

**Latin American Studies Program Performance Review**  
**Spring 2017**  
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**Latin American Studies Program, Coordinator**

**I. Introduction**

The Latin American Studies Program is quite unique as it is the only undergraduate interdisciplinary program in the College of Humanities and Social Sciences at CSUF, and offers an array of courses from nine different departments including Anthropology, Art (History), Chicana/o Studies, Comparative Religion (with one offering under Latin American Studies), Economics, Geography, History, Political Science, Portuguese (Modern Languages and Literatures), and Spanish (Modern Languages and Literatures).

Southern California by itself, is strongly linked, both culturally and economically, with the countries of Latin America. By offering an in-depth, interdisciplinary approach to this vital and strategic region, the major and minor in Latin American Studies provide an excellent foundation for the ever-increasing number of career possibilities and academic goals, which serve our local communities and beyond. Students in the program are skilled in problem solving from different disciplinary perspectives and have a critical mind, which allows them to produce creative solutions in response to issues related to Latin America and its relation to the U.S. and the world.

CSUF's Mission Statement also defines itself as a "regional university with a global outlook" and under point "II." of its Goals and Strategies, it specifies that: "To provide high quality programs that meet the evolving needs of our students, community and region, [CSUF] will: Capitalize on the uniqueness of our region, with its economic and cultural strengths, its rich ethnic diversity, and its proximity to Latin America and the Pacific Rim." The LAS Program therefore strives to meet the mission and goals outlined by the university, and furthermore, ensure a strong academic foundation

while exposing students to Latin American issues outside of the classroom through cultural events, conferences, research, and service-learning projects.

**A. LAS Program Mission, Goals, and Environment in Relation to CSUF's Mission, Goals & Strategies**

The principal mission of the Latin American Studies Program is to provide our students—both majors and minors—with a quality learning experience. Program goals and learning outcomes for students are documented below but in general they support CSUF's own mission and goals. The LAS Program currently offers an upper-division GE course, LTAM 300 (*Topics in Latin America*), which fulfills the category D.5 *Implications, Explorations and Participatory Experience in the Social Sciences*, as well as Z. category of *Cultural Diversity*. The LTAM 300 course has been offered since Spring 2003, and has succeeded in introducing aspects of Latin American society, politics, history, and culture through various disciplines, which has provided students with a broad background and perspective that can be applied in subsequent courses in the major. Furthermore, it has served as an effective recruitment mechanism, bringing in new minors to the Program. Basically, once students complete LTAM 300 as a GE requirement, they only need three more upper-division electives along with a proficiency (4 semesters equivalent) of either Spanish or Portuguese to obtain a minor degree. Therefore, the LTAM 300 course has been a key course both to expose potential majors and minors to the intricate world of Latin America, and to our LAS program in particular. This semester, the course has enrolled 22 students—although this number has varied depending on the semester—which is close to the established target of 25 per semester.

Apart from LTAM 300, our Program has the LTAM 100 *Introduction to Latin American Studies* course especially designed for freshmen that is pending approval of GE status, the LTAM 350 *Mexican Life and Culture* course that is in the books but is currently dormant, and Independent Study courses. In general, however, it must be noted that the LAS Program has little influence on the specific objectives and strategies used in LAS-applicable courses given the interdisciplinary nature of

the Program with students taking courses in the various departments. That being said, most of the faculty teaching the courses are involved in the LAS Program Council as members, recognizing and supporting our Program goals. Thus, it can be said that academic programs that compose the Latin American Studies major and minor are in concert with the mission and goals of CSUF, particularly emphasizing the development of critical thinking and communication skills, and providing our students rich opportunities to engage in research projects, as well as exposing them to Latin America in order to educate truly global citizens. The interdisciplinary nature and cooperative spirit that characterizes our Program is the core both of our mission and goals as well as CSUF's. As a Hispanic Serving Institution (HSI), the Latin American Studies Program at CSUF, with proper support, could play a much more prominent role in serving our regional Hispanic communities that are continually growing.

As was stated and documented in previous reports, the uniqueness of the LAS Program is in the fact that it is not an academic department, but rather an interdisciplinary area studies program, and as such it does not hire nor evaluate faculty, and functions on a rudimentary and bare bones budget. This implies that it does not have the control over the educational mission of its majors and minors compared to an academic department. That being said, in order to attract more students and place them on track to complete a major or minor in Latin American Studies, the LTAM 100 course was developed by Dr. Pérez (the former LAS Coordinator), currently awaiting GE approval. This is an important addition to our curriculum since the course could potentially serve the incoming freshmen population, providing them with a general knowledge of Latin America, and begin drawing their interest to the major or minor. Once the course is approved and it begins to be taught (most probably the fall semester of this year), our hope is that it will attract more students. Eventually, the plan is to integrate this course as part of the offerings for First Year Experience students.

Regarding the LTAM 350/CHIC 350 *Mexican Life and Culture* course, which was originally designed as a short-term study abroad program in La Paz, Mexico, it has remained dormant for some time. This course has to be redesigned and changed so that it will no longer focus solely on Mexico, and it will give an opportunity for faculty leading short-term study abroad programs in different Latin American countries. In the future, it will be integrated in the requirements for our majors in order to expose them to the life, society, and culture of a modern Latin America country. Currently, as an alternative to this course, several of our Program Council members have been offering summer study abroad programs through the College of Humanities and Social Sciences. Dr. Sandra Pérez has led two summer study abroad experiences in Costa Rica, Dr. Voeks has led summer study abroad programs in Costa Rica and Brazil, Dr. Bowser has led student research groups to Ecuador and Brazil, Dr. Stocker has taken students to Costa Rica, Dr. Wendt to Mexico, and Dr. Ishikawa has taken students to a summer study abroad in Brazil. These study abroad opportunities have helped our students both to meet their course requirements, but also to engage in research projects in Latin America. Again, exposing our students to the actual life, society, people, and cultures of Latin American countries is an effective way to stimulate their critical thinking skills, to understand differences and similarities, and to plant the seed for them to think and view the world in global terms. Furthermore, it is an opportunity for our students to create cultural bridges between local immigrant communities and their countries of origin.

Another way to fulfill our mission and goals is to reach out to other student populations. Since our former LAS Program Coordinator, Dr. Sandra Pérez, was appointed last year as Director of the Honors Program, we are hoping that this would provide us the opportunity to explore possibilities of collaboration and offer courses for their students. It is likely there will be Honors students interested in majoring or minoring in Latin American Studies.

