

**Criteria for Academic Program Review  
Chicana and Chicano Studies  
February 26, 2016**

**Introductory Section and Background Information**

*0A. An executive summary that provides a one- to two-page summary/abstract of the information contained within the self-study.*

On August 1, 2015, the Chicana and Chicano Studies (CCS) program transitioned into a departmental unit. This is the first self-study undertaken since the program was first established at the University of New Mexico (UNM) in 1970. The self-study report contains an overview of the Department's history, program goals, curriculum, teaching and learning, assessment, students, faculty, resources and planning, facilities, peer comparisons, and future directions.

CCS faculty, staff and students participated in a 5-month process to complete the self-study report. On March 10, 2015, the Academic Program Review team contacted the Chair of the Department, Dr. Irene Vásquez, to inform her of the fall 2015 scheduled review. Subsequently, CCS faculty members met with the UNM Program Review Team. In April 2015, faculty reviewed the basic guidelines of the self-study report. A preliminary draft of the self-study was presented to the faculty at a retreat held on August 28, 2015. CCS faculty developed a basic plan of action for the final completion of the self-study report. Faculty members participated in discussions on the following: collecting data in regard to the Department's history and growth, reviewing the curriculum, assessing student learning outcomes for selected courses, developing student and alumnae satisfaction surveys, and future priorities. The combined findings on these comprise the self-study narrative herein provided.

The Chair of the Department, Dr. Irene Vásquez, agreed to oversee the development of the self-study report. Full-time faculty members including Dr. Manuel García y Griego, Dr. Michael Trujillo, Professor Levi Romero, and Dr. Patricia Lopátegui assisted in compiling information and assessing student learning outcomes. Dr. Joseph García, Visiting Assistant Professor, and Trisha Martínez, Graduate Assistant, assisted in proofreading the document. Overall, the process and development of the self-study served to apprise stakeholders of the department's strengths and challenges in supporting program and student academic success.

The greatest challenge the department encountered in completing the self-study was the lack of a historical perspective regarding its growth and development. It wasn't until fall 2013 that the Bachelors degree was implemented. Notably, one student graduated in spring 2014 with the major. A group of eight students graduated during the 2014-2015 academic year. The major is in its third year of existence. Another factor impacting the analysis is that the department lacks sufficient information to document the history of the program prior to 2011. Most of the data and documentation available to the current department faculty are reports generated after fall 2011. Therefore, the emphasis of this self-study is on the past five years of development since data and materials prior to this period have not been located.

Some preliminary information points to a department that is small in structure but effective in its impact. Chicana and Chicano Studies is a new department of three and a half full-time regular faculty members, including one full-time Lecturer. Over the past ten years, Chicana and Chicano Studies has experienced periods of instability and the lack of a permanent administrator dedicated solely to the development of the program. By fall 2010, student enrollment was at an all time low of

222 credit hours having decreased steadily from fall 2006 when the program yielded 333 credit hours. Currently, the department lacks optimum resources for long-term expansive development. This situation impacts many if not all of the academic departments in the College of Arts and Sciences.

The narrative that follows focuses on identifying strengths and weaknesses, suggesting improvements and proposing recommendations to build upon the growth and stability achieved within the past five years. The narrative provides a perspective for improvements over the next three years; such improvements require more resource support from the administration.

*0B. A brief description of the history of each program within the unit.*

Chicano Studies was established as an interdepartmental program at the University of New Mexico in spring 1970. The unit resulted from the efforts of student and community members who advocated that the university be more responsive to the educational and cultural needs of the Mexican descent population in New Mexico. At the time, because of its interdepartmental status, Chicano Studies primarily offered courses that were housed in various departments throughout the UNM campus but that were relevant to the study of the Mexican American population.

As with the establishment of the program in 1970, students played a vital role in advocating for the expansion of the Chicano Studies curriculum. Consequently, a minor was established in 1985 and two permanent courses were created and offered through the interdepartmental program, under the direction of Dr. Tobías Duran, (later director of the Center for Regional Studies), and Dr. Christine Sierra (now Emeritus Professor, Political Science).

Throughout the 1980s and 1990s, the program weathered periods of leadership and financial instability, which by the early 2000s, resulted in substantial enrollment decreases. The program reported to the Dean in University College. In fall 2004, Dr. Enrique Lamadrid, Director of Chicano Studies, proposed a name change for the program, which ultimately became Chicano, Hispano, Mexicano Studies (CHMS). Though intended to attract Mexican and Latin American students, the name change did not positively impact enrollment growth. A reduction in available resources further negatively impacted enrollments in the program. In 2012 the name of the program was changed to Chicana and Chicano Studies to conform to the name of the discipline's principal national organization and departments.

During the period of budget recessions beginning in 2007 and continuing into 2010, programs were urged to downsize and/or consolidate. Several suggestions included merging Chicano Hispanic Mexicano Studies with the Southwest Hispanic Research Institute and moving Chicana and Chicano Studies into the Department of American Studies. In 2011, a committee formed that considered several options; at the same time, the Program was beginning a search for a new permanent director. Ultimately, the committee recommended moving the program out of University College and to the College of Arts and Sciences, which housed the academic majors of most Chicano Studies minors, and postponing consideration of further organizational changes until the new director had been hired. As a result of advocacy efforts by the Chicana and Chicano Studies advisory committee, a national director was selected and hired. In fall 2011, Dr. Irene Vásquez began a four-year term as the Director of Chicana and Chicano Studies.

Significant growths in enrollment and active discussions by students, faculty, and community members led to a decision to propose a Chicana and Chicano Studies academic major for the Bachelors degree. The Bachelors degree was implemented in fall 2013 under the direction of Dr. Irene Vasquez, Director of the Chicana and Chicano Studies Program. Growth and positive

interactions with programs inside and outside of the College of Arts and Sciences resulted in an environment of support for the B.A. degree in Chicana and Chicano Studies. The year-long process to establish the degree program generated positive publicity and student and community engagement that eventually bolstered enrollment growths. The upward trajectory of student credit hours and the numbers of majors and minors facilitated the request to move Chicana and Chicano Studies from a program to a Department, a move that was approved in February 2015 and formalized in July.

Along with the Bachelor's degree in 2013, Chicana and Chicano Studies faculty also established certificate programs in two thematic areas of the curriculum: New Mexico Cultural Landscapes and Transnational Latino Studies.

*0C. A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.*

The Chicana and Chicano Studies Department is a small but growing academic unit at the University of New Mexico. The Department operates according to a set of by-laws and established academic practices (see Appendix I). The faculty membership consists of three Associate Professors, one Assistant Professor, one Lecturer, one Visiting Assistant Professor, two Visiting Lecturers, and eight part-time and temporary appointees. The voting members of the Department include all faculty members with continuing appointments (lecturers, probationary and tenured faculty) with at least a .25 FTE workload appointment in the Department.

The Chair of the Department is the primary administrative official and spokesperson for the Department to the UNM administration and other entities, however the Chair may authorize other individuals to speak on behalf of the department. The chair carries out university policies in all matters pertaining to the Department. The Chair shares the responsibilities for departmental activities with members of the department through dialogue and shared governance practices. The Associate Chair assists the Chair in areas defined by the Chair and in representing the department in all matters before university officials in the absence of the Chair. Beginning fall 2016, an Undergraduate Faculty Advisor will be appointed to carry out faculty-developed processes, regulations, and requirements in response to departmental advising policies and procedures. In the past five years, the current Chair has assumed many duties related to undergraduate advising.

### ***Departmental Committees***

The Personnel Advisory Committee (PAC) consists of at least three elected members of the department with representatives from each rank: assistant, associate, and full professors. The term of office is two academic years with members serving staggered terms. The chair of the PAC is elected at the first fall semester department meeting.

The Executive Committee consists of the voting members of the faculty. The Executive Committee is the recommending body for departmental decisions outside of the scope of hiring and promotion and tenure. The Executive Committee presents recommendations to the Department faculty for further discussion and decision-making.

The Promotion and Tenure Committee conducts the department's review for tenure and for promotion to the rank of Associate Professor and Professor. The committee also conducts third year reviews of ladder-rank untenured faculty.

The Curriculum Committee approves and designs courses that receive CCS curriculum prefixes. The Committee reviews and approves the courses before they are submitted to the UNM workflow process. The Curriculum Committee is responsible for the ongoing development and evaluation of the Major, Minor, and Certificates. The Committee also makes recommendations on degree requirements to the department.

### ***Chicana and Chicano Studies Advisory Committee***

The Chicana and Chicano Studies Advisory Committee advises the Department Chair and its core faculty on policy and curriculum. The membership of the committee seeks to represent the diverse scholarly, university, and community interests vested in the program. During the academic year, the committee meets monthly, or as needed, at a regularly scheduled time. The committee considers policy and curriculum matters, and hears reports from Department subcommittees and from the Chair. Minutes are recorded and distributed.

*0D. Information regarding specialized/external program accreditations associated with the unit including a summary of findings from the last review, if applicable. If not applicable, indicate that the unit does not have any specialized/external program accreditations.*

The Chicana and Chicano Studies Department does not have any specialized/external program accreditations.

*0E. A brief description of the previous Academic Program Review for the unit. The description should note when the last review was conducted. The description should also provide a summary of the findings from the review team's final report, the resulting action plan to address the recommendations, and a summary of actions taken as a result of the previous academic program review.*

The Chicana and Chicano Studies department is undergoing its first program review; therefore, it does not have a summary of findings.

## **Criterion 1. Program Goals**

The unit should have stated learning goals for each program and demonstrate how the goals align with the vision and mission of the unit and of the university. (Differentiate by program where appropriate.)

*1A. Provide a brief overview of the vision and mission of the unit and how each program fits into the vision and mission of the unit.*

The Chicana and Chicano Studies Department at the University of New Mexico is an interdisciplinary academic program. The department fosters a critical understanding of Chicano/Hispano/Mexicano communities through teaching, research, and advocacy. Since our program resides at the flagship institution of the state that has the largest percentage of Hispanics in the country, this mission is integral to furthering the understanding of New Mexico's present and the nation's future. The mission can be found on the home page of the department website at [http://chicanos.unm.edu/wordpress/?page\\_id=2](http://chicanos.unm.edu/wordpress/?page_id=2).

The Department of Chicana and Chicano Studies accomplishes its mission by offering an undergraduate major, a minor, and two certificate programs; by promoting research, and establishing and supporting community partnerships. Curriculum and community engagement efforts focus on three areas: (1) Chicana/o cultural studies, (2) intersectional politics and social justice, and (3) the transnational U.S.-Mexico experience. The program supports courses on gender and sexuality, race and ethnicity, arts and culture, political and social mobilization, immigration and citizenship, history and heritage, land grant studies, Chicana feminism, and queer studies. We address these three areas through a curriculum taught in both English and Spanish and maintain a regional and transnational focus on New Mexico, the U.S. Southwest, and Mexico. We view our partnerships with community and student organizations as central to our academic mission and our objectives for student learning.

*1B. Describe the relationship of the unit's vision and mission to UNM's vision and mission.*

The Chicana and Chicano Studies Department enhances the UNM and College of Arts and Sciences' mission and strategic plans in several ways. In particular, CCS' vision and mission aligns with the 2020 university strategic planning priorities in four areas: students (improving graduation and retention); discovery and innovation (interdisciplinary teaching and research); teaching and learning (competency based, balanced, and lifelong learning); and market position and brand (global relevance). The academic programming supports key academic priorities at UNM including improving student graduation and retention; enhancing interdisciplinary teaching and research; providing innovative teaching and learning, and increasing knowledge about global citizenry and engagement. The UNM and Board of Regent's approved Mission Statement can be found at the following link, <http://handbook.unm.edu/section-a/a20.html>.

*1C. List the overall learning goals for each undergraduate and/or graduate program within the unit.*

## **Bachelor's Degree in Chicana and Chicano Studies**

The Bachelor's Degree in Chicana and Chicano Studies is an interdisciplinary undergraduate program that explores the rich and complex social, historical, political and cultural dynamics of the Mexican and Mexican descent population in the United States. The degree is composed of 36 units.

### ***Program-Level Goals***

The primary goals of the program are to:

1. Offer an interdisciplinary curricular program and programmatic opportunities that support academic excellence and intellectual inquiry among faculty and students.
2. Provide a culture of learning that supports student academic success through integrated and sequenced high impact teaching and learning practices.
3. Engage in educational programming and partnerships that bridge connections with the UNM student population and the surrounding communities
4. Provide students in the degree program with life-long skills including advanced critical thinking proficiencies, effective and diverse written and verbal communication abilities, and intercultural competencies to promote their success in their post-graduate careers.

### ***Student Learning Outcomes of the Bachelor's degree***

- Students will draw on diverse gendered, social, historical, economic and cultural perspectives to evaluate the historical and contemporary conditions, issues, and challenges facing diverse Mexican descent populations;
- Students will analyze intersectionality so as to understand the impact of the social construction of race, class, gender, and sexuality as related to diverse Chicana/o, and Latina/o communities in national and transnational contexts;
- Students will assess the social, historical and cultural development of New Mexico's Chicano and Hispano communities within the larger context of U.S. and Mexican American history;
- Students will apply technology in individual and collaborative learning situations to engage key concepts and problems, solve tasks, or develop solutions to problems;
- Students will demonstrate an ability to engage in creative and community-responsive problem-solving in addressing questions of social justice facing community-based organizations as they relate to local and global realities; an
- Students will evaluate the applicability and relevance of theories and approaches to Chicana/o experiences and to the discipline.

### **Certificate in New Mexican Cultural Landscapes**

The 15-unit certificate in New Mexican Cultural Landscapes is for UNM degree-seeking and non degree-seeking students who are interested in pursuing a special focus in New Mexican cultural landscapes. The certificate program seeks to enhance knowledge and understanding of New Mexican populations in the United States.

#### ***Learning Goals of the New Mexican Cultural Landscapes Certificate***

- Students will assess the social, historical and cultural development of New Mexico's Chicano and Hispano communities within the larger context of U.S. and Mexican American history;
- Students will apply technology in collaborative learning situations to engage key concepts and problems, solve tasks, or develop solutions to problems.

#### ***Student Learning Outcomes for the New Mexican Cultural Landscapes Certificate***

1. Students will demonstrate an ability to use interdisciplinary methods of study to understand how New Mexico's cultural heritages shape the lived realities of Nuevomexicanos. (CCS 372)
2. Students will demonstrate an ability to produce audiovisual materials to convey new forms of cultural knowledge and information to academic and community audiences. In this process, students will conduct oral history and other interdisciplinary methods of research, documentation and presentation. They will have the opportunity to present their work in class, at an academic venue, or in a community setting. (CCS 201 and CCS 372)

### **Certificate in Transnational Latino Studies (offered online)**

The 15-unit certificate in Transnational Latino Studies is for UNM degree-seeking and non degree-seeking students who are interested in pursuing a special focus in transnational or transborder Latino studies. The certificate program seeks to enhance knowledge and understanding of Chicano and Latino populations in the United States.

#### ***Learning Goals for the Transnational Latino Studies Certificate***

- Students will draw on diverse gendered, social, historical, economic and cultural perspectives to evaluate the historical and contemporary conditions, issues, and challenges facing diverse Mexican descent populations;
- Students will analyze intersectionality so as to understand the impact of the social construction of race, class, gender, and sexuality as related to diverse Chicana/o, and Latina/o communities in national and transnational contexts.

#### ***Student Learning Outcomes for the Transnational Latino Studies Certificate***

1. Students in the degree program will demonstrate advanced competency in critically analyzing and interpreting significant examples of Chicano and Mexican texts and explicating the

gendered, social, economic, and historical context of these cultural and creative expressions. (CCS 493)

2. Students will demonstrate an ability to articulately communicate new academic and cultural insights through transnational contexts. (CCS 493)

*1D. Explain the manner in which learning goals are communicated to students and provide specific examples.*

The Department of Chicana and Chicano Studies communicates learning goals to students through several means. The learning goals are posted to the Chicana and Chicano Studies website, see [http://chicanos.unm.edu/wordpress/?page\\_id=927](http://chicanos.unm.edu/wordpress/?page_id=927). Faculty members also list learning goals on course syllabi. In addition, students are asked to measure the effectiveness of the CCS department in assisting them to meet the departmental learning goals through a major/minor survey, an exit survey and in a focus group scheduled prior to or after their graduation.

In fall 2014, the Chicana and Chicano Studies Student Organization (CCSSO) developed to serve as a student support group to the Chicana and Chicano Studies program. The organization is comprised of students who are currently minors or majors in the program or students enrolled in CCS courses. The CCSSO plays an important role in helping to communicate the mission and vision of Chicana and Chicano Studies, as well as in meeting student learning outcomes. CCSSO takes a leadership role in organizing departmental events including the CCS Open House. In addition, the organization recruits students for the major and minor. CCSSO works with other UNM student organizations to support student advocacy for Ethnic Studies programs and departments.

*1E. Describe the unit's primary constituents and stakeholders.*

The Chicana and Chicano Studies Department is made up of faculty, students and staff. Community members also participate in departmental planning processes including department-sponsored meetings and retreats. The department serves undergraduate and graduate students across the UNM campus. In fall 2015, the department enrolled 553 students through its course offerings. Currently, the department has an internal list of 27 majors and 12 minors. The department also enrolls students in the New Mexico Cultural Landscapes Certificate Program and the Transnational Latino Studies Certificate Program. Since the implementation of the BA degree, many of the minors have transitioned to majors.

The ***Chicana and Chicano Studies Department Faculty*** include all regular, adjunct, and visiting faculty in the program including graduate assistants. CCS also has one unit administrative staff position and one work-study student.

The ***Chicana and Chicano Studies Affiliated and Associated Faculty*** is comprised of faculty and administrators from 21 departments and units across the university campus. The Chicana and Chicano Studies Department interacts with faculty members from a variety of academic and professional units across the University who support the academic mission of Chicana and Chicano Studies. Affiliated and Associated faculty members support the program's mission, curriculum and programmatic activities in a number of ways.



