

Program Introduction and History

The Department of Chicano and Latino Studies (CALs) at Sonoma State University strives to provide students with an interdisciplinary and innovative curriculum that critically centers issues important to Latinx populations at the local and national level. We draw on an intersectional lens and a critical race studies framework to analyze relations of power as they affect Latina/o individuals and communities and strive to foster a commitment to social justice and lifelong learning. The Department seeks to prepare students for postgraduate training and professional employment in a variety of fields including education, social work, community organizing, and human resources management. The Department is committed to providing research opportunities for faculty and students and to sharing professional expertise with the University community and the general public.

Background Information

The department was established in 1971 thanks to student and community activists’ demands for a curriculum centered on Mexican-American populations, for greater diversity in the student body, and for more Latina/o faculty and administrators. Originally known as Mexican-American Studies (MAMS), the Department has served as a dynamic space where students can find community as they work with faculty to explore key issues facing Latino populations for 52 years.

Degrees Offered

The department offers two programs of study leading to a Bachelor’s degree: The Bachelor of Arts (BA) in Chicano and Latino Studies Interdisciplinary Track and the Chicano and Latino Studies Multiple Subjects Track. The latter is designed for students interested in pursuing a Multiple Subjects teaching credential after graduation and. The department also offers a minor.

Bachelor of Arts in Chicano and Latino Studies, Interdisciplinary Track

The Bachelor of Arts in Chicano and Latino Studies, Interdisciplinary Track is a highly customizable program that provides students an interdisciplinary perspective on issues faced by Chicana/o and Latina/o populations. Recent graduates from this track have pursued on a variety of professions as public health professionals, University administrators, high school counselors, human resources managers, and non-profit project directors. The program of study consists of 36 units distributed among the following requirements:

Core Requirements (20 units)

CALS 350: Latino Cultural Studies	4 units
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CALS 442: Gender, Race and Class	4 units
CALS 445: Chicano/Latino History	4 units
CALS 458: Research and Methodology	4 units
CALS 474: Major Authors in Chicano/Latino Literature	4 units
Total Core:	20 units

CALS Core Electives (4 units)

Choose one (1) of the following courses:

- CALS 400: Selected Topics
- CALS 405: Chicano/Latino Family
- CALS 410: Latina Feminisms
- CALS 450: Latino Children’s Literature
- CALS 456: Sociology of Education
- CALS 480: Latin American Migration to the U.S.

CALS GE Electives (12 units)

Choose 3 or 4 of the following courses for a total of at least 12 units

Class name	Units	GE Area
CALS 165B Humanities Learning Community	3	A3
CALS 219 The Latino Experience	3	F
CALS 220 Latino Arts and Humanities	3	F
CALS 225 Spanish for Bilinguals	3	C
CALS 245 Chicano/Latino Youth & Adolescents	3	E
CALS 273 Latinos and Performance	4	C
CALS 314 Latin American Literature in Translation	4	WIC
CALS 339 Latin American Labor in the US Economy	3	UD D
CALS 352 Chicano/Latino Philosophy	3	UD C
CALS 368 Chicano/Latino Music	3	UD C
CALS 374 Latino Literature	4	WIC
CALS 393 Chicano/Latino Cinema	3	UD C
CALS 332 Latinas/os and Globalization	3	UD D
CALS 351 Latina/o Humanisms	3	UD C
CALS 379 Chicano/Latino Art History	3	UD C
Total GE Elective Units:	12	

Bachelor of Arts in Chicano and Latino Studies, Multiple Subjects Preparation Track

Students interested in becoming teachers are encouraged to consider the Bachelor of Arts in Chicano and Latino Studies, Multiple Subjects Preparation Track, a course of study that ranges between 36 and 38 units depending on which electives a student pursues. The electives in this program align with areas covered by the CSET and CBEST, exams that students are required to pass before they begin work on their Multiple Subjects credential.

Core Requirements (20 units)

CALS 350: Latino Cultural Studies	4 units
CALS 442: Gender, Race and Class	4 units
CALS 445: Chicano/Latino History	4 units
CALS 458: Research and Methodology	4 units
CALS 474: Major Authors in Chicano/Latino Literature	4 units
Total Core:	20 units

Multiple Subjects Concentration (12-10 units)

CALS 374 Latino Literature or CALS 450 Chicano/Latino Children's Literature	4
CALS 405 The Chicano/Latino Family or CALS 245 Chicano/Latino Youth and Adolescents	3-4
CALS 456 Latinos and Education or CALS 351 Latina/o Humanisms (UD C)	3-4
Total Units in Multiple Subject Concentration:	10-12

Credential Prerequisites (6 units)

EDUC 417 School & Society	3
EDMS 419 Identity and Agency for Socially Just Classroom and Communities	3
Total Units in Credential Prerequisites:	6

Minor in Chicano and Latino Studies

The department offers a 16-unit minor in Chicano and Latino Studies.

