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

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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	*Self Explanatory*
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.

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

PLAN – 2007-08	Progress – 2008-09
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.) **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).**	
b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.) **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.**	

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

PLAN – 2007-08	Progress – 2008-09
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).**	
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.**	
c. **Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.** **We will be in the new MIB Building.**	
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 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.**	
e. **Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.** **Our present Academic Department Assistant position needs to move from 60% to 100%.**	
f. **Other—Community Service Learning** **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.**	

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 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.

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.

   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.

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.

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_____

Lind Rose Locklear, Professor   Martha Collins, ADA

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.