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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
2020-2021

Are you completing a comprehensive or annual PRP?
Comprehensive

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
https://www2.palomar.edu/pages/ais/

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 TOP coded as vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.
Certificate of Achievement in American Indian Studies
Social Justice Studies: American Indian Studies and American Studies
AA-T Transfer Major (18 units or more)

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

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
3

Full-time Faculty (FTEF)
2.4

Part-time faculty (FTEF)
.525

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

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

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?
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.
Starting fall 202 the Department will add a new certificate in Social Justice Studies:American Indian Studies and American Studies AA-T Transfer Major.

How do they align with employer and transfer expectations?
N/A

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.
The Department has initiated a review of how our SLOs connect to the GE/ILOs for our 101 and 102 courses to determine if our assessments align with the GE/ILOs.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?
Several of our courses are only offered once every two years and we do not always remember to target them for assessments. This needs to be improved.
We have not determined how to offer learning services or internships with on-line classes.

Students who desire to have a more direct involvement while students could engage in service learning. Education, libraries/museums, cultural resource management, human resources are areas that often involve more interaction with tribal communities and these could be areas to explore with other college programs.
A survey of these entities would determine the interest and possible commitment.

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.

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.
We have targeted our 101 and 102 courses to ascertain how well they reflect the GE/ILOs.
Case studies, comparison of tribal and western modalities in law, government and cultural norms require students to show success in ILO 1, Communication; ILO 3, Creative, and Analytical Thinking, and ILO 4, Community, Multicultural/Global Consciousness and Responsibility.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.
Students learn not only the make up of tribal governments in102 but how they they are both similar and dissimilar to federal and state governments. Utilizing this knowledge students' perception and understanding of governance becomes global in nature and allows for a proactive engagement of civic interaction.

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.

2 certificates in 2018-2019

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 2 in 2017-2018 and 2018-2019; 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.

Are the courses in your discipline required for the completion of other degrees/certificates?
Yes

Please list them
AIS 100
AIS 101 or 102

Do you have programs with 7 or fewer completions in the last 5 years?
Yes

What steps are you taking to address these completions?
We reduced the total number of units for the AIS certificate to 18 units. We reviewed the required courses for the certificate and made the strategic choice to replace the AIS 130 with the AIS 125.

What is your program standard for program completion?
3

Why did you choose this standard?
If we average the number of certificates since 20-15-2016 to 2018-2019 the number of certificates per year is 3.

What is your Stretch goal for program completion?
4

How did you decide upon your stretch goal?
The certificate has been modified. Students need 18 units as opposed to 21. The Required course have been revised. Several of our required courses should also serve for the new Ethnic Studies requirement which could spark interest. It is the beginning of a gradual move forward and up.

ENROLLMENT AND EFFICIENCY TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the PRP Data Dashboard.

What was your enrollment trend over the last 5 years?
Decreased

What was your efficiency trend over the last 5 years?
Increased

Were these trends expected? Please explain.
The reduction in course offerings and section offerings as well as a more strategic placement of courses in face to face and on-line offerings helped.
WSCH/FTEF went up to 550.64 in 2019 from a low of 467.59 in 2014. Fill rate decreased from 82.79% to 80.74% in 2019.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?
Less is better. More effective scheduling.

How have these factors presented challenges for your program(s)?
We believe the continuous reduction of course offerings - partly due to fewer student enrollments, partly due to assigned allocations which necessitates canceling courses, and offering of electives which average 34-36 students. Our certificate electives are that-electives. They will not appeal to the average student. They support and enrich 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 this standard because it is the institutional standard at Palomar.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected? Please explain.
This was an expected outcome given that our success rates have been relatively stable.