**LAS Program Mission, Goals, and Environment in Relation to CSUF's Mission, Goals & Strategies continues below through a SWOT analysis.**

**Strengths:**

The strengths of the Latin American Studies Program at CSUF have remained unchanged over the years. As it has been mentioned repeatedly in this document, its interdisciplinary nature is a principal strength. In addition, faculty members who participate in the Program are also fundamental in maintaining a vibrant, productive, and creative program. Our students are able to gain a comprehensive understanding of Latin America through faculty and curricular resources of nine different departments. More recently, we have faculty members from the English and Music departments in our Program Council, which will translate into eleven different departments helping our students gain an interdisciplinary education focusing on this major world region. Furthermore, through our LTAM 300 course, taught by faculty from different departments offers our students the benefit of a variety of disciplinary approaches.

Over the years, we have had the positive impact of a substantial number of CSUF faculty teaching courses leading to Program degrees, who are very engaged as Program Council members, and have supported our Program in a variety of ways. We are fortunate in that we currently have a well-balanced composition of both senior and junior faculty in our Program Council. In fact, we currently have a majority of senior faculty members with tenure, which provides us with the stability to think about long-term projects on expanding our Program. Similarly, last year I went ahead and restructured the composition of our Program Council including more disciplines. My hope is that by having more members from other departments participating, we will gain more visibility and provide more opportunities for our students to study and understand Latin America from other perspectives.

The most recent additions to the Program Council—to name a few—are Dr. Eric Carbajal who was hired 2015 and specializes in Andean literature and is a Quechua-speaker; Dr. André

Zampaulo who has hired in 2014 and is a specialist in Latin American Phonology and Historical Romance Linguistics; Dr. Enric Mallorquí-Ruscalleda hired in 2013 who does Golden Age literature and Trans-Atlantic Studies; Dr. Gabriela Best hired in 2012 and focuses on monetary policy and its impact in the economy, especially focusing on Mexico and the Tequila Crisis (1994-1995). There is no doubt that they will be valuable assets to our program. Thus, it is clear that faculty able and willing to support the Program continue their involvement. We are currently in further need of faculty in areas such as Political Science, History, and the Arts in order to maintain a constant offering of courses related to our program. Unfortunately, individual departments are the ones that do the hiring, and our program has no say. Hopefully, the departments will be able to assess the necessity in their respective fields and help us hire more faculty who focus on Latin America. Today, the Council enjoys strong representation from participating departments and this will no doubt have a positive effect in fulfilling other needs such as increasing the number of majors and minors. As mentioned before, with the new and expanded composition of the Program Council and further participation of its members, we hope that we can finally undertake the task of establishing short-term and long-term goals for the program. As always, the Council is responsible for advising and providing pertinent information to the Coordinator, reviewing and revising the curriculum, and voting to recommend Coordinators. In addition, any faculty member interested in the LAS Program is invited to attend Council meetings, give input, and help the Coordinator and Council in any way. The Coordinator will continue to seek to include new faculty in this way and to inform them of events, opportunities and other news of interest.

It is important to recognize some of the accomplishments by my fellow Program Council members to showcase the vitality of our Program. For instance, Dr. Stephen Neufeld published three monographs in recent years: *The Blood Contingent: The Military and the Making of Modern Mexico, 1876-1911* (Albuquerque: University of New Mexico Press, 2017); *Mexico in Verse: A History of Music,*

*Rhyme, and Power* (Tucson: University of Arizona Press, 2015); “Behaving Badly in Mexico City: Discipline and Identity in the Presidential Guards, 1900-1911.” In *Forced Marches: Soldiers and Military Caciques in Modern Mexico*. Ed. T. Rugeley and Ben Fallow. (Tucson: University of Arizona Press, 2012). Dr. Robert Voeks published eight articles and edited a book: *African Ethnobotany in the Americas*. (New York: Springer, 2013). Dr. Enric Mallorquí-Ruscalleda published: *La Klokada: Neovanguardia latinoamericana de los 80* (Zaragoza: Libros Pórtico, 2015) coedited with Dr. Sandra Pérez, he edited special issues of peer reviewed journals such as “Dossier: *Transiciones, desmitificación y evolución en discursos modernos en Latinoamérica y España* (Selected Proceedings of the AATSP-Roger Anton Conference. California State University, Fullerton. March 5, 2016).” Ed. William Flores and Ruth Flores. Special Issue of *Revista Internacional d’Humanitats* 20.39 (2017) and *Estudios de cine latinoamericano actual*. Ed ad hoc: R. Tapia. Special issue of *Revista internacional d’humanitats*, 28 (2013), and published several articles related to Latin America such as “‘Se canta lo que se pierde.’ Subjetividad, escritura y memoria en dos narrativas especulares (la *Carajicomedia* anónima del s. XVI y *Memoria de mis putas tristes* de Gabriel García Márquez, de 2004.” *Reading and Writing Subjects in Medieval and Golden Age Spain: Essays in Honor of Ronald E. Surtz*. Ed. Christina H. Lee and José Luis Gastañaga. Newark: Juan de la Cuesta, 2016 and has mentored 12 students who have ended up publishing their research in academic journals; Dr. Carl Wendt published 7 papers in peer reviewed books and journals; Dr. André Zampaulo contributed other meaningful publications in the area of linguistics such as: “Demographics and heritage languages in Latin America – An overview.” In Kagan, Olga, Maria Carreira & Claire Chik (eds.), *The Routledge Handbook of Heritage Language Education*, 48-56. London: Routledge, “Sibilant sound change in the history of Portuguese: An information-theoretic approach.” *Diachronica: International Journal for Historical Linguistics* 33(4).503-529, “Portugués y español.” In Gutiérrez-Rexach, Javier (ed.), *Enciclopedia de Lingüística Hispánica*, Vol. 2. 751-759. London: Routledge; and Dr. Elisa Mandell published “A New Analysis of the Gender

Attribution of the ‘Great Goddess’ of Teotihuacan,” *Ancient Mesoamerica*, vol. 26:29-49 (2015), and also received a 2016 Incentive Grant for her research, “Jewish Contributions to the Formation of the Seventeenth-Century Dutch Colonies in the America.” These are just a few examples of the involvement of Program Council members in research projects related to—in several cases with active student involvement—Latin America and their continued effort to inspire students as well as the academic community in a deeper understanding of its history, society, culture, and its people.