Minor Core Requirements (8 units)

CALS 350: Latino Cultural Studies or CALS 442: Gender, Race and Class	4 units
CALS 445: Chicano/Latino History or CALS 474: Major Authors in Chicano/Latino Literature	4 units
Total Core:	8 units

Minor Elective Requirements (8 units)

Choose 2 or 3 of the following courses for a total of 8 units

Class name	Units	GE Area
CALS 165B Humanities Learning Community	3	A3/F
CALS 219 The Latino Experience	3	F
CALS 220 Latino Arts and Humanities	3	F
CALS 225 Spanish for Bilinguals	3	C
CALS 245 Chicano/Latino Youth & Adolescents	3	E
CALS 273 Latinos and Performance	4	C
CALS 314 Latin American Literature in Translation	4	WIC
CALS 339 Latin American Labor in the US Economy	3	UD D
CALS 352 Chicano/Latino Philosophy	3	UD C
CALS 368 Chicano/Latino Music	3	UD C

CALS 374 Latino Literature	4	WIC
CALS 393 Chicano/Latino Cinema	3	UD C
CALS 332 Latinas/os and Globalization	3	UD D
CALS 351 Latina/o Humanisms	3	UD C
CALS 379 Chicano/Latino Art History	3	UD C
CALS 400 Selected Topics in Chicano Studies	4	--
CALS 405 The Chicano/Latino Family	4	--
CALS 410 Latinx Feminisms	4	--
CALS 426 Chicano/Latino Sociolinguistics	4	--
CALS 450: Latino Children's Literature	4	--
CALS 480 Latin American Migration to the U.S.	4	--
Total Minor Elective Units:	8 units	

Activities and Opportunities

The following resources facilitate the integration of CALS students into university life:

- MEChA: The university's chapter of Movimiento Estudiantil Chicana/o de Aztlan (MEChA) is affiliated with the CALS department. Students may enroll in CALS 398 and receive 1 unit of credit for participating in the organization. MEChA was established in 1969 with the following objectives: Educational, cultural, economic, political, and social empowerment of Chicanos; retention of Chicano identity and furthering of cultural awareness; uplifting and mobilizing Chicanos and Chicanas through higher education; and implementing plans of action concerning Chicanos and Chicanas. MEChA de Sonoma meets weekly and also organizes dances, workshops, and other activities.
- Latinx Heritage Month: The University in conjunction with the HUB Cultural Center and the Associated Students, hosts guest speakers, comedians, poetry slams and cultural events for students every week during 15 Sept.-15 Oct.
- University Library: The library has several outreach initiatives for Latinx students. For example, prior to the pandemic, they hosted a monthly event, "Pan, Café, y Chocolate," where students enjoy pan dulce, hot drinks, and conversation with campus faculty, staff.
- The HUB Cultural Center provides space for Latina/o organizations to meet and hosts weekly discussion groups where Latina/o students can be in community. The HUB also produces cultural celebrations, and awards ceremonies for student achievement.
- DREAM Center: This office provides a safe place for undocumented students to receive academic, personal, and professional guidance. It prioritizes the safety and well-being of students with unresolved immigration status.
- The Green Music Center: Students are often able to access performances at the GMC for free if arrangements are made for entire classes to attend. Students in CALS classes attend performances that connect with course content which has given hundreds of students

opportunities to attend performances by Las Cafeteras, Concha Buika, and Lila Downs among others.

- Greek life: The university has several affiliated fraternities and sororities, including Latina/o organizations. Currently there is a chapter of Nu Alpha Kappa (NAK), a Latino-based fraternity along with two Latina and multicultural sororities, Alpha Pi Sigma and Lambda Theta Nu.

Program Statistics

FTES, FTEF, SFR, Declared Majors, and Degrees Awarded

During the period covered by this study, the department expanded its tenure track faculty from 3 to 5, following the hire of two Assistant Professors who joined the University in Fall 2020. This is reflected in the program’s FTEF, went from a range of 3.90-4.46 in 2018 and 2019 to 6.19-6.28 during the 2020-21 academic year (Figure 1). Since then, FTEF have been declining. The fact that FTES SFR have also decreased shows that the downward trend in FTEF is due, in large part, to the current enrollment crisis in higher education.

Year	Semester	School	Department	FTES	FTEF	SFR (FTES/FTEF)
2018	Fall	Arts and Humanities	Chicano and Latino Studies	112.73	3.904	28.88
2019	Fall	Arts and Humanities	Chicano and Latino Studies	112.73	3.904	28.88
2019	Spring	Arts and Humanities	Chicano and Latino Studies	116.00	4.465	25.98
2020	Fall	Arts and Humanities	Chicano and Latino Studies	131.53	6.190	21.25
2020	Spring	Arts and Humanities	Chicano and Latino Studies	128.10	5.600	22.88
2021	Fall	Arts and Humanities	Chicano and Latino Studies	100.70	6.069	16.59
2021	Spring	Arts and Humanities	Chicano and Latino Studies	97.40	6.282	15.50
2022	Fall	Arts and Humanities	Chicano and Latino Studies	63.87	4.338	14.72
2022	Spring	Arts and Humanities	Chicano and Latino Studies	97.20	5.271	18.44
2023	Fall	Arts and Humanities	Chicano and Latino Studies	79.53	4.199	18.94
2023	Spring	Arts and Humanities	Chicano and Latino Studies	66.60	4.181	15.93

