

# **Instructional Program Review 2019/20 UPDATE**

**Chicano Studies**

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## **General Information (Instructional Program Review 2019/20 UPDATE)**

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## 2019/20 Instructional Program Review

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### SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Cesar Lopez
- Name of Liaison: Saloua Saidane
- Department Chair: Cesar Lopez
- Name of Manager/Service Area Supervisor: Charles Zappia
- Is this a CTE program? **No**

### OUTCOMES AND ASSESSMENT (REQUIRED)

**Form:** 2019/20 Program Review Outcomes and Assessment Section (See appendix)

### PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

**Form:** 2019/20 Program Review Instructional Program Analysis Section (See appendix)

### PROGRAM GOALS (REQUIRED)

#### 2018/19

##### **Increasing Student Success Rates**

Increase the program's overall Success Rate (65%) to match the college's overall Success Rate (72%).

##### **Mapping**

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 4.1,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking

##### **Increasing Program Enrollment Rates**

Increase overall program enrollment rates as indicated by FTES and Census Enrollment. Increase FTES to 85 by 2021-22. Increase Census Enrollment to 840 by 2021-22

##### **Mapping**

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.5,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy

##### **Increase Graduation Rates in Chicano Studies**

Increase the average number of degrees conferred per year in Chicana and Chicano Studies from the current average (2.75) to 6 degrees conferred per year.

### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

### Increase Campus-wide partnerships

In order to support campus-wide equity efforts, develop and strengthen relationships across campus with groups such as CDAIE, and Proyecto Exito (Title V).

### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4,

**Institutional Learning Outcomes 2016/17:** Global Consciousness, Professional & Ethical Behavior

## ACTION PLANS FOR GOALS (REQUIRED)

### Actions

2018/19

Goal

#### Goal: Increasing Student Success Rates

Increase the program's overall Success Rate (65%) to match the college's overall Success Rate (72%).

#### Action: Chicano Studies Faculty Work Group

<b>Describe the actions needed to achieve this objective:</b>	Through social media and department meetings, establish a Chicano Studies Workgroup whose task will be to engage in workshops and discussions on successful pedagogical approaches to increase Student Success.
<b>Who will be responsible for overseeing the completion of this objective:</b>	The dept. chair will serve as "chair" of the workgroup and will oversee the project.
<b>Provide a timeline for the actions:</b>	Schedule regular meetings for the workgroup by the end of Spring 2019. Beginning in Fall 2019 to Spring 2020 discuss pedagogical approaches and begin 'piloting' approaches in select classes. Fall 2021 will focus on an evaluation of approaches and effectiveness.
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	In order to help us gage the success of the Chicano Studies Faculty workgroup, we will rely on data from the college's Data Dashboard. After each semester we'll use data from the Data Dashboard to determine grade distribution in our program. We will also look at Success by Course data to find specific areas to address. Faculty surveys will also help to determine effectiveness of the workgroup.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

**Action:** Re-Imagining Chicana/o Studies Curriculum

**Describe the actions needed to achieve this objective:**

Through the Chicano Studies Faculty workgroup, investigate and research different pedagogical approaches towards teaching Chicana/o Studies courses such as Laura Rendon's Senti-Pensante Pedagogy then develop a specific curriculum for one of our courses to be piloted in the Spring of 2021. To effectively research these approaches members of the Chicano Studies Faculty Work group will attend the National Association for Chicano Studies Conference in the Spring of 2021 as well as participate in workshops and presentations on campus.

**Who will be responsible for overseeing the completion of this objective:**

The chair of the Chicano Studies Faculty Workgroup is responsible for overseeing this objective.

**Provide a timeline for the actions:**

Spring 2020: Choose a course to serve as the "pilot" course. Begin research, discussion, and professional development on pedagogical approaches to Chicano Studies. Fall 2020: Develop specific curriculum. Work with assigned faculty to prepare for instruction of course. Spring 2021: "Pilot" one section of the chosen course. Summer 2021: Assess course and curriculum.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Assessment of this action will take place in two ways:  
1. Student surveys/interviews. At the end of the "piloted" course, students will be asked to complete a survey focusing on their view of the course. Some of the students may be asked to be interviewed in order to gain a more in-depth understanding of the impact of the pedagogical approach.  
2. Student Success Rates: At the end of the semester, together with the assigned professor, the Chicano Studies Faculty Work Group will look at the overall success and retention rate of the course, based on data from the Mesa College Data Dashboards.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