What is your stretch goal for course success rates?
72.0%

How did you decide upon the goal?
Given that our success rate increased by 4 points to 75% in 2019 the department felt that 72% is an achievable stretch goal for course success rates. Furthermore, according to the data AIS course success rates have averaged close to 74% over the past six years.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected? Please explain.
This was an expected outcome given that our success rates have been relatively stable.
AIS courses, in their entirety, are general elective courses. The vast majority of the students take 1-2 courses to meet a humanities elective or they may double dip to meet a social science elective as well as meet their history/political science requirement.
Those who pursue the AIS certificate acquire a strong purview of the historical, cultural, political, and contemporary realities of tribal societies. Tribal governments, businesses, and programs need people skilled in every line of work imaginable. The student with the AIS certificate can document and convey their knowledge, interest, and openness to working within a tribal environment while performing their primary job responsibility, whatever it is.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Gender   Ethnicity

Special Pop. (Veteran, foster youth, etc.)

Gender: Why do you think gender differences exist? What do you need to help close the gap?
In order to more accurately address why there are gender differences we would need to have data that would allow us to examine the way that gender intersects with, ethnicity, race, class, foster youth, veteran status etc. In order to close this gap we need institutional support.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
In order to more accurately address why there are ethnicity differences we would need to have data that would allow us to examine the way that ethnicity intersects with, gender, race, class, foster youth, veteran status etc. In order to close this gap we need institutional support.

Special Populations: Why do you think special population differences exist? What do you need to help close the gap?
In order to more accurately address why there are special populations differences we would need to have data that would allow us to examine the way that our special populations intersects with, ethnicity, race, class, etc. In order to close this gap we need institutional support.

Are there differences in success/retention between on-campus and online courses?
Yes

Please share any best practice methods you use for online courses.
As for best practices, we communicate clearly and often with our students about what is expected from them to be successful in a online course. Furthermore, clarity in the way that content is delivered along with various type of content are offered to students to keep students engaged.

COURSE LEARNING OUTCOMES

How is course assessment coordinated across sections and over time?
Our courses are assessed on a 3 year cycle. The department SLO facilitator informs the instructors at the beginning of the semester whether their courses need to be assessed and provides the appropriate SLO for assessment and time line.

THIS CAN FURTHER BE ACCOMPLISHED BY CREATING A "SLO TOOL." THIS DEVICE WOULD, THEN, REQUEST THE NECESSARY INFORMATION/DATA FROM SPECIFIC INSTRUCTORS, ALONG WITH KEEPING THE ENTIRE DEPARTMENT AWARE OF THE PROCESS, ON A MONTHLY/BI-SEMESTER SCHEDULE. INSTRUCTORS WOULD THEN HAVE THE NOTIFICATION NECESSARY – ALONG WITH THE INFORMATION/DATA REQUIRED TO UPDATE A SPECIFIC SLO – IN ORDER TO PRODUCE THE ASSESSMENT FOR A COURSE DURING THAT SEMESTER. ANOTHER OPTION IS TO CREATE A MONTHLY "SLO NEWSLETTER" FOR THE DEPARTMENT. THIS NEWSLETTER CAN INCLUDE GENERAL INFORMATION PERTAINING TO THE SLOS – COURSES, PROGRAM, GE/ILO - INFORMATION FROM THE SLO COMMITTEE, AND OTHER RELEVANT INFORMATION THAT MAY NEED TO BE SHARED. EITHER, OR BOTH, OF THESE OPTIONS CAN BEGIN TO BE CONSTRUCTED AND UTILIZED IN SPRING 2021.

How have you improved course-level assessment methods since the last PRP?
As a department we have been working on improving our course level assessment methods so that they are more reflective of our course SLO's and our overall program. Department assessments are on a three year cycle and we will continue to follow this timeline.
THIS BASE LEVEL INFORMATION NEEDS TO BE RETAINED AS THE WORK ON THE SLOS CONTINUES TO GO FORWARD. AGAIN, BASED UPON THE FIRST INQUIRY, A MONTHLY/BI-SEMESTER UPDATE FROM THE SLOS FACILITATOR CAN BE A USEFUL MECHANISM TO THE DEPARTMENT AS A WHOLE.

