

Area of Focus Discussion Template ACADEMIC SERVICES AND SUPPORT

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Latin@ Studies Academic Year 2024-2025

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

While some rather minor modifications to the Latin@ Studies program are currently in the works, the overall mission and function of this special interdisciplinary degree program has remained unchanged.

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

Alterations have occurred to Latin@ Studies program required courses that are now cross-listed: History 120–Chicano History is now cross-listed as Ethnic Studies 120/History 120–Chicano History, and Sociology 120–Introduction to Racial and Ethnic Groups is now cross-listed as Ethnic Studies 101/Sociology 120–Introduction to Racial and Ethnic Groups. All current and future publications regarding the program should include these cross-listed updates.

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

Yes it is in place, and the program experienced no schedule challenges.

4. Were there any staffing changes?

The college's Latin@ Studies program does not have staff, save for its creator/curator who performs program review for it, teaches required courses for it, and maintains its social media page. We can share that the Social and Behavioral Sciences department has hired additional part-time faculty to teach Ethnic Studies 120/History 120–Chicano History.

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

There are no “successes” to report about last year’s core topic “area of focus”. We can report that there are two students who are on-track to successfully graduate with the Latin@ Studies degree at the 2026 commencement. This can be reasonably construed as an unqualified success for the program itself.

Learning Outcomes Assessment

We currently have three learning outcomes for the program which have not been assessed this academic year, and thus remain unchanged or modified: (1) Demonstrate knowledge of the history and reality of Latinos/as in the United States and the Americas; (2) Demonstrate knowledge of Latina/o culture, as well as an understanding of the cultural expressions of Latinas/os including language, literature, art, dance, and cinema; (3) Distinguish variations within the Latina/o community with respect to history, geography, class, culture, gender, and ethnicity.

The Latin@ Studies program lacks a department, lacks any support staff, lacks a designated center or office, and lacks a campus building. As it is interdisciplinary this program thus relates to more than one branch of knowledge. It is comprised of a discipline-wide system of courses and their respective departments—art, sociology, history, language, dance, and anthropology, etc. To gauge its “learning outcomes” is to necessarily survey, quantify, and assess the outcomes of each of its required and elective courses, and consequently go outside of purview to do the same for the separate disciplines/departments that all of those classes fall under.

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

(not applicable, see previous rationale)

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

(not applicable, see previous rationale)

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)?

An DEMCDPR was not performed for the academic year 2024-2025.

- b. What were some key findings regarding RSI?

(not applicable)

- Some strengths:

(not applicable)

- Some areas of possible improvement:

(not applicable)

- c. What is the plan for improvement?

(not applicable)

CTE two-year review of labor market data and pre-requisite review

- a. Does the program meet documented labor market demand?

(not applicable)

- b. How does the program address needs that are not met by similar programs?

(not applicable)

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

(not applicable)

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

(not applicable)

- e. Have recommendations from the previous report been addressed?

(not applicable)

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.**

As far as technological, pedagogical, or administrative resources or needs, there was not any new Latin@ Studies degree program planning objectives for this year. As far as a new program-wide initiative, we intend to press the college to offer a Latin@ Studies Associate Degree for Transfer (ADT). It currently is just an Associate Degree and thus it does not necessarily provide a well-defined pathway for students who wish to transfer to and earn a degree in Ethnic Studies at a four-year college and university. The ADT is a platform designed to give students the benefit of seamlessly transferring credits from their passed classes/curricular credits directly into a four-year college or university. Students meet with counselors, select their major(s), then create personalized course plans that promise to meet every requirement to submit that application and transfer. Our students and counselors are not necessarily able to do this, and thus our students may be hesitant to take any educational program route that does not guarantee and expedite their transfer from CCC. Offering a Latin@ Studies Associate Degree for Transfer (ADT) may address this need.

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	(see previous page for planned initiative)
Planning years:	(The academic years this will take to complete)
<p align="center">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p align="center">(see previous page for planned initiative)</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan <input checked="" type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

Area of Focus Discussion Template

ACADEMIC SERVICES AND SUPPORT

Academic Services and Support – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

Possible topics:

- Collaborate with student success team members to ensure institutional barriers are mitigated.
- Review and summarize student support options.
- Implement student surveys and evaluate results.
- Assess co-curricular support programs and services.

1. What data were analyzed and what were the main conclusions?

[Please refer to the attached report summary for answers to this question.](#)

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?

