🏛 Dept - (SSH) Anthropology › Department › Program Review

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Program Mission Statement: Anthropology is a unique discipline sitting at the intersection between social sciences, biological sciences and humanities. The discipline helps students grasp the globally interconnected world in which they live and get a better understanding of the "other" through systematic examination of all humanity. Knowledge from the discipline encourages students to be more engaged citizens with contemporary issues both locally and globally. Also, according to the US department of Labor, "employment of anthropologists and archaeologists is expected to grow 19 percent from 2012 to 2022, faster than the average11% growth forecast for all occupations "

In addition of the primary goal of providing students with transferable GE units the anthropology program equips our students with invaluable anthropological thinking and skills which can be applied to any major they pursue and addressing everyday problems.

Our program level outcomes (PLO) are
1. Students will apply a scientific, evolutionary and a holistic approach to understand human variation
2. Students will apply cultural relativism to understand behavioral variation and recognize the validity of each culture as an adaptation to its physical, biotic and social environment.
3. Students will identify and discuss the legal and sociological approaches to correctional theories and practices.

All of the above Program Level Outcomes are aligned with the mission of the college and ICCs - Communication and expression, Critical Thinking, Information literacy and Civic capacity for Global, Cultural, Social, and Environmental Justice .

I.A.1 What is the Primary Focus of Your Program?: Transfer

I.A.2 Choose a Secondary Focus of Your Program?: Basic skills

I.B.1 Number Certificates of Achievment Awarded:

I.B.2 Number Certif of Achievment-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:

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I.C.1. CTE Programs: Impact of External Trends:

I.C.2 CTE Programs: Advisory Board Input:

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 9.4

I.E.2 #Student Employees:

I.E.3 % Full-time : -0.8

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources:

II.A Enrollment Trends: Our enrollment has increased by 3.5 % over four years. It has increased from 3931 in 2012-13 to 4067 in 2015-2016.

II.B.1 Overall Success Rate: Overall success rates has increased from 72% in 2012-13 to to 77% in 2015-16. This is a 5% increase over fours years.
Overall success for targeted groups has increased by 7% and in the non targeted group by 5%.
Within the targeted groups, success rates for African Americans has increased by 10% over 4 years, it has increased by 8% among Filipino and increased by 6% among Latino students.

II.B.2 Plan if Success Rate of Program is Below 60%: Not Applicable

II.C Changes Imposed by Internal/External Regulations: Our program is negatively impacted by early cancellation policy. Anthropology is not a discipline students are familiar with and it is not offered in the high school. In fact a significant number enroll of students enroll in our classes during the first week of class as a result of word of mouth recommendations by fellow students . Consequently when anthropology classes are cancelled two weeks before the quarter begins we not only loose those registered but many more potential adds up until and during the first week. Often students do not realize the value of anthropology to their education goals until after the first week when they are introduced to the subject and scope of the discipline. It is demonstrable quantitatively that low enrolled classes when allowed to go through the first week of the quarter witness a significant increase in enrollment, often up to the maximum class size. We recommend that the policy be revised

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for disciplines like anthropology to allow for a later cancellation policy.

Our program is also impacted by restrictions on curriculum development. We would like to add to our curriculum - internships in anthropology and classes such as Applied anthropology, Medical anthropology, Primate evolution and Field Methods. Many of our students have expressed frustration with limited offerings. The anthropology job market is the fastest growing field (according to the US department of Labor). Offering courses which prepare our students for jobs in education, health, technology, government, will increase enrollment. They will also support students enrolling in our unique Summer Field school in Kenya

III.A Growth and Decline of Targeted Student Populations: We have a 14.3% increase in the enrollment of targeted students populations in our classes. The numbers went up from 1461 in 2012-13 to 1705 in 2015-16.
There is also an 6% increase in the success of the targeted students groups. Their success rate went up from 64% to 70%. Hence we believe our program is doing well in reaching out to the targeted groups, working with them and help them succeed.

III.B Closing the Student Equity Gap: The success rate of African American students has increased by 10% over four years (from 57% in 2012-13 to 67% in 2015-16). The success rate of Filipino students has also increased by 8% (from 66% in 2012-13 to 74% in 2015-16). Latino students are also improving with a success rate increasing by 6% over four years (from 64% in 2012-13 to 70% in 2015-16).
Our program is doing well in reaching out and helping the targeted groups succeed. Overall the success rate of students in the targeted groups has increased by 6% (from 64% to 70% i n 2015-2016).

