



## ***Instructionally Related Activities Report Form***

SPONSOR: Theresa Avila  
PROGRAM/DEPARTMENT: Chicana/o Studies  
ACTIVITY TITLE: Chicana/Latina Retreat at the Santa Rosa Island  
DATE (S) OF ACTIVITY: February 28, 2020 – March 1, 2020

Please submit via email to the IRA Coordinator along with any supporting documentation within 30 days after the activity.

### **A. ADDRESS THE FOLLOWING QUESTIONS:**

- (1) PROVIDE A DESCRIPTION OF THE ACTIVITY;
  - (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?
  - (3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?
  - (4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?
  - (5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?
  - (6) WHAT DID YOU LEARN FROM THE PROCESS?
  - (7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)
  - 8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY (DO NOT INCLUDE ACCOUNTING STRINGS)
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### **B. ATTENDEE LIST- SUPPORTING DOCUMENT:**

In addition to the report form, *in a separate document*, please provide a list of participants that engaged in the instructionally related activity. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

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### **C. IMAGES FROM ACTIVITY:**

Please provide a few images in this document (or attached separately) that demonstrate student participation.

#### **(1) PROVIDE A DESCRIPTION OF THE ACTIVITY**

The Chicana Latina Retreat is geared towards student empowerment through political, cultural, environmental and social consciousness development. A three-day retreat was held at the Santa Rosa Island Research Station (SRIRS) on February 28, 2020 – March 1, 2020 and included 31 participants, including 27 students. It is worth noting that of the 27 student participants, none have previously been to Santa Rosa Island and many indicated that they had never been exposed to outdoor activities or had been exposed to a remote location without the use of technology.

The goal of the activity was to create a safe, welcoming, and accepting environment for Chicana/Latina students, with the hope of creating a space conducive to community interaction as well as self-reflection. Given the high numbers of Chicana/Latina students on the CI campus, the goal was to cultivate leadership and address specific issues that Chicana/Latina college students face. Some Chicana/o Latina Leadership characteristics we aimed to foster were: strong cultural / ethnic identity, respect and love for the land/Tonantzin Tlalli/Mother Earth, passion, integrity, respect, a sense of mission, consistency, support and development of all Chicanas/Latinas, empowerment and *hermanidad*. Specific goals of the overall activity included: providing students with knowledge of resources, support services, and a sense of community; to facilitate dialogue and development of relationships; develop strong, responsible, and committed leaders within the Chicana/o Latina/o community and allow for older students to pass on valuable information, experiences, and motivate others to assume an active role on campus.

The activity aimed to accomplish these goals through the design of specific workshops and activities that included large and small group assignments for individual and group reflection and discussion. Workshops were also held on community building and team and community building workshops including: a Power Circle, Name Activity and Group Agreements, Panel Discussion, and Community Building. Other workshops were held on identity, leadership development, as well as small group work and activities that fostered collaboration and growth. Specific discussions and topics were held related to identity, community advocacy and need, review of sustainability topics related to caring for and protecting Tonantzin Tlalli/Mother Earth in combination with the focus and work with SRIRS and opportunities for self-care and personal reflection including hikes, optional sunrise ceremonies to honor the earth and indigenous ancestors of the land, in addition to optional sunset and stargazing activities to foster a sense of community and identity.

The retreat was cut short by four hours as a result of weather; consequently, one of our workshops on Radical Self Love was not provided. The plan was to provide this workshop during the follow-up gathering in addition to continuing the sense of community that was

established at the retreat to foster continued links to campus resources as well as continued themes of mentorship and leadership.

Because of COVID-19, we were not able to hold our follow-up gathering in person and would like to offer the student participants this opportunity in the Fall 2020 semester. We invited the students to join us for a Zoom check-in gathering on April 3, 2020, but unfortunately, only 8 students were able to join. It was commented by those students how grateful they were to have the opportunity to attend the Chicana/Latina retreat right before COVID-19 became a pandemic, as it gave them the strength, motivation and feeling of community to persevere through the rest of the semester. We also had a follow-up check-in on May 5, 2020, and we had 6 students join in that time, who were different students from the prior check-in. The retreat facilitators offered a space to discuss struggles students were having, in addition to emotional support and encouragement. Students left the meeting feeling motivated to complete the semester and grateful for the opportunity of continued mentorship and *hermandad*.

## **(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?**

**Chicana/o Studies 335: Chicana Feminisms** - The course details the history of Chicana Feminist Thought and addresses issues of gender, sexuality, spirituality, sexism, homophobia, and examines the leaders of critical Xicananisma. This activity worked to extend the learning of community building not only among themselves as students but additionally between faculty and staff.

To build on the design of this course, a session at the retreat was held on reviewing and exploring identity, including Chicana Feminism, *hermandad* and *cultura* or culture. The retreat also aimed to provide students with a sense of community as well as to facilitate dialogue and development of relationships. This was not only accomplished throughout the entire activity, but was also specifically addressed with the panel of Chicana/Latina facilitators that actively sought to foster this learning.