Summarize the major findings of your course outcomes assessments.
As Department Chair I am uncertain, as to when the SLO coordinator notified instructors in spring and fall of 2020 about assessment due dates for particular course outcomes. A spot check of our most frequently offered courses revealed inconsistencies.
Outcomes assessed through spring 2019 met or exceeded goals.
INITIAL CONTACT – DURING BOTH SPRING AND FALL 2020 - WAS MADE, BUT WITH TOO "GENERAL OF AN ANNOUNCEMENT," AND FOLLOW-UP ONLY TOOK PLACE AT NEAR THE END OF THE SEMESTER, AS THE DUE DATE FOR THE SLOS NEARED. THE "GENERAL ANNOUNCEMENT" WAS NOT SPECIFIC ENOUGH, AND TOO EARLY, SO THAT THE DEPARTMENT DID NOT REMAIN AS CURRENT WITH THE NECESSARY STEPS DEFINED TO HELP UPDATE COURSE SLOS AS ONE WOULD DESIRE. CONTACT WITH INSTRUCTORS WHO DID NEED TO PROVIDE DATA FOR COURSE SLOS WAS MADE, BUT, AGAIN, THIS CONTACT POINT CAME LATER IN THE SEMESTER, WHICH – AFTER REFLECTION – COULD HAVE BEEN MADE EARLIER OR WITH ADDITIONAL FREQUENCY. THE DELAY IN GATHERING THE NECESSARY DATA FROM INSTRUCTORS WAS TOO LENGTHY, AS FURTHER REFLECTION HAS INDICATED. IN ADDITION, THE LAPSE IN TIME, BASED UPON ACQUIRING DOCUMENTATION FROM THE SLO COMMITTEE, PUSHED THE CONTACT POINT WITH INSTRUCTORS, AND THE DEPARTMENT, LATER THAN ANTICIPATED. IT IS, THEREFORE, SUGGESTED THAT CONTACT WITH INSTRUCTORS – ALONG WITH UPDATES TO THE DEPARTMENT - WHO NEED TO BE AWARE OF COURSE SLO ASSESSMENTS CAN BE MADE MORE FREQUENTLY THROUGHOUT THE SEMESTER. THIS PROCESS CAN BE PROVIDED IN ADVANCE WITHOUT WAITING FOR EXTRA ADMINISTRATIVE/COMMITTEE DOCUMENTS.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?
Since the majority of our courses are on-line, not just because of COVID-19, historically could be achieved more easily in a class room environment, we need to determine if they fully met our expectations, or participate in workshops/trainings to better teach on-line.
THE UPDATES AND REQUIREMENTS FOR DISTANT LEARNING (DE) CAN, NOW, PROVIDE FURTHER INFORMATION SUPPORTING THE SUCCESS RATE OF STUDENTS AS THEY RELATE TO SPECIFIC COURSE SLOS. FURTHER, THIS SUPPORTING INFORMATION CAN, THEREFORE, BE REFLECTED WITHIN THE PROGRAM SLOS FOR THE DEPARTMENT. THE DRAMATIC CHANGE IN THE TEACHING ENVIRONMENT AND CONTEXT, ALONG WITH THE UPDATED SUPPORTING TECHNOLOGY PROVIDED BY THE COLLEGE (I.E., ZOOM, POET) CAN BEGIN TO SHED LIGHT ON THE DIRECTIONS AND ANY CHANGES OR ADJUSTMENTS WHICH MAY NEED TO BE MADE – AS A DEPARTMENT OR INDIVIDUAL INSTRUCTOR – IN ORDER TO CONTINUE TO SUPPORT STUDENT SUCCESS, EVEN WITHIN THE CURRENT ACADEMIC AND SOCIAL ENVIRONMENTAL CHANGES.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
The course outcome assessments were not seriously looked at until the fall 2020. It is fortunate only, in the sense, that the AB 1640 prompts us to review the relevance and success of our outcomes. Preliminary review supports most of them are still effective but there will be a need to utilize more dynamic and relevant language reflective of more recent scholarship.

The Department Chair needs to engage more frequently with the SLO coordinator.

