



2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Social and Behavioral Sciences

Department Name

American Indian Studies

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

American Indian Studies (AIS)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Seth San Juan

Department Chair email

ssanjuan@palomar.edu

Please list the names and positions of everyone who helped to complete this document.

Alan Aquallo, Faculty
Diana Ortiz, Faculty
Seth San Juan, Faculty

Website address for your discipline

<https://www.palomar.edu/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 ☐ No

Are any of your programs TOP coded as vocational (CTE/CE)?

☐ Yes ☒ 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)

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM INFORMATION: 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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

3

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

2.0

Link: [FTEF Data](#)

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

1.0

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Kellis Neidiffer, ADA

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

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](#). 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? Please explain.

Our program learning outcomes emphasize diversity, equity, inclusivity, Indigenous contemporary presence, and tribal sovereignty, in order to capture the depth and breadth of our Certificate. Four of our department core courses and Certificate program (AIS 100, 101, 102, 125) now fulfill the Ethnic Studies requirement (Area F). Our program SLOs now reflect these requirements and the college's direction toward an equitable campus environment.

The Associate in Arts in Social Justice Studies – American Indian Studies degree is designed for a seamless transfer into the CSU system to pursue a baccalaureate degree in American Indian Studies. Our program learning outcomes emphasize diversity, race and racism, equity, inclusivity, Indigenous contemporary presence, and tribal sovereignty, in order to capture the interdisciplinary approach of the degree.

How do they align with employer and transfer expectations?

Students who earn a Certificate in American Indian Studies may advance into fields such as, but not limited to, museum studies, anthropology, social work, and tribal government. Four of our courses (AIS 100, 101, 102, 125) meet the Ethnic Studies transfer requirement, to both the CSU and UC systems. Our department continues to work to ensure that these noted four courses, and others similar within our course offerings, maintain the contemporary depth of American Indian Studies, as an academic discipline, and support AB 1460.

The Associate in Arts in Social Justice Studies – American Indian Studies degree is designed for a seamless transfer into the CSU system to pursue a baccalaureate degree in American Indian Studies. A degree in American Indian Studies prepares students for various careers both in and outside Indian Country. The interdisciplinary approach to the degree teaches students about tribal sovereignty and the needs of contemporary American Indian communities. Students will be prepared to work in tribal education programs, social and human services programs, cultural preservation divisions, and in the various Federal agencies that work with American Indian communities

Describe your program's plan for assessing program learning outcomes.

The program SLOs are assessed on a three year cycle. During the fall semester, the SLO facilitator informs department faculty which program SLOs are to be assessed. The assessment methods include, but are not limited to, test/assignment questions, pre-post assessment surveys, research topics relevant to course content, and problem based scenarios.

Summarize the major findings of your program outcomes assessments.

Program SLO #1, American Indian/Alaskan Diversity reached the targeted threshold of 70% minimum standard success rate, for all students assessed in fall 2021.

Program SLO #2, Contemporary Presence, reached the targeted threshold of 70% minimum standard success rate, for all students assessed in fall 2021.

Program SLO #3, Sovereignty and Governance, reached the targeted threshold of 70% minimum standard success rate, for all students assessed in fall 2021.

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: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

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?

☐ Increased ☐ Stayed the same ☒ Decreased

Choose one

What factors have influenced your completion trends?

The department completions trends have fluctuated in the last five years from a high of six certificates awarded in 16-17 to four being awarded in 20-21. The department's fill rate and enrollments decreased to 81 %, to 514, and have most likely contributed to our overall decrease in completions. Like many other departments, we have experienced class cancelations and find it difficult to offer courses that fulfill the certificate that may not meet the college's standards for fill rates and WSCH/FTEF.

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.

In the last couple of years we have modified our certificate eliminating 3 units going from 21 to 18. Four of our courses are also now part of the ethnic studies requirement. These factors may have contributed to an increase of certificates awarded this past from 2 to 4. Looking forward, the ethnic studies requirement may spark interest in students to get the certificate.

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

Course cancellations and the continued reduction of courses present challenges for our program. With some of our courses now fulfilling the ethnic studies requirement hopefully the trend of course cancellations and course reductions will reverse. Setting the fill rate for all courses at 85% and not taking into consideration the importance and unique contributions of our language classes is a challenge to growth. The data illustrates that the languages classes bring our fill rates and WSCH/FTF down. Moving forward we would like the college to understand that the language courses are important to the mission of the college and the department and should not be held against us when scheduling.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

We chose this standard because it is the institution-set standard

What is your stretch goal for course success rates?

72.0%

How did you decide upon the goal?

The data on success rates over the last five years has averaged about 74%. Given that there has been some fluctuation in data from a low of 71% in 2018 to high of 78% in 2021 we decided that 72% would be a good stretch.

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.

Course level SLOs can be accessed through [Nuventive Improve](#)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.

