Department Information

Overview - Directions

List of Contributors

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Signature of Area Dean/Director

Please type the name of the area Dean/Director and the date they reviewed the rest of the document. They may also use this space to provide optional comments.
Dr. Celine Pinet - 5/21/2018
Questions Regarding Degree and Certificate Programs

A.1 Core Outcome I - Completion

Observing the number of students who got Awards in your program(s) using the Program Award Tool, compared to the College historical trends what insights can you share?

Notes: Is your program an awards producer or a “feeder” program? If you have multiple degrees and/or certificates, please analyze and compare the trends among them.

A Chicano Studies degree has existed for quite some time, however, our students are not completing this academic endeavor. Our faculty have come to the conclusion that there are two major factors as to why this has occurred: 1. the Chicano History course requirement offered is not aligned with the Ethnic Studies department to allow students to satisfy this requirement, there is no active collaboration between the History and Ethnic Studies Departments to remedy this ongoing issue to stimulate and ensure student success; 2. Ethnic Studies/Chicano Studies courses are considered by the college to be a "feeder program". Ethnic Studies courses are a college requirement for every student who receives an AA Degree. Ethnic Studies courses must be considered as integral in the development of Student Educational Plans. Our Counseling Department should consider programming Ethnic Studies courses into student educational plans as they can satisfy a requirement for transfer to the UC or CSU, these courses satisfy requirements for various programs including Nursing, Advanced Diesel Technology (ADT), and Respiratory Care Practitioner (RCP). Students in such programs have stated that what they learned in Ethnic Studies courses have provided them a better understanding of not only their own experiences but of those with different backgrounds than them. As a result, students expressed feeling more confident about entering their respective fields as leaders and working with and in diverse communities.

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?

Ethnic Studies faculty participate in the college’s annual Panther Prep Day at the King City Center and at our main campus to inform potential Hartnell College students about the Ethnic Studies Department courses and in the community. Potential students often inquire about what other courses are offered by the college and information/referral to Student Services is given to them by our faculty. Additionally, Ethnic Studies faculty also provide more detailed information about the program during class. To be more specific, Ethnic Studies faculty also provide students the historical background of Ethnic Studies courses across the college campus, various related courses offered at Hartnell, as well as the careers students can pursue with an Ethnic Studies degree.
Currently we do not have a course sequence to our Ethnic Studies and we will develop them in the near future as part of the guided pathways. The department is in the process of developing a “Social Justice Transfer degree with emphasis in Ethnic Studies- Chicano studies”. New courses are in the process of development. Two of the recently approved core requirements are, SJS - Intro to Social Justice approved by curriculum committee in the fall of 2017 and Womens’ Studies submitted for review to curriculum committee during the Spring of 2018. Following anticipated approval, we will then proceed with the process to offer a transfer degree in Social Justice by the end of Fall of 2018.

A.2 Core Outcome II - Time and Units to Completion

Observing the Time & Units data, what insights do you get from the data in general? Consistent with Hartnell College, our students are taking longer than average to complete their degree. Based on the data the average students take about 4.5 years to complete AA degree with 88 units, also consistent with the college, we do not have information as to whether students are enrolled as full time, three quarter time, half time, or less. Based on student inquiry, we are in the process of developing a Socal Justice Degree and will plan to have students follow a sequence order.

Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too many sections of the courses in your program?

Fall and Spring semesters data are consistent with the college, Fall enrollment is consistently high while Spring semester enrollments are low. We are exploring alternative marketing approaches to attract students to increase enrollment in both semester, we also plan on offering enough sections for both semesters to ensure student success.

Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes? There are enough course offerings for the students to complete the degree during the day and evenings at all the locations, the main campus, Alisal Campus, and at the South county campus.

How do you work with underprepared students? How do you share the educational resources that are available on campus with all your students? Please give examples of when these resources have worked well and when they have not. The faculty in the department have a demonstrated history of working quite effectively with the “underprepared” students in the community, community college and California State University.
system. The pedagogy and practices are culturally appropriate for under-represented and first generation college students. **All Ethnic Studies faculty are themselves members of the underrepresented first generation students enrolled in our courses and are fully aware of on campus academic resources that can assist our student success.**

College educational resources are shared with students throughout the semester, speakers from and referral to the Panther Lab and Tutorial Services for students to have a staff person coming to speak about the services and available during class time is common.

