INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2023

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: ABS,Bus. & SS   **Area of Study:** Social &Behavioral Studies   **Program:** Global Studies
Current Academic Year: 2022-23

Last Academic Year CPPR Completed: none   **Current Date:** 1/24/2023

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I.   Describe how this program review was conducted, including how all program members were involved in the planning process.

At Cuesta College Global Studies (GLST) is an interdisciplinary program offered in the Social Sciences Division, currently Chaired by Dr. Brent LaMon. This program has an AD-T degree, and two GLST courses, but no full- or part-time faculty assigned to the GLST discipline, as all GLST courses are staffed by faculty from other programs who meet the CCCCO Interdisciplinary Studies minimum qualifications. In the absence of FT GLST faculty, Dr. LaMon with consultation from PT faculty Scott Killen and Shelley LaMon, who have previously taught GLST courses, conducted this Program Review. This review aims to present Global Studies as an important discipline with modern relevance as well as a core academic area for general education recognized at the State and National level.

II. **GENERAL PROGRAM INFORMATION**

   A. Program Mission

   Global studies offers an interdisciplinary examination of major global trends and issues with consideration of the relationships among human activities, physical environments and biological populations throughout the world. An understanding of these global influences and changes provides a broad perspective of current globalization processes that affect the social, cultural, economic, political, and environmental conditions everywhere in the world, and prepares students to become engaged citizens in a complex and dynamic global society, as well as to pursue advanced studies in the Global Studies discipline.

B. Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

Not applicable

C. List all current full-time and part-time faculty in the program.

Not applicable; various faculty from other Social Sciences Departments have qualifications that meet the CCCCO Interdisciplinary Studies minimum qualifications and would therefore be eligible to teach GLST courses.

III. **PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

GLST courses support students in their educational goals by fulfilling requirements for General Education and the ADT-Global Stdies associate degree, transfer to four-year institutions, and advancement in the workforce. GLST courses also enhance our students' lives by promoting cultural, intellectual, personal, and professional growth, and preparing them to become engaged citizens in their communities and world.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

GLST courses supprt the Institutional Goals of increasing the number of degrees awarded, increasing student higher education transfer, and increasing enrollments (FTES) which support the fiscal base of the College.

The GLST courses:
1. prepare transfer students for a major or minor in GLST, Geography, International Business or a related field at a four-year institution. Bachelor degrees in these fields prepare students for careers in primary and secondary education, government foreign service, International busness, environmental and regional planning, sustainability, international health research, and a host of allied subjects with global orientation.
2. provide general knowledge and understanding of technology for global study which can be used in the workplace for positions in business, government, service in international relations (e.g. non-governmental organizations), and especially teaching at all educational levels.
3. promote environmental, diversity, and global literacy for students and the local community together with a social conscience, appreciation for diverse intellectual and cultural heritages and an awareness of our increasingly global interconnectedness.

C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

GLST courses and the GLST AD-T degree provide knowledge of the broad subject matter of physical and cultural globalization that will allow students to effectively achieve each of the Cuesta College Institutional Learning Outcomes. The courses will provide for personal, academic, and professional development; enhanced critical thinking and communication; scientific and environmental understanding; social, cultural, historical, and global knowledge and engagement; and technological and informational fluency.