[Please refer to the attached report summary for answers to this question.](#)

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

[Please refer to the attached report summary for answers to this question.](#)

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

[Please refer to the attached report summary for answers to this question.](#)

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

6. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

[\(not applicable\)](#)

7. Are there specific recommendations regarding the core topic responses from the validation team?

(not applicable)

Program Review report—core topic of *Academic Services and Support*

I. Prologue

Student services and support is extra-curricular in that it concerns itself with providing student resources *outside* of the classroom. As a cross-campus interrelated system, its offices, centers, and departments seek to guide and bolster students—admirably assisting them in their higher-education experience and personal well-being. As a program of study with the attainment of a certified interdisciplinary degree, the Latin@ Studies program concerns itself with formal curricular academics *inside* the classroom with student educational and intellectual development as its prime goal.

Both the student services and academic realms therefore maintain functionally distinct duties on campus. One realm provides students with more immediate and material ministrations in addition to short-term activities—oftentimes with entertaining or pleasurable inducements. The other provides students structured learning and academic enrichment that is more cerebral and longer-term, with limited to no activities offered. Consequently, there are occasional variances and incongruences in the operations, philosophies, perspectives and even cultures of the two realms. Actually, as an unintended result of this and only in random instances, proprietorial, insular, and protective mindsets have been noted in some student services and support staff.

Still, the Latin@ Studies program recognizes that staff and faculty functioning in both realms ultimately pursue an overall combined goal of the successful outcome of our Hancock students' educational and career goals. We very-much applaud the work that staff do in all service offices, centers, and departments across campus, so there is obvious logic in considering the correlation between these dual realms, and in facilitating degrees of collaborative alliance between them for the benefit of students. Our special degree program welcomes the chance to address this in the following core topic report.

II. Introduction

The Latin@ Studies program views this particular Program Review core topic as an occasion to reflect upon, understand, and conceivably reconcile the distinctive work that academic faculty and services-support staff do on this campus. To this end, a data-driven inclusive survey was conceived, planned and designed. It was subsequently processed then distributed with the much-appreciated help from the college's Office for Institutional Effectiveness. This survey was meant to serve as a very concise scrutiny of ontological and working connection between the academic Latin@ Studies program and the established student services and support sectors on campus—to somehow gauge characteristics of that connection with an eye for enhanced and

stronger relationships on campus that inevitably serve our Hancock College students.

This survey was administered to those particular student services and support sectors on campus, including the Tutorial Center and Library, the Counseling department, EOPS (with CARE, CalWORKs, NextUp, Guardian Scholars, Phoenix Rising Scholars), the Learning Assistance Program, ASGB, the Transfer Center, as well as the AIM to Dream Center in addition to the Veteran's Success and Career centers. Staff in these sectors generally agreed to take this survey, and the Latin@ Studies program is extremely thankful for their participation and time. Indeed, without their acknowledged efforts to provide candid answers to the assorted questions posed to them, this report would no doubt be abbreviated and possibly sparse in its findings. The succeeding Program Review core topic report outlines and succinctly reviews some findings:

III. Survey questions

The specific questions which comprised the survey were posed as follows:

- 1) "Which campus entity do you primarily represent?"
- 2) "How familiar are you with the Latin@ Studies program at Allan Hancock College?"
- 3) "In what ways, if any, does your department currently engage with or support the Latin@ Studies program?"
- 4) "How often do you recommend the Latin@ Studies program to students?"
- 5) "What would help increase your awareness and engagement with the the Latin@ Studies program?"
- 6) "How would you rate the visibility of the the Latin@ Studies program on campus?"
- 7) "The Hancock College Latin@ Studies program was created out of a respect for the principles of *culture*, *aesthetics*, *history* and *community*. How relevant are these four principles to your program/office's own services and objectives?"
- 8) "How so you see your program/office and its services and objective connected to Hancock College's Latin@ Studies program?"
- 9) "To what extent do you feel that students served by your program/office would benefit from working towards a degree in Latin@ Studies?"

IV. Survey questions and their answers

This survey—specifically, those nine questions in it—allowed us to create some meaningful data from the participating student services staffs' feedback. These questions and their responsive feedback answers are catalogued in this report (see respective bar-graphs, percentages, and verbal responses at the end). The nature of these questions make it so that the answers to them are mostly self-explanatory. In other words, anyone who reads this core topic report may examine the student support staffs' answers to the survey questions and is able to immediately discern staff positions, opinions and suggestions about the Latin@ Studies program relative to the questions. Rather than list and recap each answer from each question in each context, this report shall summarize some of the more notable results that we feel are important to the continued welfare and improvement of our college's Latin@ Studies degree program, both for

itself and for its working relationship with established services and support sectors on campus.

