

Los Angeles Pierce College  
Chicano Studies Viability Report  
Date: October 4, 2016

**Background**

The subject Chicano Studies is used by one department, the Political Science/Economics Department. This department has been submitting Course Outlines of Record for new courses under the same subject name. Kathy Oborn, the previous chair of the department, requested a viability study to examine the feasibility of creating a Chicano Studies Associate in Arts degree. Kaycea Campbell, the current chair, has continued the process with the help of Professors Kathy Oborn, Angelita Rovero-Herrera, and Tony Fernandez. The EPC approved a Viability Study Task force on April 29, 2016. The Senate ratified this action on May 9, 2016.

**Task Force Members**

APC Representative – Maria Perser  
APC Representative – Patricia Doelitzsch  
Academic Senate Representative – Anna Bruzzese  
Dean of Student Engagement – Juan Carlos Astorga  
Curriculum Committee Designee – Margarita Pillado  
AFT Representative – Fernando Oleas  
EPC Representative - James McKeever  
EPC Representative - Michael Van Dyke  
Vice President of Academic Affairs or Designee: Sheri Berger

The committee met on the following dates to discuss these resources as well as met with the department chair from Chicano Studies.

May 25, 2016  
September 7, 2016  
September 21, 2016  
October 4, 2016

**Discussion and Analysis**

The initial meeting of the task force was held May 25, 2016. The meeting focused on defining Chicano Studies as an academic discipline, defining the scope of the viability study, and electing the task force chair. James McKeever was elected to chair the task force.

The task force reconvened on September 7, 2016 and continued to define the scope of the study and further investigate the possibility of creating a Chicano Studies Associates in Arts degree and the hire of a tenure-track

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faculty. The Political Science/Economics department provided data, such as enrollment figures, success rates, testimonials, etc. The documents are listed at the end of this document. The task force met September 21, 2016 to discuss next steps for organizing the draft of the report and map different options related to possible recommendations.

During the viability process, the committee reviewed many documents and sources of information including the timeline of course approval, departmental hiring, program development, number of courses currently offered, the number of courses stalled in the curriculum process, current certificate and degree programs that include Chicano Studies courses, the way the curriculum and programs are organized at sister and transfer colleges, and enrollment data. The task force looked at a broad spectrum of data in order to make the recommendations proposed in this report.

- **Relation of the Program to the College Mission** – The Chicano Studies AA degree would support the general mission of Pierce College (Table 1) by providing course offerings that are accessible to students. The Chicano Studies AA degree would support students in achieving their career, educational and personal goals. Chicano Studies directly impacts student success and engagement by creating an environment that is conducive to learning (Table 4). A Chicano Studies AA degree would demonstrate institutional commitment to diversity by providing courses of interest to many of our Latino students, who represent nearly 45% of our campus student population.
- **Relation of the program to the Strategic Master Plan** – The Chicano Studies AA degree would connect to the Strategic Master Plan Goal A1: Student Completion in degrees, certificates, and college transfer requirements.
- **Recent Comprehensive Program Review, Annual Program Plan, or Accrediting Agency Recommendations** – The last APP submitted includes two annual goals: (1) build the Chicano Studies program and (2) hire a full-time Chicano Studies faculty. The data demonstrate that hiring a full-time faculty member is an achievable goal once the discipline has enough hours to support the hire.
- **Measure of Student Demand** – From 2011 to 2016, Chicano Studies demonstrated outstanding fill rates with an average of 99% (Tables 3, 4, and 6). Fill rates for Chicano 2 and 20 exceeded 100% (101% and 108% respectively). Fill rates for online classes were lower than the face-to-face class but higher than the college average (Table 5). In the

past, additional hours were allocated to Chicano Studies but those allocations were moved to other disciplines by the chair at that time. The steady growth of Latinos, especially Mexican Americans in the United States, generates an ongoing demographic relevance for the discipline of Chicano Studies and may present an excellent opportunity for institutional growth.

- **Program Effectiveness** - Program effectiveness is measured through retention and success rates. In Tables 3, 4, and 6, indicate that the average retention rate and individual course rates between 2011 thru 2016 of all Chicano Studies courses is 88%. Retention rates for Chicano 2 and 20 have exceeded 92% and 93% respectively, while Chicano 80 was at 80%. The overall college retention rate for Fall 2015 was 85%.

