

Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English and Math My Way are reviewed annually, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean's comments/reflection/next steps

2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and returns documents to program review team by January 7, 2013.
- Program review documents are due to the Office of Instruction by January 18, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Basic Program Information

Department Name: **Anthropology**

Program Mission:

The Department of Anthropology educates students to understand and value the cultural and social diversity of the world, both past and present. By studying cultural and physical anthropology and archaeology, our undergraduate students are offered a holistic approach to knowledge and an integrated program in the discipline. Active learning experiences in the laboratory, the field and the community show our students both the interconnections between theory and research and how their discipline can be applied to today's critical human problems. Faculty research emphasizes appropriate collaborations to promote a community of scholars. We believe that the Department of Anthropology at Foothill College is one of the strongest in the nation and our students' success reflects this.

Four central dimensions define the Anthropology Program:

- The understanding of cross-cultural realities both past and present;
- The direct experience of research in the primary fields of anthropology, including work through the Center of Applied Anthropology, the Anthropology Laboratory, and field programs that are international and local;
- The commitment to community-based learning that both integrates applied anthropology into the curriculum and engages students with community issues;
- The cooperation with other programs at the college and in the community to foster intercultural education for Foothill students.

By combining teaching excellence, scholarly research, and service to society, we strive for the education of the whole person in the Foothill tradition by helping our students to transfer to institutions of their choice, to become women and men of professional competence in the workforce, to be socially conscience, and to have global compassion.

Program Review team members:

Name	Department	Position
Kathryn Maurer	Anthropology	Instructor
Samuel Connell	Anthropology	Instructor
Daniel Cearley	Anthropology	Adjunct Instructor

Total number of Full Time Faculty:	2
Total number of Part Time Faculty:	10

Existing Classified positions:

None, however we have two TEA employees working 10hr/week maximum as Laboratory Coordinators

Programs* covered by this review

Program Name	Program Type	Units**
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	(A.S., C.A., Pathway, etc.)	
Anthropology	A.A.	90

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

We have a number of certificates that are not state approved. We call them Certificates of Proficiency. They are designed to be entry-level certificates in anthropology, they are seen as a mechanism to captivate students and create community. We consider our certificates a vital avenue to student success.

They are listed below.

Certificate information

Certificates of Proficiency for concentrations in Anthropology are awarded to any student who completes three or more courses in a specific anthropology subfield with a cumulative GPA of 3.0 or higher. These concentrations convey a specific skill set within anthropology and students are encouraged to seek multiple certificates. Students graduating with transfer degrees are urged to seek certificates in order to strengthen their application for transfer to other institutions. To request a certificate please visit: <http://foothill.edu/bss/certs.php>

Cultural Resource Management Certificate of Proficiency(24 Units)[Non-Transcriptable]

ANTH 3 Prehistory: The Search for Lost Civilizations (4 units)
ANTH 4 First Peoples of North America (4 units)
ANTH 8 Introduction to Archaeology (4 units)
ANTH 8L Archaeology Laboratory (1 unit)
ANTH 51 Archaeology Survey (2 units)
ANTH 52 Archaeological Field Methods (4 units)
ANTH 54 Special Projects in Anthropology (1 unit)

And 4 units from the following:

ANTH 35 Department Honors Projects in Anthropology (1 unit)
ANTH 36 Special Projects in Anthropology (1 unit)
ANTH 53H Honors Institute Seminar in Anthropology (1 unit)
HIST 4A History of Western Civilization to 800 AD (4 units)
HIST 8 History of Latin America (4 units)
HIST 18 Introduction to Middle Eastern Civilization (4 units)
GEOG 1 Physical Geography (5 units)

GEOG 12 Introduction to Geographic Information Systems (GIS) (4 units)

Medical Anthropology Certificate of Proficiency(20 Units)[Non-Transcriptable]

ANTH 1 Introduction to Physical Anthropology (4 units)
ANTH 50 Medical Anthropology: Methods & Practice (4 units)

