

## 2022-23 Program Review Template

**Directions for Lead Writers:** Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

**DEI Discussions:** as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information &amp; Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>The past two years have presented us with a number of challenges, including the transition from in-person to online learning. This transition was accelerated by the COVID-19 pandemic, which led to a significant increase in the number of online courses offered by Mesa College. According to the Mesa College data dashboard, in 2021, over 80% of our courses were online, with only 10% being offered in person. This shift to online learning has been challenging for all disciplines, as it has forced us to reconsider the traditional community college experience.</p> <p>Mesa College Chicano Studies has always been at the forefront of online education at this college. We were one of the first disciplines to offer online courses consistently. However, we still see the need to improve our online courses and develop critical pedagogical approaches that consider the unique challenges of online learning.</p> <p>We are committed to providing our students with the best possible</p>

		<p>educational experience, both online and in person. We are working diligently to improve our online courses and develop new approaches to teaching and learning that will meet the needs of our students in the ever-changing world of higher education.</p> <p>The department has also faced other challenges, such as the need for more faculty to teach Chicano Studies courses. The new CSU Area F Ethnic Studies requirements and the upcoming Title 5 community college requirements have created a demand for these courses, which has forced the department to increase the number of sections offered significantly over the last two years. This is a positive development, as it reflects the growing interest in Chicano Studies and other Ethnic Studies disciplines. However, it has also created a major challenge, as there are not enough faculty with the necessary qualifications to meet the new demands. This need for faculty has been exacerbated by the fact that two full-time faculty members, Manuel Velez and Cesar Lopez, have taken on more reassigned time that has removed them from the classroom. This trend is likely to continue for several years, as Professor Velez continues to commit to statewide leadership work that requires his full attention.</p> <p>Despite these challenges, the department has also achieved some successes over the last several years. One of the greatest highlights has been the department's work at the local and statewide level to implement the new Area F requirements and to ensure that its courses would be eligible to meet those requirements. Mesa College Chicano Studies faculty have been at the forefront of efforts to require Ethnic Studies courses for graduation and as general education requirements. Manuel Velez, as a member of the Academic Senate for Community Colleges, has played an active role in establishing the Title 5 Ethnic Studies requirements. In fact, he wrote and presented the resolution that would mandate these changes directly. Both Manuel Velez and Dr. Cesar Lopez have been active in the California Community Colleges Ethnic Studies Faculty Council, which has served as the statewide voice when it comes to subject matter expertise. At the local level, the department was instrumental in the formation of the Mesa College Ethnic Studies Faculty Council, which has helped to facilitate the implementation of</p>
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		<p>CSU's Area F requirements. Finally, the department received approval from CSU for its CHIC 110 courses to fulfill their Area F requirements. These were the first courses in the San Diego Community College District to do so.</p>
<p>If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.</p>	<p>Optional</p>	<p>Over the last 2 years, the Chicano Studies department has undergone some significant changes to its curriculum. Perhaps the most significant change is the removal of the Spanish requirement for the major. This change was made in order to prepare students for future ADT majors and to allow them to explore other courses as part of their major. The new major was officially recognized and accepted in Fall 2022.</p> <p>The department has also successfully submitted its two Introduction courses (CHIC 110A and CHIC 110B) to the CSU to be considered as fulfilling their new Area F requirements. This accomplishment has created a major demand for these courses. Additionally, the department has successfully submitted its Chicano Culture course (CHIC 210) for CSU Area D equivalency. This means that the course now fulfills the CSU's Sociology requirements.</p> <p>All of these accomplishments are excellent because they create a demand for the department's courses, especially at a time when enrollment in general has decreased. The changes to the curriculum have made the major more accessible to a wider range of students, and the department's success in getting its courses approved by the CSU has made them more attractive to potential students. These changes are a positive step for the Chicano Studies department and will help to ensure its continued success in the years to come.</p>
<p>If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.</p>	<p>Optional</p>	<p>The Mesa College Chicano Studies department added a new full-time, tenure-track Professor, Jennifer Frost-Moreno, in Spring 2023. This addition was a culmination of the department's efforts to increase enrollment in their courses, fulfill the new Area F CSU Ethnic Studies requirements, and expand the scope and vision of their department to include feminist perspectives. Professor Frost-Moreno was hired after a rigorous search and screening process that included faculty from the Chicano Studies department, Counseling</p>