**Chicana/o Studies 343: Health Issues in the Latina/o Community** - This course specifically examines our relationship with the land and Indigenous food & plant ways. The opportunity to interact with SRIRS with this activity sought to expand student knowledge of natural and cultural resource patterns and processes, develop interdisciplinary collaborations, and weave together the work of the research community. This was done through a Chicana Indigenous perspective on this trip with a focus to engage students with deeper understandings of Indigenous relationships to land and the environment. This was accomplished through discussions related to the sustainability of resources, ecological needs for sustainability particularly in the context of Santa Rosa Island and its unique features. The experiential aspects of this included a guided ranch tour and Cherry Canyon hike, beach walks, observing sunrise and moonrise, stargazing, and identifying flora and fauna.

### **(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?**

On a whole, the retreat provides a unique space for students to build on course work while exploring issues on Chicana feminism, complexities of identity and gender roles/expectations with the specific opportunity to do so in a safe and open atmosphere. Participant feedback both post-activity and at the close of the activity and activity debrief has expressed this is one of the greatest strengths of the activity.

Beyond their individual experience, another key strength of the activity is the sense of community that is built throughout the retreat. Beginning with shared stories from the facilitators, engaged and authentic group discussions as well as community building in small group discussions, bonds across student participants were clearly established and built throughout the weekend. In fact, students repeatedly indicated a strong desire to remain connected to one another after the activity that resulted in the students sharing social media accounts to remain in contact with one another. They eagerly awaited the opportunity to connect again formally through a follow-up gathering with everyone, but also made plans to remain connected informally.

On a whole, students stated that their participation in the retreat not only significantly impacted their life, but even cited the retreat as a life-changing event. Chicanas/Latina participants clearly cultivated meaningful relationships with experienced students and facilitators further increasing their navigational capital at CI, supported each other by providing *consejos* when appropriate, conversed about political identities and accomplished physical feats they didn't know they were capable of doing. They also noted the desire to continue getting involved on campus and in visiting other Channel Islands. Several students have continued to seek mentorship and assistance from the facilitators throughout the spring 2020 semester. The benefits of this retreat are insurmountable and ultimately support successful college and community navigation for Chicanas/Latinas at CI.

### **(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?**

Overall, there were few weaknesses of either the retreat or any component of the overall activity. One minor weakness was related to the weather, which was outside of the control of SRIRS or the facilitators. On the last night of the retreat, a few evening activities were cancelled due to severe wind, which also caused the trip to end four hours early. Participants repeatedly expressed their disappointment that the trip ended early and wished that it could be longer than the 3 days it was designed to be. An additional weakness of the activity is related to the timeframe of the activity. Many participants expressed a desire to have continued and ongoing participation. While there were two additional gatherings offered virtually, not everyone was able to participate due to issues related to COVID-19 and limited internet connection. Students were also disappointed that we were not able to hold another in person gathering.

#### **(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?**

We learned from the previous retreat to have a better system of alternate students, and while we had a lot of interest in attending this activity and were able to take on our alternates, we did experience some last minute cancellations. Some of the students indicated that they had conflicts related to work, personal commitments or got sick right before the trip. We would like to improve upon how we confirm participants so we are able to take full advantage of every ticket and every available housing slot at SRIRS. Additionally, we'd like to invite former participants of the retreat to the initial meet-and-greet before the trip so that they can share their experiences and create an opportunity to cultivate a community of Chicana/Latina peers and mentors.

#### **(6) WHAT DID YOU LEARN FROM THE PROCESS?**

We learned that many student participants had similar experiences and challenges and that having a space like the SRIRS and the retreat is essential for helping to foster empowerment and a community for Chicanas/Latinas. The student participants were overwhelmingly responsive to the design of the overall retreat and spoke to the transformative nature of the retreat in terms of their own self-identity, sense of empowerment, connection to their community and Mother Earth.

Participants demonstrated a strong willingness to maintain a team atmosphere and collectively attended to the needs of the group related to meals, meal preparation, cleaning of communal spaces and creating/facilitating inclusive activities from a game of spoons, to hikes, to small group beach walks and so forth. In this, it was clear that genuine community and care was established by the group.

#### **(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)**

Please see summary report attached of student evaluation responses. In addition to the post-trip evaluation, we have met two times since the trip via Zoom and the response of participants has been overwhelmingly positive.

#### **(8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.**

Expenses related to Santa Rosa Island accommodations and transportation totaled \$5,364.00. Food and supplies totaled \$1,685.10. **Total expenses to date are \$7,049.10.** We hope to still expend \$450.90 once the COVID-19 stay at home orders have been lifted, even through the summer, if possible. There is great enthusiasm and support of this idea from the student participants.

**B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST  
(PERSONALLY IDENTIFIABLE INFO REMOVED)**

Please see attached.

**C. PLEASE INCLUDE UP TO 6 IMAGES IN THIS DOCUMENT TO DEMONSTRATE  
STUDENT PARTICIPATION (or attached as a separate document)**

Please see attached.

