1) Please highlight any changes since you submitted your unit assessment (e.g. enrollment trends of the units as of Fall 2011).

Enrollment per section enrollment in Chicano Studies classes has increased since our Spring 2009 report. Most recent college enrollment data covering the period from Spring 2009 to Spring 2011 shows that there was a dramatic decrease of over 32% - going from a high of 1490 students to 1,001 students. By comparison, from Fall 2007 to Fall 2008 our enrollment increased from 1,175 to 1,490 students, which represented a nearly 26% increase. The following are additional comparisons:

Fall 08- 1490 to Fall 09- 1351 to Fall 2010- 1337
Spring 08- 1194; Spring 09- 1272; Spring 10- 1141; and Spring 11-1001.

Student success as outlined in the Unit Plan for Student Success - shows that we continued to rank above the college average through the Spring and Fall of 2008 when we reached a peak at 73.2%, and 72.8% respectively. This was 9 percentage points above the college average for those semesters. The retention rate for those two semesters was 88.8 and 90.4% respectively. However, between Spring of 2009 and Spring of 2011 our student success rates fell below the college average, and indeed to the lowest they have ever been for reasons outlined below. Between Fall ‘08 and Spring ‘09 (91.1% retention rate) semesters our average drops significantly from 72.8 to 62.7%. This was a 13.8% drop.

In recent years Academic Affairs and the campus Curriculum Committee have encouraged a more rigorous curriculum across the campus. Although no guidelines were provided, in response Chicano Studies faculty undertook a review of our courses. While we felt that our curriculum was sufficiently rigorous, we nevertheless implemented numerous changes to class management policies and course curriculum. However, at the same time the instructor’s ability to allow students to adjust to a greater amount of more demanding coursework was being restricted since incompletes and grade changes were also being discouraged by Academic Affairs. Following a request from that office, beginning in Spring 2009 the Department informed our Professors that we needed to minimize the number of both in lieu and/or incomplete grade cards submitted. Therefore we encouraged stricter policies on class assignment due dates, make-ups, etc. Predictably, success rates suffered. Until the Spring of 2011. That semester the Department analyzed recent success rate data and agreed to implement some changes in an effort to reverse the trend. We agreed, among other things, to all have individual mid-term progress report meetings with students, provide clearer, more detailed syllabi that included grading rubrics and other resources for the students.
Current Success Statistics

The most recent statistics for Spring of 11 show our success rate at 72.2% with an 89.9% retention rate.

In the last program review cycle, we were asked to compare the success rates between online and off-campus classes in relation to on-campus courses.

Attempting to use the data on the Unit Assessment portal, we have put together a comparison which follows. Unfortunately there is no separate data set for off-campus classes on the portal- we took the average between day and evening classes. 5 out of 8 semesters there is a 1–2 % difference. The other 3 semesters there was a 5-6% difference. To determine why the difference these semesters was greater would require more detailed, class by class research.

### SEMESTER/ AVERAGE SUCCESS %

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ON CAMPUS</th>
<th>ONLINE</th>
<th>DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 07:</td>
<td>67%</td>
<td>65 %</td>
<td>2 %</td>
</tr>
<tr>
<td>Spr 08 :</td>
<td>73 %</td>
<td>78 %</td>
<td>5 %</td>
</tr>
<tr>
<td>Fa 08 :</td>
<td>72%</td>
<td>71 %</td>
<td>1 %</td>
</tr>
<tr>
<td>Sp 09 :</td>
<td>63%</td>
<td>62 %</td>
<td>1 %</td>
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<tr>
<td>Fa 09 :</td>
<td>65%</td>
<td>59 %</td>
<td>6 %</td>
</tr>
<tr>
<td>Sp 10 :</td>
<td>63%</td>
<td>62 %</td>
<td>1 %</td>
</tr>
<tr>
<td>Fa 10 :</td>
<td>62%</td>
<td>60 %</td>
<td>2 %</td>
</tr>
<tr>
<td>Sp 11 :</td>
<td>73%</td>
<td>68 %</td>
<td>5%</td>
</tr>
</tbody>
</table>