**Weaknesses:**

The Program has gained the needed stability under Dr. Pérez’s leadership since Fall 2001. She has done an outstanding job and has dedicated significant time and energy to the Latin American Studies Program but this is a continual challenge with .2 reassigned time, especially given the need to simultaneously fulfill the obligations as a faculty member in an academic department with an extremely heavy service load. As Dr. Pérez assumed the position of Director of the Honor’s Program last year, Dr. Ishikawa stepped in to serve as Interim Coordinator (Fall 2015 – Spring 2016) and was elected Coordinator of the Program last fall. During the year serving as Interim Coordinator, he was coordinating the Spanish and Portuguese Program—with over 150 majors and minors—concurrently with only 3 units per semester reassigned time, along with numerous other committees such as the MLL Curriculum Committee, a Search Committee for a Japanese literature position, and chaired the H&SS Research and Grants Committee. Once the Spanish and Portuguese term ended, he had to assume the position of Advisor for the Spanish M.A. (.2 reassigned time) as the only faculty who was able to do it—to protect junior faculty in the Spanish and Portuguese program and the only senior faculty—, along with the Coordination of the Latin American Studies Program. Therefore, he is responsible for advising Spanish graduate students along with all LTAM majors and minors, and so on. Furthermore, the Coordinator also faces the challenge of finding time to engage in scholarly and creative activity endeavors.

Thus the Latin American Studies Program has functioned, and continues to function, on limited resources, including .2 reassigned time for the Coordinator, a small Operation and Equipment (O&E) budget, and a salary for an assistant (see below). Its limited funds are supplemented from time to time with monies garnered from Associated Students by LASSA (Latin American Studies Student Association), or from the Dean of Humanities and Social Sciences to sponsor special events. Since the last report, the H&SS Dean has supported the Program beyond the coordinatorship, with the offering of LTAM 300 each semester, funds for an assistant, and O&E funds. The LAS Program is grateful for this generosity yet ideally there would be a greater amount of reassigned time and a bigger budget for sponsoring events. If the Program grows as it should and requires more of the Coordinator and more co-curricular activities, more resources should be forthcoming.

A second weakness of the Program noted in previous reports continues to be low numbers of majors and minors, and the lack of a unifying element of place or structure for the students, which contributes to the problem of low numbers of students. Throughout the history of the Program since its inception and for 40 years there have been anywhere from one graduate; eight in 1998; and four in 2015 with the number of minors fluctuating as well. The previous report noted there were anywhere from ten to twenty majors and minors at any given time. Unfortunately, we have seen a trend of diminishing numbers. Especially in light of the data shown in the Appendix below, efforts need to be made to communicate and recruit both first year applicants and transfer students who apply to CSUF with the intention of becoming LAS majors. Of 19 admitted and declared Latin American Studies majors from 2011-2016 only 2 actually enrolled. In terms of transfer students; of 14 students admitted from 2011-2016, we had only 1 enrollment. We have old data on graduation rates (that goes only up to Fall 2012) but in general Table 3-B (see appendix) shows transfer students are able to complete requirements and graduate in a timely manner. In the

past five years (2011-2016) we have had 15 major and 21 minor degrees awarded from our Program. The numbers have fluctuated, but in average this translates to 3 students majoring and 7 students minoring in LAS in the past five years. Numbers have come down if compared to the 2014-2015 CY, but with better recruitment of incoming students and continued enrollment of CSUF students, I believe the program can see a renewed pattern of growth.

Ideally, there should be a sustainable method of recruitment with a more targeted focus. For instance, active recruitment in Fullerton Day (welcoming fairs for new students) is ongoing, as well as recruitment in courses taught by Program Council faculty and in their respective departments. Given the time and energy needed to actively recruit students, the student assistant has been asked to visit specific courses related to Latin America to promote the program. Further recruitment efforts have to be made, however, this would again require more resources such as reassigned time. Cal State Fullerton currently has mandatory transfer student orientations, and these are effective spaces for recruiting and eventually increasing numbers of majors and minors. Also, partnerships with other on-campus Programs and organizations such as First Year Experience, Student Housing, the Honor's Program, etc. need to be further investigated.

Since this continues to be a very low-cost program, requiring few resources, this has not been a major problem. However, a certain core of students is necessary to give the Program a level of activity and visibility desirable in order to be widely recognized and appreciated in the university community. The LAS Program is housed with the Geography department but in essence the Coordinator's office becomes the only structure where students can access information and resources. The College of Humanities and Social Science had provided a much-needed office and operations space for our Program, but was taken away two years ago. We, therefore, are back to a limited storage space in the Geography department, and the Coordinator's office.

LASSA (Latin American Studies Student Association), when it is active, serves that unifying role to a degree, but its success from semester to semester depends largely on the vagaries of the leadership and dedication of a few active students. Since the last report LASSA has been reconstituted from the ground-up twice and unfortunately, it currently has no adequate membership and its activities have been limited. We are in a pressing need to reconstitute the student organization again in order to further engage in activities that give the program visibility on campus and outside through hosting lectures, social events, and community activities. This goes hand-in-hand with the need to have more student enrollment, although the Association does not require its members to be majors or minors. Despite the limited number of students, LAS has had students actively organizing and participating in national and international conferences, lecture series, and on-campus events. LAS students tend to be very engaged and motivated. For instance LAS students have presented at the CSU San Bernardino Latin American Studies Conference for several years, including last Spring 2016; various members have given local, regional, national and international lectures; all have participated in conferences throughout Latin America. A publication came out to honor a colleague, Tricia Gabany-Guerrero who passed, and Dr. Mallorquí helped many students publish in international peer-reviewed journals.

Previous PPR reports have made it clear how important the Latin American Studies Student Association is to the Program. Over the last few years it has continued to be so, especially in those semesters where there are active, interested members. LASSA has helped recruit students, it has contributed to planning, subsidizing and publicizing events, and it has planned social activities and outings that created enthusiasm and a sense of unity and purpose in LAS students. Since LASSA is a part of the Associated Students of CSUF it has access to funds that support campus events of interest to its students, and thus is important to a Program with very limited funds.

The Coordinator cannot control how much dedication and interest on the students' part there will be in LASSA from semester to semester, but he/she can be an important support and encourager to those students who are interested. Since the last year, there has been less participation of students in LASSA and as the Coordinator, I plan to ensure that LASSA always has students to serve as officers and that it is certified in good standing as a part of the Associated Students. My intention is to continue with the successful events organized in the past such as: a Caribbean night, a Tribute to Latin America's African Heritage, a *Brazilian Carnaval* celebration, a tribute to Mexican artist Frida Kahlo, a tribute to *Mother Africa*, guest lecture series, and an yearly student conference. There have also been various film series done on campus with a lecture-presentation on relevant topics. Again, our hope is to be able to continue with these important opportunities for students to be able to have access to cultural representations from Latin America. Students have also been actively participating in national and international conferences. As mentioned, for the past three years a group of LTAM majors and minors have presented their research papers at the Cal State San Bernardino Latin American Studies Conference. For instance, students have presented in an international conference in Ensenada, Mexico Spring 2007. Furthermore, Program Council faculty members have been working with students in several research projects. For example, Dr. Carl Wendt directed the *Proyecto Arqueológico Arroyo Pesquero* in southern Veracruz, Mexico. This research was funded by two grants for the National Science Foundation (\$363,000) and two grants from the National Geographic Society (\$49,000), and involved many students both at CSUF and in the field in Mexico. In short, the number of Latin American Studies majors continues to be low yet this group of students is receiving a rigorous academic foundation and a wealth of experiences. Therefore, the LAS Program ensures collaboration between students and faculty to expand knowledge; it combines practice, theory and research for professional purposes. It helps students in and out of the classroom learn to prepare for professions in order to become more conscientious

world citizens. It is a regional program with a global outlook with a focus on the intellectual, cultural and economic development of our region.

