

## Program Review Report

**Program: Pueblo Indian Studies (Associate and Bachelor)**

**College: College of Arts and Sciences, Department of Humanities and Social Sciences (HSS)**

**Review Date: April 26, 2019**

### Summary:

A program review for the two degrees in Pueblo Indian Studies (Associate of Arts degree and Bachelor of Arts degree Program of Integrated Studies in the Humanities and Social Sciences with an emphasis on Pueblo Indian Studies) was presented to the Program Review Committee by Ms. Lori Franklin and by Dr. Matthew Martinez, Interim Chair of the Department of HSS and Faculty of the Program, respectively.

The programs started in Fall 2010. The calculated three-year average of declared student enrollment in the program is 2.5 (headcounts) per semester and the three-year graduation average is 0.33 students per year. As of today, from the 126 current Native American Students enrolled at NNMC, only 2 of them (equivalent to 1.6% of the total Native American population) are declared students in this program. Those two students are declared students in the Associate Degree Program, one is a full-time student and the other is a part-time student (this results in an equivalent FTE of 1.5 students in the program) and there is not a single one student declared in the Bachelor program.

The fiscal analysis of the program shows an historical 3-year average revenue of \$14,314 (based on tuition/fees and state funding formula) and the 3-year average combined budget associated with the programs was \$26,419 (based on salaries for faculty/staff, equipment, contracts, supplies, but taking into account that a full-time faculty salary was not paid for two years during the leave and the year before was partially paid out of a grant). However, the real I&G cost of the program (with the end of the administrative leave period of the faculty member associated with the program) will be around \$72,000 per year. Therefore, the program annual deficit will be around \$57,686, assuming same enrollment.

Program review revealed low enrollment due to several factors including: a) Competition with the Institute of American Indian Arts in Santa Fe who offers similar programs; b) Instability of the program because of the administrative leave of the faculty member associated with it; c) Lack of student understanding of the value of this program; d) The termination of the American Indian Center (AIC), which was a center that supported all Native American students on Campus. These items were discussed as potential explanations for the low-enrollment; however, further analysis revealed that since the inception of both programs in 2010, the average semester enrollment has been 3.3 declared headcounts (including an outlier peak of 8 students in Spring 2011) and, therefore, the existence/termination of the AIC could not explain the current low enrollment for the programs.

The review also showed the testimonies of 9 graduates; however, only *one* was a graduate from the Pueblo Indian Studies program (the student graduated in 2011). The other 8 testimonies were from students in the Bachelor of Integrative Studies (enrolled in the other Concentrations) who took some courses in the field of Pueblo Indian Studies and were very pleased with the content and learning experience. Unfortunately, the program review was unable to demonstrate any student learning outcome assessment done in previous years either for the Bachelor or the Associate Degree. Therefore, the committee had no direct evidence of a continuous improvement process or any other academic indicators of student learning outcomes assessments. The presenters, however, discussed a student learning outcome assessment plan for Academic Year 2019-2020.

Finally, both reports mentioned that no needs assessment has been done for this program recently that serves as strong evidence for the job demand signal for this program in New Mexico or nationwide.

**Recommendations:**

The Dean's Council is concerned with the financial sustainability of this program and the lack of quality assessment. Therefore, the Council is recommending a two-year probation for the two programs in Pueblo Indian Studies. During the probation period and to avoid a recommendation of program termination, the following recommendations must be accomplished in order to continue the program.

- 1) By Spring 2020, the combined enrollment of the two programs should be 5 declared FTE students (not headcounts). By Spring 2021, the combined enrollment of the two programs should be 13 declared FTE students.
- 2) By Spring 2020 and for every semester beyond (excluding summer term), the number of student credit hours in the courses coded PIS should be at least 250.
- 3) Declared students should make substantial progress towards graduation and a semester-to-semester retention rate of at least 80% is required for both programs.
- 4) The assessment plan for both programs presented as an appendix during Program Review should be implemented entirely and the results, including improvement plans, need to become available on the NNMC website.
- 5) Both programs, along with all the programs offered at NNMC, will be subject to the Program Evaluation that Grey Associates and NNMC will jointly implement in Summer 2019.
- 6) Consider a differential tuition for this program or a scholarship/discount to declared students to make the program competitive with the Community Colleges.
- 7) The Council suggests that an analysis of the curriculum efficiency for both programs is repeated by the Department of HSS and changes are made, if needed, to expedite student graduation.

*Ivan Lopez Hurtado*

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Provost & VP Academic Affairs