In Tables 3, 4, and 6, show that the average success and individual course rates between 2011 and 2016 of all Chicano Studies courses is 75%. Success rates for Chicano 2 and 20 have exceeded 83% and 78% respectively, while Chicano 80 is at 62%. The overall college success rate for fall 2015 was 68%.

- **Outside Expert Opinion** - According to the California Community College Curriculum Inventory (see below), there are 21 degree programs throughout California in Chicano Studies. Sometimes the program names will vary, such as La Raza Studies or Mexican/Latin Studies, but they all embody the same goal that was outlined in El Plan de Santa Barbara back in 1969.

The UCLA Chicano Studies Research Center Director suggested optimum course offerings (see Table 7) to take advantage of increasing student's likelihood of transferring and being successful at UCLA César E. Chávez Department of Chicana and Chicano Studies. While this recommendation is from an academic standpoint it is not from a counseling standpoint and may not be the optimum courses needed for transfer and unit acceptance.

- **Number of courses impacted** - Chicano Studies classes stimulate interest in several other types of courses, including Spanish, history, and social sciences. There is a known and discussed impact on History 43 and 44 courses. Chicano Studies 7 and 8 (THE MEXICAN-AMERICAN IN THE HISTORY OF THE UNITED STATES I and II) has a conflict with History 43 and 44 (THE MEXICAN-AMERICAN IN THE HISTORY OF THE UNITED STATES I and II). The History discipline is

also considering archiving History 43 and reinstating History 19 (HISTORY OF MEXICO) in its place. The other potential conflict is between Spanish 12 (CONTEMPORARY MEXICAN LITERATURE) and Chicano 42 (CONTEMPORARY MEXICAN LITERATURE). It is anticipated that, effective Fall 2017, Spanish 12 and Chicano Studies 42 will no longer be cross-listed district-wide.

The Department chairs have discussed future plans to address potential conflicts.

- **Potential Chicano Studies Associate in Arts degree program** – The Political Science/Economics department is proposing the creation of an Associate in Arts Degree in Chicano Studies. They have provided evidence of the existence and success of programs at other local colleges (Table 8). Over a six-year period, Pierce College has had higher average fill, success, and retention rates than Los Angeles Mission College. Los Angeles Pierce College has experienced a great deal of success in designing attractive and academically engaging Chicano Studies courses. However, there is still room for further growth and development. The decline in Chicano Studies AAs awarded by LA Mission College suggests an opportunity for Pierce College, as there is clearly unmet demand for the Chicano Studies AA degree among Pierce students.
- **Organizational structure of programs at sister and transfer colleges** – The task force found that shared subjects was not uncommon as most programs took a shared, interdisciplinary approach to Chicano Studies. Yet, the task force determined that each department should clearly delineate their program so that students can better understand program choices. The list of courses (Table 9) required for an AA in Chicano Studies at LA Mission College suggests that Pierce College, with its existing roster of 5 Chicano Studies courses, is already well on its way to being able to offer a Chicano Studies AA of its own.

This list of courses (Table 10) required for an AA in Chicano Studies at LA Valley College indicates how such a major can be created by using the existing history, language, and social sciences classes, thus offering a viable template for a similar program at Pierce College.

The task force found that the overall impact of the change to the program to be one of the more salient points when making recommendations. On September 21, 2016, the viability task force took a unanimous vote in regards to the recommendations below. The task force reached these

recommendations based on the high fill, retention, and success rates of Chicano Studies. The task force also considered the number of job opportunities and wages students with a Chicano Studies Bachelor's degree may be able to obtain (Table 11). The task force also took into account the written (Table 12) and spoken testimonials from students demonstrating support for more courses and an AA degree in Chicano Studies.

### **Recommendations**

The data show that an AA degree in Chicano Studies is viable. Therefore, the task force recommends creation of an AA degree. In support of this recommendation, the task force further recommends the following:

1. The task force recommends a systematic growth of at least 3 additional hours per semester based on continual analysis of demand. Along with this, we recommend increasing the number of sections of Chicano Studies 2. In the spirit of this recommendation, the task force recommends no reduction in other sections from other disciplines nor a transfer of courses from summer or winter.
2. The task force does not recommend a tenure-track position at this time. However, the task force supports a full-time faculty hire once the discipline has enough hours to support it.
3. The task force recommends that the Political Science/Economics department collaborate with other departments.

