

2023-2024 Comprehensive Instructional Program Review - Chicano Studies Latest Version

2023-2024 Comprehensive Instructional Program Review

Program Overview and Goals

Mission and Alignment : Version by **Hurtado, Henrietta** on **01/12/2024 19:38**

The mission of the Chicano Studies Department is to develop in students the academic tools to recognize, critically understand, and appreciate the social, historical, and continuing cultural significance of the Mexican American Chicana(o) Latinx communities. The program prepares Chicano Studies majors to effectively transfer to four-year universities, participate in the workplace, and to effect change as it relates to local, national, and global purposes. Requiring completion of courses from the fields of Spanish, English, History, Art, Women and Gender Studies, Sociology, Philosophy, Psychology and Anthropology, the Chicano Studies Degree explores intersectionality globally, within Mexican American, Chicana(o) and Latina(o) communities and racialized societies. To enact change through civic advocacy, students are empowered to apply their knowledge and skills in the service of their communities, and to act in accord with the principles of social justice that they have acquired.

Explain how your program supports the College's Mission.

The Chicano Studies Department's Academic Programs of Study and multicultural activities supports the Cerritos College Mission statement, vision, values, goals, and philosophy by fulfilling its educational master plan's goals through the following actions:

IMP GOAL A: STRENGTHENING THE CULTURE OF COMPLETION: Conducted "Choosing Chicano Studies" presentations or Counseling faculty trainings on, "What Can I Do With a Major in Chicano Studies" presentations for the Social and Behavioral Sciences Learning and Career Pathways, partnerships with the Cerritos College Transfer Academy, Undocu-ally Advisors, PUENTE, Extended Opportunity Programs and Services (EOPS), and the Success Center. The Chicano Studies AA Degree is compatible with plan B and Intersegmental General Education Transfer Curriculum (IGETC). Students have the option to transfer to California State University Long Beach, California State University Los Angeles, California State University Dominguez Hills, Universities of California (UC), and private schools like Loyola Marymount University. The Chicano Studies department is working on implementing more online course offerings through utilization of Open Educational Resources (OER). Online education, zero cost textbooks, and open educational resources (OER) has proven to be equitable and accessible learning resources for our students. **(PSLO 4)**

IMP GOAL B: ENSURING PROGRAM ALIGNMENT BY STRENGTHENING PARTNERSHIPS: Sought support from public affairs, and the department participates in the Cerritos College and CSULB Ethnic Studies Collaborative Committee along with the Black/Africana Studies Department Chair, the Cerritos College Faculty Senate Vice President, former Chicano Studies Department Chair, professor of Span 245: (Intro. to Chicano/Mexican American Culture), and our Chicano Studies Instructors. Attended Area "F" (Ethnic Studies) and Ethnic Studies Open Educational Resources (OER) curriculum related trainings and discussions sponsored by the Academic Senate for the California Community Colleges (ASCCC), the Cerritos College curriculum committee, academic faculty senate, and the California State University (CSU) Ethnic Studies Consortium. The department chair served as the ASCCC Latinx Caucus Co-Chair and continues to be an active member of this caucus, attended the Hispanic Association of Colleges and Universities (HACU) annual conference, and has completed OER Chicano Studies courses through the "Colegio Chicano Del Pueblo" (The People's Chicano College). Taking Chicano Studies classes has helped the department chair gain experience and set foundational knowledge to write Chicano Studies curriculum rooted and grounded in the Chicano Ethnic Studies field and academic discipline. The chair has also attended ASCCC's Career Technical Education (CTE) Regional Collaborations training to expand our CTE and experiential learning opportunities involving Chicano Ethnic Studies and programs for our English as a Second Language (ESL), undocumented, DACA, and dual enrollment students' efforts. The department met with the Cerritos College Educational Partners department for the planning of implementation of CS 101: Introduction to Social Justice course offerings at Artesia High School and other potential sites. **(PSLO 2)**

IMP GOAL C: PROMOTING LEADERSHIP AND STAFF DEVELOPMENT: The Chicano Studies department chair is an Extended Opportunity Programs and Services (EOPS) Professor of Counseling, a former Cerritos Community College senator, and is an active member of the ASCCC Latinx Caucus serving as Co-Chair. The chair is an active participant of the Hispanic Association of Colleges and Universities (HACU) experiential learning and policy making initiatives in support of Hispanic or Latino students. The chair is also the Cerritos College Faculty Federation's (CCFF) Communications Chair. The department chair attends ASCCC plenaries and trainings, board of trustee meetings to keep abreast with changes affecting AB 1460 (Ethnic Studies) related matters as well as policies and initiatives affecting community college faculty and students. To ensure civic engagement, two of the Chicano Studies department faculty advise and collaborate with the "Movimiento Estudiantil Chicano De Aztlan" (MEChA) De Cerritos. As MEChA Club Advisors, they provide culturally relevant as well as community based learning events during the "Feria Latina, and "Dia De Los Muertos". The MEChA de Cerritos Club members were recruited from the EOPS Counseling 150 (Dynamics of Leadership), History of Mexican and Latino Americans in the United States, and Chicana/Chicano Literature class. Three of our Chicano Studies department committee faculty serve as Cerritos College Faculty Academic Senate vice president, and senators. The chair has also attended ASCCC's Career Technical Education (CTE) Regional Collaborations training to expand our CTE and experiential learning opportunities involving Chicano Ethnic Studies and programs for our English as a Second Language (ESL), undocumented, DACA, and dual enrollment efforts. Chicano Studies Department faculty participate in FLEX trainings and workshops, attend and present at conferences. **(PSLO 2 & 3)**

IMP GOAL D: IMPROVING INTERNAL AND EXTERNAL COMMUNICATION: The Chicano Studies department meets once a month and the chair regularly attends the Humanities and Social Sciences Division's chairs and division meetings. In the past, the Liberal Arts Division's dean and support staff assisted Chicano Studies chair to update the department's website, established a department email address, a team's folder, and is seeking foundation funding to upgrade our marketing plan. The department faculty communicate via canvas and Microsoft teams, email, as well as Facebook and Instagram. The Chair is also the Cerritos College Faculty Federation's (CCFF) Communications Chair, member of the Institutional Program Review (IPR) committee, and regularly attends Academic Senate meetings in support of Chicano Studies and the academic body. The department chair has attended the joint chairs and deans meeting information session to enhance our class offerings development process to assist with scheduling and completion. **(PSLO 2 & 4)**

IMP GOAL E: UPGRADING EDUCATIONAL INFRASTRUCTURE: The next phase is receiving approval for CSU and UC General Education in area F and 7 (Ethnic Studies) approval. The department chair has worked with curriculum chairs and articulation officers to develop the Transfer Model Curriculum (TMC) and course C-ID in the future Ethnic Studies Chicano Studies area of emphasis Associate Degree for Transfer (ADT) and the Comparative Ethnic Studies ADT. These two ADT options are also part of the upcoming California General Education Transfer Curriculum (CalGETC) or plan "C". CalGETC will become the only student transfer pathway framework for UC/CSU/Private and out of state institutions in the Spring of 2024 semester. **(PSLO 1-4)**

IMP GOAL F: ENHANCING ORGANIZATIONAL EFFECTIVENESS: Together with the Academic Faculty Senate, the department will establish the parameters to strengthen the existing ethnic studies departments (Chicano Studies and Black/Africana Studies), and help establish new ethnic studies departments (Native American and Asian American Studies) through resolutions to sustain the existing Ethnic Studies Departments and their curriculum. To extend experiential learning opportunities and professional development and communication, the department partnered with the Hispanic Association of Colleges and Universities (HACU) in the fall of 2022. The Chicano Studies Department plans to become more hybrid through online and in person instruction and open educational resources. **(PSLO 1-4)**

The Cerritos College Chicano Studies department's formerly known as Mexican American Chicano Latin American Studies (MEChLAS) mission is unique yet supports and aligns with

the College's mission, vision, values, and educational philosophy (<https://www.cerritos.edu/about/mission-vision-values.htm>),:

MISSION

Cerritos College provides its diverse student population with high-quality, comprehensive instructional programs and support services through clear, equity-minded pathways to their educational goals. In doing so, the college develops culturally competent students with the knowledge, skills, and values that prepare them to be productive members of their local and global communities.

VISION

Cerritos College will provide innovative learning opportunities and support services that will close persistent educational achievement gaps. To address the college's vision and to end the pipeline to prison issue, the Chicano Studies department has partnered with Educational Partner's Dual Enrollment to offer CS 101: Introduction to Social Justice and potentially more sections of CS 100: Introduction to Ethnic Studies: Chicana/o Studies. In addition, the Chicano Studies department has begun the discussion to collaborate with the Division of Equity and Success' Justice Scholars Program to offer sections of CS 101, and CS 100 at the "Los Padrinos" (the Godfathers) Juvenile Hall and in Collaboration with Los Angeles County Office of Education (LACOE).

VALUES

We have strong core values:

- Support and promote student success
- Promote excellence in teaching, learning, and service
- Support innovation and creativity to enhance and enrich learning
- Celebrate diversity in people, philosophies, cultures, beliefs, programs and learning
- Promote respect and trust in all people regardless of background, including students, community members and employees
- Foster integrity
- Develop nurturing and supportive partnerships with our educational, business and industry communities
- Support comprehensive curricular offerings
- Promote inclusiveness in a collaborative decision-making process

EDUCATIONAL PHILOSOPHY

Cerritos College embraces community, diversity, innovation, and active learning. We strive for high academic and ethical standards, and academic freedom. We believe in the worth and dignity of all of our learners. Read our full statement (https://www.cerritos.edu/about/_includes/docs/BP_1300.pdf)

Institutional Student Learning Outcomes (ISLO)

PERSONAL KNOWLEDGE AND RESPONSIBILITY (PSLO 1-4)

Students will develop the necessary skills to define, maintain and complete their personal educational goals. They will learn to work independently to accomplish personal goals toward realizing their full potential academically, physically and emotionally whether for personal enrichment, further education or career advancement.

Chicano Ethnic Studies is a form of sustainability pedagogy. Sustainability pedagogy calls for critical reflection and discussion or praxis. Praxis transforms learning and activates student's personal knowledge and sense of responsibility. Chicano Ethnic Studies pedagogy and curriculum include critical community based learning or civic engagement as a method of instruction.

COMMUNICATION AND EXPRESSION (PSLO 1-4)

Students will demonstrate the ability to effectively and appropriately communicate their thoughts and ideas both in written and oral forms. They will develop verbal and non-verbal delivery skills, in an appropriate manner, to communicate their ideas as well as evaluate the ideas of others in a wide variety of contexts.

The Chicano Studies AA degree, certificate of achievement, and Social Justice Studies: Chicano Studies AA-T are bilingual programs and bilingualism is a key factor in the Hispanic/Latino community. A lot of our students are English as a Second Language learners whose primary language is Spanish. This language skill enhances career success and employment opportunities. Also, Chicano Studies is the result of community based movements such as the Chicano Movement, "El Plan de Santa Barbara" (the Santa Barbara Plan), the United Farm Workers Movement, and cases such as Mendez vs Westminster to name a few. Chicano Studies is a liberatory pedagogy and this pedagogy empowers students to find their voice as they expand their careers in service of their community.

Career Options in Chicano Studies

Students can earn certificates of achievement, Associate in Arts Degrees, Bachelors Degrees, Masters Degrees, and Ph.D. in Chicano Studies. These awards open doors to careers as Chicano Studies Professor, lecturer in Spanish or other Latin American languages, activist, advisors, ethnic marketing, community leadership, community, non-profit, and union organizing, consulting, counseling, Chicano Studies or Ethnic Studies department chair, dignitary, diplomat, director of cultural centers, environmental justice activist, Federal Bureau of Investigations officer, Foreign Service officer, post secondary faculty/staff, hospitality, elementary school teaching, human resources, immigrants rights activist, international relations, international student services staff/director, journalist, lawyer, nurse, librarian, government official, and allied health careers. According to the U.S. Bureau of Labor Statistics, the salary for occupations associated with Chicano Studies awards options range from \$41,000.00 to \$165,000.00 with an average of \$91,000.00 a year. Career Opportunities in Chicano Studies are expected to grow nationwide from 2019 to 2029.

INFORMATION LITERACY (PSLO 2 & 3)

Students will demonstrate the ability to determine when gathering additional information is necessary. They will use appropriate resources and technologies to locate, evaluate and incorporate the information when developing supporting arguments and drawing conclusions. Students will also develop the ability to understand any legal, ethical or social issues regarding the use of information.

Social Justice Studies Chicano Studies AA-T ADT or Chicano Studies degrees and or certificates call for critical pedagogy. Critical pedagogy calls for investigation and research in the context of the Hispanic/Latino/a community. This is the context Cerritos College occupies-the college occupies "Aztlán" (AKA the American Southwest).

CRITICAL THINKING AND QUANTITATIVE REASONING (PSLO 2 & 3)

Students will demonstrate the ability to recognize assumptions within an argument and actively and skillfully analyze underlying reasoning to develop a conclusion. They will apply qualitative and/or quantitative analysis to solve problems, predict outcomes, test hypotheses, and explore alternatives in an ethical manner.

All of the Chicano Studies prefixed courses CS 101, CS 100, CS 298 and CS 299 course outlines of record include community based learning and or civic engagement as a method of instruction. Community based learning is sustainable transformational learning. Civic engagement or community based learning involve critical thinking through reflection and discussion as a form of transformational learning. Some of the electives like HO 100, Counseling 150, INST 100 course outlines of record also include community based learning or civic engagement as a method of instruction. Also, the Chicano Studies department added CS 101, CS 100, and CS 298 and CS 299 to the Guided Pathways applied and contextualized learning efforts during the last scale of adoption planning. Civic engagement calls for applied and contextualized learning and this is part of the Guided Pathways scale of adoption plan.

Additionally, Dr. Henrietta Hurtado, Chicano Studies department chair conducted action research at Cerritos College and designed the Hurtado model of sustainability pedagogy for

Learning and Career Pathways and the Hurtado Model of Leadership for Sustainability (Hurtado, 2020-all rights reserved). Both of the Hurtado models include experiential, place based learning and this also falls under civic engagement. Additionally, Chicano Studies department faculty advise the "Movimiento Estudiantil Chicano de Aztlan" (MEChA) de Cerritos student Club. Student activities such as clubs, are also considered a form of civic engagement or community based learning. One of our faculty teach Pharmacy Technology and Health Occupation classes. Health Occupations courses also include applied and contextualized learning. Some of our electives are Philosophy classes and there is a Philosophy student club. One of the Philosophy department faculty lead the Falcons Rising task force. This task force includes professional development and community based activities on the topics of labor, sustainability, racial justice. Students and community organizations are also included in the Falcons Rising events. The department chair participates in the Hispanic Association of Colleges and Universities (HACU) activities, has attended their conferences, and organized HACU's national internship program's information sessions for Cerritos College students. HACU paid internships are open to all Cerritos College students and do address Hispanic/Latino community workforce needs in our country and internationally.

The Chicano Studies department CSLO 2 and 3 align with the Cerritos College civic engagement ISLO: Transform through community based learning in the context of the Latinx and racialized communities' struggles with civic engagement activities led by the principles of racial and social justice. (B, C, E, F)

Communicate internalized bilingual understanding of the special nature of the Chicana(o) ethnic identify process and the significance of this cognitive process to all groups. (E and F)

CIVIC ENGAGEMENT (PSLO 2 & 3)

Students will develop values and beliefs in their role as a member of local, national and global societies to promote truth, fairness and goodwill to others. They will use the democratic process to further their values and beliefs and recognize and accept differing perspectives based on cultural diversity. They will engage in actions which provide service to others and have a positive impact on their local community.

All of the Chicano Studies prefixed courses CS 101, CS 100, CS 298 and CS 299 course outlines of record include community based learning and or civic engagement as a method of instruction. This pedagogy is sustainable learning. Some of the electives like HO 100, Counseling 150, INST 100 course outlines of record also include community based learning or civic engagement as a method of instruction. Also, the Chicano Studies department added CS 101, CS 100, and CS 298 and CS 299 to the Guided Pathways applied and contextualized learning efforts during the last scale of adoption planning. Civic engagement calls for applied and contextualized learning. The Chicano Studies department chair conducted action research at Cerritos College and designed models of sustainability pedagogy. Both of the models include experiential, place based learning and this also falls under civic engagement. Chicano Studies department faculty advise the MEChA de Cerritos student Club and student activities are also considered a form of civic engagement. Some of our faculty teach Pharmacy Technology and Health Occupation classes and these courses also include applied and contextualized learning. Some of our electives are Philosophy classes and there is a Philosophy student club. One of the Philosophy department faculty lead the Falcons Rising task force. This task force includes professional development and community based activities on the topics of labor, sustainability, racial justice. Students and community organizations are also included in the Falcons Rising events. The department chair participates in the Hispanic Association of Colleges and Universities activities, has attended their conferences, and organized HACU's national internship program's information sessions for Cerritos College students. HACU paid internships are open to all Cerritos College students but do address Hispanic workforce needs in our country and internationally.

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In consultation with the former dean of the Humanities and Social Sciences (HSS) division, the Chicano Studies department initiated a name change in the fall of 2021 from Mexican American Chicano Latinx Studies (MEChLAS) to Chicano Studies. The intention for this change was to make our programs of study's course content more relatable to choosing the Chicano Studies major by department name. With this name change, admissions and academic affairs could add the Chicano Studies major and department to people soft so comprehensive student educational (CSEP) plans could be designed as students declared or changed to a Chicano Studies major or certificate pathway.

We have written CS 101-Introduction to Social Justice. This course is one of the core classes for the Social Justice Studies: Chicano Studies Area of interest AA-T ADT (recently approved). This course did not meet area "F" criterion due to its C-ID and focus on Social Justice as opposed to Introduction to Ethnic Studies.

We have recently submitted new Introduction to Ethnic Studies: Chicano/a Studies (CS 100) curriculum focussed on meeting Ethnic Studies or area F and 7 criteria for general education. This course just received UC general education approval and has moved to the next phase to receive UC and CSU area F and 7 approval. We will offer multiple sections of CS 100 starting spring 2024 and hire Chicano Studies faculty to support this effort.