Figure 1

The department has seen its FTES decline from 127.8 in Spring 2020 to a current low of 66.1. The downward trend began during the COVID-19 pandemic. Students’ decision to delay attending college explain the drop in lower division (LD) FTES from 51.1 in Spring 2020 to 22.2 in Spring 2021. More recently, and coinciding with the implementation of State Assembly Bill 1460, LD FTES has begun to rise, from 21.5 in Spring 2023 to 32.9 in Spring 2024. AB 1460 creates an Ethnic Studies requirement (Area F) as part of General Education at the California State University. Courses in this area must be lower division. As one of three Ethnic Studies departments at the University, CALS began offering more lower division Area F courses. The decline in FTES was less precipitous for upper division (UD) courses. During the same time frame, UD FTES barely shifted, going from 76.7 to 75.3. However, in the past two years UD FTES have seen a significant drop as students who were already enrolled at the University at the start

of the COVID-19 pandemic graduated. Currently, the department’s FTES is evenly distributed between lower and upper division courses.

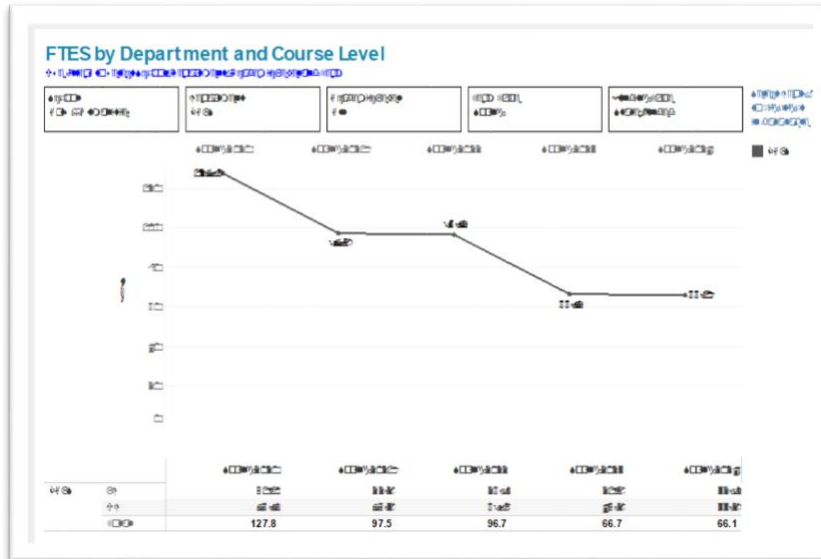


Figure 2

The precipitous decline in FTES for the department reflects part of a larger trend within the School of Arts and Humanities (Figure 3) and the University in general. There has been a decline in the number of students enrolling in postsecondary education across the state and its impact has been felt in every department in the School of Arts and Humanities (Figure 4). The University has launched a number of initiatives, including rebranding and academic reorganization to attract students and increase enrollment.

