Cañada College

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement
It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision
Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

Cañada College

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Document Map:

> Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean as an **ATTACHMENT to an e-mail message.**

Department/Program Title: Latin American [and Latino/a] Studies   **Date submitted:** 3/29/2013

0. Key Findings:
The faculty are very excited to be collaborating effectively on developing this crucial interdisciplinary program. Accomplishments to date:

- We began regular meetings in Fall 2011.
- We held broad-based discussions and conducted fact-finding regarding the current state of the Program and recommendations for revisions. Including:
    o   Fall 2011 'mixer.'
    o   Spring 2012 'mixer' featuring alumni from our classes who have gone on to transfer or work in the field.
    o   Meeting with counselors, campus researcher and articulation officer (2011-2012).
- We developed more comprehensive and flexible Certificate and Degree programs, and the revised Certificate and Degree were submitted to the Curriculum Committee this month (March 2013).

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

- We developed PSLOs and aligned our course level SLOs with PSLOs and ISLOs and began discussions regarding possible program level assessments (Jan., 2013). Assuming the revised Certificate and Degree are approved, assessment will begin ASAP (Fall 2013).
- We have begun to develop an outreach and recruitment plan.
- We collectively wrote our first Program Review and developed an interdisciplinary action plan, identifying professional development needs and an initial course rotation pattern across six disciplines.

Significant work is still needed to launch and build this program effectively, including ongoing institutional and administrative support at all levels:

- We need active involvement and support from the Dean and VPI to help guarantee that Latin American [and Latino/a] Studies classes achieve full enrollment. Faculty need early access to information about low-enrolled classes so that we can work collectively to fill them. We need regular and stable course offerrings.
- We need active involvement and support from the counselors, campus ambassadors and others who recruit and advise new and returning students, to help with outreach and promotion.
- We will need some extra support from a researcher in order to collect data across disciplines.

1. Planning Group (include PT& FT faculty, staff, stakeholders)
     List of names and positions**:**

FT faculty: Alicia Aguirre, Alison Field, Monica Malamud, David Meckler, Yolanda Valenzuela, Lezlee Ware
PT faculty: Sarah Harmon, Doniella Maher

2. Writing Team and Contact Person: Alison Field and Yolanda Valenzuela with all of the above.

3. Program Information
     A. Program Personnel
Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

FT Faculty:
Alicia Aguirre, Anna Budd, Alison Field, Monica Malamud, David Meckler, Yolanda Valenzuela, Lezlee Ware
PT Faculty:

Cañada College

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Julieta Gomez, Sarah Harmon, Doniella Maher, Kristen Parks

FTE FT Classified   PT Classified (hrs/wk)   Volunteers   Student Workers

B. Program mission and vision
Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

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, drama and Spanish language provides a uniquely comprehensive approach to historical and contemporary issues as well as questions of identity, heritage and creative expression.

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 service, government and foreign service, non-governmental organizations, law, teaching, business and other fields.

C. Expected Program Student Learning Outcomes
Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

> Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or
> significant discipline work and list assessment tools. Can be copied from Tracdat.

Latin American [and Latino/a] Studies PSLOs:
1. Describe, analyze and appreciate the diverse histories and literary and artistic traditions of Latin America.
2. Engage with the integrative, multidisciplinary nature of Latin American and Latino Studies and apply multiple perspectives from the humanities and social sciences.

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

3. Use effective written and oral communication skills that illustrate critical thinking and a comparative approach to cross cultural understanding.

- Once the program is up and running, then we will develop assessment tools and assess the PSLOs (Fall 2013).
- We have begun a collaborative conversation about PSLOs and linked all of our course level SLOs with the PSLOs (Jan. 2013).

4. Response to Previous Annual Program Plan & Review
   Tool: http://sharepoint.smccd.edu/SiteDirectory/canio/ipc
   (log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

   List any recommendations for the program and your responses to these recommendations based on
   previous Annual Program Plan and/or CTE Professional Accreditation report.

   Guideline: Original documents can be linked or attached, as needed.

