Political Science Program Review
2011-2012

1. Program Description

A. Description

Political Science is the systematic study of political concepts, government institutions and political issues using scientific methods of analysis and critical examination. Graduates of this subject analyze how institutions make and implement decisions and the effects those decisions have on individual, group, and societal behavior. The analytical tools learned in this major increase critical thinking and citizenship skills. The political science program at Ventura College has a special emphasis on globalization, learning communities, service learning, and environmental issues. The discipline also incorporates the International Studies major. We offer the four core lower division courses needed for all political science majors in four-year institutions, as well as key courses required for International Studies majors. Graduates are qualified for a variety of positions in government and non-governmental institutions; graduates are prepared to enter further studies in various disciplines, including political science, law, journalism and business.

B. Program Student Learning Outcomes   -   Successful students in the program are able to:

1. Analyze key political concepts and ideas.
2. Understand the role of governmental institutions.
3. Evaluate key political issues.

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	
Books	
Supplies	
Total	

E. Criteria Used for Admission

F. Vision

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

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G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. 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

I. Degrees/Certificates

Political science faculty coordinate Ventura College's International Studies AA Degree.
Program's courses are designed to articulate to UC and CSU for transfer students.

J. Program Strengths, Successes, and Significant Events
The strength of our program is a very experienced faculty. All three of our full time faculty members have doctorates and a wealth of teaching experience. We offer a broad array of courses so that political science and International Studies majors can take their lower division courses here. One of our political science faculty members coordinates the International Studies AA degree at Ventura College, another area of strength. As part of this program, political science faculty serve as advisors to the United Nations Club on campus. Another political science faculty member plays the lead role in two other campus

initiatives, learning communities and service learning. We have also established relationships with other faculty in creating an Environmental Science and Resource Management (ESRM) program at the college. Finally, political science faculty regularly bring speakers to the campus to address current events. During this period, for example, the International Studies Program sponsored VC's Lecture Series that brought more than 25 nationally known scholars to the campus.

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K. Organizational Structure

President: Robin Calote
     Executive Vice President: Ramiro Sanchez
          Dean: Gwendolyn Lewis Huddleston
               Department Chair: Mayo de la Rocha

Instructors and 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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2. Performance Expectations

A. Program Student Learning Outcomes   -   Successful students in the program are able to:

1. Analyze key political concepts and ideas.
2. Understand the role of governmental institutions.
3. Evaluate key political issues.

B. Student Success Outcomes

1. The program will make an effort to increase its retention rate from the average of the program's prior three-year retention rate, without compromising the program's quality .
2. The program will make an effort to increase its student success rates from the average of the program's prior three-year success rates, without compromising the program's quality or inflating grades.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district.

D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

I: This program-level student learning outcome is **INTRODUCED** is this course.

P: This program-level student learning outcome is **PRACTICED** in this course.

M: This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2	PLSLO #3
POLS V01	M	M	M
POLS V01SL	P	P	P
POLS V02	M	M	M
POLS V03	M	M	M
POLS V03SL	P	P	P
POLS V04	M	M	M
POLS V05	M	M	M
POLS V08	M	M	M
POLS V09	M	M	M
POLS V10	M	M	M
POLS V11	M	M	M
POLS V12	M	M	M
POLS V14	M	M	M
POLS V15	M	M	M
POLS V16	M	M	M
POLS V30	M	M	M
POLS V88	M	M	M
POLS V89	M	M	M
POLS V90	M	M	M
POLS V95	M	M	M
POLS V96	M	M	M

Political Science Program Review
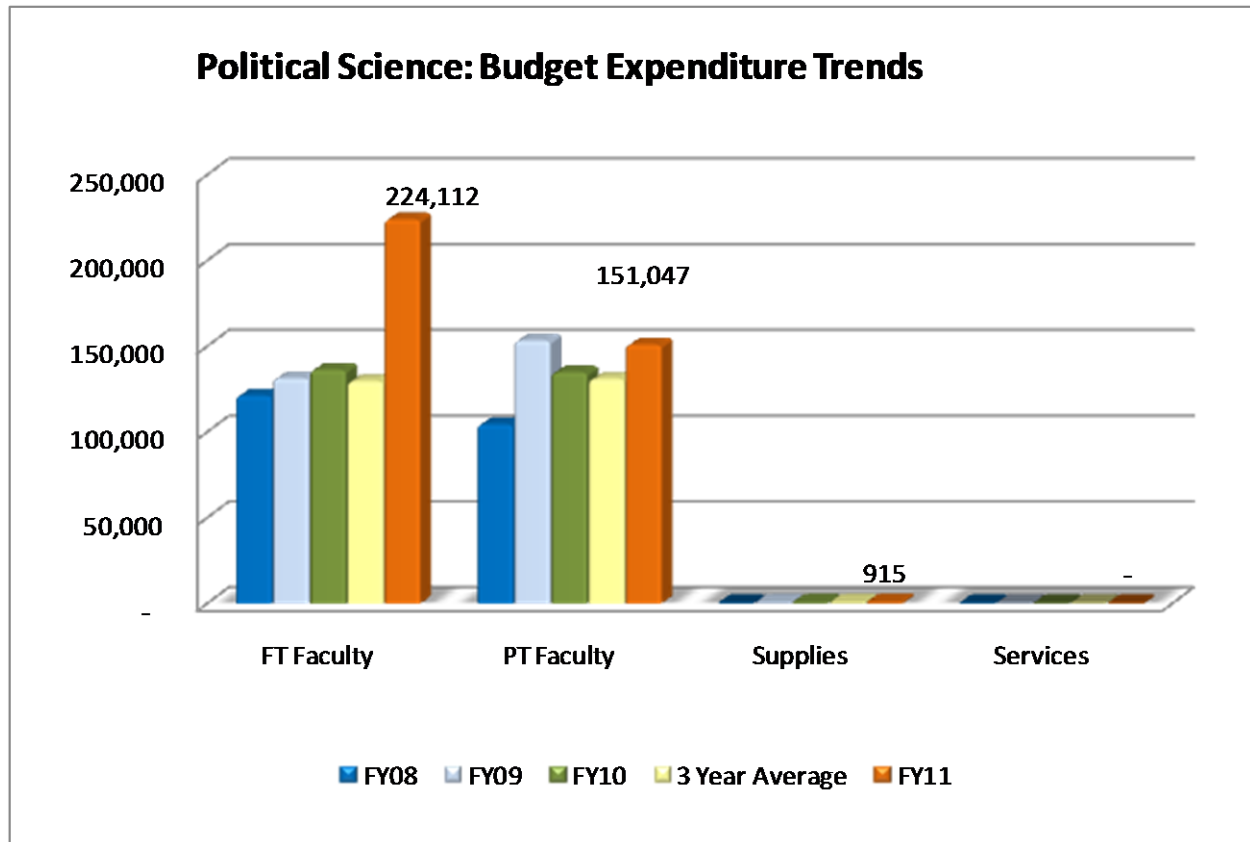## 2011-2012

