Chicano Studies Program Review
2011-2012

1. Program Description

    A. <u>Description</u>

The United States of America is a racial and cultural pluralistic country. The Chicano(a) Studies program strives to begin meeting the educational obligation to a multi-cultural community. The Chicano(a) Studies Program examines the past and present experiences of Chicano(a) and others of Latin American decent. The Chicano Studies courses are designed to prepare students to serve the Chicano/Latino community, to become aware of the culture and heritage and to develop a critical assessment of the social, political and economic experience of this community. The interdisciplinary nature of our Chicano(a) Studies prepares students for transfer to four-year universities that offer upper division majors in this area. Students from this field of study find employment in areas such as education, community and social services, law, government, counseling, probation, and business. In addition, Chicano Studies provides students with many pathways for graduate work in areas that include education, history, political science, sociology, social work, women's studies, ethnic studies, urban studies, law, and the arts.

<u>B. Program Student Learning Outcomes</u> - Successful students in the program are able to:

1. Demonstrate an ability to think critically, analytically, and creatively about the Chicana(o) experience in the local and global society.
2. Demonstrate a comprehensive knowledge of the history and culture of the Chicana(o) in the United States
3. Demonstrate an awareness of the major theories and concepts that explain the life experiences of the Chicana(o)

<u>C. College Level Student learning Outcomes</u>

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

<u>D. Estimated Costs</u> (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	
Books	
Supplies	
Total	

<u>E. Criteria Used for Admission</u>

<u>F. Vision</u>

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

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. 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

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

J. Program Strengths, Successes, and Significant Events

Chicano Studies Program Review
2011-2012

K. Organizational Structure

President: Robin Calote
       Executive Vice President: Ramiro Sanchez
             Dean: Tim Harrison
                   Department Chair:

Instructors and Staff

Name	None
Classification	
Year Hired	
Years of Work-Related Experience	
Degrees/Credentials	

Name	
Classification	
Year Hired	
Years of Work-Related Experience	
Degrees/Credentials	

Name	
Classification	
Year Hired	
Years of Work-Related Experience	
Degrees/Credentials	

Name	
Classification	
Year Hired	
Years of Work-Related Experience	
Degrees/Credentials	

2. Performance Expectations

A. Program Student Learning Outcomes   -   Successful students in the program are able to:

1. Demonstrate an ability to think critically, analytically, and creatively about the Chicana(o) experience in the local and global society.
2. Demonstrate a comprehensive knowledge of the history and culture of the Chicana(o) in the United States
3. Demonstrate an awareness of the major theories and concepts that explain the life experiences of the Chicana(o)

B. Student Success Outcomes

1. The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
4. The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5. Students will complete the program earning certificates and/or degrees.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5,000 will be budgeted if funds are available.

D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)
I: This program-level student learning outcome is **INTRODUCED** is this course.
P: This program-level student learning outcome is **PRACTICED** in this course.
M: This program-level student learning outcome is **MASTERED** in this course.
Leave blank if program-level student learning outcome is not addressed.

Courses	**PLSLO #1**	**PLSLO #2**	**PLSLO #3**
CHST V01	M	M	M
CHST V02	M	M	M
CHST V24	M	M	M

Chicano Studies Program Review
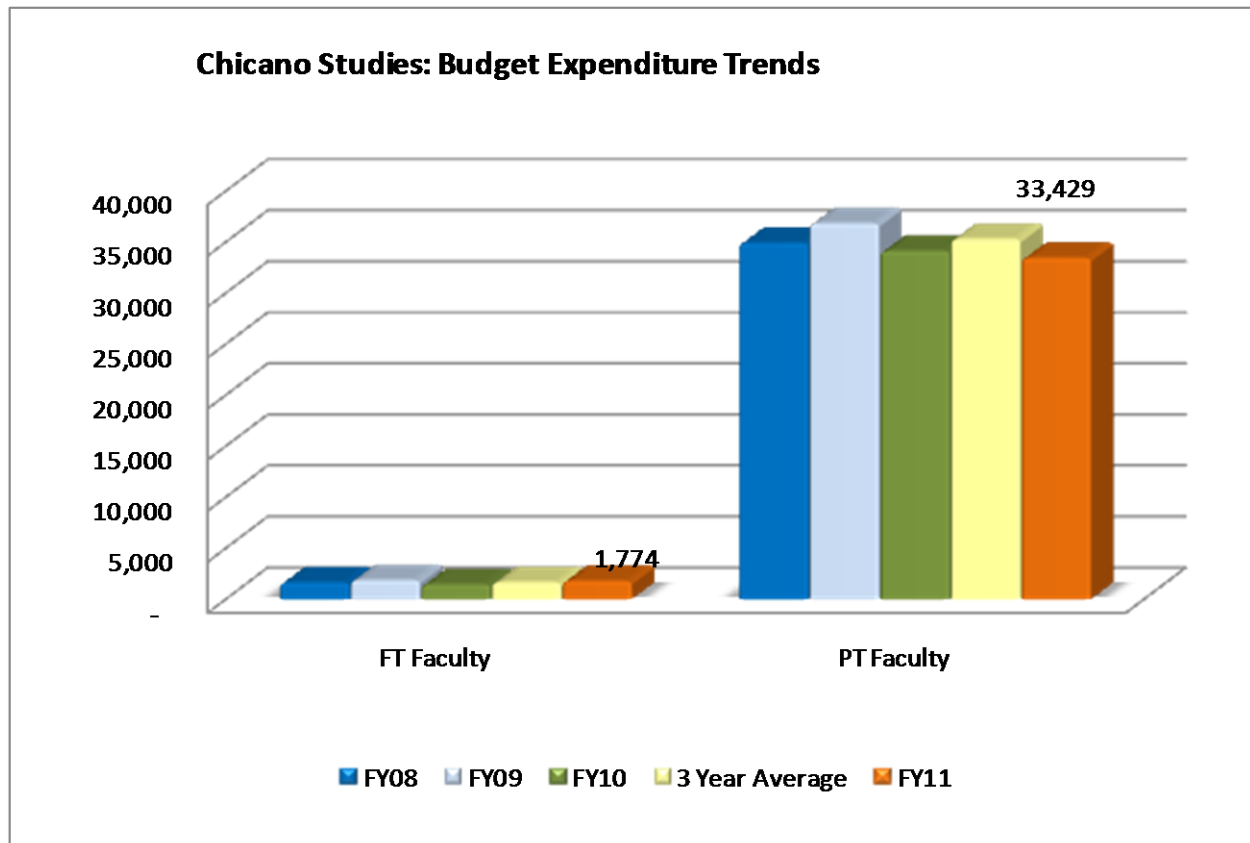## 2011-2012

