

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Anthropology	ALSS	Lauren W Hasten

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (e.g., Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

As stated back in the Spring 2006 Program Review, the mission of the Anthropology Program is "to communicate a deep respect for and appreciation of the great diversity of human cultural expression and physical variation. In preparation for successful transfer to a four-year

institution, students will learn to think critically about the information with which they are presented while developing the tools to analyze human problems from an evolutionary and/or cross-cultural perspective.”

With this as our core commitment, our mission includes training students for opportunities in the field through first-hand ethnographic research, laboratory, and field experiences. With the addition of more than \$15,000 in new laboratory materials since the Program began expanding in 2004, we continue to acquire the physical assets, faculty, and space necessary for securing our place as the premier Program for anthropology in the California community college system.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

From the Program’s 2010 Program Review document: “The Anthropology Program is uniquely situated to help fulfill the College’s commitment to training students to ‘develop the knowledge, skills, values, and abilities to become engaged and contributing members of the community.’ As the science of human difference and diversity, anthropology compels students to situate themselves within the greater human community, around the globe and throughout time. It is precisely positioned to cultivate the ability to think critically, since it encourages students to approach problems from multiple perspectives. It stimulates them to question their own cultural assumptions while opening the door to alternate conceptions. While doing so, anthropology also provides the cross-cultural perspective so necessary to making humane, informed, and ethical decisions.

The Anthropology Program enables students to transfer to baccalaureate-granting institutions by offering only courses which articulate to UC and CSU. In so doing, it also prepares students for career entry and advancement by laying the basic foundation for anthropology and social science majors. The program goes beyond providing students with basic skills by fostering in them the ability to analyze human problems from a variety of perspectives.

Successful performance in anthropology classes requires students to develop the capacity to think critically through the application of numerous, often conflicting, theoretical paradigms. The primary value communicated by the discipline is that of cultural relativism which, while defined anthropologically as the notion that all cultural practices make sense relative to culture in which they are practiced, can be translated in practice to mean that anthropology promotes an understanding and respect for difference and diversity.”

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If **yes**, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
37T	37T
37T	37T

2. Will new curriculum (e.g., course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If **yes**, please describe briefly what new curriculum is planned.

37T

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If **yes**, please describe briefly what new initiatives are planned.

The state newly requires an AA-T degree. Coming into compliance will require the addition of two courses and a minimum of .4 FTEF.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
6	6	6

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

All courses are assessed every semester.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
0	0	1

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

Faculty met to discuss assessment results on 8/21/13; evidence in the form of a meeting summary can be found on eLumen under the Program Improvement Plan for Spring 2013.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

Since funds were not previously available for training adjunct instructors, the Distance Education instructor has not performed any SLO assessments. Now that funds have become available, a training session has been scheduled for the faculty member.

Most ANTR courses have success rates exceeding 75%, where success is defined as earning an SLO score of 3 or better. The faculty considers this to be exemplary, because an even higher rate of success would indicate a lack of rigor in our courses. Two courses, however, have success rates of 60% or lower: ANTR 3 and ANTR 5. Faculty members note that these particular scores do not actually reflect student success when contrasted with final grades, which are significantly higher.

It was determined through discussions that the SLO for ANTR 3 may be inappropriate. The assessment is conducted through evaluation of a term paper which requires students to demonstrate the basic skills in reading and writing that they may not possess. As we do not teach basic skills in the course, we have decided to assess a skill that is specific to the course content.

Discussions also revealed that the reason for lack of success in ANTR 5 may lie in the timing of the assessment, which occurs at a time distant from engagement with the relevant materials.

For ANTR 3, a new SLO will be written and assessed during the Fall 2013 term. For ANTR 5, instructors will consider changing the timing of the assessment or the assessment itself.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

Assessment results are largely irrelevant to our primary resource request, which is for additional FTEF. The Program must recover from previous cuts and continue to grow to meet student demand. They are also irrelevant to the fact that we have a new state mandate to meet in constructing an AA-T degree.

