

# International Studies Program Review

## 2012-2013

### 1. Program/Department Description

#### 1A. Description

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

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.

#### **1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)**

*Required for Gainful Employment regulations.*

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/Supplies		Books/Supplies					
Total		Total		Total		Total	

# **International Studies Program Review**

## **2012-2013**

### **1C. Criteria Used for Admission**

#### **1D. College Vision**

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

#### **1E. College 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.

#### **1F. 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

#### **1G. Program/Department Significant Events (Strengths and Successes)**

One of the strengths of our program is a very experienced administrator/director with close ties to the Global and International Studies Program at UCSB. Ventura College's International Studies AA degree program is one of the most comprehensive, advanced and interdisciplinary programs in the California community college system and is a model used in developing the International Studies Program in many

## International Studies Program Review 2012-2013

other community colleges. This program coordinates well with the Global and International Studies Program at UCSB and allows our students to complete all the four lower-division required courses for the UCSB's program here at VC. International Studies Program at VC also co-sponsors the annual Earth Charter Summit with Citizens for Peaceful Resolutions of Ventura County and, from time to time, brings speakers to the campus. Until a couple of years ago, the Program sponsored VC's Lecture Series that hosted more than 25 nationally known scholars-including Noble Laureates- on our campus, bringing 300 to over 500 people to the campus for each event.

### K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Gwendolyn Lewis Huddleston

Department Chair: Mayo de la Rocha

### Instructors and Staff

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

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

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

# International Studies Program Review 2012-2013

## 2. Performance Expectations

### 2A. Student Learning Outcomes

#### 2A1. **2012-2013** - Institutional Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

#### 2A2. **2012-2013** - Program Level Student Learning Outcomes

1. Identify and explain key terms and concepts related to global and international relations
2. Identify and explain key institutions affecting global and international relations
3. Using key theories and concepts, analyze major issues related to global and international relations

#### 2A3. **2012-2013** - Course Level Student Learning Outcomes

*Attached to program review (See appendices).*

### 2B. **2012-2013** Student SUCCESS Outcomes

### 2C. **2012-2013** Program OPERATING Outcomes

### 2D. Mapping of Student Learning Outcomes - Refer to TracDat

# International Studies Program Review

## 2012-2013

### 3. Operating Information

#### 3A. Productivity Terminology Table

<b>Sections</b>	A credit or non-credit class. Does not include not-for-credit classes (community education).
<b>Census</b>	Number of students enrolled at census (typically the 4 <sup>th</sup> week of class for fall and spring).
<b>FTES</b>	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.
<b>FTEF</b>	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 prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly represent faculty productivity and associated costs.
<b>Cross Listed FTEF</b>	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.
<b>XL FTE</b>	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).
<b>WSCH</b>	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. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
<b>WSCH to FTES</b>	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 $WSCH = FTES \times 15$
<b>District Goal</b>	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

# International Studies Program Review 2012-2013

## **3B: Student Success Terminology**

<b>Census</b>	Number of students enrolled at Census (typically the 4 <sup>th</sup> week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
<b>Retain</b>	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 = $25/35 = 71\%$
<b>Success</b>	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available

at [http://www.venturacollege.edu/faculty\\_staff/academic\\_resources/program\\_review.shtml](http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml)

