Program Planning Report

San José State University

DEPARTMENT OF MEXICAN AMERICAN STUDIES, COLLEGE OF SOCIAL SCIENCES
M.A. MEXICAN AMERICAN STUDIES
MEXICAN AMERICAN STUDIES MINOR
http://www.sjsu.edu/mas/

Department Chair: Marco Pizarro, marcos.pizarro@sjsu.edu, 408.924.5584
Faculty Program Plan Leader: Julia E. Curry Rodríguez, Julia.Curry@sjsu.edu, 408.924.5310

External Reviewer: TBD

Date of Report: 21 May 2015
Date Submitted to PPC: 4 June 2015

Current Chair of Program Planning Committee: Brandon White, Brandon.White@sjsu.edu

UGS Administrative Support for Program Planning: Nicole Loeser, Nicole.Loeser@sjsu.edu

Submissions: Reports are to be submitted electronically via email. Please email the program plan, request for external reviewer (if applicable), and external reviewer’s report to programplanning@sjsu.edu. In addition, please cc the above email on all communications with the dean, external reviewer, Program Planning Committee, and UGS on matters pertaining to your program plan.
# TABLE OF CONTENTS

1. PROGRAM DESCRIPTION 4  
   a. Program Mission and Goals 4  
   b. Curricular Content of Degrees, Minors, and Certificates 4  
   c. Undergraduate Service Courses: General Education 6  
2. SUMMARY OF PROGRESS, CHANGES, AND PROPOSED ACTIONS 7  
   a. Progress on action plan of previous program review 7  
   b. Significant changes to the program and context 13  
3. ASSESSMENT OF STUDENT LEARNING 17  
   a. Program Learning Objectives (PLO) 17  
   b. Map of PLOs to University Learning Goals (ULG) 21  
   c. Matrix of PLOs to Courses 22  
   d. Assessment Data 23  
   e. Assessment Results and Interpretation 24  
   f. Placement of Graduates 24  
4. PROGRAM METRICS AND REQUIRED DATA 26  
   a. Enrollment, Retention, and Graduation rates 26  
   b. Headcount in Sections 27  
   c. FTES, Induced Load Matrix 27  
   d. FTEF, SFR, Percentage T/TT Faculty 28  
5. PROGRAM RESOURCES 28  
   a. Faculty 28  
   b. Support Staff 29  
   c. Facilities 29  
6. OTHER STRENGTHS, WEAKNESSES, OPPORTUNITIES AND CHALLENGES 30  
7. DEPARTMENT ACTION PLAN 32  
8. APPENDICES CONTENTS 33
a. Required Data Elements
b. Accreditation Report – NOT APPLICABLE
c. Undergraduate Minor and GE Curriculum
d. Graduate Program Curriculum
e. Table of Declared Minors, 2009-2013
f. Graduate Mentor Program Reports, 2008-2011
g. MAS Faculty FTEF
h. Graduate Program Assessment Reports
i. Undergraduate GE Assessment Reports
j. Undergraduate GE Syllabi
k. MAS Alumni Continuing in Higher Education
l. Tenure-Track Faculty CVs
m. MAS Curricular Responsibilities with Full Time Faculty Assignments
n. MAS Catalog Description
o. MAS Graduate/Alumni Survey Results
p. MAS Undergraduate/Alumni Survey Results
1. PROGRAM DESCRIPTION

The Department of Mexican American Studies (MAS) was founded in 1969 as an interdisciplinary department focusing on Mexican American experiences in the U.S. with the aim of addressing social inequality through various scholarly and applied approaches. SJSU MAS was the first Graduate Program in Chicana/o Studies in the country and has earned a national reputation for program quality and student training. The MAS MA degree covers 3 areas of emphasis: Comparative Ethnic Studies, Education, and Policy. MAS also has a robust 18-unit Undergraduate Minor featuring lower and upper division GE courses. The minor is sought out by students in majors across the colleges and MAS currently has the 7th highest number of minors at SJSU. MAS also provides a rigorous foundation for many of SJSU’s first-generation students in its GE courses that assist in their overall success toward completing their degrees. The importance and continued relevance of MAS and the MAS curriculum is exemplified by the fact that even in times of declining resources for department development in higher education, two UC campuses, UCSB and UCLA, have recently inaugurated Ph.D. programs in Chicana/o Studies, and a third, UCSC, started a Ph.D. program in Latino and Latin American Studies (LALS). SJSU MAS is an important part of the continued development of Ethnic Studies in higher education throughout the nation.

MAS does not offer an accredited program of study as defined by any external agency.

Department Location: Clark Hall 229-231 (since September 2014).

Department URL: www.sjsu.edu/mas

1a. Program Mission and Goals

Department Mission: Mexican American Studies educates students and diverse communities through an interdisciplinary Chicana/o Studies Program analyzing the impacts of race and the contributions of diverse communities, and based on principles of Social Justice. The department prepares MA and Undergraduate students to critically examine and address contemporary issues ensuing from the unique interplay of race, class, gender and national origin in Chicana/o-Latina/o communities. MAS examines the intellectual traditions of Chicana and Chicoano Studies to train students to address current issues facing diverse communities locally and globally.

1b. Curricular Content of Degrees, Minors, Certificates, and Credentials

GRADUATE PROGRAM

The MAS Graduate program offers a 30-unit degree. Eighteen of those units compose the core requirements toward the MA. The remaining courses are used as “electives” and are also intended to supplement study in each of the three emphasis areas: Comparative Ethnic Studies, Education, and Policy. The degree may be completed with students developing their capstone projects as a Thesis, Research Project, or by taking a non-research course of study in Mexican American Studies.

The Mexican American Studies MA degree prepares students for a diversity of roles in our society. Many students go on to Ph.D. programs in various disciplines, while others pursue professional degrees. Students also come to MAS wishing to extend their professional development and use the degree to
enhance their positions in their existing careers, primarily in education as K-12 teachers, case managers in non-profits serving diverse communities, as well as community college instructors.

The degree in Mexican American Studies is used in many social services and public sector work (e.g., social welfare, housing, juvenile justice), management (for profit and non-profit agencies), education, research, community and after school educational program development, immigration social services and community organizing, criminal justice, union organizing and social movements focusing on disenfranchisement, poverty, race and human and immigrant rights. The curriculum provides students a background in Chicana/o issues taking a historical focus on inequality examining intersecting influences of race, class and gender in a variety of institutions (e.g., education, welfare, immigration, the arts, public policy and leadership). The 5 core courses and the capstone seminar provide students with a set of skills and a conceptual understanding of the field of Chicana/o Studies upon which they can build careers in a number of different fields.

Moreover, the methodological and theoretical foci of the curriculum train students to integrate a racial/ethnic critical analysis in developing research designs, policies, academic and public sector scholarship, and culturally relevant pedagogies. Students develop writing and research efforts based on their scholarly and social justice interests, drawing on extensive racial and ethnic scholarship and research. The resulting studies and analyses provide students an important foundation to be used in addressing action-driven solutions to social problems encountered by Mexican American and other racial/ethnic and/or disenfranchised communities.

Many of the students focus on issues in education, criminal justice, and specific sectors of the Chicana/o community (e.g., youth, elderly, children, women, immigrants). Some examples of recent research by students focus on historical contributions of Chicana/o communities, Chicanos and WWII, educational testing, the development of self-help groups in college, youth interventions focusing on girls, alternative pedagogies, the implication of violence in classroom settings, and historical trauma. While some student research focuses on exploratory studies, others engage social policy to consider correctives in immigration reform, curriculum and pedagogy. The unique element of MAS student research is that it is rooted in and inclusive of the contributions of Chicanas and Chicanos in the United States. This work includes immigrant and interracial realities as part of Chicana/o Studies. The MAS curriculum helps students develop expert knowledge of cultural and societal experiences and practices affecting the Mexican American community, which can be applied to any racial/ethnic group. The curriculum and capstone contribute to enhanced consciousness of the critical needs of the racially, culturally, and politically diverse population of our state and nation. In addition, MAS presents students expert discussions and exposure to the relationship between racialization and immigration, as well as the consideration of global factors important to understanding all facets of social, economic, political and academic intersections of the Chicana/o and Latina/o communities of the United States.

A complete list of courses is provided in Appendix A and B.

UNDERGRADUATE MINOR

The MAS Undergraduate Minor consists of an 18-unit curriculum in lower and upper division courses. Students are required to choose from GE and specialized courses that allow them to supplement their majors while examining common issues through a Chicana/o Studies lens and experience. MAS Minors may choose their courses from a variety of lower division (up to 9 units) and upper division offerings. As
part of their program of study, students have the opportunity to enroll in up to 6 units of independent studies allowing them to engage in sustained mentoring relations with various community groups/agencies while consulting closely with the department faculty working in community and educational institutions, or taking a more traditional research focus conducting independent research supervised by one of the faculty. The MAS undergraduate curriculum satisfies upper and lower division GE requirements in several areas, particularly at the lower division. Students are encouraged to enroll in MAS GE classes to ensure successful progress toward their graduation requirements because these courses enhance their skills through extensive writing and research components as well as public speaking. MAS courses reinforce student majors with Chicana/o Studies analysis important to career development and/or continued education in graduate school.

The interdisciplinary structure of the curriculum is an excellent supplement to many social science and humanities degrees. The minor offers students in a variety of majors (in the sciences, engineering, business, journalism, justice studies, social work, world languages, health sciences, and teaching) a critical foundation that allows them to develop a complex analysis of the racially and culturally diverse communities of California and the greater United States. These students often work closely with MAS faculty, some in undergraduate research designed to prepare them for graduate school (several have been funded to do this work through the Provost’s Undergraduate Research Grants). On occasion, some upper division students are also invited to enroll in core MA seminars as a means of continued mentoring and to enhance their pursuit of graduate training and careers in academia, research, or other professions such as law, politics, or community leadership. Some of these students eventually enroll in our MA program, or go on to credential programs and/or Ph.D. programs.