The origins of Ethnic Studies (Chicano Studies). Chicano Studies initiated with "El Plan de Santa Barbara" at the University of California Santa Barbara (UCSB) and subsequently followed with the 1968 East Los Angeles (ELA) Walkouts

Hundreds of Chicana/o and Chicano/o community members were severely beat and arrested by the Los Angeles Police Department (LAPD) and Los Angeles County Sheriffs. This was part of the start of the Chicano Movement in our communities and education system.

Ethnic Studies is

- Ethnic Studies centers/relays racialized groups in the U.S. - namely American Indian/Native American, Asian American/Pacific Islander, Black/African American, and Chicano/Latinx.
- Ethnic Studies is an intersectional and interdisciplinary decolonizing liberatory education project
- Ethnic Studies is a counter narrative (historical, cultural, epistemological) to the "master" or "dominant" narrative.
- Ethnic Studies critically examines and works to dismantle white supremacy, U.S. imperialism, and colonialism

Ethnic Studies is not

- Ethnic Studies is not multicultural education.
- Ethnic Studies is not "oppression studies."
- Ethnic Studies is not about multiple perspectives or "all sides of the story."
- Ethnic Studies is substantiated through historical and social science research/methods, and is not based on the feelings or cognitive dissonance of privileged groups or interests.

Courses that are approved to meet the Chicano Ethnic Studies requirement shall meet at least 3 of the 5 core competencies.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism, as analyzed in any one or more of the following academic disciplines (Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies).

2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experience and social struggles of those groups with a particular emphasis on agency and group-affirmation.

3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religions, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans, and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration,

reparations, settler-colonialism, multiculturalism, language policies.

5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American, and/or Latina and Latino communities and a just and equitable society.

A Chicano Ethnic Studies and/or area F/7 course must have a Chicano Studies prefix (CS), have three or more of the five core competencies, focus on Chicano Ethnic Studies frameworks, theories, and concepts, and must have a Chicano Studies integrated course outline (syllabus): description, objectives, content, textbooks/readings, and college-level assignments reflecting the Chicano Ethnic Studies field.

Chicano Ethnic Studies Focus

- Area-Activism, class, civil rights, colonialism, colonization, community service, discrimination, education, education policy, gender, immigration, intersectionality, racism, sexuality, public health, etc.
- Field-African American/Africana Studies, American Indian/Native American and Indigenous Studies, Asian American Studies (linkage to Pacific Islander Studies, etc.), Latino/a Studies (includes Chicano/a Studies).
- Methodology-Ethnography, Ethnology, Mixed-Methods, Oral History, Participant Observation, Sociological Studies, Psychological Studies, Universal Design in Learning, etc.

Degrees and Certificates : Version by **Hurtado, Henrietta** on **10/25/2023 11:32**

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.

AA Degree in Chicano Studies

Spanish 245: Introduction to Chicano/Mexican-American Culture (3.0)

Spanish 101: Elementary Spanish or Spanish 111: Elementary Spanish for Spanish Speakers (5.0)

Spanish 102: Elementary Spanish or Spanish 112: Elementary Spanish for Spanish Speakers (5.0)

English 223: Chicana/Chicano Literature (3.0)

English 225: Mexican Literature in Translation (3.0)

Total: 19.0 units

Two Elective Courses (6.0-9.0 units)

ANTH 100: Cultural Anthropology (3.0)

ANTH 170: Introduction to Language and Culture (3.0)

ANTH 202: The Maya, Inca, and Aztecs: Ancient Civilizations of the Americas (3.0)

ART 105A: The Arts of Latin America and the Caribbean: Pre-Columbian (3.0)

ART 105B: The Arts of Latin America and the Caribbean: Colonial to the Present (3.0)

COUN 150: Dynamics of Leadership (3.0)

HIST 120: History of California (3.0)

HIST 108/CS 108: History of Mexican and Latino Americans in the United States (3.0)

HIST 230: History of Mexico (3.0)

HIST 235: History of Latin America (3.0)

HO 100: Health of Underserved Communities (3.0)

HUM 108/ART 108: Black Images in Popular Culture (3.0)

INST 100: Principles and Strategies for Problem Solving (3.0)

PHIL 104: Philosophy of Cultural Diversity: Challenge and Change (3.0)

PHIL 200: World Religions (3.0)

PSYC 261: Social Psychology (3.0)

PSYC 275: Cultural Psychology (3.0)

SOC 201: Social Problems (3.0)

SOC 215: Sociology of Cultural Diversity, Challenge and Change (3.0)

SOC 210/ETHN 210: Race and Ethnic Relations in the U.S. (3.0)

SPAN 201: Intermediate Spanish (5.0)

SPAN 210: Highlights of Hispanic Culture (4.0)

WGS 101: Introduction to Women's and Gender Studies (3.0)

WGS 105/ETHN 105: Gender Studies and the Chicana/Latina Experience (3.0)

Total Major Requirements: 25-28 units

CHICANO STUDIES CERTIFICATE OF ACHIEVEMENT

The certificate of achievement in Chicano Studies explores the unique experiences of the Latinx community living in California and the United States. The Certificate highlights the Chicana(o) Mexican-American culture in the United States including Latin American backgrounds, social and cultural differences, and experiences of assimilation.

ENGL 223: Chicana/Chicano Literature (3.0)

ENGL 225: Mexican Literature in Translation (3.0)

SPAN 245: Introduction to Chicano/Mexican-American Culture (3.0)

SPAN 101: Elementary Spanish (5.0) OR

Spanish 111: Elementary Spanish for Spanish Speakers (5.0)

HIST 108/CS 108: History of Mexican and Latino Americans in the United States (3.0)

Total: 17 Units

ASSOCIATE OF ARTS DEGREE REQUIREMENTS:

Complete the following: (1) major requirements, (2) the chosen A.A. Degree General Education Requirements pattern, and (3) two electives to achieve a minimum of 60 degree applicable units.

***The department submitted the Social Justice Studies Chicano Studies Area of Emphasis AA-T Associates of Arts Degree for Transfer in the fall 2021 and was recently approved. The degree will be added to the 23-24 Catalog Addendum.**

Six-Year Program Goals : Version by **Hurtado, Henrietta** on **01/12/2024 19:39**

The following goals align with Cerritos College because with 68% of Hispanic/Latino/a enrollment, Cerritos College is a Hispanic Serving Institution (HSI).

GOALS

1. Hire full time Chicano Studies Faculty: to teach and write more Chicano Studies curriculum to meet General Education, area F/7 (CalGETC), and future Ethnic Studies Chicano Studies ADT degreee. **Action:** Submit request to FHP committee and unit plans.
2. Hire classified staff. **Action:** Requested via the annual CS unit plan.
3. Create an online Chicano Studies Department. **Action:** Faculty have been certified to teach online and are involved in digital learning and OER initiatives.
4. Expand award options for students in Chicano Studies. **Action:** The department will offer more CS prefixed courses, new ADT Social Justice Studies Chicano Studies Area of Emphasis, Ethnic Studies Chicano Studies area of interest and Comparative Ethnic Studies Chicano Studies.
5. Increase Chicano Studies Majors. **Action:** Submitted request for Chicano Studies faculty via FHP committee and unit plans, and will request grants to help with marketing and program enhancement.
6. Investigate the creation of a Chicano Ethnic Studies Center. **Action:** Attended trainings and conferences to inform grant writing and community based research in support of Chicano Studies and Hispanic/Latino student success.

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Hire 3 full time Chicano Studies Faculty (PSLO 1-4)	A-F	In progress	Submitted requests via unit plans and FHP committee
Hire classified staff (PSLO 1-4)	A-F	In progress	Submitted request via 21-2022 and 22-2023 CS Department unit plans
Create an online Chicano Studies Department (PSLO 1-4)	A-F	In progress	OL teaching certifications and online course offerings.
Expand options for students in Chicano Studies (PSLO 1-4)	A-F	In progress	Submitted Social Justice Studies: Chicano Studies Area of Emphasis ADT, designed and added Chicano Studies Certificate of Achievement in the fall 2021.
Increase Chicano Studies Majors (PSLO 1-4)	A-F	In progress	Requested classified staff via 2023 unit plan, requested FT faculty to FHP committee in the spring 2022 and 23. We will add more Open Educational Resources to our curriculum to increase course enrollment.
Investigate the creation of a Chicano Ethnic Studies Center (PSLO 1-4)	A-F	In progress	Requested classified staff via unit plans, requested Chicano Studies Full-Time faculty via FHP committee process

Assessment Report and Data Analysis

Assessment Report (Part 1: Assessment Table) : Version by **Hurtado, Henrietta** on **01/12/2024 19:39**

Chicano Studies AA Degree and Certificate of Achievement Core Courses by SLO

SPAN245 - INTRODUCTION TO CHICANO/MEXICAN AMERICAN CULTURE (CS AA and Certificate of Achievement)	Expected Performance	Performance
Students write argumentative papers in their native language.	100	55.14705882
Students demonstrate key aspects of "Movimiento" (movement)—the Chicano/Chicana Movement in the United States.	100	54.01459854
Students identify the important phases of Mexican American History.	100	56.61764706
Students recognize the culture, art and social literature of Chicano/Chicana/Mexican American societies.	100	57.66423358
Students identify the change over time amongst diverse groups within the Chicano community	100	58.39416058

SPAN101 - ELEMENTARY SPANISH (CS AA Degree and Certificate)

	Expected Performance	Performance
Students communicate and comprehend basic Spanish at a basic level (Active from 2013 FA)	100	54.13950456
Students will communicate and comprehend the fundamentals of the target language at a basic level.	100	55.09138381
Students write simple sentences.	100	56.10711953
Students demonstrate knowledge of basic Spanish grammar.	100	53.32681018
Students demonstrate an understanding of the general aspects of culture, history, and geography of the Hispanic world.	100	52.38095238

SPAN102 - ELEMENTARY SPANISH (CS AA Degree)

	Expected Performance	Performance
Student demonstrates effective Spanish language communication and comprehension skills in a meaningful context.	100	42.39130435
Student demonstrates knowledge of basic Spanish grammar and reinforces the basic grammar learned in the 101 level.	100	40.94202899
Students demonstrates a firm linguistic base while practicing with more detailed and complex vocabulary and syntactic structures.	100	39.13043478
Student demonstrates knowledge of the general aspects of culture, history, and geography of the related discipline.	100	43.84057971

SPAN111 - ELEMENTARY SPANISH FOR SPANISH SPEAKERS (CS AA Degree and Certificate)

	Expected Performance	Performance
Student demonstrate competence in the four basic Spanish skills: speaking, writing, reading, and listening;	100	47.90697674
Student demonstrate critical thinking and writing skills through reading the literature of representative Hispanic authors.	100	49.53488372
Student demonstrate an understanding of the cultural diversity of the Spanish-speaking world, in terms of its culture, history, and geography.	100	49.88372093
Students demonstrate an appreciation of literature of the Spanish and Spanish American culture and recognize the major authors of all periods and genres of their works.	100	48.72093023

SPAN112 - Elementary Spanish for Spanish Speakers (CS AA Degree)

	Expected Performance	Performance
Students demonstrate competence in the four basic Spanish skills: speaking, writing, reading, and listening.	100	60.48387097

Students demonstrate punctuation skill, and demonstrate an expanded vocabulary and clarity in the written language.	100	57.25806452
Students demonstrate an appreciation of literature of the Spanish and Spanish American culture.	100	61.29032258
Students demonstrate critical thinking and writing skills through reading the literature of representative Hispanic authors.	100	57.25806452
Students demonstrate an understanding of the cultural diversity of the Spanish-speaking world, in terms of its culture, history, and geography.	100	61.29032258

ENGL223 - Chicana/o Literature (CS AA and Certificate of Achievement)

	Expected Performance	Performance
Identify consistent themes of Chicano/a Literature.	100	65.85365854
Identify the historical trajectory of Chicano/a literary production as a cultural form that develops and interrogates aspects of Chicano/a identity.	100	67.5
Assess critically the ethical issues, especially those related to racial and social justice, embedded historically in the social, political, and cultural contexts of Chicano/a Literature.	100	67.5
Demonstrate critical and analytical skills by responding, in formal and innovative ways, to a variety of Chicano literary texts through their thematic, figurative, and narrative elements.	100	65.78947368
Compose academic discourse and employ the conventions of literary analysis through written exams, multimodal projects, and essays using MLA.	100	58.33333333

ENGL225 - Mexican Literature in Translation (CS AA and Certificate of Achievement)

	Expected Performance	Performance
Analyze formal and cultural elements of the text	100	95.83333333
Identify major authors, works, and themes of Mexican literature	100	95.83333333
Apply various critical theories to analyze Mexican literature from multiple genres	100	95.83333333
Compose academic discourse and the conventions of critical literary analysis through written exams, multimodal projects, and essays using MLA.	100	95.83333333
Understand the representational and influential dynamic between Mexican literature and history	100	95.83333333

HIST108/CS 108 - History of Mexican and Latino Americans in the United States (CS Certificate of Achievement)

	Expected Performance	Performance
A. Students will demonstrate understanding of the social and cultural development of the United States and the Spanish-Mexican northern frontier (Borderlands region). (Active from 2021 FA)	100	41.17647059
B. Students will demonstrate understanding of the causes and effects of the Mexican-American War and the Spanish-American War. (Active from 2021 FA)	100	41.17647059
C. Students will demonstrate understanding of the effects of U.S. Foreign Policy in Latin America. (Active from 2021 FA)	100	10.71428571
D. Students will demonstrate understanding of the causes of the Great Migration, the effects of the Great Depression and the impact of WWII on the Mexican and Latino American communities. (Active from 2021 FA)	100	43.33333333
E. Students will demonstrate understanding of the origins, outcomes, and legacy of the Mexican and Latino Americans in the Civil Rights Movement. (Active from 2021 FA)	100	40
F. Students will demonstrate understanding of the political, social, and cultural activism of the Chicano Movement of the 1960s and 1970s as an anti-racist movement that expressed a desire for a more just and equitable society. (Active from 2021 FA)	100	36.66666667
G. Students will demonstrate understanding of U.S. Immigration policies and the U.S. Constitution as it relates to the lived experiences of Mexican and Latino immigrants. (Active from 2021 FA)	100	6.896551724

Course by SLO	Expected Performance	Performance
CS101 - Introduction to Social Justice		
Evaluate the lived experiences of ethnic people and their contributions to the development of U.S. society; (Active from 2021 FA)	100.00%	52.17%
Analyze minority-majority group relations in the context of local, state, and national communities. (Active from 2021 FA)	100.00%	52.17%
Recognize the importance of race and ethnicity in the creation of cultural/artistic expressions and movements; (Active from 2021 FA)	100.00%	52.17%
Identify and evaluate the social forces that impact ethnic peoples and other minoritized groups in the United States; (Active from 2021 FA)	100.00%	52.17%
Explain how concepts of race and ethnicity are socially and politically constructed and institutionalized. (Active from 2021 FA)	100.00%	52.17%
Demonstrate personal, group, and community responsibility as a leader and change agent for social justice (Active from 2021 FA)	100.00%	52.17%

Assessment Report (Part 2: Assessment Responses) : Version by **Hurtado, Henrietta** on **11/20/2023 21:51**

Based on the SLO assessment results, the Spanish, one of the English classes, History, and the Chicano Studies 101 class, students are meeting PSLO 1-4 with low marks.

Students are best meeting PSLO 3: (Communicate internalized bilingual understanding of the special nature of the Chicana(o) ethnic identity process and the significance of this cognitive process to all groups) through the English 225 (Mexican Literature in Translation) class.

As of yet, none of these classes have embedded a community based learning project as a method of instruction which does not help meet or evaluate PSLO 2: (Transform through community based learning in the context of the Latinx and racialized communities' struggles with civic engagement activities led by the principles of racial and social justice).

We would like to centralize and strengthen our department with more Chicano Studies curriculum taught online and in person by mostly full-time Chicano Studies faculty and include community-based learning. Establishing shared space to secure community based learning project placement through an Ethnic Studies center will integrate Chicano Ethnic Studies

students, faculty, and community stakeholders.

Chicano Studies Department Program Student Learning Outcomes (PSLO)

Upon completion of the Chicano Studies program(s) of study (degrees & certificates) students will:

1. Value the Spanish language skill as the primary cultural ethnic identity root, and success in college and career predictor among Chicanos, Mexican-Americans, and Latino Americans in the U.S. and around the globe. (D, E)
2. Transform through community based learning in the context of the Latinx and racialized communities' struggles with civic engagement activities led by the principles of racial and social justice. (B, C, E, F)
3. Communicate internalized bilingual understanding of the special nature of the Chicana(o) ethnic identify process and the significance of this cognitive process to all groups. (E,F)
4. Create a social movement by graduating and seeking a transfer degree at four year universities (A, B, E)

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

Goals and Objectives

Social Justice Studies AAT: Chicano Studies Area of emphasis-this degree was submitted in the fall 2021 and the department received approval news. The degree will be added to the 2023-24 Cerritos College Catalog addendum.

Create an Online and In-Person (hybrid) Chicano Studies Department-Chicano Studies faculty are certified to teach online and we have shared OER among faculty to make our programs zero cost. Offering more online options at zero cost to students will help students and the department be eligible for scholarships and grants.

Expand options for students in Chicano Studies-the Social Justice Studies Chicano Studies Area of Emphasis ADT was just approved, we have designed new Chicano Studies classes and will be designing more in the near future. We will add open educational resources to our curriculum to increase enrollment in Chicano Studies classes and increase award completion.

Increase Chicano Studies Majors or awards-We represent a Hispanic Serving Institution (HSI). We have partnered with the Social and Behavioral Sciences (SBS) Learning and Career Pathways (LCP) team and requested classified staff, part-time and full-time Chicano Studies faculty via unit planning and 23-24 program review.

Hire Full Time Chicano Studies Faculty in order to offer more Chicano Studies classes, meet student demand, and write more curriculum.

CSLO 1-6, PSLO 1-4, EMP GOALS A-F

Recommended Actions

Resource Requests:

- Priority number 1, Hire Chicano Studies Faculty - *Assigned to Budget: General Fund (Program 100) - (Status: Pending)*

Investigate the creation of a Chicano Ethnic Studies Center

We need a functional department with support staff and faculty. Aligns with Goals, C, E, and F.