V. Summary findings—some noteworthy points to emphasize

First: Something to emphasize derived from the survey data involves the need for Hancock College to offer an “Associate Degree for Transfer” (ADT) in Latin@ Studies. Associate Degree for Transfer degrees are offered at all California Community Colleges, and Hancock College is no exception. Yet with respect to Latin@ Studies we currently maintain only the Associate Degree, which does not automatically provide a well-defined pathway for our students who wish to transfer to and earn a degree in ethnic studies at a four-year college and university—Chicano Studies at Fresno State and Cal State Bakersfield, Chicana & Chicano Studies at UC Santa Barbara, Latina/o Studies at San Francisco State University, or Ethnic Studies at Cal Poly San Luis Obispo, for instance.

The ADT is a platform designed to give community college students like ours a benefit of seamlessly transferring credits from their passed classes/curricular credits directly into a four-year college or university. This is a noteworthy advantage for our students because colleges and universities grant priority admission to students who complete an Associate Degree for Transfer. Students meet with counselors, select their major(s), then create personalized course plans that promise to meet every requirement to submit that application and transfer. It is indicated in the survey, however, that our counselors are unable to facilitate this and that students may be hesitant to take any educational route that does not guarantee and expedite their transfer from CCC.

Second: Another point of emphasis arising out of the survey involves the reality that Hancock College’s Latin@ Studies degree is essentially a prevailing liberal arts degree—an interdisciplinary program, that is, without a localized home department or academic office with a knowable or visible unit of faculty working in it. Indeed, the survey indicates that because the courses that make-up the degree in Latin@ Studies are all from different departments on campus, there is simply not a tangible, regular given place for student services staff (particularly counselors) to meet with, interact with or collaborate with program faculty as a single body.

The survey reveals that though a majority of our Student Services staff feel the Latin@ Studies program would greatly to moderately benefit their students, the questions thus arise: If there is presently no well-defined on-campus body/building/department that directly provides courses, academic assistance, accommodations, supervision, and vital support for any Latin@ Studies majors (and students thinking about declaring the major) then how can counselors and other student support staff attach to the Latin@ Studies major itself? How then can those counselors and other student support staff confidently recommend the major to students or personally interact with it when it essentially operates as an arguably itinerant or undistinguishable entity on campus?

Third: An additional thing to emphasize or foreground from the survey input is directly related to the previous, and it involves the overall presence or palpable visibility of, as well as familiarity

with, the Latin@ Studies Program on our campus. The survey indicates that even though a majority of our Student Services staff feel that the Latin@ Studies program's four principles of *culture, aesthetics, history* and *community* are relevant to their respective program's/office's own services or objectives, our program's presence or visibility comes across to staff as comparatively depressed or diminished. As per the survey responses, the Student Services realm on the whole is not very familiar with our degree program; staff in that realm appear unknowing, unmindful, and uninformed about it. When one is unknowing, unmindful, uninformed about something, one is consequently unresponsive to it; cannot help but be unresponsive to it, and is therefore unable to interact with it on any material (or worthwhile?) level. This indicated lack of familiarity seems to be the unintentional current reality.

VI. Conclusion—plans for change and/or recommendations

Some select obvious plans for change and/or recommendations are as follows:

- 1) to effectively promote the Latin@ Studies degree program on campus through printed, digital, and visually-driven media materials, as well as through faculty-staff workshops, interdepartmental functions, and campus events such as Bulldog Bow-Wow, in addition to more outreach to incoming and prospective students from local high schools
- 2) to compile and disseminate information on what types of jobs graduates from this program will obtain; what is the average salary of these jobs; who are the institutions/companies/sectors that hire graduates from this program, etc.
- 3) to pursue the manifest need for Hancock College to offer an “Associate Degree for Transfer” (ADT) in Latin@ Studies by collaborating with counseling department and directly petitioning the college to develop and offer this degree
- 4) to investigate how to create and implement a collective staff-wide presentation at one of the college's two All-Staff Days (either Fall or Spring); not via the smaller, select ‘break-out’ sessions that involve a limited number faculty and staff, but inside the large gathering hall where all of the collective employees assemble beforehand
- 5) *...at the time of submitting this report, we reserve the right to modify and add any plans for change and/or recommendations to this list...*

