

De Anza College

Program Review – Annual Update Form – Fall 2025

- 1. Department/Area Name: Chicanx and Latinx Studies
- 2. Name of individual(s) completing the form: Angelica Esquivel Moreno
- 3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

One of the recommendations from the Comprehensive Program Review was to provide more detailed program goals, including specific steps for implementation. At the time, the new full-time faculty member was still learning the course revision process and began working with curriculum and accreditation. Since then, the faculty has completed a full course review and gained a stronger understanding of curriculum procedures. This experience will be crucial to implementing the upcoming five-year course reviews and in developing the Chicanx ADT.

Another piece of feedback focused on improving student course success and addressing achievement gaps across different ethnic groups. Hiring a full-time faculty member has allowed the program to offer more in-person courses, providing additional points of contact with students. The faculty member can support students after class and during office hours, which many students have used to help them succeed in class. With the growing demand for Ethnic Studies courses, we plan to continue offering classes in multiple modalities to meet the diverse needs of our students.

- 4. Describe any changes or updates that have occurred since you last submitted a program review (program review [submissions](#)).

This year, we have added a hybrid class (a combination of in-person and asynchronous modality), which we believe can offer more opportunities for students to take classes that meet their diverse needs. This class offers some of the in-person benefits of being able to connect with the faculty and their peers, paired with the flexibility of the asynchronous self-paced course material.

By offering more modalities, we also have the opportunity to collaborate with other departments on campus. The hybrid class will be offered for First Year Experience, a learning community, in the winter quarter. As part of the learning communities, the students have wrap-around support by a team of faculty and the FYE counselor.

- 5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
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Curriculum Changes	Update course outlines to meet C-ID descriptors for Chicax Studies courses. Ultimately, the goal is to create a new AD-T in Chicax Studies. Very recently, the state created this degree.	Faculty	Articulation and curriculum office	C-ID approval of Chicax and Latinx Studies courses and state approval of the Chicax Studies AD-T.	Confirmation that the courses meet C-ID approval.	No changes to the goal. All 3 core courses have been approved and we can now begin working towards the ADT.
Student poster session	Have students do research projects and present them in a poster session at the Ethnic Studies Summit.	Faculty	Other Ethnic Studies faculty	Communication with faculty at the beginning of Spring to confirm their participation and weekly planning meetings.	# of students who present at the Summit and number of Faculty that participate.	No changes. We had 3 Ethnic studies participate across multiple section of classes and had over 30 posters from students working solo and in groups.

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?  
 In the past year we have hired a new PT Faculty to teach the Chicanx and Latinx Studies courses. This has helped with the increased demand for sections offered especially as we expand the number of courses that now meet the C-ID requirements and as we create the ADT. The core courses will need to be offered at least once a year to allow for students to achieve their ADT in a timely manner.
8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.
9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

Learning Outcome (SLO, AUO, SSLO)	<p>Examine the intersections of social constructions such as race, class, gender, sexual orientation, nationality and diversity of titles and identities within the Chicanx Latinx communities.</p> <p><a href="https://www.deanza.edu/slo/slo_statements/IIS_CSLOs_2024-25.pdf">https://www.deanza.edu/slo/slo_statements/IIS_CSLOs_2024-25.pdf</a></p>
Method of Assessment of Learning Outcome (please elaborate)	<p>After an introduction lecture on identity and intersectionality, students were able to first, identify their own identities in the form of a list and how they are socially constructed in our society. Then, in familias (or groups), they were able to see how their individual and group identities intersected in similar or different ways. As a result, impacting them in different ways. Then they would zoom out and discuss how the intersections of race and ethnicity impact the experiences of Chicanx and Latinx communities as individuals and as a community.</p>
Summary of Assessment Results	<p>After their collaborative in familias, students were able to share their finding in class discussions by providing their own loved experiences as examples. The discussion was very engaging and all groups got the opportunity to share. Students were also able to further dive into this topic in their assignment via canvas which spoke about privilege.</p>

Reflection on Results	Many students shared that it was their first time hearing the term “intersectionality.” This meant that we had to take the time to explain this term via examples so that all students could understand how their unique combination of identities work together to impact their access to power and privilege in a society that values some identities over others.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	With complex topics like intersectionalities, there is always a need for more time to dive deeper into the topic because there is a lot of potential content and activities that you can use for a topic like this. One way to provide more information for students who want to learn more or who need more content is to include more supplemental material as videos, articles and testimonios that touches on this topic. More information available is always good as supplemental materials.

**Please email this form to your dean/manager.**

10. Dean Manager Comments:

The Chicax and Latinx Studies program continues to demonstrate strong progress in curriculum development, equity-focused pedagogy, and student engagement. The approval of all three core courses through C-ID is a significant milestone for the Chicax Studies AD-T, which will not only strengthen transfer pathways for students but also expand academic visibility for the discipline on campus.

Adding a hybrid format provides options to meeting diverse student needs. Collaborating with faculty in the First Year Experience and Puente learning communities is especially valuable since these partnerships increase student belonging, provide wrap-around support, and align the curriculum with broader institutional equity goals.

Having more than 30 student posters at the Ethnic Studies Summit is an impressive indicator of both student engagement and faculty collaboration. This assignment promotes and deepens students’ learning, and provides them an opportunity to showcase their work to the campus at large.

Hiring new part-time faculty member has enabled the department to increase course offerings, which is a critical need as the department moves toward implementing the ADT. However, sustainable and timely completion of degree pathways will require ongoing attention to scheduling.

Your SLO assessment on identity exploration and intersectionality demonstrates culturally grounded pedagogy, which is in alignment with the core values of Ethnic Studies, as it allows students to connect their personal experiences to academia.

The trajectory for Chicax and Latinx Studies is strong and shows clear evidence of growth with the addition of the AD-T. I commend the department for all the work that’s been done this past year in curriculum development and with the Ethnic Studies summit.

#### 11. Vice President/Associate Vice President Comments:

The Chicana and Latina Studies Department continues to demonstrate strong momentum in curriculum development, equity-centered pedagogy, and student engagement. The approval of all three core courses through C-ID marks a major milestone toward launching the Chicana Studies AD-T, strengthening transfer pathways and academic visibility for the discipline. The addition of a hybrid modality expands access and supports collaboration with learning communities such as First Year Experience and Puente, providing students with wrap-around support. High levels of student participation in the Ethnic Studies Summit reflect deep engagement and meaningful faculty collaboration.