### **Table 1**

**Mission Statement:** Pierce College is a student-centered learning institution that offers opportunities for access and success in a diverse college community. The college dedicates its resources to assist students in identifying and achieving their educational, career, and personal goals. Our comprehensive curriculum and support services enable students to earn associate degrees and certificates, prepare for transfer, gain career and technical proficiency, and develop basic skills. We serve our community by providing opportunities for lifelong learning, economic and workforce development, and a variety of enrichment activities. The Chicano Studies program embodies Pierce College values through processes and mechanisms that are summarized in the diagram below.

### **Table 2**

*Per assist.org the following degree programs exist at the UC/CSU level.*

- Chicana and Chicano Studies B.A. (**SDSU, UCLA, UCSB**)
- Chicana/Chicano Studies A.B. (Cultural Studies) (**UCD**)
- Chicana/Chicano Studies A.B. (Social/Policy Studies) (**UCD**)
- Chicana/Chicano Studies B.A. w/Arts, Aesthetics and Performance Concentration (**CSUDH**)
- Chicana/Chicano Studies B.A. w/Culture, History & Political Dev. Concentration (**CSUDH**)
- Chicana/Chicano Studies B.A. w/Education, Social & Community Dev. Concentration (**CSUDH**)
- Chicana/Chicano Studies B.A. with Language and Literature Concentration (**CSUDH**)
- Chicana/o Studies B.A. (**CSUCI**)
- Chicano and Chicana Studies B.A. (**CSUN**)
- Chicano and Latino Studies B.A. (**CSULB, SSU**)
- Chicano Studies B.A. (**CSUFRES, UCB, UCR**)
- Chicano/Chicana Studies B.A. (**CSUDH**)
- Chicano/Latino Studies, B.A. (**UCI**)

**Table 3**

The following data was requested by the Political Science/Economics Department. This study looks at student enrollment in three Chicano Studies courses at Los Angeles Pierce College within the past five years; from Summer 2011 to Spring 2016.

<b>Los Angeles Pierce College</b>						
<b>Overall Success and Retention Rate, Enrollments, and Offerings (Summer 2011 - Spring 2016)</b>						
<b>Course</b>	<b>Count of Sections</b>	<b>Count of Enrollments</b>	<b>Average Class Size</b>	<b>Average Fill Rate</b>	<b>Success Rate</b>	<b>Retention Rate</b>
CHICANO 002	14	580	41.4	*101%	83%	92%
CHICANO 020	6	273	45.5	108%	78%	93%
CHICANO 080	12	405	33.8	80%	62%	80%
<b>Total</b>	<b>32</b>	<b>1258</b>				
<b>Average</b>	<b>11</b>	<b>419</b>	<b>39</b>	<b>99%</b>	<b>75%</b>	<b>88%</b>

- 3 Outreach sections of Chicano 002 in Fall 2013 are excluded in the fill rate calculation due to a limit enforcement of 5.

**Table 4**

<b>Success and Retention Rate, Enrollments, and Offerings by Course and Semester</b>							
<b>YrSem</b>	<b>Course</b>	<b>Count of Sections</b>	<b>Count of Enrollments</b>	<b>Average Class Size</b>	<b>Average Fill Rate</b>	<b>Success Rate</b>	<b>Retention Rate</b>
20113	CHICANO 002	1	47	47	118%	83%	89%
20113	CHICANO 080	2	53	26.5	66%	48%	66%
20121	CHICANO 002	1	79	79	176%	91%	100%

