

**Chicano Studies Department Program Review
2008 - 2009**

COVER PAGE

Program/Discipline: Chicano Studies

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Program Description and Scope

The Chicano Studies program at Ohlone College offers courses for students desiring to transfer to a four-year institution, for students seeking a two-year degree, or a certificate program; and to those seeking life-long learning. The Chicano Studies program currently offers courses in Chicano Culture, Chicano History, Chicano Literature, Contemporary Issues of Chicanas, and Barrio Fieldwork (service learning). In addition, the Introduction to Ethnic Studies has been a course traditionally associated with the program, and has been a regular teaching responsibility of the Chicano Studies professor. Most Chicano Studies courses are UC and CSU transferable, with the exception of Barrio Field Work. The Chicano Studies program also cross-lists courses with History, Sociology, Women's Studies, and Interdisciplinary Studies.

The Chicano Studies program at Ohlone College is designed to introduce students to the dynamic and growing field of Chicana/o Studies, an interdisciplinary field of study that uses History, Law, Political Science, Anthropology, Sociology, Literature, Ethnomusicology, Theater, and a host of other disciplines, as well as to study and interpret the complex and diverse experiences of Chicana/os and Latina/os. In terms of basic skills development, Chicano Studies courses provide students with an academic skill set in critical reading, writing, and critical oral discussion competency. As introductory survey courses, students entering Chicana/o Studies courses are not expected to know much about the field of Chicana/o Studies, nor to know much about the people called Chicanas/os and Latina/os (even if they the students are of Chicana/o or Latina/o descent).

This program greatly benefits Ohlone College students who intend to, or currently work in, such professional and career fields, including education, health care, public policy, politics, public health, business, law enforcement, law, medicine, urban planning, social services, and the arts, by providing a valuable, and safe-space to learn more about the cultural diversity of the United States in relations to Chicanos and Latinos. These courses are also invaluable for students who seek to learn more about their own heritage.

Chicana/o Studies was established as a result of the tumultuous activism of the Civil Rights era, along with African-American Studies, American Indian Studies, Asian-American Studies, Women's Studies, and LGBT Studies. The ethnic, gender, and sexuality studies all have some similarity in terms of employing an interdisciplinary academic approach that is specific to the community they research. Chicana/o studies must take into account many possibilities to understand, explain, and interpret the Chicana/o and Latina/o experience and social conditions.

The Chicano Studies program is guided by five goals established in the formative years of Chicano Studies by its pioneering scholars in order to provide students with the basic skills to understand the Chicana/o experience and social conditions. According to Reynaldo Macías' work in "El Grito en Aztlán: Voice and Presence in Chicana/o Studies," these goals are: 1) Create new knowledge about the diverse Chicano community; 2) Reformulate old knowledge; 3) Apply research knowledge to the improvement of the material conditions of the Chicano community; 4) Support the cultural renaissance within the community; and 5) Support social changes through a critical awareness and commitment to equity, and social justice. In the 1980s, the rise of Chicana Studies added to these efforts to create space within institutions of higher education for the study of Chicana/o communities. Several other goals focused around gender

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and sexuality were added to the field to: 6) Place gender as a central construct in the study of this community; 7) Study the diversity of sexuality in the community; 8) Challenge patriarchy within and outside the Chicano community; and 9) Support the pursuit of Chicana dreams and aspirations (Macías 2005). Directed from these goals, Chicano Studies at Ohlone College is a vital program for students to learn about the largest minority community in the United States.

The courses in Chicano Culture (ChS 101) and Chicano History (ChS 102) are the introductory courses to the Chicano Studies program. These introductory courses provide a solid foundation in social science and humanities disciplines, and address goals one through five of the field by focusing on contemporary social conditions such as politics and social institutions as well as the historical events and the process to interpret and explain those events. The program at Ohlone College also addresses goals six through nine of the field directly with the course Contemporary of Chicanas (ChS 112); however, it should be noted that all Chicano Studies courses make great efforts to include gender and sexuality issues. Interdisciplinary Studies 110 (Introduction to Ethnic Studies) has had a long association with the Chicano Studies program by virtue of it being traditionally taught by past Chicano Studies instructors, and for purposes of statistical data in terms of enrollment number and course load, it is important to the program. While IS 110 is a survey of all four Ethnic Studies fields of the American university, it is well placed in Chicano Studies and lends itself well to the program.

