found on this page:  
<http://www.laspositascollege.edu/research/outcomes.php>

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

N/A

**C. Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.**

N/A

#### **D. Professional Development**

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

**D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.**

We have not pursued professional development beyond some work that individual faculty, not all of them a part of the Global Studies program, did with Stanford University over the past few years, but we should continue our relationship with the university. They have been providing free workshops to community college faculty on global issues. At the workshops, a university professor or speaker associated with the university (for example, former Secretary of Defense William Perry) lectures to the group, and then the interdisciplinary group of faculty discusses applications to their classes. If Stanford's EPIC continues to be funded, we should have faculty apply for fellowships again.

**D2.**

**Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.**

Interdisciplinary education: It would be worthwhile to provide professional development along the lines of Stanford's workshops on our own campus. We could rotate having LPC faculty speakers or professors from other colleges and universities speak, followed by discussion.  
Team teaching: If we want to explore team teaching, it would be beneficial to pursue professional development and fund collaboration time for the instructors involved.  
Conference attendance and professional association memberships: There are global studies conferences at home and abroad and professional associations like "Diversity Abroad" that require membership fees to get conference discounts.

**E. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?**

None.

### Section Three: SLOs/SAOs (Required for All Programs)

**A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year’s Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.**

**(If discussing multiple PSLO/SAOs copy the box below as needed.)**

N/A

Circle One: CSLO   PSLO   SAO
Course, Program Name, or Student Service Area:
Text of CSLO/PSLO/SAO:
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

**B. Below, report on your program’s progress on the plan described in Question (A) above.**

N/A

Text of CSLO/PSLO/SAO:
SLOs: Assessment data collected from _____ sections over _____ semesters. SAOs: Assessment data collected from _____ students over _____ semesters.
Describe the quantitative or qualitative results:
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?

DO you plan to continue tracking this SLO in the next year? Explain.

**C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)**

Circle One:

**CSLO** PSLO SAO

Course, Program Name, or Student Service Area:

Global Studies 1, "Introduction to Global Studies"

Text of CSLO/PSLO/SAO:

GS 1, CSLO #2: Analyze how globalization has affected a particular cultural, national, or non-state group in terms of a particular social issue (economics, environment, gender, language, etc.).

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

Circle One:

**CSLO** PSLO SAO

Course, Program Name, or Student Service Area:

Global Studies 2, "Global Issues"

Text of CSLO/PSLO/SAO:

Sarah Thompson will decide which CSLO she will assess for GS 2 in spring. The choices are the following:

GS 2, CSLO #1 (added): Describe how a given global issue might be narrowly understood in terms of a nation's domestic interests but should also be understood transnationally.

GS 2, CSLO #2: Research and analyze the causes of a global issue, providing an assessment of the best ideas on how to solve it.

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

Circle One:

CSLO **PSLO** SAO

Course, Program Name, or Student Service Area:

Global Studies

Text of CSLO/PSLO/SAO:

PSLO #1: Students will be able to use social scientific and humanist modes of analysis to relate and differentiate between cultures. (GS 1, CSLO #2 maps to this)

PSLO #2: Students will be 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. (GS 2, CSLOs #1 and #2 map to this)

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

Identification provided above. Our CSLO's are not yet in eLumen, and they still need to be mapped to our PSLO's. An additional complicator is that we may need to rewrite our GS 1 CSLOs now that the course will be cross-listed with SOC 5.

**D. SLO/SAO Suggestions (optional):** What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

N/A

**Section Four: Curriculum Review  
(Programs with Courses Only)**

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

**Curriculum Updates**

**A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.**

No. We are cross-listing GS 1 and SOC 5, though.

**B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.**

We may continue to add courses to the program, particularly in Humanities.

**C. DE Courses/Degrees/Certificates: 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.**

DE is already an option for both global studies courses and many, if not all, of the electives in the major. There is no interest in an online degree at this time.