2012 1	CHICANO 020	2	116	58	183%	82%	93%
2012 1	CHICANO 080	1	40	40	100%	79%	93%
2012 3	CHICANO 002	1	27	27	108%	100%	100%
2012 3	CHICANO 080	1	48	48	120%	67%	92%
2013 1	CHICANO 002	1	85	85	85%	75%	88%
2013 1	CHICANO 080	1	35	35	88%	50%	76%
2013 3	CHICANO 080	1	40	40	100%	70%	91%
2014 1	CHICANO 002	1	39	39	98%	76%	93%
2014 1	CHICANO 020	1	41	41	103%	93%	100%
2014 1	CHICANO 080	1	30	30	75%	59%	81%
2014 2	CHICANO 002	1	29	29	64%	81%	94%
2014 2	CHICANO 020	1	22	22	49%	60%	88%
2014 3	CHICANO 002	1	50	50	111%	78%	91%
2014 3	CHICANO 080	1	33	33	83%	71%	79%
2015 1	CHICANO 002	1	22	22	88%	72%	88%
2015 1	CHICANO 020	1	41	41	91%	65%	89%
2015 1	CHICANO 080	1	32	32	80%	60%	80%
2015 2	CHICANO 002	1	42	42	93%	93%	98%
2015 3	CHICANO 002	4	138	34.5	*100 %	84%	90%
2015 3	CHICANO 080	1	31	31	52%	55%	74%
2016 0	CHICANO 080	1	28	28	70%	82%	82%

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2016 1	CHICANO 002	1	22	22	88%	81%	81%
2016 1	CHICANO 020	1	53	53	118%	77%	95%
2016 1	CHICANO 080	1	35	35	58%	61%	71%
<b>Total</b>		<b>32</b>	<b>1258</b>				
<b>Average</b>		<b>1</b>	<b>47</b>	<b>39</b>	<b>99%</b>	<b>75%</b>	<b>88%</b>

\* 3 Outreach sections of Chicano 002 in Fall 2013 are excluded in the fill rate calculation due to a limit enforcement of 5.

**Table 5**

<b>Term</b>	<b>Course/Faculty</b>	<b>End-of-term Enrollment</b>	<b>Mode</b>
<b>Summer 2011</b>	NA		
<b>Fall 2011</b>	<ul style="list-style-type: none"> <li>• ChS 2</li> <li>• ChS 80</li> <li>• Chs 80</li> </ul>	<ul style="list-style-type: none"> <li>• 47/40</li> <li>• 25/40</li> <li>• 28/40</li> </ul>	<ul style="list-style-type: none"> <li>• F2F</li> <li>• Online</li> <li>• Online</li> </ul>
<b>Winter 2012</b>	NA		
<b>Spring 2012</b>	<ul style="list-style-type: none"> <li>• ChS 2</li> <li>• ChS 20</li> <li>• ChS 20</li> <li>• ChS 80</li> </ul>	<ul style="list-style-type: none"> <li>• 79/45</li> <li>• 73/40</li> <li>• 43/40</li> <li>• 40/40</li> </ul>	<ul style="list-style-type: none"> <li>• F2F</li> <li>• F2F</li> <li>• Online</li> <li>• Online</li> </ul>
<b>Summer 2012</b>	NA		
<b>Fall 2012</b>	<ul style="list-style-type: none"> <li>• ChS 2</li> <li>• ChS 80</li> </ul>	<ul style="list-style-type: none"> <li>• 27/25 (Honors)</li> <li>• 48/40</li> </ul>	<ul style="list-style-type: none"> <li>• F2F</li> <li>• Online</li> </ul>
<b>Winter 2013</b>	NA		
<b>Spring 2013</b>	<ul style="list-style-type: none"> <li>• ChS 80</li> </ul>	<ul style="list-style-type: none"> <li>• 35/40</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> </ul>
<b>Summer 2013</b>	None		
<b>Fall 2013</b>	<ul style="list-style-type: none"> <li>• ChS 80</li> </ul>	<ul style="list-style-type: none"> <li>• 40/40</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> </ul>
<b>Winter 2014</b>	None		
<b>Spring 2014</b>	<ul style="list-style-type: none"> <li>• ChS 2</li> <li>• ChS 20</li> <li>• ChS 80</li> </ul>	<ul style="list-style-type: none"> <li>• 39/40</li> <li>• 41/40</li> <li>• 30/40</li> </ul>	<ul style="list-style-type: none"> <li>• F2F</li> <li>• F2F</li> <li>• Online</li> </ul>
<b>Summer 2014</b>	<ul style="list-style-type: none"> <li>• ChS 2</li> <li>• ChS 20</li> </ul>	<ul style="list-style-type: none"> <li>• 29/45</li> <li>• 22/40</li> </ul>	<ul style="list-style-type: none"> <li>• F2F</li> <li>• Online</li> </ul>
<b>Fall 2014</b>	<ul style="list-style-type: none"> <li>• ChS 2</li> </ul>	<ul style="list-style-type: none"> <li>• 50/45</li> </ul>	<ul style="list-style-type: none"> <li>• F2F</li> </ul>

