Latin American Studies Program

Plan for LAST at CSUEB

FIVE YEAR PLAN

Latin American Studies 2006-07

California State University East Bay
In the previous self study, conducted in 2000, the program faced many of the same problems as it does today. The outlook was uncertain and some questioned if the program, as it stood at the time, was a viable option as a degree granting program. There are certain ways to fix this problem discussed below. However, it is safe to say that the program is experiencing an increase of registered majors and minors in just the past year. LAST expects this number to double within the next academic year.

A. Curriculum – To date LAST has three courses on record but only one is offered. The courses are LAST 3000 “The Latin American World” - LAST 3999 “Issues in Latin American Studies” and LAST 4900 “Independent Study.” I propose that we change LAST 3000 to a 1000 level course and offer it as an introduction to the field. As mentioned in the previous self study, a 1000 level course will expose incoming students to the field and will hopefully attract them to the major. I taught LAST 3000 during the fall 2006 quarter and signed up two majors and three minors.

LAST 3999 should be offered once a year during the winter quarter as a culminating research experience for majors and minors. As we increase the number of majors LAST 4900 can be offered as a course for students wishing to gain experience in local, national, and international intern experiences. It will also be used for LAST majors and minors who join the summer study tour program to Latin America.

The program should develop two courses that the university lacks: one covering the Latin American economy and one covering U.S.-Latin American relations. Many majors and minors will seek international careers and need relevant knowledge in these areas. Because we have a lack of faculty to teach such courses, the LAST director can offer one of the two courses every year on a rotational basis.

These proposed courses along with the existing introduction course should be considered for the General Education Area D4 (social sciences) requirement.

B. Students – Over the past five years the number of majors has slowly increased. However, graduating five majors per year is not a notable achievement. California State University East Bay is a career oriented university and most students enroll in professional degree programs. LAST needs to develop a strategy that will ensure majors have career options upon graduation.

Latin America is an area booming with possibilities for researchers, social workers, activists, investment, and those wishing to begin a career in the foreign-service sector of the U.S. Department of State. The first development that should take place is the creation of an active procedure to locate, secure, and aid students in local, national, and international internships. Students will benefit from such exposure, which will eventually lead to career options. Because over 40% of the Hispanic population in the United States is foreign-born, this major will provide many options for bilingual students in government agencies, international business firms, translation/interpretation, and political/community based organizations. Students will enroll in LAST 4900 (Independent Study), ideally will then have access to financial aid funds during the summer, and will receive valuable international experience in their field of choice. Students will then write about their experience and utilize it to move them towards a career.
The promotion of the program is vital to its success. Recently we created a website which details the program’s goals, lists the members of the LAST Advisory Board, informs students of upcoming projects and events, and maintains a list of international opportunities and internships in the areas of Latin American business, sustainable development, ecological preservation, human rights, tourism, and policy. I believe that this website has helped to spread the word about LAST resulting in the highest number of majors and minors in over five years.

Another way to promote the program is to develop ties with Business, Economics, Nursing, International Studies, History, and Anthropology, and Social Work among other programs. Majors in any of these fields will benefit from a minor in Latin American Studies. Latin American Studies is takes a transnational approach to the study of Latin America and Latinos in the U.S. As previously mentioned, there are growing career options for students with knowledge of this population. The LAST Advisory Board must take an active roll in promoting the minor to their students.

As the number of majors and minors increase, it is vital they have exposure to Latin America. There needs to be a wider range of Latin American destinations offered through International Programs on campus. So far, the university only offers study abroad options for Santiago, Chile and Queretaro, Mexico. According to the Director of International Programs, it is costly to create another option for our students. New options must be created to expose students to Latin American travel.

LAST will expand and develop the Latin American study tours option. This past December (2006) LAST took 16 faculty, staff, and students to Caracas Venezuela. The tour was designed to last under two weeks. Participants were exposed to many social issues in Caracas and the surrounding areas. My plan for the study tour program is to make it a learning experience for the university community, although students are the emphasis. I will organize a trip each summer starting in 2007 to a different country. The program will work with the University Risk Management team and International Programs to ensure the safety and success of the tours. The program of each trip will be slightly different each time; some tours will be cultural, some oriented towards politics and others towards ecology. The LAST director will work with the Office of Research and Sponsored Programs at CSUEB in order to take advantage of various grants that could help fund LAST student scholarships for international travel. Students will also be able to take the tours for credit, opening the possibility of financial aid to those who qualify. The study tours will be an avenue to expose the entire university community to LAST. Hopefully this exposure will increase majors and minors. Our next trip is in the planning phase. I plan to take students to Chiapas, Mexico. So far, I have a list of thirteen students who are interested (ten of these students are LAST majors/minors).

Aside from promising travel to Latin America, the program can increase enrollment in various ways. First, the LAST course listings must meet GE requirements in order to expose a wide range of students to the major.

Once enrolled, however, students have to deal with a program that does not offer what it states in the University Catalog. When I became Director of LAST in late spring 2006, I noticed that
many courses were simply not offered at this university. Advising students is difficult because they cannot get the courses they need or want; substitutions are often necessary in order to move the student through the curriculum. There are a few ways to fix this problem and one requires the hiring of new or replacement faculty. Because this is not a reality in our current budgetary situation, LAST must work to correct the problems that exist. We must revise the major to eliminate courses no longer offered, and, as stated in Section A, create new course offerings. The latter option will make a dramatic change in the ability of new students

Along with the changes to curriculum, existing courses need to be added. The addition of Ethnic Studies 3130 *Slavery in the Americas* as an option to complete the LAST history requirements will offers students a course that is taught with more regularity. I propose to change the LAST Roadmap in order to reflect the changes in faculty over the past five years. The current roadmap is not altogether clear and may turn away some students. Some of the courses are simply no longer offered. The current roadmap also contains a heavy emphasis on history courses, which reflects the fact that LAST was formerly housed in the History Department and directed by an historian of Latin America. This is problematic since Dr. Pablo Arreola moved on. Many LAST students are finding it difficult to graduate because the History Department rarely offers the courses.

**Proposed Roadmap – B.A. in LAST (changes to current roadmap in bold):**

First Year

Select one from each group
A. ANTH 1000, ANTH 1300, ES 1001 – Intro to ES, or SOC 1000  
B. ECON 1000 or ECON 2302  
C. GEOG 1000, GEOG 2300, or GEOG 2310  
D. LAST 1000 (New Course to be Developed)  
E. MLL1401, MLL1402, and MLL1403 (Students can test out of these introductory Spanish courses).

