



DEPARTMENT OF
CHICANA &
CHICANO STUDIES



Ethnic and Cultural Studies: An Educational Path

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College Preparation Program

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Overview

Definition of Ethnic Studies

Survey of Relevant Research Literature

Findings on Chicana and Chicano Studies College Preparation Program

Summary of Chicana and Chicano Studies and UNM Enrollment

Chicano Studies Headcount and Student Credit Hours 2011-2019

	F11	S12	F12	S13	F13	S14	F14	S15	F15	S16	F16	S17	F17	S18	F18	S 19
CCS Head count	96	131	152	169	314	219	394	344	523	372	595	486	674	558	678	646
CCS Student Credit Hours	288	393	456	507	942	657	1182	1032	1569	1116	1785	1458	2022	1674	2034	1938
1 year change/ Student Credit Hours	-	-	+58	+29	+106	+29	+25	+57	+32	+8	+13	+30	+13	+14%	+1%	+15%
UNM Headcount and Student Credit Hours 2011-2019																
UNM Head count	29056	27278	29100	27197	28644	26749	27889	25817	27353	25299	27060	25015	26278	23911	24393	22225
UNM Student Credit Hours	339199	315187	339433	316149	341886	315558	33618	307374	335724	303228	333819	299029	320954	283453	295720	261929
1 year change/ Student Credit Hours	1.11	.45	.07	.31	.72	-1.19	-1.54	-2.59	-0.27	-1.63	-0.57	-1.38	-3.85	-4.6%	-7%	-9%

Definition of Ethnic Studies

“Ethnic Studies consists of interdisciplinary units of study, lesson plans, courses, concentrations, majors, minors, or programs that are centered on the knowledge, pedagogy, perspectives, and lived experiences of an ethnic or racial group.” - Dr. Angela Valenzuela, UT Austin



Chicana and Chicano Studies

Chicana and Chicano Studies centers the knowledge, understanding, and analysis of heterogeneous Hispanic and Mexican origin people and their material lived experiences, social locations, cultural productions, and ancestral knowledges in the U.S. and the Americas. Chicana and Chicano Studies emphasizes the praxis of interdisciplinary culturally relevant knowledge, community engaged research, and intersectional social justice.



Survey of Relevant Literature - Impact of Ethnic Studies

Nolan Cabrera, et al. - Cabrera, N. L., Milem, J. F., Jaquette, O., & Marx, R. W. (2014). *Missing the (Student Achievement) Forest for All the (Political) Trees: Empiricism and the Mexican American Studies Controversy in Tucson*. *American Educational Research Journal*, 51(6), 1084-1118.

Dee, T. & Penner, E. (2016). *The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies curriculum*. *National Bureau of Economic Research*, Working Paper 21865.

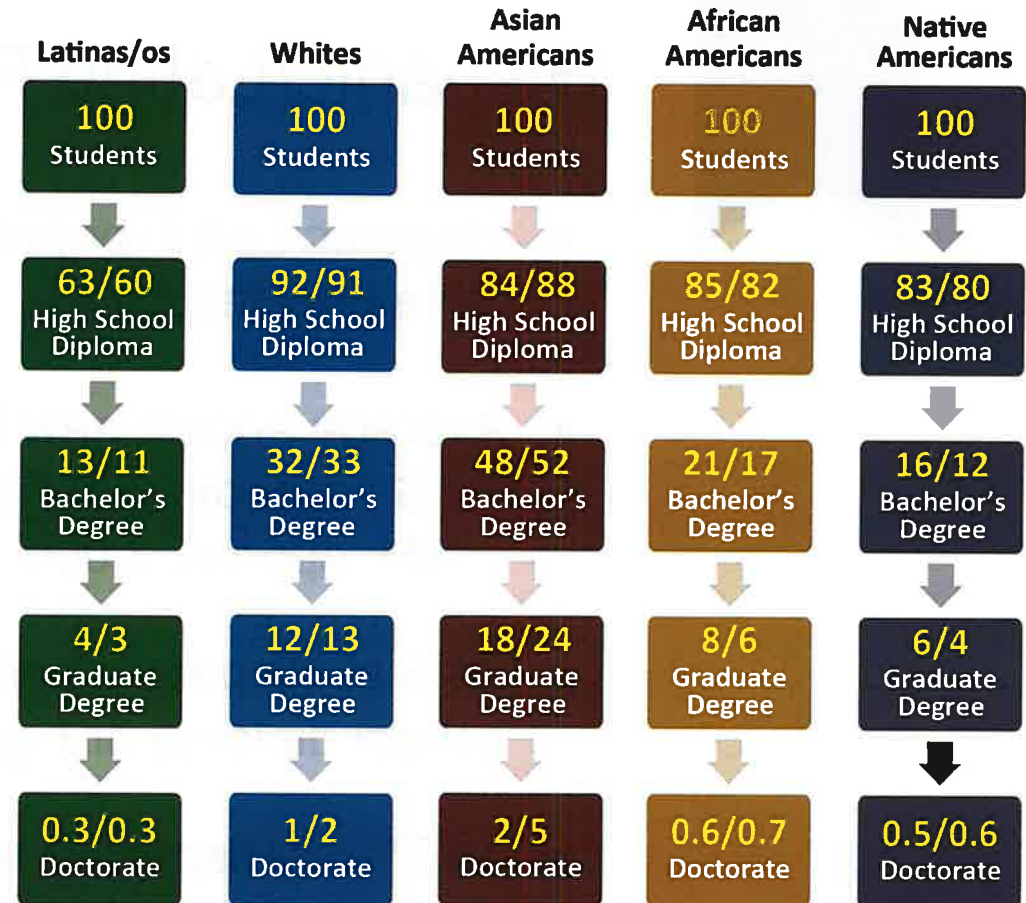
Gonzalez Cardenas, Elizabeth. (2015). *Chicana/o Studies and its Impact on Chicana and Chicano Undergraduate Students: The Role of a Culturally Relevant Education*. Dissertation. University of California, Los Angeles.



