

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) For 2016-2017

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 Academic Affairs.

Cluster: ARTS, HUMANITIES, SOCIAL SCIENCES

Program: INTERNATIONAL STUDIES

Current Academic Year: 2015/16

Last Academic Year CPPR Completed: 2010

Current Date: Fall 2015

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program mission (optional)

The interdisciplinary transfer degree in International Studies provides students the opportunity to develop their knowledge of the world and the major contemporary issues confronting humanity. Students will receive a foundation for understanding international affairs and an introduction to the various implications of globalization. The degree prepares students for majors and/or minors in international studies at four-year institutions or for work in international business, government service or overseas assistance with a non-profit agency.

B. Brief history of the program

The development of Cuesta College's interdisciplinary transfer A.A. degree in International Studies was faculty-driven and in part as a response to the events of 9/11/2001. The study of transnational issues was intended to provide insight into the origins, current status, and future trends of globalization, including the concept of culture clash, and to raise the awareness of collective global responsibilities.

The degree was first offered in 2003, after the Chancellor's Office approval in August 2002. Cuesta's degree courses were drawn from five disciplines, taught in three divisions and administered by two cluster deans. The degree was and still is comprised of existing, transferable courses, which are bundled for the purpose of providing an A.A. degree comprised of articulated courses, thus supporting the California Community College system's mission to provide transfer

degrees. The International Studies program does not duplicate other existing programs or certificates at Cuesta College.

Cuesta's degree courses fulfill lower division requirements thus providing a foundation for upper division work leading to a Bachelor's degree in the field. The application laid out a sample educational plan, which shows how a student can complete the mandatory courses for a transfer degree in four semesters.

C. Include significant changes/improvements since the last Program Review

Faculty continued to interface. However, no substantive improvements have been implemented. Faculty continued to market the degree in their courses.

Cuesta counselors view the degree program as relevant in today's world and consider it well designed for transfer purposes. The degree courses continue to prepare students for upper division studies at four-year institutions.

During the last five years updated course outcomes have been mapped to the program outcomes. In Fall 2015 the mapping was documented in eLumen, the new Student Learning Outcome tracking system. The results of the course outcome assessments inform the assessment of the program outcomes.

The three divisions involved (Social Sciences, Business Education, and Languages and Communication) have acted as the custodians of the course SLO assessment documentation. Sharing of course assessment results and analyzing them for the program should become easier with eLumen.

D. List current and/or new faculty, including part-time faculty

The degree courses are being taught by approximately **18** full and part-time faculty of three divisions administered by two cluster deans. As of census day in fall 2015 a total of 942 students were enrolled in the degree courses: 464 in Economics courses (Business Division), 354 in Modern Languages (Division of Languages and Communication), and 124 in the Social Sciences Division.

Total enrollment in degree courses dropped by 198 students (17.3%) from 1,140 in fall 2010 to 942 in fall 2015.

The following chart was manually compiled based on the fill-rate report dated November 4, 2015. The chart lists all degree courses, instructors and numbers of enrolled students for the fall 2015 semester and provides a sample of a typical semester's line-up of course offerings and number of students retained near the end of the semester. Enrollment at census is shown in parentheses.

INTERNATIONAL STUDIES
Degree Courses
FALL 2015

Section #	Course	Instructor	Location	Enrollment as of 11/4/2015 (Enrollment at Census)	Total Enrollment as of 11/16 /2010
70105	ANTH 203	Scott	NC	13 (13)	
70117	ANTH 203	Mifsud	SLO	31 (32)	
72263	ANTH 203	Bertrando	SLO	21 (23)	
70127	GEOG 202	Sifuentes	SLO	17 (19)	
71672	POLS 204	Krulikowski	SLO	34 (37)	
	POLS 206				
				116 (124)	144
Section #	Course	Instructor	Location	Enrollment as of 11/4/2015 (Enrollment at Census)	Total Enrollment as of 11/16 /2010
70666	ECON 201A	Downing	NC	28 (31)	
71526	ECON 201A	Queenan	DE	26 (36)	
72255	ECON 201A	Queenan	DE	26 (26)	
70667	ECON 201A	Iredale	SLO	29 (33)	
70669	ECON 201A	Iredale	SLO	33 (38)	
70670	ECON 201A	Downing	SLO	29 (34)	
70671	ECON 201A	Stapp	SLO	34 (39)	
70672	ECON 201A	Iredale	SLO	31 (39)	
72184	ECON 201A	Stapp	SLO	33 (37)	
70673	ECON 201B	Downing	SLO	28 (33)	
70674	ECON 201B	Iredale	SLO	34 (37)	
73226	ECON 201B	Downing	SLO	18 (21)	
73434	ECON 201B	Downing	DE	25 (30)	
73691	ECON 201B	Downing	DE	29 (30)	
				403 (464)	521

Section #	Course	Instructor	Location	Enrollment as of 11/4/2015 (Enrollment at Census)	Total Enrollment as of 11/016 /2010
70840 / 70942	FR 201/110	Johnson	NC	9 (9)	
70841 / 71200	FR 201/110	Johnson	SLO	11 (11)	
70842 / 71211	FR 201/110	Lloyd	SLO	10 (14)	
70843 / 71222	FR 202/120	Lloyd	SLO	12 (12)	
70633 / 70793	GER 201/110	Clayton	SLO	13 (15)	
71227 / 71235	GER 201/110	Clayton	SLO	15 (18)	
70482	SPAN 201	Boroumand	NC	28 (28)	
70485	SPAN 201	Morris	NC	16 (24)	
70846	SPAN 201	Boroumand	NC	15 (18)	
70600	SPAN 201	Rector	SLO	18 (21)	
70844	SPAN 201	Langer	SLO	13 (15)	
70916	SPAN 201	Duarte	SLO	25 (28)	
70927	SPAN 201	Rector	SLO	21 (24)	
71241	SPAN 201	Duarte	SLO	16 (24)	
71764	SPAN 201	Feuerberg	SLO	20 (21)	
70923	SPAN 202	Feuerberg	SLO	16 (17)	
72052	SPAN 202	Rector	SLO	10 (10)	
72990	SPAN 202	Langer	SLO	13 (13)	
71959	SPAN 203	Langer	SLO	21 (22)	
73714	SPAN 204	Langer	SLO	9 (10)	
				311 (354)	475

E. Describe how the Program Review was conducted and who was involved

The current program review was conducted from November 2015 to February 2016. Drafts were circulated to all lead instructors and division chairs of the degree courses. The current version was finalized by faculty coordinator Petra Clayton (German instructor) .

II. 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.

The Program mission aligns with Cuesta College's current Mission Statement:
"We prepare students to become engaged citizens in our increasingly complex communities and world."

The A. A. degree in International Studies provides an interdisciplinary perspective on international issues, societies and cultures. Students acquire knowledge and skills from a variety of disciplines and learn to communicate in a language other than English. They learn how culture affects behavior, ideology and institutions and develop insight into their own language and culture.

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

The degree program fulfills Cuesta College's mission as a California Community College to provide transfer degrees. The degree courses fulfill lower division requirements for Bachelor degrees in the field at four-year institutions.

The International Studies Program supports district efforts to achieve Institutional Goal 1: Institutional Objectives #1.1, #1.2 and #1.3.

#1. "Increase the percentage of transfer-directed students who are transfer prepared by 2% annually"

#2: "Increase the percentage of degree- or certificate-directed students who complete degrees or certificates by 2% annually"

#3. "Increase successful completion in distance education courses by 2% annually."

All courses in the International Studies Program contribute to students' transfer-readiness by being transferable and articulated in order to fulfill area B (Social and Behavioral Sciences) of the G.E. requirement for CSU, IGETC, UC transfers.

