

# Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Spanish & LAS

Response Types: All Responses Types

## 1 Executive Summary

0 Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

### Response Detail

No Response Information to Display

### Narrative

The strengths of the Latin American and Latino/a Studies (LALS) Program are its curriculum, dedicated faculty and engaged students. Importantly, the program also serves a vital role in fulfilling our college's mission as a Hispanic Serving Institution dedicated to ensuring diverse and inclusive learning opportunities for students from diverse backgrounds. Five different departments, the English, Spanish, History, Political Science, and Music Departments, offer rich curriculum about the history, culture and social issues relevant to Latinos/as and Latin Americans residing in the United States and Latin America. Faculty from these different departments have taken the opportunity to collaborate in the scheduled rotation of the LALS courses, promotional efforts, interdisciplinary program level assessment, and the coordination of all-college field trips and events both off and on campus.

Students enrolled in our classes and across campus have especially taken the opportunity to be exposed to Latin American and Latino/a arts and culture by attending field trips to museums, plays and music events:

Fall 2015: LALS applied for and received Vending Commission funds to take more than 40 students to the Oakland Museum of California Días de los Muertos exhibit – “Rituals & Remembrances”.

Spring 2016: LALS applied for and received Vending Commission funds to take 40 students to see the bilingual play, “Valley of the Heart”.

Fall 2016: LALS applied for and received Vending Commission funds to take 49 Cañada students to see the bilingual musical, “Macario”.

Fall 2017: LALS applied for and received Vending Commission funds to take 49 Cañada students to Teatro Vision, Mexican Heritage Plaza in San Jose, to see the bilingual play titled "La Muerte Baila".

Several of our courses also offer opportunities for service learning and active civic engagement. For example, LALS students have volunteered at local day laborer centers and immigration clinics and also attended and spoken out at city council meetings and in other public forums.

The challenges have been to secure our courses from cancellations due to enrollment that is below 20, and also to maintain and grow the program due to low enrollment and the fact that it is interdisciplinary and, as a result, largely unsupported when it comes to specific resource allocation (e.g. we have no budget, no data packets, no formal institutional support) with faculty, including adjunct faculty, donating their time and efforts to keep the program going on top of their other responsibilities.

Since our last Program Review, the college has launched both PUENTE and the ¡ESO! Adelante programs. In addition, both of our sister colleges have launched successful new Latin American and Latino/a themed classes. As a result, our action plan is to renew our efforts to better promote the LALS degree program in conjunction with these other campus and district-wide initiatives and new curriculum. LALS faculty have already spoken to the coordinators and directors of our on-campus programs to join efforts in recruiting some of the Puente and ESO students for the LALS courses. We are also already promoting the classes and LALS Degree on campus and during field trips. Students are also encouraged to use some of the LALS courses to also earn the Spanish Degree and/or Bilingual Certificate in hopes of making all of these programs more attractive, and informing more students of the usefulness and applicability of these degrees in communities and fields where they will work and live with people of Latino heritage and Spanish language. However, in order to build this program we will need more college-wide support.

### Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

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## 2 Program Context

### 1 Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

### Response Detail

No Response Information to Display

### Narrative

Transfer.

Mission:

Latin American and Latino/a Studies is an interdisciplinary program that combines courses from multiple academic departments to give students a broad understanding of historical, political, social, geographic and cultural aspects of Latin America and Latino/a communities. Coursework in social sciences, literature, music and Spanish language provides a uniquely comprehensive approach to historical and contemporary issues as well as questions of identity, heritage and creative expression.

Vision:

A degree in Latin American and Latino/a Studies affords students access to a wide range of career opportunities in the United States and abroad. The continuing importance of Latin America for the U.S. and the growing Latino/a population in the U.S. have produced an increasing need for trained persons with a knowledge of Latin American and Latino/a communities to work in social services, government and foreign service, non-governmental organizations, law, teaching, business and other fields.

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## 2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

### Response Detail

No Response Information to Display

### Narrative

Since our last program review, new Transfer Model Curriculum was approved and finalized for a "Social Justice Studies Area of Emphasis with an option for major preparation in Latin American Studies". We would support offering a Social Justice Studies Transfer degree in addition to the degree in Latin American and Latino/a Studies degree. However, Cañada would first need to develop a new "Introduction to Women's / Gender Studies" course in order to pursue this degree program, so we are not taking any immediate action as LALS faculty. However, LALS faculty believe that this degree would benefit our students and we would therefore support the development of the new Women's Studies class.

There are no additional changes in curriculum or degree requirements at high schools or 4-year institutions.

### Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

## 3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

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## Narrative

### Community needs:

The large population of Latinos/as in San Mateo county (24.8% as of July 1, 2016, U.S. Census Bureau) and in California (38.9% as of July 1, 2016, U.S. Census Bureau), along with the large population of Latino/a students on our campus (31.9% in 2016-2017, "Student Characteristics" data packet) highlight the ongoing relevance and importance of this program. Our program dovetails with Puente and ¡ESO! Adelante to fill a need for culturally relevant curriculum that reflects the history and heritage of California and the Peninsula and our status as a Hispanic Serving Institution.

