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Page 1: I. Program Overview and Update

Q1

I.1. Department(s) Reviewed:

Kumeyaay Studies

Q2

I.2. Lead Author:

Stan Rodriguez

Q3

I.3. Collaborator(s) - List any person that participated in the preparation of this report:

Amanda Rosas, Moriah Gonzalez-Meeks, Lauren Halsted

Q4

1.4. Dean/Manager:

Lauren Halsted

Q5

Initial Collaboration Date with Dean:

Enter the initial date you met **10/13/2021**
with your dean to discuss
your program review using
this format: MM/DD/YYYY

Page 2: II. Program Reflection and Description

Q6

II.1. Provide your program's mission statement:

The program's mission statement is under development and will be provided upon completion. The catalog description is: The Associate in Arts program in Kumeyaay Studies is designed to provide an understanding of Kumeyaay history, culture and heritage. It is a multi-disciplinary degree, drawing from the sciences, humanities, world languages and history departments. Through specific coursework that encompasses on-site learning experiences, students will learn about the Kumeyaay Nation of San Diego's East County region.

Q7

II.2. How is this program advancing the college mission, vision and values?

The Kumeyaay Studies program addresses the needs of the original people of the GCCCD service area. It services the 12 Kumeyaay reservations. San Diego County has more reservations than any other county in the country. Indigenous people have historically been excluded in college programs and college access and graduation rates are significantly lower for Native students due to institutional racism and barriers. This program leverages outreach and connection with high schools in order to expand access to higher education for Indigenous students. This ties in directly with the College's new mission and vision as well as its values. We are bringing opportunities to Indigenous students who have been disproportionately tracked into continuation schools and non-college pipelines. Historically federal policies have worked to eliminate Indigenous cultures, and this program provides not only a strong cultural base as a protective factor for Kumeyaay students but as a way to also educate the campus community.

Q8

II.3. How does your program support the college's strategic goal of implementing guided pathways?

The Kumeyaay Studies program is a guided pathways model in that it is cohort based, and the program coordinator does recruitment and intrusive case management to ensure that students have clear pathways into the program and to completion. The program is culturally responsive in scope and classes are scheduled such that students could complete the program in two years and the program includes math and English courses. The program uses an innovative approach of bringing in tutors to provide an additional layer of support to students. The program has seen great success in providing wrap-around support services and empowering students to succeed at Cuyamaca College and beyond. Students build camaraderie within the program and become a network of support for one another. The program also worked with other areas within the ACP (Culture, People, and Ideas) to create shared PLOs across each discipline and these were updated in Fall 2020.

Q9

Yes

II.4. Is the program description in the current college catalog up to date and accurate?

Page 3: III. Course Curriculum, Assessment and Student Success

Q10

Yes

III.1. Access the Five Year Curriculum Review Cycle (requires GCCCD login). Have all of your active courses outlines been reviewed within the last five years?

Q11

III.2. Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, statewide transfer model curriculum).

The program would like to create a new bachelor's degree program in Kumeyaay Studies and is examining opportunities available through the state's expansion of bachelor's degree programs at community colleges in the state since there are currently none of these specific programs in the state. The program also began offering a new class, Humanities 117, which is being offered for the first time in Fall 2021. There is also a new Native American Politics and Policy class through the political science class offered in collaboration with the Political Science department. The program is seeking to create several new classes, including a Kumeyaay History and Culture of the Ocean class, Kumeyaay Conflict Resolution class, and an advanced level language class (Kumeyaay Language IV), Kumeyaay History III, and Humanities (Kumeyaay Arts and Culture III), which would be part of the new bachelor's degree program.

Q12

III.3. How is your program meeting the needs of students, and/or articulation with four-year institutions?

Many Cuyamaca College Kumeyaay Studies program graduates go on to complete bachelor's degrees at 4-year institutions, SDSU and CSU San Marcos. The program classes are articulated for both universities as well as UCSD. For UCSD, the courses articulate to their Ethnic Studies program.

