Program Planning and Assessment (PPA)
for Academic Programs

Comprehensive Review, Annual Review & Action Plan

Spring 2015

The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each academic program reviews assessment data and uses these data to plan for improvement. The results of these annual cycles provide data for a periodic comprehensive review that shows evidence of improvement and outlines long-range goals.
titutional effectiveness.

Program/Discipline	**Date Completed (must be in final form by 3/27/15)***	**Date Submitted to Dean**
Chicano Studies/Ethnic Studies		3/26/15

*Please note that you should work with your colleagues and dean to ensure that this report is completed, revised as needed, in its **final form** and submitted no later than the end of March.

List of Contributors, including Title/Position

Name	**Title/Position**
Hermelinda Rocha Tabera	**Ethnic Studies Faculty**
Felipe Ponce	**Ethnic Studies Faculty, adjunct**
Phillip Tabera	**Ethnic Studies Faculty, adjunct**

Dean's Comments (required): As stated in the PPA, The Chicano Studies program is aligned with core characteristics of our district and student population, serving a growing population of Mexican ancestry. Unfortunately, the program is not very popular. The PPA underlines the need for attention to be given to working closely with CSUs to align courses for ease of transfer. As well, funding is requested to provide supplies for marketing and outreach purposes.

_____Celine Pinet_____ __May 27 2015_____
Typed Name of Area Dean Date

VPAA Comments (required for comprehensive reviews):

_____ _____
Typed Name of VPAA Date

This PPA report is organized in 3 sections and 11 subsections as follows:

I. **Comprehensive Review** – a. Overall Program Effectiveness, b. Instructional Staffing, c. CTE Programs – Labor Market & Achievement, and d. Program Goals.
II. **Annual Review** – a. Course Data & Trends, b. Teaching Modality, c. Curriculum, d. Outcomes

2. What staffing factors/challenges have influenced the effectiveness of the programa3 rjtaa0.62 0 Td (g)Tjfe079

D. PROGRAM GOALS

1. List and describe program/disciplinary goals for the next comprehensive review cycle. Be sure to highlight innovative, unique, or other especially noteworthy aspects.

In considering your program's future goals, please review Hartnell's vision and mission statements.

VISION STATEMENT

Hartnell College will be nationally recognized for the success of our students by developing leaders who will contribute to the social, cultural, and economic vitality of our region and the global community.

MISSION STATEMENT

Focusing on the needs of the Salinas Valley, Hartnell College provides educational opportunities for students to reach academic goals in an environment committed to student learning, achievement and success.

Program Goals & Outcomes

1. Demonstrate knowledge of history of Chicanos in the United States includinTj /T4(l)-2(udi)-2(nTjt4(s)-1(i)-2(nc)4(l)-TJ 09)-2(t4(t)3(/T4(v

accompanied by a guaranteed schedule of courses at hours of the day that are convenient to the student.

The Chicano Studies program at Hartnell helps prepare students to transfer to four-year universities. Researchers have noted the strong relationship that Chicano studies and Ethnic Studies curriculum plays in fostering strong academic skills and student success. The changes in California's demographics have now created a majority population of Latinos. It is pivotal that community colleges, like Hartnell, meet the needs of this increasing population.

Statistically speaking, Chicano students system wide have an increasingly higher dropout rate in college degree completion. Therefore, it is the responsibility of our institution, in general, and of this program specifically, to serve students of our district by having culturally and academically appropriate courses at a moment when far too many institutions are under-serving the Salinas Valley community. We should take great pride in and make every effort to maintain and expand such an important academic program.

Courses in Chicano Studies serve the students of this college in a myriad of ways. One example is by offering different courses, such as Ethnic Studies 3, that is a multi-disciplinary approach to the study of the effects of U.S. institutions on Chicanos. It includes the relationship between institutions and the nature of inequality in the U.S. and the ways political institutions affect the degree of political socialization of Chicanos/as.

This course is very popular among first-time college students and often these students don't realize the rigorous criteria for succeeding in this class.

Ethnic Studies 2, Chicano Leadership

The enrollments for this course are high in the Fall semester when offered at the Main campus. Therefore, we will offer this course once a year, every Fall or Spring, rather than every semester.

Ethnic Studies 3, Chicanos in American Society

The enrollments for this course is very consistent and the success rate is significantly above the college level.

SUCCESS

3. Review the success data. Describe and analyze any patterns or anomalies that you

achievement data, such as degree and certificate completions/awards.

The Chicano Studies degree has not been popular due to the lack of advertisement and publicity with this degree. This is a major challenge for the department and a goal for increasing the number of students who declare Chicanos Studies as a major will be a goal for the next academic year. In addition, the department will be working closely with the CSU's to align its courses with the intention of preparing students for a transfer degree in a related field.