3. Operating Information

A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The "FY11 College" expense percentages are included to provide a benchmark to compare the program's expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	121,290	131,409	136,373	129,691	224,112	73%	12%
2	PT Faculty	104,513	153,450	134,941	130,968	151,047	15%	-10%
7	Supplies	-	491	500	496	915	85%	24%
8	Services	-	100	100	100	-	-100%	-17%
	Total	**225,803**	**285,450**	**271,914**	**261,056**	**376,074**	**44%**	**0%**

A2: Budget Summary Chart

This chart illustrates the program's expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program's prior three year average.
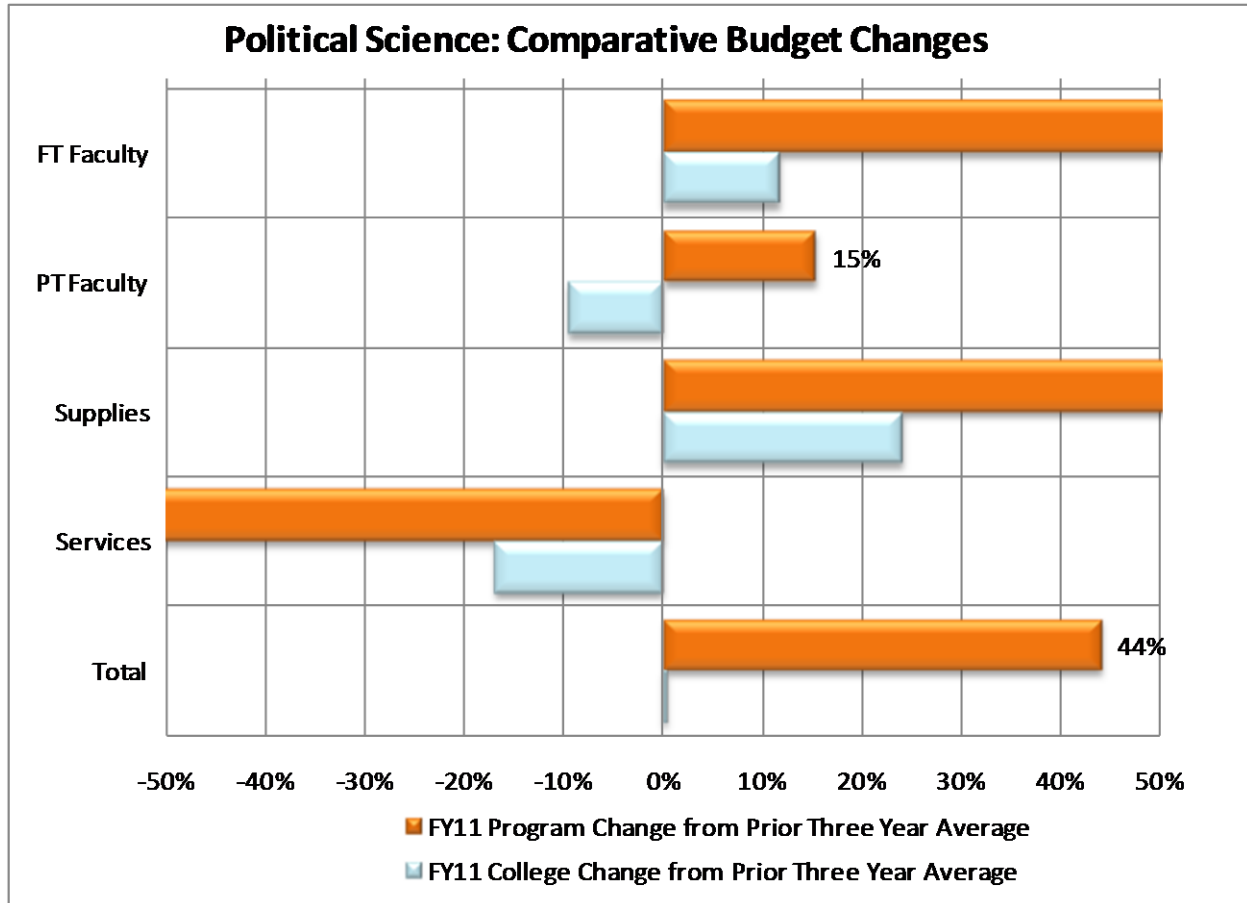

A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.

Political Science: Comparative Budget Changes

Category	Value
FT Faculty	
PT Faculty	15%
Supplies	
Services	
Total	44%

Axis: -50%, -40%, -30%, -20%, -10%, 0%, 10%, 20%, 30%, 40%, 50%

Legend:
- FY11 Program Change from Prior Three Year Average
- FY11 College Change from Prior Three Year Average

A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

A5: Interpretation of the Program Budget Information

The program shows a 73% increase in FT faculty expenditures when comparing the three year average for FY08-FY10 ($129,691) with the FY11 FT faculty expenditures ($224,112). This increase reflects (1) step and column increases, and (2) a shift in one of our faculty's load which is split between political science and economics. This faculty member taught one more political science course and one less economics course for each semester for FY11.