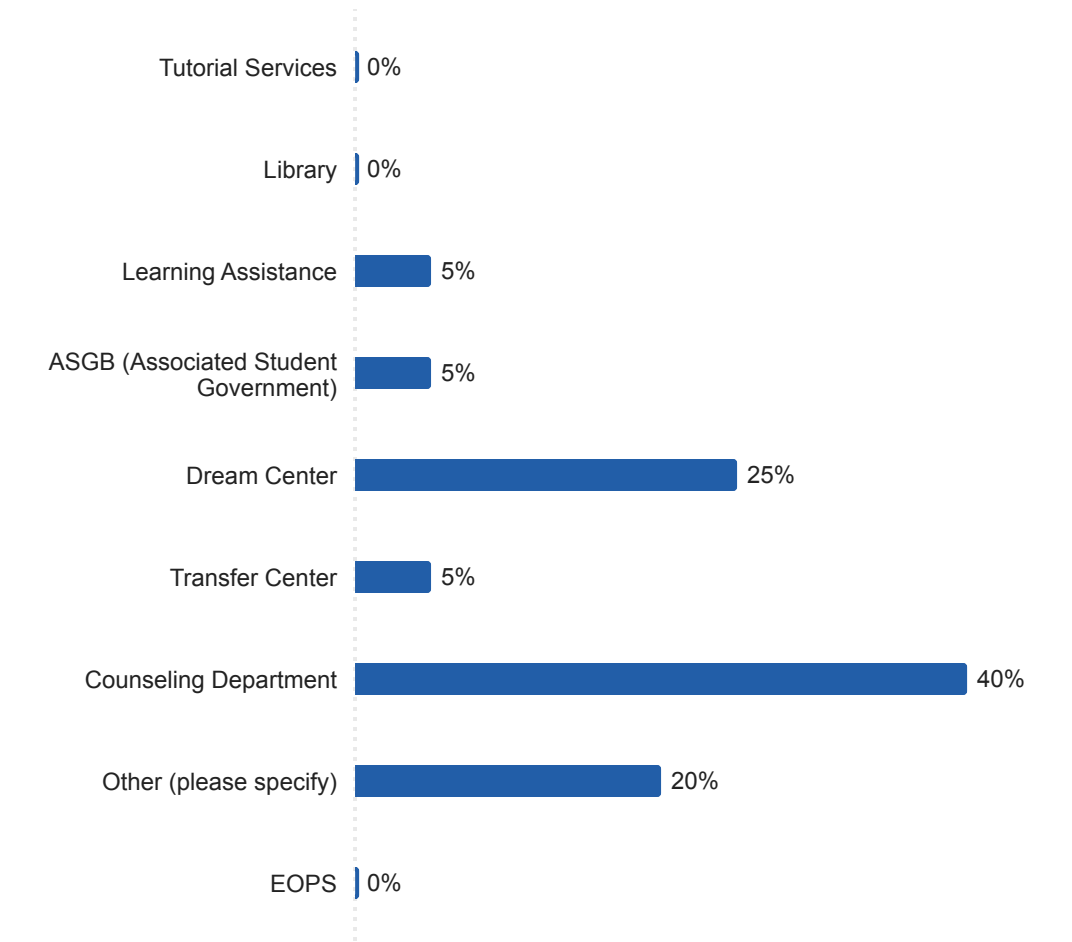
VII. The survey itself—addendum

At the end of our report here, the reader will find the actual survey and the respective answers to its questions (in bar-graph, percentage, and verbal forms). As previously stated, the nature of these questions make it so that the answers to them are directly set and self-explanatory. Indeed, anyone who reads this core topic report may examine the student support staffs' answers to the survey questions and is able to immediately discern staff positions, opinions and suggestions about the Latin@ Studies program relative to the questions. The full survey presents as follows:

Latina/o Studies Program
Program Review
Spring 2025

Q2 - Which campus entity do you primarily represent? -
Selected Choice

20 Responses

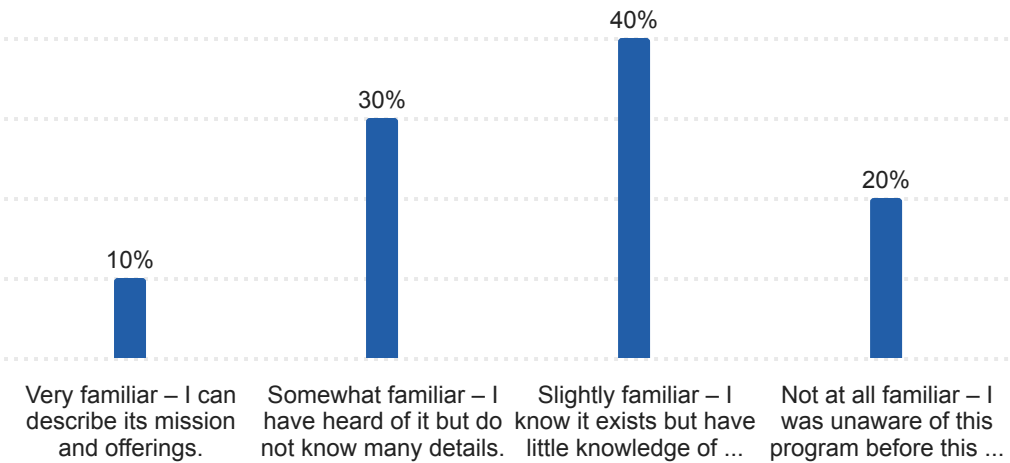


Q2_8_TEXT - Other (please specify) - Text

- Other (please specify) - Text
- EOPS+ --> NextUp, Guardian Scholars, CARE, CalWORKs, EOPS, Phoenix and Rising Scholars.
 - Career Center
 - Career Center
 - Veteran Success Center