Neither are assessment results relevant to our request for a budget for the Program, since its instructors have been buying their own supplies for the past few years.

There is no doubt, however, that SLO scores and Student Success rates would go up if there were dedicated laboratory classroom space for ANTR 2 because instructional time alone would be increased by a minimum of 15 minutes per day. Instructors would be able to precede their students into the room early enough to set up the lab before they arrive and allow them to leave at the end of the period before breaking it down. Currently, they are forced to wait until the previous class leaves the lecture room, so set-up occurs during class time, as does break down.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

As stated above, a new assessment will be designed for ANTR 3 and possibly for ANTR 5. All face-to-face courses will continue to be assessed every semester with the exception of those staffed by transient adjuncts. Two regular adjuncts who have so far not participated in the SLO process are expected to begin doing so this semester, now that compensation for their labor has been arranged.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).
 - a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

The Program Coordinator meets and dialogues with adjunct faculty on a regular basis, as well as through email correspondence. A formal meeting was held on 8/21/13 to discuss assessment data, which was reported into eLumen as explained above.

Data shows that the Program enjoys a steady growth in students and majors, the great majority of whom are recent high school graduates seeking transfer to a 4-year institution. Headcounts and course enrollments show regular yearly increases. Like the campus itself, the Program's students are overwhelmingly White and under 21 years old; most are continuing their path toward transfer.

Faculty members feel that some SLO assessment results may not accurately reflect student success. They have identified the problem as being related to a lack of basic skills. A course assessment in ANTR that relies upon a written paper may demonstrate a student's lack of basic skills rather than his command of course material. Therefore assessments will be re-evaluated from the standpoint of whether they reflect actual course achievement.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

Faculty members feel that student success rates with regard to course achievement and final grades are satisfactory, with 2/3 to 3/4 of students completing courses with grades of B or better. Student drops and failures are attributed to a lack of basic skills, rather than course-specific problems. All instructors are concerned to design classes and SLOs at which students can succeed regardless of their lack of basic skills.

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

Resource requests are largely connected to courses with satisfactory success rates and SLO assessment outcomes.

2. Enrollment Management **(Instructional programs only)**

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

2.5 each semester

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

From Spring 2009 to Spring 2012, the Program was allotted 2.7 FTEF each semester. Budget cuts caused a reduction of the program to 2.5, which resulted in the cancellation of a course which had only offered a single section, ANTR 12. ANTR 4 has also been cut in favor of offering an online section of ANTR 2, for which there is great demand because it has long been required for major preparation.

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

The Program hopes to gain back enough FTEF to reintroduce two cancelled courses, ANTR 4 and ANTR 12, in order to meet requirements for the AA-T degree. This would require the restoration of the .2 FTEF lost, plus an additional increase of .2 FTEF for a total of 2.9 FTEF.

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

(<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
2.7	1.0	37%

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	0	37T	37T	37T
	0	37T	37T	37T
	0	37T	37T	37T
regular hourly classified staff**	0	37T	37T	37T

student assistants	0	37T	37T	37T
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* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

37T

3. Are there Staff Development needs for the academic year 2014-15?

YES NO

If yes, elaborate. Provide any data which support these needs.

37T

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

37T

G. Facilities, Equipment, and Supplies Resources

Are there any **new** facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

As described in the Program Review document, the Program is requesting access to a dedicated wet laboratory space in which to hold laboratory classes. The current conditions are inadequate to standards of college instruction and lead to loss of instructional time due to the requirements of set-up and break-down in a shared space. Such a classroom would need to be outfitted with standard instructional tools including microscopes, computers, and experiment supplies.

The Program is also repeating its yearly request for dedicated outdoor space in which to hold mock excavations for the training of students in the ANTR 2 archaeology class, which is required major preparation for transfer. The current classroom offers no opportunity for the hands-on experience in fieldwork that is generally a component of the course.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO

If yes, please briefly describe amount and general uses.

