

## BASIC PROGRAM INFORMATION

*Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:*

**Discipline Name:** Chicano Studies

**Department Name:** Multicultural Studies Department

**Division Name:** Social and Behavioral Sciences

Please list all participants in this Program Review :

Name	Position
Dr. Rodolfo Jacobo	Associate Professor/ Department Chair
Dr. Angelica Yanez	Assistant Professor
Dr. Sylvia Mendoza	Assistant Professor

**Number of Full Time Faculty:** 3

**Number of Part Time Faculty:** 2 active

**Please list the Classified positions (and their FTE) that support this discipline:**

Currently none

**What additional hourly staff support this discipline and/or department:**

NA

**Discipline mission statement:** [Link to "How to Build a Mission Statement"](#)

The mission of the Chicano Studies discipline is to encourage a critical examination of the history, political experience and culture of the Mexican origin population of the United States for our students and community by offering an array of courses on these topics. In addition, we support and encourage community outreach by working with student and community organizations. The discipline prides itself in promoting cultural affirmation, social justice, community leadership and service. The study of Chicanos/ Latinos places students in a position to participate in a multicultural society, understand ethnic, racial and cultural diversity in the U.S. and compete in an increasingly global job market.

**List any new degrees and certificates offered within this discipline since your last comprehensive review:**

Associate Degree University Studies" Emphasis in Culture and Society

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

## SECTION 1: PROGRAM REFLECTION

**1A. Program Analysis:** Reflect upon and provide an analysis of your summary data.

The enrollment data indicates a decline from the previous years following the overall trend in the college and across the state. Modifications have been implemented to adjust to the decline and in 2015-2016 the fill rate was at 97% with the WSCH/FTEF standing at 590.76. In our assessment, the factors that influenced the decline in enrollment have to do with circumstances beyond the control of the MCS department and to a great extent are the result of a lack of long term vision and planning from this institution. Despite these challenges, Chicano Studies has been aggressively revising and expanding its curriculum all while maintaining its commitment to community and social justice. Moreover, we are seeking areas of growth including teaching Chicano Studies at local High Schools.

**1B. Standards:** ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

**Discipline Level Course Success Rate:**

- The College's institutional standard for course success rate is **70%**.
- Review your discipline's course success rates over the past five years.
- Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate: 70

Why?

Despite the fact that the majority of our students are first generation college students, come from low income families and are often enrolled in basic skills courses we are still reaching the college average. We are exploring methods to improve on the success rates such as partnering with other programs and services.

**1C. Program Update:** Describe your proudest moments or achievements related to student success and outcome.

We are proud of the fact that our students demonstrate knowledge and critical thinking on issues of race, social class, gender, social orientation, religion, divisibility and their relation to power and privilege.

**1D. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

We continue to revise our curriculum to more clearly meet state standards as well as meet institutional requirements for AA degrees. We have introduced new curriculum addressing Chicana Feminism and are in the process of reintroducing Chicano literature. We have expanding our offering by partnering with local high schools. We continue to do outreach and community service. I have no doubt that we are one of the departments that does more community outreach and service. All faculty in Chicano Studies are well aware of the critical role we play in our students lives something that is difficult to quantify.

**1E. Unanticipated Factors:** Have there been any unanticipated factors that have affected the progress of your previous plan?

We have recently lost our ADA which has presented some challenges. In addition, the fact that two of our three faculty are tenured track presents its own difficulties.

**1F. SLOACs:** Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? [Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/](https://outcomes.palomar.edu:8443/tracdat/)

Course SLO activities will vary because they are implemented by individual instructors within the Multicultural Studies Department. Chicano Studies faculty have meet several times to discuss assessment on SLOs on 2/17/17 and 3/9/17. More specifically, Chicano Studies SLO activities have included individual approaches to assessing the SLOS for CS 100, CS 102, CS 101, and CS 140. These approaches may include assessing SLOs in written form such as short essay response, incorporating specific SLOs test questions on exams, or verbal response during class activities centered on assessing SLOs or the creation of specific assignments designed to assess key SLOs for the course. Chicano Studies faculty have considered using a variety of methods to assess, such as: oral, written, or through testing on multiple choice examinations. Chicano Studies faculty have also considered incorporating a standard assessment that each instructor could use in their courses. For instance, in CS 101 a course that covers

Mesoamerican history to the colonial era could include a written assignment that focuses on “family histories and immigration stories” in order to understand the depth of the Cultural Hybridism (SLO); that should demonstrate an understanding of the role of mestizaje in the Chicano historical experience. We also considered analyzing primary footage and interviews from the Chicano Movement for CS 102 (a more contemporary history of Mexican Americans—this would include showing the documentary series Chicano! with tailored questions that address its particular SLO (Civil Rights Effect: Assess the impact of the Civil Rights Movement on contemporary issues affecting the Mexican American origin community in education, politics, and the economy). Students would then write an essay addressing the SLO in depth. These common assignments would directly implement the SLO in the class curriculum.

At this point Chicano Studies faculty are attempting to find appropriate and effective methodology for assessment and engage in a more thorough assessment amongst the classes and instructors. This will also include a revision of the SLOs altogether by the end of this academic year.

Chicano Studies faculty have considered previous results to improve current assessments. All three faculty members have realized that students tend to do better when discussing SLOs in a group setting verses a more formal setting of testing. Overall, we will continue to enhance our methods for assessment.

**SECTION 2: PROGRAM GOALS**

**2A. Progress on Previous Year's Goals:** Please list discipline goals from the previous year's reviews and provide an update by checking the appropriate status box .

Goal	Completed	Ongoing	No Longer a Goal
We will continue with community outreach efforts including Tarde d	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2B. New Discipline Goals:** Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

GOAL #1	
Program or discipline goal	Continue expanding course offerings in partnership with local high schools.
Strategies for implementation	Meeting with all interest parties to solve pending questions.
Timeline for Implementation	Fall 17
Outcome(s) expected (qualitative/quantitative)	Not only would this help our department grow but moreover it is at the core of our values as a college.
GOAL #2	
Program or discipline goal	Explore expanding our curriculum.
Strategies for implementation	Reintroduce deactivated courses such as Chicano Literature.
Timeline for Implementation	Spring 2016
Outcome(s) expected (qualitative/quantitative)	Add to the wealth of our students knowledge.
GOAL #3	
Program or discipline goal	Re asses CS 100
Strategies for implementation	Meet with SDSU Chicano Studies faculty.
Timeline for Implementation	fall 18
Outcome(s) expected (qualitative/quantitative)	Better align the cs 100 with SDSU.

**Department Chair/  
Designee Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Division Dean Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Vice President Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_