The degree requires 18 units of core courses and a foreign language requirement. There are no electives. All degree courses are GE applicable, allowing students to double count units for their major and General Education. All degree courses were and are still articulated as lower division major preparation for International Studies/International Relations/Global Studies majors at four-year institutions.

An increased number of courses in the degree program are now approved to be taught in the Distance Education modality. In fall 2015 two courses each were offered in ECON 201A and ECON 201B and for the first time SPAN 203 and SPAN 204 were taught in the blended version of the DE modality, a combination of face-to-face and distance education with less than 51% of the hours of instruction provided through distance education.

Course	Approved for DE	Number of Sections Taught in DE Fall 2015	Number of Sections Taught Face-to-Face Fall 2015
ANTH 203	YES	None	3
GEOG 202	YES	None	1
ECON 201A	YES	2	7
ECON 201B	YES	2	3
POLS 204	NO	N/A	1
POLS 206	NO	N/A	1
FR 201	NO	N/A	3
FR 202	NO	N/A	1
FR203	NO	N/A	0
GER 201	NO	N/A	2
GER 202	NO	N/A	0
GER 203	NO	N/A	0
GER 204	NO	N/A	0
SPAN 201	NO	N/A	9
SPAN 202	NO	N/A	3
SPAN 203	YES	1 (starting fall 2015)	0
SPAN 204	YES	1 (starting fall 2015)	0

ECON 201A and 201B have been offered in the DE mode for the last five years. While the success in DE courses has been lower than in face-to-face courses from 2010/11 to 2013/14, it has increased dramatically in 2014/15, actually outpacing the success in the face-to face modality by 16 percentage points (see chart on page 12).

DE success data is not available yet for SPAN 203 and SPAN 204. There will be no comparison with face-to-face courses on that level, since they are the only courses. However, in the future longitudinal data can be compared and also SPAN 203/204 data with SPAN 201/202 data.

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

The Program Learning Outcomes align with and support Cuesta's **Institutional Learning Outcomes**.

ILO Categories	ILO Representative Outcomes— Students achieving these outcomes will be able to...	International Studies Program Learning Outcome
2. Critical Thinking and Communication	a. Analyze and evaluate their own thinking processes and those of others.	#3 Critical Thinking Students will be able to differentiate between alternative theories and approaches and apply analytical thinking skills when examining political, cultural, geographic, social or economic issues about nations or regions.
	b. Communicate and interpret complex information in a clear, ethical, and logical manner.	#3 Critical Thinking Students will be able to differentiate between alternative theories and approaches and apply analytical thinking skills when examining political, cultural, geographic, social or economic issues about nations or regions.
3. Scientific and Environmental Understanding	a. Draw conclusions based on the scientific method, computations or experimental and observational evidence.	#2 Interpreting Information Students will be able to apply discipline-specific concepts and tools when examining political, cultural, geographic, social or economic issues of nations or regions.
4. Social, Historical, and Global Knowledge and Engagement	a. Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	# 4 Historical and Contemporary Issues Students will be able to analyze and evaluate current issues, problems or conflicts based on historical development in the political, cultural, geographic, social or economic conditions of nations and regions.
	b. Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	# 4 Historical and Contemporary Issues Students will be able to analyze and evaluate current issues, problems or conflicts based on historical development in the political, cultural, geographic, social or economic conditions of nations and regions.
5. Artistic and Cultural Knowledge and Engagement	b. Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories.	# 5 International Language Proficiency and Cultural Competency Students will be able to read, write, understand and speak French, German or Spanish at level 2 proficiency and describe and discuss the relationship of selected products or practices to the values and attitudes found in those cultures.
6. Technological and Informational Fluency	a. Recognize when information is needed, and be able to locate, evaluate, and utilize diverse sources effectively and ethically.	#2 Interpreting Information Students will be able to apply discipline-specific concepts and tools when examining political, cultural, geographic, social or economic issues of nations or regions.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

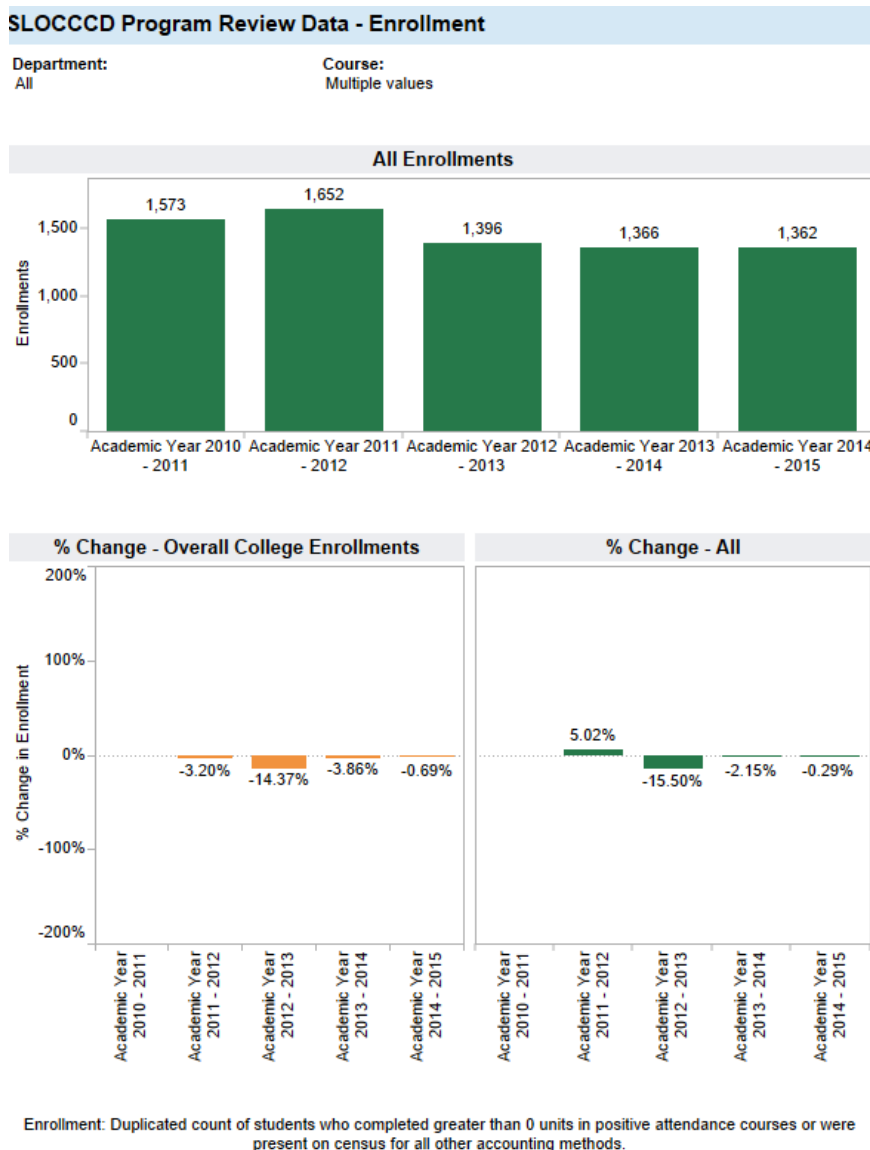
Program data is available on the [SLOCCCD Institutional Research and Assessment Program Review Data Dashboard site](#). The Dashboard components are hyperlinked below; just click on “enrollment” or other category below.

A. [Enrollment \(Insert Data Chart\)](#)

Please embed the data chart and then provide analysis of the factors affecting your program’s overall enrollment, paying particular attention to recent changes. Please also comment on your program’s data and how it compares to the overall college data.