The program shows a 15% increase in part time faculty expenditures over the last three years (average of $130,968) and we show another 15% increase in part time faculty expenditures for FY11 (to $151,047). This increase illustrates the number of extra large classes being offered by full time faculty as well as the number of part-time faculty offering courses. One reason for these changes is the increased number of students in the program, while the college's overall number has declined.

The supplies budget shows an increase of 85% from the three year average to FY11, a much higher increase than the college as a whole. We are waiting for more data to be able to interpret what this means. The figure here is so small that a small change created large percentage changes.

The services budget shows a 100% decrease from the three year average to FY11, a much larger decrease than the college as a whole. We are waiting for more data to be able to interpret what this means. The figure here is so small that a small change created large percentage changes.

B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
No equipment inventory in the Banner Asset system.								

B2: Interpretation of the Program Inventory Information
Not applicable

C1: Productivity Terminology Table

|	
Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = 400/525 = 0.762 FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = 6/30 = 0.20 FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. (20 x 40 x 3) = 2,400 WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: 2,400 WSCH x 35 weeks = 84,000 student contact hours = 84,000 / 525 = 160 FTES (see FTES definition). Simplified Formulas: FTES = WSCH/15 or WSCH = FTES x 15
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The "3 Year Average" was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The "FY11 College" percentages are included to provide a benchmark to compare the program's percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	32	35	32	33	35	6%	-13%
Census	1,845	2,128	2,320	2,098	2,246	7%	-2%
FTES	183	211	231	208	222	6%	-1%
FT Faculty	1.45	1.60	1.60	1.55	1.80	16%	5%
PT Faculty	1.50	1.80	1.62	1.64	1.54	-6%	-12%
XL Faculty	1.35	1.55	2.05	1.65	1.60	-3%	29%
Total Faculty	4.30	4.95	5.27	4.84	4.94	2%	2%
WSCH	638	639	657	645	674	5%	-2%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.
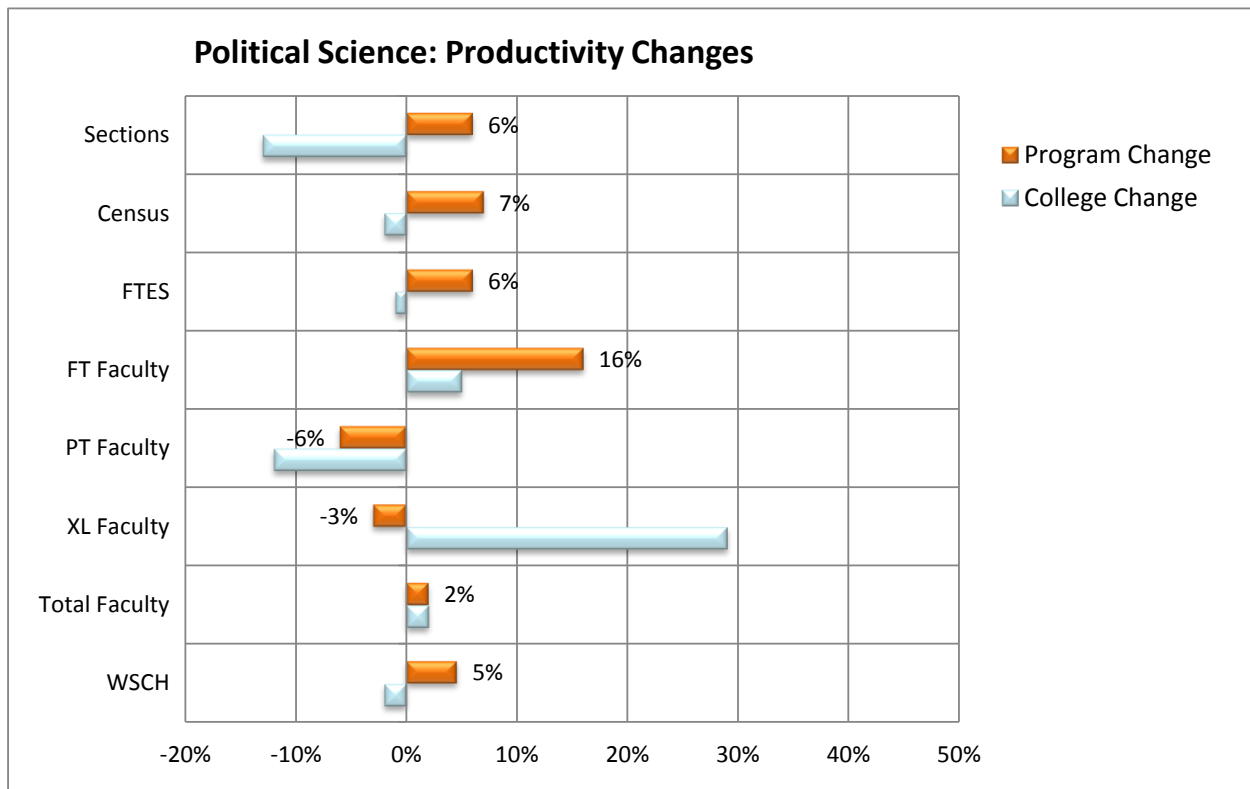
Political Science: Productivity Changes

C4: Interpretation of the Program Productivity Information

The program shows a 7% increase in census compared with a college change of -2%. The data also show a 26% increase in census from FY08 to FY10, which has not been matched by a corresponding increase in sections during the same time period. The program also shows a 6% increase in FTES from the 3 year average to FY11 compared to a 1% decrease for the college as a whole. Our program is growing at a much faster pace than the college average, in terms of census and FTES. The shift in full time faculty from a 3 year average of 1.55 to a FY11 total of 1.81 reflects one faculty member's increase in load in political science and a decrease in his load in economics. The decrease of 3% in XL faculty is the result of capping classes. Total Faculty increase for the program and the college are the same at 2%. This is at a time that the program's census figure changed by +7% and the college's overall census figure changed by -2%. For the 3-Year Average, the program's WSCH percentage was 645 and for the FY11 it reached 674. This shows an increase of 5% for the program wile the college's overall figure declined by 2%.