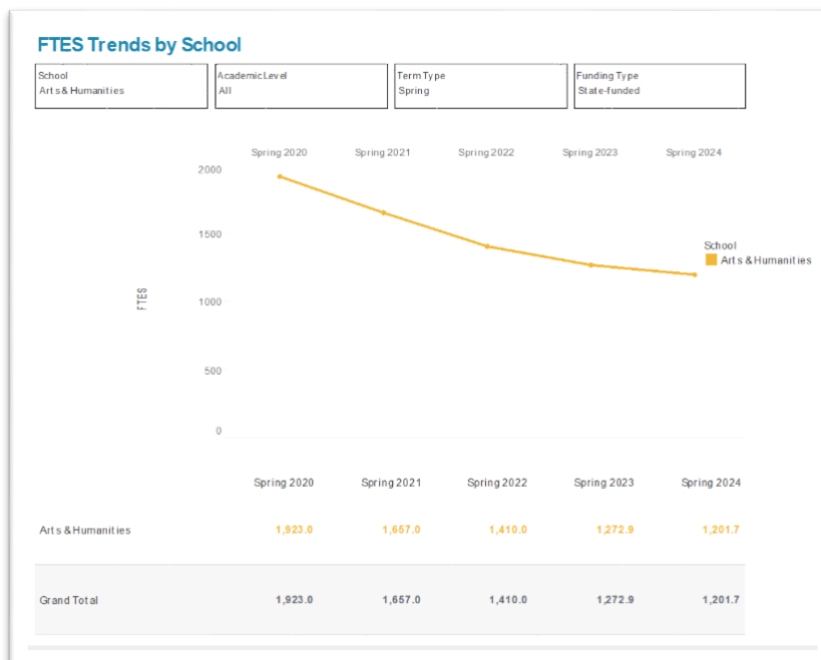


Figure 3

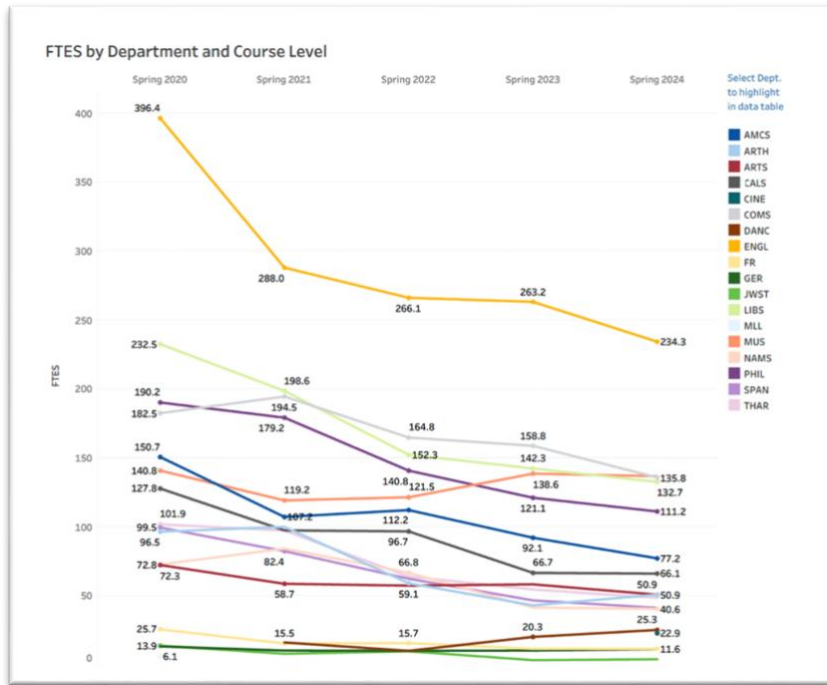


Figure 4

As enrollment increases, the department anticipates that FTES will rise to, at the very least, pre-pandemic levels due to the need for Area F courses and the number of tenure and tenure-track faculty.

Majors, Minors and Degrees Awarded

The number of students declaring CALS as their primary program of study remained steady at around 30 students between 2018 and 2022. During the 2023-24 academic year there was a significant decline due to lower enrollment numbers for the campus. At the start of 2023-24 there were 19 students who had declared CALS as their primary program of study (Figure 5).

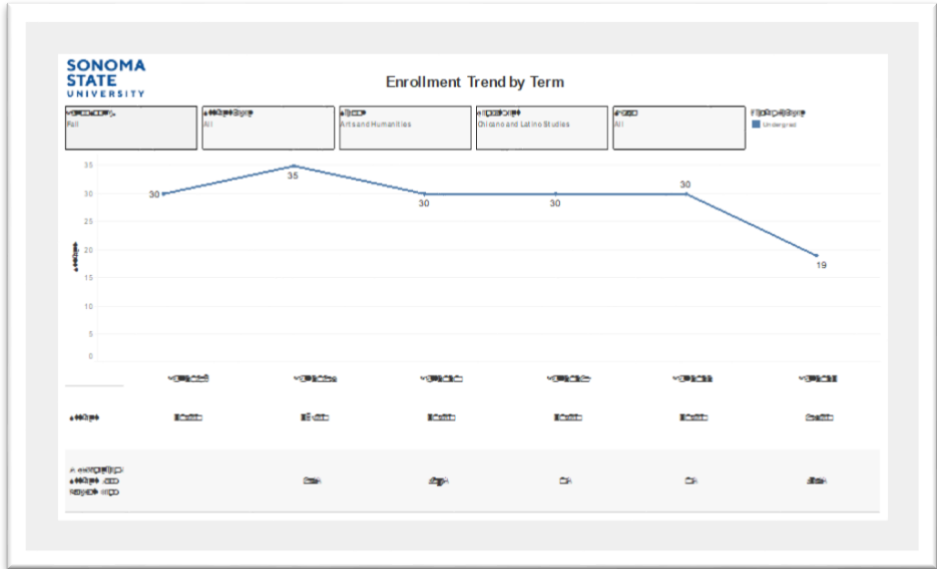


Figure 5
The number of students completing the CALS minor also declined (Figure 6), from a high of 16 to the current total, which stands at 4.



Figure 6
It is worth noting that there is some discrepancy between the figures provided by the University. Department records, which include students who have chosen CALS as their primary program of study and those who have declared CALS as a second major. For example, internal records for AY 2019-20 show 40 students with a declared major, not 35 (Figure 7). While that number may not seem very large in absolute terms, it represents a discrepancy of over 10%. In the past, students who declared CALS as their second major/secondary program have been absent from the total major count, which may account for the difference.

	Chicano and Latino Studies Info					
	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22
Majors		31	37	40	36	32
Minors			16	12	10	8
Degrees	5	8	11	17	9	6
OE Allocation	3454.13	3614	3627	3780	1602	3203

Figure 7

One possible exclamation for the decrease in CALS majors can be found when reviewed the department’s graduation rates (Figure 8). Between 2013 and 2023, the department awarded an average of 9.5 degrees per year, which helped keep the number of students active in the major steady at 30. Between 2019 and 2023, 42 students were awarded CALS degrees, bringing the yearly average to 10.5. During the 2019-20 academic year, at the onset of the COVID-19 pandemic, the department awarded an unprecedented 17 degrees. Our major count has not yet bounced back from having over half of the students in the program graduating. An increase in majors is expected as the department increases its course offerings in lower division General Education. As a non-traditional, interdisciplinary program, CALS has historically recruited majors in GE classes.