And ONE of the following:

ANTH 5 Magic, Science & Religion (4 units)

ANTH 12 Applied Anthropology (4 units)

And 8 units from the following:

ANTH 35 Department Honors Projects in Anthropology (1 unit)

ANTH 53H Honors Institute Seminar in Anthropology (1 unit)

BIOL 14 Human Biology (5 units)

BIOL 40A Human Anatomy & Physiology I (5 units)

or BIOL 40B Human Anatomy & Physiology II (5 units)

PSYC 4 Introduction to Biopsychology (4 units)

PSYC 10 Research Methods & Designs (5 units)

PSYC 40 Human Development (5 units)

SOC 19 Alcohol & Drug Abuse (4 units)

Applied Anthropology Certificate of Proficiency(17 Units)[Non-Transcriptable]

ANTH 2A Cultural Anthropology (4 units)

ANTH 2B Patterns in Culture (4 units)

ANTH 12 Applied Anthropology (4 units)

ANTH 54 Special Projects in Anthropology (1 unit)

ANTH 50 Medical Anthropology: Methods & Practice (4 units)

Cultural Anthropology Certificate of Proficiency(16 Units)[Non-Transcriptable]

Select 12 units from the following:

ANTH 2A Cultural Anthropology (4 units)

ANTH 2B Patterns of Culture (4 units)

ANTH 4 First Peoples of North America (4 units)

ANTH 5 Magic, Science & Religion (4 units)

ANTH 6 Peoples of Africa (4 units)

ANTH 12 Applied Anthropology (4 units)

And 4 units from the following:

ANTH 35 Department Honors Projects in Anthropology (1 unit)

ANTH 53H Honors Institute Seminar in Anthropology (1 unit)

ANTH 54 Special Projects in Anthropology (1 unit)

COMM 12 Intercultural Communication (5 units)

GEOG 2 Human Geography (4 units)

GEOG 12 Introduction to Geographic Information Systems (GIS) (4 units)

HIST 4A History of Western Civilization to 800 AD (4 units)

HIST 9 History of Contemporary Europe (4 units)

or HIST 9H Honors History of Contemporary Europe (4 units)

HUMN 1A Humanities & the Modern Experience I (4 units)

MUS 7D Contemporary Musical Styles: The Beatles in the Culture of Popular Music (4 units)

MUS 8 Music of Multicultural America (4 units)

or MUS 8H Honors Music of Multicultural America (4 units)

SOC 30 Social Psychology (4 units)

or PSYC 30 Social Psychology (4 units)

SOC 40 Aspects of Marriage & Family (4 units)

SOCS 20 Cross-Cultural Perspectives for a Multicultural Society (4 units)

WMN 5 Introduction to Women's Studies (4 units)

Archaeology Certificate of Proficiency(16 Units)[Non-Transcriptable]

Select 12 units from the following:

ANTH 3 Prehistory: The Search for Lost Civilizations (4 units)

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ANTH 4 First Peoples of North America (4 units)
ANTH 8 Introduction to Archaeology (4 units)
ANTH 8L Archaeology Laboratory (1 unit)
ANTH 51 Archaeology Survey (2 units)
ANTH 52 Archaeological Field Methods (4 units)

And 4 units from the following:

ANTH 35 Department Honors Projects in Anthropology (1 unit)
ANTH 53H Honors Institute Seminar in Anthropology (1 unit)
ANTH 54 Special Projects in Anthropology (1 unit)
HIST 4A History of Western Civilization to 800 AD (4 units)
HIST 8 History of Latin America (4 units)
HIST 18 Introduction to Middle Eastern Civilization (4 units)
GEOG 1 Physical Geography (5 units)
GEOG 12 Introduction to Geographic Information Systems (GIS) (4 units)
Physical Anthropology Certificate of Proficiency(9 Units)[Non-Transcriptable]
ANTH 1 Introduction to Physical Anthropology (4 units)
ANTH 1L Physical Anthropology Laboratory (1 unit)

And 4 units from the following:

ANTH 35 Department Honors Projects in Anthropology (1 unit)
ANTH 53H Honors Institute Seminar in Anthropology (1 unit)
ANTH 54 Special Projects in Anthropology (1 unit)
BIOL 1C Evolution, Systematics & Ecology (6 units)
BIOL 10 General Biology: Basic Principles (5 units)
BIOL 12 Human Genetics (4 units)

Section 1. Data and Trend Analysis

1.1. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

See attached Program Review Data Sheets – All and Online.

