

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.

Document Map:

- 0) Key Findings
- 1) Planning group
- 2) Authors
- 3) Program
- 4) Responses to previous Annual Program Plan & Review (APP&R)
- 5) Curricular Offerings
- 6) Program Level Data
- 7) Action Plan
- 8) Resource Identificatio

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: 3/31/2014

0. Key Findings:

The faculty are very excited to be collaborating effectively on developing this crucial interdisciplinary program.

Accomplishments to date:

- Have been holding regular meetings since Fall 2011.
- Developed more comprehensive and flexible Certificate and Degree programs, and the revised Certificate and Degree were approved by the Curriculum Committee and at the State level.
- Developed PSLOs and aligned our course level SLOs with PSLOs and ISLOs and began program level assessments.
- 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.
- Conducted outreach and recruitment according to our 2012-2013 Latin American and Latino/a Studies Program Plan.
 - Have met with counselors, college recruiter, campus ambassadors, public information officer and others who can assist us with outreach and recruitment.

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

- 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 offerings.
- Need continued 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.
- 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: Alicia Aguirre, Alison Field, Sarah Harmon, Monica Malamud, David Meckler, Kristen Parks, Yolanda Valenzuela

FT faculty: Alicia Aguirre, Alison Field, Monica Malamud, David Meckler, Yolanda Valenzuela, Lezlee Ware. **PT faculty:** Sarah Harmon, Kristen Parks

2. Writing Team and Contact Person: 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: 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)

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, drama 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 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.

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

Assessment Tools:

1. General analytic rubric to be used across the departments to score student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). (PSLO #1, #3)(SP 2014)

2. “Explorations” Essay. Choose and complete three different tasks that allow you to explore modern Latin America from a variety of disciplinary perspectives and then reflect on what you have learned from each task in writing. (PSLO #2) (Fall 2013)
3. Course level SLOs are now linked to all PLSOs (Fall 2013).

PSLO #2, Fall 2013 assessment results:

- 78% of students were successful (Explorations Essay, Fall 2013); the criterion were met. However, it took much more explanation than initially thought, to explain what is meant by different academic “disciplines,” and “disciplinary perspectives.” In the future, it would be good to think about how best to communicate the value and benefits of an “interdisciplinary” approach to LALS.

PSLOs #1 and #3 will be assessed for the first time in Spring 2014.

Note: Issues with TracDat: “Latin American and Latino/a Studies” was loaded as a program into TracDat in Spring 2013, however there have been problems with entering program level assessment results. We are working to resolve the issues.

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.

Last year we completed our first annual program plan & review for LALS. At that time, we did not yet have a program level assessment plan in place and very limited data were available for analysis. Given the incomplete nature of the previous plan & review, no specific recommendations were made. We expect to receive more recommendations in response to this year’s program plan and review.

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](http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC)).

See the information below and also the attached report from TracDat.

Note: we were unable to print out a four-column report from TracDat. We have been experiencing problems with the LALS program in TracDat. The report we were able to print out is the “Assessment Impact by Course Objectives”

(attached). It has the same basic information.

Courses and SLOs for courses currently in the program:

<p>Drama:</p>	<p>160:</p> <ol style="list-style-type: none"> 1. Describe the relationship between specific theatrical productions and the social-political context in which they were performed. 2. Develop and present live performance-oriented projects in at least one of the following theatrical disciplines: acting, playwriting, directing, and design. 3. Research, describe, & explore key historical movements in Latin American Theatre. <p>(This course has not been offered since Fall 2011)</p>
<p>History:</p>	<p>246:</p> <ol style="list-style-type: none"> 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. <p>422:</p> <ol style="list-style-type: none"> 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 geographical features of Lat Am on map,
<p>Literature:</p>	<p>371:</p> <ol style="list-style-type: none"> 1. Students identify and explain the cultural issues reflected in texts. 2. Evaluate the literary style and language of texts. <p>(This course has not been offered.)</p> <p>372:</p> <ol style="list-style-type: none"> 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. <p>373:</p> <ol style="list-style-type: none"> 1. Students identify and explain the cultural issues reflected in texts.

