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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

Kumeyaay Studies

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Stanley Rodriguez & Ethan Banegas

Q3 Dean/Manager:

Alicia Munoz

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

Campus-wide, there has been a 38% increase in self-identifying Native American students over the course of 5-years. Most are from local Kumeyaay reservations and account for only 1% of Cuyamaca's student body.

Over the past year, the Kumeyaay Studies program hired its first full-time, tenure-track faculty position. The program also added two new part-time faculty to teach its anthropology (Anthropology 150) and humanities (Humanities 116) classes. In addition, a new part-time instructor was hired to teach English 120.

The program added remote sites on the Campo and Santa Ysabel reservations. This expanded opportunities for students in rural locations to access courses via distance education. Unfortunately, the Santa Ysabel classroom was not operational in time for the fall semester, which limited the number of enrollments in Fall. The program is currently exploring opportunities for broadening its reach for online, synchronous classes to better meet the needs of rural students.

Ethan Banegas, a part-time faculty member, recently completed the Kumeyaay Oral History Project, which is a cultural preservation project that included interviews with 30 members of the Kumeyaay Nation, including members from each of the bands and across both the U.S. and Mexico borders. These interviews are currently being transcribed and will be used as the foundation for new curriculum. Faculty in the program are seeking to develop original texts for future students enrolled in Kumeyaay Studies courses.

The program continues to be challenged with the limited resources to document Kumeyaay history from the Kumeyaay perspective and with many knowledge carriers and elders reaching a point at which they are unable to share their knowledge.

Over the past year, Kumeyaay Community College is in the process of transitioning to a non-profit 501(c)3 organization so that it can secure additional resources for shared curriculum development, learning tools, and resources for students in the program.

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)?If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.   **Yes**

Q6 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Document-SLO Assessment Plan Sun Feb 10 2019 SLO Assessment Plan.pdf (417.7KB)

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

The program faculty are currently reviewing the SLOs for the program in an effort to fully revise them and make them meaningful for the program courses. The current course SLOs are excessive in number, unmanageable, and too generic for Kumeyaay Studies courses. While the current SLOs are being assessed and results are discussed, they have not been particularly informative.

Q8 3. Does your department or discipline offer any degrees and/or certificates?   **Yes**

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

The Kumeyaay Studies program currently has PLOs; however, they are no longer representative of the major aims of the program's associate degree and certificate program. These previous PLOs include:
• Communicate in the Kumeyaay language at a basic level in a variety of settings;
• Acquire an understanding of Kumeyaay heritage, history, society and traditions;
• Gain sensitivity, globalism and cultural competence of a unique group of people.

Revised PLOs will continue to prioritize language preservation but will also focus more on higher-level competencies, such as:
• Differentiate the Kumeyaay perspective from the European perspective
• Actively work to preserve the Kumeyaay history, culture, and language

Currently, the history class includes a PLO assessment term paper, which focuses on differentiating perspectives on Kumeyaay history.

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?To access the College Catalog Associate Degree Programs and Certificates section, click here.   **No**

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu   **Yes**

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

As an interdisciplinary program, the Kumeyaay Studies program includes Native American language courses, biology courses, anthropology courses, humanities courses, and history courses. The program initially included just a language course (prior to the creation of the associate degree), but has expanded substantially since 2015. As of Fall 2018, the number of students enrolled in Kumeyaay language classes alone doubled from 31 to 54.
The Kumeyaay language course success rate has consistently remained above the college-wide figure of 75%. Similarly, retention rates for Kumeyaay Studies language programs has also remained high, typically between 90% and 100%, above the college-wide figure of 88%.
The history courses in the program had a strong enrollment of 37 for the past two years, and retention rates remained high, at above 90%. Success rates were also generally high, with the exception of Fall 2017, which appears to be an anomaly. The history instructor took steps to ensure students were aware of the course rigor and requirements within the first two weeks so that students were aware early on of course expectations and in an effort to lower the withdrawal and failure rates.

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

The program's course success rates exceed those of the college 2024 target. The program will continue to strive for high success and rigor to ensure student success at the College and beyond (transfer institution).

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

Native American Language courses have a disproportionate number of females, when compared to male students. Primarily females enrolled in language classes on average 2 to 3 (%66 approximately) on a consistent basis from 2016 to 2019.

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

In language classes, all groups have higher-than-average success and retention rates. Over a four-year period, language classes have held a retention rate of 97% and a success rate of 92%. Perhaps, the higher-than-average-success and retention rates are because the department works closely with students and the community to ensure access to courses and provides additional support to students.

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

The department will discuss implications for recruiting male students into language courses, as these courses have seen a low percentage of males enrolled over the course of four years.

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

The program is particularly interested in preserving the language of the Kumeyaay people and will play a more prominent role in program goals and in recruitment of male students to increase access. In addition, recruiting more students into language classes is becoming an increasing concern due to the limited number of fluent speakers of Kumeyaay language.

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

The Kumeyaay Studies program works closely with the EOPS, Admissions and Records, and other student services areas to get students recruited for the program and registered for classes and provide support for each part of the student journey. "College Night" was held at the Kumeyaay Community College (KCC) a week before classes to help students in a number of critical areas. Cuyamaca provided school councilors (Timothy), advisors for scholarships and grants (Augustin), and an equity advisor (Jesus). It was well attended, and students were encouraged to enroll in classes and ask questions. The program proudly features an intrusive case management approach to student support and retention.
Our program is designed to serve a tribal community with little to no knowledge of how a degree is acquired. Therefore, faculty reaches out to students to help them select appropriate courses and stay on track to graduate. The program recently created a degree map for students to help them plan their education and schedules. The program is interdisciplinary in nature, including courses from history, Native American language, biology, humanities, and anthropology.
The KCC board of trustees and faculty encourage students to go beyond the certificate in Kumeyaay Studies. We encourage them to pursue their associate degree, then transfer to a four-year university.