1. Professional Development Presenter Laura Rendon: Honorarium \$6,500  
2. Cost for 2 Chicano Studies Faculty Workgroup members to attend National Association for Chicano Studies Conference in Albuquerque, New Mexico: Total Costs \$3,158.34

**Goal: Increasing Program Enrollment Rates**

Increase overall program enrollment rates as indicated by FTES and Census Enrollment. Increase FTES to 85 by

2021-22. Increase Census Enrollment to 840 by 2021-22

**Action: Promotion of Chicano Studies Courses**

<b>Describe the actions needed to achieve this objective:</b>	Through social media as well as print and DIVX technology, the Chicano Studies department will promote courses in Chicano Studies in order to increase enrollment.
<b>Who will be responsible for overseeing the completion of this objective:</b>	The chair of the department is in charge of overseeing this objective.
<b>Provide a timeline for the actions:</b>	Establish social media sites in order to promote courses and the department by Spring 2019. During the Spring of 2020, we will work together with the college's Office of Communications to develop promotional materials for our classes. Promotional materials will be utilized throughout the 2020-21 academic year.
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	During the Fall 2021 semester we will assess the effectiveness of our promotional campaign in two ways: First, the dept. will develop an online survey for students which will include a question the promotional material and their role in why the student chose to take our courses. Secondly, we will keep track of enrollment trends through the college's Data Dashboard.
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	

**Goal: Increase Graduation Rates in Chicano Studies**

Increase the average number of degrees conferred per year in Chicana and Chicano Studies from the current average (2.75) to 6 degrees conferred per year.

**Action: Establish relationships with K-12 schools in area**

<b>Describe the actions needed to achieve this objective:</b>	In order to increase the number of students majoring in and graduating with an A.A. in Chicana and Chicano Studies, the program will develop working relationships with high-schools within the Mesa College district. First we will continue to try to offer CHIC 141A and B courses through our Legacy Program. Secondly we will work to communicate with counselors in the respective schools in order to promote Chicano Studies to high school students.
<b>Who will be responsible for overseeing the completion of this objective:</b>	The chair of the department will be responsible for completing this objective.
<b>Provide a timeline for the actions:</b>	The Chicana and Chicano Studies program will continue to work with the VPI and the dean to continue offering sections of CHIC 141-A through the college's Legacy and Fast Track courses. Beginning in the Spring of 2019, the chair of the program will

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

begin to establish communication with high school counselors in area.

This action is designed to increase student majors and graduation rates by exposing high school students to the Chicana/o Studies program during the junior and senior years, which is when most students decide on a major. We plan to assess the effectiveness of this action by monitoring how many degrees we award per year for the next three years.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

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**Goal: Increase Campus-wide partnerships**

In order to support campus-wide equity efforts, develop and strengthen relationships across campus with groups such as CDAIE, and Proyecto Exito (Title V).

**Action:** Establish relationship with Mesa's HSI Title V Projects

**Describe the actions needed to achieve this objective:**

The department of Chicana and Chicano Studies will actively work to develop a working relationship with Mesa's Title V projects. Along with Title V coordinators, Faculty of Chicano Studies will identify how to contribute to Title V projects.

**Who will be responsible for overseeing the completion of this objective:**

The chair of the department will oversee this action.

**Provide a timeline for the actions:**

Beginning in the Spring of 2020, the chair of the program will meet with Leticia Lopez, Title V Program Manager and liaison Charlene Holkenbirk-Monk.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Because this action aims to increase our campus-wide efforts in support of our equity goals, assessment will occur primarily through faculty surveys. Faculty who participate in Title V projects will be asked to complete a brief survey based on their experiences. Results of the survey will help us to identify the effectiveness of our participation in these efforts.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**



## GOAL STATUS REPORT (REQUIRED)

### Action Statuses

2018/19

Goal

#### Goal: Increasing Student Success Rates

Increase the program's overall Success Rate (65%) to match the college's overall Success Rate (72%).

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Through social media and department meetings, establish a Chicano Studies Workgroup whose task will be to engage in workshops and discussions on successful pedagogical approaches to increase Student Success.

**Who will be responsible for overseeing the completion of this objective:**

The dept. chair will serve as "chair" of the workgroup and will oversee the project.

