BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college 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 that in mind, please answer the following questions:

Discipline Name: American Indian Studies

Department Name: American Indian Studies/American Studies

Division Name: Social and Behavioral Sciences

Please list all participants in this Program Review :

Name	Position
Seth San Juan	Faculty
Alan Lechusza-Aquallo	Faculty
Patricia Dixon	Faculty, Chair
Teresa Quainoo	ADA

Number of Full Time Faculty: 4   **Number of Part Time Faculty:** 13

Please list the Classified positions (and their FTE) that support this discipline:

ADA 100%

What additional hourly staff support this discipline and/or department:

0

Discipline mission statement: **Link to "How to Build a 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.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

It is not a new degree or certificate but our certificate can be achieved completely on-line.

Discipline Level Data: https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx

SECTION 1: PROGRAM REFLECTION

1A. Program Analysis: Reflect upon and provide an analysis of your summary data.

The AIS Department made every effort in 2015-2016 to schedule course offerings where our success rate achieved its highest gain based on the 2014-2015 data. This strategy of balancing course offerings addressed the various satellite locations, certificate needs, and basic courses. Day classes increased from 75.6% in 2014 to 79% in 2015. Our DE classes and our evening classes both declined, particularly our evening classes. DE went from 70.2% in 2014 to 69.9% in 2015; evening classes dropped from 87.1% in 2014 to 66.3% in 2015.

In reviewing the 2015 schedule the DE percentage drop is easily explained. We offered AIS 295, a topics course, for 1,2 and 3 credit units for the third semester of Cahuilla and Luiseno languages. As the languages become more complex the fewer the students who take the course. This drop was anticipated and because it was a topics course there was no revenue generated for the college. The significant drop in evening classes is perplexing. Four evening classes were offered - one at Camp Pendleton with 30 students, and one at Escondido with 20 students. Two evening classes were dropped before the fall semester commenced.

The judicious reduction of class offerings and varied locations, times and type of class offerings has created a core of classes that draw well.   Our AIS WSCH/FTE in 2011 was 643, dropped precipitously in 2013 to 540, then climbed steadily to 605 in 2015.

1B. Standards: ACCJC requires that colleges establish <u>institutional</u> and <u>program</u> level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) 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.

Discipline Level Course Success Rate:

- A. The College's institutional standard for course success rate is **70%**.

- B. Review your discipline's course success rates over the past five years.

- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate: 70

Why?

AIS courses cover a multiple number of disciplines and students are required to engage in multifaceted opportunities to discern and apply knowledge gained. In reviewing the data, despite declining enrollments, AIS has a large number of students that come from categories such as foster youth, first time experience, various ethnic groups, and high school students who are curious about their ancestry, who want a different learning experience.

1C. Program Update: Describe your proudest moments or achievements related to student success and outcome.

After more than eighteen months AIS, through the District, was able to craft an enrollment contract with the Morongo tribe that allows us to teach the the sequential levels of our language classes if we have fewer than 20 students. If there are fewer than twenty (20) total students then Morongo will compensate the District on the basis of the proportional loss of State Allocation funding up to the allocation that would be awarded for the minimum class enrollment required by the PFF Agreement.

We had a unique opportunity in spring 2016 to host a campus wide Native American Cultural Awareness event sponsored with the Native American student club who invited the Pechanga Tribe's cultural committee to bring their mobile museum of traditional displays and interactive curriculum. Students from our classes delighted in the hands on making of baskets, language , and learning phrases in the Luiseno language. Native American foods were enjoyed by all.

The Morongo Tribe's education program brought middle school and high students to tour our campus, ask questions about Palomar opportunities and about AIS in particular. Our American Indian student club (some had or were taking AIS classes) with Palomar student ambassadors, and Seth San Juan engaged the students and sold them on Palomar and AIS. The Morongo

students were proud of the fact that tribal governments and cultures were studied.

1D. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

The College commenced a proactive outreach to the various communities within our District that may have been under served. Various action committees have been established. We are involved with the Anthropology Committee, and are in the process of creating an AIS Advisory Committee. There have been two meetings and it is anticipated our April meeting will lay the foundation for an active engagement with the tribal communities before the end of this spring semester. In addition, our new President, Dr. Blake, included the tribes in her visiting of the school district and she actively participated with the tribal communities. There may be an opportunity to discuss with the tribes a place for them at the proposed North Center campus. The opening of the North Center and discussions between the tribes and the College for a position to coordinate/implement relationships with the tribes may lead to increased enrollment of both Native and non-Native students.