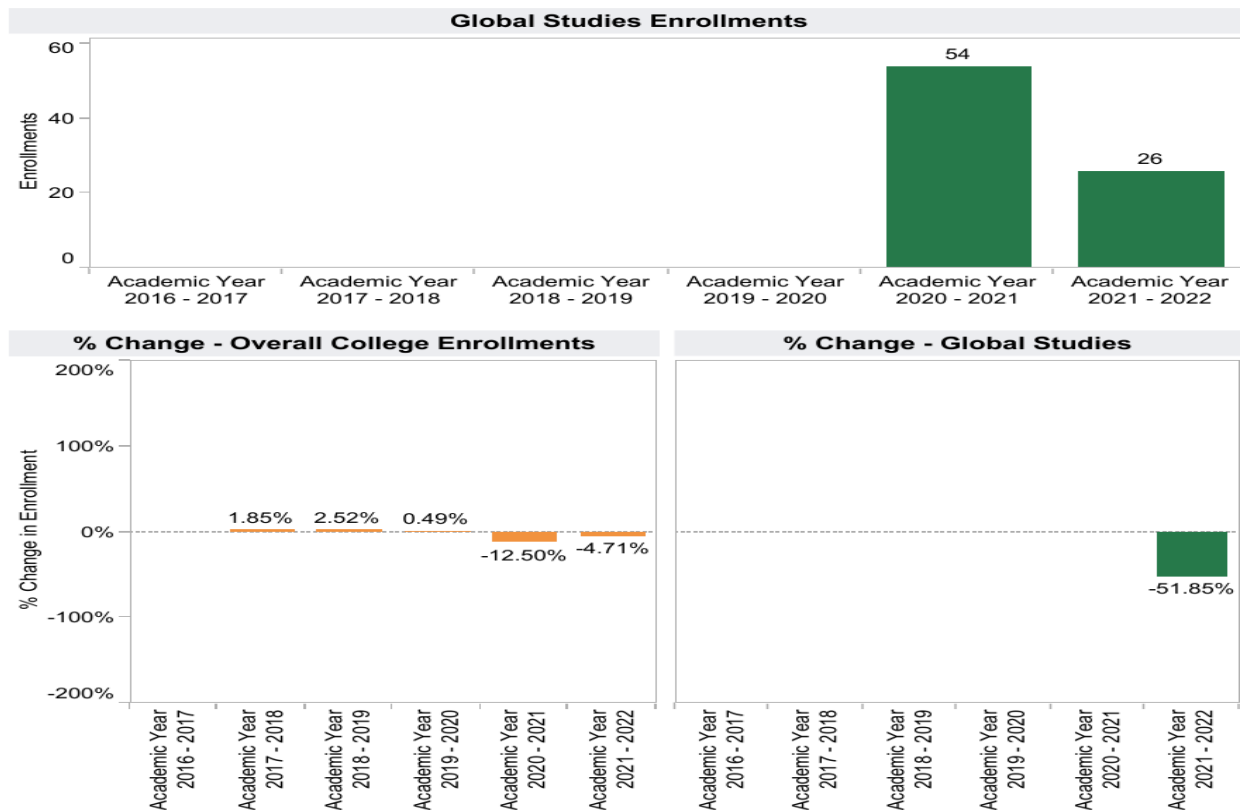IV. **PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS**
(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The data components are hyperlinked below.

A. [General Enrollment (Insert Aggregated Data Chart)](#)
Insert the data chart and explain observed differences between the program and the college.


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