Undergraduate students combine a minor in Mexican American Studies with any major, thereby enhancing their professional development and educational experience. Similar to the Graduate Program, the Minor offers students the opportunity to explore cultural and societal experiences and practices affecting the Mexican American community and therefore contributes to enhanced consciousness of the critical needs of the racially, culturally, and politically diverse population of our state and nation, often with global implications. Moreover, the MAS Undergraduate Curriculum affords students expert analysis and skill development with regard to the relationship between immigration and global factors important to understanding all facets of the social and political experiences of the Chicana/o and Latina/o community of the United States.

The MAS faculty have been closely monitoring the interests and needs of students in the minor, which has inspired our work to develop an undergraduate major. We have found concentrations of students in the health sciences, business, education, and in other majors in the College of Social Sciences. Our forthcoming major proposal will build on existing student areas of interest and will be an interdisciplinary degree that synthesizes our coursework with that in other departments that our students have found well-connected and important to their intellectual growth and skill development.

See the Appendix C for a complete list of courses, including those with GE designation.

**CERTIFICATES AND CREDENTIALS**

MAS does not offer any certificates or credentials.

**1c. Undergraduate Service Courses: General Education**

*Mexican American Studies - Program Planning Report – Spring, 2015*
The Undergraduate Curriculum in Mexican American Studies offers 7 courses that satisfy General Education requirements in the following areas: Lower Division- A1, D1, D2, D3, US1-3, M6 and 7; and Upper Division GE Area S. A list of GE courses is found in the Appendices.

**Non-GE Service Course for Interdisciplinary Social Sciences Teacher Preparation**

MAS offers MAS 185/SOCS 185: Teaching in a Diverse Society, for the Interdisciplinary Social Sciences Teacher Preparation emphasis in Sociology and Interdisciplinary Studies.

**2. SUMMARY OF PROGRESS, CHANGES, AND PROPOSED ACTIONS [from Previous Review]**

This section is provided to share historical context and review the work conducted in the previous program review process, as well as some of the developments in response to those recommendations.

**2a. Progress on Action Plan of Previous Program Review**


MA and Minor Program:

1) Grow MAS curriculum for both graduate and undergraduate programs,

No new classes were developed for the graduate program. However the course learning objectives and program learning objectives have continued to be developed as part of the annual assessment requirements. For the period under review we have new faculty, Barrera (2008) and Troncoso (2014). Professor Barrera was assigned MAS 200 and 252, which she has revamped entirely in an effort to strengthen the emphasis in Comparative Ethnic Studies. Professor Troncoso has further advanced the curriculum by developing the Policy Emphasis of the graduate program. With a core of 4 tenure-line faculty for the first time in several years, we expect to continue growing the program and consider curricular additions to meet department goals and student interests for the next cycle.

The undergraduate curriculum was thoroughly discussed at retreats and subsequent meetings where we began developing the mission and program goals for the undergraduate major in Mexican American Studies. Additionally, we made changes to existing courses and developing an education abroad course. MAS 120 was renamed and revised as Chicana/os and Political Economy, it was taught in 2012 by Professor Curry. Adjunct Professor Jennie Luna developed an experimental course on Nahuatl and Indigenous Communities to be taught in Mexico. The class and the curriculum for the education abroad component were approved. Regrettably, permission to offer the class was revoked because of the travel ban resulting from the political turmoil of the Mexican state in which she would have taught the course. Professor Barrera reworked MAS 170, the film course, and Professor Curry developed an experimental course on Leadership and Advocacy, which was taught in spring of 2015. While we have been unable to teach other classes because of curricular demands, we have also completed minor changes to existing classes to address important current issues. Specifically, MAS 115 now focuses on Mexican American Families and 125 now focuses on Community Studies.

Significant changes have been made to the MAS 10A/B sequence, which is now assigned to Professor Barrera as the lead instructor and course coordinator. Most sections have graduate mentors assigned to
work with the students and provide multiple forms of academic support to enhance undergraduate student retention and success. MAS 10A offerings have grown from 3 in Fall 2009 to 8 in 2013.

2) Expand Emphases and Elective Offerings in graduate program to fill gaps,

For most of this review period we have been offering the graduate curriculum with the 3 ladder-rank faculty (Barrera, Curry and Pizarro) and one full-time lecturer (Mora-Torres). To offer the policy and institutions sequence we have had a series of lecturers over this period. Therefore, no expansion in the elective offerings has been possible. However, as Professor Troncoso develops the Policy area we will be in the position to strengthen and further develop the curriculum through elective courses.

3) Move toward establishing a BA in MAS,

Our efforts to develop the BA in MAS have included surveying students in our minor classes to ascertain interest in the major. We have held several special meetings and one retreat in 2011 to discuss and develop the preliminary materials for the major. At these meetings we developed the framework for the major, identified a list of courses we would develop and reviewed the entire SJSU curriculum to identify ways we can collaborate with departments across the university and make a truly interdisciplinary major that trains students for graduate school and careers. We also identified departments for course cross-listings as well as other collaborative efforts to strengthen the undergraduate degree proposal. To further strengthen the proposal and justification for our major, we have conducted extensive analyses of BA programs in the 23 CSU’s, most UC programs, and been involved in the CSU Ethnic Studies initiative. We are confident that our major will be approved within the next two years and that we will successfully navigate the provisional status into a solid and comprehensive major that draws on a 21st century outlook on race/ethnicity and Chicana/o and Latina/o issues critical to communities across the country. Our intention is to finalize the proposal for the major following this Program Planning process.

4) Add four tenure-track hires,

During the period under review we took every opportunity to seek new tenure-track lines. We worked with other departments to develop interdisciplinary lines that could have been shared, and we continued to advocate for the replacement of the lead faculty member in Policy. In spring 2013, we were finally granted a search for a tenure track position and hired Professor Joshua Troncoso who began his position with MAS in Fall 2014.

5) Increase hours of office coordinator,

This recommendation was made to meet the department’s basic needs with regard to being open for students and faculty. No new revenue has been made available to make this possible.

6) Improve departmental facilities with greater resources,

In Fall 2012 we were moved out of our Uchida Hall offices and relocated for what was going to be a temporary period to Student Services Center. Renovation of our space and replacement of furnishings as well as a conference/seminar room was promised and imminent. Regrettably, as the plans for the renovations to Uchida Hall proceeded, we were informed that we would not be allowed to return to Uchida Hall, resulting in an 18-month dislocation. However, in fall 2014 space was made available for us
in newly refurbished offices in Clark Hall. The facilities are improved, but we lost square footage in the process and we do not have greater resources. Department needs are discussed in the final sections of this document.

7) Expand MAS role in SJSU’s mission to serve Latina/o student retention and graduation.

MAS plays an important role through its curriculum, mentorship, and advising of Latino students. Beyond our classes, MAS faculty advise various Chicana/o and Latina/o student groups. In 2013 former Provost Ellen Junn formed a taskforce on Hispanic Student Success and some of the faculty were involved in these efforts. Before leaving the campus, Provost Junn appointed Professor Pizarro to serve as the lead in the taskforce along with Ms. Itza Sanchez. Professor Barrera serves on the Campus Diversity Committee that develops programming and plans for student success. Professor Curry has served on searches for the campus Vice President for Student Affairs and for the newly developed Chief Diversity and Equity Officer. Professor Barrera serves on the Academic Senate’s Student Success Committee, sharing her expertise as the Coordinator of the MAS Mentor Program, a successful intervention developed by the MAS department to improve Latina/o student retention and success at SJSU. Thus, the faculty are involved in committees and activities that enhance SJSU’s mission toward Chicana/o-Latina/o student retention and graduation. [It should be noted that these Latina/o student retention efforts have been part of campus-wide initiatives and are not explicitly pursued through the curriculum but through these different forms of service that the faculty provide the university. They are not assessed as part of the department’s curriculum.]

8) Capitalize on the expansion of Chicana and Chicano Studies research and scholarship to enhance department status.

This objective is overarching and relates to the growth and development of the field of Chicana/o Studies at large. The department continues to actively engage with the discipline and the work of the national organization (NACCS), while also supporting the integration of Chicana/o Studies in k-12 curriculum and sharing our expertise with the departments and programs in the college and university. Moreover, MAS also has taken the lead in addressing the needs of AB540 and undocumented students at SJSU, a significant area of concern in Chicana/o Studies.

**MAS Recommendations and concerns from the Social Science College Committee, the External Reviewer, and the Program Planning Committee [from the Previous Program Review completed in 2009]**

**COSS Committee Recommendations from the Previous Program Review [2009]**

1) Develop evidence about MAS community engagement with data and type of involvement,

The MAS faculty have a long history of applying their expertise to multiple forms of community engagement. Since this is so integrated into the way we perform our daily work as faculty, we have not always documented this work in formal ways, although it has been integrated into our research and publications in different ways. MAS faculty have:

- Been at the forefront of addressing the needs of AB540 students by organizing symposia focusing on AB540 legislation and educational policy, developing training materials for academic personnel, seeking scholarship funds for students, and providing guidance to school counselors and teachers, parents, and
other allies about how to navigate the AB540 affidavit process. Providing advice and support to AB540 students and prospective students from middle school and beyond (the numbers affected are in the thousands since we have been engaged in this process for over 10 years).

-Mentored SJSU faculty through workshops on writing the annual summary of achievements for the Center for Faculty Development and knowing our diverse student population, organized by the College of Engineering.

-Developed high school courses with San José Unified that mirror our courses in college and documented the significant impacts of this work on student engagement (over 300 students have enrolled in the course)

-Supported the professional development of undergraduate and graduate students by finding resources to participate in the annual meetings of the National Association for Chicana and Chicano Studies as presenters and facilitators of panels. SJSU has one of the highest numbers of students at every conference as a result of the mentoring of the faculty. (Funds secured to support conference attendance average $5,000 per year and the number of students ranged from 7 to 18).

-Mentored Stanford University doctoral students through speaking on panels (audiences ranging from 10 to 150) about being on the job market; teaching at the CSUs; and Latina/os in academia. Also one-on-one mentoring through the Preparing Future Professors collaboration between SJSU and Stanford.