3. Operating Information

A1: Budget Summary Table
To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses.   The "FY11 College" expense percentages are included to provide a benchmark to compare the program's expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	1,613	1,858	1,427	1,633	1,774	9%	12%
2	PT Faculty	34,892	36,821	34,107	35,273	33,429	-5%	-10%
	Total	36,505	38,679	35,534	36,906	35,203	-5%	0%

A2: Budget Summary Chart
This chart illustrates the program's expense trends. The data label identifies the FY11 expenses (the last bar in each group).   The second-to-last bar is the program's prior three year average.
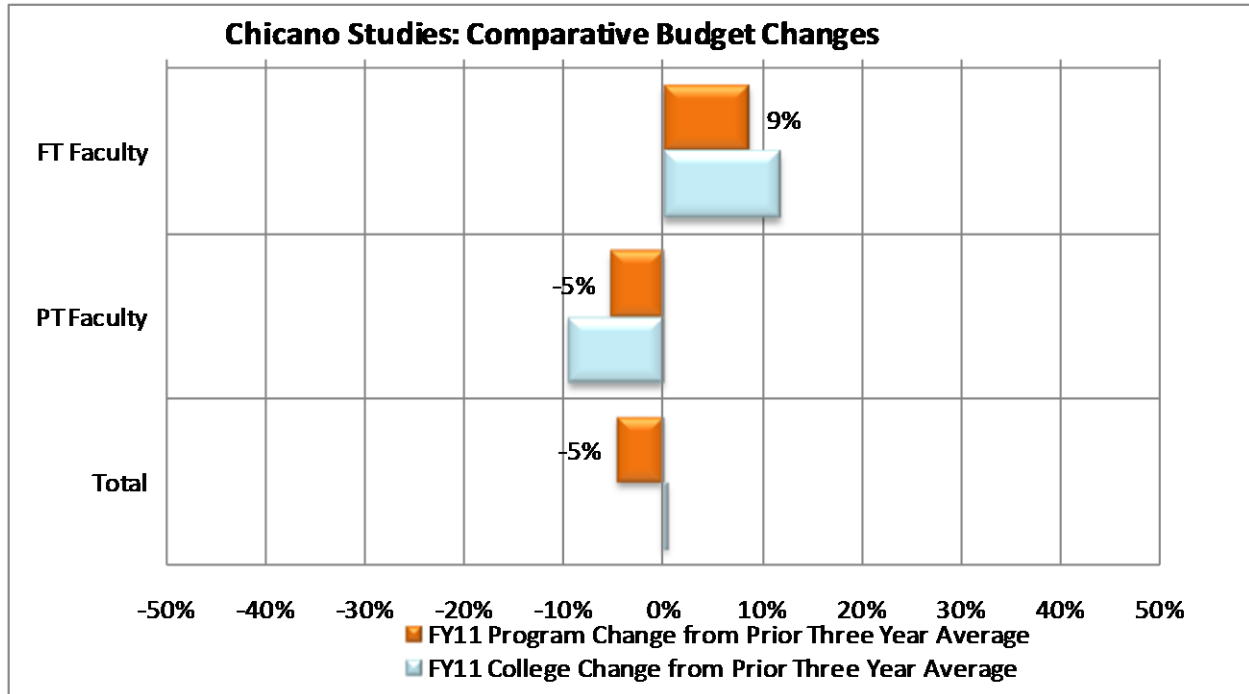

Chicano Studies: Budget Expenditure Trends

A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.

Chicano Studies: Comparative Budget Changes

Category	FY11 Program Change
FT Faculty	9%
PT Faculty	-5%
Total	-5%

(Horizontal axis: -50%, -40%, -30%, -20%, -10%, 0%, 10%, 20%, 30%, 40%, 50%)

■ FY11 Program Change from Prior Three Year Average
■ FY11 College Change from Prior Three Year Average

A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

Chicano Studies Program Review
2011-2012

Ventura College maintains a very dynamic Chicano Studies Program. The Program has been operational since 1972 when the first Chicano Studies courses were first created and approve. The program has functioned with three Chicano Studies courses:

CHST 1 Introduction to Chicano Studies
CHST 2 Chicano Studies Issues
CHST 24 The Sociology of the Chicano Community

The Program has never had a full time instructor . For the past 25 years, the courses have been taught by three adjunct faculty. On the average, the Program offers 8-9 sections. Normally, CHST 2 and CHST 24 are offered only once a year. The three courses listed above are also cross listed as American Ethnic Studies, AES 20, 21, and 24.

 Even with the lack of faculty, the Chicano Studies Program has maintained a healthy 538 WSCH and served 193 students in 2011. The WSCH is at 150% and surpasses the College goal of 525.   District wide, the program reached the 91% of the District's 600 WSCH goal.

The Chicano Studies program is 100% part time staff

B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
No equipment inventory in the Banner Asset system								

B2: Interpretation of the Program Inventory Information

The Chicano Studies Program does not have inventory.

C1: Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4th week of class for fall and spring).
FTES	Full Time Equivalent Students. A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = 400/525 = 0.762 FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty. A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = 6/30 = 0.20 FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours. The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. (20 x 40 x 3) = 2,400 WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: 2,400 WSCH x 35 weeks = 84,000 student contact hours = 84,000 / 525 = 160 FTES (see FTES definition). Simplified Formulas: FTES = WSCH/15 or WSCH = FTES x 15
District Goal	Program WSCH ratio goal. WSCH/FTEF. The District goal was set in 2006 to recognize the differences in program productivity.