For the purpose of this report the following courses were aggregated:

ANTH 203, ECON 201A, ECON 201B, GEOG 202, POLS 204, POLS 206 (excluding Modern Languages)



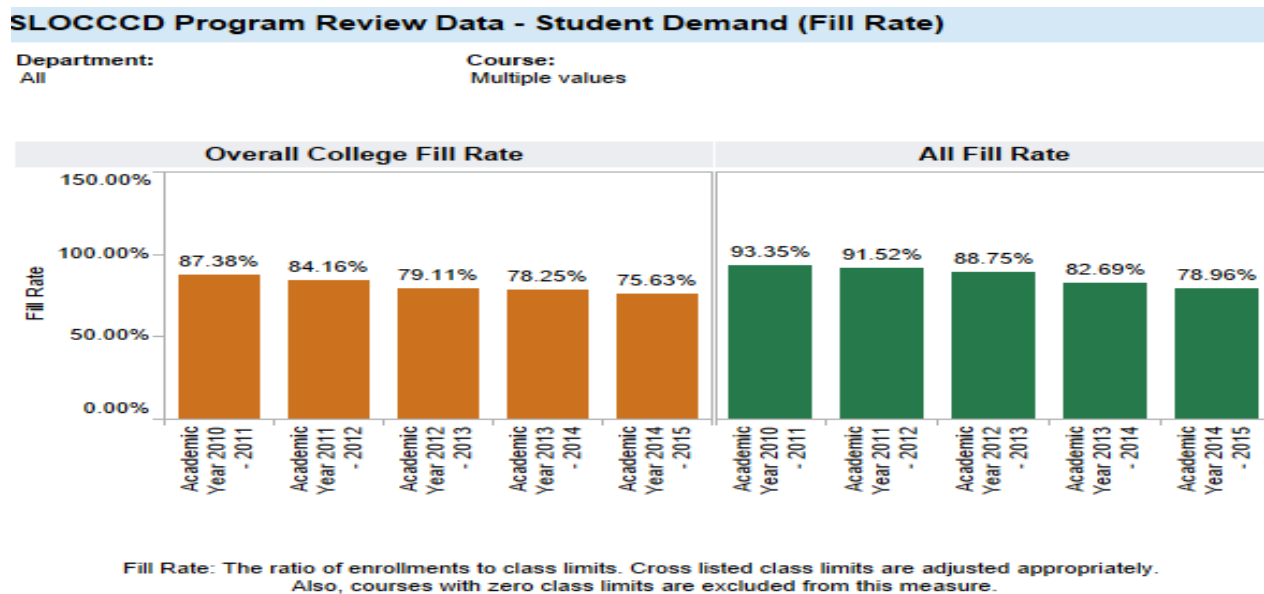
Annual enrollment in the six degree courses (excluding Modern Languages) decreased over the past five years, mirroring the declining college enrollment, with the exception of a spike in 2011-12. However, no less than 1,360 students have been enrolled in the degree courses even in the lowest year (2014/15).

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

Please embed the data chart and then provide analysis of the factors affecting your program's overall fill rate, paying particular attention to recent changes. Please also comment on your program's data and how it compares to the overall college data.

For the purpose of this report the following courses were aggregated:

ANTH 203, ECON 201A, ECON 201B, GEOG 202, POLS 204, POLS 206 (excluding Modern Languages)



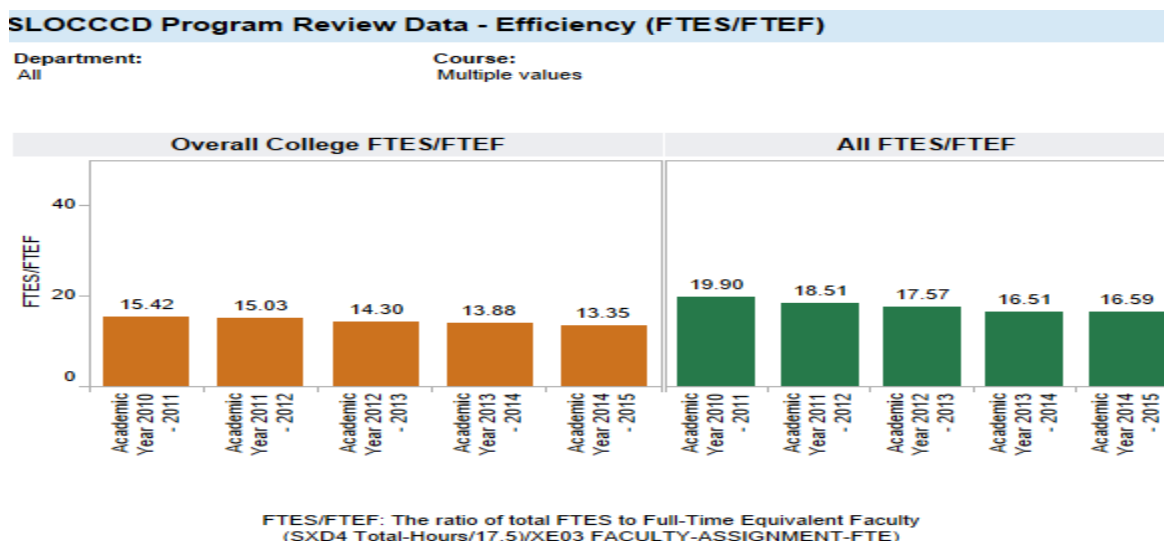
The fill rate for the degree courses, although declining over the past five years, has been consistently higher than for the overall college by 3 to 9 percentage points.

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

Please embed the data chart and then analyze the factors affecting your program's FTES/FTEF, paying particular attention to recent changes. Please also comment on your program's data related to the overall college data.

For the purpose of this report the following courses were aggregated:

ANTH 203, ECON 201A, ECON 201B, GEOG 202, POLS 204, POLS 206 (excluding Modern Languages)



The efficiency for the degree courses, although decreasing over the past five years, has been consistently higher than for the overall college by 3 to 4 percentage points. Lecture classes have large caps / maximum enrollment numbers and tend to fill to capacity.

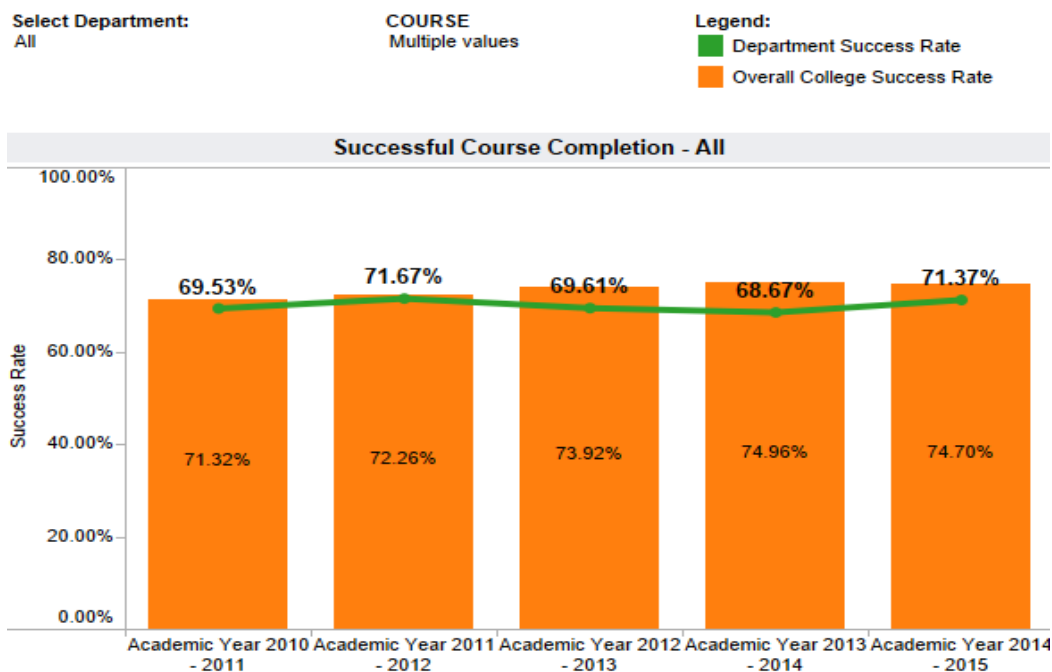
D. [Student Success – Course Completion \(Insert Data Charts\)](#)

Please embed the data charts and then provide analysis of the factors affecting your program's overall successful course completion percentage, paying particular attention to recent changes. Consider how modality impacts students' success in your program by reviewing [Course Completion by Modality](#). Please also comment on your program's data and how it compares to the overall college data.