THIS POINT HAS BEEN ARTICULATED IN THE FORM OF MORE CONTACT POINTS WITH INSTRUCTORS THROUGHOUT A GIVEN SEMESTER, AND ADVANCE NOTICE OF ANY/ALL FORTHCOMING ASSESSMENTS. IN THE PAST, THE PROCESS OF SEEKING INSTRUCTOR FEEDBACK HAS BEEN CLOSER TOWARD THE END OF A SEMESTER. HOWEVER, GIVEN THE CHANGE OF COURSE STRATEGIES AND THE WORK ACQUIRED FROM DEPARTMENT COLLABORATION WITH THE AB-1640, THERE CAN BE A WELL-SUITED UPDATE TO THE CONTACT POINTS WITH INSTRUCTORS THROUGHOUT A GIVEN SEMESTER. THIS ACTION CAN TAKE PLACE WITHOUT THE RELYING UPON, OR WAITING FOR A TIMELINE AND SUPPORTING DOCUMENTATIONS FROM AN OUTSIDE COMMITTEE OR ADMINISTRATE PROMPT. DEPARTMENT REFLECTION UPON THIS ITEM, AGAIN FOLLOWING THE COLLABORATIVE WORK ON THE UPDATES PRESCRIBED FROM AB-1640, BROUGHT THIS MATTER FURTHER INTO CONTEXT.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?
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.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

The map is a new tool. Time will determine if we placed courses strategically. If the only goal of a student is the AIS certificate a student could accomplish this in one year, but more likely in a year and a half. Four of the required courses are offered every semester.The new fifth course has not been offered every semester but with the introduction of AB 1460 Ethnic Studies requirement this course, AIS 125 American Indians Today allows credit both for the certificate as well as the Ethnic Studies. We also made the electives for the certificate to be a free choice and not as discipline choices.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

COVID-19 wrecked havoc on our careful balancing of face to face, and on-line courses for fall 2019. We attempted a greater diversification of time slots for spring 2021. There may be a need to offer 2-3 courses as synchronous for those students who prefer a more concrete presence, and for faculty whose delivery is better face to face.

How do you work with other departments that require your course(s) for program completion?

There are no other Departments that require our courses for program completion.

Does your discipline offer cross-listed courses?

Yes

How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling?

The AMS 200/MCS 200/SOC200 course is scheduled by AIS/AMS only in the fall. Sociology does the scheduling for the spring only.

We offer AIS/ANTHRO 130 only in the spring every other year. An email is sent to Anthropology to remind them. They do not schedule the course. The same pattern follows for the AIS/ANTHRO 140, except this course is offered every two years.

Are there curriculum concerns that need to be resolved in your department? What are they?

Not sure what you mean by curriculum concerns. The introduction of AB 1460 provides a unique opportunity to review all our courses with a different lens and purpose.
A possible concern could be the native languages which we offer. Presently we offer two years of Cahuilla consistently. We are on our third cycle. Enrollment is high the first year, drops the second year, and no guarantee of 20 students for the third year. An MOU with the tribe allows the course to go with less than 20 but the numbers go against us with the WSCH count. Our other language course, Luiseño has had a two year wait before it can be offered again. It is scheduled for fall 2021 when Cahuilla will be going into its 2nd year. A problem of numbers again.
The 3 tribes who speak Luiseño wait patiently. It is a matter of honor and respect their language can receive college credit but we hesitate since the numbers go against AIS.
We have created a new series of courses titled Uto-Aztecan which will take the place of Cahuilla and Luiseño especially after they are successfully articulated with the CSU and UC systems. The combined languages, including Cupeño, (a language spoken by only one tribe, in our district, should alleviate the enrollment issues.

Are there courses that should be added or removed from your program - please explain?

The evolution of the AIS Discipline constantly introduces new language, new theories, and paradigms of learning. Legislative bills like AB 1460 requiring an Ethnic Studies curse for the CSU campuses, and AB 738 requiring a Native American studies model curriculum for grades 7-12 implemented by March 2022 prompts us to review and evaluate if are meeting these needs.

How is the potential need for program/course deactivation addressed by the department?

We deactivated 12 courses.
Our two language courses - Cahuilla and Luiseño are three year courses each, a total of 12 courses. The third year is kept for students who challenge by examination and for that rare opportunity when we can actually teach it.
The 295 is offered for students with the demonstrated proficiency in American Indian Studies to engage in self-directed projects.
The limits on what we are allowed to teach, as part of the allocation process reduces the teaching of several of our courses.
At this time we do not believe we need to further deactivate.