PSLO 1-4

Recommended Actions

Resource Requests:

- Priority #2, Program Assistants - *Assigned to Budget: General Fund (Program 100) - (Status: Pending)*

Redesign Chicano Studies Department

Chicano Ethnic Studies Center, the faculty and students need a regular classroom and meeting space for classes and events.

PSLO 1-4

Resource Requests:

- Priority 4, Chicano Studies space - *Assigned to Budget: General Fund (Program 100) - (Status: Pending)*

Recommended Actions

Hire Program Assistant

PSLO 1-4

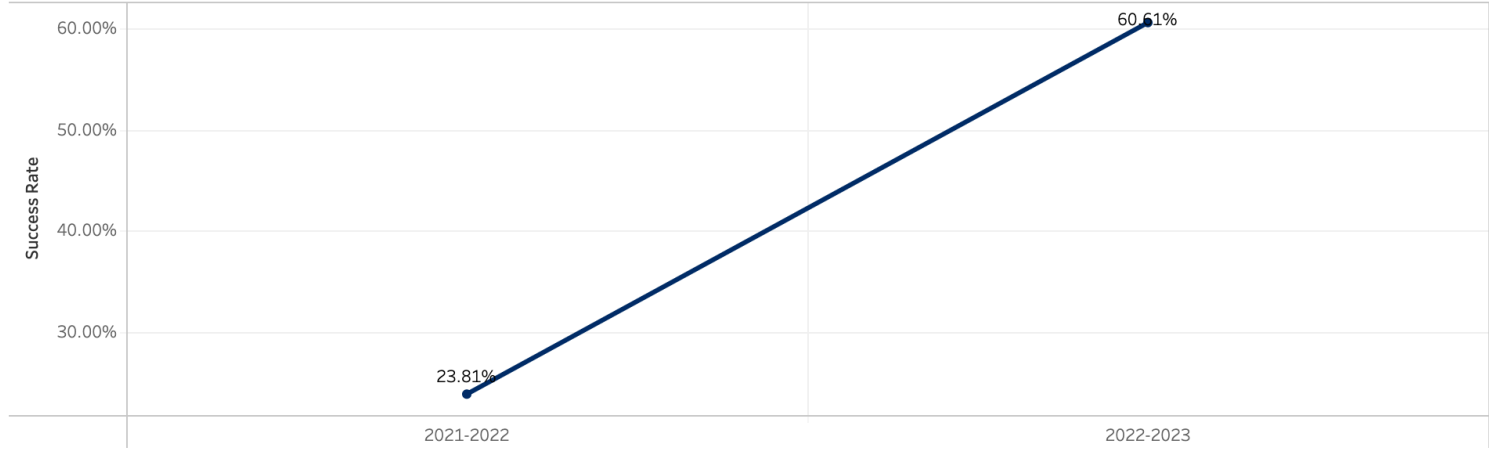
Resource Requests:

- Priority 3, Hire Program Assistant - *Assigned to Budget: General Fund (Program 100) - (Status: Pending)*

Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

Since the course SLO assessment results for all of the Spanish, History, one of the English classes, and the Chicano Studies 101 class were low, the department faculty will document and reflect through the annual CSLO assessment and reflection and every three years as a department. The changes the Chicano Studies Department committee faculty will take action on is:

1. Provide CSLO and IERPG data from each of the interdisciplinary core classes housed in the Spanish, English, History, and Chicano Studies Departments.
2. The Social Justice Studies Chicano Studies Area of Emphasis ADT was just approved. We will provide CSLO and IERPG data from each of the interdisciplinary core classes housed in the Chicano studies, Spanish, and English Departments. The Social Justice AA-T ADT degree is also interdisciplinary but includes CS 101: Introduction to Social Justice.
3. Faculty will compare and contrast the autonomous Chicano Studies courses VS the interdisciplinary core classes housed outside the Chicano Studies Department. We plan to suggest best practices and approaches from each of our disciplines and departments.
4. We will begin offering CS 100: Introduction to Ethnic Studies-Chicano/a Studies course and evaluate accordingly.
5. The chair and Chicano studies Department faculty committee will also share more professional development SLO trainings to enhance our teaching and learning practices and a more epistemological understanding of Chicano Studies as one of the autonomous Ethnic Studies disciplines.
6. Continue to request Full-Time Chicano Studies faculty in order to provide more training through flex, stability and student learning.
7. Offer a Social Justice Studies Chicano Studies Area of Emphasis ADT and the future Ethnic Studies Chicano Studies Area of Emphasis and Comparative Ethnic Studies: Chicano Studies ATD to align with AB 1460 (Ethnic Studies) and its implementation in general education and degree offerings through the chancellor's office.
8. We plan to participate in the ASCCC Latinx Caucus, Chicano Caucus for the California Community Colleges, CSU and other Ethnic Studies trainings. We will continue to attend XITO and HACU to gain strength and develop community based learning in Chicano Ethnic Studies as sustainability pedagogy moving beyond social justice and place the focus on race and ethnicity foundations. We hope to participate in dual enrollment and offer more in person and online course offerings in Chicano Studies. This is where having full-time and more part-time Chicano Studies faculty will make a significant difference in sustaining degree completion and program success.
9. We will add open educational resources to our curriculum to make our course offerings more sustainable and increase enrollment.



Population: All students

■ All students

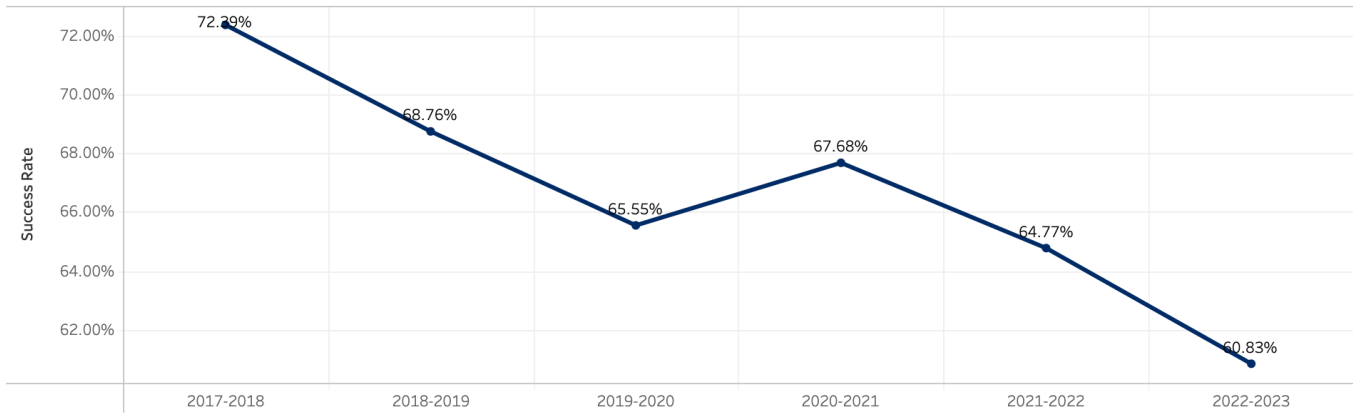
 23.81%  60.61%

Division	Department	Subject	Course	Select Student Attribute	2021-2022	2022-2023
					Academic Year	Academic Year
Grand Total					23.81%	60.61%
Business, Humanities & Social Sciences	HIST	HIST	HIST 108	All students	23.81%	60.61%

The History class success rate has been steadily improving over the years. It started in 2021 at the 23.81 % and is now at 60.61%. We hope this improvement is also manifested in the course SLO.



Success Rates



Population: All students

All students

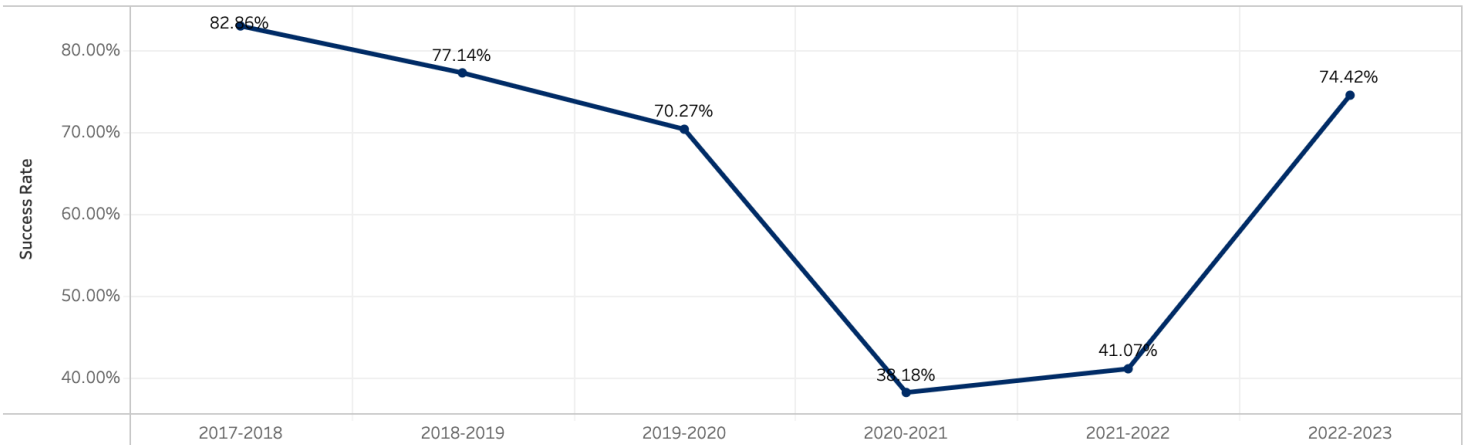
42.66% 82.05%

Division	Department	Subject	Course	Select Student Attribute	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					72.39%	68.76%	65.55%	67.68%	64.77%	60.83%
Liberal Arts	LANG	SPAN	SPAN 101	All students	77.82%	69.44%	65.87%	67.68%	64.47%	62.68%
			SPAN 102	All students	74.60%	80.16%	70.41%	78.69%	67.26%	73.28%
			SPAN 111	All students	59.59%	63.22%	64.91%	58.94%	63.21%	42.66%
			SPAN 112	All students	76.19%	82.05%	69.23%	78.38%	75.86%	76.47%
			SPAN 245	All students	56.76%	50.59%	58.62%	62.34%	62.16%	51.79%

The success rate for all the Spanish courses has had a drastic decline in the past six years especially in the 2022-23 academic year. We project a drastic improvement since the Spanish department recently hired two new full-time faculty which can in turn increase sections and higher SLO performance for the Spanish and Chicano Studies Department.



Success Rates



Population: All students

All students

36.00% 88.89%

Division	Department	Subject	Course	Select Student Attribute	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					82.86%	77.14%	70.27%	38.18%	41.07%	74.42%
Liberal Arts	ENGL	ENGL	ENGL 223	All students	76.47%	71.43%	66.67%	36.00%	46.15%	60.00%
			ENGL 225	All students	88.89%	80.95%	72.73%	40.00%	36.67%	82.14%

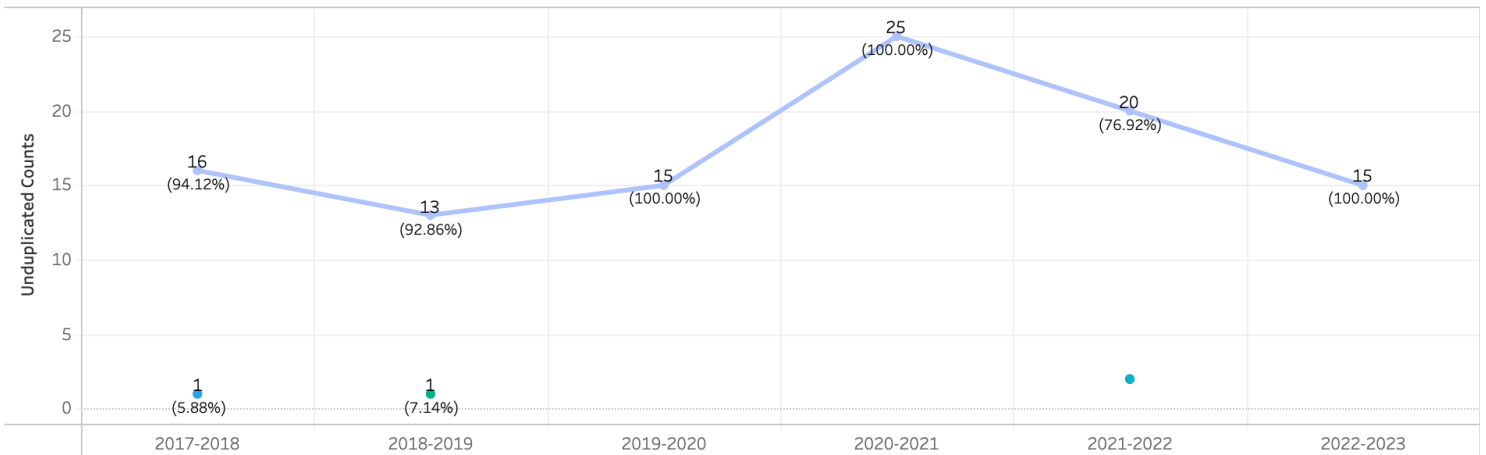
The English classes' success rates have suffered a significant drop during the prime of the COVID-19 pandemic yet have recuperated during 2022-2023 and appear to normally have a higher success rate, especially the Mexican Literature in Translation course.

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?



Unduplicated Headcounts



Population: All students

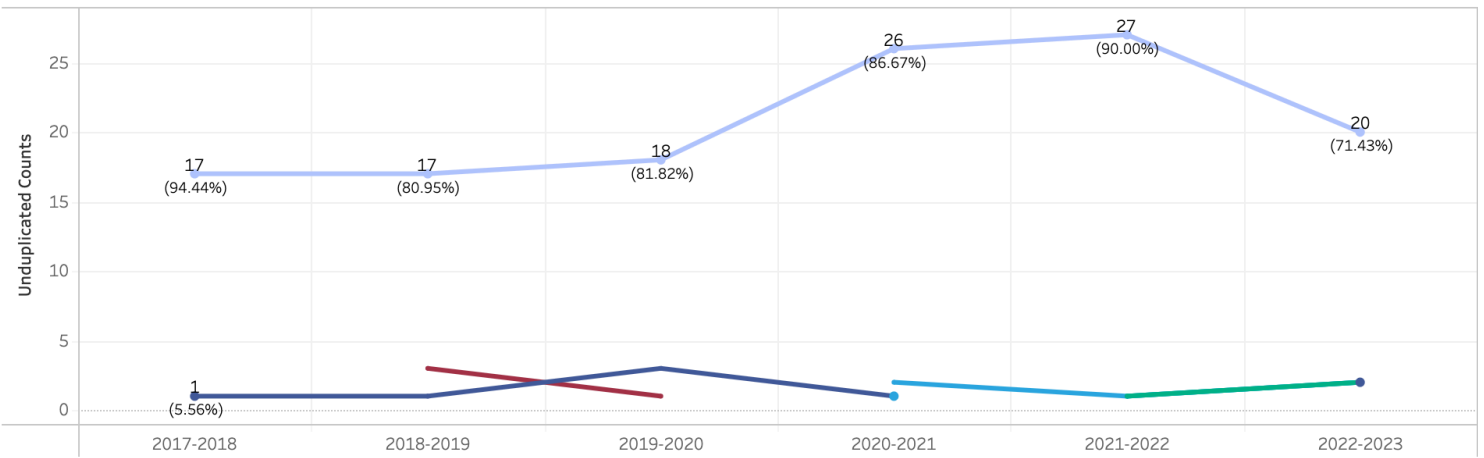


Division	Department	Subject	Course	Select Student Attribute	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					17 (100.00%)	14 (100.00%)	15 (100.00%)	25 (100.00%)	26 (100.00%)	15 (100.00%)
Liberal Arts	ENGL	ENGL	ENGL 223	Black or African A..		1 (7.14%)				
				Hispanic/Latino	16 (94.12%)	13 (92.86%)	15 (100.00%)	25 (100.00%)	20 (76.92%)	15 (100.00%)
				Two or More Races					2 (7.69%)	
				Unknown	1 (5.88%)				2 (7.69%)	
				White					2 (7.69%)	

Most of the students enrolled in English 223 are Hispanic/Latino. This is a reflection of the largest ethnic identity of our Cerritos College students. The only race identified is one Black or African American student and this also reflects the significantly lower enrollment of Black or African American students at Cerritos College. There seem to be intersections of two or more races and one unknown.



