

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: American Indian Studies

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

| | Fall 2004 | Fall 2005 | Fall 2006 | Definitions |
|---------------------------------|-----------|-----------|-----------|--|
| Enrollment at Census | 1,048 | 968 | 1,008 | <i>Self Explanatory</i> |
| Census Enrollment Load % | 75.56% | 78.13% | 71.04% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| WSCH | 3,191 | 2,951 | 3,055 | Weekly Student Contact Hours |
| FTEs | 106.38 | 98.36 | 101.82 | One Full-Time Equivalent Student = 30 WSCH |
| Total FTEF | 7.40 | 7.13 | 7.97 | Total Full-Time Equivalent Faculty |
| WSCH/FTEF | 431 | 414 | 383 | WSCH Generated per Full-Time Equivalent Faculty Member |
| Full-time FTEF | 2.80 | 2.20 | 1.20 | FTEF from Contract Faculty |
| Hourly FTEF | 3.80 | 4.73 | 6.37 | FTEF from Hourly Faculty |
| Overload FTEF | 0.80 | 0.20 | 0.40 | FTEF from Contract Faculty Overload |
| Part-Time FTEF | 4.60 | 4.93 | 6.77 | Hourly FTEF + Overload FTEF |
| Part-Time FTEF % | 62.16% | 69.12% | 84.94% | Percent of Total FTEF Taught By Part-Time Faculty |
| Retention Rate | 93.38% | 93.03% | 94.57% | Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades |
| Success Rate | 70.73% | 70.58% | 72.61% | A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades |
| Degrees Awarded | - | - | - | Total number of Degrees awarded for the Full Academic Year |
| Certificates Awarded: | 6 | 4 | 11 | Total number of Certificates awarded for the Full Academic Year |
| - Under 18 Units | - | - | - | Total number of Certificates awarded for the Full Academic Year |
| - 18 or More Units | 6 | 4 | 11 | Total number of Certificates awarded for the Full Academic Year |

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

The dip in Fall 2005 and continuing recovery reflect not only the overall decrease in total enrollment at Palomar but also our loss of a FT faculty member to medical leave. We also had too high a number of sections for some courses.

The need to cut back on classes for budgetary reasons demands a careful and systematic review of the types of classes, the delivery of classes, and the number of sections. We have implemented this process.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

| PLAN – 2007-08 | Progress – 2008-09 |
|--|---|
| <p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>We have begun the revamping of our entire language program to align ourselves with the four-year school. We also made the decision to revisit the requirements for our AIS certificate. Community interests and needs have us pursuing a possible program in tribal courts. We would like to pursue more cross-listing. Our language classes have been cross-listed with Foreign Languages in the last year, and we have offered two new language courses, AIS 161 (Class Nahuatl, cross-listed with Chicano Studies), and AIS 139 (Native American Linguistics).</p> | <p>We completed our revision of the first-year level Luiseño classes and created the second year of Luiseño language classes. We still need to do a third level for the CSU language requirement.</p> <p>In the review of our certificate we decided to expand our art/music offerings and created the first of several classes—AIS 104, The Music of Native America.</p> <p>We also have an AIS 197 offering for Fall '09 on intertribal courts.</p> |
| <p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>We continue to evaluate the balance among main campus locations, satellite and online classes. Preliminary decisions have been made to offer certain courses only once a year or alternate them in a school year with one semester being face-to-face and the subsequent semester online or off-campus satellite.</p> | <p>This rationale seems to be working for us. We have decided also to vary full-length classes with 12-week and Fast Tracks.</p> |