Hispanic/Latino Population in NM

- Hispanic/Latino population in NM: 994,000 (48% of state population)
- Average annual new Hispanic/Latino baccalaureates;
U.S.: approx. 200,000;
NM: approx. 3,000
- 76% of Hispanics/Latinos in New Mexico have a high school diploma or higher
- 14.7% of Hispanic/Latino population have a BA degree or higher

National Educational Pipelines



Source: Drawn from American Community Survey (ACS) data for 2012, compiled by the US Bureau of the Census
 Note: The first number represents females, the second, males.



College Preparation Program

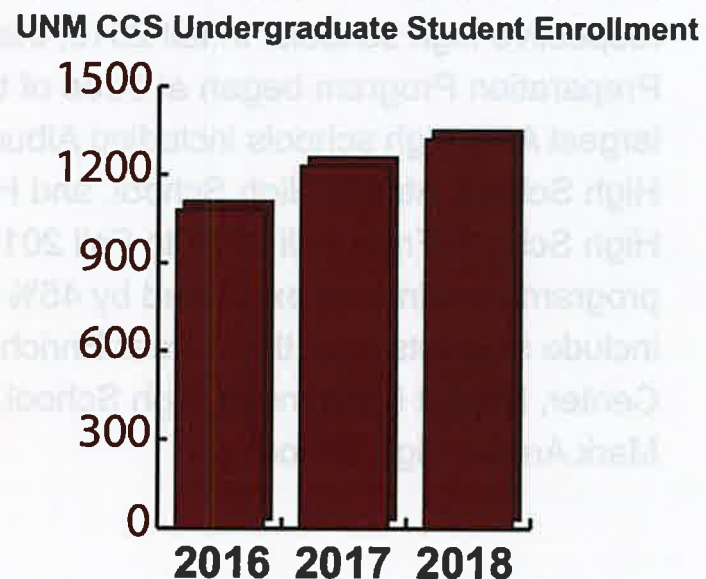
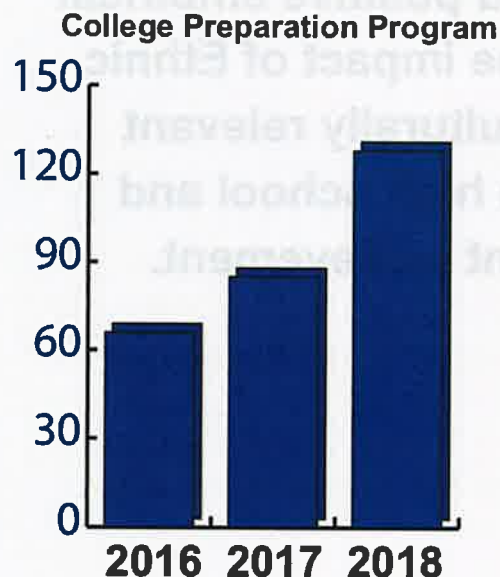
350 APS students have taken UNM Chicana and Chicano Studies core courses at their respective high schools. In fall 2016, the College Preparation Program began at three of the largest APS high schools including Albuquerque High School, Atrisco High School, and Highland High School. From Fall 2016 to Fall 2019, the program enrollments expanded by 45% and now include students from the Career Enrichment Center, Robert F. Kennedy High School, and Mark Armijo High School.

Significant and positive empirical evidence of the impact of Ethnic Studies and culturally relevant curriculum on high school and college student achievement.

College Preparation Program (CPP)

Chicana and Chicano Studies

Student Headcount





College Preparation Program Fall 2016 Student Cohort

89%

Students admitted into higher education

86%

Students persistence in higher education

81%

Students attended higher education

76%

Students transferred to UNM

75%

UNM Retention Rate



Implications/Findings

The College Preparation Program can lead to positive educational outcomes for the state of New Mexico

- Increase number of college applicants
- Strengthen college applications for high school students
- Lead to greater persistence across colleges and universities
- Lead to greater numbers of degree earners (undergrad and grad)
- Support professional development of high school teachers
- Encourage high school teachers to seek an additional post-baccalaureate degree
- Increase curricular resources for high school teachers
- Lead to enrollment increases for state college academic programs
- High school students have mentors at UNM

Recommendations

- Expand Ethnic Studies in K-12 and Colleges and Universities in New Mexico
- Expand access to Dual Enrollment courses in Ethnic Studies (Africana Studies, Chicana and Chicano Studies, Native American Studies, and Women Studies, and LGBTQI Studies)
- Offer an additional grade point credit for students enrolled in Dual Enrollment courses
- Support data sharing on Dual Enrollment students across high school and college institutions in New Mexico

References

- Cabrera, N. L., Milem, J. F., Jaquette, O., & Marx, R. W. (2014). Missing the (Student Achievement) Forest for All the (Political) Trees Empiricism and the Mexican American Studies Controversy in Tucson. *American Educational Research Journal*, 51(6), 1084-1118.
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