The decline in enrollments from AY 20-21 and 21-22 was mostly due to changing the instructional modality from DE to classroom, as well as a general year-to-year decline in college enrollments.

B. [General Student Demand (Fill Rate) (Insert Aggregated Data Chart)](#)

Insert the data chart and explain observed differences between the program and the college.

**Overall College Fill Rate | Global Studies Fill Rate**
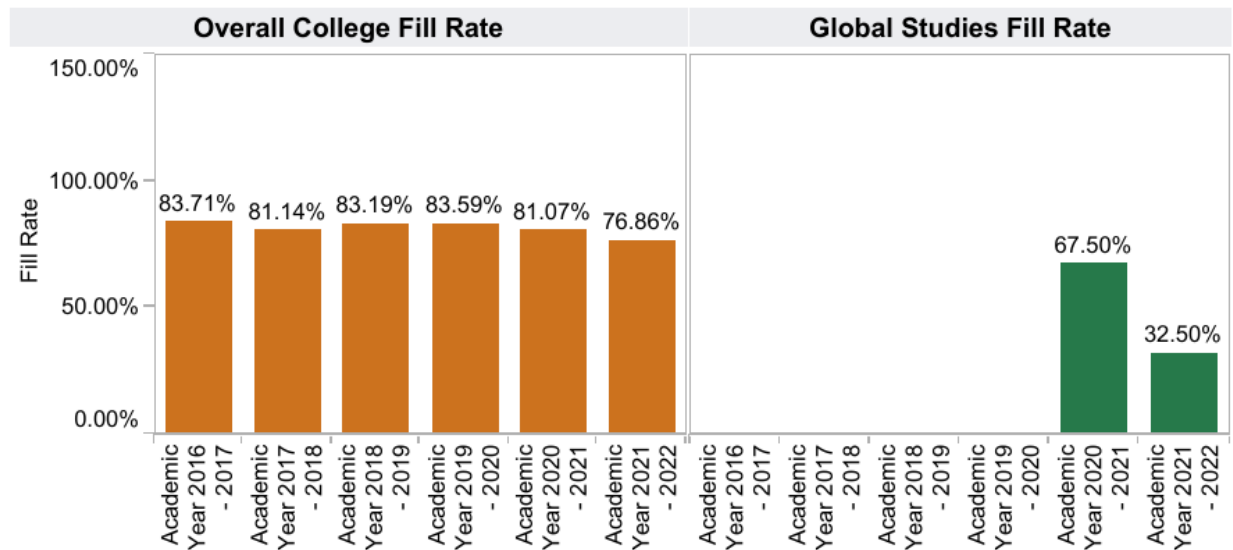
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

