

California State University, Fullerton

**CHICANA AND CHICANO STUDIES
PROGRAM PERFORMANCE REVIEW
SELF-STUDY**

March 2015

I. Department/Program Mission, Goals and Environment

A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the university mission, goals and strategies.

Our current mission and goals are the following:

Chicana and Chicano Studies Department Vision

Our vision is to establish and uphold a premier Chicana/o Studies Department that promotes social justice through student-centered teaching/mentoring, research and service that focuses on Chicana/o and Latina/o-origin communities.

Chicana and Chicano Studies Department Mission

Our mission is to enhance critical thinking and communication, and civic-mindedness, through an engaging and interdisciplinary curriculum, focusing on the social sciences, humanities, and the arts. We aim to prepare our scholars for future academic and non-academic employment endeavors in order to be successful leaders in Chicana/o and Latina/o-origin communities.

Our new vision and mission statement is more modern and streamlined. Our vision and mission align with the university in many key ways but ours is more explicit regarding our support for student success and transformative education based in the principles of social justice. Since our last PPR the department has made significant changes to the curriculum by updating course titles, descriptions and developing new courses.

B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program (community/regional needs, placement, and graduate/professional school).

C. Identify the unit's priorities for the future.

D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g. new student groups regionally, nationally, internationally, new delivery modes, etc.).

This answer covers B., C. and D.

Nationally Chicana/o Studies continues to develop existing trends such as Marxism, feminism, queer, critical race theory, critical legal theory, decolonial thought, transnationalism/globalization (Latin American Studies), Borderlands Studies, urban planning/policy, Comparative Latina/o Studies and education studies. We have incorporated many of the new trends in our curriculum and have prioritized these perspectives in our most recent hires. In terms of trends within the CSU we have begun to offer online courses (CHIC 106, 305, 313 and 337). We are currently one course short of being able to our minor completely online (as an option). There is a high demand for our online curriculum from our students who take our courses to satisfy GE requirements. External pressures on our curriculum include

the new momentum toward offering Ethnic Studies perspectives in K-12 curriculum. We will need to create special tracks for students interested in completing a credential and to be prepared for this major job market demand. The demand will be critical because we will be the only units (CHIC, AFAM, ASAM) who will be able to meet the need properly. There is a great need for resources and institutional support to implement these changes for our units. We offer a rigorous curriculum based in assigning quality readings and requiring writing based assignments in order to prepare our majors and general student population for a range of post-baccalaureate opportunities (professional or academic graduate programs).

Since our last PPR new graduate programs in Ethnic or Chicana/o Studies open at UC Santa Barbara, UCLA, UC Riverside and UC Santa Cruz. In the years to come Stanford will develop an ethnic studies graduate program. Existing programs at UC Berkeley and USC still provide opportunities for our students. A recent trend and demand for our graduates comes from the social services sector and graduate programs in social work/welfare. Our students are culturally/linguistically aware and prepared to work with diverse populations (including working with non-Latino populations). We currently offer a graduate concentration in Chicana/o Studies in partnership with History and Spanish in their MA programs. In HSS there is interest in expanding the concentration to the MA programs in Sociology, Political Science, English and American Studies. In the region our community college partners need academically prepared professionals who are trained in racial/ethnic traditions within their disciplines. In the future there will be a need to develop a stand-alone Ethnic Studies MA program with 3-4 concentrations to meet the need of the Southern California job market. Currently SFSU is the only CSU to offer a MA in Ethnic Studies. Other initiatives will include the development of study away and study abroad programs, minor degrees in Transnational American Popular Culture and one in Ethnic Cultural Preservation and Sustainability.

In the area of hiring and future departmental collaborations our most urgent need is to hire our 6th faculty member. This hire will make the department the largest it has been in its history on campus. A preliminary discussion of the faculty focused on the need to hire an interdisciplinary scholar to cover key areas of needs in the department's curriculum including but not limited to history (public history/museum studies), queer studies, popular culture, curatorial practice, etc.

We currently offer key GE courses during winter and summer sessions. These offerings align with our missions and goals surrounding our commitment to student success and supporting the retention and graduation of students. We will continue to develop and improve our online course offerings.

II. Department/Program Description and Analysis

A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

Over the last 4 years the department introduced courses on Latinos and education (CHIC 325), Barrios and Health (CHIC/HESC 338), and our first graduate course offering Paradigms and Traditions (CHIC 500). Monica Hanna is currently developing with a colleague, Rebecca Sheehan in Radio, TV and Film a course (CHIC/RTVF 369: Border Cinema). We have worked closely with the new Latino

Communications Initiative (LCI). After initial success with LCI—MLL-Spanish has overtaken the initiative as the lead partner from HSS leaving CHIC's participation in an ambiguous position.

In a more formal collaboration we are working to develop shared Ethnic Studies curriculum. Since the last CHIC, ASAM and AFAM PPRs it was determined that the shared Ethnic Studies degree with three separate options (CHIC, AFAM, ASAM) needed to share core courses in order to bring the major in compliance with CSU guidelines. Three initial courses were identified and/or developed in order to commence the process. The CSU wide designation of ETHN was utilized to assist with the naming of the shared courses. The shared core courses across the three academic units include: ETHN 101 (Introduction), ETHN 307 (Writing and Research) and ETHN 490 (Capstone/Culminating Experience). Furthermore, our shared cross-listed course with History (HIST/ETHN 190 Survey of American History with Emphasis on Ethnic Studies) was also designated an ETHN course. Humanities trained faculty in CHIC and AFAM have proposed a lower division introduction to Ethnic Literature.

Lastly our department is being impacted by new statewide CSU-CC transfer agreements. Alexandro Gradilla is currently one of three CSU faculty representatives who will develop Transfer Model Curriculum (TMC) in order to participate in the AAT (Associate in Arts Degree for Transfer) program as mandated by SB 1440 (Student Transfer Achievement Reform Act). It has been our current practice to conduct local articulation with our community college partners. In order to support the student success of transfers we will continue to provide support and advising strategies to assist our students reach time to degree in a reasonable rate.

