PALOMAR COLLEGE® Learning for Success

Program Review & Planning (PRP)

PART 1: 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, 2017-18
Division Name:	Social and Behavioral Sciences

Please list all participants in this Program Review:

Name	Position
Patricia A.Dixon	Faculty, Chair
Seth San Juan	Faculty
Alan Lechusza Aquallo	Faculty
Teresa Quainoo	Classified Staff

Number of Full Time faculty	3	**Number of Part Time Faculty**	10

Please list the Classified positions (and their FTE) that support this discipline:
Academic Department Assistant, 100%

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

Discipline mission statement (click here for information on how to create 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 all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:
Certificate of Achievement in American Indian Studies

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment
Section 2: Course Success Rates
Section 3: Institution and Program Set Course Success Rate Standards
Section 4: Completions
Section 5: Labor Market Information (CTE programs only)
Section 6: Additional Qualitative Information
Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx

A. To access your discipline data, select your discipline from the drop down menu.
B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select "discipline" and "catalog number".

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased		Steady/No Change		Decreased	X
Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?						

Our enrollment, like that of the college, decreased over the last five years. Factors that compromised our enrollment began with 1) the Administrative demand of classes with less than 20 be dropped OR more significantly 2) a class with low 20s would be disallowed, in the corresponding fall semester, because it was not efficient to offer it. 3) another factor would be Full Time faculty members who failed to meet their contractual obligations. 4) This required not only that adjuncts lost classes but that the dropped FT faculty class was not rescheduled either. 5) Another factor would be class offerings at Camp Pendleton which varied from 10-20+ students.

We believe the Administration is attempting to find data to support the premise students who lose classes simply find another class to take. Our belief is that there are always a percentage who may do that, but, equally unproven, is how many students just chose to leave Palomar since we cannot be trusted to offer what we publish.

In reference to our FT faculty, not able to easily meet contractual obligations, we tried different time frames for face-to-face classes, different lengths of classes from full to 12 week to FT options and also DE offerings at different times.

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

Since 2013-14 there has been a regular, but unfortunate, pattern of canceling one then two classes of a FT faculty member. The process commenced when class enrollments lowered significantly after Fall 2013. Efforts were initiated to ameliorate, but no further action was needed after this for the faculty member took an early retirement after Spring 2017.

Another FT faculty member, for the past three semesters, has had 1-2 classes cancelled, impacting class offerings. Department analysis determined that hybrid classes did not work with this individual and an increase in regular face-to-face and/or on-line class offerings may be a solution.

The Department had deactivated courses that failed to make the college catalogue. Those courses will make the 2017-18 catalogue.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased	X	Steady/No Change		Decreased	
Discipline Efficiency:	Above 525 (35 FTES/FTEF)	X	At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

Over the last five years our enrollment at census has decreased from 1,477 (11-12), to 780 in (16-17). The decreased enrollment was expected due to class cuts. In 2011-12 our WSCH/FTEF was 544.01 as compared to the 2016-17 WSCH/FTEF of 541.74.

Although our WSCH/FTEF declined as did the college and our division the decrease was minimal in comparison. The college in 2011 was 494.76 and dropped 5.05 in 2016; the division in 2011 was 575.78 and dropped 16.26 points in 2016; our drop was 2.27 points.

The AIS Discipline, in some respect, was in a downward spiral and caught in a conflation of college low enrollment and the continuous loss of classes of a FT faculty member that went beyond the general pattern of low enrollment. Despite this, a significant number of students opted to take our classes that met their academic needs and personal interests and desires.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

Fall of 2012 AIS FTF was reduced from three to two members with a retirement. Spring of 2013, an unexpectedly long term medical leave faculty member returned as tenured FTF bumping our number of FTF back up to three. In fall of 2013 AIS received a tenure tracked position to replace the 2012 retiree, returning us to a former twenty plus year number of four FTF. In fall 2015 a FTF member went on sabbatical, and based on medical circumstances became a full-time on-line instructor in spring 2016, until an unexpected medical retirement after spring 2017.

