

Ohlone College

Program Review Report

- **Program Description and Scope:**

- *Program Review Title:* Chicano Studies Department Program Review
- *Academic year:* 2015/2016
- *Review Type:* Instructional Disciplines
- *Program/Departments:* Chicano Studies (22003)
- *Authority Code:* 45-Dean, Arts and Social Sciences
- *External Regulations:* Yes_ No X
- *Provide a brief narrative that describes the instructional program/discipline:*

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.

- **College Mission:**

- *Mission Statement:*

Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
- *Program Relation to College Mission:*
 - Basic Skill
 - University Transfer
- *State Your Program Mission/Purpose:*

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.

o *Briefly Describe Program Accomplishments:*

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.

• **Achievement and Resource Data Analysis:**

1. *Research Questions:*

1. For the past six semesters there has been one CHS class offered, and enrollment in that class has declined by 50%. Is it time to rethink the purpose or scope of the department?
2. For the past three years success rates in CHS classes have been below the college-set minimum standards. Are there any new strategies that can be employed to improve student success in this discipline?

• **Resource Assessment Summary:**

1. *Academic Year:* 2013-14
2. *Activity Center Fund 10 Budget Allocation:* \$16325.00
3. *FTEs:* Fall: 4 Spring: 2 Summer: 0
4. *WSCH/FTEF:* Fall: 608 Spring: 304 Summer: 0
5. *Course Sections Offered:* Fall: 2 Spring: 2 Summer: 0
6. *Sections Taught FT Faculty:* Fall: 0 Spring: 0 Summer: 0
7. *Sections Taught PT Faculty:* Fall: 2 Spring: 2 Summer: 0

• **Human Resources:**

1. *# of FT Faculty:* 0
2. *# of PT Faculty:* 2
3. *# of Classified Staff:*
4. *# of Administrators:*
5. *% Faculty release/reassigned time:*
6. *Technology:*
7. *Physical Resources:*
 - General Classrooms

- **Program Analysis PSLOs - Student Learning:**
(Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level)

1. *PSLO Matrix:*

Course	PSLO-1	PSLO-2	PSLO-3	PSLO-4
CHS 101	P	I	I	
CHS 102	I	I	P	
CHS 102A	P	P	I	
CHS 102B	P	P	I	
CHS 106A	I	P	P	
CHS 109	P	P	I	P

2. *Please Indicate the PSLO(s) which you are reporting on:*

- Students will practice and demonstrate oral, written, and research skills.
- Students will demonstrate and internalize the ability to comprehend the Latina/o experience critically, analytically, and creatively.
- Students will develop their knowledge and pursue a deeper understanding of Chicana/o & Latina/o history, culture, language, and socio-political issues
- 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.

3. *Analyze and summarize your assessment findings. What in the data jumped out?*

The aligned assessment measure is of student achievement relative to an assignment involving research on an organization in the local community that attempts to address the issues studied in the course. The students must also conduct an oral interview with an employee at the organization they are researching. In addition, the student must complete a written report, following the guidelines of the assignment. The average score on the project was 77%, which equates to an acceptable grade of C.

4. *Give examples of assessments used for your PSLO analysis:*

CHS 101 Fall 2012. Note: There are no CSLOA's on the master course list. And none filed electronically on the site. This CSLOA (noted above) came from an attachment. The SLO assessed was "Critically differentiate between the value structures of current American culture and three other cultures through written and oral assignments. This SLO relates most closely with the PSLO checked

above. This course SLO expects students to achieve at the Introductory level.

5. *Describe input from Program Advisory Committee (if applicable):*

N/A

6. *Comments:*

Ralph DeUnamuno, the instructor carrying out the assessment, concluded that there is a need to find more contact with local community organizations, in part to facilitate internships. This will allow students to spend more time on their research and interviews, and not have to spend so much time looking for contacts. The result of which will be a higher level of achievement of the SLO. Although not as closely related, achievement on this SLO 2 also reflects on achievement for SLO 1 (writing and research skills).

- **Program Improvement Objectives**

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Enhance student achievement in research and writing as well as critical thinking, increase student success and retention rates, and further the development of awareness of the Latino culture and its relationship to the non-Latino culture.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Program PIO will address the following:

- Student Learning & Achievement
- Course Retention
- Course Completion
- Persistence
- Success Rates

How will you assess the effectiveness of your PIO:

CSLOA's will show the enhancement described above. Success and retention rates will be improved. Further assessments to be developed will measure awareness and understanding of the Latino culture as described in SLO's not

measured in this Program Review.

PIO Action Plan:

How will you accomplish this?

Embedded tutoring and referrals to the LRC and English Reading and Writing Center.

What is your timeline?

Start in Spring 2015 and continue indefinitely.

Who is going to do this?

Instructors of record will arrange for tutoring and make the referrals. Puente is also a resource for many of these students.

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

- No fiscal resource requested.

PIO Resources:

- Resource: People Time
Description: This should be within the scope of work planned for.

2. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do*

it?

Increase enrollment through existing resources such as Puente and through Student Success Act efforts.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Program PIO will address the following:

- Increase Program Enrollments
- Increase Degrees/Certifications
- Equity/Disproportionate Representation

How will you assess the effectiveness of your PIO:

Rates will increase, representation will grow, and students will earn more degrees and certificates.

PIO Action Plan:

How will you accomplish this?

Puente activities, marketing by College Relations, concurrent enrollment classes with high schools.

What is your timeline?

Some of this is already happening. Other Student Success Act activities and College Relations marketing should begin by Spring 2015.

Who is going to do this?

Counseling College Relations Other Student Services Puente (hopefully to be expanded)

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

- No fiscal resources requested. Possible linkage to Equity Plan learning community.

PIO Resources:

- Resource: People Time
Description: For work as described in the PIO. Planning is already underway.
- Resource: Other Budget Related Resources Needed
Description: Grants

Attached Files:

- [Chicano Studies 101 Course Assessment in a Box F12.docx](#)
- [7. ChS 102 Paper Grading Rubric.pdf](#)
- [PR_CHS_07_12.XLS](#)