Transcriptable Programs	2010-2011	2011-2012	% Change
Associate in Arts Anthropology	9	13	44%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change

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Example: Career Certificate	Note: According to the data provided by the BSS Division, there has not been an Anth Certificate issued since 2008 – however per info provided by Prof. Connell, we do issue these, so something seems wrong with the data.		

1.2 Department Data

Dimension	2010-2011	2011-2012	% Change
Enrollment	2014	2300	14%
Productivity (Goal: 546)	597	531	-11%
Success	78%	77%	
Full-time FTEF	1.0	2.0	100%
Part-time FTEF	4.7	5.2	31%

Department Course Data (Attach data provided by IR or manually complete chart below)

Course	2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Anth 1	890	698	79%	1026	651	77%
Anth 1L	196	447	88%	226	514	88%
Anth 2A	861	675	73%	946	573	72%
Anth 2B	13	173	67%	24	320	71%
Anth 3	80	356	74%	57	380	71%
Anth 4	126	560	63%	57	380	71%
Anth 5	201	271	81%	271	452	75%
Anth 6	48	640	49%	50	667	55%
Anth 8	117	520	80%	85	567	81%
Anth 8L	15	156	80%	10	521	92%
Anth 11	31	686	97%	55	391	96%
Anth 11B	12	270	100%	10	225	90%
Anth 12	45	300	100%	35	233	94%
Anth 20	n/a	n/a	n/a	20	267	95%
Anth 22	n/a	n/a	n/a	40	531	68%
Anth 35	5	n/a	100%	n/a	n/a	n/a
Anth 36	52	788	98%	55	821	96%
Anth 36Z	1	n/a	100%	26	385	96%
Anth 50	33	440	64%	14	187	85%

1.3 Using the data and prompts, provide a short, concise narrative analysis of the following indicators.

1. Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

Points to make:

- Enrollment is continuing to grow – up 13% total (14% unduplicated students taking an Anth class) from last year and up 30% from 2009-2010!
 - Looks like this could be directly attributable to growth in enrollment in online classes – that's at 16% from 2010-2011 (18% unduplicated students).
- As enrollment has grown we have added adjunct faculty, with a total of 10 part-timers teaching for Anthropology during Fall 2012. In addition, we added another part-timer for Winter 2013.
- These increases have put a strain on the faculty that is evident in the data. Currently the FTEF is 26% of the course load in 11-12. The expectation is that in the near future the department will need a third full-time instructor. We want to maintain the tremendous interest in our courses while offering new classes such as Linguistic Anthropology, something that is needed to round out the suite of transfer ready courses at Foothill. It is difficult to maintain size and growth given that the full-time instructors are still dependent on 75-80% adjunct faculty.
- The high numbers also necessitate more space allocation. For the near term we have requested through the Dean and directly to the facilities coordinator, the use of vacated space by the Maintenance Crew that is located behind the 3000 building. This space would be perfect for the archaeology storage and lab needs that have grown during the last several years.
- In addition, we have a serious space problem for our adjunct faculty, practically none of which get desk space from the BSS division. They are all asked to use Room 3102, which is already heavily used for Center for Applied Anthropology (CAA) activities. We are in a space crunch.
- The Dept. uses Fund 15 monies that it has accumulated to employ two part-time Laboratory Coordinators to help with our continuous organizational needs. It is important that we also receive consideration for full-time lab staff in the near future. We recognize that departments in other parts of campus have funds awarded by their division or the campus at large for staff lab coordinators. This should be considered for anthropology. We have 'made do' long enough. Our labs have over 100 students per quarter and this number is steadily growing.