Chicano Studies Program Review

2011-2012

C2a: Productivity Summary Table
This table is a summary of the detail information provided in the *Program Review Productivity Report*. The "3 Year Average" was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results.   The "FY11 College" percentages are included to provide a benchmark to compare the program's percentages.
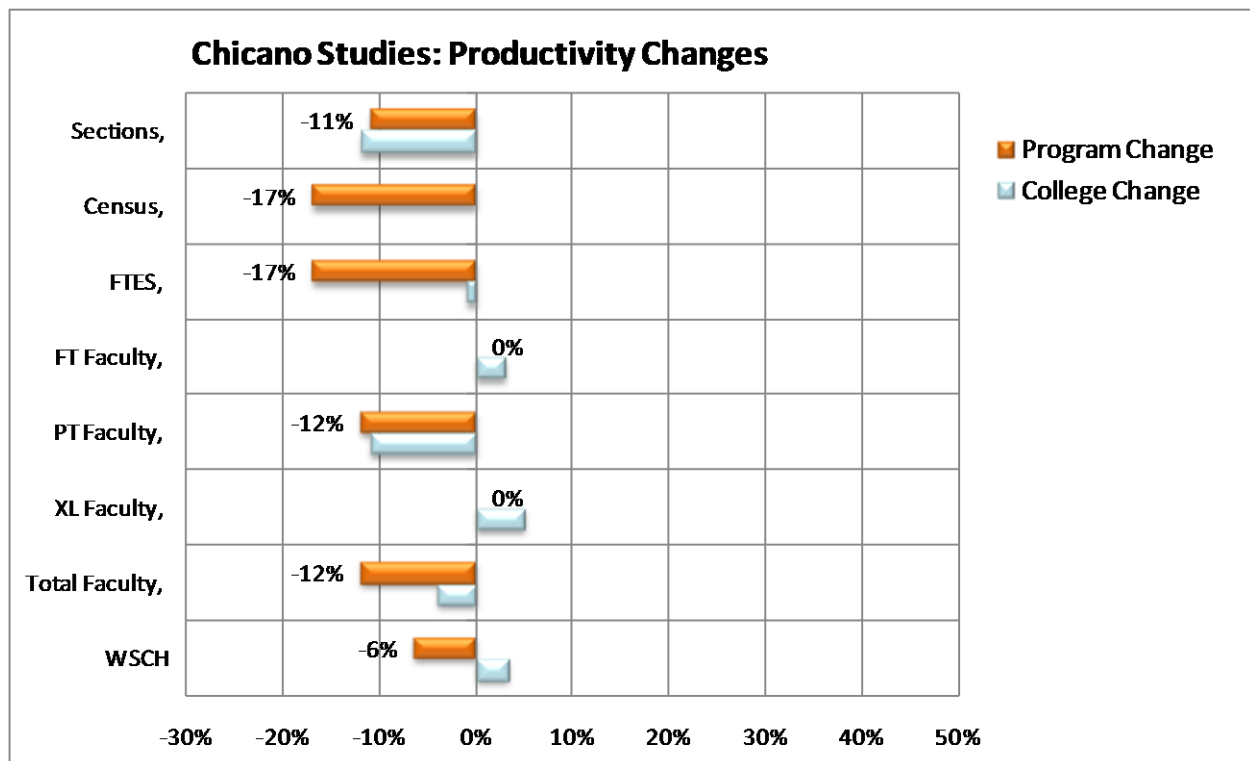
Chicano Studies

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections,	9	10	8	9	8	-11%	-12%
Census,	229	276	194	233	193	-17%	0%
FTES,	23	27	19	23	19	-17%	-1%
FT Faculty,	-	-	-	-	-	0%	3%
PT Faculty,	0.62	0.67	0.52	0.60	0.53	-12%	-11%
XL Faculty,	-	-	-	-	-	0%	5%
Total Faculty,	0.62	0.67	0.52	0.60	0.53	-12%	-4%
WSCH	556	604	548	575	538	-6%	3%

C3a: Comparative Productivity Changes Chart
This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.
Chicano Studies

C4: Interpretation of the Program Productivity Information

The D2 Chart shows the WSCH/FTEF with the average of 538 which is above the College goal of 525 and 91% of District goal of 600. There is a 6% reduction in WSCH from the three year average of 575 due to the reduction in the number of section scheduled after Fall 2010. Due to budgetary cuts required the Division of the Social Sciences reduced the number of sections from 10 to 8 or a 12% reduction. Also, Chicano Studies 24 and Chicano Studies 2 are offered once a year and make the WSCH count unstable. In general all three courses have maintained a strong WSCH which is greater than the College Goal and close to the District goal of 600.

D1a: District WSCH Ratio Productivity Table
This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

Chicano Studies

| District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
CHSTV01	Intro to Chicano Studies	550	630	564	583	544	-7%	600	91%
CHSTV02	Chicano Studies Issues	-	420	540	491	540	10%	600	90%
CHSTV24	Sociology of Chicano Communit	375	540	480	481	555	15%	600	93%
TOTAL	Annual District WSCH Ratio	546	612	557	574	544	-5%	600	91%

D2a: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.