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	• ChS 80	• 22/40	• Online
<b>Winter 2015</b>	None		
<b>Spring 2015</b>	• ChS 20 • ChS 80	• 41/45 • 32/40	• F2F • Online
<b>Summer 2015</b>	• ChS 2	• 42/45	• F2F
<b>Fall 2015</b>	• ChS 2 • ChS 80	• 45/45 • 31/60	• F2F • Online
<b>Winter 2016</b>	• ChS 80	• 28/40	• Online
<b>Spring 2016</b>	• ChS 20 • ChS 80	• 53/45 • 35/60	• F2F • Online
<b>Summer 2016</b>	• ChS 2 • ChS 80	• 35/45 • 19/40	• F2F • Online
<b>Fall 2016</b>	• ChS 2 • ChS 20 • ChS 80		• F2F • F2F • Online

**Table 6**

<b>Pierce College Success and Retention Rate, Enrollments, and Offerings by Semester (Face-to-Face vs. Distance Education, excluding Chicano Studies courses)</b>													
<b>YrSem</b>	<b>Count of F2F Offerings</b>	<b>Count of DE Offerings</b>	<b>Count of F2F Enrollments</b>	<b>Count of DE Enrollments</b>	<b>Average F2F Class Size</b>	<b>Average DE Class Size</b>	<b>Average F2F Fill Rate</b>	<b>Average DE Fill Rate</b>	<b>F2F Success Rate</b>	<b>DE Success Rate</b>	<b>F2F Retention Rate</b>	<b>DE Retention Rate</b>	
Fall 2011	152 4	77	6713 2	7532	44	98	127 %	*18 3%	72 %	66 %	88%	85%	
Spring 2012	153 7	72	6812 9	7370	44	102	131 %	192 %	71 %	66 %	87%	86%	
Fall 2012	140 5	67	6675 8	8334	48	124	138 %	203 %	70 %	66 %	87%	85%	
Spring 2013	138 7	71	6419 4	7425	46	105	133 %	182 %	70 %	65 %	86%	85%	
Fall 2013	150 2	78	6702 1	7362	45	94	127 %	177 %	69 %	64 %	86%	84%	
Spring 2014	153 3	81	6647 0	7467	43	92	125 %	166 %	69 %	63 %	85%	82%	
Summer 2014	356 41		1468 0	2445	41	60	98 %	118 %	80 %	66 %	90%	82%	
Fall 2014	149 6	95	6721 7	8475	45	89	124 %	158 %	69 %	63 %	86%	82%	

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Spring 2015	149		6452				124	146	68	63		
	3	98	6	8131	43	83	%	%	%	%	85%	82%
Summer 2015	351	47	1397	3053	40	65	100%	125%	81%	71%	91%	85%
Fall 2015	150	111	6601	8160	44	74	125%	134%	68%	66%	84%	82%
Winter 2016	189	14	7592	621	40	44	97%	92%	81%	73%	90%	86%
Spring 2016	148	106	6207	6825	42	64	122%	120%	69%	65%	84%	80%
<b>Total</b>	<b>15770</b>	<b>958</b>	<b>695779</b>	<b>83200</b>								
<b>Average (per semester)</b>	<b>1213.1</b>	<b>73.7</b>	<b>53521.5</b>	<b>6400.0</b>	<b>43.5</b>	<b>84.2</b>	<b>121%</b>	<b>151%</b>	<b>72%</b>	<b>66%</b>	<b>87%</b>	<b>84%</b>