-Helped to develop and organize major campus events, including visits by award-winning performer Linda Ronstadt and Supreme Court Justice Sonia Sotomayor.

-Supported local teachers committed to addressing the needs of Latina/o students (actively mentoring a collective of 20 teachers)

-Provided outreach and support to underrepresented SJSU undergraduate students through academic workshops for EOP and ASPIRE.

-Conducted training for teachers from across the country to provide them the support and tools to successfully engage communities of color in the classroom (over four summers this work has included over 250 teachers).

2) Clarify the Capstone Seminar,

The MAS 240 course was implemented in 2005 and has been a critical component of the graduate degree. All students are required to take this seminar. In the first half of the course, students have the opportunity to reflect on the 5-course core sequence, considering and connecting the tools and skills they have developed. During the second half of the course, the students apply the framework developed from the core courses to a project of their choosing. The course provides students with an opportunity to own every aspect of the learning process, and also to begin to envision themselves as researchers and teachers. Students are challenged to begin to transition into their post-graduation interests and have used the course to help them develop master’s projects, theses, graduate school applications, and community-based projects that they continue after completing the program. The course culminates with a public presentation of the student projects that provides an important space to practice presenting their ideas, but also integrates community and alumni into the discussion of their
ideas and contributions. This student presentations are a very successful highlight of the coursework and provide an exceptional bridge to the next steps for the students, serve as recruitment of new students, and also inform the community of our work.

3) Evaluate GE service to ensure GE does not affect effort to develop MAS Major,

Our GE course offerings are primarily found in the lower division and they should only enhance the development of the major and student enrollment. The preliminary plan for the major relies on collaboration with other departments extensively and will allow us to continue our GE offerings while also adding the key courses required for the major without impediments (the appendices include the latest version of the major matrix).

4) Seek Work Study or student support to alleviate office support needs,

Our budget has included one Work Study student working up to 10 hours a week. Whenever possible, we have also received COSS unused work-study funds to increase our student assistant hours. Work-study allocation is determined by the college. Given the current constraints to the budget, the program would like to reinforce this recommendation for the current cycle and obtain a commitment of greater hours for Work Study to ensure that the office can stay open as much as possible.

5) Use the College technology assistance to update MAS website regularly,

During the period under review we had two periods in which we assigned our student office assistants to work on the webpage. One student was a first-year graduate student in our program, and another an undergraduate minor. Both of the students had experience developing webpages, but the additional training requirements made it difficult for them to make significant progress and the continuing changes needed in the maintenance of a Webpage were challenging.

More recently, the position description of the Office Coordinator has been updated to include these duties. Since beginning in the position (December 2012), our Office Coordinator has attended training sessions and when possible dedicates time to maintaining the website. Since she is part time, however, her hours are limited, and these duties often must be delayed while she attends to other pressing department demands. MAS has occasionally used college tech staff to help with website issues, however, we tend to keep this work in the department.

6) Update Faculty Listing and Correct the Department Diversity Table,

We have submitted an updated diversity table each time we submitted recruitment requests. The most recent table was submitted with the request for a tenure track faculty search in 2013. As for the Faculty listings, those are updated regularly for the catalogue and the website.

7) Petition the University for a special hiring arrangement with a multi-year commitment for salary support for new faculty appointments.

As stated previously, MAS took every opportunity to submit proposals for hiring new tenure-line faculty. Two proposals for cluster hires with Urban Planning and Environmental Studies were submitted but not granted. With our most recent hire, we lobbied to hire two faculty members because the department
needs 5 tenure-line faculty members to fully meet the needs of our curriculum and students, especially as we gear up for the undergraduate major. Unfortunately, we were not granted the second hire.

**Recommendation from The External Reviewer during the Previous Program Review [2009]**

1) Cross-list courses especially with the College of Education and other programs such as EOP,

One of the most significant outcomes of the previous Program Planning effort was the instrumental discussion between MAS and the Educational Opportunity Program (EOP) Coordinator, Maria Romo, encouraged by the external reviewer. The discussions led to the development of an intervention program in conjunction with the EOP program. The goal of this program was to provide lower-division students with graduate student mentors to help them develop the skills needed to be successful as SJSU students.

With assistance from the Dean’s office and from the EOP program, we hired 4 Graduate Student Mentors for each of the 5 sections of MAS 10A, providing 419 students enrolled in these classes in fall 2008 with a Graduate Student Mentor.

This important collaboration for the MAS 10A/B classes has been largely responsible for the growth in these course offerings, which jumped from 3 in fall 2009 to 6 sections in fall 2013. More recently Professor Barrera has taught one section of the 10A/B which is offered only to EOP Summer Bridge Students.

Additionally, as part of the BA Major proposal work we approached departments to begin the process of cross-listing courses (English for MAS 144, and Radio, Television & Film for MAS 170). We will be preparing the paperwork to formalize these cross-listings in 2015-16. We will also seek partnerships with other departments for GE classes that meet the requirements for the undergraduate major. As we dedicate our efforts to the BA Major Proposal we will explore arrangements with departments such as Health Sciences, Spanish, Sociology, and Education.

2) Develop on-line courses,

Our new Tenure Track professor is exploring the development of online course offerings, which we expect to integrate into the new major. Professor Curry has been using next generation classrooms since 2013-2014 with the goal of modifying at least one class into an on-line format, probably using a hybrid classroom approach. An adjunct Professor, Callahan, has also received funding to adapt the MAS 10A/B course to an on-line model, which will be piloted in 2015-16.

3) Allocate assigned time for tenure-track faculty and do not overload with service demands common to small departments,

MAS has used discretion in assigning reduced course-load to pre-tenure faculty by crediting them the MAS 180 and 298/299 enrollment. Faculty have been encouraged to apply for release time that fit into their teaching and research interests, some of which have been successfully obtained. The department has also supported faculty to identify a meaningful college and university service contribution rather than serving on multiple committees.

4) Collaborate with CHC Librarian to enhance curriculum and student success,
Since our last review we have integrated our Library Liaison, Kathryn Blackmer Reyes, into our course instruction, some of our faculty meetings and retreats. She conducts library instruction for several of our undergraduate classes and the core courses in the graduate program. As part of the development work for our BA proposal, we have also asked her to develop a 1-2 unit course that will be required for the BA Major and will focus on Library and Information Literacy in Chicana and Chicano Studies. She regularly develops pathfinders and libguides for some of our classes and provides a great deal of research support to our undergraduate and graduate students. She regularly provides the faculty the lists of new books that may be integrated into the curriculum and/or research.

5) Develop a Major,

As discussed previously, we have continued to work diligently on developing the necessary foundation for the undergraduate major. We expect to formally apply for the major in 2015-16.

6) Draw on WASC observations to support the mission of MAS in supporting Chicano/Latino Student success through mentoring.

The MAS department has been deeply committed to improving the retention and graduation of Chicana/o-Latina/o students at SJSU. We regularly discuss the best ways we can adapt our courses and instruction to meet this goal, often sharing our most successful innovations with each other during faculty meetings and retreats. We have designed specific interventions as part of these efforts, the most significant of which is the development of the Graduate Mentor Program, whereby graduate students support undergraduates in lower-division classes and help them develop skills necessary to thrive in and graduate from SJSU. Faculty have also used special programs to design new approaches to mentoring in the department, having supported several students through the Provost’s Undergraduate Research Grants. Furthermore, individual faculty have been involved in leadership roles in the work of the Chicana/ Latina/o Faculty Staff Association and the Chicana/o Latin/o Student Success Taskforce as well as the Diversity Excellence programs to address these issues with the community as a whole. MAS faculty are fully engaged in various efforts throughout the campus and the community to address challenges students face in their educational endeavors, specifically those who are in jeopardy of being disqualified and students who are undocumented.

The Program Planning Committee Recommendations from the Previous Program Review [2009]

The PPC concurred with the recommendations of the COSS Committee and the External Reviewer and expressed concern over the department wishes to grow in a time of budget reductions in enrollment caps. They encouraged the department to draw on extant experts in Assessment, the Office of Institutional Research, and to use COSS resources for a greater Web presence.

The MAS department has worked closely with our College and developed a thoughtful plan for managing enrollment and growth. Limiting the number of team taught sections of MAS 10A/B class will provide us with budget savings that will make it possible to add the offerings necessary to support the major. Furthermore, the Dean of the College has supported the development of an undergraduate major in MAS, recognizing the demand for the program and the significant growth in enrollment.
2b. Significant changes to the program and context, if any

MAS experienced four major changes affecting operations and progress since the last program review. 1) In 2008 MAS began a partnered program with EOP, the Graduate Mentor Program, that allowed us to address retention and strengthen student success in selected lower division GE courses. 2) We hired two tenure-track professors to develop the graduate degree emphases in Comparative Ethnic Studies and in Policy. 3) In fall 2012 we were relocated off-campus to the Students Services Center while our home building, Uchida Hall, underwent structural renovations. 4) We experienced changes in the administrative support for the program.

MAS Graduate Mentor Program

As indicated previously, in response to the low retention rates for students of color at San José State University, Mexican American Studies collaborated with the Educational Opportunity Program to develop and implement a pilot, mentoring program for students in the MAS 10A/B lower-division GE course.

The goal of this program was to have Graduate Student Mentors work directly with the undergraduates in a number of different ways to help them develop both skills and comfort as university students in an effort to increase student retention. With continued financial support from the Dean of the College of Social Sciences and the Educational Opportunity Program, we hired 4 mentors to work in 7 of the sections of MAS 10A/B taught in 2008-2009.

The MAS/EOP Pilot Mentoring Program was successful in several ways. First, the Graduate Student Mentors worked in 7 classes with over 200 students in the 2008-2009 academic year. The undergraduate students were mentored in critical areas, including: essay and research paper writing, research skills (including using the library effectively), reading strategies, test preparation, note-taking, interacting with faculty, time-management, and utilizing university resources.

The MAS faculty assigned to these classes simultaneously engaged in a yearlong discussion of how to best help the students, particularly those who were at greatest risk for failure and attrition. The ongoing dialogue helped identify the most significant challenges of working with first year students likely to leave SJSU before completing the degree, as well as the strategies most helpful in our efforts.