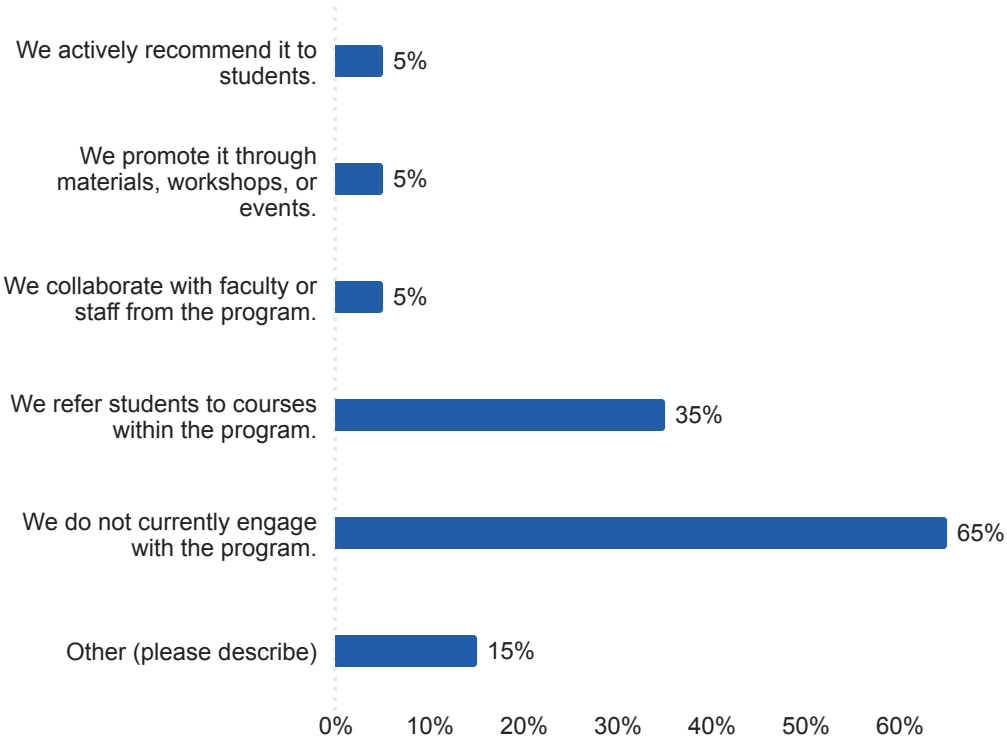
Q3 - How familiar are you with the Latina/o Studies Program at Allan Hancock College?

20 Responses



Q4 - In what ways, if any, does your department currently engage with or support the Latina/o Studies Program? (Select all that apply) - Selected Choice

20 Responses



Q4_6_TEXT - Other (please describe) - Text

Other (please describe) - Text

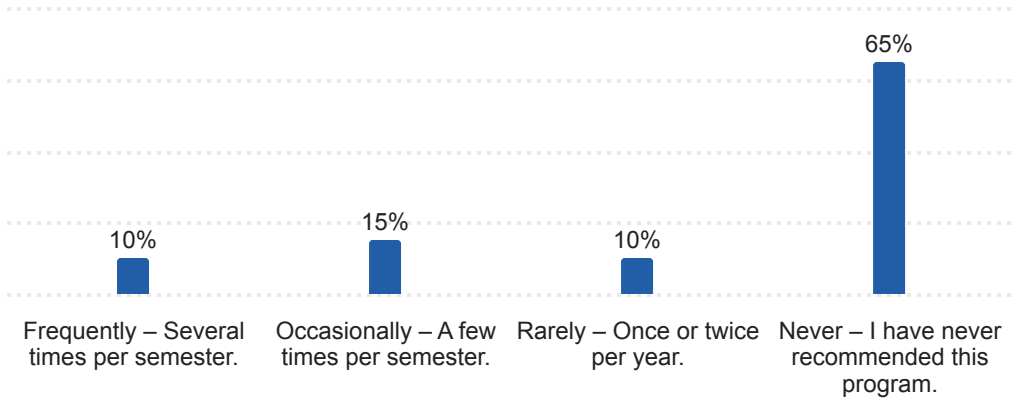
Faculty Counselors are probably more aware. Classified and Admin not so much. I haven't seen those opportunities, but would love to collaborate.