4. Discuss/identify the resources necessary to successfully implement the planning described:

| PLAN – 2007-08 | Progress – 2008-09 |
|--|--|
| <p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc. The department would benefit from map software and digital maps (about \$1200), as well as a digital video camera (\$800), and new more ergonomic desk chairs. Because of out-dated CPUs in the classrooms, the department needs laptops with wireless connectors and docking stations (\$6400).</p> | <p>We have acquired the digital camera. We need a digital video camera [Panasonic HDC-HS300K, \$1300.95; plus battery pack VW-VBG260, \$179.95; plus AC Adaptor with cables, VW-AD21-K, \$99.95; plus 3-year Customer Care Service CCPDH13CA, \$219.95—total=\$1800.80 plus \$157.57 tax for grand total of \$1958.37]. We continue to need maps, software, and digital maps in each lecture location.</p> <p>The ability to incorporate a scanner, printer, and fax machine as one unit would effectively replace outdated equipment and provide us with much needed space [Epson Artisan 800 Color Flatbed All-In-One, \$266.99, two-year limited warranty included, tax \$23.36—total=\$290.35.]</p> <p>We need a new network printer. The current printer is showing signs of age and is used by everyone in the department. [HP Color LaserJet 4700DN, Model Q7493A, \$1258.00; tax=\$110.07 for a grand total of \$1368.07]</p> <p>We need two laptops [Dell Inspiron 15, \$699.00 each, (includes battery and two-year limited warranty) Total for two laptops=\$1398.00 plus tax \$122.33 for a grand total of \$1520.33].</p> |
| <p>b. Budget – budget development process, one-time funds, grants, etc. Our budget needs to increase to accommodate several proposed projects: a summer language institute, certificates in cultural resource management and tribal courts. Our present certificate would continue to be academic; the new ones would be applied technology and community.</p> | <p>These needs have not changed. We have already created three new classes in language and music. We have a prototype class for tribal courts. We continue to review our certificate program.</p> |
| <p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc. We will be in the new MIB Building.</p> | <p>We can make do until we move into the MIB building.</p> |
| <p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years We need to hire at least one more FT faculty person who will help in the</p> | <p>We have hired one full-time tenure-track faculty, but the need to hire at least one more full-time faculty person is critical with the upcoming retirement of the senior faculty. The creation of a new certificate and revision of the present</p> |

| | |
|--|---|
| <p>building of our new curriculum/certificate development, not only to maintain but to build our faculty as the present full-time people prepare for retirement.</p> | <p>certificate will initiate growth in the department.</p> |
| <p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p>Our present Academic Department Assistant position needs to move from 60% to 100%.</p> | <p>The need for a 100% ADA has not changed.</p> |
| <p>f. Other—Community Service Learning</p> <p>The American Indian Community Development (AIS 155) course has a choice of a service learning component. We will develop and change this to a required service learning component.</p> | <p>Dialogue has begun for this, and it should become a reality by Spring 2010.</p> |

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

Student success can be enhanced by "increased student awareness and use of services that support student success" that assures all our students are aware of the diverse Native communities in the college district; the practice and importance of political and cultural sovereignty for the tribes; and continued involvement of present faculty with curriculum development with California State University San Marcos, the University of California system, and the local high schools for acceptance of Native language courses for the fulfillment of the foreign language requirement.

We want to develop a biannual workshop/seminar to improve student retention and persistence at Palomar and guide students in career placement or transfer, with an emphasis on Native American students.

We have been invited by Calvin One Deer Galvin, Director TRIO/SSS, to take advantage of a NCHEA grant that focuses on developing well-defined communication between schools and identifying effective recruitment and retention strategies.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

The AIS 125 (American Indians Today) course has a learning outcome that states: Students will understand how Native communities blend "traditional" and non- Native/Native practices to maintain distinct cultures, communities, and governments within the larger U.S. society. Assessment and measurement use a pre- and post-test to see how students identify and understand tribal governments. Students learn the definition of decolonization and identify the steps tribes take to address decolonization and reclaim their own self-governance and identity through "before and after" comparisons of social, cultural or political practices.

The instructor who teaches this course was on sabbatical in Fall, 2008. She is reviewing this SLO and assessment in Spring, 2009.

b. Discuss a learning outcome that is observable yet difficult to measure.

We look for a cognitive attitudinal change in students through their comprehension that there are not two but three governments in the U.S.: state, federal, and tribal.

Still relevant

7. Describe a discipline accomplishment that you want to share with the college community.

Five years ago local Native languages were almost lost as the elders died. Through our Luiseno, Cupeno, and Nahuatl courses we are revitalizing several Indian languages.

We helped San Diego State University develop a major in American Indian Studies.

We were on the hiring committee for California State University San Marcos's new Tribal Liaison, who works with Palomar College.

In continuing our commitment to Native languages, we instituted a second level of Luiseño courses for foreign language credit. We hope to develop, in 2009-2010, a third level so that these will complete the language requirement at the CSU system.

A 197 class for intertribal courts has been developed for Fall, 2009.

We are expanding our offerings in Native cultural arts to include The Music of Native America course in Fall, 2009.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

We would like to see longer ranges easily available for data retrieval, say from the 1990s to 2007, to ascertain more far-ranging patterns.

We use the American Indian Studies Consortium and the American Indian Professors Association to produce data on curriculum, learning outcomes, and standards relative to American Indian Studies.

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

n/a

10. Other comments, recommendations:

The Strategic Plan 2009 could be more user-friendly with pagination and section numbers.

Please identify faculty and staff who participated in the development of the reviewer's planning:

Patricia A. Dixon, Professor and Chair

Steven J. Crouthamel, Professor

Linda Rose Locklear, Professor

Martha Collins, ADA

Alan Lechusza Aquallo, Assistant Professor

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.