For the purpose of this report the following courses were aggregated:

ANTH 203, ECON 201A, ECON 201B, GEOG 202, POLS 204, POLS 206 (excluding Modern Languages)

SLOCCCD Program Review Data: Successful Course Completion



All Success Rate Table					
	Academic Year 2010 - 2011	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015
Department Success..	69.53%	71.67%	69.61%	68.67%	71.37%
Total Enrollments	1,573	1,652	1,396	1,366	1,362

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

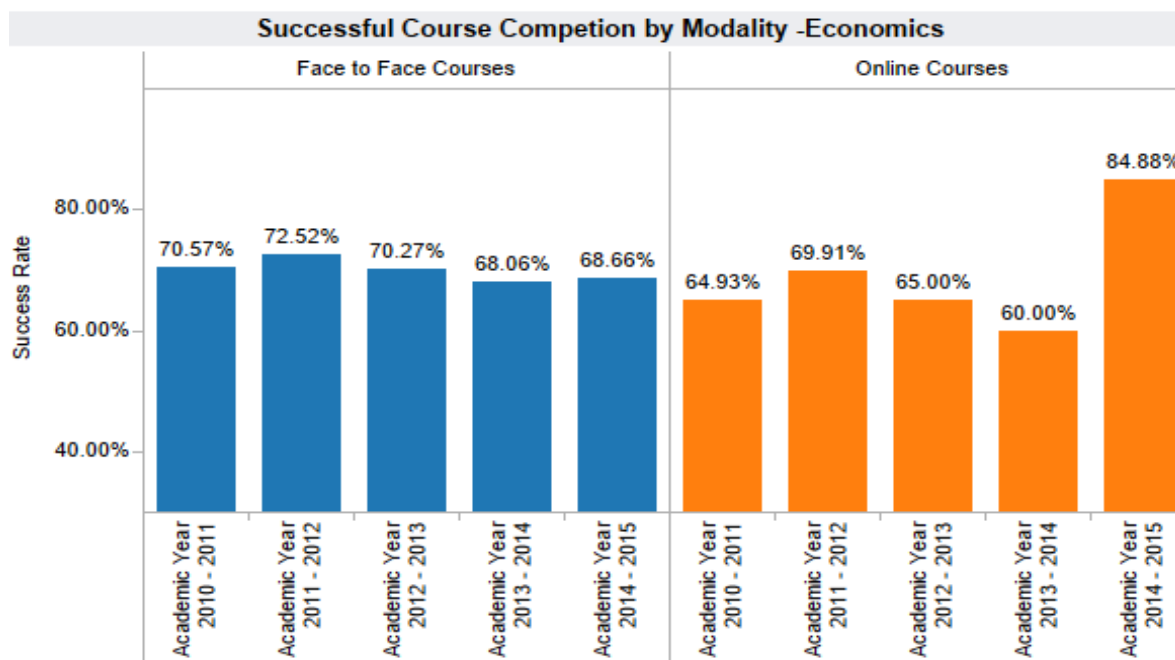
Over the last five years, the success rate for the degree courses has been slightly lower than the overall college success rate, falling more than 6 percentage points below the college rate in 2013-14, but narrowing the gap again in 2014/15 to 3 percentage points.

Success data is not available by course, so for the purpose of this report the following courses were aggregated: **ECON 201A and ECON 201B**.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Economics

Legend:
■ Face to Face Courses
■ Online Courses

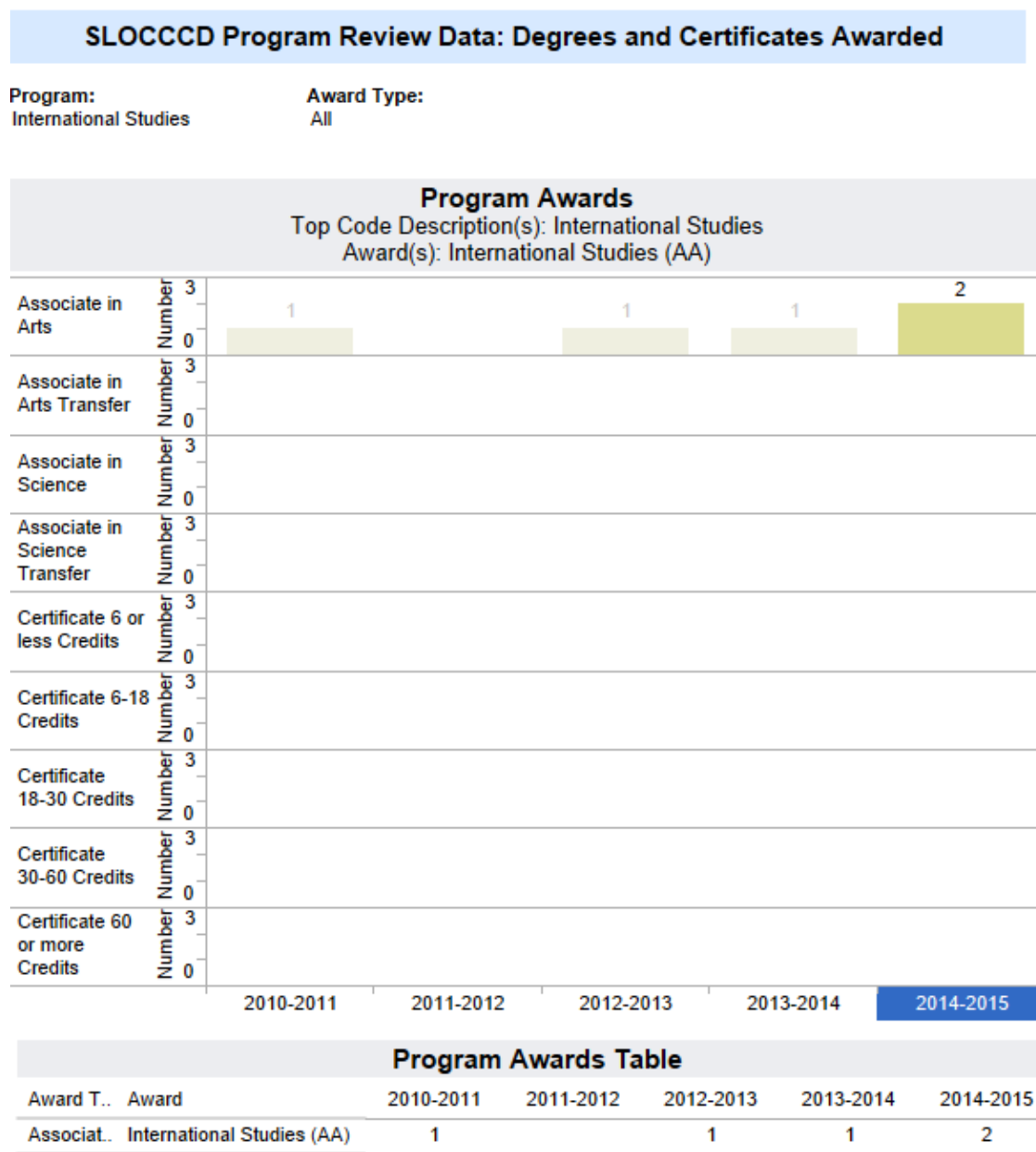


Successful Course Completion by Modality Table - Economics						
		Academic Year 2010 - 2011	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015
Face to Face Courses	Department Success Rate	70.57%	72.52%	70.27%	68.06%	68.66%
	Total Department Enrollments	1,051	1,110	1,027	933	801
Online Courses	Department Success Rate	64.93%	69.91%	65.00%	60.00%	84.88%
	Total Department Enrollments	134	113	80	120	258

