



Chicano Studies Program Review

2013-2014

10-7-2013

Department Chairs,

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

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

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

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

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

Appendices:

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

Attachments:

Data packets for your program/department

WHO TO CALL FOR ASSISTANCE

Budget and Inventory Data:

David Keebler, VP-Administrative Services, ext. 6354

Data Analysis and Interpretation:

Michael Callahan, Institutional Researcher, ext. 6344

Instructional Programs:

Kathy Scott, Dean-Institutional Effectiveness, ext. 6468

Debbie Newcomb, Faculty Facilitator, ext. 6368

Sandy Hajas, LRC Supervisor, ext. 6179

Services:



Due October 7, 2013



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Susan Bricker, Registrar, ext. 6044

Sandy Hajas, LRC Supervisor, ext. 6179

Kathy Scott, Dean-Institutional Effectiveness, ext. 6468



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Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

Instructions:

- *Provide a brief status of initiatives created last year that did not require funding. Include an explanation of what changes occurred (i.e. in student learning) as a result of those initiatives.*

The Chicana(o) program submitted one initiative that did require funding:

Initiative 151 Develop courses in the cross disciplinary program to help students transfer to the university. No new courses were created. Course adoption is a three year project. The course creation process needs to have a three year plan. Since there is no full time faculty, the work has to be done by adjunct faculty.

- *Provide a brief status of initiatives created last year that required funding. For those that were funded, what changes occurred (i.e. in student learning) as a result of the initiatives/funding.*

Initiative 163. In conjunction with History, the Chicana(o) program requested a full time faculty replacement which would be 20% Chicano Studies and 80% History. This would be a retirement replacement. Was not funded.

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

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

Program Student Learning outcomes

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

Student Success Outcome

>The Chicana(o) Program developed stronger relationship with the Chicano(a) Studies at the State University at Channel Island.

>The Program sponsored several programs for faculty and student to reveal the Chicano Experience. These included Luis Rodriguez of Always Running; Javier Gomez on Dia de los Muertos, Arcenio Lopez and the Mixteco Project, and Jess Gutierrez photographs of the Farm workers Movement in Ventura County.

> The program will increase its retention rate from the average of the programs prior three year retention rate. The program maintained at 91% retention which is higher than most programs in the Social Sciences.

>The Program will increase its retention rate from the average of the college's prior three year retention rate. Successful. The college's rate for three years is 86%and Chicano Studies is 91%.

>The program will increase the student success from the average of the program's prior three year average. Successful. The Program surpassed by 8%. Three year average 74%. Program FY13 rate was 82%.

>The program will increase the student success rate from the average of the college's prior three years. Successful. The program surpassed by 12%.



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> *Students will complete the program earning certificates and degrees. No possible. The Programs does not have certificates or degrees.*

Section II - Description

A. Description of Program/Department

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.

Degrees/Certificates

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

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

Instructions:

- *What has changed over the past year (i.e. faculty, degrees/certificates, curriculum, etc.)?*
- *What is impacting the program now? DNA*

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

N/A

D. Criteria Used for Admission

Does not apply

E. College Vision

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

F. College Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and



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certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

G. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

H. Organizational Structure

President: Dr. Greg Gillespie

Executive Vice President: Dr. Daniel Seymour

Dean: Dr. Gwendolyn Lewis Huddleston

Department Chair: Ismael de la Rocha

Faculty/Staff:

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

Section IIIa – Data and Analysis

A. SLO Data

Instructions:

- *Provide highlights of what you learned last year in your assessments and discussions.*

In general, the SLO reports were very good. All Chicano Studies courses were 75% and above c grades.

- *Provide highlights of some of the changes made as a result of the assessments and discussions.*

No changes were made.

- *How did the changes affect student learning – or how do you anticipate that they will?*

DNA

- *Based on what you learned, what initiatives requiring resources could you develop (or have you developed) to improve student learning? Explain briefly. Initiatives need to be entered in more detail in Section V.*

Full time faculty has a direct bearing on success and retention. The Chicano (a) Studies Program is 100% part time faculty. Full time faculty can be instrumental in developing courses; working with student services and are available for office hours and tutoring. The program will resubmit last years request for a full time faculty. The program has been operating with part time faculty for past thirty years.

Because Chicano Studies is closely link to the community, speakers, films and field trips are an essential part of the curriculum. Monies must be appropriated to support the classes.



