

PROGRAM REVIEW Fall 2018

Program: ANTR

Division: SLPC

Date: 10/22/2018

Writer(s): L.W. Hasten and Daniel Cearley

SLO/SAO Point-Person: L.W. 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 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. 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 has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

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 10/22.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by 10/22.

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester: Fall 20_____.

A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

The ANTR Program is a five-field course of study encompassing biological anthropology, cultural anthropology, linguistics, archaeology, and applied anthropology. Biological anthropology and archaeology are laboratory sciences, and archaeology includes fieldwork and excavation. LPC provides students with the tools to transfer to CSU as third year anthropology majors.

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 2017).

1. The ANTR Program is pleased to finally be housed in an appropriate laboratory classroom, 1061.
2. As indicated in last year's Program Review, "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." The facility should be retrofitted for such ventilation as soon as practically possible.
3. We were also shocked to discover that, contrary to standard practice, the new laboratory classroom is carpeted; the carpeting must be removed and replaced with more suitable flooring as soon as possible.

4. Now that Prof. Daniel Cearley has joined us, he has begun setup of an archaeological field school that will eventually allow us to offer our students a Certificate in Field and Laboratory Archaeology. The certificate will enable its holders to find work in Cultural Resource Management, a burgeoning field in California.

5. Running the Certificate Program described above will require dedicated outdoor space on campus, as well as dedicated outdoor storage for supplies. We are making a facilities request to carve out an outdoor space on campus to conduct experimental archaeology including excavation, decomposition and survey experiments, laboratory specimen preparation, and topographical surveys.

6. The new laboratory classroom requires a minimum of 15 new laptop computers so that students can engage in online, interactive, and multimedia exercises, as well as access scientific databases and other professional, research, and learning resources.

7. In order to adequately prepare students for work in the field, and to create the course sequence for a Certificate in Archaeological Field Methods, the Program should add a Forensic Anthropology Laboratory class, as well as courses in Archaeological Field Methods, and Archaeological Field Survey. We should also add a course in Medical Anthropology which can be cross-listed with our Nursing and EMT programs.

8. The ANTR Program requires an annual laboratory budget of \$500/year for disposable items used in teaching and learning such as archival plastic bags, PTC test strips, and DNA kits.

9. The ANTR Program requires an annual budget of at least \$2000 for teaching and learning software including peer review sites such as PeerGrade, and GIS software.

10. Communications are underway with officials at the Parks Military Base in Pleasanton to set up an archaeological survey for students on the premises. We are also in conversations with faculty at CSU East Bay to co-teach and collaborate to use LPC's open land for cooperative archaeology projects.

11. Prof. Cearley ran a successful field school in Ireland with 5 LPC students enrolling and completing the process in Summer 2018; we expect enrollments to increase in Summer 2019. Students who participated in last summer's program are now acting as mentors to current students.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxr			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input checked="" type="checkbox"/>	Curriculum committee items	<input checked="" type="checkbox"/>	Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources	<input checked="" type="checkbox"/>	Pedagogy	<input checked="" type="checkbox"/>	Technology Use
	External Factors	<input checked="" type="checkbox"/>	Learning Support		Professional Development		

C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

1. The ANTR Program is pleased to finally be housed in an appropriate laboratory classroom, 1061.

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<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

D. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page: <http://www.laspositascollege.edu/research/outcomes.php>

The only significant trend is a steady increase in enrollments of continuing students, which attests to the success we are having at drawing students into and retaining them in the ANTR Program. We are up more than 10% in total since 2013; Spring 2018 saw 91% continuing students.

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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

Not applicable.

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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

F. 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 B-E).

ANTR students are now educated in a dedicated laboratory classroom that allows hands-on training for biology, archaeology, and forensics classes. As the result of the new laboratory space and significant investment in equipment, students are now being exposed to techniques and instruments that was not possible in years previously. A small number of students have had the opportunity to participate in an international study abroad archaeological field program in Ireland.

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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

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

1. The greatest obstacle to planning and meeting our goals is a lack of available FTEF to offer the courses needed to expand our program.
2. We do not have the necessary outdoor space or storage to conduct archaeological exercises.
3. The new laboratory classroom is not properly outfitted for all laboratory exercises (i.e., the rug that should not be there and the absence of adequate ventilation).

4. From last year: "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 policies 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."

5. From last year: "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."

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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support		Professional Development	

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

1. Expand class offerings, particularly with regard to evening and DE courses.
2. Build partnerships with local stakeholders to allow our students to gain real-world experience in archaeological fieldwork and preservation.
3. Acquire outdoor space and storage on campus to conduct archaeological field exercises.
4. Begin the build-out of an Archaeology Certificate Program.
5. Evaluate and rebuild the Anthropology Home internet webpage to increase awareness of courses offered, construct a timeline of course offerings, provide useful links to professional organizations, list potential career and academic trajectories, and represent more robust staff profiles.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	Services to Students

x	Curriculum committee items	x	Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Enrollment Management	x	Human Resources		Pedagogy	Technology Use
	External Factors	x	Learning Support		Professional Development	

I. 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).

From last year:

1. The ANTR Program hopes to establish and 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.
2. 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.
3. 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.
4. 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.
5. 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 the success of these programs hinges upon institutional support. It will be necessary to develop institutional guidelines and memoranda of agreements between participating institutions.
6. We plan to further develop our forensic anthropology program by offering certificates and workshops, and establishing an outdoor forensic laboratory. This will allow LPC 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.

Mark an X before to each area that is addressed in your response.

Definitions of terms: <https://goo.gl/23jrxt>

x	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities	Services to Students
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Section Two: Current Topics (Required for All Programs)

- A. **Educational Master Plan:** A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:

http://www.laspositascollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

The ANTR Program offers an AA-T degree that allows students to transfer to CSU as juniors with a major concentration in anthropology.

- B. **Program-Set Standard (Instructional Programs Only):** Did your program meet its program-set standard for successful course completion? yes no

Program-set standard data can be found on this page:

<http://www.laspositascollege.edu/research/outcomes.php>

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

- C. **Facilities:** Do you have any facilities needs that are currently unmet? If yes, please describe.

The ANTR Program must acquire outdoor space and storage on campus to conduct short-term and long-term archaeological field exercises.

- D. **Professional Development**

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

ANTR faculty have attended anthropological and archaeological conferences; participated in archaeological fieldwork activities; taken students on international trips; published articles in "Archaeology Ireland," and attended publisher textbook presentations.

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

None.

E. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

None.

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year's Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs 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 to analyze a PSLO, identify the courses that are mapped to the PSLO. ANTR 1

B. Below, report on your program’s progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO: Students will be able to deconstruct the biological concept of “race.”
SLOs: Assessment data collected from <u> 11 </u> sections over <u> 5 </u> semesters. SAOs: Assessment data collected from <u> </u> students over <u> </u> semesters.
Describe the quantitative or qualitative results: Instructors in the ANTR Program are consistently successful in teaching this skill. Of 517 students assessed over 5 semesters, over 82% succeeded at a level of C or better, and over 56% achieved mastery.
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: The Program is satisfied with SLO results.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes? None.
DO you plan to continue tracking this SLO in the next year? Explain. We will continue tracking this SLO because it is the PSLO.

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C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year’s program review). (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 to analyze a PSLO, identify the courses that are mapped to the PSLO. ANTR 1, ANTR 1L, ANTR 13

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

None.

**Section Four: 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.

Complete.

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.

Complete.

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.

Not applicable.