

PROGRAM REVIEW Fall 2019

Program: Global Studies

Division: SLPC

Date: October 25, 2019

Writer(s): Catherine M. Eagan

SLO/SAO Point-Person: Catherine M. Eagan/Akihiko Hirose

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

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in 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 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. 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 a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: 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 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

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 Snapshot 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.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

Global Studies is a one-year-old 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.

Having a degree in Global Studies is an asset to LPC: more and more four-year institutions are creating Global Studies majors and minors or revising or expanding previous "International Studies" or "International Relations" degrees to have a broader reach and reflect and respond to the increasing globalization of markets and cultures. LPC's Educational Master Plan Goal A, "Educational Excellence," pledges to "Address the educational needs of a diverse student population and global workforce" and "Provide student opportunities to be informed, ethical, and engaged." LPC has an opportunity to market LPC's Global Studies degree and courses to an increasingly diverse

population; we are now a Hispanic Serving institution and have an increased number of Asian students as well. We also have a vested interest in increasing the cultural competency of all students. Global Studies as a discipline is focused on understanding global interconnectedness and securing equity for marginalized people (whereas a field like International Relations has traditionally not assumed these values), and as such, it aligns with the LPC planning priorities around equity. LPC's Global Studies program maintains a relationship with Stanford Global Studies and Stanford's Educational Partnership for Internationalizing the Curriculum (EPIC). Though the Global Studies AA-T does not yet include any art history courses, Dr. Eagan introduced art history professor Soraya Renteria to EPIC, and Renteria was accepted as an EPIC fellow for 2019-2020.

The Global Studies TMC has some deficiencies; for example, it does not require that students take a language even though all Global Studies BA's require proficiency in 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 must take at least one course from 4 of the 5 above-mentioned areas. The total number of units for the degree is 21.

B. 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: <https://bit.ly/2lYaFu7>

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

Our program offered GS 1, "Introduction to Global Studies," for the first time in fall 2018. It offered GS 2, "Global Issues," in spring 2019. It is now offering GS 1 for only the second time this semester, and it is cross-listed with SOC 5. There is no data packet for GS as a result.

We are able, however, to look at course success rates. The Global Studies courses overall have had a 68% success rate, 29% non-success rate, and 2.9% withdrawal rate. Interestingly, the success rate for disabled students in all courses taken together was a little higher, 71%. The success rate for GS 1 in fall of 2018 was 72%, the non-success rate was 28%, and there were no withdrawals. The success rate for GS 2 in spring was 63% and non-success rate was 31%, and withdrawal rate was 6.3% (this represents one student, though!). GS 1 is now being taught for the second time.

When we look at demographics and disproportionate impact, it is a very small number of students, so it is very hard to draw any conclusions: for instance, for the two semesters of global studies courses that were offered, the 3 total African American students were all successful, three out of five total Hispanic students were successful, and 3 out of 4 Asians were successful. Whites were somewhat more successful than

Hispanic students, at 65%. In terms of gender, women are more successful: 56% of men were successful and 78% of women were successful. Again, however, this represents a small sample size. It would be interesting to compare these numbers to the numbers for social science courses generally.

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

C. 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**

GS 1/SOC 5 has 36 students in the Fall 2019 section, whereas both classes, before cross-listing, enrolled a total of 30 students in Fall 2018. Global Studies 2 had 16 students in Spring 2019, the first time it was offered. This year, we can explore ways in which the current GS 1/SOC 5 instructor might encourage students to follow her to GS 2 next semester and market the course more heavily.

It is hard to determine how one might measure labor market data for global studies. We could attempt to follow our majors once they transfer. Daniel Cearley in anthropology shared some tracking tools to follow our students to the CSU's and UC's, so once a couple of years have passed, these tools might be fruitful to use. It would be interesting for us to learn where students end up after they receive their BA's, whether in global studies or a related field. In the catalog, we describe the career opportunities for global studies students 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."

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X	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
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D. Accomplishments: What plans from the [2018 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. Please highlight any positive impacts to students.

In the program's first program review, it was noted that two limitations of the Global Studies TMC are that it does not include sociology courses and does not require foreign language study: a student could take courses in the other four areas and skip the humanities area offerings, namely language and literature study. However, the program made some additions and changes over this past year. Sociology 5, "Global Change," is now cross-listed with GS 1, "Introduction to Global Studies," and sociology instructors Sarah Thompson and Akihiko Hirose worked to adapt the SOC 5 outline to match the title and more of the content and measurable objectives of the GS 1 outline. The disciplines list now identifies geography and sociology as disciplines that can teach global studies courses; however, our current geography faculty, Thomas Orf, does not have an FSA in sociology, so he will no longer be teaching GS 1 due to it being cross-listed with Sociology 5. He may teach GS 2 in the future, but for this year, both GS 1 and GS 2 are being taught by Sarah Thompson. In hopes of getting the word out that students should take a language, Catherine Eagan, the GS coordinator, created a guided pathways program map that made suggestions for fitting in foreign language study.

