Political Science Program Review
2012-2013

1. Program/Department Description

1A. 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 Political Science and 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.

Degrees/Certificates
Political Science AA/T degree
International Studies AA
  ● 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.

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	

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-curricularactivities. 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 giverise to its Vision, Mission and Goals.

- Student Success   Innovation
- Respect   Diversity
- Integrity   Service
- Quality   Collaboration
- Collegiality   Sustainability
- Access   Continuous Improvement

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

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 League of 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. The international Studies Program has co-sponsored the Earth Charter Summit event with Citizens for Peaceful Resolutions of Ventura County for the past 7 years.

1K. Organizational Structure

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

<u>Instructors and Staff</u>

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.

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
For programs/departments offering degrees and/or certificates

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

2A3. **2012-2013** - *Course* Level Student Learning Outcomes
Attached to program review (See appendices).

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

1.
    Same as last year
2.

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

1.
    Same as last year
2.

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

Political Science Program Review
2012-2013

3. Operating Information

3A.   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 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.
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.

3B: 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.

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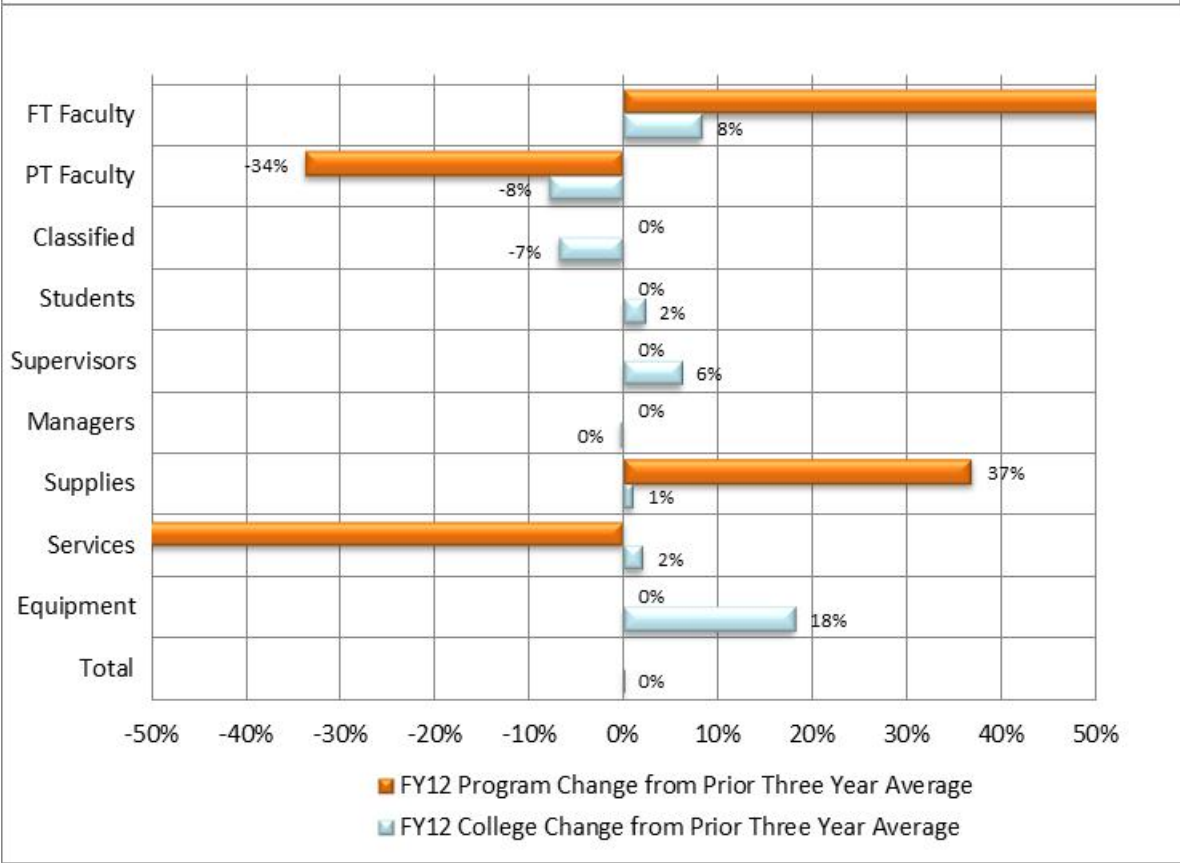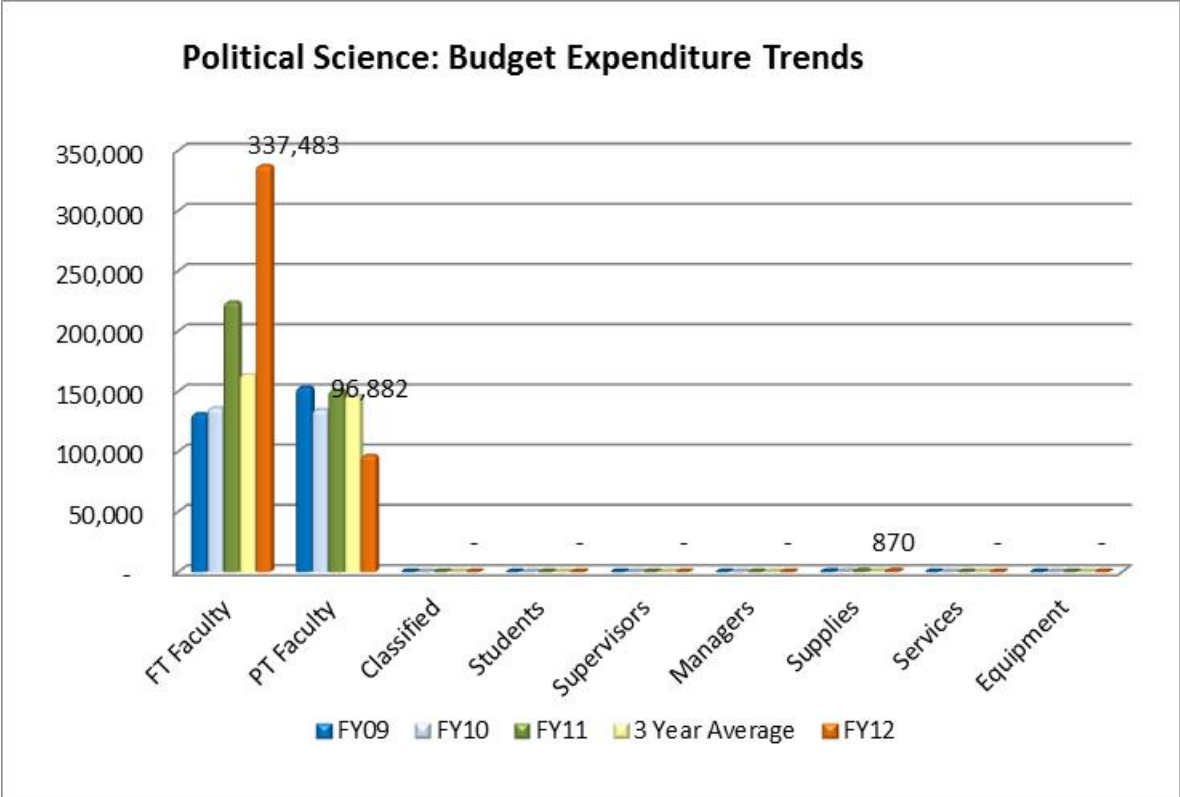
In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