A separate breakdown follows:

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Day</th>
<th>Evening</th>
<th>Weekend</th>
<th>Online</th>
<th>Total</th>
<th>% Change in Total</th>
<th>College Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>74.9 %</td>
<td>60.5 %</td>
<td>0.0 %</td>
<td>64.5 %</td>
<td>69.8 %</td>
<td>0.0 %</td>
<td>64.3 %</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>73.1 %</td>
<td>72.2 %</td>
<td>0.0 %</td>
<td>77.6 %</td>
<td>73.2 %</td>
<td>4.8 %</td>
<td>64.0 %</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>74.7 %</td>
<td>69.5 %</td>
<td>0.0 %</td>
<td>71.0 %</td>
<td>72.8 %</td>
<td>-0.6 %</td>
<td>63.4 %</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>62.3 %</td>
<td>64.5 %</td>
<td>0.0 %</td>
<td>62.1 %</td>
<td>62.7 %</td>
<td>-13.8 %</td>
<td>64.0 %</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>58.0 %</td>
<td>72.2 %</td>
<td>0.0 %</td>
<td>59.3 %</td>
<td>63.3 %</td>
<td>0.9 %</td>
<td>66.0 %</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>59.5 %</td>
<td>67.4 %</td>
<td>0.0 %</td>
<td>61.6 %</td>
<td>61.7 %</td>
<td>-2.5 %</td>
<td>66.4 %</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>56.7 %</td>
<td>66.7 %</td>
<td>0.0 %</td>
<td>59.5 %</td>
<td>60.5 %</td>
<td>-1.9 %</td>
<td>67.5 %</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>73.8 %</td>
<td>73.4 %</td>
<td>0.0 %</td>
<td>67.6 %</td>
<td>72.2 %</td>
<td>19.2 %</td>
<td>68.3 %</td>
</tr>
</tbody>
</table>
The overall success of our program can clearly be attributed to positive referrals from current and former students, active recruitment in the community and from the respective feeder schools, the variety of course offerings, the desire by our students to choose to take these classes when other options are available, the challenging nature of the curriculum, and the dynamic qualities of our teachers.

As far as we can tell the statistic referring to the number of AA degrees awarded in Chicano Studies has been corrected on the Unit Assessment portal and this statistic appears to be up to date. In the future we hope to track our graduating AA’s transfer and success rates. At present, we know of numerous individuals with Chicano Studies AA’s from Mission who have gone on to four-year institutions and graduate school.

We will continue to monitor any overlap between students that have declared Social Science as their major and those who have declared as Chicano Studies major. Due to the way the course discipline ID was categorized, some years the Chicano Studies AA’s were counted under a different discipline.

Given the fact that a significant number of our students matriculate to California State University, Northridge, which has pioneered in Chicano Studies and has one of the premier programs nationally, we know of numerous that Mission College students who have graduated with a from Los Angeles Mission College have gone on to graduate with a Bachelor's Degrees in Chicano Studies from CSUN. We know of several students who, although they were not declared Chicano Studies majors at Mission, did go on to earn a Bachelor’s in Chicano Studies at Northridge because they were influenced to do so by the Chicano Studies courses they took at LAMC.

2) **What do you see as the strengths of each of your units? What do you see as the challenges?**

Within one generation Latinos will make up 60% of the total population of the United States. The vast majority will be of Mexican descent. Chicano Studies is the only department on campus positioned to undertake a critical study of this vibrant, vital, and growing segment of the population. The contemporary social, cultural, economic and political context within which this population lives, struggles, survives and triumphs demands analysis. Our department addresses this void through its curriculum as well as through the activities and events it sponsors, promotes and encourages our students to participate in. We shine a light on global, national, local, and campus concerns. This often requires encouraging cooperation between campus departments, and between the Chicano Studies Department, the Associated Students, and its member clubs and organizations. (a list of events may be provided upon request)