Since its inception, the Graduate Mentor Program has become a cornerstone of student success buttressed by other lower division GE courses (MAS 30 AND 74), which together enrolled 1,884 students in 59 classes. A total of 18 sections of 10A/B were offered between 2009 and 2013 with an average enrollment of 81 students per class. Classes are typically team-taught by 2 professors who enhance the teaching by their different areas of expertise. Undergraduate students excel in these classes because of the sound introduction and reinforcement of skills and instruction provided by the faculty/mentor teams.

Many of the students enrolled in these classes become MAS minors. SJSU has begun to track and document minors this academic year and Mexican American Studies has the 7th most minors with 83 minors as of Spring 2015. We expect these numbers to increase as we roll out the undergraduate degree program and continue to make important contributions to the successful recruitment, retention
and graduation of Chicana/o-Latina/o students at SJSU. (See Declared Minors 2009-2013 table in Appendix E).

While the Graduate Mentor Program is focused on the success of undergraduate students, the graduate student mentors also grow as students and as teachers as they are involved in most facets of course development and instruction. The program is a vital support for both graduate students and the undergraduate students enrolled in our GE lower division courses. Twenty-two graduate students have served as Peer Mentors for the MAS 10A/B classes from 2008 to 2013. With the exception of two students, the MAS graduate program has provided all of the mentors for this program. The program has proven so successful we have grown from 3 to 6 mentors with the continued support from COSS and EOP. (See reports of the GPM Program in Appendices-find in GPM Folder.)

Peer Mentors for MAS classes have also been successfully recruited from Peer Connections. Specifically, Graduate and Undergraduate Peer Mentors have been assigned to MAS 30, MAS 160 and MAS 130. These mentors are trained by Peer Connections to provide workshops for academic success during the regular class time. Students attend classes and model behavior for students as well as provide valuable feedback to faculty on issues to address in class.

**Tenure Track Faculty**

Bringing the department to an optimum number of ladder rank faculty has been our consistent goal. However, faculty growth in MAS has been static, as we have only replaced faculty lost to retirement and are only now back at the number of tenure-line faculty that we had 6 years ago when our last retirement occurred. MAS has experienced no true growth in permanent faculty in over 20 years despite significant growth in enrollment. In 2007, we lost our newest tenure-track faculty member to a job offer at another university, but were able to recruit a replacement in 2008 for a position to begin in 2009. During that search, we were granted two lines to replace a scheduled retirement. The second potential faculty member opted for a post at another CSU campus and thus did not join MAS. Despite the original agreement, we were not allowed to recruit for a replacement for the retiring professor who taught the Policy courses in MAS. The loss of that position resulted in problems covering the Policy area of graduate instruction, which we did by hiring part-time instructors for several years.

We fully support the professional development and sabbatical leaves of MAS faculty. However, any departures among our colleagues results in workload challenges and hinders our program development, including finalizing the proposal for the undergraduate major. From 2009 to 2013 we functioned with 3 and 2 tenured/tenure-track faculty as a result of a pre-tenure full year sabbatical for one faculty member and a semester sabbatical for the chair. These leaves ought not to be liabilities, but because our department is small and we have fewer available faculty to engage in committee work, curriculum development, and advising, among other demands, they have a significant impact on the department.

MAS depends heavily on adjunct faculty to fulfill its instructional needs. The number of part-time faculty have grown from 2 FTEF in the last cycle to an all-time high of 4.5 FTEF in fall 2012. In general MAS had a stable FTEF of 6 to 7.4 total faculty including tenured (3), probationary (1), and temporary faculty. The growth in part-time faculty was supported in part by allocating the personnel budget from not replacing tenured faculty. (See All Faculty FTEF Full/Part-Time Status table in Appendix G).
The major setback of this period was the loss of our departmental home in Uchida Hall. Intended as a temporary relocation, with the plan to return in December 2014, this relocation turned out to be a permanent expulsion from our offices. In early spring 2013 we were informed that we would not be returning to Uchida as the space was given to Athletics. The move to SSC created great turmoil for the faculty and students. The limited hours of the building and the loss of our conference room and library made it difficult to provide the mentoring and advising essential to how our faculty work. Students were confused about where we had gone, and many who actually found us were put off by the lack of open door status of the building and the sub-par facilities.

Adjunct faculty were forced to share extremely limited space and lacked any kind of privacy for student advising or class preparation. Discussions about potential relocation sites included cutting back the square footage of our previous home and possibly dispersing our faculty throughout various campus locations. We spent the next year and a half working with various administrators on campus to identify, space that could meet the department’s basic needs.

A major role of our department is providing mentoring and guidance in our offices and the department common space. This is especially important for our non-traditional and first-generation students who often feel lost and neglected on campus. The loss of our physical home made it difficult to provide vital mentoring, resources, and contact with the entire cohort of students that entered 2013-2014 during our time at SSC, affecting both graduate and undergraduate students. This group never experienced student receptions, study sessions, or the familiar department office to serve as a host space to our students. Moreover, they never had a conference room to hold study sessions, and to study themselves. It is not uncommon for students and university visitors to encounter Mexican American Studies and inquire about services and issues they might seek in the community. MAS as a physical location serves the university and its surrounding communities—it is a liaison space that is not replicated in any other unit on the campus.

In September 2014 we were permanently relocated to a central campus building, Clark, where we were allocated 7 offices, (4 for tenure track faculty, 1 for all adjuncts, a small conference/equipment room, and a department office). While we are happy to be in the center of campus, we lost space for our graduate students and meetings due to the smaller conference room.

Administrative Support

After many years of having an established Office Coordinator, MAS faced difficulties when she left for graduate school. This was exacerbated by the reality that our office only has a half-time staff allocation. To address the shift in administrative support, we hired one of our graduate students to serve as a student assistant. During the initial period, both the student assistant and the new Office Coordinator had to figure out how to best serve the needs of the students seeking information while maintaining the administrative duties of the department and addressing the unconventional requests and needs our department experiences regularly. In all, the department has managed its service points and eventually rehired the former Office Coordinator, just as we were being relocated to SSC.

Some of the communications work, e.g., updating the webpage with faculty and class information was delayed in part because of the added disruption of the move, but also because of its subordinate status to other needs in the department, given the demands of running the department with limited time.
3. ASSESSMENT OF STUDENT LEARNING

Undergraduate GE Courses

MAS faculty regularly assess instructional practices and curriculum with regard to *General Education* undergraduate requirements. For this review, we present evidence of assessment for six General Education Areas: A-Oral Communication (MAS 74), D1: Human Behavior (MAS 30, previously 96), D2: Social Systems, D3: Comparative Systems, US1-3: American Institutions (MAS 10A/B) and S: Self, Society & Equality in the U.S (MAS 130 and MAS 160). In all classes, students overwhelmingly met or exceeded the learning objectives, often with exceptional acumen. Assessment reports for Fall 2010 through Spring 2012 are found in the appendices.

3a. Program Learning Objectives (PLO)

In the time under review we have had two distinct sets of PLOs, which even now continue to be modified. The core mission of MAS is never abandoned; instead the PLOs are evaluated for best practices based on our individual and common observations about how the courses promote the outcomes and how to best address student needs. Initially, the MA program had 9 PLOs, which were revised in 2010 to become 5. More recently, in spring 2014 we revised the PLOs again to 3 and are now using these to assess student success in achieving the program goals through their work in the core courses. The PLOs used during the review period are:

MAS PLOs (aka SLOs): 2010-2013

1) Understand the concept of “ideology” and how individuals are interpellated by ideological forces; articulate the practical applications of such concepts to Chicana/o communities; and identify the many ways that Chicanas/os respond to ideology
2) Understand how history has influenced the Chicana/o experience and analyze major interpretations in Chicana/o Historiography
3) Identify and analyze major thinkers, concepts and theories underlying Chicana/o Studies
4) Identify, understand and analyze the relationship between US Institutions and the Chicana/o community
5) Understand and develop/propose research procedures in accordance with the methodological challenges posed by Chicana/o Studies

MAS Revised PLOs (Spring 2013)

1) identify and analyze the major issues, questions, and debates driving theory and research in Chicana/o Studies (through discussion and writing), particularly the central role of race and ethnicity and: a) its intersectional relationship to other socially constructed categories, such as gender, class/SES, and normative heterosexuality, and, b) its historically evolving role in shaping individual and group identities, opportunities, and outcomes in US institutions.
2) analyze (through discussion and writing) the major theories, paradigms, and methods used to study Chicana/o and Latina/o communities historically and today, critically evaluate scholarship in the discipline, and develop an ethically-based research, creative, or community-based project in Chicana/o Studies.
3) effectively present and write insights related to PLOs 1 & 2 in chosen area of emphasis through
capstone project that demonstrates the significance of this work and is adequate for effective instruction at the college level.

The MAS faculty regularly assess our graduate program by reviewing the effectiveness of specific courses at reaching the Program Learning Outcomes that we have identified as essential to meeting our departmental goals and mission. As part of this process, the graduate faculty meet to discuss our effectiveness and develop the curriculum and instruction in response to these discussions. Students advance in their program of study by enrolling in the core courses, defining their areas of emphasis, and working closely with faculty advisors in their chosen areas to complete their programs of study. Six core classes provide the foundation for student progress in our MA program. These are enhanced with 3 elective classes and the 3 options for the capstone experience (thesis, project or additional class for a non-research degree). The degree is achieved in 30 units with 18 units (6 classes) designed as core courses. These core courses are:
  
  - MAS 200: Ideology and the Chicana/o Experience
  - MAS 205: Chicana/o History
  - MAS 210: Foundations of Chicana/o Studies
  - MAS 225: The Impact of American Institutions on the Chicana/o Community
  - MAS 240: Applied Chicana/o Studies Seminar
  - MAS 275: Research Methods

Three additional classes are used as electives to support the areas of emphasis.
  