Chicano Studies: District WSCH Ratio by Course — District Goal = 600
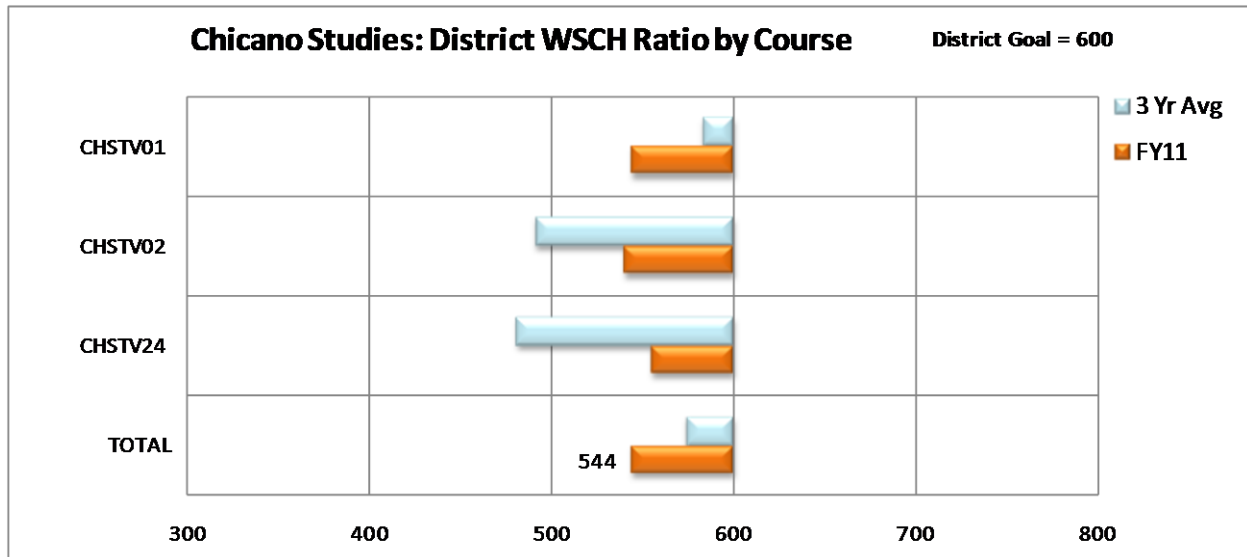
D3a: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.
College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

Chicano Studies

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
CHSTV01	Intro to Chicano Studies	550	630	564	583	544	-7%	600	91%
CHSTV02	Chicano Studies Issues	-	420	540	491	540	10%	600	90%
CHSTV24	Sociology of Chicano Communit	375	540	480	481	555	15%	600	93%
TOTAL	Annual College WSCH Ratio	546	612	557	574	544	-5%	600	91%

D4a: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).

Chicano Studies
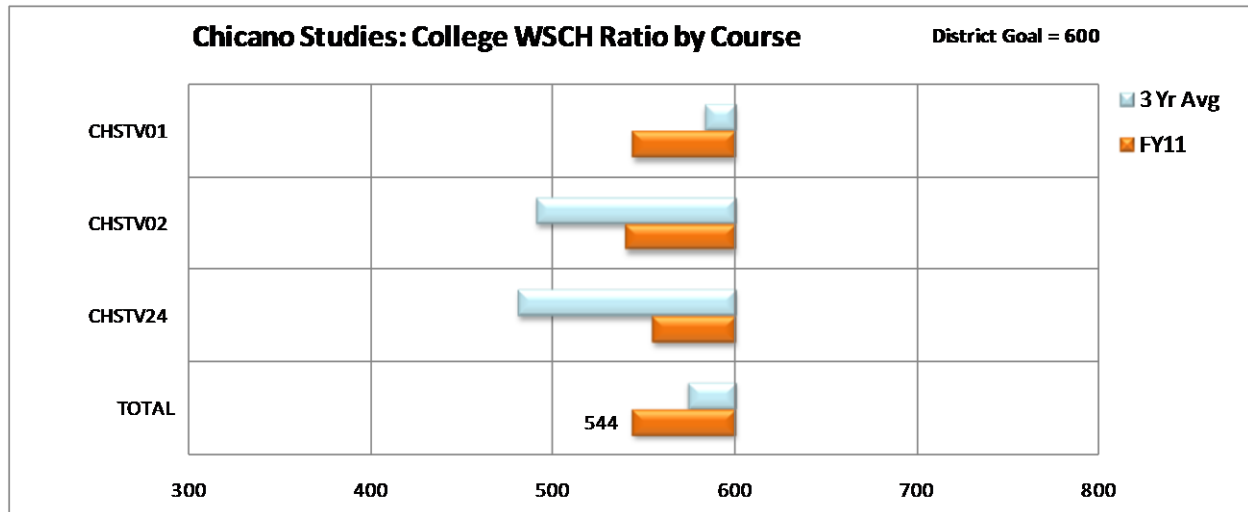
D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

The Chicano Studies is doing rather well in attaining the District goal of 600 WSCH. Undoubtedly, with additional staff and leadership, the program can expand in terms of courses offered by the Program and the scheduling of additional sections.

The Chicano Studies Program has traditionally been the "step child" of the Division. With no full time faculty, there has no discussion or attempts at development other Chicano Studies course. Since the program is interdisciplinary, the possibility for further development is endless. The following areas need to be explored:

Chicano Artistic Heritage
Politics of the Chicano Community
Chicano Musical Heritage
Chicano Theater Heritage
Psychology of the Chicano Child
The Economics of the Barrios

We can see the tremendous possibilities by viewing the growth at our feeder universities. California State University an Channel Islands now offers a Bachelor of Arts in Chicano Studies. California State University at Northridge offers a Bachelors and Masters Degree in Chicano Studies.   The University of California at Santa Barbara offers a Bachelors, Master and Doctor in Chicano Studies.

E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census,35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2a: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*.   The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures.   The "College" success percentages are included to compare the results of the program to the results of the college.

Chicano Studies

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
CHST	FY08	75	40	39	-	7	32	28	-	221	193	154
CHST	FY09	64	60	51	1	11	51	33	-	271	238	176
CHST	FY10	64	36	41	-	8	24	18	-	191	173	141
CHST	3 Year Avg	68	45	44	-	9	36	26	-	228	201	157
CHST	FY11	61	44	37	-	8	25	14	1	190	176	142

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
CHST	FY08	34%	18%	18%	0%	3%	14%	13%	0%		87%	70%
CHST	FY09	24%	22%	19%	0%	4%	19%	12%	0%		88%	65%
CHST	FY10	34%	19%	21%	0%	4%	13%	9%	0%		91%	74%
CHST	3 Year Avg	30%	20%	19%	0%	4%	16%	11%	0%		88%	69%
CHST	FY11	32%	23%	19%	0%	4%	13%	7%	1%		93%	75%
College	**3 Year Avg**	**33%**	**19%**	**12%**	**5%**	**5%**	**10%**	**15%**	**2%**		**85%**	**68%**
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