A1		A1	A1		A1		A1		A1			
Academic Year		Degree Level	Academic School		Major							
Degree Trends by Major												
ARTS & HUMANITIES	Chicano and Latino Studies (BA)		AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
	Total		11	8	10	6	8	11	17	9	6	10

Figure 8

Budget

The department’s budget varies from year to year and it used to cover operating expenses such as printing and copying, office supplies, instructional equipment and material, and journal subscriptions. AY 2022-23 OE AND BUDGET INFORMATION HERE.

Learning Objectives

Our programs of study present students with the opportunity to employ an interdisciplinary approach to the study of one of the fastest growing populations in the United States. Courses in CALS invite students to critically examine the experiences and contributions of Latina/o populations in relation to issues of political representation, linguistic policy, educational inequality, poverty, immigration, and symbolic struggles in media, literature, and the arts.

The CALS curriculum aids in the development of students’ critical thinking, group project planning and public speaking. In addition, CALS Writing in the Curriculum (WIC) courses hone students’ ability to construct, develop, and defend written arguments. Students in the major draw on this expertise when they complete their capstone project. All CALS majors are required

to design and conduct an original capstone research project to hone their skills in qualitative data collection and analysis, written communication, and time management.

In addition, students pursuing a program of study in the Department of Chicano and Latino Studies will achieve the following Student Learning Objectives (SLOs):

1. Develop the ability to conduct empirical research using qualitative methods, to develop a research plan by focusing on the mechanics of research design.
2. Become conversant with contemporary social theories (Marxism, postcolonialism, feminism, critical race theory) that explain the relationship of Latinas/os, as individuals and as a group, to social institutions and public policy in the United States.
3. Understand the history of Latinas/os in relation to the development of the United States, and to the continuing racialization of this population in the United States.
4. Understand the importance of race as a category of social stratification and oppression, and the importance that differences in national origin, mode of immigration, citizenship, skin color, gender and sexuality have in shaping experiences and tension with the Latino population.
5. Explore the contributions Latinas/os have made to American artistic and cultural production, and to social, labor, cultural, and political activism.
6. Understand Latino histories in the U.S. with attention to distinct periods and regions, and how Latin American immigration has affected the United States socially, economically, culturally and politically.

Rationale for Learning Objectives

The department's learning objectives aim to involve students in their own education as researchers and independent thinkers. The critical thinking, planning, organization, self-motivation and written abilities necessary to conceptualize and implement an original research (SLO 1) project provide students with skills that will serve them once they leave the University, whether they choose to continue their education or enter the workforce. The content of our programs encompasses diverse academic approaches to the study of race, ethnicity, class, inequality and power in order to encourage interdisciplinary thinking (SLO 2). Our programs of study emphasize understanding the importance of race as a social category and the role that it plays in the experiences of Latinas/os (SLO 3). Courses also emphasize the diversity of experiences that exist among Latina/o populations (SLO 4) as well as the impact of continuous migration flows on Latina/o communities (SLO 6). The department also honors the history of the discipline by educating students about the untold histories of Latino populations and of their contributions to politics, arts and culture (SLO 5).

SLOs in Courses Matrix

Course	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
CALS 165A/B		✓	✓		✓	
CALS 219		✓	✓	✓		✓
CALS 220		✓	✓		✓	
CALS 245		✓	✓	✓	✓	
CALS 314			✓		✓	✓
CALS 339		✓	✓			✓
CALS 350		✓	✓	✓	✓	
CALS 351			✓		✓	
CALS 352		✓	✓		✓	✓
CALS 368			✓		✓	
CALS 374			✓		✓	✓
CALS 393			✓		✓	
CALS 405	✓		✓		✓	
CALS 410		✓	✓	✓		
CALS 426			✓		✓	
CALS 432			✓			✓
CALS 442		✓	✓			
CALS 445	✓	✓	✓		✓	
CALS 450			✓		✓	
CALS 456	✓	✓	✓		✓	
CALS 458	✓	✓	✓			
CALS 474		✓	✓	✓	✓	✓
CALS 480	✓	✓	✓	✓		✓

Examples of Objectives in Courses

The following are excerpts from course syllabi that illustrate how course content helps students meet the program's learning objectives

- CALS 458 (SLO 1)
This course introduces students to advanced research theories and methodologies. Students will develop and refine their research and information literacy competencies as they complete a semester-long original research project.
- CALS 219 (SLOs 2 and 3)
This course provides an interdisciplinary examination of Latina/o communities in the United States within the broader context of critical race studies. Through an exploration of concepts such as race, racism, equity, liberation, and anti-racism,

students will engage deeply with the complexities of Latinas/o histories, cultures, and identities.

- CALS 442 (SLO 4)

Race, class, and gender are axes of stratification, identity, and experience. They are often taken for granted or go unrecognized. In this course, we will address the multitude and intersecting ways these concepts shape society, individual life-chances, and daily interactions among racial minorities and in particular among Latinos.

- CALS 374 (SLO 5)

This class introduces students to a representative spectrum of Chicana/Latina fictional narratives. Students will identify and analyze themes and forms within Latinx literary tradition. In particular, how Latinx authors use literary aesthetics to explore their individual circumstances in relation to cultural, political and economic contexts.