Very rarely do we engage with this program as it is not really aligned for transfer students and they are who we are primarily serving. Students will take courses within the program, but not usually all of the major classes that are needed to get this degree.

I'm not a counselor so I am not very privy to anything spoken about with studnets in terms of academic reccomendations/ the academics discussed as a whole

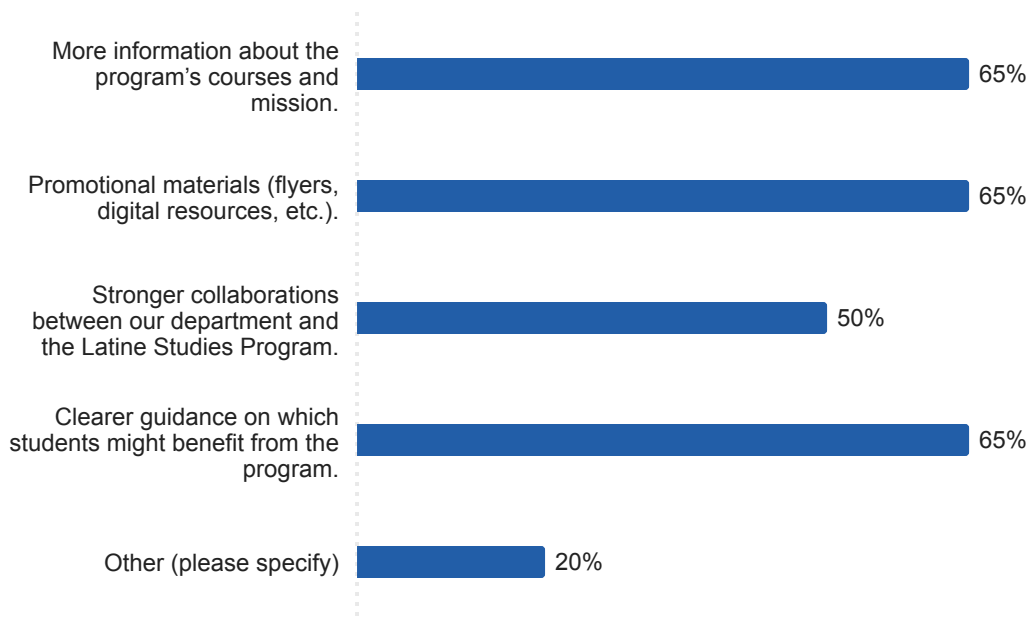
Q5 - How often do you recommend the Latina/o Studies Program (or its courses) to students?

20 Responses



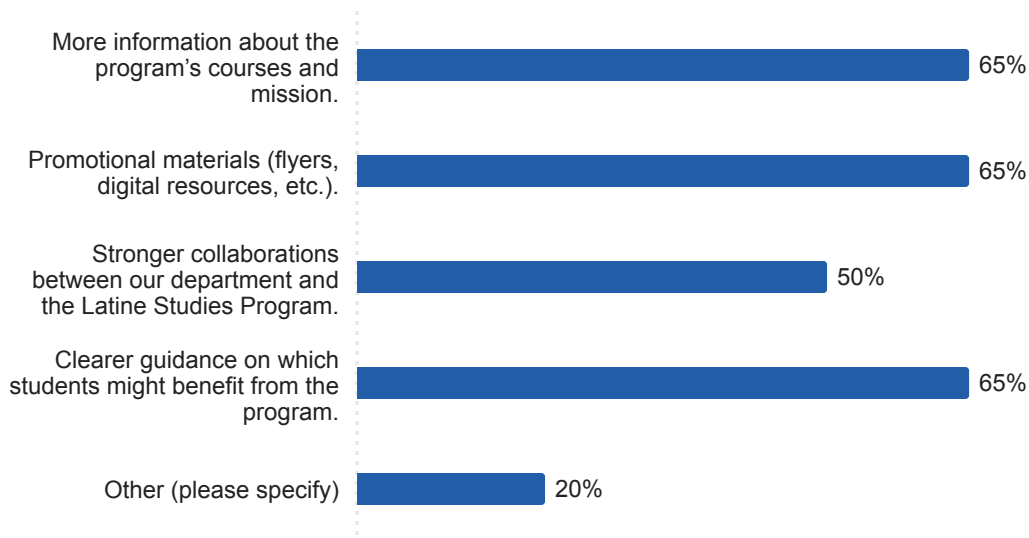
Q6 - What would help increase your awareness and engagement with the Latina/o Studies Program? (Select all that apply) - Selected Choice