2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends.)

The total number of graduates with AAs 2011-2012 was 13, up from 9, which is a significant rise. The department does not believe these numbers adequately reflect the interest and participation in anthropology courses on campus. The number of transfers to universities is a much better measure of our success. For example, we have been told by Bernie Day that we are in the top five departments on campus for transfers to UCs

such as UCLA. This is anecdotal information because these numbers are not provided which never gives us an adequate way to assess our success.

With the advent of the TMC that should come on line during the Fall Quarter 2012, we should be better able to assess our success, however this still will be faulty because we won't know who is going to the UCs.

The department holds a Transfer Celebration or 'BIG MOKA' during the June month every year and this past year's was a great success with 20 students joining us to celebrate their success. We thought to measure their overall achievement by asking them several questions which allowed us to assess the Departmental PLOs. Please see the PLO website for that assessment.

3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546.

- Overall, productivity is down, although enrollment is up. For 2011-2012 the overall Anthropology Department productivity was at 534, 11% down from 2010-2011, but just 2% under the college productivity goal of 546.
- We have been actively chasing enrollment, such as opening new sections late in the registration cycle. This has been done at the bequest of the college, and does affect our productivity. In past years, we would have never opened these classes and allowed them to run with small numbers. We recognized that productivity would be affected by adding additional sections for growth.
- Another reason could be expansion of course offerings at new times (afternoons and weeknights) and an attempt to offer more courses at Middlefield Campus, which resulted in fewer enrollments in those courses.
 - For 2012-2013, we've continued to refine this – offering a number of new sections, but trying to target times that appeared to get higher enrollment in 2011-2012. Reduced offerings at Middlefield Campus.
- Productivity was also probably too high the year before – too many sections were at waitlist-only capacity. An effort was made to offer more sections, so that quality is not jeopardized, particularly in the classes that have a field or lab component, and more individual instruction is required. We are trying to get this right and it takes time.
- Our need to have diversity in course offerings to improve transfer success to UC's could hinder productivity by offering these specialized classes. But enrollment still up overall so we are not concerned. Foothill College Department of Anthropology is one of the leading community college anthropology departments in the nation for this reason.

4. Course Offerings: (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

Points to make:

- As mentioned above, an effort was made in 2011-2012 to expand course offerings in the afternoons and evenings and at Middlefield Campus.
- The big “draw” continues to be Anth 1 and Anth 1L (Physical Anthropology and Physical Anthropology Lab).
- Some of the specialized courses (for example Anth 50 Medical Anthropology and Anth 12 Applied Anthropology) when offered during the “normal” course offerings at Foothill Campus (as opposed to the Summer Field Schools abroad) struggle with attracting enough students to run (Applied Anthropology was cancelled twice in 2011-2012). This is likely to a combination of lack of awareness among non-Anth majors of the relevance of these courses to other areas (e.g. health, business, etc.) and a lack of GE approval. We are working on both of these areas.
- The department continues to offer Special Projects courses (Anth 54) for our students at no load. These are an important way to catch students and further their enrichment by allowing them to actively engage in the anthropological process. These courses will be rolled into the ‘Independent Study’ offerings of 2012-2013 when they come on line.

a. Please comment on the data from any online course offerings.

Points to make:

- Enrollment in Anth 1 and Anth 2A online is again up significantly (20% and 16% respectively).
- We are happy with the addition of more online adjunct faculty, and our full-time contributions to online teaching that are also expanding.