ECON 201A and 201B have been offered in the DE mode for the last five years. While the success in DE courses has been lower than in face-to-face courses from 2010/11 to 2013/14, it has increased dramatically in 2014/15, actually outpacing the success in the face-to face modality by 16 percentage points.

E. [Degrees and Certificates Awarded \(Insert Data Chart\)](#)

Please embed the data chart and then analyze the factors affecting your program's rate of awarding degrees and certificates, paying particular attention to recent changes. Please also comment on your program's data related to the overall college data.



Program Awards: The number of degrees and certificates awarded by program type

The data above does not agree with data provided by Kristin Pimentel, Director of Admissions and Records. According to the A & R office only one student was awarded an A.A. in International Studies in 2014/15.

Since the inception of the degree the program has produced fifteen graduates.

Year	Name
2004/05	1. Yeager, Season P.
2005/06	2. Doromal, Martha
	3. Mathieu, Roscoe
2006/07	4. Johnson, Jay
	5. Johnson, Jon
	6. Morse Isabelle
	7. Spencer, Jonathan
2007/08	8. Emrick, Jennifer
	9. Ramirez, Marilu
2008/09	10. Chazalon, Daphne M.
2009/10	11. Whiting, Brittany
2010/11	12. McLaren, Kevin Todd
2012/13	13. de Priest, Sarah Brittany
2013/14	14. Taylor, Robert
2014/15	15. Robinson, Rachel Anne

In addition to those who applied for the degree more may have completed a number or all of the degree courses and transferred without receiving a formal degree in International Studies. This data however, has not been tracked and is based on anecdotal evidence.

Based on the annual and cumulative number of declared majors, the pool of degree aspirants is large enough to warrant a higher number of degree recipients than actually realized.

Kristin Pimentel, Director of Admissions and Records, furnished the data below. The numbers represent students who have declared International Studies as their major on their application for admission. Over the past nine semesters a total of 123 students have identified themselves as International Studies majors. The annual number has ranged from a low of 22 (2014/15) to a high of 41 (2013/14).

International Studies: Declared Majors

	2011 - 12	2012 - 13	2013 - 14	2014 - 15	2015-16
Fall	19	14	18	13	9
Spring	9	9	23	9	
Total	28	23	41	22	

The recent district-wide implementation of “myCuesta Pathway” will hopefully increase institutional success in this area. The fully-online degree audit tool is designed to help students

understand the course requirements for a degree. Given this tool, faculty who teach the degree courses could actively participate in systematic efforts to support degree aspirants and monitor their progress toward completion of a degree in International Studies.

The Transfer Model Curriculum (TMC) for Global Studies was released in Fall 2015. Unlike traditional TMCs, area of emphasis TMCs are intended to prepare students for a variety of majors at the CSU. Developing an ADT in Global Studies would attract more students to this field of studies and this degree..

Cuesta College's current curriculum includes all but one of the courses in List A (elective courses):

1. Culture and Society (2 of 2)
2. Geography (2 of 3)
3. Economics (1 of 1)
4. Politics (2 of 2)
5. Humanities (2 of 2)

However, Cuesta College does not currently offer the two required core courses for this transfer degree:

- GLST 101: Introduction to Global Studies (3 units)
- GLST 102: Global Problems / Issues (3 units)

F. Other Relevant Program Data (optional)

Please provide any other data you think is relevant to your program such as State or National certification exam results, or other data unique to your program.

None

IV. CURRICULUM REVIEW

- A. List all courses that have been created, updated, modified, or eliminated (and approved by the Curriculum Committee) since the last CPPR. See the [Curriculum Review Template](#) for guidance.

No new courses have been created or eliminated. Each discipline keeps its own record of updates and modifications.

- B. Provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and advisory committee input. Include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)

- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

Include a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

Each discipline keeps track of its own curriculum reviews and compliance with CurricUNET format.

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

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

Due to the challenges described in the CPAS below, an assessment cycle for the program calendar is not available at this time.

The course-level outcomes have been mapped to the program outcomes. However, coordinating the the assessment of the course SLOs with the program SLOs has presented a challenge.

Up to now the three divisions involved (Social Sciences, Business Education, and Languages and Communication) have been acting as the custodians of the course SLO assessment documentation. Sharing of course assessment results and analyzing them for the program should become easier with the with the newly acquired tracking system eLumen. eLumen will provide a tool for connecting course assessment with program assessment. Faculty is currently being trained to navigate this system.

B. Attach or insert Course or Program Assessment Summary (CPAS) form for each course in the program. Faculty may summarize data results rather than providing raw data or exact figures.

Course or Program Assessment Summary

http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: **Social Sciences** *Program:* **INTERNATIONAL STUDIES** *Date:*
October 28, 2015 **v. 3 2012**

Courses in program, or course: ANTH 203, ECON 201A, ECON 201B, GEOG 202, POL 204, POL 206, SPAN 201, 202, 203, 204; FR 201, 202, 203; GER 201, 202, 203, 204

Faculty involved with the assessment and analysis: **Petra Clayton, Tanya Downing, Aaron Rodrigues, Viktor Kruwlikowski, Lise Mifsud, Jorge Sifuentes, Sally Girard, Susan Lloyd**

Course-to-program outcome mapping document** is completed Yes X

No

Course or Program Assessment Summary

1	<p>Student Learning Outcome Statements</p> <p>X Program</p>	<p>1. Concepts and Terminology Students will be able to define, compare and contrast the components of a system when examining the political, cultural, geographic, social or economic structures of nations or regions, using discipline-specific terminology and concepts.</p> <p>2. Interpreting Information Students will be able to apply discipline-specific concepts and tools when examining political, cultural, geographic, social or economic issues of nations or regions.</p> <p>3. Critical Thinking Students will be able to differentiate between alternative theories and approaches and apply analytical thinking skills when examining political, cultural, geographic, social or economic issues about nations or regions.</p> <p>4. Historical and Contemporary Issues Students will be able to analyze and evaluate current issues, problems or conflicts based on historical development in the political, cultural, geographic, social or economic conditions of nations and regions.</p> <p>5. International Language Proficiency and Cultural Competency Students will be able to read, write, understand and speak French, German or Spanish at level 2 proficiency and describe and discuss the relationship of selected products or practices to the values and attitudes found in those cultures.</p>
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>Assessment Steps: Identify degree recipients and obtain their transcripts Obtain course SLOs for all degree courses: ANTH 203, ECON 201A, ECON 201B, GEOG 202, POL 204, POL 206, FR 201, 202, 203, GER 201, 202, 203, 204, SPAN 201, 202, 203, 204 Map course SLOs to program SLOs Evaluate achievement of course SLOs for degree recipients via interviews with instructors Report course SLO assessment results using binary data: "Student has achieved the Course Student Learning Outcomes: Yes / No." Use course SLO assessment results to assess program SLOs Report program SLO assessment results using binary data: "Student has achieved the Program Student Learning Outcomes: Yes / No."</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>Sample size: One student was awarded a degree in the academic year 2014/15: Rachel Anne Robinson. She graduated in spring 2015. She joins the four previous degree recipients who were tracked in spring 2012, spring 2013 and fall 2014. Prior degree recipients were not tracked.</p> <p>The most recent degree recipient took all of the degree courses at Cuesta College in the period from fall 2012 to spring 2014.</p> <p>In fall 2015 a student transcript was obtained to identify the term and instructor for each degree course. Course instructors/program lead instructors were interviewed in order to ascertain if the degree recipients had met the course SLOs at the time they took the course. Course assessment results were recorded for the most recent degree recipient. Achievement of the program SLOs was determined based on the course assessments results.</p>
4	<p>Assessment Results Summary (summarize Data)</p>	<p>Rachel Anne Robinson: A.A. International Studies awarded in Spring 2015</p>