37T

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

37T

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (*e.g.*, mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

The new demands of the state mandated AA-T degree require us to re-introduce two discontinued courses, which further requires the addition of .4 FTEF.

Despite identifying ongoing budget needs for disposable laboratory classroom supplies in several previous Program Reviews submitted, no budget has yet been identified.

Despite requesting dedicated outdoor space for laboratory practice exercises in several previous Program Reviews submitted, no such space has yet been identified.

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

Of the four objectives listed in last year's program review, only one has been met, and that is the stability of class offerings in room 2203, where all ANTR program assets have been securely housed.

B. Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

Since budget cuts have caused the cancellation of one to two sections and two courses, there has been no growth in the Program and three out of four objectives have not been met. Facilities and equipment requests cannot be met until a new laboratory classroom is provided to the Program. For the time being, the Program is limited to lecture with minimal hands-on exercises, but a collegiate anthropology program should more properly have a wet lab with microscopes and other appropriate materials. We should also have a small dedicated budget for disposable laboratory classroom supplies and a dedicated outdoor space for instruction in field techniques.

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

The Program is concerned first to restore, and then to grow its offerings by doing the following:

1. Reintroducing ANTR 4 and ANTR 12 into the schedule immediately in order to accommodate the requirements of the new AA-T degree.
2. Adding, as soon as possible, at least two sections of ANTR1 and one section of ANTR 1L in order to meet student demand, a fact which is easily demonstrated by looking at the CLOSED CLASSES report for any semester.

The Program would also like to see action on the three unmet objective from the previous Program Review:

3. Establish a genuine wet laboratory classroom.
4. Fully stock a laboratory classroom with microscopes, models, computers, and other necessary equipment for teaching anthropology.
5. Establish an outdoor space on campus for simulating archaeological and forensic

excavations.

And:

6. The Program would appreciate the College or Division taking action on its ongoing need to identify a budget for disposable laboratory classroom supplies.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

There are currently not enough courses to satisfy student demand or degree requirements. We must restore previously cut courses to the Program in order to come into compliance with State law.

The ANTR Program suffers by comparison to UC/CSU and other CC campuses for lack of a genuine laboratory classroom with appropriate technology and equipment. Transfer students will enter their transfer institutions with less hands-on experience than their in-discipline peers. Their in-class time also suffers from the lack of dedicated space, which means that instructors are compelled to set up and take down their labs every day, losing precious instruction time to the labor.

Providing dedicated outdoor space for mock excavations will support student success by training them in a hands-on manner that will prepare them more effectively for careers in the field.

Bringing the LPC ANTR Program up to the standards and expectations of other campuses will also benefit our students by preparing them more effectively to succeed in their academic careers.

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective†	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	Identify an ongoing budget for disposable laboratory classroom supplies.	ANTR 2 SLO		Ongoing SLO assessment	financial	\$200 to \$300 yearly	unknown
2	1	Increase FTEF by .4 to allow for the restoration of ANTR 4 and ANTR 12 to the schedule.	SLOs were written and actively assessed for both courses.		Enrollment, Student Success, and SLOs	financial	.4 FTEF	CEMC
3	2	Increase FTEF by .5 FTEF to allow for the addition of two sections of ANTR 1 and one section of ANTR 1L.	SLOs are actively being assessed for both courses.		Enrollment, Student Success, and SLOs	financial	.4 FTEF	CEMC
4	2	Establish a dedicated outdoor space	An SLO can not be written or		Student Success and SLOs	facilities	Outdoor space on campus	unknown

Name of Program	Division	Author(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

		on campus for ANTR 2 instruction in field techniques.	assessed unless the space is made available.				where it is safe to dig.	
5	2	Establish a dedicated wet laboratory for the ANTR Program on campus with the full complement of necessary equipment and supplies including microscopes, computers, and supplies for experiments and tests.	In the absence of space and supplies, appropriate SLOs cannot be written or assessed.		Enrollment, Student Success, and SLOs	Facilities, supplies, financial	Facilities and equipment	Facilities

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.