	[This course has been cancelled twice in the past two years; it is currently running (SP 14)]
Music:	<p>240:</p> <ol style="list-style-type: none"> 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.
Political Science:	<p>320:</p> <ol style="list-style-type: none"> 1. Distinguish between different political ideologies and their relationship to Latin American nation-states. 2. Analyze regime change and their effects on Latin American political viability. 3. Examine the relationship between politics and economics in the Latin American context. <p>[This course has been cancelled twice in two years; it is currently running (SP14)]</p>
Spanish:	<p>120:</p> <ol style="list-style-type: none"> 1. Communicate in Spanish on a variety of topics such as: <ul style="list-style-type: none"> --health --conveniences of modern life --stress and pressures --arts and folklore --the environment --social life and personal relationships --the workplace (professions, positions, applying for a job) --personal finances --government and civic responsibilities 2. Communicate about: <ul style="list-style-type: none"> --Past events and descriptions in Spanish, including background information, description and sequence of events using a variety of verb tenses. --Emotion, opinion, advice, doubt, requests, uncertainty, contingency, purpose and non-existence in Spanish using the subjunctive mood. --Likely, unlikely and impossible hypothetical situations in Spanish. 3. Recognize his/her own errors in writing and use self-correction as a strategy to improve performance. 4. Produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

5. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.
6. Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented in the course. Compare and contrast values, behaviors and worldviews with those of Spanish-speakers.

122:

1. Communicate in Spanish on a variety of topics such as:
 - the environment
 - social life and personal relationships
 - the workplace (professions, positions, applying for a job)
 - personal finances
 - government and civic responsibilities
2. Communicate about:
 - Past events and descriptions in Spanish, including background information, description and sequence of events using a variety of verb tenses.
 - Express contingency, purpose and non-existence in Spanish using the subjunctive mood.
 - Talk about likely, unlikely and impossible hypothetical situations in Spanish.
3. Recognize his/her own errors in writing and use self-correction as a strategy to improve performance.
4. Produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).
5. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.
6. Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented in the course. Compare and contrast values, behaviors and worldviews with those of Spanish-speakers.

131:

1. Create conversations about topics such as:
 - the environment
 - inventions and innovations of the 20th century
 - human and civil rights
 - personality; human emotions and behaviors
2. Compose comfortably, usually accurately and in the appropriate context, the following communicative functions:
 - discussing interests and plans for the future
 - describing things and people (physical and personality aspects)
 - narrating and describing in the past

--expressing hope, emotion, opinion, doubt and denial using the subjunctive mood

3. Recognize his/her own errors in writing and use self-correction as a strategy to improve performance.
4. Produce and interpret oral and written Spanish at approximately an Advanced Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).
5. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.
6. Evaluate 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.

132:

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
3. Recognize his/her own errors in writing and use self-correction as a strategy to improve performance.
4. Produce and interpret oral and written Spanish at approximately an Advanced Mid level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).
5. Participate in conversations about topics such as: • diversity and discrimination • personal relationships • show business • food and nutrition
6. Use comfortably, usually accurately and in the appropriate context, the following communicative functions: • speculating about the future and hypothetical situations • giving directions and instructions • expressing wishes, purpose, condition, uncertainty and concession using the subjunctive mood

140:

1. Create conversations about topics such as:
 - social problems (for example crime, gangs, drugs and alcohol use)
 - economic issues at the personal, national and international levels
 - leisure-time activities, sports, celebrations
 - breakthroughs in technology and medicine
2. Produce the following communicative functions:
 - clarifying information through the use of relative pronouns and adjectives
 - speculating about hypothetical past situations
 - making impersonal and indefinite statements using, among other strategies, the passive voice

--reporting on what others said using indirect speech

3. Recognize his/her own errors in writing and use self-correction as a strategy to improve performance.
4. Produce and interpret oral and written Spanish at approximately an Advanced High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).
5. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.
6. Evaluate 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.

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 to 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, Latinos in the United States, and American culture, based on a variety of sources, including personal experiences.
4. Examine the influence of prominent figures in Spanish-speaking countries on United States culture and society.

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 to literary analysis when reading literature by Central American and Caribbean Spanish speaking authors.
3. Describe, compare and contrast the social, political, economic and linguistic aspects of Spanish-speaking countries, Latinos in the United States, and American culture, based on a variety of sources, including personal experiences.
4. Examine the influence of prominent figures in Central American and Caribbean Spanish-speaking countries on United States culture and society.

161:

1. Distinguish a variety of dialectal variants and regionalisms in written and spoken Spanish and use them appropriately in speaking and writing.
2. Comment on readings 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.