		<table><tr><th>Degree Course</th><th>Term</th><th>Grade</th><th>Instructor</th></tr><tr><td>ECON 201A</td><td>Spring 2013</td><td>A</td><td>Tanya Downing</td></tr><tr><td>ECON 201B</td><td>Fall 2013</td><td>A</td><td>Tanya Downing</td></tr><tr><td>POL 204</td><td>Fall 2013</td><td>B</td><td>Aaron Rodrigues</td></tr><tr><td>ANTH 203</td><td>Spring 2013</td><td>B</td><td>Lise Mifsud</td></tr><tr><td>GEOG 202</td><td>Fall 2013</td><td>B-</td><td>Jorge Sifuentes</td></tr><tr><td>POL 206</td><td>Spring 2014</td><td>B</td><td>Aaron Rodrigues</td></tr><tr><td>FR 201</td><td>Fall 2012</td><td>A</td><td>Sally Girard</td></tr><tr><td>FR 202</td><td>Spring 2013</td><td>A</td><td>Susan Lloyd</td></tr></table> <p>Course instructors/program lead instructors verified that the degree recipient had met the course SLOs at the time she took the courses by means of direct assessment, specifying modalities, such as class participation, quiz, test, exam, final exam.</p> <p>Based on the course assessment results it was concluded that the degree recipient has achieved the Program SLOs. A program assessment chart summarizing the assessment results serves as evidence.</p>	Degree Course	Term	Grade	Instructor	ECON 201A	Spring 2013	A	Tanya Downing	ECON 201B	Fall 2013	A	Tanya Downing	POL 204	Fall 2013	B	Aaron Rodrigues	ANTH 203	Spring 2013	B	Lise Mifsud	GEOG 202	Fall 2013	B-	Jorge Sifuentes	POL 206	Spring 2014	B	Aaron Rodrigues	FR 201	Fall 2012	A	Sally Girard	FR 202	Spring 2013	A	Susan Lloyd
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ECON 201A	Spring 2013	A	Tanya Downing																																			
ECON 201B	Fall 2013	A	Tanya Downing																																			
POL 204	Fall 2013	B	Aaron Rodrigues																																			
ANTH 203	Spring 2013	B	Lise Mifsud																																			
GEOG 202	Fall 2013	B-	Jorge Sifuentes																																			
POL 206	Spring 2014	B	Aaron Rodrigues																																			
FR 201	Fall 2012	A	Sally Girard																																			
FR 202	Spring 2013	A	Susan Lloyd																																			
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p><u>Success and Challenges</u></p> <p>The International Studies degree program has been successful in that there have been degree completers every year since inception (2003) except in 2011/12. The last five degree recipients, who were tracked, have been successful in meeting the program SLOs.</p> <p>However, the procedure to assess the SLOs at the program level was a challenge. It was cumbersome to track data after the students had already graduated. In career technical fields students may have clear degree/certificate goals, but in academic subjects area many students do not have a firm major in mind or change their major several times during their career at a community college. Monitoring their degree progress in “real time” is virtually impossible. Therefore it has to be tracked retrospectively.</p> <p>Challenges for the program coordinator included</p> <ul style="list-style-type: none">identifying the instructor who taught a certain section of a course with multiple sections as far back as 2003 (Banner started in fall 2008)attempting to contact instructors who are no longer employed at Cuesta College <p>Challenges for the degree course instructor included</p> <ul style="list-style-type: none">being able to remember a particular student after many semestersbeing able to produce artifacts (student work) after many semesters <p>Up to now the institution lacked the infrastructure to track degree aspirants from their first to their last semester at Cuesta College. With “myCuestaPathway” it will be possible to identify degree aspirants early and offer structured orientation, mentoring, monitoring, and early intervention when problems arise.</p>																																				
6	Recommended Changes & Plans for Implementation of Improvements	<p>A. <u>Program-Specific Considerations for Improvement</u></p> <p>Assessment at the program level could be improved in a number of ways, for example by collecting artifacts early, conducting exit interviews/surveys, requiring capstone or portfolio projects and tracking alumni after graduation. The degree could be redesigned and the definition of “program completers” could be changed. Lastly, institutional efforts could be better coordinated to produce more degree completers.</p> <p><u>Collection of Artifacts</u></p> <p>If degree aspirants are identified early, student work could be collected and used for program assessment (Art History is currently contemplating this approach).</p>																																				

Exit Interview / Survey

Degree recipients could be interviewed and/or surveyed to gauge how they evaluate their knowledge and skill level at the end of their studies and how they assess the program curriculum's strengths and weaknesses.

Capstone Project

An exercise of synthesis, such as a capstone project, could be added to the degree requirements or embedded in one of the degree courses. Such an exercise would require students to draw upon a broad range of knowledge and skills acquired in all degree courses.

Portfolio Project

Degree aspirants could be asked to assemble a portfolio of projects completed during the degree courses which would document their cumulative achievement in the program.

Alumni Follow-up

Transfer information could be tracked, such as success of graduates at four-year institutions.

Redesigning Degree Requirements

In order to make the degree more appealing and produce more degree completers the course requirements could be changed. For example: Three core courses totaling 9 units and a choice of two courses out of the remaining three courses for a total of 15 (instead of 18) units plus the language requirement. Before restructuring the degree however, it would be wiser to consider deactivating the local degree once the ADT in "Global Studies" is in place. The ADT is a more marketable degree.

Redefining the Term "Program Completer"

The number of program completer could be increased if the term "program completer" included students who completed the degree courses, but chose to transfer without getting a degree.

Systematic Approach to Degree Completion

The potential for success of the International Studies program is considerable. Each semester a total of close to 1,000 Cuesta students are enrolled in the degree courses taught by some 18 instructors, in about 40 individual sections.

The recent district-wide implementation of "myCuesta Pathway" will hopefully increase the number of degree earners. The fully-online degree audit tool is designed to help students understand the course requirements for a degree. Given this tool, faculty who teach the degree courses, could actively participate in systematic efforts to support degree aspirants and monitor their progress toward completion of a degree in International Studies.

The Transfer Model Curriculum (TMC) for Global Studies was released in Fall 2015. Unlike traditional TMCs, area of emphasis TMCs are intended to prepare students for a variety of majors at the CSU. Developing an ADT in Global Studies would attract more students to this field of studies and this degree.