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.   **Respondent skipped this question**

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses?   **No**

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections?   **Respondent skipped this question**

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address theses disparities?   **Respondent skipped this question**

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?   **Respondent skipped this question**

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)?   **Yes**

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

Continue to provide multiple sections of all courses to create the ability for certificate and degree earnings

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Q26 Which College Strategic Goal does this department goal most directly support?   **Guided Student Pathways**

Q27 Please describe how this goal advances the college strategic goal identified above.

This goal addresses the College's goal of creating guided student pathways by providing cohort-based student support with classroom instruction. The program provides wrap-around support for students in the program at both the Cuyamaca and Kumeyaay Community College sites. The program is also in the process of creating new curriculum to sustain program growth in the future.

Q28 Goal Status   **In Progress - will carry this goal forward into next year**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q30 Do you have another goal to update?   **Respondent skipped this question**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year:

• Increase enrollment in program courses through synchronous streaming of courses to remote sites
• Offer a new culture class on campus that pertains to Kumeyaay culture

Q32 How will this goal be evaluated?

• By monitoring enrollment in program courses
• Course developed and curriculum approval process completed

Q33 Do you have another goal to update?   **Yes**

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34 Previous Goal 2:

Create Kumeyaay Studies pathways to four-year institutions

Q35 Which College Strategic Goal does this department   **Guided Student Pathways**
goal most directly support?

Q36 Please describe how this goal advances the college strategic goal identified above.

• Since 2016, there have been six graduates with associate degrees in Kumeyaay Studies.
• This goal specifically addresses the College's guided student pathways framework by connecting students in Kumeyaay Studies program with transfer programs in Native American Studies and advancing student transfer to four-year institutions.

Q37 Goal Status   **In Progress-will carry this goal forward into next year**

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for   **Respondent skipped this question**
deletion/completion of the goal:

Q39 Do you have another goal to update?   **Respondent skipped this question**

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year:

• Work with partners at SDSU to create upper division version of Kumeyaay Studies language and history courses

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Q41 How will this goal be evaluated?

• Number of students transferring to four-year institutions
• Curriculum created for upper-division Kumeyaay Studies language and history courses

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Q42 Do you have another goal to update?   **No**

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3:   **Respondent skipped this question**

Q44 Which College Strategic Goal does this department goal most directly support?   **Respondent skipped this question**

Q45 Please describe how this goal advances the college strategic goal identified above.   **Respondent skipped this question**

Q46 Goal Status   **Respondent skipped this question**

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q48 Do you have another goal to update?   **Respondent skipped this question**

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year: **Respondent skipped this question**

Q50 How will this goal be evaluated?   **Respondent skipped this question**

Q51 Do you have another goal to update?   **Respondent skipped this question**

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4:   **Respondent skipped this question**

Q53 Which College Strategic Goal does this department   **Respondent skipped this question**
goal most directly support?

Q54 Please describe how this goal advances the college   **Respondent skipped this question**
strategic goal identified above.

Q55 Goal Status   **Respondent skipped this question**

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for   **Respondent skipped this question**
deletion/completion of the goal:

Q57 Do you have another goal to update?   **Respondent skipped this question**

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year: **Respondent skipped this question**

Q59 How will this goal be evaluated?   **Respondent skipped this question**

Q60 Do you have another goal to update?   **Respondent skipped this question**

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5:   **Respondent skipped this question**

Q62 Which College Strategic Goal does this department   **Respondent skipped this question**
goal most directly support?

Q63 Please describe how this goal advances the college   **Respondent skipped this question**
strategic goal identified above.

Q64 Goal Status   **Respondent skipped this question**

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year:

Respondent skipped this question

Q67 How will this goal be evaluated?

Respondent skipped this question

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)?

No

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1:

Respondent skipped this question

Q70 Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q71 Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

Q72 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Respondent skipped this question

Q73 Action steps for this year:

Respondent skipped this question

Q74 How will this goal be evaluated?

Respondent skipped this question

Q75 Do you have another new goal?

Respondent skipped this question

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2:

Respondent skipped this question

Q77 Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q78 Please describe how this goal advances the college strategic goal(s) identified above.   **Respondent skipped this question**

Q79 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q80 Action steps for this year: **Respondent skipped this question**

Q81 How will this goal be evaluated?   **Respondent skipped this question**

Q82 Do you have another new goal?   **Respondent skipped this question**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3:   **Respondent skipped this question**

Q84 Which College Strategic Goal does this department goal most directly support?   **Respondent skipped this question**

Q85 Please describe how this goal advances the college strategic goal(s) identified above.   **Respondent skipped this question**

Q86 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q87 Action steps for this year: **Respondent skipped this question**

Q88 How will this goal be evaluated?   **Respondent skipped this question**

Q89 Do you have another new goal?   **Respondent skipped this question**

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4:   **Respondent skipped this question**

Q91 Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q92 Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

Q93 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Respondent skipped this question

Q94 Action steps for this year:

Respondent skipped this question

Q95 How will this goal be evaluated?

Respondent skipped this question

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs)

No

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)?

Respondent skipped this question

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal?

Respondent skipped this question

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal?

Respondent skipped this question

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal?

Respondent skipped this question

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)?

Respondent skipped this question

Page 39: Final Check

Q102 Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."

I am ready to submit my program review