In terms of course offerings, as noted in the previous report, the Program did suffer from the loss of some core-courses applicable to the LAS major and minor. Several courses had not been taught for various semesters or had been identified as no longer offered. Furthermore, some faculty members have been on sabbatical and core-courses have not been taught. Also, with the recession and a general decrease of students interested in humanities and social sciences, some courses have been cut because of lack of enrollment. Thankfully as new faculty members have replaced senior professors, course offerings have returned or have been newly created as well. Thus, the curriculum continues to evolve with student and faculty interests, and there continues to be a substantial, varied array of course offerings in all areas for an academically sound LAS Program. It remains desirable to have a concerted effort in each relevant department to offer LAS-applicable courses regularly and to ensure a good representation of such courses in each department as its curriculum evolves. One example of curricular changes that will benefit the program in terms of recruitment and offerings is the lower-division LTAM 100 that is being considered as a new course and new G.E. requirement. With new faculty teaching LAS courses in their respective departments, a reassessment is now due on discontinued courses, new courses, and frequency of course offerings. To the extent possible, the Coordinator will be monitoring proposed times for LAS-applicable courses when tentative schedules are first made in order to help avoid time conflicts, especially with core courses. In fact, currently we are asking Program Council members to send in a list of courses related to Latin America that will be offered in a particular semester in order to have it available to the students to facilitate enrollment. This list is available on the Program website.

In short, the LAS Program does not have any serious weaknesses; it consistently competes for faculty and student resources necessary in maintaining its vitality. Like the previous PPR report,

I agree that the future growth of the Program depends on resources being designated exclusively to the LAS Program where the RTP (Retention Tenure and Promotion) process, for example, distinctly underlines requirements to the LAS program. It is true that the LAS Program is not meeting its desired potential. As was mentioned in the previous report, the Program should grow, develop, and become a more influential, positive force in the education of our students and in serving the community at large if greater momentum for the Program is attained. This can be accomplished by continuing to increase the number of majors and minors, by enhancing its visibility on campus and in the larger community, and by creating a greater sense of unity and participation among faculty interested in Latin America. A key in obtaining this goal may be linked to accessing outside resources for this purpose. My intention is to explore such options and find funding sources so that the Program does not solely depend on College budget allocations.

**Opportunities:**

The opportunities for the LAS Program are great given the area served by CSUF is very special in regards to its link to Latin America. Nearly a third of our students are Latinos, and many Latin American regions are represented in them or their family backgrounds. Southern California in particular, offers a wealth of museums, plays, concerts, conferences, media, and other cultural and intellectual activities related to Latin America. Similarly, Orange County is one of the major trading partners with Mexico and the rest of Latin America, and the importance of this commercial link has grown greatly. Even though the International Business major has been restructured and there is no longer a B.A. degree with a language concentration, at our university we have several students who are proficient in Spanish, and a more modest number in Portuguese; these students plan careers involving primarily Latin America or Latinos in the U.S. As the country—and especially Orange County—sees its population becoming increasingly of Latino background and its economy increasingly linked to Latin America, the need for Latin American Studies programs will continue to

grow. Furthermore, understanding the current uncertainties regarding U.S. and Latin American relationships, it seems important for programs like ours to encourage cross-cultural dialogue, mutual understanding, and collaboration. These programs will help fill an ever more critical need in training professionals with an in-depth knowledge of Latin America for the areas of education, business, private foundation work and government. CSUF has qualified faculty and a solid curriculum required to ensure a sound, growing academic program in Latin American Studies.

The LAS Program has a good deal of leverage, taking into account the existing and potential faculty and curricular strengths and the opportunities our geographic location affords, cited earlier. CSUF has the only Latin American Studies Program in Orange County, and is one of only three institutions in the Los Angeles basin offering a major in LAS, along with UCLA and Cal State L.A. It is thus in a unique position to attend to various burgeoning interests—economic, social, cultural and political—related to Latin America. It can do this by: 1) tapping the inherent interest in Latin America that exists in many of our students due to personal background or experience and encouraging them to pursue a degree objective in LAS; 2) providing students majoring in other fields the opportunity to gain special perspectives on Latin America by taking courses supported by enrollment from LAS students; 3) serving as a vehicle for interdepartmental cooperation and collaboration in class offerings, research, and co-curricular events; 4) being available as a community resource for information and expertise on Latin America. These remained unchanged from the previous report and continue to be the main venues for further growth of our Program.

**Threats:**

There are no significant threats to the LAS Program. Although modest, it enjoys a good reputation and the support of faculty, students and administrators who are familiar with it. Since it is low-cost, its existence is easily justified from the point of view of resource utilization, even with

relatively few majors and minors. There is certainly the ever-looming threat of budget cuts as has been in previous years, but this is not particular to our Program.

### **B. Changes & trends in the discipline & response to such changes**

The Latin American Studies Program offers a minor and B.A. degree. As with most degrees at the undergraduate-level, they do not lead to specific professional careers but rather provide the critical thinking skills, oral communication, and problem-solving focus desired by many employers. Furthermore, LAS students can use their academic training to apply to graduate programs, law school or service-oriented jobs. For the same reason it has become crucial for students to understand how to do research and use their findings to further expand our understanding of Latin America. Experiences through conference presentations and other co-curricular activities become critical in preparing students to pursue and succeed in graduate studies. Our students have been successful in pursuing graduate degree as well as getting jobs in different areas, which is a result of a solid preparation of our students in critical thinking and in having a global outlook. Just to give some examples, our students have entered graduate programs at institutions such as: UT Austin, Brown U, San Jose State U, UCLA, UCSD, U of Denver, Vanderbilt U, etc. Furthermore, many of the graduates are working in: international firms, government agencies, NGOs, museums, etc.

