Program: Anthropology
Division: CATSS
Date: 10/24/17
Writer(s): L.W. Lucas Hasten and Daniel G. Cearley
SLO/SAO Point-Person: L.W. Lucas Hasten

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

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:
https://goo.gl/23jrxt
Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

1) *Please respond to each question as completely as possible.*

2) *If the requested information does not apply to your program, write "Not Applicable."*

3) *Optional: Meet with your dean to review this document before October 13.*

4) *Send an electronic copy of this form to Karin Spirn and your Dean by October 16*

5) Please note: Some information needed for this Program Review will become available in August 2017.

Links:

Program Review Home Page: https://goo.gl/XATgjJ

Fall 2016 Program Review Updates : https://goo.gl/YV8QOt

Frequently Asked Questions: https://goo.gl/iIhRtt

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

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 [available August 2017]
- CEMC Data
- Labor Market Data
- SLO/SAO Data

None.

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

1. The ANTR Program has hired a second full-time instructor, Daniel Cearley, who began his employment this semester (Fall 2017). 2. We await the opening of LPC's new academic building, slated for next year, which will house the Program's new wet laboratory classroom. We were disappointed to learn, however, that despite requesting adequate ventilation hoods and fans for the classroom in our Program Review document, these items were not included in the construction of the building. This fact alone will preclude the teaching of certain laboratory procedures necessary for student mastery of laboratory courses. 3. The Program has replaced many of the teaching assets lost when the senior adjunct faculty member who was providing them left LPC to take a tenure-track position at another college. We continue to build the collection of teaching materials necessary for ensuring student success. 4. New curriculum has been written for 9 new courses: ANTR 2L - Archaeology Laboratory; ANTR 6 - Anthropology of Sex and Gender; ANTR 7 - Native American Cultures of North America; ANTR 8 - World Prehistory in Archaeological Perspective; ANTR 14 - Introduction to the Archaeological History of Mesoamerica; ANTR 29 A - Independent Study, Cultural Anthropology; ANTR 29 B - Independent Study, Biological Anthropology; ANTR 29 C - Independent Study,	Mark an X next to each area that is addressed in your response.

Definitions of terms: https://goo.gl/23jrxt	
	Community Partnerships/Outreach
X	Curriculum*
	Enrollment Management
	External Factors
X	Facilities,** Supplies and Equipment (Including Software)
	Financial/Budgetary
X	Human Resources
	Learning Support
	LPC Planning Priorities https://goo.gl/LU99m1
	Pedagogy
	Professional Development
	Services to Students
	SLO/SAO Process
	Technology Use

*Curriculum will also be addressed in Part 2 (Curriculum Review).

**Facilities will also be

Archaeology/Prehistory; and ANTR 29 D - Independent Study, Linguistic Anthropology.	addressed in Question H.

C. Reflection: What plans from the 2016 Program Review Update or any previous Program Reviews/Updates have been achieved and how?

<table>
<tr><td rowspan="24">1. The ANTR Program has hired a second full-time instructor, Daniel Cearley, who began his employment this semester (Fall 2017).

2. The Program has used Instructional Equipment funds to replace many of the teaching assets lost due to the departure of the faculty member who was providing them.</td><td colspan="2">Mark an X next to each area that is addressed in your response.</td></tr>
<tr><td colspan="2">Definitions of terms: https://goo.gl/23jrxt</td></tr>
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<tr><td colspan="2">**Facilities will also be addressed in Question H.</td></tr>
</table>

D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

<table>
<tr><td rowspan="5">The grateful parents of an Anthropology Program alumnus gave the College $50,000 to endow a scholarship for continuing anthropology majors. This year will be the first year that we will make these scholarship awards.</td><td colspan="2">Mark an X next to each area that is addressed in your response.</td></tr>
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**Facilities will also be addressed in Question H.	

E. Obstacles: What obstacles has your program faced in achieving plans and goals?

1. In the past, the administration of the College has refused to allow the Anthropology Program to receive any human remains at all, despite the documented legality of their provenance. It will be necessary to develop guidelines and protocols for the handling and storage of human remains on-campus. Luckily, there are considerable examples of polices followed by other community colleges which can serve as an example and as working templates. A policy shift is necessary, if we are to ensure student success, especially if students are to prepare for the job market as practicing archaeologists. We also have an opportunity to perform work for outside agencies such as Far Western Anthropological Research Group if we are allowed to handle human remains on campus. It will be necessary to develop guidelines for the use of campus vehicles for transporting materials and students to field locations. 2. The Program has yet to identify a steady budgetary source for recurring laboratory needs. This includes common expendable items such as paper towel, Nitrate gloves, pencils, graph paper, paper filters, and PTC strips. For the archaeology lecture and field course, items such as zip lock bags, paper bags, permanent markers, and raw obsidian are used on a regular and recurring basis.	Mark an X next to each area that is addressed in your response.	
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

1. We look forward to occupying our new laboratory classroom.	Mark an X next to each area that is addressed in your response.