	<p>4. Describe, compare, and contrast cultural aspects of Spanish speaking countries and Spanish speaking groups in the United States such as their history, present, art, and prominent figures.</p> <p>162:</p> <ol style="list-style-type: none"> 1. Distinguish a variety of dialectal variants and regionalisms in written and spoken Spanish and use them appropriately 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 aspects of Spanish speaking countries and Spanish speaking groups in the United States such as their history, present, art, and prominent figures.
--	---

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

All CORs are current.

Recently updated:

DRAM 160 was revised and approved by the Curriculum Committee in February 2014.

HIST 246 was revised and approved by the Curriculum Committee in January 2014.

HIST 422 was revised and approved by the Curriculum Committee in March 2013.

LIT 371 was revised and approved by the Curriculum Committee in January 2014.

MUS 240 was revised and approved by the Curriculum Committee in April 2014.

PLSC 320 was revised and approved by the Curriculum Committee in January 2014.

The Spanish Department has updated all Spanish course outlines as of Spring 2013.

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 offerings. Our preliminary goals:

Area 1: Social Studies:

HIST 246, HIST 422 and PLSC 320 each once per year. The first priority is to build enrollment for PLSC 320.

Historically, this class has filled, however there have been recent disruptions to the schedule.

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.

Area 3: Spanish Language and Heritage:

SPAN 120, 122, 131, 132, 140, 150, and 152 each semester. We need support and assistance promoting daytime (not just evening) offerings of intermediate level classes.

Classes offered Fall 2011 – Spring 2014, with anticipated course offerings through Fall 2014.

	Fall 2011	Sp 2012	Fall 12	Sp 2013	Fall 13	Sp 2014	Fall 14
DRAM	DRAM 160 LatAm Theater						
SPAN					SPAN 120 Advanced Elementary	SPAN 120 Advanced Elementary	SPAN 120 Advanced Elementary
					SPAN 122 Advanced Element II <i>cancelled</i>	SPAN 122 Advanced Element II	SPAN 122 Advanced Element II
	SPAN 140 Advanced Intermed			SPAN 131/132/140 (Advanced) Intermed	SPAN 131/132/140 (Advanced) Intermed	SPAN 131/132/140 (Advanced) Intermed	SPAN 131/132/140 (Advanced) Intermed
		SPAN 150 Heritage I		SPAN 150 Heritage I	SPAN 150 Heritage I	SPAN 150 Heritage I	SPAN 150 Heritage I
	SPAN 152 Heritage II	SPAN 152 Heritage II	SPAN 152 Heritage II	SPAN 152 Heritage II	SPAN 152 Heritage II	SPAN 152 Heritage II	SPAN 152 Heritage II
		SPAN 161 Latino Lit I		SPAN 161 Latino Lit I <i>cancelled</i>		SPAN 161 Latino Lit I	
	SPAN 162 Lat Lit II		SPAN 162 LatinoLit II		SPAN 162 LatinoLit II <i>cancelled</i>		SPAN 162 Latino Lit II

HIST			HIST 246 Latinos in U.S.				HIST 246 Latinos in U.S.
		HIST 422 Modern LatAm			HIST 422 Modern LatAm		
MUS		MUS 240 Music of Americas		MUS 240 Music of Americas		MUS 240 Music of Americas	
PLSC				PLSC 320 <i>Cancelled class</i>		PLSC 320 LatAm Politics	
LIT	LIT 372 Myth & Folklore		LIT 372 Myth & Folklore		LIT 372 Myth & Folklore		LIT 372 Myth & Folklore
		LIT 373 LatAm Lit in Translat		LIT 373 <i>Cancelled class</i>		LIT 373 LatAm Lit in Translat	

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.

The data we currently have, represents a collection of individual courses that, to date, have been selected by students as core or selective courses for other programs, rather than “core” courses for a LALS program. In response, a “tag” has been requested from PRIE, that will allow us to track program - level information more easily from this point forward.

The courses that we have data for are those that are currently listed in our newly revised degree and certificate program (effective SP14). Some of these classes (SPAN 120, 122, 131, 132) were not part of this program prior to this semester, yet they are included in this data. Next year, the data needs to be re-worked to reflect the courses that were actually part of the program in any given year.