		<p>department, and English department. Her hiring also fulfills a goal the department had long established through Program Review.</p> <p>Professor Frost-Moreno has already made significant contributions in her full-time role. In addition to teaching six sections this semester, she also contributed significantly to the Chicano/Latino Heritage Celebration events and served as the lead organizer for this year's Gracia Molina de Pick Feminist Lecture. The department is excited to have Professor Frost-Moreno continue the amazing work she began as an adjunct and to see her grow into her new tenure-track position and become a leader and visionary for the department.</p>
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<p>Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.</p>	<p>Select One</p>	<p><input checked="" type="checkbox"/> Reviewed and accurate</p> <p><input type="checkbox"/> Reviewed not accurate, update in progress</p> <p><input type="checkbox"/> Reviewed not accurate, need support</p>
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**Data Reflection**

Prompt	Guidance	Program Response
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<p>Describe the trends you see in your program/service area's data.</p>	<p>Instructional Data you may consider: enrollment trends, course &amp; program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p>	<p>The new CSU Area F requirements are expected to have a major impact on the characteristics of our students, particularly in terms of ethnicity. Historically, our students have been predominantly Chicano/Latinx. In fact, according to the Mesa College Data Dashboard, in the 2019-2020 academic year, 83.4% of our students identified as Latinx. This is much higher than the schoolwide average of Latinx students, which was 37.9% in the same year. We anticipate that our Introduction to Chicano Studies courses, which fulfill Area F requirements, will attract a more diverse body of students overall. So far, data from the Mesa College Data Dashboard supports this prediction. In the 2021-2022 academic year, the number of Latinx students enrolling in our courses dropped to 72.2%, a significant decrease from 2019-2020. When we disaggregate the data by course, we see that the Introduction courses (CHIC 110A and B) have a very diverse student body compared to our other courses. Today, Latinx students make up 58.1% of all students enrolled in these courses, down from 90.8% in 2019-2020. This exponential</p>
	<p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	

		<p>difference is another indication of the impact that the new Area F requirements are having on our discipline and department. This data reveals both exciting and challenging times for the future of our discipline, as this new demographic will force our faculty to reconsider pedagogical approaches and classroom management strategies.</p>
<p>Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p>	<p>Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.</p>	<p>Interestingly, when looking at our success and retention data disaggregated for ethnicity from the Mesa College Data Dashboard, we find that the only group whose success rate indicates a disproportionate impact is our Latinx students. Between 2019 and the present our Latinx students have a success rate of 65.8%. This is lower than our department's Success rate of 67.3% and of the School's Success Rate of 71.3%. It is also lower than the success rate of our White students which is at 71.2%. This data may seem ironic since our department does focus on Chicax students; however this is an issue that we've identified before and have even worked to address in our discipline through the exploration of different pedagogical approaches. It's interesting to note that no other ethnicity group has equity gaps, according to the Data Dashboard. This indicates that the issue may not be necessarily (or only) our faculty's pedagogical approaches but may be more related to the fact that Latinx students outnumber all of our other students significantly, thus impacting the data. In fact, according to the Data Dashboard, Valid Enrollments for Latinx students in our classes was at 4,557 for the academic years '19 to the present. That's about 78% of our total valid enrollment. Despite this, it is still important for our faculty to continue to focus on and address this matter.</p> <p>The popularity and proliferation of online courses necessitate an examination of our students' success rates based on modalities. Our Latinx students have a higher success rate in face-to-face courses (70.1%) than in online courses (63.4%). This is a significant difference that should be addressed. Overall, the success rate for online courses is 65%, while the success rate for face-to-face courses is 72.6%. These data reinforce the need to increase face-to-face offerings and encourage students to enroll in them, or to</p>