The continued growth of the Latino/a population in California and across the country, will have a positive effect for those who wish to study Latin American and Latino/a Studies. The courses and the program at large encourage a further understanding of the Latino cultures that are represented locally. This is true both of Latino/a students and those who are not. At this time, more support is needed for our courses, to ensure that as many students can complete the major as possible, so as to be best prepared for the various community needs that present themselves.

### Employment needs:

Like other Ethnic Studies-type programs, those who complete a degree in Latin American and Latino/a Studies are very likely to transfer and pursue more advanced degrees before finding employment opportunities throughout the workforce. The interdisciplinary approach to this major is such that anyone who completes a degree in LALS will be prepared to work in any arena that impacts or is affected by the Latino community. Examples include an increased need for multilingual interpreters and translators (<https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>), post-secondary teachers (<https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm>), health educators (<https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>), and police officers (<https://www.bls.gov/ooh/protective-service/police-and-detectives.htm>), just to name a few. As a result, the courses in the LALS program need to be supported so that students are able to complete the degree, thus better preparing them for the future.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

3      Looking Back

4      Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

## Response Detail

No Response Information to Display

## Narrative

In the last 2 years there have not been any changes or additions. Some of our courses have suffered from cancellations, in particular in Political Science, Literature and History courses and some Spanish courses. We have been pursuing optional schedules and different combinations of courses so that we can avoid future cancellations in our core courses. We are also looking into a possible link to an Ethnic Studies designation and/or other alternative approaches, including the possibility of developing a new, required introductory course for our LALS program: Introduction to Latin American and Latino/a Studies. This would serve the dual purpose of introducing our students to our interdisciplinary program as well as increasing its visibility by having a course listed with the LALS subject designator on the course schedule.

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## Suggested Follow Ups

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No Suggested Follow Ups to Display	

### 5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

## Response Detail

No Response Information to Display
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## Narrative

Recommendation: address employment needs. Response: we have added more information about employment needs (see Standard #3 above).

Recommendation on "Summary of progress" with comments: "Add more quantitative data and data specific to the Latin American Studies Program". Response: We have no additional data to work with; there are no data packets available for the Latin American and Latino/a Studies program. Please see the individual disciplines involved (English, History, Music, Political Science and Spanish).

Recommendation / comments: "Further discussion on improvements" with comments: "Discuss past improvements but no future plans. Summary is very vague, but again this is the result of the interdisciplinary nature of the program." Response: we agree, specific program plans and goals are necessarily limited by the interdisciplinary nature of the program and the absence of specific data and resources dedicated to this program. That said, we have done our best to delineate some of our ideas and hopes for moving this program forward. (Please see the "Executive Summary" and also the program planning module).

## Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

### 5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

## Response Detail

No Response Information to Display
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## Narrative

Puente students have become increasingly active in Latin American and Latino/a themed campus initiatives, including the Puente, Latinx and Dreamers student clubs and participation in our LALS field trips and classes.

In Fall 2016 the Dreamer's Task Force opened the Dream Center with a major "Grand Opening" event in which we received the support of the Mayor of Redwood City and other local community organizations and assets.

We have not yet met with our marketing and outreach team to update our LALS brochure. However, we have continued to actively reach out to students through tabling at campus events in order to promote our degree program, classes and extracurricular activities (student clubs and field trips). Individual faculty members also conducted class visits, posted flyers, etc.

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### 6.A. Impact of Resource Allocations

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Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

## Response Detail

No Response Information to Display

## Narrative

Not applicable.

## Suggested Follow Ups

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No Suggested Follow Ups to Display

### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

Not applicable.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

## 4 Current State of the Program

### 7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

## Response Detail

No Response Information to Display

## Narrative

There are no data packets available for LALS. Please refer to the individual disciplines involved (English, History, Music, Political Science and Spanish).

## Suggested Follow Ups

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## 8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

### Response Detail

No Response Information to Display

### Narrative

There are no data packets available for LALS. Please refer to the individual disciplines involved (English, History, Music, Political Science and Spanish).

### Suggested Follow Ups

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### 8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

#### Response Detail

No Response Information to Display

#### Narrative

Not applicable.

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## 9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

### Response Detail

No Response Information to Display

### Narrative

**Spanish:** All Spanish courses that are successfully offered each semester are assessed every term, with multiple SLOs being measured for these courses but all faculty. The 3-year cycle has been established and initiated as of Fall 2017, and course SLOs are directly fed into the PLOs. These learning outcomes are reviewed and reflected upon annually by the Spanish Department faculty.

**English Department's Literature Courses:** The Latin-American-themed courses (Literature 371, 372, and 373) are offered one at a time every fall semester. The SLO #2 assessment was done for Literature 371 in fall 2016. Literature 372 was cancelled due to low enrollment in fall 2017; therefore, no SLO assessment was completed.