This is the first program review for Latin American [and Latino/a] Studies. This certificate and degree program were first implemented in 2009-2010, however not all of the courses were offered nor was there any overall coordination, outreach or development of the program.

The Latin American [and Latino/a] Studies faculty began meeting regularly in Fall 2011. We have made a lot of progress, but there is a lot of work still to be done.

5. Curricular Offerings *(current state of curriculum and SLOAC)*
   All curriculum and SLOAC updates must be completed when planning documents are due.

   SLOAC = Student Learning Outcomes Assessment Cycle
   Tools: **TracDAT folders in SLOAC** sharepoint http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC
           Curriculum Committee http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/

A. Attach the following TracDat and Curriculum data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDAT folders in SLOAC sharepoint).

Cañada College

See the chart below and also the attached report from TracDat. In the TracDat attachment, please note: we were unable to print out a report specifically for the 2011-2012 academic year. Also, many of our classes have only been offered once since Fall 2011, so they may have only one completed assessment cycle. Use the "Course Offerrings" chart on page 9 of this program review to verify which courses were actually offered and when.

Latin American [and Latino/a Studies] has been added as a department in TracDat and the couse level SLOs have been linked to PSLOs.

Courses and SLOs for courses currently in the program (courses in our proposed revised Certificate and Degree Program are listed without their SLOs; assuming the revisions are approved, this information will be added):

DRAM 160	HIST 246	HIST 422	LIT 371	LIT 372	LIT 373	MUS 240	PLSC 320	SPAN 120
	1. Students will be able to compare and contrast the experiences of various Latino peoples & communities during the post-World War II era 2. Explain the causes, course and consequences of the U.S. - Mexican War, 1846-1848. 3. Distinguish between, analyze and use both primary and secondary historical sources in Latino history in the U.S.	1. Analyze and evaluate the most significant legacies of the colonial era for Modern Lat Am. 2. Distinguish between, analyze and use both primary and secondary historical sources 3. Develop an informed point of view and reason-based argument that is well supported by historical evidence and examples. 4. Locate major political and	1. Students identify and explain the cultural issues reflected in texts. 2. Evaluate the literary style and language of texts	1. Students identify and explain the cultural issues reflected in texts. 2. Evaluate the literary style and language of texts 3. Write detailed literary analysis of texts, appropriately supported and cited using MLA style.	1. Students identify and explain the cultural issues reflected in texts.	1. Students will be able to identify the primary musical styles from the cultures represented. 2. Students will be able to identify the contributions to Latin American music from African, European and indigenous cultures. 3. Students will be able to interpret the relationship of music to the organization of the society that produces it.	1. Identify differences between various Latin American nation-states as they experience authoritarian rule with the international pressure to democratize. 2. Analyze interventionist economic strategies and develop theoretical approaches to Latin American politics. 3. Critique the role of the military in political	(Not currently part of the degree)

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

		geographical features of Lat A on map,					development.	
SPAN 122 *(Not currently part of the degree)*	**SPAN 130** *(Not currently part of the degree)*	**SPAN 131** *(Not currently part of the degree)*	**SPAN 132** *(Not currently part of the degree)*	**SPAN 140** 1. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them. 2. Examine his/her own values, behaviors, points of view on topics discussed in class, compare and contrast them with those of Spanish-speakers as presented through videos, songs, literature, media, etc	**SPAN 150** 1. Compose paragraphs with good sentence structure that are appropriate in terms of spelling grammar usage, vocabulary and punctuation. 2. Give examples of different concepts related literary analysis when reading literature by Spanish speaking authors. 3. Describe, compare and contrast the social political, economic and linguistic aspects of Spanish-speaking countries, Latino in the United States, and American culture based on a variety of sources, including personal	**SPAN 152** 1. Compose paragraphs with good sentence structure that are appropriate in terms of spelling grammar usage, vocabulary and punctuation 2. Give examples of different concepts related literary analysis when reading literature by Central Am. and Caribbean Spanish speaking authors 3. Describe, compare and contrast the social political, economic and linguistic aspects of Spanish-speaking countries, Latino in the U.S., & American culture based on a variety of sources, incl. personal	**SPAN 161** 1. Distinguish a variety of dialect variants and regionalisms in written and spoken Spanish and use them appropriate in speaking and writing. 2. Comment on readings from La Am literature of the19th century from various sources and compare and contrast with other readings and personal experience. 3. Compose paragraphs with good sentence structures that are accurate in spelling, word choice and appropriate use of basic punctuation 4. Describe, compare, and contrast cultural	**SPAN 162** 1. Distinguish a variety of dialect variants and regionalisms in written and spoken Spanish and use them appropriate in speaking and writing. 2. Comment on readings from Latin American literature of the 20th century from various sources and compare and contrast with other readings and personal experience. 3. Compose paragraphs with good sentence structures that are accurate in spelling, word choice and appropriate use of basic punctuation 4. Describe, compare, and contrast cultural