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

3C1: Interpretation of the Program Budget Information

Category	Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change from Prior Three Year Average	College Change from Prior Three Year Average
1	FT Faculty	131,409	136,373	224,112	163,965	337,483	106%	8%
2	PT Faculty	153,450	134,941	151,047	146,479	96,882	-34%	-8%
3	Classified	-	-	-	-	-	0%	-7%
4	Students	-	-	-	-	-	0%	2%
5	Supervisors	-	-	-	-	-	0%	6%
6	Managers	-	-	-	-	-	0%	0%
7	Supplies	491	500	915	635	870	37%	1%
8	Services	100	100	-	100	-	-100%	2%
9	Equipment	-	-	-	-	-	0%	18%
	Total	**285,450**	**271,914**	**376,074**	**311,146**	**435,235**		**0%**

Political Science: Budget Expenditure Trends

Legend: FY09 · FY10 · FY11 · 3 Year Average · FY12

Values shown: FT Faculty peak 337,483; PT Faculty 96,882; Supplies 870

Category	FY12 Program Change from Prior Three Year Average	FY12 College Change from Prior Three Year Average
FT Faculty	(approx 50%)	8%
PT Faculty	-34%	-8%
Classified	0%	-7%
Students	0%	2%
Supervisors	0%	6%
Managers	0%	0%
Supplies	37%	1%
Services	(approx -50%)	2%
Equipment	0%	18%
Total		0%

Legend: FY12 Program Change from Prior Three Year Average · FY12 College Change from Prior Three Year Average

There is an increase in FT faculty for FY12 which is due to a new full-time faculty as well as extra-large classes. Hourly substitute increased by $5,796. In almost every other category, expenditure was down, including a decrease of $54,165 (-36%) from faculty instructional hourly. This should be due to fewer sections being taught and lower section caps.

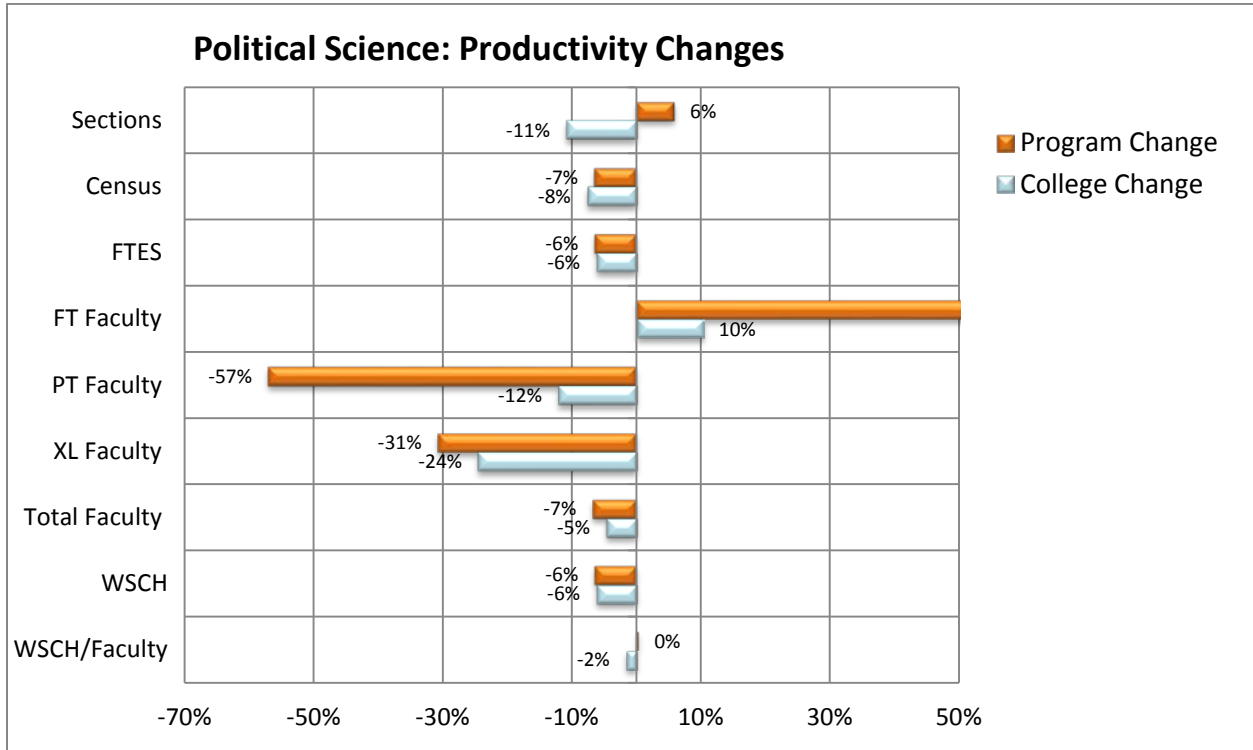### 3C2: Interpretation of the Program Inventory Information