Our program and team is very committed to narrowing the performance gap and achieving equity among our students. We participate in division's CAR, which involves conversation, application and reflection around equity. In the classroom we strive to use a student centered, collaborative and engaging teaching approach.

III.C Plan if Success Rate of Targeted Group(s) is Below 60%: The success rate of targeted student populations is much higher than 60%. It is at 74% for Filipino and 70% for Latino/a, and at 67% for African Americans.

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Main Content

III.D Departmental Equity Planning and Progress: We meet twice a quarter as a team and engage in discussions around strategies to increase the success rate of our underserved students. Many of us attend conferences and workshops around teaching both on and off campus and share the "tool kit" at department meetings. As a division we are working on incorporating the successful strategies from other divisions (such as Jeff Schinske in Biology). Our program has done a great deal in areas of Interpersonal, Environmental and Cultural development (according to the College Equity plan).

We are requesting some resources and also some organizational change to make more progress in achieving equity. Our classes are capped at 50 and since there is no prerequisite many of our students are talking Anthropology as their first class in college. We do want to request a teaching aid /assistant to provide more individualized support. We are also requesting new media, maps, lab materials to provide more hands on exercises for the students.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 33.33% of the PLOs have been assessed

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 59.25% of the SLOs have been assessed

V.A Budget Trends: Loss of printing budget has significantly impacted our attempts to achieve equity. In addition to an economic and preparedness divide between our students there is also a digital divide. Inspite of placing materials online, there are always students who cannot access it, or print it. In class, group exercises are also being impacted. Students have different devices and programs and they cannot access all the materials. There should be some printing funds in addition to testing materials.

V.B Funding Impact on Enrollment Trends: Department material requests have not been founded for over five years. In addition, loss of printing budget has hindered efforts to close the achievement gap. Online sources are not equally accessible to all. Many students lack access to printers and have devices that cannot handle standard common files formats.

The digital divide between targeted and non targeted groups, insufficient laboratory resources, maps, new DVD's are some of the important factors we have identified that contribute towards the performance gap.

V.C.1 Faculty Position(s) Needed: Growth

V.C.2 Justification for Faculty Position(s): We offer 102 sections each year and approximately 80% of our classes are taught by

adjunct faculty. We serve 4067 students and there are only 2 FT positions. The Full Time % is 21.3% whereas the Part Time % is 69.1%

There is a growing demand and interest in our program. We want to make to make our program more robust with offerings beyond the four field introductions. A Cultural anthropologist and/or an Applied anthropologist will add to the strength of the program. A new hire would allow us to widen our offerings and draw more students. Some of the new courses we could offer include Applied Anthropology, Peoples of the world, Field methods, Medical anthropology, Magic Science and Religion and Human Osteology. These courses will increase enrollment and also better prepare our students for jobs in industry, health, education, and the government. We have an AA_T in Anthropology and would like to move towards a certificate in Field Methods and Applied Anthropology.

The SLO and PLO data both support a need for more a diverse curriculum, more hands on activities and use of diverse teaching pedagogies to achieve equity and student success.

V.D.1 Staff Position(s) Needed: Growth position

V.D.2 Justification for Staff Position(s):: We are requesting a lab tech for anthropology.

Anth 1 lab is an extremely popular GE and transferable course in biological sciences. We offer four sections each quarter and they fill within the first two weeks. There is scope to add more sections. Each Lab has 30-40 students depending on the seating capacity of the room. But very few students are concurrently enrolled in Anth 1. Most of the students enrolled have taken the prerequisite class several quarters ago and need a great deal of instruction and help to carry out the experiments. A lab tech for Anth 1L and for labs in Field methods and a Forensic anthropology (which are in the pipeline) would help students engage with the material and be successful

The SLO and PLO data both support a need for more hands on activities and experimental work in Labs.

V.E.1 Equipment Requests: Over $1,000

V.E.2 Equipment Title, Description, and Quantity:
Replacement
An extremely pressing need is replacement of the Mounted projector, Mac with a CD drive and DVD player in L-24

New Instructional equipment
1 Ethnographic DVD's for use in class   (10)

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2 Lab materials - calipers, blood typing, stone tools, PTC paper etc
3 Mounted maps in L-24 and MLC 102   (3)
4   3D Printer and Scanner in MLC 101 for forensics, osteology, and fossil laboratoty excercises
5 Camera and tripod for visual anthropology (5)
6   Exhibit materials

Through out the assessment of PLOs and SLOs it has been identified that we need to engage the students more with hands on activities - developing and creating materials as they apply their learning. The requested materials are essential to provide the hands on opportunity.

