



### **Section A - Enrollment and Demographics**

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?

Decreasing

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

The Global and International Studies major, as it was created, contained several components:

1. Related courses
2. Internship
3. Model United National Simulation
4. Lecture Series

From these only the courses are offered at the present. In addition, the program had a director who was in charge of updating and coordinating the program and its components. That position was eliminated many years ago and was re-instated only this semester. The good news is that with further publicizing the program, the number of those majoring in it has risen this semester.

3. Are the demographics of students in your program similar to those of the College, as a whole?

Yes

4. If no, please describe why they differ (600 characters max).

Student gender trend has become similar to that of the college as a whole from 2013.

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?

Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, please describe why your program is unable to do this. (600 characters max).

**Section B - Course Success Rate**

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program's course success rate in 2014 higher than the college standard of 66.7%?  
Yes
2. Was your program's course success rate in 2014 higher than the overall college success rate?  
Yes
3. Is your program's course success rate increasing, decreasing, or remaining constant?  
Increasing
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?  
No
5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

More effort on the part of the faculty is the main cause of increased success rate.

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?  
No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



7. If no, why not? (600 characters max)

It goes without saying that we always try to improve our courses and their success rates. Since the success rates of the program's courses are high we should make sure that further increasing the success rates will not negatively impact the quality of the courses.

### **Section C - Productivity**

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?  
Higher
2. Is your program's productivity increasing, decreasing, or remaining constant?  
Increasing
3. Is your program's course fill rate increasing, decreasing, or remaining constant?  
Decreasing
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

This problem is mostly related to the absence of a director for the program. Fortunately, the position was re-instated after some seven years. Another problem is lack of information about the program. We should provide more support for the program especially through the counsellors and campus-wide advertising. The newly re-instated position of the director will help in these areas as well.

5. Are you able to increase your productivity and/or course fill rate?  
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, why not? (600 characters max)

**Section D - Degrees and Certificates Awarded**

1. Does your program offer a degree or certificate of achievement?

Yes

If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

Before the position of the director of the Global and International Studies was eliminated, the program was awarding an increasing number of degrees and certificates. This number gradually dwindled as no one was responsible for this program. I have been taking care of the program to the extent possible on a voluntary basis. Fortunately, the position of the director has been re-instated and I am sure the performance will improve substantially in the future. The program has awarded only one degree every year since 2010, with the exception of 2013 when the program awarded 3 degrees.

Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?

Yes



4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

Before the position of the director of the Global and International Studies was eliminated, the program was awarding an increasing number of degrees and certificates. This number gradually dwindled as no one was responsible for this program. I have been taking care of the program to the extent possible on a voluntary basis. Fortunately, the position of the director has been re-instated and I am sure the performance will improve substantially in the future. The program has awarded only one degree every year since 2010, with the exception of 2013 when the program awarded 3 degrees.

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?  
Yes
6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

Due to the low number of degrees awarded, such comparison will not be meaningful.

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?  
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



8. If no, why not? (600 characters max)

**Section E - Student Learning Outcomes**

1. Are there any courses your program offers that have never been assessed?

Yes

2. If yes, why haven't they been assessed? (600 characters max)

The program is interdisciplinary and consists of some 100 courses. The program also awards degrees in 8 different sub majors. In order for all the courses to be offered and have the minimum number of students needed in each class, the number of students majoring in this discipline must rise. Since it is impossible for one faculty member to appraise the performance in all these courses, we have decided to measure the performance only in the two courses which are required for all sub majors: International Relations and Comparative Politics. Both of these have always been assessed.

3. What percentage of your program's courses have assessed at least half of their SLO's?

100%

4. Have you made any changes to courses based on the results of SLO assessment?

Yes

5. If yes, briefly describe the changes were made and the impact they had on student learning. (600 characters max).

We have tried to provide more detailed instructions for the course assignments.



6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?