☐ Yes ☐ No

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 O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

A degree or certificate in American Indian Studies prepares students for various careers both in and outside Indian Country. Students will be prepared to work in tribal education programs, social and human services programs, cultural preservation divisions, and in the various Federal agencies that work with American Indian communities, such as Indian Health Service, Bureau of Indian Affairs, National Indian Gaming Commission, etc. With growing economic development opportunities in Indian Country, student careers can lead to several non-Indian corporations that serve American Indian communities, such as hospitality, environmental planning, financial services, engineering/architectural consulting, and entrepreneurship. Our course SLO focus on tribal sovereignty and contemporary issues help students understand the complex jurisdictional issues and political and economic development needs of American Indian communities.

All of these careers have the potential to grow between 5% and 10% in the next ten years. Careers such as environmental planning could grow at 15% or higher in the next ten years.

Future planning would need to include an assessment of the needs of these growing careers and collaboration with local American Indian nations as to their needs and goals.

Link: <https://www.onetonline.org/>

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

There are many KSA's needed for the occupations. Our discipline provides students with knowledge in, education and training, english language, sociology, anthropology, philosophy, theology, and communications. Skills include, reading comprehension, instructing, speaking, active learning, active listening, writing and critical thinking. Students abilities will be, oral expression, written expression, oral comprehension, written comprehension, inductive and deductive reasoning.

How does your program help students build these KSA's?

The programs, SLO's, assessments, curriculum and rigor of course content are written so students will gain the knowledge, skills and abilities to enter careers in the fields mentioned above.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world 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 ☐ No

Do you want more information about or need assistance integrating work-based learning into your program?

☐ Yes ☐ No

How do you engage with the community to keep them apprised of opportunities in your program?

The department holds events through out the school year and invites everyone from the community. Faculty members visit tribal education centers an also attend various community events to promote our programs and listen. Members of the department, along with local tribal community leaders and Palomar staff, participate on the Native American Advisory Council to work on various projects. The department also works with other American Indian Studies departments, CSUSM and SDSU.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Famiila, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits.

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Reactivation of AMS 121 - Pacific Islanders Course

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

New SLOs were created to meet AB 1460. Objectives were added and expanded the Content/Body of Knowledge. A new textbook was selected that is from Indigenous Pacific Islander perspectives.

Goal 2

Brief Description

Exploring the possibility of including Indigenous Studies.

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Expand upon Indigenous issues and the importance of Indigenous knowledge in the twenty-first century. To create a space to work with Indigenous individuals, communities, organizations, and nations. Indigenous Studies works across the US-Canada and US-Mexico border and engages with Indigenous issues in Latin America, Scandinavia, New Zealand, Australia, and many other locations. Indigenous studies expand upon and connect back to Indigenous knowledges (epistemologies) and ways of being in the world (ontologies) to produce new (and old) forms of knowledge, new (and old) ways of thinking and can also be used to supplement the Western knowledge gained in traditional academic disciplines. Potential classes include: Indigenous Film/Cinema, Indigenous People and Borders, Sovereignty and Governance, Indigenous Environmental Studies, Reconciliation Through Indigenous Education, or Indigenous Worldviews and Education

Goal 3

Brief Description

Contact with Tribal Education Centers

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We would like to explore reconnecting with the Tribal Education Centers to see how we can assist with the different educational goals of the local tribal communities.

Goal 4

Brief Description

Explore creating an American Indian Studies news letter.

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

People know little about local tribes, Native people, and sovereignty. To strengthen the voice of tribal efforts we will create a newsletter with the purpose of carrying over events, public information, communications, and media relations at the local levels.

Two newsletters a semester will contain Community News about local Tribal projects, programs, collaborations, and events in our area as well as Job opportunities, Classes Offered, and Department Information. It will also contain articles about Palomar College projects, programs, and services that impact Tribal communities.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

VfS Goal 3: Unit Accumulation - This course aims to meet AB1460 thereby meeting the Area F requirement.

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

With the current changes in American Indian Studies we are working to explore those changes by possibly expanding to include Indigenous Studies. Also with the hopes that we are indeed moving past the pandemic we would like to explore reconnecting with the Tribal Education Centers. The department has discussed marketing and are looking at the possibility of creating a news letter.

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

☒ Yes ☐ No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor, American Indian Studies

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.

With the recent passage of AB1460 we have seen an increase of courses that fulfill those transfer requirements

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

We have had retirements in the department the last year that have impacted our part-time faculty. It has been difficult to replace those who have retired with qualified part-time faculty given the increase in courses that meet the demand of the ethnic studies requirement.

We believe that the AIS Newsletter will aid in recruitment with the Job Opportunities section.

Sourcing, Vetting and Interviewing are key components to recruiting. Beyond colleague referrals, contacting professional organizations and our AIS Newsletter will aid in recruitment.

Expanding our course offerings will also attract faculty who specialize in various foci in the AIS discipline.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Yes. The recent passage of AB 1460 requiring CSU students to take one course in Ethnic Studies and the current announcement that the UC campuses are doing the same may increase enrollment in AB 1460 classes, AIS 100, 101, 102, and 125.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

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.

Refer to data and other analysis earlier in this document.

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

No.

Are you requesting AA, CAST for Classified Staff?

☐ Yes ☒ 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?

☐ Yes ☒ No

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

☐ Yes ☒ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?

☐ Yes ☒ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?

☐ Yes ☒ No

☒ I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Enter your email address to receive a copy of the PRP to keep for your records.

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