					experiences. 4. Examine the influence of prominent figure in Spanish-speaking countri on United States culture and society.	experiences. 4. Examine the influence of prominent figure in Central American and Caribbean Spanish-speaking countries on U.S culture & society	aspects of Spanis speaking countrie and Spanish speaking groups the United States such as their history, present, art, and prominer figures.	aspects of Spanis speaking countrie and Spanish speaking groups the United States such as their history, present, art, and prominer figures.

- List courses with COR's over 6 years old (attach documents from Curriculum Committee)

MUS 240 is due for revision and is on track for submission to Curriculum this month (March 2013). This course needs to be reviewed for Ethnic Studies qualification.

LIT 371 is due for revision and will be submitted to Curriculum in Fall 2013.

The Spanish Department is updating all Spanish course outlines this semester, so everything will have a Spring 13 update date (even though nothing was over six years old yet, except for 150/152)

B. Identify Patterns of Curriculum Offerings

> Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

We are working to build our courses in order to ensure that students can complete the Certificate and/or Degree programs within two years, and to ensure sufficient flexibility and choice of course offerrings. Our preliminary goals:

In Area 1: Social Studies:
    HIST 246, HIST 422 and PLSC 320 each once per year. With the exception of HIST 422, these classes have not been offered in a regular and coordinated way. The first priority is to build enrollment for PLSC 320. Historically, this class has filled, however there

have been recent disruptions to the schedule. We believe strongly that it should, and will, fill, once we have a chance to build enrollment.

In Area 2: Arts, Culture and Literature:

DRAM 160 and MUS 240 each once per year. Currently DRAM 160 is not offered regularly. However, we now have a qualified PT faculty member in place to teach this class.

LIT 372 once per year and either LIT 371 or LIT 373 at least once per year; these two classes need support and promotion in order to build enrollment.

SPAN 161 and SPAN 162 each once per year at minimum.

In Area 3: Spanish Language and Heritage:

SPAN 140, 150, and 152 each semester. We need support and assistance promoting daytime (not just evening) offerings of intermediate level classes.

See chart below: **Latin American Studies, Classes offered Fall 2011 – Spring 2013 with anticipated course offerings through 2014.**
(We are still working to develop our medium to long-term ideal curriculum cycle for Spring 2014 and after.)

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Drama	**DRAM 160** Lat Am Theater					
Spanish		**SPAN 161** Latino Lit. I		**SPAN 161** Latino Lit I		**SPAN 161** Latino Lit I
	SPAN 162 Latino Lit II		**SPAN 162** Latino Lit II		**SPAN 162** Latino Lit II	
				SPAN 140 *Cancelled class*		
	SPAN 140 Advance Intermediate			**SPAN 140** Advanced Intermediate	**SPAN 140** Advanced Intermediate	**SPAN 140** Advanced Intermediate
		SPAN 150 Heritage I		**SPAN 150** Heritage I	**SPAN 150** Heritage I	**SPAN 150** Heritage I
	SPAN 152	**SPAN 152**	**SPAN 152**	**SPAN 152**	**SPAN 152**	**SPAN 152**