- CALS 432 (SLO 6)

This class will explore the effect that late-stage capitalist globalization has upon Latino workers. Changes in the world economic system, including the advent of global free trade regions (NAFTA, FTZs), affect the composition and opportunities open to Latino populations in the United States.

General Education

The department offers courses in all areas of the Sonoma State University General Education (GE) pattern except for area B. GE courses make up approximately 66% of the department's class schedule. In AY 2023-24, for example, 21 out of 35 scheduled classes were part of the GE pattern (Figure 10).

Fall 23		
Subject		# sections
CALS 165	Humanities Learning Community	1 lec, 1 dis
CALS 219	The Latino Experience	6 lec
CALS 339	Latinos and the U.S. Labor Market	1 dis
CALS 352	Chicano/Latino Philosophy	1 dis
CALS 395	Community Involvement Program (CIP)	1 sup
CALS 398	MEChA	1sem
CALS 403	Chicano/Latino Youth and Adolescent	1dis
CALS 410	Latinx Feminism	1dis
CALS 450	Chicano/Latino Children's Lit	1sem
CALS 456	Sociology of Education/Latinos and Education	1 sem
CALS 458	CALS Research and Methodology	1sem
CALS 480	Latin American Migration to the United States	1sem
		T: 18 sec
Spring 24		
Subject		# sections
CALS 165	Humanities Learning Community	1 lec, 1 dis
CALS 219	The Latino Experience	4 lec
CALS 220	Latino Arts and Humanities	1 lect
CALS 314	Literature-in-Translation	4-lee
CALS 339	Latinos and the U.S. Labor Market	1 dis
CALS 350	Latino Cultural Studies	1 dis
CALS 352	Chicano/Latino Philosophy	2 dis
CALS 374	Latino Literature	4-dis
CALS 398	MEChA	1sem
CALS 442	Race, Class, and Gender Among Latinos	1 dis
CALS 445	Chicano/Latino History	1 dis
CALS 474	Major Authors in Chicano and Latino Literature	1 dis
CALS 495	Special Studies	2 sup
		T: 17sect

Figure 10

The faculty is cognizant of the important role that the program plays in ensuring that students are able to complete their GE requirements; tenure-track faculty teach two GE courses every semester (one third of their teaching load) while adjunct faculty are hired almost exclusively to meet institutional demand for GE courses. The addition to Area F to the GE pattern following the implementation of AB 1460 makes the department one of three programs that need to provide sufficient seats for all SSU students. Because of this, the department's presence in the GE pattern will significantly increase.

Teacher Education

Teacher education is a core mission of the CSU and of the CALS department, as demonstrated by our Multiple Subjects Teacher-Preparation degree option. Students in this program enroll in credential prerequisite courses as part of their major requirements. The elective classes in the Teacher Preparation track have been chosen to prepare students for credential assessments so they may become bicultural educators. CALS faculty has worked closely with the School of Education's PUERTA program curriculum, which included CALS courses. The PUERTA (Preparing Underrepresented Educators to Realize their Teaching Ambitions) Project seeks to increase the number of Latinx teachers serving in K-12 public schools. Funded by the U.S. Department of Education, PUERTA aims to improve the practices and remove the barriers that prevent undergraduate Latinx students from earning a teaching credential at our institution.

Diversity

The Department of Chicano and Latino Studies curriculum addresses the cultural,

ethnic and social diversity of Sonoma State University students. Our courses explicitly focus on issues of race, ethnicity, gender and/or class. The Department also sponsors and organizes programming that increases the diversity of voices and perspectives on campus.

Program faculty are aware of the different levels of academic preparation and access to educational opportunities present within our student body and of their obligation to accommodate these differences as necessary. Tenure-track faculty are aware of the services and resources available to first-generation college students. The Department boasts a racially and ethnically diverse faculty who, in turn, serve as mentors for students of color, both those in the major as well as those in other majors who seek a role model or mentor within the academy. CALS faculty officially and unofficially mentor and support students of color at Sonoma State University and routinely engage in “the invisible labor” labor of mentoring and supporting minority students in this institution.

Student Demographics

Most students pursuing a major in Chicano and Latino Studies are Latina/o; at present 94.7% of our majors identify as Hispanic/Latino (Figure 11). 57.9% of CALS majors are also first-generation college students. Many of our majors come to Sonoma State University as junior transfers from nearby institutions, primarily Santa Rosa Junior College and Napa Valley College. These students, in particular, rely on our department as they transition to the university and look to our faculty not just for academic advising, but also for mentoring and assistance in navigating the institution.