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D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
POLSV01	American Government	1,119	965	1,155	1,074	1,237	15%	650	190%
POLSV02	Comparative Government	375	510	465	465	885	90%	650	136%
POLSV03	Intro to Political Science	716	1,061	1,177	961	857	-11%	650	132%
POLSV03SL	Political Sci:Service Learning	-	-	-	-	212	0%	650	33%
POLSV04	Intro to Political Theory	-	-	-	-	608	0%	650	93%
POLSV05	International Relations	285	525	540	483	533	10%	650	82%
POLSV12	Environ & Natural Resource Mgt	327	-	585	392	645	65%	650	99%
POLSV14	Global Studies	-	-	-	-	660	0%	650	102%
TOTAL	**Annual District WSCH Ratio**	**930**	**933**	**1,076**	**980**	**995**	**2%**	**650**	**153%**

D2: District WSCH Ratio Productivity Chart
This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.

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Political Science: District WSCH Ratio by Course   **District Goal = 650**
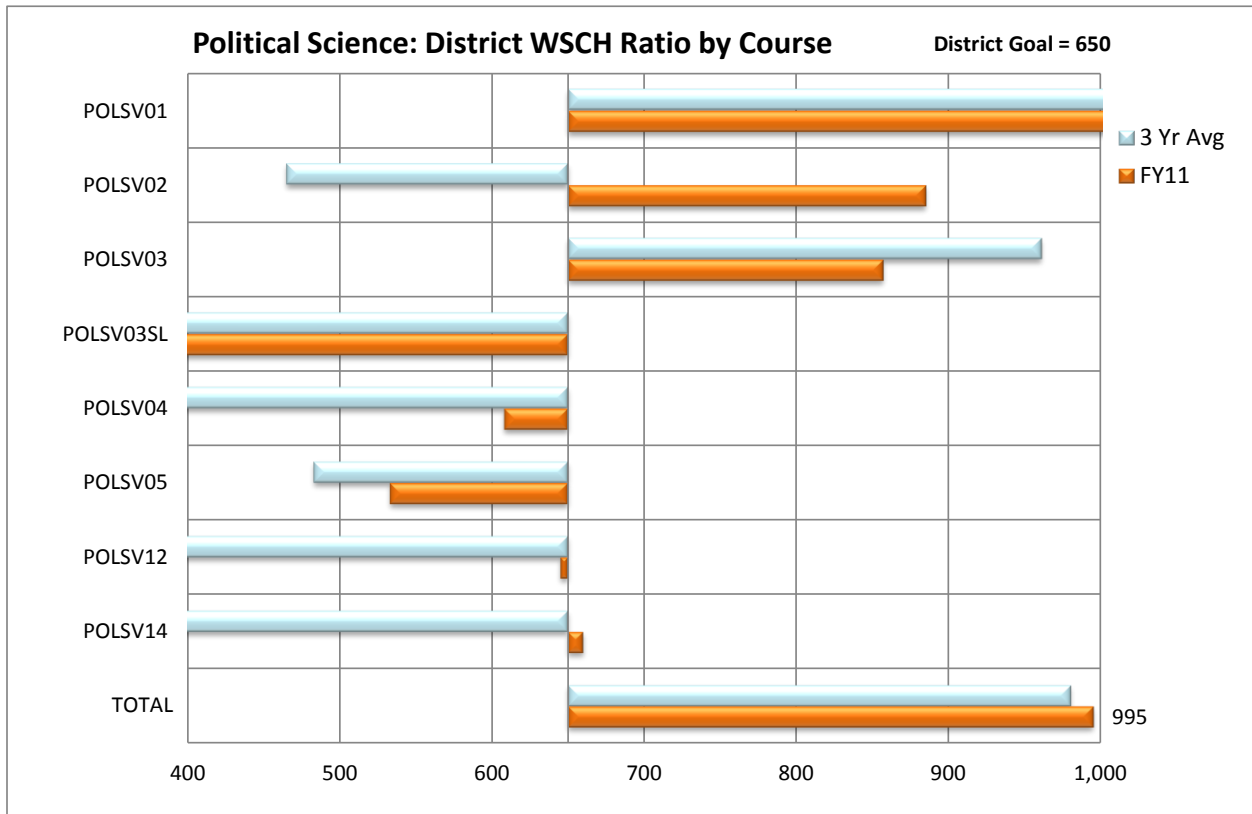
D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
POLSV01	American Government	671	625	665	653	707	8%	650	109%
POLSV02	Comparative Government	375	510	465	465	885	90%	650	136%
POLSV03	Intro to Political Science	614	743	686	680	629	-8%	650	97%
POLSV03SL	Political Sci:Service Learning	-	-	-	-	212	0%	650	33%
POLSV04	Intro to Political Theory	-	-	-	-	608	0%	650	93%
POLSV05	International Relations	285	525	540	483	533	10%	650	82%
POLSV12	Environ & Natural Resource Mg	327	-	585	392	645	65%	650	99%
POLSV14	Global Studies	-	-	-	-	660	0%	650	102%
TOTAL	**Annual College WSCH Ratio**	**638**	**641**	**657**	**646**	**673**	**4%**	**650**	**104%**

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D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).