Unduplicated Headcounts



Population: All students

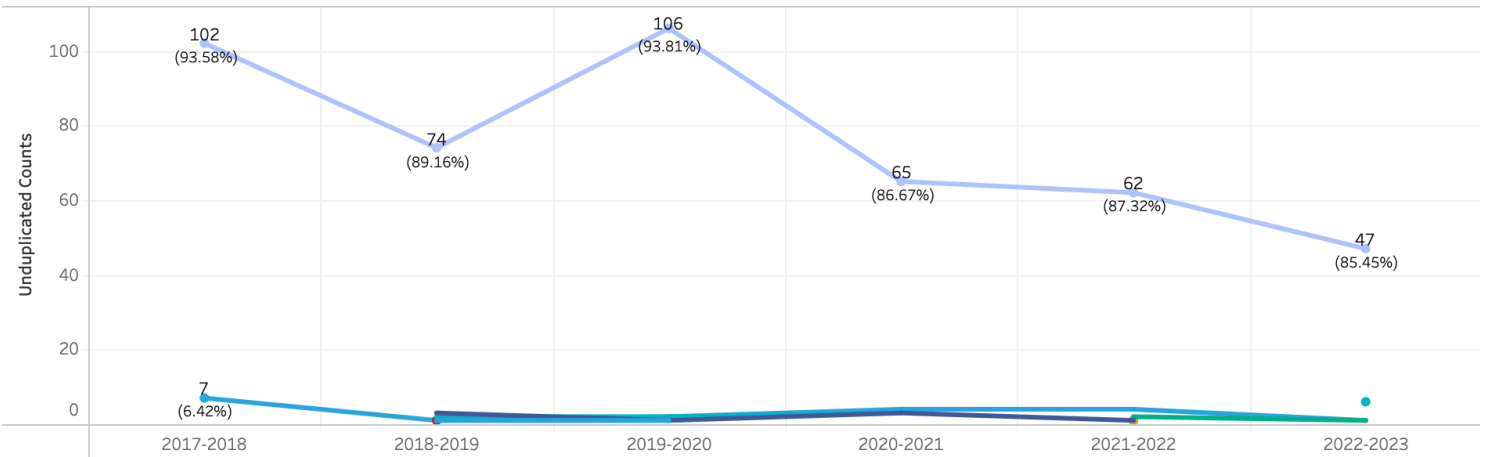


Division	Department	Subject	Course	Select Student Attribute	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year
Grand Total					18 (100.00%)	21 (100.00%)	22 (100.00%)	30 (100.00%)	30 (100.00%)	28 (100.00%)
Liberal Arts	ENGL	ENGL	ENGL 225	American Indian or ...				1 (3.33%)		
				Asian	1 (5.56%)	1 (4.76%)	3 (13.64%)	1 (3.33%)		2 (7.14%)
				Black or African A..					1 (3.33%)	2 (7.14%)
				Hispanic/Latino	17 (94.44%)	17 (80.95%)	18 (81.82%)	26 (86.67%)	27 (90.00%)	20 (71.43%)
				Two or More Races		3 (14.29%)	1 (4.55%)			
				Unknown				2 (6.67%)	1 (3.33%)	2 (7.14%)
				White						1 (3.33%)

Most of the students enrolled in English 225 are Hispanic/Latino. This is a reflection of the largest ethnic identity of our Cerritos College students. There seems to be more ethnic and racial diversity represented in the Mexican Literature in Translation course.



Unduplicated Headcounts



Population: All students

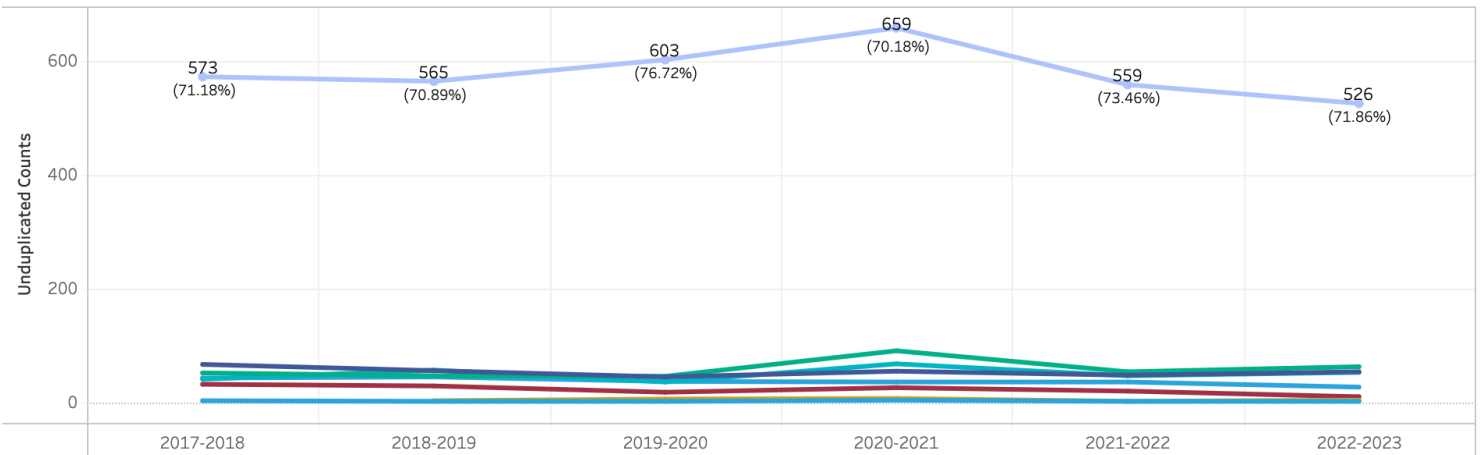


Division	Department	Subject	Course	Select Student Attribute	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					109 (100.00%)	83 (100.00%)	113 (100.00%)	75 (100.00%)	71 (100.00%)	55 (100.00%)
Liberal Arts	LANG	SPAN	SPAN 245	American Indian or ..		1 (1.20%)	1 (0.88%)			
				Asian		3 (3.61%)	1 (0.88%)	3 (4.00%)	1 (1.41%)	
				Black or African A..		1 (1.20%)	1 (0.88%)		2 (2.82%)	1 (1.82%)
				Hispanic/Latino	102 (93.58%)	74 (89.16%)	106 (93.81%)	65 (86.67%)	62 (87.32%)	47 (85.45%)
				Native Hawaiian or..					1 (1.41%)	
				Two or More Races		1 (1.20%)			1 (1.41%)	
				Unknown	7 (6.42%)	1 (1.20%)	2 (1.77%)	4 (5.33%)	4 (5.63%)	1 (1.82%)
				White		2 (2.41%)	2 (1.77%)	3 (4.00%)		6 (10.91%)

The Hispanic/Latino ethnic identity also predominates in the Introduction to Chicano/Mexican American Culture class. However, there has been a more than 50% decline in headcount perhaps due to less sections and less Full-Time Spanish Faculty in the past. There are currently two new full-time Spanish faculty and this should cause a significant increase in the 23-24 academic year. This course seems to attract more racial and ethnic diversity.



Unduplicated Headcounts



Population: All students

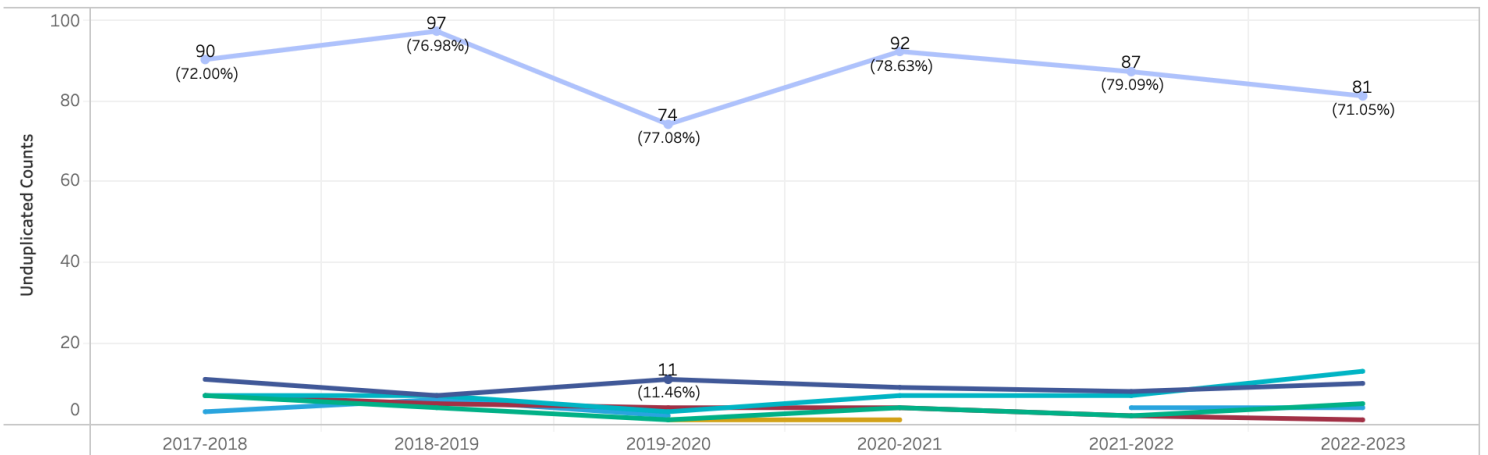


Division	Department	Subject	Course	Select Student Attribute	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					805 (100.00%)	797 (100.00%)	786 (100.00%)	939 (100.00%)	761 (100.00%)	732 (100.00%)
Liberal Arts	LANG	SPAN	SPAN 101	American Indian or Alaska Native	2 (0.25%)	1 (0.13%)	1 (0.13%)	3 (0.32%)	1 (0.13%)	1 (0.14%)
				Asian	66 (8.20%)	55 (6.90%)	44 (5.60%)	54 (5.75%)	47 (6.18%)	53 (7.24%)
				Black or African American	51 (6.34%)	46 (5.77%)	45 (5.73%)	90 (9.58%)	53 (6.96%)	62 (8.47%)
				Hispanic/Latino	573 (71.18%)	565 (70.89%)	603 (76.72%)	659 (70.18%)	559 (73.46%)	526 (71.86%)
				Native Hawaiian or Other Pacific Islander		2 (0.25%)	5 (0.64%)	6 (0.64%)	1 (0.13%)	3 (0.41%)
				Two or More Races	31 (3.85%)	28 (3.51%)	17 (2.16%)	25 (2.66%)	19 (2.50%)	9 (1.23%)
				Unknown	42 (5.22%)	44 (5.52%)	36 (4.58%)	35 (3.73%)	35 (4.60%)	26 (3.55%)
		White	40 (4.97%)	56 (7.03%)	35 (4.45%)	67 (7.14%)	46 (6.04%)	52 (7.10%)		

The Spanish for non native speakers course has the largest enrollment of Hispanic/Latino students and has remained consistent in the past six years. It seems to have had more participation during the pandemic. There is a lot more ethnic and racial diversity represented in this course, particularly, more Asian and White students. Several students fall under unknown and two or more races.



Unduplicated Headcounts



Population: All students

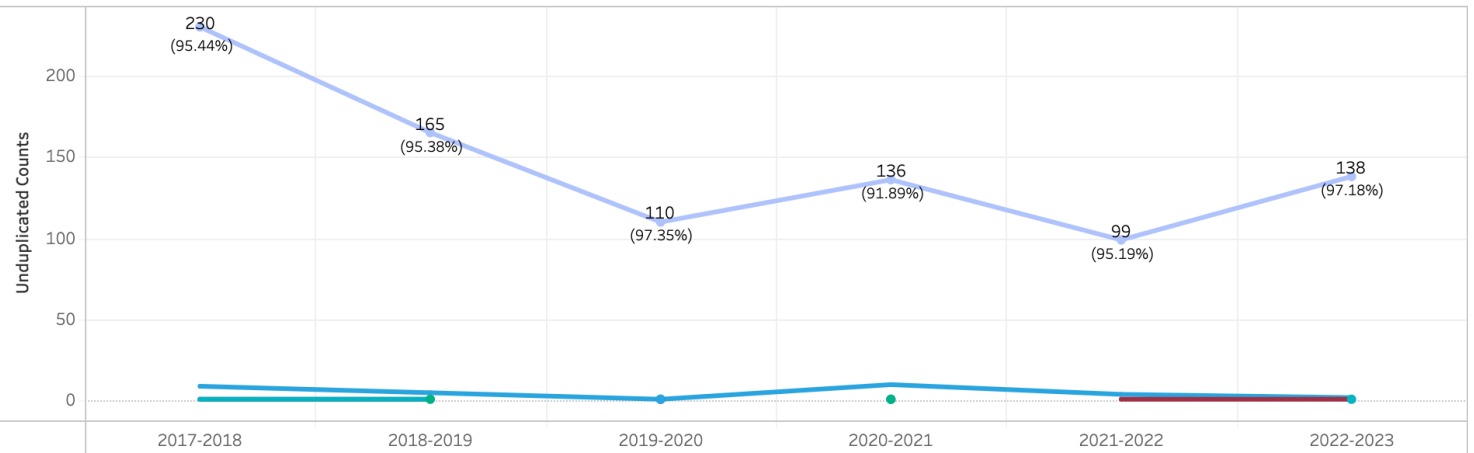


Division	Department	Subject	Course	Select Student Attribute	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					125 (100.00%)	126 (100.00%)	96 (100.00%)	117 (100.00%)	110 (100.00%)	114 (100.00%)
Liberal Arts	LANG	SPAN	SPAN 102	Asian	11 (8.80%)	7 (5.56%)	11 (11.46%)	9 (7.69%)	8 (7.27%)	10 (8.77%)
				Black or African A..	7 (5.60%)	4 (3.17%)	1 (1.04%)	4 (3.42%)	2 (1.82%)	5 (4.39%)
				Hispanic/Latino	90 (72.00%)	97 (76.98%)	74 (77.08%)	92 (78.63%)	87 (79.09%)	81 (71.05%)
				Native Hawaiian or..			1 (1.04%)	1 (0.85%)		
				Two or More Races	7 (5.60%)	5 (3.97%)	4 (4.17%)	4 (3.42%)	2 (1.82%)	1 (0.88%)
				Unknown	3 (2.40%)	6 (4.76%)	2 (2.08%)		4 (3.64%)	4 (3.51%)
				White	7 (5.60%)	7 (5.56%)	3 (3.13%)	7 (5.98%)	7 (6.36%)	13 (11.40%)

The second part of Spanish for non native speakers has a significantly lower head count than Spanish 101. The Hispanic/Latino ethnic identity remains the highest in the past 6 years and has more ethnic and racial identity represented but seems to lack as many Native Hawaiian students.



Unduplicated Headcounts



Population: All students

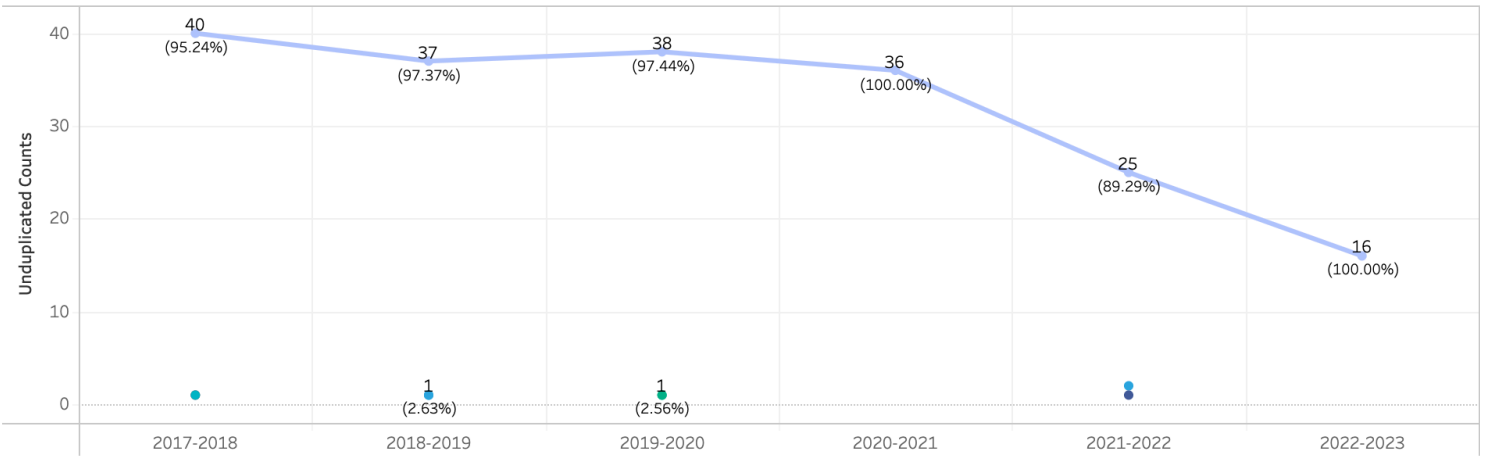
■ American Indian ...
 ■ Asian
 ■ Black or African ...
 ■ Hispanic/Latino
 ■ White
 ■ Two or More Races
 ■ 1
 ■ 230

Division	Department	Subject	Course	Select Student Attribute	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					241 (100.00%)	173 (100.00%)	113 (100.00%)	148 (100.00%)	104 (100.00%)	142 (100.00%)
Liberal Arts	LANG	SPAN	SPAN 111	American Indian or ..			1 (0.88%)			
				Asian			1 (0.88%)			
				Black or African A..		1 (0.58%)		1 (0.68%)		
				Hispanic/Latino	230 (95.44%)	165 (95.38%)	110 (97.35%)	136 (91.89%)	99 (95.19%)	138 (97.18%)
				Two or More Races	1 (0.41%)	1 (0.58%)			1 (0.96%)	1 (0.70%)
				Unknown	9 (3.73%)	5 (2.89%)	1 (0.88%)	10 (6.76%)	4 (3.85%)	2 (1.41%)
				White	1 (0.41%)	1 (0.58%)		1 (0.68%)		1 (0.70%)

Part one of Spanish for native speakers course has had a significant lower headcount in the last 6 years probably due to less sections offered and less full-time Spanish faculty and less students being bilingual in English and Spanish. More Hispanic/Latino students do enroll in this course. **There are less American Indian or Alaska Native, Asian, and Black or African American students represented in this course especially in the las two academic years.**



Unduplicated Headcounts



Population: All students



Division	Department	Subject	Course	Select Student Attribute	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					42 (100.00%)	38 (100.00%)	39 (100.00%)	36 (100.00%)	28 (100.00%)	16 (100.00%)
Liberal Arts	LANG	SPAN	SPAN 112	Asian					1 (3.57%)	
				Black or African A..			1 (2.56%)			
				Hispanic/Latino	40 (95.24%)	37 (97.37%)	38 (97.44%)	36 (100.00%)	25 (89.29%)	16 (100.00%)
				Two or More Races	1 (2.38%)					
				Unknown		1 (2.63%)			2 (7.14%)	
				White	1 (2.38%)					

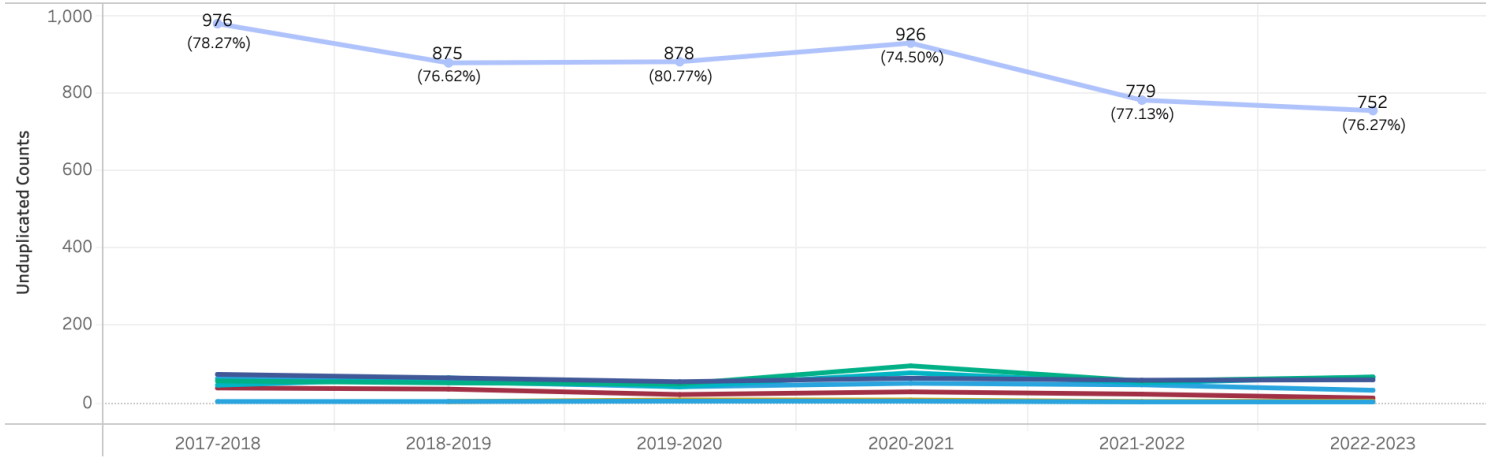
Part two of Spanish for native speakers course has had a significant lower headcount in the last 6 years probably due to less sections offered and less full-time Spanish faculty being available and less students being bilingual in English and Spanish. More Hispanic/Latino students do enroll in this course. **However, less Asian, Black or African American, white, and no American Indian or Alaska Native students represented in this course within the last six academic years.**

Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?