5. Curriculum and Student Learning Outcomes (SLOs)

a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (CORs) reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

- All curriculum is up-to-date for Title V updates.
- The department has added new Forensics Anth class and lab (Anth13 and Anth13L).
- The department is set to go with honors offerings in Anth1 and Anth1L.
- We significantly revamped Anth 50 Medical Anthropology as part of Title V update to make it more current in the discipline, relevant to non-Anth majors, meet cultural competency requirements for health care providers, and attract greater number of students.
- Overall, Foothill’s Anth curriculum is very cutting edge, both in terms of numbers of course offerings for a community college, and the ever-increasing strength in applied courses. Moving towards developing a strong

program to link students to jobs, and help improve emerging professional's understandings of the importance of a non-ethnocentric, anthropological perspective for solving human issues in a variety of disciplines.

b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

- The new TMC suggests need for new course in Linguistic Anthropology – and we have already developed the course, approved by BSSCC, and are sending it through pipeline.
- We are suffering from a lack of region-specific courses. In particular, our Asia focus could be greatly expanded given the numbers of students on campus of Asian ancestry.
- Need to expand Honors courses – Anth 1H and 1LH could be ready to go soon, but we have lots of student interest in other honors courses.

c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission.

Our SLOs are directly in line with the campus mission, as they emphasize transfer and real-life work experience, in particular the active learning formats we embrace.

d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?

- Have met to discuss importance of this, and have developed "working groups" to update SLO's that is all faculty (FT and PT) that teach course.
- Our combined efforts on the Anth 50 – Medical Anthropology course have shown that we have a great model going forward for developing consistent offerings in both the face to face and online formats.

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

a. Please discuss current outcomes or initiatives related to this core mission.
n/a

7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

a. Please discuss current outcomes or initiatives related to this core mission.

- The department has worked with the college to develop our AA-T degree which will come online Fall 2013. Connell attended many meetings on the statewide level and feels that his voice was heard. All the recommendations put forth on the statewide level were accepted including the need to allow a wide variety of courses from Anthropology departments, like ourselves, who offer much more than the average department. One of our adjuncts, Jo R. Rodgers, wrote the C-ID curriculum for the Anth1L – Physical Anthropology Laboratory, and Connell helped edit the others. We were heavily involved in the creation on the state level.
- We are also C-ID reviewers.

- As stated above, the department is one of the leading community college departments in the nation and we are in the top five for transfers.
- We also have over 100 majors, a number calculated based on a survey we took of students in several classes at the end of Spring 2012 quarter.

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:
<http://foothill.edu/president/workforce.php>

- a. Please discuss current outcomes or initiatives related to this core mission.
- b. Please attach minutes from your advisory board meeting(s).

- This is an area we really want to grow but we have not had sufficient time to expand this portion of the program.
- In the past, we offered Workforce Job Shadowing opportunities for students, which was highly successful, in the Fall 2013 we will start this again.
- The department has emphasized its ability to work with the Center for Applied Anthropology in reaching out to campus departments and administration to contribute our expertise in conducting research. In the Spring 2013 we completed an exhaustive research project with student input that assessed students needs for the ASFC. This sort of 'on the job' experience is what we need to offer our students much more, and it is something that benefits the community as a whole. See STUDENT SURVEY FINDINGS on this website -- <http://www.foothill.edu/anthropology/>

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:
<http://foothill.edu/staff/irs/ESMP/index.php>

- a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.
- We believe the CAA and our research teams could contribute to an understanding of why our campus has a low percentage of student success in underprivileged groups. Faculty was also speaking with Judy Baker about the lack of success that the African American population has in online courses. These are the sorts of things that the Anthropology department can help with by designing research studies and coming up with more recommendations.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

THESE FILES ARE ATTACHED

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

THESE FILES ARE ATTACHED – 41 page document

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

1. What findings can be gathered from the Course Level Assessments?

The department is working with our new full-time faculty member, Kathryn Maurer, to bring her up to speed on the background and requirements of PLO and SLO Assessment and Reflection, and our department status of SLO development, assessment, reflection and improvement. In looking together at our PLO's and all of our course-level SLO's, including performance targets and means of assessment, we recognize the need to update them significantly to become better objective measurements of student success, and to provide more meaningful data that will assist all full and part-time faculty with course and program evaluation and improvements. This has started during the Fall 2012 quarter with the revamping of Anth50 SLOs. They will be assessed after the course is taught in Winter 2012. This process is ongoing and will continue in the follow program year.