AIS attempts to allocate at least two classes to its adjunct. Adjunct evaluations support their receiving two classes; their expertise enriches our course offerings.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

   A.   **On-Campus Course Success Rates**
   B.   **Online Course Success Rates**
   C.   **Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)**
   D.   **Course Success Rates by class location (Escondido, CPPEN, etc.)**

https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx

1. Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

The department's success rate for (16-17) was 80%. The AIS success rate is 10 points higher than the college as a whole. Our retention rate is 4 points higher than the institution's. Faculty turnover and recent retirements have impacted our success and retention rates.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?
Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/

Gender	For the (16-17) school year, the College's overall success rates for female students was 71%, and for male students the success rate was 70%. The American Indian Studies Department's success rates in 16-17 for females was 83% and for males it was 76% which is higher than the overall success rates of the College. The Department's 7 point gap between female and male success rates is not consistent with past years data. What is consistent is the Department's combined female and male success have rates have been higher than the colleges over the last 6 years.
Age	For the (16-17) school year the American Indian Studies departments success rates by age are as follows: 19 and under, 79.6%; 20-24,79.6%; 25-49, 81.2%; 50 and over N/A. These rates are consistent no matter the age grouping. The department's success rates by age are higher than the college's for every age grouping.
Ethnicity	For 16-17 the department's success rates by ethnicity have been higher than the College's rates with Asian's at 88.9%, Hispanic's at 77.4%, and multi ethnicity at 74%, respectively. As a department, and as one of our ongoing goals, we pay particular attention to American Indian students enrolled at Palomar regardless of them taking our courses. The success rates of Native American students at Palomar for the 16-17 school year was 51% the lowest rate of any group. Success rates of AI students taking AIS course has gone from 83.3% in (11-12) to 65.2 % in (16-17). The drastic decline in success rates over the last six years may be a consequence of the severe decline in American Indian Studies courses, and presence of AI faculty on campus. Another possible factor may be the lack of access to student equity funding for our Native students. Additionally, the on-going failure to replace a person for the Pauma Satellite Center is significant due to the inability to reach students of all ages.

Special Population (examples- veteran, foster youth, etc)	The Department serves all the special populations with our focus being on the tribal student population. Despite the fact that American Indian students are not listed as part of the special population categories, we continually strive to ensure their success given the institutional constraints.

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.

Our course offerings appear to be consistent with the growing college trend toward internet course offerings. Historically, there have been no complications with the enrollment for courses which use this model. Hybrid course offerings remain an option, but, frequently have not reached the expected enrollment quota. Consequently, less hybrid classes are offered. Course offerings at Camp Pendleton surpass the minimum, but have not been reaching full enrollment capacity. A mutual decision was made with the Camp Pendleton Director and Department not to offer AIS classes for several semesters.
At the main campus, scheduling classes during prime-time (9:00 am - 1:00 pm) ordinarily meets our enrollment levels.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program 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 and want a different learning experience.

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx

   A. **To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.**
   B. **To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.**

1. Overall Completions:

> **Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?**

In the past five years we have awarded 21 certificates. The highest number awarded has been 6 certificates, the lowest in one year was 3. The average is between 4-5. We have anecdotal information that an average of 1 student a year also acquires a certificate in anthropology/archeology. Granted, we cannot count it as ours but this student (or two) take at least 1-2 of our classes as electives. Our certificate provides students with knowledge and awareness of the historical, cultural and contemporary environments of the tribes. This knowledge and skill set gives them a potential advantage in seeking employment with the tribes in the local area.

2. Specific Degree/Certificate Completions:

> **Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?**

Students who earn the Certificate 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.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at http://www.coeccc.net/Supply-and-Demand.aspx .

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	$17.70	$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	$20.88	$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

N/A

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

N/A

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

N/A

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

N/A

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

Spring of 2017 Cal State San Marcos approved a BA in American Indian Studies. Twelve units of our courses are part of their lower division requirements. An informal meeting took place this fall 2017 to discuss which of our courses can not only best fit the CSUSM lower division needs but allow our Palomar students to meet more than an AIS requirement-in other words, get as much credit value as possible.