  - MAS 215: Chicanas/os and Education
  - MAS 230: Policy Analysis and the Chicana/o Community
  - MAS 252: Comparative Ethnic Studies

All core courses were assessed using 5 student-learning outcomes in Fall 2011 and Spring 2011. During this period the faculty determined that we moved from “emerging” to “developed” and have since moved toward “highly developed” in our on-going assessment.

Recently, we began assessing our MA program using the new 3 PLOs in 2013-2014 (Appendix H) and will finish assessing our courses next year. The three revised PLOs depict the breadth of our learning objectives with greater clarity and precision. We determined the assignments we would use to assess student success in meeting the PLOs and then rated each student using the following scale: Below Standard, Approaching Standard, Meeting Standard, and Meeting Standard with Distinction. The process allowed us to identify which courses covered which PLOs best, and how well we are doing as a faculty in preparing our students to meet the PLOS. We also used this process to clearly define the Course Learning Objectives for each of the core courses and are in the process of mapping those to the PLOs. Because they are new, we expect to refine the PLOs and their use in assessment.

In 2013-2014, in general, MAS students met or exceeded the SLOs of the assessed courses and we confidently conclude that MAS classes provide students an excellent training in Chicana and Chicano Studies. Students understand and address a complex set of issues and problems in our program. The focus on theoretical analysis applied directly to the diverse experiences of Chicana/o and Latina/o communities provides students with skills needed to successfully work in these communities in a number of different capacities, as well as to go on to successfully complete advanced graduate training.
We added the new PLOs to the Graduate Student Handbook and to course syllabi beginning in Fall 2014. Beginning Fall 2014, Professor Troncoso has also been apprised of the PLOs and is responsible for the Policy strand of our graduate program. We expect that he will help us further develop the PLOs and our assessment plan.

Copies of the Assessment Reports are included in Appendix H and I.

**MAS Minor**

Undergraduate students are assessed in 4 Lower Division GE courses (MAS 10A/B, 30, and 74) and 2 Upper Division courses (MAS 130 and 160). Non-GE Electives are not assessed. PLOs have not been defined for the minor, however our work on developing a major has led us to engage in preliminary discussions on PLOs. We prepare reports for GE assessment, similar to the process for graduate courses, with identified GE and Class Learning Objectives. These reports are collected by the course coordinators and then given to the Chair and submitted to COSS and Undergraduate Studies as required. MAS GE assessment reports are found on the Undergraduate Studies Website and also in the appendices.

All MAS GE classes were assessed Spring 2010, Fall 2010, Spring 2011 and Fall 2011 for SLOs 1-4. We taught twenty-nine lower division sections serving 1,802 students. The MAS classes are highly successful in getting students to meet or exceed the SLOs in each of the classes with only a small fraction of students failing to meet the SLO (most often this is the result of students ceasing to attend class and not doing the assignments). Lecturers teach the vast majority of these sections with three tenure/tenure-track faculty teaching sections of the GE classes. (See Appendices for table of GE classes taught, complete assessment reports and abbreviated syllabi).

**Summary of Progress**

Throughout the review process the department was praised for its contributions in the areas of curriculum, student mentoring, and efforts to increase student retention.

In light of campus-wide budget cuts and having fewer ladder-rank faculty, we chose to focus on meeting the most critical needs of our students: providing MAS graduate and undergraduate students with greater opportunities to engage in the scholarly work of MAS. We streamlined our course offerings and provided more sections of core GE courses, while also expanding our Graduate Mentor Program to offer students the support needed for their success. These efforts enhanced student engagement and retention at SJSU. Moreover, we proactively moved to develop relations with other units at SJSU, specifically with EOP, designing and offering special sections for EOP students in year-long classes to support their transition to college-level work.

At the same time, we worked to strengthen our graduate program by aligning the courses and preparing students for specific post-graduate opportunities in their areas of interest. Having already revamped the graduate curriculum and added a capstone seminar in the previous review period, we were able to emphasize continuity throughout the program and offer the support to graduate students to increase their more timely completion of the program and success in reaching their goals upon completing the degree.

A major focus for MAS during the post review period has been the groundwork to develop our undergraduate major. This has been the focus of our work at various retreats and extended faculty meetings. We specifically relied on a two-pronged approach, seeking input from students with a survey
to assess their interest in an undergraduate major and determining the strands of academic foci for the curriculum by examining Chicana and Chicano Studies departments at comparable universities. Our work has been significant, even though we understood that the budgetary climate may not be favorable to our efforts.

We designed a draft of a preliminary major in the interdisciplinary tradition of Chicana/o Studies with internship options to meet student interests. The intention of the BA in Mexican American Studies is to prepare students for the occupational climate of our state resulting from the growth in racial diversity and unique needs related to these demographic shifts. As part of our initial effort, we identified departments and courses that are a good fit for the proposed major and will begin to work with those departments to develop concrete arrangements that will benefit SJSU students. In our planning, we also identified a series of organizations and agencies with whom we might partner for internships to provide practical experience to enhance the curriculum.

MAS has also collaborated on the new Sociology Concentration in Race and Ethnic Studies as a means of solidifying our relations with the new department, which now includes the former department of Interdisciplinary Social Sciences. Our undergraduate program will benefit from students who wish to pursue a concentration in Chicana/o Studies but not minor in MAS. Moreover, we agreed to have MAS 30 become part of the Global Studies concentration in the study of cross-cultural food practices. These efforts are important to engaging in curricular innovation and development across departments and reflect the expanded interest in and acknowledgment of the benefits of the MAS curriculum.

Applying the WASC rubric for Program Learning Outcomes in terms of meaning, quality, and integrity, Mexican American Studies can be described as making progress toward the Highly Developed stage in terms of assessment. We hope to reach the Highly Developed in all areas by the end of 2015. The significant revisions to the Graduate PLOs during the review period have tightened the instruction and assessment. Our assessment timeline will allow us to review our courses as we develop the undergraduate major, which is modeled after the graduate program. In revising the MA PLOs we aimed to reflect the most well-developed Learning Objectives of comparable programs in Chicana and Chicano Studies at other institutions. The MAS PLOS draw on the core principles that guide the development of Chicana and Chicano Studies as rooted in efforts aimed at equity, justice and ethical scholarship and research practices. Described according to WASC guidelines for the Capstone (Thesis, Academic Project or Applied Project) and the department PLOS, we plot student-learning outcomes as follows:

**LEARNING OUTCOMES RUBRIC**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Status</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive List</td>
<td>Highly Developed</td>
<td>Well organized list of relevant and important knowledge, skills, and values learned in the program</td>
</tr>
<tr>
<td>Assessable Outcomes</td>
<td>Developed</td>
<td>Outcomes demonstrate that students can design research, identify relevant scholarship to develop sophisticated literature reviews, and to present their research in conferences or symposia.</td>
</tr>
<tr>
<td>Alignment</td>
<td>Highly Developed</td>
<td>The curriculum is designed to help students develop a foundation in Chicana and Chicano Studies. The core curriculum provides a sequence for student skill, knowledge, critical thinking, and independent research development.</td>
</tr>
<tr>
<td>Assessment Planning</td>
<td>Highly Developed</td>
<td>The Department assesses all core courses on a regular rotation examining specific PLOs, selecting outcomes to demonstrate status of student learning and mastery of intended learning objectives.</td>
</tr>
<tr>
<td>The Student Experience</td>
<td>Emerging</td>
<td>Students learn about the PLOs in course syllabi and classes. MAS has never included students in defining the outcomes although we</td>
</tr>
</tbody>
</table>
engage in informal discussions with students about the challenges they encounter in completing core and capstone requirements in individual classes and advising.

**CAPSTONE RUBRIC***

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Status</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant Outcomes and Evidence</td>
<td>Emerging-Developed</td>
<td>Relevant outcomes, ability to integrate knowledge, design research, and solve problems are identified. Concrete plans for collecting evidence are designed and utilized by faculty individually. The Capstone, MAS 240, is intended as a final project for the non-research strand of the graduate program and is used to assess all students’ achievement of PLOs. Thesis and project chairs/directors work independently with students without formal course assignment and the department has not developed systematic means by which to collect evidence of student outcomes collaboratively. In the case of the thesis, MAS follows the Graduate Studies and Research guidelines for timeline, committee formation, IRB and formatting procedures. Some students opt to use Scholarworks at the King Library to publish their projects and to have an institutional record of their work. Publishing projects is not mandatory.</td>
</tr>
<tr>
<td>Valid Results</td>
<td>Emerging-Developed</td>
<td>The faculty agree on concrete plans for collecting relevant evidence for each outcome for the capstone. There is no collective assessment of the students’ capstone projects, although it is discussed among the faculty. Greater definition will be developed.</td>
</tr>
<tr>
<td>Reliable Results</td>
<td>Emerging-Developed</td>
<td>Faculty work independently with students using generalized university graduate studies and research criteria. Capstone projects are presented at an annual program open to and well attended by the public, with written and oral feedback obtained.</td>
</tr>
<tr>
<td>Results are Used</td>
<td>Emerging</td>
<td>Results for each outcome are collected and discussed by the faculty, and used in each course to improve instruction. The Capstone was intended as a means to integrate the insights and skills from the core courses and allow students to apply them and be assessed in meeting the PLOs.</td>
</tr>
<tr>
<td>The Student Experience</td>
<td>Emerging-Developed</td>
<td>Students in the 240 Capstone have knowledge of the purpose and outcomes of the capstone. The instructor reinforces objectives and the purposes of the applied aspect of Chicana/o Studies. The Project and Thesis students define their own purpose and outcomes in close discussion with their Chairs and members of their Committees. The Thesis and Project are independently defined and the student is the central person in this experience. Faculty emphasize the skills from the PLOs but do so focused on the content of the students’ choosing.</td>
</tr>
</tbody>
</table>


**3b. Map of PLOs to University Learning Goals (ULG)**
As indicated previously, the MAS graduate faculty have modified the PLOs to 3 global areas. This table is based on the most recent iteration of the MAS Graduate Program PLOs adopted in 2013. The ULGs currently focus on undergraduate programs so we look forward to a more specific application of the MAS PLOs to graduate ULGs.