Second Year (Select 16 Units)

HIST 3600  
HIST 3605  
INTS 3100  
GEOG 3510 or GEOG 3515  
LAST (US-Latin American Relations) LAST (The Latin American Economy)  
MLL 2401, MLL 2402, and MLL 2403

Third Year

Select two course from two different disciplines: ART 3010, ART 3055; MLL 3461, MLL 3463, MLL 3495, MLL 3861, MLL 3871, MLL 4495; PHIL 3214, PHIL 3611 (not listed in catalog) ANTH 3250, ANTH 3510; or E S 3800
Select one course from the following: HIST 3138, HIST 3620, HIST 3622, **HIST 3625**, HIST 3632, HIST 3804, HIST 6500 or; POSC 3280 or; **ES 3130 Slavery in the Americas**

Fourth Year

Select one course from the following: ES 3202, ES 3210, ES 3805; HIST 3515; SOC 3416

Electives: Two courses certified by the LAST Director to have suitable content for the program

**C. Faculty** - The University must show a renewed interest in the study of Latin America. After all, U.S. - Latin American relations are vital: trade, immigration, inter-American affairs are among the most vital issues facing our country today. Ideally, we should promote the replacement of faculty who are no longer affiliated with the CSUEB. The LAST curriculum is heavily reliant on history requirements yet the History Department has no Latin American specialist. To my knowledge, the University does not have a single specialist in the study of Brazil, nor are there any tenure track professors in Portuguese; yet the University Catalog states that LAST students must choose Spanish or Portuguese as a language requirement. Similarly, the LAST program states that it offers courses in Latin American philosophy yet the specialist in that area has retired and has not been replaced.

Unfortunately, CSUEB students may not generate enough interest in these specialties in order to hire a replacement faculty. However, if LAST was able to choose one replacement of the many who left, it would have to be a replacement for Dr. Pablo Arreola in the History Department. Certainly replacements are needed in Economics and Portuguese, but these may not be possible.

Instead, LAST must begin to work on strengthening its degree program with the faculty and resources it now has. Currently we have strong components in Spanish with four tenure track specialists, Ethnic Studies with two tenure track specialists, Anthropology with two tenure track specialists, Art with one tenure track specialist, and Geography with one tenure track specialists. With this faculty we can begin to envision a program that caters to a Spanish speaking, Latin American specific program that also considers the massive Latin American population that exists in the United States. Students should be guided towards careers in teaching, community organizing, law, international business, inter-American relations (work in the State Department), and higher education.

**D. Resources** – Currently LAST is running on about $150 of funding per year. This means that we are responsible for our own outreach and promotion. I suggest that LAST receive at least $1000 per year, which will allow the program to operate at a satisfactory level. Funds are needed for events, guest speakers, symposiums, and travel. These funds will also allow the director to promote the program at conferences. Travel funds are also important to the development of the Study Tour program we are attempting to develop. The Director simply cannot afford to pay for his own costs, especially for a program that opens international opportunities for the university community.
Outcomes Assessment

A. Mission Statement

What does it mean when a student earns a Bachelor’s degree in Latin American Studies at CSU East Bay? It means that the student is well underway to becoming an engaged and globally-oriented citizen. Each graduate has developed a broad, yet detailed, and integrated background in the historical, political, cultural, environmental, economic, and social reality of Latin America. They will use this academic background to form sound political, ethical, and moral perceptions about Latin America that reflect their own personal convictions and life experiences.

Latin American Studies goes far beyond classroom learning and the undergraduate years. Through study in this major, graduates become life-long learners who treasure the value of examining the world from diverse and multicultural perspectives. They will develop a foundation of effective oral and written communication skills in Spanish, Portuguese, and/or other languages of the region that they will further hone over their subsequent careers. These linguistic skills will allow them to seek out and comprehend what Latin Americans themselves have to say about their world and the significant issues confronting them. In this way, graduates will be able to impart their understanding of and passion for the region to their peers and to future generations. By doing so, they will take a modest, but important step at improving the overall political, geographical, cultural, and economic relationships between the United States, Latin America, and the world.

B. Program Goals

1. To provide students with an in depth and general understanding of the histories, geographies, literatures, cultures, economics, and societies of Latin America.

2. To provide students with an understanding that Latin America is a multicultural and multiethnic region of the world.

3. To provide students with an understanding of the salient political, social, and economic issues facing Latin America today: i.e. globalization, nationalism, regionalism, democratization, social justice, economic development and environmental conservation, and gender and ethnic equality.

4. To provide students with an understanding of Latin America’s long relationship with the United States and its growing ties with the rest of the world.

5. To encourage students to learn how insignificant national borders have become and recognize that there is a strong Latin American presence here and vice versa.

6. To encourage students to understand that Latin Americans themselves are capable of addressing and resolving the ills of their region.

7. To provide students with the understanding that Latin American civilizations are not an American variants of European civilization, but rather the products of a long and complex cultural and economic interplay between indigenous, European, and African civilizations.
8. To encourage students to develop an appreciation of Latin American high and popular culture in all its manifestations, such as plastic and performing arts, letters and poetry, music, dance, cuisine, and sports.

C. Learning Outcomes and Indicators

Students should have a basic knowledge of Latin American history, including a grasp of major events, details, and timelines as well as an interpretive approach to understanding Latin America’s past.

Indicators: We will know students have this knowledge when they:
• Complete HIST 3600 and 3605.
• Pass the Pre and Post tests for HIST 3600 and 3605
• Submit essay test or interpretative term paper from HIST 3600 or 3605 to be evaluated by program director/advisor and class instructor.

Students should develop an understanding of the geographic diversity of Mexico, Central America, the Caribbean Islands, and South America, including a background in the geographic dimensions of the physical and human environments, natural resources, their distribution, exploitation, and consumption in Latin America today.

Indicators: We will know students have developed this understanding when they:
• Complete GEOG 3510 and/or 3515.
• Submit essay test or interpretative term paper from GEOG 3510 or 3515 to be evaluated by program director/advisor and class instructor.

Students should develop an understanding of the diverse cultural, anthropological, and/or sociological background of Latin America.

Indicators: We will know students have developed this understanding when they:
• Complete ANTH 3250, 3510, and/or ES 3800.
• Submit essay test or interpretative term paper from ANTH 3250, 3510, and/or ES 3800 to be evaluated by program director/advisor and class instructor.