- ***Affiliated Faculty*** maintain formal involvement with the Chicana and Chicano Studies Department in several capacities. Affiliated faculty hold tenured faculty appointments in programs and departments at the University of New Mexico. Affiliated Faculty may serve on Chicana and Chicano Studies faculty mid-probationary, tenure or promotion committees and cross-list or offer courses that count in the Chicana and Chicano Studies major, minor or certificate programs. Affiliated Faculty are approved (and removed) through a formal process. Faculty nominees present a current CV and a brief statement outlining possible commitments to Chicana and Chicano Studies. The Chicana and Chicano Studies review and approve nominees. Affiliated Faculty may, as needed or required, obtain a letter of support from the Chair of Chicana and Chicano Studies to add to their mid-probationary, tenure or promotion cases.
  
- ***Associated Faculty*** includes UNM faculty whose teaching and research interests support the mission and vision of the Chicana and Chicano Studies Department. Associated Faculty advise and direct Chicana and Chicano Studies students in selecting coursework or examining programs of studies outside of the department. Associated Faculty may, as needed or required, obtain a letter of support from the Chair of Chicana and Chicano Studies to add to their mid-probationary, tenure or promotion cases.

**Affiliated Faculty Roster**

Jesse Alemán, Professor, English Department  
 Josephine De León, Vice-President, Office for Equity and Inclusion  
 Tobías Durán, Director, Center for Regional Studies  
 Viola Flórez, Professor, College of Education  
 Ruth Galván Trinidad, Associate Professor, Language Literacy Sociocultural  
 Miguel Gandert, Director, Interdisciplinary Film and Digital Media  
 Phillip Gonzales, Professor, Sociology, Director, School for Public Administration  
 Michelle Hall Kells, Associate Professor, English Department  
 Miguel López, Associate Professor, Spanish and Portuguese  
 Nancy López, Associate Professor, Sociology  
 Gabriel Meléndez, Chair and Professor, American Studies  
 Margaret Montoya, Emeritus Professor, School of Law  
 Barbara Reyes, Associate Professor, History/ Director, Southwest Hispanic Research Institute  
 Valerie Romero-Leggott, Vice President, HSC Diversity, Associate Professor, Family and Community Medicine  
 Richard Santos, Professor, Economics  
 Christine Sierra, Emeritus Professor, Political Science  
 Diane Torres-Velásquez, Coordinator, Teacher Education  
 Eliseo Torres, Vice-President, Student Affairs  
 Robert Otto Valdez, Family and Community Medicine  
 Margaret Werner-Washburne, Professor, Biology

**Associated Faculty Roster**

Adan Avalos, Cinematic Arts  
 Anna Nogar, Assistant Professor, Spanish and Portuguese  
 Michael Candelaria, Lecturer, Philosophy  
 Moisés Gonzales, Assistant Professor, Community Regional Planning  
 Wayne Santoro, Assistant Professor, Sociology  
 Cristóbal Valencia, Assistant Professor Anthropology  
 María Vélez, Assistant Professor, Sociology

Melina Vizcaino-Alemán, Assistant Professor, English

The Chicano Studies Advisory Committee is made up of community, student, staff and faculty representatives. The advisory committee meets once a month and serves in an advisory capacity to the Chair and the Faculty of the Department and its core faculty on policy and curriculum.

**2015-16 Chicano Studies Advisory Committee**

<b>Name</b>	<b>Surname</b>	<b>Membership category</b>	<b>Notes</b>
Irene	Vasquez	Tenure/Tenure track Faculty	Chair
LM	García y Griego	Tenure/Tenure track Faculty	Chair thru Sept 2013
Michael	Trujillo	Tenure/Tenure track Faculty	Chair thru Sept 2012
Patricia	Rosas-Lopátegui	Lecturer/Full Time Faculty	
Levi	Romero	Tenure/Tenure track Faculty	
Patricia	Perea	Program Faculty/PTI	
Belmonte	Laura	Program Faculty/Visiting Lecturer	
Garcia	Joseph	Program Faculty/Visiting Assistant Professor	
Cheyenne	Trujillo	CCSSO	
Antoinette	Rael	CCS staff	
Victoria	Sanchez	Southwest Hispanic Research Institute	
Ruth	Trinidad-Galván	Southwest Hispanic Research Institute	Chair since Sept 2013 will Chair Sp16
Barbara	Reyes	Southwest Hispanic Research Institute	Chair thru Jan 2016
Rosa	Cervantes	El Centro	
Joe	Garcia	Community/La Plazita	
Marisol	Archuleta	Community/SWOP	
Divana	Olivas	CCS student	
Trisha	Martinez	Graduate student	
Moises	Santos	Graduate student	RGSA to appoint

*IF. Provide examples of how satisfaction of the program goals serves constituents.*

The BA degree is a relatively new degree option at the University of New Mexico. The Chicana and Chicano Studies Department introduced the Bachelors degree in fall 2013. Students served by the Chicana and Chicano Studies program have been successful in a range of educational and professional activities. Students who graduate with the major have demonstrated a strong interest in attending graduate school and in entering the fields of public education, law, social services and non-profit services. Students leave the program with advanced writing, communication, critical thinking and cultural competency skills.

While degree completion is one indicator of the program’s success, Chicana and Chicano Studies also prioritizes collecting direct and indirect information about the effectiveness of the BA degree program. In order to capture direct alumni satisfaction rates among our first two cohorts of degree earners, faculty in Chicana and Chicano studies conducted an exit survey and two focus groups with majors in the spring semester and summer of 2015. The exit survey, conducted through Survey Monkey, contains 17 questions (see Appendix II). Sixteen multiple choice questions query students regarding their student status, educational plans, specific and overall perceptions of the educational effectiveness of the BA degree program, and their interest in continuing on to a Masters degree program in Chicana and Chicano Studies. One open-ended question asks students to make recommendations for improvement to the degree program.

Survey data from majors who have graduated correlates with student completion and post-graduate success. Seven of nine alumni from the Chicana and Chicano Studies Department participated in the exit survey and reported a 100% rate of satisfaction with their academic preparation.

### 2015 Chicana and Chicano Studies Final Exit Survey

How satisfied are you with the academic preparation you received in the CCS Program at UNM?		
Answer Options	Response Percent	Response Count
Very satisfied	71.4%	5
Satisfied	28.6%	2
Neutral	0.0%	0
Dissatisfied	0.0%	0
Very dissatisfied	0.0%	0
Please feel free to add additional information in the comment box below:		1
<b><i>answered question</i></b>		<b>7</b>
<b><i>skipped question</i></b>		<b>0</b>

Chicana and Chicano Studies also implemented a survey for the current majors. CCS will implement the survey for minor in the spring 2016 semester. The major/minor survey, conducted through Survey Monkey, contains 21 questions (see Appendix III). Twenty multiple choice questions query students regarding their student status, race/ethnicity, educational plans, specific and overall perceptions of the educational effectiveness of the BA degree program, and their interest in continuing on to a Masters degree program in Chicana and Chicano Studies. One open-ended question asks students to make recommendations for improvement to the degree program.

Survey data on the major/minor survey correlates with data on the exit survey and student completion and post-graduate success. Fifteen of 21 current majors, excluding minors, from the Chicana and Chicano Studies Department participated in the exit survey and reported a 100% rate of satisfaction with their academic preparation. CCS also conducted a survey of 250 students enrolled in fall 2015 courses (see Appendix IV). The results of the survey are included but not discussed because they were obtained at the end of the fall semester 2015. Including them in the narrative of this report would have required additional time beyond what was permitted within the Program Review timeline.

### 2015 Chicana and Chicano Studies Major/Minor Survey

How satisfied are you with the academic preparation you are receiving in the Chicana and Chicano Studies Department at UNM?		
Answer Options	Response Percent	Response Count
Very satisfied	60.0%	9
Satisfied	40.0%	6
Neutral	0.0%	0
Dissatisfied	0.0%	0
Very dissatisfied	0.0%	0
Please feel free to add additional information in the comment box below:		0
<b><i>answered question</i></b>		<b>15</b>
<b><i>skipped question</i></b>		<b>0</b>

Two focus groups of graduated students were conducted in May and August of 2015. A total of seven students participated in the two focus groups. Students participating in the focus group answered three questions (see Appendix V). The first question asked students to name the strengths of the CCS program. The second question asked students to name the weaknesses or limitations of the program. The third question asked students to list recommendations to strengthen the program. The results of the focus groups will be discussed in the sections that follow in this report.

*1G. Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the unit. These could include activities such as colloquia, conferences, speaker series, performances, community service projects, etc. Provide an assessment of these activities in relation to the unit's educational objectives.*

Chicana and Chicano Studies offers students various opportunities to engage in academic presentations, dialogs and partnerships with peers, scholars and community members regarding their academic, social and professional interests. In order to engage students in national-level presentations and discussions, Chicana and Chicano Studies offers financial support to students attending academic conferences. For example, in the past four years, CCS majors have attended the National Association of Chicana and Chicano Studies and made formal presentations of their academic work. The CCS department provides funding for students to make academic presentations. In addition, students have made annual presentations at the IMPACT conference co-sponsored by the Community Engagement Center at UNM.

Chicana and Chicano Studies faculty organize events where students present their academic work to their families and members of the Albuquerque community. During the past three years, CCS sponsored a fall community literacy symposium featuring the work of over 300 first-year student writers and media makers from the First-Year Learning Community and other CCS courses. In partnership with the National Hispanic Cultural center, CCS works to highlight student literary contributions as they relate questions of place, identity and agency. In fall 2015, CCS planned an innovative academic program that brought together first-year students with high school students to share their work with Juan Felipe Herrera, the U.S. Poet Laureate.

The Department of Chicana and Chicano Studies provides students with diverse opportunities for community engagement and outreach. Per the major requirements, all students take a community-based learning class. Students can choose between the CCS 384 (Community Based Learning in Chicana and Chicano Studies) and the CCS 486 (Writers in the Community). The CCS 384 supports the placement of majors and minors in community-based organizations. Students complete 4 to 6 hours of service with the organization and develop original research presentations related to the services of the community-based organization. The CCS 486 places students at non-profit, educational and cultural centers to support writing and communication activities in community-based settings.

The CCS 384 (Community Based Learning in Chicana and Chicano Studies) is cross-listed with American Studies, Community and Regional Planning, and Sustainability Studies. Students engage a community organization through a service-learning project, which is tied to the academic component of the course through a seminar that addresses Chicana and Chicano community advocacy and best practices in the non-profit world. In addition, students engage in quantitative and qualitative analysis exercises associated with the types of projects new student hires often face when working for community organizations: developing budgets, obtaining local demographic data, assisting in the preparation of funding proposals, and developing a needs assessment in areas as

diverse as health, land grants, educational, and environmental advocacy of community organizations. In 2014, Irene Vásquez, Elizabeth González Cárdenas, and Cristina García authored an article based on the findings of a study about the CCS 384 course at UNM. The article titled “‘An ‘Epic Journey’ in Community Based Learning: Teaching and Learning in a Chicana and Chicano Studies classroom,” was published in *Regeneración Tlacuilloli: UCLA Raza Studies Journal* (see Appendix VI).

Students enrolled in the CCS 486 (Writers in the Community) since fall 2013 have offered outreach and workshop services for over 250 students from ages ranging from 4 to 65, including dual-language programs. Students in the Writers in the Community (WIC) course mentored high school-age students at several schools in the Albuquerque area including Monte Del Sol Charter School (Santa Fe), César Chávez Community Charter School (Albuquerque International District), Amy Biehl (downtown Albuquerque), and Independence High (Albuquerque). Students also offered workshops for elementary-age students at several schools including Mountain Mahogany Charter School (Albuquerque) and Coronado Elementary (Barelas neighborhood). Coronado’s student population is bilingual and our students, per their UNM Spanish department request, worked in a dual language setting. A few students organized workshops at Christina Kent Early Childhood Learning Center and the Albuquerque Rescue Mission. Students also provided logistical planning and support for community organizations that included: Warehouse 508 (a teen center for youth), WAC/UNM (UNM English Dept.), and Cross-Roads (a center for women in recovery). Three students teamed up to provide extra workshop services to foster-care youth through Child Youth Family Department. Another student developed blog material for the Animal Humane Society.

WIC students also planned UNM campus events. A team of WIC students worked with UNM’s Writing Across Communities and the Albuquerque Cultural Conference organizers to design and implement WAC’s, “Writing the World,” 2013 conference (panels, workshops, networking, community organizing). Students benefitted from classroom presentations from a number of practitioners of poetry from the local community including: Hakim Bellamy, Albuquerque’s Poet Laureate; Jazz Cuffee, Albuquerque’s 2013 WOW poetry slam representative; and John Crawford, publisher of West End Press and founder of the Albuquerque Cultural Conference. Some of the students work can be found at [www.nowrongjustwrite.org](http://www.nowrongjustwrite.org) as part of their participation in WIC and NoWrongJustWrite’s poetry exchange initiative. WIC students and poets/writers from the Metropolitan Detention Center’s NoWrongJustWrite literacy program share writing prompts and exercises to students in the class.

Levi Romero, Assistant Professor, was appointed the post of New Mexico Centennial Poet in 2012. His literary presentations, workshops, and mentorship to other writers and literary organizations at the local, regional, and national levels exemplifies CCS’s outreach through his colloquia, conference presentations, and community service projects. He serves on several Board of Directors’ positions; West End Press Publishing, Albuquerque Cultural Conference, Siete del Norte Community Development, and La Alianza de los Herederos de la Merced del Embudo (The Alliance of the Heirs of the Embudo Land Grant Committee).

Professor Romero is supervising in several ongoing oral history and documentation projects that are actively engaged in community historic preservation and documentation initiatives. His collaborative project, *Following the Manito Trail*, with University of Wyoming Assistant Professor, Vanessa Fonseca, is working with communities throughout the state of Wyoming to interview and catalog oral histories in conjunction with local and state preservation centers. The goal is to not only produce a rich collection of historical and cultural multimedia archives, but also to share these stories with the communities through a series of exhibits and publications. *Following the Manito*

*Trail: Los nuevomexicanos en Guayomin (Wyoming)* is an interdisciplinary ethnographic project that will document Hispanic New Mexican, or Manito, migration from New Mexico to different parts of the United States during the last century. Looking at Interstates I-25 and I-80 as major migration corridors for Manito families, this project focuses on the driving factors for Manito migration to Wyoming and the exploration of notions of *querencia*, or how one establishes a sense of self and community through place. The project has provided research opportunities for a CCS graduate assistant.

In fall 2015, students enrolled in Professor Romero's class, *Acequia: Water, Land, Culture*, participated and exhibited their work at the 14<sup>th</sup> Annual New Mexico Acequia Association's Congreso conference in Albuquerque. They worked as volunteers and provided assistance throughout the conference. Through the courses' network, some of the students were also able to volunteer at various community gardens in Albuquerque's south valley, thus nurturing a symbiotic relationship between CCS and non-profit community organizations.

Levi Romero is also working with the community of Dixon, New Mexico to renovate and establish the community's Sala Filantropica building as an Oral History and Community Archive Center. Working with members of La Alianza de Los Herederos de La Merced del Embudo and the County of Río Arriba, the project has attracted the interest of the New Mexico Acequia Association and the Barnard College Department of Anthropology to create a permanent museum and archive center for the NMAA and an exhibit space and archive center for Barnard's ongoing anthropological work in the Embudo Valley. Internships for CCS students through Barnard's summer field school are being established for summer 2016.

## **Criterion 2. Teaching and Learning: Curriculum**

The unit should demonstrate the relevance and impact of the curriculum associated with each program. (Differentiate by program where appropriate.)

2A. *Provide a detailed description of curricula for each program within the unit. Include a description of the general education component, required and program-specific components for both the undergraduate and graduate programs. Provide a brief justification for any programs within the unit that require over 120 credit hours for completion.*

### **General Education Component**

Chicana and Chicano Studies offers two courses in the General Education or Core curriculum. In the area of Humanities, CCS offers the CCS 201 (Introduction to Chicana/o Studies). In the area of the Social Behavioral Sciences, CCS offers the CCS 109 (Comparative Ethnic and Global Societies).

### **B.A. in Chicana and Chicano Studies**

Courses required for the preparation of the major support the academic development of students in several ways. First, the courses are intended to introduce students to the field of Chicana and Chicano Studies. Second, the courses support student understanding of the intersectional histories and experiences of communities of color in the United States and how these have been shaped by local and global dynamics. Third, our curriculum promotes an understanding and awareness of southwest studies, in particular, New Mexico's cultural traditions and history. Fourth, the courses reinforce and support the development of Spanish-English dual language skills. Fifth, students completing the lower-division coursework of the major will participate in 3 to 4 High Impact practices.

<b>Preparation of Major - 9 units</b>	<b>Course Title</b>
CCS 102	Introduction to Comparative Global and Ethnic Societies
CCS 201	Introduction to Chicana and Chicano Studies
SPAN	Spanish 202 Intermediate Spanish, or above, or an equivalent course

### **Core Knowledge in the Major**

The courses in the required upper-division curriculum immerse students in the breadth of knowledge that makes up the field of Chicana and Chicano Studies. The courses are designed to reinforce student knowledge of the growing complexity of the field of Chicana and Chicano Studies, examine how gender intersects with race/ethnicity, social status, and sexuality in shaping the experience of Chicana and Chicano populations in the United States, and guide student understanding of the theories, methods and approaches applied in existing body of literatures. Students will be required to complete a capstone assignment and present in an academic and community based forums. Students completing the upper-division coursework of the major will have participated in 3 to 4 High Impact practices.

<b>Core Knowledge - 15 hours</b>	<b>Course Title</b>
CCS 332	Introduction to Chicana Studies
CCS 365 (offer as Eng 365)	Chicana/o Cultural Studies
CCS 384 or CCS 486	Community Based Learning or Writers in the Community
CCS 480	Approaches in Chicana/o Studies
CCS 490	Capstone

**Areas of concentrations**

Students select one area of concentration and complete the equivalent of a semester of study in the area of specialization.