### MEXICAN AMERICAN STUDIES MA PROGRAM

<table>
<thead>
<tr>
<th>UNIVERSITY LEARNING GOALS</th>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialized Knowledge pertinent to the degree based on the program learning goals</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Mastery of investigative, creative and/or practical projects</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Understanding implications of scholarly findings and critical components of research applied to specific problems or issues</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Demonstrated interdisciplinary understanding of critical components of broad academic areas</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Developed Intellectual skill in the uses of theory, methodological tools, graphical and representation including creative thinking skills, effective communication, mastery of quantitative methodologies, and able to engage in collaborative activities</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Develop skills and abilities for life-long learning, critical and creative thinking, effective communication, conscientious information gathering and analysis to effectively work in collective efforts</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Develop the ability to integrate theory, practice, and problem-solving to address practical issues for complex problems while applying knowledge and skills ethically</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Cultivate Social and Global Responsibilities- acting intentionally and ethically to address global and local problems with multicultural and historical perspectives in a clear and civically responsible manner. Engaging SJSU's multidimensional community.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

#### 3c. Matrix of PLOs to Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAS 200: Ideology &amp; the Chicana/o Experience</td>
<td>S/A</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MAS 205: Chicana/o History</td>
<td>-</td>
<td>S/A</td>
<td>-</td>
</tr>
<tr>
<td>MAS 210: Foundations in Chicana/o Studies</td>
<td>S/A</td>
<td>S/A</td>
<td>-</td>
</tr>
<tr>
<td>MAS 225: The Impact of Am. Institutions on the Chicana/o Comm.</td>
<td>S/A</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MAS 240: Applied Chicana/o Studies Seminar</td>
<td>-</td>
<td>S/A</td>
<td>S/A</td>
</tr>
<tr>
<td>MAS 275: Research Methods</td>
<td>-</td>
<td>S/A</td>
<td>-</td>
</tr>
</tbody>
</table>

S/A = Supported And Assessed
3d. Assessment Data

The MAS Program Assessment is conducted by considering student performance on specific assignments with regard to the PLOs in each of the corresponding graduate classes. Individual faculty share reports with all graduate faculty and discuss each course as well as the overall curriculum. Modifications are developed based on these conversations and can be made in a given course as well as across the curriculum. We have used this process to continually adjust the curriculum to best meet student needs with respect to achieving the PLOs and the departmental goals. Each semester new ideas are considered, developed and implemented and have included: emphasizing the development of skills necessary for completing effective literature reviews, creating processes for building advanced writing skills, and helping students integrate frameworks into the development of 298 projects. The MAS Assessment Coordinator collects and organizes the individual reports and summarizes the discussions and changes developed by the faculty. (Copies of Assessment reports are found in the Appendices)

<table>
<thead>
<tr>
<th>MAS Courses &amp; Semester for Assessment</th>
<th>MAS PLO #1</th>
<th>MAS PLO #2</th>
<th>MAS PLO #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAS 200 – Fall 2013 &amp; Fall 2014</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAS 205 – Fall 2013 &amp; Fall 2014</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>MAS 210 – Fall 2013 &amp; Fall 2014</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>MAS 225 – Spring 2015</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>MAS 240 – Fall 2013 &amp; Fall 2014</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>MAS 275 – Spring 2014 &amp; Spring 2015</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>MAS 298/299 – Fall 2014 &amp; Spring 2015</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

**MAS Minor Program**—Undergraduate students are only assessed in the Lower Division GE courses (MAS 10A/B, 30, and 74) and 2 Upper Division courses (MAS 130 and 160). Non-GE Electives are not assessed. Reports are prepared by each faculty member, analyzing student performance with regard to the GE Learning Objectives on given assignments. These reports are collected by the Chair and submitted to COSS and Undergraduate Studies as required. All MAS GE classes were assessed Spring 2010, Fall 2010, Spring 2011 and Fall 2011 for SLOs 1-4. Twenty-nine lower division sections were taught serving 1,802 students. The MAS classes are highly successful in helping students to meet or exceed the SLOs in each of the classes with only a small fraction of students failing to meet them (and this is typically the result of students ceasing to attend class and/or not doing the assignments).

We have also surveyed students in our undergraduate courses to assess their interest in a MAS major and obtain feedback on our evolving ideas of what the major would encompass. We have conducted both on-line and paper surveys of the undergraduate students. The Fall 2012 on-line survey was completed by 85 students, 97% of whom want SJSU to have an undergraduate MAS Major, with 45 of the students attesting that they would be a MAS major if it were offered. The paper survey in Fall 2013 was completed by 539 students, 97% of whom want SJSU to have an undergraduate MAS Major, with 218 of the students attesting that they would be a MAS major if it were offered.
3e. Assessment Results and Interpretation

As described in the previous section, MAS graduate faculty engage in on-going assessment throughout a given review period. The results are discussed collectively and faculty decide on changes to specific courses as well as to the overall curriculum. The major assessment findings during this review period have been: 1) the need to hone the PLOs so that they best reflected the department goals and mission, and, 2) minor shifts in instruction to address the challenges our students face in completing the degree and meeting the PLOs. Each year, the faculty collectively and individually note shifts that they realize will improve the program for students based on specific insights from the assessment. These improvements typically include changes to cornerstone assignments, emphasizing content that better covers the PLOs, and different methods of engaging students in the learning process. We have found that the only students that do not meet a given PLO are those who are not fully committed to the program and whose extracurricular commitments make it impossible for them to dedicate the time needed to effectively complete given courses. There are some students, who despite making the full commitment to the work, do not achieve the PLOs to the extent that the faculty would like. We have typically found that this is a reflection of the lack of preparation with which students enter the MAS program. Many of our changes in the program are made in response to this lack of preparation and lead to us finding new ways of helping students develop the skills needed for success.

The Assessment reports for this review period are provided in the Appendix H and I as indicated above.

3f. Placement of Grads

MA Graduates in Mexican American Studies: After completing the MA many MAS students continue with their employment, experiencing career and financial promotions. This is especially true for the teachers in the program. Some students go on to teach at community colleges. Other students continue with or move into non-profit work in agencies serving youth and the Mexican American community in a variety of ways. Some pursue for profit work, and yet others enter Ph.D. programs or other graduate degree programs such as teaching credential programs, law school, or social work. Some students form non-profit organizations, drawing on the scholarship and pedagogies gleaned from their program of study. We maintain formal and informal contact with students using a MAS community listserv, doing outreach to alumni to tell us what they are doing or have accomplished, and sharing updates on the MAS website. Graduates during this review period have gone on to doctoral programs in: Education at UCLA, UC Davis, UT Austin, Claremont, University of Utah, and University of Washington; History at UCLA; Anthropology at University of Washington; Law at UC Berkeley; and Educational Leadership at SJSU. Others have gone on to credential programs as they prepare to bring the skills and insights obtained in MAS into K-12 classrooms. Some alumni are instructors at: Hartnell College, DeAnza College, San José City College, Cal Poly San Luis Obispo, and in MAS at SJSU. Other students are employed providing student academic support or advising, for example at UCSD, CSUMB, Cal Poly San Luis Obispo and other colleges and universities. See complete table of alumni who have continued on with further education following the MA in Mexican American Studies.

We sent a survey to 25 continuing graduate students and alumni of the graduate program of which 12 completed the survey. Eight alumni and 4 continuing students replied to a series of questions regarding
their assessment of the curriculum, the quality of instruction, the degree to which the program prepared
them for employment or to pursue further education, and other areas regarding the field.

With respect to the curriculum, most respondents indicated that the classes they took in the program
gave them a strong foundation in their education (75%, N = 9), whereas 25% (N= 3) indicated that some
classes gave them a strong foundation. Respondents found the instruction they received to be strong
with 2 students rating it superior, 7 excellent and 3 good.

Students were almost evenly divided between those who felt that the variety of courses offered met
their needs (5 indicating it did and 6 indicating it did not). Many students are hoping for more
opportunities for elective courses. In terms of preparation for employment. Seven respondents agreed
that MAS effectively prepared them for jobs or to pursue further education (4 strongly agreed). Overall,
half of the respondents indicated that they were very satisfied with how MAS prepared them to achieve
their objectives, with the other half being somewhat satisfied.

With regard to the qualitative feedback provided by the respondents, there were no overarching
themes reflecting issues in the department that need to be addressed. These comments are helpful, but
tend to reflect individual experiences, interests, or needs of students, all of which the department will
continue to consider as we plan for the future of the program. The respondents do reveal themes with
regard to the strengths of the department, highlighting the mentorship received, the strength of the
community of students and faculty, and the meaningfulness of their training.

The survey findings reflect student satisfaction with the program and highlight several areas of strength
as well as those that can be improved. The low return rate makes it difficult to make any definitive
conclusions. We hope to find other ways of engaging students and alumni in providing feedback on the
program. (The summary of the survey data is found in Appendix O).

**MAS Minor Alumni:** Most MAS Minors use their majors for career placement and development. We
maintain contact with our Minors using the Mexican American Studies Community Listserv. Students
keep in touch with individual faculty usually to ask for letters of recommendation for graduate school,
scholarships, internship opportunities or jobs.

Ninety undergraduate minors or alumni students were sent surveys and 13 replied (7 alumni and 6
enrolled students). The responses represent 14% of the eligible respondents.

Undergraduate Alumni indicate that their majors while at SJSU were mostly in the social sciences
(psychology, sociology, social science, single subject teacher prep) and one each in Public Relations,
Social Work and Health Science.

Nine of the 13 respondents (69%) indicated that all of the MAS classes gave them a strong foundation in
their education, while the remaining 4 said most classes provided that strong foundation. Students
found the instruction in their MAS courses to be effective, with 7 finding it superior, 4 excellent and 2
good. They illustrated this with comments about the instructors’ knowledge and their “natural passion
for the topic.” Seven students were very satisfied with how MAS prepared them to achieve their
objectives while the remaining 6 were somewhat satisfied. Most students thought that the curriculum
had a good variety of courses for the degree (83%), but students also expressed a desire for more
classes in their comments. Most students (58%) indicated that if there was a major in MAS they would pursue it as a double major, while 33% said they would choose the minor in MAS.