B. Describe the structure of the degree program (e.g. identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements. How does the structure of the degree program support student achievement of learning goals?

Our current major and minor degree requirements are the following:

Major

Lower Division (6 units)

CHIC 101 Introduction to Ethnic Studies (3)

CHIC 106 Introduction to Chicano Studies (3)

Upper Division (9 units)

Select nine units of coursework from upper division curriculum.

Upper Division Writing Requirement and Capstone (6 units)

CHIC 307 Research and Writing in Ethnic Studies (3)

AFAM 490 Ethnic Studies Senior Seminar (3) OR ETHN 490 Ethnic Studies Senior Seminar (3)

Electives (15 units)

15 units of electives

Minor

15 units of electives

As of the 2013 catalog our newly updated major and minor addressed a key issue of aligning the major to current trends, new faculty expertise and meeting the needs of our community college partners (lower division courses). We noted that our students do not come to our major or minor in a traditional “progression” model where students enroll or start in our lower division courses. We found that through taking GE courses we get many upper division students who discover us as late sophomores or early juniors. Recently we are receiving an influx of First Time Freshmen (FTF or native students) enrolling in CHIC 102 a course that satisfies the public speaking requirement. Another trend we have noted is that lower division students will find the major and then take courses with the faculty they encountered at the lower division level. Our new major and minor are designed to facilitate the way our students find their way to the major. It maintains a good time to degree completion rate. Our major and minor courses (core and electives) are designed and delivered to students with spirit of our mission and goals.

C. Using data provided by the office of Analytic Studies/Institutional Research discuss student demand for the unit’s offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree. (See instructions, Appendix I)

As a small department we do not have the same enrollment trends larger departments or impacted majors have. We do not get majors who enroll straight out of high school. Our time to degree numbers reflect for all majors (native and transfer) the same time frame of 2-3 years after the student declares the major. Our trend for majors has gone from 8-10 seven years to a range of 45-60. Our largest group of majors are “second majors” which means they are doing a double major and we are listed as their second major. The second major status is important to understand because students can complete most of the GE requirements for graduation in their second major. This characteristic of our major reflects how students find or come to the major.

Over 90% of our courses are GE courses. The department, like most departments or academic units in HSS, is dependent on GE enrollments. Our most successful GE courses that help the department meet its enrollment target are CHIC 102, CHIC 106, CHIC 302, CHIC 305, CHIC 313 and CHIC 316. Most of these courses have multiple successful sections that are filled to capacity. The department struggles to offer new courses or courses that are specialized. The danger of not offering new courses or overly generalized courses is that students will gain a very superficial understanding of the discipline and of the Chicano/Latino origin population. One solution the department took was to convert CHIC 450: The Chicano and Contemporary Issues to a course that may be taken up to three different times for credit. Students will have the opportunity in a smaller classroom environment to take a course that reflects the faculty’s current research interests.

D. Discuss the unit’s enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program. (See instructions, Appendix II)

Our FTES has steadily increased since our last PPR. More importantly as noted in the data below—what impacts our development more is the California budget and economy. In the last three years our FTES has

been very vibrant and healthy. We have met our enrollment targets and in some years surpassing our target. Our SFR has gone down which is a benefit to our department. In light of our planned initiatives we urgently need a 6th faculty member. We safely can afford a new colleague to help build a vibrant academic community.

Full-Time Instructional Faculty, FTEF, FTES, SFR

YEAR	Tenured	Tenure Track	Sabbaticals	FE RP at 0.5	Leaves	FT EF All on	FT ES Target	Academic FT ES	Budget SF R
2005-2006	0	4		2	0	7.0	17	16	24.3
2006-2007	0	4		2	0	6.5	16	16	25.7
2007-2008	0	4		2	0	6.8	17	17	25.3
2008-2009	0	4		1	0	6.6	16	16	25.2
2009-2010	0	4		1	0	6.0	16	16	27.2
2010-2011	1	3		0	0	6.5	16	16	25.8
2011-2012	1	2		0	0	7.8	19	19	25.6
2012-2013	2	3		0	0	7.1	18	18	25.5

Tenured and tenure track totals include faculty on leave, PRTBs and administrators with retreat rights (if any).

Sabbaticals supplied by the department.

Faculty counts are based on the fall semester only.

	LD AY FTES	UD AY FTES	UG AY FTES	GRAD AY FTES	Total AY FTES
2006-07	45.4	121.5	166.9	0.0	166.9
2007-08	62.3	109.3	171.6	0.0	171.6
2008-09	72.1	93.9	166.0	0.0	166.0
2009-10	66.9	95.7	162.6	0.0	162.6
2010-11	59.9	107.6	167.5	0.0	167.5
2011-12	70.1	127.9	198.0	0.0	198.0
2012-13	54.6	125.0	179.6	1.1	180.7
2013-14	64.5	128.5	193.0	1.3	194.3

E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C.

Our most critical and pressing issues are two fold. The major issue is sustaining our 3-3 teaching load. For five years we have met our required teaching load of 129 students by dividing that total over 3 classes instead of 4. As we offer new courses or teach courses with low caps (CHIC 102: capped at 30) it becomes precarious to protect and maintain our 3-3 teaching load. Our larger GE courses help us with enrollments in order to compensate for the smaller enrolled courses. The “reduced” teaching load assists the faculty with service demands and to be able to conduct their research and to develop new projects. Currently CSUF offers minimal support for research. Most funds are available on a competitive basis only. This model of supporting research does not provide the predictability or dependability that researchers need. Even with this funding the amounts are extremely modest and many times insufficient. The next major issue faced by the department faculty is the frequent unfunded mandates based on policies related to student engagement. Many high impact practices (HIPs) require an initial investment in order to create high quality HIPs. For instance the department has created a student engagement space for our majors and minors (a former faculty office) but we are running out of space for faculty and student engagement space. There are many classroom spaces and a sparsely used lab on the 3rd floor of HSS that could be repurposed for an ethnic studies student engagement space.