http://www.venturcollege.edu/assets/pdf/program_review/2012-2013/3C2a%20Inventory%20by%20Program.pdf

N/A

3C3: Interpretation of the Program Productivity Information

Political Science: Productivity Changes							
Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change	College Change
Sections	35	32	35	34	36	6%	-11%
Census	2,128	2,320	2,246	2,231	2,086	-7%	-8%
FTES	211	231	222	221	207	-6%	-6%
FT Faculty	1.60	1.60	1.80	2	2.80	68%	10%
PT Faculty	1.80	1.62	1.54	2	0.71	-57%	-12%
XL Faculty	1.55	2.05	1.60	2	1.20	-31%	-24%
Total Faculty	4.95	5.27	4.94	5	4.71	-7%	-5%
WSCH	3,165	3,465	3,330	3,320	3,105	-6%	-6%
WSCH/Faculty	639	657	674	657	659	0%	-2%

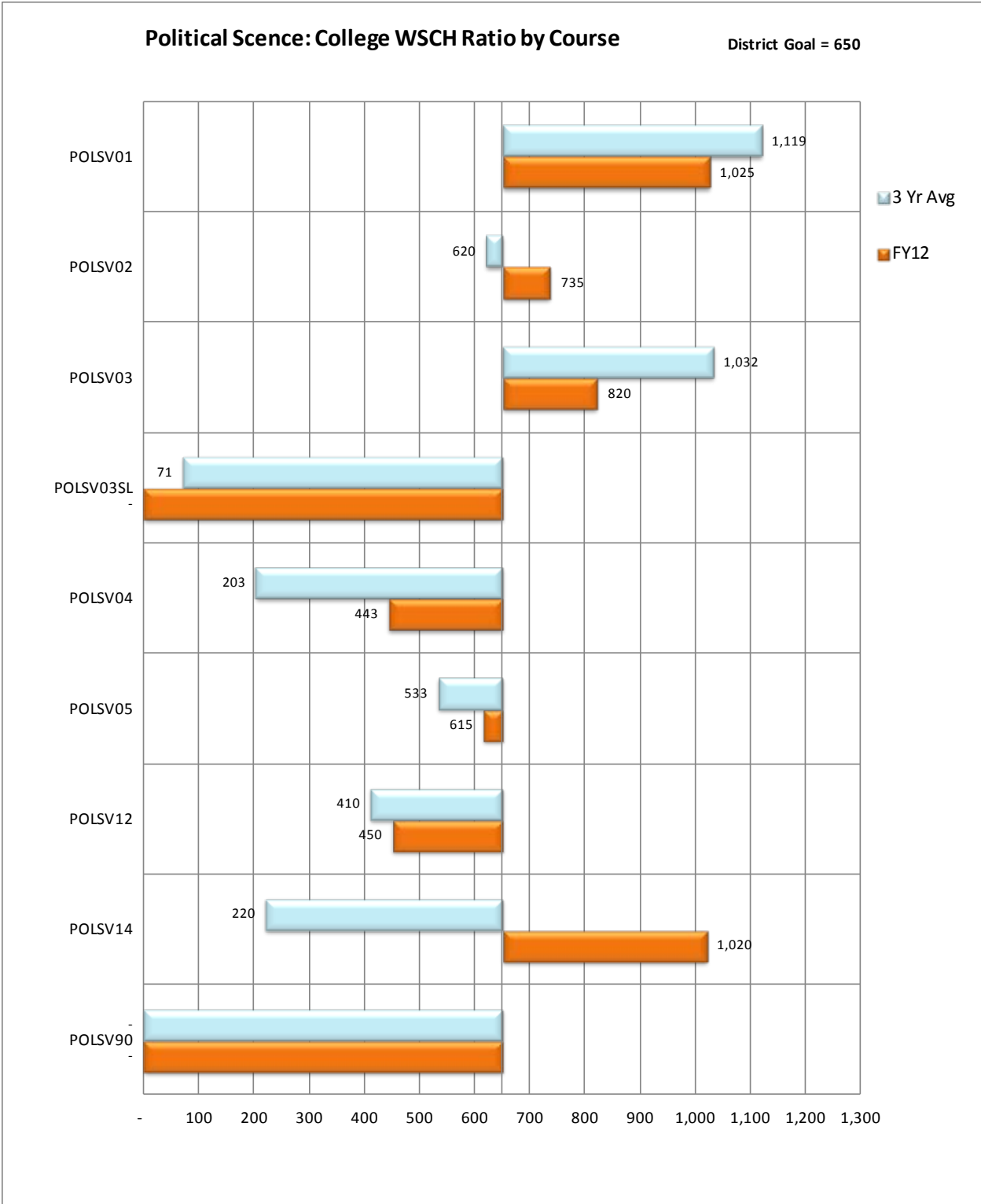## Political Science: Productivity Changes

There was a 6% increase in the number of sections, due to lower caps. There was a decline in Total Faculty of 7% which corresponds with a 7% decline in census.