Our Department continues to research the use of Low cost and Zero cost Text models in an effort to identify pedagogically sound and current materials for our key classes AIS 100, AIS 101 and AIS 102.

The closure of the Pauma Satellite Center in August 2015 truncated our key relationship with the tribes. Two spring meetings in 2016 were foundational. In February, tribal representatives came to campus and expressed amazement as well as respect for what Palomar offerings; particularly in the medical and industrial areas. In April, tribal representatives returned and expressed hopes, and concerns, that Palomar could possibly address. The tribes clearly noted their desire to have a contact person that could be available at, or near, one of the reservations. Contact with the tribes involves extensive driving and a part time position would most likely not work. Greater communication with tribal education centers was advocated.

The continued integration of technology within our classrooms (physical and virtual) should allow our courses to remain competitive. However, this requires physical technological items, and funding, in order for this student assistance to be realized. This level of academic commitment is not difficult to obtain, but does require further funding and support from the college. It is further recognized that this process has the potential of becoming an academic norm for future learning strategies, contexts and environments.

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

Since we encourage our adjunct to actively engage with the full-time faculty, we have been able to start an update of course SLOs that are more relevant. An example are the revisions to our native language classes that will be finished this fall semester. These conversations address, and are based upon, tribal community and student interest as well as the American Indian Studies discipline focus. We are somewhat behind in the review and application of assessment results for these language courses. It is hopeful that preliminary assessment/review results will arrive at the end of Spring 2018. This will allow further conversations (ad hoc, formal) to take place as they relate to these language courses and the overall inter-connectivity of our courses as they relate to our AIS Certificate.

We are attempting to maintain the three-year assessment/review cycle, which provides a routine for text review, course discipline currency, and update to any/all materials and teaching methods for instructors. In order to address this review process, conversations (ad hoc, formal) related to course SLO data and materials are beginning to take place. It appears valuable, for our Department, that such conversations continue to be utilized in order to remain up-to-date with the previously defined methods/tools for instruction and potentially provide a means to generate new/improved teaching methods beyond what an instructor may historically have incorporated.

The courses which have undergone an assessment/review (AIS 100, 101, 102, 105, 104, 135) reveal that it is necessary to have

all instructors, PT/FT, utilizing the same SLO for these assessments. Pre/post test, group discussions and class projects were used with varying success for AIS 100, 105, 104 - 70-85% success rate. These partial results demonstrate that more faculty need to share their assessment results in order to obtain more overall accurate, and, take advantage of a single SLO for these courses. Contact has been made to the instructors involved within this process, PT/FT. As stated, few instructors have provided their assessment data which contributes to the results not being as accurate as anticipated. We anticipate, by the end of 2018, to gather more data/results from our courses within this assessment/review cycle, including a number of our courses which, presently, have no defined SLOs. Following this course of action will put those courses which are behind in the assessment/review cycle onto a three-year assessment cycle, as well as, maintain the current assessment/review cycle for those courses currently within this process. Once more data is gathered, our Department conversations (ad hoc, formal) and pedagogical reflections should be able to be better focused on how our courses can, and do, best serve our students and articulate our AIS Certificate.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report –
https://outcomes.palomar.edu:8443/tracdat/

Current assessment methods are on-track with core courses (AIS 100, 101, 102, 105), whereas others need to be updated. These courses used a variety of assessment methods such as, pre/post test, class discussion, and group work/research project. The process for obtaining assessment results has been slow, therefore delaying data input. Department conversations (ad hoc, formal) have yielded that there needs to be a more efficient process for collecting and inputting date into TracDat within the designated assessment cycles. Taking this matter to task, regular contact - including monthly SLO reminders to PT/FT - will be a useful strategy in order to remain current and/or as a tool to gather the requisite data. In addition, these contact points will allow for faculty to obtain and share information with other faculty. This action will help establish a cohesive three-year assessment cycle for our courses and propel further Departmental conversation related to SLO, best practice methods and pedagogical materials.. Once on track with assessment results, we can review and update courses to meet the three SLO minimum requirement. Regular Ad Hoc report reviews help to justify this action and aid in the best directions necessary to continue this work.