LAMC Chicano Studies faculty firmly believe in the importance of active student participation in not only their academics, but also in other areas of student and community life. Therefore many of these activities are aimed not only at providing students the opportunity to
experience the event itself, of course, but beyond that, to actually engage in the organizing aspects leading up to, and winding down from, these activities. To understand why organizing such an event is important, students often work side by side with local community organizers and heroes, or hear their inspirational stories, or read their epiphany-inducing words. Real life experience cannot be duplicated in the classroom, or in the laboratory. Students learn as much, if not more, from doing, as from reading about or hearing someone lecture about a topic. That is why we were thrilled when we found out that we had a drama club, and theater classes on campus. We immediately sought out Professor Aviles Rodriguez to offer our support, both as the Chicano Studies Department and as advisors to the student organizations we sponsor, because we wanted to hopefully engage in collaborative projects. We have extremely talented and gifted students on this campus, with drive, passion, commitment, ambition, vision, ideals, hopes and dreams. It is our task as educators to engage them. To ensure that students grow in depth and breadth of understanding of the world around them, through the use of their own heart, mind, voice and conscience, is the ultimate vindication of our roles as teachers. Our job, indeed the only reason we are on this campus is to provide every avenue and opportunity for this to occur. It is a crime for anyone, especially anyone who works at this college, to thwart their natural evolution for any reason. With the help of like-minded souls, Chicano Studies will continue to bring these activities and events to campus, despite the many never-ending obstacles that inevitably present themselves.

One of the primary strengths of the Department is the nexus between the college, its faculty, the community, leaders and elected officials who interact with and often advise the department on community and contemporary issues. Community-based programs in Pacoima, Sylmar and San Fernando have provided the opportunity for field studies for our students for years. The success of our off-campus classes and the bond that we have established with the LAUSD has garnered their support in being feeder schools for our campus. This could not be possible without a dedicated and passionate faculty, a supportive community, and of course our beloved students. Very little has changed in this regard since our 2009 report, the very notable exception being that we achieved one of our greatest goals we stated at that time: the establishment of a Chicano Studies Department. This makes the Chicano Studies Department only the second in the Los Angeles Community College District.

Our status as a department and its curricula have been applauded by the communities we serve in numerous testimonials (examples may be provided on request). Similarly, we continue to interact frequently and receive the wisdom and respect of colleagues from our sister departments at various local community colleges and universities, meeting 2 or 3 times a semester on average.
CHALLENGES

As a young department in an academic field whose full acceptance, in some quarters of the academy, continues to encounter resistance, we are still working to overcome the same issues that we outlined in our 2009 report, at which time we stated that:

“Even after 40 years since the inception of Chicano Studies as a discipline, and even after the establishment of courses, majors and even Chicano Studies departments at colleges and universities across the country and around the world, proponents of Chicano Studies programs have met resistance and academic disdain by elements within the academy - and sadly to some degree here at Mission College as well.”

However, despite these obstacles, our genesis on this campus and the collegial support that we are receiving from most of the Departments and attendant academic committees and administrative support units are encouraging. We are striving to achieve mutual understanding and respect with our peers.

3) How does your unit planning support the mission of the college?

From: The Los Angeles Mission College Mission Statement:

“The mission of Los Angeles Mission College is the success of our students.

As detailed elsewhere in this report, Chicano Studies faculty make every effort to ensure our students succeed. This leads to one of the highest student success rates at LAMC.

To facilitate their success, Los Angeles Mission College provides accessible, affordable, high quality learning opportunities

The faculty of LAMC’s Chicano Studies Department provide rigorous, effective, successful, high quality, crucial, learning options for our students. Our department provides an intellectually supportive environment by working tirelessly with our students to ensure that they grasp the material. Our faculty are constantly searching for ways to minimize student costs. From less expensive texts to participating in the bookstore rental program, from providing copies of our texts and other required course material to be placed on reserve in the library, to the use of readers, and online handouts or links to additional course and research material. In addition, a cursory comparison of the Chicano Studies budget and the discipline FTES reflects that the department pays for itself. As we understand it, while our 2011-2012 annual department budget is: $237,873,

