International Studies
Program Review

2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

Instructions:
- *Provide a brief status of initiatives created last year that did not require funding. Include an explanation of what changes occurred (i.e. in student learning) as a result of those initiatives.*
- *Provide a brief status of initiatives created last year that required funding. For those that were funded, what changes occurred (i.e. in student learning) as a result of the initiatives/funding.*

Last Year's Initiatives:

Initiatives that Did Not Require Funding:

2012-2013 Initiatives

Initiative (3) Avoiding major initiatives, with short deadlines, in the middle of the semester

Projects such as preparing the SLOs and Program Reviews this semester, exhaust the faculty-especially in programs such as Global and International Studies, economics, and political science-with no, 1.5 or 2.5 full-time faculty members respectively-and keep them from adequately preparing for their classes. This, in turn, will affect the class environment and lead to less efficiency. Requiring the faculty to complete such time-consuming projects and, then, having students evaluate them based on how soon class projects are graded and returned, does not seem to be fair.

The situation in this respect has improved, to a degree. Nonetheless, this semester I have spent over 40 hours preparing this report. Therefore, I still do not feel prepared for my classes the way I used to be. When teaching courses covering Economics, American Government, International Relations and Global Studies, anything happening in the world will be directly related to what one teaches in class. This requires several hours of current event study on a daily basis, not to mention keeping up with the rapidly changing fields of study. This problem is exacerbated by the shortage of the d2l technical staff.

Initiative (4) More functional heating/cooling systems, in both faculty offices and classrooms
This was a division-wide initiative. Its status should be determined during the division meeting.

Initiative (5) Avoid regularly switching instructors' classrooms with different technical equipment
This will affect the quality of teaching and, therefore, our efficiency rates. Consequently, it should be avoided as much as possible. **When asking students to evaluate how effective and instructor's teaching approaches are, attention should be paid to which classroom the instructor is teaching in.**
For courses such as Economics, MCW 110 and 113 are ideal. When in those classes, I used to use one screen for power point and simultaneously used the camera for drawing graphs or doing computation. In addition, the layout of these classes allowed direct eye contact with all students all the time. Last semester, I was

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assigned a classroom in the Theater which was designed for music classes. The white board had horizontal lines for writing music notes and did seriously interfere with the clarity of the graphs I was drawing on the board. Also, with the screen lowered for power point, the two small portions of the white board were not sufficient at all for writing, drawing or computation. Therefore, I had to ask students to turn back 180° to see the white board right behind them. Needless to say, that white board was also horizontally lined. That classroom also was equipped with an Apple computer while I have always used PC. Nonetheless, the classroom was at least a smart classroom allowing me to use the camera, when needed.

This semester, I am assigned a classroom that really is not meant to be a classroom. MAC 202 has rows consisting of 16 students. When turning to talk to students to the right, students on the left side feel left out. Students to the left and right of the front rows and some in the back cannot see the entire screen. Some do not see one side and others the lower part of the screen.   This classroom does have a projector but it is not a smart classroom. In addition, since the beginning of the semester the screen has been changed twice, without previous warning, causing the power point material and film images to go beyond the span of the screen.

Initiative: Create AA Degree in Political Science

This initiative has been completed.

Initiative: Increase partnerships between program faculty and student support services

We've had speakers from student support services (SSS) visit our classes, we've given students extra credit for participating in SSS activities, we've increased advertisement of SSS, and we've promoted the Reading and Writing Center extensively in many of our courses. In some classes we have increased our coordination with the Tutoring Center through the SI program. Additional coordination with other faculty, who teach the nearly 100 courses in this discipline, as well as with the counselors and the Global Studies Programs at UCSB, UOP and others, require College assistance as requested under the initiatives requiring funding.

Initiative: Increase focus on Hispanic and ethnic minority students in curriculum and course offerings

This initiative is a campus-wide initiative. For our part we have increased the focus on Hispanic and ethnic minority students in curriculum and course offerings. One of our faculty (Dr. Corinna McKoy) was placed on the Title V Velocidad advisory board, Dr. Porter created a learning community with an English course focused on the theme of immigration, and Dr. Nasri keeps offering our course on globalization. As a result, our program's retention rate for Hispanic students is one percentage point higher than the college average. And, our program's success rate for Hispanic students is nine percentage points higher than the college average.

FY 12, Initiative 7 – Lowering the district's 650 WSCH Ratio to the original figure of 550—was out of our control and not acted upon by administration.

Initiative: Lowering the district's 650 WSCH Ratio to the original figure of 550.

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Due to their nature, political science, international relations, global studies and economics are subjects that undergo massive daily changes that require the faculty to spend many hours a day to keep themselves informed of what goes on in order to be able to make lectures relevant to the daily changes that occur in these areas and make the subject meaningful and interesting for students. This initiative, however, has not been addressed.

Initiatives with Funding Needed:

2012-2013 Initiatives
Initiative ID – INTL STUD 1301: Re-instate the position of the Administrator/Director of the International Studies Program
Despite the overwhelming support of the division, no action has been taken on this initiative.

Initiative ID – INTL STUD 1302
2: Improve technical/clerical support for the faculty so that they will be relieved from excess administrative tasks, such as portions of the program review process, therefore allowing faculty to spend their time preparing for their classes. Ensure that faculty has working technology in their offices and classrooms and supportive staff in order to help them teach more effectively.

Not much improvements have been made in this area.

Initiative: Increase administrative support for learning communities, service learning classes, internships, campus clubs, and the International Studies major

No changes have taken place in these areas.

Initiative: Get better data to measure student success and retention. This might require incorporating these types of questions into student evaluations or some type of across campus survey more

No changes have been made in this area.

Initiative: Lowering the district's 650 WSCH Ratio to the original figure of 550.
Initiative: INTL STUD-
Links to Finding 1
Benefits: Allows for smaller class sizes which will increase the quality of education. More accurately reflects the amount of time faculty members have to spend preparing for classes. This also leaves more time for promoting the program.

No changes have been made in this area.

 Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

Instructions: Provide any updates/accomplishments pertaining to Student Success or Operating Goals you created last year (see your last year's program review). The goals will not be continued in this same manner, but we want to provide faculty

and staff the opportunity to provide any updates/accomplishments that may have taken place since last year.

There are two courses in this major which are required for all sub-majors in this area:

1. Comparative Politics- There has been a major improvement in the retention and success rates in this course. The retention and success rates for this course leaped from 66% and 48% in FY12 to 90% and 74% respectively in FY13.
2. International Relations-There was also a major improvement in retention and success rates in this course from FY11 to FY12. These rates increased from 86% and 63% to 88% and 73% respectively during this period. These very high rates were maintained during FY13.
   In FY13 the retention and success rates in both of the above classes were better than those for the college in FY13 or the average of the three preceding years for the entire college.
   It is important to note that these achievements were made at the same time that we started to offer both of these courses online.

Section II - Description

A. Description of Program/Department

The International Studies Program at Ventura College provides students with the foundation and intermediate education to introduce students to the historical background, present day developments, and theoretical skills, necessary for analyzing and understanding events taking place in our world and appraising the potential future consequences of our current global actions. International Studies consists of problems of security, development, ethnic conflict, human rights, health, and the environment are increasingly confronted at a global rather than a national level. Political events, economic, and military events throughout the world impact our lives with the rapidness of our high speed modern communication. As the global exchange of awareness increases there is an equally increasing demand for International Studies graduates. This program offers a diverse and interdisciplinary curriculum allowing students to choose one of the following areas of emphasis: African Studies, Asian Studies, Business and Economics, Communication/Literature/Arts, European/Western World, International Politics and Diplomacy, and Latin American/American Studies. Students graduating with an International Studies Associate Arts degree are seeing an increasing demand. Universities have been increasing their offerings of International Studies majors to meet the growing demand for students that are educated with a global perspective. This major prepares students for transferring to International Studies programs at four-year colleges and universities. For those students not choosing to major in International Studies this program offers a strong foundation in basic global knowledge which today is a prerequisite for conducting business in most successful enterprises, and helps those students prepare for related occupational and vocational opportunities which are rapidly growing in this area.

