



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
American Indian Studies

Discipline Name
American Indian Studies (AIS)

Department Chair Name
Patricia A. Dixon

Division Name
Social and Behavioral Sciences

Website address for your discipline

Discipline Mission statement

American Indian Studies provides excellence in education for all students and the public about American Indian tribes and American Indian individuals from archaic times to the present. The interdisciplinary curriculum provides thematic foundations in history, sovereignty, government and the law, language, literature, and fine arts. Our courses fall within the areas of transfer- readiness, general education, aesthetic and cultural enrichment. We seek to demonstrate the relevance of American Indian perspectives to contemporary political, economic, and social issues in the United States and globally.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.
Certificate of Achievement in American Indian Studies

Please list the names and positions of everyone who helped to complete this document.

Patricia A. Dixon	Faculty, Chair
Seth San Juan	Faculty
Alan Lechusza Aquallo	Faculty
Teresa Quainoo	ADA

Full-time faculty (FTEF)
2.40

Part-time faculty (FTEF)
2.00

Classified & other staff positions that support this discipline
Academic Department Assistant 100%

Additional hourly staff that support this discipline and/or department
N/A

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

Our program's learning outcomes continue to be relevant and capture key elements that provide an understanding and application of skills in awareness of tribal diversity, sovereignty and governance, and contemporary presence, i.e. Indians are not found only in history books and cowboy/Indian movies. The indigenous geographical and cultural landscapes of the tribes segue into the sovereignty of the tribes and the tri-partite government system that prevails between themselves, the federal government and the states of the Union. Contributions of the tribes' and tribal individuals reflect not only the indigeneity retained but the influence of that indigeneity on others in contemporary societies, and the influence of same said societies on tribal communities. Our certificate does not provide direct employment but students who earn the Certificate may advance into fields such as, museum studies, anthropology, social work, and tribal government. Our Certificate remains a staple for specialized student learning, as well as for the general student population who want a different learning experience as well as to meet their transfer requirements.

Describe your program's plan for assessing program learning outcomes.

The rubrics used varied with on-going question(s) embedded within test/assignment short essays and multiple choice; Pre-post assessment using multiple choice, true/false, short answer exam on contemporary issues unique to tribal communities both independent and as well as part of the global society; and problem based scenario hypotheticals incorporating the comprehension of the inherent elements of sovereignty within tribal governments enacted with the federal and state systems in a social, political and economic scenarios. The initial assessments met or surpassed the 70% minimum set. The assessment tools do not need to be changed.

Summarize the major findings of your program outcomes assessments.

What became most evident is the need for follow through. The initial assessments reflected positive outcomes but they should not prevent continued discussion on other forms of assessment such as learning service or internships.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

2 certificates were awarded in 2017-2018.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Stayed the same

What factors have influenced your completion trends?

The numbers have varied over the past five years. We averaged 21 certificates with years 2015-2016 awarding 3 and 2017-2018 awarding 2; however in the other years the awards were 5,5, and 6. The 6 being awarded in 2016-2017.

We can possibly surmise the continued reduction of courses, particularly face to face courses, may make students leary about taking classes; on the other hand the on-line classes are rarely canceled and student enrollment is positive. There is anecdotal evidence from student comments they are interested in the certificate.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster

improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

We chose to be in alignment with Palomar.

What is your Stretch goal for COURSE success rates?

72.0%

How did you decide upon the goal?

In reviewing the various assessment outcomes the success rate nearly always exceeded the 70%. In some instances the success rate reached 90%, others were more modest at mid 70s.

In pursuit of quality over quantity in the struggle to meet efficiency AIS 5 year average WSCH per FTEF was 544 and the fill rate was 84%. Our "bread and butter" courses that are core to the certificate have been systematically reduced but success and fill rates rose despite a dip in one year. For example, AIS 100 in 2013-14 had 302 students with a WSCH per FTEF of 469 and a fill rate of 81%. In 2017-18 the enrollment was 189 with a WSCH per FTEF of 582 and a fill rate of 90%. AIS 102 in 2013-14 had an enrollment of 232, a WSCH per FTEF of 493 and a fill rate of 88%. In 2017-18 the enrollment was 166, the WSCH per FTEF was 658, and the fill rate 99%.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

SLOs have been reviewed and modified as needed.

Summarize the major findings of your course outcomes assessments.

The assessments scored in the 80+ percentile range. Students connect to the SLOs.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Taken from the onetonline. org: 25-1062.00 Area, Ethnic, and Cultural Studies Teachers, Postsecondary
19-3091.01 Anthropologists
25-1061.00 Anthropology and Archeology Teachers, Postsecondary
25-2022.00 Middle School Teachers, Except Special and Career/Technical Education
25-4012.00 Curators
25-1124.00 Foreign Language and Literature Teachers, Postsecondary
25-1193.00 Recreation and Fitness Studies Teachers, Postsecondary
Opportunities to work for tribal governments, tribal businesses, and federal American Indian programs are also possibilities.

25-2031.00 Secondary School Teachers, Except Special and Career/Technical Education

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Critical thinking, ability to write and communicate, basic skills in computer technology allows students to acquire awareness of tribal cultures, histories, and government structures, awareness of federal law, treaties, and congressional acts.

How does your program help students build these KSA's?

Our courses on the cultures, histories, tribal governmental structures, tribal-federal-states interrelationships. contemporary issues of tribes, insights into American Indian law allow students to acquire the basic skills and knowledge to implement where apropos.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

Do you want more information about or need assistance integrating work-based learning into your program?

Yes

Please list any questions and describe what you need to integrate work-based learning.

How do you engage with the community to keep them apprised of opportunities in your program?