<table>
<thead>
<tr>
<th></th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTES</td>
<td>87.5</td>
<td>99.5</td>
<td>85.3</td>
<td>95.4</td>
</tr>
<tr>
<td>X $4123=</td>
<td>$360,762</td>
<td>$410,238</td>
<td>$351,691</td>
<td>$393,334</td>
</tr>
</tbody>
</table>
in a culturally and intellectually supportive environment by:

The Department is responsible for much of the culturally supportive environment on campus. Faculty present students with multiple opportunities to engage in a myriad of activities in and outside the classroom. All of these activities are designed to assist the students to not only pass the class but to achieve a greater understanding of the Chicano and Chicana experience, whether it is their own culture or not. Considering the changing demographic, either way the student benefits.

Encouraging students to become critical thinkers

One of the central tenets of Chicano Studies is placing the Mexican/Mexican American people within the proper context of American and world history, and to challenge established perceptions, which have been, until quite recently, heavily Eurocentric, patriarchal, and focused narrowly on political events. Chicano Studies is a multidisciplinary, interdisciplinary, area studies field that advances a critical understanding of the Chican@/Mexican@ experience in the United States. As such, it not only encourages but demands that the subject be viewed from multiple dimensions. The curriculum challenges the student to acquire a broader understanding of the material in order to overcome persistent stereotypes and misconceptions of class, culture, ethnicity, gender, language, nationality and race in the arts, history, philosophy, the sciences, and theology.

and lifelong learners;

Chicano Studies is in the unique position of being the 3rd largest academic discipline at Los Angeles Mission College (servicing more students every year than any other academic discipline except English and Math), while at the same time students have the option of completing their studies at LAMC without ever taking a single Chicano Studies class. This indicates that these classes are very popular among our student population. If Lifelong Learning means that students take classes for personal enrichment as much as for any other reason, then Chicano Studies is at the forefront in making sure our students understand the value of learning and understanding how their world functions, regardless of whether the classes they take with us are part of their major or not.

Ensuring that students successfully transfer to four-year institutions,

We do not have a formal tracking system in place, however all of our faculty encourage our students to not only finish their studies here at LAMC but to continue on to the university to attain their Bachelors and graduate degrees. We regularly write letters of recommendation for our students who request them. Numerous individuals attaining Chicano Studies AAs have gone on to graduate school. Some have even received or are in the process of receiving their doctorates. The first Chicano Studies Associate of the Arts degree recipient at Los Angeles Mission College has an MFA and is a teacher and has even taught for us some hourly classes in
the past. Another recently received his doctorate from UC Berkeley, and still another LAMC Chicano Studies Alumnus is currently in the Master’s Program at USC.

**find meaningful employment,**

Our Department of Chicano Studies prepares our students to become competitive due to the skills and knowledge they gain which help them develop a positive self-image and self-confidence. Our courses develop their communication skills, both written and oral, and strengthen critical-thinking and problem-solving skills, and provide them with a greater global understanding of intergroup relations. We are in the process of developing additional courses that we will integrate as AA and minor options with an emphasis on business, math, science, theater/art, liberal arts, and sociology. Further, Chicano Studies Associates who go on to receive advanced degrees can highlight their specialization or expertise in the subject even though their BA or BS may be in a different area. Many of our AA students have entered the legal profession, banking, education, community non-profits, and civil services. Considering the changing demographics, this seems to improve student future employment opportunity.

**improve their basic skills,**

Chicano Studies regularly encourages students to utilize the Learning Resource Center tutoring services, as well as the Library, to complete their assignments. Chicano Studies does not offer Basic Skills courses per se, although we have discussed the possibility of offering them in the future. Nevertheless our faculty are committed to helping our students develop their communication skills, both written and oral, and their analytical and critical thinking and problem-solving skills. Our instructors provide ample opportunity for interactive in class participation, and require significant reading, writing, and research assignments to give students practice at skills they will need to a much greater extent once they arrive at the University. Faculty regularly require students to participate in research workshops through the library and/or learning resource center.