Is your department pursuing non credit or not-for credit options at this time?
No

Are there areas you would like to expand?
In the ares of Natural Resources and sustainability.

Click here for information about Noncredit and Community Education

Is your department offering online classes?
Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?
For the past several years our face to face offerings did not fill. We began offering online courses and discovered a formula of about one-third face to face and the remaining as online worked.
We don't consider our native language classes as low-demand. The native language classes in the first year offering average an enrollment between 36-40 but dipped in the second-year offerings. Enrollment would be 28-32. In the past 6 years we have had only one semester where a class did not make the 20 mark, but because it was the last semester of the second year it was allowed to continue.
Palomar has had an MOU with the Morongo tribe that requires Morongo to pay for the revenue lost if a class does not make 20. This has happened only once.
The majority of the tribes offer conversational programs for youth and adults on their reservations. The parents and the students want to have academic credit for their Native language. It is a matter of conviction and pride their languages have equal value to the languages of the invaders who live now in the United States.

Describe other data and/or information that you have considered as part of the evaluation of your program
We have reviewed the course offerings at both the UC and CSU campuses who have either a minor or major in American Indian Studies. Recently we have added Arizona State University.
Tribal governments need nearly everything taught at Palomar to efficiently and effectively govern themselves; however, they also look for people who can understand who they are as a people.
The new legislative AB 1460 and AB 738 due for implementation March 2022.
The recently approved AA-T Soc Justice in American Indian Studies which will be offered in fall 2021.

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?
In the field of American Indian Studies there are opportunities to teaching postsecondary education in Area Studies, Ethnic Studies, Culture Studies, Foreign Language, Literature, Anthropology, Archeology, Art, Drama, Music, and History. Other opportunities for careers include Anthropologists and Curators. Opportunities to work for tribal governments, tribal businesses, and federal American Indian programs are also possibilities.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
In general students gain knowledge of group behavior and dynamics, human migrations, historical events and their causes, indicators, and effects, and different philosophical systems and practices. More specifically students gain knowledge of tribal cultures, histories, government structures, federal law, treaties, and congressional acts. Students skills include reading comprehension, conveying sometimes complicated information clearly, and active learning and listening. Lastly, our students gain the ability to comprehend and communicate clearly in writing and speaking.

How does your program help students build these KSA's?
Our program and course SLO'S along with relevant assessments have been written in order to ensure students gain the knowledge, skills, and abilities necessary to gain employment in a related field.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

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

What have you done to integrate work-based learning?
We have added CAREER AWARENESS AND EXPLORATION: Student participation in work-based learning allowing the student to build awareness of the variety of careers available, begin identifying areas of interest, and explore career options, such as guest speakers, company tours, field trips, career fairs, and mock interviews

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?
Our classes are not intended to be WBL; however, through guest speakers, potential tours, job shadowing students possibly could enhance their understanding of job opportunities. Tribal governments, as stressed earlier, need employees with diverse skills and experience in every avenue of the work world -finance, business, construction, safety, natural resources, medical, law to name only a few. Our courses give an "edge" to students who can express an awareness of knowledge of the tribe they want to work for.

How do you engage with the community to keep them apprised of opportunities in your program?
The department holds the annual California Indian Day event that invites everyone from the community. Dual enrollment courses have been taught at Bonsall High School. Faculty members have visited tribal education centers and when appropriate the Tribal Councils. The department works with American Indian Studies and the California Indian Culture & Sovereignty Center from CSUSM. Faculty members also participate and attend event such as Intertribal Earth Day, 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

Completed

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. Faculty are participating with the Anthropology Days events by invitation from the Anthropology Dept.

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/ANTHRO 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.

The AIS/ANTHRO 140 class had an enrollment of 40 students. This was a great success; however, the Anthropology dropped the 140 class from their certificate. It now may be moot.

There is still an interest in further workshops similar to the Cultural Resource Monitoring class. A tentative reach out to the Anthropology was initiated in early Fall 2020 but there has not been a response. A more concerted effort will be make in early spring 2021.