We exceeded success and retention rate goals in both of the previous years. Although our retention rate remains consistently high (88% for 2012-2013), our “program” appears to have experienced an overall decrease (-18%) enrollment from 277 students in 2011-2012 to 227 in 2012-2013. We will watch enrollment carefully, but are not overly concerned, since the revised (viable) degree and certificate programs are not even in the catalog yet.

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:

A Program level assessment plan is now in place. A draft analytic rubric has been developed to assess PSLOs #1 and #3, and the faculty will meet at the end of this semester (Spring 2014) to measure, compare, and reflect on the results of this assessment cycle.

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 skills 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 opportunities in alignment with the AAC&U and LEAP recommendations as outlined in *College Learning for the New Global Century*.

Technology:

Since the Spring 2013 semester, the Spanish Department has offered one SPAN course (SPAN 120) in a hybrid modality. In order to acquire a language and develop the ability to communicate orally, synchronous face-to-face interaction is necessary. Since this kind of interaction cannot be easily replaced/mirrored with online instruction, the Spanish Department is not considering offering courses fully online. The hybrid modality for a language course presents challenges, but retention and success rates for the hybrid Spanish 120 course have been equal to data collected from face-to-face sections in the past, and the department will continue to offer a hybrid SPAN 120, while continuing to evaluate how effective this mode of delivery is.

C. Other Considerations

None at this time.

7. Action Plan

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

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:

Regarding PSLOs, a draft analytic rubric has been developed to assess PSLOs #1 and #3, and the faculty will meet at the end of this semester (Spring 2014) to measure, compare, and reflect on the results of this assessment cycle.

- The results from Fall 2013 show that students enrolled in one specific (pilot) class struggled to understand the nature of interdisciplinary studies, however, in the end, the criteria were met: students were able to apply interdisciplinary perspectives effectively in a written assignment.
- By the end of SP 2014, all PSLOs will have been assessed and we will be able to discuss, reflect and make any needed adjustments at that time.

Outreach and recruitment are the most important goals for this year:

- An overall outreach plan was developed, and it is currently being implemented (see attached).
- 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.

- Latin American [and Latino/a] Studies has begun 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 (Fall 2013; SP14).
- Campus presentations and promotion that we are working on, include: attend counselors meeting (SP 13; SP14), Majors Day (SP13; SP14), web page, ads on screens in the Grove, Learning Center and Library, online article, class visits, brochure, community announcements, mixer (Fall13; Fall14), events series (2013), joint field trips, guest speakers.
- We Designed, wrote and are now distributing our brochure (SU13) and Course Offerings flyer (Fall13; SP14; Fall14).

Support for programs and projects that will benefit Latin American and Latino/a students, including bringing the PUENTE project to Cañada.

Other:

- Investigate grants / funding for program development (guest speakers, training opportunities, etc.). (In 2013-2014, some funding was approved for field trips to see live theater).
- Investigate the possibility of developing study abroad opportunities to Latin America.
- Investigate the possibility of expanding course offerings in several disciplines, including music and art.

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.

Faculty hiring requests are not explained in detail here or accompanied by supporting data, because the requests and information are discipline - specific. However, the following faculty hiring requests will directly benefit LALS:

The Political Science Department submitted a request for a full-time position in Spring 2014, with the expectation that the new hire will be qualified to teach Latin American politics courses.

The Spanish Department will be requesting a full-time position in Fall 2014, this new hire will also benefit Latin American [and Latino/a] Studies.

The Music Department is in the early stages of forming a plan to request a full-time position to create and lead a mariachi ensemble at the college. This will have great potential to raise the profile of the program.

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.

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.

Spanish: 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. With the test results, counselors are able to remove the pre-requisite blocking as appropriate, so that students can enroll in the correct class, without having to contact a Spanish professor to do an individual assessment.

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 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 requires some additional time. For example:

- A “tag” is needed for LALS classes, so that we can more easily collect data.
- Data packets and SLOAC reports need to be prepared in advance of the review and planning work.
- Since the program has been recently revised, data collection will need to be conducted year-by-year if we want an accurate reflection of the courses actually in the program in any particular year.
- The SPAN department’s concurrent courses (currently: 131/132/140) and our LALS concurrent Honors offerings skew the data in a negative way, since each CRN appears as a separate class. The SPAN dept. in particular is greatly affected by this. We need those concurrent courses to be counted as one for the purposes of determining FTEs and the per-class headcount and enrollment.

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 ongoing 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.