Degrees/Certificates

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A political science faculty coordinates Ventura College's International Studies AA Degree. Program's courses are designed to articulate to UC and CSU for transfer students. Nearly all of the close to 100 courses in this major are UC and CSU transferable and we have maintained our transfer agreement with the Global and International Studies Program at UCSB and the University of the Pacific. Despite the elimination of the position of the Director of the International Studies Program many years ago, one faculty member has been taking care of the basic administrative work in this major. **It is important to note that, for the past four years, this major has not cost VC anything, as the two core required courses are also core required courses for the Political Science Major.** In the meantime, this Major brings more prestige to the college and allows those students interested in majoring in this area to do so. If cancelled, it will be highly unlikely that anyone else will take the initiative to re-instate it. However, if allowed to continue in this form, in the future when more funding is available, it can be resuscitated in the form it was four or five years ago.

B. **Program/Department Significant Events (Strengths and Successes), and Accomplishments**
   Instructions:
   - *What has changed over the past year (i.e. faculty, degrees/certificates, curriculum, etc.)?*
   - *What is impacting the program now?*

   Ventura College's International Studies program remains one of the most comprehensive and interdisciplinary programs offered at any community college in California, with transfer agreements with UCSB and UOP. The political science faculty offers the two core courses in the major both in class and online. The faculty member in charge of the program has recently been appointed both as a senior international consultant at Capitol Education, one of the biggest internship organizations in D.C., and the Advisory Board of The Interdisciplinary Center of Politics, Business, and Economics at the University of CEMA in Argentina. This will allow VC to re-consider the **VC-DC internship program** proposed but not adopted due to the bad financial situation. This faculty member is also a Consultant to the Nuclear Age Peace Foundation, providing internship opportunities to our students in areas related to international affairs. In the past, this connection allowed this faculty member to take a many students to $250 per plate events for free. In these events our students met and took pictures with **Walter Cronkite, Dezmond Tutu, Daniel Ellsberg** and others. In addition, through the separate but related Model United Nations program, many of our students did participate in the **Harvard University Model United Nations Simulation in Boston and the same program in the United Nations Building in New York.**

C. **Criteria Used for Admission**
   None

D. **College Vision**
   Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

E. **College Mission**

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At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

F. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access

- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

G.   Organizational Structure

President: Dr. Greg Gillespie
Executive Vice President: Dr. Daniel Seymore
Dean: Dr. Gwendolyn Lewis Huddleston
Department Chair: Mayo de la Rocha
Faculty/Staff:

Name	Nasri, Farzeen
Classification	Professor
Year Hired	1989
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A., M.A., Ph.D.

Name	Porter, Robert M.
Classification	Professor
Year Hired	1997
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A., Ph.D.

Name	McKoy, Corinna, R.
Classification	Assistant Professor
Year Hired	2011
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A., M.A., Ph.D.

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Section IIIa – Data and Analysis

A. SLO Data

Instructions:

Provide highlights of what you learned last year in your assessments and discussions.

Last year the retention rate in the program was 89% of whom 74% received a grade of "C" or better. Last year's initiatives included promoting more student collaboration, forming more study groups, and stating grading criteria more explicitly.

- *Provide highlights of some of the changes made as a result of the assessments and discussions.*

  Faculty has started working more with student support services as well as integrating writing assignments more regularly by forming learning communities with English courses. Faculty also has started to coordinate with the Tutoring Center by using the SI program in their classes.

- *How did the changes affect student learning – or how do you anticipate that they will?*

  Students became more aware of how to access services on campus and learned material better because of more writing-intensive activities in class. In the classes participating in the SI program, the retention and success rates increased.

- *Based on what you learned, what initiatives requiring resources could you develop (or have you developed) to improve student learning? Explain briefly. Initiatives need to be entered in more detail in Section V.*

  These are the same initiatives proposed last year that have not been addressed yet. Also expand the SI program in more classes. Make similar services available for online classes.

- *What are the most significant initiatives not requiring resources you could (or have developed) to improve student learning? Explain briefly. Initiative(s) need to be entered in more detail in Section V.*

  Publicize the Major more as students, generally speaking, are not aware of such a program. **As a matter of fact, currently this major is not even listed under the Academic Programs of Ventura College.** Most students interested in this Major, therefore, could not select it because they thought the College was not offering it. I have a third year student in one of my classes, this semester, who finds himself in exactly the same situation. In addition, there has to be more publicizing of the program in classes, and through more contact with the counseling staff.

- *Comment on the status of your SLO rotational plan, mapping, and other TracDat work.*

  No CSLOs, PSLOs, or ISLOs required this semester. ISLO #2, PSLO2 and CLSO 2 will be required in both classes next semester.

- *Course, program, and institutional SLO assessments – Provide highlights of what you learned this year in your analysis and program-level discussions of SLO data, what changes were made as a result of that analysis and/or discussion, and how the changes affected student learning. Attach appropriate course, program, and institutional SLO assessment reports from TracDat. Contact Sandy Hajas or Rachel Marchioni for assistance in accessing/printing these reports.*

- See comments above.

- *What major initiative(s) would you like to develop based on what you have learned? Enter those requiring resources in Section V. Initiatives not requiring resources will be maintained through TracDat and are not required here.*

  See Section V

A. Performance Data

B.   Retention – Program and Course Performance Data

    1.   Retention – Program and Course

        Instructions:

        Retention refers to the number/percentage of students completing the class.

- *How does your program's retention rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.*

  In FY13, the International Studies Program's retention rate was 89%. This is three (3) points higher than the college's FY rate of 86%.

- *In looking at your program's retention rate over the past three years, is there a trend? If so, explain.*

  Yes. The retention rate that was in the range of 77-80% during the preceding three years, reached 89% during the FY12.   This indicates a greater success (via teaching styles, curriculum choices, textbook choices, assignment design, and student mentorship) of keeping students engaged and thus enrolled in our courses.

- *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in retention for certain groups of students?   Also, is the retention going down for certain groups? If there are gaps, what might be done to address them?*

  Our retention rates by ethnicity & race illustrate that in FY13, the International Studies Program's retention rates for Hispanic and white students were 88% and 94% respectively. For the African American students, the retention rate was 71%. With only 7 students in the last category, the statistics are not reliable. The retention rate for white and Hispanic students is higher in this program than the College's retention rates. For Filipino and Other, the retention rates largely match those of the College's. Retention is slightly lower for African American and Asian students but data does not suggest that this is a long term trend. The success rates for the Hispanic and white students were 67% and 87% respectively. For the African American students, the success rate was 71%. Because of the low number of students in this category (7), the relevant statistics are not reliable.

- *Do your retention rates meet your expectations? Are there areas that need improvement?*

  With retention rates that were almost steady during the three previous years and dramatically rising last year, the latter above the college's three year average, we have met our expectations, and will continue to employ existing strategies (listed above) to meet such high rates of retention. **Looking at these figures, it is important to note that these accomplishments have been reached while both of the core courses in this major are taught online as well. The online courses have much higher drop rates.**

- *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.*

  -Improvement of technical/administrative support for the faculty enables us to not only maintain high rates of efficiency but student retention via improved engagement and mentorship. Lack of adequate technical assistance for the online classes, especially at the start of the semester, is a major reason for students dropping the course.

  -Increase College support for internships, campus clubs, the International Studies Major, Learning Communities, and service learning classes. These types of "best practices" are related to higher retention and success rates.

  -Allow for smaller class sizes which increase the quality of education and retention.

  -Maintain partnerships between program faculty and student support services.