CSUSM is on track to offer a major in AIS by fall 2017. The present AIS chair at CSUSM anticipates that our students who value AIS courses, but do not necessarily earn the certificate, as well as our certificate students will transfer into the new major. Consequently, CSUSM will accept 12 units from us. An increase of 15 units would be better. Collaboration and review of our CORS and theirs may support the development of a new course and changes in a present course.

1E. Unanticipated Factors: Have there been any unanticipated factors that have affected the progress of your previous plan?

Last academic year 2015-2016 the TMC Social Justice transfer became a reality on paper but the Department is unaware of any statewide implementation. The degree of harm to our Department is uncertain at this point. We monitor the chancellor's web page for updates. We reported to the Palomar faculty senate, in spring 2016, our intent to pursue an AA transfer degree in AIS similar to that of Chicano Studies.

1F. SLOACs: Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? **Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/**

Based on the spring 2016 SLO report we had one course due for assessment in spring 2016 and we forgot to achieve this goal.

Some of our courses have as many as five SLOs and the effort to assess them regularly has proven difficult to remember. After review of the language courses we believe the SLOs read more as objectives and need to be revised. The FT faculty have divided the courses in AIS between themselves to review the SLOs and the assessments done or needed. Each FT faculty member has been requested to contact and involve the adjunct who frequently teach courses that they are reviewing. Language classes are particularly targeted for this spring 2017 and fall 2018.

No Program SLOs have been assessed. In our March Department meeting all agreed that the SLO facilitators need to be more accountable. At a subsequent meeting the process to review and update SLOs and assessments began.

SECTION 2: PROGRAM GOALS

2A. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by checking the appropriate status box .

Goal	Completed	Ongoing	No Longer a Goal
To take the ADA on a tour of the tribal communities the school distr	◉	○	○
To pursue an AA transfer in AIS	○	◉	○
To work with CSUSM on preparation for their AIS major	◉	○	○
To create a new AIS class in ethnobotany for the minor fields in the A	○	◉	○
	○	○	○

2B. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

GOAL #1	
Program or discipline goal	Restructuring of an advisory committee for AIS.
Strategies for implementation	Determine the primary purpose of the committee - is it to develop and sustain AIS Program development, or is it to advocate and advance tribal educational interests? These are not mutually exclusive but the priority chosen will change focus.
Timeline for Implementation	Spring 2016 through academic year 2017-2018
Outcome(s) expected (qualitative/quantitative)	A functioning committee in academic year 2017-2018
GOAL #2	
Program or discipline goal	AIS development as a transfer discipline. This a goal from last year that was put on hold partly due to the TMC Social Justice transfer degree. This TMC has not seemed to move and the time may be right to start the process.
Strategies for implementation	Follow up on the notice made in spring 2016 to th Faculty Senate about our intent to pursue the discipline model. Follow the established guidelines from the Chancellor's office to create a discipline.
Timeline for Implementation	It is a two year process that will start in 2018. Data and support documents can be gathered in fall 2017 for submission in spring 2018.
Outcome(s) expected (qualitative/quantitative)	Submission of materials in spring 2018 and wait for determination from the state faculty senate and the Chancellor's office.
GOAL #3	
Program or discipline goal	Revisiting the Program goals for AIS and develop a more uniform number of discipline SLOs. Revise the assessment timeline.
Strategies for implementation	Rewriting at least two of the Program SLOs. Divide the discipline SLOs among the FT Faculty with an invite to adjunct to participate.
Timeline for Implementation	Rewrite two program SLOs in spring 2017. Assess one new program SLO in fall 2017. In spring 2017 have the language SLOs revised and core classes in AIS and AMS reviewed (6 courses).

Outcome(s) expected (qualitative/quantitative)	We have an expectation that there will be at least a 70% success rate in students' experiencing a successful outcome, and verification that our SLOs are in sync with the College's mission statement as well as our own. A third of our disciplines SLOs will be reviewed and placed on a revised timeline.

Department Chair/
Designee Signature: _____   **Date:** 04/06/2017

Division Dean Signature: _____   **Date:** _____

Vice President Signature: _____   **Date:** _____