Program: Global Studies

Division: BSSL

Date: November 1, 2023

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With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. Fall 2023 is a Program Update cycle.

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

Time Frame: This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

Key Terms: The Program Review Glossary defines key terms that you can review before writing: https://bit.ly/2LqPxOW

HELPFUL LINKS:

1) [Program Review Committee Page for Writers](#)
2) [Fall 2023 Program Reviews](#)
3) [Frequently Asked Questions](#)

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

INSTRUCTIONS:

1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.

2) If the requested information does not apply to your program, write "Not Applicable."

3) Suggested: Communicate with your dean while completing this document.

4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2023**

IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- ✓ **Check for Title V updates required for any of your courses or Programs:**

  1. To check on the status of courses and programs to see if any updates are required
     a. Log in to CurricUNET
     b. Select "Course Outline Report" under "Reports/Interfaces"
     c. Select the report as an Excel file or as HTML)
  2. If updates are needed, submit these updates to the Curriculum Committee
  3. Then, compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered during certain semesters.
     a. If your map requires a non-Curricular change (i.e., course sequencing) consult your Pathway counseling faculty liaison to initiate any changes.
     b. If your map requires a Curricular Change (Program modifications) - these are initiated through the Curriculum Committee.

- ✓ **Review your programs to see if there are any modifications needed**
- ✓ **Review your programs and courses to see if any will be sunset or deactivate**

HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- ☐ **No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)
2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

Updates:

- The renaming of GS 2 from "Global Issues" to "Political, Cultural, and Economic Globalization" necessitates an update of our degree's articulation information. Craig Kutil looked for campuses that offer POLI 25, SPAN 21, and MUS 3 as lower division options for the global studies major, and he came up empty for only MUS 3, "World Music." We will have to drop it from our degree. is no longer offered as a part of CSUEB's global studies major, so MUS 3 will be dropped from the major. Since French 2A and 2B are no longer offered at LPC, those were dropped previously.
- Dean McElderry and Professor Eagan agreed to move ahead with a previously discussed plan to ask history faculty if they believe their programs are a good fit for the disciplines list. Dean McElderry suggested asking political science as well, and Professor Eagan noted that political science programs commonly house global studies. History so far has expressed interest in being added, particularly because they hope to rehire a world history professor.
- Professor Eagan updated the GS program map to suggest MATH 40, statistics, to GS majors and make the recommendation for spring, semester 2, instead of fall, semester 1. This led her to move ECON 2 to summer on the program map. She also provided more suggestions of GE courses that would be good for GS majors.

Achievements:

- There was an increase in the program set standard after a low when coming out of pandemic.
- Last year, we had been worried that GS 1 students were doing worse than SOC 5 students. That seems to have been an anomaly since they did better than SOC 5 students this year. See below:

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	Year								
SOC 5	2017-18	10	63%	5	31%	1	6%	16	100%
	2018-19	7	58%	3	25%	2	17%	12	100%
	2019-20	14	74%	3	16%	2	11%	19	100%
	2020-21	22	69%	1	3%	9	28%	32	100%
	2021-22	21	84%	2	8%	2	8%	25	100%
	2022-23	14	61%	5	22%	4	17%	23	100%

		Year								
GS	**GS 1**	2018-19	13	72%	5	28%			18	100%
		2019-20	13	76%	1	6%	3	18%	17	100%
		2020-21	19	73%	2	8%	5	19%	26	100%
		2021-22	17	45%	7	18%	14	37%	38	100%
		2022-23	17	81%	2	10%	2	10%	21	100%
	GS 2	2018-19	10	63%	5	31%	1	6%	16	100%
		2019-20	10	50%			10	50%	20	100%
		2020-21	12	67%	1	6%	5	28%	18	100%
		2021-22	6	67%	2	22%	1	11%	9	100%
		2022-23	5	63%	2	25%	1	13%	8	100%

- Professor Eagan led an Academic Senate subcommittee in finishing the revisions to the draft BP and AP 4027, relative to travel study. They were approved by Academic Senate and have been forwarded to VP Ho. After she responds to us, they will go on to VC Rowland and the Chancellor's Council. The revision to the AP in particular will pave the way towards offering credit-based travel study opportunities to which students can apply their financial aid awards.
- A faculty member new to teaching global studies at LPC, sociology professor Aki Hirose, stepped in to teach GS 1/SOC 5 for Sarah Thompson, who was on sabbatical. He had taught a similar course before but had a lot of prep to do to bring the course online, so the program is grateful for his hard work. Tom Orf was unable to teach GS 1 because he will be Interim Dean of STEM for the full year.
- Though not an official LPC trip, Professor Eagan's Explorica trip to Ireland and the UK was her most diverse ever. She is attending the Global Inclusion Conference in Chicago in October/November 2023 to get ideas for how to build inclusion and belonging into study abroad for students from groups underrepresented in study abroad. Even if students do not study abroad while at LPC, it would be interesting to prepare those transferring to CSU's to apply for study abroad before they make their final decision on where to go. CSUEB's study abroad director suggested this to Katie Eagan during International Education Week last year—it's often hard for transfer students to fit in study abroad.

SECTION ONE QUESTION ONE, cont.

