

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

**Program Name** Global Studies **Academic Year** 2025-2026

1. Has your program mission or primary function changed in the last year?

No.

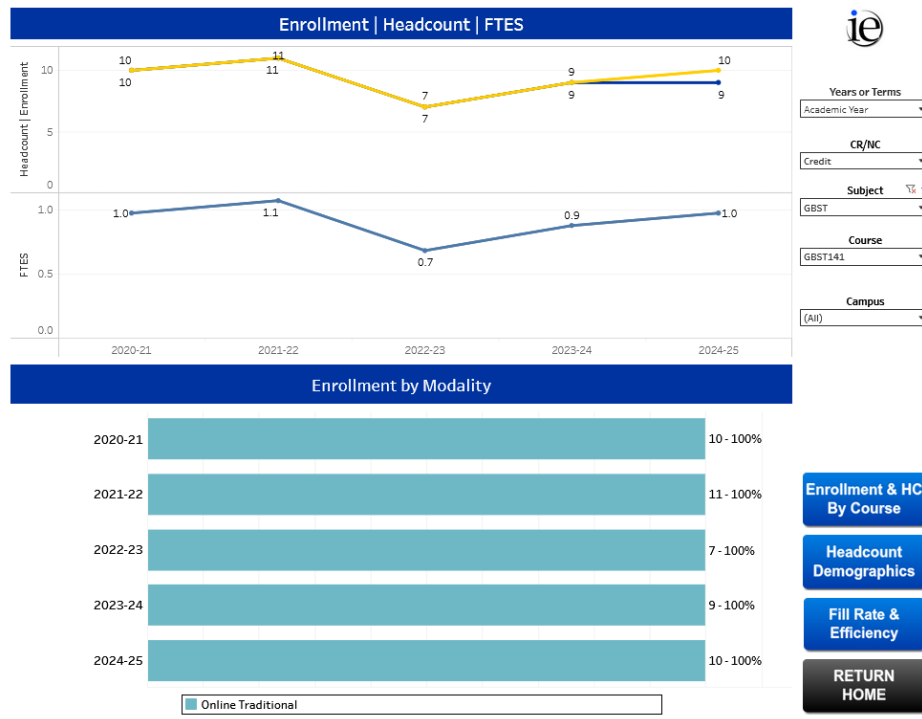
2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

There were no degrees awarded in the 2024-2025 academic year. The last degree earned occurred during the 2019-2020 academic year.

Enrollment/Headcount rose by one student from 2023-2024 to 2024-2025 academic years (from 9 to 10) and FTES rose from 0.9 to 1.0.

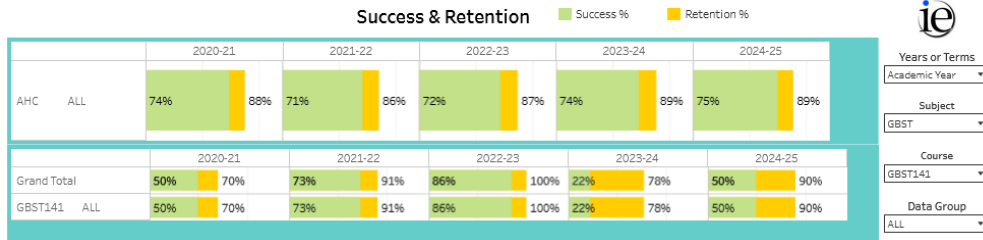
Enrollment by modality was Online Traditional for all 10 students.

### PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



The overall success of students taking Global Studies class increased from 22% in the 2023-2024 academic year to 50% in 2024-2025. Retention also increased from 78% to 90%.

## PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE



- Is your two-year program map in place and were there any challenges maintaining the planned schedule?

The Guided Pathways program is published on the college’s website but not followed. The Introduction to Global Studies course (GBST 101) has not been successfully offered since the 2019-20 academic year.

- Were there any staffing changes?

No.