F. Include information on any Special Sessions self-support programs offered by the department/program.

We currently do not offer any special programs.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

Because student learning is central to our mission and activities, it is vital that each department or program includes in its self study a report on how it uses assessment to monitor the quality of student learning in its degree program(s) and/or what plans it has to build systematic assessment into its program(s). *Assessment*, in this context, refers to whatever combination of means the department or program employs to provide evidence to answer the following questions:

A. How well are our students learning what the program is designed to teach them?

Assessment of student learning is in its infancy in our department. Part of the challenge has been person power to carry out assessment in a small department and the other has been the changing SLOs within HSS and CSUF. Specifically, after spending considerable time drafting CHIC SLOs and an assessment plan in 2011-2012, we were asked to revise them twice based on HSS SLOs and CSUF SLOs. As a result, we have not had the opportunity to assess the degree to which students are learning all the goals we have outlined.

While still considered a work in progress, current CHIC SLOs and outcomes include the following:

Goal I: Demonstrate critical intellectual literacy from a disciplinary and interdisciplinary perspective.

Outcomes:

- a. Demonstrate knowledge of the history and contemporary developments of the field of Chicana/o Studies—its intellectual traditions, theories, and methodologies.
- b. Demonstrate knowledge of the role of critical theoretical and interdisciplinary perspectives to understand power dynamics.

Goal II: Demonstrate literacy in qualitative and quantitative research traditions

Goal III: Communicate through oral, written, and multimedia delivery methods.

Outcomes:

- a. Develop and communicate clear, well-organized research papers through multiple delivery methods for diverse audiences.
- b. Engage in technology and multimedia oral presentations.

Goal IV: Understand diverse perspectives through collaborative projects.

Outcomes:

- a. Engage in group communication and projects.
- b. Engage in critical reflection through service learning in communities.

Goal V: Engage in social justice practices in communities.

We have had the opportunity to assess written communication (Goal #3) in AY 2012-2013, and engagement in social justice practices in communities in AY 2013-2014 (Goal #5) (See below for results).

A. What direct strategies or systematic methods are utilized to measure student learning?

We have employed various rubrics to assess written communication skills, and the degree to which students “engage in social justice practices in communities.” To-date, no other methods have been employed. For AY 2012-2013 we adapted a written communication rubric to evaluate eight CHIC major final papers across two lower division (106, 106 on-line) and five upper division courses (313, 313 web, 337, 450, and 499). The five-point scale (5 being the high score, 1 the lowest) rubric assessed six areas: 1) focus, purpose, and thesis; 2) support and development; 3) structure and organization; 4) audience, tone, and point of view; 5) sentence structure; and 6) vocabulary and word usage. The average scores across the papers included: focus, purpose, and thesis = 3.25; support and development = 3.38; structure and organization = 3.38; audience, tone, and point of view = 3.88; sentence structure = 3.50; vocabulary and word usage = 3.50; and overall = 3.48.

For AY 2013-2014, we used an adapted standard service-learning rubric to evaluate seven final papers from CHIC major students enrolled in two service-learning courses (Barrio Studies- CHIC 306 and Barrios and Health- CHIC 338). The four-point scale (4 being the highest score, 1 the lowest) rubric assessed four areas: 1) awareness of purpose of service learning; 2) application of theory to practice and practice to theory; 3) critical thinking; and 4) thesis, overall structure, content, mechanics and writing style. The average score across the papers included: awareness of purpose of service learning = 3.25; application of theory to practice to theory = 2.41; critical thinking = 3.72; thesis, overall content, mechanics and writing style = 3.28; and overall = 3.17.

B. Are the assessment strategies/measures of the program changing over time?

Yes, assessment measures, specifically rubrics for assessing writing skills and service learning, have changed based on assessment results. We found some of the categories were not adequately captured in written assignments. As a result, we have become more intentional about final paper prompts specifically for assessment purposes.

C. What modifications should we make to the program to enhance student learning? (And after having made changes, how have these changes affected student learning and the quality of the department or program as a learning community?)

Major modifications made to enhance student learning were to change CHIC major requirements to include CHIC 101, ETHN 490 (Ethnic Studies Capstone), and CHIC 307 (Research and Writing in Ethnic Studies). This modification was approved January 2013. It is too early to tell how these changes have affected student learning and the quality of the department as a learning community. These modifications were made in part to make sure the Department was in compliance with the Ethnic Studies unit and to facilitate the integration of curricular concentrations in the future. We hope the concentrations will help focus the curricular program for our majors and facilitate employment and/or graduate endeavors. Further, we aim to make a service-learning course required for the major.

D. How have assessment findings/results led to improvement or changes in teaching, learning and/or overall departmental effectiveness? Cite examples.

As a result of CHIC assessment we have made several changes to improve learning and departmental effectiveness. First, based on the assessment of writing skills, written assignments are now required for ALL courses (not just G.E.). In addition, the writing rubric was updated. Further, in Spring 2013 two writing clinics were held that were well received by the students enrolled in our courses. Based on assessment of “engag[ing] in social justice practices in communities,” the department has decided to embed this assessment more thoughtfully in one of our service-learning courses. Further, we are currently working on defining what “social justice practices” are and how we want our students to best benefit from them. In 2013-2014, we enlisted the assistance of a temporary faculty member to support CHIC assessment.

E. What quality indicators have been defined/identified by the department/program as evidence of departmental effectiveness/success other than assessment of student learning e.g. number of students who pursue graduate or professional education programs in the field, job placement rates, graduation rates, student-faculty research/creative collaborations, etc. (See also Appendix VI)

No additional indicators have not been formally defined, collected, or identified by the department to-date.

