**Program Action Plan for Chicana/o Studies  
Implementation of Program Review Recommendations  
Developed from Program Review Conducted 2017-2018**

The Program Action Plan is an agreement among appropriate Administration and the Chicana/o Studies Program to implement recommendations that emerged during the program review process.  These recommendations were derived from the program’s self-study, the external review, and administrator input through the Program Action Plan, the goal is to integrate program review results into Academic Affairs planning and budgeting.  To the extent that resources and changes in program and division strategic priorities permit, the Action Plan identifies two-year and five-year targets for implementation of recommendations.

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|  |  | | | | | | **TWO YEAR PLAN** | **FIVE YEAR**  **PLAN** |
| **REVIEW RECOMMENDATIONS** | **PROGRAM CITATION AND RATIONALE** | | **RESPONSIBLE PARTIES** | | **RESOURCE IMPLICATIONS** | | **DELIVERABLE 2019** | **DELIVERABLE 2022** |
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| **PROGRAM PURPOSE AND UNIVERSITY GOALS** | | | | | | | | |
| Revise mission statement to a succinct but effective statement distinct from student learning outcomes. | External Review, p. 1 | | Chair, Coordinator, Program Faculty | | Bylaws | | Produce a revised mission statement & Bylaws and create procedures for advising, scheduling, chair selection and review |  |
| In order to sustain the level of campus involvement, CHS faculty members should 1) prioritize the activities that will be most beneficial to the program and the university (internal); and 2) prioritize which constituencies are most important to reach and design a strategy to most effectively disseminate its program mission and goals (external). | External Review, p. 1 | | Chair, Coordinator, Program Faculty | | CHS Program | | Prioritize campus activities most beneficial to the program such as speaker series, films, and symposiums and local community constituencies to reach including community colleges, high schools and groups advocating for ethnic studies in public schools. |  |
| **ACHIEVING EDUCATIONAL OUTCOMES/ASSESSMENT** | | | | | | | | |
| Curriculum: Review course requirements in order to provide a streamlined path for students, and also to benefit CHS directly, especially given that so many courses in other programs can be used to fulfill CHS requirements. | External Review, p.2 | Program Faculty | | Curriculum; catalogue | | Develop a clear curricular path for students. Design a flowchart for easier navigation. Review courses in other programs that count for major/minor. Revisit core course requirements for major/minor. | |  |
| Review program learning outcomes,. | External Review p. 2 | Program Faculty | | Curriculum; catalogue | | Integrate literary and cultural studies methodologies in the curriculum (reviewers are concerned that social science methodology is highlighted but not other methodologies, such as literary, cultural studies).  Revise Program Learning Outcomes to include one that requires students to create knowledge (i.e. senior thesis option) | |  |
| Review course learning outcomes. Use this first program review to guide improvements to the program. | External Review, p. 2 | Program Faculty | | Curriculum; catalogue | | Collect course and program learning data and analyze it for program development using specific metrics. For 400 level courses, consider adding learning outcomes that require students to develop their own arguments based on various sources. | |  |
| Continue to involve students in Curricular and Co-Curricular Activities, but with a strategic focus on which are of most benefit to students. | External Review, p. 3, 8 | Program Faculty | | CHS Program | | Work closely with Student Affairs and MDC to provide co-curricular activities for students | |  |
| Consider more reassigned time for advising, especially the system-wide Extraordinary Levels of Service grant. | External Review, p. 3 | Dean, Academic Advising Chair/Coordinator | | Program Faculty | | Consider more reassigned time for advising, including system-wide Extraordinary Levels of Service grant. | |  |
| **DEVELOPING RESOURCES TO ENSURE SUSTAINABILITY** | | | | | | | | |
| Establish an independent program in CHS | External Review Report p. 4 | | Provost, Dean, Chair, Coordinator | | Budget | | Establish a plan to become an independent program with its own chair |  |
| Hiring faculty | External Review, p. 4, 7; Provost | | Provost, Dean, Chair, Coordinator | | Budget | | Develop a multi-year hiring plan for CHS (3 within 5 year period); hire faculty as soon as possible in the context of other university hiring needs | Additional Faculty Hires |
| Develop plan to increase assigned time for Coordinator (or Chair) | External Review, p. 4 | | Dean, Chair, Coordinator | | Budget | | Develop a request | Discuss the issue of assigned time for community engagement. |
| Recommend more staff and student assistants to help with the workload in CHS | External Review Report p. 8 | | Dean, Chair, Coordinator | | Budget | | Develop a multi-year hiring plan for staff and student assistant |  |
| Recommend that CHS align some of the H.S.I. grant opportunities to their strategic plan | External Review Report p. 8 | | H.S.I. Director, Chair, Coordinator | |  | | Conceptualize 1-2 grant funding opportunities |  |
| CHS supports its faculty development opportunities with is limited resources. | External Review p.5 | | Dean, Chair, Coordinator | | Budget | | Discuss the issue of faculty development within the CHS Program | Earmark portions of the program budget for conference travel and faculty development; identify additional pools of resources for such endeavors |
| When Program grows with more faculty it should consider a community advisory board and develop a formal relationship with its alumni | External Review p.5 | | Chair, Coordinator | | Program Faculty | |  | Develop a community advisory board and alumni association |
| **CREATING A LEARNING CENTERED ORGANIZATION/STRUCTURE** | | | | | | | | |
| Utilize the program review process to engage in strategic planning for the department; recommend a yearly department retreat to discuss short, medium and long term goals. | External Review, p. 6 | | Chair, Coordinator Program Faculty | | Program Faculty | | Institutionalize a yearly program retreat to develop short term and long term goals. |  |
| Utilize program review process as a tool for future planning and to gain clarity on the role of the program within the AA budgeting process. | External Review, p. 6 | | Chair, Coordinator  Program Faculty | | Program Faculty | | Develop an assessment plan for the next program review |  |