



Political Science Program Review

2013-2014

Department Chairs,

It is program review time again! Enclosed you will find your program review document that needs to be completed and turned in to your Dean by October 7, 2013. The purpose of program review is for faculty and staff members to evaluate their program's performance based on an analysis of data and to develop initiatives for improvement. Through the creation of initiatives, some requiring resources and some not, programs will establish goals and long-term program plans.

You will see that the document has been simplified in order to provide a more cohesive but functional document that we hope will be easier for your department to complete. You will also find included appendices with helpful information such as the Process Map, What to Leave In and What to Leave Out Guidelines, and the Academic Senate Rubric for Instructional Program Vitality.

Please note that instruction prompts have been provided in italics throughout sections of the document to provide guidance for interpreting data and providing analysis statements. You may remove these instructions as you complete each section. Please use 11 point, Calibri font for consistency.

Areas such as your program/department description and the staffing chart have been pre-populated using information from your last program review document. Please revise as necessary. Please note that you are not required to create initiatives for each area of data. However, programs are required, at a minimum, to create initiatives that do not require resources as every program should have some area (i.e. student success, retention) in which it is trying to improve. And programs, which offer degrees and/or certificates, need to set goals for increasing program completion rates (per direction from the Accrediting Commission).

The last page of the document includes a process verification section where you will note the participants and document the meeting dates. Your Division Dean will also need to electronically verify review prior to submitting the document, so be sure to plan accordingly.

Appendices:

- A-Program Review Process Map-Instructional Programs
- B-What to Leave In and What to Leave Out
- C-Academic Senate Rubric for Instructional Program Vitality-Instructional Academic Programs
- D-Academic Senate Rubric for Instructional Program Vitality-Instructional CTE Programs
- E-Appeal Form

Attachments:

- Data packets for your program/department

WHO TO CALL FOR ASSISTANCE

Budget and Inventory Data:

David Keebler, VP-Administrative Services, ext. 6354

Data Analysis and Interpretation:

Michael Callahan, Institutional Researcher, ext. 6344

Instructional Programs:

Kathy Scott, Dean-Institutional Effectiveness, ext. 6468

Debbie Newcomb, Faculty Facilitator, ext. 6368

Sandy Hajas, LRC Supervisor, ext. 6179

Services:

Susan Bricker, Registrar, ext. 6044



Due October 7, 2013



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Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

Instructions:

- *Provide a brief status of initiatives created last year that did not require funding. Include an explanation of what changes occurred (i.e. in student learning) as a result of those initiatives.*
- (1) Our first such initiative (ID 2) was to create an AA-T degree in Political Science. We did it! And it did not require funding. We already have eleven students in our first semester earning AA-T degrees in Political Science, of which seven were Hispanic students. Our second initiative (ID-4), was to increase partnerships between faculty and student support services. We've had speakers from student support services (SSS) visit our classes, we've given students extra credit for participating in SSS activities, we've increased advertisement of SSS, and we've promoted the Reading and Writing Center extensively in many of our courses. Our third initiative (ID-6) was to increase the focus on Hispanic and ethnic minority students in curriculum and course offerings. For this, one of our faculty (Dr. Corinna McKoy) was placed on the Title V Velocidad advisory board, Dr. Porter created a learning community with an English course focused on the theme of immigration, and Dr. Nasri keeps offering our course on globalization. As a result, our program's retention rate for Hispanic students is one percentage point higher than the college average. And, our program's success rate for Hispanic students is nine percentage points higher than the college average. FY 12, Initiative 7 – Lowering the district's 650 WSCH Ratio to the original figure of 550—was out of our control and not acted upon by administration.
- *CM Provide a brief status of initiatives created last year that required funding. For those that were funded, what changes occurred (i.e. in student learning) as a result of the initiatives/funding.*
- Initiatives ID 1 (Improve Technical/Administrative Support for Faculty), ID 3 (Increase Administrative Support for Learning Communities, Service Learning, Internships, Clubs, and the International Studies Major), and ID 5 (Acquire Better Data to Measure Student Success and Retention) were not granted funding, and administrative action to address did not occur. Therefore, the status of this initiative remains 'in progress, dependent upon funding and administration attention'.