F. Many department/programs are offering courses and programs via technology (on-line, video conferencing etc.) and at off campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?

As of Fall 2014, the department offers 3 on-line courses and 1 to 2 courses at the CSUF Irvine site per semester. Student learning is not assessed differently for these formats.

Find attached *Plan for Documentation of Academic Achievement* (Assessment of *Student Learning*) Please complete. This document/template will guide the department/program’s response in documenting academic achievement. Student learning goals, student learning outcomes and assessment strategies/measures should be discussed in self-study narrative. (See instructions, Appendix III)

IV. Faculty

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure tract faculty lines (e.g. new hires, retirements, FERP’s, resignations, and how these changes may have affected the program/department’s academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) (See instructions, Appendix IV) (Attach faculty vitae see Appendix VII).

During the last PPR the faculty in the department compared to the ones in this review period is dramatically different. A struggling and failing department has now grown into an innovative active department that has strong teaching and research profiles. In 2007, there were two senior full professors who were in the midst of their FERP (Faculty Early Retirement Program), and four untenured faculty. The former department faculty chronically struggled with faculty retention, for instance prior to the last PPR one tenure track faculty member resigned because of non-collegial behavior within the department.

Another faculty member, an untenured woman, did not achieve the departmental standards to get tenure and promotion. After many incidents of non-collegial behavior our dean's office stepped in to remove the sitting chair of the department. In the fall of 2010, Alexandro Gradilla became the chair, as an untenured faculty member. Before the fall of 2010, another untenured faculty who was the source of many of the hostilities was transferred out of the department to another department. In the subsequent years, Alexandro Gradilla obtained tenure. Followed by Patricia Perez, who went up early for tenure and became the first woman ever tenured in the department. The following year, Erualdo Gonzalez received tenure. In 2012, Gabriela Nunez and Monica Hanna joined the department and they provided a very important of humanities based training to the faculty. Currently there are three tenured faculty, two tenure track in their 3rd year and next year we will search for our 6th colleague. Major challenges include getting the associate professors to full professor status and simultaneously assist the current tenure track faculty to obtain tenure and promotion. Furthermore, the current departmental standards for tenure are greatly in need of updating. In light of the dramatic changes caused by a new administration on campus, service will need more weight in the tenure process as well as student engagement via High Impact Practices (HIPs).

B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.

Our next faculty hire will address needs in our current curriculum such as the history courses but they will also need to participate in the full interdisciplinary curriculum in addition to history. Our ideal candidate would be a historian from an interdisciplinary program (Chicana/o Studies, Ethnic Studies, American Studies, etc.). They would need to develop pedagogical practices that lend themselves to High Impact Practices and support student success. With this in mind, training in oral history, public history, digital humanities, museum studies, archive development would be highly desired. Our department is committed to new forms of civic or community engagement where regardless of career path. Our students will learn viable skills/tools in order to be community advocates. Another high need area of intellectual interests within the department is Queer Studies. Currently some of the current faculty do include or address issues of sexuality but we are in need a scholar specialized in this area.

C. Describe the role of full-time or part time faculty and student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.

Currently adjuncts carry the largest loads of student teaching in the department and they teach over 70% of the courses. Our full time faculty tends to teach specialized material in order to round out the intellectual and academic experience for students. In some cases, full time faculty teaches our large GE courses such as the Chicano Family. We currently have a high quality adjunct corp. We instituted rules regarding teaching upper division. Currently only faculty who are ABD or PhD may teach upper division courses. We believe this has yielded better results and help to distinguish more the differences between lower and upper division pedagogy and teaching. This has assisted us in growing the major and

enrollments overall. Since we do not have a graduate program we do not rely on graduate students for teaching courses. Some graduate students do help with grading or research for the full time faculty.

D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

Our department routinely participates in Winter Intersession and Summer Session. We successfully offer many popular GE courses such as the Chicano Family, Ancient Mexico, La Chicana and Chicano Music. Many of these courses are offered online and are very appealing to students in different colleges in need of GE.

V. Student Support and Advising

A. Briefly describe how the department advises its majors, minors, and graduate students.

All tenure track and tenured faculty members advise majors and minors and the department chair takes the lead on advising. For example, we advise majors, minors (and students who are thinking of possibly majoring or minoring) informally during office hours and during Chicana/o Studies led or co-sponsored events.¹ Other ways we advise is by encouraging students to enroll in Chicana/o Studies courses that most closely match their academic and professional interests. This strategy works best for students who wish to go beyond taking any course for the sake of simply fulfilling the major or minor, for example. For instance, when possible, we request that students bring their TITAN Degree Audits and we review what courses would best compliment or broaden the focus to the courses that they have already taken, including courses from outside Chicana/o Studies. We also discuss the extent said courses could prepare them for careers that they are interested in. The Chair advises by also taking TDA Notes.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.

The Department of Chicana/o Studies provides opportunities for majors, minors, and non-Chicana/o Studies majors or minors to participate in undergraduate research, collaborate on faculty research, and service learning. Faculty members provide in-kind support to structure and carry out these opportunities. Most undergraduate research opportunities are formally credited through 499s or 599s. Teaching Assistantships and related opportunities were credited with 496s. Faculty members had the autonomy to accept or defer student requests for any of these options. In other cases, faculty sought out students.

From Fall 2007 to Fall 2014, the department issued **64** 499s, **37** 496s, and **11** 599s. Respectively, this is the distribution of 499s, 496s, and 599s per faculty: Erualdo González: (n=6), (n=2), (n=0); Alexandro

¹ This includes talking to students after events. Some recent events include: 1. 2014 Spring Chicana/o Studies Student Mixer, 2. 2013 Ethnic Studies Christmas/End of the Year Potluck, and 3. 2013 and 2014 Latinos and the City Symposium.