Students should develop an understanding and appreciation of the rich and diverse cultural heritage and life of Latin America, especially in literature, theater, and the plastic and performing arts.

Indicators: We will know students have developed this understanding and appreciation when they:
• Complete ART 3010, and/or MLL 3461, 3463, 3495, 4495.
• Participate in cultural activities on and off campus (e.g. concerts, theater, films, museum exhibits, conferences, performances, events, etc.) and submit to program director/advisor a written Summary of Cultural Activities in which the student will summarize and evaluate this participation and its contribution to an appreciation of Latin American culture.
Students are to integrate their geographical, historical, economical, social, political, and cultural knowledge of Latin America in an interdisciplinary and comparative way.

**Indicators:** We will know students are able to integrate knowledge in an interdisciplinary fashion when they:
- Complete LAST 3000.
- Submit an interdisciplinary research project attached to LAST 3000 to be evaluated by program director/advisor.
- Submit two research papers, each analyzing the same issue from the perspective of two different disciplines to be evaluated by program director/advisor.

To encourage students to develop good communication skills in Spanish, Portuguese, and/or other languages of the region, so that once they travel to Latin America they will comprehend what Latin Americans say about themselves and the world.

**Indicators:** We will know students have this skill when they:
- Organize class presentations or attend lectures conducted in Spanish or Portuguese.
- Participate in one of our International Programs in Mexico, Spain, or Chile.
- Complete and submit subjective essay examinations and/or group oral projects in Spanish or Portuguese to program director/advisor.
- Test or demonstrated fluency as determined by program director.

Students should approach course material in a manner that fosters critical thinking, reflection, and the organization of ideas.

**Indicators:** We will know students approach the material in this way when they:
- Complete the Capstone Requirement and write a lengthy research paper or project evaluated by program director/advisor and at least two LAS faculty.
- Participate in a debate/series/presentation on an issue dealing with Latin America or the Mexican American/Latino communities in the US.

Students should understand that ethnic, racial, and gender issues are important prisms through which to view Latin American civilization.

**Indicators:** We will know students have this understanding when they:
- Complete ES 3201, 3202, 3210 or 3805.
- Submit to program director/advisor a research paper from any course that addresses issues of ethnicity, race, and gender in Latin America or within the Mexican American/Latino communities in the US.

Student should understand that Latin America does not exist in a vacuum, but rather is in the center of a dynamic interplay of global forces.

**Indicators:** We will know students have this understanding when they:
- Complete INST 3100.
• Submit essay test or interpretative term paper from INST 3100 to be evaluated by program director/advisor and class instructor.

Students will have an understanding of the pre-Columbian heritage of Latin America.

Indicators: We will know students have this understanding when they:
• Complete ART 3055 and/or ANTH 3250
• Complete MLL 3461 and submit to program director/advisor a subjective essay examination, group oral project, or research project dealing with the pre-Columbian literary heritage of Latin America.

Students will have knowledge of major developments in Latin America since 1945.

Indicators: We will know students have this knowledge when they:
• Complete HIST 3620.
• Submit to program director/advisor a subjective essay examination, group oral project, or research project dealing with the impact of the Cuban Revolution and the Cold War on Latin American societies.

Students will develop an understanding that Latin American immigrants in the United States were “pushed and pulled” by forces operating on both sides of the border.

Indicators: We will know students have developed this understanding when they:
• Complete ES 3201, 3202, 3805, HIST 3515, and/or SOC 3416.
• Participate in a student or community organization that interacts and/or provides support or services to immigrants from Latin America.

Students should develop a personal familiarity with diverse cultures in Latin America.

Indicators: We will know students have developed this familiarity when they:
• Participate in an on or off-campus student organization with multicultural emphasis.
• Regular participation in cultural activities on or off campus (see Summary of Cultural Participation, Learning Outcome 4).
• Travel or study in Latin America and submit a reflective paper describing the process of becoming cognizant of the culture and the impact of this personal experience.

D. Assessment Methods

1. History Test
   Students will take a pre-test and post-test of content material in HIST 3600 and HIST 3605.
2. Foreign language test
   Students will take a test or demonstrate fluency, as determined by program director, at the time they file for graduation.
3. Self-assessment
   Students will be provided with a questionnaire at an entry and mid-way mandatory advising/assessment sessions and at the time they file for graduation. This questionnaire is to
determine the students' assessment of the level of achievement of the program learning outcomes.

4. **Program evaluation**

   Students will be asked to anonymously complete a program evaluation at a mid-way mandatory advising/assessment meeting and at the time they file for graduation.

5. **Writing portfolio**

   The program director/advisor will evaluate the students' writing portfolio with respect to the learning outcomes. The program director/advisor will submit the evaluation to at least two other members of LAS committee and request feedback to ensure consistency in the evaluation criteria and process.

6. **Entry interview**

   This interview will take place during an entry mandatory advising session. In this interview students are informed of the writing portfolio materials they will generate during their instruction to serve as a baseline for assessing progress in achieving the program learning outcomes. The interview will also serve to determine students' incoming participation in cultural activities in order to measure progress at the time of graduation.

7. **Midway interview**

   This interview will take place during a midway mandatory advising session. In this interview students will be asked to express their opinions concerning progress with respect to program learning outcomes. The interview will also serve to verify the presence of the different components of the portfolio. Students will comment on their progress with respect to program learning outcomes.

8. **Exit interview**

   This interview will take place when students file for graduation. In this interview students will submit the Summary of Cultural Activities. Students may submit the following:

   - Proof of class presentations or attendance to lectures in Spanish and/or Portuguese.
   - Proof of participation in CSUH International Programs.
   - Proof of participation in a debate/series/presentation on an issue dealing with Latin America or the Mexican American/Latino communities in the US.
   - Proof of travel or study in Latin America and reflective paper.
<table>
<thead>
<tr>
<th>DEPT.</th>
<th>LEARNING OUTCOME DESCRIPTION</th>
<th>Primary Content Key Code</th>
<th>Secondary Content Key Code</th>
<th>Knowledge</th>
<th>Skill</th>
<th>Disposition</th>
<th>Key Code Definition</th>
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<tr>
<td>LAST</td>
<td>Students should approach course material in a manner that fosters critical thinking, reflection, and the organization of ideas.</td>
<td>AGE-CT</td>
<td></td>
<td>S</td>
<td>D</td>
<td></td>
<td>Advanced General Education - Critical Thinking</td>
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<tr>
<td>LAST</td>
<td>Students are to integrate their geographical, historical, economical, social, political, and cultural knowledge of Latin America in an interdisciplinary and comparative way.</td>
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<td>LAST</td>
<td>Students should develop an understanding of the diverse cultural, anthropological, and/or sociological background of Latin America.</td>
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<tr>
<td>LAST</td>
<td>* Students should develop an understanding and appreciation of the rich and diverse cultural heritage and life of Latin America, especially in literature, theater, and the plastic and performing arts.</td>
<td>AK</td>
<td>K</td>
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<td>LAST</td>
<td>* Students should have a basic knowledge of Latin American history, including a grasp of major events, details, and timelines as well as an interpretive approach to understanding Latin America's past.</td>
<td>AK</td>
<td>K</td>
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<td>LAST</td>
<td>Students will have an understanding of the pre-Columbian heritage of Latin America.</td>
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<td>LAST</td>
<td>Students will have knowledge of major developments in Latin America since 1945.</td>
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<td>LAST</td>
<td>Students will develop an understanding that Latin American immigrants in the United States were “pushed and pulled” by forces operating on both sides of the border.</td>
<td>AK</td>
<td>K</td>
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<td>LAST</td>
<td>Students should develop a personal familiarity with diverse cultures in Latin America.</td>
<td>AK</td>
<td>K</td>
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<tr>
<td>LAST</td>
<td>Students should develop an understanding of the geographic diversity of Mexico, Central America, the Caribbean Islands, and South America, including a background in the geographic dimensions of the physical and human environments, natural resources, the</td>
<td>AK</td>
<td>K</td>
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<td>LAST</td>
<td>Student should understand that Latin America does not exist in a vacuum, but rather is in the center of a dynamic interplay of global forces.</td>
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<td>LAST</td>
<td>To encourage students to develop good communication skills in Spanish, Portuguese, and/or other languages of the region, so that once they travel to Latin America they will comprehend what Latin Americans say about themselves and the world.</td>
<td>EXPR</td>
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<td>Expression/Production</td>
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<td>LAST</td>
<td>Students should understand that ethnic, racial, and gender issues are important prisms through which to view Latin American civilization.</td>
<td>SJD</td>
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<td>Social Justice/Diversity</td>
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**Latin American Studies Program**

Assessment Report

During the academic year 2001-02 the assessment plan from fall 2001 was revised and refined. Every learning outcome was assigned at least two—in some cases three—indicators. Three assessment methods were incorporated into the plan:

- Self-assessment questionnaire
- Student program evaluation
- Entry/Midway/Exit interviews

Three program outcomes were selected to be pilot-tested for two assessment methods. Due to the impossibility of testing methods in the context of a specific class, the assessment methods were pre-pilot-tested with a limited number of students. Protocols were developed for the two methods: History Test and Summary of Cultural Activities. Three sets of rubrics were written to provide evidence of the following:

- An interpretative approach to understanding the Latin American past
- Basic knowledge of Latin American history
- Appreciation for cultural richness and diversity

A scoring chart was developed to measure knowledge outcome in the History Test. History Tests were administered to four students: two are entering the program and two are graduating seniors. Three entering students submitted the Summary of Cultural Activities. The following is the initial analysis of the results:

**History Test:**

**Knowledge outcome**

<table>
<thead>
<tr>
<th>Entering student 1:</th>
<th>Multiple choice score 70%</th>
<th>grade</th>
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<tbody>
<tr>
<td>History essay questions</td>
<td></td>
<td>Satisfactory</td>
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<tr>
<td>History essay questions</td>
<td></td>
<td>Incompetent</td>
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<tr>
<th>Entering student 2:</th>
<th>Multiple choice score 77.5%,</th>
<th>grade</th>
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<tbody>
<tr>
<td>History essay questions</td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>History essay questions</td>
<td></td>
<td>Satisfactory</td>
</tr>
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</table>

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<tr>
<th>Graduating senior 1:</th>
<th>Multiple choice score 66.5%,</th>
<th>grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>History essay questions</td>
<td></td>
<td>Poor</td>
</tr>
<tr>
<td>History essay questions</td>
<td></td>
<td>Insufficient</td>
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</tbody>
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<table>
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<tr>
<th>Graduating senior 2:</th>
<th>Multiple choice score 87.5%</th>
<th>grade</th>
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<tbody>
<tr>
<td>History essay questions</td>
<td></td>
<td>Satisfactory</td>
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<tr>
<td>History essay questions</td>
<td></td>
<td>Superior</td>
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**Skill outcome**

<table>
<thead>
<tr>
<th>Entering student 1:</th>
<th>Incompetent</th>
</tr>
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<tbody>
<tr>
<td>Entering student 2:</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
Graduating senior 1: Insufficient
Graduating senior 2: Superior

Summary of Cultural Activities:

Disposition outcome
Student 1: Satisfactory
Student 2: Satisfactory
Student 3: Satisfactory

In general, the methods proved to be viable tools for assessment and in a preliminary analysis showed a considerable distance between program learning skill and appreciation outcomes and students’ learning.

The essays in the history test do not provide sufficient material to properly assess the skill outcome; this outcome can be better evaluated in the writing portfolio.

The knowledge outcome can be determined by the combination of the history test score and evaluation of the essays.

The protocols for the Summary of Cultural Activities should be redesigned to make sure students address the specific question pertaining to the enhancement of their cultural appreciation and understanding.

Besides the necessary redesigning in order to implement the aforementioned changes, these are the plans for next year:

- Develop—with other colleagues in the program—a method to inductively perfect and draw consensus to rubric scoring: superior, satisfactory, insufficient, incompetent, failure.

- In order to guarantee commitment from the rest of the faculty, assign part of the reward money to those willing to get involved in the assessment process.

- Develop protocols for the three assessment methods incorporated into the plan.

- Pilot-test learning outcomes for core courses.

- Being a small program, attempt to pilot-test learning outcomes for all of our majors.
External Review Report on the Undergraduate Program in Latin American Studies
California State University, East Bay
Submitted December 20, 2006

Evaluator: Linda B. Hall
Professor of History
University of New Mexico
Former Director of Latin American Studies at the University of New Mexico
Former Director of Latin American Studies, Border Studies, and International Studies at Trinity University, San Antonio, Texas
In November of 2006, I made a one-day visit to the CSUEB campus to evaluate the Latin American Studies program, currently under directorship of Professor Carlos Salomon of the Ethnic Studies Department. During this period of time, I was able to meet with Dean Alden Reimonenq and Associate Dean James Okutsu of the College of Letters, Arts and Social Science; Kyzyl Fenno-Smith of the library; Norman Bowen, Director of International Studies; Marcelo Paz, previous Director of Latin American Studies; Barbara Paige, Chair, Ethnic Studies; and most extensively with Carlos Salomon, current Director of Latin American Studies. Although I was impressed with the interest in and commitment to Latin American Studies expressed by this group of people, nevertheless, there are serious problems facing the program in the future, problems that have grown in the six years since the last external review.