2 Courses

7. How closely have you adhered to your SLO rotational plan?

Completely

8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

No. For this we are partially indebted to the assistance of Professor Scott Corbet. Nonetheless, more clerical assistance will be necessary. One approach is to compensate a faculty member to take over this task in a department for some compensation.

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

This program facilitates the achievement of all the five institutional learning outcomes.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?

8

11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?

No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



12. If no, why not? (600 characters max)

The program has completed all the requirements in this area. There is always room for improvement but more clerical assistance will be needed to this, if the quality of the courses offered is not to be negatively affected.

**Section F - Budget**

1. Have there been any significant changes in your program's budget over the past 3 years?  
Yes
2. How have these changes impacted student learning? (600 characters max)

The program does not have an assigned budget. However, this year the position of the director of the Global Studies program was re-instated with a stipend.





**Section G - Previous Year Initiatives**

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
International Global Studies	None	INT 1405	Need better Data on students involved with International Study courses	We have limited data on this program. It appears this program has dropped off the radar of those that encourage students selection of majors. We will work to improve the program so this is a high profile program for major selection as it does lead to multiple quality career choices.	-		-	M	M			N/A	Ongoing	Although more information is available now, the information provided through the data sheets was not adequate to complete this program review
International Global Studies	None	INTL 1302 and 1303 and 1305	Add the International /Global Studies to the list of	College wide support for International/ Global Studies degree major	-		-	H	M			N/A	Ongoing	The Pamphlet and other marketing materials do



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			majors in the college listings, Increase marketing for students to major in this area, Increase the number of students majoring in this area.	and offering of courses and support for students. Develop a pamphlet and other marketing materials and events to publicize interest in this area.										exist. However, the program needs direction and it now can be done with the newly re-instated position.
International Global Studies	None	INTL 1304	Further develop a group of faculty to develop the Global studies program, and marketing materials. Develop an advisory group to support the program	College support of Global Studies as an offering on this campus.	-	-	M	H			Yes	Pending	The appointment of the new director of the Global Studies will assist in the completion of this initiative.	
											Yes	Ongoing	See above.	



**Section H – 2015-2016 Initiatives**

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Global and International Studies	INTL1601	Increase the program's enrollment	Develop a transfer degree	N/A	None	Other	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input checked="" type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
Global and International Studies	INTL1602	Increase the program's productivity and/or course fill rate	Develop a transfer degree	N/A	None	Other	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input checked="" type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Global and International Studies	INTL1603	Create related programs and activities to attract more students	Re-start the Model United Nations Simulation program by re-creating the position of an administrator	10,000	College Funds	General Fun	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input checked="" type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
Global and International Studies	INTL1604	Create related programs and activities to attract more students	Re-start the Internship program in Economics, Political Science and Global Studies areas by re-creating the related courses.	5,000-10,000	College Funds	Other	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



2015-2016 Program Review  
International Global Studies

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Global and International Studies	INTL1605	Create related programs and activities to attract more students	Re-start the the Lecture Series program.	8,000	College Funds	General Fun	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
Global and International Studies & Political Science	INTL1606	Offer more of the available courses in the area	Hire a new faculty		College Funds	Faculty	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



### **Educational Master Plan Goals**

**Goal 1:** Continuously improve educational programs and services to meet student, community, and workforce development needs.

**Goal 2:** Provide students with information and access to diverse and comprehensive support services that lead to their success.

**Goal 3:** Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

**Goal 4:** Continuously enhance institutional operations and effectiveness.

**Goal 5:** Implement the Ventura College East Campus Educational Plan.



**Section I – Process Assessment**

**How have the changes in the program review process this year worked for your area?**

**How would you improve the program review process based on this experience?**

**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.

**Section I – Submission Verification**

**Preparer:**

**Dates met (include email discussions):**

**List of Faculty who participated in the program Review Process:**

**Preparer Verification:**

I verify that this program document was completed in accordance with the program review process.

**Dean Verification:**

I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):*



### APPEAL FORM

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. You will be notified of your time to present.**