- What were your program successes in your area of focus last year?

n/a

### Learning Outcomes Assessment

- Please summarize key results from this year’s assessment.

PLOs have not been assessed.

- Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

n/a

- c. Please summarize recommendations and/or accolades that were made within the program/department.

Due to the limited enrollment and failure to successfully offer the GBST 101 course, I recommend that the GBST program be sunsetted.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

n/a

**Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)**

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

n/a

- b. What were some key findings regarding RSI?

n/a

- Some strengths:

n/a

- Some areas of possible improvement:

n/a

- c. What is the plan for improvement?

n/a

**CTE two-year review of labor market data and pre-requisite review**

- a. Does the program meet documented labor market demand?

n/a

- b. How does the program address needs that are not met by similar programs?

n/a

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

n/a

d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

n/a

e. Have recommendations from the previous report been addressed?

n/a

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.**

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
<b>Description:</b>	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

**Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.**



## Area of Focus Discussion Template

### CURRICULUM AND TEACHING DESIGN

**Curriculum and Teaching Design** analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

**Possible topics:**

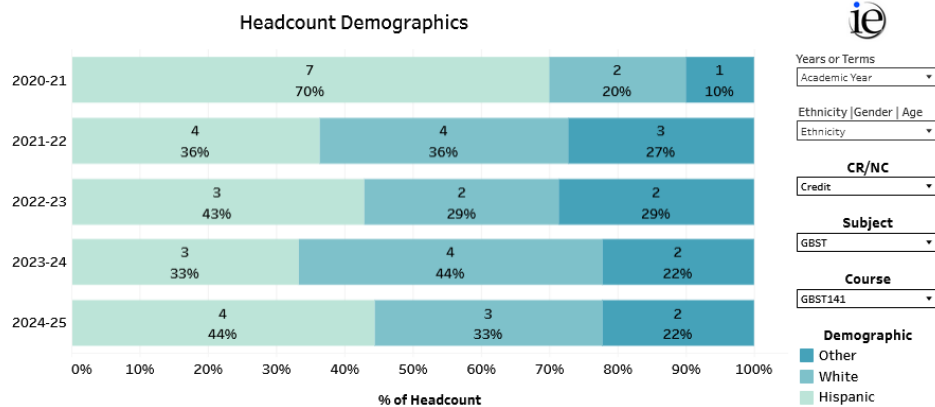
- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

1. What data were analyzed and what were the main conclusions?

**The Program Review: Enrollments & Headcount - Ethnicity**

Due to the low enrollments for this program, the changes demographic patterns based on ethnicity are negligible (see table below).

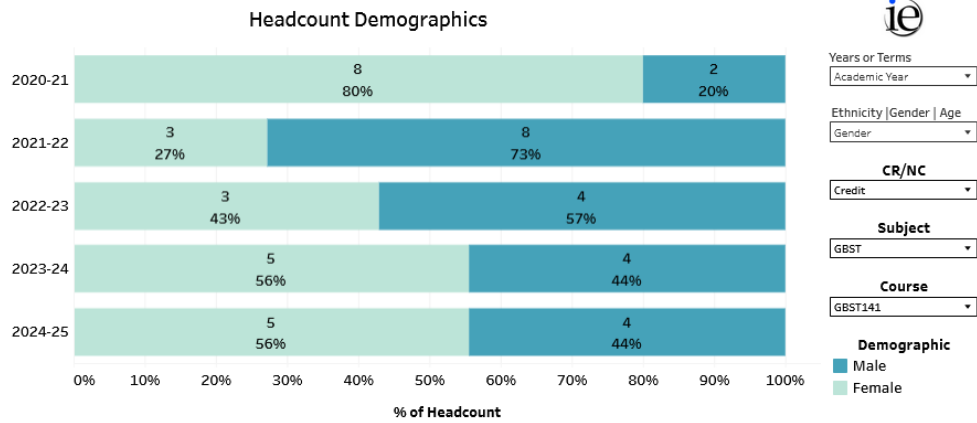
## PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



**Program Review: Enrollment & Headcount - Gender**

The gender demographics changed very little as shown on the table below.