Gradilla (n=51), (n=33), (n=9); Monica Hanna: (n=1), (n=0), (n=1); Gabriela Nuñez: (n=0), (n=0), (n=1); and Patricia Perez: (n=6), (n=2), (n=1).

The 499s (as well as 599s) included 12 McNair Students. Nine of these Students were Chicana/o Studies majors/minors and three were non-Chicana/o Studies majors/minors. Dr. Gradilla and Dr. Gonzalez mentored these students, with Dr. Gradilla mentoring the vast majority.

Students also earned credit through research assistantships in faculty funded and non-funded research. For example, in AY 2013-2014, Patricia Perez applied for and received a CSUF intramural grant of \$750 on behalf of Chrisanta Aguilar (CHIC major) that went directly to enhance her research skills. More recently, Dr. Perez received a \$1,500 grant from the CSUF Center for Internships & Community Engagement. The bulk of the grant was a stipend for Leslie Gonzales (non-CHIC major), who served as a research assistant on migrant education community-university partnership research in Fall 2014.

The research opportunities collectively lead to one single-student peer reviewed publication stemming from the mentorship of Dr. Hanna and one acknowledgement in an edited book chapter co-authored by Dr. Gonzalez.

We offered two service-learning courses², Barrio Studies-306 and Barrios and Health-338. Generally, each was offered once a year. These service-learning courses required that students engage with non-profits who have a social justice mission. The class provided options to collaborate with community organizers, housing advocates, labor leaders, and other grassroots leaders. More than half of students who enrolled in these courses were non-Chicana/o Studies majors or minors. While these courses do not regularly receive extramural or external grant support, Barrios and Health was awarded a one-year \$2,000 extramural grant from the CSUF Office of Community Internships and Community Engagement. The grant supported a grassroots media campaign with El Centro Cultural de Mexico.

The department does not offer an Honors program or internships [2].

All faculty collectively served on 11 Masters thesis committees. Dr. Gradilla served on five, Dr. Hannah two, Dr. Nuñez one, Dr. Perez two, and Dr. Gonzalez one.

Faculty will explore in the summer and fall 2015 how to more equitably distribute advising, how to better manage personal teaching and department commitments with faculty-student research collaboration, and seek funding and technical assistance to improve the quality of our service-learning courses, focusing on establishing partnerships with social justice orientations, securing funding for community-based and applied research projects, and identifying courses that are successful in balancing standard course demands with service-learning expectations.

We offer a cross-listed course, Obesity, Hispanics, and Policy-471, with the Department of Health Sciences and the class requires 120 internship hours. This course was designed with funding from a United States Department Agriculture (USDA) and Dr. Gonzalez is a Co-Project Director.

² ETHN 490 also includes service learning, but our faculty have not taught that course.

VI. Resources and Facilities

A. Itemize the state support and non-state resources received by the program/department during the last five years. (See instructions, Appendix V.)

We were not given this information from the Dean's office despite many follow up emails (11/3/14; 11/14/14; 12/12/14; 1/27/15).

B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.

In the past five years the department of Chicana/o studies has had access to one large classroom from the Dean's office, for one time slot (day and time for this room is outside of departmental control). The department uses a telecom room for CHIC 303 on the Irvine campus. Our department has identified the need for more large-classroom space, a computer space, more office space for part-time faculty, and more storage space.

C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.

Outside of the Pollock university library, the Chicana and Chicano Studies program is currently building an in-house digital film and documentary archive for teaching and research purposes. It is our priority to grow this archive for digital access for our adjunct and full-time faculty.

VII. Long-term Plans

A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity. (See instructions, Appendix VI)

As a department in transition, with three recently tenured and two recently hired tenure-track faculty, Chicana and Chicano Studies is in the process of building upon our history of student success and looking toward the future of the department. Our goals for the next seven years are:

1. Develop and update humanities curriculum, update social science curriculum, and use our expertise to develop concentrations for students with specific methodological and content interests.
2. Prepare students for graduate school and enhance career development by emphasizing academic professionalization, service-learning, and research apprenticeship courses.
3. Increase the number of Full-Time faculty by a minimum of two (2) and actively support tenure and promotion of current Full-Time Tenured/Tenure-Track faculty.

In relation to Goal 1, department faculty members have already updated several course descriptions, and added 9 new and special courses in the past seven years in order to align course offerings with the current state of the discipline. These new and special course offerings are: CHIC/HESC 338, CHIC 106 (on-line),

CHIC 313 (on-line), CHIC 305 (on-line), CHIC 325; HESC/CHIC 471, CHIC 337 (on-line), CHIC/RTVF 369, and ETHN 201 (proposed spring 2015). With the addition of two new Tenure-Track faculty members with specializations in the humanities in fall 2012, the department has also begun to push for a greater emphasis on the humanities component of the curriculum. This includes putting courses into regular rotation that had not been taught regularly for several years (this includes CHIC 315, 336, and 337) as well as the planning and implementation of related SCPs and NCPs (CHIC/RTVF 369: Border Cinema, approved spring 2013, taught spring 2014 and spring 2015; and ETHN/CHIC 201: Introduction to Multi-Ethnic Literature, tentative title, currently being prepared for submission via inter-departmental collaboration). The department has also embarked on course alignment for multi-section courses, which will streamline teaching strategies, and goals, that will also align assessment of majors from their freshman to their senior years (CHIC 101, ETHN 307, and ETHN 490).

Regarding Goal 2, we will build on our successes in terms of student retention and graduation rates by emphasizing academic professionalization, service learning, and apprenticeship courses. We will do this by emphasizing critical theory (e.g., critical race theory, critical urban theory) and research throughout our courses and emphasizing scholarly engagement outside of the classroom. This includes bolstering the Emerging Scholars Program, yearly participation of students at national conferences (e.g., National Association of Chicana and Chicano Studies), as well as aligning and emphasizing our service-learning course offerings and community partnerships.