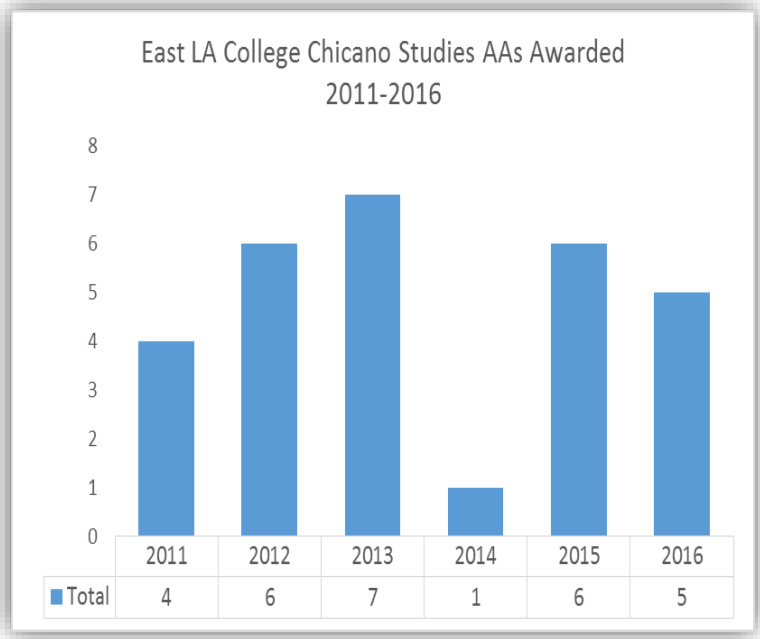
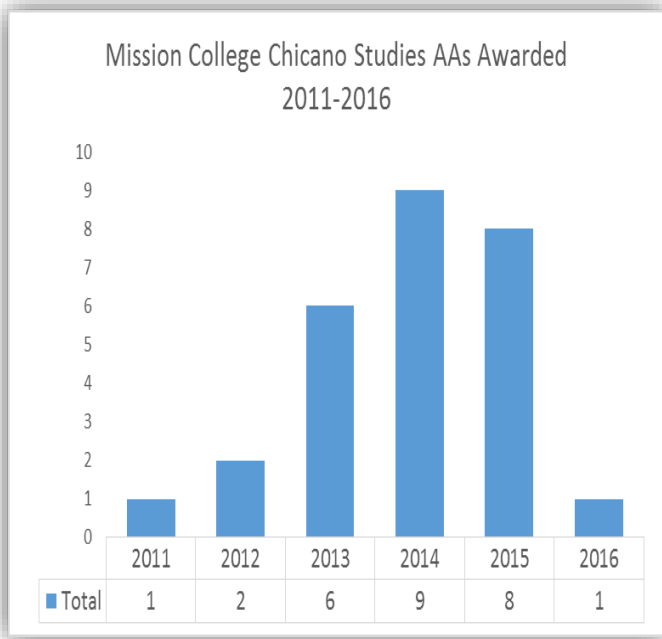
\*9 DE courses (or 12% of DE courses) in Fall 2011 are not included in the fill rate due to the enrollment limit set to 0, which skews the rate.

**Table 7**

**Recommended Chicano Studies Major Courses**

CHICANO 2 The Mexican-American in Contemporary Society. . . .3	
CHICANO 4 Introduction to Chicana/o Studies. . . . .3	
CHICANO 7 The Mexican-American in the History of the United States I. . . . .3	
CHICANO 8 The Mexican-American in the History of the United States II. . . . .3	
CHICANO 37 Chicano Literature. . . . .3	
CHICANO 44 Mexican Civilization . . . . .3	
CHICANO 47 The Mexican-American Woman in Society. . . . .3	
CHICANO 54 Mexican-American Arts in American Culture. . . . .3	