## **B. ATTENDEE LIST- SUPPORTING DOCUMENT:**

### **Student Participant Names:**

1. Alexandra Perez
2. Araseli Navarro
3. Arisay Diaz Hernadez
4. Beatriz Espinoza
5. Berenice Jauregui
6. Brenda Amaya
7. Clarissa Gaeta
8. Damaris Juarez
9. Darla Jimenez
10. Emilia Contreras
11. Emily Casteneda
12. Gabriela Tamayo
13. Giselle Flores
14. Jennie Abarca
15. Jessica Cardenas Cordova
16. Jessica Tapia
17. Karen Ramirez
18. Kelly Valdez - Lopez
19. Korenna Estes
20. Lydia Rios
21. Maritza Vega
22. Mary Carlos
23. Melissa Carrillo
24. Sinai (China) Soriano
25. Stefany Sanchez
26. Tatiana Juarez
27. Yaneli Montes

### **Staff Participant Names:**

1. Michelle Hasendonckx
2. Tommee McMakin
3. Verónica Montoya
4. Mónica Rivas

**C. PLEASE INCLUDE UP TO 6 IMAGES IN THIS DOCUMENT TO DEMONSTRATE STUDENT PARTICIPATION (or attached as a separate document)**





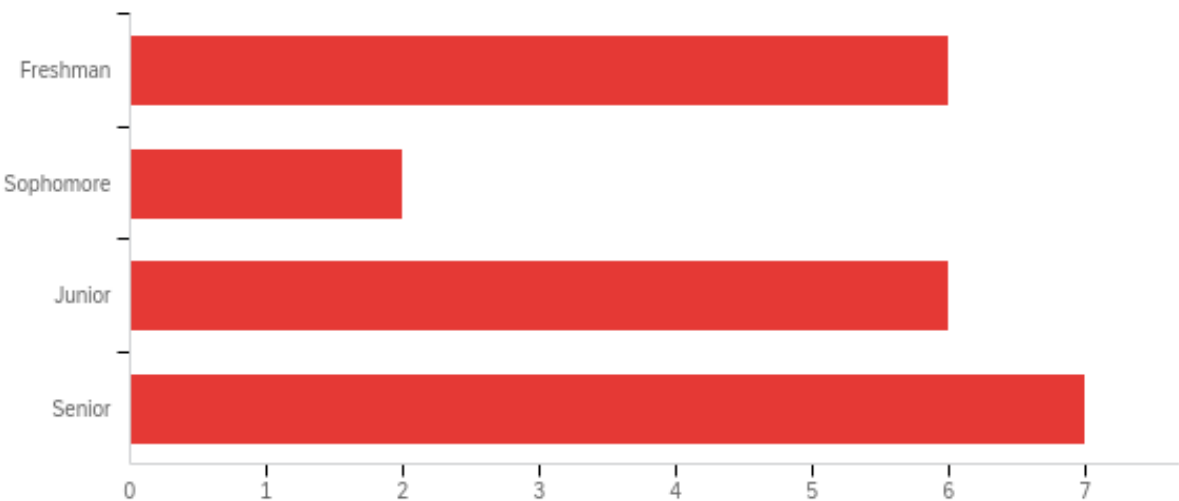


# Default Report

2020 Chicana Student Retreat at the Santa Rosa Island Research Station Online Survey - Copy

May 29th 2020, 2:12 pm PDT

## Q2 - What is your class standing at CI?



#	Answer	%	Count
1	Freshman	28.57%	6
2	Sophomore	9.52%	2
3	Junior	28.57%	6
4	Senior	33.33%	7
	Total	100%	21

Q3 - CI GPA

CI GPA

2.76

3.4

3.5

2.35

d

3.49

3.930

3.1

3.0

2.48

3.1

2.877

3.4

2.8

2.950

3.1

3.98

3.358

**Q4 - Cumulative GPA**

Cumulative GPA

2.77

3.33

2.8

2.35

d

3.49

3.563

3.2

3.0

2.48

3.1

2.918

3.4

2.9

2.891

3.1

3.98

3.382

## Q5 - When is your expected graduation date? (month/year)

When is your expected graduation date? (month/year)

