



Program Review Report—Focus Area: Education and Industry Partnerships

I. Overview and description:

The Latin@ Studies degree program’s relationships to the municipal and academic communities are facilitated *on-line* through a dedicated social media platform, and *on-campus* through college sanctioned communal events and public outreach.

With respect to the former, academic departments as well as distinct degree programs within the college do not maintain dedicated social media pages (such as *Facebook* or *Instagram*) to regularly interface with the community. The Latin@ Studies degree program, conversely, *does* maintain a dedicated social media page and through it our program networks with local and regional individuals, groups, organizations, as well as educational institutions. These respective local and regional individuals, groups, organizations, and educational institutions are necessarily our associates or allies invested in the same community- and academic- based principles that we are. They are, in effect, partners invested in culture, society, and education; committed to understanding and attaining social, economic, political, environmental, and scholastic justice.

The Latin@ Studies degree program’s social media page effectively enables our program to create, gather, and share relevant content with these municipal and academic partners; to network with them and by doing so receive and connect with their own content. We ensure this reciprocal interaction through helpful, pertinent announcements, through posted comments and reactions, through profiles, through the timely distribution of photographs or videos, through delivering and discovering news stories, and through invitations to visit various internet sites.

Our internet site has over two hundred followers/supporters—both individuals as well as allied groups. By forging communication with, and connection to, them in this way, we can ensure a prominence or presence (visibility) thereby attracting attention to our program (publicity).

II. Our associated *on-line* social-media connections with the following organizations and groups and within the local and regional *municipal* community include (but not limited to):

Central Coast Alliance United for a Sustainable Economy, or CAUSE, is an organization committed to social, economic, and environmental justice for local and area working immigrant communities.

Future for Lompoc Youth works to empower local youth by helping them to obtain and develop insights into higher education pathways as well as various career options.

United Farm Workers is the nation’s first lasting and largest workers’ union, supporting workers in major agricultural sectors throughout the West, but mostly in California and its Central Coast.

Central Coast Dream Coalition are educators and community members in San Luis Obispo and Northern Santa Barbara County, dedicated to assisting all area undocumented AB 540 students in need of support.

Chicano Culture de Santa Barbara seeks to empower youth and nurture community pride in the Santa Barbara, California region. It archives and promotes Chican@ / Mexican-American culture and experiences.

NBC Latino presents Latino news in the United States, providing news articles, photos, and videos covering stories, issues as well as opinions of the Latino community in the nation.

Santa Maria Times is a local and area newspaper covering the cities of Santa Maria, Orcutt, Guadalupe, Nipomo, and unincorporated parts of northern Santa Barbara County and southern San Luis Obispo County (circulated along with two other community newspapers, the *Lompoc Record* and *Santa Ynez Valley News*).

The Santa María Sun has been covering local news and culture each week for over 24 years, serving mostly. Northern Santa Barbara County.

Santa María Public Library provides library services to 170,000 people in northern Santa Barbara County, with branches in Cuyama, Guadalupe, Los Alamos, and Orcutt. The library offers diverse materials and programs for local adults, students, and children.

III. Our associated *on-line* social-media connections with organizational groups, centers and offices within the local and regional *academic* community, most of which are connected for reasons of cross-program affiliations and potential transfer opportunities for our students to continue their ethnic studies work at AHC. These include (but not limited to):

Cal Poly San Luis Obispo—specifically, its interdisciplinary Ethnic Studies department

Fresno State University—specifically, its Chicano and Latin American Studies department

Cal State University Channel Islands—specifically, its Chicana/o Studies department

Cal State University Bakersfield—specifically, its Ethnic Studies emphasis in Chicano Studies

University of California Santa Barbara—specifically, its department of Chicana/o Studies

University of California Los Angeles—specifically, its Chicana/o Studies Research Center

California Community Colleges, the largest public higher education system in the U.S. with 116 colleges serving 2.2 million students

Allan Hancock College campus Transfer Center

Allan Hancock College campus EOPS office

Allan Hancock College Foundation

With respect to diverse relationships with the municipal and academic communities facilitated ***on-campus*** by means of college-sanctioned communal events and official public outreach, the college's bi-annual *Bulldog Bow-Wow* events provides a located forum where the Latin@ Studies degree program can participate and align with various community partners.

While many Hancock College campus organizations, departments, offices, and student-centered clubs and services attend this bi-annual campus-wide community event, Latin@ Studies is quite distinct in that it is *the* only particular academic degree program to do so. Ultimately, it is the college's sole dedicated degree program to be set amongst various local and regional partners on campus at this time.

These local and regional partners offer educational, community, socio-cultural, industry, as well as career path programs. They publicly represent integral segments of the municipal and academic communities that are more or less essentially allied to the Latin@ Studies degree program through their investment in culture, society, and education, and through their public commitment to safety, in addition to understanding and attaining social, economic, political, environmental, and scholastic justice.