Political Science: College WSCH Ratio by Course   District Goal = 650
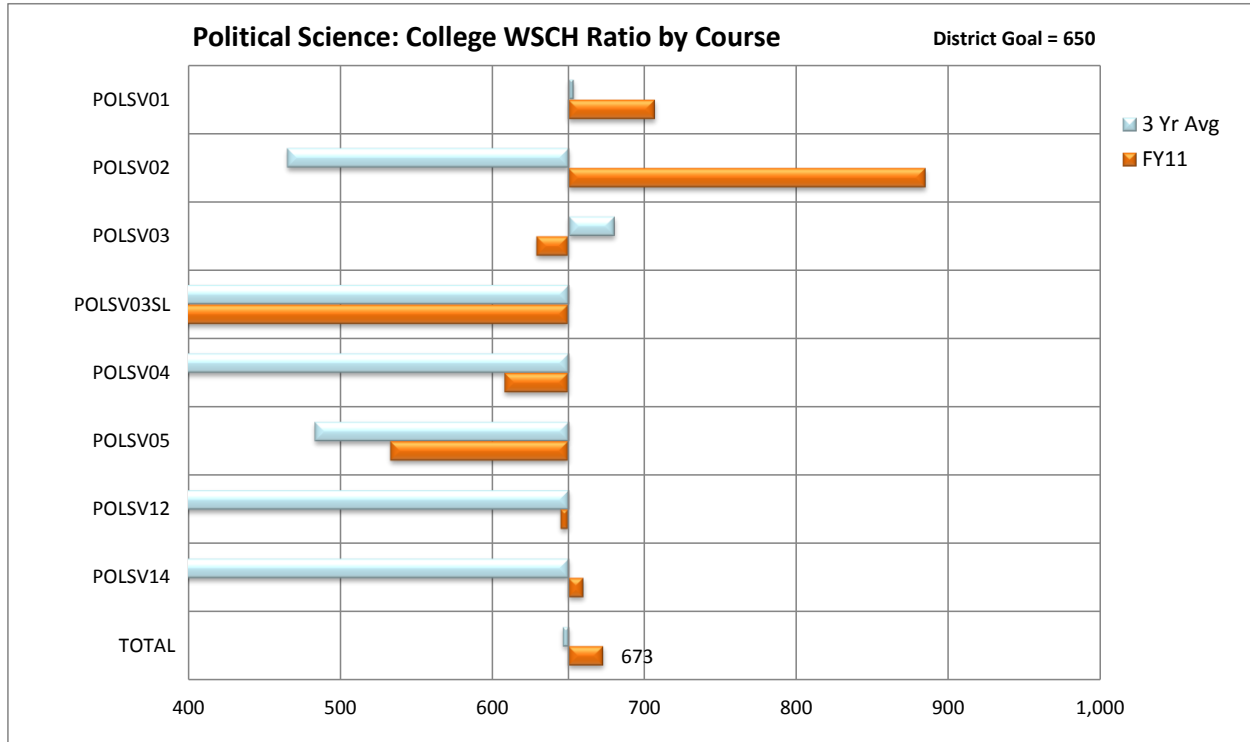
D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

Chart D1 shows that the program has met 153% of its goal for the District WSCH ratios. We also show a 2% increase between the 3 year average and FY11 for the District WSCH ratio.
Similarly, Chart D3 shows that the program achieved 104% of this WSCH ratio.
Chart D2 shows that the key course not meeting either of these goals is the Introduction to Political Science: Service Learning class, which is a ½ unit course we have only offered twice. This class has had low enrollments because students are unfamiliar with the course. For the future, we changed the start date for this course so as to allow students a bit more time to register and find out (through all political science faculty) about the service learning course.

E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census,35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*.   The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures.   The "College" success percentages are included to compare the results of the program to the results of the college.
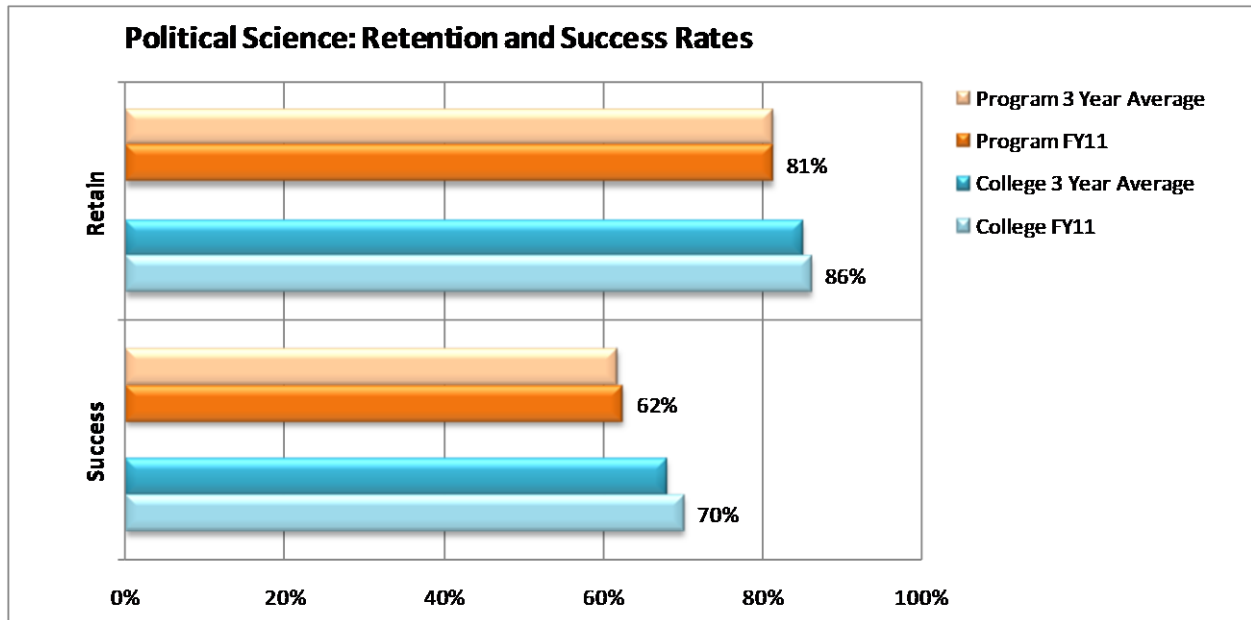
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
POLS	FY08	472	389	255	3	111	224	321	-	1,775	1,454	1,119
POLS	FY09	519	451	265	2	148	258	427	1	2,072	1,644	1,237
POLS	FY10	624	447	335	2	119	328	396	-	2,251	1,855	1,408
POLS	3 Year Avg	538	429	285	2	126	270	381	-	2,033	1,651	1,255
POLS	FY11	632	402	313	4	145	224	407	40	2,167	1,759	1,351