Dec 2020

Spring 2020

Fall 2021

december 2020

d

may/2023

05/2023

06/2021

May 2021

May/2023

May 2022

06/2023

May 2023

December 2020

May/2021

December 2020

05/2022

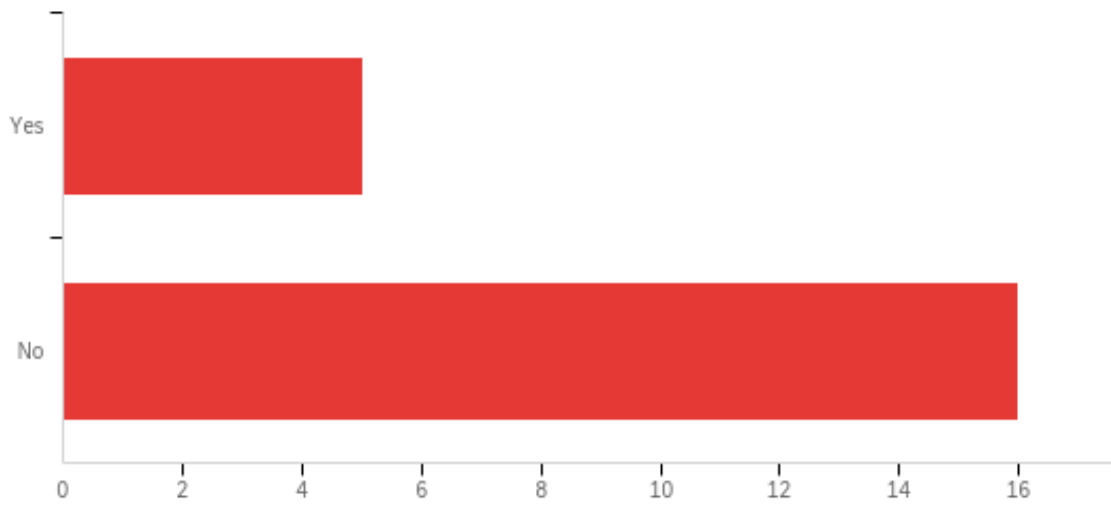
December 2020

May 2022

May 2021

May/2021

**Q6 - Did you transfer to CI from a community college?**



#	Answer	%	Count
1	Yes	23.81%	5
2	No	76.19%	16
	Total	100%	21

**Q11 - Imagine that we had a shared journal while we were on Santa Rosa Island. What advice or words of wisdom would you offer to the next cohort of mujeres that are selected to be part of the Chicana Retreat?**

- Imagine that we had a shared journal while we were on Santa Rosa Island. What advice or words of wisdom would you offer to the next cohort of mujeres that are selected to be part of the Chicana Retreat?
- Step out of your comfort zone while on the island. Embrace and hole on to everything that you learn and feel, and try to hold onto that feeling when you get back to the mainland.
- Be present. Be in the moment. Realize where you are and give gratitude to mother earth.
- To enjoy your time at the retreat and keep an open mind because during this time you are able to reflect and learn a little about yourself and others.
- To fully support anything the mujeres are going through because we all come from a different story. Maybe give them a hug if needed or a story that you are going through to not make them feel alone.
- Some words of wisdom that I would offer to the next group of mujeres is to attend with an open mind and an open heart. This is important because by having an open heart and mind is how to get the best of the weekend. I would also say to make as many connections as you can and try your best to stay connected with those people.
- Some advice I would give is to be open to the retreat and the experiences you will have. You probably don't know anyone on this retreat, and that's okay because no one else does either. Don't be afraid to be your true self around these mujeres, they are some of the most amazing and genuine people you will meet. Use this retreat to build connections and apply what you have learned once you're back on the mainland.
- Keep an open mind and break out of your comfort zone! Don't be afraid to share your vulnerabilities with others. There is a power in story telling and embracing your truth.

Some advice or words of wisdom that I would offer to the next cohort of mujeres selected to be a part of the Chicana Retreat is to be open minded and challenge your comfort zone with the activities that the retreat has to offer.

## Q12 - What aspects of the Retreat will you apply to your academic goals at CI?

What aspects of the Retreat will you apply to your academic goals at CI?

As a Chicana that attended this retreat, I feel a sense of strength and purpose that motivates me to finish my degree and pursue medical or PA school. Previous to the trip, I had a lot of self-doubt because I am a 1st-generation student, my parents have been far away from me during my entire time in college, and I've had to work hard to sustain myself. This retreat reminded me that I have many people to look up to, including the women who organized the trip, and my parents who did everything possible for me to get to where I am today.

An aspect I can apply is overcoming obstacles that I once thought were impossible to overcome.

The aspects that I will apply to my academic goals is to not be afraid to ask for help and to know my limits when it comes to school work, to not overwhelm myself.

To continue forward through the hardest times.

This retreat helped me with my academics because it allowed me to step away from reality and from my stress to realize the importance of my education. Additionally, it allowed me to have a different perspective and new experiences as well as, gain knowledge on our chicanx history.

The aspects of the Retreat that I have started to apply in my academic goals at CI is to be more open to my professors when there are personal issues going on. Opening up a conversation to the professors and fellow classmates

## Q13 - What aspects of the Retreat will you use to become more engaged at CI?

What aspects of the Retreat will you use to become more engaged at CI?

I have planned to become more engaged in the outdoor recreation programs on campus, such as the hiking and camping trips, and the boating center. I love being in nature, and I felt very at peace on the island and I wish to keep seeking that at CI.

An aspect I took from the retreat is feeling empowered. Going to the retreat and learning gave me the confidence to be and feel empowered to be a Chicana. Apart of being a Chicana is lifting up other women and I will carry that on here at CI.