<b>Concentration 1 - Cultural Studies 12 hours</b>	<b>Course Title</b>
CCS 342	Race Culture Gender Class in NM History
CCS 351	Expediciones
CCS 393	Topics Courses
AMST 186	(All Sections) Intro to SW Studies
AMST 360	101 Topics in Southwest Studies
AMST 363	Chicano/ Latino Film
ANTH 238	Cultures of the Southwest
ANTH 337	Anthropology of New Mexico
ANTH 340	Culture and Power in the Americas
ENGL 265	Intro to Chicana/o Literature
ENGL 365	Chicana/o Cultural Studies
ENGL 465	Chicano-a Literature
HIST 260	History of New Mexico
SPAN 301	001 Lit Chicana Y Latina
SPAN 301	006 Corridos and Counter Culture
SPAN 301	180 Hispanic Culture and Language
SPAN 370	Survey of Chicano Literature
SPAN 371	Spanish of the Southwest
SPAN 375	Southwestern Hispanic Folklore
SPAN 479	New Mexico Folklore

<b>Concentration 2 - Intersectional Politics and Social Movements - 12 hours</b>	<b>Course Title</b>
CCS 360	Chicano/Latino Civil Rights
CCS 362	Chicana/o Movement
CCS 364	Raza Genders and Sexuality
CCS 393	Topics Courses
AMST 185	Intro Race Class Ethnicity
CRP 486	Planning Issues in Chicano Communities
HIST 363	Early History of Mexican-Americans



POLS 308	Hispanics in US Politics
POLS 301	Government of New Mexico
POLS 307	The Politics of Ethnic Groups
POLS 400	Gender and Race: US Political Leadership
PSY 374	Cross Cultural Psychology
SOC 326	Sociology of NM
SOC 331	Social Movements
SOC 420	Race and Cultural Relations
SOC 428/528	Sociology of Mexican Americans
WMST 200	Intro to Women Studies

<b>Concentration 3 - Transnational Perspectives - 12 hours</b>	<b>Course Title</b>
CCS 310	Immigration and Assimilation
CCS *460	Latinos in a Global Society
CCS 331 (offered as WMS 331)	Transnational Feminisms
CCS 393	Topics Courses
AMST 309	Globalization and Social Movements
ANTH 340	Culture and Power in the Americas
ECO 239	Economics of Race and Gender
HIST 300	007 Post Revolutionary Mexico
HIST 464	U.S.-Mexico Borderlands
HIST 465	History of Mexican Immigration
SPAN 301	002 Indigenas en Mexico Colonial
SPAN 301	003 Indigenas en Mexico Colonial
SPAN 307	008 Family Migration Narrative
SPAN 101	101 Migracion y la Familia Transnacional
HIST 463	Hispanic Frontiers

***Minor in Chicana and Chicano Studies***

Minor Study Requirements

A minimum of 18 credit hours, including the following:

- CCS 201 Introduction to Chicana and Chicano Studies
- CCS 490 Advanced Seminar in Chicana and Chicano Studies
- SPAN 202 Intermediate Spanish (or above; or an equivalent course taught in Spanish in another department. Must be taken in residence at the University of New Mexico.)

6 credit hours chosen from Course Listing A, distributed across at least two departments or programs. At least 3 of the 6 credit hours must be 300-level or above. May include up to 3 credit hours of Independent Study or other courses having relevant subject matter, with the approval of the Chicana and Chicano Studies Chair.

3 credit hours chosen from either Course Listing A or Course Listing B.

**Course Listing A: Chicanas and Chicanos as a Central Focus (1)** CCS 310, 331, 332, 351, 360, 362, 364, 384, 393, \*460, \*480, 493; AMST 363; CRP 486; ENGL 365, 465; HIST 260, 363, 464; SPAN 301(\*), 370, 371, 375, 479.

**Course Listing B: Chicana and Chicano-related Courses (1)** CCS 393, 493, 495; AMST 185, 186, 309, 360 (\*); ANTH 238, 337; CJ 413; ECON 239; FS 484; HIST 300, 463, 465; POLS 301, \*307, \*308, 400; PSY 374; SOC 326, 331, 420, 428; WMST 200.

(1) Topics courses with relevant content may count toward the minor with the approval of the Chicana and Chicano Studies Chair.

(\*) Must have a Chicana and Chicano focus for course listing A or Chicana and Chicano-related focus for course listing B.

**Certificate in New Mexican Cultural Landscapes**

CCS supports a 15-hour certificate program in New Mexican Cultural Landscapes. A certificate program in New Mexican Cultural Landscapes draws on faculty expertise and innovative curricular and programmatic initiatives in the Chicana and Chicano Studies program. Faculty members in Chicana and Chicano Studies seek to engage students in research and learning opportunities about the borderlands geographies, landscapes and expressive cultures, especially those located in the state of New Mexico. The certificate in New Mexican Cultural Landscapes is suited for UNM degree-seeking students who are interested in pursuing a special focus in New Mexican cultural landscapes. The certificate is also available to individuals seeking to enhance their knowledge and understanding of New Mexican populations in the United States. Additional credit hour requirements exist for those not pursuing a degree.

**Certificate Requirements**

A minimum of 15 credit hours for UNM degree-seeking students\*, selected from the following:

New Mexico Cultural Landscapes - 15 hours	Course Title
CCS 342	Race Culture Gender Class History NM History
CCS 372	New Mexico Villages and Cultural Landscapes
CCS 374	New Mexico's Literary Landscape
ANTH 337	Anthropology of New Mexico
AMST 360	003 South West Critical Landscapes
AMST 360	101 Southwest Studies
AMST 360	401 Folk Art and Mat Culture SW
HIST 260	History of New Mexico
HIST 463	Hispanic Frontiers
POLS 301	Government of New Mexico
SPAN 371	Spanish of the Southwest
SPAN 375	Southwestern Hispanic Folklore
SPAN 479	New Mexico Folklore
SOC 326	Sociology of NM

\*As per UNM guidelines, students pursuing the certificate in New Mexican Cultural Landscapes must earn a total of 30 credit hours of college credit.

***Certificate in Transnational Latino Studies (offered online and face-to-face)***

CCS supports a 15-hour online certificate program in Transnational Latino Studies. The certificate program in Transnational Latino Studies draws on faculty expertise and innovative curricular and programmatic initiatives in the Chicana and Chicano Studies program. Faculty members in Chicana and Chicano Studies seek to engage students in research and learning opportunities about the complex and vibrant make-up of the U.S.-Mexican borderlands, geographies, societies and expressive cultures. The certificate in Transnational Latino Studies is suited for UNM degree-seeking students who are interested in pursuing a special focus in transnational or transborder Latino Studies. The certificate is also available to individuals seeking to enhance their knowledge and understanding of Chicano and Latino populations in the United States. Additional credit hour requirements exist for those not pursuing a degree.

**Certificate Requirements**

A minimum of 15 credit hours for UNM degree-seeking students\*, including the following:

Online certificate in Transnational Studies - 15 hours	Course Title
Introductory Courses – Select one course from the following: CCS 201  CCS 102	Introduction to Chicana and Chicano Studies Introduction to Comparative and Global Ethnic Societies
Globalization– Select one course from the following: CCS 310 CCS *460	Immigration and Assimilation Latinos in a Global Society
Gender and Expressive Culture– Select one course from the following: CCS 331 (Offered as WMST 331) CCS 365 (Offered as ENG 365)	Transnational Feminisms Chicana/o Cultural Studies
Community Studies– 6 units CCS 384 (up to 3 units) CCS 351 (up to 6 units) CCS 495 (up to 3 units)	Community Based Learning Expediciones Undergraduate Problems

\*As per UNM guidelines, students pursuing the certificate in Transnational Latino Studies must earn a total of 30 credit hours of college credit.

2B. Describe the contributions of the unit to other internal units within UNM, such as offering general education core courses for undergraduate students, common courses for selected graduate programs, courses that fulfill pre-requisites of other programs, cross-listed courses.

Beginning in fall 2013, Chicana and Chicano Studies offered its first course as an elective option in the Humanities core curriculum. Since 2013, CCS has tripled enrollments in the CCS 201 (Introduction to Chicana and Chicano Studies).

Beginning in fall 2014, Chicana and Chicano Studies introduced its first course as an elective in the Social Behavioral Sciences core curriculum. CCS enrollments have grown steadily in the CCS 109 (Introduction to Comparative and Ethnic Studies curriculum), which is a cross-listed course with Africana Studies, Native American Studies, Sustainability Studies, and Women Studies.

In order to support student retention Chicana and Chicano Studies has offered several First-Year Learning courses in the past three years. These courses have enrolled over 100 students per semester. CCS offers the CCS 201 as specific thematic courses that include Music and Spoken Word in Politics and Civil Rights and the Law

2C. Describe the modes of delivery used for teaching courses.

Chicana and Chicano Studies offers courses in traditional and online formats. The face-to-face courses include lectures, practice experiences, seminars and topics courses. *Lecture courses* are designed to transmit the instructor's body of knowledge or information, explaining ideas or concepts. Students may be expected to participate in classroom activities, such as discussion, dialog or demonstration of knowledge or skill. *Practice experiences* are instructor supervised practical experience in an area of study that provides the student the opportunity to apply knowledge gained in an academic setting. CCS offers two practice experience courses, which include CCS 384 (Community Based Learning) and CCS 486 (Writers in the Community). *Problems* courses are undergraduate or graduate directed study in an area of special interest not readily available through conventional course offerings. The student works with a chosen faculty member who approves the student's individualized plan of study and supervises his/her progress. The course may be project-oriented, research-oriented, and/or focus on directed readings and writing in the area of interest. *Seminars* are courses intended for a small group of students in advanced status within their academic programs or participating in special programs such as freshmen retention or learning communities. In these courses, students may engage in original research, inquiry, practice, and/or a synthesis of these. Results are exchanged through reports, demonstrations, colloquia, and/or discussions. *Topics* courses explore a topic not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Below is a listing of the course offerings in CCS including those taught online.

- CCS 109. Introduction to Comparative Global and Ethnic Societies – 3 units (Lecture, Online)
- CCS 201. Introduction to Chicana and Chicano Studies – 3 units (Lecture, Online)
- CCS 310. Immigration and Assimilation– 3 units (Lecture, Online)
- CCS 331 Transnational Feminisms – 3 units (Seminar, Online)
- CCS 332 Introduction to Chicana Studies – 3 units (Lecture)
- CCS 342 Race, Culture, Gender, Class in New Mexico History – 3 units. (Lecture, Online)
- CCS 360 Chicano Latino Civil Rights – 3 units. (Lecture)

- CCS 362 Chicana and Chicano Movement: El Movimiento Chicano – 3 units (Lecture)
- CCS 364 Raza Genders and Sexualities – 3 units (Seminar, Online)
- CCS 365 Chicana/o Cultural Studies – 3 units (Lecture, Online)
- CCS 372 New Mexico Villages and Cultural Landscapes – 3 units (Seminar)
- CCS 374 New Mexico's Literary Landscapes and Beyond – 3 units (Seminar)
- CCS 384 Community-Based Learning in Chicana and Chicano Studies – 3 units (Practice Experience)
- CCS 393. Topics in Chicano Hispano Mexicano Studies – 3 units (Topics)
- CCS \*460 Chicanos and Latinos in a Global Society – 3 units (Seminar, Online)
- CCS \*480 New Approaches in Chicana and Chicano Studies– 3 units (Seminar)
- CCS 486 Writers in the Community– 3 units (Practice Experience)
- CCS 490 Advanced Seminar in Chicana and Chicano Studies– 3 units (Seminar)
- CCS 493 Special Topics – 3 units (Topics)
- CCS 495 Undergraduate Problems

Chicana and Chicano Studies introduced five new courses as part of the 2015-2016 curricular cycle. The additions are intended to regularize several courses that have been regularly taught for the past five years and courses that are taught by a full-time Lecturer as part of the curriculum for the Transnational Latino Studies certificate program. Several of the new courses will strengthen the online Transnational Latino Studies certificate program. The new course additions include

- CCS 320 Cine Chicano y Mundial
- CCS 330 Latina Transnational Feminisms (this course will replace CCS 331 Transnational feminisms)
- CCS 336 Chicana Feminisms
- CCS 340 Mexican Civilization
- CCS 440 Mexican Revolution

### **Criterion 3. Teaching and Learning: Continuous Improvement**

*The unit should demonstrate that it assesses student learning and uses the assessment to make program improvements. (Differentiate by program where appropriate.)*

*3A. Describe the assessment process and evaluation of learning goals for each program. Provide information on how the unit assesses the effectiveness of its curricula and teaching effectiveness in meeting the educational objectives described in Criterion 1. Summarize and discuss direct and indirect evidence of students' learning gathered by the program. For accredited programs, the unit should utilize outcomes measures that are responsive to the accreditation expectations.*

### **Bachelors Degree in Chicana and Chicano Studies**

Chicana and Chicano Studies recently inaugurated the BA degree in Chicana and Chicano Studies in fall 2013. Therefore, it has only recently developed its first assessment plan for the program. This plan involves assessing six learning objectives over a three-year period (see Appendix VII).

#### ***Broad Program Goals & Measurable Student Learning Outcomes***

##### **1. Broad Program Learning Goals for this Degree/Certificate Program**

- A. Students will draw on diverse gendered social, historical, economic and cultural perspectives to evaluate the historical and contemporary conditions, issues, and challenges facing diverse Mexican descent populations;
- B. Students will analyze intersectionality so as to understand the impact of the social construction of race, class, gender, and sexuality as related to diverse Chicana/o, and Latina/o communities in national and transnational contexts;
- C. Students will assess the social, historical and cultural development of New Mexico's Chicano and Hispano communities within the larger context of U.S. and Mexican American history;
- D. Students will apply technology in collaborative learning situations to engage key concepts and problems, solve tasks, or develop solutions to problems;
- E. Students will demonstrate an ability to engage in creative and community-responsive problem-solving in addressing questions of social justice facing community-based organizations as they relate to local and global realities; and
- F. Students will evaluate the applicability and relevance of theories and approaches to Chicana/o experiences and to the discipline.

##### **2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program**

- A.1 Students in the degree program will demonstrate advanced competency in critically analyzing and interpreting significant examples of Chicano and Mexican texts and explicating the

gendered, social, economic, and historical context of these cultural and creative expressions. (Assessment will occur in CCS 201).

- B.1. Students will demonstrate an ability to articulately communicate an intersectional analysis through academic writing, publishing and/or public presentations. (Assessment will occur in 332)
- C.1. Students will demonstrate an ability to use interdisciplinary methods of study to understand how New Mexico's cultural heritages shape the lived realities of Nuevomexicanos. (Assessment will occur in 372)
- D.1. Students will demonstrate an ability to produce audiovisual materials to convey new forms of cultural knowledge and information to academic and community audiences. In this process, students will conduct oral history and other interdisciplinary methods of research, documentation and presentation. They will have the opportunity to present their work in class, at an academic venue, or in a community setting. (Assessments will occur in 201 and 372)
- E.1. Students will demonstrate the ability to apply community-responsive research and reasoning in working with diverse communities. (Assessment will occur in 384)
- F.1. Students will demonstrate the ability to write an advanced research paper and present their research at an academic venue. In this process, students will demonstrate the following abilities: write a compelling thesis statement, organize a research plan, conduct a literature review, collect and interpret data, examine the complexities and perspectives of an issue to different viewpoints, and recognize and test assumptions that enable theirs' and others' belief systems. (Assessment will occur in 490)

CCS will assess the A.1. SLO through an essay assignment and rubric in CCS 201 – Introduction to Chicana and Chicano Studies. Chicana and Chicano Studies faculty have not conducted a formal assessment of the CCS 201, but did complete a pilot assessment in spring 2013 and fall 2014. As a result of the pilot assessment, CCS faculty have updated the primary assessment tool by integrating the LEAP critical thinking rubric criteria and the CCS SLOs into the formal assessment tool. Student learning will be assessed through a pre-course and post-course assessment tool. At the end of the semester, the course instructor will compute student competencies in the criterion areas to determine the level of competency of students in the CCS 201 course. A criterion for success will consist of 80% of the class earning 72% or higher in each area of the rubric. If 72% is not achieved by 80% of the class then CCS will concentrate on the making improvements so that we earn the SLO outcome. The teaching faculty member will compile the data and report the findings annually at Chicana and Chicano Studies Department meeting. CCS considers this assessment *a direct measure of student learning*.

CCS will assess the B.1. SLO through the use of a rubric in the CCS 332 – Introduction to Chicana Studies. A criterion for success will consist of 80% of the class earning 72% or higher in each area of the rubric. If 72% is not achieved by 80% of the class then CCS will concentrate on making improvements so that we earn the SLO outcome. The teaching faculty member will compile the data and report the findings annually at Chicana and Chicano Studies meeting. CCS considers this assessment *a direct measure of student learning*.

CCS will assess the C.1. SLO through the evaluation of a digital story produced in CCS 372 – New Mexico Villages and Cultural Landscapes. A criterion for success will consist of 80% of the class earning 72% or higher in each area of the rubric. If 72% is not achieved by 80% of the class then CCS will concentrate on making improvements so that we earn the SLO outcome. The teaching faculty member will compile the data and report the findings annually at Chicana and Chicano Studies meeting. CCS considers this assessment *a direct measure of student learning*.

CCS will assess the D.1. SLO through the evaluation of a digital story produced in CCS 372 – New Mexico Villages and Cultural Landscapes. A criterion for success will consist of 80% of the class earning 72% or higher in each area of the rubric. If 72% is not achieved by 80% of the class then CCS will concentrate on making improvements so that we earn the SLO outcome. The teaching faculty member will compile the data and report the findings annually at Chicana and Chicano Studies meeting. CCS considers this assessment *a direct measure of student learning*.