2. **Success – Program and Course**
   Instructions:
   Success refers to the number/percentage of students who pass the class with a grade of C or better or a "pass."
   - *How does your program's success rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.*

   The success rate in this program was 75% in 2010, went lower in 2011 and 2012-when both core courses became available online-and reached 74% in 2013, which is above the college's three year average of 71%. Comparing the figures in this major with those of the college three-year average may not be appropriate because:
   1. Both of the core courses in this major are offered on line as well.
   2. These courses require unusual amount of reading and writing.
   3. The depth of international knowledge of students entering college is exceptionally low.
   - *In looking at your program's success rate over the past three years, is there a trend?*

   The trend dipped when online versions of the two core courses were introduced. At 74% in FY13, it is 3 percentage points above the college's three year average of 71%.
   - *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in success for certain groups of students? Also, is the success rate going down for certain groups? If there are gaps, what might be done to address them?*

   The success rate for white students (87%) is higher than that of the Hispanic students (67%) in this major. In general there are a number of factors that lead to a lower success rate for the Hispanic students. Among them are family support, financial problems, cultural issues, lower level of preparation, role models, etc. At the same time, some of my most brilliant students are Hispanic. Most of the above factors also relate to the African American students.
   - *Do your success rates at the program and college level meet your expectations? Are there areas that need improvement?*

   With the success rate of 74% in 2013, which is 3 percentage points higher than the college three-year average, keeping in mind that we offer both of these courses online, the success rate exceeds our expectations.
   - *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V. How does your program's success rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.*
   - With the success rate of 74% in 2013, which is 3 percentage points higher than the college three-year average, keeping in mind that we offer both of these courses online, the success rate exceeds our expectations.
   - *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in success for certain groups of students? Also, is the success rate going down for certain groups? If there are gaps, what might be done to address them?*

   -Success rate for Hispanic students in 2013 was 67% compared with 87% for white students.

   -In addition to the factors explained above, many students with financial problems, simply discontinue the course after the census, therefore, affecting the success rate in their categories. Some of the better students, experiencing financial hardship, also drop their courses during the semester, as soon as they find a job.

- *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.*
  -Provide more scholarships and make more textbooks available through the Lending Library.
  -Provide more smart classrooms.
  -Provide rooms that are meant to be classrooms.
  -Provide rooms with easily moveable desks and chairs to support "flipped" classes and learning community classes that focus on student engagement.
  -Improvement of technical/administrative support for the faculty enables us to not only maintain high rates of efficiency but student retention via improved engagement and mentorship.
  -Increase College support for the International Studies Major, Internships, campus clubs, the Learning Communities, and service learning classes. These types of "best practices" are related to higher retention and success rates.
  -Allow for smaller class sizes which increase the quality of education and retention.
  -Maintain partnerships between program faculty and student support services.
  -We will explain initiatives in more detail elsewhere.

3. **Program Completion – for "Programs" with Degrees/Certificates Only**
   Instructions:
   Completion refers to the number of students in the program receiving degrees and/or certificates. The Executive Team uses these data in creating its annual Planning Parameters. Are the numbers of degrees AND certificates (look at separately) awarded over the last four years increasing, decreasing, or staying about the same?
   I have not been provided with the relevant data but, based on my own recollection, the number of graduates in this program was increasing annually since its inception. The earliest figure provided by the College indicates that in 2009 this major awarded 5 degrees. Since that year the number of degrees awarded has declined. This decline is in main part due to the fact that the position of the Administrator/Director of the program was eliminated when the Social Science Division was placed under the Science dean. This position was never re-instated. **Therefore, yearly comparisons of data in this Major is not fair as the circumstances of the program, consisting of over 100 courses in almost all the disciplines offered at VC, was not the same before and after that position was eliminated.** I will discuss the functions of the Administrator/Director of this program later.

   In looking at the disaggregated data for completion over the past four years, are there gaps in success for certain groups of students? Also, is the completion rate going down for certain groups? If there are gaps, what might be done to address them?
   Due to the small number of graduates, and based on the law of small numbers, such comparisons will not be accurate. Just looking at the numbers, though, there were no female or African American students among the degree recipients since 2010. Two white male and one Hispanic male graduated in this major in 2010. In the following years only Hispanic male students have received degrees in this major.

Do the completion rates meet your expectations? Why or why not?
For a major that is one of the fastest growing programs at UCSB, with several hundred students majoring in it, such graduation rates are not at all acceptable. This major is also extremely popular in

other institutions of higher learning. For example, at the University of the Pacific, with whom we have transfer agreement, **even students in the Department of Dentistry are encouraged to develop some background in Global Studies.** For the past four or five years, one of our faculty members has been the care taker of this program, with no compensation. **Since this major does not cost the college anything, eliminating it will only result in negatively affecting the prestige of the college and deny our students the opportunity to study and transfer in this extremely important area of study.** Like any other organization, the College has two choices. One is to stop supporting many of its innovative programs and let them die, or make a small investment and substantially increase the chance of success of our students in the future. So far, the College has eliminated three very successful programs that I created and directed at substantial personal cost to me.   These are:

1. The very successful **Internship Programs in Economics, Political Science and International Relations**. This program provided internship opportunities to our students. In several cases this program landed good jobs for our students.

2. The very famous **VC's Lecture Series**. This program brought 24 famous national and international speakers, and between 250 and 600 members of the community, to the College theater every other month for five years.

3. **The Model United Nations Program**, supported by the political science faculty, took 16 students to Boston to participate in the Harvard University's MUN simulation and another group to the United Nations Headquarters in New York to participate in their MUN simulation.

4. **Now there is a talk of eliminating the International Studies major at VC**. Our Global and International Studies Major is **one of the most comprehensive and interdisciplinary programs in existence at any California community college**. **Once envied by SBCC, this program now is on its way to elimination, while SBCC has expanded its Global Studies Program and created a Middle East Studies Major as well.**

The other approach is to provide a minimal support for these programs and help them become more successful. It is of utmost importance to note that **eliminating a program, such as the Global and International Studies, is very easy. Reviving the program in this shape, after closing it, may prove to be impossible.**

What should be the goal for program completion? NOTE: ACCJC, our accrediting commission, has advised colleges that visiting teams will now be looking for program and institution-set standards for completion.

As explained before, this major is not like any other major at VC. **This major does not cost the college anything and eliminating it will not decrease the number of courses taught.** This program simply provides added opportunities for our students. **In case, the position of the director/administrator of this program is re-instated, the number of graduates in this program will well surpass the four-year goal of the college, as it was doing at the outset.**

What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V and need to include a goal/performance indicator (i.e. Program completion will increase by 10% over the next 3 years).

Serious attempt should be made to advertise this program on campus. At the present, students checking under Global Studies or International Studies in the VC banner do not even see this major as an option. Prior to the elimination of the position of the director/administrator of this program, the program director had at least two meetings with the counseling staff every year. At that time flyers about the program were posted all over the campus and in classrooms. In addition, faculty members campus-wide were contacted to help advertise the program in their classes. **This is another reason why**

there is a need for an administrator/director of the program, as it was envisioned from the beginning when the program was put together. It is also important to note that this major has been put together in such a way that students majoring in a different field may also complete its requirements, only by selecting their elective courses from the required courses in this major. This means that the counseling staff can also be very helpful in introducing the major to our new students. As the program was initially envisioned, **the administrator of the program was in contact with local high schools to encourage the transferring students to consider this major.** This can happen in the future as well. **In this semester there are 5 students majoring in this field in my classes alone.**

Programs that have awarded fewer than 12 certificates or degrees over the past four years may be placed on possible discontinuance. If this is the situation for your program, what changes can be made to increase the number? (i.e., Is it possible to combine programs in your area? Does the curriculum need updating?, etc.). In general, what can be done to increase the number of degrees and certificates awarded?