Q13

Respondent skipped this question

III.4. Please upload the most recent version of your program's course SLO assessment plan. [Click here for an Assessment Plan Template](#)

Q14

III.5. Please provide a high-level analysis of your SLO findings over the past year and discuss what changes, if any, were made as a result. Include any student learning-related successes and challenges that SLO results have revealed for your department.

Assessment plans exist in other disciplines, such as Biology, History, etc. However, an assessment plan needs to be created for Kumeyaay language classes. The focus of learning assessment over the past year has been on class modality and impacts on student learning across the various courses in the program. Over the past year and a half, the shift to online course delivery presented many challenges. However, it also brought opportunities to reach out to other reservations at which access to courses may have been much more difficult. Hy-Flex is being examined as a possible way forward to maximize access for students in more remote or distant areas and still offer in-person options for students who need or prefer that. The language classes were much more challenging in remote-only modality, so those are now being planned for Hy-Flex delivery in the future. Student learning in the history classes was comparable for online versions and in-person versions that were taught in prior semesters. Humanities classes have many hands-on learning opportunities, so those are being prioritized for in-person offerings.

Page 4: IV. Degree and Certificate Programs

Q15

Yes

IV.1. Does your program offer any degree/certificate programs?

Page 5: IV. Degree and Certificate Programs

Q16

IV.2. For each degree and certificate, indicate how many awards were conferred in the past 5-years.

KS-degrees-conferred.pdf (408.8KB)

Q17

IV.3. Please indicate when each degree and certificate was last reviewed and updated (semester):

The program has conferred a total of 14 associate degrees over the past 5 years. The associate degree and certificate were updated in Fall 2020.

Q18

Yes

IV.4. Can students complete the degree/certificate requirements within a 2-year period?****Requirement of Title 5, California Code of Regulations and Accreditation Standard II.A.**

Q19

IV.5. How are you currently assessing your PLOs?***Note: The college requires assessment of PLOs within a 4-year cycle**

The PLOs for the program were updated in Fall 2020 and have not yet been assessed. The program has not yet assessed its PLOs.

Q20

Yes

IV.6. Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

Page 6: IV. Degrees and Certificate Programs continued

Q21

No

IV.7. Are the PLOs mapped to the course SLOs?

Page 7: IV. Degree and Certificate Programs continued

Q22

IV.8. The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade A, B, C or P out of those enrolled at census) for the College as a whole. What is your department or discipline's 4-year (2024-25) goal for success rate across all courses in the department or discipline and how has the department or discipline's success rate across all courses changes within the past 4-years?

The Kumeyaay Studies program success rate target is 90%, which is informed by previous years' success rate data. The program has seen exceptionally high retention and success rates over the past five years, each of which has exceeded college-wide figures. While success and retention rates declined somewhat in Fall 2020 and Spring 2021, the program still maintained higher retention and success rates than the College as a whole.

Q23

IV.9. What other qualitative or quantitative data (from any source) is the program using to inform its planning for this comprehensive program review? Please reference additional internal or external data, such as retention and enrollment, student survey results, focus groups, student throughput, or other data, if there are any notable trends.

The Kumeyaay Studies program plans to conduct a survey in Spring 2022 in collaboration with the IESE Office. The survey is currently in draft form and will be discussed at regular Kumeyaay Studies program meetings. The survey is intended to assess the needs of Indigenous students at Cuyamaca College and specifically in relation to the Kumeyaay Studies program. The results of the survey will be used for program planning and resource requests to achieve program goals.

Q24

IV.10. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program? Please discuss all equity gaps identified in the data.

The Kumeyaay Studies program has fewer equity gaps than many other programs on campus, and in fact only saw equity gaps in success rates in Spring 2018 and in retention rates for a couple of semesters for Latinx students. In recent years, these gaps have been eliminated. In fall terms, equity gaps in success rates were consistent for students of multiple races/ethnicities. There were no equity gaps by gender in fall or spring terms.

Q25

IV.11. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

The pandemic has definitely impacted students' opportunities to succeed in that it has created additional barriers in technology access, in the ability to provide hands-on learning activities, and it has represented a paradigm shift to virtual formats. Some reservations that the program serves had limited internet capabilities and many were very limited in terms leaving the reservation due to the pandemic. This presented many challenges for instructors to do outreach to recruit students, build community to support student retention, and to deliver courses in an online format.