3C4: Interpretation of the Program Course Productivity Information

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
POLSV01	American Government	965	1,155	1,237	1,119	1,025	(94)	650	158%
POLSV02	Comparative Government	510	465	885	620	735	115	650	113%
POLSV03	Intro to Political Science	1,061	1,177	857	1,032	820	(212)	650	126%
POLSV03SL	Political Sci:Service Learning	-	-	212	71	-	(71)	650	0%
POLSV04	Intro to Political Theory	-	-	608	203	443	240	650	68%
POLSV05	International Relations	525	540	533	533	615	82	650	95%
POLSV12	Environ & Natural Resource Mg	-	585	645	410	450	40	650	69%
POLSV14	Global Studies	-	-	660	220	1,020	800	650	157%
POLSV90	Direct Study:Political Science	-	-	-	-	-	-	650	0%

Political Scence: College WSCH Ratio by Course   District Goal = 650

Course	3 Yr Avg	FY12
POLSV01	1,119	1,025
POLSV02	620	735
POLSV03	1,032	820
POLSV03SL	71	-
POLSV04	203	443
POLSV05	533	615
POLSV12	410	450
POLSV14	220	1,020
POLSV90	-	-

Almost all of our courses are either close to or over 100% district WSCH ratio. POLS V03SL and POLS V90 were not offered in FY12. However, POLSV03SL was offered in FY11. This explains at least partially the difference between the WCSH ratios for F11 and F12. POLS V04 was taught online in F11 (resulting in
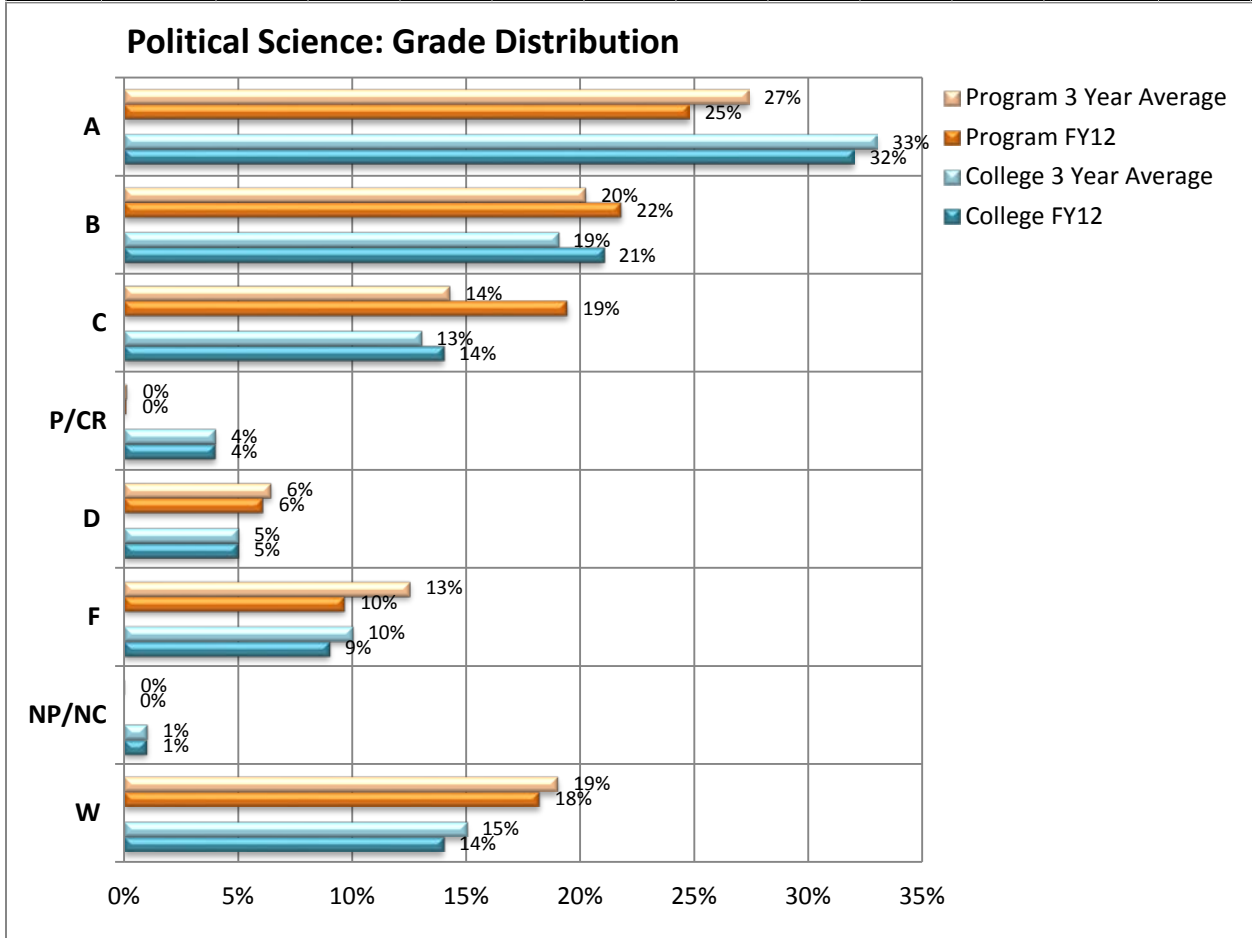
larger class size) but face to face in F12 (resulting in smaller class size). Unlike the previous two tables in this report, the college WSCH ratio % change column is comparing the three-year average with F11, not F12. However, we believe that F11 POLS V02 is higher than the average because it was taught online as an extra-large class.
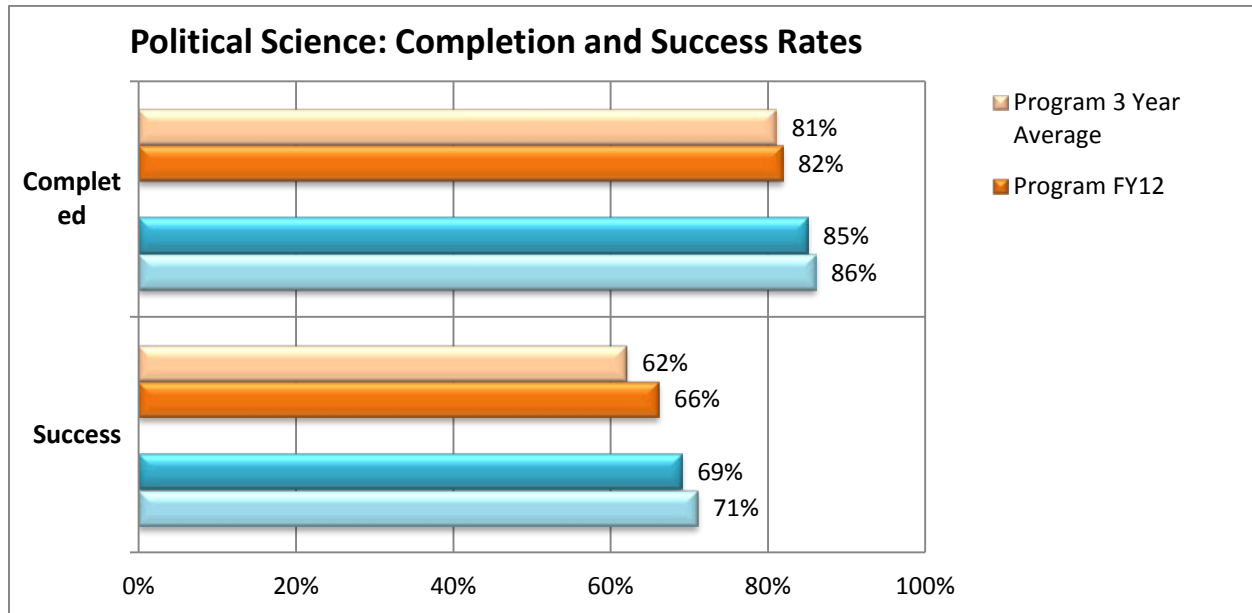
3C5: Interpretation of Program Retention, Student Success, and Grade Distribution