Unduplicated Headcounts



Population: All students

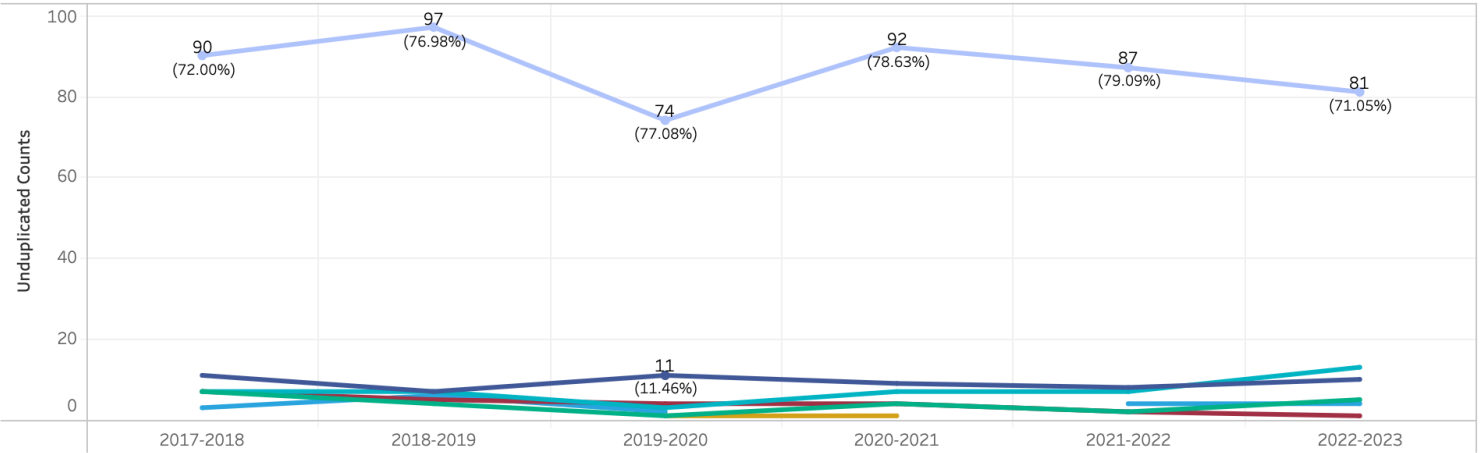
■ American Indian ...
 ■ Asian
 ■ Black or African ...
 ■ Hispanic/Latino
 ■ Native Hawaiian ...
 ■ White
 1 659

Division	Department	Subject	Course	Select Student At..	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year
Grand Total					1,247 (100.00%)	1,142 (100.00%)	1,087 (100.00%)	1,243 (100.00%)	1,010 (100.00%)	986 (100.00%)
Liberal Arts	LANG	SPAN	SPAN 101	American Indian or ..	2 (0.25%)	1 (0.13%)	1 (0.13%)	3 (0.32%)	1 (0.13%)	1 (0.14%)
				Asian	66 (8.20%)	55 (6.90%)	44 (5.60%)	54 (5.75%)	47 (6.18%)	53 (7.24%)
				Black or African A..	51 (6.34%)	46 (5.77%)	45 (5.73%)	90 (9.58%)	53 (6.96%)	62 (8.47%)
				Hispanic/Latino	573 (71.18%)	565 (70.89%)	603 (76.72%)	659 (70.18%)	559 (73.46%)	526 (71.86%)
				Native Hawaiian or..		2 (0.25%)	5 (0.64%)	6 (0.64%)	1 (0.13%)	3 (0.41%)
				Two or More Races	31 (3.85%)	28 (3.51%)	17 (2.16%)	25 (2.66%)	19 (2.50%)	9 (1.23%)
				Unknown	42 (5.22%)	44 (5.52%)	36 (4.58%)	35 (3.73%)	35 (4.60%)	26 (3.55%)
				White	40 (4.97%)	56 (7.03%)	35 (4.45%)	67 (7.14%)	46 (6.04%)	52 (7.10%)
				SPAN 102	Asian	11 (8.80%)	7 (5.56%)	11 (11.46%)	9 (7.69%)	8 (7.27%)

There has been a drop in enrollment in Spanish 101 but the Hispanic/Latino enrollment is still the highest. These figures should change now that two full-time Spanish faculty have been hired. All ethnic groups are consistently identified.



Unduplicated Headcounts



Population: All students

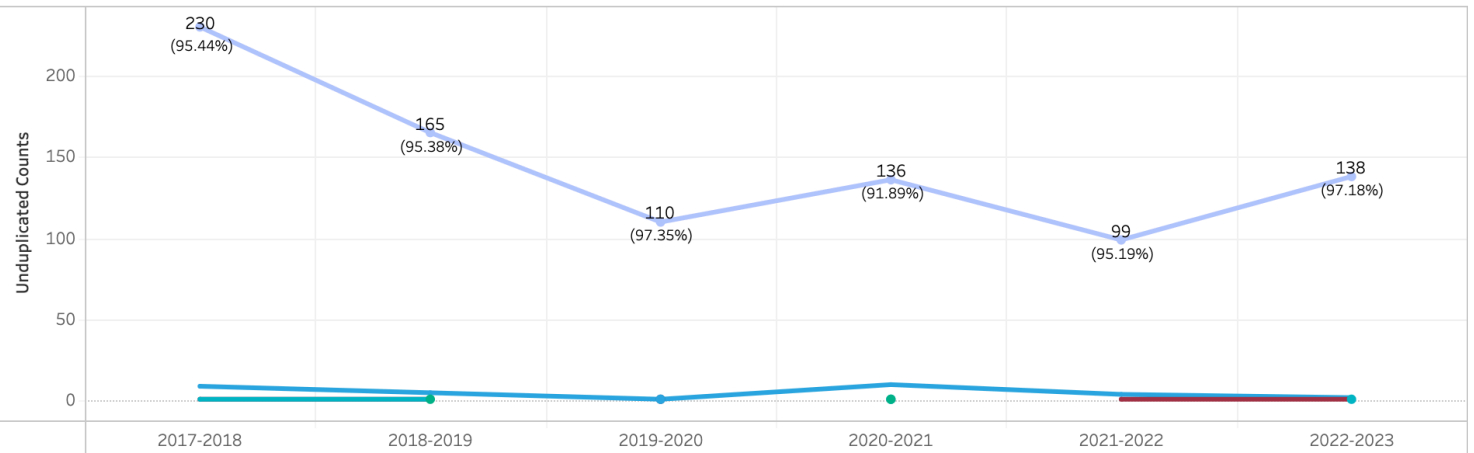


Division	Department	Subject	Course	Select Student Attribute	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					125 (100.00%)	126 (100.00%)	96 (100.00%)	117 (100.00%)	110 (100.00%)	114 (100.00%)
Liberal Arts	LANG	SPAN	SPAN 102	Asian	11 (8.80%)	7 (5.56%)	11 (11.46%)	9 (7.69%)	8 (7.27%)	10 (8.77%)
				Black or African A..	7 (5.60%)	4 (3.17%)	1 (1.04%)	4 (3.42%)	2 (1.82%)	5 (4.39%)
				Hispanic/Latino	90 (72.00%)	97 (76.98%)	74 (77.08%)	92 (78.63%)	87 (79.09%)	81 (71.05%)
				Native Hawaiian or..			1 (1.04%)	1 (0.85%)		
				Two or More Races	7 (5.60%)	5 (3.97%)	4 (4.17%)	4 (3.42%)	2 (1.82%)	1 (0.88%)
				Unknown	3 (2.40%)	6 (4.76%)	2 (2.08%)		4 (3.64%)	4 (3.51%)
				White	7 (5.60%)	7 (5.56%)	3 (3.13%)	7 (5.98%)	7 (6.36%)	13 (11.40%)

Hispanic/Latino enrollment is the largest in the Spanish for Non Native Speakers part two course. Although there is more ethnic and racial diversity, there have been less Native Hawaiian students in this course.



Unduplicated Headcounts



Population: All students

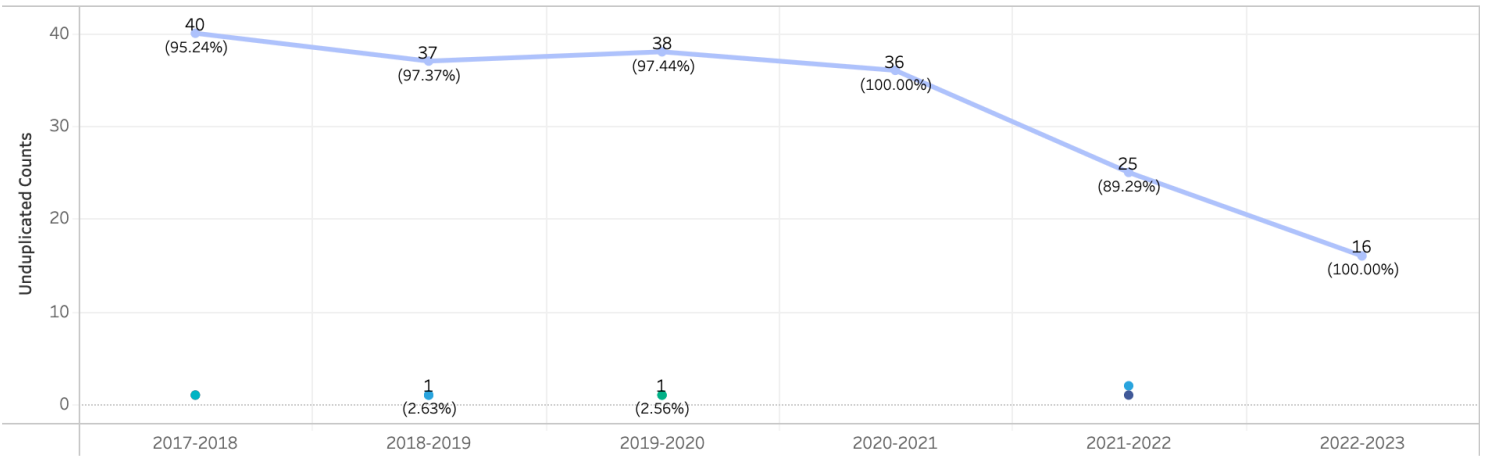
■ American Indian ...
 ■ Asian
 ■ Black or African ...
 ■ Hispanic/Latino
 ■ White
 ■ Two or More Races
 ■ 1 ■ 230

Division	Department	Subject	Course	Select Student Attribute	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					241 (100.00%)	173 (100.00%)	113 (100.00%)	148 (100.00%)	104 (100.00%)	142 (100.00%)
Liberal Arts	LANG	SPAN	SPAN 111	American Indian or ..			1 (0.88%)			
				Asian			1 (0.88%)			
				Black or African A..		1 (0.58%)		1 (0.68%)		
				Hispanic/Latino	230 (95.44%)	165 (95.38%)	110 (97.35%)	136 (91.89%)	99 (95.19%)	138 (97.18%)
				Two or More Races	1 (0.41%)	1 (0.58%)			1 (0.96%)	1 (0.70%)
				Unknown	9 (3.73%)	5 (2.89%)	1 (0.88%)	10 (6.76%)	4 (3.85%)	2 (1.41%)
				White	1 (0.41%)	1 (0.58%)		1 (0.68%)		1 (0.70%)

More Hispanic/Latino students enroll in Spanish 111 but there has been a significant drop in enrollment since 2017-2018. There is less ethnic and racial diversity in this course.



Unduplicated Headcounts



Population: All students

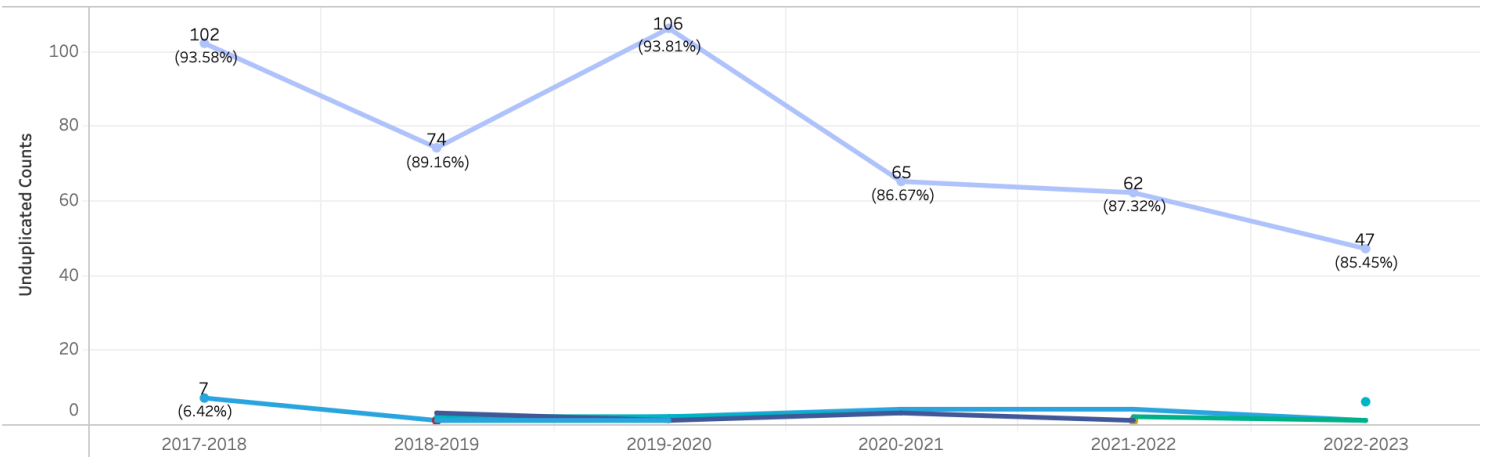
■ Asian
 ■ Black or African ...
 ■ Hispanic/Latino
 ■ White
 ■ Two or More Races
 ■ Unknown
 1 40

Division	Department	Subject	Course	Select Student Attribute	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					42 (100.00%)	38 (100.00%)	39 (100.00%)	36 (100.00%)	28 (100.00%)	16 (100.00%)
Liberal Arts	LANG	SPAN	SPAN 112	Asian					1 (3.57%)	
				Black or African A..			1 (2.56%)			
				Hispanic/Latino	40 (95.24%)	37 (97.37%)	38 (97.44%)	36 (100.00%)	25 (89.29%)	16 (100.00%)
				Two or More Races	1 (2.38%)					
				Unknown		1 (2.63%)			2 (7.14%)	
				White	1 (2.38%)					

Part two of Spanish for Native Speakers has had a drastic drop in enrollment since 2017 yet Hispanic/Latino is the largest group. These figures should increase now that there are two new full-time Spanish faculty hired.



