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# OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

# BASIC PROGRAM INFORMATION

**Academic Year**
2021-2022

**Are you completing a comprehensive or annual PRP?**
Annual

**Division Name**
Social and Behavioral Sciences

**Department Name**
American Indian Studies

**Department Chair Name**
Patricia Dixon

**Discipline Name**
American Indian Studies (AIS)

**Department Chair email**
pdixon@palomar.edu

**Please list the names and positions of everyone who helped to complete this document.**
Patti Dixon, AIS Chair
Diana Ortiz, Adjunct Faculty
Lee Vasquez-Ilaoa, Adjunct Faculty
Seth San Juan, Faculty
Jean Keller, Adjunct Faculty
Alan Aquallo, Faculty

**Website address for your discipline**
https://www.2palomar.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)

### BASIC PROGRAM NFORMATION:  FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

 2) **FTEF LINK**

**How many permanent or full-time faculty support your discipline (program)?**
3

**For this past fall semester, what was your Full-time FTEF assigned to teach classes?**
2.4

**For this past fall semester, what was your Part-time FTEF assigned to teach classes?**
.40

**List the classified and other permanent staff positions that support this discipline.**
Teresa Quainoo, ADA

**List additional hourly staff that support this discipline and/or department**
N/A

# PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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 communicate the scope of tribal diversity, sovereignty and governance, and contemporary presence.
Program outcomes convey the importance of how indigenous geographical and cultural landscapes inform sovereignty of the tribes and their relationship with states and the federal government.
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 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.
The passage of AB 1460 requires students transferring to a CSU to take Ethnic Studies courses commencing in fall 2021. AIS is part of this requirement. In addition, the Chancellor's office for the CCC system is requiring an ES course for those who complete an AA only commencing in fall 2021.
As of fall 2020 the Department has added 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?**
The passage of AB 1460 reflects a concern that students being prepared for the workforce or transferring will develop an insight and appreciation for not only the diversity of American society but have the skills to engage in an equitable manner with members of society.
Students who earn the Certificate may advance into fields such as, museum studies, anthropology, social work, and tribal government.

**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. Program SLOs were reviewed in fall of 2021 and found to be current.

## 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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

**Copy and paste five years of completion data for each of your discipline's degrees and certificates.**
CA in American Indian Studies (count)
2015-16 2016-17 2017-18 2018-19 2020-21
3 6 2 2 4

**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?**
In 2020-21 there was an upswing in the number of CA awarded. Based on anecdotal information from surveys in AIS classes taught we have 4-6 students who indicate their goal is a CA and when we are able to offer the elective courses more frequently than once every two years the number seems to increase.
We can possibly surmise the continued reduction of courses, particularly face to face courses, may make students leery 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.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program.  Then identify the NUMBER you want to set as your goal.

## Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

**What factors have contributed to the success of your program(s)? Describe how they have contributed.**
The decrease from 21 units to 18 units and the slight modification of core classes contributed to the increase of certificates awarded this past year. The number doubled from 2 to 4.
Elective classes are scheduled with the mapper in mind to make classes more accessible.

**What factors have presented challenges for your program(s)? Describe the impact of these challenges.**
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.

## COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

## COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

**Link to Course Information**

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/ )

**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.

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

**How did you decide upon the goal?**
We offer multiple sections of AIS 100, 101, and 102 every semester. We also offer 1-2 sections of 105 every semester. The remaining courses are usually offered once a year or every third semester. The average success rate or courses taught in the fall between 2017-2020 was 74.% and the retention rate was 94%. The spring average success and retention for courses taught between 2018-2021 were 76.5% and 89.75% respectively. In all instances we average above the college's success and retention rates.

As long as we can maintain a ratio favoring the more highly populated courses with the unique but essential courses for the certificate of AA transfer degree we should be able to meet the 72%. It will also be important to continuously review our DE and face to face ratio.

## COURSE STUDENT LEARNING OUTCOMES (SLOs)

**Summarize the major findings of your course level student learning outcomes assessments.**
Through a detailed review of the AIS courses - those currently offered and those anticipated to be offered in the coming terms - assessments and updates were made to courses following the three-year (3 year) review cycle. A number of courses were in need of review, and instructors provided assessment information which, then, was included and updated. In addition, SLO modifications were made when necessary to previous course SLOs in order make these assessments current with academic standards, department trajectory and student interest.