**History courses:** The two Latin American themed history courses are being systematically assessed, however, due to an unexpected class cancellation one SLO assessment is overdue for assessment (HIST 422). HIST 246, Latino/as in the U.S., was offered twice and all three SLOs were assessed. HIST 422, Modern Latin America was offered once (and cancelled once) and three out of four SLOs were assessed. The fourth SLO will be assessed the next time the class is offered.

For Music and Political Science classes please refer to the discipline-specific program reviews.

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No Suggested Follow Ups to Display

## 9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

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## Response Detail

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## Narrative

**Spanish:** Based on our regular assessments, the results indicate that our students are meeting the stated SLOs, so there have not been any actions requested nor needed. At this time, there have not been any strategies that needed changing. All necessary SLO data and reflection that pertains to the LALS program is discussed both within the Spanish program and the LALS program.

**English Department's Literature Courses:** The English Department has discussed the SLO results for the literature classes offered through the department. The overall results are good. The main concern is the frequent cancellation of our literature classes.

The history department has discussed our SLOs and reflected on the results, which are generally very good. So far, the specific strategies that we have implemented are very minor adjustments to our teaching techniques and assignment instructions. For example, clarifying the details of the requirements for a take-home essay and providing additional historical context for analyzing primary sources (HIST 246).

For Music and Political Science classes please refer to the discipline-specific program reviews.

## Suggested Follow Ups

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No Suggested Follow Ups to Display

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

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## Response Detail

No Response Information to Display

## Narrative

The Latin American and Latino/a Studies program consists of five departments: History, Literature, Music, Political Science and Spanish, and has three PLOs. In order to assess the PLOs, the faculty created a general analytic rubric to be used across the departments to directly assess student writing assignments as a program. Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished". When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) for each row of the rubric to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

Results: We collectively scored 61 student writing samples (from the 2016-2017 academic year) from five disciplines (HIST, LIT, MUS and PLSC and SPAN) in response to 3 PSLOs. Each faculty member read student work from at least three disciplines outside of their own area. Overall the criteria for success was met with success rates ranging from 93% to 97% for each of the PSLOs. The details are below:

**PSLO #1:** Demonstrate knowledge of Latin American history, geography, cultural traditions and innovations, political structures and social issues.

**PSLO #2:** Engage with the integrative, multidisciplinary nature of Latin American and Latino/a Studies and apply multiple perspectives from the Humanities and Social Sciences.

**PSLO #3:** Use effective written and oral communication skills that reflect knowledge of the Spanish language, critical thinking and a comparative approach to cross cultural understanding.

## Reflection:

Students were overwhelmingly successful in achieving the program learning outcomes for LALS. However, PSLO #2 only applied to 48% of the student writing samples, and at times, faculty were unsure about exactly how to interpret the results for that PSLO. Faculty found that we had some different ideas about what constitutes evidence of learning "the multidisciplinary nature of Latin American and Latino Studies." Some of us identified evidence of success, where others saw "not applicable". As a result, we hope to engage in further discussion about the unique interdisciplinary nature of this program in the future and how best to assess that feature.

Overall, faculty appreciated the opportunity to discuss our different approaches to teaching, learning and assessment. We were able to compare notes on specific assignments and find many examples of complementary assignments, from geography and mapping to service learning opportunities and independent field trips. Several of us shared the details of our individual class assignments with each other in an effort to improve our own teaching techniques and methods. During the next program review cycle, we will review our PSLOs, especially PSLO #2 in order to determine whether or not any revisions are needed.

## Suggested Follow Ups

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## 5 Looking Ahead

### 11 Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

#### Response Detail

No Response Information to Display

#### Narrative

We have no specific resource requests at this particular time. However, we would like to make note of the following for possible future consideration:

Faculty reassigned time for LALS Coordination. If we, as a college, are truly invested in this program, then we need to allocate some faculty time in order to move forward our efforts in planning, promotion and outreach, programming, curriculum development, and ongoing evaluation of our efforts to meet the needs of our students and fulfill our mission as an HSI. A small programmatic budget of several hundred dollars each semester for photocopying, printing, promotional signs and posters, instructional materials and other program needs.

An increased level of support for LALS from the Marketing and Outreach Dept.

Data tracking and the development of LALS data packets (from PRIE).

District-wide discussion and collaboration. Specifically, we would like to learn from CSM's Ethnic Studies Department's success in establishing, and recruiting students for both ETHN 101, Latin American History and Culture, and ETHN 300, Introduction to La Raza Studies.

Work more closely with the Counseling Department to promote LALS courses.

Continued support for the Cañada Dream Center, immigrant students and their families and other community members, especially in regards to student's legal rights under AB 540, the California Dream Act and other relevant policies.

Continued support and cooperation with Puente and ¡ESO! Adelante.

#### Suggested Follow Ups

##### Date Suggested Follow Up

No Suggested Follow Ups to Display

### 12 Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

#### Response Detail

No Response Information to Display

#### Narrative

There is no Narrative Entered.

#### Suggested Follow Ups

##### Date Suggested Follow Up

No Suggested Follow Ups to Display