For example, we now understand that our PLO's and most of our SLO's are too broad to effectively measure, and the means of assessment too vague and general. Therefore the reflections become very subjective, and too "instructor-heavy," rather than providing meaningful objective data that can assist with a true evaluation of student success across instructors and quarters.

We recognize the need to complete this work in a very timely manner, but also do not want to rush the process, which would again result in meaningless measures. We are intending to complete the work on new SLO's and Methods of Assessments by the end of the 2012-2013 academic year, and plan to enter assessment findings and action plan follow-up for each course taught the first quarter after the SLO's and means of assessment are complete.

In most cases we believe the assessments were too generalized to be useful. Originally we were hoping to create a situation where all adjuncts and FT could use these as open-ended guideposts. With Kathryn Maurer as a new full-time faculty member, we are prepared to more specifically address the learning objectives in measurable ways.

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

We think the SLOS should build upon each other, particularly with the Anth2A, 2B and 12 courses, the SLOs can reflect the growth of the student expectations. However, we must be cautious about putting prereqs on these classes as it is vital to allow students to enter into the anthropology department from any angle.

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

We think that the SLOs are great KSAs because they specifically address the course content, the critical thinking abilities, and then the impact on the modern world. Although we don't think there should be any more noble goal of a department, we could add new SLOs that are more specific to the goals of the specific class.

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

We think we are along way off because the adjuncts are not fully on board with the assessment portion, and this is critical, particularly with the online teaching which is half of our apportionment.

5. If your program has other outcomes assessments at the course level, comment on the findings.

2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments?

Our PLOs are currently more generalized forms of the three general SLOs we have for each class. In terms of measuring our success as a program we are going to need to change these PLOs to measure overall success in the form of transfer rates and or the number of students who take more than one class. This will tell us that students are internalizing program outcomes, but it still doesn't assess specific learning tasks. An alternative would

be to consider certain courses as capstone classes that are the culmination of learning or to integrate our certificates more directly into the curriculum as a way of demonstrating student success. The Cabrillo College system recently shut down a program that was producing archaeology technicians via a certificate program. In addition, Palomar College is somehow producing workforce related certificates.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

It will lead to improvements on the current system. The certificates of proficiency are largely in response to the frustration students feel in anthropology with not being able to specialize in a certain subfield, such as archaeology, medical anthropology or forensics. With the certificate program they are able to identify that they have a more specialized interest or focus. This, we believe, contributes to our very high transfer rates, but we cannot specifically assess this success.

3. If your program has other outcomes assessments at the program level, comment on the findings.

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Update TOPS codes to qualify for Perkins Grant money.	By Fall 2012 have a plan in place to apply for it under a New/Emerging Occupation	none	By Spring 2014 have a plan in place to apply for it under a New/Emerging Occupation
2 Hire a full or part-time lab and Center for Applied Anthropology coordinator	By Fall 2012 we hope to have a part-timer in place as lab-coordinator	Hired two part-time temp employees	We want a full-time lab coordinator – staff position
3 Offer Anth13 and Anth13L – Forensic sciences courses	ASAP	done	Currently being offered
4 Anthropology-In-Action	Expand	Website completed, outreach community	Need more time to refine

		project undertaken in classrooms, met with other faculty about expanding program	
5 Increase student numbers and retention	Always	Done	Continuing but will need a new full-time hire soon