Q26

IV.12. What action will the department or discipline take to address these equity gaps in the short-term (next year) and long-term (next four years)? Consider the specific steps your department will take to address equity gaps and discuss any plans for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015.

The Kumeyaay Studies program has relatively few equity gaps and represents a significant part of the District's commitment to diversifying faculty given the full-time faculty hire in Fall 2018. The program is committed to hiring instructors that represent the Kumeyaay people and culture and preserving the Kumeyaay culture. San Diego County includes 12 Kumeyaay reservations, which include vastly underserved Indigenous students. This program also focuses on preserving and restoring Kumeyaay language, which at present is considered critically endangered, with only 31 speakers left. This program will reverse that trend by revitalizing the language and culture and providing opportunities for local Indigenous students to have greater access and a strong sense of community in college.

Q27

IV.13. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

The Kumeyaay Studies program has actually learned many things during the pandemic. This challenging situation required faculty to learn to teach online and ultimately stronger, more robust courses and the ability to deliver in the online teaching modality to outlying areas that were previously not well served. Information gathered through the struggle to transition to online resulted in improved courses, student learning, and access to Kumeyaay Studies courses online from anywhere. Students from as far away as Sacramento have enrolled in Kumeyaay Studies courses thanks to the transition to remote instruction.

Q28

Respondent skipped this question

OPTIONAL DOCUMENT UPLOAD 1: Please upload any data-related documents you would like to attach to your program review using the button below. PDF and Word documents may be uploaded.

Q29

Respondent skipped this question

OPTIONAL DOCUMENT UPLOAD 2: Please upload any other data-related documents you would like to attach to your program review using the button below. PDF and Word documents may be uploaded.

Page 8: IV. Degree and Certificate Programs continued

Q30

No

Does your program offer courses via distance education excluding emergency remote teaching in 2020-21 (classes that would have been taught in person, if not for the pandemic)?

Page 9: IV. Degree and Certificates Programs continued

Q31

Respondent skipped this question

IV.14. Are there differences in success rates for distance education (online) versus in-person sections?

Q32

Respondent skipped this question

IV.15. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

Q33

Respondent skipped this question

IV.16. What mechanisms are in place to ensure regular effective contact (Guided to Best Practices in Online Teaching) within online courses across the discipline or department?

Q34

Respondent skipped this question

IV.17. What innovative tools and strategies are you using in your online courses to engage students and support student success?

Page 10: IV. Degree and Certificate Programs continued

Q35

No

IV.18. Is your program a career education program (e.g., does it prepare student to directly enter the workforce)?

Page 11: IV. Degree and Certificate Programs continued

Q36

Respondent skipped this question

IV.19. Please share your observations about the employment rate for your program over the past several years.

Q37

Respondent skipped this question

IV.20. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

Q38

Respondent skipped this question

IV.21. What would you like your program's employment rate to be, ideally (stretch goal)?

Page 12: IV. Career Exploration and Program Demand (All Programs)

Q39

IV.22. What is your program doing to prepare students for successful transition (e.g. transfer and career readiness)? Please include information on how your program is helping students explore careers in your program area.

The Kumeyaay Studies program works hard to create clear pathways for transfer to SDSU, UCSD, and CSU San Marcos to help students attain bachelor's degrees, and the program continues to assist students who graduate from these 4-year institutions as they prepare to enter graduate school. For example, the program has created a pipeline for students to enter the UCLA master's and PhD in American Indian Studies as well as master's and PhD programs in educational leadership. As the program grows and develops, it seeks to create a pipeline for graduate students to enter teaching positions in community colleges across California and beyond.