### A.3 Core Outcome III - Transfer

Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general?

**The data indicates that students are transferring with Ethnic studies courses from the college.** All the courses in our dept are transferrable and as a feeder program students that transfer with an AA degree have transferred with the courses in our department. A transfer degree in Ethnic studies is not available because a transfer in Ethnic Studies/Chicano Studies is not approved by the Chancellors' office. This a major reason why the faculty in our department are in the process of establishing a transfer degree in Social Justice.

What interactions do you have with students about transfer options? Please give examples.

In every class that is taught, transfer courses and options are **always** discussed. The CSU, UC and IGETC sheets are shared with our students to show them that all the courses in the department are transferrable. In addition, our faculty encourage and motivate students in our classes to transfer to universities. The faculty also supports students by informing them of transfer day, college night, all transfer activities and workshops at each class.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs?

All of the program learning outcomes are aligned with the skills and knowledge students will need in order to succeed in transferring to a baccalaureate degree.

### A.4 Core Outcome IV - Employment

Observing the Employment data, what insights do you get from the data in general?

The Data in general provides us with information about employment opportunities however, the data is not reflective of the Chicano/Latino community and/or opportunities that students have obtained as a result of Nonprofit organizations and/or agencies that request students that study Social Justice issues.
How and when do you inform students about prospective employment opportunities?
Faculty, on a regular basis, will announce potential employment opportunities that are paid and unpaid through internships. It is a frequent practice that potential employers, both profit and non-profit agencies will speak to Ethnic studies classes to share potential and prospective employment opportunities.
Community organizations such as; BHC, Milpa, MCOE, Salinas High School District, Alisal Elementary School District, Urban Arts Collaborative and Salinas City School districts all have requested students who are looking for prospective employment who are culturally sensitive and trained in race, culture and gender and LGBTQ perspectives.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?
All the program learning outcomes are aligned with skills and knowledge who will need to succeed in future employment.

**A.5 - Recommendations**

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?

A-1
Develop a pathway for students to complete a Social Justice degree in Ethnic Studies/Chicano Studies for students to follow
Establish a Social Justice Transfer degree in Chicano Studies Ethnic studies by the end of Fall 2018

A-2
Increase enrollment in Ethnic studies course by offering a diverse schedule of times and locations. Including offering courses at main campus, Alisal, South County, Alternative Education sites, Youth centers and Soledad CTF.
Improve retention and success of students enrolled in all Ethnic Studies/Chicano Studies courses

A-3
Develop flier and recruitment plan and advertise for classes, coordinate with local schools for dual enrollment. Schedule presentations at high schools to inform students about Social Justice degree in Ethnic Students/Chicano Studies available at Hartnell College.
Coordinate with and align offerings with the new Ethnic studies requirements at the local high schools
Collaborate with community agencies, such as, BHC, UAC, MILPA and other organizations who promote Ethnic Studies and Social Justice programs to expand recruitment and increase visibility of Ethnic studies/Chicano Studies offerings and programs.

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?
Social Justice Transfer AA degree with emphasis in Ethnic studies and courses that meet the needs of
Salinas community. Develop courses and submit for curriculum Womens studies, LGBTQI, Social Justice Labor issues and more. Continue providing Leadership for Life workshops for Ethnic studies students and Social Justice workshops at Soledad, CTF. Continue to collaborate with Phoenix Alliance, ILTAG group from Soledad, CTF. Collaborate with community organizations such as; MiLPA, BHC, CAL Endowment, UAC to promote Cultural diversity, educational equity and Social Justice issues. Offer Ethnic Studies/Chicano studies and Social Justice courses at local High Schools, Alternative schools, Community schools, Youth Centers and other locations where students and community members can benefit from the course offerings.

Questions About Previous Activities

B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?

The Ethnic Studies Dept. were able to take over 25 students per semester, Ethnic Studies classes to the Leadership for Life workshop to Soledad CTF. All students were overwhelmingly positive and will continue to provide these workshops to future classes if there are resources available to take the students. Chicano Teatro class was able to perform several performances with the resources that were awarded to the group. Curriculum was developed to begin the process of establishing a Social Justice Transfer Degree. All of the activities were not accomplished due to the lack of funds and resources alocated to the department.