No changes in this program is needed, except for the fact that a vast program such as this requires an administrator, as is the case everywhere else. **In the meantime, a small group of faculty members with background in Global and International Studies can join hands in handling some of the responsibilities of the administrator, before this position is re-instated.**

C. Operating Data

1. **Demographics - Program and Course**
   Instructions:
   Demographics refer to the students enrolled in the program/course.
   - *What does the data indicate/say about the students enrolled in the program/course? (Provide a **very brief summary**).*
     - This major has been very popular with the Hispanic students.
   - *How do your students compare to the college demographics? Is there a significant difference? What trends/changes do you see over the past three years?*
     - Due to small numbers, comparisons will not be meaningful.
   - *Is there a need to diversify the program in terms of age, gender or ethnicity?*
     - No significant gaps or disparities exist in terms of ethnicity/race or gender, therefore no need for targeted diversification strategies.
   - *What initiative(s) could you develop based on what you have learned from the data or other information? Explain briefly. Initiatives to be entered in more detail in Section V.*
     - Continuation of existing practices including:
       -Re-instate the position of the Administrator/Director of the Global and International Studies.
       -Increase College support for internships, campus clubs, and the International Studies Major.
       -Increase technical help especially for the online programs
       - Allow for smaller class sizes which increase the quality of education and retention for students across race/ethnicity, gender and age.
       -Maintain partnerships between program faculty and student support services.

2. **Budget**
   Instructions:

- *Review of summarized budget information is required. The yellow and blue sections of your budget data provide summaries. Detail data is provided if you want to see additional information; however, reviewing the backup data is not required. Check the boxes below if you have no further comments to make.*
- *Have there been any significant changes in the budget over the past three years? Have these changes had a positive or negative effect on student learning? If additional funds are needed, explain why. Initiatives will be required to be noted in more detail in Section V.*
    - Re-instating the position of the Administrator/Director of the Global and International Studies.
    - A significant change over the past three years was the hiring of our excellent new full-time faculty member, Dr. Corinna McKoy. She is helping our program and active in promoting student learning.
- *(Requests for contract/full time faculty or classified staff should be addressed in the resource section on the next page.)*
- *Please check the appropriate box below then provide your summary beginning on the next line.*

   x☐ Program members have reviewed the budget data.
   x☐ No comments or requests to make about the budget

   No major changes in budget between FY 2012 and FY 2013.

3. **Productivity – Program and Course**
   Instructions:
   Productivity is based on the number of student contact hours that a faculty member teaches per week. The typical productivity factor is 525 (35 students/class x 5 classes x 3 hours per week = 525). Our overall college productivity goal for 2013-2014 is 530. Your analysis here should pertain to the number of students enrolled in your courses as that number relates to the program's productivity goal.

   Are courses filling to the college productivity goal for your program? If that goal is inaccurate, what should the program and/or department productivity level be? How many students should be in each course? Are any of the productivity goals at the course level inaccurate? If so, what should they be?

   See the productivity chart included in your data packet to help you determine the appropriate productivity level for your program/courses.
   - *Do the enrollment/productivity ratios meet your expectations for the program as a whole? Do the enrollment/productivity ratios meet your expectations for individual courses? Why or why not?*
        -This program does not have a faculty of its own. Both core courses are offered by the Political Science faculty. Below is the information from the Political Science Department:
        -The Political Science Program's Annual WSCH Ratio is 615 in FY 13. This is 90 points higher than the typical productivity factor (as discussed above), and 85 points higher than the College's overall productivity goal for 2013-2014. Accordingly, our enrollment/productivity ratios do meet our expectations.
        -When using the alternate calculation formula for productivity (as instructed in an email sent to Department Chairs), the Political Science Program's results are as follows for FY 13.

- FT Faculty/Total Faculty WSCH scores
- Political Science FT Faculty FY 13: 2.12/4= 53%
- Political Science PT Faculty+ XL Faculty FY 13: 1.88/4=47%.
- College average score for FY 13 is 42.4% so for both FT Faculty as well as Part Time & Extra Large class Faculty, our scores are higher than the Colleges.

- *How can you improve the performance overall or in some courses if they do not meet your expectations? (For example, at the course level, do some courses need to be offered or scheduled differently to try to increase enrollment?)*

    -Keep some sections smaller, at about 30 students, so that faculty can have students write more, thus improving their ability to learn material more thoroughly. Balance this out with extra large sections for faculty who have students write less so that the averages add up.

    -Provision of more sections, smaller classes, Learning Communities courses, and more courses.

What initiative(s) could you like to develop based on what you have learned? Explain briefly. Initiatives will be required to be noted in more detail in Section V.

    -Improvement of technical/administrative support for the faculty enables us to not only maintain high rates of productivity but improve it.

    -Increase College support for the International Studies Major, internships, campus clubs, learning Communities, and service learning classes.

    -Allow for more sections of a smaller class size which maintains productivity while increasing the quality of education and retention.

    -Maintain partnerships between program faculty and student support services.

D.   Resources

1.   Faculty

Instructions: RP

- *How does your program/department's Full Time Equivalent Faculty (FTEF) compare to the college? (trends and ratios)*

    -This program does not have a faculty of its own. The two core courses in this major are taught by the Political Science faculty. Here is the info from the Political Science Department.

    -Dividing the FT faculty with the Total Faculty for our program works out as follows:

    -FY10: 3.24; FY11: 2.74; FY12: 1.68; Three year average FTEF: 2.55 FY 13 = 1.88

    -Not sure how this data is related to the data provided under WSCH by College Year, where the FTEFx and FT FTE data is located.

- *Have there been any significant changes in (FTEF) for part and/or full time faculty over the last three years? If so, what are the effects of these changes?*

    We hired another full time faculty member.

- *Does your area have difficulty finding hourly instructors?*

    Yes, for certain courses.

- *Is the program lacking faculty with a particular specialty?*

While our full-time faculty can teach across our range of courses, many of our part-time faculty are only trained to teach American Government.

- *Are there any specific accreditation requirements for FT faculty?*
    No.
- *What contract faculty member(s) (if any) will you be requesting based on what you have learned? Explain briefly. Requests need to be entered in more detail in Section V.*
    No requests at this time.

2. **Classified Staff**
    Instructions:
    - *Have there been changes in the number of classified staff in the program/department over the <u>last three years</u>?*
    - *What has been the effect of decreases/increases in classified staff on the program or department?*
    - *What classified positions (if any) will you be requesting based on the data/numbers/changes in program/department? Explain briefly. Requests need to be entered in more detail in Section V.*

3. **Inventory**
    Instructions:
    In the last year, a complete inventory has been taken of all college equipment. Detailed inventory lists, by room, are now available for your review. If you are requesting equipment, you need to review the inventory list and explain whether or not it is accurate. If you have any questions pertaining to inventory lists, please contact Dave Keebler.
    - *What equipment requests are you making (if any) to ensure that the program/department has functional, current, and otherwise adequate inventory to maintain a quality learning environment? Is the current equipment aging and need replacement or is new equipment needed? Is ongoing maintenance required for some equipment? If so explain. Requests need to be entered in more detail in Section V.*
    -Need classrooms that support student engagement. Chairs/tables need to be movable into multiple different formats so students can work together on writing projects, in teams doing interactive assignments, etc. Faculty need to have regular maintenance/updates on their computers and printers in offices.
    -Audio and video equipment in classrooms should function well. Otherwise, class content cannot be taught as planned (for example, when a documentary cannot be aired from which subsequent class analysis and group work is based upon the watching of the documentary).
    -Any equipment changes should be brought to the attention of the instructors teaching in those classes. Otherwise, the faculty will find themselves in a situation where they cannot use the material they have prepared for the class, due to those changes-such as screens with different sizes.

4. **Facilities or other Resource Requests**
    Instructions:
    - *Is your program/department making any other requests for resources, including for facilities?*
    -Yes. We would like to request more rooms be made available with moving chairs and tables so that faculty can promote more student engagement in the classroom.
    -We need all classrooms to be smart classrooms.
    -MAC 202 should be re-arranged. It is very difficult to teach in that classroom.
    - *Initiatives will be entered in more detail in Section V.*

- *Note: Any safety issues need to be reported immediately and not wait for program review. Safety issues may be reported here in addition to being reported to the dean.*

5. **Combined Initiatives**
Instructions:
Does your program have any combined initiatives that address more than one data element? If so, explain and enter the initiative with more detail in Section V.
--Yes. This major is interdisciplinary and covers over 100 courses across the disciplines.
--Yes. We are working closely with the English Department to promote learning communities as well as reading and writing across the curriculum.
--We also have a course within the Environmental Sciences and Resource Management program, POLS V12 (Environmental Policy and Natural Resource Development).