CCS will assess the E.1. SLO through the evaluation of a project produced in CCS 384 – Community Based Learning in CCS. A criterion for success will consist of 80% of the class earning 72% or higher in each area of the rubric. If 72% is not achieved by 80% of the class then CCS will concentrate on making improvements so that we earn the SLO outcome. The teaching faculty member will compile the data and report the findings annually at Chicana and Chicano Studies meeting. CCS considers this assessment *a direct measure of student learning*.

CCS will assess the F.1. SLO through the presentation of a research paper and an accompanying rubric in the CCS 490 – Advanced Seminar in CCS. A criterion for success will consist of 80% of the class earning 72% or higher in each area of the rubric. If 72% is not achieved by 80% of the class then CCS will concentrate on making improvements so that we earn the SLO outcome. The teaching faculty member will compile the data and report the findings annually at Chicana and Chicano Studies meeting. CCS considers this assessment *a direct measure of student learning*.

CCS will assess its effectiveness in strengthening student written and verbal communication skills, critical thinking abilities and intercultural competencies through an evaluation of a final presentation in the capstone. For the past three years, the instructor of the capstone course has invited core faculty in the program to attend the final presentations. Beginning spring 2015, the faculty attending the final presentations will use a rubric to assess student learning in the program. The teaching faculty member will compile the data and report the findings annually at Chicana and Chicano Studies meeting. CCS considers this assessment *a direct measure of student learning*.

CCS will also assess the F.1. SLO through an end of the semester assessment tool used to determine overall program competency. The assessment tool is the one used to assess the A. 1. SLO. CCS hopes to gain a formative and summative understanding of student learning from the beginning to the end of the program. A criterion for success will consist of 80% of the class earning 72% or higher in each area of the rubric. If 72% is not achieved by 80% of the class then CCS will concentrate on the making improvements so that we earn the SLO outcome. CCS considers this assessment *a direct measure of student learning*.

In addition to the direct measures of learning referenced above, CCS has also developed an exit survey to ascertain student perceptions of the effectiveness of the Chicana and Chicano Studies program. Some areas of inquiry include: student perceptions of enhancing their awareness of the diverse experiences of Chicanos in the U.S., improving their lifelong learning skills, and in supporting their degree completion. CCS considers this assessment *an indirect measure of student learning*.



The A.1. SLO will be evaluated for all sections of the CCS 201 (Humanities core) in the fall semester with the exception of the First Year Learning communities that offer CCS 201 (Introduction to CCS). It is a required course in the major so it will be a representative sample. Because the FLC's have their own level of assessment, CCS would rather not overburden students with 2 separate assessments, which would reduce class instructional time. The B.1. SLO will be assessed in the CCS 332 (Introduction to Chicana and Chicano Studies). The course is offered once per semester. It will be assessed in the fall. It is a required course in the major so it will be a representative sample. The C.1. SLO will be assessed in the CCS 372 (New Mexico Villages and Cultural Landscapes). The course is offered once per year. It will be assessed in the spring when it is offered. It is an elective course in the Cultural Studies concentration so it will be a representative sample. The D.1. SLO will be assessed in the CCS 372 (New Mexico Villages and Cultural Landscapes). The course is offered once per year. It will be assessed in the spring when it is offered. It is an elective course in the Cultural Studies concentration so it will be a representative sample. CCS will assess the F.1. SLO through the evaluation of a research paper produced in the CCS 384 (Community Based Learning). The course is offered once per year in the fall semester. It will be assessed in the fall semester. It is a core required course in the major so it will be a representative sample. The F.1. SLO will be assessed through the CCS 490 (Advanced Seminar in CCS). The course is offered once per year in the spring semester. It is the capstone and a required course in the major so it will be a representative sample of students. All assessments involve *direct or indirect measures of student learning*.

### ***New Mexico Cultural Landscapes Certificate***

Chicana and Chicano Studies recently inaugurated the New Mexican Cultural Landscapes certificate program in Chicana and Chicano Studies. Chicana and Chicano Studies will implement its first for the program in academic year 2015-2016. This plan involves assessing two learning objectives over a three-year period (see Appendix VIII). These learning goals and student learning outcomes include:

#### ***Learning Goals of the New Mexican Cultural Landscapes Certificate***

- Students will assess the social, historical and cultural development of New Mexico's Chicano and Hispano communities within the larger context of U.S. and Mexican American history;
- Students will apply technology in collaborative learning situations to engage key concepts and problems, solve tasks, or develop solutions to problems.

#### ***Student Learning Outcomes for the New Mexican Cultural Landscapes Certificate***

1. Students will demonstrate an ability to use interdisciplinary methods of study to understand how New Mexico's cultural heritages shape the lived realities of Nuevomexicanos. (CCS 372)
2. Students will demonstrate an ability to produce audiovisual materials to convey new forms of cultural knowledge and information to academic and community audiences. In this process, students will conduct oral history and other interdisciplinary methods of research,

documentation and presentation. They will have the opportunity to present their work in class, at an academic venue, or in a community setting. (CCS 201 and CCS 372)

CCS will assess the SLO 1 through the evaluation of a digital story produced in the CCS 372 course. A criterion for success will consist of a class average of 70% in each area of the rubric. If 70% is not achieved then we will concentrate on making improvements so that we earn the SLO outcome. The teaching faculty member will compile the data and report the findings annually at Chicana and Chicano Studies meeting. CCS considers this assessment *a direct measure of student learning*.

CCS will assess the SLO 2 through the evaluation of a digital story produced in the CCS 372 course. A criterion for success will consist of a class average of 70% in each area of the rubric. If 70% is not achieved then we will concentrate on making improvements so that we earn the SLO outcome. The teaching faculty member will compile the data and report the findings annually at Chicana and Chicano Studies meeting. CCS considers this assessment *a direct measure of student learning*.

CCS has also developed an exit survey to ascertain student perceptions of the effectiveness of the Chicana and Chicano Studies program. CCS considers this assessment an *indirect measure of student learning*.

SLO 1 will be evaluated for all sections of the CCS 372 (New Mexico Villages and Cultural Landscapes) in the spring 2016. It is a CCS core course in the certificate program so it will be a representative sample. SLO 2 will be assessed in the CCS 372. The course is offered once per year in the spring semester. It is a required course in the major so it will be a representative sample. All assessments involve *direct and indirect measures of student learning*.

### **Digital Cuentos Assessment:**

The Digital Cuentos project is a compilation of audio visual narratives published by students enrolled through the New Mexico Villages and Cultural Landscapes and New Mexico's Literary Landscape classes under the supervision of Levi Romero, Assistant Professor in the Department of Chicana and Chicano Studies at UNM. Students are asked to interview a family or community member in a *resolana* style dialogue. The primary focus of the assignment is to foster conversations between students and people in their lives whose knowledge, wisdom, and histories can contribute to the student's education. These written documentations are then transformed into digital stories that reflect current creativities in Chicana and Chicano Studies. The interdisciplinary and documentary studies initiative in CCS addresses contemporary issues and concerns of preservation and sustainability through the physical and cultural mapping of the human terrain.

### ***Transnational Latino Studies Certificate***

Chicana and Chicano Studies recently inaugurated the Transnational Latino Studies certificate program in Chicana and Chicano Studies. Chicana and Chicano Studies will implement its first for the program in academic year 2015-2016. This plan involves assessing two learning objectives over a three-year period (see Appendix IX). These learning goals and student learning outcomes include:

#### ***Learning Goals for the Transnational Latino Studies Certificate***

- Students will draw on diverse gendered, social, historical, economic and cultural perspectives to

evaluate the historical and contemporary conditions, issues, and challenges facing diverse Mexican descent populations;

- Students will analyze intersectionality so as to understand the impact of the social construction of race, class, gender, and sexuality as related to diverse Chicana/o, and Latina/o communities in national and transnational contexts.

### ***Student Learning Outcomes for the Transnational Latino Studies Certificate***

1. Students in the degree program will demonstrate advanced competency in critically analyzing and interpreting significant examples of Chicano and Mexican texts and explicating the gendered, social, economic, and historical context of these cultural and creative expressions. (CCS 493)
2. Students will demonstrate an ability to articulately communicate new academic and cultural insights through transnational contexts. (CCS 493)

CCS will assess the SLO 1 through an essay assignment and rubric. A criterion for success will consist of 80% of the class achieving a 72% or above in each area of the rubric. If 72% or above is not achieved by 80% of the class then CCS will concentrate on making improvements so that we earn the SLO outcome. The teaching faculty member will compile the data and report the findings annually at Chicana and Chicano Studies meeting. CCS considers this assessment **a direct measure of student learning**.

CCS will assess the SLO 2 through an essay assignment and rubric. A criterion for success will consist of 80% of the class achieving a 72% or above in each area of the rubric. If 72% or above is not achieved by 80% of the class then CCS will concentrate on making improvements so that we earn the SLO outcome. The teaching faculty member will compile the data and report the findings annually at Chicana and Chicano Studies meeting. CCS considers this assessment **a direct measure of student learning**.

CCS developed an exit survey to ascertain student perceptions of the effectiveness of the Transnational Latino Studies certificate program. CCS considers this assessment an *indirect measure of student learning*.

SLO 1 and 2 were evaluated for all sections of the CCS 493 (Mujeres Transgresoras) offered in the fall 2015 and will be over a three-year period. All assessments involve a direct and indirect measure of student learning.

### ***3B. Provide evidence of actions taken to improve programs based upon the assessment process.***

During program meetings, CCS faculty review and discuss the student learning outcomes data. At the CCS faculty retreat in December 2014, CCS faculty reviewed and approved the use of the LEAP Critical Thinking and Written Communication rubrics for the several courses assessed by CCS, including CCS 201 (BA degree), CCS 374 (New Mexico Cultural Landscapes Certificate), and CCS 393 (Transnational Latino Studies Certificate). CCS faculty understand that the LEAP rubrics have been developed by faculty teaching in common core areas and that the rubric is an appropriate and useful tool for measuring student learning in the CCS program. At the retreat scheduled on August 28, 2015, CCS discussed the tools, rubrics, and timelines for SLO assessment for the six courses assessed in the major.

For assessment purposes of the Bachelor's degree program, CCS has assessed two cohorts. The faculty members teaching the CCS 201 (Introduction to Chicana and Chicano Studies) and CCS 490 (Capstone seminar) have assessed the data collected and prepared a statement of findings. All faculty members are involved in discussions of the assessment process. The findings are made available at program meetings and reviewed during the annual winter retreat. Curricular adjustments to the prompts, course materials or pedagogical approaches are suggested and discussed. Changes are approved and recorded in the minutes of the CCS meetings and retreat. The minutes are circulated during CCS meetings and made available to all program faculty members via email.

The CCS 490 (Advanced Seminar in Chicana and Chicano Studies) course is the capstone for students engaged in the major and the minor. There are two assessment exercises carried out in this seminar: (1) an assessment of progress over the minor/major and (2) an assessment of the quality of the independent capstone project, the principal assignment of the course. Because the program is new, the course enrollment is small and students from outside the program who are not majoring or minoring in CCS have also been enrolled. The typical enrollment has been 10 students, with slightly over half of them majors or minoring students.

For student majors/minors, both assessments are applied; for others, only the assessment of the quality of the independent project is required. The first assessment is a repeat of an assessment designed by the Department's curriculum committee and applied earlier in the student's career in one of the introductory classes. It consists of an analysis of an epic poem, "Yo Soy Joaquín." The three or four students who have carried out this exercise in CCS 490 in the spring of 2014 and 2015 have demonstrated relatively sophisticated and well-articulated analyses of the poem when compared to the results obtained in introductory classes. Though the number of students involved is too small to draw significant conclusions, we have a benchmark suggesting significant improvement in critical thinking and analysis.

The second assessment is an evaluation of the student independent projects using five criteria: demonstrable understanding of content/knowledge, presentation, analysis, articulation and substantiation of an argument, and appropriate use of references and documentation. The results during the first two years have been mixed. Students have been significantly better at demonstrating content, making a clear presentation, and citing references, than at developing and substantiating an argument. The results from 2014 and 2015 have been used to develop materials to assist students in understanding what constitutes an argument and how to develop one. These results also led the department to creating a new assignment in an intermediate course: the development of a project prospectus as a final assignment. For the first time in 2016 students have enrolled in CCS 490 having developed a prospectus in a previous course; we await an evaluation of whether this leads to significant better results. The numbers of students involved in the course so far, however, provide only a tentative guide to the Department of how instruction relates to the quality of independent projects. This should improve with growing enrollments in this and subsequent years.

#### **Criterion 4. Students (Undergraduate and Graduate)**

The unit should have appropriate structures in place to recruit, retain, and graduate students. (Differentiate by program where appropriate.)

*4A. Provide information regarding student recruitment and admissions (including transfer articulation), and graduation trends.*

The Department of Chicana and Chicano Studies participates in outreach and recruitment activities. CCS sponsors a table at Freshman Orientation and during Lobo Week to promote the major, minor and certificate programs. Students from the Chicana and Chicano Studies Student Organization (CCSSO) and the Transnational Research Collective (TRC) have assisted the department in outreach efforts at local high schools. CCSSO also provides opportunities for students to work closely with faculty members in planning department events, which increases the department's visibility to students and community members.

Chicana and Chicano Studies co-sponsored a fall 2014 Ethnic Studies Conference for high school students. Over one hundred students attended the conference and participated in workshops that assisted them with understanding application and financial aid processes. Faculty from different Ethnic Studies programs provided short overviews of the benefits of ethnic studies.

In fall 2015, CCS was assigned a new advisor in the College of Arts and Sciences. The Chair works closely with the advisor, Farah Nousheen, to offer academic advising. Contact with students in the major and minor have improved as a result of college investment in advisor support. Unlike in the past, students report positive interactions with Ms. Nousheen. She has become an important advocate for the department.

*4B. Provide an analysis of enrollment trends, persistence, and graduation trends.*

CCS has increased its enrollments by 40% over the past two years. With the introduction of CCS 109 (Introduction to Comparative Ethnic Societies) to the Social Behavioral Sciences core in Fall 2015, the Chair anticipates an additional growth rate of 10% for the 2016-2017 academic year. CCS will offer two sections of Freshman Learning communities for a total of 100 students. Moreover, with the introduction of the Diversity Learning requirement, CCS projects an additional annual 5% growth rate in each course offered that meets the criteria for this requirement. CCS now offers six to eleven online courses a year, which will expand the number of online course options available to students seeking to earn online electives within their degree program. Table 3 illustrates the dramatic growth in course enrollments from the period of fall 2010 through spring 2015.

#### **Enrollment Growth by Semester in Chicana and Chicano Studies from Fall 2010-Fall 15**

The total enrollment growth from Annual Year 2010 to Annual Year 2015 equals 618%. (Table 1) CCS has steadily increased its enrollments by 40% over the past two years. With the introduction of CCS 109 (Introduction to Comparative Ethnic Societies) to the Social Behavioral Sciences core in Fall 2015, the Director anticipates an additional growth rate of 20% for the fall 2015 and spring 16 semesters. CCS will offer two sections of Freshman Learning communities for a total of 100 students. Moreover, with the introduction of the Diversity Learning requirement, CCS projects an additional annual 5% growth rate in each course offered that meets the criteria for this requirement.

CCS now offers six to eleven online courses a year, which will expand the number of online course options available to students seeking to earn online electives within their degree program. Table 3 illustrates the dramatic growth in course enrollments from the period of fall 2010 through fall 2015.

**TABLE 1: ENROLLMENTS IN CCS, FALL AND SPRING 2008-2015**

	F10	S11	F 11	S 12	F 12	S 13	F13	S14	F14	S15	F15
# of CCS students	74	98	96	131	169	190	314	239	394	344	523
# of credit hours	222	294	288	393	507	570	942	717	1182	1032	1569
Annual growth	-	-	30%	34%	76%	45%	85%	26%	25%	50%	33%
Annualized credit hours	258		340.5		538		829		1107		--
Change in Credit Hours	-		32%		63%		54%		34%		

- 1<sup>st</sup> year of baseline data

Beginning in fall 2014, CCS generated above 1000 credit hours on a semester basis.

*4C. Provide a description of program advisement for students.*

In the past four years, the Chair (formerly the Director of CCS) has been the primary advisor for all students in the program. The Associate Director, Levi Romero, also assisted with student advising for the 2012-2013 and the 2013-2014 academic years. The lack of fully dedicated faculty to the CCS program has hindered robust advising for students in the Department of Chicana and Chicano Studies. The Chair assumed the primary advising duties alongside a range of administrative tasks, which limited the amount of time committed to advising undergraduate students. This is an identified area of improvement for the new Department. Data from the survey of alumni and majors captures the need for a specific advisor dedicated to advising students.

*4D. Describe any student support services that are provided by the unit.*

The Chicana and Chicano Studies Department provides a range of student support services. These include open houses that are intended to more closely acquaint faculty and students in the department. CCS also sponsors a Chicana and Chicano Studies Student Organization that offers students leadership, peer support and programming opportunities. Faculty members also advise students through formal and informal arrangements on their academic curriculum, research projects, and programming opportunities. CCS regularly sends undergraduate minors and majors to attend the NACCS annual conference. Several faculty members also advise Chicana and Chicano Studies through the McNair and El Puente fellowship programs.

Claudia Mitchell, CCS major - Irene Vásquez, Chicana and Chicano Studies  
 Divana Olivas, CCS major – Irene Vásquez, Chicana and Chicano Studies  
 Sonora Rodríguez, CCS Major – Claudia Isaac, Community Regional Planning  
 Trinidad Rodríguez, CCS Major – Nancy López, Sociology

*4E. Describe any student success and retention initiatives in which the unit participates.*

All Chicana and Chicano Studies majors engage in integrated and structured High Impact Practices. Research on undergraduate student success demonstrates that programs that expose students to two to three High Impact practices throughout their undergraduate education increase student retention and graduate rates (see Appendix X).