In addition, the department Chair and SLO facilitator attended SLO course and program assessment training with the SLO co-chairs. This was conducted as part of a required training, but also to better understand, address, and learn how to maintain student/instructor related success through the SLO assessment process. This training addresses one of the department's previous SLO goals which was directed toward getting all courses and program up-to-date with the current standards and re-establish the three-year (3 year) review cycle.

**Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.**
No

**If you answered no, please explain.**
There are new SLOs for some courses, which places these at the start of the requisite three-year (3 year) assessment cycle. These and other courses will continue to be updated as this assessment process continues going forward.

**This section is intentionally blank for annual PRPs. Please click "Next" to continue.**

**This section is intentionally blank for annual PRPs. Please click "Next" to continue.**

## 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? 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, Sociology, and History. Other opportunities for careers include Anthropologists and Curators. Opportunities to work for tribal governments, tribal businesses, social work, 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. This past year the Native American Advisory Council (comprised of local tribal community leaders and Palomar staff and faculty) has created a land acknowledgment statement and is currently working on establishing a Tribal Liaison position at the college.

# 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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

## Goals

### Goal 1

**Brief Description**
Renew the engagement with the anthropology discipline faculty.

| **Is this a new or existing goal?** | **Goal Status** |
|---|---|
| New | Completed |
| Existing | |

**How will you complete this goal?**
The teaching of AIS/ANTH 140 Original Californians for spring of 2019 was met. The course was taught with 40 students. The initial enrollment had 20 students enrolled under AIS and 15 enrolled under Anthropology.

A new goal established was to have both disciplines meet and review the COR and SLOs for the cross-listed classes that are part of the AIS certificate and electives for the Anthropology certificate preferably in spring 2021 but no later than fall 2021.

**Outcome(s) expected (qualitative/quantitative)**
The success rate was 65% yet the retention rate was 97.5%. The instructor had reached out at the end of the semester describing what he hoped was an anomaly, meaning he found it perplexing that many of the assignments were not completed and students seemed comfortable with that.
While it is not clear how many of the students were pursuing either a certificate in AIS, Anthropology or both there appears to be a continued buy-in from students.

The disciples met in late spring 2021 to discuss the cross-listing of AIS/ANTHRO 140 Prehistoric Cultures of North America and AIS/ANTHRO 130 Original Californians. Both disciplines agreed at this time the cross-listing is still viable for both programs but recognize the evolution of AIS as a discipline that the courses may not be cross-listed in several years. New texts and emerging pedagogy would be reviewed over the summer.

Fall of 2021 the disciplines met in an extended zoom meeting and did extensive reviews of both courses. SLOs were revised, course content was updated to reflect both new knowledge and skills in the disciplines. The reviewed courses are progressing through META this fall 2021. These changes should contribute to increased success 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 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**
12/15/2021

## Goal 2

**Brief Description**
Completion of the AB 1460

**Is this a new or existing goal?**
Existing

**Goal Status**
Completed

**How will you complete this goal?**
Teams were created to review, revise, and update courses that already contain key outcomes required by AB 1460. Adjunct faculty exercised a key role in the revision of the four courses selected.
The four courses were approved by the curriculum committee and faculty senate in fall 2020. In early spring 2021 the governing board approved the courses and final approval took place in May 2021 by the Chancellor's Office.

**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?**
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.

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**
12/15/2021


## Goal 3

**Brief Description**
Participate in creation of Land Acknowledgment, Native American Advisory Council, and Tribal Liaison position

| **Is this a new or existing goal?** | **Goal Status** |
|---|---|
| Existing | Completed |
|  | Ongoing |

**How will you complete this goal?**
Acting President Jack Kahn invited the AIS Department, tribal nations, and College stakeholders to accomplish three goals in one- revitalize the Native American Advisory Council, research and develop a job description for a tribal liaison, and write a land acknowledgement. The Department formed a team with acting vice president of instruction Shalya Sivert, tribal nations, and key college stakeholders.
Land Acknowledgment - AIS Department will research various models already in place and meet with tribal nations for their input as to what they consider essential.
Native American Advisory Council - The AIS Department will provide key contacts from the tribal nations and participate in the discussions which will be led by the President's Office. Acting President Khan tasked HR Vice President David Montoya to continue you as the lead as well as the lead for the tribal liaison position.
Tribal Liaison - the AIS Department will initiate the search for tribal liaison models that may be in place at community colleges.