### **C. Identification of Latin American Studies Program Priorities for the future**

The current goals for the LAS Program continue to be those identified in past reports. The current reconstituted, energetic, and committed LAS Program Council representing several academic departments, the new leadership, the H&SS Dean's support, and a student assistant, will continue to be the pillars to achieve these goals. With these positive changes, the LAS Program will continue exploring ways to increase numbers of majors and minors through course offerings, advertising to those enrolled in LAS courses, participating in new student orientations, supporting co-curricular activities, offering internships, engaging in assessment, and offering more study abroad

opportunities. The Program Council needs to re-evaluate current offerings—specially LTAM 350—, think of viable ways to collaborate with Fullerton First Year Experience and the Honors Program, establish and increase enrollment in the LTAM 100 course, and strategize to increase numbers of majors and minors. The Program will continue supporting Honors students and McNair Scholars in order to bring more visibility to the program and encourage high academic achievement of its majors. Another goal is seeking outside funding to support the program through grants. The Program will continue supporting LASSA, co-curricular activities, student research, and visibility of the program in general. All of these goals fall under a primary goal of creating a new 5-year plan to address LAS needs and meet them in a more systematic manner with proper support.

**D. New student groups, special session, self-support mode- study abroad experiences**

The LAS Program continues to explore new study-abroad experiences for its students. Given our globalized reality, LAS majors and students in general need to have experiences abroad. Despite the existence of summer study abroad programs through H&SS and other colleges/departments, the Program wants to explore opportunities for students to study abroad and incorporate this as part of the requirement of the major or as a culminating experience. The Program continues its efforts to establish a long-term cost-effective quality study abroad experience. We hope this new program will fulfill student needs and bring us closer to our goal to be a regional university with a global outlook. Currently, the Program is exploring the possibility of establishing summer or semester long study abroad opportunities with the TEC de Monterrey (and its several campuses) in Mexico.

**II. Latin American Studies Program Description and Analysis**

The LAS Program currently offers a B.A. degree and a minor. The Program offers students an interdisciplinary understanding of Latin America, providing our majors and minors critical skills, language skills, and a deep understanding of this major world region, which serves as the foundation for successful global citizens in a variety of career and academic settings. Upon graduating, our LAS majors and minors have moved on to undertake professional and/or academic careers in: international companies with presence in Latin America or trading with Latin America, teachers with credentials in the Social Sciences, graduate studies in various disciplines, international law, and working with/for various Hispanic populations in California in a variety of ways. As mentioned before, it is a low-cost Program that is stable and has a great potential for growth if given adequate resources. In order to achieve the desired growth, further needed resources need to be investigated and appropriated. The future of the program, its sustainability and overall health will depend on this.

### **III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes**

The LAS Program currently has set five specific student learning goals and learning outcomes that apply to our students pursuing a degree: 1) to be able to write about Latin America's geography, peoples, history, cultures, economies, societies, art history and institutions from an interdisciplinary perspective and demonstrate appropriate use of sentence structure, content, organization, and purpose as is particularly relevant to argumentative writing in English, Spanish and Portuguese; 2) to demonstrate the ability to access written and electronic information about Latin America in different disciplines and follow appropriate formats in documenting resources, gain the critical skills necessary to formulate arguments and demonstrate their validity through research-based essay papers and oral presentations following methodologies in the humanities and social

sciences, and acquire and demonstrate foundational knowledge in anthropology, art history, Chicana/o studies, economics, geography, history, political science, Portuguese, or Spanish, as it pertains to Latin America and in accordance with the academic path followed in obtaining the bachelor of arts degree; 3) read resources from different historical moments, languages, and power structures in order to demonstrate an understanding of biases inherent in a text's contents and how those ideologies have influenced Latin America's economic and political dependence as well as its social institutions and cultural accomplishments; 4) develop and demonstrate in a variety of situations, and for diverse audiences, oral and written communication skills in English and Spanish or Portuguese, and demonstrate through writing assignments an understanding of the varying structures of English, Spanish and Portuguese in order to maximize understanding of authentic texts and access a multilingual and multicultural understanding appropriate to the interdisciplinary nature of the major; and 5) identify regional trends in Latin America that have marked its colonial past, economic dependency, political challenges and social inequality in order to understand its modern needs, and understand and interpret Latin America's cultural contributions as a diverse, multilingual, ethnically diverse world region with significant influences from Amerindian, European, African and Asian peoples.

The strategy for accomplishing these student goals and learning outcomes is the framework of requiring select core courses and electives in groupings from various disciplines in the Humanities, the Social Sciences and the Arts. All courses applicable to the LAS major or minor, except for foundation courses in Spanish and Portuguese, are upper-division courses filled largely with majors from the respective disciplines. Thus, course requirements for LAS students are challenging and demanding. They characteristically require independent research and analysis via written projects. LAS majors must also attain high communication skills in either Spanish or Portuguese and at least intermediate skills in the other language.

We currently undergo assessment of student learning goals systematically. Since our number of majors is low it is possible to do this for all graduating students. We are currently in compliance with the university assessment mandates. The results of the most recent assessments conducted in the LTAM 300 course are shown below (see Appendix III). These results will certainly help the LAS council understand the strengths and weaknesses of the program in terms of student-learning goals and outcomes.

#### IV. Faculty

Below is general information on Latin American Studies Program Council members who tend to be most active in the program. There are however, other faculty members who teach LAS courses and support the program from their own home departments.

<b>Name</b>	<b>Rank</b>	<b>Home Department</b>	<b>Specialty</b>	<b>LAS Council</b>
Dr. Gabriela Best	Assistant Professor	Economics	Macroeconomics, Monetary Policy, Mexico	Member
Dr. Brenda Bowser	Associate Professor	Anthropology	Ethnoarchaeology, Indigenous communities, Amazonia	Member
Dr. Eric Carbajal	Assistant Professor	Modern Languages & Literatures	Latin American Literature; Andean literature & culture	Member
Dr. Juan Ishikawa	Professor	Modern Languages & Literatures	Latin American Literature and translation	Coordinator
Dr. David Kelman	Associate Professor	English	World Literature, 19th & 20th Century Latin America	Member
Dr. Enric Mallorquí	Assistant Professor	Modern Languages & Literatures	Golden Age Literature; Trans-Atlantic Studies	Member
Dr. Stephen Neufeld	Associate Professor	History	Mexican & Latin American History	Member