As these are single sections each semester, as the enrollments of the classes declined so did the fill rates. As previously noted, the declines were related to instruction modality and external conditions that affected enrollments of all programs at the College.

C. [General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)](#)

Insert the data chart and explain observed differences between the program and the college.

Overall College FTES/FTEF | Global Studies FTES/FTEF
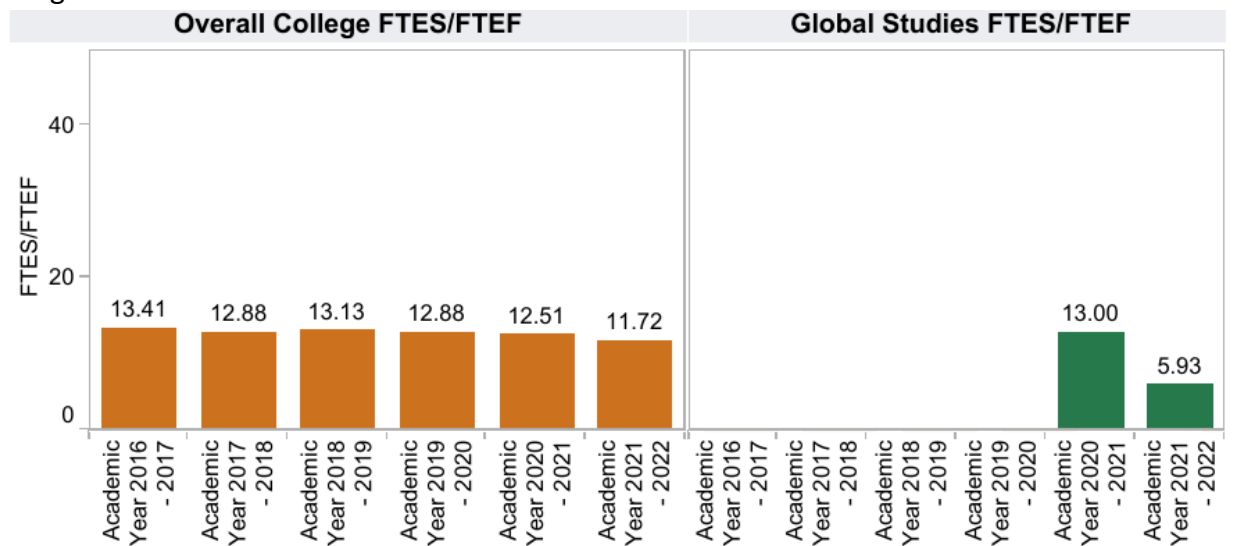
The section decrease in enrollment lead to a corresponding efficiency decrease, although the '20-21 GLST efficiency was higher than the college average.
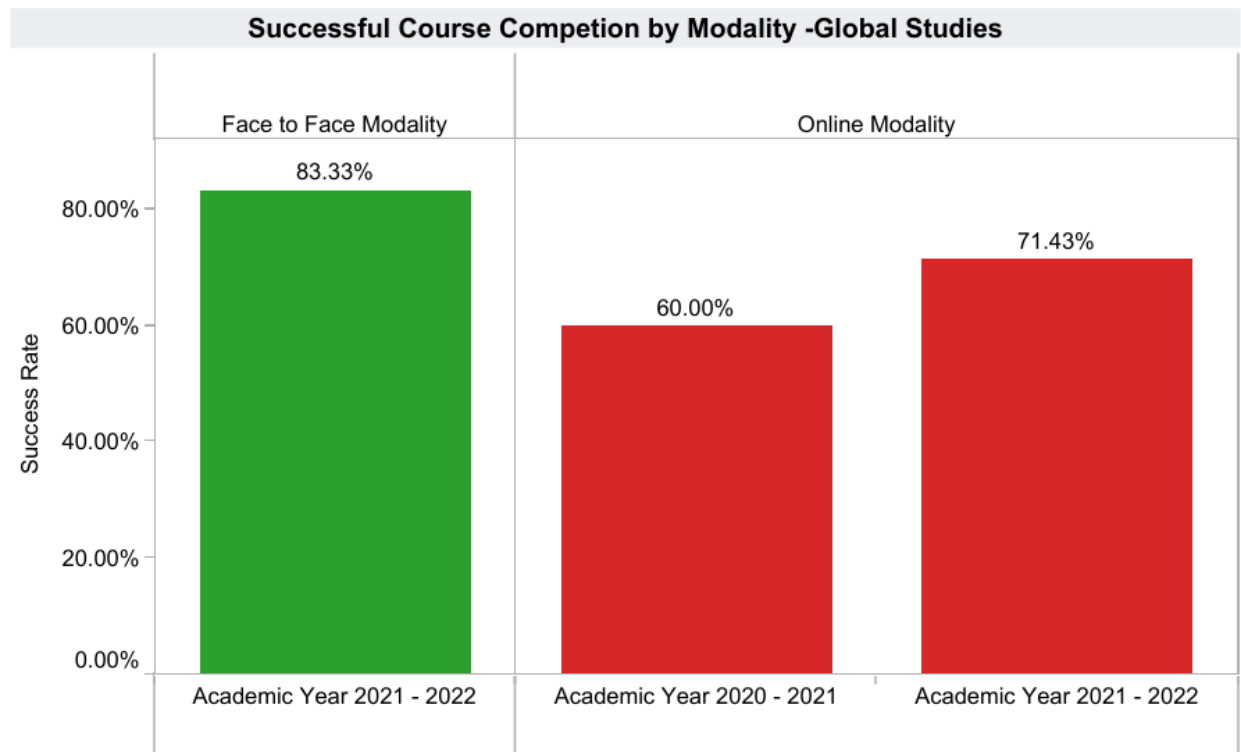
D. Student Success—Course Completion by Modality (Insert Data Chart)
   Insert the data chart and explain observed differences between the program and the college.