Students agreed or strongly agreed (76%) that MAS prepared them to enter the workforce or to continue their education. Two of the 5 alumni who responded to the questions on their experiences after graduation reported they were either admitted to or had completed an MA following their graduation and 2 indicated they worked in a related field.

Overall, students demonstrated a sincere appreciation for the MAS undergraduate classes and how they helped prepare them for their post-graduation futures. They appreciate the commitment of the professors, the strength of the classes, and their main request was for more classes and a major. Again, the low response rates suggest the importance of finding other ways of engaging current undergraduate students and alumni in providing feedback on the program. (The summary of the survey data is found in Appendix P.)

4. PROGRAM METRICS AND REQUIRED DATA

The Required Data Elements discussed in this section are attached in Appendix A of this report. Because the department has no undergraduate majors the data reported here applies primarily to the MA Program Students, except where clearly indicated.

4a. Enrollment, retention, graduation rates, and graduates

New first-time, first-year under-represented graduate student enrollment between 2009 and 2013 (Fall semesters only) ranged from a high of 11 students in 2009 and 2012, and a low of 6 in Fall of 2013. The MAs program typically works actively with about 30 graduate students at any given time. (See Data Exhibit 5 in Appendix A.)

The retention rate for first-time first-year students varied from a low of 75% in 2009, to a high of 90% in both 2010 and 2011. For Under Represented Minority students (URM), the outlook is higher with an average of 87.8 retention rate (see Data Exhibit 9 in Appendix A). We have found that almost all of the students who do not finish the program face financial or personal hardships that lead to their departure. Since almost all are first-generation college students, familial and financial responsibilities and the lack of financial support for Master’s students at SJSU can make it necessary for students to leave the program before completion. Occasionally, a student chooses to leave because that student finds that they want to pursue other career opportunities than those they sought upon entry.

With respect to MA degrees awarded, for the period of the review (2009-2013) a total of 51 students completed their degree in MAS. The numbers were: 4 in the 2008/09-year, 9 in 2009/10, 6 in 2010/11, 22 in 2011/12, and 10 in 2012/13. The unusually high number of students completing their degree in 2011/2012 (N = 22) was an anomaly that included students who had been out of the program and returned to finish a last requirement to graduate. The exhaustive effort from our graduate coordinator, Professor Pizarro, helped make this happen though constant outreach and negotiation to get students finished. The more common number of 6-10 graduates per year is the result of different admissions.
practices that have brought students to the program with higher GPA’s and more clarity about the demands of the graduate program. Moreover, this time period also coincides with the development of the Graduate Peer Mentor Program, which serves as an opportunity to mentor graduate students to ensure their progress in the program. The income earned by the Mentors also addresses one of the deterrents toward steady progress: financial hardship. While 2011 shows only 6 students graduating, the fact is that by 2012/2013 we had a robust number of students (10) completing their degree requirements which relates well to the admission of 11 students in 2010 and 10 in 2011, demonstrating that the majority of this cohort graduated in 2 years. (See exhibits 5, 6, 7 and 8). All of the graduates during this period were URM students, primarily Mexican American.

4b. Headcount in sections

Average enrollment headcounts in Mexican American Studies lower-division sections fluctuated from 35.9 in fall 2009 to 39.2 in 2012. In general, the enrollment at this level has improved with an average growth in headcount of 16%. For the Upper division courses, a similar pattern of growth is reflected in average enrollments from 19.6 in fall 2009 and 21.1 in Fall 2012. The total enrollment for all course levels (LD, UD, and Graduate) shows a modest increase from 23.8 in fall 2009 to 28.7 in Fall 2012. MAS enrollment is comparable to other small departments such as Geography and Urban Studies and have been steadily growing during the review period and after (in fall 2014, average SFR was 30.7). Graduate enrollments fluctuate and the numbers have appeared lower recently because we have worked hard to graduate all continuing students within 3 years (which led to a high of as many as 22 graduates in one year) and because the graduate coordinator who had been doing recruitment for several years was on leave during one recruitment cycle. Having re-worked our goals for the program and tightened the curriculum, we will now be focusing on recruitment for the program and expect the numbers to increase in the coming years.

4c. FTES, Induced Load Matrix

Using IEA Data we present the following information to provide a snapshot illustrating the Induced Load Matrix for the graduate program.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>23</td>
<td>49</td>
<td>25</td>
<td>60</td>
<td>28</td>
<td>60</td>
<td>24</td>
<td>50</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>New Grad</td>
<td>8</td>
<td></td>
<td>11</td>
<td></td>
<td>10</td>
<td></td>
<td>11</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Graduated</td>
<td>9</td>
<td></td>
<td>6</td>
<td></td>
<td>22</td>
<td></td>
<td>10</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Continuing</td>
<td>14</td>
<td></td>
<td>19</td>
<td></td>
<td>6</td>
<td></td>
<td>14</td>
<td></td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Source: IEA Data Exhibits 4,5,7 and 8.

At the graduate level there is a solid relationship between number of graduate students and their enrollment in classes. The time to graduation rates demonstrate a good pace as the continuing numbers indicate that we graduate most of the students on a two-year cycle. The anomaly in this time period is 2011 when we graduated 22 students, which reflects our efforts to graduate students who had been in the program for longer than two years. Thereafter, the numbers even out to between 10 and 14 students per year.
The Induced Load Matrix (ILM) exhibits include data for Undergraduate students by major in Exhibit 4 and show total department enrollments. Thus, if we subtract the enrolled graduate students we get the true undergraduate ILM enrollments. These are:

2009: 476 – 49 = 426  
2010: 535 – 60 = 475  
2011: 628 - 60 = 568  
2012: 831 – 50 = 781  
2013: 747 – 30 = 717

These numbers are especially strong in demonstrating the increased enrollment of undergraduate students, many seeking to fulfill GE courses, but also many of these continuing in elective courses for the minor. The numbers are especially important when we examine the faculty numbers and ratios below.

4d. FTEF, SFR, Percentage T/TT Faculty

SFR in MAS has almost doubled from 17.1 in Fall 2009 to 30.7 in Fall 2014. The Fall 2014 numbers compare well to the College and University SFR for that semester, which were 29.2 and 26.5, respectively. In MAS, the SFR in lower division courses grew in that period from 26.1 to 41.6; upper division courses grew from 16.7 to 23, and graduate courses grew from 6.6 to 10. The FTEF for MAS has ranged from a low of 5.7 (Fall 2009) to a high of 7.4 (Fall 2012). In 2011-2012, the percent of the tenure/tenure track to lecturers was 32%/68%. By 2013-2014, that percentage had improved to 40%/60%. And, in 2014-2015, with our new faculty hire, the ratio was 44%/56% tenure/tenure-track to temporary faculty. Given the SFR in MAS, we believe the percent of tenure/tenure track faculty is low and we are in need of at least one additional tenure-tenure track hire.

5. PROGRAM RESOURCES

5a. Faculty

Full-Time Faculty: 4 (3 tenured, 1 probationary). In Fall 2014 we had 4 full-time tenure-line faculty because of a new hire (Troncoso). From 2009-2013 the department had 2 tenured and 1 probationary faculty (with exception of 2011-2012 when Professor Barrera was on an externally funded year-long leave and Spring 2013, when Professor Pizarro was on a semester sabbatical). The 4 ladder-rank faculty hold Ph.D.’s in Ethnic Studies, Modern Thought and Literature, Education and Sociology. Each of the faculty are engaged in advising and committee work in the department, the college and the university. For his roles as the graduate coordinator and chair of the department, Professor Pizarro is given 0.4 assigned time. As a strategy of supporting pre-tenure FTF, MAS gives 0.2-assigned time for undergraduate advising to the tenure-track faculty member. Since 2008, Professor Barrera was given 0.2-release time as the instructor of record for the independent studies and the graduate thesis/project enrollment. Professor Troncoso is now offered this support.

Part-Time Faculty: During the time under review MAS has employed 14 part-time faculty to cover the GE curriculum and, from 2009-2013, the graduate Policy emphasis area (Ochoa, Gallardo, Negron-Gonzalez, and Lopez). PT faculty have appointments ranging from 0.2 to 0.8. and are hired on one-year contracts. Mora-Torres, our long-standing historian, is entitled to a 3-year contract and teaches undergraduate classes and the core graduate seminar in history. Professors Tabera, Covarrubias and
Rios also have 3-year appointments. The department benefits immensely from PT faculty for much of our enrollment and advising in most of the GE classes at the lower division level.

**Faculty Need:** The department now has the tenure-line faculty to teach almost all of the graduate core classes, however, we rely upon Professor Mora-Torres to teach the core History seminar. Even with the new assistant professor (Troncoso), we lack the faculty to do all the advising needed in a vibrant graduate program along with developing the desired elective courses in the program. Moreover, while we have dedicated much time to designing a feasible undergraduate major, we do not have the faculty to cover all courses and to develop the important new areas for the major (Health, Spanish for Spanish-Speakers, etc.). The administrative and advising roles the tenure-line faculty perform in and out of the department is significant, especially given the limited representation of Chicana/o faculty in other departments. The MAS faculty are commendable in their service and dedication to the success and support of Chicana/Latino students, the aims of the university to meet the requirements for Hispanic Serving Institution status, diversity efforts, all in addition to their own professional development. Reinforcing their numbers would go a long way in providing greater services to the mission of SJSU.

Curriculum Vitae for Full-Time Faculty are included in Appendix L.

**5b. Support staff**

Mexican American Studies has a half-time Administrative Support Coordinator (ASC). The ASC is responsible for working with the chair on class scheduling, finance and budget, recruitment activities for both faculty and graduate students, RTP, faculty evaluations, supervising one part-time student assistant, staffing the front desk, answering phone and email inquiries, and maintaining minor files and some graduate student files. As part of her duties, she also maintains and updates the department webpage and orders supplies.