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
1 New Full-time faculty	Fall 2014 – expected start date	Our 2 full-timers only teach 26% of classes	Get admin on board
2 Full Time Lab Coordinator Position	Winter 2014	Laboratory needs a coordinator	Work with admin
3 Implement the TMC	Fall 2013	More AA degrees	Promote the AA-T in classes and online
4. More space for Anthropology	Fall 2013	Need to separate archaeology and physical/forensic lab spaces – this will alleviate a tremendous space crunch.	Get Maintenance Building behind the 3000 room block
5. Create the Advisory Committee	Fall 2013	Improve student success especially coordinate workforce development	Formulating
6. Anthropology in Action	Fall 2013	Find someone to take over, use lab coordinator for this also	Finish website and improve promotion
7. Expand Medical Anthropology	Fall 2013	Should be added to curriculum of nursing and other forms of medical education	Work with these departments and O of instruction
8. Payment structure for applied anthropology and archaeology work	Spring 2014	Will allow the Center for Applied Anthropology to function as an entity	Coordinate with administration to effectively manage this process

done in the community		capable of bidding on projects in the community and allow students hands-on training in workforce related discipline	
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Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
New Full-time faculty		3.1
New Lab Coordinator		3.2

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Laboratory Space -		3.4 -- Maintenance building behind the 3000 room block

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Program has worked hard to succeed in the last five years and now has two full-time professors. Our ability to provide many hands on experiences for the students is unmatched among all departments in the Bay Area, including CSU campuses. Our field projects have gained notoriety across the region.	Recognition of our success throughout the community.
Weaknesses	The disconnect between the online and face-to-face curriculum. The distance education has been operating in its own silo for many years.	Students do not recognize the benefits of an anthropology degree in terms of workforce development.
Opportunities	The program will expand its class offerings and grow in its core mission	With our new full-time hire we will see more connections to the community at large.
Threats	Cuts to funding	Anthropology is not a STEM

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

Our ability to work within the limitations of the physical space we have at our disposal. The laboratory performs double duty, with archaeology and physical anthropology overlapping. It would be a tremendous benefit to have more space. Students and faculty all recognize the need for more space.

The lack of a staff lab coordinator hinders the department's ability to adequately provide for our students.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

The program is continues to operate as one of the strongest in the region, if not the country. Our ability to offer the core courses in conjunction with more specialized offerings is continually appreciated by everyone involved. Our international studies programs in the summer, as well as our local field course offerings are always well appreciated. This positive trend is continuing, as Connell, who is on sabbatical will be traveling to Vietnam in order to initiate plans for a new field site in Asia.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The Foothill College Anthropology Department is a strong and growing academic discipline at Foothill College and is taking steps to further improve its educational quality, its depth of offerings and increase the number of students receiving degrees and certificates. The program enrollment has grown approximately 14 percent in one year and 30 percent in two years and productivity remains strong during a period where the college is prioritizing growth. The program has an AA-T degree that is due to be approved by Fall of 2013, which is a significant achievement and new opportunity to capture transfer students who often take many courses within the program but do not receive the AA degree before transferring to a university. In addition, the program has put much focus on its SLOs and the research and data behind these assessments, and plans to update its SLOs by the end of the 2012-2013 academic year. The program is also looking at adding two honors courses, which could enhance student transfer opportunities and possibly generate more participation in the AA-T degree. The department enrollment does justify looking at additional full-time faculty hiring.

6.2 Areas of concern, if any:

No areas of serious concern. The program has requested a full-time lab technician and requested additional space for supplies and lab equipment. Due to the college budget shortfall, it is unlikely that a new classified position will be prioritized for the department to address the lab support that currently is provided by two temporary positions.

The program does not have an advisory board, and this might be an area to explore to gain external feedback and particularly if the program eventually receives CTE funding.

The program has many non-transcriptable certificates that need to be addressed and either converted to state approved transcriptable certificates or possibly eliminated. Some of the

current certificates have high unit values and could be converted to state approved certificates by adding a small number of units.

6.3 Recommendations for improvement:

Continue through with plan to update SLOs by end of 2012-2013

Work with Dean to discuss and resolve space issues and discuss long-term planning for lab coordinators.

Create an anthropology program advisory board in 2013 and hold first meeting by Fall 2013.