**and enrich their lives through continuing community education; Providing services and programs that improve the life of its immediate community.”**

All of our faculty either encourage, provide information on, or organize numerous opportunities for our students to engage in learning through on-campus cultural, educational and political events, and community service. This includes assisting other campus departments with promoting events they are organizing and encouraging our students to attend, participate or volunteer; promoting events organized by community organizations either on or off campus and encouraging students to attend, participate or volunteer; or organizing or co-sponsoring events on or off campus and encouraging students to attend, participate, or volunteer. A sample list of such events or opportunities can be provided upon request.
What are your visions for changes, revisions and growth?

Our Vision: To emerge as a leading institution in the field of Chicano Studies that can both train and prepare students for meeting the transfer requirements for other colleges and universities, and/or to enrich those students in certificate and vocation careers tracks. In order to do this, we must engage in an aggressive process of transformation. The following are some of the several avenues for change, revision, and growth that we are pursuing at this time.

a) Chicano Studies will add the following New Courses:

- Chicano Studies 70: Field Work in the Barrio. This class is already before the curriculum committee, and would enable our Chicano Studies AAs to transfer to the CSU as juniors. Students will be assigned to a local community-based organization for grassroots organizing experience, working directly with CBO’s on issues relevant to local communities.

- Music and dance: Student interest in music and dance is as strong as ever. There is significant interest in Latin folk and popular dances and music. We believe that there is enough support to begin Latin American popular and folk dance classes through Chicano Studies. We will introduce course addition outlines in the coming years for this as well as for music classes.

- Chicanos in the Global Economy: this is a basic economics class that underscores the unique position the Chicano/Mexican-American community in today’s global economy, their role in American labor, spending power and consumption. This also will include the important role of immigrant and undocumented workers their remittances to their respective countries and the impact of their labor and consumption on American domestic markets and society. The class will discuss historic trends as well.

We are in the process of developing additional courses that we will integrate as AA options with an emphasis on business, math, science, theater/art, and sociology.

Since LAMC students may petition for multiple associate degrees, now more students are doing double AA’s than ever before. The department will embark on a marketing strategy that recommends completion of a Chicano Studies degree as a student’s primary or secondary AA degree. This will allow the student’s resumé to reflect their expertise in the subject even though their BA or BS may be in a different area, thereby improving the students’ future employment opportunities.

b) Chicano Studies will continue to bring to campus nationally and internationally renowned figures in the areas of Labor, Human Rights, and Education, Journalism, and Politics and organize more cultural, educational, and political events on campus as has been done in the past.
c) In 2010 Chicano Studies organized a week-long series of events to inaugurate the newly created Chicano Studies Department. Chicano Studies also organized commemoration events for the October 2\textsuperscript{nd} Tlatelolco Massacre in Mexico, as well as the 100\textsuperscript{th} anniversary of the Mexican Revolution. In Fall of 2011 Chicano Studies kicked off the Fall semester with a week of events commemorating the 101\textsuperscript{st} anniversary of Mexican and Central American Independence. In October of 2011 a weeks worth of events celebrating indigenous peoples’ week, and in November a day of events commemorating the Mexican revolution which included a talk by journalist, Fernando Espuelas, and a screening of the film \textit{Like Water for Chocolate} with a special guest appearance and commentary by one of the film’s stars, Yareli Arizmendi, hosted by Cinema/Theater Professor Guillermo Aviles-Rodriguez. The day’s events were co-sponsored by the Departments of Chicano Studies; Arts, Media, and Performance; English, Journalism and Speech, and Foreign Languages. We work regularly with the Associated Students and student organizations, and have worked to a limited extent with other disciplines and departments. We look forward to greater collaboration in the future.

d) By Fall of 2015 the Guadalupe Ramirez Collaborative Studies Building will be rededicated the “Guadalupe Ramirez Chicano Studies Building”. The Chicano Studies Department will be given responsibility for room scheduling and use of all the office and storage space in this building.

e) The Department will establish a Chicano Research Center in rooms CSB 102 a and b. Excess shelving from the old bookstore will be installed and it will be furnished with tables, chairs, couches, tvs with dvd/vcrs and audio equipment for listening to audio resources. The CRC will be under the control and direction of the Chicano Studies Department and will be granted full funding.