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

**3C:** 2012 - 2013 Please provide program interpretation for the following:

### **3C1: Interpretation of the Program Budget Information**

N/A

### **3C2: Interpretation of the Program Inventory Information**

N/A

### **3C3: Interpretation of the Program Productivity Information**

N/A

**International Studies Program Review**  
**2012-2013**

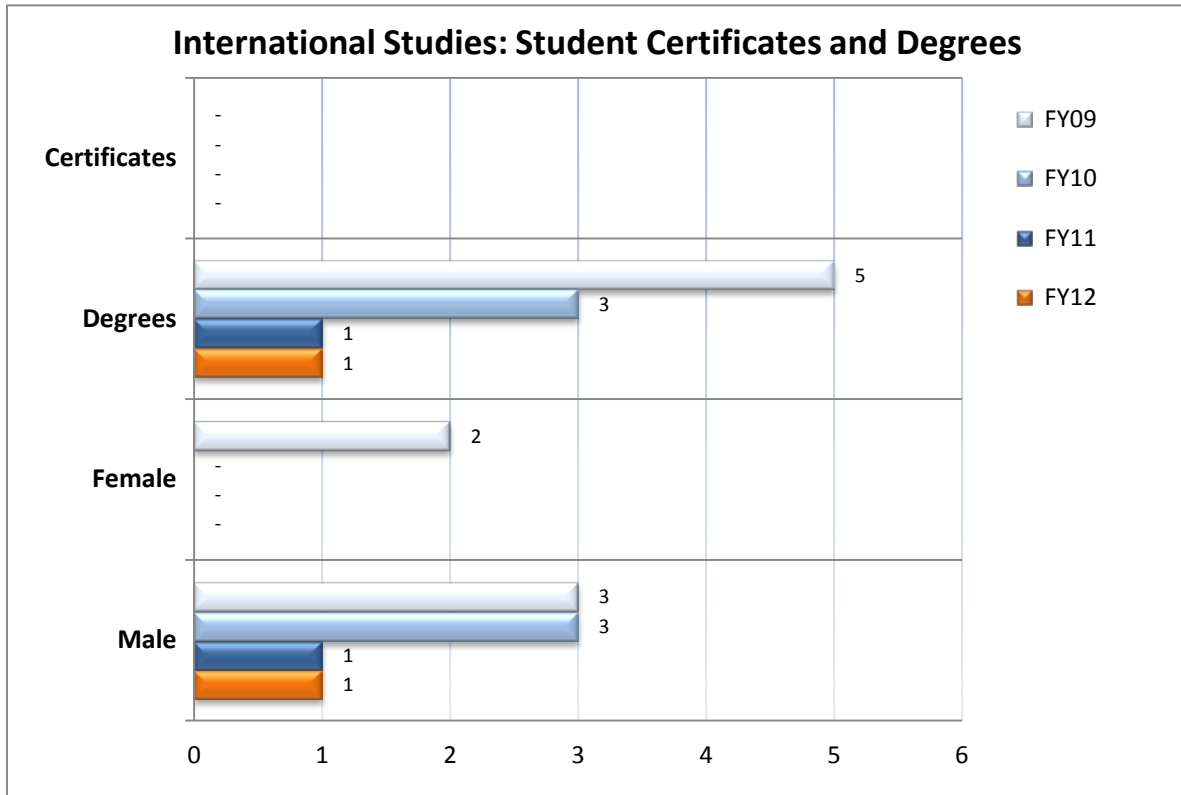
**3C4: Interpretation of the Program Course Productivity Information**

**3C5: Interpretation of Program Retention, Student Success, and Grade Distribution**

**3C6: Interpretation of the Program Completion Information**

International Studies: Student Certificates and Degrees					
Program	FY	Certificates	Degrees	Female	Male
International Studies	FY09	-	5	2	3
International Studies	FY10	-	3	-	3
International Studies	FY11	-	1	-	1
International Studies	FY12	-	1	-	1
<b>Total Awards in 4 Years</b>		-	<b>10</b>	<b>2</b>	<b>8</b>

# International Studies Program Review 2012-2013



### 3C7: Interpretation of the Program Demographic Information



# International Studies Program Review 2012-2013

## 4. Performance Assessment

### 4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	65% of students will reach a satisfactory or higher level according to the institutional communication rubric for written and/or oral communication.
<b>Operating Information</b>	
This ISLO will be assessed in the 2012/2013 academic year in the following courses: POLS V05	
<b>Analysis – Assessment</b>	
This ISLO has not yet been assessed.	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	This ISLO will not be assessed by International Studies
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	This ISLO will be assessed in the 2013-2014 Academic Year.
<b>Operating Information</b>	
This ISLO will be assessed in the 2014/2015 academic year in the following courses: POLS V05	
<b>Analysis – Assessment</b>	
This ISLO has not been assessed yet	

**International Studies Program Review**  
**2012-2013**

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	This ISLO will be assessed in the 2015/2016 academic year
<b>Operating Information</b>	
This ISLO will be assessed in the following courses: POLS V05	
<b>Analysis – Assessment</b>	
This ISLO has not been assessed yet	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	This ISLO will be assessed in the 2016/2017 academic year
<b>Operating Information</b>	
This ISLO will be assessed in the following courses: POLS V05	
<b>Analysis – Assessment</b>	
This ISLO has not been assessed yet	

**4A2: 2012-2013 Program Level Student Learning Outcomes - For programs/departments offering degrees and/or certificates**

Program-Level Student Learning Outcome 1	Performance Indicators
Identify and explain key terms and concepts related to global and international relations	70% of students will perform at 70% or higher
<b>Operating Information</b>	
This PSLO will be assessed in the 2012/2013 academic year in the following Courses: POLS V05	

## International Studies Program Review 2012-2013

<b>Analysis – Assessment</b>
This PLSO has not been assessed yet

Program-Level Student Learning Outcome 2	Performance Indicators
Identify and explain key institutions affecting global and international relations	65% of students will perform at the 70% or higher level
<b>Operating Information</b>	
This PSLO will not be assessed this academic year	
<b>Analysis – Assessment</b>	

Program-Level Student Learning Outcome 3	Performance Indicators
Using key theories and concepts, analyze major issues related to global and international relations	65% of students will perform at 70% or higher level
<b>Operating Information</b>	
This PLSO will not be assessed this year	
<b>Analysis – Assessment</b>	

## International Studies Program Review 2012-2013

**4A3:** 2012-2013 Course Level Student Learning Outcomes - Refer to TracDat

**4B:** 2012-2013 Student Success Outcomes

Student Success Outcome 1	Performance Indicators
No Data Available	
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	