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

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

- Similar to our results from the previous two years, the Political Science Program continues to achieve high rates of student success. For example, in FY 12 the Political Science student success rate was 66%. In FY 13 the Program improved by 12 percentage points, achieving a student success rate of 78%. This is 7 percentage points higher than the College FY13 score for Student Success. Also, our Retention score improved by 6 percentage points in the past year, 88%. This too was higher than the College FY 13 Retention score by 2 percentage points.

Section II - Description

A. Description of Program/Department

Political Science is the study of political ideas, government institutions and political issues using a wide array of methods. Analytical tools learned in this major include critical thinking and citizenship skills. Synthetic knowledge includes a deeper understanding of students' identities and roles within a democratic society. 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 (POLS V01,2,4,5) needed for all political science majors in four-year



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institutions, as well as key courses recommended for Political Science and International Studies majors. Graduates are qualified for a variety of positions in government and non-governmental institutions, as well as being prepared to enter further studies in various disciplines, including political science, law, ethics, journalism and business.

Degrees/Certificates

Political Science AA/T degree

International Studies AA

-Political Science Faculty coordinate Ventura College’s International Studies AA Degree.

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

Instructions:

- *What has changed over the past year (i.e. faculty, degrees/certificates, curriculum, etc.)?*
Our AA-T degree is now being implemented and we have hired one new part-time faculty member. We continue to offer a breadth of core courses (POLS V01,2,3,4,5) each semester as well as Global Studies and International Relations online every other semester (and Environmental Policy courses). We are NOT offering any learning communities this fall semester, for the first time in many years, as they were cancelled by the outgoing EVP. All full-time faculty are teaching at least one online class and have gone through the recent D2L training.
- *What is impacting the program now?*
One of our faculty members (Robert Porter) is interested in “flipping” some of his face-to-face classes as well as offering more learning communities. This type of teaching requires a different approach than traditional lecturing, focusing instead on student engagement. The lack of rooms with movable desks and chairs that can be constantly reconfigured is impacting his ability to increase retention and success rates with his students. Despite this, we have significantly increased our student success and retention rates compared to prior years.

C. 2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY

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

D. Criteria Used for Admission

E. College Vision

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

F. College Mission



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

G. 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

H. Organizational Structure

President: Greg Gillespie

Executive Vice President:

Dean: Dr. Gwendolyn Lewis-Huddleston

Department Chair: Mayo de la Rocha

Faculty/Staff:

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

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

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



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Section IIIa – Data and Analysis

A. SLO Data

Instructions:

- *Provide highlights of what you learned last year in your assessments and discussions.*
 - Last year 82% of students completed a course level student learning outcome with a “C” grade or better.
 - Last year’s initiatives included promoting more student collaboration, forming more study groups, and stating grading criteria more explicitly.
- *Provide highlights of some of the changes made as a result of the assessments and discussions.*
 - Faculty have started working more with student support services as well as integrating writing assignments more regularly by forming learning communities with English courses.
- *How did the changes affect student learning – or how do you anticipate that they will?*
 - Students became more aware of how to access services on campus and learned material better because of more writing-intensive activities in class.
- *Based on what you learned, what initiatives requiring resources could you develop (or have you developed) to improve student learning? Explain briefly. Initiatives need to be entered in more detail in Section V.*
- *What are the most significant initiatives not requiring resources you could (or have developed) to improve student learning? Explain briefly. Initiative(s) need to be entered in more detail in Section V.*
 - Learning communities, reading and writing across the curriculum, flipped classes
- *Comment on the status of your SLO rotational plan, mapping, and other TracDat work.*

B. Performance Data

1. Retention – Program and Course

Instructions:

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

- *How does your program’s retention rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.*
 - In FY13, the Political Science Program’s retention rate was 88%. This is two (2) points higher than the college’s FY rate of 86%.
- *In looking at your program’s retention rate over the past three years, is there a trend? If so, explain.*
 - Yes, the trend is one of improvement. FY13’s retention rate was six (6) points higher than our FY12 retention rate (82%). This indicates a greater success (via teaching styles, curriculum choices, textbook choices, assignment design, and student mentorship) of keeping students engaged and thus enrolled in our courses.
- *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in retention for certain groups of students? Also, is the retention going down for certain groups? If there are gaps, what might be done to address them?*
 - Our retention rates by ethnicity & race illustrate that in FY13, the Political Science Program’s retention rates for Hispanic and White students is higher than the College’s retention rate for these two groups (respectively). For Filipino and Other, the retention rates largely match those of the College’s. Retention is slightly lower for African American and Asian students but data does not suggest that this is a long term trend.
- *Do your retention rates meet your expectations? Are there areas that need improvement?*
 - With retention rates that continue to rise, and are above the College’s we have met our expectations, and will continue to employ existing strategies (listed above) to met such high rates of retention.
- *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.*
 - Improvement of technical/administrative support for the faculty (our FY12, Initiative ID 1) enables us to not only maintain high rates of efficiency but student retention via improved engagement and mentorship.



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- Increase College support for Learning Communities, service learning classes, internships, campus clubs, and the International Studies Major. These types of “best practices” are related to higher retention and success rates. (FY 12, Initiative ID 3)
- Allow for smaller class sizes which increase the quality of education and retention. (FY 12, Initiative ID 7)
- Maintain partnerships between program faculty and student support services. (FY 12, Initiative ID 4)

2. Success – Program and Course

Instructions:

Success refers to the number/percentage of students who pass the class with a grade of C or better or a “pass.”

- *How does your program’s success rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.*
 - In FY13, the Political Science Program’s Success Rate was 78%. This is seven (7) points higher than the College’s FY 13 Success Rate of 71%.
- *In looking at your program’s success rate over the past three years, is there a trend?*
 - We continue to improve our Success Rate. Our FY13 Success Rate is 12 points higher than our FY12 Success Rate.
- *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in success for certain groups of students? Also, is the success rate going down for certain groups? If there are gaps, what might be done to address them?*
 - Success rates for Hispanic, White, African American, Filipino, and Other are higher than the College’s Success Rate for each Group (FY 13). For example, the success rates of most (5 out of the 7) of the ethnic/racial categories for which data was provided is within the range of 75%-83%. African American success rates are the lowest in our Program yet still four points above the College’s success rate for FY13.
- *Do your success rates at the program and college level meet your expectations? Are there areas that need improvement?*
 - Success rates are above the College’s and therefore have met our expectations.
- *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.*
 - Provide rooms with easily moveable desks and chairs to support “flipped” classes and learning community classes that focus on student engagement.
 - Improvement of technical/administrative support for the faculty (our FY12, Initiative ID 1) enables us to not only maintain high rates of efficiency but student retention via improved engagement and mentorship.
 - Increase College support for Learning Communities, service learning classes, internships, campus clubs, and the International Studies Major. These types of “best practices” are related to higher retention and success rates. (FY 12, Initiative ID 3)
 - Allow for smaller class sizes which increase the quality of education and retention. (FY 12, Initiative ID 7)
 - Maintain partnerships between program faculty and student support services (FY 12, Initiative ID 4)

3. Program Completion – for “Programs” with Degrees/Certificates Only

Instructions:

Completion refers to the number of students in the program receiving degrees and/or certificates. The Executive Team uses these data in creating its annual Planning Parameters. Are the numbers of degrees AND certificates (look at separately) awarded over the last four years increasing, decreasing, or staying about the same?