What has been useful within our Department is the expression of SLO updates during Departmental monthly meetings. This functions as a further reminder and contact point to those attending. What could be more useful, is the collective integration of direct and specific SLO(s) to be assessed/reviewed for specific courses with defined data gathering dates (i.e., at the end of a semester) to those instructors to whom this pertains, rather than individual assessments to various SLOs for a course. Taking a more proactive direction (i.e., AIS 100 instructors all assess SLO #1, Spring 2018) may prove to, ultimately, be a successful operating decision. This motion has been discussed and agreed upon by the PT/FT faculty in the past, but needs to be rearticulated, drawing further attention to the importance of this collective work and a helpful reminder of how to gather information to questions related to SLO data, assessments, reviews, writing and their necessity.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

Our program SLOs are current and up-to-date. Assessment to our core courses (AIS 100, 101, 102, 105) continue to be a focus of importance to our program SLOs. As stated previously, a variety of assessment methods have been used (i.e., pre/post test, class discussion, and group work/research project) yielding a student success rate between 70 - 85%. These courses continue to reflect the foundations of our AIS Certificate. The program SLOs provide students a kaleidoscopic view of the diversity of tribes culturally, historically and politically, both within a traditional and contemporary venue. Tribes are studied in their relationship to state, federal and, in some instances, world governments. Following the Department's own self-appointed strategic data review process for gathering and updating information, we anticipate that this level of accuracy will continue to be foundational for the Department.

Careful and ongoing review of our program SLOs has charged our Department to work toward an articulated A.A. degree in AIS. Further, as ongoing ad hoc and formal conversations continue, it has become apparent that there is a need going forward

to align and work within the TMC model as it relates to our Department which will, then, relate to how we best approach the assessment and value of our program SLOs. Working at this level has expanded our inter-departmental and administrative connections to better understand, develop and maintain such an academic direction. These connections, again, will shed light as to where and how our overall program SLOs can be adjusted, revised, expanded and reviewed. Though these inter-departmental and administrative conversations are at their inception, no data is available presently reflecting any necessary change or adjustment to our program SLOs. We anticipate that these collaborative conversations will, in fact, provide useful self/Departmental examination of our program SLOs which will, then, affect, in variation, related and relevant course SLOs. The exact courses to have an immediate impact, as a result of this work, has yet to be determined. However, this manner of collaborative engagement has the potential to reveal avenues and tools for assessment/review of course SLOs which are presently unavailable.

Given these collaborative opportunities, for the desired creation of an A.A. degree in AIS and for a TMC in AIS, will allow our Department to better understand and recognize how our present Certificate model does serve our students and, going forward, how this Certificate - in concert with a possible A.A. degree in AIS - can be reshaped, refocused, and initiated to better serve the needs of our local tribal communities and on-site students. As a result of these initiatives and work, our instructors will be able to align their course SLO assessments/reviews within their designated cycles accordingly. We have, currently, no established timeline for the installation of this work, as the process is presently (Spring 2018) in its initial stages. Future data, obtained from the next round of assessment/review cycles for courses and our program SLOs, will reflect the outcome of this work as well as the further steps necessary to continue active and productive work toward our Departmental goals.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

The courses offered by AIS provide students with the structure necessary to complete a Certificate of Achievement in AIS. This certification, then, allows students with the potential ability to access a number of jobs including, but not limited to, the arts, anthropology, museum/library work, and general civic duties. Conversations within the college, as well as with the outside community/business partners, continue to provide useful information which can be applied as a review of our current courses, ensuring that our offerings are meeting the needs and interests of our student/community populations.