The Chicano Studies Professor position: The Chicano Studies department is currently composed of a full-time temporary instructor and an adjunct instructor. In the last four years, the program has had uneven development as a result of the inconsistency of the full-time faculty position, stemming from the departure of Ramon Quezada in 2003, who held the position for over thirty-years and with the departure of the previous tenure-track instructor, Mark Salinas in 2007. Since the fall of 2007, the courses have been taught by part-time and temporary full-time instructors.

In the fall of 2008, Ralph de Unamuno was hired as the full-time temporary instructor for the academic year. It is the strong recommendation of this program review that the fulltime Chicano Studies professor FTE position continue for the program. This will greatly help to continue the success in increasing the low enrollment of Latina/o student at Ohlone College in order to move past underserved designation of this at-risk population. Between Chicano Studies, Puente, and Raza Day, much improvement has taken place at Ohlone College to attract and retain Latina/o students. However, to continue with the current strategy of Chicano Studies and Puente for retention and academic preparation, along with Raza Day for recruitment of Latina/o's, the Chicano Studies fulltime professor position is greatly needed. These courses are also invaluable to non-Latino origin students who will be working in the diverse communities of the Bay Area, California, and all of the Southwest. Ohlone College students will encounter Latina/o's and the Latino community in some capacity in their professional careers. The department is in desperate need of a fulltime professor to maintain and further develop the program; filling this position will benefit Ohlone College, the students, and the community in order to understand the nation's largest minority group.

The use of technology in the classroom is currently dependent on the temporary pool of instructors that are hired to teach the Chicano Studies courses. There is not a short-term or long-term plan currently under consideration. Ralph de Unamuno, the current full-time temporary instructor, incorporates PowerPoint slides, and other visual learning techniques such as films and short videos. Ralph de Unamuno also employs the use of Blackboard/ WebCT for Chicano

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Culture and History for on-line readings, supplemental resources, and distribution of course material and syllabus. In the spring of 2009, Mr. de Unamuno will be using Blackboard/ WebCT in Chicano Studies 106A, Chicano Literature, to facilitate graded journal assignments, as well as distribution of readings and syllabi. Further use of technology will depend on a coordinated effort directed by a full-time faculty member.

Relationship to Ohlone College Mission, Values, and Goals

The Chicano Studies program supports the mission of Ohlone College by providing course offerings that are accessible and supportive of all basic skills students. Four out of the five Chicano Studies courses do not require course prerequisites. In addition, five out of the five Chicano Studies courses in the Ohlone College catalog are either CSU or UC transferable; this allows for all students who take Chicano Studies courses to further their coursework towards transferring to a four-year institution. In addition, the Chicano Studies courses allow for students who did not receive a multicultural education in California's K-12 system to access a curriculum that gives them the necessary tools and the ability to think critically, analytically, and creatively about the Chicana/o experience.

Imbedded in the Ohlone College Chicano Studies program are many of the core values of the college. The Chicano Studies courses provide "life long learning opportunities for students, college personnel, and the community," by offering a wide array of social science and humanities courses that provide a supplement to the California K-12 curriculum which does not require courses in diversity. This is invaluable to students who are re-training into a career and whom need to learn cultural sensitivity to be competitive in their new career field. The courses in Chicano Studies courses also help to "promote diversity, inclusiveness, and openness to differing viewpoints" for all students who enroll. Far too few residents of California are not knowledgeable of Latinos, the largest minority group of California and the United States. Most academic curriculums that do not have a developed curriculum on Chicanos and Latinos, but do happen to shed light on diversity, oftentimes reflect a snapshot of multiculturalism in the United States that is outdated and fails to take into account the unique and complex issues of the Chicano/Latino community.

The Chicano Studies program at Ohlone College may single-handedly be the most important gateway to providing the largest segment of the Chicano/Latino students with a sense of community at Ohlone College. With the exception of Chicano Studies 112, the majority of Chicano Studies classes has no pre-requisites, and do not require a clearance for admittance to the courses. For Chicano/ Latino students at Ohlone College who may not automatically find a sense of community due to the under enrollment of Latinos at Ohlone College, the courses provide this sense of community in course content and in physical and spatial sense resulting from the high enrollment of Latino students in the courses. As the Chicano/Latino student population rises across the state of California and the Bay Area in the coming decades, the Chicano Studies program and classes will continue to serve a retention function for the district. Thus, the Chicano Studies program supports the core value of "access to higher education and actively reach out to underserved populations" in this regard.