6.4 Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Unit Assessment Report - Four Column

Foothill College

Program (BSS-ANTH) - Anthropology AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (BSS-ANTH) - Anthropology AA - 1 - Graduates will be able identify cross-cultural realities both past and present.</p> <p>Year PL-SLO implemented: End of Quarter</p> <p>SLO Status: Active</p>	<p>Assessment Method: Students taking courses in the Cultural Anthropology Concentration should have successfully completed a full-length cross-cultural case study.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target: Students who have taken more Anth courses will demonstrate this more effectively than students who have taken fewer.</p>	<p>02/28/2012 - Students who take any series of classes (a suite of classes if you will), should have had one class in which this was done. If they are taking only physical anthropology (Anth1) and then leaving the department having taken a GE, I am not sure what they will be doing to compare cross-culturally anything, but they will be doing an assignment comparing species of primates to humans. Perhaps I should expand this to be a full-length comparative study of either different species or cultures.</p>	
		<p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>01/03/2012 - Actually this PLO should be expanded to include all courses and not simply the Cultural anth courses. We are bringing this relativistic and holistic perspective into all courses. Most assignments are themed around this important anthropological mantra. But there needs to be a more systematic way to assess this PLO.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	
	<p>Assessment Method: Focus Groups of student completing Spring quarter</p> <p>Assessment Method Type: Interviews/Focus Groups</p>	<p>06/28/2012 - see attached document</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Related Documents: Foothill Anthropology Program Outcomes Student Survey Results.docx </p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (BSS-ANTH) - Anthropology AA - 2 - Graduates will be able to critically analyze and interpret anthropological data.</p> <p>Year PL-SLO implemented: End of Quarter</p> <p>SLO Status: Active</p>	<p>Assessment Method: Students will have successfully completed a critical analysis of anthropological data in a group research or laboratory setting. For example write up a description of an excavation and analyze the data.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Students who have taken 3 ANTH courses will demonstrate the ability to critically analyze data.</p>	<p>01/03/2012 - In each class we are requiring a paper that assesses the student ability to critically analyze data. This should be taking place in each and every course. If it is not taking place in specific courses then we will address this in 2012. I think that we may specifically need to look at some online courses which are not requiring critical thinking assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	
	<p>Assessment Method: Focus Groups of student completing Spring quarter</p> <p>Assessment Method Type: Discussion/Participation</p>	<p>06/28/2012 - see attached doc</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Related Documents: Foothill Anthropology Program Outcomes Student Survey Results.docx </p>	<p>06/28/2012 - We surveyed 40 students who had taken 3 or more Anth classes. 39 of the respondents are transferring. This is a robust sample.</p> <p>In terms of the comments, there are many avenues of discussion. One thing jumps to the fore at this point - - the Anth Lab (1L) needs to be looked at in terms of its success. This will be something we pursue in 2012-13, perhaps changing the structure of the class and looking closely at the curriculum.</p>
<p>Program (BSS-ANTH) - Anthropology AA - 3 - Graduates will apply anthropological principles for solving human problems on the local, regional and world scales in a community service role.</p>	<p>Assessment Method: Students will have shown an ability to assess and solve human problems on local, regional and world scales via class presentations or final papers. (For example, applied Anthropology, field school school or</p>	<p>01/03/2012 - In each course there needs to be an assignment or participatory method for assessing that the students are internalizing this critical PLO. If we are to successfully educate our anthropology students they need to have an awareness of the world's problems and begin to be able to think</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Year PL-SLO implemented: End of Quarter</p> <p>SLO Status: Active</p>	<p>internships)</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: A graduate who participates in a community service role will understand the impact of using anthropological principles in solving human problems.</p> <p>Assessment Method: Focus Groups of student completing Spring quarter</p>	<p>about solving the issues. Again, if there are classes in anthropology that do not do this, we will need to find this out and address it in 2012.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>06/28/2012 - see related doc</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Related Documents: Foothill Anthropology Program Outcomes Student Survey Results.docx </p>	