- *In looking at the disaggregated data for completion over the past four years, are there gaps in success for certain groups of students? Also, is the completion rate going down for certain groups? If there are gaps, what might be done to address them?*
 - Not applicable. FY 13 is the first year in use of the Political Science AA-T degree.
- *Do the completion rates meet your expectations? Why or why not?*



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- Not applicable (please see above).
- What should be the goal for program completion? NOTE: ACCJC, our accrediting commission, has advised colleges that visiting teams will now be looking for program and institution-set standards for completion.
 - As discussed below in the last bullet point, if 12 degrees over the last four years is the Administration's threshold for possible discontinuance, then it is worth noting that in the first semester of granting of an AA-T degree in Political Science, 11 students have completed the degree (7 of which are Hispanic students).
- *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V and need to include a goal/performance indicator (i.e. Program completion will increase by 10% over the next 3 years).*
 - Continued advertisement of the Degree to maintain major enrollment and completion.
- *Programs that have awarded fewer than 12 certificates or degrees over the past four years may be placed on possible discontinuance. If this is the situation for your program, what changes can be made to increase the number? (i.e., Is it possible to combine programs in your area? Does the curriculum need updating?, etc.). In general, what can be done to increase the number of degrees and certificates awarded?*
 - Non applicable (please see above).

C. Operating Data

1. Demographics - Program and Course

Instructions:

Demographics refer to the students enrolled in the program/course.

- *What does the data indicate/say about the students enrolled in the program/course? (Provide a **very brief summary**).*
 - Increasing enrollment of Hispanic students (above the College's FY 13 rate).
 - Continued enrollment (maintenance) of Asian, African American, Filipino, Native American, and Other students.
 - Increase in Female enrollment.
- *How do your students compare to the college demographics? Is there a significant difference? What trends/changes do you see over the past three years?*
 - Slightly higher rate of Hispanic enrollment.
 - No significant differences between College and Program in FY 13.
 - No significant differences between College and Program in prior 3 Year Average.
- *Is there a need to diversify the program in terms of age, gender or ethnicity?*
 - No significant gaps or disparities exist in terms of ethnicity/race or gender, therefore no need for targeted diversification strategies.
- *What initiative(s) could you develop based on what you have learned from the data or other information? Explain briefly. Initiatives to be entered in more detail in Section V.*
 - Continuation of existing practices including:
 - Increase College support for Learning Communities, service learning classes, internships, campus clubs, and the International Studies Major. These types of "best practices" are related to higher retention and success rates for all students, but especially ethnic/racial minorities. (FY 12, Initiative ID 3)
 - Allow for smaller class sizes which increase the quality of education and retention (FY 12, Initiative ID 7) for students across race/ethnicity, gender and age.
 - Maintain partnerships between program faculty and student support services. (FY 12, Initiative ID 4)

2. Budget

Instructions:

- *Review of summarized budget information is required. The yellow and blue sections of your budget data provide summaries. Detail data is provided if you want to see additional information; however,*



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reviewing the backup data is not required. Check the boxes below if you have no further comments to make.

- Have there been any significant changes in the budget over the past three years? Have these changes had a positive or negative effect on student learning? If additional funds are needed, explain why. Initiatives will be required to be noted in more detail in Section V.
 - A significant change over the past three years was the hiring of our excellent new full-time faculty member, Dr. Corinna McKoy. She is helping our program and active in promoting student learning.
- (Requests for contract/full time faculty or classified staff should be addressed in the resource section on the next page.)
- Please check the appropriate box below then provide your summary beginning on the next line.

Program members have reviewed the budget data.

No comments or requests to make about the budget

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

3. Productivity – Program and Course

Instructions:

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

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

See the productivity chart included in your data packet to help you determine the appropriate productivity level for your program/courses.