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
POLS	FY08	27%	22%	14%	0%	6%	13%	18%	0%		82%	63%
POLS	FY09	25%	22%	13%	0%	7%	12%	21%	0%		79%	60%
POLS	FY10	28%	20%	15%	0%	5%	15%	18%	0%		82%	63%
POLS	3 Year Avg	26%	21%	14%	0%	6%	13%	19%	0%		81%	62%
POLS	FY11	29%	19%	14%	0%	7%	10%	19%	2%		81%	62%
College	**3 Year Avg**	**33%**	**19%**	**12%**	**5%**	**5%**	**10%**	**15%**	**2%**		**85%**	**68%**
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.
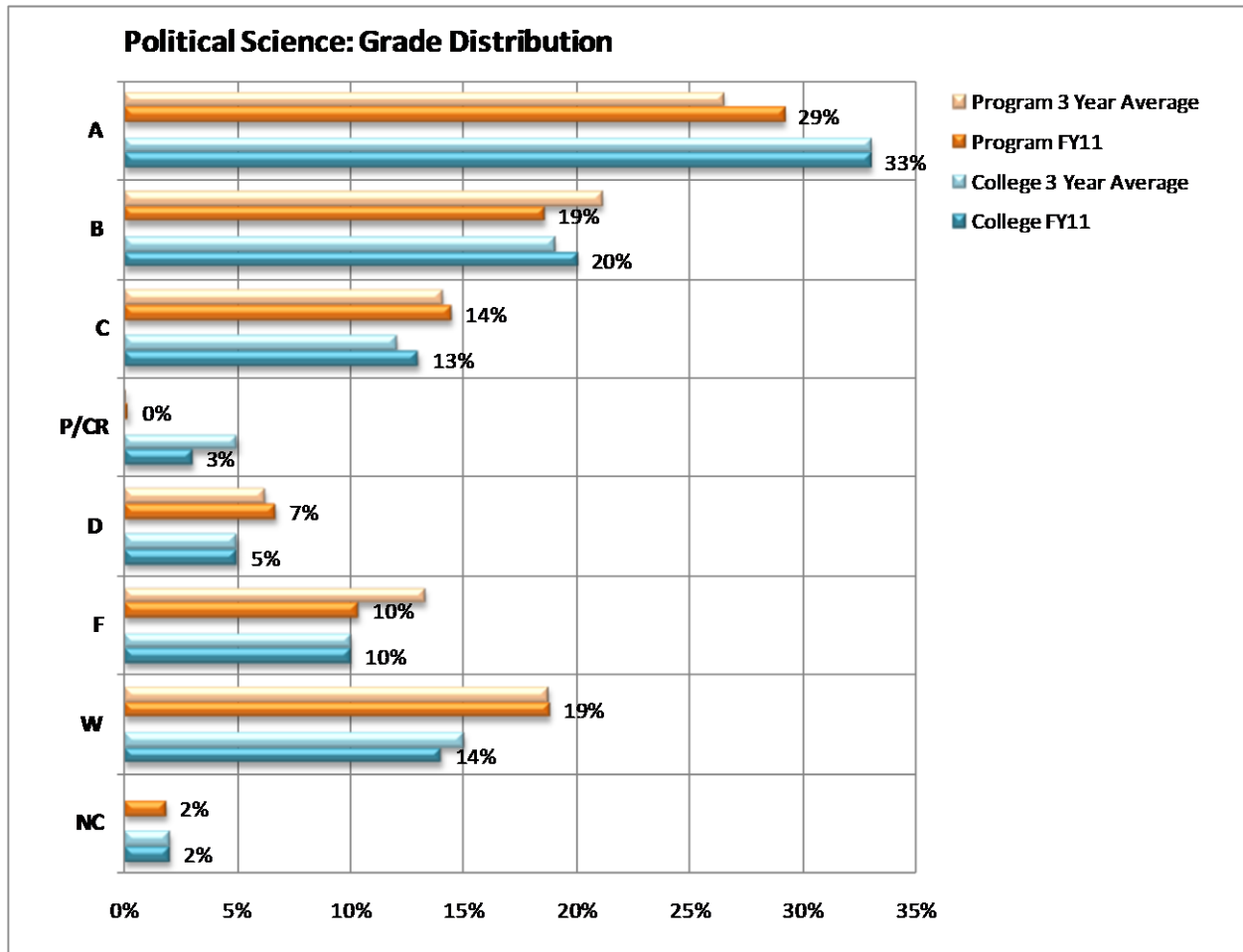

Political Science: Retention and Success Rates

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Retain:
- Program FY11: 81%
- College FY11: 86%

Success:
- Program FY11: 62%
- College FY11: 70%

 E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.

Political Science: Grade Distribution

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Grade	Value
A	29%, 33%
B	19%, 20%
C	14%, 13%
P/CR	0%, 3%
D	7%, 5%
F	10%, 10%
W	19%, 14%
NC	2%, 2%

E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

E6: Interpretation of Program Retention, Student Success, and Grade Distribution

Political science student retention and success rates stayed the same from the prior three year average to FY11, compared to slight increases for the college as a whole during the same period. Grade distributions mirror those of the college as a whole with two exceptions. Political science has a lower percentage of As and a higher percentage of Ws. One explanation for this is that this program offers several online classes. The slightly lower program retention and success rates may be due to the more robust nature of the course assignments (writing intensive and analytical assignments). Our program may also have a higher percentage of military personnel, which may be affecting retention rates. Another explanation is that two courses in this discipline-Political Science 01 and/or Political Science 03-are required for graduation in any major and usually they are among the first courses recommended by the counselors to the incoming students. Further study will be made into the causal factors explaining student retention and success.

F1: Program Completion – Student Awards
This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Political Science faculty coordinate the International Studies AA degree and teach core courses that are part of this major. Statistics on the number of students taking this major is very helpful to us.

F2: Interpretation of the Program Completion Information
There is no certificate or degree associated with the political science program. However, the data is incomplete and excludes the AA degree for the International Studies major program.