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The goals that the Chicano Studies program help the college work towards achieving are to: 1) Promote appreciation for and understanding of diverse races and culture by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events; 3) Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities, and improved course availability; and 5) Promote the health, environmental, cultural, and economic vitality of the communities served by the District through programs of outreach, community services, and partnership ventures. While the program supports the mission and core values of the college, it helps the college in its support of the three aforementioned goals. First, the Chicano Studies program addresses goal number one by providing an academic avenue for students to study and expand their knowledge of the Chicano/ Latino community. In regards to goal number two and five, the Chicano Studies program has worked in concert with the Latino Recruitment and Retention Committee at Ohlone College to assist it in its goal to recruit and retain more Chicano/ Latino students. Also, the program has attempted a learning community for the spring of 2009, "Chicano Literature and Writing."

Program Student Learning Outcomes

The current Chicano Studies instructor, Ralph de Unamuno, and Ohlone College's Latina/o Recruitment and Retention Committee have put forth these four Student Learning Outcomes for the students of the Chicano Studies Department. These are the first set of SLO's drafted for the Chicano Studies Department.

The Program Student Learning Outcomes for Chicano Studies are:

1. Students will demonstrate and internalize the ability to comprehend the Latina/o experience critically, analytically, and creatively.
2. Students will practice and demonstrate oral, written, and research skills.
3. Students will develop their knowledge and pursue a deeper understanding of Chicana/o & Latina/o history, culture, language, and socio-political issues.
4. Student will demonstrate leadership skills and internalize the need for social change in Chicana/o & Latina/o communities and the broader society through service learning.

Instructors will assess the student learning outcomes of the individual students, and their progress towards achieving the program SLO's by using the Ohlone College Chicano Studies Department Program Student Learning Outcomes (SLO) and Assessment Matrix.

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Program Student Learning Outcomes (SLO) and Assessment Matrix

Student Learning Outcomes (SLOs) Students will understand that...	Assessment Evidence: Students write, research, reflect, and explore through...
1. Students will demonstrate and internalize the ability to comprehend the Latina/o experience critically, analytically, and creatively.	<ul style="list-style-type: none"> • Position Papers • Research Projects • Oral Presentations • Essay-based Exams • Powerpoint Presentations • Portfolios • Pre/Post Course Self-Assesment
2. Students will practice and demonstrate oral, written, and research skills.	<ul style="list-style-type: none"> • Position Papers • Research Projects • Oral Presentations • Essay-based Exams • Powerpoint Presentations • Pre/Post Course Self-Assesment
3. Students will develop their knowledge and pursue a deeper understanding of Chicana/o & Latina/o history, culture, language, and socio-political issues.	<ul style="list-style-type: none"> • Service Learning Hours • Position Papers • Research Projects • Oral Presentations • Powerpoint Presentations • Pre/Post Course Self-Assesment
4. Student will demonstrate leadership skills and internalize the need for social change in Chicana/o & Latina/o communities and the broader society through service learning.	<ul style="list-style-type: none"> • Service Learning Hours • Portfolios • Journals • PowerPoint Presentation Proj. • Pre/Post Course Self-Assesment

Assessment of Student Success in Reaching Program Outcomes

The Chicano Studies program currently does not have official student learning outcomes established under the previous program review. Assessment of student success in reaching program SLO's is contingent upon the formal adoption of these proposed SLO's. Afterward, the Chicano Studies program can move forward in implementing the SLO's. The first assessment of the Chicano Studies SLO's can then be conducted for the next scheduled program review in 2011-12.

Planning and implementing changes to improve learning

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The Chicano Studies program is over thirty years old. According to the last program review created prior to the current format, the National Organization of Chicana and Chicano Studies, the Ohlone College Chicano Studies department is the only continuous program in Northern California. Aside from the accolades, the program has had its share of instability. The instability of the program stems from the vacancy in the full-time tenure track position of the Chicano Studies instructor. To date the most pressing issue is the vacancy in the full time instructor position. It is the strong recommendation by this program review that the fulltime Chicano Studies professor position continue for the program and be filled as soon as possible. It is with great urgency that this position be filled so that the Chicano Studies program can continue to grow and perserver.