E. **Other Program/Department Data**
Instructions: RP
- *Does the program/department have any other data from any other source (i.e., program generated, state generated, program accreditation, advisory committee, etc.) that should be reviewed/discussed in this program review?*
- Yes, we have data from external sources emphasizing the importance of the Global and International Studies Major and employment opportunities for the students majoring in it. (See attachment #1, 2, 3, 4, and 5)
- *What does the data indicate about the students, student performance, or any other aspect of the program?*
-In terms of the breath of our program, as well as transfer agreement with the Global and International Studies program at UCSB, **our program is unique. For example, in the past, our students could transfer 12 required units to the Global and International Studies Program at UCSB while SBCC students could do only 10 units.**
- -We also have a transfer agreement with the University of the Pacific.

- *Does the data encourages or gives you cause for concern?*
The data encourages me that learning communities may be a way to increase student success and retention, especially among Hispanic students. However, the lack of stronger support for learning communities over the past few years concerns me.
-
- *Does the data meet your expectations? Why or why not?*
- **It is clear that this satisfies my expectations.**

- *What initiative(s) could you develop based on what you have learned from the data. Explain briefly. Initiative to be entered in more detail in Section V.*
-Publicize the program on campus further.
-Request some support for the Program from the College.
- *Provide the data in an attachment or provide an online link.*
    (See Attachments 1, 2, 3, 4, and 5)

2013-2014

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

Instructions: Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding? If so, please explain and enter it as an initiative with more detail in Section V. Such goals may include:

- *Innovation*
- *Legislation*
- *Regulations*
- *Industry Standards*

- *New Technology*
- *Professional Development*
- *Advisory Committee Recommendatio*

> The Program requests support for re-instating the following very successful programs that were cut before, due to no support:
> 1. The position of the Administrator/Director of the Global and International Studies Program
> 2. VC's famed Lecture Series
> 3. The Internship Program
> 4. The Model United Nations course, and related simulation

Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)

Instructions:

Complete the Rubric for Instructional Program Vitality (Appendix C or D) created by the Academic Senate. It is a tool for further self-evaluation of your program. This rubric will be used in conjunction with (not in place of) resource requests and provide further input for any programs being considered for program discontinuance. This form must be submitted with your program review document. Answer the following question after completing the rubric:

- *What is your score?*
  > 26

What does that score mean to you?

> As it pertains to the core courses in this Program, we are doing well in terms of student success, retention and the trend.

Section V - Initiatives

Instructions:

Please list your initiatives below, including any you are carrying forward from prior years. Add as many as needed. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

R = Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.)
H = High – Approximately 1/3 of the total program/department/division's initiatives by resource category
M = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category
L = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

Begin listing your initiatives here, including any you are carrying forward from prior years. Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section

2013-2014

Initiative: Re-instate the position of the Administrator/Director of the International Studies Program

Initiative ID – INTL STUD 1301
Link to Data: Increase the number of students selecting this Major and receiving a degree
Expected Benefits: Save and expand this vital area of education that contributes immensely to the job opportunities for our students in the future.
Goal: Keep the Program up-to-date, run the many components of the Program and publicize it.
Performance Indicator: Increase the number of students majoring in the Program by 20% a year within the next four years. Increase the number of students graduating in the Major within the next four years by two every year-3, 5, 7, 9.
Timeline: See above.
Funding Source Category: Additional general funds
Ranking: H

Initiative: Add Global and International Studies Program to the list of the VC's academic programs
Initiative ID: INTL STUD 1302
Links to Data: See INTL STUD 1301
Expected Benefits: Increase the number of students majoring and graduating in this major
Performance Indicator: See initiative INTL STUD 1301
Timeline: 2013
Request for Resources: None

Initiative: Further publicize the program on campus, by coordinating with, counselors, among others
Initiative ID: INTL STUD 1303
Link to Data: Increase the number of students majoring and graduating in this program
Expected Benefits: Will help maintain and expand the program
Performance Indicators: See initiative INTL STUD 1301
Timeline: 2013-2014
Request for Resources: None

Initiative: Put together a small group of faculty to help administer the program, until the position of the administrator/director is re-instated
Initiative ID: INTL STUD 1304
Links to Data: Help maintain the viability of the program
Expected Benefits: Keep the program up and running during the transition period
Performance Indicators: See initiative INTL STUD 1301
Timeline: 2013
Request for Resource: None

Initiative : Increase administrative support for internships, campus clubs, and the International

2013-2014

Studies major.

Initiative ID: INTL STUD 1304

Links to Data: Increase interest in this Major by providing a variety of activities students can become involved in

Expected Benefits: Increase interest in this Major and raise the number of degrees granted. Increase employment opportunities for students in this Major as well as other majors through the Internship Program.

Performance Indicator: See initiative INTL STUD 1301

Request for Resources. Need to re-start the Internship Program and provide supplemental funds for the Model United Nations Club.

Timeline: See above

Funding Resource Category: Staffing fund

Ranking: M

Initiative: Improve technical/clerical support for the faculty (such as D2L staff enlargement, data retrieval, data entry)

Initiative ID: INTL STUD 1305/PS1303

Link to Data: Student Success & Retention Data, Productivity Data

Expected Benefits: Faculty will be relieved from excess administrative and D2L technical tasks, such as portions of the program review process, in order to spend more of their time preparing for their classes, as well as creating and administering worthy programs such as the Global and International Studies Program. Ensuring that faculty has working technology in their offices and classrooms, and supportive staff, will help them teach more effectively. Otherwise, UC and CSU systems could refuse to allow transferring our courses. There are some concerns being raised there already.   **In short, efficiency increases can only be sustained with more support for faculty.**

Goal: Increase the rate of graduation in this major. Maintain retention, success and productivity levels.

Performance Indicator: Relevant data indicating a 2% margin of change.

Timeline: 2015-2016

Funding Resource Category: Staffing Funds

Ranking: H

Initiative: Get better data to measure student success and retention

The data on student retention and success used for program review are a bit arbitrary. Faculty using high standards may be showing low retention/success rates because they are using higher standards than other faculty. Using the current measures of retention/success rates may actually give faculty an incentive to inflate grades. As an alternative, there are many good indicators of student success in the classroom, such as quantitatively finding out how often the students write, how often they ask questions, how many times they participate in class, etc. The Center for Community College Student Engagement (CCCSE) is one source of this data, and Ventura College has collected some of this information. The upshot of this is the more that a faculty person requires of a student in terms of rigor, the lower his or her retention rate may be as currently measured. Without better data, it is hard to know exactly what a low retention rate means, as well as student success.

2013-2014

Initiative ID: INTL STUD 1306/PS1305
Link to Data: Student Data regarding retention and success rates.
Expected Benefits: Better assessment of long term student success
Goal: Maintain rates of student success**.**
Performance Indicator: Relevant data indicating a 2% margin of change.
Timeline: 2014-2015
Funding Resource Category: Grant Funds
Ranking: L

Section VI – Process Assessment
Instructions: Please answer the following questions: RP and CM

    A. How have the changes in the program review process this year worked for your area?
        a. The process seems more streamlined although the data provided does not really allow us to answer certain questions**.**

    B. How would you improve the program review process based on this experience?
        a. Include CCSSE data about students. This data is a better indicator than student success or student retention in terms of how much learning is happening in the classroom.
        b. Further separate the analytical and clerical parts of the program review process. The latter task can be performed more efficiently through clerical assistance.