IV. Our associated *on-campus* connections with the following physical organizations and groups within the local and regional community at large include (but not limited to):

805 Rapid Response/Undocufund focuses on developing community partnerships by advancing inclusive policies for deserving local immigrants in need and helping them prepare for incident

Colectivo Mariposa 805 is a Santa Maria-based community-led local and area organization supporting deserving families affected by punitive immigration enforcement activity

Assemblymember Greg Hart serves the San Luis Obispo and Santa Barbara Counties, working as Planning Commissioner, California Coastal Commissioner, and district County Supervisor

California Highway Patrol is the principal state law enforcement agency for the state, with primary jurisdiction, including patrol and investigations, over all freeways and highways

Children & Family Resource Services/SB County Promotores Network include members of our community actively involved in promoting education, resources and health services policies

The Center for Health and Prevention CAPSLO provides reproductive/sexual health services to all men, women, teens, and undocumented individuals in the greater San Luis Obispo area

Santa Barbara County's Social Services Department provides resources and support for resident families, individuals, and communities to promote well-being and self-sufficiency

League of Women Voters of North Santa Barbara County encourages informed and active participation in government, while working to increase understanding of public policy issues through education and advocacy

Santa Ynez Tribal Health Clinic provides medical, dental, and behavioral health services to a local population of Native Americans and low-income people of diverse ethnicity, including immigrant agricultural workers

City of Santa Maria Police Department operates under the philosophy of 'community based policing,' working to protect and serve citizens of Santa Maria and provides all individuals within City limits with a full range of professional police services

V. There are certain additional endeavors of program to establish visibility and publicity, to consequently bring about more prospective connections with local/area community. These endeavors include:

The creator and curator (and program reviewer) of the Latin@ Studies degree program, Dr. Marc García-Martínez, published an article/editorial commentary entitled "Ethnic studies increase understanding, perspective on race" in *The Santa Maria Sun* in June 2020

The creator and curator (and program reviewer) of the Latin@ Studies degree program, Dr. Marc García-Martínez, presented on Hancock College's Latin@ Studies degree program to the Santa Maria Unified School District's professional development faculty and staff meeting on Ethnic and Gender Studies in February 2024

The creator and curator (and program reviewer) of the Latin@ Studies degree program, Dr. Marc García-Martínez, was the broadcast interviewee speaking on the history and cultural relevance of "U.S. Hispanic Heritage Month" on *KSBY-6 Central Coast News* television in September 2022

VI. Selected Program Review standard queries (from the *Yearly Planning Discussion Template General Questions form*)—

1) *What data were analyzed and what were the main conclusions?*

The data outlined in this report is taken from the degree program's social-media site history, anecdotal evidence, as well as from the respective professional records of its sole program reviewer. While it is detectible and self-evident, such data is also admittedly confined. The data nevertheless reveals at this particular point in time that the college's degree program is, at very least, functionally visible and interactive with the academic and municipal communities—both on-campus and on-line. As demonstrated in this report, a certain level of affiliation with educational allies and civic partners has been established, though this affiliation remains slightly underdeveloped and concomitant (with much potential). We therefore remain fairly optimistic about the program's overall standing.

2) *Based on the data analysis and looking through a lens of equity, what do you perceive as challenges with student success or access in your area of focus?*

We do not identify any genuine challenges with student success or access at the time of

filing this report. It is important to note that we have publicized our Latin@ Studies degree program the best we could with the limited resources and support we had, and that access to it and involvement with it has always been relatively inclusive and unrestricted.

3) *What are your plans for change or innovation?*

We do not hold any concrete plans for change or innovation at the time of filing this report. Indeed, we intend to continue publicly representing this special program to the academic and municipal communities—both on-campus and on-line. However, it must be noted that the gathering of data and the writing of this report has motivated us to consider the real possibility of creating an advisory committee to help us to achieve this public representation more effectively than we have done. We also are considering the benefits of publishing yet another, updated public news commentary with the *Santa María Sun* or *Santa María Times*.

4) *How will you measure the results of your plans to determine if they are successful?*

The measure of the success of our possible plans will be gauged by whether the formation of an advisory committee is realized. If and when we do so, we will be targeting relevant sectors of the local and area community—representatives from high schools, non-profit groups, on-campus offices, businesses as well as public service divisions. Measuring the success of our other possible plan will be gauged by whether it is written and published in a public forum.

VII. Additional Program Review standard queries (from the *Yearly Planning Discussion Template General Questions* form)—

Please refer to the following pages...

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Latina/o Studies Academic Year 2025-26

1. Has your program mission or primary function changed in the last year?

There have been no changes to our program in the last academic year—its core mission and primary function have remained stable.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

There have been no changes to our program in the last academic year worthy of note—no new courses or articulation agreements, etc. We do not know what is meant by “new degrees” in this question. If by “new degrees” this question is asking if any degrees were awarded this year, then we have one student who shall be graduating with a Latina/o Studies degree at the end of this academic year.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

The program map is in place for the time being. It is available on-line in the college’s website, and the information in it provides one workable pathway for degree obtainment.

4. Were there any staffing changes?

There have been no staffing changes to our program. We have never had any assigned staff for it, save for its sole creator and curator who performs fundamental Program Review tasks and maintains the program’s social media presence, as well as its visibility on campus.

5. What were your program successes in your area of focus last year?

We successfully presented at the college’s bi-annual academic and public outreach event, aligning with community partners and on-campus offices/departments. We spoke to numerous staff and students, handed-out ALL of our brochures, and gave away large quantities of program merchandise.

Learning Outcomes Assessment

- a. Please summarize key results from this year’s assessment.

(a Learning Outcomes Assessment was not performed for this particular year)

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

n/a

- c. Please summarize recommendations and/or accolades that were made within the program/department.

n/a

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

n/a

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

(a Distance Education Modality Course Design Peer Review was not performed for this particular year)

- b. What were some key findings regarding RSI?

n/a

- Some strengths:

n/a

- Some areas of possible improvement:

n/a

- c. What is the plan for improvement?

n/a

Program Review Signature Page:



Program Reviewer

27 April 2026

Date



Program Dean

4/27/2026

Date



Vice President, Academic Affairs

Jun 11, 2026

Date










Latin@ Studies_Education and Industry Partnerships_25-26

Final Audit Report

2026-06-11

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