Cuesta College's current curriculum includes all but one of the courses in List A (elective courses):

1. Culture and Society (2 of 2)
2. Geography (2 of 3)
3. Economics (1 of 1)
4. Politics (2 of 2)
5. Humanities (2 of 2)

However, Cuesta College does not currently offer the two required core courses for this transfer degree:

		<ul style="list-style-type: none"> • GLST 101: Introduction to Global Studies (3 units) • GLST 102: Global Problems / Issues (3 units)
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<p>In spring 2012, fall 2013, fall 2014 and fall 2015 the program coordinator met individually with the course instructors who could be identified as having taught the last five degree recipients. At each meeting the discussion focused on the current program assessment procedure, assessment results, and on possible ways to improve the assessment instruments, administration and analysis. Part of the conversation also revolved around how to better promote the degree program and to better support students in obtaining the degree. The challenges and suggestions outlined in items 5 and 6 above reflect the tenor of the discussions.</p> <p>Faculty agreed that the success of the program hinges on carrying out an orchestrated effort buoyed by a wholehearted commitment and regular interface. By pulling together it should be possible to increase the number of students who choose International Studies as their degree goal, who complete all the degree and transfer requirements, and who are successful in continuing their studies for a Bachelor's degree at a four-year institution or enter the work force.</p> <p>The recent district-wide implementation of "myCuesta Pathway" and faculty participation will hopefully increase institutional success in this area. Faculty who teach the degree courses could actively participate in systematic efforts to support degree aspirants and monitor their progress toward completion of a degree in International Studies.</p>

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>

- C. Attach or insert a mapping document that indicates how course-level SLOs connect to program-level SLOs. Reference: [Student Learning Outcomes and Assessments](#).

INTERNATIONAL STUDIES

Mapping Course Student Learning Outcomes

to Program Student Learning Outcomes

(Updated January 2015)

PROGRAM OUTCOMES

I. Concepts and Terminology

Students will be able to define, compare and contrast the components of a system when examining the political, cultural, geographic, social or economic structures of nations or regions, using discipline-specific terminology and concepts.

II. Interpreting Information

Students will be able to apply discipline-specific concepts and tools when examining political, cultural, geographic, social or economic issues of nations or regions.

III. Critical Thinking

Students will be able to differentiate between alternative theories and approaches and apply analytical thinking skills when examining political, cultural, geographic, social or economic issues about nations or regions.

IV. Historical and Contemporary Issues

Students will be able to analyze and evaluate current issues, problems or conflicts based on historical development in the political, cultural, geographic, social or economic conditions of nations and regions.

V. International Language Proficiency and Cultural Competency

Students will be able to read, write, understand and speak French, German or Spanish at level 2 proficiency and describe and discuss the relationship of selected products or practices to the values and attitudes found in those cultures.

Students will be able to	PROGRAM SLO				
	I	II	III	IV	V
ANTH 203					
1. Demonstrate the basic concepts used by cultural anthropologists	X				
2. Demonstrate an understanding of the characteristics of culture		X			
3. Analyze the effects subsistence strategy has on aspects of culture.			X		
4. Perceive ethnocentrism.				X	
ECON 201A	X				
1. Identify and utilize fundamentals of economic thinking					
2. Describe and analyze the economy in quantitative terms using employment, price level and national income statistics.		X			
3. Utilize a contemporary economic model such as the aggregate supply/aggregate demand model and describe the interrelationships among prices, income and interest rates as they affect consumption, saving and investment.			X		
4. Explain and evaluate the U.S. financial system in terms of savings, investments and the role of interest rates.		X			
5. Identify and analyze factors that contribute to or hinder economic growth and development.		X			
6. Illustrate the U.S. banking and monetary system, and analyze the role of money, credit, and Federal Reserve monetary policy.		X			
7. Assess the historical and contemporary role of government in the macro economy regarding its use and impacts of monetary and fiscal policy.				X	
8. Describe the role of international trade on domestic economic activity and on the Balance of Payments.	X				
9. Demonstrate how the market system operates and critically evaluate its components.			X		

	PROGRAM SLO				
	I	II	III	IV	V
ECON 201B					
1. Define scarcity, and show how it relates to the concepts of choice and cost.				X	
2. Utilize the demand and supply model to critically analyze real world examples.				X	
3. Evaluate consumer behavior and its impact on the demand curve.			X		
4. Define and apply the concepts of elasticity.		X			
5. Use microeconomic models to illustrate how prices and output are determined in various market structures (perfect competition, monopoly, monopolistic competition and oligopoly).		X			
6. Define economic efficiency and compare the implications for economic efficiency under different market structures.			X		
7. Explain the role of prices in allocating goods, services and factors of production.	X				
8. Outline the role of international trade and finance including comparative advantage in exchange.		X			
9. Explain the economic behavior of individual firms in the short run and long run.	X				
GEOG 202					
1. List and explain the basic concepts necessary to the understanding of Cultural Geography.	X				
2. Interpret their own culture regions and explain the cultural diffusion, cultural ecology, and cultural integration that shaped that region.			X		
3. Identify livelihoods, economies, value systems, etc., as patterns that survive in cultural as well as physical environments.	X				
4. Explain how similarities of speech, religion, technology, and value systems bind people together in a culture.		X			
5. Assess the potential of individuals to modify their culture and identify change as an ever-present cultural phenomenon				X	

	PROGRAM SLO				
	I	II	III	IV	V
POLS 204					
1. Identify and explain the concepts necessary to understand world politics	X				
2. Differentiate between core theoretical and philosophical approaches to understanding international relations.			X		
3. Analyze the various objectives of states both nationally and internationally		X			
4. Explain the role of sovereignty and how it impacts relations between the different forms of political systems		X			
5. Distinguish the different types of actors that influence world affairs				X	
6. Describe the institutions and processes that create and implement US foreign policy				X	
7. Evaluate policies and actions of the US and other actors in an objective manner			X		
POLS 206					
1. Develop the skill of critical/analytical thinking, and the ability to apply such skill in studying political processes, structures and practices			X		
2. Compare and contrast the essential components and variations in foreign government systems	X				
3. Identify and appraise the historical and recent problems that democracies and non-democratic societies have confronted and will have to face				X	
4. Construct and critique terms and concepts that are required for further study in comparative politics		X			
5. Evaluate the impact that globalization is having on political and economic systems, and the information-age and technology				X	

	PROGRAM SLO				
	I	II	III	IV	V
FRENCH, GERMAN, SPANISH					
1. Demonstrate aural-oral proficiency when engaging in conversations with native and non-native speakers using idiomatic language (Interpersonal Communication - Listening/Speaking).					X
2. Demonstrate reading and writing proficiency in the course of written exchanges with native and non-native speakers using idiomatic language (Interpersonal Communication - Reading/Writing).					X
3. Demonstrate aural proficiency when interpreting recorded and live idiomatic language spoken by native and non-native speakers (Interpretive Listening).					X
4. Demonstrate reading proficiency when interpreting authentic and non-authentic texts written by native and non-native writers in idiomatic language (Interpretive Reading).					X
5. Demonstrate writing proficiency when composing and revising written information, concepts and ideas for an audience of native and non-native readers using idiomatic language (Presentational Communication - Writing).					X
6. Describe and discuss the relationship of selected products and practices to the values and attitudes found in the target cultures and demonstrate awareness of the links between language and culture (Culture).					X

pclayton 01.22.2015

D. Highlight improvement efforts that have resulted from SLO assessment.

The SLO assessment has not yielded any significant improvement efforts. Challenges to the effective analysis and resulting changes have been discussed in #5 and #6 of the CPAS. Connecting program SLO assessment with course SLO assessment results and analyzing the data with the intend to better document the overall program should become easier with the with eLumen.