Unduplicated Headcounts



Population: All students

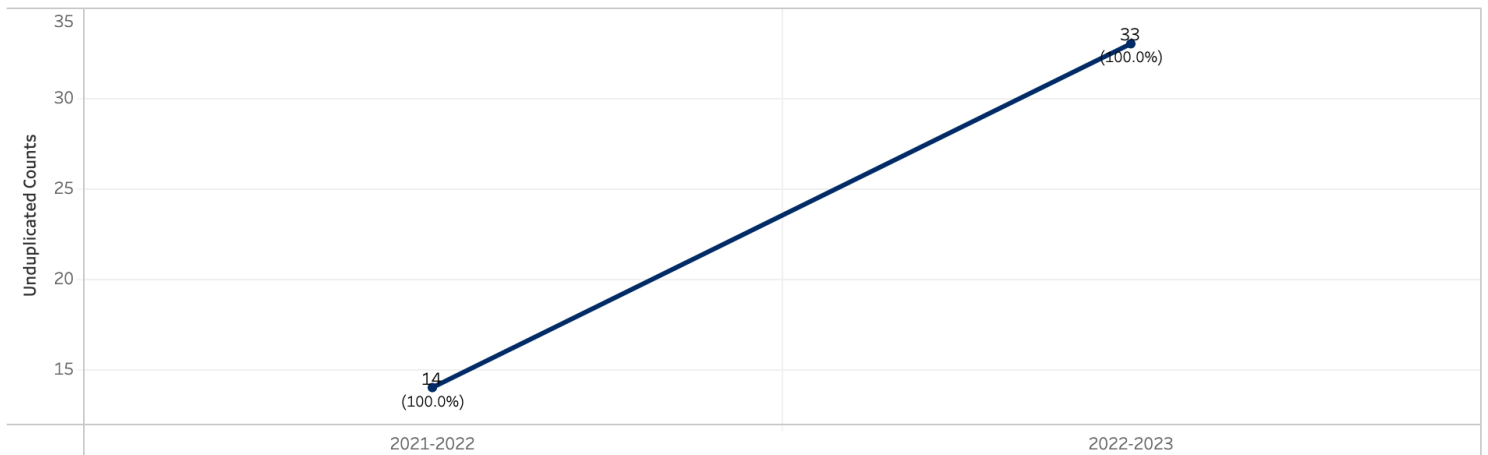
■ American Indian ...
 ■ Asian
 ■ Black or African ...
 ■ Hispanic/Latino
 ■ Native Hawaiian ...
 ■ White
 1 ■ 106

Division	Department	Subject	Course	Select Student Attribute	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					109 (100.00%)	83 (100.00%)	113 (100.00%)	75 (100.00%)	71 (100.00%)	55 (100.00%)
Liberal Arts	LANG	SPAN	SPAN 245	American Indian or ..		1 (1.20%)	1 (0.88%)			
				Asian		3 (3.61%)	1 (0.88%)	3 (4.00%)	1 (1.41%)	
				Black or African A..		1 (1.20%)	1 (0.88%)		2 (2.82%)	1 (1.82%)
				Hispanic/Latino	102 (93.58%)	74 (89.16%)	106 (93.81%)	65 (86.67%)	62 (87.32%)	47 (85.45%)
				Native Hawaiian or..					1 (1.41%)	
				Two or More Races		1 (1.20%)			1 (1.41%)	
				Unknown	7 (6.42%)	1 (1.20%)	2 (1.77%)	4 (5.33%)	4 (5.63%)	1 (1.82%)
				White		2 (2.41%)	2 (1.77%)	3 (4.00%)		6 (10.91%)

Introduction to Chicano/Mexican American culture is the introductory course for the AA and Certificate and one of the optional core classes for the Social Justice Studies ADT. This course has suffered a tremendous drop in enrollment since 2017. Hispanic/Latinos is still the largest group and more ethnic and racial diversity in this course. These numbers should increase now that there are two new full-time faculty. This class has only been offered online in the last few years but more in person sections were added this year due to new Spanish hires.



Unduplicated Headcounts



Population: Male students

All students

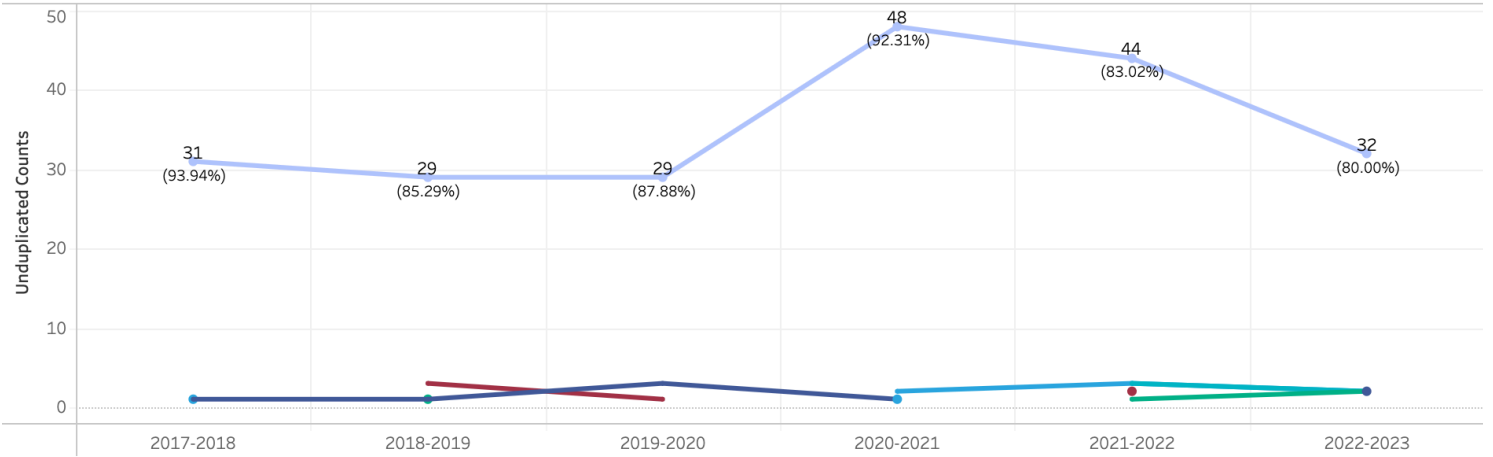


Division	Department	Subject	Course	Select Student Attribute	2021-2022	2022-2023
					Academic Year	Academic Year
Grand Total					14 (100.0%)	33 (100.0%)
Business, Humanities & Social Sciences	HIST	HIST	HIST 108	All students	14 (100.0%)	33 (100.0%)

The enrollment for Latino and Mexican Americans living in the US course has more than doubled in the last two years.



Unduplicated Headcounts



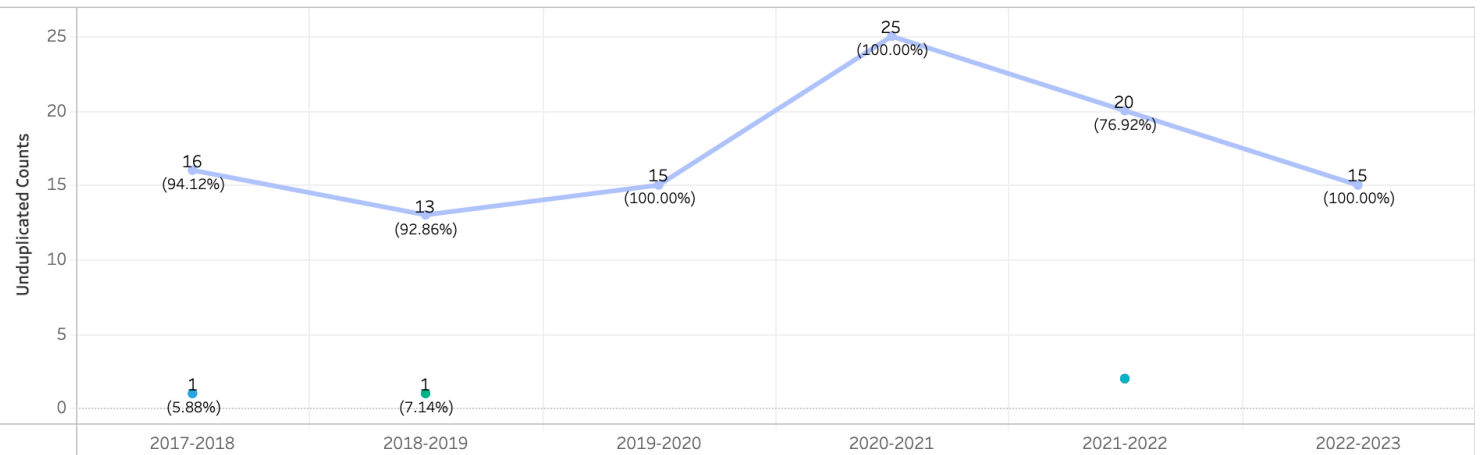
Population: All students

■ American Indian ...
 ■ Asian
 ■ Black or African ...
 ■ Hispanic/Latino
 ■ White
 ■ Two or More Races
 1 27

Division	Department	Subject	Course	Select Student At..	2017-2018 Academic Year	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year
				Two or More Races					2 (7.69%)	
				Unknown	1 (5.88%)				2 (7.69%)	
				White					2 (7.69%)	
				American Indian or ..				1 (3.33%)		
				Asian	1 (5.56%)	1 (4.76%)	3 (13.64%)	1 (3.33%)		2 (7.14%)
				Black or African A..					1 (3.33%)	2 (7.14%)
				Hispanic/Latino	17 (94.44%)	17 (80.95%)	18 (81.82%)	26 (86.67%)	27 (90.00%)	20 (71.43%)
				Two or More Races		3 (14.29%)	1 (4.55%)			
				Unknown				2 (6.67%)	1 (3.33%)	2 (7.14%)
				White					1 (3.33%)	2 (7.14%)



Unduplicated Headcounts



Population: All students

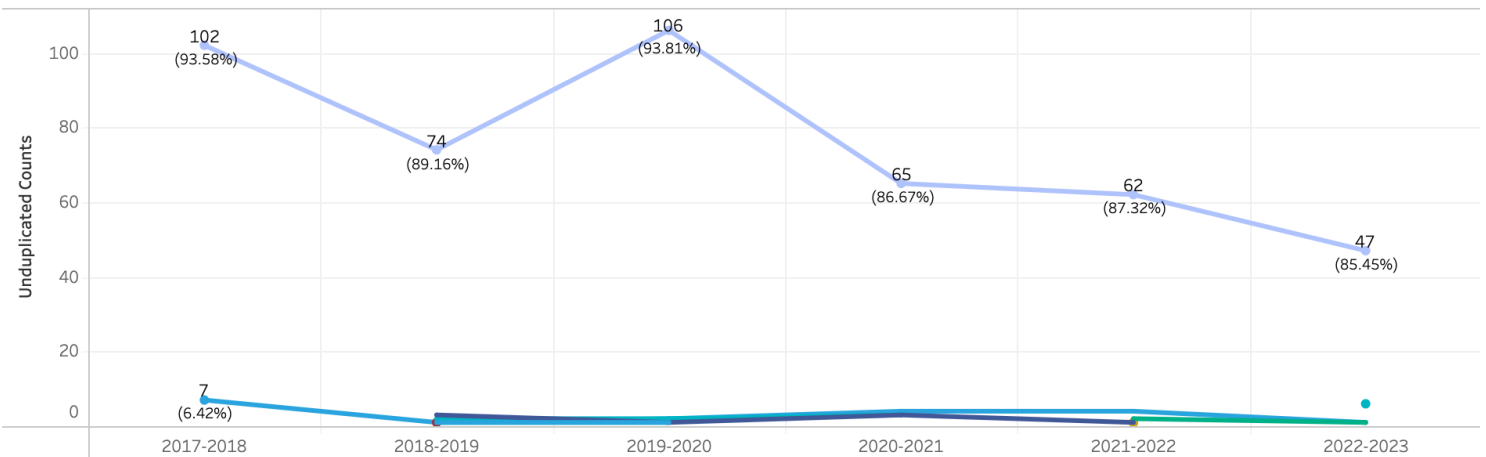


Division	Department	Subject	Course	Select Student Attribute	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					17 (100.00%)	14 (100.00%)	15 (100.00%)	25 (100.00%)	26 (100.00%)	15 (100.00%)
Liberal Arts	ENGL	ENGL	ENGL 223	Black or African A..		1 (7.14%)				
				Hispanic/Latino	16 (94.12%)	13 (92.86%)	15 (100.00%)	25 (100.00%)	20 (76.92%)	15 (100.00%)
				Two or More Races					2 (7.69%)	
				Unknown	1 (5.88%)				2 (7.69%)	
				White					2 (7.69%)	

The enrollment in Chicano Literature and Mexican Literature in Translation courses is significantly low but Hispanic/Latino students are the most represented. There have been less ethnic and racial diversity in these courses.



Unduplicated Headcounts



Population: All students



Division	Department	Subject	Course	Select Student Attribute	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					109 (100.00%)	83 (100.00%)	113 (100.00%)	75 (100.00%)	71 (100.00%)	55 (100.00%)
Liberal Arts	LANG	SPAN	SPAN 245	American Indian or ..		1 (1.20%)	1 (0.88%)			
				Asian		3 (3.61%)	1 (0.88%)	3 (4.00%)	1 (1.41%)	
				Black or African A..		1 (1.20%)	1 (0.88%)		2 (2.82%)	1 (1.82%)
				Hispanic/Latino	102 (93.58%)	74 (89.16%)	106 (93.81%)	65 (86.67%)	62 (87.32%)	47 (85.45%)
				Native Hawaiian or..					1 (1.41%)	
				Two or More Races		1 (1.20%)			1 (1.41%)	
				Unknown	7 (6.42%)	1 (1.20%)	2 (1.77%)	4 (5.33%)	4 (5.63%)	1 (1.82%)
				White		2 (2.41%)	2 (1.77%)	3 (4.00%)		6 (10.91%)

Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

The Hispanic/Latino ethnic identity continues to be the most represented ethnic group in all core classes for the AA Degree in Chicano Studies and the Chicano Studies Certificate of Achievement. This figure is representative of the general student population enrolled at Cerritos which is a Hispanic Serving Institution (HSI) for its 68% Hispanic/Latino demographic.

Many Hispanic/Latino students can also identify as American Indian or Alaskan Native. However, there are very few Hispanic/Latino(a) students who also claim their native or indigenous identity. This figure aligns with the overall population of the college and possibly the lack of a Native American Studies major. One fact to highlight is that people who identify as Hispanic/Latino/Chicano(a), are not considered a racial group but an ethnicity. The Hispanic/Latino/Chicano(a) ethnic identity is not based on race but rather mixed races that together make up the Hispanic/Latino/a identity. So, students who claim one or more races can easily also be counted as Hispanic or Latino because this particular ethnic identity intersects with the human race as a whole. The Spanish language does tie all the intersections of race that together make up the Hispanic/Ethnic identity. However, enacting equity and racial justice constitute the decolonialization of people who identify as Latino or Mexican American/Chicano/a. The Chicano (Mexicano) identity is strongly rooted on indigeneity or Mexica roots.

The Spanish 245: Introduction to Chicano/Mexican American culture head count is less than half than it was 6 years ago. This is the course which introduces students to the Chicano Studies AA Degree, certificate of achievement, the Chicano/Mexican American identity and culture. Not having as many students enrolled or sections offered consistently in different modalities significantly impacts enrollment and Chicano Studies degree and certificate completion. Perhaps adding more in person and online sections can increase head count. This does not reinforce PSLO 1 - 4.

The Chicano Studies 100 (Introduction to Ethnic Studies: Chicano Studies) was just approved. This introductory course will soon be offered and could be added to the AA and Certificate of Achievement while also meeting area F or 7 (Ethnic Studies) in general education criteria. This class will give our department more visibility and make our chicano Studies courses, programs of study, and certificate more appealing. Our department currently lacks an area F or 7 course and this weakens our presence in general education and Ethnic Studies. Ethnic Studies course outlines of record differ greatly to the content of a course outline of record for courses written prior to AB 1460 as is the case of Spanish 245, 101, 102, 111, and 112. (This affects PSLO 1-4)

A lot more students enroll in the level 1 Spanish courses (Spanish 101 or 111) perhaps to meet the UC foreign language requirement but not as many enroll in Spanish 102 or 112 and this too contributes to less degree or certificate completion. The level two courses have not been offered every semester and this affects completion. Not taking level two of each Spanish for non-native speakers or bilingual speakers does not help meet PSLO 1 or PSLO 3 nor degree or certificate completion. (This negatively affects PSLO 1-4)

Conversely, the head count for HIST 108/CS 108-History of Mexican and Latino Americans in the U.S. has almost tripled since 2021 but enrollment still remains relatively low and only one

student has currently declared the Chicano studies certificate as an educational goal. Perhaps adding more online sections and promoting the certificate of achievement under the LCP page will increase head count and Chicano Studies certificate of achievement completion. This will strengthen PSLO 1-4 and entice more students to also pursue the CS major and seek to complete our Social Justice Studies AA-T ADT.

With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

With regards to success and retention rates, the Chicano Studies Department is planning to close performance gaps and address student equity by continuing to put pressure on the administration to hire full-time Chicano Studies faculty to teach in the Chicano Studies department and truly teach Ethnic Studies in Chicano Studies classes. We need support. Our students are primarily Hispanic or Latino and the college has been perpetuating a gap rather than bridging the gap by not hiring full-time faculty to strengthen their ethnic identity and roots.

Chicano Ethnic Studies is sustainable pedagogy and sustainability is crucial to their wellness, success and the success of our institutions. In person classes as in the case of History/CS 108 have shown success but adding more online sections as well can contribute to the Chicano Studies CTE certificate completion and then degree completion in Chicano Studies awards. If this history class was only prefixed as CS, our department can gain more FTE and students could seek the CS Certificate of Achievement. We also notified the Guided Pathways coordinator to add the CS Certificate of Achievement to the Guided Pathways maps. This certificate was not being advertised by the college on the Guided Pathways program maps and we recently requested this be added for visibility. With more full time faculty and more CS courses, we can offer more in person or online sections in our high schools through dual enrollment, detention centers, or non-traditional institutions such as non-profits or community education. We can also seek to offer these courses in Spanish.

We plan to work more closely with the LCP success team to ensure students who declare Chicano Studies as a major see a Counselor as soon as possible. Each student will have a comprehensive educational plan as soon as they declare Chicano Studies as a major. A lot of the Chicano Studies majors do not enroll in and or pass English, Math, or Chicano Studies core classes. This affects degree or certificate completion and success rates. We think engaging them with the Hispanic Association of Colleges and Universities (HACU) and on campus activities can help contextualize learning and enhance their career development. Ethnic Studies as in the case of Chicano Studies classes can also help with overcoming the imposter syndrome and gain a sense of belonging to their ethnic community in the fields where Hispanics or Latinos remain underrepresented like Science Technology Engineering and Math (STEM) careers. We will contact our Chicano Studies students via email so they follow us on facebook and instagram and work with our LCP team.

Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.

The programmatic changes based on the IERPG data will be to add more degrees, more Chicano Studies classes that will be housed in the Chicano Studies Department. We hope that these classes will constitute the future Ethnic Studies ADT and having more Chicano Studies classes under area F and 7 on CalGETC will increase our sections, Full Time Enrollees (FTE) and the Chicano Studies department chair can have more release time and full time faculty to focus on teaching, developing, and growing our department and award offers. The current Chicano Studies AA degree and certificate were a good start to re-activate the CS department. However, it is vital that we move beyond this point and establish degree programs that are on the best interest of the students in terms of ADT degrees in Ethnic Studies focussed on the Chicano Studies area housed in the Chicano Studies department. Establishing an Ethnic Studies center with equipment, staff, and a budget will help bloom our department and increase student success and engagement. We will add open educational resources, pass/no pass course options, and encourage faculty to grade using the equity scale to increase enrollment and make our program success more sustainable for faculty and students.