The changing economic, environmental and political environment of our District, provide the Department with an opportunity and challenge to review current CORs, and/or to create carefully-planned new courses. For instance, preliminary discussions have taken place with the Physics Department and the Anthropology faculty that could potentially revise/generate courses. Five courses have been sent to Curriculum for deactivation, which should allow our other course offerings to become more visible and strengthen the academic currency of our Department.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

The outline of courses offered with each semester provides students the opportunity to complete GE, transfer and Certificate educational strategies in a timely and effective manner. The Department reviews course offerings with this directive and intent each semester. Over the past five years we have increased our course offerings on-line, eliminated evening classes, and have varied the start times of face-to-face classes on the main campus. Hybrid classes do not do as well as full face-to-face and fast track classes. We offer the 5 core classes for the certificate every semester with the exception of AIS 125 and AIS 130, which ordinarily are offered as single courses in the fall and spring, respectively. We attempt to rotate our electives in a one-year, two-year, three-year patterns. The three-year cycle primarily includes the language classes. Every effort, when on campus, is made to not schedule humanities or social sciences offerings at the same time.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?
AIS has both cross-listed and elective classes in Anthropology and Women's Studies. The latter program, like us, is small and courses are interdisciplinary in nature. A committee of individuals (from History, English, AIS, Chicano Studies, Sociology, and Women's Studies) meets once a semester to discuss and determine how to structure the courses for the A.A. Degree major in Women's Studies. There have been recent conversations with the Anthropology Department to initiate a similar process. We have AIS courses in the AA-Transfer and the Archaeological Certificate.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program
Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years
Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf	
Strengths:	We are a small Department that, with strategic planning of DE courses and face-to-face courses, has not fallen below a total FTEF of 542 since 2012-13. We now teach two separate language classes. Cahuilla is in its second year, and Luiseno has started its first year. Dialogue with the tribes that speak these languages support them. Since spring of 2017, we are one of several certificate programs that can be completely earned on-line. 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.
Weaknesses:	An unexpected retirement after spring 2017 leaves the Department with only three FT faculty. 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. Initial steps were taken by the President's Office, the past and present VP of Instruction, and American Indian Studies, to meet with the tribes last school year (2016-2017) where honest exchanges took place, and the tribes were impressed with the comprehensive offerings of Palomar. The lack of a liaison to move between the college and the tribal reservations has slowed down the original impetus gained. The AIS Chair successfully provided opportunities for the tribes and the college to meet, but there is no one who can regularly and consistently pursue an enduring robust and fruitful relationship.

Opportunities:	The timeframe to pursue a transfer discipline commenced with this fall 2017. In this age of guided pathways and fiscal paucity, an A.A.T in AIS could attract students who are locked into the two year cycle.
	A valuable outcome of the tribes' and college's dialogue generated a meeting with Harrah's Casino, owned by Rincon, and the Pala Casino, owned by Pala. The AIS Chair used her contacts with the tribes to organize the meetings. The meeting with Harrah's provided new leads/contacts for possible partnerships in programs and/or courses/workshops in a variety of fields.

SECTION 2: Establish Goals and Strategies for the Next Three Years

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Restructuring of an advisory committee for AIS.		x	
AIS development as a transfer discipline.		x	
Revisiting the Program goals for AIS and develop a more uniform number of uniform number of discipline SLOs. Revise the assessment timeline.		x	

2. 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	New Hire, AIS
Strategies for implementation	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.
Timeline for implementation	Fall 2017 - Spring 2018
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.

Goal #2	
Program or discipline goal	Renew the engagement with the anthropology discipline faculty over mutual interests of supporting tribal interests and student interests in archaeological/monitoring skills and cultural resource management.
Strategies for implementation	To meet, at least, twice; initially to review the notes created from prior gatherings, and then develop an action plan. Consider a strategy of offering the AIS electives with the anthropology electives to assure greater fill rates. Discuss if a joint-appointment could be mutually beneficial to both disciplines.
Timeline for implementation	Spring 2018, Fall 2018

Outcome(s) expected (qualitative/quantitative)	Course offerings cross-listed and electives in both of our certificates will be reviewed and affirmed, or revised. Workshops developed possibly as credit/no credit for special interests of tribes. Determine if a joint position is feasible.