My own experience with Latin American Studies has been in two institutions, first at Trinity University in the 1970s and 1980s where I headed Latin American Studies and Border Studies programs for several years and finally ran all of International Studies for two years, and then at the University of New Mexico, where I ran Latin American Studies for a five-year period. At Trinity, the program was focused on undergraduates and was slightly larger than the norm at CSUEB, averaging about 15 students in course, with a similar number in Border Studies. The number of participating faculty was also similar, the largest number coming from the Spanish language program with a handful of other Latin American specialists in history, sociology, and political science. At UNM, the preponderance of Latin American studies majors are graduate students, with 61 currently enrolled in M.A. and Ph.D. programs, fully half of them in a dual degree programs with Law, Community and Regional Planning, Business Administration, and Education. The undergraduate program is small, ranging in size from 30 to 50 students in my experience. Yet we have 61 professors at the University focused on Latin America, ranged across 13 different departments, and the University offers 80 Latin American courses a semester -- that is, courses which contain at least 50% Latin American content. Therefore, our problems at UNM are of a significantly different nature from those and CSUEB and the situation is more like the one that I faced at Trinity two decades ago.

**Clearly, a major problem for Latin American studies at CSUEB is the very small number of professors engaged in teaching Latin American courses.** Professor Davies in his report six years ago emphasized that a number of those faculty members most committed to the program would be retiring in the near future. Now, many of those retirements have in fact
occurred and some key faculty has left. A number of them have not been replaced. A key retirement was that of Dr. Pablo Arreola, the director of the program, who was not replaced in the history program where both he and Latin American Studies program were housed. He was replaced as Director by Dr. Marcelo Paz, of the Modern Languages and Literature Department, who was unable to fulfill many of the most important duties of a director, including teaching required courses in Latin American Studies, because of needs and demands of his department. Latin American Studies remained housed in History. A particular problem was that courses he taught for Latin American Studies did not provide FTEs for the department employing him, and so he was not released to teach them. Therefore, it is not surprising that the number students in the program dropped significantly, as the courses they needed for graduation were not available.

A major step toward correcting this problem of leadership was made when Carlos Salomon was hired in Ethnic Studies and then charged with the responsibility of the directorship. The program itself was also moved into Ethnic Studies, solving the problem of where FTEs for courses would go. Dr. Barbara Paige, current director of Ethnic Studies, seems to be very supportive of the program, making this change an optimal one. Dr. Salomon has already begun to publicize the program better, with a very useful website, a planned Study Tour to Venezuela for December 2006, (which is occurring as I am writing and which seems to be going very well) and a growing list of internship possibilities.

Enrollments are growing, along with graduations. Four degrees were awarded in spring 2006, equaling the number of the previous three years. Yet the numbers are still very tiny. Given the number of Latino students at CSUEB from various national backgrounds, I would expect the potential numbers of Latin American Studies majors and minors to be much larger.

Yet the question of qualified faculty remains crucial. Dr. Salomon in his self-study points out that the departure of two faculty members from the School of Business and Economics have left that crucial area without a Latin American specialist. Further, despite interest within the University, there is not a single full-time faculty member focused on the study of Portuguese and/or Brazil. In most programs, as well, a historian of Latin America is a key to the success of Latin American Studies. It seems to me, given the proximity of Latin America and particularly the US-Mexican border, a specialist in business and economics who is knowledgeable about Latin America would be important to the University in general, not just Latin American Studies.
I also believe that broader geographical coverage would improve the program significantly. I would therefore highly recommend hiring as quickly as possible:

1) A faculty member for Business and Economics who has an expertise in Latin America, perhaps in addition to other interests;
2) A historian of Latin America;
3) An expert in either Portuguese or in some aspect of the study of Brazil.
4) A Caribbean/Central American expert.

**Latin American Studies needs strengthened connections with other majors.** A good way for enrollments to grow is by making clear the advantages of a Latin American Studies minor in connection with obviously practical majors such as Business, Economics, Nursing, and Social Work, as well as more social science and humanities oriented majors such as International Studies, History, and Anthropology. Here, I believe that faculty in almost any area that helps increase geographical coverage will help the overall program and its connections with other majors and minors immensely. Additionally, and admittedly this strong recommendation reflects my own disciplinary biases, I think a new Latin American historian in almost any geographical field – with the exception of Mexico, which is Dr. Salomon’s particular expertise -- will help pull together the disparate aspects of the program. Historians often have a strong interdisciplinary sense, given the inclusiveness of the discipline, and in many Latin American Studies programs around the country, including our own at UNM, they play important roles. Of course, Dr. Salomon is a historian of Latin America, Chicano Studies, and the U.S.-Mexican border, but his responsibilities to both Latin American Studies and Ethnic Studies are substantial. The History Department needs its own expert for both coursework and advisement.

**A strong language program remains crucial.** As Dr. Davies pointed out in his review of the program six years ago, Spanish in particular is crucial to professional activities in California, given the demographics of the state, and programs such as business, nursing, criminal justice, etc., should have strong Spanish requirements. A stronger language program, in turn, will enhance Latin American Studies. Obviously, in addition, for the purposes of the Latin American Studies major itself, a permanent person to teach Portuguese would be a great help, though I understand that currently Portuguese instruction is available at a nearby CSU campus.

**Translation Studies.** Dr. Davies recommends a certificate in Translation Studies, within the language department, to provide a Northern California equivalent of the very successful
program at San Diego State in Southern California. I understand that some sort program of this
nature is being considered, but I do not know its current status. I hope that it is in the process of
being established, as I believe that it will fit very well with a Latin American Studies major and
would increase enrollments in both languages and in Latin American Studies. Likewise, an
International Business degree would be very desirable with a Latin American Studies
minor.

Curriculum revision is important, and will increase the number of students able to
complete the degree. Dr. Salomon suggests changing Latin American Studies 3000 to a 1000
level course, so that it may be offered as an introduction to the field. I believe this change would
give the major a much better sense of coherence and would develop a cohort useful to the
students throughout their college career. His suggestion that Latin American Studies 3999 be
offered as a capstone course and research experience strikes me as a very good one. In addition,
internship experiences are always of great value, and if they can be developed, these
opportunities would greatly improve the program. They would take the degree further into the
practical realm, leading to employment and to success in that employment.

