



Chicana/Latinx¹ Students have the lowest rates of degree attainment when compared to all other ethnic groups.

According to The Campaign for College Opportunity (2015), in California only 12% of working-aged Latinx adults have a Bachelor's degree--that is, fewer than two in ten Latinxs have a Bachelor's degree. On the other hand, 23% of Black adults, 42% of White adults, 53% of Asian adults, and an average of 31% of working aged adults in California have a B.A. degree (p. 6). The low number of Chicana/Latinx adults with a B.A. degree is concerning when keeping in mind the large amount of Chicana/Latinx students in California.

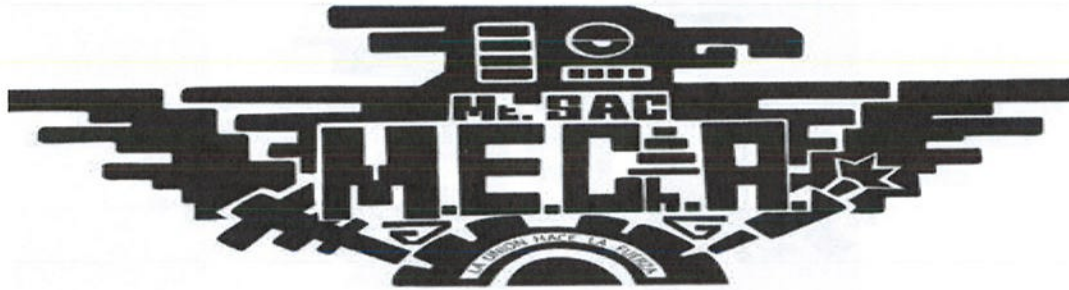
Chicanxs/Latinxs are the largest racial/ethnic group enrolled in California public schools.

According to the California Department of Education (2018), 54.3% of students attending public schools in California for the 2017-2018 school year are Chicana/Latinx. In other words, Chicanxs/Latinxs make up the highest percentage of the student population in the state of California while making up the lowest percent of people in California with advanced degrees. This can lead to negative consequences for California overall. According to The Campaign for College Opportunity (2015):

the economy expects more workers to have some level of college attainment, up to 2.3 million additional college educated workers by 2025 according to projections by the Public Policy Institute of California and California Competes. It is impossible for us to meet these workforce goals without significantly increasing the number of Latinos who go to college and graduate.
(p. 3)

In addition, UCLA Chicana Studies Research Center Scholars Huber, Malagón, Ramirez, Gonzalez, Jimenez, and Vélez state that "Research has warned us of the serious consequences to the American economy if rapidly growing communities of color do not receive adequate academic preparation" (2015, p. 1). Because Chicanxs/Latinxs in California make up the largest

¹ The terms "Chicana/Latinx" recognize that gender identity is not binary; the a/o ending in Chicano and Latino reinforced that notion. The "x" ending is more fluid and open-ended. Chicano is a political identity that was first employed by Euro-Americans when referring to working class Mexicans and their descendants in the U.S. It was adopted as a philosophy and organizing tool in the 1960s by those who wished to better the economic conditions of their community and eliminate oppression in all of its forms.



ethnic group in California while earning degrees at the lowest rates, it is imperative that we do all that we can to ensure their success, for the success of California depends on it.

Most Chicana/Latina students that attend college in California start off at a community college.

The California Community Colleges serve as a vital entry point into higher education for Chicana/Latina students. According to Hubert et al. (2015), “in 2015, Latina/o students comprised 47% of first-time freshmen in the CCC system” (p. 9). Community Colleges, like Mt.SAC, are where most Chicana/Latina students begin their journey through higher education. This is evident in the large amount of Chicana/Latina students that are enrolled at Mt.SAC.

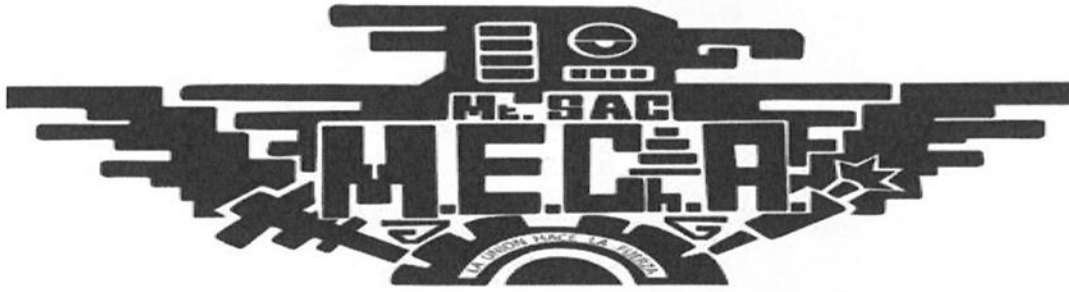
Mt. SAC is an “Hispanic”² Serving Institution.