- E. Recommend changes and updates to program funding based on assessment of SLOs.
 - For funding requests complete the applicable Resource Plan Funding Request Worksheet
 - For faculty hiring needs, attach Section H – Faculty Prioritization Process

The absence of a stable part-time instructor pool in Geography has impacted scheduling and resulted in class cancellations. For instance, in spring 2015 a GEOG 202 class was cancelled due to the lack of an instructor. It is necessary to insure that Cuesta's degree aspirants can complete the International Studies Program in-house, without having to take the equivalent of GEOG 202 at another community college. New curriculum, including an ADT in Geography, will be developed once a full-time Geography instructor has been hired.

The Transfer Model Curriculum (TMC) for Global Studies was released in Fall 2015. Upon reviewing the ADT requirements it was determined that Cuesta College currently offers all of the elective courses (see p. 15) , but not the two core courses needed for this degree:

- GLST 101: Introduction to Global Studies (3 units)
- GLST 102: Global Problems / Issues (3 units)

An additional full-time instructor with the appropriate minimum qualifications is needed in order to develop and teach the new courses and oversee the interdisciplinary ADT.

For all other degree courses please review pertinent information regarding program funding based on SLO assessment for the individual degree courses of the program: ANTH 203, POLS 204, POLS 206, ECON 201A, ECON 201B; MODERN LANGUAGES (French, German, Spanish)

- F. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

None

VI. PROGRAM DEVELOPMENT/FORECASTING

Create a short narrative describing the forecasting elements, indicating how they support efforts to achieve any of the following, where applicable: Program Outcomes, Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes.

- A. New or modified action steps for achieving Institutional Goals and Objectives

Steps to achieve Institutional Goal 1 and Institutional Objectives #1.1, #1.2 and #1.3:

#1: "Increase the percentage of transfer-directed students who are transfer prepared by 2% annually"

#2: "Increase the percentage of degree- or certificate-directed students who complete degrees or certificates by 2% annually"

#3: "Increase successful completion in distance education courses by 2% annually."

Faculty appear to be willing to participate in an effort to support students in achieving their

educational goals using the degree audit tool “myCuesta Pathway.”

ECON 201A and 201B have been offered in the DE mode for the last five years. While the success in DE courses has been lower than in face-to-face courses from 2010/11 to 2013/14, it has increased dramatically in 2014/15, actually outpacing the success in the face-to face modality by 16 percentage points (see chart on page 12).

B. New or modified action steps for achieving Institutional Learning Outcomes

No new strategies are planned.

C. New or modified action steps for achieving program outcomes

eLumen will facilitate connecting program SLO assessment with course assessment results and analyzing the data with the intent to better document the overall program outcomes.

D. Anticipated changes in curriculum and scheduling

The absence of a stable part-time instructor pool in Geography has impacted scheduling and resulted in class cancellations. For instance, in spring 2015 a GEOG 202 class was cancelled due to the lack of an instructor. It is necessary to insure that Cuesta’s degree aspirants can complete the International Studies Program in-house, without having to take the equivalent of GEOG 202 at another community college.

New curriculum in Geography, including an ADT in Geography, will be developed once a full-time Geography instructor has been hired.

New curriculum, including an ADT in Global Studies, will be developed once a full-time instructor with the appropriate minimum qualifications has been hired to develop and each the two core courses needed for an ADT in Global studies:

- GLST 101: Introduction to Global Studies (3 units)
- GLST 102: Global Problems / Issues (3 units)

With an ADT in Global Studies in place, the Cuesta A.A. in International Studies could be deactivated.

For anticipated changes in all other degree courses please review information for the individual degree courses of the program: ANTH 203, POLS 204, POLS 206, ECON 201A, ECON 201B; MODERN LANGUAGES (French, German, Spanish)

E. Levels or delivery of support services

Efforts to recruit students and to counsel degree aspirants need to be stepped up in order to increase the number of degree earners, such as

- Faculty and counselors who regularly inform students about degree
- Faculty and counselors who consistently keep the students motivated to pursue the degree
- Faculty and counselors who assist the students in establishing an appropriate educational plan and regularly monitor their progress and assist them in transferring to a four-year institution.
- Division Chairs, Deans, Directors and Vice-Presidents who provide guidance and leadership in coordinating the efforts

F. Facilities changes

None are planned.

G. Staffing projections

A full time lead instructor in Geography is needed to provide an enhanced curriculum, better student advisement, more section offerings, and a CSU transfer degree (ADT) in Geography.

An additional full-time instructor with the appropriate minimum qualifications is needed in order to develop and teach the two core courses needed for an ADT in Global Studies and oversee the interdisciplinary ADT.

- GLST 101: Introduction to Global Studies (3 units)
- GLST 102: Global Problems / Issues (3 units)

For all other degree courses please review pertinent information regarding staff projections for the individual degree courses of the program: ANTH 203, POLS 204, POLS 206, ECON 201A, ECON 201B; MODERN LANGUAGES (French, German, Spanish)

H. Strategies for responding to the predicted budget and FTES target for the next academic year

Since its inception the degree program has had no fiscal impact on the college budget and is expected to remain cost neutral. The program is being monitored by a faculty member who over the years has neither received remuneration nor release time to compensate for the workload.

Please review pertinent information regarding FTES targets for the individual degree courses of the program: ANTH 203, GEOG 202, POLS 204, POLS 206, ECON 201A, ECON 201B; MODERN LANGUAGES (French, German, Spanish)

VII. END NOTES (If Applicable)

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

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.

Student Services and Administrative Services 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.)

Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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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:

- *Worksheet A.1: Subjective Ranking Sheet*
- *Worksheet B.1: Objective Criteria for Teaching Faculty*

DEAN'S/MANAGER'S ANALYSIS OF COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR)

Program:

Planning Year:

Last Year CPPR Completed:

Unit:

Cluster:

A. CPPR Pre-Meeting

It is strongly recommended that the Vice President and/or Dean meet with Division Chair/Director/designee and the program faculty and/or staff involved in preparing the CPPR prior to the completion of the review documents. The discussion should include an overview of the CPPR document and expectations of what should be considered and focused on when developing the CPPR.

If a Pre-CPPR meeting occurred, please list those in attendance, when the meeting occurred and a summary of what was discussed.

B. Narrative Analysis of CPPR Sections

Please provide an analysis and comments of programmatic information for each of the CPPR sections below.

- **General Information and Program Outcomes (Required for Instruction/Student Services/Administrative Services):**
- **Program Support of Institutional Goals and Objectives, and/or Institutional Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**
- **Program Data Analysis and Program-Specific Measurements (Required for Instruction/Student Services/Administrative Services):**
- **Curriculum Review (Required for Instruction and may be Applicable to Student Services):**
- **Program Support of Institutional Goals and Objectives and Student Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Data Analysis, Assessment and Improvements (Required for Student Services/Administrative Services):**
- **Program Outcomes, Assessments and Improvements (Required for Instruction/Student Services/Administrative Services):**
- **Anticipated Service Challenges/Changes (Required for Student Services/Administrative Services):**
- **Program Development Forecast (Required for Instruction/Student Services/Administrative Services):**
- **Overall Budget Implications (Required for Student Services/Administrative Services):**
- **End Notes/Additional Comments (Required for Instruction/Student Services/Administrative Services):**

C. Commendations/Considerations:

Please provide a list of commendations and considerations based on the CPPR.

Commendations:

Comments in this area summarize how the program has demonstrated its effectiveness.

Considerations:

Comments in this area constitute advice to help the program meet or surpass expectations for effectiveness.

D. Applicable Signatures:

Vice President/Dean

Date

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.

OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: <https://www.surveymonkey.com/r/9JXNBQD>