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DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Social and Behavioral Sciences

Department Name

American Indian Studies

Microsoft_List_ID

Discipline Name

American Indian Studies (AIS)

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.

Seth San Juan, Department Chair
Diana Ortiz, Assistant Professor
Elena Hood, Assistant Professor

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

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 links shown in red.

Enter the number of 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?

2.20

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

2.40

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

Tessa Alvarado, ADA .33%

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

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 to confirm that you have assessed each course SLO within the past three years.

Link: Course Data

COURSE SUCCESS AND RETENTION

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

Decreased

Was this expected? Please explain.

Over the last 5 years the Department's overall success rates have been above the 70% target. There was a decrease from 77% in fall 22 to 73% in fall 23. The decrease in success rates was expected given that the Department offered more face to face courses in fall 23. While distance education offerings stayed relatively the same from fall 22 to fall 23 there was a significant decrease in success rates for both day and evening face to face offerings.

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

Increased

Was this expected? Please explain.

The Department's retention rates increased to 94% in fall 23 from 88% in fall 22. Over the last five years retention rates have hovered around 90%.

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

When or where (time of day, term, location)   Ethnicity
Modality (Online, Face to Face, Hyflex, etc.)

When or Where: What did you find and why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

Evening courses had a success rate of 65% as compared to 71% for day courses. The lower success rate may be a product of having not offered an evening course for a few years. The department hopes to continue to offer evening courses because the courses reach a different demographic.

Modailty: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online sychronous or asynchronous, face-to-face, hybrid, hyflex, etc.)

Distance education success rates were 74% while On Campus course success rates were 68%. As we build back up the Departments Face-to-Face offerings we hope to improve our success rates.

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

The Departments success rates for Black and Hispanic students did not meet the 70% standard set by the college. Not meeting the standard in success rates for Black and Hispanic students reflects the college's success rates for Black and Hispanic students and suggest that resources need to be directed toward Black and Hispanic students by the institution to ensure success. Retention rates for the Department were below Palomar's standard for Black and Filipino students by 4% and 1% respectively.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

The Department is working on creating guidelines and exploring improving success and retention rates.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

[XLS] [0. Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes.xls](#)
17 KB

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

Link: Program Completions

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

Bellow is AIS certificate data for the past five years.
(16-17) 6.
(17-18) 2.
(18-19) 2.
(20-21) 4.
(21-22) 2.

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

> 2. Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls
> 14.5 KB

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

Over the past two years we have seen our courses and student enrollments increase. This is most likely a result of the Ethnic Studies requirement. We have worked hard to ensure that we can grow our program as demand increases by hiring new adjuncts and scheduling face-to-face courses in different modalities and times. An important part of our course offerings are the language classes. We have recently transitioned our Luiseño language courses to combined enrollment with the goal of transitioning other language offerings to combined enrollment.

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

The high demand of our courses has been a challenge due to the lack of adjunct faculty. While we have recently hired a couple of adjuncts our hope is to rebuild our adjunct pool in the next couple of years. Enrollments in some of our language classes has been challenging but we hope the shift to combined enrollment will mitigate some of the challenges. The language classes are an important part of our department's mission and the lower enrollments seem to impact our course allocations for future semesters.

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.

The following websites are for CTE related data:

- •Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI
- •LaunchBoard
- •LaunchBoard Resource Library
- •Chancellor's Office Data Mart
- •Career Coach-San Diego Workforce Partnership
- •EDD Labor Market Info
- •Career One Stop

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?

Students who complete our certificate in American Indian Studies or transfer are prepared for various careers both in and outside Indian Country. AIS prepares students 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. All of our courses explore tribal sovereignty and contemporary issues to help students understand the complex issues which include but are not limited to the political and economic development needs of American Indian Nations and people.
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.

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

American Indian Studies provides students with knowledge in, education and training, English language, sociology, anthropology, philosophy, theology, political science, history 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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

PROGRAM GOALS

Progress on Prior PRP Goals

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

Click here for previous PRPs with goal information.

Prior PRP Goals

Prior Year PRP Goal 1

Brief Description

Reactivation of AMS 121

Goal Status

Completed

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

The Department has completed all of the steps to get AMS 121 reactivated. We are waiting to hear word from curriculum.

Prior Year PRP Goal 2

Brief Description

Exploring the possibility of including Indigenous Studies.

Goal Status

Ongoing

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

Begin a curriculum review to identify opportunities to integrate an Indigenous Studies program and develop new courses that specifically focus on Indigenous perspectives and experiences.

Prior Year PRP Goal 3

Brief Description

Connect with Tribal Education Centers

Goal Status

Ongoing

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

In the near future, we will hire a Native Resource Center Coordinator and Tribal Liaison. These positions will be instrumental in advancing our mission of fostering meaningful partnerships with Indigenous communities, both within and outside our institution.

Prior Year PRP Goal 4

Brief Description

Explore creating an American Indian Studies news letter.

Goal Status

Ongoing

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

We have developed a comprehensive plan that includes showcasing local Native public events and Palomar College American Indian Studies events.

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

Do you have any new goals you would like to add?

Yes

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Explore the possibility of creating new American Indian Studies courses and reworking existing courses to provide a more comprehensive and up-to-date curriculum that reflects the diversity and complexity of American Indian cultures, histories, and contemporary issues.

How will you complete this goal? Include Strategies and Timeline for Implementation.

Attend Curriculum training, communicate with articulation, consider area F, and begin the process in META.
Start with one new course, a Native American film course. Reactivate and rewrite the AIS 160 Education course, and AIS 170 Political/History Problems and Issues of California Indians. Consider restructuring AIS 100.

Outcome(s) expected (qualitative/quantitative)

One or more of these courses be activated and offered in three years.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This goal is driven by a commitment to providing students with a comprehensive understanding of Indigenous perspectives and experiences, promoting cultural competency, and fostering greater awareness and appreciation of American Indian Studies within our institution.

Expected Goal Completion Date

6/1/2027

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 Vision Plan 2035.

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

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 implementation of the Cal-GETC requirements and the Area 6 requirement of ethnic studies we have seen a substantial increase in enrollment.

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

It has been difficult to replace recently departed part-time faculty with qualified part-time faculty. Given the demand for courses that meet the Cal-GETC ethnic studies requirement many community colleges are creating AIS courses and Departments. The high demand for these course has contributed to a scarcity of candidates for part-time faculty in our Department.

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

Yes. The new Cal-GETC requirements has increased enrollment in, 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.

Over the past two years the department has been growing. We have hired two tenure track faculty members and have seen our enrollments and course offerings increase. Our overall success and retention rates exceed the standard set by the college.

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

No

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

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 ad 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.

1. 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?

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.

No

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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Seth San Juan

Date

4/2/2024