Not being afraid to get out of my comfort zone and try new things to be able to meet new people and have new experiences.

Being more positive and getting my work done.

This retreat has helped me become more engaged at CI by allowing me to recharge, make connections with students, and make connections with the staff that facilitated the retreat. This retreat also pushes me to become more involved on campus, attend events, and connect with empowering people.

I've learned the importance of being engaged in my campus community. I am now a board member of the CI chapter of SCNAS (Society for the Advancement of Chicanos/Hispanics and Native Americans in Science).

The aspects of the retreat that I will use to become more engaged at CI is overall just learning about how important it is to contribute to our community. This can be anything that benefits our community in a positive way.

The aspects of the Retreat that I will use to become more engaged at CI is to come out of my comfort zone and be involved in organizations and clubs that are similar to what I believe in.

## **Q14 - What was your most important takeaway from the Retreat? Why is it important to continue funding this program?**

What was your most important takeaway from the Retreat? Why is it important to continue funding this program?

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The biggest takeaway for me was the sense of community and strength that I felt from this retreat that like I mentioned before, motivates me and makes me excited to see what is in store in our futures. I believe that programs like this are essential for the community because they help plant a seed in people, for us to carry our beautiful traditions and values with us, along the path that has been made possible for us by previous generations.

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Two important aspects about this retreat is connecting with nature and making a connection with latin@s that need empowering. This retreat was a reacquaintance with mother nature, our roots, and people of my culture.

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I was able to be surrounded by women that are like me and share the same experiences as me. In this retreat I was able to see that I'm not alone and I have others that are there for me. It is important to continue funding this program because it is an experience that changes the way you view things, a place where you are safe and a place where you learn that you have a support system.

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The most important takeaway was how united all of us mujeres were and how we got to experience an amazing retreat to combine our stories. It is important to keep funding this program because it opens positivity and how mujeres go through a lot.

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My most important takeaway from the retreat was being able to recharge and prepare myself physically and emotionally for the weeks to come. This felt like a get away from reality so I was really able to connect with other as well as myself. Another take away is self love and self worth. Many times throughout the retreat I heard the facilitators tell us that we matter and we are important and as women we do not often hear that so it was a nice reminder. These are all reasons why this retreat should continue to be funded and give other women the opportunity to have this experience.

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The most important takeaway from this retreat was learning my roots and building a strong community. I have gone to dinner/met up with several of the women I met on this retreat and we have strengthened the relationships we made on the island. In addition, because of the retreat I asked my dad about my heritage, and learned that my family is not from the part of Mexico that I thought we were. This retreat has allowed me to learn so much about my heritage as well as myself, and build a community. This program should continue to be funded because it has greatly impacted and empowered me, and will do the same for others.

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I learned more about my identity and what it means to be Chicana. I learned that as women we apologize a lot and it shouldn't be that way. I learned the power of story telling and how we should always support and uplift our sisters. I learned many things about my culture. It is important to continue funding for this program so that others can discover more about their identity and culture. This program is important because it gives students the opportunity to form new relationships at CI and feel a sense of belonging to the CI community.

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The most important takeaway from the Retreat is that it's important to create a community with people that you feel comfortable with. With having a sense in a community will help with struggles that everyone might be going through and tackle it together. It is very important to continue finding this program so more mujeres and other individuals can create a community that they didn't expect they needed and have that support system with initial strangers and then developing to long term friendships in school and in our careers.

## **Q16 - What advice and recommendations do you have for the facilitation team about how to improve the Retreat next year? What worked well? What would make the retreat even better?**



What advice and recommendations do you have for the facilitation team about how to improve the Retreat next year? What worked well? What would make the retreat even better?

I feel that everything worked well and there aren't any improvements that I can think of.

More activities that build bonds as a group other than going on the hike.

I had a good time and I feel that everything we did worked well. I liked how we had smaller groups because we were able to talk more and hear everyone. What would make the retreat even better would be to have activities for the smaller and big groups to do and get to know each other more.

I think everything was perfect.

Some things that worked well for this retreat was the vulnerability of the facilitations. I feel that this helped the rest of the women become vulnerable and make connections with one another. What can make the retreat better is having more activities that allow us to share with one another. I am sure there were more activities planned that had to be cut out due to the weather. Overall, it was a great experience and I hope these retreats are continued for others to attend.

Honestly I wish we were there for longer, but that was out of everyone's control.

maybe bringing a playlist for the dance party at night

Everything that the facilitation team did this year was amazing, there were things that were out of control for everyone (ie: the weather). What worked well was being able to have a schedule so everyone had an idea what we would be doing. Maybe something that would make the retreat better is to have it moved to when school has spring break, so there is more time to do more activities and have more chances to create a bond with everyone.

## **Q20 - Now that the Retreat is over, what might be an idea for a follow-up project to share this experience with the rest of the campus community? (e.g. art show, collection of testimonies, presentation, etc.)**

Now that the Retreat is over, what might be an idea for a follow-up project to share this experience with the rest of the campus community? (e.g. art show, collection of testimonies, presentation, etc.)