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

	Heritage II	Heritage II	Heritage II	Heritage II	Heritage II	Heritage II
			HIST 246 Latinos in U.S.			
History		**HIST 422** Modern Lat Am			**HIST 422** Modern Lat Am	
Music		**MUS 240** Music of the Americas		**MUS 240** Music of the Americas		**MUS 240** Music of the Americas
Political Science				**PLSC 320** *Cancelled class*		**PLSC 320** Lat Am Politics
English / Lit	**LIT 372** Myth & Folklore		**LIT 372** Myth & Folklore		**LIT 372** Myth & Folklore	
		LIT 373 Lat Am Lit in Translation		**LIT 373** *Cancelled class*		

6. Program Level Data

   **A. Data Packets and Analysis from the Office of Planning, Research & Student Success and
     any other relevant data.**
   Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

> Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:
> - Describe trends in the measured parameters.
> - Reflect and analyze causes of trends.

There is no official data packet available, so there are no trends to analyze. However, we were able to generate and examine some basic information regarding student demographics in our separate classes, 2008-2012 (the numbers were too small for 2011-2012). The overall

headcount was 912, enrollment: 1215, so a number of students did take more than one Latin American / Latino themed class. Not surprisingly, about 66% of the students identified as Hispanic. This data is attached, and it gives us a basic baseline for future data analysis.

We currently have one student with a declared major of Latin American Studies. This is not surprising since the college has not been offering the courses with any regularity and as a result, the counselors have not been steering students towards this certificate or degree.

Our primary goal for this year is to get the revised Certificate and Degree in place by Fall 2013 and offer courses in a stable and timely manner.

By 2013-2014, in time for the next Program Review, we will need some extra support from a researcher to collect and compile data across disciplines for this Program.

> **B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)**

Tool: **TracDAT folders in SLOAC** sharepoint http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

Guidelines:
- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

Assessment plans and results:
There is currently no Program level assessment plan in place. Once there is a viable program, we will move as quickly as possible to develop assessment tools and collect results (Fall 2013).

Other data revealing Program performance:
None available.

Community needs:
The growing population of Latinos/as in the U.S. and in California, along with the consistently large population of Latino/a students on our campus highlight the ongoing relevance and importance of this program.

The certificate of bilingualism and biliteracy in English and Spanish—this is about language, but in a way it raises awareness of the importance of being proficient in other languages, and it can help get students, especially Latinos, interested in studying in college something (i.e., LALS) that has to do with their heritage.

Overall, our revised program provides unique opportunities for high-impact learning and the application of critical thinking stills through a multidisciplinary approach that challenges students to learn across three key areas: Social Studies; Arts, Culture and Literature; and Spanish Language and Heritage. It enriches instructional opportunies in alignment with the AAC&U and LEAP recommendations as outlined in *College Learning for the New Global Century.*

Technology:
For the first time, the Spanish Department is trying one SPAN course (SPAN 120) in a hybrid modality. It has not really embraced moving to hybrid or online in SPAN courses, because synchronous face-to-face interaction is what Spanish faculty normally use the bulk of our class time for, and this cannot be easily replaced/mirrored with online instruction. But the department is open to experimenting with new forms of delivery, and we're piloting a hybrid SPAN 120, and depending on how it goes, we'll consider continuing, canceling, or expanding to other courses.

C. Other Considerations

None at this time.

7. Action Plan
Include details of planning as a result of reflection, analysis and interpretation of data.

Cañada College

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Guidelines:
- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.
  - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
  - > Describe what you expect to learn from the assessment efforts.

Action Plan:
We do not yet have any assessment results for program level objectives because the program has not been viable to date. However, we have made very significant progress in turning this into a viable program and are very excited about our collaborative efforts to revise the Degree and Certificate, reach out to students and build an effective program.

Outreach and recruitment are the most important next steps:
The Spanish Department is being more aggressive and intentional in SPAN program promotion: it has created a program brochure, participated in every outreach event on campus, contacted counselors, and emailed high school teachers and counselors (2012-13).

Latin American [and Latino/a] Studies intends to reach out to high school students who might be interested in this program, which is unique to the District and unusual for a community college (beginning Fall 2013).

Campus presentations and promotion that we will be working on in the next year include: attend counselors meeting (SP 13), Majors Day (SP13), web page, ads on screens in the Grove, Learning Center and Library, online article, class visits, brochure, community announcements, mixer (Fall13), events series (2013), joint field trips, guest speakers.