Curricular Course Review : Version by **Hurtado, Henrietta** on **11/20/2023 21:51**

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

Our current degrees and certificates are interdisciplinary. This is our first program review. From now on, each faculty in the CS committee representing the core courses not housed in the Chicano Studies department or prefixed as CS will contribute this information. However, each course's SLO should be evaluated every 3 years as a department but each faculty member has to evaluate CSLO.

In the last years, the department has began writing Chicano Studies prefixed courses. These courses are CS 101, 298, 299, and 100. Out of these, only CS 101 is being offered since fall 2022. The course SLO have been evaluated every semester since and we hope to see better SLO outcomes in the future as we hire more faculty and offer more sections. This course is one of the core classes for the Social Justice Studies Chicano Studies Area of Interest ADT. This degree is pending chancellor's approval.

CS 100-Introduction to Ethnic Studies: Chicano Studies was just approved by curriculum as UC general education and submitted to the chancellor's office for general education or area F/7 approval. When offered, the course too will be evaluated every semester and every 3 years as a department.

Explain any course additions to current course offerings.

As mentioned, in the last years, the department has begun writing Chicano Studies prefixed courses. These courses are CS 101, 298, 299, and 100. Out of these, only CS 101 has been offered since fall 2022. The course SLO have been evaluated every semester since. This course is one of the core classes for the Social Justice Studies Chicano Studies Area of Interest ADT. This AAT degree just received approval and will be added to the 23-24 Cerritos College Catalog Addendum. This course has only been offered online and is supposed to also include a community based learning project but this has not been taking place because we lack the proper resources to enable students to offer placement and mentoring as they contextualize their community based learning. This will change soon.

CS 100-Introduction to Ethnic Studies: Chicano Studies was approved by curriculum and submitted to the chancellor's office for general education or area F/7 approval. When offered, the course will also be evaluated every semester and every 3 years by the department.

These new Chicano Studies courses represent the stages our program has gone through. We started as an AA in Chicano Studies, then added a Chicano Studies certificate of achievement which makes our program also CTE. Unlike our AA or proposed AA-T ADT, this certificate of achievement in Chicano Studies also includes a History class (Hist 108/CS 108).

We plan to write more CS courses that can also meet Chicano Ethnic Studies criteria to constitute the new and upcoming Ethnic Studies ADT degrees in Chicano Studies and area F/7.

Explain any course deletions and inactivations from current course offerings.

We have not deactivated any courses. However, some of our elective course offerings for the Chicano Studies AA degree have not been offered. For example, HO 100-The Health of Underserved Communities has not been offered because the course is not a core class for any degree or certificate program and this causes low course enrollment and course cancellation. The HO 100 course only meets general education and is housed in the Health Occupations Division. The INST 100-Principles and Strategies for Problem Solving is housed in the Psychology department but is not a core nor general education class for any of the programs of study housed in the Psychology department (Psychology, Mental Health Worker). The INST 100 course has also not been offered in a very long time even after it was revised by the course author. This course can be taught by Counseling faculty. These two courses have a community based learning component and community based learning is considered civic engagement-a high impact practice which is known to close equity gaps when the community based learning has been contextualized in the Hispanic/Latino/Chicano community. Perhaps cross listing these two can help enhance our general education offerings.

Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

- **Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?** Some of our core course offerings for the Chicano Studies AA degree have not been offered every semester and this affected degree completion. Also, not all Chicano Studies majors have a comprehensive student educational plan nor enroll in or pass English, Math, or core degree or certificate classes.

- **How has degree and/or certificate completion changed over time?** Degree completion has almost remained the same. No Chicano Studies Certificate of Achievement have been completed by Cerritos College Students yet. We have reached out to the Guided Pathways Coordinators to add the certificate to the program maps online. This was approved a year and half ago and we have no publicity via learning and career pathways maps or completions yet.
- **Are there sufficient completers compared with the size of your program?** It is all relative. Based, on our conditions-yes. According to the Academic Affairs records, 14 active students declared the Chicano Studies degree as a goal. In the past, we have very little support from the administration and practically no budget. We expect area F/7 (Ethnic Studies), the approval of the Social Justice Chicano Studies ADT, new Chicano Studies curriculum, and the new Ethnic Studies Chicano Studies and Comparative Ethnic Studies ADT, will establish a robust and revamped Chicano Studies Department. We have had 4 deans since the fall 2021. Lack of leadership and support also affects sustainability of students, faculty, and department success.

NOTE: the department has been submitting a unit plan but due to systematic issues with access to SLO information from IERPG, we have not been able to retrieve SLO data embedded in our unit plans' SLO because we are interdisciplinary. IERPG staff had to manually retrieve this data for us until this point as we were getting our first program review report together. The Chair of the IPR committee recently mentioned at senate that all faculty, not just department Chairs, need to be properly trained on how to participate in and complete unit and program review reports.

Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

Although the Chicano Studies Certificate of Achievement is considered a CTE program. There are no licensure or certification exams required for the Chicano Studies Certificate of Achievement completion or career entry. However, community based learning and Spanish language skills does have an impact on transformational learning, career success, placement, scholarship awards, and admission to programs or transfer institutions such as the UC system.

Program Reflection

Six-Year Program Reflection : Version by **Hurtado, Henrietta** on **11/20/2023 21:51**

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

With 68% Hispanic/Latino(a) enrollment, Cerritos College is a Hispanic Serving Institution (HSI). The Cerritos College Chicano Studies department's mission aligns with the college's demographics, mission, vision, values, and philosophy but the college does not align with the department's nor CSU Ethnic Studies mission and goals yet. We need full-time Chicano Studies faculty and more CS only prefixed courses. The faculty teaching Chicano Studies courses are part-time only. However, our part-time faculty does hold Master's degrees in the Chicano Studies discipline or field and are housed in the Chicano Studies Department.

Consequently, since the Chicano Studies Department was originally re-activated as an interdisciplinary studies department, most of the current faculty teaching the courses, hold full or part-time teaching assignments outside the Chicano Studies discipline, and department. This format, does not serve the best interest of the Chicano Studies Department's Ethnic Studies status nor student degree or certificate completion. Also, some of the core courses for the degree were not offered every semester in the last years and this affected how many students completed the AA degree.

The home division for the Chicano Studies Department is Humanities and Social Sciences. However, the core curriculum for the Chicano Studies AA Degree consisting of Spanish and English courses. The Spanish courses housed in the Liberal Arts Division are housed in the Modern Languages (not the Spanish Department), and English under the English departments. Like most degrees, the general education or elective curriculum for the Chicano Studies AA Degree and Certificate of Achievement, and recently approved Social Justice Studies: Chicano Studies AA-T ADT, are also interdisciplinary and are made up of courses housed in other academic and student services divisions with the exception of CS 101: Introduction to Social Justice. We expect transformation when our future new Ethnic Studies Chicano Studies Area of Emphasis Associate of Arts Degrees for Transfer ADT degrees and certificates' core curriculum are all prefixed as Chicano Studies (CS).

The department is transitioning from an interdisciplinary AA Degree, to Social Justice Studies: Chicano Studies ADT, Career and Technical Education (CTE) Chicano Studies Certificate of Achievement, to Ethnic Studies Chicano Ethnic Studies Area of Emphasis ADT. The Chicano Studies department's faculty committee currently meets remotely on the fourth Thursday of the month at 11-12:15PM and holds remote or in-person cultural events when time and funding from sources such as Associated Students or the Latinx Heritage Month committee allow.

Six years ago, the department sought to add the CS prefix to our curricular offerings so that Chicano Studies courses could be easily distinguished on schedule plus and our catalog. Just two years ago, the Chicano Studies major and department name was added on people soft so that Counseling faculty could design Chicano Studies comprehensive student educational plans and we could retrieve discipline specific data. Since then we have been slowly working on adding new CS prefixed curriculum. Something that positively impacted the Chicano Studies Department's function was that as of the fall 2022, the department hired one Chicano Studies Instructor because we did get one of our courses chancellor approved. We were able to offer our first Chicano Studies prefixed class (Chicano Studies 101: Introduction to Social Justice). We made the course available online as a second 15 weeks class and the course filled successfully. Because of this success, we were able to hire a second part-time Chicano Studies Instructor and add a second section of CS 101 for the Spring 2023 semester in person. Our online courses fill quickly, whereas our in person section did not. Yet we realize the college is still in recuperation mode post COVID-19 and students like having the option to take online courses. We hope in person courses become easily filled in the near future. Also, adding open educational resources (OER), and Pass/No pass grades will make our options and courses more sustainable.

To add experiential learning opportunities for students, the chair attended the HACU conference during the fall 2022 and offered an in person pre-conference HACU HNIP information session at Cerritos College. Cerritos College is a Hispanic Serving Institution or HSI. The college will effectively serve its community that is represented in its 68% Hispanic/Latino(a) by hiring full time Chicano Studies Professor. In turn, this will strengthen the department and all of the college's institutional SLO, PSLO, and course SLO. Cerritos College needs to embrace its Hispanic Serving Institution (HSI) designation and those who sustain the college financially and primarily those who ethnically identify as Hispanic/Latino(o). Our community is predominantly bilingual in English and Spanish with Spanish being their native language and their cultural roots emanate from pre-Hispanic, Hispanic, and Chicana(o) or Latino(x) living in the U.S. We need full time Chicano Studies faculty to generate full time students and more Chicano Studies majors and Ethnic identity and awareness.

The department chair attended the HACU conference in the fall 2022, but Cerritos College, an HSI, has not yet re-activated its HACU membership so that Cerritos College students and the community can benefit from the visibility and networking opportunities this organization permits like grant funding available for HSI. The department plans on joining a newly formed HSI committee to expand and acknowledge the college's HSI status.

It would best serve the department if we hire **full time Chicano Studies Instructors** to teach more sections of Chicano Studies classes. As a result, Full-Time Chicano Studies faculty can lead the department and the discipline in a sustainable and functional way while given a reasonable amount of release time and support to write more curriculum for Chicano Studies and help develop the program to its full capacity. The department predates the current Chicano Studies department but I believe the reason Chicano Studies was once deactivated was because of lack of full time faculty and community support for the discipline and the needs of an HSI.

The reactivation of the program took time in terms of sabbatical and then committee work to re-activate the department. One would think that since the program has been around since the 1970s, it would be robust and have full-time faculty and plenty of Chicano Studies curricular offerings and extra-curricular activities but this is not the case due to lack of support. This is

regrettable.

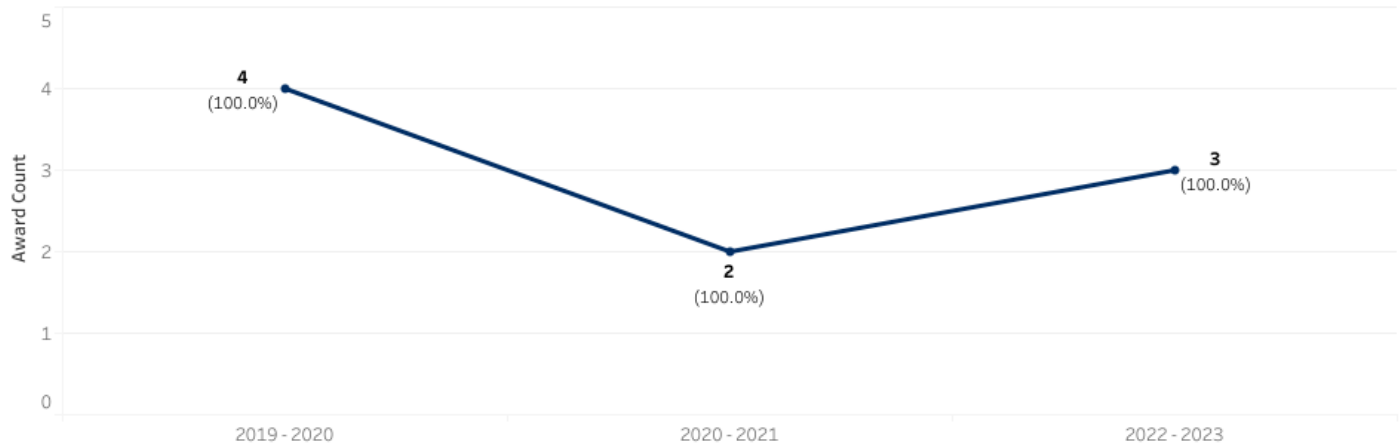
Our current Chicano Studies Department faculty and committee members are great. They are inspiring activists and supportive, committee members. However, most of us are very committed to our respective disciplines, teaching assignments, in support of their departments and disciplines. This reality barely allows us to provide support for the additional activities and time it takes to grow and sustain such a significant department as is the Chicano Studies. The chair has to attend meetings, trainings, conduct hiring, serve as webmaster, complete unit plans, Institutional Program Review, SLO plans, evaluations, attend, cultural events, travel, offer professional development, complete scheduling, grant writing, with only 10% release time. This is not sustainable. The Chicano Studies Chair needs more release time.

Also, it would be best if the department faculty committee met at a different time because our department meeting often happens while the Liberal Arts division faculty meet and this limits full time Spanish and English faculty attendance to our department meetings or events. It is important that the Chicano Studies department chair, be given the opportunity to attend the Chairs Council meeting. These meetings often conflict with our own department meeting or the union's public e-board meeting.

We urge our Cerritos College leadership to take a stand and provide the immediate support to run a sustainable and functional Chicano Studies department by hiring full time Chicano Studies faculty and offer support for faculty and the chair in the form of reasonable release time or stipends, classified staff, space, and a budget to partner with other institutions and organizations to support our students learning and success. A permanent dean of Humanities and Social Sciences is also a fair request after so many changes since the spring of 2021. What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

Summary

"What is the Number of Awards awarded by academic year?"



Award Category	Award Type	Student Attribute	2019 - 2020	2020 - 2021	2022 - 2023
Associates Degrees	Associate of Arts	All students	4 (100.0%)	2 (100.0%)	3 (100.0%)
Grand Total			4 (100.0%)	2 (100.0%)	3 (100.0%)

Student Population: All students Student Attribute Group: All students Awards Count Value: Number of Awards

The six-year trend of degrees and certificates awarded is

To help increase the number of students who acquire Chicano Studies degrees and or transfer, the department sought to hire full time faculty, write and offer more CS prefixed courses, write new CS curriculum for area F, increase community based learning opportunities, participate in dual enrollment, and partner with community and adult education. We also need staff, space, and a strong marketing plan and collaboration among committee members to support one another during outreach events we need resources in place to promote our offerings. Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

We believe the pandemic and having less full-time Spanish faculty has affected the program and having 4 different deans in less than 2 years. Also, most of the current Chicano Studies AA degree and Certificate of Achievement courses are not prefixed as Chicano Studies (CS) nor housed in the Chicano Studies Department. Some of the core requirements for the AA were not offered and this affected how many degree completers we had. Students do not connect courses not prefixed as Chicano Studies as part of a degree in Chicano Studies but rather Spanish, English, or History. This does not help the department in terms of visibility, promotion, nor generating its own FTE. We have no funding support as a result of not having enough FTE. We did begin offering our first Chicano studies course but this course does not meet criteria for an Ethnic Studies class nor contributes to the ADT because the Social Justice Studies Area of Interest ADT was barely approved fall 2023. Students want a AA degree that also offers the option to transfer to the CSU as in the case of earning an ADT. We do not have sufficient degree completers nor a transfer program and this puts our program as general education rather than the target degree and transfer goal for any student. All Chicano Studies majors do not have comprehensive student educational plans, enroll in English or Math and do not pass basic skills classes the first time. Without a comprehensive student educational plan, students can't have a realistic educational goal or plan of action.

Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

The Chicano Studies Department Chair attended Hispanic Association of Colleges and Universities (HACU) conference in the fall 2022 and plans to attend the October 2023 as well the HACU capitol Hill forum in the Spring 2023. In addition, the department chair and a Chicano Studies faculty attended the Xicano Institute for Teaching and Organizing Ethnic Studies (XITO) conference in Tucson, Arizona in June, 2023. The current chair would like to enroll in more Chicano Studies Courses and Chicano Studies curriculum design trainings as time and funding permits.

Department faculty have published research regarding the effects of the COVID-19 pandemic on the Latinx community and Latino history articles. One of our faculty members is the chair of the Center for Teaching Excellence and organizes equity minded professional development trainings for Cerritos College faculty.

Provide a status update on goals from the last program review cycle.

This is the first time the Chicano Studies Department and its programs of study are going through program review. Our goals are informed by our unit plans and this program review cycle and data analysis. IERPG SLO data was not accessible via elumen in the past and we have been having a very challenging time securing guidance from SLO leadership and the office of IERPG. We finally received access to SLO data and training by IERPG only a day before the due date for this first draft and none for our priorly submitted unit plans. Although vital, our department performs on survival mode due to the poor infrastructure and lack of support by the administration.

If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

This is our first review cycle since the department was activated.

Resource Requests

Faculty Resource Request(s) : Version by **Hurtado, Henrietta** on **04/04/2024 19:31**

Hire full time Chicano Studies faculty (Goal 1): Cerritos College is 68% Hispanic/Latino(a). This makes the college a Hispanic Serving Institution. The Chicano Studies department fully represents the demographics in our community as well as its needs. Our students need Chicano Studies faculty that represent both their ethnicity and culture. The Chicano Studies department is committed to growth through closing equity gaps and has partnered with Educational Partners Dual Enrollment and the Division of Equity's Justice Scholars program at "Los Padrinos" Juvenile Hall and Los Angeles County Office of Education (LACOE) to increase degree completion and end the pipeline to prison issue in our youth.

Program/Department/Division:

Chicano studies Department/Social Justice Studies: Chicano Studies, Chicano Studies/Humanities and Social Sciences Division

Title of instructor position:

Chicano Studies Instructor(s)

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical: It is critical we hire full time Chicano Studies faculty because Cerritos College is 68% Hispanic/Latino(a). There is demand for Chicano Ethnic Studies curriculum and faculty to teach the classes. Our department will best function with full-time Chicano Studies faculty. Our community is in dire need of Chicano Studies classes and the department needs to offer enough sections of CS 101 and CS 100 at the local high schools through dual enrollment and at the Los Padrinos Juvenile Hall to grow and increase completion as well as end the pipeline to college issue.