V.E.3 Equipment Justification: We have anthropology classes scheduled in L-24 back to back Monday through Thursday. I have been requesting for the projector, Mac with a CD drive and the DVD player to be replaced for years. The equipment is really old hence the projection of the media we use in that room is very poor. The mounted projector and DVD/VHS player has long been on the replacement list. None of the DVD's we play in the room are clear or bright.

Maps of the World, US, Africa, and Asia in MLC 102 and L-24 will provide a spatial understanding of the cultural groups and populations understudy. There were maps in L-24, which were taken off when the building was renovated some five years ago but the maps were never recovered and repalced. When referring to various cultural groups across the world, maps help in locating and contextualizing them. We are requesting maps in L-24 and MLC 102.

We need new DVD's of ethnographies and instructional materials for Anth 1L . We do not have any current ethnographies and would also would like to acquire a few classics.

We are also requesting cameras for student to use as a recording tool during fieldwork and a printer and scanner for students to develop exhibits.

Experimental materials, visual materials, (DVD's and maps) and a 3D printer will give many of our visual and experiential learners a fair chance to succeed. Many of our students do not have access to a printer and scanner. When they are collecting data and developing a poster for display, a camera, printer/scanner will reduce the digital divide some of our students face. The digital scanner will make possible for student to print bones of different

living and extinct animals for in class comparisons.

In anthropology program our goal is to equip the students with "anthropological thinking" and the skills they can use in a globalized world irrespective of their major. Visual and hands on instructional materials give them an opportunity to understand the methods, develop the skills and apply them. Ethnographies will provide insight into "doing anthropology"/ fieldwork which they can apply during the quarter and through their lives. Lab materials, cameras and printer will help students go beyond data gathering and into analyzing, interpreting, and developing knowledge. All of the above will directly contribute to student learning and success.

V.F.1 Facility Request: none

V.F.2 Facility Justification: not applicable

V.G Equity Planning and Support: A Flex Day each quarter (not just once a year) – a mandatory day for faculty to dedicate towards equity,
Monetary compensation for adjunct faculty to attend meetings, workshops and participate in Equity work.
Monetary reward for exemplary work done by faculty. This will encourage faculty to come up with innovative strategies. Often adjunct and full time faculty put substantial effort and time into activities contributing greatly to enriching our program and to equity without any compensation.

V.H.1 Other Needed Resources: Teaching Assistant / tutors to provide more individualized support.

V.H.2 Other Needed Resources Justification: Teaching Assistant or tutors
Our classes are large and a FT faculty has approx. 200 students/quarter. With the help of a teaching assistant (even if it is 10 - 15 hour/week) we hope to significantly improve student success and narrow the performance gap.

V.J. "B" Budget Augmentation: $5000 to invite speakers that will increase awareness, and enrichment of our students in the SS/H Division. This request also supports the college mission of achieving equity and of achieving the core competencies.
We would also request an augmentation in the SS/H Division B budget to invite speakers, for printing and purchase of instructional material below $100. It is imposing a great deal of hardship on students without access to printers, computers and the internet. This is impeding the task of achieving equity and student success.

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V.K.1 Staff Development Needs: There is always a need for more staff development and an opportunity to share best practices among faculty. Hence more workshops on teaching and learning, more conference funds available for faculty and more support for fine tuning the skill of teaching. This will directly support the college mission and help achieve equity. Workshops on using diverse teaching pedagogies, integrating cultural competencies, and civic engagement will be useful. Equally important is a platform where faculty on campus can meet and share their successful strategies and tool kits across divisions.

V.K.2 Staff Development Needs Justification: All faculty need to hone their teaching skills and therefore workshops and funds are inevitable. Also, some faculty come to us with limited teaching experience in a community college setting and could surely benefit from staff development

V.L Closing the Loop: We will assess the outcomes of resources by our continuing assessment of SLOs and PLOs, increase in enrollment numbers, and closing of the achievement gap.

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APRU Complete for 2016-17: Yes

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