The current staffing arrangement continues to be barely sufficient to run the department efficiently and effectively. In addition to routine departmental demands, MAS also serves as a clearinghouse of sorts for anyone from the Mexican American Community who interfaces with the campus. Even without this unique complexity, there is a serious need to find a solution to further the work and service provided by MAS to the University.

**5c. Facilities**

Since September of 2014, Mexican American Studies has been located in Clark Hall. The department has one administrative office, which includes an enclosed and separate office for the chair. Four faculty offices are assigned to Mora-Torres, Curry, Troncoso and Barrera. Seven part-time instructors share one faculty office. The Department has a small conference room, which houses a copy machine, one filing cabinet and the faculty mailboxes. The department has no assigned classrooms, and therefore must depend upon college scheduling to secure instructional space.

From December 2012 to September 2014 the Department was in temporary quarters at the Student Services Center (SSC) below the 10th street garage. We were moved there while our former building,
Uchida Hall, was being retrofitted and renovated. Much planning went into the new office space, conference/seminar room, and shared teaching space. Within a few months after our relocation, we were informed that there had been a change of plans and we would no longer be returning to Uchida Hall. This was disheartening.

The SSC location challenged our faculty, staff and students, and our department in general. The space was insufficient but acceptable given its “temporary” status. However, the hours of operation of the building dictated hours of service to our students, which was a problem since we teach graduate seminars in the evenings and on Saturdays. During this period we lost important ties with our students as they found it difficult to make the hours of the building to meet with many of the faculty and to handle departmental paperwork. Several of the faculty opted to hold office hours at local cafés or restaurants and at the student union (although that was also under construction). Other faculty chose to increase the use of library space to conduct student advising. At the SSC, we shared conference room space and kitchen/break room space with the student services staff. We were also integrated into the cleaning rotation with units that had significantly more members than our department, adding a burden on our already tightly scheduled staff.

The loss of our space at Uchida Hall and our 18-month hiatus in SSC is now in the past and our new facilities are a huge improvement. However, as indicated throughout this document, we lost square footage. Our conference room is woefully inadequate for meetings because of the copier and the mailboxes. We understand, however, that space is golden on the campus and so we make do with our limited collective space. Still, the cramped office shared by the current 7 part-time instructors is certainly challenging. For privacy and confidential discussions with students or among themselves, they may check to see if the conference room is available, but there is no guarantee they will not be interrupted there. To provide some of the space lost, we are sharing space with the College student success center, ACCESS. Our hope is that in the future we will be able to acquire more space for the copier, storage and mailboxes, and a separate office for the Chair. But most importantly, securing space for our graduate students, who perhaps lost the most in the relocations, would go a long way to demonstrating institutional support and commitment to Mexican American students. Our graduate students have no dedicated space, no place where their computer and printer can be set up (it is now in storage) and they have no place to meet in private with the students whom they mentor in the Graduate Mentor program.

6. OTHER STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND CHALLENGES

- High Impact Curricular Practices
  - MAS 10A/B and 74 are high impact courses that help students satisfy lower division GE requirements and develop skills for academic success. These class offerings have increased from 7 per semester to 15. One special section of MAS 10A/B was developed for EOP students who are taught by Professor Barrera with the special aim of providing key survival strategies for students who may be at risk of not completing the undergraduate degree. This practice began in 2011 as part of the development of the Graduate Mentor program.
  - Graduate Mentor Program: Graduate students are hired for 10 hours work weekly and are assigned to a section of 10A/B. The program is coordinated by Professor Barrera to ensure that mentors are providing best practices to students with the aim of helping them to
navigate higher education. This program is an excellent means of helping both graduate and undergraduate students and the program has been highly successful based on student surveys and performance in the class. The program is funded by the College and the EOP program. (Descriptions and Assessments in Appendix F)

- Undergraduate and Graduate Student Research – Students in MAS participate in various research efforts including the Provost’s Undergraduate Research Grant program, the McNair Scholars Program, the Sally Casanova Pre-Doctoral Program, and the CSU Research Competition. The Department regularly supports students to attend the annual meetings of the National Association for Chicana and Chicano Studies to present their original research and to experience professional development. One of our graduate students won the prestigious NACCS Fred Cervantes Graduate Student Research Award (having competed with PhD candidates from Stanford, Berkeley and Cornell).

- The MAS 240 annual student presentations are important for students to translate applied research into academic presentations and writing. Every year the presentations draw on various members of the community, alumni, and current students and provide valuable examples of what Chicana and Chicano studies research can achieve.

- Besides mentoring undergraduate and graduate students, we have also provided mentoring to Ph.D. students who are recipients of the CSU Chancellor’s Doctoral Incentive Program. These include, Jennie M. Luna (Ph.D. UC Davis, Native American Studies), Jose Garcia (Ph.D. student in Education, University of Texas, Austin), and Juan Pablo Mercado (Ph.D. student in History, UCLA). With this work we are helping build the pipeline of Chicana/o academics as they prepare for the professoriate.

- Graduate Student Writing Workshops originated with part-time instructor Negron-Gonzales with the assistance of Professors Barrera and Rios. The faculty found that many of our incoming students had not been well trained for graduate school success in key areas, including writing. Instructors in the graduate program collaborated to develop intensive writing support to students over the summer, which has evolved over time and included a more comprehensive graduate school preparation program and a reading group. Professor Barrera has since received an AANAPISI grant to develop and implement monthly Writing Workshops for graduate students on the following topics: crafting an analytical argument; using secondary sources; and a review of basic grammar and style. As part of the grant she hosts weekly writing clinics where graduate students can bring a work in-progress for hands-on guidance and feedback, or simply come by and make writing progress as part of a community.

- Graduate Student Thesis and Project non-credit seminars organized and facilitated by Professor Curry on Saturdays and summer months for students to collaborate on their capstone projects. Workshops on IRB processes, funding and grant writing, research design, and analysis of data are regularly conducted for MAS students. On occasion, Chicana/o-Latina/o students from other departments also participate in these sessions.

- Professor Pizarro co-coordinates an annual summer Institute for Teachers of Color Committed to Racial Justice that provides important opportunities for educators to share pedagogical strategies to address the needs of students of color in K-16 schools. This seminar has taken place on campus for the past two years after being housed at Santa Clara University. Some of our MAS graduate students have been involved as participants and also
as presenters, thereby experiencing valuable continued mentorship and professional
development.

- **Major gifts and donations**
  - Mexican Consulate Ministry of Culture for Mexicans Abroad Grant in collaboration with
    Student Affairs Grant to provide scholarships to Mexican undocumented students at SJSU.
    $43,000.

- **External funding or research productivity**
  - Professor Barrera, Junior Faculty Career enhancement Fellowship, Woodrow Wilson
    National Fellowship Foundation (2011-2012)

- **Faculty, alumni, or student accomplishments**
  - Las Andariegas Collective, COSS Award for Service, 2014 (alumni Ana Lilia Soto, Rosana
    Alvarez and Marlene Chavez, class of 2010)
  - Ismael Ray Lara, III, MAS graduate student recipient of the Dr. Ernesto Galarza Scholarship,
  - Angelina Loyola, MAS graduate student recipient of the Dr. Ernesto Galarza Scholarship, the
    SJSU Alumni Scholarship, and the COSS Student Scholarship 2012-2014.
  - Juan Pablo Mercado, winner Graduate Student Research Prize, CSU Social Science Research,
    2010 (Class of 2011)
  - Juan Pablo Mercado, recipient of the prestigious Eugene Cota-Robles Graduate Student
    Fellowship to pursue Ph. D. studies in History at UCLA. (Class of 2011)
  - Gabriel R. Valle, winner Graduate Student Research Prize, National Association for Chicana
  - Yesenia Ramos, recipient, COSS Study Abroad Award to attend seminar in Barcelona, Spain,
  - Robert Unzueta, recipient, COSS Study Abroad Award to attend seminar in Barcelona, Spain,
    summer 2011 (class of 2011).
  - Professor Julia Curry Rodríguez, SJSU Distinguished Service Award, 2013-2014.

- **Unique student compositions, backgrounds, or other contributions**
  - Our students are unique in that they are overwhelmingly first-generation students who are
    primarily Mexican American or Latina/o. Whether in the graduate program or the
    undergraduate minor, students often require remediation of some sort and therefore
    benefit from the dedicated work provided by the professors to help them to succeed
    academically.

7. **DEPARTMENT ACTION PLAN**

   a. Submit the proposal for the BA in Mexican American Studies
   b. Increase the number of Faculty Lines
   c. Curriculum Development for Graduate and Undergraduate Courses including cross-
      listing courses
d. Professional Development Opportunities to support curriculum development and innovation and for research and professional development.

e. Development of Permanent Graduate Student Funding

f. Develop and Formalize Community Partnerships with engagement projects and explore possible service learning courses

g. Demonstrate and Develop School to University Pipeline that increases Chicana/o-Latina/o SJSU Student enrollment, retention and graduation

8. APPENDICES

A. Required Data Elements
   - Exhibit 1 Number of Course Sections
   - Exhibit 2 Average Headcount per Section
   - Exhibit 3 Student to Faculty Ratio
   - Exhibit 4 Induced Course Load Matrix
   - Exhibit 5 Applied, Admitted, Enrolled
   - Exhibit 6 Enrollment by Class Level with FTES
   - Exhibit 7 Enrollment by Major and Concentration
   - Exhibit 8 Degrees Awarded
   - Exhibit 9 First Year Retention Rates
   - Exhibit 10 Graduation Rates

B. Accreditation Report – NOT APPLICABLE

C. Undergraduate Minor and GE Curriculum

D. Graduate Program Curriculum

E. Table of Declared Minors, 2009-2013

F. Graduate Mentor Program Reports, 2008-2011

G. MAS Faculty FTEF

H. Graduate Program Assessment Reports
   - Undergraduate GE Assessment Reports
   - Undergraduate GE Syllabi
   - MAS Alumni Continuing in Higher Education
   - Tenure-Track Faculty CVs

M. MAS Curricular Responsibilities with Full Time Faculty Assignments

N. MAS Catalog Description

O. MAS Graduate/Alumni Survey Results

P. MAS Undergraduate/Alumni Survey Results