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
POL	FY09	519	451	265	2	148	258	1	427	2,071	1,644	1,237
POL	FY10	624	447	335	2	119	328	-	396	2,251	1,855	1,408
POL	FY11	633	414	326	4	151	227	1	410	2,166	1,756	1,377
POL	3 Year Avg	592	437	309	3	139	271	1	411	2,163	1,752	1,341
POL	FY12	505	444	396	2	124	197	-	371	2,039	1,668	1,347

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
POL	FY09	25%	22%	13%	0%	7%	12%	0%	21%	100%	79%	60%
POL	FY10	28%	20%	15%	0%	5%	15%	0%	18%	100%	82%	63%
POL	FY11	29%	19%	15%	0%	7%	10%	0%	19%	100%	81%	64%
POL	3 Year Avg	27%	20%	14%	0%	6%	13%	0%	19%	100%	81%	62%
POL	FY12	25%	22%	19%	0%	6%	10%	0%	18%	100%	82%	66%
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%

Political Science: Grade Distribution

Political Science: Completion and Success Rates

Legend:
- Program 3 Year Average
- Program FY12

Completed:
- 81%
- 82%
- 85%
- 86%

Success:
- 62%
- 66%
- 69%
- 71%

In F12, both completed (82%) and success (66%) ratios are higher than in the previous year. The difference between the completed and success ratios for Global Studies is due to not dropping students who did not have an intention to complete the course before the census.

In Spring 2012, POLS V02 had a low success rate due to the following reasons:
-Class was taught on line and many students who should have been dropped prior to the census were not dropped.
-The reason why students were not dropped before the census was that the instructor of record was on maternity leave.
-Online classes typically have lower completion rates, and in the Political Science department a higher percentage of students take online classes.

3C6: Interpretation of the Program Completion Information

The average completion rate over four years is above 80% and improving year after year.

3C7: Interpretation of the Program Demographic Information

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
POL	FY09	770	880	65	79	12	58	33	175	1,173	890	9	26
POL	FY10	913	871	76	110	20	58	33	170	1,233	1,014	4	25
POL	FY11	960	826	62	89	18	51	36	125	1,167	999	1	25
POL	**3 Year Avg**	**881**	**859**	**68**	**93**	**17**	**56**	**34**	**157**	**1,191**	**968**	**5**	**25**
POL	FY12	897	791	66	82	16	57	33	97	1,050	979	10	24
College	**3 Year Avg**	**12,714**	**11,174**	**990**	**1,074**	**223**	**880**	**414**	**2,110**	**16,221**	**13,261**	**97**	**27**
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
POL	FY09	37%	42%	3%	4%	1%	3%	2%	8%	57%	43%	0%	26
POL	FY10	41%	39%	3%	5%	1%	3%	1%	8%	55%	45%	0%	25
POL	FY11	44%	38%	3%	4%	1%	2%	2%	6%	54%	46%	0%	25
POL	**3 Year Avg**	**41%**	**40%**	**3%**	**4%**	**1%**	**3%**	**2%**	**7%**	**55%**	**45%**	**0%**	**24**
POL	FY12	44%	39%	3%	4%	1%	3%	2%	5%	51%	48%	0%	24
College	**3 Year Avg**	**43%**	**38%**	**3%**	**4%**	**1%**	**3%**	**1%**	**7%**	**55%**	**45%**	**0%**	**27**
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24