In short, I believe that the Latin American Studies program at CSUEB is on the road to
recovery in terms of both quality and size. Yet changes in curriculum, the addition of a few key
faculty members, and increased connections with majors and certificates that increase the
practical nature of the major and minor and lead to post-graduation employment opportunities,
can do a great deal to speed this process.

Thank you very much for the opportunity to work with you in your very promising program.
Linda B. Hall
Response to External Review

Latin American Studies

January 2007
I. General Comments
LAST is pleased to accept Dr. Linda Hall’s findings and comments found within her external review of our program. We are pleased that Dr. Hall was able to identify key areas that will help build a more viable program. It is clear, however, that Dr. Hall comes from a different situation than we face at CSUEB. Although she has taught and directed Latin American Studies at a small, four year university, she now teaches at a major research institute with over sixty faculty who specialize in the study of Latin America. This response will reflect on some of her suggestions, consider the viability of them, and, in some cases, make alternate suggestions. Overall, we are enthusiastic that Dr. Hall sees promise in our program.

II. Areas for Improvement
Dr. Hall views the lack of faculty who specialize in Latin America problematic for the growth. This is the same sentiment reflected in the previous self-study, where the director and external reviewer saw a critical need to hire and replace faculty. Dr. Hall feels that the university and the LAST program needs new faculty in Business, Portuguese or Brazilian Studies, and a Caribbean or Central American expert. Dr Hall mentioned that the acquisition of Dr. Carlos Salomon (Ethnic Studies) in 2005 was a major step in reversing the trend of diminishing faculty who specialize in Latin America. However, she feels the most desperate need is for the History Department to hire a Latin Americanist due to the large amount of history courses the LAST degree requires.

While it would certainly benefit the program, these new hires may not be possible. LAST must find a way to succeed without relying on the acquisition of new faculty. Currently CSUEB has ten tenure track faculty who specialize in Latin America. While this is not an optimal number, the program can survive and even create a dynamic experience for students. The task is to attract students who are interested in studying with the faculty and resources we have available. The program must increase its promotion to students who are interested in Latin America. In order to do this, the LAST Director will need a work study student to server as an assistant. This is an easy process that can be administered through the Ethnic Studies Program. Latin American Studies will also need a slight increase in its operating budget. A director can do much to revive a program as noted in our increased enrollment in just one year. But help is necessary.
Dr. Hall also suggested that we can increase enrollment by making connections with other majors. The obvious connections Latin American Studies has to Business, Economics, History, Anthropology, Spanish, and International Studies should be expanded. New connections should be forged with Social Work and Nursing. The Latin American Studies Advisory board will be indispensable for promoting these connections. This would require Latin American Studies to promote its minor degree option as a viable companion to these majors. However, the major is equally as popular and Latin American Studies majors have the opportunity to explore these issues on their own or as a double major. One way of promoting career development is to expand the availability of internships, a task an assistant will make easier.

Dr. Hall also noted that a strong language program is essential to the success of the program. She is correct. As mentioned, the Spanish language program is strong and plays a major role in the Latin American Studies Program. However, Hall’s belief in the need for a Portuguese language specialist is out of touch with the needs of our students. Students at CSUEB have more of a desire and need for Spanish language instruction. A Portuguese language specialist would create enthusiasm for this option. But again, Latin American Studies must be able to function and prosper utilizing its current strengths.

Adding to her emphasis on a strong language program, Dr. Hall encouraged the creation of a translation studies certificate in conjunction with the Spanish Department. Latin American Studies agrees that this would create excellent career opportunities for students. This is an excellent idea and Latin American Studies would gladly participate in such an effort.

III. Concluding Remarks

Dr. Hall’s suggestions reflect the position that Latin American Studies needs to rebuild itself through an emphasis on hiring new faculty. While I agree that the History Department needs a replacement for Pablo Arreola, the other positions may not be feasible. Instead, Latin American Studies should focus on her other suggestions. Latin American Studies should strengthen its ties to other programs by more effectively utilizing its Board of Directors. Each member should have a small supply of LAST fact sheets, a guide to the major and minor programs, and a road map. The Latin American Studies director should begin to guide and nurture the small group of students currently enrolled and build an exciting program that will help them with their career aspirations. By building a successful internship program, a dynamic summer study tour program,
and an effective program of study, students will take notice of the program. The concerns of the external reviewer were realistic: that our students need a degree program with more practical applications, but this can be said of nearly all of the departments in the College of Letters, Arts, and Social Science. California is a state with a preponderance of Latin American origin students. Latin American Studies is an ideal program to help train and enlighten students about this demographic change. With meaningful support from the administration, the Latin American Studies Program at CSUEB will succeed in accomplishing its goals.
1. Self-Study
1.1. Previous Review and Plan
   Is the previous plan summarized?
   - Not at All
   - Partially (Question: )
   - Adequately See pp. 3-4 of self study.
   - Exemplary (Comment: )

   Is progress in implementing the previous Plan, including what remains to be completed, discussed?
   - Not at All
   - Partially (Question: )
   - Adequately See pp. 4-5 of self study.
   - Exemplary (Comment: )

1.2. Tenure-track Position Applications
   Are copies attached?
   - Yes
   - No N/A, since LAST does not have its own faculty

   Is progress in achieving these appointments discussed?
   - Not at All N/A
   - Partially
   - Adequately
   - Exemplary (Comment: )

1.3. Outcomes Assessment (See Attached Rubric)
   Not at All
   - Partially (Question: )
   - Adequately see pp. 13-20
   - Exemplary (Comment: )

1.4. Program Statistics
   Are copies of IR&A-supplied tables attached?
   - Yes see p. 6
   - No

   Is the impact on program quality of enrollment trends discussed?
   - Not at All
   - Partially (Question: )
   - Adequately It's discussed at various places in the report.
   - Exemplary (Comment: )
Is the impact on program quality of trends in student-faculty ratio (SFR) discussed?

- Not at All  N/A
- Partially (Question: ________________________________)
- Adequately
- Exemplary (Comment: ________________________________)

Is the impact on program quality of trends in percentage of courses taught by regular faculty discussed?

- Not at All  N/A
- Partially (Question: ________________________________)
- Adequately
- Exemplary (Comment: ________________________________)

Is the impact on program quality of trends in number of majors discussed?