		<p>reconsider and invest significant resources and time in how we teach online courses. Another reason to consider increasing face-to-face offerings is the retention rate. According to the Data Dashboard, the retention rate for face-to-face classes is currently 91%, while the rate for online courses is 85%. This is without considering the impact of bots on our online enrollment numbers.</p>
<p>Describe the discussion(s) that took place about the unit's learning outcomes assessment data.</p>	<p>Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.</p>	<p>The first thing we did to attempt to address the equity gaps identified by our research of the data dashboard was to dedicate more time to discussing and addressing them. To that end we increased the number of department meetings that we have throughout the year and added discussions on equity gaps to ensure that we discussed them. Part of our discussion was based on revisiting current/prior practices such as the dedicated Facebook page for Chicano Studies faculty. This increase in meetings has certainly helped to bring us together and to create a space where we can discuss these issues collectively. In terms of Outcomes Assessment, faculty were asked to submit outcomes assessment forms for each of their classes, utilizing a Google form created by the chair, Manuel Velez. This form was first used for outcomes assessment during the '21-'22 academic year and proved to be an effective means of collecting data for outcome assessment as well as a means of encouraging dialogue among faculty in regards to increasing success rates for our classes. During the '22-'23 academic year, the decision was made to continue with this process but to expand upon it by asking faculty to submit forms for each of their classes and including as many PLOs as possible. The use of Google forms made this process incredibly easy and this year, more faculty participated. The forms were also expanded to include more information and to allow for participants to see the results as the forms were submitted. Through this process it is our hope that we can generate positive and productive dialogue around our program and student learning outcomes and how to improve our overall success rates.</p>
<p><i>Practice Reflection</i></p>		

Prompt	Guidance	Program Response
<p>Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.</p>	<p>Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.</p>	<p>Our most direct approach to addressing the equity gaps in our classrooms is to focus specifically on Professional Development and curriculum redesign practices that focus on replacing traditional, often eurocentric frameworks, with frameworks that place our students' lived experience at the forefront. This is more than just simply creating a more inclusive syllabus or reading list but involves an in-depth and thorough re-examination of our pedagogical and curricular practices and our reliance on traditional eurocentric frameworks. Our dedicated Facebook page provides our faculty with a space upon which we can share best practices that rely upon de-colonial and liberation frameworks. We have also begun the process of organizing a curriculum redesign institute for our faculty where they'll be invited to participate in a year-long intensive institute designed to "de-colonize" our pedagogical approaches. Unfortunately, the pandemic and COVID restrictions have made organizing this institute difficult, we still intend to go on with organizing and plan on including it as one of our goals for the coming years.</p>
<p>What other factors (internal or external) might also impact the above data trends and equity gaps?</p>	<p>Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.</p>	<p>Chicanx/Latinx community college students often face unique social factors that can significantly impact their success rates. Systemic issues like socioeconomic status, language barriers, and access to resources can significantly influence their academic achievements. Many Latinx students come from low-income households, which can result in financial instability affecting their ability to focus on studies. They may have to juggle work and study, which can detract from academic performance. Language barriers may also present an obstacle if English is not their first language, possibly hindering comprehension and communication. Cultural differences, such as varying expectations about education, can add to these challenges. Additionally, first-generation college students might lack the institutional knowledge and family support necessary to navigate college life effectively. Lastly, access to resources such as academic counseling, tutoring, and financial aid, which could improve their chances of success, is often limited in under-resourced schools and communities.</p>

Unit Goals and Action Plans		
Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>Goal 1: Increase the number of Chicano Studies majors by 50%</p> <p>Goal 2: Increase the student success rates of Latinx students in our classes to 73%</p> <p>Goal 3: Increase enrollment in all our courses</p>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review <a href="#">Mesa2030</a> and the <a href="#">Roadmap to Mesa2030</a> , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	<p>Goal 1:</p> <p>SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.</p> <p>SO:</p> <p>Goal 2:</p> <p>SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.</p> <p>SO: Develop cross-functional teams that support student success and include integrated career and transfer counseling</p> <p>Goal 3:</p> <p>SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.</p> <p>SO:</p>
Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1</p> <ol style="list-style-type: none"> <li>1. Continue to promote our major through promotional material and by attending events such as Chicano Park Day Celebration</li> <li>2. Once they're ready, establish an Associate Degree for Transfer in Chicano Studies</li> </ol> <p>Goal 2</p> <ol style="list-style-type: none"> <li>1. Organize a Chicano Studies Curriculum Redesign Institute</li> <li>2. Increase attendance to NACCS and other discipline related events</li> </ol> <p>Goal 3</p> <ol style="list-style-type: none"> <li>1. Submit our CHIC 141 courses to CSU for Area F equivalency</li> <li>2. Work with other departments to include Chicano Studies courses</li> </ol>



		in their ADTs
Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Manuel Velez	
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Submission Date of Program Review Draft to Manager for feedback	May 31, 2023	
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