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- What are the most significant initiatives not requiring resources you could (or have developed) to improve student learning? Explain briefly. Initiative(s) need to be entered in more detail in Section V.

Closer ties with the State universities (Northridge and Channel Islands) are necessary, so that our student will connect with the BA program in Chicano Studies at CSUCI and the BA MA program at CSUN.

Must develop more courses in Chicana(o) Studies. The program functions with three courses; Introduction to Chicano Studies; Issues in Chicano Studies and the Sociology of the Chicano community. We need courses in Chicano Art, Chicano History, Chicano Music and Theater, The economics of the Barrio, The politic of the Latino, and the Psychology of the Chicano Child.

- Comment on the status of your SLO rotational plan, mapping, and other TracDat work.

Three courses comprise the Program. The rotation is not necessary. In the mapping, only one course (Chicano Studies 2) is considered a Master (M) since it is a continuation of Chicano Studies I.

B. Performance Data

1. Retention – Program and Course

Instructions:

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

- How does your program's retention rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.

The program's retention rate surpassed the College percent by 5%. The college rate is a good indicator of the average and establishes a base to assess. The Program rate for FY13 was 91% and the College was 86%.

- In looking at your program's retention rate over the past three years, is there a trend? If so, explain.

No. The rates are consistent from FY10(average about 91%). There are no visible trends.

- In looking at the disaggregated data by gender, ethnicity, and age are there gaps in retention for certain groups of students? Also, is the retention going down for certain groups? If there are gaps, what might be done to address them?

No. There are no gaps with the ethnic groups. Hispanics have retention rate of 92%.

- Do your retention rates meet your expectations? Are there areas that need improvement?

Yes. They meet the program expectations.

- What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.

Chicano(a) classes must be promoted more aggressively among other ethnic groups.

2. Success – Program and Course

Instructions:

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

- How does your program's success rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.



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- In looking at your program's success rate over the past three years, is there a trend?
- In looking at the disaggregated data by gender, ethnicity, and age are there gaps in success for certain groups of students? Also, is the success rate going down for certain groups? If there are gaps, what might be done to address them?
- Do your success rates at the program and college level meet your expectations? Are there areas that need improvement?
- What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.

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

Instructions:

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

Does not apply. The Chicano(a) Studies program does not offer a certificate or Associate of Arts Degree. It is not an official Program.

- In looking at the disaggregated data for completion over the past four years, are there gaps in success for certain groups of students? Also, is the completion rate going down for certain groups? If there are gaps, what might be done to address them?
- Do the completion rates meet your expectations? Why or why not?
- What should be the goal for program completion? NOTE: ACCJC, our accrediting commission, has advised colleges that visiting teams will now be looking for program and institution-set standards for completion.
- What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V and need to include a goal/performance indicator (i.e. Program completion will increase by 10% over the next 3 years).
- Programs that have awarded fewer than 12 certificates or degrees over the past four years may be placed on possible discontinuance. If this is the situation for your program, what changes can be made to increase the number? (i.e., Is it possible to combine programs in your area? Does the curriculum need updating?, etc.). In general, what can be done to increase the number of degrees and certificates awarded?

DNA

C. Operating Data

1. Demographics - Program and Course

Instructions:

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

- What does the data indicate/say about the students enrolled in the program/course? (Provide a **very brief summary**).

Chicano Studies classes seem to have an appeal with Hispanic students. 89% of students enrolled in CS classes in FY13 were Hispanic. The numbers have increase from 86% in the FY12. This is a 3% increase. White student enrollment declined by 2%. The enrolment is about 60% Women and 38% male. The number of female students has increased by 13% from the FY12. The number of male students has declined by 15% from the FY12. The average age seems to be consistent for the past three years.

- How do your students compare to the college demographics? Is there a significant difference? What trends/changes do you see over the past three years?

The number of Hispanic student enrolled in Chicano Studies classes greatly surpasses the 45% of the College's three year average and the FY13 of 51%. The difference is 44%. The number of Women has increased 6% from the college FY13 average. The number of male students is below the 46% College rate.



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- *Is there a need to diversify the program in terms of age, gender or ethnicity?*

Yes. It would be great if more African American and Asians enrolled in the classes.

- *What initiative(s) could you develop based on what you have learned from the data or other information? Explain briefly. Initiatives to be entered in more detail in Section V.*

One initiative would be a promotion of Chicano Studies class to students in general through pamphlets, flyers, and presentations in anthropology, history, sociology, and political science classes.