The degree program in Chicana and Chicano Studies contributes to increasing undergraduate student retention and graduation rates by immersing students in High Impact Practices from the freshman to senior year. Freshmen and Sophomore students will engage in a series of lower-division courses that expose them to diverse and culturally relevant curriculums in regards to the histories, cultures, peoples and communities of Mexican and Latino descent in local, regional and global contexts (High Impact Practice 1). Currently, CCS offers a cross-listed Social and Behavioral Sciences core course with Africana Studies, Native American Studies, Women's Studies and Sustainability Studies that examines intersectional experiences among diverse populations and their critical engagement with society, nature and the environment. Students are required to complete a signature project-based research assignment (High Impact Practice 2). Faculty members also develop individual and collaborative course assignments in the introductory level courses that encourage lower-level students to develop their leadership and social skills (High Impact Practice 3 and 4). Students are required to engage in 4-6 hours of civic engagement (High Impact Practice 5) in a community-based learning course. By the end of their freshman year, students enrolled in the Chicana and Chicano Studies program will have participated in 1 to 4 High Impact Practices.

Throughout their sophomore, junior and senior years, students in the CCS degree program are exposed to an additional three to four high impact practices. For example, students complete a sequenced research and methods experience that culminates in a capstone presentation, which they deliver before their peers or at academic or professional conferences (High Impact Practice 6 and 7). The most advanced students will be selected to present at the annual conferences sponsored by the National Association of Chicana and Chicano Studies and Rocky Mountain Council on Latin American Studies.

In the past three years, Chicana and Chicano Studies offered two First-Year Learning communities in the fall semester. One FLC is titled Music and Spoken Word in Politics and is taught as a "Big-Little". In this model CCS 201 serves as the large lecture course enrolling 80 to 120 students, which is attached to 4 sections of English, Media Arts and ISE courses. The Chair of the Department, Irene Vásquez, co-teaches this course with nationally recognized poet and Kellogg Fellow, Carlos Contreras. The second FLC is titled Civil Rights and the Law and is cohosted with an English core course. This FLC typically enrolls up to 25 students. The FLC courses draw on the curriculum and course outline for CCS 201 (Introduction to Chicana and Chicano Studies). This course counts in the Humanities Core and as meeting the Diversity requirement. These courses serve 100 to 140 first-year students. The FLC course has offered innovative student learning activities. In 2014, Margaret Montoya, Irene Vásquez and Diana Montoya-Boyer published an article in the Chicano/Latino Law Review of UCLA, focusing on the use of the Name Narrative exercise in the FLC course. Three students from the fall 2013 FLC had their works published in the article (see Appendix XI). In 2015, three students from the fall 2014 FLC participated in a UNM teaching symposium where they discussed the use and impact of the Name Narrative. In fall 2015, students from the FLC presented their original works to U.S. Poet Laureate, Juan Felipe Herrera, at a symposium held at the National Hispanic Cultural Center.

4F. Describe where graduates of each program are typically placed. Describe efforts to measure the success of program graduates and the results of those measures.

The Chicana and Chicano Studies Department has steadily grown the number of students graduating with the major since the BA degree was first established in fall 2013. As evident from the listing below, the Department has been successful in graduating students and supporting their placement in employment opportunities and post-baccalaureate programs. To date, CCS has two identifiable cohorts of students who have graduated with the BA degree in Chicana and Chicano Studies. The third cohort is yet to be complete. Five of the nine students from the first two graduating cohorts graduated with Cum Laude status. One of these students received a campus-wide leadership recognition award. Three of the students are currently enrolled in post-baccalaureate programs, and three are currently employed. In addition, the majority of the graduates participated in campus, department and community activities and demonstrated strong leadership skills. The combination of their success in their academic programs with community leadership experience and the ability to navigate cross-cultural and intersectional has strengthened their success after graduation.

### **2013-2014 Graduates**

Claudia Mitchell	Entering 2 <sup>nd</sup> year of Masters program in American Studies UNM Luminaire Award for Leadership Accepted to PhD in American Studies, UNM
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### **2014-2015 Graduates**

Bianca Barragon	Information currently unavailable
Cristina Cervantes	Information currently unavailable
Olivia Chávez	Employed as WIC Nutritionist, First Nations Community Healthsource
Senaida García	Teaching Artist, Streetside Stories/ Assistant Manager Landmark Embarcado Theater
Juan Gonzalez	Employed at Los Jardines Institute, a non-profit organization
Catalina Nunez	Entering 1 <sup>st</sup> year of Masters in Social Welfare
Trinidad Rodríguez	Intern, Cambridge Health Alliance and Harvard Medical School
Olivia Romo	Communications Coordinator, New Mexico Acequia Association

### **Fall 2015 Graduates**

Gil Gurule	Applying to UNM Law School
Divana Olivas	Accepted to PhD program in American Studies, USC
Vidalia Vigil	Employed by U.S. Forestry Division



## Criterion 5. Faculty

The faculty associated with the unit's programs should have appropriate qualifications and credentials. They should be of sufficient number to cover the curricular areas of each program and other research and service activities. (Differentiate by program where appropriate.)

*5A. Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program.*

LM García y Griego, Associate Professor of Chicana and Chicano Studies (.5 FTE) and History (.5 FTE), Director, UNM Land Grant Studies Program

### Education:

A.B., Princeton University, 1973

M.A., El College de México, 1981

Ph.D., UCLA, 1988

Professor García y Griego's research focus is Spanish/Mexican land grants of the Southwest, Mexican-U.S. relations, Latino leadership networks, and U.S. immigration history and policy. His teaching has focused on the history and politics of the United States and Mexico since the 19th century, immigration policy and immigrant assimilation, and the history of the U.S.-Mexico borderlands. García y Griego has previously held faculty positions at the Center for International Studies at El College de México, the Department of Political Science at the University of California, Irvine, and he served as director of the Center for Mexican American Studies at the University of Texas at Arlington and the Director of the Southwest Hispanic Research Institute at the University of New Mexico. In addition to serving as the founding director of the UNM Land Grant Studies Program he currently serves on the board of trustees of the Canon de Carnie Land Grant and on the executive committee of the New Mexico Land Grant Consecro. His recent publications include: Sherrie Kossoudji, Louis De Sipio and Manuel García y Griego, eds., *Researching Migration: Stories from the Field* (New York: SSRC Books, 2007); "Dos tesis sobre seis décadas: La emigración a Estados Unidos y la política exterior mexicana," (Two theses and six decades: Emigration to the United States and Mexican foreign policy), in *En busca de una nación soberana: relaciones internacionales de México, siglos XIX y XX*, Jorge A. Schiavon, Daniela Spenser and María Vázquez Olivera, eds., (México City: CIDE and SRE, 2006), pp. 551-580; "La política exterior de México y la emigración a Estados Unidos: intereses y resultados," (Mexican foreign policy and emigration to the United States: interests and results), in *Temas de política exterior*, Ana Covarrubias, ed. (Mexico City: El Colegio de México, 2008); Manuel García y Griego and Roberto Calderón, *Más allá del río Bravo: breve historia mexicana del norte de Texas* (Mexico City: Secretaría de Relaciones Exteriores, Acervo Histórico Diplomático, 2013).

Patricia Rosas-Lopátegui, Lecturer, Chicana and Chicano Studies (1 FTE)  
Director, Transnational Latino Studies Certificate

M.A., Spanish, New Mexico State University, 1986

Ph.D., Romance Languages, University of New Mexico, 1990

Patricia Rosas Lopátegui in her nearly four decades of teaching face-to-face and more recently online, has published 11 books. Her research focuses on transnational feminist themes that are historically tied to ancient Greek and Mesoamerican mythology that have formed the body of Western Civilization's literature, including several prolific Mexican women writers. She is a first generation Mexican immigrant with extensive academic and professional experience teaching gender-based transnational themes at the university level in México and the United States. Her scholarly research promotes transnational cultural and literary exchanges across Latin América, México, and the United States. She actively presents articles at national and international conferences and book publishing events that include interviews with the Mexican print and broadcasting press.

Her research of one of México's most significant writers, Elena Garro—a transnational author who lived in Spain, United States, France, Japan, and Switzerland—has helped to develop a literary foundation to feminist and political views of México, the world, and the United States. She is committed to the principle of conserving vulnerable original manuscripts, diaries, and poems that Elena Garro provided to her in 1997, when she agreed to be her Literary Agent and exclusive authorized biographer. As a result of decades of research about Elena Garro, she has published her original and previously unpublished work and made it available to the academic community across Mexican, Latin American, United States, and European libraries. She recently published an updated edition of *El asesinato de Elena Garro* with newly researched interviews, previously undiscovered articles, and archival images with the original color prints from Universidad Nacional Autónoma de México (UNAM). She is currently finishing a book of Elena Garro's poems titled *Cristales de tiempo. Poemas inéditos*, contracted by Helena Paz Garro in 2006, that includes 80 pages of research into biographical and literary influences from various sources, including German romantic poetry, and it will be out in the Spring of 2016.

After being Elena Garro's Literary Agent for the last 18 years, Patricia became the Literary Agent for Guadalupe Dueñas in May, 2012. She recently assembled her published and unpublished work with an introduction she wrote about her life and contributions as a pioneer Mexican feminist in the book *Obras completas de Guadalupe Dueñas*, and it will be out in the Fall of 2016.

Levi Romero, Assistant Professor, Chicana and Chicano Studies (1 FTE)  
Director, New Mexico Cultural Landscapes Certificate Program, Chicana and Chicano Studies  
New Mexico State Centennial Poet

Education:

M.A., Architecture (Terminal Degree), University of New Mexico, 2000  
B.A., Architecture, University of New Mexico, 1994

Levi Romero, Assistant Professor in Chicana and Chicano Studies and director of the New Mexico Cultural Studies Certificate Program in CCS, is from the Embudo Valley of northern New Mexico. Romero's documentary work focuses on cultural landscapes studies and sustainable building methodologies of northern New Mexico, including centuries-old traditions of acequia systems, molinos, salas and other agrarian and cultural contexts related to the upper Rio Grande watershed. He is currently working on an oral history project, "Following the Manito Trail", chronicling the diaspora of Nuevo Mexicanos to Wyoming and other parts of the Southwest. He is also assisting on several community projects, including La Sala Filantropica as an Oral History Documentation and Archive Center in Embudo. He is the author of several award winning books, including *Sagrado: A*

*Photopoetics Across the Chicano Homeland, A Poetry of Remembrance, and In the Gathering of Silence*. His film documentary, *Going Home Homeless*, received the People's Choice Award at the 2014 Taos Short Films Festival. He was awarded the post of New Mexico Centennial Poet in 2012.

Michael Trujillo, Associate Professor of Chicana and Chicano Studies (.25 FTE) and American Studies (.75FTE)

Education:

Ph.D., Social Anthropology, University of Texas at Austin, Borderlands Program, 2005

M.A., Social Anthropology, University of Texas at Austin, Borderlands Program, 1998

B.S., Anthropology, Central Washington University, Anthropology, 1995

B.A., Spanish, Central Washington University, 1995

Michael L. Trujillo is an associate professor at the University of New Mexico where he holds a joint appointment in the department of American Studies and the Chicana/o Studies program. His book, *The Land of Disenchantment: Latina/o Identities and Transformations in Northern New Mexico*, was released in February 2010 by the University of New Mexico Press. He is co-general editor of the Contextos Book Series at UNM Press and his writings have been published in the journals *Aztlán: A Journal of Chicano Studies*, *Cultural Dynamics*, and *Oxford Latino Bibliographies*. He earned a doctorate in Anthropology at the University of Texas in Austin. Dr. Trujillo's book *Land of Disenchantment* has been reviewed in *The Journal of American Folklore* and *The Journal of Anthropological Research*.

Irene Vásquez, Associate Professor of Chicana and Chicano Studies (.75 FTE) and American Studies (.25 FTE)

Founding Chair, Chicana and Chicano Studies Department

Education:

Ph.D., History, University of California, Los Angeles

M.A., History, University of California, Riverside

B.A., History, University of California, Los Angeles

Irene Vásquez received her PhD from the History Department at the University of California, Los Angeles. She holds the position of Founding Chair of the Chicana and Chicano Studies Department at the University of New Mexico. Under her leadership, from 2013-2015, UNM established a Department of Chicana and Chicano Studies and a Bachelors Degree in Chicana and Chicano Studies. She has a joint faculty position in Chicana and Chicano Studies and American Studies at UNM.

Irene Vásquez specializes in the intersectional histories and politics of Mexican descent populations in the Americas. Her research and teaching interests include U.S. and transnational social and political movements. She co-authored a book on the Chicana and Chicano Movement titled, *Making Aztlan: Ideology and Culture of the Chicana and Chicano Movement: Ideology, 1966-1977*, published by the University of New Mexico Press. She has written several essays in English and Spanish on the historic and contemporary relations between African Americans and Latin American descent peoples in the Americas. Irene Vásquez co-edited *The Borders In All of Us: New Approaches to Global Diasporic Societies*, published by New World African Press. She is currently working on publications centering on immigrant, human and women's rights organizing in

the U.S. In addition, she has previously published essays on Indigenous peoples in what is today northern Mexico. Her current project is a history survey of Chicana women in the U.S. She has reviewed books for *Aztlan: A Journal of Chicano Studies*, the *Journal of African American History*, and the *New Mexico Historical Review*.

In the area of K-12 education service, Irene Vásquez serves as President of Semillas Sociedad Civil, a nonprofit organization that founded the first K-12 International Baccalaureate World Schools in Los Angeles, including Xinaxcalmecac: Academia Semillas del Pueblo and Anahuacalmecac: International University Preparatory High School of North America. She previously served on the Mayor's Education Advisory Council for the City of Los Angeles.

*5B. Provide information regarding professional development activities for faculty within the unit.*

Chicana and Chicano Studies has limited resources for professional development and seeks funding from the Dean of the College of Arts and Sciences to supplement support for faculty development. CCS allocated \$1000 to all regular faculty including tenure-track faculty and lecturers. Joint appointed faculty may not use all of their resources because they are also given some support from their home departments. Funds are often used for research and travel expenses. The Dean of the College of Arts and Sciences provides \$500 to all tenure-track faculty in the College of Arts and Sciences. The funds are transferred to the home departments of faculty.

Chicana and Chicano Studies faculty, in association with faculty participants of the Southwest Hispanic Research Institute, have participated in supporting an active research environment regarding interdisciplinary Transnational Studies. During the fall of 2014, graduate students and faculty participants convened to establish a culture of collective research support. The group eventually adopted the name Transnational Research Collective (TRC). The group is made up of graduate students and faculty scholars doing interdisciplinary work in the areas of American Studies, Chicana and Chicano Studies, History, Latin American Studies, and Sociology. Participants explored 20<sup>th</sup> century transnational social and civic expressions in the U.S. and in Mexico to better understand social and cultural formations across national borders. Specifically, this research collective has investigated the transnational social dimensions of U.S. and Mexican based activists, artists and organizations. Other themes explored by the research collective include cultural expressions, education-based practices, labor declarations, feminist liberal expressions, immigrant and human rights advocacies, economic development and civil rights proclamations. The Transnational Research Collective met weekly during the spring 2015 semester to discuss shared readings with each other as well as with graduate students and faculty at California State Long Beach, UCLA, and the University of Arkansas.

As part of the research initiatives of the College of Arts and Sciences, Irene Vásquez (Chair, Chicana and Chicano Studies and Associate Professor, American Studies), Rebecca Schreiber (Associate Professor, American Studies), and Bárbara O. Reyes (Director, Southwest Hispanic Research Institute and Associate Professor, History) requested funding from the Dean of the College of Arts and Sciences to help establish the Transnational Americas Research Cluster (TARC) to build on and support the activities of the Transnational Research Collective and include more faculty participants. TRC participants identified additional faculty to join the group for the 2015-2016 academic year, including Gabriel Meléndez (Professor, American Studies), Manuel Garcia y Griego (Associate Professor, History and Chicana and Chicano Studies) and Patricia Rosas Lopategui (Lecturer, Chicana and Chicano Studies). One of the areas of focus within The Transnational Americas Research Cluster for the 2015-2016 academic year is transnational art and

film production between the U.S. and Mexico, as well as in the U.S.-Mexico borderlands specifically. Related to this focus, the Transnational Research Collective invited filmmaker Cristina Ibarra to screen and discuss her film work both with the group as well as with a broader audience during the fall semester. In addition, the group will invite Neil Rivas, a visual artist, to share his work with faculty and students in the spring. The group also hosted a one-day symposium to complement the Maxwell Museum's exhibit of Sabino Osuna's photographic work on the Mexican Revolution. Subsequently, CCS and SHRI produced a video about the photographic exhibit on the Mexican Revolution that complements SHRI's Transnational Working Paper Series. To view the video visit, <http://xicana-ostudies.blogspot.com/2015/11/making-research-matter-outside-of.html>.

5C. Provide a summary and examples of research/creative work of faculty members within the unit.

Chicana and Chicano Studies faculty have been prolific in their research and creative accomplishments in the past five years. The following is a summary of the research activities and select publications of CCS faculty members from 2011-2015 academic year.

#### Department Faculty

Irene Vásquez, Chair, Chicana and Chicano/Associate Professor, American Studies and Chicana and Chicano Studies

\_\_\_\_\_. (Co-Editor-In-Chief), *Transnational Working Paper Series*, Southwest Hispanic Research Institute, University of New Mexico, 2015-present.

\_\_\_\_\_. (Co-author), "Introduction," *Transnational Working Paper Series*. Vol. 1 Transnational Cultural Production and Expression, Southwest Hispanic Research Institute, University of New Mexico, 2015.

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5D. Provide an abbreviated vitae (2 pages or less) or summary of experience for each faculty member (if a program has this information posted on-line, then provide links to the information).

2 page CVs for all teaching faculty are included in Appendix XII.