f) We will offer many more and a wider variety of class sections with lower enrollment. We are introducing more courses, diversifying and expanding our curriculum, making it more multi/interdisciplinary with the view of in the future coordinating and collaborating with other departments on campus. We will offer at minimum 25 sections per semester.

g) The Department will hire a full time faculty member to help implement.

h) The department will hire a full time secretary and student worker as support staff.

i) The department will have a commensurate increase in our annual budget.

j) The department will convert the current faculty offices in the CSB for Chicano Studies Department programs, and those programs supported by Chicano Studies.

k) A Chicano Studies Scholarship fund will be established, that will be for providing scholarships to meritorious Chicano Studies majors, and for Student-Activists. This will be the third scholarship brought to Los Angeles Mission College by Chicano Studies faculty.
l) A Chicano Studies Alumni Association will be founded.

m) A Chicano Studies Foundation will be established to help fund the Scholarship, the Alumni Association, and Chicano Studies Department events and activities.

n) A mural project will ultimately adorn the Guadalupe Ramirez Chicano Studies building.

o) Other projects are on the way.

5) **What resources are needed to support as well as to build the programs in your Department?**

**Facilities?**

A streamlined facilities request process is necessary to host guest speakers, lectures, cultural and other educational events. No college department or student organization should be charged for use of campus facilities, nor for maintenance costs. College departments and student organizations should have priority of facilities use. The college needs to increase support to the LAMC Foundation in its efforts to raise money for the college, so that priority over use of these spaces will be reserved for college departments and student organizations. Space to hold our new Dance and Music programs would also be required for instruction, training and rehearsal. The walls of the Campus Center, Learning Resource Center, Instructional Building, and Guadalupe Ramirez Building facing the FREE SPEECH AREA need to be soundproofed.

**FTEF?**

With the projected growth of the discipline, we foresee the need to add one full time faculty within the next 5 years.

**Staff?**

With the projected growth we will require at least one secretary and one student worker to assist in the discipline’s clerical responsibilities within the 2 – 3 years.

**Technology?**

In order to take best advantage of SMART classroom technology the discipline would require three Macintosh laptop computers with a minimum of 1 TB ram and with Microsoft Office software (one for use by each full time faculty, and one for adjunct use).

**Other?**

The following are additional resources needed to support and build the programs in our department:
a) The re-dedication of the Guadalupe Ramirez building, and the establishment of a Chicano Studies Research Center to be housed there. Los Angeles Mission College is on the cutting edge of recognizing the need for a more meaningful analysis of this community. The time is now more than ever right for continuing the momentum from the establishment of the Chicano Studies Department.

b) Greater support for student services would also greatly help students maximize their college experience. There needs to be more resources allocated to tutoring, outreach, transfer, counseling, and other critical student support services.

c) More class sections with lower enrollment.

d) We are introducing more courses, diversifying and expanding our curriculum, making it more interdisciplinary with the view of in the future coordinating and collaborating with other departments on campus. However, we need more sections. We need at minimum 25 sections per semester.

e) Another full time faculty member should be hired to complement our current faculty and the needs of the department and assist in our growth.

f) A full time secretary, student worker, and office space will be required. The current faculty offices in the CSB will be used for Chicano Studies Department faculty and programs.

g) A commensurate increase in our annual budget will be required.

h) CSB 102a and 102b to be converted into the Guadalupe Ramirez Chicano Studies Research Center, excess shelving from the old bookstore will be installed and furnished with tables, chairs, and couches. TVs with dvd/vcrs and Audio equipment will also be installed for listening to audio resources. The CSRC will be under the control and direction of the Chicano Studies Department with full funding. The top floor and all the office and storage space in the CSB will be for Chicano Studies Department use.

6) What is the status of SLO assessments in your department?

All SLO’s have been completed and approved. All core classes (those required for the AA) have been assessed. All remaining courses have been assessed or are in the process of being assessed except for 3.

7) What is the status of the course outlines of record and course updates in your department?

All of our course offerings are current. Only two remain pending in the Curriculum Committee, as well as one new course.