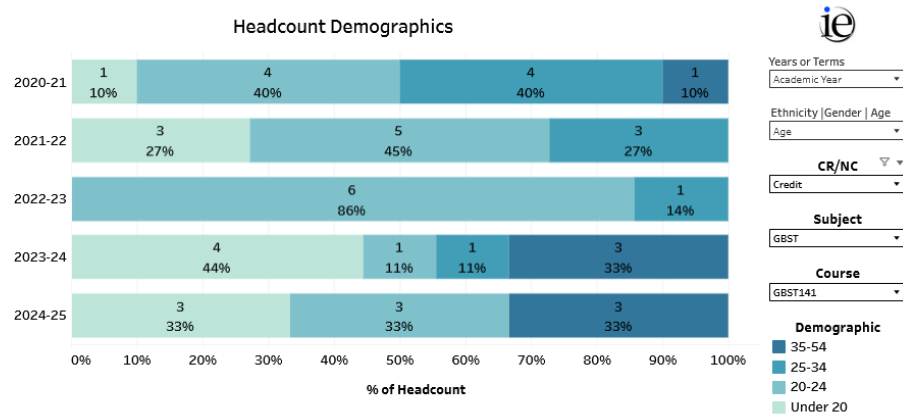
## PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



### Program Review: Enrollment & Headcount – Age

The demographic data related to age shows that there was a decrease in students that are aged under 20 and up to 34 years. There was an increase in students aged from 35 to 55+ (see table below).

## PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



- Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Looking through an equity lens, the Global Studies Program offers tremendous potential for students to see themselves, their histories, and their communities reflected in

academic inquiry. Yet the very students who could benefit most often face the steepest barriers. Based on my experiences, some of the challenges to student success include:

1. Unequal Academic Preparation – The Global Studies course emphasize some level of scientific reasoning, writing skills, academic literacy, critical reading, and quantitative skill which some students may be underprepared for.

2. Life Circumstances that Compete with Learning – Many of our students lead busy lives and have numerous responsibilities and insecurities.

3. Learning Disabilities – I have seen an increase in the number of students who either have or need academic accommodations for learning disabilities. Some students do not register with the LAP even though they would benefit from receiving academic accommodations.

4. Financial Barriers – Many students take online classes without the use of an actual computer. They can generally get by with their smartphones and iPads. However, with the adoption of the Respondus Monitor and LockDown Browser, some students are complaining that they are unable to use these programs because they do not have a computer with a camera.

3. What are your plans for change or *innovation*?

Hopefully the instructor will continue to develop and adopt new assignments that embrace multiple learning styles. For example, low-stakes in-class collaborative work to engage students and encourage participation could be used.

Hopefully the instructor will continue to use technology to remove barriers, expand access, and create more meaningful pathways for students. For example, OER materials should be used if available.

Hopefully the instructor will continue to develop assignments that make the field of Global Studies relevant to their students.

4. How will you *measure* the results of your plans to determine if they are successful?

Some measures of success for these changes and/or innovations include:

- Improved student success
- Improved student engagement
- Improved student retention
- Improved enrollment

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

The practices that could be used in DE courses to support/demonstrate regular and substantive interaction include:

- An active presence on discussion boards
- Class and individual emails
- Weekly Announcements that are predictable and supportive
- Timely and substantive feedback on assignments

**Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.**

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

n/a

2. Are there specific recommendations regarding the core topic responses from the validation team?

n/a

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

n/a

Program Review Signature Page:

*Brian Stokes*

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Program Review Lead

May 7, 2026

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Date

*Moni Millard*

[Monica Millard \(May 7, 2026 12:52:40 PDT\)](#)

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Program Dean

May 7, 2026

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Date



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Vice President, Academic Affairs

Jun 11, 2026

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Date












# 2026 Curriculum and Teaching Design - GBST

Final Audit Report

2026-06-12

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