54.4% of Mt.SAC's students are Chicana/Latina which consequently means that a large chunk of its funding is generated by the enrollment of Chicana/Latina students (California Community Colleges Chancellor's Office, 2018, Mt. San Antonio College). In addition, Because so many Chicana/Latina students attend the college, Mt.SAC is considered to be an "Hispanic" Serving Institution (Title V Grant). This means it has received \$3.2 million for the last 5 years by having at least 25% Chicana/Latina full-time students (Mt. San Antonio College, About the Title V Grant). Mt.SAC gets large amounts of money from Chicana/Latina students themselves and from the state in order to better serve Chicana/Latina Students.

Mt. SAC does not have a support program with a mission statement that outlines its dedication and commitment to the academic success and cultural enrichment of Mt.SAC's Chicana/Latina students.

Mt.SAC is committed to “providing an engaging and supportive teaching and learning environment for students of diverse origins... The college is dedicated to serving our community through improving economic achievement through... enriching aesthetic and cultural experiences” (Mt. San Antonio College, About Us). Moreover, Mt.SAC does a superb job at

² The term “Hispanic” is used by the Census Bureau when referring to people with a Spanish surname. Although they are Spanish surnamed, these students form a very distinct cultural group.



supporting students through Student Services and support programs such as ARISE, ASPIRE, DREAM, PRIDE Center, ACES, Bridge, Deaf & Hard of Hearing, ACCESS and many more. However, none of these programs have a mission statement that outlines its service and commitment to the academic success and cultural enrichment of Mt.SAC's Chicana/Latina students.

MEChA de Mt.SAC has always been a student led support program for Chicana/Latina students at Mt.SAC.

Before the institutionalization of tutoring services and support programs by institutions of higher education statewide, student organizations, like the Black Student Union (BSU) and Movimiento Estudiantil Chicana de Aztlan (MEChA), pioneered the initiative on the creation of these services by the 1960s. Furthermore, these same organizations pioneered these efforts at Mt.SAC in the 1970s. MEChA de Mt.SAC has always provided mentorship, leadership and civic engagement opportunities, scholarships, community service hours, cultural programming, Ethnic Studies, and a Chicana/Latina library with archives to its membership and the community. In conclusion, MEChA's Chicana/Latina Cultural Resource Center and Support Program Committee is dedicated to continue providing the services mentioned above until Mt.SAC institutionalizes an official Chicana/Latina Cultural Resource Center and Support Program as the state of the state depends on it.

Mt.SAC should create a Chicana/Latina Cultural Resource Center and Support Program to properly serve its Chicana/Latina student population.

In order for Mt.SAC to truly live up to its mission statement, properly address the academic disparity of Chicana/Latina students in California, and ensure the economic stability of our state, MEChA's Chicana/Latina Cultural Resource Center and Support Program Committee believes that Mt.SAC should create a Chicana/Latina Cultural Resource Center and Support Program. The Center/Support Program should specifically focus on the academic success and cultural/historical enrichment of Chicana/Latina students by linking Student Services with Ethnic Studies Instruction.



Mt.SAC's Official Chicana/Latina Cultural Resource Center and Support Program should include but not be limited to the following:

- Student organizations
- Professor Office Hours
- Leadership and civic engagement Opportunities
- Internships
- Chicana/Latina Library and archives
- Cultural Programming
- Retreats
- Community Service
- Study Room(s)/Conference Room(s)/Class Room
- Activity Room
- Peer Advisors
- Computer Center
- Kitchen
- Tutors
- Academic Counselors
- Psychological Counselors
- Research Mentors
- Transfer Help
- Scholarship Help
- MEChA Office
- Name it, "El Centro, Manuel Castillejos", when qualifications are met



It is because of MEChA's purpose and the reasons stated above that Mt.SAC should create a Chicana/Latina Cultural Resource Center and Support Program, with student input every step of the way, in order to properly serve its Chicana/Latina student population.

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