Design, write and distribute brochure (SU13).

Other Action:

Investigate grants / funding for program development (guest speakers, training opportunities, etc.).

Investigate the possibility of developing study abroad opportunities to Latin America.

8. Resource Identification

A. Faculty and Staff hiring requests

Guidelines:
- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

The Spanish Department will be requesting a full-time position in Fall 2013, this new hire will also benefit Latin American [and Latino/a] Studies.

B. Professional Development needs

Guidelines:
- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

To date:
Faculty expressed the following serious concerns regarding workload and professional development: Unfortunately, the time used on professional development is now being consumed by so many other activities, such as SLOAC and annual program reviews, that faculty just cannot find the time to do as much traditional professional – development activities, such as attending local workshops and national conferences, as was done in previous years.

Cañada College

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Next year:
MUS: SF Jazz Center offers short courses in Latin American percussion, singing and improvisation. Such a course would be of great benefit to the quality of instruction.

HIST: The International Congress of the Latin American Studies Association (May-June 2014) would provide unique opportunities to improve curricular offerings and also to network with colleagues in this field. (Registration: $225; location TBA: West Coast).

Additional professional development activities to be determined.

C. Classroom & Instructional Equipment requests

> Guidelines:
> - List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
> - Explain how it will serve Department/Program/Division/College needs.
> - List the requests (item description, suggested vendor, number of items, and total cost).
> - List special facilities and equipment that you currently use and require.

The Spanish Department does not think that they have any classroom/instructional equipment/data facilities needs. They do want to keep the Spanish placement test (which took Monica Malamud close to 10 yrs to get for Cañada College)—-it's more necessary than ever before, since students who have taken Spanish elsewhere are now prevented from signing up for the course they need by the automated pre-requisite blocking, and the Spanish Department does not want to lose them.

No additional requests/needs at this time.

D. Office of Planning, Research & Student Success requests

> Guidelines:
> - List data requests for the Office of Planning, Research & Student Success.

> - Explain how the requests will serve the Department/Program/Division/College needs.

We have no specific data requests at this time, however, we will need some extra support from the Office of Planning, Research and Student Success to support our efforts to collect information in the future, since data collection from across six disciplines will require some additional time.

E. Facilities requests

> Guidelines:
> - List facilities requests.
> - Explain how the requests will serve the Department/Program/Division/College needs.

No facilities requests at this time.

Other Reflections from Our Faculty:

Student Immersion into Live Latino Theater, Dance, Art, and Music:
The faculty teaching the Latino-themed literature classes would like to request funding for transportation and other field trip expenses. With funding for transportation and entrance fees, more literature classes can participate in field trips through which they experience live Latino theatre, dance, art and music. This type of experience can enrich their interpretation of topics covered in literature. For five years, Yolanda Valenzuela has coordinated field trips to help students experience these different aspects of the Latino culture and people. These field trips have included the following: theatre productions of Teatro Vision and Teatro Campesino in San Jose and San Juan Bautista and arts exhibitions of the Americas at the Cantor Center, De Young Museum, and the MOMA. Many students have not attended these field trips due to transportation and financial limitations. Those who have attended the field trips have expressed more appreciation and knowledge of the Latino history, culture and people. Perhaps some Hispanic-Serving-Institute funding can be directed to these classes this way. (Estimated cost, including bus transportation: $1,000.)

Based on her experience teaching Spanish abroad in Spain, Monica Malamud believes that the study abroad program in Barcelona was great for students to learn Spanish in a Spanish speaking country. But there is also so much cultural/historical knowledge that students get in a study abroad experience. More faculty should lobby the powers-that-be to offer a study abroad program in a LatAm country! That would be such a plus to our LALS!

As a Hispanic Serving Institution, we feel that the Latin American [and Latino/a] Studies certificate and degree program is a vital asset to Cañada College and the community and students that we serve. We need a college-wide commitment to ensuring that this program thrives and that classes are effectively promoted and also offered with stability and regularity.