**Outcome(s) expected (qualitative/quantitative)**
Land Acknowledgment - Numerous meetings took place involving the AIS Department, key college stakeholders, students and tribal members to create a land acknowledgment. This was achieved and approved by the Governing Board this past spring 2021. Not clear as to how the acknowledgment can be measured quantitatively. A toolkit should be devised to explore how the statement can be an integral part of the mission and goals of the college.

Tribal Liaison positions were researched. There were no positions in California's community colleges but CSUSM and SDSU have these positions and their models were reviewed. Meeting with tribal representatives via zoom and college stakeholders have taken place and will continue to take place. Issues of funding, placement of the position in the college infrastructure are part of the discussion.

Native American Advisory Council - the role of the AIS Department was to provide the initial contacts and to be a partner in the revitalization of this Council. The goals are twofold - recruit, retain and support American Indian students in pursuit of higher education at Palomar, and build a sustaining relationship with the tribal nations to explore mutual interests, needs, and benefits.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**
Our department mission statement says "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." The Land Acknowledgment and the developing job description for a tribal liaison aligns with the Strategic Plan Goals of 2022:

SP Goal 1: STUDENTS: Increase student access, progress, and completion, while decreasing equity gaps. (Guided Pathways: Get on the Path, Stay on the Path

SP Goal 3: COMMUNICATIONS AND COMMUNITY: Strengthen internal and external communications, marketing, and partnerships.

SP Goal 4: HUMAN RESOURCES: Attract, support, and engage a workforce to meet the needs of the College's diverse student body.

**Expected Goal Completion Date**
5/20/2022

## Goal 4

**Brief Description**
Explore Reactivation of AMS 121 - Pacific Islanders Course

**Is this a new or existing goal?**
New

**How will you complete this goal?**
Explore reactivating the previously - held course by examining potential interest, enrollment potential, and application within the American Indian Studies/American Studies program.

**Outcome(s) expected (qualitative/quantitative)**
Determination of viability of course, and its potential fit with AB 1460.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**
The goal offers diversity programming and an exploration of significant indigenous culture groups/nations in America and supports a significant culture group at Palomar College.

**Expected Goal Completion Date**
12/19/2022

## Goal 5

**Brief Description**
Add American Indian Studies as a discipline to the state's community college list

**Is this a new or existing goal?**
New

**How will you complete this goal?**
The department has been working with the CCCESFC to begin the process of establishing American Indian Studies as a discipline.

**Outcome(s) expected (qualitative/quantitative)**
Engage with Palomar's Academic Senate to support American Indian Studies as a state recognized discipline.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**
The requirement to have transfer degrees necessitates the importance of having American Indian Studies as a state recognized discipline.

**Expected Goal Completion Date**
12/15/2023

# 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

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.***

## REQUEST FOR ADDITIONAL FULL-TIME FACULTY

### Faculty Request 1

**Title of Full-Time Faculty position you are requesting**
American Indian Studies Professor

**How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.**
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 2022, and help maintain the Department's numbers of instructors, as well as aid in the future developments, projects, and enhancement of the AIS Department.
The AIS certificate in 2020-2021 was modified to require 18 not 21 units, the core classes were revised to reflect more relevant pedagogy, and the AA-transfer in American Indian Studies Social Justice became available this fall 2021.
In addition, the recent passage of AB 1460 requiring an ES course in the new Area F commencing in fall 2022 for all students transferring in fall 2022 will most likely increase the number of course sections. Finally, the Chancellor's Office has mandated students completing an AA must also take an ES course. AIS is one of disciplines covered by this mandate.

**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.
The adjunct pool has fewer candidate since there has been a flurry of CSU postings for AIS faculty to meet the new AB 1460 mandate. Today (October 2021) SDSU is seeking two FT facuty for AIS, and CSUSM just hired a FT faculty member in AIS.

**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.

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.

The present proactive development of the Native American Advisory Council and tribal liaison position will forge both short and long term relationships between the college and the tribal nations that will create pathways to career opportunities for both Native and non Native people in the governments and businesses that either serve or are a part of tribal governments and their businesses in areas of water, forestry, accounting, law, education to name a few.

**Is your department affected by faculty on reassigned time? If so, please discuss.**

N/A

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

No

## PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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?**

No

# NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

## Part 4: Facilities Requests

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

## PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form 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