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LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
55th Legislature, 1st Session, 2021

Bill Number	<u>SB228</u>	Sponsor	<u>Lopez</u>
Tracking Number	<u>.219320.1</u>	Committee Referrals	<u>SEC/SFC</u>
Short Title	<u>UNM Chicano Studies Dept.</u>		
Analyst	<u>Juliani</u>	Original Date	<u>3/11/2021</u>
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BILL SUMMARY

Synopsis of Bill

Senate Bill 228 (SB228) would build a higher education pipeline and expand community-engaged curriculum and public-facing high school and community college programming within the Chicana and Chicano Studies Department at the University of New Mexico (UNM).

FISCAL IMPACT

SB228 appropriates \$300 thousand from the general fund to the Board of Regents at UNM for FY22 to fund the Chicana and Chicano Studies Department to build its higher education pipeline. Any unexpended or unencumbered balance remaining at the end of fiscal year 2022 will revert to the general fund.

The Senate Finance Committee substitute for Senate Bill 377 as amended by the House Appropriations and Finance Committee includes a \$50 thousand appropriation to UNM for the Chicana and Chicano studies department to build a higher education pipeline through community-engaged curriculum and programming plus another \$125 thousand for the Chicana and Chicano studies department without specifying a particular purpose.

Any unexpended balance of these two appropriations remaining at the end of FY22 would revert to the general fund.

Analysis from the Higher Education Department (HED) notes, while language in the bill indicates balances remaining at the end of FY22 from the appropriations revert to the general fund, appropriations to New Mexico's public post-secondary institutions typically do not revert. HED's analysis also noted UNM's Chicana and Chicano Studies Department did not submit a funding request for this initiative. Given that SB228 expands a curriculum program for Chicana and Chicano studies, continued appropriations may be needed to support the bill's initiatives in future years. However, according to HED's analysis, if needed, future recurring funds may be requested through the Research and Public Service Project process, which would limit the need for future general fund appropriations to this program.

SUBSTANTIVE ISSUES

Community-Engaged Curriculum. Community-engaged curriculum refers to an instructional approach that combines community service with academic instruction. Community-engaged learning programs often involve students in organized community service that addresses local needs, while developing students' academic skills, sense of civic responsibility, and commitment to the community.

A community-engaged curriculum:

- Uses experiential strategies incorporating student participation in an organized service activity;
- Meets identified community needs; and
- Provides students structured time to analyze and connect the service experience to learning.

Community-engaged curriculum can occur in several ways, including a one-time project incorporated into a specific course, providing students the opportunity to apply course content to a particular community need or ongoing work with a community or agency on specified programs related to the course or broader discipline.

Public-Facing High School and Community College Programming. SB228 does not include a definition of public-facing high school and community college programming or any description of the types of such programming the bill would fund within UNM's Chicana and Chicano Studies Department. However, analysis from UNM indicated the bill would allow the department to develop free online curriculum and public programming to benefit high school and community college students, as well as other youth and adults seeking educational programming. UNM's analysis further noted the bill would provide internships for students enrolled at UNM and in local branch and community college campuses.

Chicana and Chicano Studies at the University of New Mexico. SB228 seeks to expand the efforts within UNM's Chicana and Chicano Studies Department to develop curriculum and public programming to benefit high school and community college students. The Chicana and Chicano Studies Department at UNM is an interdisciplinary program that, since 1968, has promoted a critical understanding of Chicano, Hispano and Mexicano communities through teaching, research and advocacy. The department endeavors to increase underrepresented undergraduate and graduate enrollments at UNM and the number of degree earners who have cross-cultural competency. The program offers a major, graduate certificate, Master of Arts and Doctorate programs.

According to analysis from UNM, the Chicana and Chicano Studies Department has grown 80 percent over the past five years at the same time the university has experienced decreased enrollment. The Chicana and Chicano Studies Department has graduated over 1,200 majors and minors over the course of its degree offerings, and its dual enrollment program has served over 500 high school students. The department's Master's and Doctorate programs currently serve 20 students in the first two years of operation. In addition, UNM's Chicana and Chicano Studies Department expects to add a Master of Arts degree to its current online degree programs to accompany its existing on-line Bachelor of Arts degree and graduate certificate. UNM's analysis indicated the recent addition of an Associate of Arts degree in Chicana and Chicano Studies at Central New Mexico College is likely to result in an increase in the number of CNM students UNM will end up enrolling. Finally, analyses from both UNM and HED indicated the initiatives

in SB228 are likely to increase college-going and degree completion rates in the state and specifically for UNM, having a positive impact on tuition revenue for the institution.

SIGNIFICANT ISSUES

History and Significance of Ethnic Studies. Ethnic studies emerged in universities across the nation during the 1960s as a result of social reform movements for equity and empowerment of racial minorities, arising from the Civil Rights movement. Scholars developed research perspectives shaped partially by histories of oppression in the United States, as well as by the intellectual and cultural resources and traditions of African American, Asian American, Chicana/o, and Native American groups. Prior to the 1960s very few universities offered courses reflecting the literature, art, culture, and politics of these groups.

Since the Civil Rights movement, ethnic studies programs have provided the means to address racial and ethnic concerns in a productive manner and, in turn, have contributed to critical analyses of traditional academic fields, such as history, literature, political science, anthropology, psychology, and law. In this broader context, the establishment of Chicana/o studies departments in colleges and universities represented a response to fundamental inequities in the nation's educational system in which many Chicana/o people felt excluded from educational success and represented negatively in United States history.

ADMINISTRATIVE IMPLICATIONS

Analysis from UNM indicated administrative responsibilities associated with supervising these new initiatives will be assumed by existing faculty. However, the analysis also noted the university may need to hire a project manager to oversee daily operations of the initiatives the bill would create.

SOURCES OF INFORMATION

- LESC Files
- University of New Mexico (UNM)
- Higher Education Department (HED)

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