## Criterion 6. Resources and Planning

*The unit has sufficient resources and institutional support to carry out its mission and achieve its goals.*

*6A. Describe how the unit engages in resource allocation and planning. If the program or unit has an advisory board, describe the membership and charge and how the board's recommendation are incorporated into decision making.*

Over the past five years, Chicana and Chicano Studies has maximized its use of allocated resources. Chicana and Chicano Studies experienced a serious cut to the operating budget in FY 2011. In response to faculty requests and in order to prevent a serious diminution to the status of the program, the Provost's Office did grant funding to hire a permanent Director. However, the Director position was housed in another academic department and did not receive the full resources to support this position. Since FY 2012, the budget has increased in relation to the full transfer of a joint tenure-track line from Community Regional Planning to CCS beginning in fall 2015. Another increase occurred when the Dean of the College of Arts and Sciences, responding to change in External Education funding model, augmented the GA/TA budget by \$30,000. With the successful hire of a new tenure-track faculty the total operating budget should increase by \$60,000 in FY17.

	2014-15	2015-2016
Operating Expenses	\$19,172	\$19,172
Faculty Salaries	\$224,884	\$231,595
Staff Salary	\$30,254	\$36,305
GA/TA/TPT Salaries	\$60,963	\$60,963
Total I&G Budget	\$335,273	\$348,035

Resource allocation in CCS is largely impacted by fixed recurring personnel costs. Approximately 94% of the CCS budget, \$348,035, is used to pay personnel including regular faculty, the unit administrator and GAs and TAs in the program. These funds are committed from year to year and may not be transferred or used to support programming and operating expenses. CCS has been allocated \$19,172 to pay for office supplies, computer equipment and software, postage, telecom charges, printing, travel, business food, honorarium, work-study student assistants, and equipment. There is some discretionary use of the funding once the basic supplies, equipment and phone and utility costs are covered.

The Chair of the Chicana and Chicano Studies presents the CCS operating expenses budget annually to teaching faculty in the program. The Chair makes recommendations as to the budget priorities. The total operating budget is \$19,172. Currently there are several budget priorities guiding the decision making of the department. CCS prioritizes offering a full array of courses. This requires CCS to dedicate \$8,000 of its operating expenses to fund part-time instruction for courses in the major, minor and certificate programs. \$5,000 is set aside to support the travel and research of regular faculty. \$1,200 is used for hiring a work-study student. \$2,000 is set aside to support the



conference participation of undergraduate students to attend the NACCS annual conference. The remaining \$2,972 is allocated to pay for supplies, technology, equipment, phones, and programming. Annual programming includes a fall retreat, guest speakers, and a graduation dinner for majors. If any balances remain after the mid-projections are completed, the Chair will allocate funding to faculty to cover additional travel and research costs or award funds to students engaged in research initiatives.

The CCS Advisory Board offers guidance to the department in the areas of curriculum and community engagement but has not weighed in on the budget priorities of the department.

*6B. Provide information regarding the unit's budget including support received from the institution as well as external funding sources.*

Chicana and Chicano Studies requests funding from outside units to support its mission and program-level outcomes. The College of Arts and Sciences provides funding to support instructional costs for adjunct faculty on a semester-to-semester basis. The Provost's Office supplements instructional resources for courses offered during evening or weekend hours.

Several outside units including administrative divisions and departments and programs contribute funding for co-sponsoring events organized by Chicana and Chicano Studies. CCS receives approximately \$1,500 a year from the Division of Student Services and El Centro de la Raza Student Services to support conferences, symposia and guest speakers. Departments such as American Studies, Africana Studies, Anthropology, English, Native American Studies, Spanish, and Women Studies have made small financial or in-kind contributions to programming activities organized by CCS. The Southwest Hispanic Research Institute (SHRI) has been a strong partner to Chicana and Chicano Studies by providing fiscal and in-kind support for faculty and student research and program activities. SHRI has provided CCS with \$1,000 in programming funds annually for the past five years. For example, SHRI helped fund the 2012 Art, Media and Immigration conference sponsored by Chicana and Chicano Studies and American Studies. In addition, SHRI funded the 2013 undergraduate student symposium organized by El Centro, CCS and SHRI. For samples of CCS programs and events, see Appendix XIII.

*6C. Describe the composition of the staff assigned to the unit (including titles and FTE) and their responsibilities.*

Chicana and Chicano Studies currently has one dedicated staff line, a Unit Administrator I. Prior to fall 2015, CCS had an Administrative Assistant III position. In spring 2015, with the support of the Dean of the College of Arts and Sciences, Dr. Mark Peceny, the AAIII position was upgraded to a Unit Administrator position. This transition occurred to support the conversion of Chicana and Chicano Studies into a departmental unit.

The Unit Administrator completes the following responsibilities on an ongoing basis:

1. Oversees daily operation of CCS offices.
2. Completes all hiring of adjunct, graduate students and undergraduate students and supervises student employees.
3. Keeps daily schedule for Chair.

4. Manages fiscal activity, such as the department's operating budgets, contracts and grants. Also manages inventory, payroll administration, travel, purchasing, distributions, and reconciling of monthly ledgers. Assists Department Chair with fiscal planning.
5. Coordinates with CCS Chair to schedule all courses. Schedules classrooms and labs for faculty.
6. Participates in the strategic planning of the Department in regards to program curriculum, research and development.
7. Advises faculty, staff and students of current compliances of UNM policies and regulations.
8. Plans and organizes all CCS events, such as the annual open house, faculty retreat, and graduation dinner. Also, collaborates with other units for CCS sponsored events on campus and in the community.
9. Responsible for maintenance and security of CCS/SHRI building.
10. Collaborates with A&S Advisor to discuss students' transcripts and core and prerequisite courses for CCS.
11. Orders all supplies for: building, offices, faculty, staff and student employees, including textbooks.
12. Performs miscellaneous job related duties as assigned.

*6D. Describe the library resources that support the unit's academic and research initiatives.*

The following is a description of University Libraries' Collection and Services that support the Baccalaureate Degree in Chicana and Chicano Studies. The information was compiled by Suzanne M. Schadl, Associate Professor and Regents' Lecturer, in the College of University Libraries and Learning Sciences.

The University Libraries (UL) system contributes to the UNM mission by providing high quality research sources, both in print and online. The library promotes the use of these resources and contributes to student learning and success through an array of services designed for students, faculty and staff both on and off campus. The UL home page, <http://elibrary.unm.edu>, provides detailed information about these services and links to the library's catalog, electronic resources, and digital collections.

Subject Specialists are available to CHMS students developing their research skills. The interdisciplinary nature of CHMS means that almost any subject specialist could be of assistance, but the following are most knowledgeable of CHMS related topics and resources:

Suzanne Schadl ([schadl@unm.edu](mailto:schadl@unm.edu)), Latino/Latin American Collections Curator and library liaison to Chicano Hispano Mexicano Studies

Paulita Aguilar ([paulita@unm.edu](mailto:paulita@unm.edu)), Native American Studies and Anthropology Specialist with the Indigenous Nations Library Program

Susanne Clement ([sclement@unm.edu](mailto:sclement@unm.edu)), Director of Collections & Acquisitions: University Libraries and library liaison to English Department

Samuel Sisneros, Archivist ([ssisne01@unm.edu](mailto:ssisne01@unm.edu)), Archivist, Center for Southwest Research and Special Collections

For many years, these librarians/archivists and others have developed and tailored workshops for undergraduate and graduate courses with Chicano/Mexicano/Borderlands content. Materials supporting such work have long been an important area of emphasis in the UL and in special collections at the Center for Southwest Research (CSWR). The following online research guides maintained by these subject specialists demonstrate applicable tools and resources:

Chicana Hispano Latino Studies: [http://libguides.unm.edu/chicana\\_studies](http://libguides.unm.edu/chicana_studies)

Spanish Colonial and Mexican Era Documents: Researching at the Center for Southwest Research  
<http://libguides.unm.edu/c.php?g=375302>

Chicana/o Studies (Archival Collections) Coming soon

Iberian studies: [http://libguides.unm.edu/Iberian\\_Studies](http://libguides.unm.edu/Iberian_Studies)

UNM's online catalog has millions of records for print and electronic books, journals, magazines, newspapers, government documents, DVDs, sound recordings, music scores, and other locally owned resources. WorldCat, which combines the catalogs of over 13,000 libraries worldwide, provides direct links to the Interlibrary Loan for resources from other notable libraries.

*Book collections* are strong for Mexican and New Mexican Pre-Columbian, Spanish Colonial and modern periods. The following subject fields in the catalog yield substantial results for supporting proposed CHMS courses: United States – Ethnic Relations; Race Relations; Cultural Pluralism – United States; Gender Identity; Mexican Americans; Hispanic Americans; Mexican American- Authors, Hispanic American – Authors; United States -- Emigration and immigration; and Feminism. The Latino/Latin American collections curator will work with CHMS to fill in any holes identified in these collections.

*Specialized databases* further enhance the availability of materials for CHMS proposed courses. These include, but are not limited to the following: America: History and Life; American West; Arte Público Hispanic Historical Collection; Chicano Database; Ethnic NewsWatch & Ethnic NewsWatch History; Hispanic American Newspapers, 1808-1980; Hispanic American Periodicals Index – HAPI; Hispanic Newsstand, US; Latino American Experience; New Mexico Newspapers Project; El Hispano and Chicano News Net.

*Archival Collections* at the UL's Center for Southwest Research support CHMS proposed research goals and include significant holdings documenting the Spanish, Mexican, Hispano and Chicano history and cultures of the Southwest. Our strengths include resources for Spanish Colonial studies, land grant studies, and the contemporary archives of community activists, labor leaders, writers, publishers, performers, artists, teachers, and scholars. Examples of these archival collections include: Alfonso Chavez Montoya Papers; Alfonso Sanchez Papers; Alianza Federal de Pueblos Libres Collection; Carlos Espinosa Cansino Papers; Cecilio García Camarillo Papers; Chicano Student Movement at Western N.M. University Oral History Project; Córdova v. Vaughn Municipal School District Papers; Demetria Martínez Papers; Eduardo Hernández-Chávez and Ysaura Bernal-Enríquez Papers; Francisco E. Martinez Papers; Frank I. Sanchez Papers; Gloria Montoya Chávez Papers; Irene I. Blea Papers; Joel Nossoff Chicano Movement Collection 1968-1970; La Cooperación del Pueblo de Tierra Amarilla Collection 1969-1994; La Compañía de Teatro de Albuquerque; League of United Latin American Citizens (LULAC); New Mexico Records 1952-2001; Peter Nabokov Papers; Reies López Tijerina Papers; Sociedad Protección Mutua de Trabajadores Unidos Records; South Martineztown Urban Renewal Project Oral History Interviews; Tonantzin Land Institute Records; UNM Faculty Involved in Chicano Movement Oral History Project; Rudolfo Anaya Papers; Denise Chavez Papers; Angel Flores Papers; Leo Romero

Papers and Sabine R. Ulibarrri Papers. The Center for Southwest Research also has strengths in the history, arts, and cultures of Mexico, in both archives and special collection library resources which support comparative North American and Latin American studies. Access and digital tools for these resources include the Rocky Mountain Online Archives ([rmoa.unm.edu](http://rmoa.unm.edu)); New Mexico's Digital Collections ([econtent.unm.edu](http://econtent.unm.edu)); and Chronicling America: Historic American Newspapers ([chroniclingamerica.loc.gov/](http://chroniclingamerica.loc.gov/)), all of which are consortial resources managed or participated in by the Center for Southwest Research.

## Criterion 7.

*The facilities associated with the unit are adequate to support student learning as well as scholarly and research activities.*

*7A. Describe the facilities associated with the unit and associated programs including, but not limited to, classrooms, program space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc.*

The Chicana and Chicano Studies Department is housed in two places at the UNM campus. The administrative headquarters are located at 1829 Sigma Chi Rd. CCS utilizes three primary office spaces on the basement and first floor level of the building. Antoinette Rael, Unit Administrator, occupies an office on the first floor of the 1829 Sigma Chi building and oversees all confidential documents. The office also contains the CCS small library holdings. Two offices on the basement floor of the building are used by the Chair of the department and the official student organization of the Department, the Chicana and Chicano Studies Student Organization. The Chair utilizes the office as the primary administrative office, which contains all confidential records. The second office is used by the Chicana and Chicano Studies Student organization for meeting and programming purposes. Chicana and Chicano Studies also has 8 offices and 1 work space for faculty on the third floor of the Humanities building. This recent acquisition of office space for faculty supports Chicana and Chicano Studies' transition from a program to a department.

**Spaces made available to CCS in Fall 2015:** 8 faculty offices and 1 work space were allocated to Chicana and Chicano Studies in fall 2015. Currently, all of these offices are shared spaces between faculty and staff, including graduate students.

- Department Chairs Office
- Associate Director Office
- Unit Administrator Office/Student Advisor Office
- 5 faculty offices (3 tenure track + 3 visiting)
- Part-time lecturer offices
- Grad student offices
- Break room / copy room: Prefer dedicated, but could be shared
- Access to seminar room, classroom; Prefer dedicated, but could be shared
- Student space

### **Facilities planning process:**

As part of the departmentalization process Chicana and Chicano Studies developed a space planning document to accommodate both growth in the undergraduate and graduate student population (see Appendix XIV). The planning process involved staff from the Provost's Office, the Dean and Staff from the College of Arts and Sciences and the faculty and staff from Chicana and Chicano Studies. This section of the self-study draws from documents produced during conversations about CCS' current and future facilities needs.

**Department Goals Looking Ahead 5 – 10 years:**

- Expand the academic offerings for undergraduates and graduate students including the development of a Masters program. The undergraduate BA program, launched in the 2013-2014 academic year, will graduate approximately 20 by spring 2016.
- Department reinforces and complements UNM overall goals and strategies related to offering quality academic programming, increasing graduation and retention rates, strengthening teaching and research innovation, and augmenting community engagement.
- The facilities need to reflect the goals and missions of the department. In particular, space needs should support the research and student-centered cultural aspects of the department and its service to the campus as well as the community.
- To assist with service and outreach, the department would like to have an exhibit/performance space as well as outdoor mixed-use space.

**Department Faculty & Staff:**

- CCS houses eight faculty including existing program faculty (Dr. Griego, Dr. Trujillo, Professor Romero, Dr. Vásquez and Dr. Lopategui) and three visiting faculty (Dr. García, Dr. Belmonte and Dr. Careaga).
- There are 8 part-time instructors, 3 TAs, 3 RAs, and two work-study positions.
- In January 2016, the Department anticipates hiring a Student Advisor
- In four years, CCS anticipates increasing the faculty to 6 to 8 full-time faculty. In addition, CCS will add two more administrators to the current 1 administrator
- In 8 years, CCS anticipates hiring another 4 – 5 faculty bringing the total to 13 full-time faculty.

Possible Future NASF Space Requirements based on UNM Space Standards

Type of Space	Quantity	# Occ	NASF/ Occ	Est. NASF
<b>Department Administration</b>				
Reception/ waiting:				
* Two wkstation - wkstudy	2	2	60	240
* 4 chairs for waiting	4	4	15	240
Unit Admin Office (A. Rael)	1	1	120	120
Student Advisor Office (future)	1	1	120	120
Director Office (L. Romero)	1	1	175	175
Chair (I. Vasquez)	1	1	150	150
<b>Faculty / Grad Student Offices</b>				
Griego	1	1	120	120
Trujillo	1	1	120	120
Lopategui	1	1	120	120
Visiting Asst. Prof - Garcia	1	1	120	120
Visiting Instructor - Belmonte	1	1	120	120
Visiting Lecturer III - Careaga	1	1	120	120
<b>PTI Offices: 2 persons/office</b>	3	2	60	360
<b>Grad Student Offices: 2 persons/office</b>	3	2	60	360
<b>Desired Faculty Offices - to use when no longer in administration</b>				
I. Vasquez	1	1	120	120
L. Romero	1	1	120	120
<b>Future Faculty offices: in 4 years</b>	2	2	120	480
<b>Future Faculty offices years 4 - 8</b>	5	1	120	600
<b>Other Spaces:</b>				
Break room / Copy Room	1	10	20	200
Seminar Room	1	25	24	600
Classroom Room	1	40	24	960
Computer Lab / student work area	1	15	24	360
Exhibit / Performance space				?
Out-door Mixed Use Space				?
<b>Estimated Future Spatial Need</b>				<b>5,925</b>

*7B. Describe any computing facilities maintained by the unit.*

Beginning in fall 2012, Chicana and Chicano Studies opened a small computer lab for students in the program. The initial set of six computers was made possible through a donation from the library. Because the computers were refurbished, many did not last beyond two years and were sent to surplus. Chicana and Chicano Studies purchased 6 surplus computers from the Women's Resource Center to supplement its current inventory. The use of refurbished computers has presented a problem because they require regular IT maintenance. Only 4 of the currently existing purchased computers are operable. Students using the lab have access to a computer for printing. The computers are currently located in the space allocated to the Chicana and Chicano Studies Student Organization for its programming purposes.



## Criterion 8. Program Comparisons

*8A. Provide information on the distinguishing characteristics of the programs within the unit. Discuss the unit's programs in comparison with other programs such as number of faculty, student characteristics, types of programs:*

We collected data from a diversity of academic units devoted to the study of Chicana/o, Mexican-American, and/or US Latina/o Studies. Presented here is data from ten comparable institutions. We include data from only independent academic units, with undergraduate majors, and a focus in Chicana/o and/or Latina/o Studies. We excluded research institutes, centers, and academic units housed in other departments. Only five of UNM's 23 peer institutions possessed comparable units (see Appendix XV). Three of those are departments (Texas A&M, University of Arizona, and University of Texas at Austin). We included six non-peer institutions in our comparison. We selected those institutions for inclusion because they are leading institutions in the discipline (like the University of California at Los Angeles) and/or highly comparable (like Michigan State University).

The University of New Mexico's Chicana/o Studies Department's most significant distinguishing characteristic is the small size of its faculty and staff. Our department consists of two continuing appointments housed in CCS, one is an Assistant Professor whose position was recently transferred to CCS. There is also a full-time Lecturer. Three of the tenured faculty in CCS are joint appointments with homes outside of CCS. CCS has one staff member. The next smallest department in terms of faculty (University of Arizona) possesses seven tenure track faculty and all departments employ more than three staff members. While our sole staff member is a departmental administrator. Other departments' staff include office coordinators, advisors, and business managers.