20 Responses



Q6 - What would help increase your awareness and engagement with the Latina/o Studies Program? (Select all that apply) - Selected Choice

20 Responses



Q6_5_TEXT - Other (please specify) - Text

Other (please specify) - Text

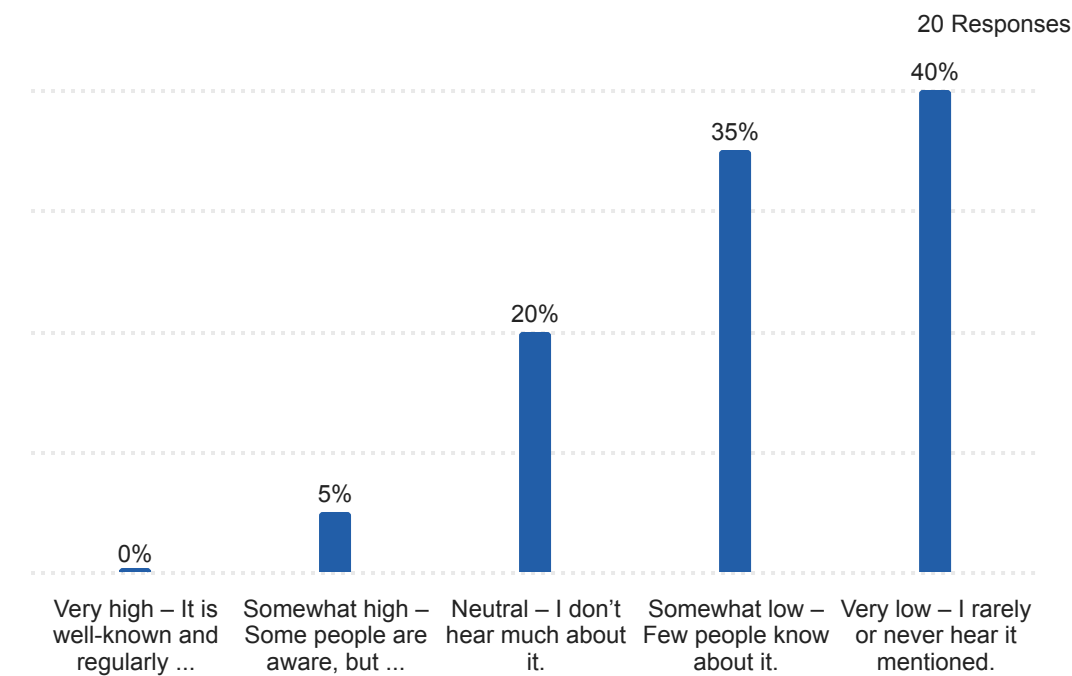
I would love to know what collaborations can look like for my staff and for my students

If the program aligned with transfer programs at the university that students are interested in it would be easier to promote.

an informative presentation

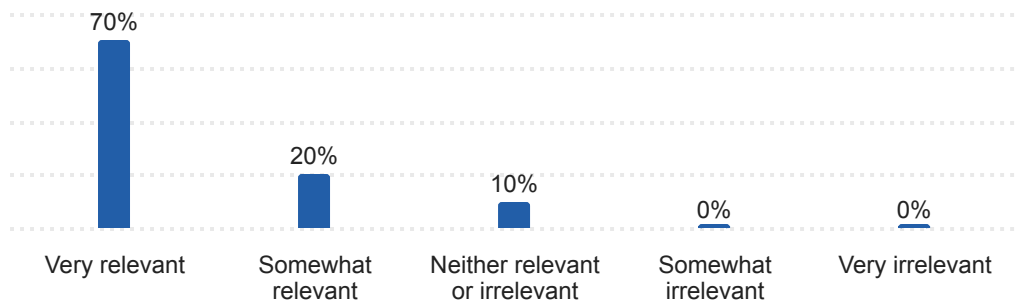
Make it an ADT.

Q7 - How would you rate the visibility of the Latina/o Studies Program on campus?