2. We are identifying gaps in existing teaching materials and documenting those items that are in need of replacement. Part of this effort involves submitting a detailed list of needed lab equipment for the new laboratory space to the contractor. 3. The archaeology field course cannot function properly until we acquire necessary field equipment. This includes tools for excavation such as shovels, picks, trowels, buckets, screens, tarps, wheelbarrows, plastic storage containers, pin flags, flagging tape, measuring tapes (5m, 50m, 100m), twine, wooden stakes, 12" nails, and north arrow reference scales. 4. We hope to identify funding that will support the new laboratory space which will be in need of teaching, measuring, documenting, and reference materials. Necessary items include: Graduated cylinders, a graduated 2L pitcher, protractor gauges (15), a profile gauge (1), a sliding t-bevel (1), a scale with height (1), sliding calipers (15), spreading calipers (15), osteometric boards (5), a hanging scale (1), 4k gram weight scales (10), desk mounted magnifying lamps (24), a single dissecting microscope, and hand held magnifying lenses (15). Our human skeletal reference collection, currently limited to one articulated model, must be augmented by the addition of a second standing skeleton of the opposite sex. We must also add six disarticulated human skeletons to our collection in order to reduce the ratio of students to skeletons during hands-on exercises. 5. Identify curriculum necessary to support a Certificate Program in Archaeology. 6. Create administrative/institutional/legal guidelines to support a local and/or an international archaeological field program during the Summer 2018 term. 7. Outreach with local land holding agencies, cultural resource management firms, and state parks concerning partnership/volunteer/work-based learning opportunities.	Definitions of terms: https://goo.gl/23jrxt

	Area
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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

1. The laboratory classroom scheduled to come on line next year will require equipment for supporting our laboratory exercises. Section F details a number of items that should be a priority. If these items are not acquired, other sources of funding must be identified.	Mark an X next to each area that is addressed in your response.

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2. The new laboratory space will provide support for the forensic anthropology, archaeology lecture, and archaeology field courses. Photographic equipment, reference scales, and a desktop photographic suite must be acquired in order to assure the success of students in these courses.

3. Funding must be secured to outfit the new laboratory classroom with fifteen laptop computers and a locked, rolling storage case. This additional technology would integrate lab courses with online resources and enable students to utilize web-based document sharing services such as Google Docs, linking them together in a laboratory environment.

4. A source of funding must be identified for the electronic survey equipment required by the archaeology field course.

5. The Anthropology Program hopes to establish an institute in Archaeological Technology that will award students a Certificate of Completion that indicates they are qualified to participate in professional archaeological work. The Certificate Program would include archaeological activities that can be taught as workshops and/or for professional development. Technology-based skills that may be promising for professionals and students alike include training in the use and interpretation of ground penetrating radar (GPR), magnetometer, and laser surveying.

6. As the program grows, it will be necessary to add additional courses. Areas under consideration include medical anthropology, environmental law, applied anthropology, forensic anthropology laboratory, archaeology survey methods, and archaeology laboratory methods.

7. We currently have a relationship with the archaeological firm, Past Lifeways, and look forward to establishing a working relationship with Far Western Anthropological Research or other agencies that will allow our students to work professionally to participate in archaeological projects, catalogue remains and artifacts.

8. We consider it crucial to the Program that we identify a

location on campus property that can act as an outdoor laboratory space. The facility would be an active teaching and learning environment, able to process artifacts and materials, and curate completed projects. It would also serve as storage space for archaeological equipment and artifacts.	
9. As part of the effort in training students, it is necessary to develop a local and an international archaeological field school program. We currently have relationships with UCSC and Foothill College, yet as mentioned in Section F, the success of these programs hinges upon institutional support. It will be necessary to develop institutional guidelines and memoranda of agreements between participating institutions.	
10. We plan to further develop our forensic anthropology program by offering certificates and workshops, and establishing an outdoor forensic laboratory. This will allow Las Positas to grow in response to industry needs. The department will consider the necessary facility requirements for a non-human decomposition experimental area that can be used to train law enforcement in investigating remains. This will include collaborating with local law enforcement, Administration of Justice faculty, and the Alameda Coroners Bureau. We plan to develop guidelines and policies for a facility of this type.	

H. Do you have any facilities needs that are currently unmet? If yes, please describe.

As described above, we are moving into a new laboratory space this coming year. In the future, there will be a need to identify a location within the campus property that can act as an outdoor laboratory space. This type of facility would act as an active teaching and learning environment, able to process artifacts and materials, and curate completed projects. This would also serve as a storage area for archaeological equipment and artifacts.

I. Mission: Explain how your program's plans and accomplishments support the mission of Las Positas College:

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

The Anthropology Program offers an AA-T degree that allows students to transfer to CSU as juniors.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? __X__yes _____no

[This data will be available in August 2017]

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

K. SLOs/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: **ANTR 1 – Biological/Physical Anthropology**
Text of the CSLO, SAO, or PSLO: **Students will be able to deconstruct the biological concept of "race."**
Describe the quantitative or qualitative results: **Student mastery increased dramatically (over 250%) from Fall 2016 to Spring 2017.**
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: **Student mastery increased due to the submission and correction of early draft papers.**
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement? **As detailed above.**

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO   PSLO   SAO - **PSLO**
Course, Program Name, or Student Service Area: **ANTR**
Text of CSLO/PSLO/SAO: **Students will be able to deconstruct the biological concept of "race."**
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed. **ANTR 1 - Students will be able to deconstruct the biological concept of "race."**

Section Two: Curriculum Review
(Programs with Courses Only)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

> **1. Log in to CurricUNET**
> **2. Select "Course Outline Report" under "Reports/Interfaces"**
> **3. Select the report as an Excel file or as HTML**

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

Completed.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

Not applicable.

C. DE Courses/Degrees/Certificates: 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.

None.

Section Three: CTE Updates
(CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact <u>Vicki Shipman</u> or the current CTE Project Manager for access to data).

N/A

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

N/A

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact <u>Vicki Shipman</u> or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

N/A

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

N/A

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

N/A

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?** If not, what program improvements may be made to increase this metric?

N/A