As already indicated, we found a wide variety of institutional arrangements for academic units in our field. Those that satisfied our requirements for comparability included five departments, three programs, and one school (Arizona State University School of Transborder Studies). Texas A&M's Hispanic Studies Department, utilizes a broad curriculum of language, literature, and culture. Interestingly, UT Austin's Mexican American and Latina/o Studies (MALS) unit was departmentalized in the course of the same year (2015) as UNM's CCS. MALS, however possesses a much larger number of faculty (ten) and staff (four). Among our peer institutions, Arizona State University, Texas A & M, and the University of Arizona offer doctoral programs.

In some respects, UNM is most comparable to Florida International University (FIU), UC Santa Barbara, UC Santa Cruz: First, the Carnegie Foundation for the Advancement of Teaching classifies all four as a Research University—Very High Research Activity (RU/VH) institutions. This classification is commonly referred to as "research one." Second, the Department of Education classifies all four universities as "Hispanic Serving institutions." Only six institutions in the world are both RU/VH and Hispanic Serving institutions. The two additional universities, University of Houston and University of California Riverside are not comparable because they are either a center that lacks an undergraduate major (Houston) or teach Chicana/o and Latina/o Studies within an Ethnic Studies Department (UC Riverside). Of the four comparable units, UNM's department is the smallest. We lack a graduate program and, as already stated, have few faculty and only one staff member. Both UC Santa Barbara and UC Santa Cruz offer doctorates in addition to undergraduate majors. FIU offers a Masters and graduate certificates.

**Table One: Comparative Chicana/o Studies Department Data**

<b>Institution</b>	<b>UNM Peer</b>	<b>Name</b>	<b>Department Program, or School</b>	<b>Faculty</b>	<b>Staff</b>	<b>Hispanic Serving Institution</b>	<b>RU/VH, or, “Research One”</b>
<b>University of New Mexico</b>	Yes	Department of Chicana and Chicano Studies	Department	5	1	Yes	Yes
<b>Arizona State University</b>	Yes	School of Transborder Studies	School	10	8	No	Yes
<b>Texas A &amp; M</b>	Yes	Department of Hispanic Studies	Department	10	4	No	Yes
<b>University of Arizona</b>	Yes	The Department of Mexican American Studies	Department	7	3	No	Yes
<b>University of Texas at Austin</b>	Yes	Department of Mexican American and Latina/o Studies	Department	10	4	No	Yes
<b>University of Texas at El Paso</b>	Yes	Chicana/o Studies Program	Program	13	4	Yes	No
<b>University of Texas, Pan American</b>	No	Mexican American Studies Program	Program	4		No	No
<b>Michigan State University</b>	No	Chicana/o Latino Studies Program	Program	19		No	Yes
<b>Florida International University</b>	No	Latin American and Caribbean Center	Center	Affiliated		Yes	Yes
<b>University of California Los Angeles</b>	No	César E. Chávez Department of Chicana/o Studies	Department	13	3	No	Yes
<b>University of California Santa Barbra</b>	No	Chicana/o Studies Department	Department	12	5	Yes	Yes
<b>University of California Santa Cruz</b>	No	Latin American and Latina/o Studies Department	Department	11	3	Yes	Yes

**Table Two: Comparative Chicana/o Studies Department Data**

<b>Institution</b>	<b>Minor</b>	<b>Major</b>	<b>Masters</b>	<b>Doctorate</b>	<b>Graduate Certificate</b>	<b>Undergraduate Degree Concentrations</b>
<b>University of New Mexico</b>	Yes	Yes	No	No	No	
<b>Arizona State University</b>	Yes	Yes	Yes	Yes	No	Media and Expressive Culture Community Development and Health US and Mexican Regional Immigration Policy and Economy
<b>Texas A &amp; M</b>	Yes	Yes	No	Yes	No	Spanish
<b>University of Arizona</b>	Yes	Yes	Yes	Yes	No	Social History and Cultural Studies Social Justice and Applied Public Policy
<b>University of Texas at Austin</b>	Yes	Yes	Yes	No	Yes	
<b>University of Texas at El Paso</b>	Yes	Yes	No	No	No	
<b>University of Texas, Pan American</b>	Yes	Yes	Yes	No	No	
<b>Michigan State University</b>	Yes	No	No	Yes	Yes	
<b>Florida International University</b>	Yes	Yes	Yes	No	Yes	
<b>University of California Los Angeles</b>	Yes	Yes	No	Yes	No	
<b>University of California Santa Barbara</b>	No	Yes	No	Yes	No	
<b>University of California Santa Cruz</b>	Yes	Yes	No	Yes	No	

## **Criterion 9. Future Direction**

### *9A. Provide a summary of strengths and challenges for the unit.*

The Chicana and Chicano Studies Department has particular strengths in the areas of curriculum, teaching, and student support. Despite having a limited number of tenure track faculty housed in the program over the past several years, CCS has excelled in creating innovative teaching and curricular practices. CCS developed a high impact major that immerses students in research, community and culturally based learning. In the past four years, CCS instituted fifteen new courses in the three major areas of the curriculum, which include Transnational Perspectives, Cultural Studies, and Intersectional Social and Political Movements. The curricular emphasis on intersectionalism, feminism and community-based learning has strengthened critical thinking, communication and leadership skills of our students. Overall, CCS is excelling in providing high quality curriculum as it has moved from a program with a minor, comprised of three regular courses and various special topics courses, towards a more comprehensive curricular offering including the B.A. degree and two certificate programs in New Mexico Cultural Landscapes and Latinos Transnational Studies.

By integrating High Impact Practices into the classroom, Chicana and Chicano Studies faculty have strengthened the analytical, critical thinking and research skills of majors and minors. Students in the program are encouraged to participate in conferences, internships and workshops to strengthen their academic and professional skills. CCS sets aside funding to support students in these activities. Below is a list of activities where CCS faculty provided support to students to engage them in academic exchanges with their peers and professionals in the field.

#### **2016 National Association of Chicana and Chicano Studies, Denver, Colorado**

Mercedes Avila, Chicana and Chicano Studies Major, Student Presenter (Accepted)

Divana Olivas, Chicana and Chicano Studies Major, Student Presenter (Accepted)

Sonora Rodríguez, Chicana and Chicano Studies Major, Student Presenter (Accepted)

#### **2015 Food Studies Conference, Blacksburg, Virginia**

Divana Olivas, Chicana and Chicano Studies Major, Student Presenter

#### **2015 National Association of Chicana and Chicano Studies, San Francisco, CA**

Olivia Romo, Chicana and Chicano Studies Major, Student Presenter

#### **2014 National Association of Chicana and Chicano Studies, Salt Lake City**

Senaida Garcia, Chicana and Chicano Studies Major, Student Presenter

Claudia Mitchell, Chicana and Chicano Studies Major, Student Presenter

#### **2013 EL Centro/Southwest Hispanic Research Institute/Chicana and Chicano Studies Symposium**

Esli Beltran, Sociology Major, Student Presenter

Senaida Garcia, Chicana and Chicano Studies Major, Student Presenter

Juan Gonzales, Chicana and Chicano Studies Major, Student Presenter

Carolina Rodriguez, Chicana and Chicano Studies Major, Student Presenter

Olivia Romo, Chicana and Chicano Studies Major, Student Presenter

**2013 National Association of Chicana and Chicano Studies, San Antonio**

***Panel: Community Based Learning in Chicana and Chicano Studies***

Isaac Aragon, University Studies Major, Student Presenter

Senaida Garcia, Chicana and Chicano Studies Major, Student Presenter

Olivia Romo, Chicana and Chicano Studies Major, Student Presenter

**2012 National Association of Chicana and Chicano Studies**

***Panel: The Promises and Possibilities of Chicana and Chicano Studies: Faculty and Student Engagement in High Impact Practices***

Somos Un Pueblo Fuerte: An Analysis of Community Based Learning with an Immigrant Rights Organization in New Mexico

Thalía Cataño, Sociology and Chicana and Chicano Studies

Studying Cause & Effect: The Increase of Political Immigrants Escaping Mexico's Drug Trafficking Organization's (DTO's) Violence

Oscar Ortega, Sociology

Time, Space and Creativity in a Queer Environment

Senaida Garcia, Media Arts and Chicana and Chicano Studies

**2013 UNM Impact Conference**

***Panel: The Praxis in Community Based Learning***

Senaida Garcia, Chicana and Chicano Studies Major, Student Presenter

Juan Gonzalez, Chicana and Chicano Studies Major, Student Presenter

Olivia Romo, Chicana and Chicano Studies Major, Student Presenter

**2012 UNM Research Quest**

**A Queer Voice in Film (2<sup>nd</sup> Place Humanities Research)**

Senaida Garcia – Media Arts and Chicano Hispano Mexicano Studies

Oral History and Cookery of Taos New Mexico

Olivia Romo – English and Chicana and Chicano Studies (**Rising Young Scholar Award**)

Multimedia Presentation and Intersectional Analysis of Adelina “Nina” Otero-Warren, a New Mexican Feminist Pioneer

Carolina Rodriguez – Chicano Hispano Mexicano Studies

High Impact Practices in Community Based Learning at the University of New Mexico

Thalia Cataño, Sociology

Olivia Chávez, Chicano Hispano Mexicano Studies

Esli Beltrán, Sociology

Ramiro Rodríguez, Chicano Hispano Mexicano Studies

Annually, the National Association of Chicana and Chicano Studies provides an important academic environment for students to engage in academic and scholarly dialogs. However, for

many of our students traveling out-of-state or participating in research programs has proven to be a challenge. One year although six of our students were accepted to present at NACCS only three could attend. CCS faculty strive to embed high level academic preparation and development for students who minor or major in the field.

In fall 2011, faculty identified the need to develop senior-level seminars that centered theoretical and research developments in the field of Chicana and Chicano Studies. The department created a course titled New Approaches in Chicana and Chicano Studies to serve as theory and methods course, which precedes the capstone course. The capstone course was redesigned to emphasize the application of methods in the development of a research paper. The addition of theory course and its strategic linking to the capstone course has augmented student's critical thinking and analytical skills. In the data obtained from students enrolled in the Chicana and Chicano Studies major and minor survey, exit survey and the focus groups, they indicate support for the positive attributes of the new curriculum developments. Students praised the preparation they received in the capstone course and the theories and methods course. For example, during the focus group, when prompted to speak to the strengths Chicana and Chicano Studies, alumni students responded in the following ways:

“I would have to say, probably, the research methods class in Chicana and Chicano Studies. They actually teach you how to do it and that helped me a lot more because you have to know how to do research in college. I really didn't know until I started taking some of these classes. They actually really broke everything down and showed you how to do it.” (CCS focus group participant, 5/15/15)

“I double majored in Psychology and Chicana and Chicano Studies and I also graduated this spring. For me, my degrees were also intersectional because I am going to be working with Latino populations and knowing about identities and different concepts we talked about in class helped me to be really well rounded and relate what I was doing to what I am going to be studying with Clinical Psychology.” (CCS focus group participant, 5/15/15)

“Chicano Studies is what kept me in school. I was feeling very bored with my first selected major at the time I was introduced to CCS as a minor. I was not only introduced to an entire theory and understanding of Chicano Culture, I realized I could take that and combine it with my interest in film, art, and other aspects of moving image and performance arts.” (CCS focus group participant, 8/24/15)

“The perspectives I've gained through CCS, including theoretical and conceptual frameworks, are vital to my understanding of academia and my role within it.” (CCS focus group participant, 8/24/15)

While several students praised the skills and knowledge they gained through the theory and capstone courses they also shared concerns about needing more faculty support and guidance in studying theories and methods earlier on in the Bachelor's degree.

“I feel like there is a lot of heavy emphasis based on the community based learning, which is great because you actually get hands-on and you get to work with people

who are doing great work in their communities that's physical. However, I would like to see more of an understanding and incorporation of theory and methodology even as they fit since the beginning." (CCS focus group participant, 5/15/15)

"There needs to be a prerequisite class that you have to know these theories and kind of explain them because I was in that same class too." (CCS focus group participant, 5/15/15)

"They need to give us an idea of exactly what we need to prepare for to accomplish some of these goals in these upper division classes in Chicano Studies." (CCS focus group participant, 5/15/15)

Student comments in the focus group demonstrate an appreciation for department's goals in preparing students for understanding and applying theories and research methods in Chicana and Chicano Studies. The department should work to scaffold theories and concepts taught in the CCS 480 (Theories and Methods) in the courses they take as lower-division students.

In order to strengthen leadership development among students in the major, faculty in the program introduced the CCS 384: Community Based Learning in Chicana and Chicano Studies in fall 2011. Subsequently, CCS 384 became a core-required course in major. This curricular initiative was met with student praise. Students in the department enjoy learning in a community based learning setting, and for some students it is a transformative experience (see Appendix VI).

"It has been an outlet for my personal growth that has helped to cultivate my knowledge of self and community." (CCS focus group participant, 8/24/15)

"The critical thinking, community based learning, and collaboration are some of the important strengths especially for where I am at now." (CCS focus group participant, 5/15/15)

Students valued their experiences participating in community-based learning. Some recommend that the one semester-required course be lengthened to two semesters. Other students suggested that more variety in terms of the organizations involved would strengthen the quality of the community-based learning course.

Student support is another area of strength for the Chicana and Chicano Studies Department. Although the small number of full-time faculty housed in Chicana and Chicano Studies has limited contact time between faculty and students, several alumni and current majors and minors report a high degree of satisfaction with faculty mentoring and advisement. The involvement by students in a number of programs, such as McNair and the El Puente Fellowship, who have Chicana and Chicano Studies faculty as mentors is relatively high given the small number of faculty in Chicana and Chicano Studies. Moreover, the continuous participation of majors and minors in NACCS conferences over the past four years is another indicator of faculty-student mentoring.

Some majors reported high degrees of satisfaction with the support and attention that they received through the Chicana and Chicano Studies Department. While some students felt that the department did not reach all students, data from the focus group indicates that the faculty and staff of CCS made a positive and lasting impact.

“I really can testify and say that the support I received from staff and faculty has really contributed to my success. Just from seeing them on a weekly basis, helping them or them helping me with my projects and getting me involved with community projects, and even applying to graduate school was incredible. I am very impressed and happy that I had that kind of help and support from Chicana and Chicano Studies.” (CCS focus group participant, 5/15/15)

“I really do appreciate it because I think the professors really do care about students. I still send many of my papers and they still make time to look at them. They are still willing to look at my paper, willing to talk to me, and sit with me and tell me where I am messing up and I think that’s great.” (CCS focus group participant, 5/15/15)

While some students have pointed to the involvement of CCS faculty in guiding them on their academic path, in the area of advising, several students have raised concerns about less than robust advising services in the program. As an interdisciplinary program, CCS lacked the financial support to hire a specific advisor for the department. From 2011-2015, the Chair has been providing advising services for the department while handling the majority of the administrative functions of the department. For one year, the Associate Director also offered advising services but the reality is that, at the time, both were joint faculty members with their home departments outside of Chicana and Chicano Studies. Advising has been an area needing improvement for the department. Several students made specific remarks about the limited advising they received in the department.

“And then I would try to reach out to someone here and it would take a long time to hear back or, you know, rescheduling a meeting just because something would come up. And I understand that most of our faculty have double positions not only here, but in another department, but I feel that now that we are slowly getting full-time faculty to really make that a priority of checking in with students to see how they are actually doing.” (CCS focus group participant, 5/15/15)

Quality and consistent advising has been a university wide challenge. Students have shared that advising within the College of Arts and Sciences was also less than desirable. The College of Arts and Sciences has worked in the past few years to strengthen advising in the College and in conjunction with academic departments. Beginning fall 2015, the coordination of advising between the College and the department has increased and improved.

Overall, Chicana and Chicano Studies has done a remarkable job strengthening the curriculum, implementing effective teaching practices, and contributing to the success of its graduates and other students served by the department. The small number of tenure-track or regular faculty members housed in the program have limited the breadth of the faculty and the department’s reach. Our findings show that students who seek out mentoring and advising experience positive interactions with faculty and attribute their success to the department and its faculty. However, with a limited number of faculty, the likelihood of reaching a greater number of students is low. The recent conversion of Chicana and Chicano Studies to a department holds great promise for meeting the challenges it currently faces.



*9B. Describe the unit's strategic planning efforts.*

Chicana and Chicano Studies hosts an annual academic retreat to engage in planning efforts related to matters of teaching, learning, curriculum, assessment, student success and community service. At the end of each retreat, stakeholders develop a list of recommendations and tasks. These materials form the foundation of the work to be carried out through the academic year by the Chair, program faculty, student representatives and Community Advisory Board. All major initiatives in regards to curricular development, programming and community engagement have emerged from the annual retreat. In spring 2016, CCS convened a retreat to discuss the program review process, review the self-study Report, and evaluate the assessment processes.

*9C. Describe the strategic directions and priorities for the unit.*

Chicana and Chicano Studies faculty, staff and students have identified several directions and strategic priorities for the unit. Two curricular priorities include the establishment of a Masters and Ph.D. program and an online B.A. degree. Both of these initiatives respond to the growing need and demand for expanding undergraduate and graduate higher education opportunities within and outside of the state of New Mexico.

**Master's Program in Chicana and Chicano Studies**

Given the changing dynamics of the economy and education in the 21<sup>st</sup> century, interdisciplinary and intercultural academic professional training is increasingly becoming significant in higher education. Currently, there are 12 graduate programs in the College of Arts and Sciences, the College of Architecture and Planning, the College of Education, and the College of Fine Arts offering a M.A. and/or a Ph.D. program with faculty that offer coursework in the area of Mexican American Studies. These programs provide graduate students with some teaching, research and scholarship opportunities in the area of Mexican American Studies. A Masters program in Chicana and Chicano Studies at UNM will draw on and consolidate the existing intellectual, scholarly and research resources at UNM to create a dynamic, coherent and cross-disciplinary community of intellectuals focused on the field of Chicana and Chicano Studies.

