

PROGRAM REVIEW UPDATE 2016-2017

Program: ANTR

Division: CATSS

Date: 10/4/2016

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/jU2yIz>)

Since our last PRU, the Anthropology Program has been severely impacted by the departure of our most senior adjunct instructor for a full-time position at another college. This results not only in a loss of expertise in instruction and student support, but in the practical material loss of over

\$10,000 worth of replaceable teaching materials such as anatomical models as well as a priceless and irreplaceable collection of artifacts that were on loan to us from the instructor. As the Program had built its instruction and reputation around the availability of these materials, we find ourselves at a great disadvantage moving forward.

This situation is exacerbated by the fact that the Program, which has been expanding steadily over the past decade, is slated to move into a new, wet laboratory classroom when the next academic building is completed. We need to replace our teaching assets immediately while expanding our collection to meet the demands of new curriculum coming on line as soon as we occupy the space.

Since 2012, we have grown from offering four sections of ANTR 1 and two of ANTR 1L to having seven sections of ANTR 1 and four of ANTR 1L planned for Spring 2017. These courses, in addition to ANTR 2 and ANTR 13, absolutely require the use of assets such as the ones we have lost. As our numbers increase, we'll be needing even more.

While the Program was approved to hire our first new additional full-time instructor last year and conducted a successful search, the funds were eventually denied for creating the position. Our need for additional staff is even greater now that our new laboratory classroom is coming on line. It is imperative that a second full-time position be created and filled. Next semester, we'll be offering 18 class sections with only one full-time instructor.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

The only goal of the six stated in our previous PRU that is on its way to being met is the provision of a laboratory classroom space. It will need to be stocked with "microscopes, models, computers, and other necessary equipment for teaching anthropology" once it comes on line.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

The program has expanded its offerings in number and reach, having added more sections and built out a previously non-existent Friday schedule.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

While we do anticipate the addition of a new laboratory classroom sometime in the near future, the last-minute withdrawal of funds for our second full-time position last year makes it more difficult to utilize the space effectively once we inhabit it.

E. What are your most important plans (either new or continuing) for next year?

To quote from our previous PRU:

"Establish a genuine wet laboratory classroom. The room must be scheduled in a manner that separates classes by a minimum of ½ hour in order to allow instructor-only access."

"Fully stock a laboratory classroom with microscopes, models, computers, and other necessary equipment for teaching anthropology."

"The Program would appreciate the College or Division taking action on its ongoing need to identify

a budget for disposable laboratory classroom supplies.”

“We need to hire a full-time instructor to manage the archaeology and laboratory side of the Program, as well as to be a second point-person for our growing body of students.”

F. Instructional Programs: Detail your department’s plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

To quote from our previous PRU:

“The Program would like to design and offer a summer certificate program in archaeological technology. We’d like to follow the model of Cabrillo College, whose successful ArcTech program qualified students to participate in archaeological fieldwork; this ended only recently when its directors retired. This would bring students from across the state to Las Positas College for the training they need but is so difficult to find.”

G. Do plans listed under Question E or Question F connect to this year’s planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

Plans listed above are a perfect example of the College’s need to meet the second priority listed above: “Provide necessary institutional support for curriculum development and maintenance.”

H. Instructional programs: Did your program meet its program-set standard for successful course completion? yes no

(This data can be found here: <http://goo.gl/Ssfik2>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/jU2yIZ>

SAO: Students will be able to use anthropological research methods to gather data (including research in contemporary journals, fieldwork, and the systematic analysis of findings).

Describe the quantitative or qualitative results: 73% of students succeeded with a grade of "average" or better.

Discuss any actions taken so far (and results, if known): A second SAO has been written and implemented.

Discuss your action plan for the future: Assessment of the new SAO.

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results
(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: N/A
Course SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: N/A
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:														
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate													
1.														
2.														
3.														
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes No This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

ALL MAPPING WAS COMPLETED LAST MONTH; PLEASE SEE ATTACHED ELUMEN DOCUMENT.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?



Strategic Planning | SLOs & Assessments | Org Management | Reports

SLOs Listing | **Curriculum Map** | Outcomes Groups | Assessments

Mapping source

CSLOs

Organization Anthropology

Outcomes Groups - No Outcomes Group selected -

Programs Anthropology - AA-T

Anthropology - AA-T Courses Anthropology - AA-T <input type="checkbox"/> Include inactive Courses	Students will be able to contrast the fundamental ways in which cultures differ from one another.	Students will be able to use anthropological research methods to gather data (including research in contemporary journals, field...
ANTR1 - Biological/Physical Anthro		
Students will be able to deconstruct the biological concept of "race."		
Students will be able to describe and identify fossil hominid species.		
Students will be able to explain how natural selection works.		
ANTR12 - Magic/Religion/Witchcraft/Heal		
Students will interpret symbolic cultural practices with use of various anthropological/theoretical perspectives.	✓	✓
ANTR13 - Intro to Forensic Anthropology		
Students will be able to analyze human bones for identification of sex, ancestry, age, trauma and stature.		
ANTR2 - Introduction to Archaeology		
Students will be able to use theory to interpret archaeological data.	✓	✓
ANTR3 - Social/Cultural Anthropology		

Students will be able to analyze cultural practices from a variety of anthropological and theoretical perspectives.	✓	✓
ANTR5 - Cultures of the U.S. in Global		
Students who take courses in anthropology should be able to successfully deconstruct the biological concept of "race".		
Students will be able to analyze the pattern of U.S. government responses to successive immigrant groups through its changing immigration...	✓	✓
GEOG15 - Introduction to GIS		
Successful completion of Geog 15 will allow the student to produce a printed map which demonstrates the basic concepts of cartographic		
GEOL1 - Physical Geology		
Students demonstrate a working knowledge of geologic processes, geologic information , geologic identification, geologic analysis and/or...		
GEOL1L - Physical Geology Laboratory		
Students demonstrate a working knowledge of geologic laboratory processes, geologic concepts , geologic identification, geologic analysis...		
HIST14 - Hist and Amer Cultures Calif	✓	
Locate, interpret, and analyze various types of historical sources.		
HIST25 - American Indian History	✓	
Successful completion of this course will enable students to infer kinship rules for Plains Indian societies.	✓	
PSCN13 - Multicultural Issues/America	✓	
Students will demonstrate an understanding of the historical and contemporary experiences of Americans who are in the minority (e.g., ethnic...	✓	
Students will be able to explain and analyze the difference between stereotyping, prejudice, discrimination, and institutional racism.	✓	
Students will demonstrate an understanding of the identity development theories and apply the course concepts to case studies.	✓	✓
PSYC25 - RESEARCH METHODS		
Analyze the structure of scientific inquiry, including the history and philosophy of scientific		

investigation.		
Conduct scientific research in psychology that includes reviewing scientific literature, analyzing data using descriptive and inferential...		✓
Discuss the advantages and limitations of different research methods used in psychological research, and the importance of reliability and...		✓
Discuss the importance of ethical principles in psychological research involving human and nonhuman animals and the historical events that		✓
SOC3 - Cultural and Racial Minorities		
Outline relevant sociological theories to accurately explain how race and ethnicity are socially constructed	✓	✓
Analyze current or historical racial and ethnic group relations using sociological theory	✓	✓
Conduct a research assignment using a multi-model sociological approach		✓
Produce a document that connects sociological research methods to ethnicity theory.	✓	✓