

	Program Description	
	Department Name:	International/Global Studies
	Program Mission Statement:	Global Studies students will integrate information about the environment, cultures, histories, politics, arts, and economics of people around the world and develop the capacity to articulate their interdependence and interconnectedness. Grounded in a framework of cultural humility and appreciative inquiry, students will demonstrate cultural competence through the ability to interact effectively in international and multicultural settings based on an integrated understanding of global issues and perspectives
I.A.1	What is the Primary Focus of Your Program?	Transfer
I.A.2	Choose a Secondary Focus of Your Program.	Career Technical and Personal Enrichment
I.B.1	# Certificates of Achievement Awarded	none offered
I.B.2	# Certificates of Achievement-Advanced Awarded:	none offered
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	none offered
I.B.4	# AA and/or AS Degrees Awarded:	2
I.B.5.	Trends in # Degrees Awarded	Two AA degrees is the 5-year average. No changes have been made to

I.B.6.	Strategies to Increase Awards	Streamlining the units required for the Global Studies Certificate and adding more course options would make the certificate more attractive
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	N/A
I.C.2	CTE Programs: Labor Market Demand and Industry Trends :	N/A
I.D.1	Academic Services and Learning Resources: # Faculty Served	N/A
I.D.2	Academic Services and Learning Resources: # Students Served	N/A
I.D.3	Academic Services and Learning Resources: # Staff Served	N/A
I.E.1	Full Time Faculty (FTEF)	1.4 FTEF
I.E.2	# Student Employees	NONE
I.E.3	Full Time Load as a %	21.2%
I.E.4	# Staff Employees	None.
I.E.5	Changes in Employees/Resources	None.
	Enrollment	
II.A	Enrollment Trends	Enrollment declined from 745 in 2016-17 to 614 in 2017-18, and then increased to 675 in 2018-19. The five-year trend has shown a decline of just under 30%, with a nearly 36% decrease in sections offered. The increase from 2017-18 to 2018-19 is due largely to offering more courses online, including the core course for Global Studies majors (INTL 5), which have been strongly enrolled. It was a deliberate strategy to shift key courses online to both garner more enrollment and to make courses more accessible to more students.
II.B	Overall Success Rate	In the past three years overall success rates have declined from 75% to 73% to 69% in 2018-19. This last drop in particular, could be due to the increase in online enrollment and the higher attrition and lower success rates associated with online courses.

		<p>Another factor could be the lack of collaboration time between all instructors in this area to reflect, discuss, share and develop best practices for both face-to-face and online courses.</p> <p>We are requesting funding to compensate adjunct faculty for participation in professional development meetings. Full-time instructors will also be asked to participate in these meetings, and where appropriate, to lead these meetings.</p>
II.C	Changes Imposed by Internal/External Regulations	<p>The College policy of not scheduling course sections that do not meet the 80% fill rate has driven more of our course offerings online, as they tend to have stronger enrollment since they can draw from a wider pool of students. However, online courses still have greater attrition rates and can be more challenging for our “targeted” student population and low-income students who have historically had less access and experience with web-based instruction.</p> <p>This points to the need for greater professional development on effective, engaging, scaffolded online teaching strategies and practices to assure we are supporting are most vulnerable students.</p>
	Equity	In order to meet the goals within our State Equity Plan , Institutional Metrics , and Educational Master Plan , the following section asks you to reflect on questions focused on student equity to help inform our goals._
III.A.	Program Success	Can you share any events/program changes/successes that you would like to share relative to you equity efforts?
III.B.	Enrollment Trends	For 2018-19: African American = 4%, Filipinx = 9%, Latinx = 15%, PI = 0% TOTAL = 29%. The proportion of African American students is the same as the College’s, 3% higher enrollment of Filipinx students, and 9% lower than the College of Latinx students. These proportions in enrollment have remained relatively stable over the past five years.
III.C.	Success, Non-Success and Withdraw Rates	The Disproportionate Impact Tool (DIT) shows that our African American Students have the greatest challenges with a 27% equity gap, followed by our Latinx students with a 12% gap. (Note that our Filipinx students also had a 12% gap, but the DIT did not highlight this group, perhaps because the N was 58, compared to 103 for the Latinx