**Table 8**



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**Table 9**

<b>ASSOCIATE DEGREE PROGRAM</b>		
<b>Chicano Studies</b>		
<b>ASSOCIATE IN ARTS</b>		
The Chicano Studies major generates an awareness and understanding of Mexican Americans in the United States. It provides excellent preparation for students interested in careers in education, Law, Social Welfare, Public Administration and/or Business.		
<b>SUBJECT &amp; NO.</b>	<b>COURSE</b>	<b>UNITS</b>
CHICANO 2	The Mexican-American in Contemporary Society ...	3
CHICANO 4	Introduction to Chicana/o Studies .....	3
CHICANO 7	The Mexican-American in the History of the United States I.....	3
CHICANO 8	The Mexican-American in the History of the United States II.....	3
CHICANO 37	Chicano Literature.....	3
CHICANO 44	Mexican Civilization .....	3
CHICANO 47	The Mexican-American Woman in Society .....	3
CHICANO 54	Mexican-American Arts in American Culture.....	3
	<b>Subtotal.....</b>	<b>24</b>
<b>GENERAL EDUCATION REQUIREMENTS PLAN A</b>		<b>30</b>
<b>SIX UNITS FROM THE FOLLOWING:</b>		<b>6</b>
ANTHRO 102	Human Ways of Life: Cultural Anthropology	
ASIAN 1	The Asian in America	
CHICANO 50	Gender and Sexuality in Chicano/Latino Communities	
CHICANO 57	Chicanas and Chicanos in Film	
HISTORY 5	History of the Americas I	
HISTORY 6	History of the Americas II	
SOC 11	Race and Ethnic Relations	
SPANISH 1	Elementary Spanish 1 or higher	
	<b>Total .....</b>	<b>60</b>

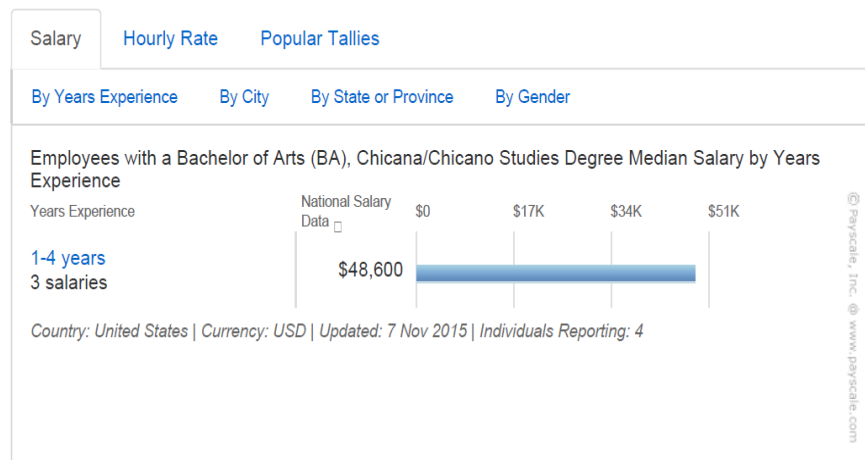
**Table 10**

ASSOCIATE IN ARTS - Chicano Studies		
For General Education Requirements, see page 73		
<b>Program Learning Outcomes</b> - Upon completion, students will be able to:		
<ul style="list-style-type: none"> <li>Analyze the contribution of Mexican descended people to politics, education, society and the arts.</li> <li>Compare the experience of Mexican descended people with the other racial, ethnic, and national groups in the U.S. and the world.</li> <li>Examine the artistic (literary, visual arts, etc.) contributions of Mexican descended peoples to the world.</li> </ul>		
REQUIRED COURSES		UNITS
Chicano 2	The Mexican-American in Contemporary Society	3
Chicano 8	The Mexican-American in the History of the US II	3
Chicano 37	Chicano Literature	3
Select three (3) courses:		
Chicano 7	The Mexican-American in the History of the US I	3
Chicano 19	History of Mexico	3
Chicano 20	The Mexican American in California	3
Chicano 42	Contemporary Mexican Literature	3
Chicano 44	Mexican Civilization	3
Chicano 46	Chicano and Mexican Folklore	3
Chicano 47	Mexican-American Woman in Contemporary Society	3
Chicano 52	Mexican Art – Modern	3
Chicano 54	Mexican American Arts in American Culture	3
Chicano 58	Latin American Dance Cultures	3
Chicano 71	The Chicano in Los Angeles	3
		<b>Total 18</b>

**Table 11**

**Labor Information**

Bachelor of Arts (BA), Chicana/Chicano Studies Degree Average Salary



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## Employment Opportunities

- Attorney
- Business Manager
- Campaign Manager
- Civil Service Employee
- Community Organizer
- Diplomat
- Diversity Coordinator
- ESL Teacher
- Entrepreneur
- FBI Agent
- Journalist
- Librarian
- Writer
- LACCD Chancellor
- Lobbyist/Advocate
- Minority Affairs Director
- Professor
- Program Coordinator
- Public Affairs Manager
- Public Relations Manager
- Sales Manager
- Social Worker
- Teacher
- Union Representative