**Provide a timeline for the actions:**

Schedule regular meetings for the workgroup by the end of Spring 2019. Beginning in Fall 2019 to Spring 2020 discuss pedagogical approaches and begin 'piloting' approaches in select classes. Fall 2021 will focus on an evaluation of approaches and effectiveness.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

In order to help us gage the success of the Chicano Studies Faculty workgroup, we will rely on data from the college's Data Dashboard. After each semester we'll use data from the Data Dashboard to determine grade distribution in our program. We will also look at Success by Course data to find specific areas to address. Faculty surveys will also help to determine effectiveness of the workgroup.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

#### Status for Chicano Studies Faculty Work Group

**Current Status:**

In Progress

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed,**

The Chicana and Chicano Studies Department has started working on this goal

**what are the implications and next steps:** and will continue to monitor it.

**Action: Re-Imagining Chicana/o Studies Curriculum**

**Describe the actions needed to achieve this objective:**

Through the Chicano Studies Faculty workgroup, investigate and research different pedagogical approaches towards teaching Chicana/o Studies courses such as Laura Rendon's Senti-Pensante Pedagogy then develop a specific curriculum for one of our courses to be piloted in the Spring of 2021. To effectively research these approaches members of the Chicano Studies Faculty Work group will attend the National Association for Chicano Studies Conference in the Spring of 2021 as well as participate in workshops and presentations on campus.

**Who will be responsible for overseeing the completion of this objective:**

The chair of the Chicano Studies Faculty Workgroup is responsible for overseeing this objective.

**Provide a timeline for the actions:**

Spring 2020: Choose a course to serve as the "pilot" course. Begin research, discussion, and professional development on pedagogical approaches to Chicano Studies. Fall 2020: Develop specific curriculum. Work with assigned faculty to prepare for instruction of course. Spring 2021: "Pilot" one section of the chosen course. Summer 2021: Assess course and curriculum.

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Assessment of this action will take place in two ways:  
1. Student surveys/interviews. At the end of the "piloted" course, students will be asked to complete a survey focusing on their view of the course. Some of the students may be asked to be interviewed in order to gain a more in-depth understanding of the impact of the pedagogical approach.  
2. Student Success Rates: At the end of the semester, together with the assigned professor, the Chicano Studies Faculty Work Group will look at the overall success and retention rate of the course, based on data from the Mesa College Data Dashboards.

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1. Professional Development Presenter Laura Rendon: Honorarium \$6,500  
2. Cost for 2 Chicano Studies Faculty Workgroup members to attend National Association for Chicano Studies Conference in Albuquerque, New Mexico: Total Costs \$3,158.34

**Status for Re-Imagining Chicana/o Studies Curriculum**

**Current Status:** In Progress

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications and next steps:**

The Chicana and Chicano Studies Department has started working on this goal. Mesa College CHIC has had a series of meetings with City College CHIC during the fall 2019 semester to collaborate and coordinate 6-year updates, specific curriculum revisions and reactivation of two courses (CHIC 140 Chicana/o Sociology and CHIC 250 Chicana/o Theater) and drafted revisions for the CHIC AA degree. We have also met in person with the chair and faculty from the Sociology Department at Mesa College to discuss our plans to reactivate our CHIC course in Chicana/o Sociology and they were supportive of our efforts. We have also met in person with the chair from the Drama Department at Mesa College to discuss our plans to reactivate our CHIC course in Chicana/o Theater and the chair was supportive of our efforts.

**Goal: Increasing Program Enrollment Rates**

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**Action: Promotion of Chicano Studies Courses**

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The chair of the department is in charge of overseeing this objective.

**Provide a timeline for the actions:**

Establish social media sites in order to promote courses and the department by Spring 2019. During the Spring of 2020, we will work together with the college's Office of Communications to develop promotional materials for our classes. Promotional materials will be utilized throughout the 2020-21 academic year.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

During the Fall 2021 semester we will assess the effectiveness of our promotional campaign in two ways: First, the dept. will develop an online survey for students which will include a question the promotional material and their role in why the student chose to take our courses. Secondly, we will keep track of enrollment trends through the college's Data Dashboard.

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Status for Promotion of Chicano Studies Courses

**Current Status:** In Progress

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications and next steps:**

The Chicana and Chicano Studies Department has started working on this goal. The department has active Facebook, Twitter and Instagram accounts that are updated multiple times a week to provide news and information on social media about the department, Mesa College and related information to Chicana/o Studies.