Student Success Outcome 2	Performance Indicators
No Data Available	
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	

**4C:** 2012-2013 Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
No Data Available	
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	

## International Studies Program Review 2012-2013

--

Program Operating Outcome 2	Performance Indicators
No Data Available	
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	

### 4D. Program Review Rubrics for Instructional Programs

#### Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	????
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
<b>Total Points</b>	<b>Interpretation</b>	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	

**TOTAL**

#### CTE Programs

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 4	Employment outlook for graduates / job market relevance	

## International Studies Program Review 2012-2013

Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
<b>Total Points</b>	<b>Interpretation</b>	
31 - 36	Program is current and vibrant with no further action recommendation	
25 - 30	Recommendation to attempt to strengthen the program	
Below 25	Recommendation to consider discontinuation of the program	

### 5. Findings

#### **2012-2013** - FINDINGS

**Finding 1:** The number of graduates in this program reached 5 in 2009 and, due to lack of adequate support, has declined year after year.

### 6. Initiatives

**6A:** Not done last year

**6B:** 2012-2013 Initiatives

**Initiative 1:** Re-instate the position of the administrator/director of the International Studies Program

**Initiative ID – INTL STUD 1301**

**Links to Finding 1**

**Benefits:** Maintain the viability of the major and help increase the number of students majoring in this very important area of education

**Request for Resources:**

**There is an immediate need to re-instate the position of the administrator/director of the International Studies Program. This major is one of the fastest growing majors at UCSB and it is being lost here due to lack of adequate attention and support.**

## International Studies Program Review 2012-2013

### 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.)	

**Initiative 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 the 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. Otherwise, UC and CalState systems could refuse to allow transferring our courses. There are some concerns being raised there already. **Efficiency increases can only be sustained with more support for faculty.**

### Initiative ID-INTL Stud 1302

#### Link to Finding 1

**Benefits:** Retain high level of efficiency, retention and student success and preserving the privilege of being able to transfer our courses to four-year colleges and universities.

#### Request for Resources:

- (1) Maintenance of 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 and Program Reviews this semester, exhaust the faculty-especially in programs such as political science and economics with only 2.5 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

## International Studies Program Review 2012-2013

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)	x
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 3: Increase administrative support for learning communities, service learning classes, internships, campus clubs, and the International Studies as well as Political Science majors.**

**Initiative ID – INTL Stud 1303**

**Links to Finding 1**

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

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

### 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)	x
Requires college facilities funds	
Requires other resources (grants, etc.)	x



# International Studies Program Review

## 2012-2013

### Initiative 4: Increase partnerships between program administrator and Counselors

**Initiative ID—POLS 1304**

**Link to Finding 1**

**Benefits:** Increase the information and interest of the counselors about this major

**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.)	

## International Studies Program Review 2012-2013

### 6C: 2012-2013 Program Initiative Priority Ratings

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
INTL STUDIES	1	Budget	M				INTL STUD 1301	Provide course relief or stipend	Will be needed to keep and enhance the International Studies Program	9,000
INTL STUDIES	1	Budget	M				INTL STUD 1302	Improve technical/administrative support	Will be needed to increase success and retention ratios	
INTL STUDIES	1	Budget	M				INTL STUD 1303	Increase administrative/clerical support	Allow faculty to concentrate more on teaching and class prep	
INTL STUDIES	1	None	M				INTL STUD 1304	Improve coordination between the program and the counselors	Will help better publicize the program	

**International Studies Program Review**  
**2012-2013**


**6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:**

**Program/Department Level Initiative Prioritization**

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

**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 will then be prioritized using the **RHML** priority levels defined below.

**Committee Level Initiative Prioritization**

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

**College Level Initiative Prioritization**

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

## **International Studies Program Review**

### **2012-2013**

**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 (personnel, equipment, etc.)

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

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

# International Studies Program Review

## 2012-2013

### 7. Process Assessment and Appeal

#### 7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

#### 7B. 2012 - 2013 ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives? No.

2a. Were the identified initiatives implemented? N/A

2b. Did the initiatives make a difference? N/A

3. If you appealed or presented a minority opinion for the program review process last year, what was the result? N/A

4. How have the changes in the program review process worked for your area? The last minute decision to do program review in this area proved to be very cumbersome on me as I had to do this as well as participate completing the program reviews in Economics and Political Science.

5. How would you improve the program review process based on this experience? As a professor of Economics, I have been doing things during this process that go completely against what we teach in Economics. To spend the time of the faculty on doing clerical work is extremely inefficient and dumping so much administrative work on the faculty will adversely affect not only student success but the joy of teaching and the physical and mental health of the faculty, supposedly the most important asset of the college.

#### 7C. Appeals

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

**International Studies Program Review**  
**2012-2013**

If you choose to appeal, please complete the appropriate form 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.