- Do the enrollment/productivity ratios meet your expectations for the program as a whole? Do the enrollment/productivity ratios meet your expectations for individual courses? Why or why not?
 - The Political Science Program's Annual WSCH Ratio is 615 in FY 13. This is 90 points higher than the typical productivity factor (as discussed above), and 85 points higher than the College's overall productivity goal for 2013-2014. Accordingly, our enrollment/productivity ratios do meet our expectations.
 - When using the alternate calculation formula for productivity (as instructed in an email sent to Department Chairs), the Political Science Program's results are as follows for FY 13.
 - FT Faculty/Total Faculty WSCH scores
 - Political Science FT Faculty FY 13: $2.12/4=53\%$
 - Political Science PT Faculty+ XL Faculty FY 13: $1.88/4=47\%$.
 - College average score for FY 13 is 42.4% so for both FT Faculty as well as Part Time & Extra Large class Faculty, our scores are higher than the Colleges.
- How can you improve the performance overall or in some courses if they do not meet your expectations? (For example, at the course level, do some courses need to be offered or scheduled differently to try to increase enrollment?)
 - Keep some sections smaller, at about 30 students, so that faculty can have students write more, thus improving their ability to learn material more thoroughly. Balance this out with extra large sections for faculty who have students write less so that the averages add up.



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

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

- Improvement of technical/administrative support for the faculty (our FY12, Initiative ID 1) enables us to not only maintain high rates of productivity but improve it.
- Increase College support for Learning Communities, service learning classes, internships, campus clubs, and the International Studies Major. (FY 12, Initiative ID 3)
- Allow for more sections of a smaller class size which maintains productivity while increasing the quality of education and retention. (FY 12, Initiative ID 7)
- Maintain partnerships between program faculty and student support services (FY 12, Initiative ID 4)

D. Resources

1. Faculty

Instructions: RP

- *How does your program/department's Full Time Equivalent Faculty (FTEF) compare to the college? (trends and ratios)*
 - Dividing the FT faculty with the Total Faculty for our program works out as follows:
 - FY10: 3.24; FY11: 2.74; FY12: 1.68; Three year average FTEF: 2.55 FY 13 = 1.88
 - Not sure how this data is related to the data provided under WSCH by College Year, where the FTEFx and FT FTE data is located.
- *Have there been any significant changes in (FTEF) for part and/or full time faculty over the last three years? If so, what are the effects of these changes?*
 - We hired another full time faculty member.
- *Does your area have difficulty finding hourly instructors?*
 - Yes, for certain courses.
- *Is the program lacking faculty with a particular specialty?*
 - While our full-time faculty can teach across our range of courses, many of our part-time faculty are only trained to teach American Government.
- *Are there any specific accreditation requirements for FT faculty?*
 - No.
- *What contract faculty member(s) (if any) will you be requesting based on what you have learned? Explain briefly. Requests need to be entered in more detail in Section V.*
 - No requests at this time.

2. Classified Staff

Instructions:

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

3. Inventory

Instructions:

In the last year, a complete inventory has been taken of all college equipment. Detailed inventory lists, by room, are now available for your review. If you are requesting equipment, you need to review the inventory list and explain whether or not it is accurate. If you have any questions pertaining to inventory lists, please contact Dave Keebler.

- *What equipment requests are you making (if any) to ensure that the program/department has functional, current, and otherwise adequate inventory to maintain a quality learning environment? Is the current*



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equipment aging and need replacement or is new equipment needed? Is ongoing maintenance required for some equipment? If so explain. Requests need to be entered in more detail in Section V.

- Need classrooms that support student engagement. Chairs/tables need to be movable into multiple different formats so students can work together on writing projects, in teams doing interactive assignments, etc.
- Faculty need to have regular maintenance/updates on their computers and printers in offices.
- Classroom equipment needs to be working properly. At times, the audio equipment in a classroom fails to work, and class content cannot be taught as planned (for example, when a documentary cannot be aired from which subsequent class analysis and group work is based upon the watching of the documentary).

4. Facilities or other Resource Requests

Instructions:

- *Is your program/department making any other requests for resources, including for facilities?*
 - Yes. We would like to request more rooms be made available with moving chairs and tables so that faculty can promote more student engagement in the classroom.
- *Initiatives will be entered in more detail in Section V.*
- *Note: Any safety issues need to be reported immediately and not wait for program review. Safety issues may be reported here in addition to being reported to the dean.*

5. Combined Initiatives

Instructions:

Does your program have any combined initiatives that address more than one data element? If so, explain and enter the initiative with more detail in Section V.