A presentation about the things that we were able to experience on the trip

Going on a nature walk or a hike. An activity that would involve being outdoors among nature would be great.

I think the best would be a collection of testimonies because we all got a sense of realization maybe a different experience when being there.

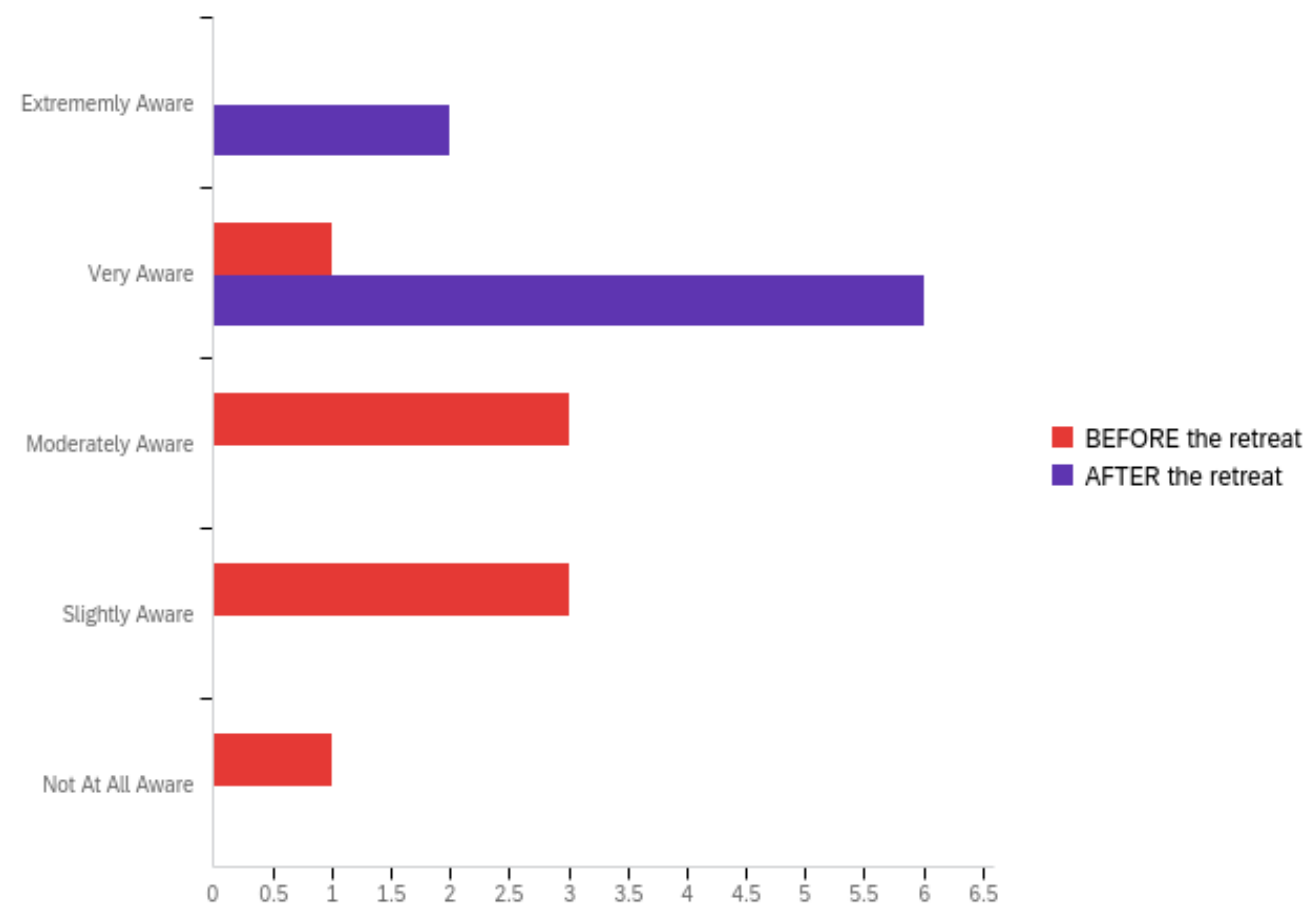
Maybe presentations on how this retreat impacted or has impacted your life.

I think a collection of testimonies would be a good idea.

An art show and testimonies!