E3a: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

Chicano Studies

Chicano Studies: Retention and Success Rates

- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Retain: Program FY11 93%, College FY11 86%

Success: Program FY11 75%, College FY11 70%
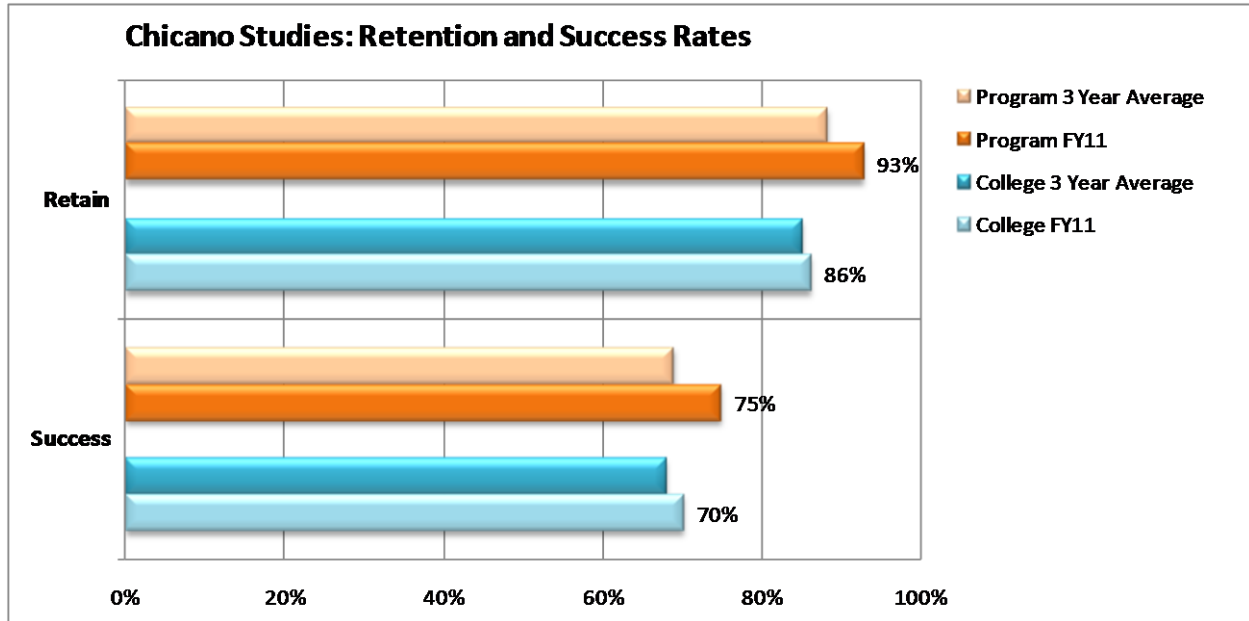
E4a: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.

Chicano Studies

Chicano Studies: Grade Distribution
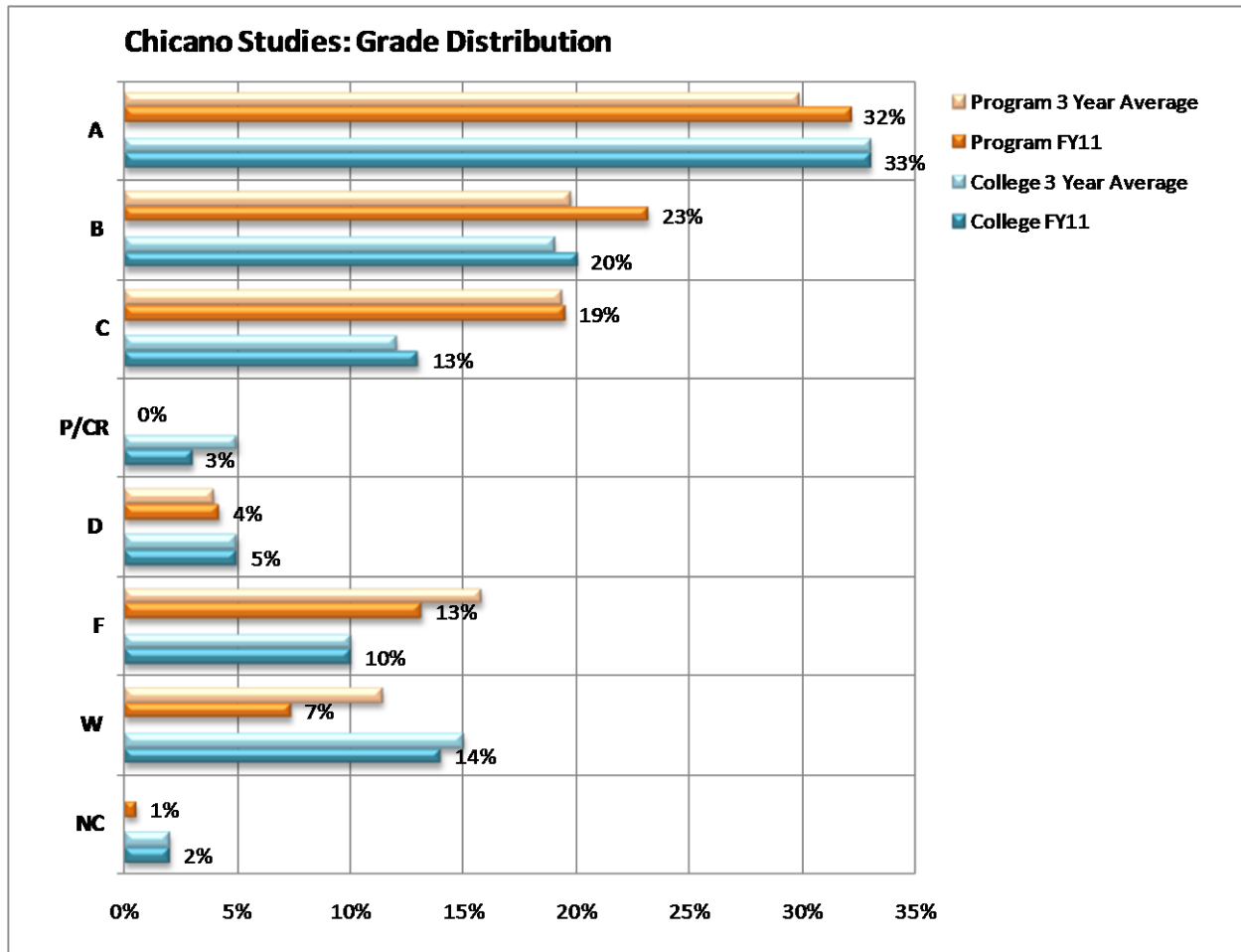
E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

E6: Interpretation of Program Retention, Student Success, and Grade Distribution

The figures on retention, student success and grade distribution for the Chicano Studies Program closely mirror the three average for the College.