Political Science: Demographics
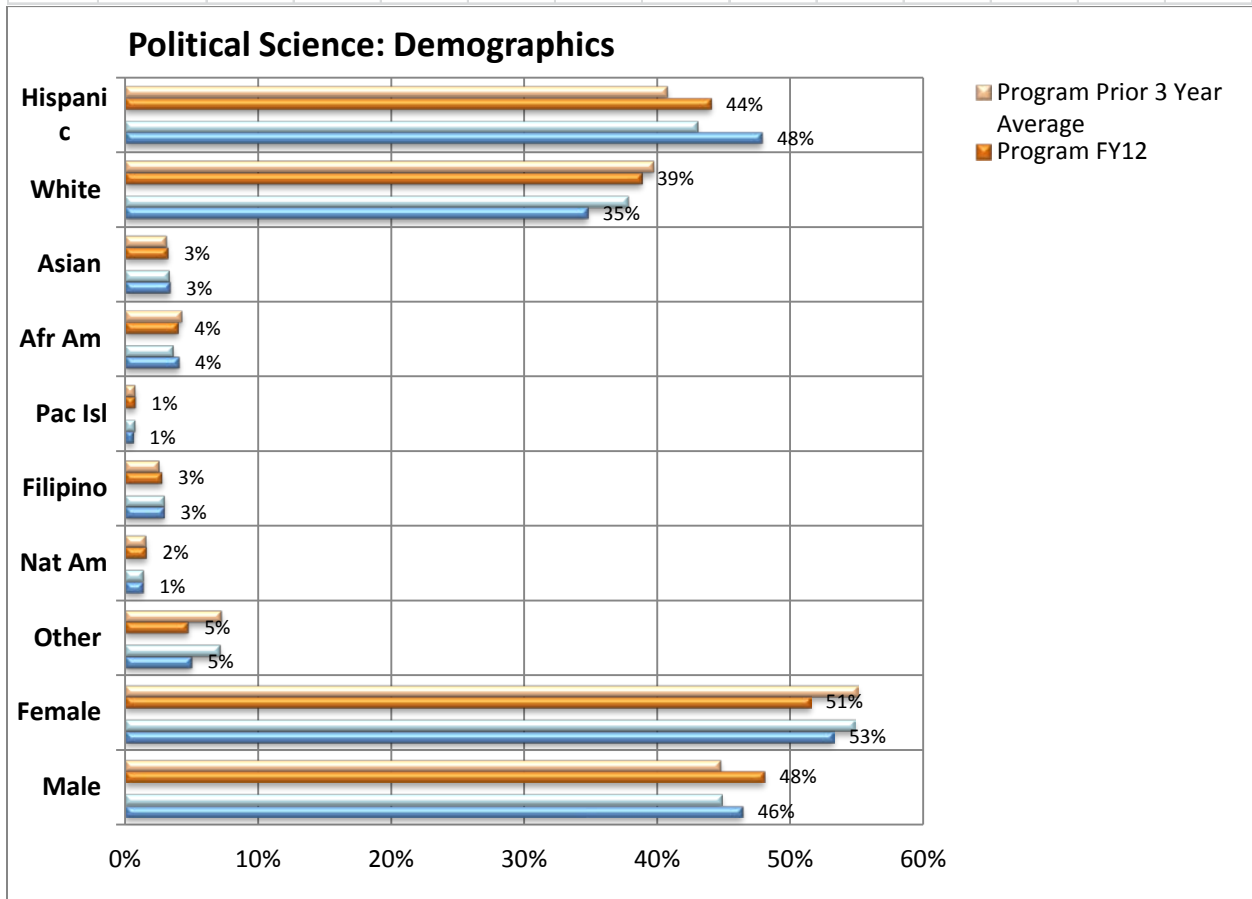
No major changes since 2010 in this area. The program's 3-year average figures are in line with those of the college. These figures show an increase in the Hispanic population and a decline in the white population. The increasing percentage of Hispanic students creates opportunities to offer certain courses, such as U.S.-Mexico Relations more often. Our new full-time faculty member is of Hispanic origin and serves as a role model for the increasing number of our Hispanic students.

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.
Operating Information	
This ISLO will be assessed in the 2012/2013 academic year in the following courses: POLS V01, 02, 03, 04, 05, 12, 14	
Analysis – Assessment	
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 the Political Science Program.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	This ISLO will be assessed in the 2013-2014 Academic Year.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	This ISLO will be assessed in the 2014-2015 Academic Year.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	This ISLO will be assessed in the 2015-2016 Academic Year.
Operating Information	
Analysis – Assessment	

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

Program-Level Student Learning Outcome 1	Performance Indicators
Analyze key political concepts and ideas	65% or more of students will perform at 70% or higher
Operating Information	
This PSLO will be assessed in the 2012/2013 academic year in the following courses: POLS V01, 02, 03, 04, 05, 12, 14	
Analysis – Assessment	

Program-Level Student	Performance Indicators

Learning Outcome 2	
Understand the role of governmental institutions	65% or more of students will perform at 70% or higher
Operating Information	
This PSLO will be assessed in the 2012/2013 academic year in the following courses: POLS V01, 02, 03, 04, 05, 12, 14	
Analysis – Assessment	

Program-Level Student Learning Outcome 3	Performance Indicators
Evaluate key political issues	65% or more of students will perform at 70% or higher
Operating Information	
This PSLO will be assessed in the 2012/2013 academic year in the following courses: POLS V01, 02, 03, 04, 05, 12, 14	
Analysis – Assessment	

Program-Level Student Learning Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 5	Performance Indicators
Operating Information	
Analysis – Assessment	

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

4B: 2012-2013 **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 was 81%, FY 12 retention rates was 82%. (3C5)	
Analysis – Assessment	
The program's retention rate has improved.	