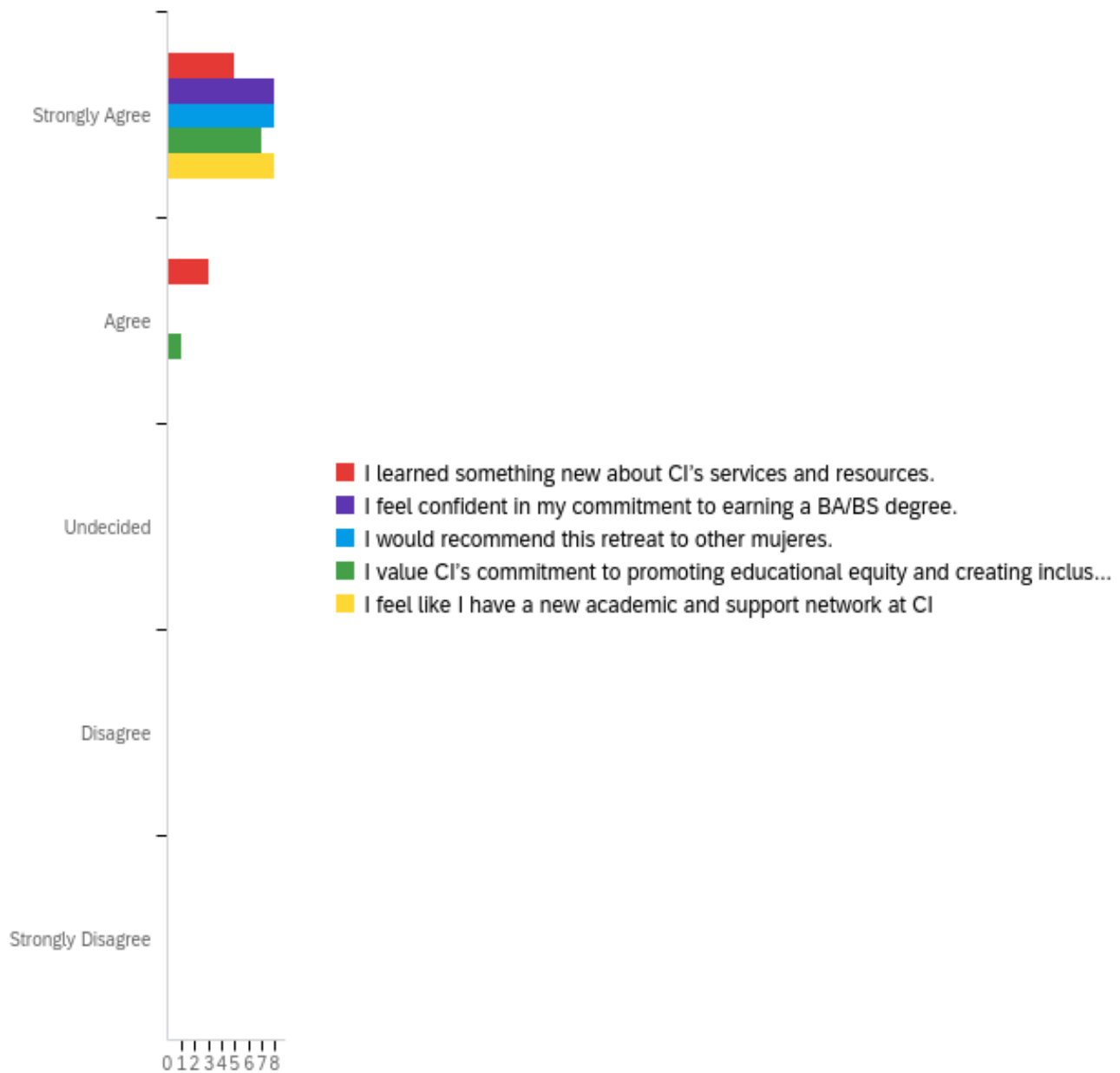
An idea for a follow-up project to share the experience with the rest of the campus community can be having a collection of testimonies, having a gathering where people are able to ask questions if they are interested in joining the next Retreat.

Q32 - How aware or not aware of your identity were you before and after the Retreat?



#	Question	Extrememly Aware		Very Aware		Moderately Aware		Slightly Aware		Not At All Aware		Total
1	BEFORE the retreat	0.00%	0	12.50%	1	37.50%	3	37.50%	3	12.50%	1	8
2	AFTER the retreat	25.00%	2	75.00%	6	0.00%	0	0.00%	0	0.00%	0	8