**Goal: Increase Graduation Rates in Chicano Studies**

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**Action:** Establish relationships with K-12 schools in area

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**Describe the assessment plan you will use to know if the objective was achieved and effective:**

This action is designed to increase student majors and graduation rates by exposing high school students to the Chicana/o Studies program during the junior and senior years, which is when most students decide on a major. We plan to assess the effectiveness of this action by monitoring how many degrees we award per year for the next three years.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

Status for Establish relationships with K-12 schools in area

**Current Status:** In Progress

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications and next steps:**

The Chicana and Chicano Studies Department has started working on this goal. For spring 2020, the department has successfully expanded teaching CHIC classes at two high schools (Kearny HS and Mission Bay HS). The CHIC chair made contact with the lead counselor at Mission Bay HS and they expressed a specific interest in having the CHIC department teach a class at their high school for spring 2020.

**Goal: Increase Campus-wide partnerships**

In order to support campus-wide equity efforts, develop and strengthen relationships across campus with groups such as CDAIE, and Proyecto Exito (Title V).

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**Provide a timeline for the actions:**

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**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Because this action aims to increase our campus-wide efforts in support of our equity goals, assessment will occur primarily through faculty surveys. Faculty who participate in Title V projects will be asked to complete a brief survey based on their experiences. Results of the survey will help us to identify the effectiveness of our participation in these efforts.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

Status for Establish relationship with Mesa's HSI Title V Projects

**Current Status:**

Not started

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications and next steps:**

## Request Forms

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**CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST**

## Reviewers

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### LIAISON'S REVIEW

**Form:** Instructional Program Liaison's Review 2019/20 UPDATE

### MANAGER'S REVIEW

**Form:** Instructional Program Manager's Review 2019/20 UPDATE



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# Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
  - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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# Form: "2019/20 Program Review Outcomes and Assessment Section"

**Created with :** Taskstream

**Participating Area:** Chicano Studies

## **(REQUIRED) Program name**

Department of Chicana and Chicano Studies

## **(REQUIRED) Are you on target with your assessment schedule?**

Yes. At this point our department is well on track to complete CLO assessment by Spring of 2022. During the 2016-'17 Academic year we completed assessments on our CHIC 141A and B courses. In Academic year 2017-'18 our focus was on CHIC 170 and CHIC 210. In Academic year 2018-'19 our focus was on CHIC 110A and 110B. In fall 2019 we completed assessments on our CHIC 110A, CHIC 141A and CHIC 141B. In the second half of the six year cycle we will focus on CHIC 170, CHIC 210, CHIC 230, and our ENGL 101 courses.

## **(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?**

Our assessments reveal that, overall our courses do a good job of helping our students achieve our CLOs. Over 75% of our students in general do well in our assessments (85% or better), which exceeds our acceptable target rate of 70%. However, it is important to indicate that a small number of students do not complete the assignments being assessed because they choose to no longer attend class without dropping the course. This can have a significant impact on our assessment rates.

## **(REQUIRED) Based on your assessments, what resource needs have you identified?**

A NEW TENURE-LINE FACULTY MEMBER.

The main resource that our assessments demonstrate a need for is the replacement of our retired senior tenure-line faculty member who retired five years ago.

## **Please provide any other comments.**

It is imperative that we address the issue of students who do not complete the course but choose not to drop it. This has a significant negative impact on our success rates for our classes as well as our assessment targets. While there may be many external factors that help to create this issue, as a department it's important that we explore how we can help to address this issue. Our plan is to include this topic in department meetings where faculty can discuss together possible ways of addressing this. In many cases, students may be dealing with issues about which they're reluctant to discuss. As faculty, we can help to make students more comfortable and we'll explore possible ways to do just that in the coming academic year.

# Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Chicano Studies

## Program Name

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**(REQUIRED) Type your program name.**

Department of Chicana and Chicano Studies

**Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.**

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**(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?**

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

As the department of Chicana and Chicano Studies, one of our core objectives is to work to address ethnic and racial inequities in every aspect of society, including academic. In this regard and in many ways, everything we do is tied into this core objective. However, despite this, I can also say that in the past years we have certainly also worked to address other areas of inequity. For example, our commitment to the Gracia Molina de Pick Feminist Lecture series has strengthened over the years, and through this series, we've been able to high-light the contributions of Chicana activists, artists and scholars for our students. This series has certainly helped to expose our students to strong and positive representations of Chicanas in our society. We've also recently begun to focus more on the intersection between Chicanismo and Sexual Orientation. Through our Chicano/Latino Heritage Celebration, we've recently invited LGBTQ authors and activists such as Yosimar Reyes to speak with our students about their work and their experiences.