A Master's program in Chicana and Chicano Studies will strengthen the profile of UNM as a Hispanic Serving Institution. M.A. and Ph.D. programs in the areas of Mexican American Studies, Chicano or Latino Studies or Borderlands are offered at the following universities: California State University, Northridge; California State University, Los Angeles; San Diego State University; San Jose State University; University of Arizona; University of Texas, Austin; University of California, Santa Barbara; University of California, Los Angeles; Michigan State University; and University of Texas, El Paso. The establishment of a Master's program in Chicana and Chicano Studies will enhance UNM's reputation as a tier-one campus providing broad and diverse graduate-level opportunities.

CCS has planned a three-year consolidation phase for the establishment of a Masters program. In the first year of the process, 2015-2016, CCS initiated a partial lateral transfer of the Chair's position. The Chair is now .75 in the Chicana and Chicano Studies program. This transfer grew the FTE to 3.50 FTE. As part of the agreement of the lateral transfer of .25 FTE, Chicana and Chicano Studies agreed to move .25 FTE of Dr. Michael Trujillo to American Studies. Because faculty involved in the transfer teach cross-listed courses, the impact of the transfer or formal commitment will be minimal in the early phase of Departmental consolidation. In the second year of consolidation, CCS expects to increase the FTE from 3.5 FTE to 4.5 FTE. It is expected that one Senior level faculty member from Sociology currently holding an Affiliated Faculty position will request a partial line transfer, raising the FTE to 5. Five is a critical number because the Dean has

identified this as a benchmark for submitting a Master's proposal. In the fall of the second year of the consolidation, 2016-2017, the departmental faculty will submit a curriculum proposal to establish a Master's program in Chicana and Chicano Studies. In the third year of consolidation phase, 2017-2018, CCS expects to open admissions for the first cohort of students into the Masters program during the 2018-2019 academic year. Over an eight-year period, as enrollments grow in the undergraduate and graduate programs in Chicana and Chicano Studies program, CCS aspires to increase its faculty to 8 FTE and explore the creation of a Doctoral program in Chicana and Chicano Studies. Therefore, CCS anticipates funding for 3 additional FTE over a period of eight years, growing its core faculty to 8 FTE.

### **Purpose of Master's Program in Chicana and Chicano Studies**

A Master's program in Chicana and Chicano Studies will benefit graduate students at UNM in several ways. First and foremost, the graduate program will enrich curricular offerings for other students enrolled in M.A. and Ph.D. programs that currently do not offer a specialization in the area of Chicana and Chicano Studies. Two, the Master's program will enrich graduate student training through cross-disciplinary conversations and collaborations with graduate students and faculty members in a variety of departments and disciplines. Three, the Master's program will provide graduate students with academic professionalization activities that may enhance their job and career prospects, as well as doctoral-level opportunities.

### **Components of a Chicana and Chicano Studies Master's and Ph.D. Program**

Dissertation

Master's Thesis/Presentation of thesis or Comprehensive Exams

Faculty-student mentoring

### **Resources**

Part-time Administrative support (.20)

Graduate Coordinator (.25)

Office space – faculty, staff and student space

Travel funds – yearly support for 6-10 students to attend a conference in their field

### **Master's Degree and Doctoral Degree Programs with Faculty Expertise in Chicana and Chicano Studies**

A survey of existing faculty demonstrates a core of faculty personnel who are qualified to offer graduate-level courses in Chicana and Chicano Studies.

### **College of Arts and Sciences**

American Studies (M.A./Ph.D.) - Gabriel Melendez, Michael Trujillo, Irene Vasquez

Anthropology, (M.A./Ph.D.) - Cristobal Valencia

Communication and Journalism/Interdisciplinary Film and Digital Media (M.A./Ph.D.) - Miguel Gandert

Comparative Literature and Cultural Studies (M.A.)

Community Regional Planning (M.A.) – Jose Rivera, Moises Gonzales, Levi Romero

English (M.A./Ph.D.) - Jesse Alemán, Melina Vizcaino-Alemán

History (M.A./Ph.D.) - Manuel Garcia y Griego, Barbara Reyes

Political Science (M.A./Ph.D.) – Christine Sierra, Gabriel Sanchez

Religious Studies - Michael Candelaria  
Sociology (M.A./Ph.D.) - Phillip Gonzales  
Spanish (M.A/Ph.D.) Anna Nogar

### **College of Education**

Teacher Education Leila Dueñas-Flores, Diane Torres-Velasquez  
Language, Literacy and Sociocultural Studies (M.A./Ph.D.) - Ruth Trinidad-Galván

### **College of Fine Arts**

Art History (M.A./Ph.D.) - Holly Barnet-Sanchez  
Cinematic Arts (Ph.D.) – Adan Avalos  
Theatre and Dance (M.A.) – Dorothy Baca

### **Required Courses in a Master's Program in Chicana and Chicano Studies**

CCS 460\* Chicanos and Latinos in a Global Society  
CCS 480\* New Approaches in Chicana and Chicano Studies  
CCS 490 Capstone in Chicana and Chicano Studies

### **Possible Course Listings in a Master's Program in Chicana and Chicano Studies**

AMST 558 / 358. Topics in Latino/a Studies. (3)  
AMST 563 / 363. Chicano/Latino Film. (3)  
AMST 560 / 360. Topics in Southwest Studies. (3 to a maximum of 6 )  
CJ 519. Culture, Borderlands and Change. (3)  
HIST 364 / 564. Contemporary Chicana/o History. (3)  
HIST 464 / 644. U.S.–Mexico Borderlands. (3)  
HIST 563 / 363. Early History of Mexican-Americans. (3)  
HIST 645 / 465. History of Mexican Immigration. (3)  
LLSS 566. Issues in Hispanic Education. (3)  
ENGL 465 / 565. Chicana/o Literature. (3 to a maximum of 6 Δ)  
SOC 428. Sociology of Mexican Americans. (3)  
SPAN 547. Seminar in Southwest Spanish. (3)  
SPAN 578. Topics in Southwest Hispanic Literature. (3, no limit Δ)  
SPAN 579. Topics in Southwest Culture & Folklore. (3, no limit Δ)

Two surveys distributed to current and former students demonstrate that there is strong interest in the establishment of a Master's program at UNM. For example, 7 of 7 graduating students responded yes when asked on an exit survey, "Would you be interested in attending a Chicana and Chicano Studies Master's program should one be offered at UNM?" On the major survey distributed during the fall 2015 semester, 13 of 15 students indicated interest in a Master's program in CCS with 8 responding yes, 5 responding maybe and 2 responding no. Data from the focus group further corroborates student interest in obtaining a Master's degree in CCS. Several students recommended the development of a graduate program as noted below:

"I would also like to see CCS offer an interdisciplinary masters and PhD program. If so, I would definitely consider continuing my education at the University of New Mexico." (CCS focus group participant, 8/24/15)

One of the limitations is the lack of a graduate program, or any interdisciplinary graduate courses.” (CCS focus group participant, 8/24/15)

CCS faculty members are well positioned to support the development of a Master’s and eventually a PhD program. In addition, to mentoring graduate students in programs in which they are housed, CCS faculty have also supported graduate student initiatives emerging from within CCS and in association with the Southwest Hispanic Research Institute. As previously mentioned, CCS faculty supported graduate students who established a Transnational Research Collective made up of students from American Studies, History, Latin American Studies, and Sociology. The TRC hosted meetings and workshops that fostered professional development and led to its members presenting their work at conferences in California, Florida and Michigan. The TRC also launched a Transnational Working Paper Series sponsored by the Southwest Hispanic Research Institute (shri.unm.edu). Since its inception, the student and professional support activities offered through the TRC include but are not limited to: contributing to the success of students completing academic abstracts, conference presentations, comprehensive exam preparation, research opportunities, professional networking development, professional writing activities as well as student publication.

Currently, the TRC utilizes the conference space located in the SHRI/Chicana and Chicano Studies (CCS) complex. Graduate students in TRC borrow space and equipment including computer and audio visual projection systems. In fall 2015, the graduate students involved in TRC developed a proposal in conjunction with the Chair of Chicana and Chicano Studies to refurbish a new workspace allocated to the Chicana and Chicano Studies Department in the Humanities building. The Chicana and Chicano Studies Department has agreed to share the space with TRC, allowing TRC to use the space inside and outside of the formal operating hours of the university. This idea is to develop the space into a state of the art virtual lab and research hub that will support and improve communication with students and faculty from other universities to further their academic and professional growth. At this moment, the TRC membership and its activities have surpassed the capabilities of this space and further growth is restricted.

CCS has a strong potential for housing a Master’s and a PhD program. CCS faculty have the experience serving on Master’s and Dissertation committees. CCS has successfully facilitated professional development activities for graduate students. In addition, student interest and demand for a Master’s program is high. However, developing a successful graduate program is dependent upon acquiring new faculty lines and/or transfers of faculty lines. Additional support in the form of staffing, GA/TA support, and operating expenses will be required to build a flagship graduate program. The establishment of a graduate program will further strengthen the undergraduate program by increasing the number of personnel serving the Department and graduate professional studies at UNM.

### **The Online BA Degree Program in Chicana and Chicano Studies**

Chicana and Chicano Studies has successfully expanded its online curricular degree offerings since the 2011-2012 academic year. In summer 2012, CCS offered its first online course, CCS 201, Introduction to Chicana and Chicano Studies. Subsequently, CCS expanded its curricular offerings to benefit from the Extended University model, which provided for tuition revenue sharing. Beginning in 2013, the model was dissolved and tuition was directed to the College of Arts and Sciences. In spring 2015, Chicana and Chicano Studies responded to a Request for Proposals from EU to develop new degree programs. CCS was selected through the campus-wide RFP and received \$100,000 seed funds to develop an online Baccalaureate degree in Chicana and Chicano Studies.

The Chicana and Chicano Studies (CCS) program seeks to offer the Bachelor's Degree in Chicana and Chicano Studies online. If successful, UNM will be the first RU/VH university to offer the CCS degree online. The establishment of an online CCS degree program is in line with the program's curricular goals and enrollment patterns. Currently, the online transnational Latino Studies certificate program courses have enrolled more than 800 students in the last six semesters. Earning the degree will position students who lack a traditional access to a BA degree program to interpret and meaningfully contribute to the economic needs of today's global economy. The degree will be marketed to diverse populations including currently enrolled students, international students, professionals, and community members who may benefit by learning to work with Latino immigrant and ethnic populations in the United States.

Since fall 2012 enrollments in the Transnational Latino Studies (TSL) courses have grown 500%. Table 1 lists the semester-by-semester enrollment growth in TLS courses. Since spring 2013, courses in the program have been capped at 35, based on the 27 minimum capacity set by the College of Arts and Sciences. Individual instructors have the discretion to allow students beyond the 35. General trends in the enrollments demonstrate that courses offered for the first time enroll 19-35 students. The second time a course is offered enrollments increase from between 6% at the smaller end to 121% at the larger end, which points to sustained and increased student interest and demand. Over the past three years, CCS enrollment in the online courses has produced \$513,945 in tuition dollars for UNM based on a formula of \$705 per student enrolled in a 3-credit online CCS course.

#### Online Course Enrollments, Fall 2012-2015

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Total
<b>CCS 109 (Social Behavioral Sciences core)</b>				20	32	28	23	80
<b>CCS 201 (Humanities Core)</b>	35	27	33	28	37	40	48 34	200
<b>CCS 310</b>					42	29	44	71
<b>CCS 460</b>		29		28		41		98
<b>CCS 331</b>			25		31	25		81
<b>CCS 364 (393)</b>			33		35			68
<b>CCS 365</b>				19	42	16	42	77
<b>CCS 393</b>				24				24
<b>CCS 493</b>					14	16	25	30
<b>CCS 493</b>							23	
<b>NEW Courses</b>								
<b>CCS 384</b>								
<b>CCS 342</b>							51	
<b>CCS 480</b>								
<b>CCS 490</b>								
<b>Total</b>	35	56	91	119	233	195	290	1019
<b>Tuition \$</b>	24,675	39,480	64,155	83,895	164,265	137,475	204,450	718,395
<b>Credit hour growth</b>			130% growth		103% growth			

Beginning in spring 2016, the Extended University (EU) funds will disperse funds to launch the implementation of the online degree. Seed funds will be used to develop four new courses for a degree program, hire faculty to teach the new courses, and market the online degree program in Chicana and Chicano Studies. EU Funds will be utilized towards course development and bridge funding for instructional offerings. Currently, the CCS program does not have the required number of online courses to offer the degree program online. The CCS program is short four courses to complete the required 36 units. Table 1 illustrates the courses currently being offered in the fall and spring semesters in the CCS program and their respective enrollments. Two of the required courses are part of UNM’s Social and Behavioral Sciences and Humanities Core requirements. Moreover, all of these courses are included in the University’s new Diversity requirement. Students who apply to the CCS degree program may meet up to three BA degree requirements as part of their degree completion. The Table also includes a listing of four new online courses that will complete the online degree program and their anticipated enrollments over the next two years.

In order to offer the full Bachelor’s Degree, CCS proposes the establishment of three additional courses during the spring 2016 and fall 2016 semesters. The new proposed courses for development of the online CCS degree program include:

- Race, Culture, Gender in the Southwest
- Community Based Learning
- New Approaches in Chicana and Chicano Studies
- Capstone

CCS is requesting \$40,000 to cover course design and instructional costs for the four above-listed courses through the spring 2017 semester. In the second year, CCS is requesting \$26,000 for a .50 Lecturer to teach four currently existing courses in the Bachelor’s degree program beginning fall 2016. An additional \$14,790 is requested to cover fringe benefits for the Lecturer position. Beginning fall 2017, the Dean of the College of Arts and Sciences, Mark Peceny, has committed to covering the costs associated with the Lecturer position. Currently, there is one Lecturer who teaches a partial load of online courses for the certificate program. However, with the anticipated expansion of courses and new student enrollments and CCS degree earners, CCS anticipates the need for a second Lecturer position.

**Detailed budget and budget narrative for each year of project implementation, and**

**Personnel Costs**

Lecturer (1)	26,000
2 years of part-time instructional support - 8 courses @ \$4,000/ per course + \$2000 for course design	40,000
Part-time marketing and outreach staff person	14,000

**Benefits**

Fringe Benefits for Lecturer position (29%)	\$7,540
Fringe Benefits for a staff position	\$4,060

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\$91,600

## **Budget Narrative**

In fiscal year 2016, CCS is asking for \$40,000 to develop and support the development of four new courses from fall 2015 to spring 2017 (a total of four semesters). Each instructor will be paid \$4000 per course.

In fiscal year 2016, CCS is asking for a .50 Lecturer III position at \$26,000 to teach a portion of the required coursework for the online CCS degree program. Fringe benefits for the Lecturer position at 29% of the proposed salary of \$51,000 will total \$7,540. CCS is also asking for funds to cover a half-time staff position to focus on marketing and outreach. Fringe benefits for the Lecturer position at 29% of the proposed salary of \$14,000 will total \$4,060

## **Sustainability - a plan for sustaining the project once the seed funding is expended.**

Based on current enrollment growths and anticipated enrollment growth in the courses that form part of the existing CCS degree program, CCS fully expects to receive academic, enrollment and fiscal benefits from the new degree program. In order to offer a vibrant and sustainable program, CCS will require additional faculty resources.

Mark Peceny, the Dean of the College of Arts and Sciences, committed to increasing faculty FTE from 3.5 to 8 over the next five years. He has agreed to commit long-term resources towards a full-time lecturer position once the period of the grant is over.

## **Chicana and Chicano Studies High School Curriculum and Outreach**

Chicana and Chicano Studies faculty have identified expanding the department curriculum to local high schools served by the UNM campus. CCS aspires to build a pipeline of students from high school to graduate school. The Chair is currently working with a current major and employee from the Albuquerque School District to offer the CCS 201 (Introduction to Chicana and Chicano Studies) at Atrisco Heritage Academy located in Albuquerque's South Valley. Atrisco serves over 2,500 high school students. The department plans to offer a section of the CCS 201 as an elective course at the school site. This effort supports the mission of the Chicana and Chicano Studies program to build knowledge and understanding of New Mexico's present and the nation's future.

Research indicates that Ethnic Studies curriculum is effective in improving student achievement, retention and graduation. Two major studies conducted by researchers at Arizona State University and Stanford University in the past four years show demonstrated positive educational outcomes in students taking Ethnic Studies courses in high school. CCS faculty and the Community Advisory Board are committed to supporting curricular transformations in high schools in order to increase student matriculation to UNM.

## **Conclusions and Recommendations**

Chicana and Chicano Studies seeks to become a comprehensive department offering BA, Masters and PhD degrees. There is a need for professionals trained in the interdisciplinary field of Chicana and Chicano Studies in a wide range of professions. CCS at UNM is in a promising position to provide educational training to teachers in K-12 educational areas. Moreover, undergraduate students in the major and minor program can enhance a variety of professions and career sectors because of their advanced training in critical thinking, communication, intercultural competency and civic and social leadership. As a flagship university recognized as a Hispanic Serving

Institution, UNM would augment its stature by offering graduate-level educational opportunities to students from across the United States, and importantly, to New Mexico residents. By providing more institutional and financial support to Chicana and Chicano Studies, UNM can strengthen a pipeline of education excellence from K-12 to graduate professional training. CCS offers the following recommendations as a basis for the strengthening the department over the next 5-10 years:

1. Increase faculty housed in Chicana and Chicano Studies
2. Provide additional TA/GA support for the Master's/PhD program
3. Provide additional funding to support the introduction of university curriculum in high schools served by UNM
4. Create strong linkages with local community colleges and UNM Branch campuses to increase transfer students to the academic programs in CCS
5. Provide additional staff support for curricular and programming activities
6. Support course releases or stipends to faculty serving in leadership and advising roles
7. Provide additional space for programming to serve large public audiences
8. Secure minor capital outlay funds to refurbish Humanities offices and the work space into a virtual lab/seminar/conference space.