Dr. Valerie O'Regan	Associate Professor	Political Science	Women Policy Makers in Latin America and Politics in Latin America	Member
Dr. Patricia Pérez	Associate Professor	Chicana/o Studies	Higher education and organizational change	Member
Dr. Sandra M. Pérez	Professor	Modern Languages and Literatures	Colonial & U.S. Southwest Literature	Member
Dr. Denise Stanley	Professor	Economics	Microeconomic concepts as they apply to development and environmental problems in Central America	Member
Dr. Robert Voeks	Professor	Geography	Cultural Ecology, Ethnobotany, Tropical Forest Ecology and Biogeography, African Diaspora, Brazil, Borneo.	Member
Dr. Carl Wendt	Professor	Anthropology	Anthropological archeology focused on Mesoamerica	Member
Dr. Philippe Zcair	Professor	History	Caribbean and Brazilian History	Member

## V. Student Support and Advising

The only mandatory advising required for the students is the New Student Orientation for first-year students. Our newly updated LAS website as well as our view sheets do indicate, however, that students must meet with the Coordinator at least once every semester in order to choose their courses. All of the advisement is done one-on-one by appointment or during the Coordinator's office hours. Freshmen are advised to fulfill our language requirements at the 100 and 200-level during their first two years while complete university GE requirements. After that, students are

encouraged to discuss course options with the Coordinator, in order to complete the degree requirements in a timely manner. All LTAM majors and minors are required to have their graduation checks signed off by the Coordinator and to have required course substitutions approved and processed.

Transfer students are advised one-on-one to begin taking upper division courses taking into consideration pre-requisites as well as offerings that are not available every semester. Given the interdisciplinary nature of the Program, it is important to note that we depend fully on offerings of the departments involved. Thus, students choose courses in consultation with the Coordinator and are based on availability. In this sense, the program is quite flexible in considering Independent Study courses as alternative options to fulfill degree requirements. Furthermore, students are reminded that they must complete a minimum of 120 units in order to graduate, as well as fulfill all GE and academic major requirements. For students who are pursuing double majors, the Coordinator makes sure that core courses cannot simultaneously apply to two majors (“double dipping”), etc. Students are encouraged to see a GE advisor, carefully monitor their Titan Degree Audit, and communicate with the Coordinator if they see any irregularities. Again, all the effort is directed towards careful advisement in order for the students to graduate in a timely manner.

## **VI. Resources and Facilities**

The Program currently has .2 assigned time for the Coordinator, .2 for the LTAM 300 course, resources for a student assistant, and an operating budget, all from the H&SS Dean’s Office. The library resources focused on Latin America are adequate since students and faculty have access to the interlibrary loan system. There is a Latin America focused librarian, Dr. Barbara Miller, who is a great resource to our students. There are currently no plans to acquire additional items for the

Latin American collection at this time. For the current academic year, the Program was given \$1000 for OE&E (including payment to Student Assistants), \$1000 for Miscellaneous Course Fees, and \$3200 for TADCP Swap (including Open University, Summer, Fall, Spring,, Intersession), \$5200 in OE&E. Following university requirements for distributing those funds, the LAS Program will spend the funds in:

1. Latin American Studies Student Conference	\$2000
2. LAS goods and printing costs for recruitment events	\$1000
3. Student Assistant	\$1100
4. Invited Lecturers	\$1000
5. Other (printing, postage, etc.)	\$107
6.	
<b>TOTAL</b>	<b><u>\$5207</u></b>

## **VII. Long-term Plans**

The LAS Program plans to increase the overall number of majors and minors. For this purpose, it will engage in active recruitment of applicants especially within the incoming cohort of freshmen, as well as undecided students. We will also make the effort of promoting the option of double-majors. Furthermore, we will explore partnerships with programs such as the Honors and First Year Experience Programs. The implementation of the LTAM 100 course will also be important in order to attract students. The Program will also provide more study abroad options in Latin America for our students in order to gain real life experiences abroad and to complete their degree requirements on time. We will also be exploring outside funding sources in order to become less dependent on the College's budget allocation. We will continue to comply with assessment requirements and reflect on these in order to improve our Program. Also, we will reinvigorate LASSA and plan events that will benefit the campus community as well as the surrounding communities. Lastly, we will be working on the organization of the Latin American Studies Student Conference in collaboration with other partners such as CSU San Bernardino, and UC Irvine to

eventually create cross-program partnerships. Our goal is to create a Southern California Latin American Studies Consortium in order effectively share resources, encourage student networks, and to engage in research project across universities.

**VIII. Appendices Related to the Self-Study**

**APPENDIX I. UNDERGRADUATE DEGREE PROGRAMS**

The Office of Institutional Research and Analytical Studies will provide the data for Tables 1-9 that you will need for your review and analysis. The completed tables should be placed in the appendix, and the narrative and analyses should be woven into the self-study itself.

TABLE 1. Undergraduate Program Applications, Admissions, and Enrollments

For each undergraduate degree program, a table will be provided with the number of student applications, number of students admitted, percent admitted, the number of new enrollments, and the percentage of new enrollments. Percentage of students enrolled is the number of students enrolled divided by the number of students admitted or the yield rate.

TABLE 1-A. First-time Freshmen: Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	% Admitted	# Enrolled	% Enrolled
2011-2012	6	1	16.7	0	0
2012-2013	4	3	75.0	0	0
2013-2014	10	4	40.0	1	25.0
2014-2015	15	7	46.7	1	14.3
2015-2016	10	4	40.0	0	0

TABLE 1-B. Upper Division Transfers: Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	% Admitted	# Enrolled	% Enrolled
2011-2012	6	2	33.3	0	0
2012-2013	7	7	100.0	1	14.3
2013-2014	5	2	40.0	0	0
2014-2015	3	1	33.3	0	0
2015-2016	6	2	33.3	0	0

TABLE 2. Undergraduate Program Enrollment in FTES

For each undergraduate degree program, a table will be provided showing student enrollment for the past five years, including lower and upper division enrollment.

TABLE 2-A. Undergraduate Program Enrollment in FTES

Academic year	Enrollments in FTES			
	Lower-Division FTES <sup>1</sup>	Lower- Division FTES by Majors Only <sup>2</sup>	Upper-Division FTES <sup>3</sup>	Upper- Division FTES by Majors Only <sup>4</sup>
2011-2012	0	0	9.2	0
2012-2013	0	0	8.3	0.2
2013-2014	0	0	6.2	0.2
2014-2015	0	0	5.4	0.8
2015-2016	0	0	5.4	0.2

<sup>1</sup> All students' FTES regardless of student major enrolled in Lower Division Courses of the program

<sup>2</sup> Students' FTES with the major enrolled in Lower Division Courses of the program

<sup>3</sup> All students' FTES regardless of student major enrolled in Upper Division Courses of the program

<sup>4</sup> Students' FTES with the major enrolled in Upper Division Courses of the program

TABLE 2-B. Undergraduate Program Enrollment (Headcount)

Academic Year	Majors			
	Lower Division	Upper Division (including Post-Bac & 2 <sup>nd</sup> Bac)	Total	FTES per headcount
2011-2012	0.0	5.5	5.5	0.8
2012-2013	0.0	4.0	4.0	0.8
2013-2014	1.0	3.5	4.5	0.8
2014-2015	1.5	3.0	4.5	0.8
2015-2016	1.0	0.0	1.0	1.0

TABLES 3. Graduation Rates for Majors

For each undergraduate degree program, tables will be provided showing the graduation rates for majors. Table 3-A will summarize the freshman graduation rates. Table 3-B will summarize the graduation rates for transfer students.