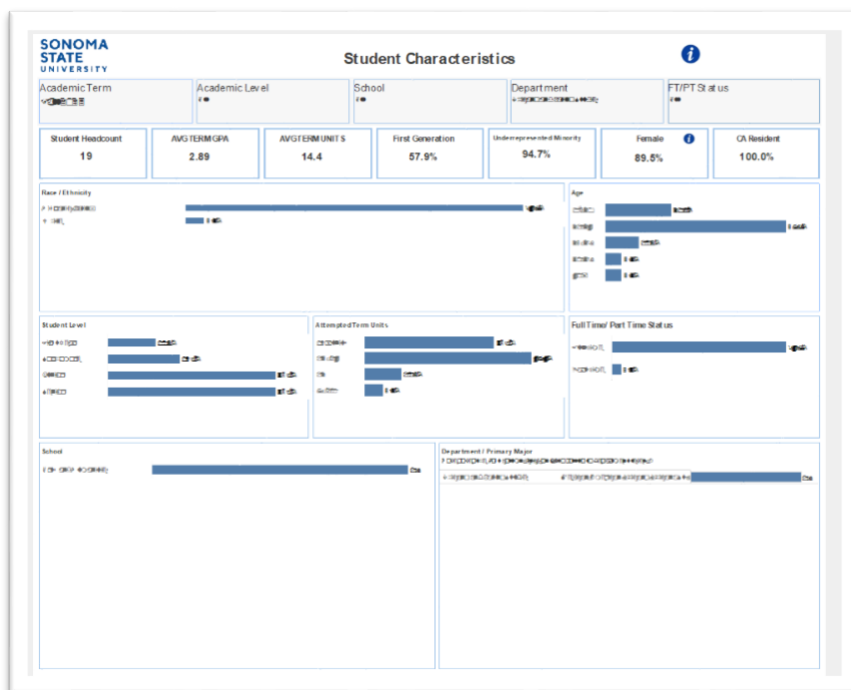


Figure 11

The CALS department plays a significant role in diversifying both the faculty and student body at Sonoma State University. Our majors come from historically underrepresented minorities (Figure 12) and often face the challenges unique to First Generation college students. The faculty is committed to ensure student success by providing timely, consistent and competent advising is an essential component of a student’s success in college. The faculty also recognizes the importance of mentoring for first generation Latino college students. We pride ourselves in developing close mentoring relationships with our majors and minors and of championing student-initiated research. Many of our students share their original research at University symposia as well as through programs like Koret and McNair.

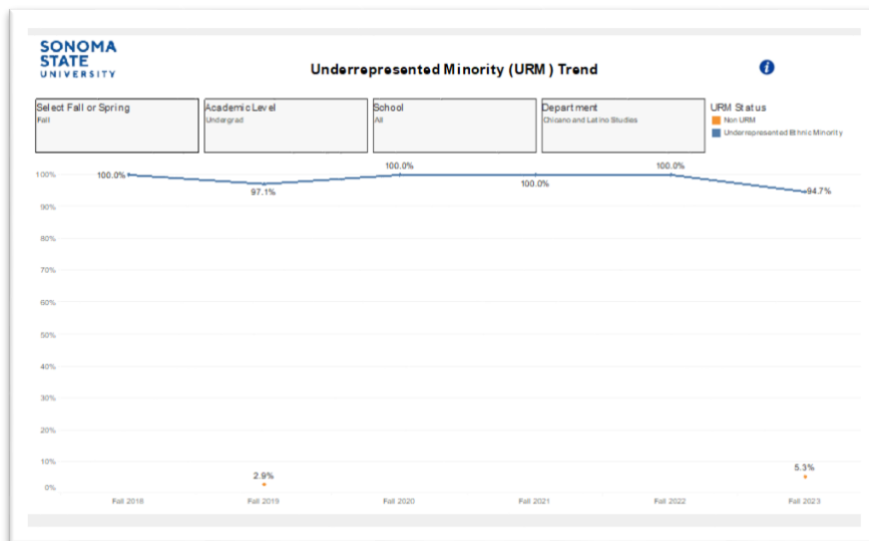


Figure 12

CALS is as a “high-touch” program and our faculty are in direct and regular contact with our students. Building trust with our students and their community is something we work on daily. Faculty also work with students to establish and maintain spaces for community and solidarity on campus by serving as advisors to student organizations such as MEChA and Nu Alpha Kappa. The creation of Alianza for Equity by a CALS faculty member is another important way in our program emphasizes equity and campus diversity. Alianza for Equity offers a visible presence and united voice for Latino/a faculty, staff, students, and their allies; its members proactively address equity issues facing our campus and surrounding community. We advocate for policies and practices that promote the recruitment, success, retention and graduation of Latino/a/x students at Sonoma State and our faculty are proud to be a part of this effort.

Faculty

The department's tenure and tenure-track faculty reflect the interdisciplinary nature of our program, with degrees in both social sciences and the humanities. There are three tenure and two tenure-track faculty in the department. In addition to teaching and advising, CALS faculty meet every other week during the academic year to plan and discuss the operation of the program. Advising duties and support for the program is shared among the five tenure-track and tenured faculty in the department. CALS faculty have been recognized for their commitment to providing outstanding teaching and mentoring to SSU's students. Among other honors, two CALS faculty have received one of Sonoma State University's most esteemed awards, the Excellence in Teaching award.