Quick Facts: Ethnic Studies Teachers	
<u>2015 Median Pay</u>	\$57,200 per year
<u>Typical Entry-Level Education</u>	Bachelor's degree
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	Internship/residency
<u>Number of Jobs, 2014</u>	961,600
<u>Job Outlook, 2014-24</u>	6% (As fast as average)
<u>Employment Change, 2014-24</u>	55,900

## Table 12

### STUDENT AFFIRMATIONS

#### Student Letter #1:

To whom it may concern,

-% Viability Study Committee:

My name is Melissa Robles in the spring semester of 2016 I had the honor of taking a Chicano Studies class for the first time. In just one semester, just one class, I was mesmerized, and after three years of attending a community college I felt the urge to want to pursue more. I was inspired to pursue more. The class, and the engagement with my Professor triggered something inside of me that for a long time had been dormant. I watched myself grow more as a student in one semester than in the rest of my time at Pierce College. I truly found a passion for what I was studying. There are many students that can testify to the same feeling, to be able to ground yourself in an area of study which ignites such zeal within yourself is indescribable. To be able to

self-identify with the person who is not only lecturing, but is instilling knowledge, and enlightening a young group of minds, is what makes these classes so unique, and why it is necessary to have them.

From the first class my Professor, Angelita Rovero, gave me something that I had not yet experienced. Acceptance. From a young age I struggled with the color of my skin, always being too white to be brown, but too brown to be white. I belonged neither here nor there, always looking for a place that I could instill all of the passion I had harvested within me. My peers and teachers "mistaking me" for another race allowed me privileges that not many of my same heritage background would receive. But in choosing to claim my Mexican roots, over the assimilation into what is America, I also chose to omit those privileges. When I walked into class, and saw a light-skinned Chicana was going to be my teacher and mentor for the next sixteen weeks I was in awe. There I was, for the first time in my fifteen years of education being taught about who I am, by a woman that looked just like me.



You see, in high school we are told that when we reach the collegiate level, we will have the opportunity to learn, and expand our horizons beyond belief. We have reached that level. But for one reason or another, that opportunity has been denied to us. We, for too long, have sat in classrooms which depicts the Chicano, or Mexican-American, with negative connotations, these classes, show the beauty of our people. They teach us of people like Joaquin Murrieta, who was the inspiration for Zoro, of Sal Castro, who lead students who were being disconcerted with, of our culture that is still very much alive. They teach us of things, which are often overlooked, thus offering us the lucky chance, to be grounded in not only our studies, but in who we are, and what we are capable of.

Best Regards,

**Martha Melissa Robles**

**Student Letter #2:**

To Whom It May Concern:

— % Viability Study Committee

For most of my life the word Chicano, has always been one of confusion and resentment. For years, I was made to believe that what I am, and where I come from would always be nothing more than a minority, who would never achieve anything more outside of the stereotypical manual labor I was fated for. For years, I separated myself from who I am because of the constant shaming and prejudices I would experience growing up, that unfortunately, continue to this day.

It was not until I took a Chicano Studies class in my first year at Pierce College, Fall of 2015, with the most admirable Angelita Rovero, that I began to know the true meaning and beauty of the word Chicano. With each enlightening lesson, I not only came to know more of who I am, but also came to finally understand an identity I so feared. With the undoing of the veil of ignorance, I began to realize that there is so much more that I can do; and that with not only a higher education, but also a solid foundation of knowledge of self, I could not only uplift my future, but my community's as well.

The reason why these class are not only needed, but important is because it gives Chicanos and Chicanas, like me, a true sense of belonging that we have

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been searching for our whole lives. These courses give us an intimate and eye opening knowledge of self and identity that goes far beyond the classroom. Most importantly, these classes give us love, love for ourselves, for our history, our present, and our future. And with love, the eradication of hate can begin. As a wise Master Yoda once said, ignorance leads to fear, "fear leads to hate, hate leads to anger, and anger leads to the darkside," so by giving us more Chicano Studies courses, we bring all to the Light.

Sincerely,

—Christian Diaz