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

New position (s)

Cost estimate:

\$160,000.00 x 3 = \$480,000.00

Occurrence:

- Recurring expense
- One-time augmentation

Recurring

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General Fund/Grants

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

The Chicano Studies Department was active at Cerritos College since the 70s and was later de-activated due to lack of institutional support. In approximately 2015, the department was re-activated by a group of Cerritos College faculty. Currently, only the Chicano Studies Department Chair has and is currently writing Chicano Studies curriculum and has secured support from past HSS Deans to hire Part-Time Chicano Studies faculty. The Chicano Studies department's mission aligns with the college's mission, vision, values, and educational philosophy.

However, as a Hispanic Serving Institution (HSI) Cerritos college does not align with the Chicano Studies department's mission, values, goals, and objectives yet. The faculty currently teaching Chicano Studies courses are only part-time. However, they do hold Master's degrees in the Chicano Studies discipline and are housed in the Chicano Studies Department. Since the Chicano Studies department was re-activated as an interdisciplinary studies department. This means that most of the current department's full-faculty teach the core courses which makeup the Chicano Studies AA, certificate of achievement, and the pending Social Justice Studies: Chicano Studies Area of Emphasis ADT, hold positions housed outside the Chicano Studies Ethnic Studies discipline, and department. Since the courses are housed outside our department, we can't count those FTE, only the CS courses only offered since the fall 2022 to present.

The Chicano Studies Department's Academic Programs of Study and multicultural activities supports the Cerritos College Mission statement by fulfilling its educational master plan's goals through the following actions:

GOAL A-STRENGTHENING THE CULTURE OF COMPLETION: "Choosing Chicano Studies" presentations or Counseling faculty trainings on, "What Can I Do With a Major in Chicano Studies" presentations for the Social and Behavioral Sciences Learning and Career Pathways, partnerships with the Cerritos College Transfer Academy, Undocu-ally Advisors, PUENTE, EOPS, and the Success Center. The Chicano Studies AA Degree is compatible with plan B and IGETC (CalGETC). Students have the option to transfer to CSULB, LA, Dominguez Hills, and Loyola Marymount University. The Chicano Studies Department is working on implementing an online Chicano Studies Department and course offerings. Online education has proven to be more than a solution but rather an equitable and accessible resource for our students especially those participating in dual enrollment, which is where the growth is.

GOAL B- ENSURING PROGRAM ALIGNMENT BY STRENGTHENING PARTNERSHIPS: Sought support from public affairs and the chair together with department faculty participates in the Cerritos College and CSULB Ethnic Studies Collaborative committee along with the Black/Africana Studies Department Chair, the Cerritos College Faculty Senate Vice President, former Chicano Studies Department Chair, professor of Span 245: (Intro. to Chicano/Mexican American Culture), and our Chicano Studies Instructors. Attended Area "F" and Ethnic Studies OER curriculum related trainings and discussions sponsored by the ASCCC, the Cerritos College curriculum committee, faculty senate. The Department Chair is serving her second term as the ASCCC Latinx Caucus Co-Chair, attended the Hispanic Association of Colleges and Universities (HACU) annual conference, and has completed OER Chicano Studies courses through the "Colegio Chicano Del Pueblo" (The People's Chicano College). Taking Chicano Studies classes has helped gain experience and set a foundational knowledge to write Chicano Studies curriculum rooted and grounded in the Chicano Studies discipline. Adding dual enrollment Chicano Studies classes will most definitely ensure our program is in alignment by strengthening partnerships.

GOAL C-PROMOTING LEADERSHIP AND STAFF DEVELOPMENT: The Chicano Studies Department Chair is an EOPS Professor of Counseling, a former Cerritos Community college senator, and the ASCCC Latinx Caucus Co-Chair. She is an active participant of HACU's initiatives. She is also the Cerritos College Faculty Federation's (CCFF) Communications Chair. The Department Chair attends ASCCC plenaries or trainings, and board meetings to keep abreast with changes affecting AB 1460 (Ethnic Studies) related matters as well as policies and initiatives affecting community college faculty and students. Two of the Chicano Studies Department faculty advise and collaborate with the "Movimiento Estudiantil Chicano De Aztlan" De Cerritos Service Club (MEChA). Together they provide culturally relevant as well as community based learning events or displays like Dia De Los Muertos. MEChA de Cerritos Club members were recruited from the EOPS Counseling 150 (Dynamics of Leadership) class via FalconSync.

GOAL D-IMPROVING INTERNAL AND EXTERNAL COMMUNICATION: The Department meets once a month and the chair attends the Humanities and Social Sciences Division's Chairs and division meetings. The Chicano Studies Department Chair has developed the Cerritos College Chicano Studies Newsletter. The newsletter is sent to the campus community, students, and off campus network. In collaboration with the Liberal Arts Division's Dean and support staff, the Chicano Studies Chair has updated the department's website, established a department email address, a team's folder, and is upgrading marketing materials. The department faculty communicate via canvas and Microsoft teams, email, as well as Facebook and Instagram. She is also the Cerritos College Faculty Federation's (CCFF) Communications Chair and regularly attends Academic Senate meetings in support of Chicano Studies and the academic body.

GOAL E-UPGRADING EDUCATIONAL INFRASTRUCTURE: The Chicano Studies Department Chair has co-written the Introduction to Social Justice class together with the Black/ Africana Studies Department Chair, curriculum co-chairs, and Social Sciences faculty to help build capacity to expand into four American Ethnic Studies Departments (Black/Africana Studies and Chicano Studies) through curriculum and program development. The department Chair is working with the curriculum chairs and articulation officer to develop the TMC and course C-IDs in Ethnic Studies Chicano Studies area of emphasis ADT, and the Comparative Ethnic Studies ADT for CalGETC or the current plan "C" which will become the only student transfer pathway framework for UC/CSU/Private, and out of state institutions in the Spring 2023 semester.

GOAL F-ENHANCING ORGANIZATIONAL EFFECTIVENESS: Establish the parameters together with faculty senate to strengthen the existing ethnic studies departments (Chicano Studies and Black/Africana Studies), and help establish new ethnic studies departments (Native American and Asian American Studies) through resolutions to sustain the existing Ethnic Studies Departments and their curriculum. Partnered with HACU. The department plans to launch an online Chicano Studies Department.

As an honored equity champion for awarding transfer degrees for Latinx students and ranking number 7 out of 100 Hispanic Serving Institutions in the US, Cerritos College and its Chicano Studies Department is a Hispanic Serving Institution's (HSI) strategic initiative. According to the Cerritos College public affair's Facts at a Glance (2022) report, 68% of our students identify as Hispanic/Latino. The equity report delivered at the Equity Division's retreat revealed data affirming that Cerritos College Hispanic/Latino males remain underrepresented and do not reach degree completion nor transfer to four-year institutions.

The passing of AB1460 proved that implementation of this law, requires students complete an Ethnic Studies course representing the four major American Ethnic groups. To prove this fact, Hispanic students who often ethnically identify as Chicano or Latino, represent 68% or more of the Cerritos College students. Yet, the college has failed to close the equity gap by neglecting to hire a full-time Chicano Studies Instructor who can continue to teach housed in the Chicano Studies Department while writing more Chicano Ethnic Studies curriculum that aligns with most of our students' ethnic identity formation as a solid foundation for success in college and career.

For example, a Chicano Studies (CS) course will introduce most of our students through: surveying the origins of Chicana/o Studies as a foundational area of Ethnic Studies in relation to contemporary Chicana/o/Mexican-American culture. Critical analysis is placed on the development of the field in Ethnic Studies as an academic discipline and critical theories of racialization and intersectionality. A socio-political constructivist approach will examine a range of identity-making cultural expressive arts in the form of travel, murals, theatre, fairs, festivals, film, literature, food, music, comedy, dance, religion, incorporated into celebrations. This Ethnic Studies Chicano studies course is intended for students interested in applying learning through Chicano/Ethnic Studies, all majors, career interests, and or for personal and career development.

According to the US census bureau, the Chicano/Latino ethnic identity category represents the integration of all the world races also enrolled at Cerritos College and the globe. It is through this US Chicano Ethnic Studies discipline, that all students or majors can enter and exit the pathway to a sustainable career. This pedagogy will meeting the college's "Green" Cerritos Campus Sustainability pedagogy initiatives through a interdisciplinary Chicano Studies courses that will introduce students to the social forces that create and resist oppression in the U.S. population in the face of racism and the struggle for ethnic identity in the United States. Chicano Studies also highlights historical and contemporary social justice movements that have responded to inequity and injustice. Students enrolled in Chicano Studies classes will be provided a basis for understanding local, state, and national socio-economic, political and cultural conditions in the Hispanic/Latino community and the role of power and privilege in societies.

The organic and holistic nature of Chicano Studies courses meet CSU Ethnic Studies or area F (plan B) and the soon to be implemented Ethnic Studies graduation requirement for AA degrees, and CalGETC's area 7 requirement. Chicano Ethnic Studies courses are currently offered by only some of the high schools through CSU institutions. This is a strategic opportunity for growth for Cerritos College. Dual Enrollment in Chicano studies, is a form of sustainability pedagogy and or Open Educational Resource (OER) is where the growth and enrollment trends lies at this time. All students and majors benefit from dual enrollment Chicano Studies classes because research shows that: students who participate in dual enrollment programs are more likely to graduate and continue into completion of studies, it provides an introduction to higher education for future college students, offers a sustainable low-cost or no-cost way to earn college credit, in some instances, courses may be offered in-person on the high school campuses, courses may be taken in-person on the Cerritos College campus, asynchronously or online, students after completing a dual enrollment Chicano Studies course gain confidence in knowing that they are capable of successfully completing a college course, students gain access to community college facilities including the library, student success center, scholarships, basic needs, Equity Center, SAS, and counseling, and students access the ability to take classes of interest that may not be offered at the high school level or educational learning context. Undocu/DACA students could have early access to Chicano Studies and equity minded support like being onboarded through EOPS Summer Bridge's priority registration and or dual enrollment courses at no cost. This will in turn close the educational equity gap which has been blocking students' access to sustainable educational opportunities for growth in the US since the 90s. If this position is not filled, what is the potential impact to student success?

At 68% Hispanic/Latino(a) enrollment, Cerritos College is a Hispanic Serving Institution (HSI). Not filling this positions puts the college and our department out of compliance with student equity, no AB1460 Ethnic Studies compliance, not enough Chicano Studies awards completers, not enough Chicano Studies classes offered. Without Chicano Studies faculty hires in the middle of the Ethnic Studies movement in California, Cerritos College will not meet the career needs of a Hispanic Serving Institution (HSI) or the chancellor's vision 2030 plan. In addition, if

these positions are not funded, the college will not provide the need and requests from the local high schools. The high schools such as Artesia High School are in dire need of dual enrollment offerings of CS 101 and 100 as well the college's equity plan to end the pipeline to prison system by offering Chicano Studies classes through dual enrollment at the Los Padrinos Juvenile Hall and through Los Angeles County Office of Education (LACOE) or other contexts.

Classified Resource Request(s) : Version by **Hurtado, Henrietta** on **11/20/2023 21:51**

1 Classified staff to assist with program support to support Hispanic Serving Institution (HSI) status

Program/Department/Division:

The Chicano Studies Department is housed in the Humanities and Social Sciences Division.

Position requested:

Classified Chicano Studies program assistant

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical: It is critical the department secures a full time classified Chicano Studies program assistant because Cerritos College is a Hispanic Serving Institution and having this support will help the department meet its SLO.

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

New

Cost estimate:

\$75,000

Occurrence:

- Recurring expense
- One-time augmentation

recurring

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General fund or foundation

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

This staff member will assist the department with recruitment, research, program support, Hispanic/Latino(a) and racialized community engagement, and community based or experiential learning.

If this position is not filled, what is the potential impact to student success?

If this position is not filled, this represent less completion rate, less ethnic awareness, lack of experiential learning opportunities, less growth through dual enrollment, less transfer or degree completion and the department will not meet SLO.

Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.)

Program/Department/Division:

No Value

Position requested:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

Professional Development Resource Request(s) : Version by **Hurtado, Henrietta** on **11/20/2023 21:51**

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.

Cerritos College is 68% Hispanic/Latino or Hispanic Serving Institution. These resources are critical to meet IMP goals and its civic engagement PSLO and the departments SLO.

1. The department would like to request that Cerritos College becomes a paying member of HACU so that our students can participate in HACU internships and other activities. The approximate membership cost is approximately \$11,000.00 and \$5,000.00 for attending the annual conference and Capitol Hill Forum.
2. Cerritos College too can be champions of Hispanic success in higher education and beyond through Chicano Studies degrees and faculty.
3. Funding to attend HACU, AASHE, and XITO conferences and events.
4. Publicity and marketing funding
5. Join and attend the National Association for Chicana and Chicano Studies (NACCS) Conference. By attending this conference it will give Chicano Studies an opportunity to network with other Chicano scholars and programs and get Cerritos on the Chicano Studies map. Some of our faculty have attended the Organization of American Historians Conference this past April, and will be presenting at the upcoming Western History Association Conference, and chairing a panel at the upcoming American Historical Association Conference. Again, it would be wise for us to attend the NACCS conference or at least have the Chicano Studies department registered with the NACCS organization.

Professional Development Resource Request(s):

1. The department would like to request that Cerritos College becomes a paying member of HACU so that our students can participate in HACU internships and other activities. The approximate cost is approximately \$11,000.00 and \$5,000.00 for attending the annual conference and Capitol Hill Forum.
2. Cerritos College too can be champions of Hispanic success in higher education and beyond through Chicano Studies degrees and faculty.
3. Funding to attend HACU and XITO conferences and events. \$2,000.00
4. Attend the NACCS, \$2000.00
5. Attend the Association for the Advancement of Sustainability in Higher Education conference and events. \$2500.00

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical: Professional development is critical to department, student, and Hispanic Serving Institutional goals. Cerritos is 68% Hispanic/Latino(a) and our students deserve role models who mirror and represent their needs.

Cost estimate:

\$22,500.00

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General fund/grants

Facilities Resource Request(s) : Version by **Hurtado, Henrietta** on **11/20/2023 21:51**

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space.

Laptop, printer: this technology is needed for trainings, meetings, or complete projects.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

Technoloty is required to design publications or materials are needed to promote our department and programs of study. Not getting this request will diminish our growth and deny our students the opportunity to receive equity minded and culturally relevant pedagogy.

Facilities Resource Request(s):

Classroom space

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical: Our students and faculty need a common meeting space to create on campus community.

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Technology and Software Resource Request(s) : Version by **Hurtado, Henrietta** on **01/12/2024 19:51**

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.

laptop, computer, printer, ink, paper

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

Cerritos College is 68% Hispanic/Latino. We are a Hispanic Serving Institution. This will assist in ISLO, PSLO, CLSO, program support, and communication. Faculty teaching at the high schools or juvenile facilities will also need technology such as laptops to perform their job at the sites.

Technology and Software Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical

Cost estimate:

\$5000.00

Occurrence:

- Recurring expense
- One-time augmentation

recurring

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Other Resource Request(s)

Identify and justify any other needs. Explain how it will help the program better meet its goals.

No Value

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Other Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Prioritized Resource Request Recommendations : Version by **Hurtado, Henrietta** on **11/20/2023 21:51**

Cerritos College is a Hispanic Serving Institution

Chicano Studies Department Program Student Learning Outcomes (PSLO)

1. Value the Spanish language skill as the primary cultural ethnic identity root, and success in college and career predictor among Chicanos, Mexican-Americans, and Latino Americans in the U.S. and around the globe. (D, E)
2. Transform through community based learning in the context of the Latinx and racialized communities' struggles with civic engagement activities led by the principles of racial and social justice. (B, C, E, F)
3. Communicate internalized bilingual understanding of the special nature of the Chicana(o) ethnic identify process and the significance of this cognitive process to all groups. (E,F)
4. Create a social movement by graduating and seeking a transfer degree at four year universities (A, B, E)

Resource request:	Priority:	Cost estimate:	Program goal alignment:
Full-Time Chicano Studies Faculty (CSLO 1-6, PSLO 1-4, EMP Goal A-F)	1-Critical growth factor	\$480,000.00	PSLO: A-F, Chicano studies resource request aligns to all PSLO and is critical to sustainability, constructivism, praxis and transformational learning in Ethnic Studies at a Hispanic Serving Institution
Classified Staff (CSLO 1-6, PSLO 1-4, EMP Goal A-F)	2-Critical growth factor	\$75,000.00	PSLO: A-F, Chicano Studies resource request aligns to all PSLO and is critical to sustainability, constructivism, praxis, and transformational learning in Ethnic Studies at a Hispanic Serving Institution
Increase Chicano Studies course offerings and modalities (CSLO 1-6, PSLO 1-4, EMP Goal A-F)	3-Critical growth factor	\$17,000.00	PSLO: A-F, Chicano Studies resource request aligns to all PSLO and is critical to sustainability, constructivism, praxis, and transformational learning in Ethnic Studies at a Hispanic Serving Institution
Expand Award Options for students in Chicano Studies (CSLO 1-6, PSLO 1-4, EMP Goal A-F)	4-Critical growth factor	\$17,000.00 (Same as above)	PSLO: A-F, Chicano Studies resource request aligns to all PSLO and is critical to sustainability, constructivism, praxis, and transformational learning in Ethnic Studies at a Hispanic Serving Institution
Increase Chicano Studies Majors/Completers (CSLO 1-6, PSLO 1-4, EMP Goal A-F)	5-Critical growth factor	\$22,500.00	PSLO: A-F, Chicano Studies resource request aligns to all PSLO and is critical to sustainability, constructivism, praxis, and transformational learning in Ethnic Studies at a Hispanic Serving Institution
Investigate the Creation of a Chicano Ethnic Studies Center (CSLO 1-6, PSLO 1-4, EMP Goal A-F)	6-Critical growth factor	\$5000.00	PSLO: A-F, Chicano Studies equipment resource request aligns to all PSLO and is critical to sustainability, constructivism, praxis, and transformational learning in Ethnic Studies at a Hispanic Serving Institution