TABLE 3-A. First-time Freshmen Graduation Rates for Majors

Entered In	Headcount	% Graduated in 4 years		% Graduated in 5 years		% Graduated in 6 years		% Graduated in 6 years plus 7 <sup>th</sup> year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 2006	0	0	0	0	0	0	0	0	0
Fall 2007	0	0	0	0	0	0	0	0	0
Fall 2008	0	0	0	0	0	0	0	0	0
Fall 2009	0	0	0	0	0	0	0	0	0
Fall 2010	1	0	0	0	0	0	0	0	0
Fall 2011	0	0	0	0	0	0	0	0	0
Fall 2012	0	0	0	0	0	0	0	0	0

TABLE 3-B. Transfer Student Graduation Rates for Majors

Entered In	Headcount	% Graduated in 2 years		% Graduated in 3 years		% Graduated in 4 years		% Graduated in 4 years plus 5 <sup>th</sup> year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 2008	2	50	50	50	50	50	50	50	50
Fall 2009	1	0	0	100	0	100	0	100	0
Fall 2010	2	50	0	100	0	100	0	100	0
Fall 2011	1	100	0	100	0	100	0	100	0
Fall 2012	2	50	50	50	50	50	50	50	50

TABLE 4. Degrees Awarded

For each undergraduate degree program, a table will be provided showing the number degrees awarded for the five most recent academic years for which data are available.

TABLE 4. Degrees Awarded

Academic Year	Degrees Awarded
2011-2012	2
2012-2013	2
2013-2014	3
2014-2015	4
2015-2016	1
Total	12

**Enrollment of Latin American Studies majors and minors**

AY	Primary Majors	Secondary Majors	Total Majors	Minors	Grand Total
2009-2010	8	3	11	11	22
2010-2011	7	3	10	7	17
2011-2012	6	2	8	5	13
2012-2013	5	2	7	11	18
2013-2014	5	1	6	9	15
2014-2015	5	0	5	10	15
2015-2016	1	0	1	3	4

**Degrees Awarded in Latin American Studies Majors and Minors**

CY	Primary Majors	Secondary Majors	Total Majors	Minors	Grand Total
2009-2010	4	2	6	4	10
2010-2011	1	1	2	3	5

2011-2012	2	1	3	2	5
2012-2013	2	1	3	4	7
2013-2014	3	1	4	3	7
2014-2015	4	0	4	8	12
2015-2016	1	0	1	4	5

**APPENDIX II. GRADUATE DEGREE PROGRAMS – the Latin American Studies Program does not currently offer an M.A. Degree. Table 5, 6, 7, and 8 are therefore omitted from this report.**

### **APPENDIX III. DOCUMENTING ACADEMIC ACHIEVEMENT**

#### **Latin American Studies Student Learning Goals and Learning Outcomes**

Our Program has as Student Learning Goals and Learning Outcomes, the following:

#### ***1) Write effectively***

- Write about Latin America’s geography, peoples, history, cultures, economies, societies, art history and institutions from an interdisciplinary perspective
- Demonstrate appropriate use of sentence structure, content, organization, and purpose as is particularly relevant to argumentative writing in English, Spanish and Portuguese

#### ***2) Research***

- Demonstrate the ability to access written and electronic information about Latin America in different disciplines and follow appropriate formats in documenting resources
- Gain the critical skills necessary to formulate arguments and demonstrate their validity through research-based essay papers and oral presentations following methodologies in the humanities and social sciences
- Acquire and demonstrate foundational knowledge in anthropology, art history, Chicana/o studies, economics, geography, history, political science, Portuguese, or Spanish, as it pertains to Latin America and in accordance with the academic path followed in obtaining the bachelor of arts degree

#### ***3) Identify ideologies presented in various texts***

- Read resources from different historical moments, languages, and power structures in order to demonstrate an understanding of biases inherent in a text’s contents and how those ideologies have influenced Latin America’s economic and political dependence as well as its social institutions and cultural accomplishments

#### ***4) Language Proficiency***

- Develop and demonstrate in a variety of situations, and for diverse audiences, oral and written communication skills in English and Spanish or Portuguese

- Demonstrate through writing assignments an understanding of the varying structures of English, Spanish and Portuguese in order to maximize understanding of authentic texts and access a multilingual and multicultural understanding appropriate to the interdisciplinary nature of the major

### ***5) Latin America in a Global Context***

- Identify regional trends in Latin America that have marked its colonial past, economic dependency, political challenges and social inequality in order to understand its modern needs
- Understand and interpret Latin America's cultural contributions as a diverse, multilingual, ethnically diverse world region with significant influences from Amerindian, European, African and Asian peoples

### **Assessment Report of Student Learning for AY2014-15 and AY2015-16**

For assessment purposes, our the Latin American Studies Program has condensed the Student Learning Outcomes to:

- 1) Write effectively about Latin America's geography, peoples, history, cultures, economies, societies, art history and institutions from an interdisciplinary perspective using appropriate use of sentence structure, content, organization, and purpose as is particularly relevant to argumentative writing in English, Spanish, and/or Portuguese.
- 2) Perform research from an interdisciplinary perspective understanding the foundational knowledge in anthropology, art history, Chicana/o studies, economics, geography, history, political science, Portuguese, or Spanish, as it pertains to Latin America and in accordance with the academic path followed in obtaining the Bachelor of Arts degree. Demonstrate the ability to access written and electronic information about Latin America in different disciplines and follow disciplinary requirements in documenting resources. Gain the critical skills necessary to formulate arguments and demonstrate their validity through research-based essay papers and oral presentations following methodologies in the humanities and social sciences.
- 3) Read critically to identify textual ideologies from different historical moments, languages, and power structures in order to demonstrate an understanding of biases inherent in a text's contents and how those ideologies have influenced Latin America's economic and political dependence as well as its social institutions and cultural accomplishments.