Goal 3 is particularly important for our department, as we are rebuilding our faculty base since last PPR. Our faculty members are active and engaged scholars within the field of Chicana/o Studies as well as our sub-disciplines. Three of our full-time faculty members are associate professors and two are assistant professors. Furthermore, we have requested and received approval for a new line hire to continue the development of departmental curricular offerings and mentorship of student. We will conduct a search in fall 2015.

B. Explain how long-term plan implements the University's mission, goals and strategies and the unit's goals.

The long-term plan elucidated above aligns with the department's and the university's mission, goals, and strategies.

The department mission is as follows:

Our mission is to enhance critical thinking and communication, and civic-mindedness, through an engaging and interdisciplinary curriculum, focusing on the social sciences, humanities, and the arts. We aim to prepare our scholars for future academic and non-academic employment endeavors in order to be successful leaders in Chicana/o and Latina/o-origin communities.

Our Student Learning Outcome Goals are as follows:

- 1) Demonstrate critical intellectual literacy from a disciplinary and interdisciplinary perspective.

- 2) Demonstrate literacy in qualitative and quantitative research traditions.
- 3) Communicate through oral, written, and multimedia delivery methods.
- 4) Understand diverse perspectives through collaborative projects.
- 5) Engage in social justice practices in communities.

Our departmental mission and goals align with the university mission statement as well as the four goals of the CSUF Strategic Plan:

Goal 1: Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.

Goal 2: Improve student persistence, increase graduation rates University-wide, and narrow the achievement gap for underrepresented students.

Goal 3: Recruit and retain a high-quality and diverse faculty and staff.

Goal 4: Increase revenue through fundraising, entrepreneurial activities, grants, and contracts.

The three goals listed above in Section VII.A. specifically address departmental goals and CSUF Strategic Plan Goals. Goal 1 of our long-term plan addresses Departmental SLO Goals 1, 2, and 4, as well as CSUF Strategic Plan Goals 1 and 2. Goal 2 of our long-term plan addresses Departmental SLO Goals 4 and 5, as well as CSUF Strategic Plan Goals 1 and 2. Goal 3 of our long-term plan address CSUF Strategic Plan Goal 3.

C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.

Evidence of our success in pursuit of these goals will come from various sources, which may include the following:

1. Number of new course proposals, special course proposals, and course change forms approved
2. Institution of concentrations within the major
3. Analysis of enrollment numbers over time in new and redesigned courses
4. Assessment of student learning via standardized rubrics of core knowledge areas across courses over time
5. Analysis of the success of service learning and other research apprenticeship courses
6. Participation of students in extracurricular academic activities (publications, conference participation, etc.)
7. Number of new tenure-track faculty

8. Number of assistant professors tenured and associate professors promoted

D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

Because of the small number of Full Time faculty in our department (5), our person power can at times constrain our ability to address large-scale issues like curriculum development and major undertakings like the Emerging Scholars Program. The support and funding requests listed below would allow us to fully address our three long-term goals articulated in Section VII.A.

Goal 1

(“Develop and update humanities curriculum, update social science curriculum, and use our expertise to develop tracks for students with specific methodological and content interests.”)

- a. Lowered SFR for courses until we can update curriculum and build enrollment for humanities courses.
- b. 12 WTUs course release time per AY to work on alignment of multi-section courses (CHIC 106, 305, 313), service learning course development, and research course aligned with Emerging Scholars Program.
- c. Value humanities courses (especially those that require intensive instruction in writing) at 4 instead of 3 units.
- d. \$5,000 annual funding for experiential learning (museum visits, performances, etc.)
- e. Artist-in-Residence Program: hire a visiting artist during the Fall or Spring semester each year to teach a special course in creative writing, filmmaking, visual art, etc.

Goal 2

(“Prepare students for graduate school and enhance career development by emphasizing academic professionalization, service-learning, and research apprenticeship courses.”)

- a. University and HSS funding for our new Emerging Scholars Program to fund student and travel and registration to the NACCS conference (\$12,000/year)
- b. Provide 3 WTUs course release for one faculty member to organize professionalization workshops each semester.

Goal 3

(“Increase the number of Full-Time faculty by a minimum of two (2) and actively support tenure and promotion of current Full-Time Tenured/Tenure-Track faculty.”)

- a. Course release to develop a cross-campus research series involving faculty active research.
- b. Summer writing stipend for faculty.
- c. Expanded travel funding for faculty members to attend conferences throughout the academic year: Our funding has remained stagnant despite the hiring of two new faculty members, which has forced us to split those limited funds more ways. We request \$3,000 per faculty member per year.

APPENDICES TO THE SELF-STUDY

The Office of Institutional Research and Analytical Studies will provide the data for Tables 1-9 that you will need for your review and analysis. The completed tables should be placed in the appendix and the narrative and analyses should be woven into the self-study itself.

APPENDIX I. UNDERGRADUATE DEGREE PROGRAMS

TABLE 1. Undergraduate Program Applications, Admissions, and Enrollments

For each undergraduate degree program, a table will be provided with the number of student applications, number of students admitted, percent admitted, the number of new enrollments, and the percentage of new enrollments. Percentage of students enrolled is the number of students enrolled divided by the number of students admitted or the yield rate.