I

G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
POLS	FY08,	668	738	80	55	13	50	24	147	1,024	746	5	26
POLS	FY09,	770	880	65	79	12	58	33	175	1,173	890	9	25
POLS	FY10,	912	870	76	110	20	58	33	172	1,232	1,014	5	24
POLS	**3 Year Avg**	**783**	**829**	**74**	**81**	**15**	**55**	**30**	**165**	**1,143**	**883**	**6**	**25**
POLS	**FY11**	**960**	**826**	**62**	**89**	**18**	**51**	**36**	**125**	**1,166**	**1,000**	**1**	**23**
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	**FY11**	**13,034**	**10,566**	**977**	**1,040**	**196**	**886**	**402**	**1,688**	**15,734**	**13,014**	**40**	**24**

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
POLS	FY08,	38%	42%	5%	3%	1%	3%	1%	8%	58%	42%	0%	26
POLS	FY09,	37%	42%	3%	4%	1%	3%	2%	8%	57%	43%	0%	25
POLS	FY10,	41%	39%	3%	5%	1%	3%	1%	8%	55%	45%	0%	24
POLS	3 Year Avg	39%	41%	4%	4%	1%	3%	1%	8%	56%	43%	0%	25
POLS	**FY11**	**44%**	**38%**	**3%**	**4%**	**1%**	**2%**	**2%**	**6%**	**54%**	**46%**	**0%**	23
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	**FY11**	**45%**	**37%**	**3%**	**4%**	**1%**	**3%**	**1%**	**6%**	**55%**	**45%**	**0%**	**24**

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G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

Political Science: Demographics

Legend:
- Program Prior 3 Year Average
- Program FY11
- College Prior 3 Year Average
- College FY11

Group	Program FY11 / College FY11
Hispanic	44% / 45%
White	38% / 37%
Asian	3% / 3%
Afr Am	4% / 4%
Pac Isl	1% / 1%
Filipino	2% / 3%
Nat Am	2% / 1%
Other	6% / 6%
Female	54% / 55%
Male	46% / 45%
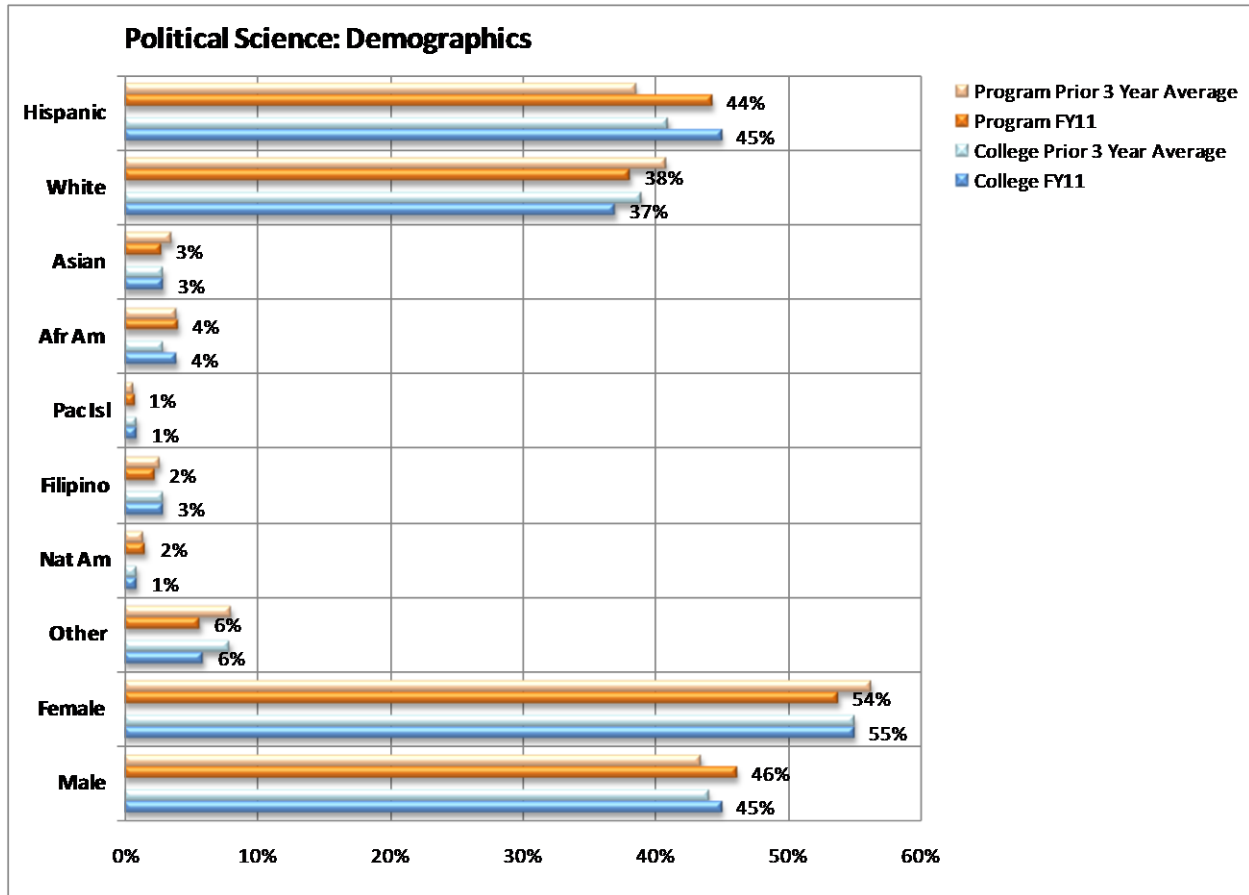
G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

Changes in the ethnic and gender distributions in political science roughly mirrors changes in the college as a whole. The G1 table shows a yearly rise in the number of Hispanic students.

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4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Analyze key political concepts and ideas.	65% or more of students will perform at 70% level or higher.
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 2	Performance Indicators
Understand the role of governmental institutions.	65% or more of students will perform at 70% level or higher.
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 3	Performance Indicators
Evaluate key political issues.	65% or more of students will perform at 70% level or higher.
Operating Information	
Analysis – Assessment	

4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will make an effort to retain or increase its retention rate from the average of the program's prior three-year retention rate, without compromising the program's rigor.	2012 statistics will be compared with the preceding 3-year program average.