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?   **Goal Status**
Existing   Ongoing

How will you complete this goal?
Review of supporting data (course offerings, discipline and Department 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.

The AB 1460 Ethnic Studies requirement of one course commencing fall 2021 will mostly require an increase of course offerings and require a new hire.

The new AA-T Social Justice American Indian Studies will also commence in fall 2021.

Outcome(s) expected (qualitative/quantitative)
Articulate a full-time position in AIS which will support Department core courses and other specializations which were identified within a curriculum/Certificate review.

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, and attendance at the La Jolla Indian Earth Days which host more than 12 tribes and 30+ state and federal agencies.

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. Add to this the AB 1460.

Expected Goal Completion Date
12/18/2020

Goal 3

Brief Description
Implemenation of AB 1460

Is this a new or existing goal?
New

How will you complete this goal?
AIS has already started this process with the former Multi Cultural Studies Department, now titled Ethnic Studies, Ben Mudgett, Articulation Officer,and Wendy Nelson, Curriculum Co-Chair.
Teams have been created to review, revise, and update courses that already contain key outcomes required by AB 1460.

Outcome(s) expected (qualitative/quantitative)
Based on the preliminary data on Palomar students matriculation rates to CSU campuses who are required by fall 2022 to offer Ethnic Studies; and the most likely expectation private colleges and the UC will require a similar course there could be well over 1500 students a year who will need this course. At this time only AIS and Ethnic Studies may teach these courses.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Students will be able to compare and contrast American Indian economic, political and religious institutions used to adapt to specific geographical regions throughout the United States before and after non-Indian contact and recognize the diverse physical and cultural adaptive strategies created by tribes to retain their political and cultural sovereignty.

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, and attendance at the La Jolla Indian Earth Days which host more than 12 tribes and 30+ state and federal agencies.

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. Add to this the AB 1460.

Expected Goal Completion Date
5/27/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting
1

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/American 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 with the retirement of our senior faculty member in May of 2021, and help maintain the Department's numbers of instructors, as well as 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.
The recent passage of AB 1460 requiring CSU students to take one course in Ethnic Studies and the anticipation the UC campuses and private colleges may do the same.

Utilizing your PRP data, 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.
We would also postulate the events of 2020 with the Black LIves Matter movement, the AB 1460 Ethnic Studies requirement places AIS, in a unique position, to prepare students to enhance communication skills and recognition of cultural, economic and political contributions of the historic "others' that are part of American Society.

Is your department affected by faculty on reassigned time. If so, please discuss.
No

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)
2 loss, 3 with the retirement of our senior member.

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
Yes

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.

Are you requesting new Classified, CAST or AA positions?
Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position
Tribal Liaison

Is this request for a full-time or part-time position?
Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability Untitled
There are nine (9) reservations in the Palomar College District. Until 2015 the College had an active relationship with the tribes via the Palomar College Pauma satellite site. The coordinator of the site retired and was not replaced. Tribal enrollments steadily declined since that date. In 2018 the College President asked the tribes what the College could do, the tribal response was to replace that position. Nothing happened and it will soon be 2021.
SDSU and CSUSM have implemented a process to attract and retain tribal students with the creation of tribal liaison positions.
How would this position benefit Palomar? It would establish equity, increase diversity on campus, respond to state legislation indirectly by meeting the mandates of AB 1460, and AB 738 requiring an American Indian Studies course as part of a high school requirement on or before March 2022.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?
A tribal liaison position would coordinate and implement relationships with the tribes leading to an increase enrollment of Native students.

Is there funding that can help support the position outside of general funds?
No

Describe how this position helps implement or support your three-year PRP plan.
A mandate of the AIS Department is to serve all the tribal communities through course work, workshops, and being a 'voice' for their concerns, needs, and interests. Historically this was accomplished with the symbiotic relationship the Department shared with the Pauma Education Coordinator. This position answered needs of the tribal communities beyond AIS courses. Tribal communities are governments. They need the infrastructure all governments do: fiscal, environmental, educational, medical, roads, agriculture, forestry, building - all skills that are taught at Palomar.