TABLE 1-A. First-time Freshmen: Program Applications, Admissions, and Enrollments

	Applied	Admitted	% Admitted	Enrolled	% Enrolled
2007-2008	28	10	36%	3	30%
2008-2009	16	9	56%	0	0%
2009-2010	15	5	33%	2	40%
2010-2011	20	4	20%	1	25%
2011-2012	28	9	32%	2	22%
2012-2013	21	4	19%	0	0%
2013-2014	33	11	33%	0	0%
2014-2015	31	5	16%	1	20%

TABLE 1-B. Upper Division Transfers: Program Applications, Admissions, and Enrollments

	Applied	Admitted	% Admitted	Enrolled	% Enrolled
2007-2008	15	5	33%	2	40%
2008-2009	15	9	60%	5	56%
2009-2010	6	2	33%	1	50%
2010-2011	20	8	40%	3	38%
2011-2012	21	4	19%	0	0%
2012-2013	23	11	48%	2	18%
2013-2014	22	13	59%	3	23%
2014-	17	3	18%	2	67%

2015					
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TABLE 2. Undergraduate Program Enrollment in FTES

For each undergraduate degree program, a table will be provided showing student enrollment for the past five years, including lower and upper division enrollment.

TABLE 2-A. Undergraduate Program Enrollment in FTES

	LD AY FTES	UD AY FTES	UG AY FTES	GRAD AY FTES	Total AY FTES
2007-08	62.3	109.3	171.6	0.0	171.6
2008-09	72.1	93.9	166.0	0.0	166.0
2009-10	66.9	95.7	162.6	0.0	162.6
2010-11	59.9	107.6	167.5	0.0	167.5
2011-12	70.1	127.9	198.0	0.0	198.0
2012-13	54.6	125.0	179.6	1.1	180.7
2013-14	64.5	128.5	193.0	1.3	194.3

TABLE 2-B. Undergraduate Program Enrollment (Headcount)

	Lower Division		Upper Division		Post Bacc (2nd Bacc, PBU, Cred intent)		Undergraduate Total	
	Annualized Headcount	AY FTES	Annualized Headcount	AY FTES	Annualized Headcount	AY FTES	Annualized Headcount	AY FTES
2007-2008	6.0	4.9	29.0	21.5	0.0	0.0	35.0	26.4
2008-2009	7.5	6.9	24.0	15.6	0.0	0.0	31.5	22.5
2009-2010	4.5	3.0	23.0	16.6	0.0	0.0	27.5	19.6
2010-2011	5.0	3.8	25.0	17.9	0.0	0.0	30.0	21.7
2011-2012	3.5	2.8	17.5	13.8	0.0	0.0	21.0	16.6
2012-2013	3.0	2.6	16.0	12.3	0.0	0.0	19.0	14.9
2013-2014	2.0	1.9	15.0	11.6	0.0	0.0	17.0	13.5

TABLES 3-A and 3-B. Graduation Rates for Majors

For each undergraduate degree program, tables will be provided showing the graduation rates for majors. Table 3-A will summarize the freshman graduation rates. Table 3-B will summarize the graduation rates for transfer students.

TABLE 3-A. First-time Freshmen Graduation Rates for Majors

	Initial Cohort	% Graduated 3 yrs or less in major	% Graduated in 3 yrs or less in other major	% Graduated in 4 yrs or less in major	% Graduated in 4 yrs or less in other major	% Graduated in 5 yrs or less in major	% Graduated in 5 yrs or less in other major	% Graduated in 6 yrs or less in major	% graduated in 6 yrs or less in other major	Total graduated in 6 yrs or less	% Graduated in 6 yrs or less
Fall 2002	2	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	2	100.0%
Fall 2003	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%
Fall 2004	0	---	---	---	---	---	---	---	---	0	---
Fall 2005	2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%
Fall 2006	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	1	100%
Fall 2007	4	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	1	25.0%
Fall 2008	0	---	---	---	---	---	---	---	---	0	---
Fall 2009	2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%				
Fall 2010	1	0.0%	0.0%	0.0%	0.0%						

TABLE 3-B. Transfer Student Graduation Rates for Majors

	Initial Cohort	% Graduated 1 yrs or less in major	% Graduated in 1 yrs or less in other major	% Graduated in 2 yrs or less in major	% Graduated in 2 yrs or less in other major	% Graduated 3 yrs or less in major	% Graduated in 3 yrs or less in other major	% Graduated in 4 yrs or less in major	% Graduated in 4 yrs or less in other major	% Graduated in 5 yrs or less in major	% Graduated in 5 yrs or less in other major
Fall 2002	0	---	---	---	---	---	---	---	---	---	---
Fall 2003	1	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Fall 2004	1	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Fall 2005	3	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	33.3%	0.0%	33.3%
Fall 2006	2	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%	50.0%
Fall 2007	2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%
Fall 2008	3	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	0.0%	66.7%	0.0%	66.7%
Fall 2009	1	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100%
Fall 2010	2	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%	50.0%		
Fall 2011	0	---	---	---	---	---	---				
Fall 2012	2	0.0%	0.0%	0.0%	0.0%						

TABLE 4. Degrees Awarded

For each undergraduate degree program, a table will be provided showing the number degrees awarded for the five most recent academic years for which data are available.

TABLE 4. Degrees Awarded

	Bachelor's (1 st Major)	Bachelor's (2 nd Major)	Master's	Doctorate
2007- 2008	11	1	0	0
2008- 2009	11	9	0	0
2009- 2010	6	4	0	0
2010- 2011	13	2	0	0
2011- 2012	8	10	0	0
2012- 2013	11	5	0	0
2013- 2014	5	7	0	0
Total	65	38	0	0

APPENDIX III. DOCUMENTING ACADEMIC ACHIEVEMENT

Plan for Documentation of Academic Achievement (Assessment of Student Learning)