On a campus-wide level, we are proud of our faculty's involvement in equity efforts across the campus. We are especially supportive of President Pam Luster's commitment to Equity on our campus and fully support her efforts in that area. In fact, our faculty are actively involved in campus-wide equity efforts including membership in CDAIE and the Latinx Alliance as well as the Raza Grad Celebration. We also have faculty actively involved in the college's Guided Pathways efforts where discussions on equity are essential.

**(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?**

Unfortunately, our enrollment trends since the Fall of 2014 have shown an overall decrease. In the Fall of 2014 we had a total FTES of 86 and our Census Enrollment was at 837. Unfortunately, by the Fall of 2018, our FTES had decreased to 75 and our Census Enrollment was down to 733. It's important to note two things here: First, our enrollment numbers and trends are similar to the enrollment trends for the entire School of Social and Behavioral Sciences as well as for the college overall. In fact, the overall FTES for the school decreased from 1,387 in the Fall of 2014 to 1,156 by Fall of 2018. Similarly Census Enrollment decreased from 12,795 to 10,687 in that same time period. This indicates that some of the more significant factors currently impacting our enrollment are related to statewide and even national trends in community college enrollment. It's also important to note that, despite the overall decrease in enrollment since 2014, we have seen an increase in enrollment since the Fall of 2017 when our Census Enrollment for that semester was at 701. By the Fall of 2018 our Census Enrollment increased to 733. While it may be difficult to define this increase as a trend just yet, it does point to a promising outlook.

Overall, it's difficult to predict enrollment trends for the next two or three years given the various factors involved. Certainly, because our enrollment trends match statewide trends, how those trends shift at that level will also have an impact on our college and our program. Also, considering new funding formulas that no longer entirely emphasize enrollment, and initiatives such as AB 705 and Chancellor's Office's Vision for Success are changing the community college in many ways, it's difficult to foresee how all of these changes will impact enrollment.

It's important to note that there is another trend that is growing in our state that could positively impact enrollment in our program and courses. In recent years, more and more school districts across California are requiring Chicano Studies and/or other Ethnic Studies requirements for their students. Likewise, many are beginning to call for statewide requirements for Ethnic Studies. While the governor recently vetoed legislation which would've established this requirement, there still remains a lot of optimism for Ethnic Studies requirements on a statewide level. Such a requirement, along with the current implementation of Ethnic Studies requirements in school districts, will improve enrollment in our courses for two reasons: First, instructors at the secondary level will enroll in our courses in order to meet minimum requirements to teach these courses at the high school level. Secondly, more students at the high school level will become aware of Ethnic Studies as a possible major at a time when they're beginning to make decisions about their college career.

**(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?**

As the college embarks on its Guided Pathways implementation, it's important that Chicano Studies and other smaller programs be considered. While these programs may not lead to direct careers in ways that CTE programs may, their inclusion in discussions of Areas of Interest and Program Mapping is essential to ensure that students have Chicano Studies as a viable option. In the end, as a program it's imperative that we look towards ways to become more proactive in recruiting and retaining students for our program and classes. Certainly one of our goals for the coming years will be to develop means of promoting our courses and increasing enrollment.

**(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?**

Overall, according to data in the Course Outcomes Dashboard, we are seeing slight improvements in our students' success and retention rates as well as in overall GPA. In fact between the '13 - '14 academic year are overall Course Success rate increased by 2% (from 63% to 65%). While this trend in increase is promising it is also important to note that our program's success rate is still below the college's overall success rate (72%) and certainly below the Mesa IEPI Goals for '20-'21 (74%). According to the Data Dashboard, our strongest rates exist in retention where our program's overall rate since 2013-'14 is at 87% which is on par with the college's overall retention rate. Another area where improvement can be seen is in our program's overall GPA. Since the Fall of 2013 we have seen an increase in our GPA from 2.31 to 2.47. Again, while this is still lower than the college's overall GPA (2.74) it is still promising to see this trend towards a stronger GPA. It's interesting to note that our students tend to much better during the Summer and Intersession than during the Fall and Spring semesters. In fact, according to Grade Distribution data, 73 to 80% of our Summer and Intersession students pass our courses with a "C" or better. This is certainly higher than our Fall and Spring percentates (58 to 65%).

It is also important to note that when looking at the Success Rates by course, we see that the course with the lowest success rate is our CHIC 150 course which, according to the Data Dashboard has a success rate of 42%. However, that course was last taught in the Fall of 2013 and has not been offered since then. Our course with the second lowest success rate is our ENGL 105 from a Chicano Studies perspective. That course has also seen a decrease in sections. This is important because the low success rates of those courses will no longer impact our overall success rate and as such, we should see an increase.