- Not at All
- Partially (Question: ________________________________)
- Adequately
- Exemplary (Comment: ________________________________)

Other statistical trends and impact on program quality discussed, if any:

- Not at All
- Partially (Question: ________________________________)
- Adequately
- Exemplary (Comment: ________________________________)

1.5. Comparative Review

- Not at All
- Partially (Question: ________________________________)
- Adequately  see pp. 6-7
- Exemplary (Comment: ________________________________)

1.6. Other Program Achievements

- Not at All  N/A
- Partially (Question: ________________________________)
- Adequately
- Exemplary

1.7. Extra Units Justification, if required: Not required.

- Partially (Question: ________________________________)
- Adequately
2. Five-Year Plan

2.1. Curriculum

Are envisioned changes for the next five years discussed, and do they address recommendations and concerns identified in the Self-Study, including what has been learned from the outcomes assessment process?

____ Not at All
____ Partially (Question: ____________________________ )
X Adequately see p. 9
____ Exemplary (Comment: )

2.2. Students

Are envisioned changes for the next five years discussed, and do they address recommendations and concerns identified in the Self-Study, including what has been learned from the outcomes assessment process?

Number of majors:
____ Not at All
____ Partially (Question: ____________________________ )
X Adequately see pp.9-12
____ Exemplary (Comment: )

Total enrollments:
____ Not at All
____ Partially (Question: ____________________________ )
X Adequately see pp.9-12
____ Exemplary (Comment: )

Student characteristics:
____ Not at All
____ Partially (Question: ____________________________ )
X Adequately see pp.9-12
____ Exemplary (Comment: )

Student career opportunities:
____ Not at All
____ Partially (Question: ____________________________ )
X Adequately see pp.9-12
____ Exemplary (Comment: )

Program-level student learning outcomes:
____ Not at All
____ Partially (Question: ____________________________ )
____ Adequately
X Exemplary (Comment: Detailed Outcomes Assessment documents are provided in the Five Year Plan section. Documents include Mission, Goals, Outcomes and Indicators, Assessment Methods, Assessment results on 4 students, and plan for further improvement of the process.)

Outreach plans:
____ Not at All
____ Partially (Question: ____________________________ )
2.3. Faculty
Are envisioned changes for the next five years discussed, and do they address recommendations and concerns identified in the Self-Study, including what has been learned from the outcomes assessment process?

___ Not at All
___ Partially (Question: )
___ Adequately see pp.9-12
___ Exemplary (Comment: )

Are anticipated new tenure-track applications discussed and justified:

___ Not at All
___ Partially (Question: )
___ Adequately see p. 12
___ Exemplary (Comment: )

2.4. Other Resources
Are envisioned changes for the next five years discussed, and do they address recommendations and concerns identified in the Self-Study, including what has been learned from the outcomes assessment process?

Staff:
___ Not at All
___ Partially (Question: )
___ Adequately see p. 12
___ Exemplary (Comment: )

Equipment:
___ Not at All N/A
___ Partially (Question: )
___ Adequately
Library:

X Not at All  Comment: Library made comments for LAST needs.

___ Partially (Question: _________________________________)

___ Adequately

___ Exemplary (Comment: _________________________________.)

Travel:

___ Not at All

___ Partially (Question: _________________________________)

X Adequately   see pp.9-12 (annual field tours at travelers own expenses)

___ Exemplary (Comment: _________________________________.)

Other resource needs discussed, if any:

(Comment/Question: _________________________________)

________________________________________________________________________

___ Exemplary (Comment: _______________________________.)

3. **Outside Reviewer’s Report**

___ Not at All

___ Partially (Question: _________________________________)

X Adequately

___ Exemplary (Comment: _________________________________)

4. **Program Response to Outside Reviewer’s Report**

___ Not at All

___ Partially (Question: _________________________________)

X Adequately   see pp. 27-29

___ Exemplary (Comment: )

5. **Additional CAPR Response Comments, Concerns, or Questions:**

The program was in bad shape in the past 5-year-review period due to neglect. With the newly appointed director in Fall 2006, the program shows good signs of improvement and has a good plan for the next 5 years. CAPR concludes that the program should have another chance to improve and thrive. But some CAPR members shows serious concerns about the future of the program.
### Student Learning Outcomes

#### Assessment Plan Rubric

#### Latin American Studies

<table>
<thead>
<tr>
<th>The plan should...</th>
<th>Definitions of terms</th>
<th>Rubric:</th>
<th>Score</th>
<th>Document Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. state the department or program mission in terms of educational purpose or goals</td>
<td>These are broad statements of purpose in philosophical terms often describing values and aspirations.</td>
<td>4 = very clearly stated 3 = stated with some clarity 2 = stated, but generally lacking clarity 1 = not stated</td>
<td>4</td>
<td>Page 13</td>
</tr>
<tr>
<td>B. relate the department or program's mission/goals to the University mission.</td>
<td>These statements explain how the program's goals support the University's mission.</td>
<td>4 = relationship(s) very clearly stated 3 = relationship(s) stated with some clarity 2 = relationship(s) stated, but generally lacking clarity 1 = relationship(s) not stated</td>
<td>3</td>
<td>Page 13</td>
</tr>
<tr>
<td>C. describe program in content-centered terms.</td>
<td>These statements describe essential educational content covered in order to achieve the program mission/goals. They identify in content-centered terms (e.g., concepts, theories, paradigms, etc.) the knowledge and skills the program aims to convey.</td>
<td>4 = content very clearly stated 3 = content described stated with some clarity 2 = content described, but generally lacking clarity 1 = content not described</td>
<td>4</td>
<td>Pages 13-16, 18</td>
</tr>
<tr>
<td>D. state intended student-centered objectives <em>at the program level</em> in measurable or observable terms.</td>
<td>Student-centered objectives describe intended student learning outcomes in terms of what students will be able to do and/or what changes in knowledge, attitudes or behavior will occur as a result of the program.</td>
<td>4 = has student-centered objectives consistently stated in measurable or observable terms 3 = has student-centered objectives but only some are stated in measurable or observable terms 2 = has student-centered objectives but none are stated in measurable or observable terms 1 = offers no student-centered objectives</td>
<td>4</td>
<td>Pages 13-16</td>
</tr>
<tr>
<td>E. link program level student-centered objectives to specific course level student-centered objectives in measurable or observable terms.</td>
<td>These are lists, tables, or other schema showing intended student learning outcomes within courses or sequences of courses as they relate to overall program student learning objectives (e.g., showing hierarchical programmatic connections and/or explaining how courses fit together within degree programs and other course sequences such as options, minors, credentials, or concentrations, etc.).</td>
<td>4 = linkage(s) very clearly described 3 = linkage(s) described with some clarity 2 = linkage(s) described, but lacking clarity 1 = linkage(s) are not described</td>
<td>4</td>
<td>Pages 13-16</td>
</tr>
</tbody>
</table>
MEMORANDUM

Date: January 6, 2006

To: Director, Latin American Studies
    via Marilyn Silva, Assoc Dean, CLASS

From: Julia A. Norton, Chair
      Committee on Academic Planning and Review (CAPR)

Subject: 5 Year Program Review Postponement

At its meeting on December 1st, CAPR voted to approve the request for postponement of the Program Review for Latin American Studies to Fall, 2006.