This year Dr. Eagan kept abreast of course outline updates in other disciplines, and now courses in French, Spanish, and political science have been added to the major. A world history course has been created and will be added in fall 2020.

Dr. Eagan created a program website with the help of webmaster Tim Druley: <http://www.laspositacollege.edu/globalstudies/> It is used to promote course offerings, to make students aware of major requirements, career paths, and campus activities, and to link out to travel programs advertised on the Community Education web page. Dr. Eagan traveled to Italy and Croatia with two Global Studies majors and fellow English professor Angelo Bummer, with whom she has collaborated on globalized approaches to teaching English over the past three years. Both instructors have taught the world literature class, which is part of both the English and GS AA-T degrees.

Dr. Eagan and French professor Savanna McGrew marked International Education Week, held in mid-November each year, with an LPC film night, at which McGrew screened *Intouchables* (2011). Dr. Eagan worked with the ESL department to collect interviews from ESL students and emailed faculty and staff to ask for stories about their international education experiences; snippets of these interviews were displayed, along with a color image of the country described in the interview (whether one's home country or the country one traveled to), on laminated posters that lined the campus boulevard. (LPC Veterans First! Director Todd Steffan kindly loaned the metal frames that allowed us to display the posters.)

At the encouragement of English professor Jim Ott, Dr. Eagan also applied for a grant from the LPC Foundation to purchase the rights to films for future screenings and to pay for a speaker to come to campus and speak on an issue related to Global Studies. She has so far used the money to purchase two films for the library: *The Anthropologist*, which she screened at a movie night held by the Peace and Social Justice Club and the Global Studies Program in spring 2018, and a newer film, *The Linguists*, about the efforts to save languages that are threatened with extinction. She is arranging a date for Stanford history professor Dr. Ana Minian to come speak at LPC in January of 2020. Dr. Minian has

recently published an acclaimed book about Mexican migration entitled *Undocumented Lives: The Untold Story of Mexican Migration* (Harvard University Press, 2018). Dr. Eagan got into contact with her through Stanford Global Studies staff, with whom she worked as a 2017-2018 fellow with Stanford's Educational Partnership to Internationalize the Curriculum (EPIC).

We again had faculty participate in Stanford's K-14 workshops on internationalizing the curriculum. Part-time English professor Amy Moellering participated in a workshop with Tomás Jimenez on immigration and assimilation, Dr. Eagan and part-time instructors in political science and environmental studies participated in a workshop with William Perry on nuclear non-proliferation, and Dr. Eagan and Angelo Bummer participated in a weekend-long workshop entitled "People on the Move: Global Migration in the Past and Present."

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

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

We have yet to work with counselors to stress to students that they should be taking a foreign language. Dr. Eagan did complete the guided pathways program map, however, and it suggested spots where students might fit in language study so that they are ready to take the third year of a language once they transfer.

Students are currently at a disadvantage because Spanish 2A and 2B are only offered and French 2A and 2B are not offered.

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	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
<input checked="" type="checkbox"/>	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
<input checked="" type="checkbox"/>	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

Our students’ options will be limited if they can only take Spanish 2A and 2B, and not French 2A and 2B, at LPC. Our French professor, Savanna McGrew, is teaching a hybrid 1A class for the first time this semester and hopes to eventually offer higher-level French classes through the CVC. Chabot does offer Chinese 1A and 1B but not 2A and 2B. Italian, Russian, and German are listed on CLASS-WEB but don’t seem to be offered.

Our fall 2018 hire for history, Rajan Gill, was slated to teach world history for LPC, but he resigned last year. Unfortunately, the history program was not allowed to hire new faculty for 2019-2020. It is important to the global studies program to be able to offer history classes, so we were glad to see that history was ranked fairly high by the Faculty Hiring Prioritization Committee at their recent meeting. We hope that Interim President Bennie appreciates the importance of that replacement hire to SLPC, history, and global studies.

Our library’s access to globally focused resources is increasing, most notably through ebooks and film streaming databases, but funds were not available this year to purchase an independent film. Dr. Eagan had to use LPCF funds to do so. Ensuring adequate library funding is a top priority.

Our program has faculty from all four divisions, so finding time to meet (and bandwidth to even initiate a meeting, since we are all so busy) is a challenge. This impacts our ability to discuss course offerings and times, equity, SLOs, and campus events for students. It would be helpful to have a small slice of every Flex Day set aside for programs, especially interdisciplinary programs, to meet. Coordination of “one person” and interdisciplinary programs is additionally a challenge without release time.

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

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

As we are just getting our program underway, continuing to build interest in our Global Studies core courses would be the most important plan. Money for flyers promoting courses is sometimes hard to

come by in division budgets. It would also be helpful to promote the major in the community and with high schools in the area that offer global studies courses (Granada might be one.) We hope that the Majors Faire will be resuscitated.