Challenges:

- We remain concerned about enrollments for GS 2. Professor Thompson suggested a name change in hopes that the content of the course would be clearer to students. It will not be offered as "Political, Cultural, and Economic Globalization" until fall 2024, so the fall 2023 section should be marketed aggressively in the spring.
- A challenge surfaced when Professor Hirose was unable to teach GS 2 for the spring semester. Dean McElderry and the program coordinator, Katie Eagan, offered the class to a part-time sociology instructor whom Dean McElderry deemed to be a good fit, but she declined the offer. Interim Dean Orf could not think of a suitable person in geography. Professor Eagan emailed Ohlone's global studies coordinator to see if he had a part-time instructor who could teach the class, but only full-time geography faculty teach their equivalent course. Professor Hirose then offered to teach GS 1 again, but it will potentially disrupt students' pathways to not have GS 2 offered in the spring. Professor Eagan will soon find out if Ohlone is offering their equivalent course in the spring and whether it is online. She will see if it is being offered online at other colleges.
- Last year, Professor Eagan only did scaled-back activities for International Education Week and did not have a speaker come to campus Previous speakers were Prof. Ana Minian (history) from Stanford and Prof. Matthew Spangler (performance studies) from SJSU, and both events were well attended. This year she did a film screening with Global Cinemas instructor Professor Wing-Brooks, advertised a drop-in Zoom session with the CSUEB study abroad director, and advertised a World Affairs Council panel being held the same week. Without reassign time, it is difficult to take time away from grading, MLEA/SEA, and committee work to plan and market such events.
- Our program is behind on our SLO assessment. As a coordinator, Professor Eagan has struggled to properly set up "push" notifications in eLumen. Frankly, motivation is low to complete these assessments because the data don't tell us anything. However, Professor Hirose has said he will do SLO assessments for GS 1 this fall. We will have to wait to do GS 2 assessments next fall.

Opportunities:

- Professor Eagan has now attended two events at the World Affairs Council in San Francisco, and she sees an opportunity for students to engage in programming that will fulfill the stated desire of LPC's Vision Statement, that students become "engaged participants and leaders in their local and global communities" and goal A5 of the Educational Master Plan, that LPC "[i]nstitutionally support opportunities for students

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and the Las Positas community to engage critical issues related to ethics, social justice, globalization, and civic responsibility both inside and outside the classroom." One program was focused on how activists and government figures working on domestic poverty do not often cross paths with those working on global poverty. Professor Eagan met a student from Chabot who was interested in global studies but could not major in it because that program never got off the ground. The other World Affairs program, attended with Humanities professor Elizabeth Wing-Brooks, was a salon called "Iran through Women's Eyes." It focused on women in Iranian culture and on the activism and protests of Iranian women in the wake of Mahsa Jina Amini's killing by the morality police. Professor Eagan has spoken with staff at the Council about doing events for community college students. Again, planning such events would be difficult without reassign time, but the students would benefit.

- For students who want to study a language or will be required to have one for their GS BA, getting started early will still be something we will want to stress. We might encourage them to do language courses other than Spanish online through the CVC-OEI.

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

- The success rate in the GS program jumped from 49% in 2021-2022 to a record-breaking 76% in the 2022-2023 academic year.
- Global Studies majors had some contrasts in success in fall vs. spring and f2f vs. online. In the fall, the success rate was 56%. In the spring, the success rate was 85%. They did somewhat better in face-to-face courses: in fall 2022, their f2f success rate was 67% and their rate in spring 2023 was 100%! Since Professor Hirose has offered and Professor Orf will offer their courses online, I should note that for DE courses, the success rates of GS majors in courses across the college was in 44% in fall 2022 and 77% in spring 2023. Moving forward, we should look more closely at how student success behaves as we come out of the pandemic. The greater success in spring is interesting and unusual. If GS courses are offered online in fall semesters, we might explore what more we can do to acclimate our students to online learning.
- Relative to equity, we were not provided with demographic information for GS majors this year because their numbers were under 10.

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3. Got anything new planned for 23-24?

- GS 2 will be offered in fall 2023, and we will again pursue auditing privileges, though this time with a different instructor, Professor Orf.
- Marketing the GS program. The number of majors versus students enrolled in GS courses remains low, but if students are taking GS 1 and 2 for GE, that is an opportunity to tell them about the program.
- Professor Thompson has suggested a Global Citizens club, so perhaps she or Dr. Orf can suggest a student who might start that next year.
- Keeping the internationalization of curriculum in the sights of the LPC community, whether through local programming, relationships with Stanford, CSUEB, and other universities, or informing faculty and administrators of international education opportunities, for example through the U.S. State Department (the Fulbright and other exchanges). Professor Eagan and Professor Cearley in anthropology have been talking about inviting a Scholar-in-Residence through Fulbright, for example. The college could request a person who is working on a research area that speaks to our mission, vision, and values statements and current activities, for example someone who works on migration or AANHPI studies, and perhaps specifically someone from a two-year college in another country. We will confer with college leadership, and if they are interested, Professor Orf and Professor Thompson before she returns from sabbatical—applications are typically due in June.

CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

Vicki Shipman will provide you with or support any data needs

LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.

2. What is the median income for occupations within your program?

ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
   i.   _____YES _____No

2. If not, please explain.

STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

Data Reporting Notes:
Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review

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SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

CI. STRONG WORKFORCE PROGRAM STUDENTS

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

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How may these metrics improve?

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?