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 political science program's success rate for FY12 (66%) was higher than the three year average (62%) and FY11 (64%).	
Analysis – Assessment	
The political science success rate has improved.	

4C. 2012-2013 Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the goal set by the district.	The program will make every effort to continue to satisfy the goal set by the district.
Operating Information	
The District WSCH ratio for FY12 was 886.	
Analysis – Assessment	
The program exceeded the district WSCH ratio goal.	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment.	N/A
Operating Information	
Our ongoing investigation of the inventory will continue.	
Analysis – Assessment	

4D. Program Review Rubrics for Instructional Programs

Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	6
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	4
Up to 4	Agreed-upon productivity rate	3
Up to 4	Retention rate	3
Up to 3	Success rate (passing with C or higher)	3
Up to 3	Ongoing and active participation in SLO assessment process	3
Total Points	**Interpretation**	
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   22

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	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
Total Points	**Interpretation**	
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 College's WSCH calculation shows our program to have a FY12 average of 660 compared to the district's goal of 650. This shows an increase of 3% from the 3-year average and 102% of the college's WSCH number.

The discipline's district WSCH Ratio is substantially higher (886) for FY12 and stands at 136%.

Finding 2:
The program's retention rate both for the 3-year average and F12 are close to the college's overall number of 85%.

Finding 3:
The program's 3-year success rate average (62%) and F12 success rate (66%) are not far from the college's 3-year average of 69%. We are continuously improving our student success rate.

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 which routinely have higher withdrawal rates because some students enroll in such classes to acquire sufficient units for financial aid, or until they can enroll in a face-to-face class .

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 classes 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 subject.

Finding 4:
Census figures show a faster growth in the number of students in this program (FY12, 44%) compared to the college as a whole (Prior 3 Year Average, 41%). 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

6A: 2011-2012 - Initiatives

Initiative ID 1:
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.

Links to Finding 1-3 - 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 ID 2
Create AA Degree in Political Science

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:

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 ID 3:
Increase administrative support for learning communities, service learning classes, internships, campus clubs, and the International Studies major.

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 ID - 4:
Increase partnerships between program faculty and student support services.

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 ID-5:
Get better data to measure student success and retention.

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

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)	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.)	x

Initiative ID-6:
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.

Links to Finding 3

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

Request for Funding: 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 ID-7:
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: yes
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.)	

Political Science Program Review
2012-2013

2011 - 2012 FINAL Program Initiative Priority Ratings

Line Number	Division Code	Program	Category	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 ID	Initiative Title	Resource Description	Resource Category	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	33	Political Science	None	3	no rating			PS1202	PS1202	Increase Hispanic student retention and success rates measures	Work with college wide intiatives to increase Hispanic Student success and retention rates revisions to data measurement	0			-	
2	33	Political Science	None	3	no rating			PS1203	PS1203	Increase support for International Studies Major	Recognize the interdisplinary support for student success in International Studies program, promote this for student success	0			-	
3	33	Political Science	None	3	no rating			PS1204	PS1204	Review data on student success and retention for improvement	Data is insufficient for accurate analysis	0			-	
4	33	Political Science	None	3	no rating			PS1205	PS1205	Conduct inventory	Inventory reviewed	0			-	
5	33	Political Science	Budget	3	L		L	PS1203	PS1203	Provide release time or stipend to manage Model Unitied Nations and International Studies program		7	9,000	9,000	9,000	
6	33	Political Science	Budget	3	H		H	PS1204	PS1204	Review data on student success and retention for improvement	Data is insufficient for accurate analysis	8	-	-	9,000	
7	33	Political Science	Other	3	H			PS1204	PS1204	Review data on student success and retention for improvement	Data is insufficient for accurate analysis	8	Possible costs for CCSE student survey grant funded		9,000	
8	33	Political Science	None	4	no rating			PS1201	PS1201	Reevaluate WSCH goal set by district	Lowering the district's 650 WSCH Ratio to the original figure of 550.	0			9,000	

6B: 2012-2013 **INITIATIVES**

Initiative 1:

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 CSU systems could refuse to allow transferring our courses. There are some concerns being raised there already.

Initiative ID -- POLS 1301

Links to Findings 1 -4: Efficiency increases can only be sustained with more support for faculty.

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.   Fund an Instructional Technology Assistant position.   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
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 2:
Increase administrative support for learning communities, service learning classes, internships, campus clubs, and the International Studies as well as Political Science majors.

Initiative ID -- POLS 1302

Links to Finding 2-3

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

Initiative 3:
Increase partnerships between program faculty and student support services.

Initiative ID—POLS 1303

Links to Finding 2-3

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 4:

Get better data to measure student success and retention.

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

Initiative ID—POLS 1304

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 5:

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

Initiative ID—POLS 1305

The program can incorporate more issues like immigration, naturalization, racial/ethnic group mobilization, 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.

Links to Finding 2-4

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

Request for Resources:
Need to offer non-Core 1 courses.

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 6:
Lowering the district's 650 WSCH Ratio to the original figure of 550.

Initiative ID—POLS 1306

Links to Finding 1

Benefits: Allows for smaller class sizes which will increase the quality of education. It will also more accurately reflect the amount of time faculty members have to spend preparing for classes.

Request for Resources: none

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 7:
Make all VC classrooms, SMART classrooms.

Initiative ID—POLS 1307.

Links to Finding 1

Benefits: Enables greater efficiency in the classroom and productivity of faculty who can develop uniform class outlines (reduces the preparation time entailed for adapting class lectures for a non-SMART classroom).