2. **Budget**

Instructions:

Chicano(a) Studies has no budget. The information in the Data in Fact.dat is misleading. Chicanos seems to be placed with American Ethnic Studies(AES) which includes classes in Art , music, literature that are not part of Chicano Studies.

- *Review of summarized budget information is required. The yellow and blue sections of your budget data provide summaries. Detail data is provided if you want to see additional information; however, reviewing the backup data is not required. Check the boxes below if you have no further comments to make.*
- *Have there been any significant changes in the budget over the past three years? Have these changes had a positive or negative effect on student learning? If additional funds are needed, explain why. Initiatives will be required to be noted in more detail in Section V.*
- *(Requests for contract/full time faculty or classified staff should be addressed in the resource section on the next page.)*
- *Please check the appropriate box below then provide your summary beginning on the next line.*

Program members have reviewed the budget data.

No comments or requests to make about the budget

3. **Productivity – Program and Course**

Instructions:

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

The productivity rate for Chicano Studies was 613 for FY13. This rate surpassed the College goal of 530. There has been a steady growth of the ratio from 544(FY 11) 593(FY12), 564(FY12)to 613(FY13).

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

Yes. Enrollments are very healthy. The Program averages about 40 students per class. 530 seems to be a reasonable goal for the college.

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



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- Do the enrollment/productivity ratios meet your expectations for the program as a whole? Do the enrollment/productivity ratios meet your expectations for individual courses? Why or why not?

Yes. They do meet our expectations. There seems to be a steady incline of the productivity rate.

- How can you improve the performance overall or in some courses if they do not meet your expectations? (For example, at the course level, do some courses need to be offered or scheduled differently to try to increase enrollment?)

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

Enrollments have been very good overall. The program numbers can increase considerably. However it would involve locating larger room for classes and offering more sections. Unfortunately, there is considerable competition for larger rooms among the departments and the number of section(four in Fall 2013) is limited by budget considerations.

D. Resources

1. Faculty

Instructions:

- How does your program/department's Full Time Equivalent Faculty (FTEF) compare to the college? (trends and ratios)

The Program does not have full time staff.

- Have there been any significant changes in (FTEF) for part and/or full time faculty over the last three years? If so, what are the effects of these changes?

The PT measure for the F13 was .48. This is a decline of .4 from the 3 year average. The difference is due to one less section that was offered in FY12.

- Does your area have difficulty finding hourly instructors?

Yes. Chicano Studies is a multi-disciplinary program. Instructors must have general background in sociology, psychology, political science and art and music. Instructor with this multidiscipline background are difficult to find.

- Is the program lacking faculty with a particular specialty?
- Are there any specific accreditation requirements for FT faculty?
- What contract faculty member(s) (if any) will you be requesting based on what you have learned? Explain briefly. Requests need to be entered in more detail in Section V.

Masters Degree in Chicano(a) Studies. Interdisciplinary.

2. Classified Staff

Instructions: **DOES NOT APPLY**

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

3. Inventory

Instructions: **DOES NOT APPLY**



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

- *What equipment requests are you making (if any) to ensure that the program/department has functional, current, and otherwise adequate inventory to maintain a quality learning environment? Is the current equipment aging and need replacement or is new equipment needed? Is ongoing maintenance required for some equipment? If so explain. Requests need to be entered in more detail in Section V.*

4. Facilities or other Resource Requests

Instructions:

- *Is your program/department making any other requests for resources, including for facilities?*
NONE
- *Initiatives will be entered in more detail in Section V.*
- *Note: Any safety issues need to be reported immediately and not wait for program review. Safety issues may be reported here in addition to being reported to the dean.*

5. Combined Initiatives

Instructions:

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

NONE

E. Other Program/Department Data

Instructions: NONE

- *Does the program/department have any other data from any other source (i.e., program generated, state generated, program accreditation, advisory committee, etc.) that should be reviewed/discussed in this program review?*
- *What does the data indicate about the students, student performance, or any other aspect of the program?*
- *What about the data encourages or gives you cause for concern?*
- *Does the data meet your expectations? Why or why not?*
- *What initiative(s) could you develop based on what you have learned from the data. Explain briefly. Initiative to be entered in more detail in Section V.*
- *Provide the data in an attachment or provide an online link.*

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

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

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

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

Instructions:

Complete the Rubric for Instructional Program Vitality (Appendix C or D) created by the Academic Senate. It is a tool for further self-evaluation of your program. This rubric will be used in conjunction with (not in place of) resource requests and provide



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further input for any programs being considered for program discontinuance. This form must be submitted with your program review document. Answer the following question after completing the rubric:

- What is your score?
-

26 points. Healthy and vibrant Program.