Tenure and Tenure-Track Faculty in Alphabetical order

Curricula vitae for each faculty member are attached

- **Dr. Patricia Kim-Rajal**
Professor, joined Sonoma State in 2003, PhD in American Cultures
Research interests: Media representation, cultural studies, comparative critical race studies, Latinx feminisms.
- **Dr. Daniel Melero Malpica**
Professor, joined Sonoma State in 2008, PhD in Sociology
Research interests: international migration, race and ethnicity, labor markets, and indigenous peoples.
- **Dr. Ronald López**
Professor, joined Sonoma State in 2005, PhD in American History
Research interests: Chicano history, labor market experiences, community activism.
- **Dr. Silvia Soto**
Assistant Professor, joined Sonoma State in 2020, PhD in Native American Studies
Research interests: contemporary Mayan literary movement of Chiapas, Mexico, more specifically on concepts of identity formation, gender relations, and Mayan cosmovisions as articulated in the literature.
- **Dr. Natalia Villanueva-Nieves**
Assistant Professor, joined Sonoma State in 2020, PhD in Chicana and Chicano Studies

Research interests: The relationship between contemporary systems of power and affect in Latina literary and cultural representations via a trans-Americas feminist approach.

Temporary Faculty

The department's significant contribution to the University's General Education program is possible only due to the labor of our contingent faculty. Currently the department has an active adjunct lecturer pool but no long-term lecturers. As demand for Area F courses increases, we hope to be able to reward some of our long-time lecturers with the security and continuity of a three-year contract.

Institutional Support and Resources

Information Technology

Information Technology supports our program with workshops, technical assistance, lab scheduling, etc. They also ensure that faculty are equipped with the necessary technology, maintain the phone system, and troubleshoot technical problems.

Library

Library services are varied and serve the curricular and research needs of the program. Services include intra- and inter-library loans, workshops, exhibits, multimedia databases, and student instruction. Library staff provides multiple resources and drop-in classes to educate students on information literacy and research skills. Faculty research and course planning is facilitated by the CSU Interlibrary Loan; while our campus/library is small among the CSU, we are able to access many materials we need through the work of the librarians and the ILL system (even outside of CSU+).

Physical Facilities

Classroom facilities are adequate. Nevertheless, many classrooms leave much to be desired for a good teaching and learning environment, including those in Nichols Hall that expose students and faculty to asbestos. Some classrooms lack proper acoustics due to loud HVAC systems and others have no access to windows or natural light. The department no longer has to fight for access to 'smart' classrooms that with computer, network access, DVD/VHS player, and ceiling-mounted data projector.

Office space for faculty is adequate; each faculty member has an individual office. All CALS faculty have their offices in Nicholl Hall; they vary in size and configuration but provide adequate access, ventilation, and lighting. One major concern for the faculty is

the unmitigated asbestos in the building and the physiological hazard this represents for us, our staff, and our students.

Financial Resources

The operating expenses (OE) for the department have ranged between \$1602 and \$3627 between the AY 2017-18 and 2021-22 (Figure 7). The OE is used to pay for printing and copying, office supplies, instructional equipment and material, journal subscriptions, software subscriptions, training and conference registration, faculty travel, promotional materials, recruitment expenses, and contractual services.

Human Resources

The department shares the services of an administrative coordinator with three other programs: American Multicultural Studies (AMCS), Modern Languages and Literatures (MLL), and Native American Studies (NAMS). The administrative coordinator assists the chair in scheduling, fulfills faculty requests, assists students, secures classrooms and event spaces, reconciles the budget, maintains promotional materials, maintains the website, updates social media accounts, and serves as the face of the department. The tasks for which the administrative coordinator is responsible just for the CALS program is phenomenal. The department truly would not be able to function without their labor. Recently the department has been able to hire work-study student assistants to assist the administrative coordinator.

Assessment and Findings

The department assesses student learning outcomes (SLOs) with built-in assessments across several core courses. Satisfactory completion of those assessments is used as an indication that the student learning objectives linked to that activity have been met. For example, in CALS 442, students complete an assignment called “Going Shopping” that asks them to engage in participant observation (SLO 1) at local shopping center to tease make “social class-relevant observations” guided by a questionnaire. Students are then asked to use their field notes and class readings to discuss how social class is manifested in that location and how it interacts with other social identities such as gender, race, and ethnicity (SLO 4). This in-course assessment evaluates student’s empirical research skills and their understanding of class as a social identity in their lives.

CALS majors’ mastery of the program’s learning objectives is also directly assessed through the senior capstone requirement. All Chicano and Latino Studies majors complete a capstone project that is then reviewed and evaluated by tenure and tenure-track faculty. Faculty evaluate the suitability of students’ capstone projects using the department’s SLOs as a guideline. Capstone projects then discussed at a faculty meeting to determine whether graduating

students have met the SLOs. Students are notified of the outcome of these discussions. In some instances, students may be asked to revise and resubmit their capstone project.

Concluding Reflections

The department of Chicano and Latino Studies has served as an access point for Latina/o students and a resource for the campus community for over fifty years. Our mission since day one has been to increase the number of Latinas/os obtaining college degrees by while serving the surrounding community. Educational achievement for historically underrepresented minority students is often linked to the creation of counterspaces where students can reaffirm each other's experiences, share resources, and connect with mentors. The CALS department is one such space. Our programs, faculty, and staff are dedicated to the intellectual development and well-being of Latina/o students at Sonoma State University and are especially important for a Hispanic Serving Institution (HSI). We serve the university at large through the university's General Education program, and address statewide needs with our teacher preparation program.

Moving forward...