Request for Resources:

Funds needed to convert classrooms to SMART classrooms (purchasing of appropriate technology and the staff hours to complete the installation).

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	
Requires other resources (grants, etc.)	

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
POLS	1	Budget	H				POLS 1301	Improve technical/administrative support	Fund an Instructional Technology Assistant position.	$77,092
POLS	2-3	Budget	H				POLS 1302	Provide release time or stipend to manage the International Studies Major	This will be necessary for keeping this program as a viable major	$9,000
POLS	2-3	Budget	M				POLS 1302	Provide release time or stipend to manage the Model United Nations Club	To allow our students to enhance their knowledge of international affairs and public speaking skills	$9,000
POLS	2-3	Other	H				POLS 1304	Review Data on Student Success and Retention for Improvement	Data is insufficient for accurate analysis. Possible costs for CCSE student survey; grant funded	
POLS	2-4	Budget	H				POLS 1305	Increase Hispanic student retention and success rates measures	Work with college wide initiatives to increase Hispanic student success and retention rates. Need some Core 2 and/or Core 3 classes specifically related to the needs of this student body	$4,000-5000
POLS	1	None	M				POLS 1306	Reevaluate WSCH goal set by district	Lowering the District's 650 WSCH Ratio to the original figure of 550	
POLS	1	Budget Computer	H				POLS 1307	Convert all classrooms to SMART classrooms.	Install appropriate technology in all classrooms.	

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

<u>Program/Department Level Initiative Prioritization</u>
All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

<u>Division Level Initiative Prioritization</u>
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.

<u>Committee Level Initiative Prioritization</u>
The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

<u>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 **RHML** priority levels defined below.

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.)

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?
Yes and yes.

2a. Were the identified initiatives implemented?
The following initiatives were implemented:
Initiative POLS 1201 – The Program's faculty members received new computers. Other technical needs remain.
Initiative POLS 1202 – An AA-T Degree in Political Science was created.
Four initiatives remain and a new one has been added.

2b. Did the initiatives make a difference?
Yes. Partially.   We created the AA-T degree in political science and received new office computers. However, remaining initiatives have remained unfulfilled.

3.   If you appealed or presented a minority opinion for the program review process last year, what was the result?
No appeals or minority opinion were put forth

4.   How have the changes in the program review process worked for your area?
FY12 data was much more time consuming to access, disentangle and interpret compared to that of FY11.

5.   How would you improve the program review process based on this experience?
Clerical assistance to the faculty to organize and enter the data is needed. Also there is an urgent need to identify facilitators for specific programs that the faculty can access with questions and concerns.

7C.   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 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.

POLITICAL SCIENCE COURSE LEVEL SLOS

Political Science V01-American Government
1. Identify and explain key terms and concepts related to American and California politics and government.
2. Identify and explain the institutional structures and functions of American and California government.
3. Using key theories and concepts, analyze major issues related to American and California politics.

Political Science V01SL: American Government with Service Learning
1. Promote civic engagement and citizenship
2. Understand local public policy issues as they relate to American government

Political Science V02: Comparative Government
1. Identify and explain key terms and concepts related to comparative government and politics.
2. Identify and explain the institutional structures and functions of various governments around the world.
3. Using key theories and concepts, analyze major issues related to comparative politics,

Political Science V03: Introduction to Political Science
1. Identify and explain key terms and concepts related to political science.
2. Identify and explain the institutional structures and functions of the American government, California government, and various other governments.
3. Using key theories and concepts, analyze major issues related to politics.

Political Science V03SL: Introduction to Political Science with Service Learning
1. Promote civic engagement and citizenship.
2. Understand local public policy issues as they relate to themes in political science.

Political Science V04: Introduction to Political Theory
1. Identify and explain key terms and concepts related to political theory.
2. Identify and explain the types of institutions promoted by different political thinkers.
3. Using key theories and concepts, analyze major issues related to politics.

Political Science V05-International Relations
1. Identify and explain key terms and concepts related to international relations.
2. Identify and explain key institutions affecting international relations.
3. Using key theories and concepts, analyze major issues related to international relations.

Political Science V08-Public Administration
1. Identify and explain key terms and concepts related to public administration

2. Identify and explain key institutions affecting public administration.
3. Using key theories and concepts, analyze major issues related to public administration.

Political Science V09: U.S.-Mexico Relations

1. Identify and explain key terms and concepts related to U.S.-Mexico relations.
2. Identify and explain the institutional structures and functions of the Mexican and American governments.
3. Using key theories and concepts, analyze major issues related to U.S.-Mexico relations.

Political Science V10: The United Nations and World Affairs

1. Identify and explain key terms and concepts related to the United Nations and international politics.
2. Identify and explain the institutional structures and functions of the United Nations.
3. Using key theories and concepts, analyze major issues related to the United Nations and international politics.

Political Science V11: Government and Politics of Mexico

1. Identify and explain key terms and concepts related to Mexican government and politics.
2. Identify and explain the institutional structures and functions of the Mexican government.
3. Using key theories and concepts, analyze major issues related to Mexican politics.

Political Science V12/ESRM V03: Environmental Policy and Natural Resource Management

1. Identify and explain key terms and concepts related to environmental policy and natural resource management.
2. Identify and explain the institutional structures and functions of the American and other governments.
3. Using key theories and concepts, analyze major environmental issues.

Political Science V14-Global Studies

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

Political Science V15-Revolution in the Third World

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

Political Science V16-Government and the Economy

1. Identify and explain key terms and concepts related to government and the economy.
2. Identify and explain key institutions affecting government intervention in the economy.
3. Using key theories and concepts, analyze major issues related to government's role in the economy.