Select Department:
Global Studies

Course:
All

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Global Studies

	Face to Face Modality	Online Modality	
Success Rate	83.33% (Academic Year 2021 - 2022)	60.00% (Academic Year 2020 - 2021)	71.43% (Academic Year 2021 - 2022)

Successful Course Competion by Modality Table - Global Studies

		Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate		83.33%
	Total Department Enrollments		12.00
Online Modality	Department Success Rate	60.00%	71.43%
	Total Department Enrollments	55.00	14.00

The DE student success increased from 60 to 71% from AY 20/21 to 21/22 and there were 69 DE students enrolled as compared to 12 face to face students in a single class section during Fall 21. Since these data are from single course sections, the percentages don't provide a meaningful basis for comparison.

E. [Degrees and Certificates Awarded (Insert Data Chart)](#)
Insert the data chart and explain observed differences between the program and the [Institutional Set Standard](#) (the line shown on the chart). If your program did not meet the Institutional Set Standard, please describe how you will implement activities to meet the Institutional Set Standard.
Global Studies is a new degree program and as of Spring '22 there have been no Global Studies AD-T degrees awarded although there are a number of students who have recently declared Global Studies as a major.

What resources might you need to meet and exceed the Institutional Set Standard?

Not applicable at this time

F. [General Student Success – Course Completion (Insert Aggregated Data Chart)](#)
Insert the data chart and explain observed differences between the program and Institutional Set Standard (the line shown on the chart). If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

Successful Course Completion - Global Studies
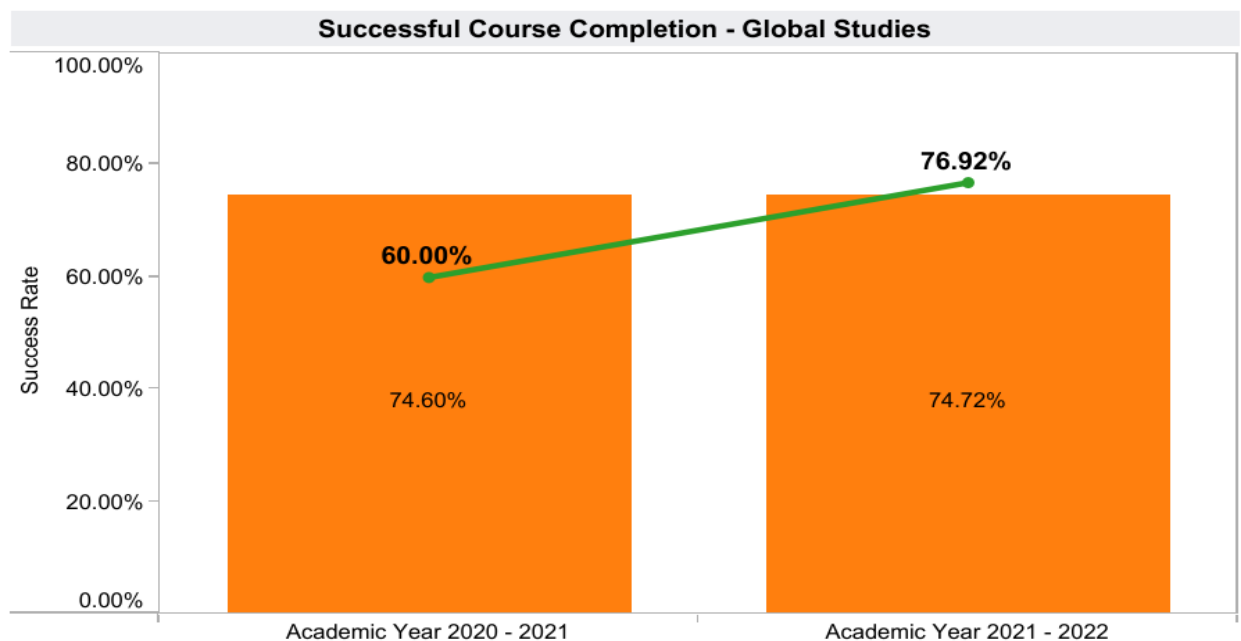
Global Studies Success Rate Table

	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	60.00%	76.92%
Total Enrollments	55	26

In '21-22 the GLST success rate (76.92%) was slightly higher that the college average.
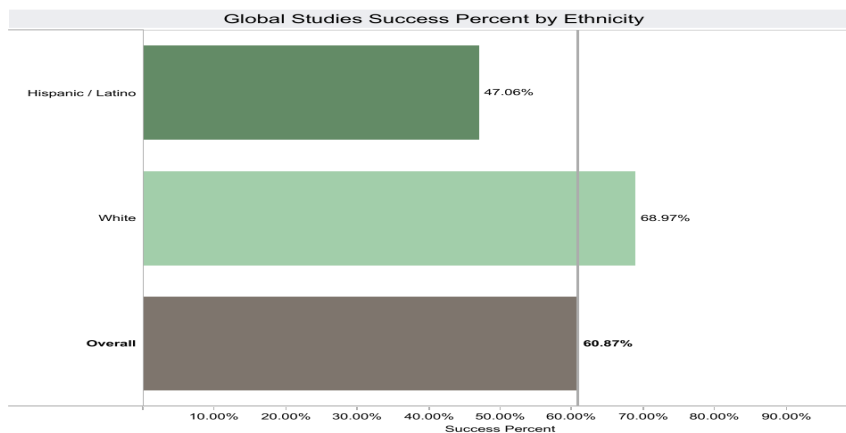
What resources might you need to meet and exceed the Institutional Set Standard?