--Yes. We are working closely with the English Department to promote learning communities as well as reading and writing across the curriculum.

--We also have a course within the Environmental Sciences and Resource Management program, POLS V12 (Environmental Policy and Natural Resource Development).

E. Other Program/Department Data

Instructions: RP

- *Does the program/department have any other data from any other source (i.e., program generated, state generated, program accreditation, advisory committee, etc.) that should be reviewed/discussed in this program review?*
 - Yes, we have data from external sources (The Washington Center for Learning Communities) about learning communities that include political science courses. These are online surveys that learning community students have filled out at the end of their classes.
 - Yes, we have internal data on learning communities comparing non-learning community sections with learning community sections over time.
- *What does the data indicate about the students, student performance, or any other aspect of the program?*
 - Compared to learning communities at other colleges, we are doing better than average.
 - **With the same sections, those combined with learning communities have higher retention and success rates at Ventura College**
- *What about the data encourages or gives you cause for concern?*
 - The data encourages me that learning communities may be a way to increase student success and retention, especially among Hispanic students. However, the lack of stronger support for learning communities over the past few years concerns me.
- *Does the data meet your expectations? Why or why not?*
 - **Yes, this data does meet my expectations. I've witnessed how students are more engaged in learning communities and there is a wealth of external research that confirms this. Especially**



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interesting is external research indicating that Hispanic students do very well in learning communities.

- *What initiative(s) could you develop based on what you have learned from the data. Explain briefly. Initiative to be entered in more detail in Section V.*
 - Develop more learning communities, especially around themes such as immigration or Mexican history that relate more directly to ethnic minorities. Have the learning communities combine a basic skills course (such as English or Math) with a content course (such as Political Science or History).
- *Provide the data in an attachment or provide an online link.*
 - External surveys of VC learning communities:
http://www.venturacollege.edu/faculty_staff/academic_senate/LCC.shtml
 - External summaries of institutions (including Ventura College) participating in learning communities: <http://www.evergreen.edu/washingtoncenter/survey/surveyfindings.html>
 - Internal surveys of VC learning communities: This data is available upon request from Michael Callahan

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

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

- Innovation
- Legislation
- Regulations
- Industry Standards
- New Technology
- Professional Development
- Advisory Committee Recommendations

We would like to offer more learning communities and flipped courses to promote more student engagement, which is highly related to student engagement and student success. The CCSSE data show that Ventura College is below average in most indicators of student engagement and learning communities are a high-impact strategy that could rectify this.

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

Instructions:

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

- *What is your score?*
 - 24

What does that score mean to you?

- We are doing well in terms of student success and retention and have increased our scores in these areas this last year.

Section V - Initiatives

Instructions:

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

Ranking:



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

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

H = High – Approximately 1/3 of the total program/department/division's initiatives by resource category

M = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category

L = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

Example:

Initiative: Provide a brief title

Initiative ID: (i.e. CD1301 = Child Development, 2013, first initiative. Maintain initiative numbers from prior program review if any are being carried forward into this new year.)

Link to data (Required): From which area of data is this request associated? Within the category, be specific. (i.e. Success data for a specific course, PSLO #1, . . . , etc.)

Expected Benefits: What benefits to student learning or completion, etc. do you anticipate?

Goal: What do you believe needs to occur? (i.e. raise student success in ____ course)

Performance Indicator: What do you see as a realistic goal? (i.e. a 5% increase in student success)

Timeline: When do you expect to achieve this success within in the next three years? (i.e. by May 2015). These timelines will create a multi-year plan for your program/department. (a drop down menu is provided.)

Funding Source Category: (a drop down menu is provided)

- No new resources
- Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)
- College equipment funds (non computer)
- Technology funds
- Facilities funds
- Staffing resources
- Grant funds

Ranking: (i.e. **H**) (a drop down menu is provided) Note: Your program/department will need to rank its initiatives (1/3 High, 1/3 Medium, 1/3 Low). These initiatives will be further ranked by the division.