Goal #3	
Program or discipline goal	AIS development as a transfer discipline.
Strategies for implementation	Follow the established guidelines from the Chancellor's office to create a discipline.
Timeline for implementation	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 #4	
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	This goal is near completion. The Department Program goals were revisited and revised.
Timeline for implementation	A spring 2017 meeting engaged adjunct and fulltime faculty in the revision of course SLOs for the core courses in the certificate. Language SLOs are in progress as well as the most frequently offered electives for the certificate. Assessment timelines are being revised where needed.
Outcome(s) expected (qualitative/quantitative)	The SLO facilitator will update and keep the SLOs current, inform the Department chair of the timeline for assessments. The three year cycle will be more efficiently implemented.

Goal #5	
Program or discipline goal	Restructuring of an advisory committee for AIS. On-going goal.
Strategies for implementation	Renew the College's commitment to the tribal governments and their communities. Ascertain how we can most effectively meet their needs. 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, 2017-2018 school year meet with tribes.
Outcome(s) expected (qualitative/quantitative)	Expectation is that tribes and their communities will affirm their interest in maintaining a relationship with AIS and Palomar. This affirmation will lead to course offerings, possible partnerships in areas beyond G.E.

3. How do your goals align with your discipline's mission statement?
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.

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4. How do your goals align with the College's Strategic Plan Goals?

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.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair	
Department Chair	Patricia A. Dixon
Date	11/14/17

*Please email your Dean to inform them that the PRP has been completed and is ready for their review

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Reviewed by Dean	
Reviewer(s)	Justin Smiley
Date	11/21/2017
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
Great work adapting curriculum and coursework to meet a diverse population of students, including online, GE/transfer, and outside business and community partners.	
2. Areas of Concern, if any:	
none	
3. Recommendations for improvement:	
none	

*Please email your VP to inform them that the PRP has been completed and is ready for their review

Reviewed by: Instructional Planning Council PRP Sub-Committee	
Reviewer(s)	Michelle Barton and Susan Snow
Date	12/19/17

1. Strengths and successes of the discipline as evidenced by the data and analysis:

Flexibility in course offerings. Clear understanding of program and scheduling. Interest in engaging American Indian Community and language studies. Interest in partnering with CSUSM and maintaining partnerships with local tribes.

2. Areas of Concern, if any:

Declining enrollments and an assessment that goes beyond identifying the cause as class cancellations. This is such a valuable program and a comprehensive examination of enrollment declines could provide additional strategies for strengthening the program. Decline in American Indian student success rates should be reviewed in more depth.

3. Recommendations for improvement:

See 2 above. Incorporate changes suggested in comments.

4. Recommended Next Steps:

X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Reviewed by: Vice President	
Reviewer(s)	Jack S. Kahn, Ph.D.
Date	1/26/18

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1. Good data included in efficiency section- see comments of reviewers
2. Success rate is something to be proud of for sure
3. Demographic section is well done and well presented
4. I am very excited about all of the work we are doing to move AIS forward with connections to the tribes and other proactive work being done
5. Agree with reviewer- the analysis of qualitative factors is excellent – really well done and great ideas also to further the programs goals- and great goals as well
6. Courses and curriculum section is excellent- reflecting strong oversight and knowledge of the program etc. well done.
7. SWOT analysis is honest and upfront- well done- agree with the strengths- AIS is a strong department with an incredibly important mission and presence

2. Areas of Concern, if any:

a. Program analysis presents important issues but not raw data- please include actual numbers (in 2011 we saw X students. etc.)- though it is included in next step.
b. See reviewers comments on efficiency.
c. There is a bit of backwards logic here- remember the course cuts came *after* enrollment dropped not before- the cause of courses enrolling less students may be impacted later in that way potentially, but many other reasons for course cuts – including of course external ones --(and a significant one mentioned but not elaborated on here).

d. See comments by reviewers on analysis of disaggregated success rates.

e. SLO is nice overview – would like to see actual SLO mentioned, how measured, results, and then action taken (if needed) to improve.

3. Recommendations for improvement:	
See above	

4. Recommended Next Steps:	
X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.