Operating Information
Political science's three year average and FY 11 retention rates were both 81%. (E2 and E3)

Analysis – Assessment
The program's retention rate has remained consistent.

Student Success Outcome 2	Performance Indicators
The program will make an effort to increase its student success rates from the average of the program's prior three-year success rates, without compromising the program's quality or inflating grades.	2012 statistics will be compared with the preceding 3-year program average.

Operating Information
The college's prior three year average rate was 85%. The political science program's three year average rate was 81% (E2 and E3).

Analysis – Assessment
The political science retention rate was four percentage points below the college three year average rate.

Student Success Outcome 3	Performance Indicators
Operating Information	
Analysis – Assessment	

Student Success Outcome 4	Performance Indicators
.	
Operating Information	

Student Success Outcome 5	Performance Indicators
Operating Information	
Analysis – Assessment	

C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 525 goal set by the district.	The program will make every effort to continue to satisfy the 525 goal set by the district.
Operating Information	
WSCH/Faculty FTG ratio as reported in D1 indicates an efficiency goal of 650; the program score for the prior three years is 980 and for FY11 is 995.	
Analysis – Assessment	
The program exceeded the district WSCH ratio goal of 650 and earned a percentage of goal score of 153.	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5000 will be budgeted if funds are available.	N/A
Operating Information	
An investigation of the inventory will be conducted to better assess areas in need and those well supplied for the program.	
Analysis – Assessment	

Program Operating Outcome 3	Performance Indicators
Operating Information	
Analysis – Assessment	

Program Operating Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

5. Findings

Finding 1

The College's WSCH calculation shows an average of 673 for this program compared to the district's 650. This shows an increase of 4% from the 3-year average and 104% of the college's WSCH number.

The discipline's district WSCH Ratio, is substantially higher and stands at 153%.

The program has very high efficiency ratings but had only 1.5 full time faculty members for the period of the program review. The increase in efficiency—more students, higher WSCH ratios, etc.—is a result of more faculty labor from the same 1.5 faculty members. Without adequate technical and administrative support, and computer upgrade, it will be difficult to maintain our efficiency.

Finding 2

The program's retention rate both for the 3-year average and F11 are close to the college's overall number of 85%.

The program's 3-year success rate average and F11 number are both 62% and are not far from the college's 3-year average of 68%.

The program's 3-year average grade distributions for the discipline and the college are close. However, the number of Ws is a little higher for the program when compared with that of the college (19% to 15%). This may be due to more online classes offered in this program.

The above figures also reflect the fact that this discipline offers classes that are required for every major and, as a result, counselors recommend students to take these clases as soon as they transfer to VC. Also many students with a different major, take these classes because they have to, not because they like the subjects.

Finding 3

Census figures show a faster growth in the number of students in this program compared to the college as a whole. Also, the percentage of Hispanic students is increasing over time, both in the political science program as well as the college as a whole.

6. Initiatives

Initiative Improve technical/administrative support for the faculty, ensure that all faculty have working technology in their offices and classrooms and supportive staff , in order to help them teach more effectively.

Initiative ID 1

Links to Finding 1 Efficiency increases can only be sustained with more support for faculty.

Benefits: Retain high level of efficiency.

Request for Resources:
(1) Newer and faster office computers and printers.
(2) More administrative assistance, especially in the area of distance education.
 After a brief period of improvement last semester, once more the distance education technical assistance for online students and faculty has deteriorated dramatically this semester. This is a major factor for online students dropping classes early in the semester and the faculty wasting so much time on dealing with technical issues rather than making the courses more interesting and grading the projects in a more timely manner. Now that one of the distance education staff has moved to a different position, a replacement should be found ASAP and this constant volatility in this area must be avoided in the future.
(3) Avoiding major initiatives, with short deadlines, in the middle of the semester. Projects such as preparing the SLOs last semester and Program Reviews this semester, exhaust the faculty-especially in programs such as political science and economics with only 1.5 full-time faculty members-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.

(4) More functional heating/cooling systems, in both faculty offices and classrooms.
(5) Constantly switching classrooms with different technical equipment will affect the quality
of teaching and, therefore, our efficiency rates. This should be avoided as much as possible.

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	x
Requires college equipment funds (other than computer related)	
Requires college facilities funds	x
Requires other resources (grants, etc.)	

Initiative –Create AA Degree in Political Science

Initiative ID 2

Links to Finding 2

Benefits
Will increase the number of students completing their AA degree in political science, which will then streamline their transfer process. Will also increase student retention.

Request for Resources. None.

Funding Sources
Please check one or more of the following funding sources.

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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

Initiative ID 3

Links to Finding 2

Benefits: These types of "best practices" are related to higher retention and success rates.

Request for Resources. Need supplemental funds for Model United Nations Club and re-instatement of the position of the director/facilitator of the International Studies Program.
Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	x
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	x

Initiative: Increase partnerships between program faculty and student support services.

Initiative ID—4

Links to Finding 2

Benefits: Increases student success and retention.

Request for Resources . None.

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative: Get better data to measure student success and retention.

Initiative ID—5

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.

Links to Finding 2

Benefits: Provide a better means for evaluating and improving student retention and success.

Request for Resources . Might require incorporating these types of questions into student evaluations or some type of across campus survey more comprehensive than CCCSE.

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	x

Initiative: Increase focus on Hispanic and ethnic minority students in curriculum and course offerings.
The program can incorporate more issues like immigration, naturalization, U.S.-Mexico relations, etc. that relate more to Hispanic students and other ethnic minorities. We also have specific courses, such as U.S.- Mexico relations and Politics of Mexico that might be useful for this target population. Finally, our International Studies program may benefit our increasingly diverse student population.
Initiative ID—6

Links to Finding 3

Benefits: Increase student success and retention, especially for Hispanic students.

Request for

Funding Sources

No new resources are required (use existing resources)	x

Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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

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.

Request for

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

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Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

<u>6E: College Level Initiative Prioritization</u>

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

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

7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position.
The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.