- What does that score mean to you?
-

Incredible potential for growth. The program has excellent enrollments. The addition of a full time instructor (with history) and the development of additional courses would set the course for a very vibrant and active program.

Section V - Initiatives

Instructions:

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

Ranking:

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

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

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

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

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

Example:

Initiative: Provide a brief title

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

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

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

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

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

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

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

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



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

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

A. Initiative: Chicano Studies 100(previous #151) Development of Chicano Studies Courses
Initiative ID: #151 in PR 2011-12

Link to Data:

Expected Benefits: Greater offering to students. The program currently has three courses as part of the program. Increase in WSCH.

Goal: Increase number of courses to six: Chicano Studies 10, Chicano History; Chicano Studies 11, History of Mexico Part I; Chicano Studies 12, Mexican History Part II.

Performance Indicator:

Timeline: the process would include three additional courses in the year 2014 and two in the year 2015

Funding Resource Category: No new resources

Ranking: Click here for options

B. Initiative:Speakers and Films

Initiative ID: Chicano Studies 101

Link to Data:

Expected Benefits: Improvement in retention and success.

Goal:

Performance Indicator: At least a 2% increase in retention.

Timeline: Fall 2014

Funding Resource Category: General Budget

Ranking: Click here for options

C. Initiative:

Initiative ID:

Link to Data:

Expected Benefits:

Goal:

Performance Indicator:

Timeline: Click here for options

Funding Resource Category: Click here for options

Ranking: Click here for options

D. Initiative:

Initiative ID:

Link to Data:



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Expected Benefits:

Goal:

Performance Indicator:

Timeline: Click here for options

Funding Resource Category: Click here for options

Ranking: Click here for options

Section VI – Process Assessment

Instructions: Please answer the following questions:

- A. How have the changes in the program review process this year worked for your area?
- B. How would you improve the program review process based on this experience?
- C. Appeals

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

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

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

VII – Submission Verification

Instructions: Please complete the following section:

Program/Department: Chicano Studies

Preparer: Ismael de la Rocha

Dates met (include email discussions): September 30, October 2,3,4, 2013

List of Faculty who participated in the program Review Process:

Ismael de la Rocha



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Preparer Verification: I verify that this program document was completed in accordance with the program review process.

Dean Verification: I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):



Program Review Process Map

I. Status report and accomplishments from prior year

II. Description

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

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

III(b). Other program goals and initiatives

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

IV. Program vitality-(Academic Senate rubric)

**V. Summary of initiatives and requests
 Minority reports if any**

VI. Process assessment

VII. Verification of review



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Appendix-B

Program Review Resource Initiatives Guidelines

WHAT TO LEAVE OUT

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

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



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Appendix-B

		program review if costs cannot be covered.
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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE IN

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

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



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Office Supplies/ Advertising/Student Workers/Printing/Duplicating	Council/Dean	reason and be above what the Appendix-C budget will allow.
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Rubric for Instructional Program Vitality-Academic (non-CTE)

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

Academic programs:

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

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



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Appendix-C

equipment.

Up to 4	Agreed-upon productivity rate²	
	A "4" would indicate that a program has met or exceeded its productivity rate.	4
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	
	A "0" would indicate that a program is at less than 70% of its productivity rate.	

Up to 4	Course completion rate³	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	4
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Success rate⁴	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

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

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

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

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



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past academic year.	Appendix-C
A "0" would indicate that less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

Note rationale on next page.

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

26 Total Score: [Healthy and vibrant Program](#)

Score interpretation, academic programs:

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



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Appendix-D

Rubric for Instructional Program Vitality-CTE

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

CTE programs:

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

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

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



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	A "4" would indicate that a program has met or exceeded its productivity rate.	4
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	
	A "0" would indicate that a program is at less than 70% of its productivity rate.	

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

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

Up to 3	Success rate ⁷	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 4	Course completion rate ⁸	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	4
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than	

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

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



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

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

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

32 Program is dynamic and vibrant.

Score interpretation, academic programs:

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



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Appendix-E

APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

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

Appeal submitted by: (name and program) _____

Date: _____

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

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

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



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