    C. Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

VII – Submission Verification
Instructions: Please complete the following section:

Program/Department: Political Science
Preparer: Dr. Robert Porter and Dr. Corinna McKoy
Dates met (include email discussions): 9/24; 9/26, 10/1, 10/2

2013-2014

List of Faculty who participated in the program Review Process:
Dr. Robert Porter, Dr. Corinna McKoy

x☐ **Preparer Verification:** I verify that this program document was completed in accordance with the program review process.

x☐ **Dean Verification:** I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):

Program Review Process Map

I .	Status report and accomplishments from prior year

II.	Description

III(a). **Data**

1. Review
2. Analysis

A. SLO's	B. Success	C. Operating	D. Resources	E. Other
	▪ Retention	▪ Demographic	▪ Faculty	Data
	▪ Success	▪ Budget	▪ Classified Staff	
	▪ Completion	▪ Enrollment/Productivity	▪ Inventory	
			▪ Facilities or other Resource Requests	

III(b). **Other program goals and initiatives**

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

IV.	Program vitality-(Academic Senate rubric)

V.	Summary of initiatives and requests Minority reports if any

VI.	Process assessment

VII.	Verification of review

Program Review Resource Initiatives Guidelines
WHAT TO LEAVE OUT

The purpose of this document is to clarify what kinds of resource requests should <u>NOT</u> be included in the Program Review Document as initiatives.

The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The "Who to Contact" column lists who to contact when the resources or services are needed.

Excluded Items	Who to Contact	Explanation
Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process.	Dean, M&O or Appropriate Office	All safety issues should be immediately reported to the Dean, M&O, or appropriate department.
EAC Accommodations that can be resolved through the normal process.	DSPS and Dean	Any accommodation should have the guidance of the DSPS office.
Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you.
Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you.
Classroom technology equipment repairs (projector light bulb out, video screen not working, computer	Campus Technology Center or Division Office	Complete an email request to vchelpdesk@vcccd.edu or notify your division office so they can

not working, existing software updates) that can be resolved through the normal process.		handle for you.
Section Offerings/ Change of classrooms	Dean/Department Chair	Dean will take requests through the enrollment management process.
Substitutes	Dean	Dean will process in accordance with existing guidelines.
Conferences, Meetings, Individual Training	Professional Development Committee	Requests should first be addressed by the PDC and only ~~~~~~~~ ~~~ Appendix-B program review if cc~~~~~~~~ covered.

Program Review Resource Initiatives Guidelines

WHAT TO LEAVE IN

The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiative.

Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.	

Included Items	Committee Group	Explanation
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.

International Studies
Program Review

New Equipment/Furniture/ classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/ Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and Office Supplies/ Advertising/Student Workers/Printing/Duplicating	Budget Resource Council/Dean	These items must include a compelling reason and be above what the normal budget will allow. Appendix-C

Rubric for Instructional Program Vitality-Academic (non-CTE)

International Studies
Program Review

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

Academic programs:

Point Value	Element	Score
Up to 6	**Enrollment demand** [1]	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	6
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	

Point Value	Element	Score
	Sufficient capital / human resources to maintain the program, as defined by:	
Up to 3	**Ability to find qualified instructors**	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	3
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	**Financial resources, equipment, space**	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	3
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	Appendix-C

Point Value	Element	Score
Up to 4	**Agreed-upon productivity rate** [2]	
	A "4" would indicate that a program has met or exceeded its productivity rate.	4
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	

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[1] Enrollment demand is determined by the ability to fill classes.
[2] Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.

	A "0" would indicate that a program is at less than 70% of its productivity rate.	

Up to 4	**Course completion rate** [3]	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	0
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	**Success rate** [4]	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	**Ongoing and active participation in SLO assessment process**	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	3
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	Appendix-C

Note rationale on next page.

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

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[3] As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."
[4] As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

The core courses in the International Studies Program are performing well in terms of student retention and success. Our numbers have increased over the last year significantly.

Score interpretation, academic programs: 24 International Studies

22-26   Program is current and vibrant with no further action recommended
18-21   Recommendation to attempt to strengthen program
Below 18   Recommendation to consider discontinuation of the program

2013-2014

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

> **Other than the number of students graduating in this major, all the other categories have a very high ranking.** One main reason for the low number of VC students majoring in this fast-growing field of study is the absence of an administrator to coordinate this very broad and interdisciplinary program. Related to the above is the inadequate amount of information about this major available on campus.

Score interpretation, academic programs:

27-32	Program is current and vibrant with no further action recommended
22-26	Recommendation to attempt to strengthen program
Below **22**	Recommendation to consider discontinuation of the program

APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date:_____

Category for appeal: _____ Faculty

_____ Personnel – Other

_____ Equipment- Computer

_____ Equipment – Other

_____ Facilities

_____ Operating Budget

_____ Program Discontinuance

_____ Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.

Attachments:

1- Job Description of the Administrator/Director of the International Studies Program:

International Studies Major at VC is a truly interdisciplinary major that includes close to 100 courses offered by almost all the disciplines currently existing at VC. Unlike most other majors, such as Political Science, this major does not have a core faculty. I created this program myself and have been administering it, to the extent possible, since. Recognizing the need for someone to direct this program, the college provided a stipend/course release-.8 of a course-from the outset. Several years ago, when our division went under the Science Division, this position was closed. Since that time I have been the care taker of the program at the current level, without any compensation. **To perform the tasks needed in order to make this major thrive again, there is a need to re-instate that position.** I will list below, the activities that the director/administrator of this program should perform in order to make this major viable again:

1. Update the program, based on course and requirement changes at VC and other institutions with which we have transfer agreements: UCSB, UOP
2. Plan regular meetings with the counselors, faculty and student bodies to discuss the importance of the major
3. Advise students who inquire about the major
4. Offer independent study courses for those students who major in this program and need one more course to graduate in this major whenever the course they need is not offered during that semester
5. Maintain ongoing discussions with the transfer institutions in order to ensure continued transferability
6. Contact other transfer institutions to develop transfer agreements with them
7. Act as the resource person for the globalization of the curriculum at VC
8. Help inform the community-especially the business community-of the importance of international studies
9. Supervise student internship in the area of foreign affairs
10. Address correspondence directed to the International Studies Program at VC
11. Help create the VC Staff and Faculty International Resource List (for intra-mural and extra-mural purposes)
12. Prepare and update the list of Careers in International Relations
13. Prepare and update the International Studies flyers and brochures
14. Contact Ventura's high school students and explain the importance of this major
15. Prepare and update a list of available internship opportunities related to this major and assist interested students in acquiring such positions
16. Prepare and update a list of international relations student scholarships
17. Develop an international studies program for the professionals
18. Develop new courses in international affairs-such as International Economics-when appropriate
19. Develop and update the Model United Nations Program
20. Direct student independent research in areas having to do with international relations
21. Help prepare the program review for the International Studies Major
22. Develop the VC-DC Internship Program concentrating on global and international arenas

23. Help raise funds for the program
24. Co-sponsor related events with other community organizations, such as the Earth Charter Summit event. International Studies Program has co-sponsored this event, which is held on campus, for the past six years
25. Develop co-sponsorship programs with other institutions of higher learning. So far, our Lecture Series has developed co-sponsorship agreements with the following organizations:
    -Global and International Studies Program at UCSB
    -UCSB's Ventura Center
    -UCSB's Interdisciplinary and Humanities Center
    -Nuclear Age Peace Foundation
    -Westmont College
    -Citizens for Peaceful Resolutions of Ventura County
26. Help to globalize the curriculum
27. Organize and direct the Lecture Series (See the following attachment)
28. And more

2. **VC's Lecture Series Program**

The Lecture Series brought 22 nationally and internationally known scholars to the campus. **Each of these events brought 250-600+ members of the community to our campus over a period of six years.** Although some of the speakers came from D.C., Florida and China, the only cost to the college was $250 in honorarium which was paid to the speaker. **I spent 30-50 hours of my time for every one of these events.** I also paid my assistant close to 25 hours from my own pocket for each event. All the material needed, with the exception of envelopes, was purchased from my own pocket. **All told, I spent more than two thousand dollars from my own pocket during this period to sustain the program, waiting for the position to be re-instated.** Here is the list of the speakers in this program. These speakers came to the college, in part because I know them personally:

-Prof. Mark Juergensmeyer, Director, Global and International Studies Program at UCSB
-Prof. Walter Kohn, Nobel Laureate in Chemistry
-Prof. Richard Appelbaum, Director, Institute for Social, Behavioral, and Economic Research
-Prof. Kathleen Bruhn, UCSB Political Science Department
-Father Virgil Cordano, O.F.M., President of the Theological Seminary at the Santa Barbara Mission
-Dr. Maher Hathout, Senior Advisor and one of the founders of the Muslim Public Affairs Council
-Prof. Richard Hecht, UCSB Religious Studies Department
-Dr. Steve Jacobsen, Senior Pastor at the Goleta Presbyterian Church
-Prof. Benjamin Jerry Cohen, Louis G. Lancaster Professor of International Political Economy at UCSB
-Prof. Richard Falk, Albert G. Milbank Professor of International Law and Practice and Princeton University
-Prof. Cedric J. Robinson, Professor and Chair of the Department of Political Science and Black Studies at UCSB
-Rose McDermott, Professor of Political Science at Harvard, Brown and UCSB
-His Excellency, Dr. Manouchehr Ganji, Minister of Education and Higher Education in Iran, before the 1979 Revolution and former United Nations Commission on Human Rights' First Special Rapporteur of the Question of Apartheid and Racial Discrimination in Southern Africa
-Prof. Bruce Bimber, Director of the Center for Information Technology and Society
-Prof. Majid Naini, Scholar of Rumi and the author of *Mysteries of the Universe and Rumi's Discoveries on the Majestic Path of Love*
-Dr. Lawrence Smith, President of the Population Institute
-Prof. Nelson Lichtenstein, Director of the Center for the Study of Work, Labor and Democracy
-Prof. Fernando Lopez-Alves, UCSB Professor of Political Science and Sociology

-Dr. Fereidun Fesharaki, Senior Fellow, East West Center and Chairman and CEO, Facts Global Energy
-Dr. Wade Clark Roof, J.F. Rowny Professor of Religion and Society at UCSB and Director of the Walter H. Capps Center for the Study of Ethics, Religion, and Public Life
-Prof. Michael Goodchild, Chair of the Executive Committee, National Center for Geographic Information and Analysis
-Prof. Dwight Reynolds, Director of the Middle East Studies Center at UCSB
-Prof. Scott Marcus, Director of the Middle East Ensemble at UCSB
-Dr. David Krieger, President, Nuclear Age Peace Foundation
The next two speakers on the list were:
-Prof. Hashem Pesaran, Cambridge University, and a candidates for Nobel Prize in
    Economics this year
-Dr. Bijan Mossavar Rahmani, Presidnet, Apachi Oil Company. He donated 50 million
    dollars to Harvard University to create a center in his name and 10 million dollars
    to Princeton University last year

3- U.S. Jobs and the International Markets (Export/Import and Related)
Several studies show the following:
-Close to 85% of present jobs in the United States that pay above minimum wage are related to the international markets.
-Over 70% of the jobs that will be created in the United States in coming years will be related to international markets.
-Over 33% of the existing jobs in Ventura and Oxnard are related to international market. This figure will only increase due to the existence of Port Hueneme in the area.
-According to the director of UCSB's Economic Forecast Center, we should not prepare our students merely for the local job market. According to him, the fastest growing segment of the economy in this area is agriculture that pays an annual salary of around 20-25 thousand dollars.
Instead, we should prepare our students for local, national and international markets.

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4-Careers in Global Studies (Lehigh University)

CAREERS in GLOBAL STUDIES

What is the Global Studies major?

Even before you begin your job search, you will be asked by family and friends: **What exactly is the Global Studies major?** Here is a good answer:

It's a relatively new major, only available at schools with a lot of strong departments. The idea is that globalization is changing the world and that many important issues now facing the world can't be addressed by just one department or discipline. The Global Studies major is different from traditional majors. It is an interdisciplinary program. That means, students take global classes from professors in almost a dozen departments so they can better understand and manage the impact of globalization. A Global Studies major can contribute to almost any organization or business.

If you need a really fast answer for an elevator conversation:

Global Studies majors take classes on the impact of globalization from almost a dozen different departments so they can understand and manage global changes.

What do you do with the Global Studies major?

You will be asked: **What do you do with the Global Studies major?** Some college majors seem to define their career paths. Accounting majors become accountants. Architecture majors become architects. But do all those Psychology majors become psychologists? Political Science majors become political scientists? Do International Relations students become international relationists? Do Global Studies students become global studiers? How do you answer the question: What do you do with a Global Studies major?

The Answer

I will give the quick answer right up front and then give you more detail for your own job search. You will want to memorize this quick answer though so you can repeat it to parents, aunts, uncles and all the people who went to college before Global Studies evolved! But here is your quick answer:

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Because globalization has changed every field, every field needs graduates who understand globalization. I am interested in _____ so I will be applying for global positions at places like _____ and _____. I won't necessarily have to work abroad, though I might want to, but I will be dealing with global and international issues.

Then, Fill in the Blanks

If you have passions, here's how easy the blanks become:

I am interested in underlined sports so I will be applying for global positions at places like the NBA, the MLB, and FIFA.

I am interested in international travel so I will be applying for global positions at places like travel agencies, hotels and English-language teaching schools.

Making Your Choice

Since every field has been affected by globalization, every field has need of people who can understand and manage globalization. We list some of the amazing career opportunities below. The hard part for many Global Studies majors? They have many interests and cannot decide.

Trying to decide among many paths? Here is a two-page Careers documentthat helps students start the process of choosing what they will do with the Global Studies major.

Highlighting Your Strengths

You should emphasize that the relatively new Global Studies major sets you apart from other candidates. Your major is interdisciplinary, you should say, because global changes cannot be understood by one disciplines.

Through your Global Studies education, you can do many things. Depending on the job you are seeking, you should emphasize different strengths in your cover letter and resume.

Global Studies students, for example, can say they obtain a strong grounding in global affairs which teaches them how to engage in problem-solving across boundaries and cultures, and how to critically evaluate information from a comparative perspective. This training also involves learning how to become an effective communicator which includes learning how to argue and defend complex views before a variety of global audiences. Students gain global competency.

You want to emphasize the benefits of your global experience, even for non-global jobs. For example, you can say that study abroad was not "backpacking through Europe" but an opportunity to succeed in unfamiliar situations with co-workers from different backgrounds and cultures. During your time abroad, you engaged in research and problem solving in new situations and with people from different cultures. Many jobs today require exactly that.

Here are tips for highlighting your Study Abroad experience and other global activities on your resume:
Resume tips (PDF).

And for those getting ready for that job search, here is a sample resumefor a graduate of Global Studies. You can see how your global understanding and experience will be of use to numerous companies and organizations. A Global Studies major also offers excellent preparation for graduate school and law school.

Useful Links

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Career Pathways: Understanding & Articulating the Skills you Gained Abroad
How to Sell Your Overseas Experience to Employers
Packaging Your International Experience
Lehigh University Career Services
Becoming an Abroad Ambassador
Marketing Your Study Abroad Experience
Translating Your Study Abroad Experience into Marketable Skills
Fall 2011 Event Flier

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5- What Can I do With a Degree in International Studies? (Portland State University)

Places of Employment

A major in international studies helps students develop transferable skills that are valued by employers. These skills include: analysis, research, writing, problem solving, and knowledge of other cultures and languages. International studies majors may find employment in business, government, nonprofits, social services, consulting firms, and educational institutions depending on their skills and experience. Internships may be a prerequisite to finding employment.

The following list of employers and job titles was derived from Advising & Career Services' jobs database where the employer specifically requested international studies majors. This list **does not reflect** all potential places of employment or kinds of jobs for international studies majors. This list does not reflect current openings.