What all of this indicates is that overall, our students success rates still fall below the college's overall success rate as well as our IEPI goals (as applicable). However, the trend in increasing success rates certainly indicates that our efforts to address these rates are paying off.

### **(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?**

The Chicana and Chicano Studies Department's institutional work and persistence was instrumental to San Diego Mesa College's idenity as an HSI. Chicana/o Studies professors actually set-up the online initial designation application, strongly encouraged our administration to follow-up and apply for the HSI designation, and helped to lead in the drafting of the first HSI multi-million dollar grant for the campus.

The Chicana and Chicano Studies Department's institutional work promotes educational practices that are intential and directed at supporting student success. The Chicana/o Studies Department serves all sections of the College community therefore provides educational access to a wide range of the diverse student body. The curriculum of the department is a comprehensive array of introductory level courses that directly supports the broad range of courses that the College offers to students to reach the goals of degree attainment, transfer, workforce training and lifeling learning opportunities. All Chicana/o Studies courses fulfill multiple areas for transfer in the IGETC and CSU GE transfer patterns so students can take any Chicana/o Studies course and use it to support their educational goals.

The Chicana/o Studies Department faculty actively work in collaboration with students and with members of the staff and other faculty to challenge students to foster scholarship,

leadership and responsibility to effect positive change within our community. Over the last four decades, the department has participated in and led many campus and community partnerships to support student success. The department has been leading the coordination of the annual Chicano Latino Heritage Celebration events at San Diego Mesa for over ten years. These campus wide events celebrate Chicana/o and Latina/o history and culture by presenting a series of events that offers the College community with a better understanding of Chicana/o culture and its relation/impact to U.S. culture. The CLHC has focused on providing the San Diego Mesa College community with a more intimate perspective of Chicana/o culture and activism by inviting artists, activists and educators to visit our campus and share their works and experiences. The department faculty continue to work as faculty advisors to the MEChA club on campus and support the events, activities and programs that the students organize through the club. These events include the annual Dia de los Muertos Altar on campus, fundraising drives to help the needy, supporting the attendance by students to regional conferences and summits on issues related to higher education, raising awareness of students issues on campus and in the community, and supporting tutoring and mentoring events for club members. During the 2014-2015 academic year, the Chicana/o Studies Department is partnering with Counseling to create "Chicano Studies Counseling Hot Spots" for students. The partnership between Chicano Studies faculty and counselor will be taking the extra steps of reaching out to students in the Chicano Studies classes and going to them to provide individual counseling session to work with students towards completing matriculation goals including creating education plans.

The efforts of the Chicana/o Studies Department are focused on the rigor and impact of our classes to directly help students achieve their educational goals. The strategic direction of the College is enhanced by the continued work of the department beyond the campus as well. The San Diego Mesa College Chicana/o Studies Department created the Gracia Molina de Pick-Chicana/o Studies Department Endowment in 2013 with an \$80,000 gift from former Mesa College Chicano Studies/Languages faculty member Gracia Molina de Pick. This endowment represents the community commitment to the department goals and reflects a community partnership that this the largest of its kind at a community college in support of Chicana/o Studies. Using the interest from the endowment, the Chicana/o Studies Department has created a new annual student scholarship, expand the annual Chicana/o Studies Department feminist lecture series on campus and will be enhancing instructional support to the department, support innovative practices in the classroom and support the continued professional development of the department faculty. The story of Gracia as a life-long educator, feminist, activist and philanthropist provides a brilliant example of how the department is always already supporting the strategic direction and goals of the College. This specific effort to create a community supported endowment is something that other programs at Mesa and other colleges should attempt to duplicate because it has built and will sustain a sense of community that extends across campus and constituencies, nurturing collaboration, learning, growth and diversity. As part of the endowment, the Chicana/o Studies Department has established a community and campus advisory group that will support the intent of the endowment which is to support the department on and off campus.

**(REQUIRED) A6. Have you identified resource needs? If yes, please list.**

New Tenure-Line Faculty.

**(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.**

Yes. The Chicana and Chicano Studies Department will continue to apply for a new tenure-line faculty member each year as it has every year for the past five years and continue to make the case for how this new resource would help our department and the college campus.

**Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.**

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**(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?**

The Chicana and Chicano Studies Department will continue to work on developing our focus in the areas to expand and improve on last year's stated goals.