Q40

IV.23. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Consider what career information you would share with students on a career or transfer pathway in your area. Labor market data may be sourced from the California Employment Development Department. You can also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

Many Kumeyaay Studies program graduates transfer to 4-year universities and often go into educational-related fields, ethnic studies- or anthropology-related fields or into tribal government careers. While the job postings and projected job openings for anthropologists remains relatively small in the region, there is still a projected increase in demand for these kinds of positions, for

which the Kumeyaay Studies programs helps prepare students on their way to a bachelor's degree and graduate degree. Moreover, demand for post-secondary education instructors (faculty) is high and projected to grow significantly in San Diego County, and with a growing emphasis on ethnic studies courses, the Kumeyaay Studies program is well positioned to guide students to a transfer pathway and ultimately completion of a graduate degree in route to becoming college ethnic studies faculty.

Q41

Respondent skipped this question

OPTIONAL - If your program has labor market data to include in your program review, please use the upload button to attach the file.

Page 13: IV. Strengths, Challenges & External Influences

Q42

IV.24. Please describe your program's strengths.

The Kumeyaay Studies program utilizes Kumeyaay epistemology and combines that with western teaching to build a balanced culturally relevant system and pedagogy. The program represents the only Kumeyaay Studies program in the state and is also the only nation-specific academic program in the California Community Colleges. In addition, the program provides access to several reservations across San Diego County to increase access to higher education and specifically the Kumeyaay Studies program for local Indigenous students. The program is a model for guided pathways in that includes a core team of instructional faculty, student support team members, and academic support inside and outside of the classroom. Moreover, the program seeks to have a permanent designated counselor to help provide a consistent source of support and information and most importantly a familiar face and resource for students in the program.

Q43

VI.25. Please describe your program's challenges.

Major challenges for the program have been limited broadband connectivity and access on the local reservations. The pandemic has brought to light the challenges and disparities in internet and technology access. In addition, many students enrolling in Kumeyaay Studies have shared that they may become ineligible to take in-person classes due to the district's vaccine mandate, which may further limit access to classes for spring and beyond. Budget constraints are also a challenge, and currently the program and student support and coordination is funded by Sycuan, and it is temporary funding. In order for the program to grow and thrive, it will be critical to secure additional funds for program staff. The pandemic has greatly impacted the program's ability to develop capacity and build in hands-on learning and recruitment across the Kumeyaay Nation due to the lockdowns on local reservations following increases in COVID incidence.

Q44

IV.26. Please describe external influences that affect your program (both positively and negatively).

The future impact of the pandemic is at present unknown but has already presented challenges as noted above. The program seeks to create a bachelor's degree in Kumeyaay Studies; however, statewide legislation allowing community colleges to expand bachelor's degree programs focuses on career education and unmet labor market demand, which is not the primary emphasis of this transfer-focused program. However, the program will advocate with the Chancellor's Office for local, community-based bachelor's degree programs.

Q45

IV.27. Given these factors, what opportunities exist for the program to advance student success and equity in the next 4 years?

The Kumeyaay Studies program is very interested in creating a bachelor's degree program to serve the needs of the local community. The program is also seeking to build a stronger and more sustainable infrastructure, including the institutionalization of staff positions to support the program and the creation of a graduate pipeline to increase representation of Indigenous faculty at community colleges and fill the instructional needs for the program. The program further seeks to create additional courses to meet the needs of students and the community.

Page 14: V. Previous Goals

Q46

1. Previous Goal 1:

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

Q47

Guided Student Pathways

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q48

Deleted

3. Goal Status

Page 15: V. Previous Goals continued

Q49

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

The program does not have the enrollment or instructors to be able to offer multiple sections of its courses at this time.

Q50

Yes

Would you like to submit another previous goal?

Page 16: V. Previous Goals continued

Q51

Respondent skipped this question

Would you like to submit another previous goal?

Page 17: V. Previous Goals continued

Q52

1. Previous Goal 2:

Create Kumeyaay Studies pathways to four-year institutions

Q53

Guided Student Pathways

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q54

In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI.)

3. Goal Status

Page 18: V. Previous Goals continued

Q55

Respondent skipped this question

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

Q56

Respondent skipped this question

Would you like to submit another previous goal?

Page 19: V. Previous Goals continued

Q57

No

Would you like to submit another previous goal?