The most important resource that would improve the GLST program would be better marketing and promotion of the degree program and courses to the students and community.
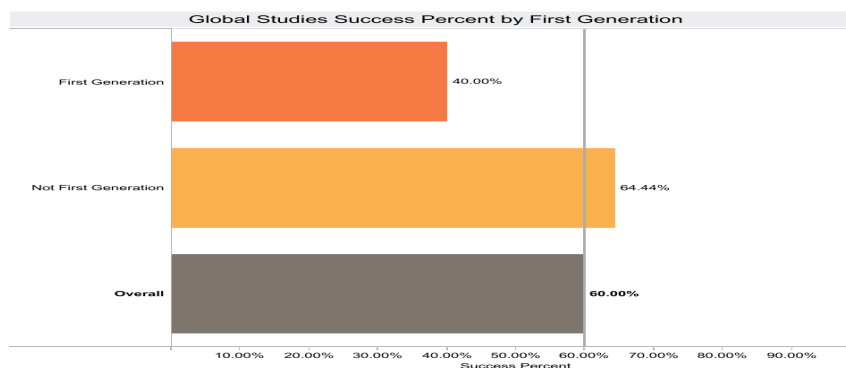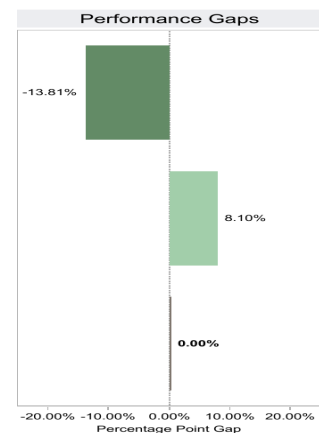
G. Review the Disaggregated Student Success charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What strategies have you implemented to address equity gaps in the classroom?
- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
- What resources might you need to minimize equity gaps?

Global Studies Success Percent by Ethnicity

	Success Percent
Hispanic / Latino	47.06%
White	68.97%
Overall	60.87%

Performance Gaps

	Percentage Point Gap
Hispanic / Latino	-13.81%
White	8.10%
Overall	0.00%

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Global Studies Success Percent by First Generation

	Success Percent
First Generation	40.00%
Not First Generation	64.44%
Overall	60.00%

Performance Gaps

	Percentage Point Gap
First Generation	-20.00%
Not First Generation	4.44%
Overall	0.00%

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.
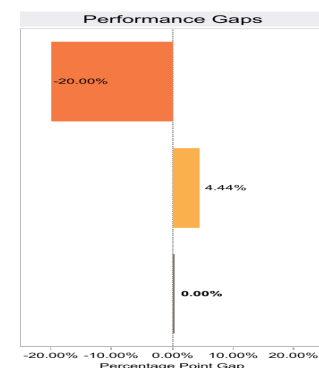
Although similar equity gaps are found in the aggregated data of the college, the small sub-group samples of a few students presented in these graphs for GLST courses do not allow meaningful conclusions regarding what, if anything might be done to minimize the equity gaps for these student groups. The use of DE and low-cost texts promotes student access.

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Not applicable

V. PROGRAMS AND CURRICULUM REVIEW

A. Programs Review

a. Review the CurricUNET "Program of Study" outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)
AD-T GLST	yes	Yes, Fall 2017	Yes, 3/27/16	

b. **For all Currently Active Programs/Certificates**, review the CurricUNET "Program of Study" outline for each active program/certificate and complete the table by indicating yes/no for each column.

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are "no" for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.

GLST AD-T	GLST210 3u Introduction to Global Studies	Yes	Yes
	GLST220 3u GLOBAL PROBLEMS and ISSUES	Yes	Yes

B. Curriculum Review

Complete the Curriculum Review Worksheet ([download from this folder](#)) and submit the form with your CPPR.

Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

What is the purpose of the worksheet? Completing the worksheet provides evidence that the curriculum (including course delivery modalities) have been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that you have reviewed that the entries on the course outline of record (CurricUNET format) are appropriate and complete.

VI. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

CYCLE STAGE	Fall '23	Spring '24	Fall '24	Spring '25	Fall '25	Spring '26	Fall '26	Spring '27	Fall '26
SLO Assessment	GLST 210	GLST 220			GLST 210	GLST 220			
Analyze Results & Plan Improvements		GLST 210	GLST 220			GLST 210	GLST 220		
Plan Implementation			GLST 210	GLST 220			GLST 210	GLST 220	

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

yes

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

The GLST course SLO to PLO alignment is documented and stored in the SLOA folder of the Social Sciences G:drive and shown below.