Overall, the Chicano Studies Program retention rate in 2011 was 5% greater than the three year Program average(93%/88%) and 7% greater than the college average(93%/ 86%). The success rate for the Program 75% or 5% greater than the College average in 2011 and 7% greater than the three year average for the College.

Chicano Studies	FY 11	3 year Average	Retain	success
Chicano Studies	93%	88%	93%	75%
College	86%	85%	86%	70%

Unquestionably, the lack of full time faculty has had been an issue with the program for many years. Even though the Program in has done exceptionally well in maintain a strong retention and student success rate, it is obvious that the lack of full time faculty has been an obstacle. Even though they are faithful to the program, the part time faculty do not have the time or responsibility to provide tutoring, offer office hours, make referral, assist with basic skills that would support the student and further enhance the retention and success of students. With additional staff the academic standards and grading policies would greatly improve.

F1: Program Completion – Student Awards
This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

The Chicano Studies does not award any certificates or degrees.

F2: Interpretation of the Program Completion Information

Chicano Studies Program Review
2011-2012

G1a: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Chicano Studies

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
CHST	FY08,	190	16	4	1	-	1	-	9	116	104	1	25
CHST	FY09,	237	11	2	1	2	1	3	14	158	113	-	24
CHST	FY10,	168	5	1	-	2	-	2	13	111	80	-	22
CHST	**3 Year Avg**	**198**	**11**	**2**	**1**	**1**	**1**	**2**	**12**	**128**	**99**	**-**	**24**
CHST	**FY11**	**169**	**12**	**-**	**1**	**-**	**-**	**-**	**8**	**106**	**84**	**-**	**21**
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	**FY11**	**13,034**	**10,566**	**977**	**1,040**	**196**	**886**	**402**	**1,688**	**15,734**	**13,014**	**40**	**24**

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
CHST	FY08,	86%	7%	2%	0%	0%	0%	0%	4%	52%	47%	0%	25
CHST	FY09,	87%	4%	1%	0%	1%	0%	1%	5%	58%	42%	0%	24
CHST	FY10,	88%	3%	1%	0%	1%	0%	1%	7%	58%	42%	0%	22
CHST	3 Year Avg	87%	5%	1%	0%	0%	0%	1%	5%	56%	44%	0%	24
CHST	**FY11**	**89%**	**6%**	**0%**	**1%**	**0%**	**0%**	**0%**	**4%**	**56%**	**44%**	**0%**	21
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	**FY11**	**45%**	**37%**	**3%**	**4%**	**1%**	**3%**	**1%**	**6%**	**55%**	**45%**	**0%**	**24**

G2a: Student Demographics Chart
This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars.
The first bar represents the program's prior three year percent. The second bar shows last year's (FY11)
percent. The third and fourth bars represent the overall college percents.

Chicano Studies: Demographics

Legend:
- Program Prior 3 Year Average
- Program FY11
- College Prior 3 Year Average
- College FY11

Group	Program FY11	College FY11
Hispanic	89%	45%
White	6%	37%
Asian	0%	3%
Afr Am	1%	4%
Pac Isl	0%	1%
Filipino	0%	3%
Nat Am	0%	1%
Other	4%	6%
Female	56%	55%
Male	44%	45%
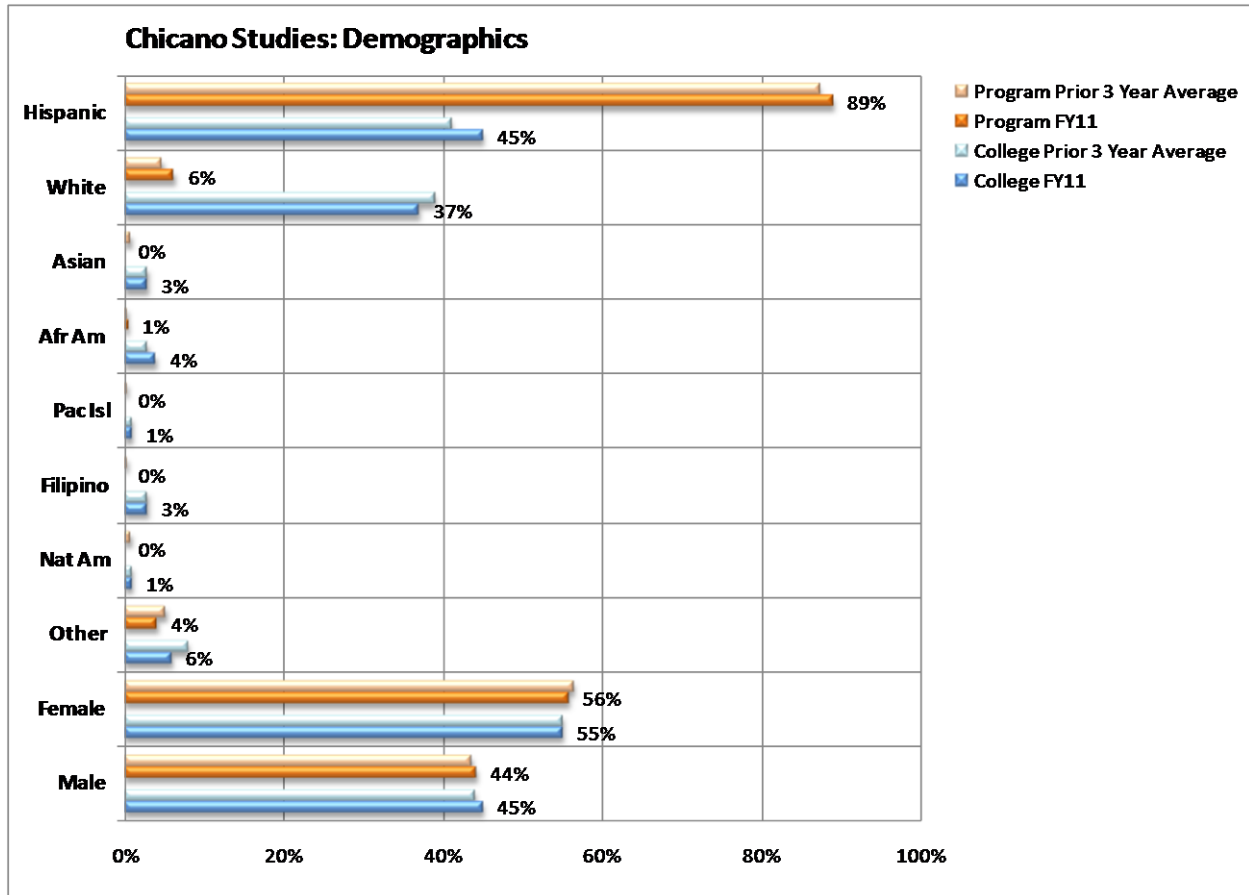
G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student
Demographics Report*. This report is a PDF document and is searchable. The student success
information was extracted from the District's Banner Student System. The student demographic
information includes all information associated with the program's subject codes. The *Program Review
Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following
sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information
As expected, the Chicano Studies Program appeals to and attracts many Hispanic students.
89% of the students enrolled in the Chicano Studies classes in Fall 2011 were Hispanics. This
percent is 48% greater than the College three year Average of 41% or the College's fall
enrollment of 45%.