B. TEACHING MODALITY

N/A

1. **Enter the number of Distance Education Courses, both fully online and hybrid sections, along with the number of full-time and adjunct faculty.**

Term	No. of DE/Online Sections	No of Hybrid Sections	Full-time Faculty	Adjunct Faculty

2. **Compare student success in the DE teaching environment with success in the face-to-face teaching environment in the same course. Are there differences? To what do you ascribe the differences in your program?**

N/A

.3. **Describe the process to change and improve student success in DE courses/sections in your program.**

N/A

4. **Compare student retention in the DE teaching environment with retention in the face-to-face teaching environmeni r c**

5. **Describe the process to change and improve student retention in DE courses/sections in your program.**

N/A

6. **Describe any other relevant factors regarding diverse teaching modalities and environments, such as specific locations.**

N/A

C. CURRICULUM

Complete the following tables pertaining to courses sched Te 3.1 [illegible] (C)Tj [illegible] (s)Tj 0 -12d (Tf -63 (e)

D. OUTCOMES

Use your Program Outcome Maps to assist you in this subsection. As you plan your course assessments, keep the higher level program outcome in mind. While course level assessment serves the purpose of examining the teaching and learning for that particular course, it also provides the data that will be viewed collectively for assessment of the associated program level outcomes.

PROGRAM LEVEL OUTCOMES

1. Please complete the following tables.

List Program level outcome(s) scheduled for assessment as previously specified	What changes have occurred in the program/discipline as a result of dialogue?	Was the Program Outcome Assessment Summary completed?
Demonstrate knowledge of history of Chicanos in the	Share different pedagogies with instructors	yes
U.S. including an evaluation of the Chicano Political		
Experience in the National and Local level.		

List Program level outcome(s) scheduled for assessment in AY 15-16	Have your course level SLOs needed for this program level outcome been assessed or scheduled for assessment?
Develop critical thinking skills in examining and evaluating Chicano Studies	They will be assessed next Fall 2015
Pioneers and their theories. Demonstrate critical analysis of social institutions	
And their role in the Chicano experience.	

2. Describe how program level outcomes were specifically addressed by the program/discipline during the past year.

For example, were data gathered at the course level? Was there review and analysis of the data? How did the discipline faculty engage in discussion? Were any interventions conducted? Are there any plans to make changes to certificate/degree programs or improvements in teaching and student learning?

This has not been discussed in the department this academic year.

CORE COMPETENCIES

3. Describe how Core Competencies (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility) were specifically addressed by the program/discipline during the past year. For example, were data gathered at the course level? Was there ie w and anal5 w dtis isripd 6(Tw0 Tdc(r)-4(se)]TJ 0.621 (i)Tj 0.341 0 Td0 (p)Tj 0.663 0 TdTd(l)Tj)Tj0.30

List courses scheduled for SLO assessment in AY 2015-16	Faculty member(s) responsible for coordinating	Target semester and year—

1. **Evaluate the success of each activity scheduled, including activities completed and those in progress. What measurable outcomes were achieved? Did the activities and subsequent dialogue lead to significant change in student learning or program success?**

This section must be completed for ALL academic programs, whether scheduled for annual or comprehensive review in spring 2015.

A.NEW ACTIVITIES

This subsection addresses new activities for, and continuing new activities into, **AY 2015-16**. An activity can address many different aspects of your program/discipline, and ultimately is undertaken to improve, enhance, and or keep your program/discipline area current. A new activity may or may not require additional resources. Activities can include but are not limited to:

a. NEW CURRICULUM
b. FURTHER DEVELOPMENT OF THE PROGRAM OR SERVICE
c. GRANT DEVELOPMENT AND PROPOSALS
d. FACULTY AND STAFF TRAINING
e. MARKETING/OUTREACH
f. ENROLLMENT MANAGEMENT
g. STUDENT SERVICES
h. ADMINISTRATIVE SERVICES
i. SUPPORT OPERATIONS

1. **List information concerning new projects or activities planned. Please keep in mind that resources needed, if funded, would not be approved until spring 2016 and provided until FY 2016-17. Ongoing activities involving resources that will no longer be avI**

1.Clarify and Coordinate ETH course offerings with Chicano Studies major.	1.A 2.A,B 3.A,B 4.A,B,C,D 5. A 6. A	Goal 1.

resource requests completed in the various columns of a specific row must be linked to the new or continuing activity numbered on the first column of that same row. The first activity listed should be the most important; the second activity listed the second most important, etc. A resource could also be something necessary for your program/discipline to function properly to improve student learning, such as updated equipment in a classroom; in such case be sure to note that the resource is NOT tied to a specific activity.

Activity No.	Personnel Classified Staff/ Faculty (C/F/M)*	Supplies/ E

Priority 1: Student Access

Goal 1A: Hartnell College will provide higher education, workforce development, and lifelong learning opportunities—with seamless pathways—to all of the college's present and prospective constituents.

minimizing costs, and engaging in fiscally sound planning for future maintenance, space, and technology needs.

Priority 5: Innovation and Relevance for Programs and Services

Goal 5A: Hartnell College will provide programs and services that are relevant to the real- world needs of its diverse student population, while also developing and employing a culture of innovation that will lead to improved institutional effectiveness and student learning.

Priority 6: Partnership with Industry, Business Agencies and Education

Goal 6A: Hartnell College is committed to strengthening and furthering its current partnerships, in order to secure lasting, mutually beneficial relationships between the college