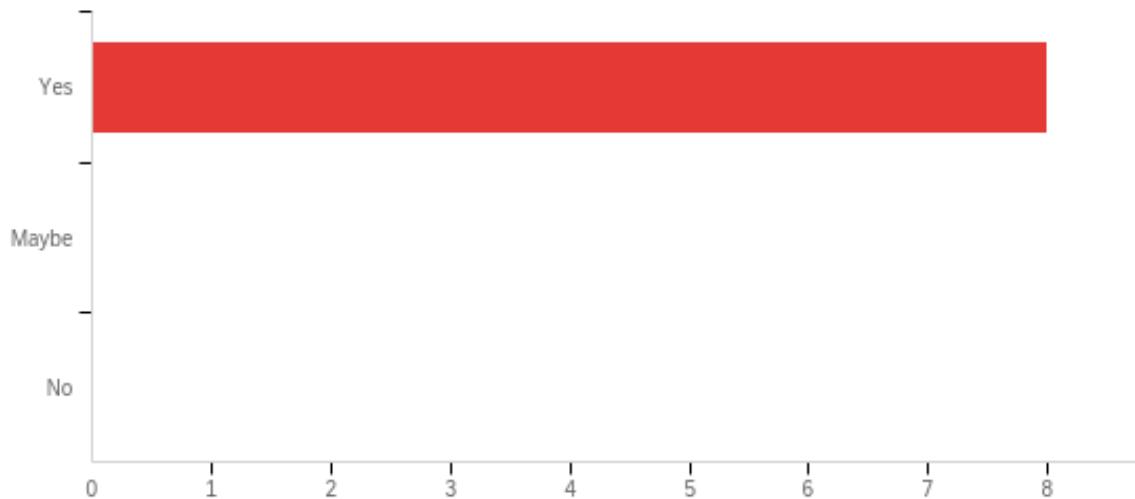
Q38 - As a result of attending the Retreat, how strongly do you agree or disagree with the following statements:



#	Question	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total
1	I learned something new about CI's services and resources.	62.50%	5	37.50%	3	0.00%	0	0.00%	0	0.00%	0	8
2	I feel confident in my commitment to earning a BA/BS degree.	100.00%	8	0.00%	0	0.00%	0	0.00%	0	0.00%	0	8
3	I would recommend this retreat to other mujeres.	100.00%	8	0.00%	0	0.00%	0	0.00%	0	0.00%	0	8
4	I value CI's commitment to promoting educational equity and creating inclusive spaces for teaching and learning (even on the Island)	87.50%	7	12.50%	1	0.00%	0	0.00%	0	0.00%	0	8

5	I feel like I have a new academic and support network at CI	100.00%	8	0.00%	0	0.00%	0	0.00%	0	0.00%	0	8
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#### Q45 - Would you be interested in joining a group therapy session specifically for Chicanas/Latinas?



#	Answer	%	Count
1	Yes	100.00%	8
2	Maybe	0.00%	0
3	No	0.00%	0
	Total	100%	8

#### Q46 - What topics would you be interested in talking about?

What topics would you be interested in talking about?

Overcoming anxiety

Connecting with nature, our ancestors, our roots, and our souls to be peaceful and appreciative humans

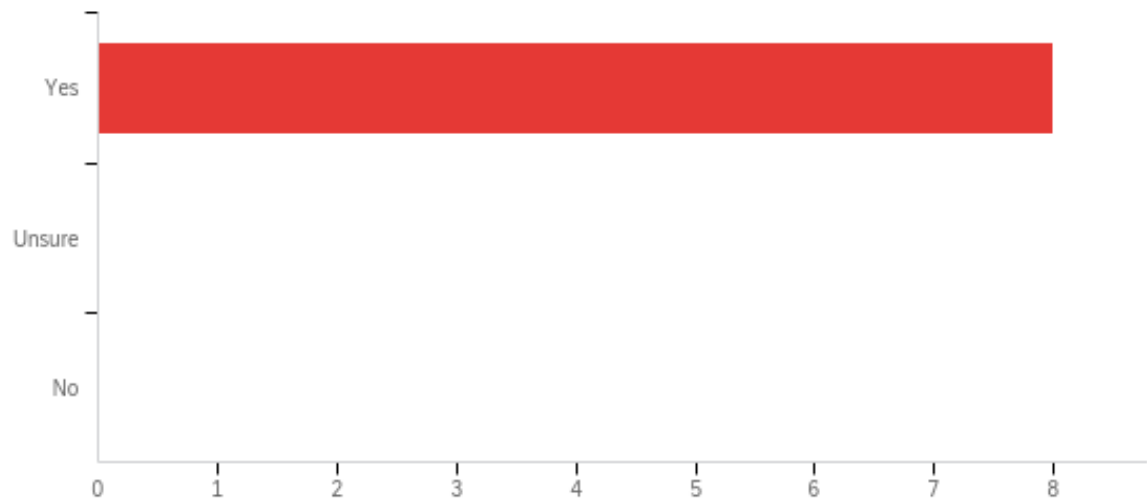
How to speak up, Identity and family

Self- love, confidence,m

Gender equality in academia

Identity, mental/emotional barriers we might be in or society has created on women/ women of color

Q47 - Was the Retreat helpful in you developing (or confirming) your identity (any aspect of your identity)?



#	Answer	%	Count
1	Yes	100.00%	8
2	Unsure	0.00%	0
3	No	0.00%	0
	Total	100%	8

Q48 - Why or why not?

Why or why not?
Because I previously did not know the difference in the meaning of many of the identifying terms
I connected with the information that was taught and i took the parts that I resonated with. That helped me figure out who I am.
Because it allowed me to be curious in my history and background which stemmed to me developing my identity and figuring out what I want to identify with.
I honestly didn't feel Latina until I went on this retreat.
learned more history of what it means to be a Chicana
Being able to understand what other people in your community are going through and knowing that we are the same but might share different journeys