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

A. Initiative: Offer More Learning Communities

Initiative ID: PS1301

Link to Data: POLS V03 retention and success by course, ethnicity

Expected Benefits: Increased student retention and success

Goal: Increase Hispanic retention rates in POLS V03

Performance Indicator: a 5-10% increase in Hispanic student retention in POLS V03 learning community sections and a 3-5% increase in student success and retention overall in POLS V03 learning community sections.

Timeline: 2013-2014



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Funding Resource Category: No new resources needed

Ranking: H

B. Initiative: Offer Flipped Courses

Initiative ID: PS1302

Link to Data: POLS V03 student success by subject

Expected Benefits: Increased student retention and success

Goal: Increase student retention and success in flipped section course

Performance Indicator: 5-10% increase in student retention and success in flipped section course

Timeline: 2014-2015

Funding Resource Category: No new resources needed

Ranking: H

- C. Initiative:** Improve technical/clerical support for the faculty (such as D2L staff enlargement, data retrieval, data entry) so that they will be relieved from excess administrative and D2L technical 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: PS1303

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

Expected Benefits: Efficiency increases can only be sustained with more support for faculty. Maintenance of Student Retention and Success.

Goal: Maintain retention, success and productivity levels.

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

Timeline: 2015-2016

Funding Resource Category: Staffing Funds

Ranking: H

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

Initiative ID: PS1304

Link to Data: Student Retention and Success Rates (general and by ethnic and racial groups)

Expected Benefits: Improve Student retention and success rates, especially for Hispanic and other minority student groups.

Goal: Maintain student success and retention rates.

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

Timeline: 2013-2014

Funding Resource Category: Staffing Funds

Ranking: H



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- E. Initiative:** Get better data to measure student success and retention.
The data on student retention and success used for program review are a bit arbitrary. Faculty using high standards may be showing low retention/success rates because they are using higher standards than other faculty. Using the current measures of retention/success rates may actually give faculty an incentive to inflate grades. As an alternative, there are many good indicators of student success in the classroom, such as quantitatively finding out how often the students write, how often they ask questions, how many times they participate in class, etc. The Center for Community College Student Engagement (CCCSE) is one source of this data, and Ventura College has collected some of this information. The upshot of this is the more that a faculty person requires of a student in terms of rigor, the lower his or her retention rate may be as currently measured. Without better data, it is hard to know exactly what a low retention rate means, as well as student success.
- Initiative ID:** PS1305
Link to Data: Student Data regarding retention and success rates.
Expected Benefits: Better assessment of long term student success
Goal: Maintain rates of student success.
Performance Indicator: Relevant data indicating a 2% margin of change.
Timeline: 2014-2015
Funding Resource Category: Grant Funds
Ranking: M
- F. Initiative:** Increase focus on Hispanic and ethnic minority students in curriculum and course offerings.
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.
- Initiative ID:** PS 1306
Link to Data: Student Success and Retention rates by race and ethnicity.
Expected Benefits: Maintain and improve Hispanic student success and retention rates.
Goal: same as above
Performance Indicator: Relevant data indicating a 2% margin of change.
Timeline: 2014-2015
Funding Resource Category: Staffing Funds
Ranking: H

Section VI – Process Assessment

Instructions: Please answer the following questions: RP and CM

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



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- a. The process seems more streamlined although the data provided does not really allow us to answer certain questions.

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

- a. Include CCSSE data about students. This data is a better indicator than student success or student retention in terms of how much learning is happening in the classroom.