There is a slight 3% improvement in the enrollments of white students (from 3% in 2010 to 6% in 2011).   The rest of demographic data basically mirrors the College average.

4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Demonstrate an ability to think critically, analytically, and creatively about the Chicana(o) experience in the local and global society.	Not Assessed.
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 2	Performance Indicators
Demonstrate a comprehensive knowledge of the history and culture of the Chicana(o) in the United States	The faculty of the program participated in the mid-semester formative assessment of one SLO in the Fall Semester 2011. The faculty of the program developed their own assessment instruments. The goal was to for 75% of the student to achieve the SLO.
Operating Information	
The faculty of the program developed a variety of methods to evaluate student and produce grade rubric.	
Analysis – Assessment	
Approximately 72 students were assessted(two Chicano Studies courses) and met the 70% success rate.	

Program-Level Student Learning Outcome 3	Performance Indicators
Demonstrate an awareness of the major theories and concepts that explain the life experiences of the Chicana(o)	Not assessed.
Operating Information	
Analysis – Assessment	

4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the **program's** retention rate for the prior three years.
Operating Information	
Analysis – Assessment	
The Chicano Studies Program surpassed the Program's three year average by 5%.	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the **college** retention rate for the prior three years.
Operating Information	
Analysis – Assessment	
The Chicano Studies Program surpassed the College's three year average by 8%.	

Student Success Outcome 3	Performance Indicators
The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase student success rate by 2% or more above the **program's** average student success rate for the prior three years.

Operating Information

Analysis – Assessment
The Chicano Studies Program surpassed the Program's three year average by 5%.

Student Success Outcome 4	Performance Indicators
The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will increase by 5% over the average of the **college's** student success rate for the prior three years.

Operating Information

Analysis – Assessment
The Chicano Studies Program surpassed the College's three year average by 8%.

Student Success Outcome 5	Performance Indicators
Students will complete the program earning certificates and/or degrees.	Increase the number of students earning a certificate to a minimum of 20% of the number of students enrolled in second-year courses.

Operating Information

Analysis – Assessment
The Program does not award certificates or degrees.

C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 525 goal set by the district.	The program will exceed the efficiency goal of 525 set by the district by 2%.
Operating Information	
Analysis – Assessment	
The Chicano Studies Program surpassed the 525 District goal by 5%	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over $5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
Operating Information	
The inventory list is out of date and needs to be reviewed (3B1)	
Analysis – Assessment	
There is no Program inventory	

Program Operating Outcome 3	Performance Indicators
Operating Information	
Analysis – Assessment	

Program Operating Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

5. Findings

Finding 1

The lack of full time staff has created some obstacles in the development of the Chicano Studies Program. With the lack of leadership, the program has remained dormant for several years. The lack of full time staff has had an adverse affect on curriculum development, outreach to the community and the College's image as a Hispanic Serving Institution.

Finding 2

The fact that the Program only has only three courses is the end result of the lack of full time staff.   The adjunct faculty have no responsibility or obligation to assist in the endeavor to develop additional courses. The program must expand its curriculum.

Finding 3

The program must become more visible to the community and must bring the community to the College. The basic philosophy of Chicano Studies is the connection between the curriculum and the community. The Chicano Community must see Ventura College as a viable and positive force that can lead in providing a better understanding between cultures/races and create a profound change in the communities such as Santa Paula and Fillmore.

Finding 4

Guest speakers and presenters would greatly enhance the curriculum of the College and would improve the image of the College so that it reflects the demographic changes of the county, state and nation. To be a Hispanic Serving Institution, the College must reflect the cultural heritage that is a powerful part of the local and state heritage.

6. Initiatives

Initiative: Full time Instructor with combination of History and Chicano Studies

Initiative ID #1

Unquestionably, there is a real need for an additional full time faculty member in Chicano Studies. The faculty is recommending a joint 60-40% or 70-30% full time position with the History Program.