- ABF Freight System, Inc. — Management Trainee

- American Water Works International — International Sales Trainee

- Calypte Biomedical Corporation — Business Development Analyst

- Cascadia Behavioral HealthCare — Cultural Specialist

- CBS — News Internship — requested International Studies majors in the following areas: Africa, East Asia, Europe, Latin America, and Middle East.

- Care: Job Opportunities

- Child Aid — Administrative/Fiscal Assistant

- Clark College — Director of International Programs

- Columbia Grain International, Inc. — Export Operations

- Columbia Sportwear Company — International Regional Assistant I

- Federal Bureau of Investigation (FBI) — Staff Operations Specialist

- FUNADEH (Fundacion Nacional para el Desarrollo de Honduras) — Assistant to Coordinator of Activiteca

- GlaxoSmithKline — Marketing Consultant

- Global One — International Trade Researcher

- Innovation and Intrigue: Employment at the CIA

- IRCO - Immigrant and Refugee Community Organization — Academic & Activity Instructor & Tutoring Support Specialist

- Hands to Hearts International — Research and Outreach Coordinator

- Human Rights Watch — International Human Rights Fellowships

- Jesuit Volunteer Corps — Includes international opportunities.

International Studies
Program Review

- [JET Programme](#)
- [Lutheran Community Services Northwest](#) — SUN Site Coordinator
- [Medical Teams International](#) — Manager Emergency Relief
- [National Security Agency (NSA) — Employment](#)
- [Northwest Interpreters, Inc.](#) — Interpreter Project Coordinator
- [Oregon State University (OSU)](#) — OSU Asia Regional Director for Exchanges and Internships
- [Oregon University System (OUS)](#) — Asia Regional Director for Exchanges and Internships, International Trade and Development Fellowship
- [Oxfam International - Vacancies](#)
- [Pacific Interpreters, Inc.](#) — Interpreter Resource Assistant, Language Tester
- [Peace Corps: The Toughest Job You'll Ever Love!](#) — [Peace Corps at PSU](#)
- [Quadra Chemicals Western, Inc.](#) — Project Coordinator
- [Radford University](#) — Director of Multicultural and International Student Services
- [Save the Children — Employment](#)
- [Schneider National, Inc.](#) — Rotational Leadership Program Undergraduate
- [Siemens Building Technologies](#) — Global Sales Communications
- [Southern Oregon University](#) — International Students Program Advisor, Study Abroad Program Advisor
- [Teach Abroad](#) — On-Campus Recruiter
- [United Nations Employment Opportunties](#)
- [USAID Employment Opportunities](#)
- [U.S. Department of State Career Site](#)
- [VTechAAT](#) — Director of Product Management
- [World Cancer Research Fund International](#) — International Management Trainee
- [Ziba Design](#) — International Project Coordinator-Japanese

Jobs Reported by International Studies Majors

This is a list of jobs international studies majors reported having at graduation. It was generated from survey data published by colleges and universities across the United States. Advising & Career Services provides this list as a tool for generating ideas for exploration.

- Account Coordinator for a communications company
- Account Coordinator for a marketing firm
- Account Coordinator for digital marketing and media company
- Administrative Assistant for a think tank

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- Administrative Staff Assistant for a university
- Analyst for a bank
- Analyst for a financial services company
- Assistant Buyer for a department store
- Assistant Language Teacher for a cultural exchange program
- Assistant Manager/Buyer for a music store
- Assistant Self-Sufficiency Advisor for a nonprofit agency fighting poverty
- Business Analyst for a consulting firm
- Call Center Manager for an engineering company
- Clerical Assistant for a circuit court
- Clerk for a district court
- Community Development Volunteer for the Peace Corps
- Community Organizer for a civil rights advocacy organization
- Compliance Analyst for a supermarket chain
- Compliance Analyst for an investment firm
- Constituent Services Aide for an elected official
- Contract Specialist for a mortgage company
- Counselor/Teacher for at-risk youth in a social services agency
- Customer Marketing Manager for a global consumer packaged goods manufacturer
- English Language Assistant for a ministry of education
- English Teach for an education nonprofit
- Events Coordinator for senior center
- Field Organizer for an environmental nonprofit
- Financial Analyst for a media and entertainment company
- Financial Service Professional for mutual life insurance company
- Foreign Service Officer for the State Department
- Grassroots product specialist for a sports apparel manufacturer
- Guidance Counselor for a social services agency serving youth
- Human Resources Assistant for a federal government agency
- Human Resources Associate for a large high-technology company
- Human Resources Specialist for a provider of medical technology
- Import Account Representative for a logistics and freight forwarding company
- Import Specialist for a logistics company

- Information Services Assistant for an forestry institute in India
- Inside Sales Representative for a lawn care company
- Intern for an art museum
- Language Instructor for private English teaching company
- Legal Assistant for a law firm
- Major Gifts Coordinator for a coalition of charitable organizations
- Management Analyst for a federal government agency
- Management Associate for a bank
- Manager for a café
- Manager for an import/export company
- Marketing Analyst for a financial services company
- Materials Specialist for a nonprofit advocacy group for Hispanics
- Media Planner for an advertising agency
- Office Assistant for a parochial school
- Outreach Specialist for a coalition of charitable nonprofits
- Outreach Specialist for a coalition of charitable organizations
- Paralegal Assistant/Translator for a law firm
- Program Assistant for a US agency responsible for nonmilitary foreign aid
- Program Coordinator for a nonprofit international exchange organization
- Program Director for Disaster Services for a humanitarian aid organization
- Project Manager for a language and IT services provider
- Promotion Coordinator for a bank
- Receptionist/Administrative Assistant for a nonprofit organization
- Recruiter for a staffing group
- Researcher for a consulting firm
- Residence Hall Director for a university
- Sales Representative for a consumer goods manufacturer
- Sales Representative for a winery
- Server in a restaurant
- Staff Assistant for public policy organization
- Strategic Planning Analyst for media and entertainment company
- Teacher for an education nonprofit
- Teacher's Assistant through a grant for international educational exchange

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- Transportation Intern for a third party logistics provider
- Volunteer through a faith-based organization

Possible Career Paths in Global Studies

Global Culture Industries: music, film, sports, – MTV, Disney, the NBA, Coca Cola
Global Environment: World Wildlife Fund, Greenpeace, Sierra International
Global Health: World Health Org (WHO), Ctr for Disease Control (CDC)
Global Marketing Agencies: BBDO, DDB, J. Walter Thompson, Leo Burnett
Human Justice Organizations: Amnesty International, Human Rights Watch
International Governing Agencies: UN, World Bank, IMF
International Service Agencies: Red Cross, CARE, UNICEF, Peace Corps
International Development Agencies: U.S.A.I.D, relief funds
International Businesses: Sony, Microsoft, Apple, medicine and pharmaceuticals
Mass Communication: CNN, ESPN, Rodale Int., foreign correspondence
Travel & Tourism: travel agencies, global tours, cruise lines
U.S. Government Offices & Agencies: Foreign Service, State Department

Selected Information & Links Worth Checking Out
- Virtual Job Fairs
- Selected International Job Websites
- Selected Internship Opportunities
- Selected Study Abroad Websites and Scholarship Search Engines
- Not for Profit and Charity Websites
- Notable Global Studies Websites

Gain the Global Studies Advantage

This Career Workshop Packet (PDF) was prepared by UC Santa Barbara to help students assess the benefits that can be gained through studying abroad including job search strategies. If you have any other suggestions, or would like to share your experiences and advice related to studying abroad, learning a foreign language and being involved with the LU-UN Partnship, feel free to share your thoughts with us and we would be happy to pass this along to your fellow students.

Lehigh University Career Services
We recommend that you take the time to familiarize yourself with the services and resources that are available to you on campus through the LU Career Services office. This office maintains a library of resources, to help students develop the skills needed in order to find a job, such as how to write a proper resume, and how to take the steps that will help you figure out how to develop your job search strategies.

Other Useful Job Searching Skill Links
Americorp Resume Place

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[Resume and Cover Letter Center](#)
[The Riley Guide](#)