Page 20: V. Previous Goals continued

Q58

Respondent skipped this question

1. Previous Goal 3:

Q59

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q60

Respondent skipped this question

3. Goal Status

Page 21: V. Previous Goals continued

Q61

Respondent skipped this question

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

Q62

Respondent skipped this question

Would you like to submit another previous goal?

Page 22: V. Previous Goals continued

Q63

Respondent skipped this question

Would you like to submit another previous goal?

Page 23: V. Previous Goals continued

Q64

Respondent skipped this question

1. Previous Goal 4:

Q65

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q66

Respondent skipped this question

3. Goal Status

Page 24: V. Previous Goals continued

Q67

Respondent skipped this question

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

Page 25: VI. 4-Year Goals

Q68

1. Goal 1:

Increase and sustain the knowledge base around Kumeyaay culture, knowledge-gathering, and language by establishing the first Kumeyaay Studies bachelor's degree program in the nation

Q69

Student Validation & Engagement

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q70

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

This goal directly speaks to the college vision and mission of equity, excellence and social justice as well as building upon the socio-cultural experiences of students. A bachelor's degree program in Kumeyaay Studies reinvigorates knowledge and expands upon the existing associate degree program in advancing learning around Kumeyaay culture, language, and knowledge-gathering. This program would also provide training for future ethnic studies instructors for both K-12 and, as students enter graduate programs, community college segments.

Q71

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This goal was informed by transfer data. Many students graduate with an associate degree in Kumeyaay Studies and transfer to four-year programs at other institutions. This program would offer an opportunity for students to complete their bachelor's degree at Cuyamaca without having to transfer to SDSU, UCSD, or CSU San Marcos, subverting barriers to transfer, especially for those transferring to SDSU (impacted programs), but also UCSD (affordability), and CSU San Marcos (transportation/location).

Q72

5. Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

The program will apply for local approval from Cuyamaca to submit an application to serve as part of the bachelor's degree pilot program expansion. The program will develop curriculum for three new classes for the program over the next year.

Q73

6. How will this goal be evaluated?

This goal will be considered met when the college receives approval for and implements a bachelor's degree in Kumeyaay Studies.

Q74

Yes

Would you like to propose a new, 4-year goal?

Page 26: VI. 4-Year Goals continued

Q75

Goal 2:

Increase wrap-around support services for Kumeyaay Studies students

Q76

Student Validation & Engagement

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q77

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

This goal aligns strongly with the new college vision and mission but also refers to the strategic goal of student validation and engagement in that it would provide a point-person for students in the program to turn to for referrals to campus programs and services, for social support, technical assistance, community outreach, and assistance in navigating college structures and processes for Indigenous students.

Q78

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This goal is informed by data on the student population the program serves, which includes a wide range of ages and previous educational experiences as well as qualitative data on student questions/requests for assistance.

Q79

5. Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

The program will submit a request for a classified staff position for a new Student Services Specialist position (see job description) to be able to support this goal.

Establish a partnership with instructional faculty in the program to connect students to campus support services.

Hire additional adjunct instructors to teach in the program and provide critical representation and support for Indigenous students.

Q80

6. How will this goal be evaluated?

This goal will be evaluated using the survey the Kumeyaay Studies program is developing in partnership with the IESE Office.

Q81

No

Would you like to propose a new, 4-year goal?

Page 27: VI. 4-Year Goals continued

Q82

Respondent skipped this question

1. Goal 3:

Q83

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q84

Respondent skipped this question

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

Q85

Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q86

Respondent skipped this question

5. Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q87

Respondent skipped this question

6. How will this goal be evaluated?

Q88

Respondent skipped this question

Would you like to propose a new, 4-year goal?

Page 28: VI. 4-Year Goals continued

Q89

Respondent skipped this question

Goal 4:

Q90

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q91

Respondent skipped this question

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

Q92

Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q93

Respondent skipped this question

5. Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q94

Respondent skipped this question

6. How will this goal be evaluated?

Page 29: Resources Needed to Fully Achieve Goal(s)

Q95

Classified Resource Needs

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

Page 31: Final Check

Q96

I am ready to submit my program review

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