P = Planning **E = Emerging** **D = Developed** **HD = Highly Developed**

	Achievement Plan Component	P	E	D	HD	Comments/Details
I	Mission Statement					
	a. Provide a concise and coherent statement of the goals and purposes of the department/program				X	
	b. Provide a comprehensive framework for student learning outcomes			X		
	c. Describe department/program assessment structure, e.g. committee, coordinator			X		
II	Student Learning Goals					
	a. Identify and describe knowledge, skills, or values expected of graduates			X		
	b. Consistent with mission				X	
	c. Provide the foundation for more detailed descriptions of learning outcomes				X	
III	Student Learning Outcomes					
	a. Aligned with learning goals				X	
	b. Use action verbs that describe knowledge, skills, or values students should develop				X	
	c. Specify performance, competencies, or behaviors that are observable and measurable				X	
IV	Assessment Strategies					
	a. Use specific multiple measures for assessment of learning outcomes other than grades		X			
	b. Use direct measures of student learning outcomes			X		
	c. Indirect measures may also be used but along with direct measures		X			
	d. Measures are aligned with goals/ learning outcomes			X		
	e. Each goal/ outcome is measured				X	

V	Utilization for Improvement					
	a. Identify who interprets the evidence and detail the established process			x		
	b. How are findings utilized? Provide examples		x			Will help determine workload requirements.
	c. Attach a timeline for the assessment of each department/program learning outcome		x			See attached timeline.

Table 9. Full-Time Instructional Faculty, FTEF, FTES, SFR

For the five most recent academic years, a table will be provided with the Number of Tenured Faculty, Number of Faculty on Tenure Track, Number of Faculty on Sabbatical, Number of Faculty in FERP, Number of Lecturers, Full-Time Faculty Equivalent (FTEF) Allocation, Full-Time Student Equivalent (FTES) Target, and the Actual FTES.

Table 9. Faculty Composition

YEAR	Tenured	Tenure Track	Sabbaticals	FERP at 0.5	Lecturers	FTEF Allocation	FTES Target	Actual FTES	Budget SFR
2007-2008	0	4		2	0	6.8	172	171.6	25.3
2008-2009	0	4		1	0	6.6	166	166.0	25.2
2009-2010	0	4		1	0	6.0	163	162.6	27.2
2010-2011	1	3		0	0	6.5	168	167.5	25.8
2011-2012	1	2		0	0	7.8	198	198.0	25.6
2012-2013	2	3		0	0	7.1	181	181.1	25.5

Faculty counts are based on the fall semester only.

APPENDIX V. RESOURCES

Table 10. Provide a table showing for the past five years all department resources and the extent to which each is from the state-supported budget or from other sources, such as self-support programs, research, contracts and/or grants, development, fund-raising, or any other sources or activities.

We're currently waiting on this info from Pat Balderas.

We received \$1,000 from a private donor and set up a CSFPF account in Dec. 2014

APPENDIX VI. LONG-TERM PLANNING

The unit will need to first develop goals regarding student learning, scholarship, and service outcomes and then develop criteria for assessing whether they have been achieved. Important quality outcomes may include the definition and analysis of student academic work/achievement; impacts of research and

scholarly activity on the discipline, the institution, and the community; impacts of service on the discipline the institution, and the community; and the marks of a successful graduate from a program in this unit.

Using the information provided in the appendices (e.g, graduation rates, and faculty composition, FTES enrollment), how do they inform and influence the long-term goals of the department or degree program?

APPENDIX VII. FACULTY CURRICULA VITAE

Erualdo González: Erualdo González secured a book contract with Routledge for his upcoming book *Latino City: Urban Planning, Politics, and the Grassroots*. He published three peer-reviewed journal articles, two editorials/commentaries, two co-guest edited Special Issues in peer-reviewed journals, and has in press or published two book chapters in edited volumes. He obtained two grants as a PI or Co-PD, including a \$75,000 Robert Wood Johnson Foundation grant, and received a university Service Award.

Alexandro Gradilla: Alexandro Gradilla is a medical anthropologist and bioethicist. His areas of research and expertise focused on social theory, intellectual history and social history. His peer reviewed and non-peer reviewed publications include: “Capitalist Schooling and Constructing Young Latino Masculinities,” in *Latinos and Education (2nd edition)*; “Chicano/Mexican ‘culture’ as Rational Instrument in the Human Sciences.” *Ethnic Studies Review June 2010, 34 (1)*; “The Darker Side of Modernity: Racialization as an Incomplete Project.” *Critical Studies in History June 2009,2(1): 56-76*, special issue “The Project of Modernity; “Student Movements, Chicano/a, 1960s-2000s,” in *International Encyclopedia of Revolution and Protest: 1500 to Present*. I. Ness (ed.); “Latino Social Movements,” in *Oxford Encyclopedia of Latinos and Latinas*; “Childbirth,” in *Encyclopedia Latina*.

Monica Hanna: Since joining the faculty in fall 2012, Monica Hanna has secured a book contract with Duke University Press for a co-edited volume titled *Junot Díaz and the Decolonial Imagination*, published an article in a peer-reviewed journal, had one peer-reviewed book chapter published and another peer-reviewed book chapter accepted for publication. She has presented her research at four national and international conferences, with two more scheduled for spring 2015.

Gabriela Nuñez continues to publish in the field of Chicana/o/Latina/o Literature and Cultural Studies with a focus on Ecocriticism and Food studies. Nuñez’s peer-reviewed article, “The Latino Pastoral Narrative: Backstretch Workers in Kentucky,” was published in *Latino Studies Journal*. Her second peer-reviewed publication since joining CSUF in 2012, “The Future of Food? Indigenous Knowledge, Sustainable Food Systems, and Liberatory Politics in Latin@ Speculative Fiction,” will be published in *Aztlán: A Journal of Chicano Studies* and in a related anthology to be published by the UCLA Chicano Studies Research Center Press.

Dr. Patricia A. Pérez continues to carry out an active scholarship and creative activity agenda. Recent examples include a peer-reviewed article to be published this year titled, “*Con respeto: A conceptual model for building healthy community-university partnerships*” in the *Journal of Critical Thought and Praxis*. In addition, she is currently under contract with Routledge on a co-edited volume titled Higher education access and choice for Latino students: Critical findings and theoretical perspectives to be published in 2015.