Establishing a routine of one global studies student event a semester is also a goal. Right now, plans are underway for some film screenings during International Education Week and a lecture in spring. Increasing the campus' engagement with diversity is happening with more activities for Hispanic Heritage and Black History month, so it would be great to join in this focus on broadening students' knowledge of the world around them. It also might be worthwhile to encourage students who are interested in obtaining more than one ADT to consider global studies.

Maintaining the relationship with Stanford Global Studies and Stanford's EPIC program is also a priority. Stanford offers educational workshops for community college faculty that LPC faculty have attended in the past, including global terrorism, nuclear proliferation, and immigration and assimilation. Dr. Eagan and Mr. Bummer attended a weekend-long professional development workshop in April 2018 called "People on the Move: Global Migration in the Past and Present," which is being offered again in November 2019. Other upcoming workshops include "Politics & Culture in Contemporary Iran" in December 2019, "U.S.-Ukraine Relations in Turbulent Times" in January 2020, "Understanding the World Through Religion" in February 2020, and "Slavery in Historical and Contemporary Contexts" in April 2020. These workshops are open to all disciplines—the discussion of how the content might connect to courses across the curriculum is always engaging.

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

H. 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).

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students

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Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

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

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?
____yes ____no

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

Our program set standard is 68% success in GS 1 and GS 2, with 34 total students enrolling in these courses. Next year, we will assess for the first time whether we have met or exceeded the standard. Since courses in anthropology, geography, world literature, French, Spanish, economics, and political science are in the GS major, it is worth noting that all those programs met their program set standard. It would be interesting to consider whether an interdisciplinary major like GS should look at course success rates in the specific courses in other programs that are a part of the GS program.

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

As of fall 2019, the GS 1 course is now cross-listed with SOC 5 and has different SLOs and a new instructor than it did in fall 2018. For that reason, the GS 1 SLO data will not be followed over multiple semesters. GS 2 will have the same sociology instructor for two years in a row as of spring 2020, however, and those SLOs are still the same, so it will be interesting to use data from spring 2019 to impact student learning and achievement for spring 2020 GS 2 students.

Course (SLOs only):
SLO or SAO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

At the fall 2019 Flex Day, GS and sociology faculty worked to align GS 1/SOC 5 SLOs in eLumen, enter GS 2 SLO assessment results, and map GS CSLO's to PSLO's. Running a program SLO report reveals that 80-85% of students achieved mastery or above average performance in course SLO's that map to GS PSLO's related to transnational, cross-cultural, and global awareness as well as the benefits and costs of globalization to various classes, regions, nations, and ethnic groups. However, a lower number of students, 60%, achieved mastery or above average performance in course SLO's that measure practical skills like map labeling or language learning or applying international relations theories. There was not enough data on the PSLO related to social scientific and humanist analysis to draw any conclusions.

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKy>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

GS is up-to-date on all CSLO's and PSLO's.
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D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

Dr. Eagan completed the GS program mapping document to offer “additional information and support about educational pathways.” She also lists career options for GS majors on the GS website.

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

It seems that the Majors Faire is no longer offered on campus, but it would be nice to bring it back and have a social sciences area that includes various AoE’s (GS, social justice studies).

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)

Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

We have not yet taken any specific actions to affect these metrics in the GS courses themselves, but the courses’ reading materials and topics of discussion and writing are global in focus and will hopefully engage a broad range of students and help them feel seen, heard, and intellectually engaged. It would be interesting to meet as a program to talk about equity actions.

Study abroad promotes student engagement and may contribute to increased enrollment, completion, and retention, and Dr. Eagan plans to start working again on enabling LPC faculty to offer study abroad opportunities for credit. This would allow a greater diversity of students to go on these trips because they could apply for scholarships, which is not possible when academic credit is not being earned. Dr. Eagan will again advocate to join “Diversity Abroad,” a membership organization that encourages students of color to pursue study abroad and international travel and runs a yearly conference and other workshops. In Fall 2018, she attempted to secure equity money to purchase a number of pamphlets from this organization, titled “Black Student’s Guide to Global Programs,” “Why You Should Study Abroad,” and “You Can Afford to Study Abroad,” but funding was slow in coming, so she purchased them herself and used many of them for marketing travel opportunities to Puente and Umoja students. There is now a Latinx-focused pamphlet that would be great to purchase. Dr. Eagan will put some copies of these in the Transfer Center.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

Our program would benefit from a semesterly meeting to discuss these and other issues. In the meantime, Dr. Eagan may resume meeting with individual programs as she did while on sabbatical.

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

I'm unsure of the best way to review data for interdisciplinary programs that have courses in different divisions of the college with different TOP codes.

**Section Three: 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.

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.

Dr. Eagan will check to make sure that the new world history class is added to the GS AA-T. The world history class will be active as of fall 2020.

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.

None as of yet, but both instructors who have been offering GS 1 and GS 2 teach sociology and geography online. Both courses are approved for online delivery.

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?