Ventura College maintains a very dynamic Chicano Studies Program. The Program has been operational since 1972 when the first Chicano Studies coursed were first created and approve. The program has functioned with four Chicano Studies courses:

CHST 1   Introduction to Chicano Studies
CHST 2 Chicano Studies Issues
CHST 24 The Sociology of the Chicano Community

The Program has never had a full time instructor. For the past 25 years, the courses have been taught by three adjunct faculty. On the average, the Program offers 8-9 sections. Normally, CHST 2 and CHST 24 are offered only once a year. The three courses listed above are also cross listed as American Ethnic Studies, AES 20, 21, and 24.
 Even with the lack of faculty, the Chicano Studies Program has maintained a healthy 538 WSCH and served 193 students in 2011. The WSCH is at 150% and surpasses the College goal of 525.   District wide, the program reached the 91% of the District's 600 WSCH goal.

The Chicano Studies program is 100% part time staff

For many years, students at Ventura College and the community have enjoyed a dynamic Chicano Studies Program. The VC History Program is the smallest in the Department of the Social Sciences offering 8 course sections in the Fall Semester 2011. Enrollments are strong and the program has maintained a three year average of 557 efficiency rating on the 525 Report.   Historically, the Chicano Studies Program has been treated as the " step child" of the Division and has consequently has received less priority with regards to scheduling, staffing, and classroom assignment. For example, in the Fall Semester 2011 the program courses were assigned to the smallest classroom in the MCW building that holds only 27 students. This arrangement obviously affects the WSCH.

Unfortunately, the VC Chicano Studies Program has been adversely affected over the past two decades by the lack of full time faculty. Since its creation, the Program has never had a full time faculty. As of Fall 2011, the Program has been taught by four part time instructors. Considering the ratio of full-time versus part-time instruction in history, it is essential to note that the Chicano Studies Program has a .53 FTEF for 2011.

In addition to its dynamism, there is a great need for the expertise in the History of the United States with Focus on the Chicano/ Mexican experience, with additional intermingling and connection with Chicano Studies. Historically, there has never been a full time Chicano Studies instructor at Ventura College, leaving a significant gap in an essential academic service portion of the VC curriculum.

Obviously, Ventura College must offer coursework in this area; there remains a cultural, historical, and ethical obligation to do so. The predominant population at Ventura College is Latino/ Hispanic. It should be noted that it is a source of pride that the College has been designated as a Hispanic Serving Institution. It is therefore incumbent upon Ventura College, to consider these stated needs and establish a new position—a new full-time hire—in history. Doing so with special regard for the needs outlined above will strengthen VC's success in complying with its stated Core Commitments, including Student Success, Respect, Integrity, Quality, Collegiality, Innovation, Collaboration, Sustainability, and Continuous Improvement. Of that list, special attention should be drawn to VC's Core Commitments to Access ("Providing learning opportunities for all individuals"), Diversity ("Embracing and responding to our increasingly diverse student body and the global environment in which the college operates"), and Service ("Enhancing the quality of life of the community and meeting its needs"). The History/Chicano Studies Program (interdisciplinary) will offer more than the content of its courses and the valuable skills that come with the learning history and Chicano Studies and has long established a tradition of leadership, diversity, and pride, especially regarding the Latino/ Hispanic heritage of Ventura County, an essential element that remains a key component of our shared legacy as a diverse and culturally rich community. We must have one new full-time faculty member in this area of history/Chicano Studies.

Benefits: A Full-time faculty member will be able to invest the time and energy in sustaining and building the History/Chicano Studies program in ways that neither Part-time faculty nor XL faculty are capable of.

Links to Finding 1

 Request for Resources: Yes.

Funding Sources: Would require a commitment from the College to hire a full time tenure instructor in History/Chicano Studies.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative ID #2 Expansion of Curriculum
With the support and leadership provided by the full time position in History/ Chicano Studies, the Chicano Studies Program will expand the curriculum in the following:

1. The following courses that are currently offered by other disciplines will be incorporated into the Chicano Studies Program.

>History 12:   History of the United States with focus on the Chicano will be cross listed as Chicano Studies V03.
>History 10A: Heritage of Mexico I will be cross listed as Chicano Studies V04A.
>History 10B: Heritage of Mexico II will be cross listed as Chicano Studies V04B
> Art 8:   Pre-Columbian Art will be cross listed as Chicano Studies V05
> Political Science 18: Politics of Mexico will be cross listed as Chicano Studies V06
>English 30:   Chicano Literature will be cross listed as Chicano Studies V07

2. New courses will be developed in 2012.

>The musical Heritage of the Chicano
>The Psychology of the Chicano Child
>Economic trends in the Barrios

Benefit
The program offering will increase. Since Chicano Studies is an interdisciplinary curriculum, it would offer a wide variety of courses that would provide choices in Art, Music, Political Science, History, Psychology, and Economics.

Request for Resources: None. The courses are part of our regular curriculum in many of the disciplines.

Links to Finding 2

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative : Outreach to the Community

Initiative ID#3
One of the strong components in the idea of Chicano Studies is the relationship that the program has with the Chicano Community. Working closely with MECHA, the Program will continue the community connection with community leaders, none profit agencies, service organizations and advocacy groups.
In addition, the Chicano Studies Program will develop brochures and pamphlets that will explain the Program to the high school students and other members of the community.

Links to Finding 3

Benefits
Outreach and recruitment for high school students and members of the community who will learn of the Chicano Studies Program and the many possible careers associated with it.

Request for Resources: None

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative

Initiative ID# 4 Guest Speakers

An important component of the Chicano Studies Program is the discussion of issues that are particular to the Chicano Studies. To this end, the Program make use of speakers and presenters from the community. The Program would like to request a minimum of three speakers funded with stipends by the College.

Links to Finding 4

Benefits

There is a definite benefit where the student body can be invited to presentation that will make them aware of the issues facing Chicano Community, i.e. Immigration, education success, gangs, poverty and unemployment, acculturation and assimilation.

Request for Resources: yes

Funding Source: Co-curricular or general fund

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

Chicano Studies Program Review
2011-2012

Computer Equipment and Software

	Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1													
2													
3													
4													
5													

Other Equipment Requests

	Equipment	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1													
2													
3													
4													
5													

Facilities Requests

	Facilities	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1													
2													
3													
4													
5													

Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization
All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization
The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:
   R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
   H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
   M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
   L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization
The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.
   R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
   H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
   M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

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

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position.
The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.