C. Appeals

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

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

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

VII – Submission Verification

Instructions: Please complete the following section:

Program/Department: Political Science

Preparer: Dr. Robert Porter and Dr. Corinna McKoy

Dates met (include email discussions): 9/24; 9/26, 10/1, 10/2

List of Faculty who participated in the program Review Process:

Dr. Robert Porter, Dr. Corinna McKoy

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. Dean may also provide comments (optional):



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Program Review Process Map

I . Status report and accomplishments from prior year

II. Description

III(a). Data
 1. Review
 2. Analysis

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

III(b). Other program goals and initiatives

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

IV. Program vitality-(Academic Senate rubric)

V. Summary of initiatives and requests
 Minority reports if any

VI. Process assessment

VII. Verification of review



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE OUT

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

<p>The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The “Who to Contact” column lists who to contact when the resources or services are needed.</p>		
Excluded Items	Who to Contact	Explanation
Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process.	Dean, M&O or Appropriate Office	All safety issues should be immediately reported to the Dean, M&O, or appropriate department.
EAC Accommodations that can be resolved through the normal process.	DSPS and Dean	Any accommodation should have the guidance of the DSPS office.
Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vccd.edu or notify your division office so they can handle for you.
Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vccd.edu or notify your division office so they can handle for you.
Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process.	Campus Technology Center or Division Office	Complete an email request to vchelpdesk@vccd.edu or notify your division office so they can handle for you.
Section Offerings/ Change of classrooms	Dean/Department Chair	Dean will take requests through the enrollment management process.
Substitutes	Dean	Dean will process in accordance with existing guidelines.
Conferences, Meetings, Individual Training	Professional Development Committee	Requests should first be addressed by the PDC and only go through program review if costs cannot be covered.



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE IN

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

<p>Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.</p>		
Included Items	Committee Group	Explanation
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.
New Equipment/Furniture/classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/ Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and Office Supplies/ Advertising/Student Workers/Printing/Duplicating	Budget Resource Council/Dean	These items must include a compelling reason and be above what the normal budget will allow.



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Appendix-C

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

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

Academic programs:

Point Value	Element	Score
Up to 6	Enrollment demand ¹	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	5
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
Up to 3	Sufficient capital / human resources to maintain the program, as defined by:	
	Ability to find qualified instructors	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	3
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	3
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	Agreed-upon productivity rate ²	
	A "4" would indicate that a program has met or exceeded its productivity rate.	4
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	

¹ Enrollment demand is determined by the ability to fill classes.

² Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



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A "2" would indicate that a program is at 80% or greater of its productivity rate.	
A "1" would indicate that a program is at 70% or greater of its productivity rate.	
A "0" would indicate that a program is at less than 70% of its productivity rate.	

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

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

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

Note rationale on next page.

³ As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."

⁴ As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.



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

The political science program is performing well in terms of student retention and success. Our numbers have increased over the last year significantly.

Score interpretation, academic programs: 24 Political Science

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



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Rubric for Instructional Program Vitality-CTE

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

CTE programs:

Point Value	Element	Score
Up to 6	Enrollment demand / Fill rate ⁵	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
Up to 3	Sufficient capital / human resources to maintain the program, as defined by:	
	Ability to find qualified instructors	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.		
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	Agreed-upon productivity rate ⁶	
	A "4" would indicate that a program has met or exceeded its productivity rate.	
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	

⁵ Enrollment demand is determined by the ability to fill classes.

⁶ Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



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Appendix-D

A "0" would indicate that a program is at less than 70% of its productivity rate.	
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Up to 3	Program Completion	
	A "3" would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years.	
	A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "1" would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "0" would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years.	

Up to 3	Employment Outlook for Students/Job Market Relevance	
	A "3" would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years <i>and/or</i> "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college.	
	A "2" would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years.	
	A "1" would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years.	
	A "0" would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years.	

Up to 3	Success rate⁷	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 4	Course completion rate⁸	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

⁷ As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

⁸ As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."



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

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

Score interpretation, academic programs:

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



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APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

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

Appeal submitted by: (name and program) _____

Date: _____

- Category for appeal:
- Faculty
 - Personnel – Other
 - Equipment- Computer
 - Equipment – Other
 - Facilities
 - Operating Budget
 - Program Discontinuance
 - Other (Please specify)

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

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

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