The Department visits the tribal education centers and when appropriate the Tribal Councils. The California Indian Culture & Sovereignty Center from CSUSM provides educational updates on Indian education and the high schools that is available. Intertribal earth days, pow wows, and guest lectures.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop

3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

Renew the engagement with the anthropology discipline faculty.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Successful meetings took place and a Cultural Resource Native monitoring workshop was created that involved both Anthropology and American Indian Studies faculty on the Pauma Indian Reservation fall of 2018. AIS faculty have attended the Anthropology Advisory Committee spring of 2019 to hear from the archaeological firms what they are looking for in students.

AIS/ANTH 140 Original Californians will be taught this spring 2019 for both AIS and Anthropology certificate students.

Outcome(s) expected (qualitative/quantitative)

17 Native students completed the Cultural Resource Native monitoring workshop. They expressed an interest in more short term experiences like the workshop as well as taking selected classes.

The AIS/ANTH 140 class enrollment should give us an indication of the interest students have in both disciplines for it is a GE course and part of both disciplines' certificates.

How does this goal align with your department mission statement, the college strategic plan, and/or Guided Pathways?

The interdisciplinary approach of our courses and the 500+ year relationship of the tribes with the various invaders, later immigrants to this land has led to a unique cultural syncretism of worldviews impacted by the unique American landscape and indigenous cultures. We continue to offer students a global perspective into the contemporary political, economic, and social issues in the United States and globally. Obj.1.3 targets intercultural competencies within the ILO framework. By virtue of what we do we have resources and contacts to share in discussing cultural fluency. It is done now with our California Indian Day.

Obj. 2.1 we participate in the recruitment process by attending tribal/community events and campus wide events as voluntary representatives of the college promoting the diverse offerings/programs of our college.

Obj. 2.5 by creating a PRP that incorporates acknowledgement and implementation of internal and external stakeholders relevant coursework.

Obj. 5.2 our AIS discipline is part of the process in increasing enrollment by offering courses at the North Center.

Obj. 5.3 the newly created Fall 2017 BA in American Indian Studies at CSUSM will facilitate access and seamless transfer of our AIS courses.

Expected Goal Completion Date

5/15/2020

Goal 2

Brief Description

Program or discipline goal New Hire, AIS

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Review of supporting data (course offerings, discipline and Dept. necessity), in order to articulate and target a potential position which will complement our AIS courses and Certificate.

Work with local high schools-public and charter to support the implementation of AB 738 Pupil instruction: Native American studies: model curriculum.(b) The model curriculum shall be written as a guide to allow school districts and charter schools to adapt their related courses to reflect the pupil demographics in their communities. The model curriculum shall include examples of courses offered by local educational agencies that have been approved as meeting the A-G admissions requirements of the University of California and the California State University, including, to the extent possible, course outlines for those courses.

Outcome(s) expected (qualitative/quantitative)

Articulate a full-time position in AIS which will support Dept. core courses and other specializations which were identified within a curriculum/Certificate review supported by current Department data for the past five years.

As the deadline approaches for the enactment of AB 738 the local schools can have their teachers take AIS courses, and/or have concurrent/dual enrollment with Palomar. The AB notes - (i) The implementation of various Native American studies courses within California's curriculum that are A-G approved, with the objective of preparing all pupils to be global citizens with an appreciation for the contributions of multiple cultures, will close the achievement gap, reduce pupil truancy, increase pupil enrollment, reduce dropout rates, and increase graduation rates.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The interdisciplinary approach of our courses and the 500+ year relationship of the tribes with the various invaders, later immigrants to this land has led to a unique cultural syncretism of worldviews impacted by the unique American landscape and indigenous cultures. We continue to offer students a global perspective into the contemporary political, economic, and social issues in the United States and globally. Obj.1.3 targets intercultural competencies within the ILO framework. By virtue of what we do we have resources and contacts to share in discussing cultural fluency. It is done now with our California Indian Day.

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Expected Goal Completion Date
8/24/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?
Yes

Are you requesting additional Staff, CAST or AA?
No

In the last ten years, what is the net change in number of FT Faculty in the department? (FT faculty loss vs. gain)

1

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

2016-2017 % FTEF (on-going reassigned time)
20%

2017-2018 % FTEF (on-going reassigned time)
20%

2018-2019 % FTEF (on-going reassigned time)
40%

% of FTEF for temporary reassigned time (grant activity, sabbaticals, leaves, other reasons)

2016-2017 % FTEF (temporary reassigned time)
100%

2017-2018 % FTEF (temporary reassigned time)
0

2018-2019 % FTEF (temporary reassigned time)
0

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting
Ass. Professor of American Indian Studies

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

A new full-time faculty member in American Indian Studies will satisfy each of the goals and strategic plans for the AIS Department, as well as the college as a whole. In addition, a new full-time faculty

member will help balance the AIS Department, help maintain the Department's numbers of instructors, and aid in the future developments, projects, and enhancement of the AIS Department.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

The interdisciplinary nature of our discipline requires staffing in the areas of anthropology, literature and sociology, with an emphasis in American Indian Studies. Individuals with this background are hard to hire as adjunct, since 4 year schools can offer greater amounts of pay and fringe benefits.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

The 2017 approved B.A. in American Indian Studies at CSUSM accepts 12 units from our course offerings, which also meet G.E. requirements for both institutions. We anticipate a rise in enrollment for these courses.

AB 738, Pupil instruction: Native American studies: model curriculum. to be developed and implemented in all California schools for grades 7 to 12 no later than March 2022.

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Strictly speaking this is not applicable.

Students who earn the Certificate may advance into fields such as, museum studies, anthropology, social work, teaching and tribal government but our courses are not intended to provide direct employment in many instances.