### **AY 2014-2015**

For the 2014-2015 academic year, Latin American Studies BA SLO #2 was assessed in Latin American Studies 300 Fall 2014. A total of 13 students were enrolled in the course and their interdisciplinary research skills were assessed via an oral presentation connected to a research paper assignment of 7-10 pages. Two LAS Program Council members met to norm the assessment

process. A rubric was used for this purpose dividing students' research presentations and papers into three categories: "Exemplary", "Satisfactory" and "Unsatisfactory". 13 Research-based oral presentations and written assignments were collected in LTAM 300 Fall 2014. There were two graders in total. The data shows that of the 13 assignments assessed, 5 were exemplary, 7 were satisfactory and 1 was unsatisfactory as shown in the chart below:

Course chosen for assessment: LTAM 300 (15238)

Student Work Chosen for Assessment	Number of Student Work Samples Assessed	Exemplary	Satisfactory	Unsatisfactory	% of Exemplary + Satisfactory	Assessment met (Y/N)
Final Research Paper	13	5	7	1	92	Y

The data shows that the Latin American Studies BA program is meeting SLO #2 at a higher success rate than the 80% determined as necessary. This is the first time this SLO is assessed. In the future, we will do the same but focusing on the written portion of this assignment along with the oral presentation.

Despite the success of the overall data, we chose to include a sample that is a low “satisfactory” to show that improvement still needs to be made to improve students' overall ability to demonstrate interdisciplinary research that goes beyond synthesizing descriptive information as shown in the attached sample.

Please note this data is limited to SLO #2 and assessment of other learning objectives will take place in the coming years. Latin American Studies will review one SLO per year and follow a 5-year cycle.

### **AY2015-16**

For the 2015-2016 academic year, Latin American Studies BA SLO #1 (was assessed in Latin American Studies 300 Fall 2015). Students in the course will be assessed via two reaction papers; one turned in at the beginning and the other at the end of the semester. A rubric normed by three Latin American Studies council members will be used to score the papers into three categories: "Exemplary", "Satisfactory", and "Unsatisfactory". A total of 12 reaction papers were collected in LTAM 300 Fall 2015. Each of the 6 students turned in a reaction paper at the beginning and at the end of the semester in order to determine if progress was made. There were three blind graders in total (members of the LTAM Advisory Council). The data shows that of the 12 assignments assessed, 3 were exemplary, 7 were satisfactory and 2 were unsatisfactory as shown in the chart below:

Course chosen for assessment: LTAM 300 (15451)

Student Work Chosen for Assessment	Number of Student Work Samples Assessed	Exemplary	Satisfactory	Unsatisfactory	% of Exemplary + Satisfactory	Assessment met (Y/N)
Reaction papers	12	3	7	2	83	Y

The data shows that the Latin American Studies BA program is meeting SLO #1 at a higher success rate than the 80% determined as necessary. This is the first time this SLO is assessed. In the future, we will do the same but using a different sample such as including a question in the final exam so that students can write about and from an interdisciplinary perspective.

Despite the success of the overall data, we chose to include a sample that is an "Unsatisfactory" to show that improvement still needs to be made in students' overall ability to write effectively.

#### **AY2016-2017**

For the current academic year, the LAS Program will assess SLO #3.

#### **APPENDIX V. RESOURCES**

Table 10. Provide a table showing for the past five years all department resources and the extent to which each is from the state-supported budget or from other sources, such as self-support programs, research, contracts and/or grants, development, fund-raising, or any other sources or activities.

As stated above, the H&SS Dean's Office provides .2 reassigned time to coordinate the LAS Program and covers expenses for offering one section of LTAM 300 each semester.

YEAR	OPERATIONS & EQUIPMENT	STUDENT ASSISTANT	LOTTERY FUNDS	TOTAL
2011-2012	1,625.00	3,800.00	1,000.00	6,425.00
2012-2013	1,180.00	950.00	3,200.00	5,330.00
2013-2014	1,180.00	950.00	3,250.00	5,380.00
2014-2015	1,180.00	3,200.00	3,250.00	7,630.00
2015-2016	1,000.00	4,700.00	750.00	6,450.00
2016-2017	1,007.00	3,200.00	1,000.00	5,207.00

#### **APPENDIX VI. LONG-TERM PLANNING**

The unit will need to first develop goals regarding student learning, scholarship, and service outcomes and then develop criteria for assessing whether they have been achieved. Important quality outcomes may include the definition and analysis of student academic work/achievement; impacts of research and scholarly activity on the discipline, the institution, and the community;

impacts of service on the discipline the institution, and the community; and the marks of a successful graduate from a program in this unit.

Using the information provided in the appendices (e.g. graduation rates, and faculty composition, FTES enrollment), how do they inform and influence the long-term goals of the department or degree program?

<b>Long Term Goal</b>	<b>How does information from the appendices inform this goal?</b>
Prepare a new long term plan with the newly constituted LAS Council Members	As the Program Council has now a majority of tenured and senior faculty, and has now a wider representation of faculty from different departments, we will be creating a long-term plan and strategy to make our Program grow.
Actively recruit majors and minors	As the numbers above indicate, it is important to engage in recruitment of majors and minors in order to increase numbers.
Increase course offerings and research opportunities for students	Since we now have a wider representation of departments in the Program Council, we would like to increase course offerings and research opportunities related to Latin America so that our students can obtain a solid interdisciplinary education. We also plan to communicate with other non-Program Council faculty who teach courses related to Latin America in order to establish venues for collaboration and promotion of our Program.
Maintain stability of the Program through curricular activities	Maintain solid enrollment numbers for the LTAM 300 course; implement the LTAM 100 course to attract new students; redesign the LTAM 350 course
Continue supporting the LAS Program through LASSA sponsored event	LASSA is a crucial component to the health and longevity of the LAS Program. Given the minimal funds available as demonstrated in Appendix V, students have great access to funding and resources to enrich the program, increase enrollment, and incorporate community supporters.
Seek outside funding	As shown above, LAS Program resources are limited and a growth opportunity may very well be linked to accessing grant monies outside the university. We plan to seek funding opportunities so that we are less dependent on budget allocations within CSUF.
Explore partnerships with other Programs such as Honors or Freshmen and other Southern California institutions	Partnerships with reputable first-year programs can help remedy this deficit by giving the Program access and visibility with first year students. Furthermore, since Dr. Pérez is now Director of the Honors Program, it is a great opportunity to reach out to students in the program that might be interested in our courses and in our major or minor. Also, we will explore collaborative opportunities with other Southern California institutions (CSU San Bernardino, UC Irvine, etc.) in order to share resources, ideas, and research in order to ultimately create a consortium of Latin American Studies Programs.
Increase study abroad	As an integral part of their education experience, the Program will further seek opportunities for our students to study abroad. We will be looking

opportunities for our students	into new partnerships with institutions in Latin America and will be promoting the existing study abroad opportunities available to our students.
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