		<p>students.) When drilling down with the DIT, it seems evident that the “gap” for the department as a whole is heavily impacted by the gap that exists in particular courses. The disparities between classes, and even between different sections of the same course taught by different instructors, suggests that there is a need for “inter-instructor reliability” in the delivery of best practices for student success, particularly those that attend to the needs of our “targeted group” populations. A simple and direct strategy to address this issue is to provide <i>supported opportunities</i>, with compensation for our adjunct faculty, to gather with instructors of the same or similar courses for “horizontal”, in-house professional development in the sharing of best practices, with opportunities for shadowing/colleague observations, guest lectures to model specific practices, and simply collaboration time to engage in the reflection and enhancement portion of our Student Learning Outcome Assessment Cycle.</p>
III.D.	Equity Planning and Support	<p>Has equity work generated any need for resources? If, so what is your request?</p> <p>Yes. We request funding for four adjunct instructors to meet at least once per quarter for two hours with full-time instructors for in-house collaboration/professional development meetings, including participation in SLOACs.</p>
III.E.	Departmental Equity Planning and Progress	<p>Identify which of the following resources you need? How would the resource help?</p> <ul style="list-style-type: none"> • Professional Development – what areas? • Enhanced support for students • Departmental Collaborations • Best Practices • Coaching/Consultation • <p>All of the above could be achieved by having additional funding to support adjunct-faculty participation in departmental and interdepartmental collaborations that would include professional development through using the Student Learning Outcome Assessment Cycle; that is, meeting with colleagues to discuss the results of assessments, sharing of best practices, and consultations and coaching through collaborative cross-classroom observations and post-observation reflection and enhancement sessions.</p>

		We request funding for four adjunct instructors to meet at least once per quarter for two hours for in-house collaboration/professional development meetings, including participation in SLOACs.
III.F. Yes/No o Box	Assistance Needed to close Equity Gap	Yes. As noted in III.D above.
	Assessment Cycle	72.7%
IV.A	SLOAC Summary	Upon reflection on the efficacy of having particular SLOs that were either difficult to assess systematically, or were not necessary or central to the mastery of essential course content, some SLOs are now being consider for elimination so that greater focus can be given to other key outcomes and objectives.
IV.B	Assessment	TBD.
	Resource Requests	
V.A	Budget Trends	Over the past five years, a consequence of the ongoing budget crisis during this period and the reduction of full-time faculty through non-replacement of vacancies, and the establishment of the 80% fill rate standard, has necessarily reduced our FTEF and the number of sections we offer students.
V.B	Funding Impact on Enrollment Trends	Describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: For INTL this has meant an almost 36% reduction in sections offered for students, resulting in a 29.2% decrease in student enrollment. Our INTL productivity level of 644, and the wait lists we have for certain courses, means that we could add additional sections to meet existing student demand and capture enrollment and still be above 550 in productivity.
V.C.1	Faculty Position(s) Needed	None Needed Unless Vacancy
V.C.2	Justification for Faculty Position(s):	N/A
V.D.1	Staff Position(s) Needed	N/A
V.D.2	Justification for Staff Position(s):	N/A
V.E	Equipment Requests	None.
V.F	Facility Request	None.

V.G	Other Needed Resources	See below.
V.H.1	Staff Development Needs	We request funding for four adjunct instructors to meet at least once per quarter for two hours with full-time instructors for in-house collaboration/professional development meetings, including participation in SLOACs.
V.H.2	Staff Development Needs Justification	Please refer to multiple explanations/justifications above and in the dean's summary.
VI.	Closing the Loop	The impact of utilizing the additional resources we receive will be a key agenda topic at our quarterly faculty half-day retreats and at specific department meetings focused on conducting formative assessments of program/resource effectiveness related to increased student success, reduction of the equity gap, and student enrollment and retention. Meeting together to look at our SLO assessments as a starting point for reflecting on specific practices will be the focus of quarterly faculty meetings.
	Submitted by:	Edmundo Norte, norteedmundo@fhda.edu , Ext. 8443
	Last Updated:	February 2020