According to current procedures, the Latin American Studies program should begin collecting information and preparing the self-study, plan, and assessment report immediately. By May 1st, the Department should send all prepared materials, even those that are currently in draft form (electronic is okay for these initial documents) to the Senate Office, and should notify the Senate Office through your Dean, of the scheduled Outside Review, to take place as early as possible in the Fall Quarter of 2006.

Early in Fall Quarter '06, a date should be scheduled to meet with CAPR late in the Fall Quarter to discuss your outside review and materials. All finalized materials (self-study, plan, outside reviewer’s report, program response, and assessment report) should be sent to the Senate Office as early as possible in the Fall Quarter (15 hard copies are required, to be received at least 15 days prior to your meeting with CAPR).

Cc: Alden Reimonenq, Dean, College of Letters, Arts and Social Science
    Don Sawyer, Chair, Academic Senate
December 23, 2008

From: Michael Mahoney, Provost and Vice President, Academic Affairs

To: Diedre Badejo, Dean, CLASS
Carlos Solomon, Director, Latin American Studies Program

Subject: MOU Meeting – B.A. in Latin American Studies

On December 19, 2008, I met with Deidre Badejo, Dean, CLASS; Jim Okutsu, Associate Dean, CLASS, Carlos Solomon, Director, Latin American Studies Program; Aline Soules, Chair, CAPR; and Carl Bellone, AVP Academic Programs and Graduate Studies to discuss the Program Review for the B.A. in Latin American Studies in order to develop an MOU as required by CAPR 9.

Latin American Studies (LAST) is an interdisciplinary program located in Ethnic Studies directed by Carlos Solomon, Assistant Professor of Ethnic Studies, who took over the program in 2006. Previously, it was located in History. Last year it graduated 7 majors. Currently, there are about 10 majors or and 13 minors in Latin American Studies. The number of minors has increased dramatically as the result of a curriculum change in the B.A. in Liberal Studies and increased interest from majors in Spanish and Political Science.

The Latin American Studies degree had been heavy with History courses. The program is now broadening its offering by developing courses such as Women in Latin America and Latin American Social Movements. The curricular changes mentioned in the CAPR Report have already been approved for Fall 2009 which will make it easier for students to get through the program.

The Latin American Studies program has conducted Summer Programs in Latin America for interested students. The programs are short in duration (one to two weeks) and have enrolled two to six students. Students have traveled to Mexico and Venezuela focusing on contacts with community organizations.

The Latin American Studies Program has developed a strong oral history archive and website. Currently there are 45 oral histories on the Program’s website. Resources are needed to maintain the website which currently depends upon voluntary student support. The Director is currently writing a grant to get the website translated. MATS may also be able to provide some assistance.

The program has explored the possibility of an online degree or Certificate in Latin American Studies. Since the degree is interdisciplinary, an online degree would require
the cooperation of many departments. Thus, an online certificate is more feasible in the near future. An online certificate promises to be popular with current students and with professionals in the field.

Service learning is an important component of Latin American Studies since many graduates tend to go into community organizations that work with Latin American issues. However, it is a struggle to convince students that there are jobs for majors.

The Director of the Latin American Studies Program gets one course assigned time (4 WTU) per year to coordinate the program.

Student learning outcome data is not well developed at this time.

CAPR commended the impressive and diligent efforts of Dr. Carlos Solomon on the preparation of the CAPR Report and his efforts at revitalizing a program that had suffered from lack of attention and management in the past. CAPR stated that with appropriate resources and management Latin American Studies could grow significantly. CAPR made the following specific recommendations: 1) the university should provide earmarked administrative assistance to the LAST Director for recruitment, publicity, and inter-departmental liaison activities; 2) the university should considered assigned time for the Director to develop/revise LAST’s dated curriculum; and 3) the university should increase the LAST Director’s budget to an appropriated and sufficient level so that all planned actions can be properly carried out.

The results of the MOU meeting are as follows:

1. The Latin American Studies program should work with the CLASS Office to promote the program in order to generate more FTES. Resources including earmarked administrative assistance are tied to student enrollment. The program needs to show growth that will justify increased resources. Growth may come through a strategic development plan that focuses on the programs strengths such as the oral history project, study abroad opportunities, and emphasis on the language and culture of Latin America. Another strength of the program is its interdisciplinary focus although it is challenging to get and maintain faculty support for interdisciplinary programs. In the future, adding emphases on Portuguese, African-Latino, and Central America may help attract more students. The Program is encouraged to pursue its plan for an online Certificate in Latin American Studies which could bring in additional enrollment and thus additional resources.

2. The University is currently providing 4 WTUs of assigned time per year for the Director. Given the current budgetary situation this is not likely to increase. The Director is commended for revising the Latin American Studies curriculum for the oral history project. If enrollment grows and the budget improves, an increase in assigned time will be considered.
3. The Latin American Studies program is operating on a very small budget—one that is inadequate for carrying out ambitious plans. However, the next budget cycle, 2009/10, looks to be especially difficult for the university. As a result increased budgetary resources are not likely in the near future but should be considered as the university’s budget improves.

4. Assessment of student learning is challenging for an interdisciplinary program however it is important for the Latin American Studies program to have a good student assessment plan and to collect student learning data to use for program improvement. The Latin American Studies program should work with the CLASS Office to develop a sound assessment plan, collect good data, and to use it for improving student learning.

AVP Carl Bellone and I appreciate the work of Director Solomon and the other faculty members involved with the LAST program. We’d also like to thank the CAPR members for their time and informative report.

cc: Gale Young  
    Jim Okutsu  
    Sue Opp  
    Aline Soules  
    Carl Bellone