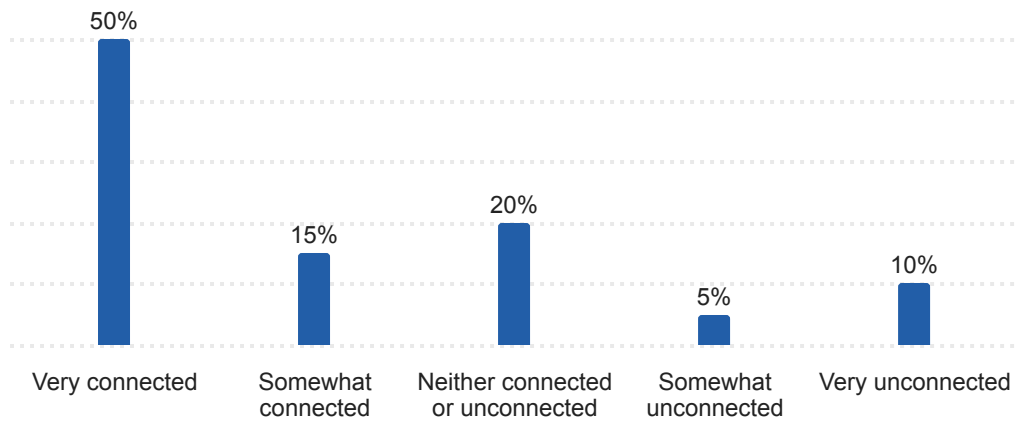
Q8 - The Hancock College Latina/o Studies program was created out of a respect for the four principles of culture, aesthetics, history and community. How relevant are these four principles to your program/office’s own services and objectives?

20 Responses



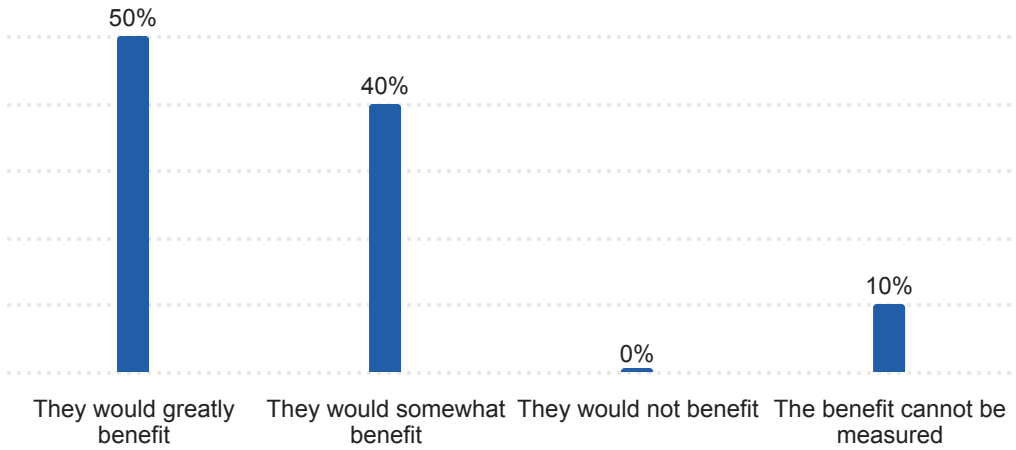
Q9 - How do you see your program/office and its services and objectives connected to Hancock College’s Latina/o Studies program?

20 Responses



Q10 - To what extent do you feel that students served by your program/office would benefit from working towards a degree in the Latina/o Studies?

20 Responses



Q11 - Any additional thoughts or suggestions on how the Latina/o Studies Program could improve its visibility or engagement with campus departments?

Any additional thoughts or suggestions on how the Latina/o Studies Program could improve its visibility or engagement with campus departments?

I have all of the marginalized student populations and would love to know what opportunities there are for my staff and students. Spring 2025 I have 799 enrolled students and plan to expand.

As mentioned above, if there was a way to tie this program/degree to transfer and the universities, it would be much easier to promote. While the classes within the major are a part of a lot of different majors, it is not likely that a student who is transferring would be taking all of the major courses for their intended transfer major. It is also set up with AHC GE and not transfer GE so students might not even think to select it as an option. Visiting the counseling meeting to give some background and information on how counseling can help students to see it's benefit would also help. Aligning the degree to specific careers they could go into would be the most helpful.

I've heard of students actively pursuing Latin@ studies, and that would be when these academic recommendations would probably be most likely discussed. but since I'm not a counselor i am not permitted to academically advise students

What types of jobs do graduates from this program land? What is the average salary of your post-graduates? Who are the top three companies/sectors that hire graduates from this program? Having this information would help sell the program to our students. Thank you.

Doing some informative presentations/events to gain visibility.

Perhaps a presentation to the Career Center and the careers that can result from this field of study

My impression of the program is that it is similar to the liberal arts degrees. I.E. courses from different departments that make up a program, therefore, there isn't opportunities to interact with program faculty, as there aren't any.

Program Review Signature Page:



Program Review Lead

25 September 2025

Date (re-submit)



Program Dean

9/28/2025

Date



Vice President, Academic Affairs

Sep 29, 2025

Date


Latine_24-25 Academic Services and Support_9.29.25


Final Audit Report


2025-09-29


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