Strategic Plan 2022 Objective

1:1	1:2	1:3	3:4
3:5	4:1		

If the position is not approved, what is your plan?
Ask again the next year. Work with other key groups on campus to create a collaborative alliance to demonstrate how this position benefits the entire College in meeting our mission statement.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.
We have no money.

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
No

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

I confirm that the Program Review is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
pdixon@palomar.edu

Review

Chair Review

Chair Comments
Dialogue took place within the Department. Goals were modified. SLOs and outcomes need to be pursued more diligently.

Chair Name	**Chair Sign Date**
Patricia A. Dixon	11/2/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
1. One strength of the discipline lies in its ability to connect program to GEILO in terms of making clear the relevance of AIS to the global community.
2. Willingness to examine and implement shifts in scheduling and programming designed to provide greater access to the programs and curriculum, including, but not limited to the upcoming Ethnic Studies programming.
3. Development of Social Justice program
4. Continued language offerings

Areas of Concern, if any:
1. as noted, keeping up with the SLOs. The Discipline SLO Coordinator should have a multi-year schedule in place to keep folks on track and should also look into ways to build regular assessments into CANVAS, which would help with assessing students in online classes. There is a lot of faculty support available for this -- and many ways that people have made this process easier.
2. more work needed to provide service learning and internships to help students make the connection between the coursework and job opportunities; perhaps it would help to identify the kinds of opportunities within tribal government, e.g., especially in combination with another major.
3. not stretching enough with course success rate -- if it's been at 74%, why is the stretch lower?
4. lack of analysis in success rates -- while intersectional data would be helpful, there is still analysis to be done in each area.

Recommendations for improvement:
1. identify and detail opportunities for students to work in tribal government or with tribal programs: what skills are in demand? connect those to your programs and those in another discipline.
2. work with tribal leadership and Jason Jarvinen to brainstorm on relevant internship opportunities; work with tribal leadership and Angela Wong to brainstorm on relevant service learning opportunities; work with WBL faculty coordinator for your area to understand how building this into your curriculum and assessing by way of outcomes can assist students in making the connections between coursework and career possibilities
3. Revisit success rate analysis for age, gender, special populations
4. Note year of replacement of 130 with 125 for tracking purposes; document here.
5. You mention reason that students may not complete due to fear of course cancellation; provide reasons that students might not complete that you would have control over, e.g., connecting completion of the program to possible job opportunities
6. Have you explored noncredit and/or online opportunities for offering low-demand language? is the only interested population members of the particular tribe that the language is a part of?

Dean Name	Dean Sign Date
Shayla Sivert (Acting for Dean Pearl Ly)	11/8/2020

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:
1. Plans to examine and implement shifts in scheduling and programming.
2. Continued language offerings and improvements of the classes/programs currently offered.
3. Advancement into online courses to improve retention of students.
4. Engagement with other disciplines to create meaningful and interesting workshops for students.

Areas of Concern, if any:
1. Minor grammar corrections in the document.
2. Communication with the SLO coordinator and the Department Chair. Communication with Instructors on assessment outcomes.
3. Inclusion of students who prefer the F2F learning format. Plans for retention of these students along with the online students.
4. Certificate aligning with employer expectations, even though certificate doesn't provide direct employment, it seems there should be an expected standard.

Recommendations for improvement:
1. Requesting the information on Gender, Ethnicity and Special Populations from Institutional Research to be better able to make determinations on success and retention - should be evolutionary to better assist the department.
2. Developing ideas for students to interact with tribal government or tribal programs. Develop plans for internship opportunities. Develop ways students can make connections for career opportunities.
3. Working on scheduling to strategize for offering of classes.
4. Assuring that faculty complete training for online teaching if not already done.

IPC Reviewer(s)   **IPC Review Date**
Kelli Miller   12/9/2020

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
see above

Areas of Concern, if any:
no analysis in terms of alignment with employer and transfer expectations

Recommendations for improvement:

Vice President Name   **Vice President Sign Date**
Shayla Sivert   12/31/2020