*aligned Program Learning Outcomes (PLOs) in parenthesis

GLST 210 INTRODUCTION TO GLOBAL STUDIES
Student Learning Outcomes
1. Describe the historical context of globalization, its significance today, and prospects for future global interdependence. (Content and Context PLO)
2. Apply and evaluate multiple perspectives and theories regarding globalization, cultural and environmental change, and international political economy. (Applications PLO)
3. Identify and assess the role of major global or regional institutions, such as the United Nations, European Union, International Monetary Fund, International Courts, World Health Organization, or Nobel Prize Foundation. (Methods of Change PLO)

GLST 220 GLOBAL PROBLEMS AND ISSUES
Student Learning Outcomes
1. Describe and define globalization, interdependence, and the major global problems of the world. (Content and Context PLO)
2. Analyze the history and current status of specific global problems and propose potential solutions from an international perspective. (Applications PLO)
3. Examine the impact of specific national, regional, or international policies on the global community. (Methods of Change PLO)

D. Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

Not applicable – eLumen is only used for documentation of SLO assessment data of students who had enrolled in the class sections shown in the IV A. assessment calendar presented above.

E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

None – SLO achievement indicates that student success is high for a majority of students

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

The most important resources that would improve the GLST program would be better marketing and promotion of the degree program and courses to prospective students and the community. The technology equipment and class materials to support classroom and DE instruction are adequate at this time.

VII. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives

GLST courses supprt the Institutional Goals of increasing the number of degrees awarded, increasing student higher education transfer, and increasing enrollments (FTES) which support the fiscal base of the College.

The GLST courses:
1. prepare transfer students for a major or minor in GLST, Geography, International Business or a related field at a four-year institution. Bachelor degrees in these fields prepare students for careers in primary and secondary education, government foreign service, International busness, environmental and regional planning, sustainability, international health research, and a host of allied subjects with global orientation.
2. provide general knowledge and understanding of technology for global study which can be used in the workplace for positions in business, government, service in international relations (e.g. non-governmental organizations), and especially teaching at all educational levels.
3. promote environmental, diversity, and global literacy for students and the local community together with a social conscience, appreciation for diverse intellectual and cultural heritages, and an awareness of our increasingly global interconnectedness.

B. Institutional Learning Outcomes

GLST courses and the GLST AD-T degree provide knowledge of the broad subject matter of physical and cultural globalization that will allow students to effectively achieve each of the Cuesta College Institutional Learning Outcomes. The courses will provide for personal, academic, and professional development; enhanced critical thinking and communication; scientific and environmental understanding; social, cultural, historical, and global knowledge and engagement; and technological and informational fluency.

C. Program outcomes

The GLST courses of the GLST AD-T degree provide the broad knowledge of the subject matter of globalization and contemporary global problems and issues that will allow students to achieve the GLST Program Learning Outcomes.

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling

B. Support services to promote success, persistence and retention

C. Facilities needs

D. Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

There have been no predicted budgets or FTES targets announced for the GLST program.

VIII.   END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

IX.   After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 12, 2023.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Brent LaMon, Ph.D.   *Brent LaMon*   Mar 1, 2023
_____
Division Chair/Director Name   Signature   Date

J.Scott Killen   *J. Scott Killen*   Mar 1, 2023
                        J. Scott Killen (Mar 1, 2023 18:17 PST)
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Name   Signature   Date

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13 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 6, 2023

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: Faculty Prioritization Process Handbook

APPLICABLE SIGNATURES:

Mozell J. Person   Mar 16, 2023
Mozell J. Person (Mar 16, 2023 11:58 PDT)
_____
Vice President/Dean   **Date**

Brent LaMon   Mar 1, 2023
_____
Division Chair/Director/Designee   **Date**

_____
Other (when applicable)   **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.

2023_CPPR_GLST

Final Audit Report   2023-03-16

Created:	2023-03-01
By:	Anna Paez (anna_paez@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAdnfJpIo43_a54ml0Ru7N9VP2aVyQJdRy

"2023_CPPR_GLST" History

🗋 Document created by Anna Paez (anna_paez@cuesta.edu)
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