The hiring of a tenure track Chicano Studies instructor will greatly help to continue the success of students by increasing the low enrollment of Latina/o student at Ohlone College to move past underserved designation. Between Chicano Studies, Puente, and Raza Day, much improvement has taken place on campus. So to continue with the current strategy of Chicano Studies and Puente for retention and academic preparation, along with Raza Day for recruitment of Latino, the Chicano Studies fulltime professor position is greatly needed.

The program and the courses are also of great value to non-Latino origin students who will be working in the diverse communities of the Bay Area and of the Southwest. Ohlone College students will encounter Latinos and the Latino community in the some capacity in their professional careers. An established program with a fulltime professor will help Ohlone College student whom enroll in the courses to understand the nation's largest minority group.

Changes that should take place between now and the next program review:

In order to improve the program and enroment in classes, the Chicano Studies program's name could be changed to Chicano/ Latino Studies. It is the hope that this will attract more students of non-Mexican-American origin to take the courses, as well as to more accurately represent the current curriculum that looks at all Latinos, and not just Mexican-Americans. The use of the current ChS in the course catalog should remain to alleviate confusion.

Other plans on the programatic level to improve learning will be to establish a Chicano/ Latino Studies Certificate within the next two years. Aftetwards it will be efficacious if the program seeks to establish a Associates of Arts emphasis in Chicano/Latino Studies and/or to become part of a larger stand alone Associates of Arts in Ethnic Studies.

On the level of course changes, the first recommendation of this program review is for ChS 102 Chicano History. ChS 102 should be split up into two courses so that it reduces the compression of historical content. The new Chicano History courses should be named ChS 102A and ChS 102B. The courses should be re-written so that they fulfill the General Education Plan B for the California State University Area D1 in Social Science for History/ Government. Across the California Community College system Chicano/ Mexican-American History courses that follow the CSU standards fulfill the United States History, Constitution, and American Ideals requirement. This change in Chicano History will greatly help students who seek to complete their GE's through Chicano Studies. Also, this change will greatly increase the enrollment for the Chicano Studies program.

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It is the further recommendation of this program review that Chicano Studies 106A, Chicano Literature be cross-listed with English. This cross-listing will help to raise the profile of the course among students who are pursuing literary majors.

To reflect the change in the program name change, the two courses ChS 101 Chicano Culture, and Chicano Studies 106A Chicano Literature, should be renamed Chicano/ Latino Culture, and Chicano/Latino Literature. Chicano Studies 102 should remain Chicano History. In the event that there is an interest in a history course with a wider scope that should be assessed in 2011-12.

Lastly, it is recommended that Chicano Studies 109, Barrio Field Studies be renamed Chicano Studies 109, "Barrio Service Learning." This course has not been taught in quite some time, but can be a very useful tool to further support service learning at the Ohlone College. It can serve as a would great tool in supporting the success of Ohlone College students' academic success, and in recruiting and retaining Latina/o students at Ohlone College through involvement. ChS 109 is CSU transferable and has great potential. The program review committee also recommends that ChS 109 become a repeatable unti course so that students could take part in two-semester long service learning projects.

Describe Review and Dissemination Team Involvement

This program review was drafted by Ralph de Unamuno, the full-time temporary Chicano Studies Instructor, during the fall semester of 2008. The Student Learning Outcomes were presented by Ralph de Unamuno to Michael de Unamuno, Tracy Virgil, and Brenda Reynoso of the Latina/o Recruitment and Retention Committee for input in December of 2008.

On January 27th, 2009 Ralph de Unamuno disseminated the first draft of the Chicano Studies Program Review to the review and dissemination team. After a period of suggestions and input from members of the review and dissemination team, the second draft of the Chicano Studies Program Review was sent out in early March. On March 30th, 2009 the review and dissemination team met, reviewed, discussed, re-edit, and agreed to the content of this program review.

The members of the Review and Dissemination Team for the Chicano Studies Program Review are:

Mikelyn Stacey, Dean Social Science, Humanities, and Math.
Ralph de Unamuno, Chicano Studies Instructor.
Tracy Virgil, English Instructor.
Michael de Unamuno, Counselor
Esmeralda Leon, Ohlone College Student & MEChA co-chair.